

EVALUATION OF THE MIDDLE SCHOOL ENGLISH LANGUAGE  
CURRICULUM DEVELOPED IN 2012 UTILIZING STAKE'S COUNTENANCE  
EVALUATION MODEL

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Approval of the Graduate School of Social Sciences

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## **ABSTRACT**

### **EVALUATION OF THE MIDDLE SCHOOL ENGLISH LANGUAGE CURRICULUM DEVELOPED IN 2012 UTILIZING STAKE'S COUNTENANCE EVALUATION MODEL**

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This study aimed to evaluate the middle school English language curriculum developed in 2012 utilizing Stake's countenance evaluation. The study, conducted in Ankara, used one of the mixed-methods designs, sequential explanatory model, as research design. Data were collected from two groups of teachers and students. The first group included 349 teachers selected from all Districts of Ankara through clustered sampling method, while the second group included 4 teachers each representing one grade level (5- 8) who were observed and interviewed. Data were collected with an attitude scale, a teacher questionnaire, 10 achievement tests, interview schedules, focus group interviews, and an observation form. After opinions were taken from the experts, teachers, and students to assure the validity of the instruments, their reliability was measured. The quantitative data obtained with the teacher questionnaire, attitude scale, observation form, and achievement tests were analyzed with means, standard deviations, frequencies and percentages, while the qualitative data obtained through interviews were analyzed through content analysis.

The findings indicated that the students did not attain the intended objectives regarding listening, speaking, and writing skills. The reasons behind these outcomes revealed that the curriculum was not implemented as planned and the failure of the curriculum was attributed to the discrepancy between the planned curriculum and the implemented one rather than the curriculum design. In addition, the variables/antecedents observed before the implementation of the curriculum which included teacher-related, student-related, school-related, curricular, and TEOG exam-related factors were found to influence the overall practice of the curriculum and the overall outcomes.

Keywords: Middle School English Language Curriculum, Stake's Countenance Evaluation Model, Common European Framework for Languages

## ÖZ

### 2012 YILINDA GELİŞTİRİLEN ORTAOKUL İNGİLİZCE ÖĞRETİM PROGRAMININ STAKE'İN UYGUNLUK-OLASILIK DEĞERLENDİRME MODELİ İLE DEĞERLENDİRİLMESİ

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Bu çalışmada 2012 yılında geliştirilen ortaokul İngilizce öğretim programının Stake'in uygunluk-olasılık değerlendirme modeli ile değerlendirilmesi amaçlanmıştır. Ankara'da yapılan bu çalışmada karma yöntemli araştırma desenlerinden olan açıklayıcı sıralı desen kullanılmıştır. Veriler, 2 grup öğretmenden ve öğrencilerden toplanmıştır. Birinci grubu küme örneklem yöntemiyle Ankara'nın bütün ilçelerinden seçilen 349 öğretmen oluştururken, ikinci grubu ise mülakat ve gözlem yapmak için seçilen her sınıf seviyesinde derse giren 4 öğretmen oluşturmaktadır. Veriler, bir tutum ölçeği, bir öğretmen anketi, 10 başarı testi, bir gözlem formu, 2 mülakat ve bir odak grup görüşme formu kullanılarak toplanmıştır. Araçların geçerliğini sağlamak için uzmanların, öğretmenlerin ve öğrencilerin görüşleri alındıktan sonra güvenilirlikleri ölçülmüştür. Öğretmen anketi, tutum ölçeği, gözlem formu ve başarı testleri ile toplanan nicel veriler, ortalama, standart sapma, frekans ve yüzdeler kullanılarak analiz edilirken, görüşmeler kullanılarak toplanan nitel veriler içerik analizi ile analiz edilmiştir.

Araştırma bulguları, dinleme, konuşma ve yazma kazanımlarına ulaşamadığını göstermiştir. Bunun sebepleri incelendiğinde programın planlandığı gibi uygulanmadığı ve yabancı dil öğrenmedeki başarısızlığın programdan değil planlanan program ile uygulanan program arasındaki uyumsuzluktan kaynaklandığı sonucuna varılmıştır. Ayrıca, programın uygulanışından önce var olan öğretmen, öğrenci, okul, program, ve TEOG sınavı gibi girdilerin programın uygulanışını ve programın genel çıktılarını etkilediği sonucuna varılmıştır.

Anahtar Kelimeler: Ortaokul İngilizce Öğretim Programı, Stake'in Uygunluk-Olasılık Modeli, Diller İçin Avrupa Ortak Başvuru Metni

*To My Family...*



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## **LIST OF ABBREVIATIONS**

TEOG: Transition from Primary to Secondary Education

MoNE: Ministry of National Education

CEFR: The Common European Framework of Reference for Languages: Learning, Teaching, Assessment

## CHAPTER 1

### INTRODUCTION

This chapter includes information about background of the study, purpose and research questions of the study, significance of the study, and definition of the terms.

#### **1.1. Background of the Study**

Due to the fast changes and improvements taking place in science, technology and communication, “which have a global impact” (Ornstein & Hunkins, 2004, p. 142), every society is obliged to turn into a knowledge society through education (Yüksel & Sağlam, 2014) as education is one of the distinguishing factors for the prosperity of one country in the world (Erdem, 2009).

Education, the process of creating change in an individual’s behaviors (Yüksel & Sağlam, 2014), occupies the most important place to transform any society. In contrast to informal education which is “incidental [and which] everyone gets from living with others, as long as he lives” (Dewey, 2004, p. 7), formal education is provided at an institution called school and “in every school where teachers are instructing students, a curriculum exists” (Oliva, 1997, p. 3), in other words, “the institution of education is activated by a curriculum” (Oliva, 1997, p. 22). To this connection, “success in education is almost never the result of sheer luck. It is, instead, the outcome of careful planning” (Steller, 1983). In other words, it is through the curriculum, one of the main constituents, that education shapes and transforms a society towards the better, so “the quality of education mostly relies on [how] the curricula [are] implemented” (Erdem, 2009, p. 529).

“The education system is a social institution which should be expected to change along with other institutions. It would be more surprising, not to say disturbing, if the education system were to stand still while all else changed” (Kelly, 2004, p. 1). As stated in TED report (2005), in many countries, program reforms are executed and paradigm changes are experienced once in ten years (as cited in Gelen & Beyazit, 2007). To this connection “it is important to continuously reappraise and revise existing curricula” (Ornstein & Hunkins, 2004, p.150) as education “does not possess a reality apart from the time, place, and mores in which it exists” (Ornstein & Hunkins, 2004, p. 133). Especially, the dizzy improvements in science, technology, and communication channels necessitate continuous curricular developments (Demirel, 2012). Touching upon the inevitability of this change, Ornstein and Hunkins (2017) compares the 20<sup>th</sup> century education with 21<sup>st</sup> century education with the following statements.

Education in the 21<sup>st</sup> century exists in a sea of unique complexity. Education and/or training appropriate in the 20<sup>th</sup> century is/are no longer adequate for the 21<sup>st</sup>. While education in the last century fostered a rugged individualism and perpetuated the myth that people could succeed on their own, this new century requires a need for skills in collaboration and recognizing and appreciating interdependence at myriad levels of human engagement [...] Curriculum experiences of this century should go from didactic teacher presentation to teacher–student, student–student, and student–outside expert interactions (p. 209).

In addition to the other disciplines such as math, science and history, foreign language education has been gaining more and more importance and attention in Turkey due to the fast changes and improvements experienced all around the world. “The trend towards globalization and internationalization has increased the importance of being competent in communicating with people of different cultural backgrounds” (Fritz, Möllenberg & Chen, 2002, p. 1).

Recently, English, which is the official working language of the United Nations and the North Atlantic Treaty Organization (NATO) of which Turkey is a member (Ministry of National Education [MoNE], 2006), is also the official language in more than 50 countries and approximately 85% of international organizations use English

as the official language (Alptekin, 2005). According to recent United Nations statistics, there are approximately 450 million native speakers of English and 1.7 billion non-native speakers all around the world (Candel-Mora, 2015). What is to add, most of the scientific meetings, conferences, symposiums and the like are held in English and most of the (approximately 2/3) literature in the various fields of science and technology are in English and at least half of the business meetings and agreements, and international trade are done in English (MoNE, 2006). Judging by these facts and considering Turkey's endeavors to enter European Union as a permanent member that necessitates a shared communication tool to communicate, the importance of learning English is expected to even increase considering Turkey as a developing country in many aspects like technology, industry, tourism and trade (Tilfarlıoğlu & Öztürk, 2007). "In response to the changing economic and political situations of the country, the government has increasingly been concerned with educating its citizens who will be able to adopt and learn new language skills at different levels in their educational process" (Sarıçoban & Sarıçoban, 2012, p.40) and "the key to economic, political and social progress in today's society depends on the ability of Turkey's citizens to communicate effectively on an international level, so competence in English is a key factor in this process" (MoNE, 2013, p. ii).

These facts increase the general educational value of and demand for English, and make it an important part of the school curriculum (MoNE, 2006), especially after various cultures and societies have started to interact with each other. Thus knowing at least one foreign language has become a crucial factor in today's world, and countries have begun to revise their foreign language policies accordingly (İşisağ & Demirel, 2010). Therefore, the developments and changes applied to other curricula in order to catch up with developed countries have been applied to foreign language curriculum in Turkey as well (Cihan & Gürten, 2009). When the close history of English language teaching policies of Turkey is examined, it is recognized that foreign language curriculum has been exposed to 3 curriculum reforms since 1997. The first one came into being in 1997, the second one followed in 2005, and third one was developed in 2012.

To start with the first curriculum reform in 1997, “Turkish educational system underwent a number of fundamental changes with respect to the English teaching policy at all levels of education” (Sarıçoban & Sarıçoban, 2012, p.31). This reform increased the duration of compulsory primary education from 5 to 8 years (Akınoğlu, 2008; Akşit, 2007; Bulut, 2007; Eraslan, 2013; Gözütok, 2014; İnal, Akkaymak & Yıldırım, 2014; Sarıçoban & Sarıçoban, 2012), so it necessitated an eight-year unified curriculum (Gözütok, 2014). With this reform, English language teaching started to be offered from the 4<sup>th</sup> grade onward as a standard compulsory school subject (Kırkgöz, 2008). With this new curriculum, students started to learn a foreign language at younger ages. As stated by Kırkgöz (2005), this curriculum introduced the concept of communicative approach into English language teaching in Turkey for the first time (as cited in Kırkgöz, 2007a). However, many obstacles were encountered in the process and this curriculum couldn’t find a solution to failure in foreign language learning despite all arrangements and in-service training (Yaman, 2010). This was attributed by Kırkgöz (2005, 2007) to the fast nationwide implementation of the curriculum without careful piloting (as cited in Kırkgöz, 2008), which resulted in several unanticipated problems that would influence how teachers experienced those changes in order to formulate strategies for handling them efficiently (Kırkgöz, 2008). This reform caused a gap between current practices of teachers and the proposals recommended in the new curriculum; this curriculum, for example, necessitated the teachers who were previously using a teacher-centered traditional style to adopt a student-centered approach (Kırkgöz, 2008). However, research conducted on this curriculum revealed that the communicative language teaching did not seem to have the expected impact on teachers’ classroom practices because classroom activities were largely based on traditional methods of teaching (Kırkgöz, 2007a). That is because, the teachers continued to utilize traditional ways of teaching English. As stated by Ornstein and Hunkins (2017),

In these rapidly changing and expanding times, many educators at all levels of schooling will have to change not only their knowledge sets regarding curricula and their creation and delivery, but also their mindsets, and perhaps even their personalities (p. 257).

Depending on the research studies and particularly the one conducted by the Department of Research and Development of Education (EARGED) (2006), the second curriculum was developed in 2005 (Soğuksu, 2013). Some international studies, such as Pisa (2003), Prills (2001), and Timms-R (1999) indicated that Turkey was one of the least successful countries in language teaching (Şahin, 2007), and the justification to prepare this curriculum was declared to be Turkey's being among the bottom of the list of OECD countries in terms of international examination results such as TIMMS and PISA (Gözütok, 2014). To this connection, in the 2004–2005 academic year, the second curriculum was piloted in nine cities and 120 schools, textbooks were prepared for the trial period, and the curriculum was started to be implemented in 2005 and 2006 education period (Gözütok, 2014). The changes introduced in this curriculum were part of a government policy in response to efforts to join the EU, trying to standardize English language teaching and adapt it to EU standards (Kırkgöz, 2007a). However, this curriculum couldn't be a solution to the problems related to foreign language education, either and was criticized by researchers a lot. To illustrate, Gömleksiz and Elaldı (2011) put forward the idea that the problems of language teaching were not overcome in Turkey, likewise Arıkan (2011) expressed that Turkey's search for upgrading the quality of English language teaching is still in progress. Despite the vigorous efforts and great deal of time spent on foreign language education (Günday, 2007), Işık (2008) also stated that low foreign language proficiency level remained a serious problem.

In spite of continuing efforts at improving the effectiveness of foreign language teaching in Turkey, a significant percentage of students left school without the skills to communicate successfully in an English-language medium (MoNE, 2013), although the main purpose was to develop students' communicative competence in those curricula. Therefore, the third curriculum was developed on March 30, 2012 (Gözütok, 2014), as the Turkish education/schooling system went through another transition from the 8+4 schooling model to the new 4+4+4 model. The first four, in this model, refers to primary education; the second four refers to middle school education and the third four refers to high school education. "With the decision, numbered 69 and dated 25.06.2012, of the Chairmanship of the Board of Education,



changes were made in the weekly course schedule of primary, middle and high schools” (Kaya & Ok, 2016, p. 492). In addition, the starting age for primary school was decreased from 72 months to 60 months (Gözütok, 2014).

With respect to the English language curriculum, it adopted communicative language approach and the principles of the Common European Framework of Reference for Languages: Learning, Teaching, Assessment (CEFR), and it was put into practice in 2013-2014 academic year. As a result of this latest curriculum reform, students began to take foreign language education from the 2<sup>nd</sup> grade onward. Therefore, English language curriculum for all four education periods changed accordingly intending to solve the ongoing problems related to the students’ low foreign language proficiency.

As can be understood, Turkish educational system and curricula have recently been undergoing some changes to help students learn more efficiently. However, it does not seem to be a radical change as curriculum development does not always mean creating a totally new curriculum; rather “it starts from where the curriculum is” (Oliva, 1997, p. 40) and it means making some amendments or applying some changes. In other words, curriculum development is “a never ending process” (Oliva, 1997, p. 37) and “an open system [...which...] is a journey to be experienced with zest, not a destination to be arrived at and then stored and hoarded” (Ornstein & Hunkins, 2004, p. 18).

These curricular changes mentioned in the preceding paragraphs show that the curriculum reforms have been put into practice before these curricula have been implemented till the end. In other words, before one circle has come to an end, some changes and/or amendments have been put into practice. It would be expected to encounter a drastic curricular change once in 12 years until the end of high school, however these changes have come once in 7-8 years. Instead of changing only curriculum so rapidly, it is necessary to focus on the implementation process of the curriculum, because

Successful curriculum implementation results from careful planning, which focuses on three factors: people, programs, and processes. To implement a curriculum change, educators must get people to change some of their habits and, possibly, views. Many school districts failed to implement their programs because they ignored the people factor and spent time and money modifying only the program or process. (Ornstein & Hunkins, 2017, p. 257)

Any newly developed curriculum is put into practice due to the lacks and inefficiency of the previous curriculum, and the previous curriculum's inability to catch up with the changing and developing age and technology (Yaman, 2010). However, "no matter how desirable language policies may be, unless they are backed by the will to implement them, they cannot be of any effect" (Bamgbose, 2003, p.428), because teachers' resistance to change is one of the most important obstacles hindering a curriculum's success (Ornstein & Hunkins, 2017):

Often, teachers have not been able or willing to keep up with scholarly developments. They have not stayed abreast of the knowledge explosion, which would allow them to feel committed to curriculum change and the implementation of new programs. Teachers frequently view change as simply signaling more work—something else to add on to an already overloaded schedule for which little or no time is allotted (p. 266).

In addition, "teachers' understandings of the principles of an innovation and their background training play a significant role in the degree of implementation of a curriculum innovation" (Kırkgöz, 2008, p. 1860). Therefore, teachers' perceptions of a new curriculum, their characteristics, their will to implement a new curriculum, and their proficiency and/or capacity to implement it should be investigated in detail. In addition to teachers, the influence of other variables including students, schools and education system are to be examined before any curricular change.

