

EXPLORING THE PERCEPTIONS OF TEACHERS, STUDENTS, AND PARENTS
ABOUT THE NEW 4-YEAR ANATOLIAN HIGH SCHOOL ENGLISH PROGRAM

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ABSTRACT

EXPLORING THE PERCEPTIONS OF TEACHERS, STUDENTS, AND PARENTS ABOUT THE NEW 4-YEAR ANATOLIAN HIGH SCHOOL ENGLISH PROGRAM

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With the newly designed curricula, the preparatory year of the Anatolian High Schools (AHS) was terminated while expanding its English program to four years. Within that context, utilizing semi-structured interview protocols this descriptive study aimed to bring an insight into the perceptions of parents, students, and teachers about the new AHS English program. Moreover, the perceptions of the participants on the materials provided by MONE and European Language Portfolio were also aimed to be revealed. Additionally, it was targeted to bring out what participants think about the applicability of the communicative language teaching, student-centered approach, and multiple intelligences, since they were stated in the foreign language curricula. While the population consisted of AHSs in Ankara, the sample of the study made up of 4 groups of parents, students, and teachers from 4 AHSs in Ankara. Each group consisted of 12 interviewees, which makes 36 participants in total. In selecting students and parents convenience sampling, and in selecting teachers purposive sampling was utilized.

Analyzing the data collected using content analysis the findings revealed that parents, students, and teachers do not favor the current English language practice in AHSs where preparatory class is terminated. Additionally, the findings showed that in order to learn English, preparatory class is a necessity either after 5-year or after 8-year elementary education. Results also showed that all groups perceive English positively and support teaching and learning of the language. As for the perceptions of the participants on the materials, they expressed how insufficient they are in terms of teaching the language and in terms of practicing the language teaching approaches stated in the curriculum. Moreover, it was found that most of the participants did not know about the European Language Portfolio. Lastly, according to the answers, the English language teaching approaches stressed in the curriculum were difficult to be practiced in classes.

Keywords: Anatolian high school preparatory class; English language teaching; communicative language teaching; student-centered approach, multiple intelligences

ÖZ

ÖĞRETMENLERİN, ÖĞRENCİLERİN VE VELİLERİN YENİ 4 YILLIK ANADOLU LİSESİ İNGİLİZCE PROGRAMI HAKKINDAKİ GÖRÜŞLERİNİN İNCELENMESİ

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Dört yıla yayılan yeni düzenlenmiş lise programı çerçevesinde Anadolu liselerinde İngilizce hazırlık sınıfı kaldırılarak bu sınıfın programı dört yıla yayılmıştır. Bu betimsel çalışma ile öğretmenlerin, öğrencilerin ve velilerin yeni lise İngilizce programı uygulaması hakkındaki düşüncelerinin nitel araştırma yöntemi ile incelenmesi amaçlanmaktadır. Bununla beraber Milli Eğitim Bakanlığı'nın sağlamış olduğu materyaller ve Avrupa Dil Pasaportu ile ilgili görüşlerinde ortaya konulması amaç edinilmiştir. Bunlara ek olarak çalışmanın yabancı dil programında belirtilen iletişimsel yaklaşım, öğrenci merkezli öğretim ve çoklu zeka kuramı konularına da ışık tutması hedeflenmektedir. Böylesi bir programın ve uygulamanın yeni olması sebebi ile öznel fikirlerin ortaya konulması ve alanla ilgili önemli hususların açığa çıkması amacı ile çalışmada görüşme yöntemi kullanılmıştır. Çalışmanın evreni Ankara'daki Anadolu Liselerinden oluşurken, örneklem buna paralel olarak Ankara'da bulunan 4 Anadolu Lisesinden seçilmiş üçer kişilik veli, öğrenci ve öğretmen guruplarından oluşmaktadır. Dolayısı ile toplamda 36 kişilik bir örneklem bu çalışmada kullanılmıştır. Öğrenci ve

velileri seçerken uygun örneklem, öğretmenleri seçerken ise amaçlı örneklem yöntemi kullanılmıştır.

Yarı yapılandırılmış görüşmeler aracılığıyla toplanan veriler içerik analizine tabi tutulmuştur. Yapılan çalışmada sonuçlar göstermiştir ki velilerin, öğrencilerin ve öğretmenlerin çoğunluğu Anadolu Liselerindeki İngilizce hazırlık sınıfının kaldırılmasını onaylamıyor. Bununla birlikte katılımcıların çoğunluğundan elde edilen veriler İngilizce öğrenmek için hazırlık sınıfının gerek 5 yıllık gerekse 8 yıllık zorunlu ilköğretim sonrasında olması gerektiğini göstermektedir. Bulgular ayrıca katılımcıların büyük çoğunluğunun İngilizceye ve İngilizce eğitim ve öğretime olumlu baktıklarında göstermiştir. Katılımcıların Milli Eğitim Bakanlığınca sağlanan materyaller ile ilgili görüşleri ise bunların gerek dil öğretiminde gerekse programında geçen dil öğretim yöntemlerinin uygulanmasında yetersizlikler olduğunu gösterilmiştir. Bunlara ek olarak Avrupa Dil Portfoloyusu ile ilgili de katılımcıların büyük çoğunluğunun konu hakkında desteklenme ihtiyacı içinde oldukları ortaya çıkmıştır. Çalışmadan elde edilen diğer bir sonuç ise İngilizce öğretiminde kullanılması öngörülen yöntemlerin (iletişimsel yaklaşım, öğrenci merkezli öğretim ve çoklu zeka kuramı) sınıf içinde yeterince uygulanamadığıdır.

Anahtar Sözcükler: Anadolu liseleri hazırlık sınıfı, İngilizce öğretimi, iletişimsel yaklaşım, öğrenci merkezli öğretim ve çoklu zeka kuramı

*Dedicated to my parents, my brother, and my
fiancé who stood by me all the way...
As appreciation of their love, endorsement, and
encouragement...*

Thank you!

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LIST OF ABBREVIATIONS

AHS:	Anatolian High School
CoE:	Council of Europe
CEF:	Common European Framework
CLT:	Communicative Language Teaching
COLTAS:	Communicative Language Teaching Attitude Scale
EFL:	English as a Foreign Language
ELP:	European Language Portfolio
ELPP:	European Language Portfolio Project
ESL:	English as a Second Language
LOTE:	Languages Other Than English

CHAPTER I

INTRODUCTION

1.1 Background to the Study

Human beings carry on living in a community, within a communicative network. Thus, for people language is a considerable mean to form interpersonal, institutional, and organizational communications as it prepares an environment for interaction. Forming a network among all the variables of a society and culture, language becomes an inescapable tool that gives perception to how people think and bring about respect and tolerance for other cultures and ways of life. Unless there is a communicative hindrance among nations, societies, and cultures, humanity cannot advance in common civilization, cannot keep up with the improvements, and cannot assist in those proceedings (Cem, 1978; The Nuffield Foundation, 2000). Language not only distinguishes man from other living things, but also it differentiates societies from one another while marking out a community in a unique way as it helps binding that community together; or as Johnson (as cited in Boswell, 2004) emphasized in a tour to Hebrides, “languages are the pedigree of nations”. Being a social custom, language is a component that forms the society where it is used and that keeps the society alive. Within that framework, a nation’s religious interaction, trading, geography, and/or history with other nations creates proximity towards particular countries that result with learning another language - a foreign language - other than their native language (The Nuffield Foundation, 2000; Sezer, 2003).

Hitherto, in history the most successful global spread took place with the spread of English. Cooper (as cited in Doğançay-Aktuna, 1998), defined language spread “as an increase in the number of users and functions of a language or a language variety beyond the boundaries of its original habitat” (p. 24). From a social and political standpoint, exploitation, military imposition, and colonization resulted with the spread of English around the world (Bruthiaux, 2002; Cheshire, 1991; Doğançay-Aktuna, 1998). Being the most successful case in the history, as the most preferred one, English is now a language of a broader communication having users more than one billion (Crystal, 2003). Leaving other languages of wider communication far behind, today, as suggested by Bruthiaux (2002), “English functions as depository and transmitter of information related” (p. 133) to scientific, technological, economical, and cultural exchanges. In other words, as summarized through the quotation from the ombudsperson for human rights in Bosnia and Herzegovina, Gret Haller states (as cited in Phillipson, 2003) “No-one pays attention to what you say unless you speak English, because English is the language of power” (p. 1).

The dominance of English in colonized parts of the world began to spread to the non-colonized countries, especially after World War II (Phillipson, 1994). Yet, after those colonies announced their independency, they maintained English due to advantages it provides in the international arena to the ruling elite, especially, and to those new nations. Nevertheless, hitherto the reason of spread was British colonization, with the rise of the United States, spread of English was further fostered to the non-colonized areas of the world by careful language planning (Doğançay-Aktuna, 1998).

In 1960s, the English language was depicted as United States Information Agency’s most “booming item” (Phillipson, 1994, p.12). Though the dominance of English in Europe is recent and novel, English became, as de Swaan (cited in Borneman & Fowler, 1997) suggested, the “sun of the national planets”, thus “the center of the linguistic galaxy” (p.499). Holding the European Union together and quickly becoming the linker to East-central Europe, English predominates not only in the global markets (Borneman & Fowler, 1997) but also in the educational arena

(Phillipson, 1994). Because due to the nature of global exchange, learning an additional foreign language, especially if it has the reign, will be advantageous for the country in terms of its economic, cultural, and political exchanges. Taking the present global economy into consideration, in many domains, English is dominant and this generates a vast instrumental demand for English (Phillipson, 1994) as it transcends national boundaries not only with the amount of information it contains but also with its attractiveness as more people choose to learn it (Bruthiaux, 2002).

In a rapidly changing world where the world economy is in transform, societies are becoming more open, the service industries are becoming more favored, social values are altering, technology is transforming the world, expectations are getting higher, and multinational companies are at a premium, linguistic skills will be a requirement to thrive in such an environment. In such a context English became

the language of science, technology and technical communication; the language medium for global investment, aviation, development aid and medicine. New strategies for survival in fields as diverse as food supply, the human genome or mastery of space are unlikely to be brokered in another language. For anyone involved in international business it has become a basic requirement (The Nuffield Foundation, 2000, p. 14)

With the spread of English, a distinction between foreign and second language must be clarified. This dissimilarity appears in the communities of English users where the distinction relies on the historical, social, and educational origins. In the countries where English does not have any special status, the language is considered as a foreign language whereas if it has special status, it is regarded as a second language (Strevens, 1980). König (2002-2003) mentioned that distinction in another point of view. While second language education takes place in the bilingual nations where two languages are functionally utilized to take part in activities in their daily lives, foreign language does not have any function in the daily life but is learned for certain ends in an artificial environment that is bounded by classroom environment. The rationale behind the importance of this distinction appears at the time of teaching. In the countries where English is considered as a foreign language, small

number of learners is expected to reach a high standard of the educational model in which the native speaker forms. However, the countries that regard the language having special status, the tendency changes. Using the local form of English with a much higher portion of learners becomes crucial (Strevens, 1980).

According to Kachru (1998), with the spread of English, three concentric circles appear. Those circles, namely “the inner circle, the outer circle, and the expanding circle”, represent type of spread, patterns of acquisition, and functional domains where English is used. The initial one refers to countries that use English as their primary language (e.g. UK., US., New Zealand). The second circle includes countries where, due to colonization, English is institutionalized (e.g. Singapore, India, Nigeria). Following is the expanding circle that includes countries, where the dispersion of English has come about quite recently, having no colonial history yet recognize significance of English as an international language (e.g. China, Greece, Japan, Korea). Referring to Kachru’s concentric circles, Seidlhofer (2003) concluded “wherever English is chosen as the preferred option for cross-cultural communication, it can be referred to as EIL” (p. 8, 9), or ‘English as an international language’.

This being the case, Turkey, which is largely monolingual, can be classified in the expanding circle for it was never a colony of a world power (Bear, 1985; Doğançay-Aktuna, 1998) with its native language stated as Turkish in the constitutions starting from 1924 (Yüzbaşıoğlu, 2005). Over the history of Turkey, as opposed to the medieval Arab attitude, which associates learning a European language as lack of respect, and the former cities in the outer circle, though policy of linguistic tolerance, Turkish was the dominating language and it did not give opportunity to a Western language to have an official status (Bear, 1985). Hitherto, it can be concluded, “English is a foreign language in Turkey” (Önalın, 2005, p.219). Notwithstanding Turkish is the national education language, English gets hold of a non-official status in Turkey and it adopts a crucial place in every educational institution. Accordingly, foreign language education should be kept under examination.

Ministry of National Education attaches importance to planning foreign language education. With the law dated 16.08.1997 and numbered 4306, compulsory elementary education extended from five years to eight with foreign language education starting at the 4th grade. In the mean time, with the 8th Five Year Development Plan (2000), preparations of including the preparatory year within the secondary education were initiated. The argument of the committee later reached out to the extension of the high school education from three years to four years and with that extension the application of preparatory year was terminated by the law numbered 184 (Tebliğler Dergisi, June 2005, No:2573, volume:68). The reason behind this ending was explained by Kerem Altun (n. d.), Director General of Secondary Education, in a speech as:

In our system it is not accepted as a class. On the other hand, research conducted with students, parents, English teachers, and guidance counselors revealed that preparatory year should be finalized because being educated on a foreign language intensively takes students away from other lessons and causes adaptation problems to other lessons in the following years.

In conclusion, foreign language education concerns a considerably large part of the society. As in the 9th Five Year Development Plan (2006), the significance of foreign language education was emphasized by proposing its activation in the transitional process to information age that requires manpower (p. 86). In such an era, students, parents, and teachers are directly influenced from the practice of foreign language education; thus, their perceptions play an important role in this application's success. As regards to the novel change in the program and planning of foreign language education, a study that includes perceptions of three dominating parties has not been conducted since it has recently commenced. Nor there is any adequate research on preferring or disapproving the application of the preparatory year. Therefore, the requirement to fill the gap of the research related to the current program and termination of the preparatory year application is needed to be satisfied.

1.2 Purpose of the Study

As Doğançay-Aktuna (1998) maintained, the Turkish government readily adopted English, which gained superiority over other foreign languages, for the sake of modernization and westernization. In the country, this precedence of English over other foreign languages is also presented by Demircan (1988) as he presents the gap between the number of English-medium and other foreign language medium schools through the statistical figures of 1987-88: 193 English-medium, 15 German-medium, 11 French-medium, and 2 Italian-medium secondary schools. Analyzing the Turkey's sociopolitical development, Ahmad (1993) remarked on how Prime Minister Özal's liberal import policy influenced education as well as the workforce and caused English to become the essential condition for triumphant career that resulted with parents to struggle to have their children attain the knowledge of the language. This value of English can also be examined just by studying job advertisements. Doğançay-Aktuna (1998) surveyed 426 job advertisements and concluded that 289 of them require only English while 21 of them necessitate German, 4 of them want French, 2 of them demand Italian, one of them call for Spanish as the rest either does not specify one particular language or requires English with one or more foreign languages.

In such an environment, where English is considered to be the "sine qua non" (Ahmad, 1993, p. 210) and, as Rogers argues (as cited in Doğançay-Aktuna, 1998) "the passport to success by most people", the propose of the research study is to explore the perceptions of English teachers, students, and parents on the new Anatolian high school English language program and to delineate the underlying reasons behind their perceptions as they reveal their ideas on the bases and principles of the English language teaching approaches stated in the curriculum. It also purports to describe the ideas of those participants on the materials provided by MONE and European Language Portfolio. Moreover, the study also aimed to reveal their thoughts of comparing the current system to the previous one in which preparatory English year before starting Anatolian high school was an obligation.

1.3 Problem Statements

The main research question of the study is:

1. What are the perceptions of parents, students, and teachers about the new Anatolian high school English language program?

The related sub-questions connected to the main research question are:

2. What are the perceptions of parents, students, and teachers about the necessity of English language?
3. What are the perceptions of students and teachers concerning the materials provided by the Ministry of National Education for the English lessons and about the European Language Portfolio?
4. What are the perceptions of parents, students, and teachers concerning the language teaching approaches in the English lessons?
5. How do parents, students, and teachers compare the new English language program and the terminated preparatory class?

1.4 Significance of the Study

Today the significance of foreign language education is having repercussions in Turkey that attaches importance to its international relations and cooperation during the process of European Union membership. Knowledge of at least a foreign language is an obligation and a key in political, scientific, economical, technological areas for international cooperation since as Poliakoff (2002) stated, language is “the key to melting away that narrow world view and opening the door to broader cross-cultural understanding and communication” (p.4). It is “a window opening to new horizons by building up connections to other cultures” (Önalın, 2005, p. 216). Hence, foreign language education has a connotation to not only the language’s grammar rules but also has an inferred meaning to “a door” (Genç, 2004, p.107) into

a foreign world through which one can recognize and comprehend foreign cultures as he realizes his own culture and broadens his point of view towards other people (McColl, 2005).

The Common European Framework of References (Council of Europe, 2001) states the aim of language teaching as “to make learners competent and proficient in the language concerned” (p. XII). Broadening that definition, Secretary General of the Council of Europe, Terry Davis (as cited in McColl, 2005) defined language learning as “a powerful tool for building tolerant, peaceful, and inclusive multicultural societies. The experience of learning a new language helps to develop openness to other cultures and acceptance of different ways of life and beliefs” (p. 104). Hence, as Catherine Ashton (as cited in McColl, 2005) mentioned contributions of languages to “mutual understanding” and “breaking down barriers” (p. 104) both within a country and between the nation and others, language learning fosters tolerance.

Akin to, there is a country-wide desire, especially among conservatives, nationalists, and intellectuals, to keep Turkish pure from influx of outer influences (in this case English). Yet, those groups do not oppose English language teaching. Because especially with the Bologna process, “users of English will probably be more highly prized than those using the national language as they will be considered better adapted to the globalization context.” (Truchot, 2002, p.9). With the internationalization of science, English is inevitably becoming the vehicular language that is required to be utilized in the congress, publications or symposiums because other languages fail to transmit the knowledge and, thus, the results become devalued (Truchot, 2002).

Therefore, instead of being against English language teaching, conservatives, nationalists, and intellectuals try to learn the language for instrumental benefits that will aid in regulating international business, politics, and/or tourism while symbolizing development, renovation and elitism. Hence, stressing more on a “planned language spread”, which occurs through education via being a compulsory school subject or the medium of instruction, Turks are not in favor of “unplanned

language spread” that refers to an undesirable spread of foreign languages into the native language through borrowed words, beliefs, values, and perceptions while resulting in unstoppable invasion of English (Doğançay-Aktuna, 1998). However, taking present Turkey into consideration, it can easily be observed that both kinds of “language spread[s]” exist (Önalın, 2005); yet, the “planned language spread” is the most favored one in the society.

With those in mind, this study aims to pioneer on what students, teachers, and parents think of new Anatolian high school foreign language program. It will also bring an insight to the reasons for favoring or disfavoring of the new program. Furthermore, the study will provide a comparative data on the thoughts of the participants on the new application in Anatolian high school when compared to the previous process. The inferences of the study will guide the key decision-makers in the Turkish Ministry of Education. Moreover, the study will shed light on curriculum development and development of new English teaching program for secondary schools. The study will also provide some data as to the educational and instructional problems in foreign language education in high schools. Additionally as this is a new practice for Turkish secondary education, it will also help researchers to direct their projects related to foreign language teaching with specific emphasis on English.

1.5 Definition of Terms

Below is the presentation of the definition of the key terms used through the study.

1.5.1. Anatolian High School

According to the 12th article in the law of the organization and the duties of the National Education, the initial function of the executive officer of the secondary education is to carry on the educational and administrative duties and the services of the general state high schools, Anatolian high schools, science schools, Anatolian fine arts high schools and the other secondary high schools with the same level. The

most widespread high schools in Turkey are the general state high schools. In the scope of “Restructuring Secondary Education”, and with the law-184 of the Board of Education (Talim ve Terbiye Kurulu), beginning from 2005-2006 academic year, the general state high schools’ as well as all other high schools’ 3-year education period extended to four years.

Those different types of schools differentiate from one another according to their aims, how they receive students, their education periods, and the importance they give to the foreign language education. As an illustration, Anatolian High Schools differ from general high schools with their aims: to prepare students for higher education according to their interests, abilities, and successes, and to teach a foreign language in a level that will enable students to follow and keep up with the scientific and technological developments around the world. Receiving students who have been successful in the nationwide central examination, the education year of those schools were four years together with preparatory year. However, with the “Restructuring Secondary Education”, and with the law-184 of the Board of Education, beginning from 2005-2006 academic year, the Anatolian High School’s 1+3 years education period extended to four years by excluding preparatory year.

In the current system none of the objectives were changed; however, the one-year intense English prep year program was spread to 4 years for all concentration areas. Referring to the further study areas, concentration areas include different subjects to be studied. For example, students choosing foreign language as their concentration area, for three years they have intense foreign language lessons and then during the University Entrance Exam they are expected to choose the relevant departments according to their concentration area. This being the case, their weekly time tables were changed from one concentration area to another as displayed in Table 1.1 (Ministry of National Education):

Table 1.1

AHS's Weekly Time-tables of Foreign Language Lessons According to their Concentration Areas and Grades

Concentration areas	Grades			
	9 th grade	10 th grade	11 th grade	12 th grade
Science Concentration area	10	4	4	4
Social Sciences Concentration area	10	4	4	4
Turkish-Maths Concentration area	10	4	4	4
Foreign Language Concentration area	10	13	13	13

Hence, although secondary education institutions are not restricted to Anatolian High schools, this study concentrates on the Anatolian High Schools since among their utmost aim teaching foreign language plays an important role.

1.5.2. Foreign Language Education and Foreign Language

Considering Kachru's concentric circles, Turkey's situation should be kept in mind. With its native language stated as Turkish, Turkey is classified in the expanding circle for not being a colony of a world power; thus, in such a context, English is inevitably regarded as a foreign language in Turkey. Hence, any language learned other than Turkish is considered as a foreign language. However, in most cases, in a conversation when referred to foreign language there is a tendency to assume it as English. Constituting the greatest bulk of foreign languages and being among the most preferred foreign language (König, 2002-2003), in this study, foreign language education refers to the English language education; hence, throughout the study, foreign language is used synonymously with English.

1.5.3. Preparatory Class

In this study preparatory classes refer to Anatolian High school prep classes in which the students had studied after 8-year compulsory primary education. Below is the extended description of what prep classes include.

With the law numbered 4306 in The Official Gazette (1997), primary school education was extended to 8 years in 18 August 1997. Together with the law, the primary schools and the middle schools in the National Education System were terminated and were transformed into 8-year continuous, compulsory primary education. As a result, with the 1739 numbered National Education Fundamental Law, the “basic education” was altered into “primary education” (National Board of Education, 1973, article 24). This being the case in Turkey, the secondary schools began to initiate after 8-year of obligatory primary school. Among those secondary schools, Anatolian high schools had one year foreign language preparatory class before starting secondary education. The foreign languages provided in those schools were: English, French, and German.

Before starting the 9th grade, during this one year intense English language education in Anatolian High Schools, students were aimed to gain listening and comprehension, reading and comprehension, speaking, and writing skills (The Official Gazette, 1999). For their English lessons, the books proposed by the Ministry of Education were composed of Enterprise 3 series as well as Elementary Composition Plus and some readers. Among the books except from some readers all were written by the foreign writers and had foreign publications (Tebliğler Dergisi, 1998). They had 24-hour English lessons besides having other lessons. Among those lessons Turkish was made up of 4 hours in a week while physical education courses consisted of 2 hours in a week. Table 1.2 shows the distribution of the weekly English lessons (Tebliğler Dergisi, 1998):

Table 1.2
The Distribution of the Weekly English Lessons in AHSs

Concentration Areas	Grades			
	Preparatory year	9 th grade	10 th grade	11 th grade
Science Concentration areas	24	8	4	4
Social Sciences Concentration areas	24	8	4	4
Turkish-Maths Concentration areas	24	8	4	4
Foreign Language Concentration areas	24	8	10	10

Among some of the general objectives of the prep classes in Anatolian High Schools, National Board of Education listed them as (2002):

1. To understand what is being spoken in a normal pace,
2. To understand what s/he listens to,
3. To be able to speak in English with proper pace, intonation, and pronunciation,
4. To read an English text correctly and to understand it properly,
5. To be able to distinguish the culture of the English-speaking countries,
6. To be able to write his/her feelings, thoughts, and impressions clearly,
7. To be able to follow the foreign publications,
8. Believing the need of learning the foreign language and being decisive in learning it (p.30).

1.5.4. English Language Teaching Approaches in Anatolian High Schools

In this study the new English program is used to indicate 4-year Anatolian High school program in which the prep school curriculum was spread into 4-years. The details about the English Language teaching approaches stressed in the program were provided below.

With the spread of the education period, Melike Karapınar (personal communication, January 15, 2007), the head of Secondary school curriculum office, informed that the approaches and methods stated by the Board of Education in 2002 did not change for Anatolian High Schools. Therefore, in teaching the foreign language, the main approach utilized was communicative method (National Board of Education, 2002, p.7). Additionally, in the Official Gazette (1985) the unchanged article on foreign language instruction and education stated the aims of the foreign language through the skills of “being able to understand what is being spoken and what is being read, and to be able to explain the feeling and thoughts written and spoken” (p.7). Although not stated conspicuously, the use of Multiple Intelligences, this embracing of four skills also includes the use of MI as at least it necessitates the development of those four skills. Besides that approach, in the introduction part of the program the significance of the European Language Portfolio was discussed. Hence, though it

was not integrated in the curriculum, ELP occupies a crucial place in the curriculum while requiring student-centered language teaching.

1.5.5. Materials Used for English Lessons in Anatolian High Schools

Along with the organization of the lesson intensity, the books, which were referred to ‘the materials’ through the study, were announced by the National Board of Education (2006) in Table 1.3.

Table 1.3

English Book Distribution in the AHSs According to the Grades

Book distribution according to the grades	
9 th grade	10 th grade
English New Bridge to Success For 9 th Grade Elementary (Student’s book)	English New Bridge to Success For 10 th Grade Pre-Intermediate (Student’s book)
English New Bridge to Success For 9 th Grade Elementary (Workbook)	English New Bridge to Success For 10 th Grade Pre-Intermediate (Workbook)
English New Bridge to Success For 9 th Grade Elementary (Teacher’s book)	English New Bridge to Success For 10 th Grade Pre-Intermediate (Teacher’s book)

Those books that were used in Anatolian High schools were written by Turkish writers and they were all printed by the Turkish publications. Below only two grades were reported because the termination of the prep year is new and there were no students studying 11th or 12th grades when the research was conducted.

CHAPTER II

LITERATURE REVIEW

In this chapter, literature on foreign language teaching and its applications in Turkey is reviewed. Moreover, through the history of foreign language teaching in Turkey, providing an outline of the development concerning foreign language is presented.

2.1 History of Foreign Language Teaching in Turkey

Before Islam and in the early years of Islam, foreign language education cannot be considered as a part of the formal education, referring to the structured educational system usually provided by the state for children. On the contrary, since various communities with different native languages were living together in a trade-oriented environment, the natural outcome of such an atmosphere was to learn a foreign language by joining in the society of that specific language. Yet, such a milieu generally came into being in the cities (Demircan, 1988).