Any curriculum might have merit in itself, but their worth to a group of differing people and/or an institution influenced by it usually causes a question mark, because "there are too many gray areas in education and too many human variables that we cannot control for and plan for in advance" (Ornstein & Hunkins, 2004, p. 12) and "it is only when students learn and understand the curriculum and gain knowledge and power to use it that the curriculum has actual worth" (Ornstein & Hunkins, 2004, p.

99). Therefore, much research is needed to identify what happens in English language classrooms in Turkey so that further action can take place to improve the quality of teaching and learning (Arıkan, 2011) and thus make judgments about the worth of a newly developed curriculum and propose necessary suggestions for a desirable revision at the very beginning.

## **1.2. Purpose of the Study**

As the receding paragraphs indicated, the middle school English language curriculum developed in 2012 needs continuous evaluation studies to see the influence of those changes on the success of attaining the intended aims, goals, and objectives in order to “improve the program under scrutiny” (Pepper & Hare, 1999, p. 355). To this connection, the purpose of the present study was to evaluate the middle school English language curriculum developed in 2012 in parallel with CEFR utilizing Stake’s countenance evaluation model as the curriculum evaluation framework.

Utilizing Stake’s countenance evaluation model as the framework, it was aimed to evaluate both the theoretical by investigation of teachers’ views about the theoretical curriculum design and empirical aspects of the curriculum. In other words, with this model, it was intended to investigate the variables available before the implementation of the curriculum which refer to the antecedents; the overall implementation of the curriculum which refer to transactions; and finally the expected success in terms of attainment of the objectives which refer to outcomes in this model. Furthermore, it was aimed to find out whether this curriculum was implemented as planned by comparing those observed antecedents, transactions and outcomes with the antecedents, transactions and outcomes suggested in the curriculum which could also bring to light the influence of the observed antecedents and transactions on the observed outcomes. In this way, the overall purpose was to find out whether the outcomes observed at the end of the curriculum implementation resulted from the theoretical curriculum or the way it was implemented. To this

connection, the following research questions and their corresponding sub-questions were formulated:

1. What are the teachers' views about the middle school English language curriculum as a whole?

2. What antecedents, transactions and outcomes were observed before, during and at the end of the implementation of the middle school English language curriculum in grades 5 through 8?

2.1. What antecedents were observed before the implementation of the middle school English language curriculum in the 5<sup>th</sup>, 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grade classes?

2.2. What transactions were observed during the implementation of the middle school English language curriculum in the 5<sup>th</sup>, 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grade classes?

2.3. What outcomes were observed after the implementation of the middle school English language curriculum in the 5<sup>th</sup>, 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grade classes?

3. What is the influence of observed antecedents and transactions on the observed outcomes in the 5<sup>th</sup>, 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grade classes?

### **1.3. Significance of the Study**

Aiming to evaluate the middle school English language curriculum developed in 2012, the present study is significant in several ways as explained in the following paragraphs.

First and foremost, as program development is a systematic process (Erdoğan, Kayır, Kaplan, Aşık-Ünal & Akpınar, 2015; Oliva, 1997, p. 37; Ornstein & Hunkins, 2004), the findings of the present study conducted on the curriculum and its operation are expected to contribute greatly to the program development process of English language teaching policy in Turkey.

As mentioned above, the middle school English language curriculum has been developed based on the principles of Common European Framework of Reference for Languages. To this connection, the present study is expected to present valuable findings with respect to the implementation process and success of the curriculum in Turkey which can be compared with the similar curricula in other countries.

Like most of the evaluation studies, the findings of the present study are expected to help decision makers to take actions to make this curriculum work better in order to help the attainment of the intended outcomes. In other words, the present evaluation study, conducted to find out whether the intended outcomes have been achieved as one of its purposes, has been planned to arrive at some suggestions with respect to the ways to better this curriculum.

The related literature reveals that there has been focus on either three, two or one grade level in a single study. The present study is unique in that it is expected to obtain valuable and various data about the operation of the latest curriculum developed in 2012 in four grade levels (5<sup>th</sup>, 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup>) in one study for the first time. To this connection, it gives a more holistic perspective on this four-year curriculum.

The related literature reveals that the frequently used research design is survey which mainly makes use of similar questionnaires to obtain data. The present study is one of the unique evaluation studies in that it utilized a mixed-methods design. With this design, it was possible to make use of triangulation in terms of data collection instruments which strengthened the validity of the study. To this connection, observation forms, a questionnaire, an attitude scale, achievement tests, semi-

structured interviews and focus group interviews for in-depth evaluation of the curriculum were developed and conducted by the researcher.

The related literature has found out repeatedly similar problems, as a contribution to the literature, the present study is expected to find out the reasons behind the problems encountered during the implementation of the curriculum if any. In other words, the present study aims to find out the possible relationship between the variables encountered before and during the implementation process of the curriculum and outcomes of the curriculum.

The present study is expected to obtain valuable data to show whether the failure in foreign language education results from the curriculum itself or its actual operation as “the test of good theory is whether it can guide practice” (Ornstein & Hunkins, 2017, p. 33). To this connection, the present study is unique in that it evaluated both the merit and the worth of this curriculum as the previous studies have evaluated either the merit or worth of the curriculum.

Last but not the least, the present study can be cited as an example of how to use Stake’s countenance model as the evaluation framework for other currently developed curricula.

#### **1.4. Definition of the Terms**

*Middle School English Language Curriculum* is the curriculum prepared in accordance with CEFR for the 5<sup>th</sup>, 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> grade levels.

*Curriculum Evaluation* is the process of determining the merit, worth, or value of the evaluand (Scriven, 2007) in the present study.

*Evaluand* refers to the thing being evaluated (Scriven, 2007).

**Merit** is the term referring to the intrinsic value of evaluands (Scriven, 2007). For example, the merit of researchers lies in their skill and originality. Regarding curriculum, every curriculum has a value or merit in itself depending on some theories or philosophical stances. Therefore, merit is almost stable as it is context-free (Lincoln & Guba, 1980). Merit, in the present study, means the theoretical soundness of the middle school English language curriculum in terms of its intended objectives, content, teaching and learning processes, and assessment methods and techniques. The problems found with respect to these components will be used to question the merit of this curriculum.

**Worth** refers to extrinsic or system-related value, the worth of researchers to an institution which employs them might include the income they generate through grants (Scriven, 2007). With respect to curriculum, a curriculum can have merit itself, but it can be thought to be worthwhile only if it can manage to enable the students to attain the specific objectives. As put forward by Lincoln and Guba (1980) worth can be determined only in relation to an actual context which means that the value of an evaluand will be variable in terms of its worth depending on its use in different contexts or at different times. If, the present study shows that the students have attained the intended objectives, it will be possible to say that the curriculum has worth, if not, the opposite can be put forward.

**Contingency** refers to the dependencies between some variables. In Stake's evaluation model, it is aimed to find out the dependency of outcomes on antecedents and transactions. In other words, the mutual relationships among antecedents, transactions, and outcomes are intended to be analyzed.

**Congruence** is the term referring to coherence. In Stake's evaluation model, congruence is used to find out the consistence between the planned curriculum and the implemented curriculum.

**Antecedents** are entry behaviors (Ornstein & Hunkins, 2004) and prerequisites (Ornstein & Hunkins, 2017) which refer to any conditions that exist prior to teaching

and learning that may influence outcomes (Fitzpatrick, Sanders & Worthen, 2004; Gredler, 1996; Ornstein & Hunkins, 2017) before the curriculum is run (Wood, 2001). In the present study, they refer to the characteristics of the students who are influenced by the curriculum, the characteristics of the teachers who are implementing the curriculum, the characteristics of the school where the curriculum is implemented, and the theoretical characteristics of the curriculum design.

**Transactions** refer to the process of teaching and instruction (Ornstein & Hunkins, 2004) which consists of the many encounters occurring between students and teachers, parents and teachers, students with students, and others (Gredler, 1996). In the present study, transactions refer to all that is experienced and that is not experienced throughout the instructional process. In other words, they refer to the actions of both the students and the teachers.

**Outcomes** refer to the products of the curriculum such as achievement, attitudes and motor skills (Ornstein & Hunkins, 2004). They are also concerned with the impacts of a curriculum on teachers, administrators, counselors, and others (Gredler, 1996). In the present study, they refer to the students' proficiency in listening, speaking, reading, and writing skills.



## CHAPTER 2

### LITERATURE REVIEW

This chapter is about literature review which contains information about curriculum, curriculum evaluation, curriculum evaluation models, Stake's countenance evaluation model, studies which have utilized Stake's model, middle school English language curriculum, evaluation studies that have been conducted on the fifth, sixth, seventh and eighth grade English language curriculum and summary of the literature review.

#### 2.1. Curriculum

Depending on their philosophies; the time they lived; the people, thinkers or theories by whom they were influenced; all the researchers or theorists of curriculum seem to have proposed some different and at the same time similar ideas or views on education in general and curriculum in particular. However, their overall and distinct aim is the same: to foster learning but in different ways.

Based on the huge literature on the term curriculum, it can be put forward that the only absolute (what does not change) is the notion of change. In other words, there is always change and differences. The change mainly results from the varieties in people's philosophy, the specific time when the curriculum has been developed and the specific context where it is implemented. Therefore, it is very difficult to develop a comprehensive curriculum theory that can be used any time regardless of time and anywhere regardless of specific contexts which is not a problem but a prosperity as nothing seems to stay stable in the world.

In the world of education, many professionals such as Dwayne Heubner "ascribed ambiguity and a lack of precision to the term "*curriculum*" and Elizabeth Vallance

has suggested that “the curriculum field is by no means clear; as a discipline of study and as a field of practice, curriculum lacks clean boundaries” (as cited in Oliva, 1997, p. 2). “Most [of curriculum theorists] have offered not a conclusive definition but a stipulative or a working definition” (Portelli, 1987, p. 356).

Due to the variety in people’s philosophy, people have defined curriculum in different ways focusing on different components of a curriculum. To illustrate, Bobbit mainly focused on the needs (which he called shortages at the time) of individuals for survival in life; Tyler concentrated on the society, the learner, the subject matter and the objectives (Ornstein & Hunkins, 2017); Dewey elaborated on a democratic curriculum for a democratic society, and Schwab (1983) suggested the following conception of curriculum:

Curriculum is what is successfully conveyed to differing degrees to different students, by committed teachers using appropriate materials and actions, of legitimated bodies of knowledge, skill, taste, and propensity to act and react, which are chosen for instruction after serious reflection and communal decision by representatives of those involved in the teaching of a specified group of students who are known to the decision makers (as cited in Dillon, 2009, p. 343).

Based on Shwab’s definition of curriculum, Dillon (2009) truly concludes that it is the questions we ask and the answers we seek that shape our conception of curriculum, which, in a sense, results in unavoidable subjective curriculum theories that hinders a comprehensive curriculum theory. In parallel with Dillon (2009), Young (2013) suggests that the questions a curriculum theory addresses have “no once and for all answers; societies change, so every generation has to ask those questions again” (p. 101) and as a result the answers will be different from the past.

Despite all these differences with respect to various curriculum definitions mentioned above; however, each curriculum has goals/objectives, content and therefore methods and techniques to teach, because “a curriculum without content is no curriculum. A curriculum without experiences cannot be delivered or encountered

by students. And a curriculum without a planned environment cannot be implemented by teachers” (Ornstein & Hunkins, 2004, p. 232).

Based on all these differing ideas, curriculum can be defined as a flexible plan, prepared by a team consisting of teachers, policy makers, subject matter specialists, curriculum specialists, supervisors, sociologists, psychologists, evaluation specialists, that gives answers to the questions starting with when, where, why, how, and to whom what is going to be taught under the guidance of teachers.

The question marks, here, seek answers to the components of curriculum including objectives, subject matter (content), the learners, the learning environment, the time of practice, and the instructional process.

In this definition, flexible is crucial and it has reference to different variables and differing ideas. To illustrate, it means that the curriculum is an unfinished product as there will always be some unavoidable changes/development applied in order to improve it towards the better. In this respect, curriculum creation is a matter of continuous decision making process. Secondly, it refers to the individual differences regarding needs, interests and experiences which are often prone to change. Thirdly, it suggests use of various instructional strategies, methods and techniques depending on individual differences, and the changing world as a whole.

To wrap up, the curriculum is a dynamic field, therefore this field does not aim to provide precise answers, but to increase the understanding of its complexities (Ornstein & Hunkins, 2017). To this connection, it is quite natural to come across differing definitions now and in the future.

Each and every curriculum is exposed to evaluation in order to make it more effective, because “educators query whether the curricular content and experiences initially considered are worthy of the effort” (Ornstein & Hunkins, 2017, p. 292) to find out whether the curriculum is producing the desired and intended results which can give information about the strengths and weaknesses of the curriculum as well.

Similar to the differing views on what curriculum is, “definitions of [curriculum] evaluation vary” (Ornstein & Hunkins, 2017, p. 294), so it possible to come across various views about what curriculum evaluation is as explained in the following paragraphs.

## **2.2. Curriculum Evaluation**

One of the rare subjects on which there is consensus among everyone involved in the field of curriculum studies is that curriculum evaluation is kind of vital for curriculum development, implementation and maintenance (Ornstein & Hunkins, 2017). However, that seems to be the end of agreement when it comes to defining what evaluation is and as a result the way curriculum evaluation is defined has changed through the years (Ornstein & Hunkins, 2004). To this connection, there are many definitions of curriculum evaluation in literature as presented below.

It was originally conceptualized by Tyler (1949) as an essential process to curriculum development for determining the extent to which the curriculum had achieved its stated goals or identifying strengths and weaknesses in the Eight Year study in 1932 (Gredler, 1996). Since then, different definitions have come out as seen in the following paragraphs.

Ornstein and Hunkins (2004) define it as a process that is made in order to gather and interpret data for deciding to accept, change or eliminate something in curriculum in order to go further for worthy issues of content and learning experiences, and assess students’ learning compared to intended learning outcomes. The purposes include determination of the extent to which the desired results were reached, assessment of students, teachers and parents for improvement, decision making for managers, determination of strengths and weaknesses of the curriculum before implementation, effectiveness of its delivery, comparison of the successes and failures with other similar national and international curricula.

Gredler (1996) explains that evaluation is the process of systematic data collection, gathering information to help decision making process. Evaluations can be carried out to make several decisions about commercial products, works of art, human services, individuals, facilities, and equipment in education, public and nonprofit sectors, business and industry.

According to Fitzpatrick, Sanders and Worthen (2004), evaluation refers to judging the value of something. Broadly defined, it is the identification, clarification, and application of some reasonable criteria to determine an evaluand's value with respect to some criteria. Value, in itself, has two aspects: merit and worth (Fitzpatrick, Sanders & Worthen, 2004). They have some different characteristics referring to valuing an evaluand which is simply the thing being evaluated (Scriven, 2007). Many researchers in this field concentrate some focus on the distinction between these two aspects of valuing as presented in the following paragraphs.

As stated by Lincoln and Guba, (1980), these two terms are sometimes used as synonymous terms, and, at the other extreme, they are often taken as completely independent. Among these researchers and scholars mentioned above, Ornstein and Hunkins (2004) relate merit to "the degree to which something is accomplished or the degree of success some person or curriculum or activity has in light of some preset standards" (p.328). On the other hand, they think that, worth "relates to whether the performance of a person or the impact of some curriculum or activity is important in relation to the values implicit or explicit in one's philosophical stance" (p.328). According to Scriven (2007), value judgment refers to determining and judging the merit, worth, or value of something. He defines merit as the intrinsic value of evaluands, as opposed to extrinsic or system-related value/worth; the merit of researchers, for example, lies in their skill and originality, whereas their worth (to the institution that employs them) might include the income they generate through grants, fame, etc. As suggested by Scriven (2005), experimental designs, for example, have their own merit or value which is accepted by everyone, whereas hypotheses and theories to evaluations of the worth of research proposals may change depending on individuals. In other words, the designs have their own

characteristics which refer to their merit, but it depends on an evaluator to deem them as worthwhile or not in relation to their use for an evaluator's philosophy or purposes. Therefore, "Merit [...] is context-free, but worth can be determined only in relation to an actual context" (Lincoln & Guba, 1980, p. 61). Because of this difference, we can say that the value of an evaluand in terms of its merit will be "almost stable whereas the value will be variable in terms of its worth depending on its use in different contexts or at different times. As stated by Lincoln and Guba (1980), "Change the context and you change the worth" (p. 64).

In spite of all those differing views, the primary emphasis of an evaluator is to obtain and then provide information which can be used while making decisions about a particular curriculum by conducting research. In other words, evaluation is a systematic component of education in order to collect descriptive and informative data both inside and outside the classroom to make not only judgments about but also improvements in the curricula.

As stated by Fitzpatrick, Sanders and Worthen (2004), evaluation is "a maturing profession" (p.36). In this sense, it is always open to developments and new insights as nothing stays stable in this world of technology that is exposed to new developments each and every day.

As aforementioned, there are various definitions of curriculum due to different aims and philosophies, which in turn has led to different curriculum evaluation definitions. Based on those differing ideas about what curriculum and curriculum evaluation are, many curriculum evaluation models have emerged as presented in the following paragraphs.

### **2.3. Curriculum Evaluation Models**

Fitzpatrick, Sanders and Worthen (2004) state that the many evaluation models that have emerged since 1965 range from comprehensive prescriptions to checklists of suggestions; some authors opt for a systems approach, while others think that

evaluation is just the process of identifying and collecting information to help decision makers, while some others think of evaluation to be synonymous with professional judgment, where judgments about a curriculum's quality are based on opinions of experts in the area.

When the literature on curriculum evaluation is examined, it is realized that the many curriculum evaluation models, which prove to be helpful and useful in guiding the management of data collection and analysis (Wood, 2001) have been put under different categories by different researchers from different countries. These classifications/categories have been made based on 2, 3, 4, 5, 6 and more criteria (Uşun, 2016). To illustrate, Gredler (1996), McNeil (2006), and Oliva (2009) used 2 categories; Townsend (2003), Vissser (2003) and Carter (2002) utilized 3 categories; Payne (1994) used 4 categories; Fitzpatrick, Sanders and Worthen (2004) used 5 categories; Herman, Morris and Fitz-Gibbon (1987) used 9 categories; Farmer (1997) used 18 categories; and Stufflebeam (1999) used 22 categories (Uşun, 2016). Some classifications have been made in Turkey as well. To illustrate, Uşun (2016) collected 35 evaluation models under 14 categories, while Yüksel and Sağlam (2014) used 5 categories while classifying the evaluation models. Some of these classifications, and the corresponding models are touched upon in the following paragraphs.

To start with Fitzpatrick, Sanders and Worthen (2004), they grouped the evaluation models under 5 categories depending on the purpose of evaluation. These categories are objectives oriented evaluation approach which includes the Tylerian Evaluation Approach, Metfessel and Michale's Evaluation Paradigm, and Provus's Discrepancy Evaluation Model; management oriented evaluation approach which includes the CIPP Evaluation Model, and The UCLA Evaluation Model; consumer oriented evaluation approach which includes Scriven's concerns and checklists; expertise oriented evaluation approach which includes formal professional review systems, informal professional review systems, ad hoc panel reviews, funding agency review panels, blue-ribbon panels, ad hoc individual reviews, and Eisner's educational connoisseurship and criticism; and participant oriented evaluation approach which

includes Stake's Countenance Evaluation Model, Stake's Responsive Evaluation Model, Naturalistic Evaluation, Participatory Evaluation Model, Utilization-focus Evaluation, and Empowerment Evaluation. The models having features of objectives oriented evaluation approach specify the purposes of some activity, and then evaluation is planned to focus on the extent to which those purposes are achieved (Fitzpatrick, Sanders & Worthen, 2004). The models having features of management oriented evaluation approach aim to serve the information needs of decision makers (Fitzpatrick, Sanders & Worthen, 2004). The models having features of consumer oriented evaluation approach aim to evaluate educational or other human services product including "curriculum packages, workshops, instructional media, in-service training opportunities, staff evaluation forms or procedures, new technology, software and equipment, educational materials and supplies, and even services to agencies" (Fitzpatrick, Sanders & Worthen, 2004, p. 21). Expertise oriented evaluation approach recommends "professional expertise to judge an institution, program, product, or activity" (Fitzpatrick, Sanders & Worthen, 2004, p. 112). Participant oriented evaluation approach deems the purpose of evaluation as an activity to portray the multiple needs, values, and perspectives of the stakeholders affected by the curriculum including teachers, students, parents in order to make judgements about the value of the curriculum being evaluated (Fitzpatrick, Sanders & Worthen, 2004).

The other classification of these curriculum evaluation models was made by Gredler (1996) with different criterion on his mind. Gredler (1996) collected the models under two categories as the utilitarian-oriented approach and pluralist approach. These two different orientations toward curriculum evaluation emerged in 1970s and each viewed the task of evaluation from a different point or perspective. The utilitarian-oriented approaches, including Provus Discrepancy model, the CIPP model, Stake's Countenance Evaluation Approach, and Scriven's Goal-free Perspective, believed the function of evaluation to be that of "providing judgmental information about curriculums to key decision makers" (Gredler, 1996, p. 11). Therefore "the evaluation is structured by the decisions to be made" (House, 1978, p. 4). On the other hand, the approaches including the judicial/adversarial models,



Eisner's educational connoisseurship and criticism approach, Stake's responsive evaluation perspective which are the examples of Pluralist Approach deem the primary task of the evaluation to be that of collecting information about the changing experiences and interactions occurring in a curriculum (Gredler, 1996). In contrast to the utilitarian-oriented group working for key decision makers, this group aims to convey obtained information to serve everyone affected by or associated with a curriculum including teachers, students, and parents as well (Gredler, 1996).

Lastly, the classification made by Yüksel and Sağlam (2014) address to 5 categories similar to the classification of Fitzpatrick, Sanders and Worthen (2004). These categories are objectives oriented evaluation approach and models which includes the Tylerian Evaluation Approach, Metfessel and Michale's Evaluation Paradigm, Provus's Discrepancy Evaluation Model, and Scriven (1972) evaluation model; management oriented evaluation approach and models which includes the CIPP Evaluation Model, and The UCLA Evaluation Model; expertise oriented evaluation approach and models which includes formal professional review systems, informal professional review systems, ad hoc panel reviews, funding agency review panels, blue-ribbon panels, ad hoc individual reviews, and Eisner's educational connoisseurship and criticism; consumer oriented evaluation approach and models which includes checklists of Scriven (1967); and participant oriented evaluation approach and models which includes Stake's Countenance Evaluation Model, Stake's Responsive Evaluation Model, Naturalistic Evaluation, and Participatory Evaluation Model. The characteristics of these categories are the same as the ones suggested by Fitzpatrick, Sanders and Worthen (2004). In addition to these models, Yüksel and Sağlam (2014) put the Analytic Curriculum Evaluation Model recently developed by Demirel (2006) under participant oriented evaluation approach and models. This model focuses on two basic components (Demirel, 2012; Yüksel & Sağlam, 2014). The first component is the analysis of the written documents on the curriculum, while the second component is composed of the views belonging to the ones influenced by the curriculum (Demirel, 2012; Yüksel & Sağlam, 2014).

As stated by House (1978), all models are based on some theoretical assumptions, so it is not possible to come up with only one single model due to the diversity in understanding and focus of curriculum evaluation. As Erden (1995) states, researchers can choose the most appropriate model in terms of their purposes and conditions among the existing curriculum evaluation models or they can develop a new one making use of the existing ones.

The evaluation model selected for this study is Stake's Countenance Evaluation Model. The reasons behind this selection and further information about this model is presented in the following paragraphs.

#### **2.4. Stake's Countenance Evaluation Model**

In this study, Robert Stake's countenance evaluation model, which was originally formulated for curriculum studies in the late 1960s (Deepwell, 2002), was utilized. This model is classified as an example of evaluation models having a utilitarian approach by Gredler (1996), while Fitzpatrick, Sanders and Worthen (2004) classify it as an example of participant oriented evaluation approach. A further classification is made by Ornstein and Hunkins (2017) who put it under the scientific-modernist evaluation models.

No matter how it is classified, its purpose does not change at all that is it simply "contrasts what is planned and what has occurred" (Ornstein & Hunkins, 2004, p. 342) like the program definition and installation stages of Provus model which identifies the extent to which the implemented curriculum matched the intended curriculum (Gredler, 1996). What is added to Provus model is the examination of the dependencies (contingencies) of outcomes on transactions and antecedents (Fitzpatrick, Sanders & Worthen, 2004; Gredler, 1996). In other words, "one category is expected to lead to observable and/or measurable variable in another category" (Ornstein & Hunkins, 2004, p. 342).

According to Stake, the two acts of evaluation are description and judgement: the two countenances of evaluation (Fitzpatrick, Sanders & Worthen, 2004; Wood, 2001) and he created an evaluation framework to help the evaluators organize data collection and make interpretations (Fitzpatrick, Sanders & Worthen, 2004; Wood, 2001).

In establishing a structure for such an evaluation, Stake developed a “matrix” system whereby the intents, observation, standards and judgments of a program would be developed in three data categories chronologically labelled as antecedents, transactions and outcomes (Todd, 1992). The terms antecedents, transactions and outcomes are explained in more detail in the following paragraphs.

*Antecedents:* They are called entry behaviors (Ornstein & Hunkins, 2004), background conditions (Stake, 1967) and inputs by some evaluators (Gredler, 1996) which refer to any conditions that exist prior to teaching and learning that may influence outcomes (Fitzpatrick, Sanders & Worthen, 2004; Gredler, 1996; Ornstein & Hunkins, 2017, Stake, 1967) before the curriculum is run (Wood, 2001). They include characteristics of the students prior to their lessons (Fitzpatrick, Sanders & Worthen, 2004; Gredler, 1996; Ornstein & Hunkins, 2004; Woods, 1988) such as student aptitudes, prior experiences (Stake, 1967), “previous achievement scores, psychological profile scores, grades, discipline, and attendance” (Ornstein & Hunkins, 2017, p. 307). They also include teacher characteristics such as years of experience, type of education, and teacher behavior ratings (Ornstein & Hunkins, 2017) and characteristics of the schools.

*Transactions:* The transactions, the classroom activities (Stake, 1967) referring to the process of teaching and instruction (Ornstein & Hunkins, 2004), are the many encounters occurring between students and teachers, parents and teachers, students with students, and others (Gredler, 1996; Stake, 1967). They are the interactions the students have with certain curriculum materials and classroom environment dealing with time allocation, space arrangements, and communication flow (Ornstein &

Hunkins, 2004). Examples include the presentation of a film, a class discussion, the working of a homework problem, an explanation on the margin of a term paper, and the administration of a test (Stake, 1967). In contrast to antecedents and outcomes which are static, transactions are dynamic (Gredler, 1996; Stake, 1967).

*Outcomes:* They refer to the products of the curriculum such as achievement, attitudes and motor skills (Ornstein & Hunkins, 2004). They are also concerned with the impacts of a curriculum on teachers, administrators, counselors, and others (Gredler, 1996).

These data are mainly used to describe the curriculum. There are two principal ways of processing descriptive evaluation data for any educational program: (1) finding the contingencies among antecedents, transactions, and outcomes; and (2) finding the congruence between intents and observations (Stake, 1967) as shown in Figure 2.1.

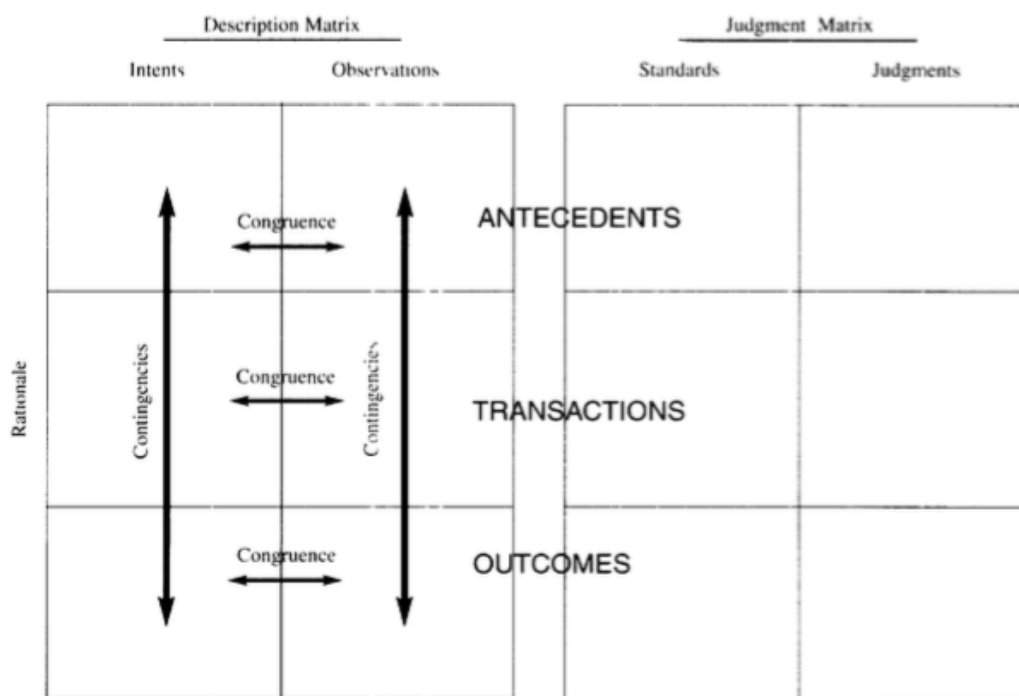


Figure 2.1. Stake's layout of statements and data to be collected by the evaluator of an educational program (Source: Fitzpatrick, Sanders & Worthen, 2004).

Intents refer to the planned-for environmental conditions, the planned-for demonstrations, the planned-for coverage of certain subject matter, etc., as well as the planned-for student behavior; while observations refer to what actually happens (Stake, 1967). Contingency refers to the dependence of outcomes on antecedents and transactions. In other words, it is the relationship among antecedents, transactions, and outcomes. Congruence means coherence; one of the aims, in this model, is to examine the congruence/the match between what was planned (the intents) and what actually happens (the observations).

In a study utilizing this model, an evaluator starts by looking at the intents, which are the planned-for conditions and behaviors (Wood, 2001), then various data are collected to observe these intents. Next, the evaluator analyzes these data to examine the congruence between intents and observations. The data for a curriculum are congruent if what was intended actually happens, and to be fully congruent the intended antecedents, transactions, and outcomes would have to come to pass (Stake, 1967). Afterwards, the evaluator examines the contingency of outcomes on antecedents and transactions. Then, the evaluator makes public the standards by which the effectiveness of the curriculum is to be judged (Arnold, 1990). Before making a judgment; however, the evaluator determines whether or not each standard is met and unavailable standards must be estimated (Stake, 1967). Finally, judgements are made by applying standards to the descriptive data (Fitzpatrick, Sanders & Worthen, 2004). According to Fitzpatrick, Sanders and Worthen (2004) who summarizes characteristics of the process of evaluation utilizing this model, the evaluator

- (1) provides background, justification and description of the program rationale;
- (2) lists intended antecedents (inputs, resources, existing conditions), [intended] transactions (activities, processes), and [intended] outcomes;
- (3) records observed antecedents, [observed] transactions, and [observed] outcomes (including observations of unintended features of each);
- (4) explicitly states the standards (criteria, expectations, performance of comparable programs) for judging program antecedents, transactions, and outcomes; and
- (5) records judgments made about the antecedent conditions, transactions, and outcomes. (p. 134-135)

The major strength of this approach is that the processes of educational curricula as well as their products could be evaluated with this model (Arnold, 1990). To this connection, this framework or evaluation model include “the conceptual framework for the program [...], and the causal links between program activities and intermediate outcomes” (Gredler,1996, p. 52). What is to add, assessing the contingency and congruence of an educational program is useful when the program fails to attain the desired goals, because using this model, it is possible to distinguish the failure due to lack of logical contingency in the conceptual model from the failure due to lack of congruence between the curriculum design and actual operation (Shapiro, 1985). Suchman (1976) labels the lack of logical contingency as “theory failure” and the lack of congruence as “program failure” (as cited in Shapiro, 1985). Theory failure occurs when the program is based on an invalid theory of operation whereas program failure occurs when the implemented program does not reflect the underlying theoretical model (Shapiro, 1985).