Educational institutions of the Ottoman were divided into three: Traditional institutions that include medreses (higher education institutes) and palace schools (enderun mektepleri); government schools that include military and non military schools; private schools that include Turkish schools, minority schools and foreign schools (Akyüz, 2001; Sezer, 2003). By the time the schools started, Muslims exposed themselves to the western culture and, hence, the western languages. In those days, except from Persian and Arabic, French was used in official correspondence, trading agreements, laws, etc (Bear, 1985; Doğançay-Aktuna, 1998). Hence, it was perceived as the leading language and thus, was the foreign

language mainly taught in the schools. Additionally, English, German, Italian, Russian, Armenian, Greek, Bulgarian, and Albanian were other languages that were taught as foreign languages taking the Ottoman Empire's international relations into account (Demircan, 1988; Sezer, 2003; Türkoğlu, 2004).

Turkish, Persian, and Arabic, due to the influence of Quran, began to appear as the prevailing languages exercised by the different classes among Ottomans (Sezer, 2003). The sources used in the schools above were mainly French (Demircan, 1988). Yet, due to lack of Turkish translations, students in military and non military schools were trying to understand the texts using their Arabic background, which helped them to comprehend because of having similar grammar rules with French (Weiker, 1968). However, with Mekteb-i Maarif-i Adliye (School for Secular Learning) in 1839, French began to be thought. In that school where the specific purpose was to train bureaucrats or the civil servants for government employment, 'grammar translation' method, which was utilized widespread in Europe in those times was being used (Akyüz, 2001).

In general, during the late 19th and the early 20th centuries, taking the Ottoman Empire's relations with the countries into account, students were to learn multiple foreign languages at a time. Moreover, with Tanzimat Fermanı, published in 1839, Western languages became important (Sezer, 2003) and with the establishment of Sultani (high school), secondary schools brought forth the foreign language teaching in their curriculum as an illustration for westernization and modernization (Yiğit, 2003). Despite in the beginning knowing a foreign language was synonymous with talking a foreign language, in very short time skills like listening-comprehension, reading-comprehension, writing, and translation became crucial in foreign language teaching that necessitated a European vision in education (Demircan, 1988).

Neither during Crusades nor the following years during which trading agreements were signed, Turks and English were not willing to learn each other's languages till the time English actively participated in Turkish industry during the mid 19th century. Not only English but also Turks put a lot of effort to learn language of one

another. In the early 19th century, however, by signing a trading agreement, America became foremost prominent trader in the Ottoman Empire. This accomplishment was reflected on language learning (Bear, 1985; Doğançay-Aktuna, 1998). Foreigners opened Robert Collage in 1863 in order to spread the American culture and, hence, the language (Yiğit, 2003).

Albeit, till early 19th century, English was not as vital as learning French, in the following years it became the leading language. This case was not unique to Turkey per se. As Van Essen (as cited in Truchot, 2002) argues, although in the continental Europe teaching of English dated back to the 16th century, it remained limited to the trading places of Great Britain. Hence, instead of English, teaching German and French dominated the central and Eastern Europe (Truchot, 2002). Until the 19th century English became so popular that for the purpose of raising citizens who could rebuild the Ottoman unity, Tevfik Fikret, by cooperating Alan Ramsey, was planning to open ‘New School’ (‘Yeni Okul’) that has Turkish and English instruction. Additionally, in the minority and foreign schools against the instruction using French, instruction using English was their educational mission’s second stage (Demircan, 1988). Lumping together the foreign language’s historical developments, Cem (1978) summarized that together with Tanzimat (administrative reforms) French, with Meşrutiyet (constitutional monarchy) German, and with Second World War English became the prominent languages.

With the foundation of the Turkish Republic, by utilizing ‘learning by doing’ technique in elementary and secondary education, the basic principle of education was set as eradicating ignorance and to educate constructive, effective, and productive citizens. For that, foreign specialists’ opinions were turned to; yet, national experiences became more useful since those westernized ideas were not functional ones in the Turkish cultural setting (Arseven, n.d.; Demircan, 1988; Erdoğan, 2002). Examining the foreign specialists’ reports on the newly reconstructed/reorganized Turkish education system, running into with recommendations on the foreign language education was inevitable. As an illustration, coming from the USA, John Dewey proposed, providing education on

other (German, French, English, and Italian) foreign languages, high schools, which give priority to the foreign language teaching, to be opened (Turan, 2000). Teaching Turkish was more essential than teaching a foreign language (Doğançay-Aktuna, 1998; Erdoğan, 2002), which, via translation, was considered as a tool for transferring technique and culture. Offering laws to stiffen and to carry on the Turkish national independence affected teaching of foreign languages positively (Demircan, 1988; Doğançay-Aktuna, 1998).

In 1924, (Tevhid-i Tedrisat Yasası) unification of education law was made to bring together all the scientific and educational institutions under the control of Ministry of National Education (Arseven, n. d.; Erdoğan, 2002; Sezer 2003). With that respect, in order to educate citizens who could get rid of ignorance, and who could keep up with the world that was steadily developing in scientific and technologic arenas, the significance of foreign language lessons became outstanding (Sezer, 2003; Demirel, 2004). Starting from that time, foreign language education meant learning at least one Western language (German, French, English, Italian, and Latin) compulsorily and the second as elective (Önalın, 2005; Özcan, 2003). Starting during the same decade and becoming official in 1937, with an article in the constitution, secularity became legal and was put into practice in education (Özbudun, 2004) as omitting religion lessons and quitting fiscal help to the schools that give religion oriented education.

During the mid 20th century closer ties with the United States, the coming international aid for improvement, progresses in trade and technology, and utilizing tourism as a spring of national income together with greater language contact resulted in change of the formal state affairs. Although with the establishment of Turkish republic French was the dominating language in Turkey, due to modernization and Westernization movements, in the 1950s, with the economic and military power of US (Erdoğan, 2002), English began to spread thorough out Turkey (Önalın, 2005; Sezer, 2003). As summarized by Tollefson (as cited in Sezer, 2003) “The penetration of English into major political and economic institutions on every continent of the globe is a result of the economic and military power of English-

speaking countries and the expansion of the integrated global economic market which they have dominated. The processes that bring about the spread of English have come to be known as ‘modernization’” (p. 27).

Knowing a foreign language was becoming so important that, between 1939 and 1965 government heartened the civil servants to learn and to improve one by rewarding them with increment to their salary (Demircan, 1988, p. 109). This application is still continuing although the test technique has changed from a translation and oral oriented exam to a multiple choice one.

Coddling so much on the foreign language education was reflected on high school programs. Aiming mainly at preparing students for departments of medicine schools and classical philology (Latin and Greek) in the universities, ‘classical branch’ (klasik şube) was put into practice in high schools from 1940 till 1960. The program included Latin grammar, translation, and reading comprehension lessons thought in five hours added extra to the regular language lessons. In 1983, in some high schools, starting from the second grade, ‘High school foreign language club’ (Lise yabancı dil kolu) was put into practice with 9 hours of foreign language education (Demircan, 1988, pp. 108, 109, 130).

Hitherto, the historical progression of Turkey’s foreign language education was examined following the outlining issues. With the development in the relationship between Turkey and European Union, the need for reform in foreign language education had appeared. Thus, during the 1970s, cooperating with the European Council, to scrutinize the foreign language education programs, to prepare lesson books, and to improve and organize more efficacious foreign language programs in Turkey, studies were held (Demirel, 2003; Sezer 2003). Throughout the late 1980s, although a system that divides students according to their prospective levels (kur sistemi) was craved for, however, due to political reasons, it did not last long and was abolished. One of the latest development in the field of foreign language education was European Language Portfolio, which, thorough documenting, will enable free circulation and ease receiving job and residence permission in Europe.

Moreover, with this project, importance of raising multilingual European citizens is emphasized. Hence, a citizen of Europe should learn the first foreign language in the elementary education, the second foreign language in the secondary education, and the third foreign language in the university (Demirel, 2003; 2005). Within this context, today foreign language education is compulsory in the formal education. This mandatory starts with fourth grade in elementary school and continues in the high school. In higher education, however, foreign language education depends on the characters of those institutions and the policy they have adopted (Republic of Turkey Ministry of National Education, 2001).

As also stated by Demirel (2004, pp. 12-16), Ministry of National Education (2001), categorized high schools into three according to the foreign language teaching. In the schools carrying out normal foreign language teaching (normal yabancı dil öğretimi yapan okullar) (general high schools, vocational and technical schools), foreign language is a must course and occupies a place in the program as other lessons. Compared to state schools, schools carrying out intensive foreign language teaching (takviyeli yabancı dil öğretimi yapan okullar) are composed of private schools that follow the same program with the state schools but provide extra foreign language hours for their students. Schools using foreign language as a medium of instruction for some courses (yabancı dille öğretim yapan okullar), on the contrary, ensure an intense foreign language education not only as a separate course but also by utilizing the foreign language in the psychology, logic, science, and mathematic lessons.

Being among those schools, Anatolian High Schools, which were originated from the high school part of the Maarif Colleges, were founded to highlight the significance of foreign language education as they increase the quality of education. To satisfy the ends, a central entrance examination was held by the Ministry of National Education in order to select students after 5-year primary school education. Those students were awaited a year preparatory class that includes intense foreign language lessons which was followed by three years of middle school foreign-language medium education. However, with the application of 8-year compulsory education, after

1997, the preparatory year was replaced between primary education and secondary education. Nonetheless, today with the novel application, secondary year period extended to four years and hence, this resulted with the abolishment of the preparatory year so the cancellation of the intense foreign language lessons.

2.2 Foreign Language Teaching Approaches in the Current Anatolian High School Curriculum

The relevant literature on the key terms in the 4-year Turkish high school foreign language curriculum is reviewed. The new high school curriculum is composed of multiple intelligences, Common European Framework, student-centered teaching, and communicative approach. Being organized theme by theme, this chapter aims to focus on relevant researches conducted on each of the above items.

2.2.1 Communicative Language Teaching

In recent decades, oral proficiency in foreign languages came into view as the result of technological innovations and the demand shaped by the increased opportunities for communication among people of other nations. As a consequence, the extremely structured, teacher-oriented, grammar based, translation and memorization oriented, traditional foreign language teaching left its place to a learner-centered, communicative based teaching that founds instruction on learners' communicative needs (Richards and Rodgers, 2001; Savignon, 2007); hence, communicative language teaching emerged as a “buzzword”, as suggested by Savignon (2007, p.208), not only in second language teaching but also in foreign language teaching.

Communicative competence is the essential theoretical notion in Communicative Language Teaching (CLT) and, being introduced by Hymes (Bachman and Eveyik-Aydin, 2003; Sakura, 2001; Savignon, 1986; Whitely, 1993), it was brought in the discussions of foreign language learning and teaching by referring to a skill to use language fittingly in natural circumstances. As uttered by Savignon (2003), the term ‘competence’ has the connotation of “expression, interpretation, and negotiation of

meaning” (p.236) in various settings with real people; hence, serving for the communicative needs of the learner becomes crucial. Being also spotlighted by Bachman and Savignon (1986), Canale and Swain (as cited in Sakura, 2001) discussed the term “communicative competence” in more detail by specifying its components as grammatical competence, sociolinguistic competence, strategic competence, and discourse competence (p.20). Referring to the skill of bringing ideas together in a grammatically correct form either to utter or to understand the message, grammatical competence differs from the strategic competence that has a connotation to be able to comprehend or be comprehended in the absence of sufficient structures and vocabulary. While, using language in line with social situations indicates sociolinguistic competence, discourse competence reveals the ability to exchange messages that were formed by linking numerous ideas aptly.

However, within such context awaiting native or native-like utterances from the learners will inevitably result in disappointment. In her paper that focuses on the concept that considers second or foreign language teaching as the background to CLT and thus tries to shed a light to what CLT is, either in definition or its place in the teaching profession, Savignon (2007), with particular reference to English, argues CLT not being appropriate for the learners in “inner-circle” as English is defined, by Kachru (1998), as being their “first language” (p.10). On the other hand, Savignon, (2007) continues her argument with the English learners in Kachru’s “outer circle” and “expanding circle”. She claims that “reference to the terms ‘native’ or ‘native-like’ in the evaluation of communicative competence is simply inappropriate” (p.210).

By definition, CLT includes “the negotiation of meaning between speaker and listener” (Hendrickson, 1991, p.197). Emphasizing more on “negotiation” in CLT, Savignon (2007) spotlights all parties being involved in a communication should have an “intercultural awareness” (p.211). Centering meaning in all communicative exchanges, this approach advocates small group formations through which students can practice communication or, as proposed by Rivers (as cited in Walz, 1989), “skill-using” (p.160). At all levels, students need a great deal of exposure to the

foreign language, which must be presented within a linguistically accurate and culturally appropriate context. The classroom environment should be a positive and a non-threatening one in which students participate in communicative activities fearlessly and spontaneously. As an illustration, investigating the perceptions of students and teachers about the effectiveness of communicative tasks in the Department of Basic English (DBE) at METU, Kaçar-İslam (2003) pointed out that structural and lexical practice opportunities enhance student creativity in a friendly, cooperative, and tolerant group atmosphere.

Also expressed by Whitely (1993), the teachers are considered to be the facilitator and the guide of the procedures and/or activities that will promote communication, which appears to be the role of the learner. Having the opportunity to express themselves and sharing their ideas and opinions with others, students play an active role in the classroom as they interact with others and negotiate in the meaning. In such a context, error-correction is expected to be either rare or absent. Also as stated by Thompson (1996), responsibility of students' own learning is on their shoulders, not on their teachers' (see also Hendrickson, 1991; Jin, Singh, & Li, 2005; Kaçar-İslam, 2003; Larsen-Freeman, 1986; Mangubhai, Marland, Dashwood, & Son, 2004; Nunan, 1988; Rau, 2002; Richards and Rodgers, 2001).

Although, due to the word "communication", CLT might come into view as face-to-face oral interaction, it also embodies writing and reading activities (Savignon, 2007; Thompson, 1996; Whitely, 1993). In a given context where learners' needs are being satisfied, the significance of certain linguistic rules cannot be ignored (Savignon, 2007). Thompson (1996) also discussed the need for teaching certain linguistic rules in his article in which he displays four major misconceptions about CLT. He argued that even if most of the teachers perceive CLT as not including grammar teaching due to textbooks and syllabuses misdirection, "an appropriate amount of class time should be devoted of grammar rules" via "discovering grammar" (p.11).

Communicative approach is becoming increasingly popular and is extensively adopted by curricula and textbooks around the world, especially in the field of language teaching. Yet, in spite of its reputation, teachers often fail to practice the approach in their classrooms. On the contrary, they prefer to follow more traditional approaches in actual classroom practices (Karavas-Doukas, 1996; Mangubhai et al., 2004). To demonstrate Eveyik-Aydin (2003) went through various studies in which the attention was drawn to the important factors on CLT usage. In her study, from different countries, teachers, who adopted CLT, encountered a range of difficulties due to their perceptions of their own deficiency in English competence and in the knowledge of the target culture, students' regarding communicative games as waste of time (for teachers point of view see also Sato & Kleinsasser, 1999) and avoiding expressing their ideas, traditional student-teacher roles, lack of effective and efficient teaching assessment in CLT, and focusing mainly on grammar translation and memorization (see also Sato & Kleinsasser, 1999).

Similar to her conclusions on constraints causing failure in CLT implementation, Sakui (2004) illustrated resembling results in her study in which the aim was to explore how CLT is perceived by the English teachers working in Japanese secondary schools and how it is put into practice by those who attempt to “wear two pairs of shoes” (p.158). In addition to Eveyik-Aydin's (2003) conclusions, Sakui (2004) also found out that though Japanese English teachers believe in the significance of CLT, they cannot help but give teacher fronted (see also Sato and Kleinsasser, 1999), non-communicate lessons for the sake of preparing students for the grammar-skewed entrance examinations. Such an inconsistency appeared in Karavas' study (as cited in Karavas-Doukas 1996) between teachers' in-class practices and their uttered attitudes to be due “to lack of understanding or confusion” (p.193). The reason behind it is either as a result of elucidation of scores as Karavas-Doukas (1996) stated or is because of being nurtured about CLT from their personal L2 learning and teaching (trial and error) experiences rather than attending teacher development programs, in-service trainings, and observing other teachers various sources (p. 510).

Akin to the restrictions listed by Sakui (2004), Musthafa (2001) discussed the English-as-a-second-language classes' reality in Indonesian schools. Arguing how the Indonesian Ministry of National Education's policy has failed in the reform of English language instruction at junior and senior high schools, the writer declared the failure of the communicative approach. The reasons behind the malfunction are quite similar to what Sakui (2004) suggested: teachers' lack of confidence in utilizing the language, time limitations, form-focused, and multiple-choice formatted nationally-administered exam (see also Hinkel, 2006), absence of reliable and genuine learning materials, teachers' inclination to engage in non-communicative learning tasks, and lack of exposure to real-life English use (Musthafa, 2001) .

Conducting a research concerning the attitudes of Turkish secondary school English-as-a-Foreign-Language (EFL) teachers towards various aspects of communicative language teaching (CLT), Eveyik-Aydın (2003) used Communicative Language Teaching Attitude Scale (COLTAS) together with the interview as the instrument. The findings of the study demonstrated that the majority of the teachers agreed on the effect of group and pair work activities on conversational and communicative skills. Additionally, favoring peer correction and tolerating students' mistakes in language structures were also appeared to be the other results of the study. In addition, for the student-teacher roles in class, the findings displayed less favorable attitudes toward student-centered classes. In the interviews, teachers stressed how being a non-native speaker of English appears to be a primary constraint in implementing CLT in Turkish EFL context. Thus, the conclusion made by the researcher was worth to be considered: "...before the introduction of new methods, the attention should be paid to how those new methods are perceived by them [teachers]" (Eveyik-Aydın, 2003, p. 18). Because, as stressed by Sato and Kleinsasser (1999), without formal academic preparation teachers' concept of the CLT is: utilizing "time-consuming activities" that involve "little grammar instruction" but intense "speaking and listening activities", CLT aimed to teach how "to communicate" (p. 501).

Basing her master's thesis on the Anatolian High school language teachers' views on using communicative activities in teaching English while examining the effectiveness of these activities in motivating students and in improving their communicative skills, Aydın (2003) highlighted very crucial points as for the communicative language teaching and communicative activities. Utilizing 40 students in total for experimental group and for control group, the aim of the researcher was to portray the role of communicative activities on the success of the students in a test. The research demonstrated that students in the communicative or the experimental group achieved higher scores when compared to the control group (see also Jin et al., 2005). Additionally, the results revealed that active student participation increased with the use of communicative activities that aided students to build up real-life conversational skills. As for the teachers' perspective on communicative activities, a questionnaire was prepared by the researcher and was distributed to the teachers. Being answered by 38 teachers, the responses divulged communicative activities having positive effect on students' success since they stimulated students, encouraged real-life communication, and handled four-skills. However, teachers admitted not only that they felt themselves incapable most of the times when they wished to conduct a communicative activity (see also Sakui, 2004), but also that those activities have some limitations in crowded classes, with limited materials, and in classroom settings.

Complaining about lack of researches on learners' point of view, in order to investigate the attitudes and perceptions of students toward communicative language teaching in EFL context, a research was conducted by Savignon and Wang (2003) to Taiwanese EFL learners who are well-known by their dominance on the grammar of English. Just as stated within Eveyik-Aydın's literature review, they also emphasized how goals of communicative language teaching is limited to both teacher and learner resistance, teachers' lack of communicative competence in English, and multiple and extensive demands placed upon teachers. Within the research, addressing to learners' perceptions of the classroom practices they have experienced, their attitudes towards these classroom practices, and their beliefs about English language learning generally, the researchers conducted a Likert questionnaire by

administering it to 174 freshmen university students who are acquaint with the current secondary school teaching practice in Taiwan. Most of the students agreed upon that their high school English language classroom instruction was based on a form-focused one through which “sentence drilling and repetition, grammatical rule explanation and practice, and frequent use of Chinese as the language of instruction” (p.229) were reported to be often utilized. Although the results of the study also revealed that students favored Chinese being the language of instruction, they were not happy with grammar-focused instruction. Yet, using one-way MANOVA for a between groups design, the researchers analyzed how students who have initiated learning English in a private English language classes before entering secondary school differ from those who started learning the language as they entered the secondary school in terms of instruction preferences. Although both of the groups were not happy with grammar-focus instruction, the former group displayed more negative attitude than the later group. The results of the study suggested a divergence between students’ needs and performances of English language learners in Taiwan and their perceptions of instructional practice. Additionally, the study disclosed Taiwanese students’ opinions on instructional practices to be: “Learning English is learning to use the language” (Savignon & Wang, 2003).

Rau (2002) applied a case study approach in his research to scrutinize Chinese students’ opinions on communicative and non-communicative activities, which he considered to be a missing aspect in EFL milieu. Choosing 30 Chinese university students being composed of second and third years fifty-fifty, the researcher employed a questionnaire to all participants and conducted a semi-constructed interview to 10 among the 30 participants. The results of the study revealed that the combination of communicative and non-communicative activities appeal more to students than utilizing merely one of them in their English classes. Additionally, the participants reported that they have to pay scrupulous attention to details in language due to examinations awaiting them.

2.2.2 Student-Centered Teaching

Occupying the period of 1950s through 1970s and possessing a humanistic tradition, person-centered education, which is a counseling-originated model, embraces a constructivist learner-centered model. Though, theoretically classical person-centered education and the learner-centered education come from different traditions and decades, when put into practice they both demonstrate similar student-teacher relationships (Cornelius-White, 2007). Comprising concentration upon “student variables and learning processes as critical to positive student outcomes” (Cornelius-White, 2007, p.113), learner-centered model is situated in the decade starting from 1990s. However, having its roots from the person-centered education (Cornelius-White, 2007), the historical background of the model originated, especially, in the Swinging Sixties, to make teachers more sensible to their learners’ need as the students undertake a more participatory and a more active role in language learning. The learner-centered language teaching arose (Lin, 2002) as a perspective that unites “a focus on individual learners...with a focus on learning” (McComb, 2001, p.186). In a similar vein, with the development of communicative approach, the impact of learner-centeredness in language teaching became ostensible during 1970s and 1980s. The attention switched from teaching language form to teaching function in accordance with the learners’ needs (Nonkukhetkhong et al., 2006). Hence, as suggested by Yandila, Komane, and Moganane (2002), “the individuality of every learner, their learning styles, and multiple intelligences” (p.55) begun to be acknowledged by the educators. Therefore, rather than a teacher-centered, traditional language teaching, student-centered one became to be imbibed (Nonkukhetkhong et. al., 2006) as the “offspring of communicative language learning” (Nunan, 1988, p.179).

Being a reflection in practice of the American Psychological Association’s 14 learner-centered principles (Cornelius-White, 2007; McComb, 2001; Tran, n. d.), McComb (2001), in her article, defined the “construct and philosophy” (Tran, n. d.) of learner-centeredness by summarizing the APA Work Group of the Board of Educational Affairs as

the perspective that couples a focus on individual learners— their heredity, experiences, perspectives, backgrounds, talents, interests, capacities, and needs— with a focus on learning—the best available knowledge about learning and how it occurs and about teaching practices that are most effective in promoting the highest levels of motivation, learning, and achievement for all learners. This dual focus then informs and drives educational decision making (p.186).

Besides, nevertheless, Nuan’s “The Learner-centered Curriculum” (1988) provides a basis for that theory. Nunan (1988), referred to the learner-centered curriculum as a collaborative effort between teachers and the learners in the course’s phases of planning, implementation, and evaluation. Hence, being involved closely in the decision-making process regarding the content of the curriculum and how it is thought, learners appear to be the active contributors as they pin up necessary aspects of the subjects as they consider. Under the heading of “Characteristics of a lesson that worked well” (p. 299), O’Neill mentioned Wong-Fillmore’s thoughts that highlight “the critical skill teachers need to exercise” is their ability to “judge and select which of the two types of approaches [student-centered approach or the teacher-centered approach] is most likely to yield fruitful results with a particular class at a particular time” (p. 299) in a particular subject matter. Such a selection, however, cannot be in the hands of the teacher solely, especially in a student-centered teaching. Besides, the learners’ perceptions must be taken into consideration for productive outcomes. Unless the students’ opinions are taken into account, the result will be, what Barkhuizen (1998) and Kumaravadivelu’s (1991) concluded, divergence of ideas between teachers and students. Consequently, sharing the power, “methods become a means to an end rather than an end in themselves” (McCombs, 2001, p. 185).

In a similar vein, Deboer (2002) in his article entitled “Student-centered teaching in a standards-based world: Finding a sensible Balance” discussed one of the roots of the justification of student-centered teaching and learning lying on John Dewey’s arguments on democratic citizenship. John Dewey’s understanding of democracy provided the baselines for the progressive education movement, in which the idea of

teaching how to think rather than what to think is supported (Beyer & Liston, 1996; Henson, 1995; Ornstein & Hunkins, 1998; Tiles, 1992).

Likewise the traditional teaching manner, in the learner-centered approach, the teacher has the role of knower and the active organizer. Conversely, additional responsibilities are attached to the instructors and the accountability of learning counselor and facilitator become their duties as they continuously cultivate their students' self-awareness and self-development (Anton, 1999; Ballard, 2002; Bird, 1993; Lin, 2002; Nonkukhetkhong et al., 2006). In other words, as stated by Duckworth (as cited in Tran, n.d.), "If teaching is conceived as constructing a bridge between the subject matter and the student, learner-centered teachers keep a constant eye on both ends of the bridge" (p. 27).

A driver analogy was presented by Hodson (2002) to illustrate those student-centered teachers who consider their students' validated and centralized identities being "their vehicle to academic fluency; and when they are invited to drive their own cars, they can determine the streets to take, how long to stay, and for what purpose" (p. 5). Although in the learner-centered approach responsibility of the learning is on the shoulders of the learners, just like progressivism, still the teachers remain the responsible party for ensuring effective learning to occur. This can be achieved only by evaluating their contributions, knowing their capabilities and being aware of motivation in a relationship that is close, friendly, and confident (Ballard, 2002; Deboer, 2002; Lin, 2002; Nonkukhetkhong et al., 2006). Hence, "seeing the student as the recipient of teacher attention and questions", learner-centered approach is considered to be "a revered relationship" by its vanguard, Socrates (Ellsworth, 2002, p.2).

Pertaining to the role of the learner-centered teacher, Antoni Darder (as cited in Hodson) emphasized one of the crucial goals of the student-centered pedagogy as "creating the conditions for the voices of difference to find their way to the center of the dialogical process" (p. 9). Associating all those perceptions, McCombs (as cited in Cornelius-White, 2007) defined "learning" in learner-centered model as a "non-

linear, recursive, continuous, complex, relational, and natural. . . . [which] is enhanced in contexts where learners have supportive relationships, have a sense of ownership and control over the learning process, and can learn with and from each other in safe and trusting learning environments” (p. 115). By the same token, as suggested by Deboer (2002), in a student-centered approach intrinsic motivation appears to be more powerful as through engaging in an activity, students feel themselves good and experience satisfaction, especially if the tasks are authentic enough. Suffice it to say at this point that, as mentioned in Ellsworth’s (2002) article, “learner-centered instruction is powerful and it could alert retention rates, increase attendance, [and] change some of the dynamic discontent” (p. 2).

Through the literature, there are various studies in which the dissimilarity on the ideas of the application of student-centered language education between the teachers and learners were emphasized. For instance, Barkhuizen (1998) and Kumaravadivelu’s (1991) studies revealed the state of disagreement of students’ perceptions with those of the teachers. Such a disparity was also discussed by McCombs (2001). In her paper she displayed a research-validated definition of learner centered as she described teachers’ beliefs and the disagreements between teachers’ and their learners’ perspectives on practices. Research findings demonstrated that through learner-centered system, learning and motivation can be improved while “students’ needs for belonging, control, and competence” are being met and enhanced as they are considered to be unique and competent in learning (p.192). This contentment and fulfillment is reflected on learners’ perception of their teachers’ instructional practices positively. Additionally, although teachers do not appear to be totally learner-centered or non-learner-centered, still the ones who are much more prone to learner-centeredness in their lessons become happy, satisfied, effective, and successful ones (see also Anton, 1999).

As highlighted by Tudor (as cited in Lin, 2002), many teachers expressed confusion and uncertainty as to the student-centered teaching. The reason behind such perplexity might be due to “the confluence of a number of ... perspectives on language teaching” (Lin, 2002, p.16) those of which are humanistic language

teaching, communicative language teaching, learning strategy research, and individualization. Hence, while the reason for bewilderment stated by Tudor cause teachers to fail in student-centered applications, lack of training, as suggested by Ünver and Demirel (2004) and Nonkukhetkhong, Baldauf, and Moni (2006) might be another reason for such failure.

In Thailand, series of education reforms took place with the National Education Act in 1999. Considered to be the core of all changes, learner-centered approach became the focus in EFL instruction with the novel reform, especially after Thai schools and universities were reported to fail in covering the demands of the business life. With that respect, in their paper entitled “Learner-centeredness in teaching English as a foreign language” Nonkukhetkhong, Baldauf, and Moni (2006) reported how teachers perceive and implement learner-centered approach while teaching English as a foreign language in Thai secondary schools. Including five in-service EFL teachers as participants, the researchers utilized interviews, classroom observations, and teachers’ self-reporting questionnaires as their data collection instruments. The findings of the study revealed that though teachers attempt to implement learner-centered approach, due to lack of its underlying theory, they try to put into practice of what they understand of it; therefore, the result becomes a more teacher-centered application with a touch of learner-centered approach. Unlike Lin’s (2002) suggestions of confusion being due to combination of different approaches, Nonkukhetkhong, Baldauf, and Moni (2006) reported insufficient school equipments “facilities, resources, and learning environments” (p. 8) as the reasons for teachers’ failure.

With that respect, the significance of learner contributions was argued in different studies. Also discussed by Eken (1999) that through learner contributions not only teachers but also students have a lot to learn from each other and that they could contribute for the development of a more effective teaching, Garrett and Shortall (2002) eagerly focused their study on “learner’s judgments of what they gain from various types of classroom interaction” (p. 32) by conducting a research via using data collected from a convenience sample of learners at a private language school in

Brazil. In order to understand the learners' perceptions on the learning value of teacher-fronted and student-centered classroom activities, the researchers formed a questionnaire made up of 5-point semantic differential scale each pursuing an open-ended item. The samples of their study were 103 Brazilian EFL students who were composed of three different English levels as beginner (1), elementary (2), and intermediate (3). The result of the study in which language learners were investigated in terms of their experiences of different classroom-activity types in both meaning transmission and grammar tasks, lower level (1) students tended to be much more dependent on their teacher in grammar learning whereas elementary and intermediate students were not affected by the absence or presence of a teacher in a grammar lesson. In a more broad term, the study provided some indications that as students' language levels increase, their perceptions in terms of teacher-centered classroom activities change. The lower the language level, the more the learner apt to teacher-centered classroom activities; the higher the language level, the more the learner apt to student-centered classroom activities (Garrett & Shortall, 2002).

2.2.3 Multiple Intelligence

The opportunity to gather and synthesize behavioral and biological discoveries for the substantial foundation of human cognition was given to Howard Garner (Gardner, 2003). Thus, being first introduced by Gardner, the Multiple Intelligences (MI) theory was proposed and it demonstrated that there is not only a single, general intelligence ("g") but rather multiple intelligences found within different parts of the brain. While suggesting that every person has a potential to display each of the following intelligences, however, in certain individuals some may be more developed than others.

Although first proposed as seven innate and independent human intelligences, Gardner (1993) ended his theory up with eight of them, which are: bodily/kinesthetic (capacity to use mental abilities to manipulate, coordinate, and exhibit movements of one's physical body), interpersonal/social (ability to empathize and interact appropriately with other people), intrapersonal/introspective (ability to perceive

one's own feelings and motivations for planning and directing one's life), logical/mathematical (the ability to mentally process calculations, or mathematical operations within a logical framework), musical/rhythmic (the ability to recognize, compose, and remember tonal changes, rhythms and musical pitch), visual/spatial (the ability to perceive and manipulate images in order to solve problems and take advantage of mental imagery for distinguishing direction in space), verbal/linguistic (the ability to effectively use language to express oneself and as a means of remembering information while being competent with listening, reading, writing, and speaking skills), and naturalist (the ability to recognize and classify natural surroundings). Other than those eight intelligences, Gardner discussed the efforts of reconfiguring the existing intelligences and introducing the descriptions of different kinds of intelligences such as emotional intelligences, spiritual intelligences, sexual intelligences, and/or digital intelligences (Gardner, 2003).

As confessed by the “father of multiple intelligences” (Gardner, 2003, p. 5), his intended audiences were anticipated to be the psychologists; however, educators turned out to be the “chief audiences” (Gardner, 2004, p.212). Notwithstanding, teachers of social studies and second/foreign languages became the most adherent audiences of the MI theory (Gardner, 2004), Gardner (2003) was not totally convinced the use of MI in becoming proficient in foreign language. Yet, through researches and analysis, without denying positive effects and contribution of MI over education, Gardner concluded that educational goals cannot lean on a single scientific theory (such as MI) as educational aims mirror individual values and goals (Gardner, 2003). In spite of being on the spot of scholars' critiques, also as stressed by Gardner (2003), MI theory mobilizes and fosters teachers to scout their teaching styles, guides them in decision making phase of structuring their lessons, and helps students in developing their weaker intelligences (Özdemir, Güneysu, and Tekkaya, 2006). In such a context, however, the importance of the MI theory-related materials should be kept in mind as they have a strong latent to advance foreign language instruction as they attract learners' innate abilities (McCombs, 2002).

In a research that experiments improving foreign language vocabulary preservation by using Multiple Intelligences stressed how MI skills were helpful tools in learning vocabulary. Experimenting seventh and eighth grade Latin students because of having poor scores on Latin vocabulary quizzes, first the researcher found out the reasons behind receiving low scores, which were the verbal activity oriented methods their teachers used and lack of necessary praising. During the experiment process, only kinesthetic, verbal, interpersonal, and visual-spatial MI were used after their teacher applied a questionnaire in detecting students' preferences. The resulting student groups were given the task to prepare two activities that would correspond with group's learning style and that would help to teach the vocabulary of the lesson which they were assigned. With the implementation of MI, the quiz scores of the students immediately improved. The result of the study not only demonstrated the effect of multiple intelligences on vocabulary learning and/or memorizing but also marked the maintenance of student interest (Anderson, 1998).

Addressing the four research questions concerning how MI is understood and used by the teachers to inform instructional strategies and alternative forms of assessment, how MI is applied in foreign and second language classrooms and how effective this application is perceived by those teachers, and lastly, in what ways MI theory can shape and inform foreign and second language learning, the researcher used observations, exit slips, survey checklists, and student reactions for her research. After presenting the review of literature on the MI theory and learner-centered instruction, the researcher used students as the sample that were selected by the teachers coming from different countries and different states in order to be enrolled either in a foreign or second language class. In order to result her research questions, the researcher used quasi-experimental group and quasi-control group of students, whose results were collected by the teachers. Just like any other researches conducted on MI-based instruction, this study also demonstrated positive correlation between MI-based instruction and positive attitude toward foreign or second language study. Additionally, it also emphasized how students who received MI-based instruction outperformed in spoken and written skills, and how satisfied and enthusiastic they were. Additionally, the research portrayed how MI-based

instruction enhanced teachers' classroom management skills. All in all, teachers having different pedagogical styles effect students; yet, learner-centered instruction from the perspective of MI helps students to be willing, enthusiastic, satisfied, and having minimized behavioral problems. Hence, if teachers equip themselves better in that concern, the educational needs of the students will be met to a great extent (Haley, 2004).

The conclusion of MI literature of review includes a research where ways of improving student motivation was targeted by implementing multiple intelligences and cooperative learning, it was concluded that in order to improve student motivation, and cooperative learning multiple intelligences must be integrated within lessons, assignments, materials used in the classroom. Reviewing the literature and including works of Chapman, Gardner, Robinson, Silver, and Strong together with many other writers, the researchers concluded the strategies selected by the teachers, such as “incorporating MI into the lesson plans, utilizing cooperative learning group activities, and giving students opportunities to make decisions about the curriculum and assessment” were used in order for the involvement of the students (Cluck & Hess, 2003, p.21). Using two different student groups, one group of students were sixth graders; the others were intermediate ESL students. The problem among those groups was lack of motivation due to too frequently misused rewards, not letting students to decide on their behalf, and poor classroom environments. Researchers, by means of checklists, teacher observations, and student surveys, concluded that students were more likely to participate in the discussions and stay on tasks where MI and cooperative learning were included within the lesson or the task even if the research took place after sixteen weeks after the summer break (Cluck & Hess, 2003).

2.3 Common European Framework of References for Languages and European Language Portfolio

The decision of developing the Common European Framework (CEF) initiated in the early 1990s and bore its first fruit in 1996 with the first draft publication. According

to Little (2003), although CEF is open to criticisms, Common Reference Levels, which “offer a means of integrating curriculum, teaching, and assessment” (p. 25) create a shield towards disapprovals. The underlying reasons behind it were explained by Little (2003) as first “they provide an internationally accepted scale; [second, they] facilitate the planning and implementation of integrated language curricula” (p.25), and, lastly, they include short descriptions that ease specifying and determining language achievement.

Common European Framework of References for Languages (CEFR), which was proposed by the Council of Europe (2001), defined the foreign/second language (L2) proficiency into three broad terms (A [Basic user], B [Independent user], and C [proficient user]), each of which is subdivided into six levels (A1, A2; B1, B2; C1, C2), which is summarized in relation to writing, listening, reading, and interactive and productive speaking skills with a specificity (p: 24-29). Focusing not only on the behavioral dimension of L2 proficiency but also offering “qualitative aspects of spoken language use” (p.20), CEFR presents a hierarchy of communicative tasks that need successful performance on the previous linguistic competencies (Council of Europe, 2001). Besides, CEFR also provides means of life-long individual learning programs in order to enable long-standing learner autonomy. For that purpose, CEFR requires European Language Portfolio (ELP), and thus a link between them will be created by a way of self-assessment gauges (Glover, Mirici & Aksu, 2005).

Although ELP was first introduced in 1997, after conducting extensive pilot projects for 3 years in educational sectors ranging from primary to adult education and reaching to several East European countries as well as West European ones, in 2000 it was accredited and validated (Schärer, 2000). The results demonstrated ELP as “an effective tool for promoting reflective learning, motivation, and autonomy” (Ushioda, 2006, p.152). With that respect, ELP has two basic functions: the function of reporting and the function of pedagogy. While requiring the inclusion of the formal examination certificates or diplomas and, thus, fulfilling its reporting function, which arose in 1970s from the attempts “to develop a European unit/credit system for second/foreign language learning by adults”, by supporting

plurilingualism, elevating cultural awareness, creating a more transparent learning process, and encouraging the advancement of the learner autonomy ELP accomplishes its pedagogical function, which mirrors the dedication to “cultural exchange and ideals of lifelong learning and learner autonomy” (Little, 2002, p. 182).

Consequently, as stated in 1991 in the Rüschtikon Symposium entitled ‘Transparency and Coherence in Language Learning in Europe: Objectives, evaluation, certification’, it was recommended that ELP should be reinforced by a reference handbook with illustrations and by a more in depth definitions for the derivation of course objectives (Schärer & North, 1992, p.19). Accordingly, it was advocated that the improvement of a CEFR be supported by the Council of Cultural Cooperation and a working party be assembled in order to mull over possible forms and functions of ELP (as cited in Little, 2002). As a result, to develop levels of proficiency while encouraging the improvement of plurilingualism and pluriculturalism at its core, ELP was structured including 3 components: a language passport, in which linguistic identity of the owner is briefly recorded; a language biography, in which language learning targets and progresses are stated; and a dossier, in which selection of the best works of the owner are included (Council of Europe, 2001). Therefore, self-assessment is on the shoulders of the learners, who can develop their self-sufficiency by using the amended works.

Covering all educational levels, starting from the first pilot project in 1998, ELP was verified for being a helpful and a functional tool in the advancement of learner autonomy that refers to the learners involvement in the activities required in the curriculum, which are planning, management and evaluation (Little, 2002 & 2003). Additionally, with ELP, on his/her language learning, the learner is provided with two dynamic and complementary perspectives, which are conspicuous and salient evidences of ELP’s success. Being described by Little (2003), the perspective coming from “inside” is a demonstration of how ELP is “integral to the learning process”. Little (2005) conducted a study in Ireland among non-English speaking pupils composed of refugees, asylum seekers, and migrant. The results of the study

demonstrated that the CEFR and ELP provided basis for assigning a central-role to self-assessment, communicative proficiency, and developing the learner's reflective capacities. In such a culture, ELP played a key role due to self-assessment and, thus, "gain[ed] 'insider' access to the process of 'social moderation'" (p. 335). Despite the "insider access", with the one from "outside", ELP appears to be "the cumulative 'deposit' of learning" (Little, 2003, p.33). Moreover, the central role ELP gives place to the "reflective learning in which goal setting and self-assessment" cannot be undervalued (Little, 2005, p.323).

As the general reporter, Schärer (2000) gathered the experiences and insights achieved during the piloting phase of ELP under the title "Final report: A European Language Portfolio pilot project phase 1998 – 2000". The report embodies 15 European countries and 3 organizations (NGOs) that took place in the pilot projects where quantitative and qualitative methods were utilized. For the former while questionnaires were used, for the latter observations, interviews, trainings/workshops, and open questions were taken advantage of. For the pilot projects 30000 learners and 1800 teachers that used ELP were included. Taking the feedbacks from the pilot projects into consideration, both the qualitative and the quantitative data demonstrated that "the ELP has proven itself a valid pedagogic tool under the many different pilot conditions" (p. 6). When the overall conclusions of the Schärer's final report (2000) were examined, an aspiration to utilize and benefit from the ELP in the future becomes salient. Moreover, for many institutions trying to use the newly introduced novel assessment scales both for self-assessment and learner autonomy development purposes appears as a considerable challenge. In order to overcome this problem, as well as to use ELP as an effective pedagogical and reporting tool and to ease and develop learner autonomy, the project results demonstrated all teachers and learners to be trained, either formally or informally, before initiating ELP implementation.

By the same token, akin results were also displayed in the report entitled "The European Language Portfolio in use: Nine examples", which was edited by David Little (2001). In the given account, seven Council of Europe member states'

coordinators of ELP re-prepared the reports of the ELP pilot projects. While describing and exemplifying pilot projects in their countries, the reports illustrated how ELP varies from country to country in terms of design and implementation. Moreover, after being examined carefully, the reports conspicuously show how learners engage with their own learning, hence, how they improve their autonomy. Such an improvement was illustrated in the report edited by Eilis O'Toole (n.d.). He demonstrated how learning French became fun, enjoyable, and a motivating event through ELP while highlighting how students were more involved in their learning as their mind being busy with the Portfolio. Another illustration for the improvement of the autonomy was displayed in Ema Ushioda's (2003) report in which she analyzed the Irish ELP in the post-primary classroom. Quoting a teacher who stated how students "are constantly pushing themselves to attain the goals they have indicated in their folders" (p. 151) she concluded that "it is the teacher who is in possession of the larger picture...but through the medium of the ELP, learners themselves share control and understanding of individual pieces of this picture." (p. 149).

Prepared by Sylva Nováková and Jana Davidová (n.d.) although the project in the Czech Republic included 902 students and 53 teachers, for the report they have only included 4 teachers and a primary-school class of students learning English. The ELP model used in the Czech Republic received positive feedback from students and teachers. Focusing on a primary-school English class in their short report that described and illustrated the pilot study in which participating was voluntary, Nováková and Davidová demonstrated that the ELP has been well accepted by teachers, students, and parents. Students accentuate how motivating they find the Portfolio on the way of becoming autonomous learners while assessing themselves. However, the report highlighted an interesting conclusion concerning teachers. Whilst most of the teachers favor ELP, some lacked empathy. The writes conjectured its underlying reason as "they were too attached to stereotypical educational practices" which can also be associated to the fact that some might regard "ELP as an extra workload" (Nováková & Davidová, n.d. , p.2), they also stressed these attitudes to be the reflections of how teachers will recognize the concept in the future.

In the same report, Evagelia Kaga-Giovousoglou (n.d.) presented the Greek pilot project in “The European Language Portfolio in use: Nine examples” report, which was edited by David Little (2001). The study lasted for 3 months and that embraced 1000 lower and upper secondary school students and 18 teachers. It concentrated upon the objectives of promoting an intercultural awareness, usefulness of foreign languages, autonomous learning, and management skills that include language and socio-cultural knowledge. Although no data was portrayed about the methods used during the pilot project, the findings demonstrated that teachers consider ELP motivating and helpful in planning their lessons and in presenting the lessons’ objectives. They also stated how the Portfolio helped learners to interact with others, how it facilitates different teaching approaches’ applications, and how it promotes self-assessment and co-assessment, with which the learners also agree. Additionally, students declared ELP as a tool that encouraged them “to develop strategies for acquiring communication skills [and] to learn several languages and to approach other cultures” (Kaga-Giovousoglou, n.d., p. 28). Hence, the pilot project in Greece is the evidence that the ELP attains its end in the formation of a plurilingual and pluricultural Europe.

In a conference held by the Ministers of Education of CoE member states in Poland, in 15-17 October 2000, being a member of Council of Europe (CoE) since 1947, Turkey, just like other member states, agreed upon that each learner should possess an ELP. Moreover, it was approved that language teaching to be practiced according to certain standards, and it should be documented accordingly. For the purpose of carrying out the signed document in Turkey, under the coordination of Özcan Demirel, a Special Expertise Commission was formed and a seminar was arranged for the foreign language teachers who were selected from Ankara and Antalya for piloting (T.C. Milli Eğitim Bakanlığı, 2002). Mentioning the application of that pilot project in his article entitled “Language Project of European Council and application in Turkey”, Demirel (2005) aimed to introduce European Language Portfolio Project (ELPP) while expressing the foreign language education and language policy of Turkey that is being harmonized and integrated with the European Union. He also proposed the strengths of the practice that brought out new concepts and applications

in foreign language teaching and learning while stressing the need for fundamental changes with this respect. For the project, which was also examined in Pekkanlı-Egel's (2003) dissertation, the senior high school preparation class students and the secondary school first grade students were selected by the participating teachers, who appointed one class as the experimental group and the other class as the control group. The research findings of the project demonstrated that the Language Biography part assisted learners' contribution in the process of planning, reflection upon, and assessment. Additionally, it revealed that while the learning process was in the hands of the students, the teachers were the facilitators and the guiders in the teaching environment where teaching four basic language skills were more prominent than teaching grammar (Demirel, 2005). Hence, the duty of the teachers is to encourage and cultivate the learner autonomy. As a result, through the project it was demonstrated that putting the Portfolio into practice, foreign language education in Turkey is expected to be influenced positively as the new concepts, such as learner autonomy, self-assessment, learning to learn, and cross-cultural experience become the setting of the foreign language education.

The positive aspects were also displayed in Pekkanlı-Egel's doctoral dissertation (2003) where she looked into "whether ELP-oriented language instruction has an impact on learner autonomy" (p. 61). Focusing on learner differences in the learner autonomy levels, the researcher utilized experimental (139 students in total) and control (136 students in total) groups. In the experimental design, the Autonomy Learner Questionnaire was distributed before and after the treatment. State and private primary school 4th and 5th grade students and their 3 EFL teachers were selected as the sample of the study. For the experimental group, French version of junior ELP model and teacher's guide were adopted. Lasting for a semester, the study demonstrated that while control groups, which were exposed to traditional teacher-centered language learning, did not mark any change in their autonomy levels, the experimental groups indicated an increase in their autonomy levels. Additionally, the experimental groups, which received ELP oriented instruction while being exposed to traditional teacher-centered language learning, denoted that regardless of time, an interest to learn English on their own had emerged. Therefore,

as a result while assisting students as they learn the targeted language, ELP is also a positive experience for the students who are newly starting to learn the language.

Though most of the studies demonstrated and argued how worthwhile the ELP is, some studies argued its failures. For the purpose of identifying how ELP works in a university preparatory school, to what extent it was integrated with the curriculum, teacher and student training, and clarity and aim of the ELP, and what the responses of teachers and learners are concerning the ELP, a study was conducted by Glover, Mirici, and Aksu (2005). In the study, the researchers administered 7-questioned questionnaire to be asked to 50 students, a group interview with 6 teachers, and filed notes from two student parties one of which had participated the piloting and other did not. Examining the results of the study carefully, the researchers concluded that ELP was popular among teachers and students. While the students expressed their positive attitudes as “language passport helped [us] a lot to learn the language, [we] understood how [we] learn and what is missing in [our] language learning and asked [our] teacher to help with these weak points” (p.90), their teachers expressed how high the motivation level in the ELP user groups was. However, gathering the data together, negative responses also existed. For the questions concerning the real use of the ELP and their classroom performance, less positive answers were provided by the students. Additionally, akin to other pilot projects, not using ELP in regular in-class activities due to time constraints, therefore, being unsuccessful in integrating the Portfolio with the curriculum is the other negative remark of the study. Moreover, teachers expressed uncertainty as to the status and aim of the ELP, which is due to lack of training. This uncertainty and lack of teacher support was also reflected on the learners as “keep[ing them] interested over a longer period of time” becomes difficult (Schärer, 2000, p.94) and as without the interference of the teacher, they cannot make the best use of the ELP. Hence, the result of the study revealed that unless the purpose of the ELP and teacher and student training are provided properly, desired results could not be achieved.

Similar results were revealed in The Swiss Model of the ELP. Originally put down on paper by Peter Lenz (2000), The Swiss Model of the ELP, which started in May

1999 and ended in June 2000, was another illustrative report that exhibits how ELP and its principle functions, which are self-assessment, documentation, and reporting instruments, were embraced as positive although some dubious comments were included as of the usefulness of the ELP and the harmonization of the Portfolio and the traditional teaching. Two sets of questionnaires were distributed to learners, teachers, and coordinators in two different times: first being after few weeks ELP was introduced in the classes and the second being at the end of the piloting. For the evaluation purposes, teacher coordinator meetings, telephone interviews, and personal contacts were also utilized. The results of the piloting phase revealed that both learners and teachers considered ELP covering “the central role of self-assessment and the instruments provided for that purpose” while “providing Europe-wide transparency and comparability” (Lenz, 2000, p. 14). Additionally, according to the learners and the teachers, its usefulness as a pedagogic instrument that supports reflective language learning and teaching was stated as the highly valued central function and feature of the ELP. Despite positive comments, negative conclusions were also highlighted in the report. Being mainly concerned with ELP’s physical appearance and the problems with its use under the given circumstances, the following aspects were often mentioned in the Swiss report (Lenz, 2000):

- The ELP ring binder is too big and too heavy
- A lack of guidance and visual aids make the file appear complex and hard to access by its users
- The usefulness of the ELP is doubtful because it is not known well enough in schools and among employers
- Working with the ELP takes more time than there is available
- There is not enough coherence with regular teaching (curricula, textbooks, exams; use of self-assessment)
- Teachers need more ideas and supporting materials (corresponding tests in particular) to introduce the ELP into their courses and sustain its use (p.2).

Especially with the doubts concerning the usefulness of the ELP, motivation problems become conspicuous; hence, as a result, most learners and a number of teachers were not motivated sufficiently to work with the ELP.

2.4 Summary

This chapter reviewed the relevant literature about history of the foreign language education in Turkey as well as the bases and principles of the Anatolian High School English curriculum. The aspects that were mainly stated in the curriculum were: communicative theory, student-centered approach, MI, and ELP.

The first issue discussed was the history of the foreign language education in Turkey. As scrutinized carefully, the foreign language education in Turkey reaches way back. Turks learned the language of the religion they believed, or the language of the countries they are in a good relationship so much so that they accepted those languages as the medium of instruction. Hence, Turks were affected from the influential and mighty language of the times they lived. For instance, while till 19th century Arabic and Persian were the dominant languages, after those times, French became significant in education. In the early 20th century, due to political rapport to Germany, German begun to be thought in schools. With the Republic, foreign language education became more important. This resulted with concentrating on English, French, and German teaching.

The second issue was about the communicative theory. While on the surface communicative theory might be regarded as only being concerned with the procedural skill and content, it, indeed, is also very much interested in explicit linguistic knowledge. Aiming at the exchange of the meaning, communicative foreign language teaching became the theme of various research studies. Examining some among the vast number of studies, the literature review results revealed that though most of the teachers stated knowing and practicing the approach, the observations displayed the contrary. The researchers argued the reasons for such difference in their researches as: lack of teacher confidence, time and material restrictions, lack of comprehension of the approach, and being the non-native speaker of the language. Hence, the lessons become more grammar and teacher oriented. However, the researchers also revealed that teachers were aware of the benefit and

positive effect of the approach. Additionally, such benefit was reflected on the success of the students in classes where CLT was practiced.

Thirdly, lumping together the literary works, in a student-centered approach while the learner is considered to take an active part in decision-making process, the teacher has the responsibility of being the active organizer and the role of knower who should make sure effective learning is occurring. Yet, the literature displayed that either because of lack of training, insufficient materials or due to confusion since there are many perspectives on language teaching teachers fail to practice student-centered education. Besides failure in practice, the literature presented that teachers are not aware of the importance they put on grammar while their students stated the lessons being teacher-based. Although that finding is considered to be the display of the failure of student-centered practice, nonetheless, another study put forward as while the beginner learners emphasize on a teacher-centered grammar-based lessons and activities, as their level gets higher they require more student-centered lessons and activities.

Fourthly, the MI literature demonstrated its benefits on memorization and maintaining student interest, motivation, and enthusiasm while learning a foreign/second language. Additionally, through MI based instruction, weaker skills of the students can be developed as they built up positive attitude toward the language. Except from students, MI also helps teachers to enhance their classroom management skills and guides them in decision making process as they structure their lessons. Overall, though Gardner (2003) indicated his suspicion in the application of MI, the studies revealed via utilizing MI in the foreign (and in the second) language lessons, the success of the students could advance. With the help of MI, students who fail to learn vocabulary could start memorizing as their interest is maintained (Adson, 1998), the behavioral problems in a class could get less (Haley, 2004), or participation could raise (Cluck & Hess, 2003). However, the literature review also displayed that MI is not enough by itself, which was also suggested by Gardner (2003). Utilizing learner-centered teaching approach or cooperative learning method, MI becomes more functional.