Depending on the results of an evaluation study, a policymaker would either have to develop a new program (i.e., conceptual model) to attain the given goals or modify the goals in terms of feasible outcomes for a given conceptual program model; program failure, in contrast, does not imply the need to modify program conceptualization or goals; rather, the problem is one of implementation (Shapiro, 1985).

Stake (1967) suggests the evaluators to answer the following questions before attempting to use this model in order to make their evaluations more deliberate and more formal:

1. Is this evaluation to be primarily descriptive, primarily judgmental, or both descriptive and judgmental?
2. Is this evaluation to emphasize the antecedent conditions, the transactions, or the outcomes alone, or a combination of these, or their functional contingencies?
3. Is this evaluation to indicate the congruence between what is intended and

what occurs?

4. Is this evaluation to be undertaken within a single program or as a comparison between two or more curricular programs?
5. Is this evaluation intended more to further the development of curricula or to help choose among available curricula?

Regarding the present evaluation study as answers to those questions, (1) it was planned to be both descriptive and judgmental; (2) it was aimed to emphasize the three data categories and their functional contingencies; (3) it was aimed to examine the congruence between what was intended and what actually occurred; (4) it was undertaken within a single curriculum; (5) it was intended to further the development of the curriculum under investigation.

## **2.5. Research Studies Utilizing Stake's Countenance Evaluation Model**

The studies utilizing Stake's Countenance Evaluation Model as the evaluation framework were divided as the ones conducted abroad and the ones conducted in Turkey. These studies are presented under the two headlines below.

### **2.5.1. Studies Conducted Abroad**

Chertow (1970) aimed to evaluate a pilot three-week graduate seminar in Community Development, offered as part of the Syracuse University Graduate Program in Adult Education during the summer of 1970. The study is also an attempt to illustrate how Stake's Countenance Model can be utilized in a course for adults. Sample consisted of 7 participants. Data were collected through daily notes taken by the students, instructor's summative questionnaire mailed to the students, interviews with students, term papers. The findings indicated in designing an evaluation framework, Stake's concept of rationale, inputs, transactions, and outcome furnish a useful organizing principle. Further findings revealed complete congruence between the intended and observed antecedents in terms of teacher, students, materials,

administrative and support staff; the instructional process referring to transactions ran as planned; three of the students fulfilled the teacher's expectations, while four of them failed in some aspects. The reason behind this failure was attributed to skill development, as well as the application of decision-making concepts and processes. The instructor concluded that more participatory activity, such as the well-received role-playing and force-field analysis sessions, would help to better fulfill this goal in the future.

Kesten and Burgess (1985) conducted a research to evaluate the impact of live television transmissions added to the distance education system provided by university of Regina. The evaluation mainly focused on the system delivery of this TV Project utilizing a modification of Stake's Countenance Evaluation Model as only description matrix was used aiming to compare the off-campus delivery of the classes to on-campus classes. Achievement was seen as the level of grades achieved in this class. Four instructors, 33 off-campus and 31 on-campus students participated in the study. Data were collected through questionnaires, interviews, document analysis and observations. Findings revealed that the project was successful in that students attained the objectives; their needs were met, while the problems encountered and weaknesses detected included the limited telephone communication system, slow and late feedback, and some inappropriate educational materials.

Shapiro (1985) aimed to evaluate a worksite program in health science and medicine utilizing Stake's Countenance Evaluation Model. Among one hundred and five high school students who applied for the program, the top 70 scorers admitted to the program were the sample for this study. Data with respect to antecedents were collected when students applied for the program, observation forms were used to gather data regarding transactions, the list of intended activities with space to indicate whether or not the activity was observed and with what frequency. The instrument also had space to record observed activities that were not part of the statement of intents. Data related to the outcomes were collected through a questionnaire about the objectives and their attitudes towards careers in health science, mathematics, medical service, and medical science. The findings revealed



that although the program as intended was almost fully implemented, Career Awareness worksite program basically failed to attain the expected program outcomes. In other words, the failure was found to be the theoretical program. Then, an inspection of the contingency in the intents column was conducted to identify where the theoretical problems existed and the intended transactions were found to be inappropriate for the intended program outcomes. After changing the intended transactions, the desired objectives were attained by the students in a subsequent career awareness program in clinics and community hospitals.

Arnold (1990) conducted an action research using Stake's Countenance Evaluation Model to examine the use of hand held calculators capable of graphics, calculus and symbolic manipulation as a means of enhancing the teaching of Mathematics at the Senior Secondary level. The group of students who participated in the project consisted of the thirteen students undertaking the Three Unit Mathematics course in 12<sup>th</sup> grade in 1989. Data collection instruments included an attitude scale, as pre and post-test, to learn about (1) general attitude towards Mathematics, (2) knowledge of the applications of Mathematics, (3) attitudes towards problem solving, and (4) perceptions as to the place of Mathematics in their futures; observation forms; a standard evaluation report sheet filled by students; interviews with students; and open-ended assessment tasks. The findings revealed that such tools can bring about improvements in concept understanding, attitudes towards the subject and confidence in students' abilities in this regard.

Pepper and Hare (1999) used a modification of Stake's Countenance Evaluation Model to evaluate the Senior Block Field Experience Program at Mississippi State University during the Spring semester in 1997. All groups of persons who directly or indirectly worked with the Block program or its teacher education students were included in this evaluation. The Block students, the university Block faculty, the graduate assistants working with the Block, the West Point School District teachers who worked with Block students in the Fall of 1996 and Spring of 1997, the student teachers who participated in the Block in the Fall 1996, their university supervisors,

and their elementary supervising teachers were asked if they volunteered to participate. Totally, 185 participants returned the questionnaires and 58 participants were interviewed. Data were collected through various instruments including interviews, questionnaires, direct observations, documentation, evaluation instruments. Descriptive statistical techniques such as means, standard deviations, frequencies and percentages were used to analyze the quantitative data, while qualitative data were classified according to themes. According to the findings with respect to antecedents, the problems were found in staffing practices, the structure of the Block, budgetary concerns and lack of time to adequately cover the necessary material. The findings with respect to the transactions phase indicated the weaknesses regarding the faculty's lack of collaboration and communication in relation to assignments, instruction, and assessments; a lack of collaboration and communication with other, non-Block faculty in the department and a lack of coordination with respect to courses was also identified. The findings regarding the outcomes component revealed that the Block students were not able to use a variety of instructional strategies in the classroom for the development of critical thinking and problem solving skills, which is a main purpose for methods course instruction despite of many strengths that students in the Block program demonstrated. The failure was attributed to the findings with respect to the antecedents and transactions components.

Wood (2001) aimed to evaluate an environmental education professional development course using Stake's Countenance Evaluation Model as the evaluation framework. 30 county teachers participated in the study and data were collected through a pre-test, the post-tests, a teacher opinion survey, an expert review questionnaire, attendance records, background information cards, the teacher journals, and instructor journal. The findings revealed that teachers enjoyed the course and made significant cognitive gains. Therefore, the course was found to be effective and worthy of continued implementation. The contingency analysis revealed that lack of materials affected teachers' attitudes.

Joseph (2008) used Stake's Countenance Evaluation Model as the evaluation framework to find out whether the pre-registration nursing curricula is failing newly qualified nurses by not adequately preparing them to cope with the complexities of practical skills within the clinical environment in a mixed-methods research. Participants were selected through convenience and purposive sampling methods. Data were collected through focus group interviews, individual interviews, questionnaires, and a quasi-experimental study in order to compare an experimental group of which participants acquired certain skills during their pre-registration process and a control group of which participants had not acquired those additional skills. Favorable results for the experimental group were demonstrated indicating the need to provide nurses with the additional skills before qualifying. Based on the findings, nursing curricula were suggested to be underpinned by constructive alignment theory to provide additional value to the learner, which could enable the nurses to start their occupation ready for practice.

Utilizing an adaptation of Stake's Countenance Evaluation Model, Kalman (2016) conducted a case study to examine the relationship between evaluation and needs assessment and how both processes were integrated in one project. The project involved evaluating a 10-year-old ergonomics course, which aimed to reduce or eliminate on-the-job injuries. Stake's countenance framework was modified to consider both instructional and performance issues in the research design. Data collection instruments included observation forms, focus groups with past course attendees who were ergonomic committee members, interviews with ergonomic teams in manufacturing plants, and reviews of course materials and other related documents. The findings revealed the overlap between the needs assessment and evaluation processes. They also addressed how these labels could limit perception of the system of interest, the importance of adapting the research design to take advantage of naturally occurring organizational events, the value of integrating both needs assessment and evaluation perspectives, and the importance of differentiating evaluation and needs assessment recommendations.

Fatima, Malik, Abid and Nayab (2016) aimed to evaluate the performance of children with deafness in class one who had attended an Early Childhood Special Education (ECSE) program for two years in Government Special Education Schools for Hearing Impaired Children (GSESHIC) in Punjab. The third phase of Stake's Countenance Model, outcomes, was taken for the evaluation purpose. The population of study included all 34 Government Special Education Schools for Hearing Impaired Children located in 31 districts of the Punjab province, 6,164 children with deafness enrolled in these schools, and 989 young children with deafness who had got promoted to class one after studying two years in Early Childhood Special Education program. The multi-stage sampling technique was used to select a representative sample of schools and children with deafness. At first stage, four schools for hearing impaired children were selected randomly from four districts located in four zones of the Punjab province. At the second stage, 37 (50%) children with deafness (Zone I = 12 children; Zone II = 12 children; Zone III = 7 children; Zone IV = 6 children) who had got promoted to class one after attending the ECSE program for two years were randomly selected for conducting achievement tests on reading, writing, mathematics, speech and speech reading. To measure the achievement of children with deafness after attending a two-year ECSE program, tests in reading recognition (Urdu & English), speech reading, speech, writing (Urdu & English), and mathematics were prepared on the basis of the syllabus of K.G. II, and following the pattern of sample question papers of four deaf schools (one school from each zone) implemented in these schools. The tests were validated by a panel of five experts from the deaf field. Necessary changes were made in tests on the basis of experts' suggestions and comments. Data were analyzed through ANOVA and post hoc test of multiple comparisons. Findings revealed that the performance of young children with deafness enrolled in GDDHS in Zone IV was significantly higher than those studying in the other three zones, which was attributed to the hard working and innovative principal, competent and meticulous special education teachers, cooperation and coordination among principal, teachers, and parents, and healthy environment of the deaf school in Zone IV.

Sukirman, Ahmad and Mardiana (2017) used Stake's Countenance Evaluation Model as the evaluation framework to examine the appropriateness of the real condition of the course structure and credits on the 2010 Curriculum at English Education Department at Alauddin State Islamic University of Makassar (called UIN Alauddin Makassar) compared to the ideal conditions. The study was designed as a case study utilizing purposeful sampling method to select its participants based on three criteria: (1) the chief and secretary of English Education department as supervisors; (2) the lecturers as the secondary implementers of the curriculum; and (3) the students as the primary implementers of curriculum. Only data related to the antecedents part were collected and analyzed. Data were collected with observation checklists, behavior assessment, assessment format of the students learning outcomes, attitude questionnaires, and interviews. Quantitative data were analyzed using descriptive statistics, while qualitative data were analyzed through descriptive analysis. Findings indicated that the congruence between the objective conditions and the standard actuality/objective intensity on curriculum design components with subcomponents of the overall course structures was found to be average which suggested amendment or revision in accordance with the BSNP (National Education Standards Agency) standards for some of the subcomponents.

### **2.5.2. Studies Conducted in Turkey**

Various studies have been conducted to evaluate different curricula using Stake's Countenance Evaluation Model in Turkey as well. When these studies are examined, they haven't utilized this model as the only evaluation framework; instead they have combined it with another model depending on their purposes as presented in the following paragraphs.

In his study, Sahin (2007) utilized Stake's Countenance Evaluation Model with Provus's Discrepancy Evaluation Model (DEM) together to assess the qualities of 2004 Turkish curriculum. Curriculum intents were derived from the documents of the Ministry of National Education; performance criteria were gathered through teachers' perspectives and standards were examined through literature. Data were

collected through a questionnaire developed by the researcher. The results showed that the intents of 2004 Turkish curriculum were congruent with the standards of constructivist curricula. And the level of achievement of what were intended in 2004 curriculum was also found to be very high in teachers' perspectives. In other words, what were intended by the curriculum were achieved to a great level in all aspects.

Demirbaş (2008) utilized a combination of these two models like Şahin (2007) to compare the previous and the current science curriculum in a survey. The population was composed of all science teachers in Kırşehir; while sample included 71 teachers attending the in-service training about the new curriculum. The findings indicated the achievement level of the students and the instructional process of the new curriculum were better than the previous one.

In another study, Şahin (2010) used a combination of these two models to evaluate the mathematics curriculum developed in 2004 for grades 1 to 5 in terms of constructivist theory. 4500 teachers were selected from the seven geographical regions in Turkey. A similar questionnaire developed by the researcher in 2007 was utilized. The findings revealed that the intents of mathematics curriculum were congruent with the standards of constructivist curricula. In addition, it was found to be efficient in enabling students to attain the objectives.

Bayat (2012) aimed to evaluate initial reading writing curriculum using Stake's Countenance Evaluation Model in a mixed-methods design. The population was composed of all teachers (N= 89) and first grade students (N= 2015) in a county of Bolu; while 22 teachers selected through maximum variation sampling method and 50 students selected with simple random sampling method constituted the sample for this study. Data were collected through observation forms, interviews and achievement tests to measure students' reading and writing performance. Qualitative data were analyzed through descriptive analysis, while quantitative data were analyzed with frequencies, percentages, means and standard deviations. Findings revealed that students' reading, writing and comprehension skills were adequate, teachers were found to be competent and effective in terms of the materials, methods and techniques, and the assessment methods and techniques used by them, however

the teachers did not utilize games which could make the instructional process more entertaining. In addition, the teachers encountered some difficulties with respect to the objectives, content, phonics based sentence method, teaching cursive script, parents, assessment methods, inspectors, school administrators during the curriculum implementation. In other words, some objectives were found to be above students' level, and they were revealed to be difficult to measure; the content was found to be incongruent with the objectives, and above students' level, and there was insufficient parent involvement.

## **2.6. Middle School English Language Curriculum**

Turkish education system went through a transition from the 8+4 schooling model to the 4+4+4 model in 2012. The first four, in this model, refer to primary education; the second four refer to middle school education and the third four refer to high school education period. The new system necessitated a new curriculum, because English instruction started to be provided from 2<sup>nd</sup> grade onward as different from the previous system according to which foreign language education was provided from 4<sup>th</sup> grade onward. Another change stipulated by this system was that 5<sup>th</sup> graders were accepted in the primary education in the past, while they are in middle school education level now. Further information about this new curriculum is presented in the following paragraphs.

The middle school English language curriculum has been designed based on the principles and descriptors of CEFR (MoNE, 2013), which is “a common basis for the elaboration of language syllabuses, curriculum guidelines, examinations, textbooks, etc. across Europe” (CoE, 2001, p. 1). It was developed by the Council of Europe aiming “to achieve greater unity among its members” (CoE, 2001, p. 2). To this connection, it was “intended to overcome the barriers to communication among professionals working in the field of modern languages arising from the different educational systems in Europe” (CoE, 2001, p. 1).

CEFR mainly emphasizes the importance of putting the students' learning into real-life practice; accordingly, it stresses use of language in an authentic communicative environment (MoNE, 2013). In other words, the overall aim is to enable citizens to interact with each other either through writing or speaking, which is also suggested by communicative approach. According to communicative approach, as suggested by Larsen- Freeman and Anderson (2011) and Richards (2006), "the focus is not necessarily on grammatical structures and linguistic functions, but on authentic use of the language in an interactive context in order to generate real meaning" (as cited in MoNE, 2013, p. iii) and the primary function of the language is communication (Richards & Rodgers, 2001). To this connection, the language should be presented as a means for communication rather than a subject to be learnt or an academic requirement to be met (MoNE, 2013).

An action-oriented approach has been adopted, and plurilingualism and pluriculturalism which refer to knowledge about different languages and cultures (CoE, 2001), are emphasized in this curriculum (MoNE, 2013).