Lastly, in the general scheme of the literature, ELP is considered as a useful and successful reporting and pedagogical tool which is transformed among countries. The studies conducted on ELP displayed that students are the responsible parties for their own learning and assessing themselves. Therefore, it encourages self-assessment as it paves the way of improving their autonomy since they involve more in their learning. Besides, mainly the teachers expressed that their students develop their communicative skills in a lesson environment which is enjoyable and motivating. Additionally, though the ELP is presented as an effective tool for language learners of all ages, some studies put forward that the time constrains, its coherence with the curriculum, and lack of training among the problems with the use of ELP. Therefore, to overcome such problems, the results of the literature displayed training and guidance of both students and teachers before applying ELP is a must.

In conclusion, the research prepared within the context of education fosters an understanding of foreign language education. Studies done both abroad and in Turkey indicated the advantages and disadvantages of the methods and approaches used in foreign or second language education. The research studies cited hereby are mostly related to secondary schools and English as a foreign language, although some are taken from other educational institutions and other foreign languages. Nevertheless, in order to gain a better understanding of foreign language education and foreign language curriculum, further investigation is needed. Moreover, the scantiness of research in the area of preparatory year in Turkey also calls for researches to be conducted on that area.

CHAPTER III

METHOD

This chapter documents the method utilized in conducting the study and elucidates the reason for using the preferred design to address research questions of the study. The chapter begins with a section describing overall research design of the study. In the second section participants are described. The section is followed by a part that introduces the data collection instrument. The fourth section continues with the procedures followed in data collection and it continues with the fifth section that handles data analysis. Finally, the sixth section highlights limitations of the study brought about by the design.

3.1 Overall Design of the Study

When in time arguments on how quantitative research methods limit especially educational researches in theoretical and in methodological bases became obvious, educational researchers begin to canalize their studies on qualitative research methods (Yıldırım, 1999). Hence, qualitative research method became “the most widely used” (Yıldırım, 1999, p.7) research method, especially in the field of social science. It is argued by many researchers and put in words by Strauss and Corbin (1990) that qualitative research methods have been extensively employed for a more in-depth understanding of “intricate details of ... any phenomenon about which little is yet known” (p.19) while the researcher follows the steps for understanding, exploring and familiarizing with the problem through “capturing people’s personal perspectives and experiences” (Patton, 1990, p.40). Keeping “little is yet known” in

mind, utilizing qualitative methodology for the study was thought to be more appropriate.

Suggested by Patton (as cited in Golafshani, 2003), for the verification of the change of an event “a qualitative researcher should be present” (p. 600). To meet that end there are three common, prevailing data collection procedures in qualitative research: interview, observation (Golafshani, 2003; Hoepfl, 1997), and analyzing documents (Fraenkel, & Wallen, 2003; Yıldırım, 1999). Among them being “the most popular” (Griffe, 2005, p. 36) and “the most widely used method” (Davies, 1999, p.94) of gathering data, this qualitative study took advantage of interviewing method.

In this study, to acquire as many high-quality responses and opinions as possible, three semi-structured interview protocols were prepared by the researcher for the purpose of data collection from students, teachers, and parents.

In search for the answers to the research questions, being in total 36, three groups from four different schools and four various districts were involved in the study as data sources: students, teachers, and parents. As for the data analysis, content analysis, which is a qualitative procedure, was utilized

3.2 Participants

While Patton (1990) stressed that in qualitative research the criteria for sample size is not stringent, in his paper Mayring (2007) suggested “qualitatively oriented research projects... often allow small samples”. So following the suggestions, for the participant selection, first out of 43 schools disseminated to 16 provinces, for the study only 32 of them were included in the list since 11 of them were assigned to be Anatolian high schools in 2005-2006 academic year with the restructuring of the secondary education. Among those 16 provinces, 4 districts were selected using convenience and purposive sampling methods. The reason for utilizing purposive sampling was that districts having different socioeconomic status would be represented. For example, Çankaya and Yenimahalle represent the high

socioeconomic districts of Ankara, while Mamak and Keçiören embody the lower socioeconomic districts of Ankara. On the other hand, convenience sampling was utilized because some districts were settled in far places which would cause time consumption during the data collection process. Following, randomly selecting 4 out of 32 schools as representatives of 4 main districts of Ankara, the participants' schools were determined. Then, to compile the perceptions of other stakeholders in the process, parents and students were selected through convenience sampling while teachers were selected via purposive sampling from those schools.

While selecting students and parents, the individuals who are conveniently available were privileged because of the time constraints the study and the samples have. Since in the education system there was going to be change in the prep year, the study did not have to lap over; therefore, it had to be completed before the academic year ended. On the other hand, finding the appropriate time for the parents was very hard as they were either working and did not have free time for the interview or as they were not coming to school. Thus, with the help of the assistant principles in the schools, convenient parents who were at school or who could spare time for the interview were selected. From each school in four districts of Ankara, three parents participated in the study.

As for selecting the students for the study, convenience sampling was utilized because (1) they were having lessons all day, (2) it was getting close to the end of the academic year and they were having exams, and (3) they did not want to stay after school. Thus, again with the help of the director assistants in the schools, students who were free and who could take part in the study willingly were selected. Just like parents, three students from each school participated in the study.

As for the teachers purposive sampling method was used since teachers who took part in the prep year application were aimed to be selected for the study. The aid of the director assistants in schools was requested for that purpose also and three teachers from each school in the selected districts were chosen. Because the participants were solicited to partake in the study, there were some who did not want

to spare time or who did not want to take part. In such cases, director assistants of the schools put their utmost efforts to assist and find other willing participants. The Table 3.1 below illustrates the number of partakers who participated in the interview.

Table 3.1
Group's Sample Size

District	Çankaya	Keçiören	Mamak	Yenimahalle	
School names	Ankara Ataturk Lisesi	Kalaba Anadolu Lisesi	Cumhuriyet Anadolu Lisesi	Ataturk Anadolu Lisesi	Total
Teachers	3	3	3	3	12
Parents	3	3	3	3	12
Students	3	3	3	3	12

Thus, while the target population appears to be the Anatolian high school English teachers, students, and parents in Ankara, the accessible population was the Anatolian high school English teachers, students, and parents chosen for the study. Therefore, the ecological validity appears to be the settings of the Anatolian high schools in Ankara; the research results cannot be generalized to private high schools or other state high schools because those schools have different foreign language program other than the Anatolian schools.

In the interviews, as can be observed above, 12 panelists from each participant group were involved. The characteristics of each sample are examined below in detail.

As shown in the Table 3.2, among 36 participants, in total, 15 were male and 21 were female.

Table 3.2
Gender of the Participants

Group	Gender			
	Male		Female	
	<i>n</i>	<i>%</i>	<i>n</i>	<i>%</i>
Students	5	41.7	7	58.3
Teachers	2	16.7	10	83.3
Parents	8	66.7	4	33.3

While in the group of parents, the percent of males was the highest with 66.7 % (n = 8), in students it was 41.7% (n = 5) and in teachers it was 16.7 % (n = 2). Whereas the ratio of female in teachers is the highest with 83.3 % (n = 10), while 58.3 % (n = 7) from students, and 33.3 % (n = 4) from parents were female.

3.2.1 Parents

When parents were asked to reveal their background of education, more than half of them (58.3%) stated holding undergraduate diploma and one of them told holding a graduate diploma. Among the rest of the participants, two of them (16.7 %) had graduated from an institution of higher education, one hold a diploma from a vocational school and one was graduated from a high school. The results were illustrated in Table 3.3 below.

Table 3.3
Parents' Level of Education

Level of education	<i>n</i>	<i>%</i>
High school	1	8,3
Vocational school	1	8,3
Institution of higher education	2	16,7
University	7	58,3
Graduate	1	8,3

As for the descriptive statistics parents were asked to indicate their level of English. The Table 3.4 below displays parents across various levels of English.

Table 3.4
Parents' Level of English

Level of English	<i>n</i>	<i>%</i>
None	4	33,3
A little	3	25,0
Average	2	16,7
Good	1	8,3
Very good	2	16,7

While 33.3 % (N= 4) stated not knowing any, only two of them assessed their English level as being high.

3.2.2 Students

Students were the second data source for the study. Students were chosen from those who have never attended the preparatory year and who were studying in grade 10. While selecting students from different genders were targeted, yet, their departments and their background knowledge of English were not taken into consideration. At the beginning of the study, from the selected 4 Anatolian High Schools in Ankara, 12 students in grade 10 were aimed and till the end the number did not change.

Regarding the age students initiated learning English, it was found that one student started learning it at the age of 5 and one student started at the age of 6. Two of other students, on the other hand, commenced at the age of 9, three of them started at the age of 10 and the rest started at the age of 11.

3.2.3 Teachers

Being the third data source of the study, teachers play a crucial role in the study. The intended sample of the study consisted of Anatolian high school English teachers in Ankara having teaching experience in both the old and the new English program, so that using their prior knowledge about the previous high school procedure they can comment on and compare the new and the old system using a more broad understanding of how it works.

As easily observed in the below Table 3.5, when teachers were asked how long they have been teaching, on the average the experience was found to be about 16.4 years with a minimum 7 and maximum 31 years. As for the period of teaching at preparatory year, the participant teachers' experiences varied from 6 to 22 years.

Table 3.5
Teachers Overall, High School, and Preparatory Year Teaching Experiences

	<i>M</i>	<i>Min</i>	<i>Max</i>
Total period of teaching	16.41	7	31
period of teaching at high school	15.66	7	31
period of teaching at prep school	11.9	6	22

As shown in the Table 3.6, among 12 teachers, 8 of them stated holding a major degree from the faculty of education (66.7 %) whereas only 1 participant declared graduating from faculty of humanities and letters and the rest (25 %) averred graduating from other departments.

Table 3.6
Graduation Faculty

Major degree	<i>n</i>	%
Faculty of education	8	66,7
Faculty of humanities and letters	1	8,3
Others	3	25

Examining the table above, for example, one of the teachers uttered graduating form Faculty of Economics, Administrative and Social Sciences. Another teacher declared that she was graduated from School of Languages. The other teacher stated after graduating from English Language Teaching department, he continued his master’s degree in the Institute of Educational Sciences, English Language Teaching.

3.3 Development of the Data Collection Instrument

Bailey (1994) in his book *Methods of Social Research* listed ten advantages of interview studies. These are: flexibility, response rate, nonverbal behavior, control over environment, question order, spontaneity, respondent alone can answer, completeness, time of interview, and greater complexity of questionnaire (p. 174). Therefore, to reach to an end, instruments formed by open-ended questions “that will support discovery of new information” (Hoepfl, 1997, p. 49) were prepared by the researcher to be administered during the interviews. Davies (1999) highlighted researches having a base of “semi-structured interviewing has become very popular and important for the qualitative research across the social sciences” (p.95).

However, while preparing the instruments, the credibility of the evaluation should also be purveyed. Referring “the content and the format of the instrument” (159), Fraenkel and Wallen (2003) asserted content validity as the extent to which the content of the procedure sufficiently represents all that is required. A researcher, who

was trying to develop an instrument, should allow other competent people to examine the content of it to make sure that all relevant measures are included and that all are appropriate for the proposed test. In addition to that, Patton (1990) articulated that with face validity “the ultimate test of the credibility” could be achieved through “the response of information users and readers to that report” (p. 469). Referring, not to what the instrument actually measures, but to what it is supposed to measure, face validity pertains to whether the instrument looks valid to the participants who take it. Keeping all those in mind, the research design consists of a semi-structured self-designed interview protocols through which qualitative data is aimed to be yielded.

In preparing the interview protocol, which was illustrated in the figure 3.1 below, literature was reviewed and main research questions were identified. Including not only academic papers, books, dissertations, and articles but also newspaper articles, television programs, and informal talk to administrators, students, and educators, interview protocol questions were formulated in line with the research questions. As for the following step, for the content and face validity, interview protocols were examined by five experts, two parents, four teachers and four students. Their feedback brought the researcher back to the revision and modification of the interview questions. After editing and changing the protocols, to take their consent, the finalized interview protocols were taken to METU İnsan Araştırmaları Etik Kurulu (METU Human Researches Ethic Committee) for the ethical concerns, before applying to Research and Development Center for Education (ERAGED) in Ministry of Education for the permissions.

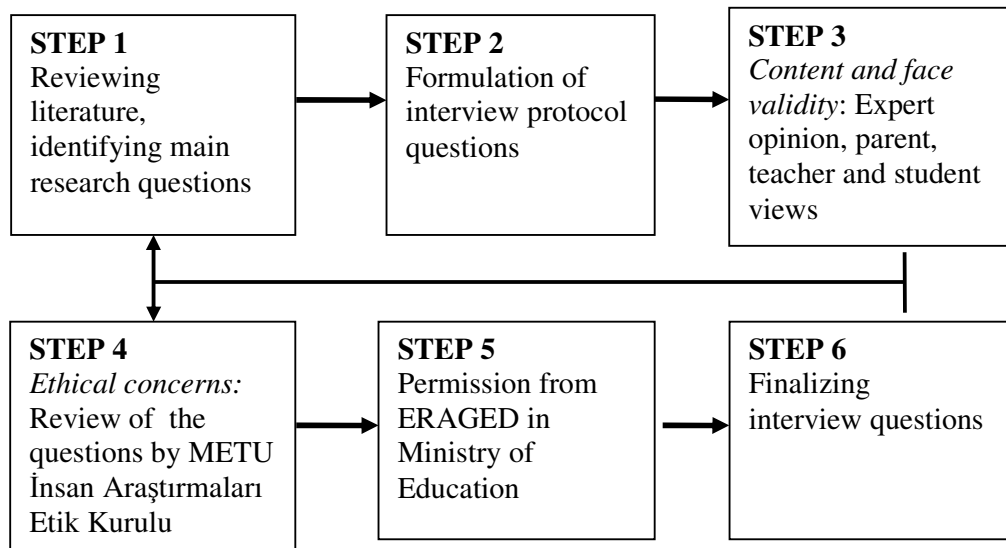


Figure 3. Overview of Instrument Development

The interview protocols for each party were provided in the appendices section. The Appendix A displays the interview questions for the parents. The questionnaire includes 7 questions for demographic data and 9 main interview questions. In Appendix B, however, the interview protocol for students was attached. In the protocol 3 demographic data questions and 11 main interview questions were stated. Lastly, Appendix C presents the teacher’s interview questions, which contain 6 demographic data questions and 9 interview questions.

3.4 Data Collection Procedures

Before starting data gathering, the instrument was prepared by the researcher and certain approvals were taken from the officials. While the approval was in procedure, instead of conducting a pilot study, the interview protocols were shown to randomly selected parent, student and teacher samples to get their feedback on the clarity of the questions. Moreover, for the content validity the interview protocols were examined by the experts form METU. Combining those two feedbacks some minor changes were made to the interview protocols. This was followed by sending the interview protocols to the METU İnsan Araştırmaları Etik Kurulu (Human

Subjects Ethics Committee) to take their consent that the questions in the protocol do not give ethical harm to the samples. Only then, they were sent to Ministry of Education to take permission for applying. After taking the approval from all sites, the actual data collection procedure initiated.

Participants were arranged in three sets of individuals: teachers, students, and parents. The interviewees were contacted in person with the guidance of the director assistant. The interviews started in the middle of May and finished at the end of May; therefore, it took almost 15 days to conduct. The reason for such short time period was first because during the preparation of the interview protocols, a news in *Hürriyet* newspaper was released stating that “the Ministry of Education decided to approve opening preparatory classes in the Anatolian High schools which have suitable conditions” (Öztürk, 2007). Therefore, although in the beginning the Delphi Method was thought to be conducted, it had to be changed into interview not only because it would take short time before MONE put the law in action but also because it would be the most appropriate method to gather views from different parties.

Before starting the interview, keeping in mind Yıldırım and Şimşek’s (2006) suggestion, the participants were told both orally and written about the aim of the study and how the data would be used. Additionally, their consent for recording, which is “indispensable” (Patton, 1990), was also taken. Because only through recording more accurate data could be captured at a time (Davies, 1999; Fraenkel & Wallen, 2003). Additionally, participants were told if they face with any unwanted condition, they can either withdraw from the study or ask for stopping recording. Following the reminding, some participants asked to stop recording because they were afraid either their child or their careers would have been affected due to the reasons they have provided. Taking the consent of all participants to continue recording, interviews were held in the most convenient places and at the most suitable time periods for the subjects themselves.

Guba (as cited in Lincoln & Guba, 1985) suggested some guidelines for when to stop data collection: “exhaustion of resources, emergence of regularities, and overextension of the research” (p. 265). Cognizant of those, the time interval with the parents and students ranges between 10 to 15 minutes while for teachers it lasts approximately 15 to 25 minutes. In the protocol of students 11, and of teachers and of parents 9 questions were prepared before (Appendix A, B, and C). However, in some cases some probing questions were asked to clarify their answers. Overall, the interviews went smooth and they were satisfying both for the participants and for the researcher.

3.5 Data Analysis Procedures

Griffie described the data analysis process, which is a “challenge of interview analysis”, as “moving from fairly large amount of raw data to the meaning of what has been said” (2005, p. 36). Examining the raw data and putting it together into meaningful interpretations, for the data analysis of this study, content analysis was utilized. As suggested by Patton (1990) and Yıldırım and Şimşek (2006) in the content analysis the aim is to identify the data collected through coding and categorizing the principle patterns. After the categories and themes are determined, coding can be applied. Following the steps illustrated in the figure 3.2 below, the content analysis was performed.

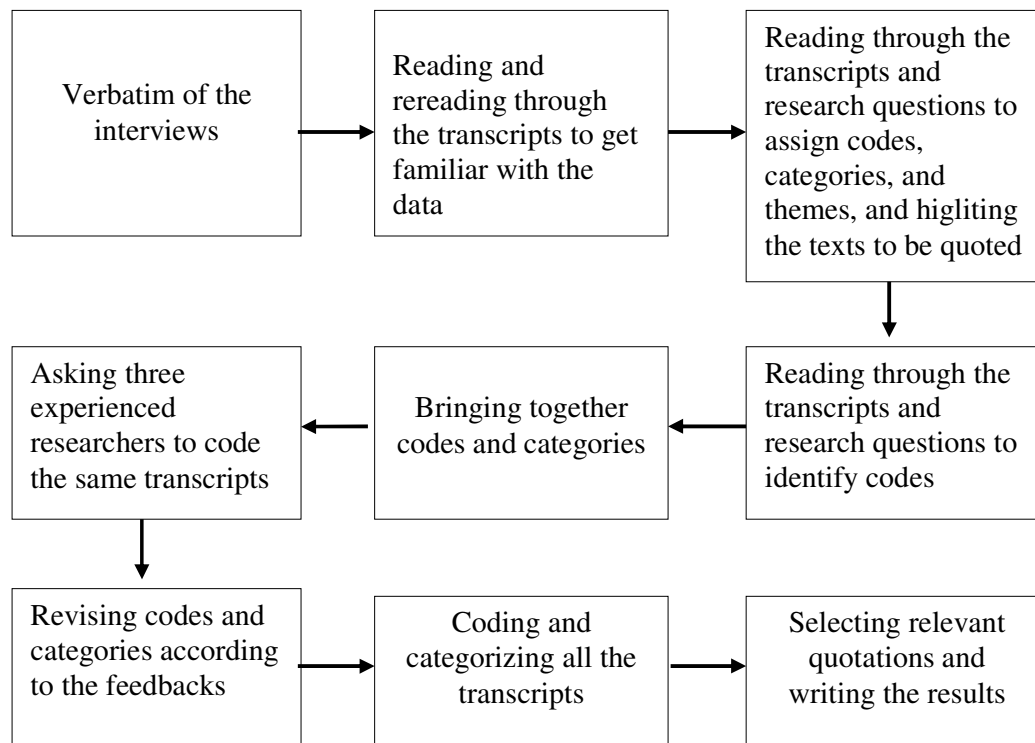


Figure 3.2. Illustration of Data Analysis Procedure

The data analysis procedure started with the transcription of the audio-recorded interviews into the word processor. Doing this for all participants one by one, each transcript of the participants were read through over and over in order to get familiar with the data. Later, the answers were divided into themes and categories, which were “grounded” in the data (Griffiee, 2005, p. 36). Then, the researcher reads the transcripts again to identify codes that will be applied to the categories and themes. Bringing the codes and categories together on word processor, the researcher shared the findings with 4 experts for the inter-rater reliability. According to the feedback received from the experts, the codes and categories were reorganized accordingly.

Taking the feedbacks into consideration, for each category the codes were revised and written again. The Table 3.7 bellow is an example of how perceptions about the materials in the current English program were coded and categorized (for extended

information on codes and categories refer to chapter 4, Table 4.2). As for the final stage, the text was written. The researcher described and elucidated interview data using necessary clarifying quotations taken directly from the raw data. Since the interviews were held in Turkish, the quotations were translated into English by the researcher and they were neatly quoted in the results section when and where necessary.

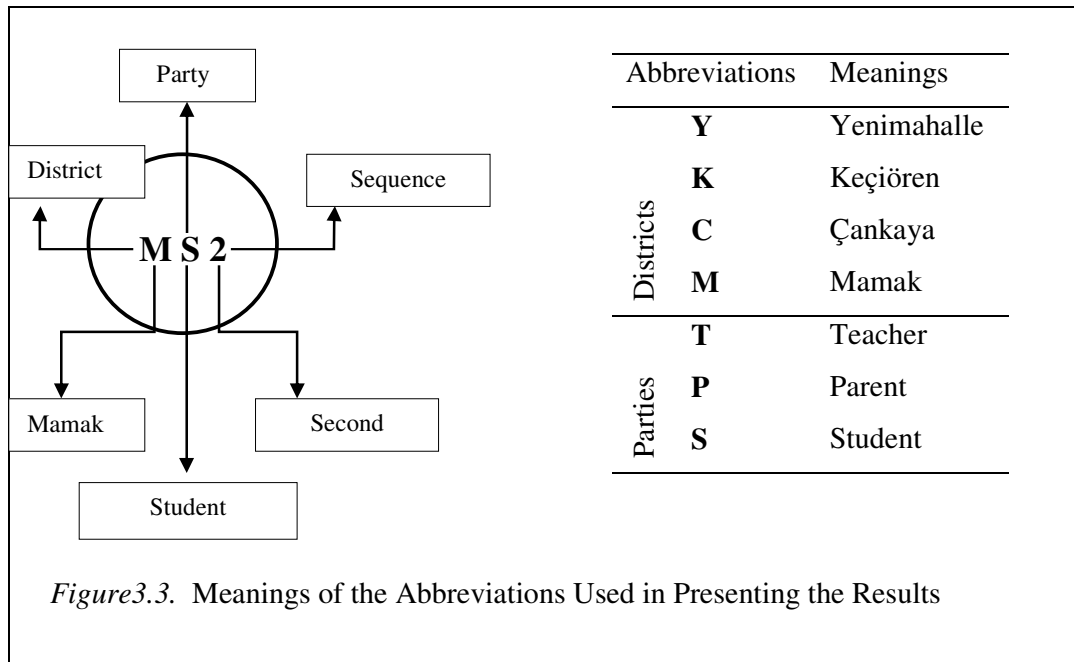
Table 3.7

Sample for Codes and Categories of Data on the Perceptions about the In-class Materials Used in English Lessons in the AHSs

Perceptions about the in-class materials used in English Lessons

not used in class
 Negative ideas
 Inadequate
 in extra materials
 listening
 visuals
 examples
 exercises
 and incorrect grammar information
 in content
 in methodology
 Grammar oriented
 Unprofessional
 short preparation period
 scattered context
 gathered through foreign publications
 Positive ideas
 Asset for
 Nation-wide equality

In order to help the readers while reading, the researcher used some abbreviations about the participants. Each abbreviation has a meaning as shown in the figure 3.3 below.



For instance, when reading the text if the reader comes across with “MS2”, demonstrating the district “M” means “Mamak”; referring to the “party” who is involved in the interview “S” means “student”; and presenting the sequence “2” means “the second. Therefore, when reading it in the text, “MS2” will mean “the second student from Mamak district”.

3.6 Reliability and Validity Issues

“Quality in qualitative research” begun to be discussed vigorously among scientists especially after quantitative researchers developed issues of validity and reliability (Seale, 1999). This led the substitution of the scientific tradition concepts to be used in social research. In their book *Measurement and Evaluation in Teaching*, Gronlund and Linn (1990) started with a question asking “To what extent will the interpretation of the scores be appropriate, meaningful, and useful for the intended application of the results?” (p. 47). Although Eisner (1998) and many other qualitative researchers (Davies & Dodd, 2002; Seale, 1999) proclaimed there are various forms of evidence in qualitative studies since no statistical evidence exist to verify the usefulness and

credibility of the results, securing the quality of the gathered data still occupies a crucial place.

As stressed by Fraenkel and Wallen (2003) among the efforts to ensure reliability and validity, using accurate vocabulary, recording the questions and answers, and reporting sources have a decisive part. Being aware of those precautions, in this study proper language was tried to be used. To ensure that, after the questions were prepared they were first showed to 4 teachers, 4 students, and a parent. Taking their opinions on the clarity and the wording of the interview protocols, they were given to the experts for further approval. Only after taking their consent, the study was initiated. As for the recording of the questions and answers, participants were asked if they permit entering the data in register. Subsequent to their approval, the interviews were tape-recorded. Finally for the source documentation, first the records were transcribed and read carefully. Later they were decoded and the inferences were shown to experts.

Although in many articles it is declared that in qualitative research it is hard to distinguish the difference between validity and reliability (Golafshani, 2003; Seale, 1999) and even though in many they were not examined separately (Bailey, 1994; Fraenkel & Wallen, 2003), in this chapter they were analyzed separately in order to help an easy follow.

3.6.1 Validity

Referring to the appropriateness, correctness, meaningfulness, and usefulness of the deductions a researcher makes, validity is one of the most crucial concepts when interpreting the raw data (Fraenkel & Wallen, 2003).

3.6.1.1 Credibility

The difference between qualitative and quantitative is reflected on the name they choose for referring “to the extent to which the findings accurately describe reality”:

namely in conventional terms “internal validity” or in naturalistic terms “credibility” as proposed by Lincoln and Guba (1985, p.301). Although, according to Lincoln and Guba, for social researches “isomorphism is...impossible” (1985, p.294), triangulation is stressed being the most widely used method to enhance data. As described by Fielding and Fielding (as cited in Anfara & Brown, 2001) “triangulation puts the researcher in a frame of mind to regard his or her own material critically, to test it, to identify its weaknesses, to identify where to test further doing something different” (p. 19). Although by many researchers it is referred to as “triangulation”, Eisner (1998), used the term “structural corroboration” (p. 55) to relate the coherence of multiple sources.

In order to provide a holistic understanding of the situation and generally meeting conclusion, and to increase the quality and the credibility of the research design, triangulation technique was utilized by the researcher. Using various subjects, such as teachers, parents, and students, different perceptions were collected. Moreover, to highlight the consistency and to cross-check the information received from answers, similar questions were asked to the interviewees. While this eased inferring of which opinions were mutual which were diverse, it also aided in increasing of the credibility of the study.

3.6.1.2 Transferability

Recommended by Lincoln and Guba (1985, p.316) while in the naturalistic paradigm it is referred to as “transferability”, in conventional paradigm it is “external validity”. Those two analogous concepts refer to the ability of generalizing the findings of the research to other settings. Yıldırım and Şimşek (2006) extended the definition more saying “If the research results are generalized to similar settings and situations, it can be said that the study has met the external validity requirements” (258). Although Hoepfl (1997) proclaimed that transferability of the results cannot be precise but only adequate information that the reader can use to determine if the findings are applicable to the new situations can be provided, Mayring (2007) in his article described eleven procedures for transferability. Among them, she argued that

random sample strategies are often difficult to attain as the whole list of the population is required. In his book *Qualitative Evaluation and Research Methods*, Patton (1990) listed 16 types of transferability strategies as he considered they will help for the study of deeper cases through the achievement of richer information. Among those 16 strategies, convenience sampling has part in.

Lingering over the idea above, in this study, for the advantage of gaining access to the parents and the students, convenience sampling was utilized. Therefore, since the samples were selected conveniently from the Anatolian high schools in Ankara, the results of the study might be generalized to the Anatolian high schools in that region. Additionally, keeping participant number limited to 12 from each group appears as a threat to transferability.

3.6.2 Dependability

Although Lincoln and Guba (1985) argued that without dependability there can be no validity as “the former is sufficient to establish the latter” (p. 316), still in qualitative works reliability receives some attention. Providing “the consistency that makes validity possible and indicat[ing] how much confidence we can place in our results” (Gronlund & Linn, 1990, p. 77) dependability enhances the fidelity of qualitative research. Referring to “the consistency of scores or answers ... from one set of items to another” (Fraenkel & Wallen, 2003, p.159) and thus applying to the “precision of measurement instrument” (Hill & Fowles, 1975, p.180), in conventional terms “reliability” or in naturalistic terms “dependability” (Lincol & Guba, 1985, p.301), is the other significant quality of a research and of data collected.

In this study dependability is purveyed through inter-raters. After the coding of one interview was completed by the researcher, it was sent to four different experts. They were asked to do their own coding according to the data provided by one student, one teacher, and parent. Collecting four of the interpretations together in the word process, the researcher first analyzed the differences in codes. Almost ninety percent of the data were coded similarly. There were only slight wording differences

among the codes experts provided, and among the expert codes and the ones researcher had done. So taking the suggestions of experts and woven hers into experts' fabric, the researcher coded other data accordingly. Table 3.8 shows coding of a student's answer to the question "Can you clarify what your teacher does in a lesson?" by the researcher and by four scholars. Similarly, answer to other interview questions were crosschecked for one participant in all groups.

Table 3.8
Codes and Categories of Four Scholars to a Student's Answer

Question: "Can you clarify what your teacher does in a lesson?"					
	Researcher	Expert 1	Expert 2	Expert 3	Expert 4
Themes	*Question and answer concerning the reading passage	* Book oriented question and answer concerning the reading passage	*Question and answer concerning the reading passage (intensively)	* Book oriented question and answer concerning the reading passage	* MONE's book oriented question and answer concerning the reading passage
	*Grammar	*Grammar	*a little grammar	*Grammar	*little grammar
	*Speaking	*rare speaking	*rare speaking- students are unwilling	*having speaking problems	*having speaking problems
		*'we do not want to speak'			*knowledge on vocabulary
		* being forced while speaking			*question and answer
		*question and answer			

With the help of inter-rater reliability, not only dependability arose but also the study was enriched as the codes for other answers were interpreted taking experts' suggestions into consideration.

3.7 Limitations

The following are the limitations of the present study.

Schools included in the study were all Anatolian high schools but not other schools. Thus, other state high schools, whose preparatory year was terminated, were excluded from the study. Moreover, since in those schools English was the foreign language, this study cannot be spread over other Anatolian High Schools where other foreign languages are thought.

Secondly, because of utilizing interviewing as the method of the study, limited number of participants was used through the study. This appears as a threat to transferability and can be listed as the limitation of the study.

CHAPTER 4

RESULTS

The main purpose of this research study was to explore the perceptions of parents, students, and teachers on the new high school English program and to delineate the underlying reasons behind their perceptions. Using interviewing as the data collection method to explore the findings for the main research question and its four sub-research questions, an interview protocol was prepared by the researcher.

The chapter starts with the brief description of the participants and continues with the analysis and presentation of the findings from the interviews in line with the research questions. Namely, the titles in this section pursue the following order: the perceptions about the necessity of English; the perceptions about the components of the new Anatolian High School English program (materials, ELP, CLT, student-centered English curriculum, MI); perceptions about the preparatory year application before starting Anatolian High school; and perceptions about the current Anatolian High School English language program. Hence, for each interview question the analysis were reported according to the parents, students and teachers' perceptions.

Therefore, in the chapter, a brief description on participants was provided first which was followed by the analysis of the data collected. Using qualitative content analysis for the analysis of the interviews, this chapter aims to be in line with the research questions.

4.1 Participants

In the study there were four schools selected from four different districts of Ankara. From each school 3 parents, 3 students, and 3 teachers were selected. Thus, in each group the number of participants were 12, being in total 36. The distribution of schools and districts were displayed in chapter 3, Table 3.1.

Trying to select participants from both genders, among 36 participants, 15 of them were male, 21 of them were female. The portion of gender for each group was given in chapter 3, Table 3.2.

Except from one parent, other parents participated in the study stated holding a diploma from schools other than secondary school. When they were asked about their level of English, except from 4 parents, others stated knowing a little or more. The detailed analysis for their education level and level of English could be examined in chapter 3 Table 3.3, and Table 3.4 respectively.

As for the students, their age for initiating English ranges from 5 to 11. In the study none of the students were repeating, or none of them had studied in preparatory class.

As for teachers, their period of teaching ranges from 7 to 31 years of teaching and teaching at high school. Furthermore, teachers' period of teaching at prep-school varies from 6 to 22 years.

4.2 The Perceptions about the Necessity of English

The main research question was stated as “What are the perceptions of parents, students, and teachers about the new high school English program?” and the first related sub-question connected to the main research question was “What are the perceptions of teachers, students, and parents about the necessity of English language?”. The qualitative analysis of parents, students, and teachers' responses to the questions “Why do you encourage your child to learn English? What do you

think of the necessity of English?” and “Why do we learn English?” respectively revealed *occupation, globalization, communication, and personal development as the main categories* under the theme of “The perceptions about the necessity of English”. Table 4.1 displays the codes and categories in detail.

Table 4.1
Codes and Categories of AHS Parents, Students and Teachers on the Necessity of English Language

Globalization
European Union
Common/global language
International relations
Obligation – TR is dependent on developed nations
Occupation
Finding and embarking on a better job
Trading
Economic freedom
Communication
Tourism
Expressing oneself
Understanding foreigners
Self Development
Education – university and masters degree especially in foreign countries
Following technological developments
Research
Science
Social status

In the interviews held with parents, CP1, CP2, KP3, MP1, MP3, and YP3 stated *globalization* under the necessity of learning the language. While some parents said “English is the *global language*”, MP2 stated that “it is a must” in a period when the world is currently developing and “for the future”. MP1 extended it more saying “in order to be the global citizen, I want my child to learn at least English”.

Albeit, unlike other participants, many of the students did not mention globalization and European Union in their answers; yet, most of them were aware of the *globalization* as the effect on the necessity of learning English. More than half of the students expressed it further by emphasizing how the *common language* is a means

of problem solving in *international relations* since, as stated by KS1, “when [they] have a problem, it is important to talk the same language”. Only MS2 referred to *European Union* and how learning English will help and how it is “an *obligation*” for the countries that wish to be an EU member.

In the interviews more than half of the teachers reported *globalization* as the cause of learning English. For instance, MT2 highlighted that “Turkey has to bring up experts for *European Union*”. Therefore, learning English becomes an important qualification for those experts-to-be. With that respect, they also stressed how English is becoming the *common language*. As teachers stressed, today English has become the widely used language, especially with the borders metaphorically disappearing among nations and with English becoming the world’s language of “communication and arts”. Among the teacher participants, however, CT1, CT3, and KT1 also notified *obligation* as the reason behind learning English. CT1 stressed “We have to learn because we are dependent on the foreign countries”. KT1 reported that “If you cannot make your own mother tongue the world’s language of communication and art, you have to learn the language which is used for that means”. Further, CT3 expressed that “learning a language is more than a need; it is necessity” while YT3 added the reason of the necessity as “being the citizen of the world”.

Just like the other participants, most of the parents marked *occupation* and how English is required in *finding a “better” job* and *embarking a job*. For instance, YP3 spotlighted that for finding an “international job” and for “being successful at work”, English becomes inevitable in every single day. Moreover, KP3 stated finding a job is not the solution; rather, *economic freedom* is also important.

While students also share that knowing English will help them when in *finding* and *embarking a job*, CS3 also added “After graduating from the university, we can have *economic freedom* [if we know English]”. Additionally, CS1, CS2, CS3, and KS2 added knowing only one language is not enough. KS2 extended it further by saying “we have to learn English like our mother tongue [and] we have to learn another

foreign language, for example, German”. CS2 expressed the use of multi-foreign languages by stating “it will help in trading”. Adding to that, YS2, MS1, and CS1 uttered that in *finding job* knowing not only English but also other languages is very important too. Hence, students not only accentuated the significance of learning English by spotlighting how *globalization* and *European Union* is hand in hand with *occupation* but they also showed the importance of knowing various foreign languages other than English.

During the interviews, almost all teachers stressed how English is important in *finding* and in *embarking on a better job*. Just like parents, spotlighting “better” in their answers, CT2 also laid stress on fulfilling that “better” job. Additionally, CT3 stated following the developments in one’s job is very important in learning the language. Even though the importance of English was argued by the teachers, rather than learning and knowing English, acquiring and knowing more than one language was also enunciated. Emphasizing how crucial that is, the teachers stated the well-known statement: “One language, one person; two languages, two people”. CT3 expressed that “I always tell my students...when you want to be employed in a private sector... they will ask you ‘everyone knows English, what else do you know?’”.

Although except from CP2, CP3, KP1, MP2, and YP3, most of the parent participants stressed *communication* for the answers in the reasons for the necessity of learning English, MP1 and YP1 specified communication in *tourism*. They illustrated it saying when going to a foreign country, English will help them in communicating with foreigners as they *express themselves* and *understand* what the other party is saying. Moreover, just like the students, CP1, KP2, and MP1 stepped forward “knowing one foreign language is not enough”; rather they prefer their child to learn at least two foreign languages so that communicating with the other nations would be easier.

When parents were asked “What should be the focus point in foreign language education?”, the answers they have provided were also in line with the answers they

gave for the question that asks the necessities of learning English. Although they expressed that speaking, writing, and reading should be the focus, CP1, CP2, CP3, KP1, KP3, MP1, YP1, and YP2 stressed speaking skills should be the center of attention. Requiring oral communication, speaking in lessons ought to be given importance. Even though most of the parents stated that their child “should express himself first”, MP1 exemplified it more saying “when my child goes abroad, she should be able to have basic communication skills in finding her way or providing simple answers to the questions” and YP1 added another illustration expressing “The seminars or the meetings are held in English...so I do not want my child to be a foreigner in such meetings”. Except from oral communication skills, parents also stressed the focus to be also given on written communication skills. Therefore, parents not only supported *communication* in the necessities of English learning but also considered it to be the focus in the language education.

Just like parents, by more than half of the students “easy” *communication* was highlighted for their answers to the reason of learning English. Additionally, half of the students stressed *communication* in *tourism* as they illustrated when going to a foreign country, how English will help them in communicating with foreigners while they *express themselves* and *understand* what the other party is saying. Besides, when *communicating* with foreign companies because of their career, as expressed by YS2 and MS3, knowing English plays a crucial role.

Once the question was first asked, almost all of the teachers mentioned the use of English in *communication*. CT1 explained the reason for learning English as “to communicate with the outer world”. Saying that, CT2 clarified it more telling “communicating with different cultures and with different sections”, CT3 extended the “culture” into “trades, arts, and education”. MS3 handled *communication* from a different point of view by expressing “English is not only necessary for the *communication* between nations but it is also needed for the relations among companies”. *Communication* requires two parties’ involvement: transmitter and receiver. Except from MT2, MT3, and YT3, almost all teachers stressed this motto: “being the teacher, my first aim is to teach transmitting the language learned to the

other party, and expressing oneself". Therefore, *understanding foreigners*, whether person, nation or company, and, hence, *expressing oneself* appears as the reason stressed by the teachers for learning the language.

While among parents only YP1 stressed the essentiality of English in *research* and in *education* saying "I am in favor of my child studying English to follow the literature. Even, I support the English-medium instruction", KP1 said "I do not want my child to learn English completely... but [I support] those who will do research should learn it". Therefore, although he is opposed to the rush of learning English since he reckons "only the colonized nations learn English", still he supports those who want to *develop themselves* and their occupation.

During the interview only few students spoke of *self development*. While among them MS1 extended it more by stressing the significance of *social status* saying "a better place in the society", KS1 dilated *social status* more by saying when "your cultural knowledge uplifts, [therefore,] you can have different views for an event". Among the student participants, KS3, MS1, and MS2 expressed the necessity of English as it will be helpful to them in the university *education*.

Underneath the main question, students were also asked the reason behind learning the language. While most of them stated it will bring them an advantage in their *jobs*, interestingly KS2 expressed "if I had chosen German, I could not have done it and also I could not have done English...I wanted to take English under guarantee". After listing being more educated, culturally upraising, and looking events from a different point of view, KS1 stated "I want to be like a European". Unlike the other participants, YS3 and MS3 confessed they are "not learning because of fun"; they are learning "for [their] lessons" and "because it is an obligation". On the other hand, KS3 and YS2 said they are learning the language because they like it and because they have the ability to learn a foreign language. CS1, CS2, and KS1, from the different point of view, stated the motive behind learning the language as to use the language when they go abroad.

While *social status* was important for the students, the results provided a clear explanation on how teachers equate necessity of English with *education* and *research*. MT1, MT2, and YT3 stressed, how it is important for the students to have various opportunities and to reach any source they want in their studies at the university. Since English is the “universal language” all over the world and since “to reach the universal knowledge we have to know the language”, as stated by MT2, people have to do their best to learn the language for *self development* means. Moreover, *science* and *following technological developments* are other aspects of the necessity of learning English argued by CT1, CT2, and CT3. As if summing up the question, CT3 warned the youth saying “the future world will be based on computers and English”. So to keep pace with the future, we have to fulfill its requirements.

In conclusion, in the light of the interviews, students, parents, and teachers reported a positive influence on learning English and the necessity of the language. Their ideas on the requirement of English are categorized under globalization, occupation, communication, and self-development. Except from English, some of the participants also stressed the need for learning another foreign language. Among all those participants, KP1’s ideas contradict with the opinions of others. Saying “I do not want my child to learn English” the parent expressed the disagreement against not only learning but also teaching English because he supported the idea that English is “learned by the colonies”. Although that parent is not in favor of learning English, he supports “those who have high aims, who do research” to learn the language.

4.3 The Perceptions about the Components of the New Anatolian High School English Lessons

In order to reveal the participants’ perceptions on the materials provided by MONE and the European Language Portfolio they were questioned. Adding to those, to bring up the interviewees’ thoughts on the approaches used during the English lessons, the participants were asked different questions having the same target. Their answers were categorized into three different titles as proposed in the curriculum:

Communicative Language Teaching, Student-Centered Language Teaching, and Multiple Intelligences. The reason for asking general questions especially to students and parents during the interview was because, by the researcher and the experts, it was reckoned that they might not and do not have to know the terms but still they might reflect their ideas on the practices with the questions that reveal various categories. Those questions were demonstrated in the Table 4.2.

Table 4.2
Interview Questions on the Perceptions about the Language Teaching Approaches of the New AHS English Classes

Approaches	Groups	Questions asked during the interview
Communicative language teaching and Student centered approach	Parents	In the light of your child's explanations, can you tell how the teacher teaches the lessons?
	Students	1. Could you please clarify what your teacher mainly does during the lessons? How does s/he teach? 2. On what do you think does your teacher give importance when s/he teaches?
	Teachers	What do you think about the bases and principles MONE had proposed on English language teaching which has a base on student centered language teaching and communicative approach stressed in European Union's CELP?
Multiple intelligences theory	Parents	In the light of your child's explanations, can you tell how the teacher teaches the lessons?
	Students	1. Do your teachers take your interests and your desires into consideration during the lessons? If s/he takes note of them does it help you to learn better/a lot? 2. Could you please clarify what your teacher mainly does during the lessons? How does s/he teach? 3. On what do you think does your teacher give importance when s/he teaches?
	Teachers	1. What do you think about the bases and principles MONE had proposed on English language teaching which has a base on student centered language teaching and communicative approach stressed in European Union's CELP? 2. Could you determine your students' multiple intelligences and could you reflect that to your lessons? If you have any difficulty, what are they?

Asking the above mentioned questions, the answers provided by the participants were displayed in codes and categories in detail in Table 4.3.

Table 4.3
*Codes and Categories of AHS Parents, Students and Teachers on the
 Components of the New AHS English Lessons*

Perceptions about the materials used in English Lessons

In-class materials provided by MONE

not used in class

Negative ideas

Inadequate

in extra materials

listening

visuals

examples

exercises

and incorrect grammar information

in content

in methodology

Grammar oriented

Unprofessional

short preparation period

scattered context

gathered through foreign publications

Positive ideas

Asset for

Nation-wide equality

The English Language Passport

Not practiced

Unknown

Not acquainted

Practiced

Strengths

Good for better learning

Weaknesses

Students cannot assess themselves

Considered as an assignment

Language Teaching Approaches

Communicative Language Teaching

Already in practice

Question-answer

Unfeasible

over-loaded curriculum

Grammar-oriented

Book-oriented

Inadequate materials

Student profile

Scarcity of time

Table 4.2 continued

Student-centered language teaching
Unfeasible
Inadequate materials
More teacher workload
Grammar-based teaching
Teacher-centered teaching
Intense curriculum
Student personalities
Already in practice
Multiple Intelligences
Hindrances in application
Scarcity of time
Excessive number of students
Priorities of the curriculum
Lack of necessary physical conditions
Lack of qualified teachers
Assaying to apply

4.3.1 Perceptions about the Materials Used in English Lessons

The following are the thoughts of the participants regarding the materials provided by MONE to be used in-class and their thoughts on the use of the European Language Portfolio.

4.3.1.1 Perceptions about the Materials MONE Provided

In order to reveal an answer for the research question that asks “What are the perceptions of students and teachers, concerning the materials provided by the Ministry of National Education?”, participants were asked to expose their perceptions on the materials supplied by MONE. Although that question was only asked to students and teachers, parents were asked whether they have any knowledge on the current English education in Anatolian High Schools. Except form CP1, who expressed her point of view about the materials, none of the parents expressed any

idea about the materials being studied. The codes and categories were presented in chapter 3, Table 3.8.

While except from the CS2, CS3, KS1, KS2, KS3, MS2, and KT1, others stated that they are using MONE's materials during the lessons. However, among those who claim that they are not using the materials, KS1, KS2, KS3 and MS2 asserted using grammar books that belong to foreign publications, while CS2 and CS3 said they are utilizing worksheets. Since using different materials other than those MONE provided is illegal, although students declared not using them, only one teacher, KT1, avowed it.

Using the materials or not, the participants made many criticisms and presented their *negative ideas* on the materials MONE provided. The most common criticism was about *inadequacy*. Most of the participants criticized that the materials are not satisfactory in learning the language and they enumerated various reasons for *insufficiency*. For instance, there were a considerable number of interviewees who highlighted the *incorrect grammar* information in the books. Additionally, while some participants share the idea that the *content* and the *methodology* presented with the materials are not sufficient, some were criticizing because the materials provided are *lacking listening exercises, visuals, examples, and extra exercises*.

Starting with the *inadequacy* in the materials, a student participant, MS3, criticized *lack of listening materials*. He compared the previous academic year with the current academic year and uttered "Last year we were doing our lessons with cassettes, but this year we do not have cassettes". MS1 also shared the same problem saying "they did not put even the cassette to do the listening exercises". Consequently, *inadequate* and *lacking materials* become the reason for not doing the *listening exercises*. About the visuals, KS1 expressed his desire and his discontent on the *visuals* provided in the books by saying "in different [foreign] publications there are episodes and photonovels; but in MONE's books there is nothing like that". Yet, on the contrary, another student, MS2, stressed "starting from the 4th grade [in primary school]...the visuals have always had the same intensity". When talking

about the *inadequacy of the examples in the books*, YS2 verbalized her thought as “in the book there are only few examples and, moreover, the topics are restricted”. In spite of the *meagerness of the materials*, although not stated ostensibly, MS3 stressed the *inadequacy in methodology* of the book saying “[it] does not base on teaching, but it leans on memorization”. The *insufficiency* is extended farther by YS2 as she was referring to *content* by saying “there is little knowledge we can learn. Its level is too low”. The same idea was shared by KS2 and MS1

Among the teacher interviewees, KT1 and YT2 are the participants who criticize the *inadequate listening materials*. YT2, for example, in combination with *method*, expressed that “I think the book offers little place for the listening exercises. And especially it does not include music, which has an important place in multiple intelligences”. Besides, KT1 complained saying “our books came but the cassettes [for listening exercises] did not arrive”. Therefore, the problem is not solely about inadequacy or not doing, as stated by MS1, the *listening materials* but the *absences of the materials*. As for the visuals, YT1 and CT3 expressed displeasure concerning the *visuals* provided in the books. Discussing about the *examples in the books*, CT1, CT3, and YT2 declared their displeasure. CT3 put that in words marking that since students like doing tests a lot due to OKS (which is now SBS) and OSS, “they want exercise books and more exercises”. Amid those who are not content with the *methodology*, MT2 and KT1 complained about the same point which was put in words by KT2: “as far as I analyze [although] the curriculum is communicative, the books are not”. The defects in *methodology* were also stated by CP1, YT1 and YT2; however, YT2 expressed that in spite of “the problems in methodology, [they] can be compensated by the teacher”. As for the ideas on *content of the materials*, MT1 and CT3 based their argument on dispersed subjects. As an illustration, MT1 exemplified saying “for example, a unit deals about the adjectives. It cuts [the subject] out...after 15 units it starts teaching the same topic again with a different part. As a result, the student loses his chance to take up [one topic] at a time”. While the scattered *content* is one of the complaints about the materials, YT1 affirmed that “the selection of the units were wrong”. Other criticism was made concerning the *emphasis on grammar* in the books. Arguing the prominence on

grammar, teachers made complaints. MT1 and MT2 claimed that the books are so much *grammar oriented* that they lack their genuineness. On the other hand, however, CT2 emphasized “in language education using the authentic/genuine materials is the most important issue”.

Apart from those, the participants also mentioned that the books are *not professional*. Indicating that, the reasons provided were different. Also being argued by most of the teachers, among the students KS2 compared the MONE’s materials and the foreign publications. Implying that Turkish publications are the *copies of the foreign ones*, she concluded that there is no difference between those two. While for some the *preparation period* was short, for the others the *context was scattered* or they were *gathered through foreign publications*.

Under being *unprofessional*, adding to the *scattered context*, the unparalleled student’s and teacher’s book and the workbook were only brought out by CT3. CT2, for example, argued “teacher’s book, student’s book, teacher’s support book, cassettes, and workbooks are actually like the *duplication of the foreign publications*”. Therefore, the books *resemble the foreign publications* so much so that it is like the Turkish *replications* of the English books. YT3 also verified that “the books were composed of by choosing and gathering; so there is no systematic and no method to be followed”. Additionally, although no comment was made by the students, both KT3 and CT3 highlighted the *preparation period* saying “the materials were prepared in a very short period”.

Notwithstanding the criticisms, only CS3 and CT3 expressed how *advantageous* it is to have such *nationwide* materials. CS3 exemplifying “the person in east of Turkey is also learning English. In order to equalize them with us [the applications is beneficial]. At least, on the paper, to make us equal [as well as] providing us with the supplementary materials, this carrying out is normal”. A similar statement was uttered by CT3 signified how pleasing the application is as “there will be a *unity*” among the nation.

While students were talking about the materials given by MONE, they were also asked whether their teacher was using any extra materials in the lessons and what are their opinions on those materials. The answers they provided were presented in the Table 4.4.

Table 4.4

Codes and Categories of AHS Parents, Students and Teachers on Extra Materials and their Benefits

Extra materials used during the lessons
Worksheet
Grammar Book
Reading books
Technology
Nothing extra
Benefits of the extra materials
Helps in better learning
Helps in developing listening skills
Helps in learning and practicing vocabulary
Increases motivation

While more than half of the students expressed that their teachers provide them with *worksheet* in the class, CS3, KS1, KS2, and KS3 said they were doing exercises on the *grammar books*. Referring to cassette player, CD, and cassette as *technology*, CS2, KS2, KS3, and YS3 expressed the use of technology during the lessons. CS1 and MS2, on the other hand, stressed that their teachers are using *reading books* as extra materials. Although many of the students stressed their teachers use various supplementary materials, MS1, MS3, and YS1 announced that their teachers *do not use any*. Only YS1 told that though their teachers were using extra materials, like reading books and cassettes, which helped them in *learning better* and having an *enjoyable lesson*; but this year no extra material is utilized.

As for the *benefit* of the extra material usage, more than half of the students told they profit because the materials help them in *repetition* and in *practicing the language*. On the other hand, in the lessons where technology is utilized, students proclaimed that their *listening skills develop*. While YS3 and YS1 argued the help of extra

materials is for the *increase in motivation*, CS1, MS2, and KS2 asserted that they help in *learning and practicing the vocabulary*.

4.3.1.2 The Use of the European Language Portfolio

In order to reveal answers for the research question that aims to find out “What are the perceptions of parents, students, and teachers concerning the European Language Portfolio?”, the interviewees were asked whether it is applied and the benefits they receive from it despite it was only stated in the introduction part of the curriculum. The Table 4.5 illustrates related codes and categories.

Table 4.5
Codes and Categories of AHS Parents, Students and Teachers on the European Language Portfolio

The European Language Portfolio
Not practiced
Unknown
Not acquainted
Practiced
Strengths
Good for better learning
Weaknesses
Students cannot assess themselves
Considered as an assignment

Quantitative data analysis indicated that the European Language Portfolio is not *practiced* in their schools. Among 12 parent participants, only CP1 disclosed that she knows little about the ELP while the rest vocalized not knowing anything about it. Similar to the parents, 10 students and 8 teachers stressed their lack of knowledge on the ELP. Among those 8 teachers, YT3, CT3 and MT2 highlighted Ministry of Education did *not inform* them on the issue. Although *unfamiliarity* appeared as the most common reason for not practicing ELP, one of the teachers highlighted a different basis behind not carrying it out. Throughout the interview CT2 vocalized that they do not use ELP because it does *not fit with the curriculum*.

Albeit the majority enunciated ELP was not put into practice, KS1, KS3, and KT3 asserted that they used the portfolio which was provided by the publishers. Two of the students told that it was good for a better learning while KS3 stressed how it was beneficial for motivation. Even though KS1 stated it was like a “diary” through which students could comprehend their development, KT3 highlighted a contrary argument saying “students cannot assess themselves correctly”. Moreover, she stressed that “students consider it as an assignment; hence, they cannot carry it out correctly”. The reasons behind this lack of awareness were stated as age and piloting. Therefore, the teacher was not satisfied with the ELP application; thus, she did not think it was eligible for its aim.