Table 2.1 presents model English language curriculum that has been prepared based on CEFR (MoNE, 2013). As seen in Table 2.1, the model is divided into 3 learning stages and the primary aim is to foster students' listening and speaking skills in all grade levels while reading and writing are incorporated in higher grades as students become more advanced (MoNE, 2013).

The skills marked as very limited are used in instruction for less than 10 words at a time for the specific grade level; on the other hand, skills marked as limited are used for no more than 25 words at a time for the grade level indicated; accordingly, at the 5<sup>th</sup> and 6<sup>th</sup> grade levels, as students continue to develop their language skills, exposure to reading is upgraded to the sentence level (MoNE, 2013). The older students who have formed the necessary foundation for an understanding of literacy issues are exposed to reading and writing as an integral aspect of language learning in the 7<sup>th</sup> and 8<sup>th</sup> grades (MoNE, 2013).



There are 10 units in each grade level and these units are composed of interrelated themes that have been chosen to reflect issues familiar to young students (MoNE, 2013). In addition, cultural issues are emphasized in parallel to CEFR's emphasis on cultural diversity.

Table 2.1

*Model English Language Curriculum from 2<sup>nd</sup> to 8<sup>th</sup> Grades*

Levels	Stages	Grades	Ages	Skill Focus
A1	1	2	6-6.5	Listening and speaking
		3	7-7.5	Listening and speaking Very limited reading and writing
		4	8-8.5	Listening and speaking Very limited reading and writing
A1	2	5	9-9.5	Listening and speaking Limited reading Very limited writing
		6	10-10.5	Listening and speaking Limited reading Very limited writing
A2	3	7	11-11.5	Primary: Listening and speaking Secondary: Reading and writing
		8	12-12.5	Primary: Listening and speaking Secondary: Reading and writing

Regarding instructional design, at stages 1 and 2, comprising the 2<sup>nd</sup> - 4<sup>th</sup> and the 5<sup>th</sup> - 6<sup>th</sup> grades, similar methods, techniques, activities and language functions are given; these are expected to be adapted to suit the activities specified for each level, while at stage 3, additional methods, techniques, activities and language functions are used along with those suggested at stages 1 and 2 (MoNE, 2013). The methods, techniques and activities suggested for the 5<sup>th</sup> and 6<sup>th</sup> grades include communicative tasks, drama/miming, flashcards, games, labeling, listening, real-life tasks, reordering, role-play and simulations, speaking, story-telling, TPR, cognates, drawing and coloring, matching, question-answer, synonyms and antonyms, arts and crafts, chants and songs (MoNE, 2013). In addition to the techniques and activities suggested for the 5<sup>th</sup> and 6<sup>th</sup> grades, reading comprehension questions, skimming and scanning, guessing word meaning from context are suggested for the 7<sup>th</sup> and 8<sup>th</sup> grades (MoNE, 2013).

The instructional materials and texts suggested for the 5<sup>th</sup> and 6<sup>th</sup> grades include advertisements, captions, cartoons, charts, conversations, illustrations, notes and messages, picture dictionaries, poems, postcards, posters, rhymes, songs, stories, tables, maps, signs, notices, puppets, fables, lists, fairy tales (MoNE, 2013). In addition to the materials suggested for the 7<sup>th</sup> and 8<sup>th</sup> grades, diaries/journal entries, jokes, personal narratives, biographical texts, children's encyclopedia, e-mails, letters, news reports, brochures, phone conversations, recipes, catalogues, SMS, weather reports are suggested for the 7<sup>th</sup> and 8<sup>th</sup> grades (MoNE, 2013).

With respect to the suggested assessment methods and techniques, self-assessment, peer assessment, student portfolios, written exams, oral exams, quizzes, homework assignments and projects are suggested (MoNE, 2013).

Based on CEFR standards, the learning environment is characterized by the following features (MoNE, 2013):

- Communication is carried out in English as much as possible.
- Communication is focused on the creation of real meaning.
- Students listen and speak just as they would in a target language community.
- Students use their developing English skills in every aspect of learning.
- Students are continuously exposed to English through audio and visual materials.
- Enjoyment of language learning is fostered through activities such as arts and crafts, Total physical response, and drama.
- Students are taught to value their mother tongue and feel validated in using it as needed while they move forward on their journey in English.
- L1 usage is not prohibited or discouraged, but it should be employed only as necessary (i.e., for giving complex instructions or explaining difficult concepts).

- Students are supported and guided by smiling teachers who “understand” what they are saying.
- Teachers are present in the classroom mainly for communicating in English (and, if necessary, in Turkish).
- The focus of learning is on deepening communication, rather than on completing curricular items within a given period of time.
- Errors are not addressed during communication, so as not to disrupt the flow; problem areas are noted by the teacher and addressed at a later time through practice and reinforcement.
- Students frequently encounter materials that have previously been covered in order to reinforce what they already know.
- Students develop high motivation for learning by completing challenging, yet achievable activities.
- Students produce materials to share with the rest of the school and the outside world.
- Parents are encouraged to be part of the process and are kept up-to-date on their child’s learning through parent-child meetings.
- Students develop communicative skills in English by “doing things with the language” rather than by “learning about the language.”

When these features are examined, it is clear that the curriculum adopts communicative language teaching approach. It is also clear from these features that the role of the teacher is specified as facilitator of the learning process, while the students are expected to play an active role throughout the learning process.

## **2.7. Evaluation Studies on the 5<sup>th</sup>, 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> Grade English Language Curriculum**

This section presents information about the evaluation studies which have been conducted on the 5<sup>th</sup>, 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> grade English language curriculum since 1997.

When these studies are examined, it seen that the vast majority of these studies have not utilized a curriculum evaluation model as presented in the following paragraphs.

### **2.7.1. Evaluation Studies Conducted Without a Curriculum Evaluation Model**

Harman (1999) conducted a survey to examine the problems encountered during the implementation of foreign language curriculum in primary schools in Şanlıurfa, a city located in southeastern Turkey. The population was composed of the teachers and 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> grade students, while 384 students and 29 teachers were selected randomly as the sample for this study. The data collection instrument was a questionnaire developed by the researchers through the answers gather with the help of interviews, which included open-ended questions, with teachers and students. The instrument was used as it is after expert opinion. Reliability of the instrument was not calculated. Data were analyzed through descriptive statistics techniques such as frequencies and percentages. According to the findings, the objectives were not attained as expected in the curriculum due to crowded classrooms, lack of materials and insufficient time; the objectives were consistent; the content cannot be applied in real life, it was not appropriate for students' age and level; the most frequently utilized methods and strategies included group work, lecturing, games, question-answer, demonstration, role-playing and memorization; written examinations were used to assess learning outcomes.

Koydemir (2001) conducted a descriptive survey to investigate the influence of some characteristics of teachers teaching in the 4<sup>th</sup> and 5<sup>th</sup> grade classrooms on students' attitudes towards foreign language. The population included all teachers and all the 4<sup>th</sup> and 5<sup>th</sup> grade students in İzmir. Through purposive sampling, 72 English teachers and 2456 students were selected as the sample for this study. Data collection instruments were observation form, attitude scale, a questionnaire about teachers' characteristics. The reliability of the observation form sustained by the correlation between the observation results of the supervisor and the researcher, which was found to be 95%, while the validity was satisfied through item-test correlation and the values were above .20. The validity of the scale was satisfied through the

opinions of expert and English teachers, then factor analysis was conducted and three factors were attained. The Cronbach's Alpha values were found to be .89. Data were analyzed through descriptive and inferential statistics techniques including frequencies, percentages, t-tests, One-way ANOVA, Two-way ANOVA and Duncan test. The findings indicated that teachers did not implement student-centered activities and methods; teachers' experience and teachers' roles and methods influenced students' attitude, while their educational status and gender did not influence the attitude.

Mersinligil (2002) conducted a survey to investigate the 4<sup>th</sup> and 5<sup>th</sup> grade English language curriculum through the views of teachers, students, and administrators. The population of this study included all schools (N=152) located in Seyhan and Yüreğir towns of Adana. Two-stage random sampling method was utilized, and the sample was composed of 705 students, 136 teachers, and 146 administrators. Questionnaire, interview, and observation form were used as data collection instruments. Questionnaires and observation forms were pre-tested before actual implementation and their final form were given with the help of expert opinions as well. However, there is no mention of reliability aspects of these instruments. The data were gathered in one month with the help of 29 undergraduate students. Qualitative data were analyzed through content analysis and they were presented with frequencies, while quantitative data were analyzed through both descriptive statistics techniques including frequencies and percentages, and inferential statistics techniques such as chi square. The findings related to the objectives revealed that half of the objectives were not achieved and there was a significant difference between the perceptions of the teachers and the students: teachers' views were more negative in contrast to students' views. This failure was attributed to students' background characteristics like their family's cultural, social, economical conditions and their negative and lack of attitude towards English, Turkish incompetence. Similar to the findings related to objectives, the findings related to content showed that there was a significant difference between the perceptions of the teachers and the students: teachers' views were more negative in contrast to students' views. Half of the teachers found the content interesting, appropriate for students' level, and congruent with objectives. In

addition, the content was found to be overloaded with respect to students' level and age. The findings related to methods and activities indicated that role-play, games, singing songs, drawing, pair and group works were seldom used. Also, there was a significant difference between the perceptions of the teachers and the students: teachers reported they utilized various methods while students supported the opposite. The teachers evaluated themselves in a more positive way. Teachers used Turkish more than English. There was teacher-centered teaching. The findings related to materials indicated that apart from the board, other materials were very rarely utilized. Although teachers reported that they used various materials frequently, the observation results and students indicated the opposite. The findings from observation and student questionnaire related to assessment indicated that the four skills were not assessed and only written exams were utilized by the teachers, while teachers reported the opposite. In addition, the findings showed that there was not too much cooperation between teachers and parents. The important suggestions for further studies included evaluation studies to investigate the effect of social, cultural and economical conditions on the implementation and success of this program and more qualitative methods to gather data.

Erdoğan (2005) conducted a survey to evaluate the English curriculum that is implemented at the 4<sup>th</sup> and 5<sup>th</sup> grades of primary state schools through the views of the teachers and the students. The sample consisted of 40 students from different primary schools and 130 teachers from various public primary schools in Mersin, however the sampling method is not mentioned in this study. Data collection instruments included a questionnaire developed by the researcher taking standards of the curriculum and related literature and semi-structured interviews with teachers. There is no mention of reliability and validity of the instruments. Data were analyzed through frequencies and percentages. Data from students' interviews were classified and then frequencies and percentages were reported. The time allocated for the implementation of the program was found to be inadequate.

Büyükduman (2005) conducted a survey to examine teachers' views about general features and components of English language curriculum developed in 1997. The

population of the study includes all the teachers teaching the 4<sup>th</sup> and 5<sup>th</sup> grade curriculum all the primary schools located in İstanbul during 2000-2001 education year. 54 teachers were selected as the sample for this study through cluster sampling method, the counties selected were Beşiktaş, Fatih, Kağıthane, Kadıköy and Ümraniye. Fatih, Kağıthane and Ümraniye are low SES regions, while Beşiktaş and Kadıköy are high SES regions. Data collection instrument was a questionnaire developed by the researcher, of which validity was satisfied through expert opinion. Cronbach's Alpha values of the questionnaire was found to be .92. Data were analyzed through descriptive statistics techniques like frequencies and percentages. The findings revealed that time is insufficient to cover the content; students had positive attitudes towards English; the curriculum did not guide adequately; objectives were appropriate for students' age and level; there was lack of audio-visual materials; objectives related to reading were attainable, but the ones related to listening, writing and speaking were not possible to attain, which was attributed to characteristics of low SES region and crowded classrooms; the pictures in the book made it easier to understand; reading texts were understandable; the content was not consistent with objectives; the strategies, methods and techniques show that the curriculum has communicative approach and is learner-centered; the assessment types are found to be appropriate for assessment of four skills, but it is not possible to assess the four skills simultaneously.

Er (2006) conducted a survey to evaluate the English language curriculum of 4<sup>th</sup> and 5<sup>th</sup> grade primary schools in terms of objectives, content, teaching-learning process and evaluation, and to propose suggestions about these aspects. The population of this research consists of 4<sup>th</sup> and 5<sup>th</sup> grade English teachers and inspectors of public primary schools from the seven geographical regions of Turkey (Mediterranean, Eastern Anatolia, Aegean, South-eastern Anatolia, Central Anatolia, Black Sea and Marmara Regions). Multi-phase sampling method was utilized for sample selection. At first, the population was divided into seven sub-divisions based on geographical regions. Then, two cities from each region were selected randomly out of a list including cities. The final sample was composed of 593 English teachers and 535 inspectors. Data collection instrument was a questionnaire, including four parts about

objectives, content, teaching-learning process and evaluation, which was developed by the researcher. During the development process, expert opinion was taken, and it was pretested with 25 teachers. Then factor analysis was conducted and 3 factors were attained: aim, teaching-learning process and evaluation. Data were analyzed through frequencies and percentages. According to the findings related to the objectives, problems occurred in obtaining (realizing) the aims and specific objectives of cognitive, affective and psychomotor domains; objectives were attainable and consistent with each other. In terms of content, the content was found not to be entertaining and interesting; it was not appropriate for different activities; listening and reading skills were focused on most, while speaking skill was the least emphasized skill; the dialogues included more daily speech than students' feelings and thought; the content was found to be consistent with objectives, the allocated time was not enough to cover the content, and the content included redundant knowledge and details. Regarding findings about teaching and learning process, the necessary materials were not available at schools; methods and techniques were suitable for enabling the objectives to be attained; activities were not consistent with objectives; the allocated time for activities was not adequate; the most frequently utilized technique and material were repetition and board, respectively. Findings about measurement and evaluation component indicated that the evaluation did not contain out-of class studies, self-assessment was used by the students; it did not have enough guidance and necessary information for the teachers; the proposed evaluation procedures were consistent with objectives and content; the most frequently utilized exam type was "fill in the blanks" exam, while short answer exam type was the least frequently utilized one. For further research, observation and interview with students were suggested.

Aküz el (2006) conducted a descriptive survey to investigate the foreign language education in order to find out the causes of the failure and to put forward suggestions to solve this problem. The population of this study was composed of all 22 primary schools located in Seyhan and Yüreğ ir counties in Adana, while the sample was composed of 290 students, 60 parents and 47 English teachers. There is no mention of sampling method. Questionnaire was used as data collection instrument. There is



no mention of instrument development process, reliability and validity insurance. Data gathered from the participants were analyzed through descriptive statistics techniques such as frequencies and percentages. The reasons behind the failure included crowded classrooms, parents' education level, failure in Turkish language courses, lack of contribution from parents, lack of audio-visual materials, parents' knowing no foreign language, lack of foreign language laboratory, lack of cooperation with parents and inadequate time.

Ersen-Yanik (2007) conducted a survey to investigate the process of English language education at the sixth, seventh and eighth grades of public primary schools in Turkey through the views of English teachers and students. The actual population of this study was all the English teachers implementing and all the students studying the English language curriculum offered at the sixth, seventh and eighth grades of public primary schools in Turkey during the 2004-2005 school year. Two-stage random sampling was used to select a representative sample which was composed of 368 teachers and 1235 students from 7 regions (21 cities and 42 towns) of Turkey. Parallel survey questionnaires designed for teachers and students were the main data collection instruments utilized in this study. These questionnaires had both close-ended and open-ended questions for in-depth analysis. To satisfy the validity of the questionnaires, expert opinion was taken and pilot-testing was conducted. After being revised in light of experts' suggestions, the Teacher Questionnaire was pilot-tested with English teachers of 11 schools selected from Ankara. The test-retest reliability coefficient of the student questionnaire for the close-ended questions was .82. Once the teachers' and students' opinions, problems and suggestions about the questionnaire were taken, necessary changes were made and the final versions of the two questionnaires were produced. Both descriptive statistics techniques such as frequency distributions, percentages, means and standard deviations, and inferential statistics such as t-test and ANOVA were used to analyze quantitative data collected through close-ended questions. The qualitative data obtained from open-ended questions were coded under thematic categories at first, then the codes were converted to frequencies and percentages. The findings, according to perceptions of the teachers and the students, indicated that the implementation process of the

English language curriculum showed differences in relation to the facilities of schools and classrooms, teacher and student characteristics and perceptions. Majority of the curriculum goals were attained at a moderate level and there were some problems with the selection and ordering of curriculum content. Various types of teacher-centered and learner-centered instructional strategies were implemented depending on the language skill to be taught and learned, and the students had positive attitudes towards most of these instructional strategies. The main problems encountered in the implementation process resulted from the lack of materials and resources, the course-book, the learners, the classroom environment and the curriculum. These problems influenced the attainment of goals, classroom practices and the assessment procedures. Teachers' perceptions of curriculum goals and content differed in relation to school location, age, teaching experience and educational background. Students' perceptions of the curriculum differed in relation to their grade levels, gender, parents' educational and English level and previous English grade. For further research, it was suggested to combine the findings of these survey questionnaires with teacher and student interviews and classroom observations, which is assumed to validate the findings.