All in all, concerning the materials provided by MONE, though some of the participants reported not using them, the ones who declared utilizing announced they are *inadequate* in terms of *extra materials, content, and methodology*. Moreover they have also emphasized the *incorrect grammar* included in the materials. Despite their inadequacy, the participants complained *the importance given to grammar* in the books. They also stressed they were prepared in *a short time* by gathering from different *foreign publications* which caused them to have a *scattered context*. Regardless of the criticisms, little number of participants asserted that using the materials prepared by MONE is a good start in terms of establishing a *nation-wide equality*. In addition to those materials, participants also declared their thoughts on ELP. From their answers it was brought up that in most schools it is not practiced. Only one school had practiced it in the 2005-2006 academic year and they were interested in preparing the portfolio, which was regarded as an assignment by the students.

4.3.2 Language Teaching Approaches

Below are the perceptions of the parents, students, and teachers on the language teaching approaches presented for the Anatolian High School English language lessons. The following approaches presented underneath are: communicative language teaching, student-centered language teaching, and Multiple intelligences.

4.3.2.1 Communicative Language Teaching

Another sub-segment of the research question that asks “What are the perceptions of parents, students, and teachers concerning the language teaching approaches in the English lessons?” just like student-centered approach, in communicative language teaching the participants were divided into two: those who support it is *unfeasible* due to *inadequate materials, over-loaded curriculum, student profile, and scarcity of time* and those who support that through question and answer the method is already *in practice*. Among the participants CT1, CT3, CS1, KS2, and KP3 revealed their answers thinking communicative language teaching as equivalent to “speaking” only; therefore; in their answers they oriented on “speaking” only. The answers and the interpretations concerning the concept are presented in the Table 4.6.

Table 4.6
Codes and Categories of AHS Parents, Students and Teachers: Communicative Language Teaching

Communicative Language Teaching
Already in practice
Question-answer
Unfeasible
over-loaded curriculum
Grammar-oriented
Book-oriented
Inadequate materials
Student profile
Scarcity of time

Since the parents talk about the methods taking what their children tell at home about the lessons into consideration, their answers reflect as far as what their children had told them. The common answer KP1, KP3, and MP3 provided was that “the teachers are emphasizing on [teaching] speaking in English” which reveals that the approach is already partly in practice.

Answers provided by students also reveal the similar result with parents. CS2, MS1 and KS3 confirmed that “our teacher encourages us to speak”. KS2 prolonged it

more saying “we are having fun in the lessons [because] before starting reading our teacher asks what we think about the title of the passage; when we give answers without knowing the text it becomes enjoyable”. A similar statement was made by MS2 and MS3 saying that their teachers ask comprehension questions after reading the text.

As if approving those answers provided by parents and students, CT2 added up all into a sentence saying “some of the components of [communicative language teaching] is present [since] language is for communication”. “However” he continued “the curriculum is not solely composed of one approach; rather it is eclectic”. YT2 told that “11 years ago, when I first started teaching, I was following the same method. Even if something has changed, I did not observe it...even the materials MONE send us do not remind us of any change”.

Even though there is a considerable amount of participants who support that the approach is already in practice, there are still some interviewees who believe applying it is not feasible because of *overloaded curriculum*, *inadequate materials*, *student profile* and *scarcity of time*. However, among those participants none of the parents commented on the *unfeasibility* of student-centered approach since their knowledge on how lessons were held was limited to how much their children had notified. Initiating with the *overloaded curriculum*, CS1, CS2, CS3, KS1, and MS2 exemplified how *grammar* has a crucial place in the curriculum and, thus, in the lessons. CS1 illustrated it by stating “For example, we are doing adjectives. After teaching them, our teacher distributes worksheets on the subject [and also] writes questions about them on the board”. Except from the importance given to the grammar in the curriculum, especially the student participants also stressed the *weight given on the book*. MS1 said with a mockery expression “Our entire lessons, [our teacher] teaches according to MONE’s beautiful [!] book”. Just like MS1, three students, YS2, YS3, and MS3, also expressed their displeasure for dealing only with the book.

Teachers also discussed the basis for impracticality as the reason of an *over-loaded curriculum*. CT3, for instance, criticized the overloaded curriculum saying “in a year there are 35 rules on grammar that students have to learn”. “If” she suggested “there were only five, then we will have time to prepare a play or to take students out for observations...because things we learn through experiencing are more permanent”. In their answer MT1 and MT3 dealt with the *grammar orientation* of the curriculum. MT1 put that forward saying “For many years, grammar has been our main importance [but] in communicative approach grammar is not very important, [so] practicing it becomes problematic”. However, other participants discussed it was the *insufficiency of the materials*. Among those MT3, YT1, YT2, and YT3 grumble about it. While MT3 reflected the complain of the students saying “the topics MONE present in the books do not attract our students [therefore] it discourages them when talking”, YT1, YT2, and YT3 put the grouch in another terms by emphasizing it is the endeavor of the teacher to apply those approaches as the books and the materials are not prepared accordingly. Therefore, they strongly suggest the MONE about preparing books and materials in line with the approaches.

Other than the excessively loaded curriculum, *student profile* was discussed as another reason for being *unfeasible*. Although few students discussed the same topic, they were sharing the same idea. Lacking the knowledge of vocabulary, they confessed that they did not want to participate and/or talk. As an illustration, MS1 expressed that they do not want to speak due to lack of vocabulary. The poverty of vocabulary they have causes them to loose their self-confidence and be shy. This was examined more by teachers’ interviews.

Pointing out the *student profile*, among the teachers, CT3 drew attention to our culture and how students become embarrassed when time comes to speaking in front of a group. She said “As Turks, we are not initiators. Therefore, our children hesitate to [make mistakes when] speak[ing] in English”. Stressing the culture as the hindrance, CT3 also broadens it more saying “children also do not have any mercy towards each other...therefore, their ability to communicate through speaking is weak”. Sharing a similar standpoint with CT3, KT3 also declared if the student is

shy, if s/he does not have any self confidence, if the family is uneducated and does not have certain values, teaching through communicative and/or student based approach becomes impossible. Although MT3 declared that since the topics do not draw students' attention, they do not want to speak, she, as well as MT2, also voiced the reason for not being able to apply communicative approach as the scarcity of time. *Scarcity of time* was also highlighted by KT3 from a different view point. KT3 crabbbed that they do not have time to establish a friendship with their students; and she proposed that if they had more time, it would have been easier for them to build up such a rapport.

All in all, the perceptions of the participants on communicative language teaching were divided into two: those who argued that via question and answer the method is already *in practice*, and those who put forward that it is *unfeasible* because of *inadequate materials, over-loaded curriculum, student profile, and scarcity of time*. The similar findings were also revealed in the literature review. In the studies of Sakui (2004) and Mustahafa (2001) especially the *time restrictions*, and in the articles of Mustahafa (2001) and Aydın (2003) the unfeasibility due to *limited materials* were pointed out. The literature displayed students to take active part in communicative activities where the environment is a non-threatening one. Failure to provide such an environment causes students to be passive in the activities. This was also verified with the study as with the shy student profile where the environment is threatening, communication is stated to be very difficult. About the practicing part, the participants' answers were parallel to the needs of the communicative language teaching. Because, through question and answer, if the message can be exchanged in a linguistically accurate and culturally suitable context, then CLT could be reached.

4.3.2.2 Student-Centered Language Teaching

To find an answer for the research question that asks "What are the perceptions of parents, students, and teachers concerning the language teaching approaches in the English lessons?" participants discussed whether student-centered approach can be practiced in the English lessons or not. Although the majority who provided relevant answers is teachers, still other parties also reflected some of their ideas. In their

answers, the participants stressed two different things. While some reminded that it is not a new application; rather it has been *in practice* for a long time, others complained that practicing it is *unfeasible* due to *inadequate materials*, *workload on the teachers*, and *traditional teaching practices*. Followed by the discussions of the participants, Table 4.7 displays the codes in a more structured manner.

Table 4.7
Codes and Categories of AHS Parents, Students and Teachers: Student-Centered Language Teaching

Student-centered language teaching
Unfeasible
Inadequate materials
More teacher workload
Grammar-based teaching
Teacher-centered teaching
Intense curriculum
Student personalities
Already in practice

Many of the participants complained about the effect of current *grammar-based*, *teacher-centered teaching* for not being able to apply the student-centered approach. CP1 revealed another standpoint highlighting the importance of *grammar* in the curriculum and in the lessons saying the lessons are “founded on memorization” and grammar activities, which is also affirmed by KP3.

The complaint about having *intense grammar* based lessons was also stressed by the CS2, KS1, MS2, YS1, and YS3. CS2 divulged it more saying “in a panic the lessons are thought”. The state of “being in a panic” is the reason for the *intensity of the curriculum* that leads to a *teacher-centered education*. She stressed the reason for *direct instruction* as “because the curriculum is intense....the teacher has to teach all of the subjects till the end of the term”. Adding to the reasons listed in, among the student participants MS2, YS1, and YS3 specified that their lessons are mainly *based on the book* MONE provided. Doing the grammar and reading exercises in their books, the lessons become more than *grammar-based*, *teacher-centered* and also *book-based*.

Sharing the same idea with KT2 on the idea that *intense curriculum* directs the lessons to be *teacher-centered*, KT3 emphasized another reason for utilizing *teacher-centered lessons*. She proclaimed that “although I plan my lessons student-centered, unfortunately due to lack of participation I have to turn to a teacher centered lesson”. Exploring the *student personalities more*, she articulated that “with the students whose parents are conscious and well-educated, who do not expect a lot from the teacher, who can declare his thoughts easily”, teaching through communicative method would have been easier. Among the participants who consider it is *unfeasible* to practice a student-centered lesson, CT1, YT1, YT2, and YT3 argued the reason for it as *inadequate materials*. CT1, for example, revealed her thought saying “if the lesson will be student centered, we have to give specific *material* to our students”. She continued her argument by illustrating when she tells her students to study at home, and when they do so they come to class with “broken” pronunciation. So she proposed that “if the lessons are going to be student centered, there has to be listening programs for the students. Only then it will be beneficial”. Because with the help of listening materials, students can attain correct pronunciation skills by themselves. Although both YT2 and YT3 vocalized that the student-centered approach is *already in use* in their school, they both stressed that “it would have been helpful if the books and the materials had been arranged according to it”. On the other hand, for CT1, MT1, and YT3 the reason for failing to carry out a student-centered lesson is the *workload* teachers have to carry on their shoulders. While CT1 illustrates the role of *inadequate materials*, she also stressed the *workload on the teachers*. Sharing the same idea, MT1 also emphasized the *workload* on teachers referring the guidance of the teacher as the facilitator when she told the importance of a teacher on learning a foreign language in a student-centered context. MT1 also extended it more saying “since it is a different approach rather than *teacher-centered method*, it is hard for the teacher”.

But although due to all those reasons, the participants proclaimed that it is unfeasible to practice a student-centered teaching method, still they are satisfied with the current program. Moreover, MT2, YT2, YT3, and CS3 reminded that it has been in practice for a long time, while others keep grouching on unfeasible practices.

All in all, the perceptions were divided into two. While one group of participants proclaimed that the theory is already in practice, the others expressed their displeasure by saying it is unfeasible. The reasons they put forward regarding unfeasibility are inadequate materials, workload on the teachers' shoulder, intense grammar based instruction, and the personality of the students. In the literature review, the importance of materials in CLT was also pointed out by Nonkukhetkhong, Baldauf, and Moni's (2006) study. Among the participants, teachers were the ones who commented on a lot; yet, grammar-based, and teacher based instruction and intense curriculum were shared by parents and students.

4.3.2.3 Multiple Intelligences

Another sub-topic to find an answer for the research question that asks "What are the perceptions of parents, students, and teachers concerning the language teaching approaches in the English lessons?" is the Multiple Intelligences. Though the approach is not stated obviously in the curriculum, teaching four skills [speaking, reading, writing, listening] require such an approach. Because for speaking interpersonal and linguistic, for listening musical, for reading intrapersonal and linguistic, and for writing, linguistic, intrapersonal sometimes visual intelligences are needed. Since the application is mostly relevant among the teacher participants, as they are the appliers, other interviewees' ideas comprise little place. The codes and categories of the answers provided for the question are displayed in the Table 4.8 below.

Table 4.8
Codes and Categories of AHS Parents, Students and Teachers: Multiple Intelligences

Multiple Intelligences
Hindrances in application
Scarcity of time
Excessive number of students
Priorities of the curriculum
Lack of necessary physical conditions
Lack of qualified teachers
Assaying to apply

Though none of the parents discussed about the impediments in applying MI in the lessons, only MP1 drew attention to the lack of *physical conditions* in their schools. She said “we do not have language laboratories; there is not enough visual materials”. This is not only pertinent to the failure in applying MI, but also other teaching methods, such as student-centered teaching, and communicative language teaching.

Although some of the teachers and half of the students said MI is assaying to be applied, still the participants express *hindrances* they face when *applying*. As student participants, CS2 and MS2 had grumbled on the *scarcity of time*. Although MS2 said “the ability to memorize vocabulary, to ask questions, and to form sentences develop” when their teacher utilizes MI activities, due to *time limitations* practicing those became hard. Another obstruction was argued by CS1. Referring to *priorities of the curriculum* and *the qualifications of the teachers*, she stressed by what means their teacher is stuck with memorization, and thus not applying other methods in her lesson. She illustrated it more saying how their teacher caused them to “lose [their] enthusiasm” to learn the language: “Nothing is taken into consideration by our teacher. She gives us papers [and] says ‘memorize them, tell them, explain them.’[and she adds] ‘they will come in the exam’”. Another reason for not following MI theory in the lesson was told to be the *extensive number of students* in the classroom, which was illustrated by YS3 emphasizing that their teacher does not take his abilities and interests into consideration as the classroom is crowded.

As for teachers, one of the reasons for *not applying MI* is the *scarcity of time*. CT2, KT3, MT2, and YT2 expressed their displeasure with the *scarceness of the lesson hours*. While CT2 was arguing about the lesson hours, he also declared the “*physical condition*” of the classes and continued that “it is impossible to practice MI in such conditions”. Among those who find fault on the time, *the number of students* was also stated as another hindrance for putting MI in action. CT2, KT3, and MT2 said they could not follow an MI theory-based lesson because of the *immense number of students* in the classrooms. Additionally, referring to the *qualifications of the teachers*, CT2 underlined that “the teachers do not have any background knowledge

on MI theory”. The hindrances for the application of MI also stated as the obstacles in determining the intelligences students have.

In spite of all the difficulties teachers face, still there are some cases in which teachers are *trying to apply* some MI in their lessons. If not individual intelligences, almost half of the students stated that their teachers try to apply the general MI in their lessons and they agreed that it results with the increase in motivation and, thus, in success. The teachers also approved it. For instance, CT3 revealed it as she illustrated how students with hidden intelligences become apparent by saying “through [different] activities a student whom you may think is indistinct may become [outgoing]”. She exemplified it more telling how a student, who has spatial intelligence, can expose his kinesthetic intelligence during the performance of a play; thus, with the help of different activities, diverse intelligences of students become apparent. Moreover, among teachers KT2, YT1, and MT3 specified that they were trying to practice MI theory in their lessons as possible as they could. Adding to those CT1 and MT1 stressed by using MI the motivation of their students elevates, which is also reflected on their successes.

Although in the curriculum the teachers were not expected to determine the MI of their students, in order to practice the approach, they have to. Being argued by the teachers, to designate the MI of the students they revealed different methods. In their answers CT3, KT3, MT1, and MT2 expressed that they were using their *experiences*. MT1, for instance, discussed it more saying “even though we do not know [the types intelligences] very well, according to the [students’] levels and through our *experiences and observations* we try to determine”. Another way of determining MI was stressed by CT1, MT3, YT2, and KT3 as “We try to determine, if not the individual, the *general MI intention*.” MT3 said and she continued “we try to apply all four skills [speaking, reading, writing, listening] in our lessons” and students choose the best for themselves. Although she limited MI to four by referring only “skills”, still the method she uses sheds a light on how teachers tend to determine the *general MI*. An uncommon but the desirable way of determining was announced by YT2 and YT3. Both of them said “with the help of *guidance service* at schools”

psychological tests are sometimes applied and students' intelligences can be determined, especially if the teacher is interested in.

In the general balance of things, the interview results revealed that there are hindrances of applying the MI in the English lessons. Among those: lack of time, excessive number of students, priorities of the curriculum, lack of necessary physical conditions, and lack of qualified teachers appear to be crucial. Similar findings in terms of incompetent teachers and problem of physical conditions were also reflected in the literature review as well. The participants especially stressed how it is difficult to designate the intelligences students have by their experiences and observations, sometimes by psychological tests, and sometimes through general intentions of the class. The reasons they have stressed in indicating are exorbitant number of students in a class and the time limitation. Those hindrances they face in indicating also appear as the obstacles in application the intelligences. Yet, despite those obstacles, there were teachers who still tried to apply it. The literature and the study also have another similar result that highlights how students were motivated, how they become successful and how their innate abilities were revealed thorough MI instruction.

4.4 Perceptions about the Preparatory Year Application before Starting Anatolian High School

The last sub-question of the research was “What do parents, students, and teachers think of the English preparatory year in the Anatolian High Schools?” In order to find out an answer for that question, participants were asked their perceptions about the preparatory year application before starting Anatolian High School. Answering the question by comparing and contrasting the applications, most of them ended up with prep year's strengths while some spotlighted the weaknesses it brought about. The Table 4.9 displays the distribution of answers in codes and categories.

Table 4.9

Codes and Categories of AHS Parents, Students and Teachers: Preparatory Year English Language Program in AHS

Preparatory Year English Language Program in AHS
Strengths
For a better English education
Was a help at university preparatory year
Time for rest
Not anxious about grades
Maturation period
Weaknesses
Students get bored
Forget other lessons
Financial burden for the government

Among those who argued the *strengths* of the prep year, the initial and the most highlighted reason was the *English level* students had and *the language education* they were receiving. The chance of *better English* provided through prep year was discussed by the participants throughout the interview. For instance, CP1, sharing the same idea with MP3, expressed her displeasure when she told her child could not speak English while those who were studying prep could. CP3, on the other hand, also pointed out how those who had studied prep had higher achievement and interest in *English*. Similar answers were provided by MP1, MP3, YP1, YP2, and YP3. Not only the intense *language education* with a better *English level* but also the chance students get to pass the prep exam when they entered *university* was stressed by the parents as the strength of the prep year. When parents were asked to compare the level and the adequacy of their child with someone who had studied prep, some of them highlighted how studying prep at high school was reflected on university. CP2, for instance, said her acquaintance managed to pass prep at METU. The same example was given by KP2 as she gave her nieces as models.

In a similar vein, a salient view point about it was stressed by KS1 as “studying one year intense English was a rare opportunity”. A further illustration about how prep year had a positive effect on a *better English education* was proclaimed by KS3 as she compared her English level with her friend’s, who is currently studying prep at a

private school. She revealed the difference in level by saying “I can read books from level three but my friend can read level five and [even] novels...I envy her [English level]”. Moreover, when a high level of English had been achieved during that year, it would have been reflected on the performance at the preparatory year at *university*. Just like some parents, some of the students also stressed that aspect more when they compared their current English level to the level in previous years. For instance, CS2 expressed that those who had studied at prep school do not have to put extra effort to improve their English. Comparing herself with those who have studied prep, she proclaimed that if she had studied English at prep, her “English would be better [at the university] only through scanning and [thus, she] would learn another foreign language”.

By the same token, CT1 also discussed that “for a *good language education*, prep is a must” because only then students can learn the language. Comparable explanation was made by MT1. She uttered that “students were not only successful in English but we observed that their success was continuing also in other lessons”. Hence, the *accomplishment in English* was reflected on other lessons too. She also added that having a “higher motivation” was affecting their performance on English. Though discussed by the parents, MT2 also conversed on speaking except from reflecting how good their level of English became. She uttered “they were speaking very good English” and they were able to express themselves in a proper way using the targeted language. MT1 extended the success in English into other lessons saying “through years, we have observed that those who studied prep were becoming successful not only in English but also in other lessons”. Though MT2 was not as strict as CT1, still she expressed “necessity” of the prep class just like her colleagues MT3, YT1, YT2, YT3, and KT2.

While almost all participants were discussing the *English level*, some of them declared the prep year as “*a time to rest*”. Among them, MP1 proclaimed that it was both mental and pecuniary “*time of rest*” since for the preparation of the exams they had to pay so much money on the courses and on private lessons. After the interview finished, MP1 complained about the financial burden on their shoulder. When their

child starts at high school immediately without studying any prep, they have to arrange and pay more on the courses and on private lessons because now the university entrance exam became their utmost target ahead. Additionally, while emphasizing how successful students became in English, unlike MP1, CP3 stressed that “After OKS [the exam for entering secondary schools-now it has changed and referred to as SBS] their exhaustion was ceasing”.

Despite for the parents it was regarded as a *pecuniary resting*, by the students this “*time for rest*” was considered as “*mental resting*” especially after an intense period of preparation for the high school exam-OKS. Sharing the same idea, among the students only CS3, and MS1 stressed that it was a “*time to rest*”.

Sharing the same idea with the students, MT1 vocalized that they “were considering prep year as a *mental relaxation* period for the students because they will only have to deal with Turkish and English; there was not any science lessons” and she continued her defense saying “it provided them a-year intellectual rest” Hence, although four of the participant groups thought prep was a chance to *rest*, the reasons they provided varied. While CP3, students, and the teacher were considering prep as a *rest of mind*, MP1 thought from a point of view and concluded that during prep she might have saved money.

Apart from other ideas, one interviewee from each group commented on the *grade anxiety*. Among parents YP2, among students KS2, and among teachers MT1 reminded that those who studied prep did *not* have to be *anxious about their grades* on their report cards as those marks did not have an effect on their Secondary School Academic Achievement grade. YP2 discussed the issue in detail saying “The grade students received was not valid [in the diploma]. So they were studying not to pass but to learn”; but now, she complained “their [utmost] aim became receiving grade”. KS2 emphasized grade more uttering “since it was not affecting the grade point average (GPA) in the diploma, you did not have to worry about grade”. As if ratifying KS2, MT1 extended it more saying “[at prep] when the student passes the English lesson, s/he passes the class”.

As for the pedagogical concerns, CP3, MS2, and MT2, propounded the *age* when students were attending prep year, they were dealing with their *physical and mental maturations*. Being in the field of education, CP3 described his observations saying “In the schools where there is no prep year, first grade is problematic [because] students continue their tendencies coming from primary school”. These habits that show how *immature* students are also cause students “to loose a term or a year loss” in high school. MS2 handled *maturation* from a different point of view by saying “at the age of maturity learning is easier and the knowledge is more permanent”. MT2, on the other hand, stated that “now students have to choose a subject before getting at a certain *maturity*” and she complained that giving such a crucial at such an early age is a risk when considering student’s age.

Even though there were many participants who stressed the strengths of prep year, some of the participants do not share same opinions. For some, prep year had some *weaknesses* and, thus, the omission of it will be an advantage for the education. Among the parent participants only KP1 stated that “studying at prep or not, there is no difference” in terms of students’ level of English; yet, the rest affirmed the strengths of prep year and none of them vocalized any weakness.

Although parents did not articulate any *weakness*, students argued about certain points concerning why not studying prep is a loss. Through remembering what their friends have told, students divulged *forgetting lessons* other than English. Sharing the same concerns, just like KS2, KS1, for instance, said “those who have studied had a lot of English lessons but as a negative effect they were stumbling when they started high school” because they did not remember other subjects. As if backing, KS2 illustrated “Those who studied English were bewildered when starting Maths” because for one year they were only studying English but nothing else.

The same *weakness* of “students were *forgetting other lessons*” was discussed by teachers also. YT3 and KT3 shared other teachers complains by saying “on behalf of other teachers...they were expressing their displeasure on how their lessons were forgotten after one year intense English”. Another standpoint argued by the teachers

was that students *were getting bored* during the lessons. KT3 discussed it saying “as prep, certain topics were being told in a year and in the second year we were teaching the same subjects again...so students were *getting bored*” and it was causing “waste of time” which, as uttered by YT2, was rendering an “ineffective language education”. While KT3 named it “a waste of time”, KT1 emphasized how unnecessary prep year was by saying “a year goes to waste...now with spreading the curriculum to four years is better”. Among the participants only YT1 said “the prep year was a *financial burden* on the shoulders of the government”.

On the whole, the perceptions of the interviewees were divided into two. While some stressed the strengths of the preparatory year English language practice, some drew attention to its weaknesses. Those who consider it was useful for the students put forward how the English education was better at those times; this also helped students to either pass or get better grades during the university preparatory year. They also declared that with the prep class students had time to rest while parents were saving money for the upcoming years. In a period when the grades were not important in terms of their effect on university entrance, students were also going through a period of mental maturation during preparatory year. Though some participants discussed the strengths, some mentioned the weaknesses of preparatory year. Among the reasons of the weaknesses they have listed, getting bored, forgetting other lessons, and financial burden on the government appeared to be the most repeated ones. Though no study on Anatolian preparatory year was found through the literature search, only in Kerem Altun’s (n.d.) press declaration a study conducted by MONE about the evaluation of the preparatory year was mentioned. He based the termination of prep classes on the study conducted in 25 administrative provinces it was found that since students forget their lessons (such as maths, science, history, geography), MONE decided to end the prep year. This was also deciphered in the answers of the interviewees who stressed the weaknesses of that year.

4.5 Perceptions about the Current Anatolian High School English Language Program

To find the answer of the main research question that asks “What are the perceptions of parents, students, and teachers about the new high school English language program?” during the interviews the participants were asked to reveal their thoughts on the current English program that was organized after ending the preparatory year. While commenting on the current program, some stressed the advantages of the calling off, whereas some demonstrated how this annulment affected students and their English levels. The Table 4.10 displays the weaknesses and strength.

Table 4.10
Codes and Categories of AHS Parents, Students and Teachers: Perceptions about the Current English Language Program at AHS

Current English Language Program at AHS

Strengths

- Other lessons are not forgotten
- No loss of time
- Easy for students

Weaknesses

- Language cannot be learned properly
 - Lack of strong language foundation in elementary
 - Insufficient lesson hours and the current English program
 - Language is forgotten
 - Lack of motivation
 - Many other lessons to be studied
 - Lack of confidence to the program
 - Marks become more important
-

Among those who consider the current program has *strengths* and thus annulling the preparatory year was proper, three different ideas were highlighted: *other lessons are not forgotten*, *no loss of time*, and *easy for the students*. Only one parent pointed out that with the new program their children will *not forget other subjects*. As a chemistry teacher at high school, KP1 was happy that with the new application students will not forget other lessons. Another strength stressed by the parents was that with the new system there is *no loss of time*. KP3 vocalized the reason for being pro for the current system as “after finishing the school, [my child] will quickly start

making living”. Those parents who are in favor of the new application set their grounds on “if the student is hard-working or wants to learn” they say “no matter what the system is no one can halt them from learning”.

Although most of the students are unhappy about the revocation of the prep year, KS2, KS3, and MS3 expressed a different point of view. Even though they put the weaknesses of the current application forward, they also stressed its strengths saying they will *not forget their other lessons*, which is more important for them as they will be asked at the University Entrance Exam. KS2, for instance, commented on the new application saying “putting the prep year application away is bad for learning English but it is good for propping up the [other lessons] like maths”. The same idea was also vocalized by KS3 and MS3.

Additionally, there are some teacher participants who consider the application is appropriate as there “*will not be a loss of time*”. KT1 and KT3 stressed the prep year as a “waste of time”; hence, with the cancellation of the prep, there will not be any loss of time. KT1 kept on her argument saying “After [studying prep at high school] they go and study prep at university. Therefore, their two years will not have any grounds”. Considering prep year as a “poor use of time”, KT1 and KT3 argued how students were getting bored because of revising same topics and how, as a result, the time spent was a waste. Hence, those participants share that ending the preparatory year was appropriate. Moreover, teachers also think that now it became *easy* for the students. MT2, for example, expressed the reason for being *facile* as “the small amount of subjects being learned”. On the other hand, YT2 stressed another aspect of *easiness* which is for the students who received a considerable English background at elementary school. She revealed that especially “those with certain English knowledge will have a chance to revise and to get higher marks from their language courses” that will be reflected on their GPA. Therefore, those students will receive higher Secondary School Academic Achievement grades.

Despite those who are in favor of repealing of the preparatory year, most of the participants are against it; hence, they enumerated the *weaknesses* of the current

program. The predominating reason enunciated was “*language cannot be learned properly*”. Especially when the reason for sending their children to Anatolian High school was asked, CP1, MP3, and YP1 stressed “English” as their motive for choosing Anatolian High school. When the motive is as such, for parents not learning the language justly becomes one of the main disadvantages of stopping prep year. When listing the deficiencies of the current program, YP1 expressed “Anatolian High School graduates and private school graduates will receive the same education with the other state schools”. As an English teacher at Anatolian High School, CP1 compared the English level of her previous students with the current ones and her child. Feeling sorry for her child and for her students, she recalled “in prep, after two or three months, my students were able to talk in English in the classroom. But now, the term is ending and neither my students nor my child can speak [English]”.

As for the students, the weakness of the current program was the *low English level* they have. Telling an anecdote, MS3 said “When we went to Hacettepe University for a visit, there were students who studied prep. While those students were talking fluently, we were only looking at them”. Assessing how insufficient her English level is, CS1 stressed that they even “cannot write an essay”. Additionally, an interesting interpretation on how insufficient lesson hours affect learning the language was provided by MS1. He stressed that with 22 students in a class and with four hours of English in a week, learning the language becomes really very hard. He continued the conversation saying, “In my opinion while learning a language, the number of students in a class should be less”.

Being interpreted by CT2 as “with a superficial assumption they believed that the formal change will alter the core”, the current application is considered to be a failure since it does *not aim to teach English* properly. Illustrating how “different” it was to study prep, MT3 told “when I compare those who studied prep with those who did not, I notice so many differences”. She continued her comparison saying “Even the worse student who studied prep can put few sentences together; can express himself. But a student who did not study prep cannot do that”. As for the reason behind why

“*language cannot be learned properly*”, unlike others’ answers CT1 highlighted the importance of the *quality of the teacher*. She expressed her displeasure on how some teachers do not do their job properly by saying “a teacher comes and in a 45-minute lesson she only teaches 20 minutes and the rest 25 minutes students are set free. Hence, they graduate without learning anything”. Although this complain does not refer only to the current program, CT1 stressed “with this new program when a teacher does not do her job, 4-hour lesson reduces to 3 hours or less” therefore the amount of knowledge students should learn also diminishes.

Unlike those who supported the termination of the prep year will ease the students, YP3 argued its difficulties in terms of the *background knowledge* received in *elementary school*. Giving his child as an illustration, YP3 delivered the problem stressing the English level difference between his son and those coming from primary school “In my son’s class almost half of the students come from primary schools [and] their English is advanced [but] my son came from a state school almost with no English”. Therefore, the weakness stressed by YP3 was not only the *poor English* taught in primary school, but also the knowledge difference created by accepting students with different educational backgrounds in the same class. Such difference was also argued to be the reason for unwillingness.

Moreover among students, YS1 believe it would be difficult for the students because the *background knowledge* given at *elementary school* is not efficient for those who have to learn English at high school for the first time. YS1 declared that “those who came from state schools will have insufficient English now” because of the low English level they received at elementary. Unlike those who believe that the new application would be of the benefit for those coming from private schools, YS1 vocalized a different perspective saying “even [for those] it will not be good because instead of skipping 1 year of prep, now their 1 year be of no use for them”

YT1, YT2 MT3, and MT1 shared the same idea with the parent and the student participants on *lack of background knowledge at elementary school*. YT1 argued the reason for needing prep and why this system does not work as “there are students who do not have any or enough aggregation of English from elementary”. She also

stressed the “prep year undertook the duty of elementary school”. YT2 extended the argument further by divulging “Why do we need prep? Because before that, in elementary, we could not teach [English to our students] properly”. She continued her claim saying “Now we cancelled prep [and] we reduced the lesson hours. So now no chance is left for our students [to learn the language]”. MT3 continued the argument more with a harsh assertion saying “those who come from elementary come *without prior knowledge*”. Referring as an example to why there is “no chance left” to learn English, MT1 stated “The lesson hours and the intensity of the lessons are not satisfactory. If students were provided the English background at prep, they would be more successful”.

The participants also discussed *the insufficient lesson hours* and *the current English curriculum* as the weakness of the current program. Combining it with the education given at elementary school, during the interview, YP2 shared his observation saying “...especially the students coming from state schools are having difficult times and this constrain causes the success to decrease”. As a result, “since those students are accustomed to high achievement”, he continued, “an inferiority complex”, which was also stated by YP3, begins to emerge and cause “a destruction” for the student. The reason for that was stated by YP2 as the *insufficient lesson hours* and *extended English curriculum*.

Sharing the same idea on *insufficiency of the lesson hours*, especially student participants stated the current *English program* as *insufficient* and that they believed that it was the main reason for forgetting the language. Emphasizing the *inadequate lesson hours*, CS1 stated that “English is not a lesson that can be learned in 4 hours a week” while CS2 extended the same argument more saying “we cannot keep up with the schedule since we have few lesson hours”. Similarly, CS3, KS1, KS3, MS1, MS2, MS3, YS1, YS2, and YS3 complained about the *insufficient lesson hours* to go in line with the curriculum and to learn English better. Moreover, those participants included their wish as how it would be better when “the lesson hours and intensity of the English lessons increase” as they recommended that the lesson hours to be more than 4 hours in a week.

The perspective teachers considered about the *lesson hours* and *the current program* is different than the parents and the students. While KT2 elucidated the overall problem by sharing her past experiences on how “students tend to forget [and] fed up with English”, YT1, just like KT2, illustrated how students became tired with the intense and increased number of lessons. CT3 put that in a ratio saying “Although you teach for 10 hours, the student cannot spare more than 13/1 time because he considers [English] one out of 13 lessons”. Spotlighting that with the new “dreadful” program they have to squeeze 20-hour lesson into 10 hours, CT3 continued her claim saying “...the amount of knowledge you give per one lesson is almost the same as the amount of knowledge provided by another lesson in a month...therefore, students cannot study English... other lessons become their precedence”. Interestingly CT1 and KT3 provided similar answers stressing when the hours are lessened, the lesson loses its significance.

With the repealing of the prep year, which caused insufficient lesson hours, the *motivation* to learn English *decreased*. YP2, sharing the same idea with YP3, interpreted “*motivation*” more by revealing that the students study not because they want to learn but because they want to *get high marks*, which results with “arisen anxiety”. Therefore, although there is a “*motivation*” effect on the students, it is on a different scale; instead, their “*motivation*” has to be canalized more on learning rather than receiving marks. CP2 put a similar idea forward by suggesting on what should be done for “*motivation*” is that “the students should be motivated and they should be made ambitious” towards learning English. As proclaimed by YP3 “neither the student nor the teacher believes English can be learned with such a program”. Therefore, *lack of confidence on the current program*, affect students, their desire, and motivation to learn the language. This finding was also reflected on the answers of parents to the question “Can your child set aside time to study English?” Except from one participant, all of the other participants claimed that their child cannot spend time on studying English. Among them only KP1 stated her child has special interest in English and that is why she tries to study it; but this studying does not go further than following soap operas and movies on certain channels. However, some parents, of those who complained about their child not studying, also

stressed the *intense amount of lessons* the students were required to deal with. CP1, KP2, KP3, MP2, MP3, and YP2 articulated “since there are a lot of lessons and since those lessons are very intense” the students cannot handle English and thus it is begun to be thought like “fag” as stated by YT3. For the same question, CP1, CP3, and KP2 also revealed the anxiety students have for the University Entrance Exam. The reason for the importance of the high school is only the *grades* students will receive for the UEE. KP2 confessed “English can also be learned outside [through courses or private lessons]...but UEE is his only chance, there is no other. For that reason English becomes of secondary importance”.

Furthermore, the students also added with such *insufficient lesson hours* and with so *many other lessons, language is also forgotten*. Consequently, the result becomes as YS2 highlighted “when we have two hours of English in a week, and when there are so many lessons, I forgot what our teacher has taught”. Also shared by CS1, for the sake of *getting high marks*, the weight laid upon English is lessened. Correspondingly, CS1 complained how their lessons are based on University Entrance Exam saying “our teachers put forward and say ‘those will come in the exam’. But they do not teach us with joy”, which also effect student’s *motivation*”. As the number of other lessons increase, their ratio at the report card increases and thus the higher *grades* they get from the lessons, the higher Secondary School Academic Achievement grade they will receive. Therefore, the intense number of lessons not only shapes the time spent and the interest given to English, but also affects their grades when entering a university. With that respect, just like a chain reaction, the higher the effect of a lesson on the report card the higher the *motivation* for the lesson will be.

The problem of “*motivation*” was also related to the *mistrust on the program*. CT2 put the predicament in words saying in the new program “there is no harmony either between the lesson hours and the program or between student motivation and language learning”. He continued his explanation by stating the new system as “an ineffective [and an] invalid model” for the Anatolian High Schools.

Akin to the answers participants provided, two salient groups become prominent: strengths of the current English language program at Anatolian High Schools and the weaknesses of that current application. Among the strengths, the participants listed the loss of time spent in prep year has been eliminated because instead of learning the language intensely in a year, the program is extended into 4 years. Moreover, they also put forward that with the new application students do not forget their other lessons therefore the probability to get higher university entrance grades becomes possible. Additionally, especially for those who have a certain background of the language, this new applications is stated to be easy as they do not have to concentrate on the language a lot. Though the participants declared strengths some, on the other hand, expressed how this new system has of no use. According to those who put forward the weaknesses, the most crucial reason is the ability of not learning the language properly due to lack of strong language foundation in elementary, and lesson hours. With the insufficient lesson hours and the current English program, participants expressed they do not rely on the current program which causes the language to be forgotten. As students forget the language, their motivation decreases. Yet, in a similar vein, the intensity of the other lessons also affect the decline of motivation since as marks become important, the priority given to each lesson changes and English becomes a lesson that just needs to be passed.

CHAPTER 5

CONCLUSIONS AND IMPLICATIONS

The main purpose of the study is to explore the perceptions of English parents, students, and teachers on the new Anatolian high school English program and to outline the reasons for their perceptions. While attaining to its goal, the study also aimed to reveal the thoughts of the participants on the current system as they compare it to the previous one in which preparatory English year before starting Anatolian high school was a must. Likewise, it also endeavors to describe the ideas of those three parties on the bases and principles of the English curriculum in terms of student-centered language teaching, communicative approach, multiple intelligences and European Language Portfolio.

To attain the answers of the research questions presented in chapter 1, in the light of the literature review and the findings submitted in the previous chapters, this chapter aims to cover the discussions and conclusions of the results as well as the implications for practice and for further research.

5.1 Conclusions

Below are the harmonization of the literature and the conclusions drawn by the researcher as regards to the research questions. First, the perceptions of the participants about the necessity of English are presented.

5.1.1 The Necessity of English

Wright (2004), in her book called *Language Policy and Language Planning from Nationalism to Globalization*, put forward two ways to solve the communication problems: developing an interlanguage or learning the other's language (p. 101). According to her, the reason for choosing one solution rather than the other is due to communication and power relations. She explored those more stating that finding a "powerful social glue" (p. 101) is due to an inclination to access new ideas, a prestigious culture, art, technological innovations, trading, and political and economic benefits. Stern (2001), however, referred to similar reasons of learning language in two folds: as a medium of communication across national frontiers and for the purpose of educational, professional, and political purposes. Therefore, to communicate within and across the borders of language, people tend to acquire the language of the dominant group. Hence, English has become "the sun" of the nations and "the center" of the other languages around which economic, cultural, technological, and political exchanges could be held. For Turkey, as argued in the presentation of the literature review on the history of foreign language teaching in Turkey, Turks, Americans and English started to learn each others' languages by the time Americans and English actively participated in trade with Turks and Turkish industry during the 19th century. Thus, this triumph was reflected on English language learning in Turkey.

In line with the literature the participants shared the idea of how inevitable and necessary learning English is. Thus, concerning the first sub-question regarding the participants' perceptions on the necessity of English, it was found that more than half of the participants stated globalization as one of the reasons for learning English. It was mainly reported that Turkey has to keep up with the "globalization" concept by learning and using the language that is wide-spread all over the world. Because, just as in the 19th century Ottoman Empire, participants argued that in today's world international relations among nations are still developing. The reason for such development is put forward as the emergence of European Union and this creates a common and a global language to be widely spread. In a similar vein, the study

conducted by Polat (as cited in Oral, 2003) also revealed that with the membership process in EU, a notable requirement for learning and teaching English has moved to the center of Turkey's agenda. Moreover, Truchot (2002) emphasized how English is the inevitable language for people who would like partake in symposiums or publications.

In such an environment where Turkey has to depend on developed nations, finding and embarking a better job was stressed as another important reason stressed by the participants for the necessity of English. In a way being similar to the study of Tarhan (2003), in this study generally while students, parents and teachers were keener on about the relationship between occupation and English, only teachers appeared to be more interested in personal development. Similarly, in Tarhan's study, in which the participants were asked to divulge their thoughts on the necessity of English, while students and parents appeared to have a "pragmatic approach" (p. 190) on the necessity of English since it provides them a prestigious and well-paid jobs, teachers, on the other hand, expressed a "scientific approach" (p. 190) by stressing the necessity of English for access to scientific knowledge. However, additionally, in this study conspicuously, not only students, and parents but also teachers were concerned in finding a "better" job due to the current employment competition in Turkey. Yet, conversely, they are not unanimous in personal development because whilst the teachers were more into science, doing research, and higher education, students and parents were not mainly concentrated on those.

While globalization and occupation could be thought under "instrumental attachment", as suggested by Rubin and Jernudd (1971), through the help of a common language "sentimental attachments" could also be strengthened (p. 32). Hence, for this study, self-development and communication could be discussed under Rubin and Jernudd's "sentimental attachments" label. Unlike the necessity of English in personal development, which was mainly put forward by the teachers, communication appeared as the other most repeated concept by all interviewees. Therefore, this study also revealed the conclusion that the necessity of English is a means of transmitting and receiving the message either in business or in tourism.

Participants discussed that as the language becomes to be known worldwide, more and more people will feel obliged to learn that language for ends of expressing themselves and for understanding others.

5.1.2 The Perceptions about the Components of the New Anatolian High School English Lessons

Being the other research questions, the titles that follows this section include the perceptions of the participants on the materials provided by MONE, their thoughts on the application and benefits of the European Language Portfolio, the use of English language approaches (CLT, student-centered approach, and MI), the perceptions on the bases and principles of the English curriculum involved in the study, and the thoughts of the participants on the current Anatolian High School system as regards to language (English) education are presented below.

5.1.2.1 Materials

The literature stressed how important materials are for communicative language teaching (Aydın, 2003; Musthafa, 2001; Sakui, 2004), for student centered language teaching (Nonkukhetkhong et al, 2006), and for multiple intelligences (Clutch & Hess, 2003; McCombs, 2002; Snider, 2001). However, as for the materials provided by MONE, the participants' answers were not satisfactory in terms of the parallelism between the approaches and methods stated in the curriculum and in the materials. Interviewees put this in more concrete words as they state in the curriculum MONE proposes certain methods but its materials lack supporting those methods.

As an illustration, through the communicative language teaching literature review it was highlighted that a great deal of exposure to the foreign language is needed so that the language can be presented to the students within a linguistically and culturally accurate and appropriate context. However, the results of this study revealed that the materials provided by MONE lack authenticity. Although they were prepared through gathering foreign publications, the participants stressed that

they fail to provide culturally appropriate context. Besides, the materials were told to include scattered context in which grammar is presented incorrectly. Hence, as a requirement for communicative language teaching, the materials fall short to present linguistically accurate context. Moreover, the literature displayed the teachers' confession that with limited materials conducting a communicative activity is almost impossible (Aydin, 2003; Sakui, 2004). Taking that conclusion into consideration, for Anatolian High Schools it is hard to conduct communicative activities as the participants expressed the inadequacy of the materials.

Another example of such dissimilarity is between the materials needed for the student centered lessons and the materials provided by MONE. The literature pointed out that while preparing the learner-centered curriculum, students should be involved directly in the decision-making process of the content of the curriculum and how it is thought (Nunan, 1988). Being included in the curriculum, the students should also take place in the preparation or at least selection of the materials as the emphasis is on the intrinsic motivation for learning which can be practiced through student choice (Ladrum, 1999). However, as stated by CT3, the materials provided by MONE were stated to be prepared by a committee in a university, who do not have any experience about the level of the students. Moreover, in the literature it was highlighted that because of insufficient equipments and resources, teachers fail to practice student-centered teaching. This is also the case for Anatolian High Schools as the materials provided by MONE lack to practice student-centered lessons because insufficient materials cause the workload on the shoulders of the teachers to be a lot. Therefore, instead of preparing extra materials by themselves, they were contented with the MONE's materials and thus, their lessons become more teacher-centered.

The other method highlighted in the curriculum was MI. In the literature it was discussed that the materials for MI are very important because they have a strong ability to improve foreign language instruction since they attract learners' innate abilities (Snider, 2001). However, the study displayed that the materials are inadequate in visuals and in listening exercises. Being aware of such lack, teachers

try to compensate it by bringing listening activities in class; hence, it helps the improvement of the students with musical/rhythmic intelligences. Yet, due to the intensity of the curriculum, instead of answering students' different intelligence needs, participants expressed how materials urge teachers to lecture in the lessons.

In addition to above mentioned, in a currently conducted study by Aytuğ (2007), the aim was to investigate AHS English teachers' attitudes towards evaluation of the textbook *New Bridge to Success* for 9th graders. Through her study some similar results were reflected. As an illustration, her findings revealed that teachers do not consider the book to be successful in terms of starting communication since the intensity of reading and listening exercises were more than the speaking and the writing exercises. Such a conclusion was made in this research as the books were not found to be communicative by the teachers due to the intense reading texts.

Although there were some similarities between those two studies, some contradictions also appear. For instance, though Aytuğ (2007) revealed that the listening exercises were effective and efficient in improving listening abilities of the students, in this study the contrary was found as the participants declared how insufficient listening exercises were and even added MONE did not provide them with CDs and/or cassettes.

5.1.2.2 European Language Portfolio

Among the sub-research questions, finding out the perceptions of parents, students, and teachers concerning the ELP was aimed. Through the literature review, ELP was reported to be a beneficial tool for the aims of reporting and pedagogic. Moreover through promoting self-assessment, learner autonomy, communicative skills, and motivation, different studies through the literature displayed the benefits of ELP (Evagelia Kaga-Giovoussoglou, n.d.; O'Toole, n.d.; Ushioda, 2003). As for the advantages of the ELP, though few participants projected their opinion, the research results and the literature are hand in hand. 3 students expressed how it helped in for

a better learning, how it was beneficial for motivation, and how it aided their comprehension in their development.

Yet, contrary to its uses, some studies discussed in chapter 2 also portrayed its negative sides. In their studies, Lenze (2000), Schärer (2000), and Glover, Mirici, and Aksu (2005) discussed how and why ELP is an effective tool. Among those studies, lack of training appeared to be the most repeated cause for its negative side. Besides the time constrains, workload on the teachers' shoulders, its integration and coherence with the curriculum are enlisted among the problems of ELP.

Similar to the negative research results, the outcomes of this study also revealed that the ELP does not fit with the curriculum since it is not an integral part of it. Although in the curriculum its significance was stated in the introduction part, it was not entegrated in the curriculum. Therefore finding participants having no knowledge was an expected outcome because if the process had been integrated and had been practiced, the participants would have known it. Thus, being stated in the introductory part of the curriculum, almost all of the participants stated that they are not informed and trained about how to and where to use it. Yet, among the participants only one parent, two students, and four teachers stated knowing little about the ELP. Although it was not obviously highlighted through the literature, the reason for lack of knowledge on ELP has two folds: First, it was not integrated in the curriculum; second participants were not trained despite its significance.

5.1.2.3 Communicative Language Teaching

Throughout the world's history, in order to meet the needs of interaction, useful communication skills became the target of the language learning (Savignon, 2007). This need was reflected on the language education as the communicative approach. Though the literature displayed that CLT is considered to include oral communication (Hendrickson, 1991; Savignon, 2001), in fact it also includes written communication in which reading and understanding also play crucial roles (Savignon, 2007; Thompson, 1996; Whitely, 1993). Such a result was also

deciphered in this study. When parents, students and, teachers were asked to point out their perceptions on the CLT, most of them disclosed their ideas thinking CLT as an oral interaction which could be performed only through ‘speaking’.

When doing literature review, about the studies conducted on the area, according to the participant perceptions two perspectives became conspicuous. In group one, both teachers and students consider CLT as a useful and an applicable approach in learning the foreign language. In studies of Eveyik-Aydın (2003), Karavas (1993), and Kaçar-İslam (2003) teachers articulated how beneficial, effective, and favorable CLT is in teaching the language. As if confirming the teachers’ perceptions in Aydın (2003), Li (as cited in Jin, Singh & Li, 2005), Savignon and Wang (2003), and Kaçar-İslam (2003) students also share the similar ideas either through proclaiming the approach is good or through displaying the success of the approach in the exams given.

On the other hand, however, as per other group, the studies displayed that teachers perceive it as an approach which cannot be applied or which they cannot apply in their lessons due to certain reasons. Eveyik-Aydın (2003), Sato and Kleinsasser (1999), Karavas-Doukas (1996), Karavas (1993), Aydın (2003), Sakui (2004), and Musthafa (2001) enumerated the reasons for such difficulties or failures. Among those studies the most repeated ones were: traditional student-teacher roles in which teacher teaches the grammar points, lack of understanding or confidence due to lack of training or knowledge on the real life target language, time limitations, grammar oriented exams, and lack of appropriate materials.

Taking the difficulties in application into account, similar results in this study were revealed. Here, only students and teachers commented on why CLT is unfeasible in the current Anatolian High school education. Though little number of participants stated that the approach is already in practice, most of them stated overloaded grammar oriented curriculum, inadequate materials, and scarcity of time. Within the overloaded curriculum title, the participants also put forward the importance given to the grammar. Both teachers and students complained about the overloaded grammar

oriented curriculum. Such significance reflected on the curriculum is also mirrored in the lessons and as a result, just as delivered by Sakui (2004), the result of this study also portrayed similar results. However, unlike the works in literature (Eveyik-Aydın, 2003; Karavas-Doukas, 1996; Mangubhair et al., 2004; Sato & Kleinsasser, 1999) in which the emphasis was on the teacher-centered lessons, students and teachers expressed their displeasure on the emphasis given to the book.

Besides, like the literature review, the participants also voiced insufficient materials and the time restrictions. Being discussed by the teacher participants mainly, they grouched that the books prepared by MONE do not provide any communicative activities. Additionally, the topics presented in the books do not attract students' attention, hence, discourage them in interaction. Though in the literature there was no reference to the topics of the books, still due to lack of communicative materials, either extra or presented within the books, the problem becomes salient. Moreover, similar to the literature (Sato and Kleinsasser, 1999), teachers expressed the scarcity of time in applying CLT.

Educators wrote about what it necessitates and numerous researchers conducted studies on its applicability. As for its essential features, a positive and a non-threatening classroom environment (Kaçar & İslam, 2003), active and fearless students, and facilitator and guider teachers (Whitely, 1993) become prominent. Yet, in this study the student personalities appeared to be another reason for such failure though, the main feature of the CLT is to create such classroom environment that no negative and threatening situation takes place which could discourage students to participate in communicative activities fearlessly and spontaneously. However, due to making fun of each other, being afraid of making mistakes, lacking self-confidence, and having insufficient vocabulary accumulation, creating a positive and a non-threatening environment for CLT in Anatolian High Schools becomes a dream.

5.1.2.4 Student-Centered Teaching

In line with the literature review in chapter 2, a Fifty-plus-year student-centered teacher Wilbert J. McKeachie (as cited in Ladrum, 1999) characterized student-centered teaching and learning in an interview as follows:

1. creating students' trust that they could express opinions and questions openly without endangering their relationships with other students and the teacher
2. emphasis upon discussion, with much student-to-student discussion ...
3. concern about getting deeper learning ...
4. more emphasis upon student choice and intrinsic motivation for learning...
5. more emphasis on student goals for learning and relating teaching to those goals
6. more emphasis upon attitudinal and effective outcomes
7. concern about student misconceptions and getting those cleared up (p. 145)

Although with the start of student-centered teaching the attention shifted from teaching language to teaching function in harmony with the learners' needs (Nonkukhetkhong et al., 2006), the literature displays how teachers fail to practice it. In chapter 2, the studies reviewed indicated that teachers are puzzled and vague as to the student-centered teaching. This causes them to fail in the practice of the student-centered foreign language teaching. Among these studies the causes of such failure were listed as: accumulation of different language teaching perspectives (Lin, 2002), lack of training (Lin, 2002; Nonkukhetkhong et al., 2006; Ünver & Demirel, 2004), insufficient materials (Nonkukhetkhong et al., 2006), and the importance teachers give on grammar (Barkhuizen, 1998).

In a similar vain, the results of this study brought into public view the similar findings. Though in this study none of the participants expressed the agglomeration of the various language education viewpoints and lack of training, they insistently mentioned the importance of the grammar either in the curriculum or in the lessons. Both parents and students expressed that due to grammar focused lessons, teachers become the center of the instruction. Through the literature review, in Garrett and

Shortall's study (2002), it was found that beginner students were more dependent on their teachers while learning grammar. Though almost half of the sample students at Anatolian High school initiated learning the language at the age of 10 and thus, have been learning the language for 6 years, their teachers still act as if they are elementary students as suggested in Garrett and Shortall's study (2002).

Additionally, in the literature it was found in Nonkukhetkhong, Baldauf, and Moni's (2006) report that even if the teachers try to implement learner-centered approach, they cannot and the result become a more teacher-centered application with a small amount of learner-centered approach. The reasons appeared in their study was scarce school equipments, facilities, and resources. Similar findings were stated by teachers for this study. Almost half of the teachers uttered due to inadequate materials, they fail to practice student-centered education.

Although in the literature no reference was found as to the relationship between the intensity of the curriculum and the workload on the shoulders of teachers with the failure of the student-centered education, the findings of this study put forward that both students and teachers complain about the program's intensity which result with a teacher-centered language teaching. Moreover, the teachers complain about the workload they have on their shoulders due to such dense program.

Despite the majority of the participants expressed how impractical the approach is, still four of them vocalized the method being in practice. However, since they did not expand how they practice the approach; hence, the extent how much and how well it is carried out could not be determined.