Kırkgöz (2007b) conducted a case study to examine the micro-level implementation of the government's new language policy in a particular context. In other words, it was aimed to find out the extent to which the policy impacted schools and the extent to which teachers were able to adapt new ideas into their teaching. The participants included were 50 teachers. Classroom observation, interviews and a questionnaire were used to collect data and the data were analyzed through content analysis. Research findings reveal that the communicative language teaching proposed by the MoNE did not seem to have made a real and expected impact on teachers' beliefs or on classroom practices, and that a gap between the objectives proposed by the curriculum and the actual classroom instructional practices of teachers existed. It has been found that teachers' methods of ELT have been inspired largely by traditional language learning theories that consider linguistic knowledge as something to be internalized rather than meaning to be socially constructed through communicative activities such as games, songs and dialogues.

Kırkgöz (2008) conducted a 2-year case study (2003–2005) to examine teachers' instructional practices, and the impact of teacher understandings and training upon their implementation of the Communicative Oriented Curriculum (COC) initiative in the context of a major curriculum innovation in teaching English to young learners in Turkish state schools. 32 teachers instructing 4<sup>th</sup> and 5<sup>th</sup> grade students participated in the study. Observation and interview schedules were used to gather data. Data were analyzed with content analysis. The findings revealed that there is considerable variation among the instructional practices of teachers involved, their understandings towards what constitutes an effective way of teaching English to young learners, and teachers' prior training experiences. In addition, teachers' understandings and their prior training had an impact on the extent of their implementation of the curriculum and there was a gap between the planned curriculum and the implemented curriculum.

Kul-Sarıca (2009) aimed to examine language levels of 8<sup>th</sup> graders in state primary schools in Kuyucak, Aydın according to Common European Framework (CEF) criteria and content in terms of reading and writing skills and knowledge of grammar and vocabulary in her descriptive survey. The population is reported to be all the primary schools in Turkey, and the sample is reported to be 209 students learning English as a foreign language at Kuyucak, Aydın in 2008-2009 academic year. Data collection instruments included document analysis about the curriculum, a questionnaire used to collect data about the achievement perceptions of English language learners at the 8<sup>th</sup> grades and a proficiency test prepared to test student's language levels according to Common European Framework criteria. An already existent KET for Schools Sample Exam was adapted and utilized in order to find out the language levels of the participants. To measure the students' perceptions, the researcher constructed a student questionnaire which was translated and adapted from A2 level of the CEF and administered it to the participants. The instruments were pretested in two classes with 38 students, Cronbach's Alpha values were found to be .78. Expert opinion was during the process to satisfy validity of the instrument. The findings revealed that the curriculum was influenced by CEFR criteria; English

language levels of the 8<sup>th</sup> grade students in terms of reading, writing, vocabulary and grammar are A1 according to the CEF criteria and content; only 5% of the 8<sup>th</sup> grade students (10 students) in state primary schools could reach the goals of the curriculum in terms of reading and writing skills and knowledge of vocabulary and grammar in contrast to students' perceptions which showed that 23% of the 8<sup>th</sup> grade students; the students are not autonomous enough to make decisions about their own learning proficiency.

Erkan (2009) conducted a survey to investigate the problems witnessed during the implementation of the 4<sup>th</sup> and 5<sup>th</sup> grade English language curriculum which has been constructed on constructivism. The population of this study was all English teachers (N= 346) teaching those curricula in Şehitkamil and Şahinbey counties of Gaziantep city, while the sample was composed of 93 English teachers selected through simple random sampling. Data collection instrument was a questionnaire developed by the researcher based on related literature and interviews with 18 English teachers. The questionnaire had 8 items about objectives, 9 items about content, 14 items about teaching-learning process, 11 items about evaluation process, 11 items related to general views about the curriculum and open-ended questions. The instrument was pilot-tested with 42 participants, and the reliability of the instrument was calculated through Cronbach's alpha, which yielded a value of .91. Quantitative data were analyzed through frequencies, percentages, M-Whitney U and Kruskal Wallis tests, qualitative data about answers to open-ended questions were analyzed through content analysis. The findings indicated the curriculum was developed based on constructivism; the teachers did not understand the curriculum adequately due to lack of in-service training; social-economical status has not been considered; there was lack of materials; time was insufficient to cover the content; the infrastructure is unsuitable for constructivism; the content of the 5<sup>th</sup> grade book was found to be inappropriate for students' level, the proposed activities cannot be utilized due to crowded classroom; there was little student participation; lastly the individual and regional differences were not taken into account while developing this curriculum.

Örmeci (2009) aimed to evaluate the English language curriculum implemented at the 4<sup>th</sup>, 5<sup>th</sup>, and 6<sup>th</sup> grades in a survey. The population was all English teachers implementing this curriculum in Burdur, while the sample consists of 70 teachers whose selection method is not mentioned. Data collection instrument included questionnaire. Expert opinion was taken for content validity, but there is no mention of reliability. Data were analyzed with frequencies, percentages and t-test. The findings revealed that the curriculum was applicable, but some problems were reported during the implementation process which include insufficient time to cover the content, large class size, difficulty of developing learner autonomy, the objectives were found to be above students' level, overloaded content, content above students' level, teacher-centered instruction, no focus on alternative assessment techniques.

Güneş (2009) aimed to determine teachers' opinions on the components of the 5<sup>th</sup> grade English language curriculum and its implementation in her descriptive study. The population of this study included 1625 English teachers teaching in the 4<sup>th</sup>, 5<sup>th</sup>, 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> grade classes in all counties of Ankara, however 288 teachers were selected as the sample of this study through simple random sampling method, and 9 teachers were selected through convenience sampling method for interviews. Data collection instruments were a questionnaire and interviews developed by the researcher. The questionnaire included 3 parts, the first part about objectives was composed of 10 items; the second part about teaching-learning process was composed of 22 items; the third part about assessment methods was composed of 16 items. During the development process, expert opinion was taken, and it was pretested with 6 teachers in order to satisfy the instrument's validity. The reliability of the instrument was calculated through Cronbach's alpha, which yielded a value of .94. Something to bear in mind, this value is the result from the actual sample of this study not another sample. 15 interview questions were formulated with the help of expert opinion. During data collection process, some participants who were not planned as the actual sample of this study were included in the sample, they are among 288 participants, which might have distorted the simple random sampling method. Data gathered through the questionnaire were analyzed through frequencies and percentages, while data gathered through interviews were analyzed with content

analysis. The findings related to objectives revealed that the objectives were adequate to reach the general aims, the objectives related to the four language skills were equal in number and level; they were consistent with each other; apart from the objectives related to writing and reading skills, they were found to be generally appropriate for students' level and age; the objectives related to speaking were not attained by the students; the number of teachers who found the objectives related to listening skills to be attainable and not to be attainable were almost equal. According to the findings related to the content and teaching-learning process, the content was consistent with objectives, and appropriate for students' age and level, interesting for students; reading texts were appropriate for English culture and applicable to the real life setting. The activities were applicable in and outside class; they enabled students to learn efficiently, participate actively, and become autonomous learners. In addition, some activities took too much time and some materials were not brought by the students due to economical factors in underdeveloped counties, which caused problems. The materials were found to be generally reachable and appropriate for the classroom environment and student age, and level. With respect to assessment techniques and methods, they were found to be consistent with objectives; however, the teachers had difficulty implementing them as the program did not have sufficient information about it. Except for writing and reading skills, listening and speaking skills were not assessed adequately. Experimental studies were suggested to develop listening and writing skills.

Yaman (2010) conducted a descriptive survey to evaluate the English language curriculum of 4<sup>th</sup> and 5<sup>th</sup> grade primary schools through teachers' perceptions in terms of objectives, content, teaching-learning process and evaluation. The population of this study was all English teachers teaching in the 4<sup>th</sup> and 5<sup>th</sup> grade primary schools located in Şehitkamil and Şahinbey counties in Gaziantep province. There were 346 teachers in these counties, however the sample included 121 teachers (about one-third of the population) selected through simple random sampling method. Data collection instrument was a questionnaire, including four parts about objectives, content, teaching-learning process and evaluation, which was developed by the researcher. During the development process, expert opinion was taken, and it

was pretested with 40 teachers and the final instrument had 50 items. Data were analyzed through frequencies, percentages and chi square to find the difference between groups. According to the findings, this program will yield different problems in different regions of Turkey, regional differences have not been taken into account; there was lack of materials; time was inadequate for delivery of content and activities; the activities cannot be performed in crowded classroom; objectives were not appropriate for students' level; the program cannot develop four language skills equally. In terms of participant characteristics, female teachers had more positive perceptions of the curriculum than the males; teachers graduated from ELT department had more positive perceptions of the curriculum than the graduates of English Language and Literature department; the teachers teaching in both the 4<sup>th</sup> and 5<sup>th</sup> grades had more positive perceptions of the curriculum than the ones who teach in either only the 4<sup>th</sup> or only the 5<sup>th</sup> grades. Last but not the least, more than half of the teachers did not have in-service training about this curriculum, so they had to find their own ways to learn about it. For further research, a qualitative study including observation and interview with students were suggested.

Dönmez (2010) conducted a qualitative research to examine the views of teachers and students about the implementation of the new 8<sup>th</sup> grade English language curriculum in public primary schools and the challenges and/or problems faced by the teachers and students in the implementation process. The sample of this study was composed of 10 English language teachers and 73 8<sup>th</sup> grade students selected through purposeful sampling method. The data were collected through in-depth interviews with the English language teachers and focus group interviews with the 8<sup>th</sup> grade students. During the instrument development process, expert opinion from four curriculum specialists and two English language teachers were taken. Trustworthiness of the research, which refers to credibility, consistency and dependability or reliability, is reported to be satisfied through triangulation of data sources: teachers and students. The data were collected in three weeks and analyzed with a qualitative data analysis software called Nvivo 8. The findings revealed that the participants had negative views about some aspects of the new English language curriculum due to the challenges encountered during the implementation; the

teachers did not implement the suggested alternative assessment and evaluation techniques and learner-centered instructional methods and strategies in their classes; the challenges hindering the effective implementation of the new English language curriculum were reported to be lack of necessary materials, large class size, insufficient class hours, lack of gradual implementation of the curriculum, lack of guidance and support for the teachers in implementing the curriculum and Level Determination Exam (SBS). For further research, studies including observation to cross-check the perceptions, and studies to examine the curriculum outcomes are suggested.

Tekin-Özel (2011) aimed to examine, in her mixed-methods design research, the views of teachers about English language curricula implemented in elementary schools in order to find out the challenges and the reasons of these challenges they encounter during the implementation process, also the views of students about the process of English lessons were investigated. The population of this study consists of 2800 English teachers and 308.481 students from public primary schools in the central districts of Ankara in 2009- 2010 education year. The sample consists of 61 English teachers and 61 students who were selected through multi-phase and stratified sampling methods. Data collection instruments were semi-structured interviews and observation forms developed by the researcher. During the instrument development process, related literature was reviewed, expert opinion was taken, and it was pretested with six teachers and six students to satisfy its validity. To satisfy reliability, the results of two data collectors were compared and the reliability was found to be 96%. The interviews with the teachers and students lasted for 1 hour and a quarter, while 10 observations were done for one class hour of each teacher. Data were analyzed through content analysis and then the results were coded and presented through frequencies and percentages. According to the findings, the teachers did not investigate the program to learn about it and they learnt about the program with the help of teachers' guide book, so there is lack of in-service training; lack of physical infrastructure and materials made it difficult to reach the objectives; there were teachers who did not know about constructivism; constructivism was difficult to implement due to some reasons such as unawareness of teachers, students



and parents, crowded classrooms, inadequate time, students' lack of learner autonomy, and students' not being ready for this approach; the teachers did not apply activities including Multiple Intelligences Theory frequently enough; learner-centered education was difficult, according to teachers, to implement in this country because of some reasons including teachers' inability to implement it, crowded classrooms, inadequate time, lack of equality in schools in terms of opportunities, lack of materials and physical infrastructure, social-economic status of parents and students; the teachers did not take individual differences into account in general and the ones who did have difficulty in arranging the lesson plan; the content was found not to be spiral enough. In addition, teachers' perceptions of the curriculum were negative in general; instead of giving equal weight on four skills, the teachers mostly focused on grammar and vocabulary, and they mostly used mother tongue in the process; the alternative assessment techniques were seldom utilized due to the reasons mentioned about constructivism and learner-centered education. Overall, there was incongruence between the planned and implemented curriculum depending on the interviews and observation results.

Çelen (2011) aimed, in her survey, to evaluate the 6<sup>th</sup> grade English language curriculum in terms of teachers' and students' views. The population of this study included all teachers implementing this curriculum and all students taught by this curriculum in Burdur. No sampling method was used for selection of teachers and 60 teachers are reported as participants, while 650 students were selected as the sample for this study through stratified sampling method. Data collection instruments consisted of two questionnaires one of which was for the teachers and the other was for the students. Validity of the questionnaires were satisfied through expert opinions. Internal consistency of the teacher questionnaire was found to be .90; while these values for the student questionnaire were .87. Data were analyzed through both descriptive statistics including percentage, mean and standard deviations and inferential statistics including t-tests and One Way ANOVA. The findings indicated that teachers' views about the components of the curriculum were positive and no significant difference was found between such variables as gender, experience, participation in the in-service training, the number of attendance in in-service

training, being abroad, and the number of being abroad. With regard to students' views, males' perceptions of the curriculum were more positive than the females, and students with higher academic achievement had less positive opinions.

İnceçay (2012) conducted a case study with ten teachers selected through purposive sampling in order to examine the challenges faced by English language teachers in public schools during the implementation of the new policy prepared by MoNE in 1997. Data were collected through semi-structured interviews and analyzed with pattern coding strategy. Two researchers coded the data to satisfy the reliability. The findings revealed that the policy was a top-down attempt ignoring poorly-resourced schools with teacher shortage and lacking needs analysis; as MoNE cannot afford necessary resources, materials and sufficient number of well-qualified teachers, the policy cannot be put into practice appropriately as intended.

Yörü (2012) aimed to evaluate the 8<sup>th</sup> grade English language curriculum that was put into practice in 2008-2009 education year. This study was planned as a survey. The population was composed of all teachers (N= 242) working in Odunpazarı and Tepebaşı counties of Eskişehir, while 138 teachers were selected as the sample though sampling method is not mentioned. Data were collected through a questionnaire which included items about components of the curriculum. The validity of the questionnaire was satisfied through expert opinions and teachers, and the internal consistency of the questionnaire was found to .95. Data were analyzed through frequencies, percentages and means, Mann Whitney-U and Kruskal-Wallis. The curriculum was found to be insufficient in developing the four language skills, especially listening and speaking skills. In addition, time was found to be insufficient to help students gain the objectives. Lastly, the graduates of English language department had more positive opinions than the other graduates.

Ocak, Kızılkaya and Boyraz (2013) employed a qualitative research to evaluate 6<sup>th</sup> grade English curriculum in terms of speaking skills and to identify causes of students' speaking problems. 11 English teachers selected through purposive sampling constituted the sample for this study, structured interviews were used to

gather data. Expert opinion was taken in order to satisfy content validity of the interview form and a teacher was pre-interviewed and then it was reorganized. The reliability was examined through Miles and Huberman formula of which p value was 92%. Data were analyzed through content analysis and presented with frequencies and percentages. According to the findings, students' speaking ability did not improve because the curriculum was ineffective; teachers mainly focused on grammar and memorization of vocabulary; insufficient time did not allow for diversifying activities; speaking activities did not appeal to students' interests; crowded classrooms hinder a desirable interaction among students and teachers; students have negative attitudes towards English and they have low self-confidence towards speaking; the activities are not authentic.