5.1.2.5 Multiple Intelligence

Although in his article entitled *Multiple Intelligences After 20 Years* Gardner (2003) stressed out that the MI theory was not purposely developed for educational purposes, the literature on MI theory draws the attention on its help in development of the weak intelligences of the students (Özdemir et al, 2006). Moreover, it was argued that with

the help of MI theory students' eagerness and attention in foreign/second language learning can be sustained in a positive way (Anderson, 1998; Clutch & Hess, 2003; Halye, 2004). Besides, it was also stressed that teachers can improve their classroom management abilities (Halye, 2004).

In the study, however, priorities of the curriculum, lack of necessary physical conditions, and lack of qualified teachers in applying MI theory in class appeared to be the reasons for the failure of its application. Those hindrances they face in application also appeared as the obstacles in indicating the intelligences. Yet, similar finding in terms of hindrances was reflected in the literature review as well. In Halye's article (2004) it was stressed that the more equipped the teachers are the more they meet students' educational needs. This conclusion met with the results provided by the participants as they announced due to the lack of competent teachers, applying MI in class becomes very difficult. Moreover, the poor classroom environment was the other aspect of the failure both announced in the literature review and in the study.

Despite those obstacles, there are teachers who still try to apply it. Those teachers proclaimed how it increased the motivation and the success of the students. In the literature review resembling results were displayed with the works of the researchers Halye (2004), Hess (2003), and Anderson (1998). Additionally, Özdemir, Güneysu, and Tekkaya's study (2006) and this study also have another similar result that highlights how innate abilities of the students are revealed through MI instruction.

5.1.3 The Perceptions of the Participants about the New Anatolian High School English Language Program

The main research question of the study aimed to explore the perceptions of the participants about the new Anatolian high school English program. As for the bases of the program, the above conclusions were drawn both by combining the literature and the research results. In short, although the curriculum indicated using an eclectic approach by combining communicative, student-centered approaches together with

MI and ELP, in practice there are various mismatches. Moreover, it was also highlighted that the materials provided by MONE are not compatible with the approaches proposed. As a result of such lack of satisfaction, the research results also presented the displeasure of the current system.

Despite the fact that some studies related to English as a foreign language were found on Anatolian High Schools (Tosun, 2007; Yılmaz, 2004), and some were on prep classes of Anatolian High Schools (Ergüder, 2005; Şahin, 2005; Yiğit, 2003) no study was found on the perceptions of parents, students, or teachers about the *new* Anatolian High School English Language program after 8-year compulsory elementary education. Besides among those studies and others, none of them is related to what is currently being researched.

Though the study could not be received from MONE, in one of his speeches Director General of Secondary Education Kerem Altun (n. d.) stressed the reasons for stopping prep year application as “being educated on a foreign language intensively takes students away from other lessons and causes adaptation problems to other lessons in the following years”. Another reason for the annulment of the prep year was provided by Hüseyin Çelik (2007) in a press statement by referring to a study they have conducted. He stressed that prep schools were found to be nonfunctional, unbeneficial, and ineffectual in foreign language learning. In a similar vein, this study also revealed that ‘*not forgetting other lessons*’ among the *strengths* of the current English education system in Anatolian High Schools. Because lessons other than English are very crucial for them as they are primarily responsible from them during the University Entrance Exam (UEE). Moreover the success in those lessons is reflected on their GPA when they are graduating from high school and this point will be added up to their UEE results. Thus, the more successful they are at their lessons, the higher GPA they will receive; the better GPA they have, the higher UEE point they will get. Therefore, by not forgetting their lessons, the likelihood to get into a university becomes possible.

Moreover, the participants also discussed with the new English language program, the students *will not lose time*. Because, even if they study prep, there is another prep class waiting for them at the initiation of university. Therefore, instead of studying two years of English and getting bored, after four years of high school English, they will only study one year intense English before university.

In addition to their answers, students also stressed the *easiness* as the strength of the current application. Stressing especially those who are coming from private school, the English they are learning is very easy. Also since students are trying their best to get high marks from their lessons, those who have prior knowledge in English will have a chance to raise their grades thanks to English. Moreover, except from those coming from private school, this new application is stated to be easy for students who were graduated from state primary school. Because since the English lessons are not intense and difficult, understanding the lesson and receiving high marks will be easy for them. This will be reflected on their GPA grades and, thus, their UEE marks.

As for the *weaknesses* of the current system presented by the participants: not learning language properly, lack of strong language establishment in elementary school, inadequate lessons hours, insufficient curriculum, lack of motivation, and the importance of the grades were divulged. Hence, participants are not happy with the current application firstly because due to the deficiency of English education in 8-year compulsory elementary education, the participants discussed that the students *cannot learn the language* properly. The reasons some participants put forward for such a result are *insufficient lesson hours for the extended English curriculum* and *intense number of students*. Especially, when the motive for choosing Anatolian High School is the foreign language education students will receive, not receiving proper English education becomes a crucial weakness of such education. Except from affecting students level of English, intensity of the lesson hours also affect students' motivation and the importance they give to English due to UEE. Because now students diverted their importance to receiving high marks rather than learning. Such *lack of motivation* towards English is not only because of the importance given

to the language in the curriculum, but also because of the *lack of confidence to the current program*. Such mistrust is because of the belief in not being able to learn the language with such a curriculum in which English is given little amount of time yet other lessons are intensely thought.

Moreover, the participants highlighted with such inadequate lesson hours, students tend to *forget* what they have learnt. Apart from those, because of *targeting a lower level of English* after graduation, participants conversed the students not being able to learn the targeted language.

In addition to those, participants also highlighted the *prior knowledge* students have. Though some interviewees stressed it is easy since English lessons are not intense even for the students coming from state primary schools, this *easiness* becomes problem when the aim is learning the language. In that sense, for the students who were graduated from state primary school, since they did not receive proper English education, “no chance left” to learn the language. When the lower level and the lack of prior knowledge are combined learning the language properly becomes inevitable.

5.1.4 The Comparison of the Perceptions of the Participants about the New AHS English Language Program with the Terminated Prep Year in AHSs

While some studies were found to be linked to Anatolian High Schools and to prep classes, no study was found on the perceptions of parents, students, or teachers about the preparatory year after 8-year compulsory elementary education, before it was annulled. Neither any study exists about the comparison of prep class application with the annulled one. The reason for that is because such an application is a current one and no study has started to be implemented yet. Therefore, the sub-question of the study that asks “How do parents, students, and teachers compare the new English language program and the terminated preparatory class?” initiates without providing any literary basis for its results.

Starting from the *strengths of the prep class*, many reasons were listed as it was *good for a better English education*, it was *helpful for the university prep class*, it was *a time for rest*, students did *not have to be anxious about their grades*, as well as it was *a period for maturation*. Participants argued that with the prep class students were learning English so good that it was even helping them in passing the prep class of the university. Especially the answers of parents displayed when they were asked to compare their students' level with someone who studied prep, the most repeated answer they have provided was 'people who study prep at high school either do not study English at university or they start university prep class at a higher level'. Therefore, they were taking the university prep as a base in evaluating the English education received during high school. However, for those who did not study prep, the possibility to study prep at university is stated to be high due to low level of English they receive at high school. Even though this new system has not given any graduates yet, the current language level of the students shed some light as to the results of such a system. Consequently, the insufficiency in the English level affects students' proficiency in university. Because by the time they are enrolled to a university, they have to take an English exam to start their departments.

As for other strength of the prep class, that period was stated to be a *time for rest*. While especially parents were interested in material relaxation, teachers and students were emphasizing mental break. Due to intense private lessons and courses during elementary education because of the preparation to Anatolian High School exam (OKS), parents had to spend a lot of money on their child's education. Hence, if there was prep year they would have time to save money. Moreover, during that intensive time, students become tired of studying lessons and they wish to rest at least for a year. In that case, again, prep year helps them since they will only have to deal with one important lesson. However, with the current application neither students nor parents have time to rest. Therefore, whether for mental or material relaxation, prep year is reported to be a necessity. Participants also reflected their thought on such a necessity as they were making suggestions. The interviewees discussed *the preparatory class system* and suggested three different ideas. Those were: prep year should be practiced *after the 5th grade of elementary education*; prep

year should be carried out *after 8-year of elementary education*; prep year should continue-*the time is not important*. Those who stressed prep class to initiate after the 5th grade of elementary education supported the thesis that the earlier they learn the language, the better it the result be. While supporting the prep year to be practiced again after 8-year of elementary, some participant discussed prep class is a must for those who do not have any background knowledge in English from elementary school. The third group, on the other hand, includes those who did not state any specific time as when the prep to be performed; yet, they stressed being in favor of it.

Besides the above mentioned strengths, it was also stated that students did *not have to be anxious about their grades* when they were studying prep. Because by that time they were only be dealing with English and the grades they receive from English did not have any effect on their GPA. Therefore, not being anxious about their grades, students were only concentrating on learning the language. However, now with the new system they do not have time to study the language; rather their interest is switched to receiving high marks from their lessons instead of learning it; because now getting higher GPA becomes crucial.

The last strength of the prep year discussed by the interviewees was that it was during the *maturation period* of the students. During that period, participants discussed learning will be easy and students will be matured in terms of their behaviors. Therefore, by the time they study prep anything students learn become permanent and since they would be in the period of getting free of their childish behaviors and thoughts by the time they start 9th grade they would be more mature. However, with the current system, some participants discussed how their age is risky in terms of selecting their fields of study.

Apart from the strengths of the prep year when compared to the current application, the answers of the participants also highlighted some of its weaknesses. One of them is that during prep class, students were more prone to *forgetting other lessons* they have learnt at primary school since they had to deal with intense English lessons. As discussed in the strengths of the current application, this weakness of prep class was

discussed by one teacher and some students. Hearing from their friends who studied prep, students stated how lucky they are now for not forgetting their lessons. Because in case they forget, they will have to spend time on the other lessons which will be lifeguards for them in the UEE.

Moreover, the participants also argued that with the prep year there was a loss of time yet now there is not. Because during prep class participants declared how students *got bored* due to listening to the same subjects again and again and they even called it as a 'waste of time'. Especially one parent supported how quick her child would start making living due to not studying prep class.

5.2. Implications

This section has two-folds: educational implications and recommendations to enhance the current English language teaching application in Anatolian High Schools, and implications and recommendations for further research.

5.2.1 Implications and Recommendations for Practice

Considering the recommendations participants made, the commendation below can be provided for the betterment of the forthcoming implications for Anatolian High Schools.

1. For a better foreign language education in Anatolian High Schools, teachers should be carefully selected and frequently inspected.
2. In order to provide better education, in-class materials should be expanded and they should be prepared according to the approaches presented in the curriculum.

3. Communication skills should be stressed more in the curriculum and they should be practiced. With an improved curriculum, the lesson hours and their intensity should also be revised.
4. The Anatolian High School curriculum should be differentiated from other schools; hence, their difference should be highlighted through the education aimed.
5. Orientation of the exams should be diverged from a grammar based only.
6. Preparatory year should be put into practice either after 5 years or after 8 years of elementary education.

5.2.2 Implications and Recommendations for Further Research

The present study can be extended more. Because the new 4-year high school system in which no preparatory year is practiced has not finished yet. Secondly, a new Anatolian High School curriculum including the prep class before starting 4-year high school education has newly put into practice in pilot schools. Therefore following those implications and recommendations are believed to be of help for further research studies.

1. The study can be conducted when the current system gives its first graduates in the 2008-2009 academic year. Therefore, the consequences/results of the study could be evaluated more in depth.
2. This study can also be conducted only among students to grasp the effect of the field they choose on their prep year understanding. Because the field they choose might have an effect on the students' perceptions of English prep year. For instance, a student in science-maths field will have a different point of view compared to a student who is in foreign language field.

3. Moreover, asking the kind of elementary school they have graduated would contribute to the results of the study. Because the school they are coming from might have an effect on the students' perceptions of English prep year. For example, if students come from a private school, since their English level is high, they might consider prep unnecessary and waste of time.
4. At the time of preparing the materials for the study, the Anatolian High School education system had changed again. Taking the reformation in mind, piloting the preparatory year before 4 years of secondary education in five Anatolian High Schools around Turkey, it would be better to compare and contrast the perceptions of those who studied prep and who did not. The results of such a study would also help the formation of the forthcoming English curriculum.
5. The data for this study were gathered through semi-structured interview protocols. Thus, in order to increase the effectiveness of the study, a further extension of the study can be conducted via questionnaires.
6. Since this study only concentrated on the Anatolian High Schools in Ankara, it can be extended more by comparing the 4-year application without prep class in private high schools and in Anatolian High Schools in Ankara. Moreover, the scope of the study can also be extended further to larger samples around Turkey.

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APPENDICIES

Appendix A

Interview Protocol for Parents

Veli Görüşme Formu

Tarih :
İlçe :
Başlangıç :
Bitiş :

Sayın Veli,

Anadolu Liselerinde yabancı dil (İngilizce) hazırlık programının kaldırılmasından sonra yabancı dil programları yeniden düzenlenmiştir. Yeni düzenleme gereği bir yıllık hazırlık programı dört yıla yayılmıştır. Bu bağlamda çalışmanın amacı uygulamaya konan yeni düzenleme hakkında eğitim-öğretimin en önemli paydaşları olan siz velilerin öğretmenler ve öğrenciler ile birlikte görüşlerini açığa çıkarmak ve elde edilen bulgular ışığında programların iyileştirilmesine katkı sağlayacak fikirleri ortaya koymaktır.

Bu görüşme iki bölümden oluşmaktadır: kişisel bilgilerin olduğu birinci bölüm ve programa yönelik 9 açık uçlu sorunun bulunduğu ikinci bölüm. Sizden istenilen her bölümde yer alan soruları içtenlikle ve eksiksiz yanıtlamanızdır. Bu görüşmede sizden edineceğimiz bilgiler yalnızca araştırma amacıyla kullanılacak ve kimliğiniz hiçbir şekilde belirtilmeyecektir. Dolayısıyla bilgilerin kişiselleştirilmesi söz konusu değildir. Verilerin çözümlenmesini kolaylaştırması amacı ile sizin de izninizle görüşmeyi ses cihazı kaydetmek istiyorum. Görüşme esnasında hoşunuza gitmeyen bir durumla karşılaşmanız halinde görüşmeyi durdurabilir, bırakabilir ve kayıtları/yazılı notları alabilirsiniz .

I. Bölüm: Kişisel Bilgiler

Görüşmeye başlamadan önce sizden şu bilgileri yazılı olarak alabilir miyim?

1. Yaşınız: _____

2. Cinsiyetiniz: K E

4. Eğitim durumunuz (Lütfen açık ve eksiksiz yazınız) _____

5. Mesleğiniz: _____

6. İngilizce biliyor musunuz?: Evet Hayır

7. İngilizce biliyorsanız hangi seviyede biliyorsunuz?

Az Orta İyi Çok iyi

II. Bölüm: Program ile ilgili görüşme soruları

1. Yabancı dilin (İngilizce) gerekliliği hakkında ki düşünceleriniz nelerdir? Çocuğunuzun niçin yabancı dil öğrenmesini istediğini lütfen açıklayınız.
2. Yabancı dil eğitiminde öncelikli olarak nelerin odak noktası olması gerektiğini düşünüyorsunuz? (Gerektiğinde derdini anlatabilmek, yazılı ifade edebilmek, okuduğunu anlamak vb)
3. Değişik dillerdeki yeterliliğinize ilişkin genel bilgileri içeren Dil Pasaportu, bildiğiniz dillere ilişkin becerilerinizi kapsayan Dil Öğrenim Geçmişi ve bu iki bölümde belirtilen kayıtlı başarı ve becerilerinizi içeren Dil Dosyası Avrupa Dil Gelişim Dosyası'nı oluşturmaktadır. Bu dosya sayesinde Avrupa vatandaşlarının farklı kültür ve dillere saygı göstermesini sağlarken dil öğretimine standart getirilmesini de amaçlamıştır. Aynı zamanda bu belgeye sahip olan Avrupa vatandaşlarının tüm Avrupa'da denklik ve serbest dolaşım süreçlerini kolaylaştırmaktadır. Bu bağlamda Avrupa Dil Gelişim Dosyası hakkındaki düşünceleriniz nelerdir? Bunun çocuğunuzun yabancı dil öğrenmesine nasıl bir fayda sağlamasını bekliyorsunuz?

4. Çocuđunuzun aktardıkları ışığında İngilizce derslerinde öğretmenin daha çok neler yaptıđını, dersi nasıl işlediđini genel hatlarıyla açıklar mısınız?
5. İlköđretim sonrasında hazırlık sınıfı okuyan bir tanıdıđınız/yakınınız var mı? Var ise onun İngilizce bilgisi ve yeterliliđi ile kendi çocuđunuzun İngilizce dil gelişimini karşılaştırdıđınız zaman ne gibi çıkarımlarda bulunabilirsiniz?
6. Şu anda Anadolu liselerindeki yabancı dil eđitimi uygulaması hakkında ne tür bilgilere sahipsiniz? (kullanılan metod, haftalık ders saati, işlenen konular...) Çocuđunuzun şu an almakta olduđu yabancı dil eđitiminin gerek ders saati açısından gerekse yoğunluđu açısından yeterli olduđunu düşünüyor musunuz? Neden?
7. Çocuđunuzu Anadolu lisesine yönlendirmedeki amacınız nedir?
8. Çocuđunuz evde yabancı dil (İngilizce) öğrenmek için neler yapıyor? Yabancı dili öğrenmek için zaman ayırabildiđini düşünüyor musunuz?
9. Şimdiye dek tüm sorulara verdiđiniz cevaplar dışında ek olarak belirtmek istediđiniz görüşleriniz var mı?

Katkılarınız ve ayırdıđınız deđerli vakit için teşekkür ederim.

Appendix B

Interview Protocol for Students

Öğrenci Görüşme Formu

Tarih :
İlçe :
Başlangıç :
Bitiş :

Sevgili öğrenciler,

Anadolu Liselerinde yabancı dil (İngilizce) hazırlık programının kaldırılmasından sonra yabancı dil programları yeniden düzenlenmiştir. Yeni düzenleme gereği bir yıllık hazırlık programı dört yıla yayılmıştır. Bu bağlamda çalışmanın amacı uygulamaya konan yeni düzenleme hakkında eğitim-öğretimin en önemli paydaşları olan siz öğrencilerin öğretmenler ve veliler ile birlikte görüşlerini açığa çıkarmak ve elde edilen bulgular ışığında programların iyileştirilmesine katkı sağlayacak fikirleri ortaya koymaktır.

Bu görüşme iki bölümden oluşmaktadır: kişisel bilgilerin olduğu birinci bölüm ve programa yönelik 11 açık uçlu sorunun bulunduğu ikinci bölüm. Sizden istenilen her bölümde yer alan soruları içtenlikle ve eksiksiz yanıtlamanızdır. Bu görüşmede sizden edineceğimiz bilgiler yalnızca araştırma amacıyla kullanılacak ve kimliğiniz hiçbir şekilde belirtilmeyecektir. Dolayısıyla bilgilerin kişiselleştirilmesi söz konusu değildir. Ayrıca verilerin çözümlenmesini kolaylaştırması amacı ile sizin de izninizle görüşmeyi ses cihazı ile kaydedeceğim. Görüşme esnasında hoşunuza gitmeyen bir durumla karşılaşmanız halinde görüşmeyi durdurabilir, bırakabilir ve kayıtları/yazılı notları alabilirsiniz .

I. Bölüm: Kişisel Bilgiler

1. Cinsiyetiniz: K E
2. Kaç yaşında yabancı dil öğrenmeye başladınız? _____
3. İngilizce hazırlık sınıfı okudunuz mu? EVET HAYIR
- Okuduysanız bu yıldaki başarı notunuzu belirtir misiniz? _____

II. Bölüm: Program ile ilgili görüşme soruları

1. Yabancı dilin (İngilizce) gerekliliği hakkında ki düşünceleriniz nelerdir?
2. Yabancı dil (İngilizce) öğrenme nedenleriniz nelerdir?
3. Milli Eğitim Bakanlığının sizlere sağlamış olduğu İngilizce ders kitabı/kitapları hakkında ne düşünüyorsunuz? Neden?
4. Ders kitabı dışında öğretmeninizin sınıf içinde kullandığı diğer materyaller nelerdir? Bunların faydalı olduğunu düşünüyor musunuz?
5. İngilizce öğretmeniniz dersi işlerken sizin ilgi ve isteklerinizi dikkate alıyor mu? Dikkate alıyor ise bu sizin daha iyi/çok öğrenmenize yardımcı oluyor mu?
6. Değişik dillerdeki yeterliliğinize ilişkin genel bilgileri içeren Dil Pasaportu, bildiğiniz dillere ilişkin becerilerinizi kapsayan Dil Öğrenim Geçmişi ve bu iki bölümde belirtilen kayıtlı başarı ve becerilerinizi içeren Dil Dosyası Avrupa Dil Gelişim Dosyası'nı oluşturmaktadır. Bu dosya sayesinde Avrupa vatandaşlarının farklı kültür ve dillere saygı göstermesini sağlarken dil öğretimine standart getirilmesini de amaçlamıştır. Aynı zamanda bu belgeye sahip olan Avrupa vatandaşlarının tüm Avrupa'da denklik ve serbest dolaşım süreçlerini kolaylaştırmaktadır. Bu bağlamda Avrupa Dil Gelişim Dosyası hakkındaki düşünceleriniz nelerdir? Bunun size nasıl faydalı olmasını bekliyorsunuz?

7. İngilizce öğretmeninizin derslerde daha çok neler yaptığını, dersi nasıl işlediğini lütfen belirtiniz (ders anlatıyor, soru soruyor, alıştırtma yaptırıyor vb.).
8. İngilizce öğrenirken öğretmeninizin nelere daha fazla önem verdiğini düşünüyorsunuz? (konuşma becerisi, dil bilgisi kuralları, okuma-anlama vb.)
9. Uygulamadan kaldırılan İngilizce hazırlık sınıfları hakkında herhangi bir bilginiz var mı? Kaldırılması ile ilgili ne düşünüyorsunuz?
10. Almış olduğunuz yabancı dil eğitiminin gerek ders saati açısından gerekse yoğunluğu açısından yeterli olduğunu düşünüyor musunuz? Neden?
11. Şimdiye dek tüm sorulara verdiğiniz cevaplar dışında ek olarak belirtmek istediğiniz görüşleriniz var mı?

Katkılarınız ve ayırdığınız değerli vakit için teşekkür ederim.

Appendix C

Interview Protocol for Teachers

Öğretmen Görüşme Formu

Tarih :
İlçe :
Başlangıç :
Bitiş :

Değerli meslektaşım,

Anadolu Liselerinde yabancı dil (İngilizce) hazırlık programının kaldırılmasından sonra yabancı dil programları yeniden düzenlenmiştir. Yeni düzenleme gereği bir yıllık hazırlık programı dört yıla yayılmıştır. Bu bağlamda çalışmanın amacı uygulamaya konan yeni düzenleme hakkında eğitim-öğretimin en önemli paydaşları olan siz öğretmenlerin veliler ve öğrenciler ile birlikte görüşlerini açığa çıkarmak ve elde edilen bulgular ışığında programların iyileştirilmesine katkı sağlayacak fikirleri ortaya koymaktır.

Bu görüşme iki bölümden oluşmaktadır: kişisel bilgilerin olduğu birinci bölüm ve programa yönelik 9 açık uçlu sorunun bulunduğu ikinci bölüm. Sizden istenilen her bölümde yer alan soruları içtenlikle ve eksiksiz yanıtlamanızdır. Bu görüşmede sizden edineceğimiz bilgiler yalnızca araştırma amacıyla kullanılacak ve kimliğiniz hiçbir şekilde belirtilmeyecektir. Dolayısıyla bilgilerin kişiselleştirilmesi söz konusu değildir. Ayrıca verilerin çözümlemesini kolaylaştırması amacı ile sizin de izninizle görüşmeyi ses cihazı ile kaydedeceğim. Görüşme esnasında hoşunuza gitmeyen bir durumla karşılaşmanız halinde görüşmeyi durdurabilir, bırakabilir ve kayıtları/yazılı notları alabilirsiniz .

I. Bölüm: Kişisel Bilgiler

1. Yaşınız: _____

2. Cinsiyetiniz: K E

3. Hangi fakülteden ve hangi bölümden mezun oldunuz?

Eğitim fakültesi (programı lütfen belirtiniz) _____

Edebiyat fakültesi _____

Diğer (lütfen belirtiniz) _____

4. Kaç yıldır öğretmenlik yapıyorsunuz? _____

5. Lisede kaç yıldır İngilizce öğretmeni olarak çalışıyorsunuz? _____

6. İngilizce hazırlık sınıflarında görev yaptınız mı? Yaptıysanız ne kadarlık bir süreyi kapsadığını lütfen belirtiniz. _____

II. Bölüm: Program ile ilgili görüşme soruları

1. Yabancı dilin gerekliliği hakkındaki düşünceleriniz nelerdir? Niçin yabancı dil öğreniyoruz?

2. Milli Eğitim Bakanlığı'nın sağladığı İngilizce ders materyalleri (öğretmen kitabı, dinleme kasedi vb.) hakkında ne düşünüyorsunuz? Bunların uygun ve faydalı bulduğunuz yönleri nelerdir?

3. Öğrencilerinizin hangi çoklu zekaya sahip olduğunu belirleyebiliyor ve bunu deslerinize yansıtabiliyor musunuz? Varsa zorlandığınız kısımlar nelerdir?

4. Değişik dillerdeki yeterliliğinize ilişkin genel bilgileri içeren Dil Pasaportu, bildiğiniz dillere ilişkin becerilerinizi kapsayan Dil Öğrenim Geçmişi ve bu iki bölümde belirtilen kayıtlı başarı ve becerilerinizi içeren Dil Dosyası Avrupa Dil Gelişim Dosyası'nı oluşturmaktadır. Bu dosya sayesinde Avrupa vatandaşlarının

farklı kültür ve dillere saygı göstermesini sağlarken dil öğretimine standart getirilmesini de amaçlamıştır. Aynı zamanda bu belgeye sahip olan Avrupa vatandaşlarının tüm Avrupa'da denklik ve serbest dolaşım süreçlerini kolaylaştırmaktadır. Bu bağlamda Avrupa Dil Gelişim Dosyası hakkında ne düşünüyorsunuz? Gerekliliklerini yerine getirmek için neler yapıyorsunuz; yeterince vakit ayırabildiğinizi düşünüyor musunuz?

5. MEB'in önerdiği öğrenci merkezli, Avrupa Birliği'nin Dil Gelişim Pasaportunu baz alan iletişimci yaklaşımın benimsendiği yabancı dil öğretiminin esasları ve ilkeleri hakkında ne düşünüyorsunuz? Nedenleri ile lütfen belirtiniz.

6. Lise öncesi hazırlık sınıfı uygulaması hakkında ne düşünüyorsunuz?

7. Lisede hazırlık sınıfının kaldırılması ve burada işlenicek konuların 4 yıla yayılması kararını nasıl değerlendiriyorsunuz? Öğrencileriniz için şu anki uygulamanın hangi yönlerden faydası olduğunu düşünüyor musunuz?

8. Yabancı dil öğretiminin "Lise mezunları arzu edilen düzeyde İngilizce biliyor" sonucuna varabilmesi için sizce gerekli temel koşullar nelerdir?

9. Şimdiye dek tüm sorulara verdiğiniz cevaplar dışında ek olarak belirtmek istediğiniz görüşleriniz var mı?

Katkılarınız ve ayırdığınız değerli vakit için teşekkür ederim.