Demirtaş and Erdem (2015) aimed to compare the 5<sup>th</sup> grade English language curriculum which started to be implemented in 2013-2014 academic year with the one the previous one which started to be implemented in 2008-2009 academic year and to find out teachers' views about new curriculum. This is a qualitative research composed of document analysis of the two curricula and semi-structured interviews as data collection instruments. 19 teachers working in Sultanbeyli town of İstanbul were selected through purposive as the sample for this study. Data were analyzed through content analysis and presented in tables including frequencies and percentages. The findings obtained from document analysis included that the starting age for learning English has decreased, the main aim of the curriculum is to help students use English in real life settings; communicative approach has been adopted; pictures, posters, authentic materials and drawing activities have been suggested in addition the others proposed in the previous curriculum; peer evaluation and paper-pencil examinations have been proposed as addition to assessment techniques; number units have been decreased but the content load has not, depending Common European Framework of Reference for Languages, the number of objectives has been decreased, writing objective has been removed; number of language functions has been increased. Findings related to teacher interviews revealed that the teachers' negative views are more than positive views; most of the teachers were informed about the new curriculum; reading, speaking and listening skills are above students'

level; lack of writing skill was found to be a mistake; teaching-learning processes are not applicable; the proposed assessment methods are necessary but are not utilized; the course book's inappropriateness for the curriculum and insufficient time was the most important problems encountered during the implementation; teachers suggest increasing class hours and revision of course books.

In a survey, Şahenk-Erkan (2015) aimed to examine 4<sup>th</sup> and 5<sup>th</sup> grade students' achievement level of the objectives suggested in the English language curriculum and to find out whether their achievement is influenced by students' personal characteristics such as gender, grade, mother's and father's education level, income level, existence of at least one family member who can speak English. Kadıköy, a town in İstanbul, was the population of this study, however 8 schools are reported to have been selected randomly and 400 students participated in the research. It is not clear whether these students were the whole population of these schools. Data were collected through a scale, including items about perceptions of students about their attainment of the objectives, developed by the researcher, exploratory factor analysis was conducted with 200 students to test its validity, one-factor was retained after deletion of 4 items. In addition, Cronbach Alpha Coefficient was conducted in order to test the reliability, which yielded a value of .98. Data were analyzed through both descriptive statistics techniques such as means and standard deviations and inferential statistics including t-test, ANOVA, Mann Whitney-U test and Kruskal Wallis test. The findings revealed that there is no significant difference between boys and girls in terms of achievement level of the specific objectives; there is a significant difference between 4<sup>th</sup> and 5<sup>th</sup> graders; the students' achievement level got higher as the education level of their mothers got higher, as the education level of their fathers got higher, and as their family's income level got higher; and the students who had someone speaking English in their families got higher achievement level.

### **2.7.2. Evaluation Studies Conducted with a Curriculum Evaluation Model**

Batdı (2015) conducted a descriptive survey to investigate the effectiveness of the 8<sup>th</sup> grade English language curriculum through teachers' perceptions utilizing Stufflebeam's CIPP evaluation model. The population was 236 teachers working in Elazığ in 2013-2014 education year, while the randomly selected 103 teachers consisted the sample for this study. A scale with three factors, developed by two other researchers was adapted and used as the data collection instrument of which Cronbach Alpha values were between .68 and .90. expert opinion was taken during the adaptation process. Data were analyzed through both descriptive statistics techniques such as means and standard deviations and inferential statistics including t-test and ANOVA. According to the findings, the allocated time was sufficient; the females had more positive views than the males; likewise, the more experienced teachers had more positive perceptions; some of the activities in the curriculum are teacher-centered and others are student-centered; the students did not have positive attitudes towards the curriculum.

Dinçer (2013) aimed to evaluate the 7<sup>th</sup> grade English language curriculum developed in 2012 using Stufflebeam's CIPP evaluation model with a mixed-methods design. The population was composed of 130 English teachers and 3739 7<sup>th</sup> grade students. No sampling method was used for the selection of teachers as all of them were included in the study, while 850 students were selected as the sample for this study through cluster sampling method. In addition, 30 teachers and 30 students were selected through maximum variation sampling method for qualitative data. Data collection instruments were questionnaires developed by the researchers for both teachers and students, interview schedules and observation form. Validity of the questionnaires were satisfied with expert opinions, and internal consistency values for both the teacher questionnaire and student questionnaire were .93. The quantitative data were analyzed through frequencies, percentages, means and standard deviation, while qualitative data were analyzed with content analysis. The findings indicated the problems including lack of materials, overloaded curriculum,

insufficient time, classroom environment, large class size, individual differences, and written exams as the only type of assessment.

Kozikoğlu (2014) conducted a research to evaluate the 7<sup>th</sup> grade English curriculum which was put into practice in 2006-2007 education year in order to examine its effects on students' learning utilizing Tyler Objective-Oriented Evaluation Model and see how it is implemented. 47 7<sup>th</sup> graders in two classes participated in the study. An achievement test developed by the researcher was used before and after implementation of the curriculum. During the development process, expert opinion was taken to satisfy its validity, and with the participation of 93 8<sup>th</sup> graders, its reliability was calculated through KR-20 test, which yielded a value of .85. In addition, an observation form which aimed to learn about the classroom environment, learning activities and student-student interaction and student-teacher interaction was utilized. This form was adapted from a previous research conducted by Yurdakul (2004). In addition to descriptive statistics techniques such as means and standard deviations, t-test was conducted to find out the difference between the pre-test scores and post-test scores. During observation, notes were taken and they were used to make comments on the achievement results. Although a significant difference was found between pre-test and post-test results, the objectives related to listening and writing skills were not attained by the students as expected, which was attributed to teacher's inability to implement the curriculum as planned. That is because, the teacher adopted a traditional teaching approach in which he was the authority and he mainly focused on grammar and reading while the activities related to listening, speaking and writing skills were rarely utilized. Also, the school's physical environment was found inappropriate for interaction.

Kaya, Ok and Ürün (2015) aimed, in a mixed-methods study, to determine whether 8<sup>th</sup> grade English Curriculum was implemented as planned utilizing Provus' Discrepancy Evaluation Model. The sample of this study was composed of 120 8<sup>th</sup> grade students who were selected with simple random sampling, and two English teachers implementing this curriculum in a school. Data sources of the study were available documents, students, teachers, and classroom observations. Data from

students were collected with a five points scale which was used to obtain students' perceptions of teachers' in-class behaviors, students' in-class behaviors, frequency of teachers' use of activities, frequency of teachers' use of materials, and their attainment of course objectives. All scales were subject to expert opinion to satisfy content and face related validity evidence. The internal reliability of the sub-scales was found to have the values of .73, .75, .86, .83, and .89, respectively. The data collected through observations and interviews were analyzed through descriptive statistics, while data collected from student questionnaires were analyzed with descriptive statistics procedures such as means, standard deviations, frequencies, and percentages. The findings revealed that the teachers' in-class behaviors such as use of direct instruction by lecturing about grammatical rules and not communicating in English were not in line with definition of the curriculum, which hindered the students from playing their roles like learning through experience and talking in English to their friends; the least frequently used activities, methods and techniques included role plays, games, total physical response, group work, pair work, arts and crafts activities which were deemed as crucial in language learning as suggested in the curriculum; the most frequently used materials were found to be whiteboard, teacher's and student's book, while the least frequently used materials were photos, puzzles, cartoons, filmstrips, computer hardware, flashcards, posters, magazines, newspapers, video cassettes, pamphlets, maps, CD player and puppet which were in line with Multiple Intelligence Theory; multiple choice examinations were among the most frequently used assessment type, while portfolio assessment was never used due to TEOG examination; although there was a disagreement between students and teachers in terms of attainment of objectives, students were found by the two parties to be more competent in reading skill than listening, speaking and writing skills.

## **2. 8. Summary of the Literature Review**

This summary presents critical information about the evaluation studies that have been conducted on the 5<sup>th</sup>, 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> grade English language curriculum since 1997. In this sense, their findings as well as the deficiencies in terms of their research methodologies are touched upon.

To start with research design, the vast majority of the evaluation studies that have been conducted on the 5<sup>th</sup>, 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> grade English language curriculum since 1997 have utilized survey as research design. Only few studies have utilized mixed-methods research design.

The participants are students, teachers, parents and administrators depending on the purpose of the research, however none of these studies have included all these participants in one study. What is to add, some of these studies have not reported sampling method.

In terms of data collection instruments, most of these studies have utilized a questionnaire which included items about components of curriculum and interviews as supplementary instruments. Triangulation in terms of data collection instruments, which could explore the purpose in more detail, is not present in many of these studies. Some of these studies have not even presented information about the ways to assure the reliability and validity of the instruments.

In terms of findings, these evaluation studies indicated several problems in foreign language education which is indicated to influence the implementation of the curriculum. These problems are repeatedly indicated by most of these studies. These problems include SES differences, crowded classrooms, use of board and student course book as the only material, students' negative attitude towards English, insufficient time to cover the content, one type of assessment: written examination, no assessment for speaking and listening skills, little or no focus on listening and speaking skills and communicative approach, teacher-centered instruction, low student participation, content above students' level, insufficient parent involvement, parent cooperation, parents' low education level, lack of in-service training, central examinations like SBS or TEOG, incongruence between theory and practice. However, they do not indicate specifically which variable resulted in which in-class practice or which outcome. These findings show that the problem related to the foreign language education is not curricula developed; rather it is a matter of



implementation. To this connection, they suggest actions to be taken to minimize these problems in order to enable the curriculum to be implemented as planned instead of various curriculum developments.

Last but not the least, these studies are told to be curriculum evaluation studies, but only two or three of them have made use of curriculum evaluation models. The studies conducted with a curriculum model seem to evaluate the curricula with more depth utilizing more data collection instruments than the ones which were conducted without a curriculum evaluation models.

This review was very beneficial for this study in many aspects. To start with, it helped the researcher to realize the problems with respect to foreign language curricula since 1997.

Second, it helped the researcher to justify the significance of this research in terms of its method, because the deficiencies discovered with respect to their research method led the researcher to plan a mixed-methods design. To this connection, use of this design was expected to enable the researcher to evaluate the curriculum in depth with the help of data triangulation, which could increase validity of the findings as well.

In addition, it gave the researcher the idea of finding out the relationships between and among certain variables encountered before, during and at the end of curriculum implementation process. The literature lists some problems, but they do not provide sufficient data about the consequences of these problems.

With respect to the literature review on the studies that have used Stake's model, which have been conducted abroad and in Turkey in order to evaluate various curricula was very beneficial as well. It helped the researcher a lot in the process of planning this research.

## CHAPTER 3

### METHOD

This chapter contains information about method of the study including research design and related research questions, participants, data collection instruments, data collection process, data analysis, trustworthiness of the study and limitations of the study.

#### 3.1. Research Design

Educational research is used to “develop new knowledge about teaching, learning and educational administration [...which] is of value because it will lead eventually to the improvement of educational practice” (Gall, Gall & Borg, 2003, p. 3), so the research design should be decided carefully depending on the purpose of any research.

As stated by Cohen, Manion and Morrison (2007), “The social and educational world is a messy place, full of contradictions, richness, complexity, connectedness, conjunctions and disjunctions, [...so] it has to be studied in total rather than in fragments if a true understanding is to be reached” (p. 167). To this connection, the present study used a mixed-methods research design, which utilizes the strengths of both quantitative and qualitative methodologies (Cresswell, 2009), making use of data triangulation as the use of both methods “provides a more complete understanding of research problems than does the use of either approach alone” (Fraenkel & Wallen, 2012, p. 557). In other words, the limitations of one method could be compensated for by the strengths of the other method (Cresswell & Plano Clark, 2011; Heiselt & Sheperis, 2010). The present study aimed to investigate whether the operation of the middle school English language curriculum is influenced by some specific variables. Therefore, it would be easier with the help of

this method to “explore relationships between variables in depth, confirm or cross-validate relationships discovered between variables” (Fraenkel & Wallen, 2012, p. 558), which could be difficult to find out with one of these approaches as the use of either approaches by itself is inadequate to address this complexity (Cresswell, 2009).

There are various types of mixed-methods designs in literature (Sheperis, Young & Daniels, 2010). Cresswell and Plano Clark (2007) suggest 12 types (Cresswell, 2009), while Cresswell (2009) addresses six types. The types, indeed, depend on four aspects including timing, weighting, mixing, and theorizing (Cresswell, 2009), which are explained in more detail in the following paragraphs.

Timing, to start with, refers to the sequence of data collection. In other words, it is determination of the order in which a researcher will implement the qualitative and quantitative aspects of his/her study (Cresswell, 1999). If, for example, one of these data is planned to be gathered first, it means there is sequential data collection; on the other hand, if they are collected at the same time, it means concurrent data collection (Cresswell, 2009).

The second factor is weighting which refers to the priority given to quantitative or qualitative data (Cresswell, 1999). In a study; the weight might be equal or one type can be emphasized more than the other depending on the purpose of the researcher (Cresswell, 2009).

The third factor, mixing is determination of how the two types of data will be mixed/combined (Cresswell, 1999). Mixing might occur at several stages: at the data collection stage, at the data analysis stage, interpretation, or at all three phases (Cresswell, 2009). The qualitative and quantitative data can be “actually merged on one end of the continuum; kept separate on the other end of the continuum, or combined in some way between these two extremes” (Cresswell, 2009, p. 208). If, for example, a study starts with a quantitative phase, the analysis of data and the results of this phase can be used to select participants for the qualitative data

collection phase (Cresswell, 2009). This situation means that the qualitative and quantitative data are connected between a data analysis of the first phase of the research and the data collection of the second phase of the research (Cresswell, 2009). The mixing consists of integrating when the researcher collects both data concurrently and merge them by transforming qualitative data into quantitative data to compare them. Last of all, a researcher might have a primary aim to collect one form of data and use the other as supportive data. In this situation, the researcher is embedding a secondary form of data with the primary data (Cresswell, 2009).

The final factor to be considered is whether a theory guides the entire study (Cresswell, 1999). These theories can be explicit or implicit and the use of either theory influences the types of questions asked, the participants, data collection process and the implications of the study (Cresswell, 2009).

Depending on the four factors mentioned above, Cresswell (2009) lists 6 types of mixed methods designs such as sequential explanatory strategy, sequential exploratory strategy, sequential transformative strategy, concurrent triangulation strategy, concurrent embedded strategy, and concurrent transformative strategy.

For the present study, sequential explanatory strategy was utilized. In this strategy, quantitative data are collected first, then qualitative data are collected based on the findings found by quantitative data which shows that the two forms of data are separate but connected (Cresswell, 2009). To this connection, the qualitative data are used to help further explain the quantitative results (Cresswell, 1999). The major reason behind the use of the sequential explanatory strategy was to find out relationships between and/or among variables as this strategy is “better suited to explaining and interpreting relationships” (Cresswell, 2009, p. 211). To this connection, quantitative data gathered through the questionnaire, attitude scale, observation form and achievement tests were collected and analyzed first, and then the findings arrived at this stage were planned to lead the qualitative phase which included semi-structured interviews and focus group interviews. Finally, the mixing

of the two data occurred in the discussion part. The following research questions were formulated in parallel with the purpose of the present study.

### **3.1.1 Research Questions**

1. What are the teachers' views about the middle school English language curriculum?

2. What antecedents, transactions and outcomes were observed before, during and at the end of the implementation of the middle school English language curriculum?

2.1. What antecedents were observed before the implementation of the middle school English language curriculum in the 5<sup>th</sup>, 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grade classes?

2.2. What transactions were observed during the implementation of the middle school English language curriculum in the 5<sup>th</sup>, 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grade classes?

2.3. What outcomes were observed after the implementation of the middle school English language curriculum in the 5<sup>th</sup>, 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grade classes?

3. What is the influence of observed antecedents and transactions on the observed outcomes in the 5<sup>th</sup>, 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grade classes?

### **3.2. Participants**

The participants of the present study included teachers from whom the most important data regarding evaluation of a new curriculum can be obtained (Güven & Alp, 2008) and the students who are influenced by the curriculum the most. There are two groups of teachers; those selected from different districts of Ankara and

those who participated in the interviews and observed in their classrooms. One class of students for each grade level were selected from a school where the researcher worked as an English teacher. Selection of each group of participants is explained in the following sections.

### 3.2.1. Teachers

There were two groups of teachers, the first group of English teachers was selected through cluster sampling method from 25 districts in Ankara in order to complete a questionnaire. The population of teachers teaching at the 5<sup>th</sup>, 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> grade levels in Ankara consisted of 1943 teachers according to the data obtained from MEIS module at [www.mebbis.meb.gov.tr](http://www.mebbis.meb.gov.tr) on 12.12.2016. The minimum sample size was calculated through the formula suggested by Bartlett, Kotrlik and Higgins (2001) as shown below:

$$n_0 = \frac{(t)^2 \times (p)(q)}{(d)^2}$$

$$n1 = \frac{n_0}{1 + n_0/\text{popupaliton}}$$

Where t represents the value for selected alpha level of .025 in each tail = 1.96. (the alpha level of .05 indicates the level of risk the researcher is willing to take that true margin of error may exceed the acceptable margin of error).

Where (p)(q) represents the estimate of variance = .25. (maximum possible proportion (.5) \* 1- maximum possible proportion (.5) produces maximum possible sample size).

Where d represents the acceptable margin of error for proportion being estimated = .05 (error researcher is willing to accept).

Where  $n_0$  represents the required sample size because sample > 5% of population.

Where  $n_1$  represents the required return sample size because sample  $> 5\%$  of population.

Table 3.1

*Distribution of the Teacher Population Across the Districts in Ankara*

Districts in Ankara	Population of Teachers (N)	%	Minimum Required Sample Size	Drawn Sample Size	Reached Sample Size (n)
1. AKYURT	13	.67	2	2	2
2. ALTINDAĞ	154	7.93	26	30	32
3. AYAŞ	10	.51	2	2	2
4. BALA	11	.57	2	2	1
5. BEYPAZARI	18	.93	3	4	3
6. ÇAMLIDERE	2	.10	1	1	0
7. ÇANKAYA	257	13.23	42	49	43
8. ÇUBUK	32	1.65	5	7	8
9. ELMADAĞ	15	.77	2	3	2
10. ETİMESGUT	193	9.93	32	37	38
11. EVREN	1	.05	1	1	0
12. GÖLBAŞI	57	2.93	9	10	10
13. GÜDÜL	7	.36	1	1	2
14. HAYMANA	10	.51	2	2	2
15. KALECİK	4	.21	1	1	1
16. KAZAN	28	1.44	4	5	4
17. KEÇİÖREN	325	16.73	53	62	55
18. KIZILCAHAMAM	7	.36	1	2	3
19. MAMAK	223	11.48	37	43	40
20. NALLIHAN	12	.62	2	3	2
21. POLATLI	53	2.73	8	10	10
22. PURSAKLAR	55	2.83	9	10	11
23. SİNCAN	231	11.89	38	44	38
24. ŞEREFLİKOÇHİSAR	13	.67	2	3	3
25. YENİMAHALLE	212	10.91	35	41	37
Sum	1943	%100	320	375	349

These procedures resulted in a minimum returned sample size of 320. However, the response rates in surveys, as stated by Bartlett, Kotrlik and Higgins (2001), are typically well below 100% and Cochran (1977) suggests using the results of pilot study or examining the results in the literature to calculate the minimum drawn sample size (as cited in Bartlett, Kotrlik, & Higgins, 2001). In the present study, the result of the pilot study of which the return rate was 86% was used and with formula

suggested by Bartlett, Kotrlik and Higgins (2001), the minimum drawn sample size of  $320/.86= 372$  was calculated.

As all districts in Ankara were included, the proportion of the teachers in these Districts was taken into account as well. The sample size and all the other information are presented in Table 3.1. As cluster sampling method was used, all the teachers present in each school were invited to participate in the study, as a result in some Districts more teachers participated than expected and they were included in the sample as presented in the table.

In addition to English teachers selected from different districts of Ankara, four teachers from a school in Altındağ, where the observations, interviews and achievement tests were conducted, participated as interviewees. Each of the four teachers was teaching in a different grade level. They were observed and individual interviews were conducted with them. To wrap up, 353 teachers participated in the study.

### **3.2.2. Students**

Like teachers, two groups of students participated in the study. The students in the school located in Altındağ participated in the focus group interviews. Six students from each grade level were selected as participants for focus groups through a homogenous sampling method, which “involves bringing together people of similar backgrounds and experiences to participate in a group interview about major issues that affect them” (Patton, 2002, p. 236). In other words, a representative group of students were selected among the students in each classroom from each grade level. To illustrate, their gender, achievement level, and family-related characteristics were taken into account while selecting this subgroup of the students. To this connection, 24 students were formed the first group of participants in the present study.

In addition to the students who participated in focus groups, 155 students placed in the four grade levels were observed for two and a half months, achievement tests and



attitude scales were conducted to them, so they were other participants of the present study. Among these participants, 42 students were at 5<sup>th</sup> grade level, 44 students were at 6<sup>th</sup> grade level, 35 students were at 7<sup>th</sup> grade level and 34 students were at 8<sup>th</sup> grade level. The classes to observe were selected randomly from the classes that the selected teachers taught.

### **3.3. Data Collection Instruments**

Throughout the present study, triangulation which is defined by Krathwohl (1993) as “the process of using more than one source to confirm information: confirming data from different sources, confirming observations from different observers, and confirming information from different data collection methods” (cited in Pepper & Hare, 1999, p. 329) was utilized. To this connection, a teacher questionnaire, an attitude scale for students, various observation forms, 10 achievement tests, two interview schedules for teachers and four focus group interview schedules for students were prepared as data collection instruments for the present study. Each of these data collection instrument is explained below separately.

#### **3.3.1. Teacher Questionnaire**

This questionnaire was used to answer the first research question, which sought to examine teachers’ perceptions of the middle school English language curriculum in terms of its theoretical soundness. In other words, it was aimed to find out whether the curriculum design was theoretically appropriate which refers to the merit of the curriculum, and the logical contingency of the curriculum in Stake’s terms which he proposed in his evaluation model.

During development process, the latest curriculum developed by MoNE in 2012 and the related literature (Çelik, 2009; Er, 2006; Güneş, 2009; Ornstein & Hunkins, 2004; Mersinligil, 2002; Oliva, 1997; Seçkin, 2010) were investigated in detail. 78 items from the related literature were collected in a pool, and then the appropriate ones were selected for the present study. 69 items were selected at the beginning and

they were sent to experts in order to take their opinions for the questionnaire's content and face validity. Opinions were taken from three professors from Curriculum and Instruction Department and one professor from English Language Teaching Department. Based on feedback from these experts, necessary changes were applied to the questionnaire. To illustrate, the first draft of the questionnaire was composed of 69 items, and 13 items were deleted or reworded by combining some items based on expert opinions. In addition, the format of the questionnaire was changed and some instructions were reworded based on these opinions. To illustrate, instead of writing the components of the curriculum and writing differing sentences, the name of the component was written followed by three dots to be completed with the items. After expert opinions, the questionnaire was examined by five English teachers in order to find out whether these 56 items in the questionnaire were understood as intended referring to face-related validity, which resulted in a negligible revision about wording of a few items. To illustrate, they had difficulty in understanding the meaning of "learner autonomy", so it was reworded to be understood easier.

Last of all, the questionnaire was administered to 65 teachers to check its reliability through Cronbach's alpha, however 56 teachers returned the questionnaires. To this connection, the return rate was 86%. The Cronbach's alpha values for the five subsections of the questionnaire were found to be .95, .93, .91, .95 and .91 for objectives, content, materials, activities, and assessment methods and techniques, respectively.

As a result of these procedures, the questionnaire was composed of two sections; the first section included items about teachers' demographic characteristics, and the second section had items about curriculum components. It was expected to provide information about the teachers' perceptions of the curriculum. The second part of the questionnaire had five subsections and 56 items. The first subsection part included 17 items about objectives, the second subsection covered 12 items about content, the third subsection consisted of six items about materials, the fourth subsection included 14 items about activities, and the final part covered seven items about assessment

methods and techniques (Appendix F). The questionnaire was modelled on a five-point Likert scale, in which the teachers were asked to rate their level of agreement or disagreement by rating each item on this five-point scale such as 1- strongly disagree, 2- disagree, 3- neither agree nor disagree, 4- agree, 5- strongly agree.

### **3.3.2. Attitude Scale**

An attitude scale to measure students' attitude towards English as a foreign language was developed in order to find answers for the first sub-question of the second research question which was about students' antecedents referring to students' entry characteristics (Appendix G). During instrument development, related literature and available instruments were examined (Alkaf, 2013; Bař, 2012; Erdem, 2007; Gmleksiz, 2003; Hilliard, 2015; Kazazođlu, 2013). The items from the related literature were collected in a pool, and then appropriate ones were selected for students' attitude towards English scale. The pool included 65 items at the beginning. Among these items, 20 items were selected as appropriate for the present study depending on the purpose. The other reason to drop many items was to write as few items as possible taking students' developmental level into account. The scale was modelled on a five-point Likert scale, in which students were asked to rate their level of agreement or disagreement by rating each item on this five-point scale such as 1- strongly disagree, 2- disagree, 3- neither agree nor disagree, 4- agree, 5- strongly agree.

Afterwards, the selected items were sent to an assessment and evaluation professor, 3 professors working at Curriculum and Instruction Department and one professor working at English Language Teaching Department to get expert opinions to satisfy the content and face validity of the scale. Based on the suggestions from these experts, five more items were deleted as they were thought to be relevant to attitude towards the course not the language itself. As a result, a scale consisting of 15 items was developed. Then, it was administered to eight students in order to check the clarity and understandability of the items to satisfy its face validity, no revision was made.

Finally, an exploratory factor analysis (EFA) was conducted to determine factors of the scale, because it was not known whether there was any relationship among the items of the questionnaire (Tabachnick & Fidell, 2013). Indeed, EFA was conducted two times. In the first one, it was administered to 146 students from middle school and the results indicated that one of the items (I don't think that English will be important for my jobs in the future) was not loaded on any factor, so it was deleted. The new scale consisted of 14 items and it was administered to another sample of 153 middle school students again. Before conducting EFA, assumptions were checked to see whether they were violated or not. Sample adequacy, Kaiser's measure of sampling adequacy (KMO), Bartlett's Test of Sphericity, the correlation matrix and multivariate normality were examined.

To start with sample size, research on EFA has divergent advices for sample size for good EFA (Williams, Brown & Onsmann, 2012). To illustrate, Tabachnick and Fidell (2013) suggest that the impact of sample size is reduced with consistently high communalities (all greater than .6) and well determined factors. Fabrigar, MacCallum, Wegener and Strahan (1999) suggest a sample of 200 or more when communalities are between .40 and .70. Velicer and Fava (1998) indicates that " $N$  be at least 10 times  $p$ " (p. 232), and so sample size should be at least 10 times of item numbers. Hair, Black, Babin and Anderson (2014) advised that sample size should be at least five times of item numbers, so the sample was found to be enough with a sample size of 153 as it is ten times of the item numbers.

Kaiser Mayer Olkin (KMO) index value was found to be .92 indicating that there was relationship between items according to Tabachnick and Fidell (2013) who suggest .60 and higher KMO values to be sufficient for good factor analysis as "value close to 1 indicates that patterns of correlations are relatively compact and so factor analysis should yield distinct and reliable factors" (Field, 2013, p. 965).

Bartlett's Test of Sphericity was found to be significant with  $\chi^2 (df = .91) = 1273.94$ ,  $p < .05$ , indicating that the correlation matrix had significant correlations among at least some of the variables (Hair et al., 2014, p.102). Multivariate

normality, checked with Mardia’s test, was violated ( $p < .05$ ), so Principal Axis Factoring was used as extraction method (Costello & Osborne, 2005). In order to clarify and simplify the factor loadings, oblique rotation was implemented (Osborne, 2015). Hence, all assumptions seemed to be met and EFA was conducted. First of all, correlation matrix was examined to see whether there was relationship between the items. According to Hair, Black, Tatham and Anderson (2010), the minimal items loading value is .30, which is enough to indicate a correlation among items. The higher the value is, the more correlation is explained. Initial glance at correlation matrix indicated that there was a correlation among items as seen in Table 3.2.

Table 3.2

*Correlation Matrix of the Items of the Student Attitude Scale*

Item	1	2	3	4	5	6	7	8	9	10	11	12	13	14
1	1													
2	.23	1												
3	.38	.48	1											
4	.27	.66	.53	1										
5	.23	.60	.47	.59	1									
6	.33	.31	.60	.34	.52	1								
7	.33	.53	.44	.43	.52	.59	1							
8	.28	.71	.52	.63	.61	.46	.68	1						
9	.23	.66	.43	.57	.66	.43	.57	.66	1					
10	.27	.57	.44	.63	.61	.46	.48	.69	.58	1				
11	.47	.50	.59	.44	.45	.61	.67	.62	.55	.47	1			
12	.22	.58	.53	.62	.56	.43	.45	.65	.52	.66	.54	1		
13	.22	.43	.49	.37	.42	.48	.52	.47	.39	.37	.46	.45	1	
14	.43	.30	.54	.36	.60	.55	.40	.39	.27	.32	.49	.39	.40	1

Afterwards, the scree plot was examined as seen in Figure 3.1. As for interpreting the scree plot, researchers “look for the point where a line drawn through the points changes slope” (Tabachnick & Fidell, 2013, p. 649). In Figure 3.1, it is seen that a single straight line can fit the first three eigenvalues on the above left. Another single straight line with different slope can fit remaining points (Tabachnick & Fidell, 2013). Field (2013) called the point between these two lines as the inflexion point (in this case, it is point 2) indicating “cut-off for retaining factors” (p. 955), and Costello and Osborne (2005) states that the number of data points above this point is the

number of retained factors. Hence, there seems to be two factors in data by considering two points on the above left of the inflexion point as seen in Figure 3.1.

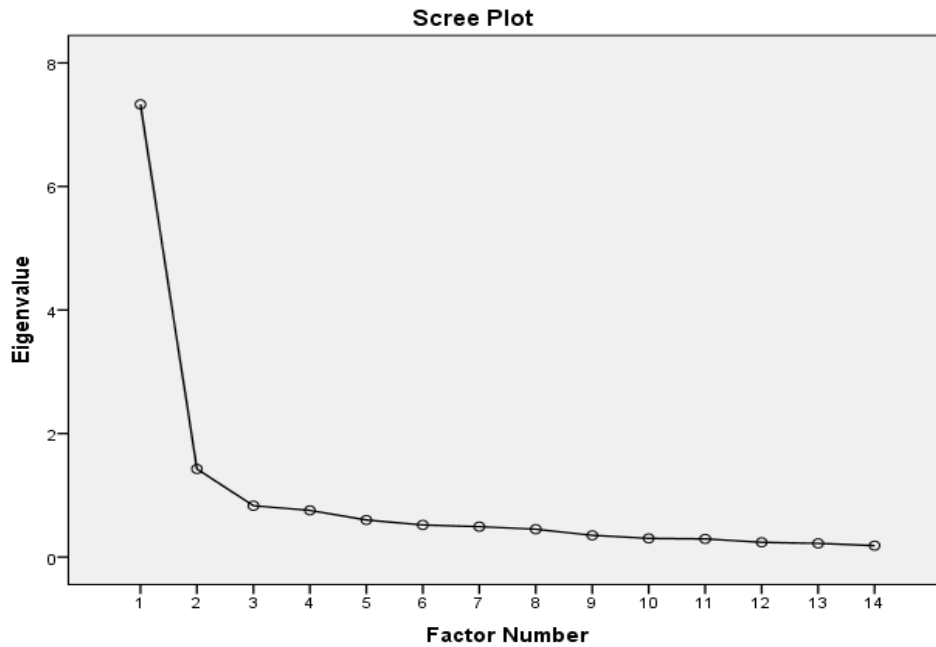


Figure 3.1. Scree plot of factors of the attitude scale

Table 3.3

*Eigenvalues, Percentages of Variance and Cumulative Percentages for Factors of the Attitude Scale*

Factor	Eigenvalue	% of Variance	Cumulative %
1	7.33	52.35	52.35
2	1.43	10.19	62.54
3	.83	5.94	68.48
4	.76	5.40	73.88
5	.60	4.29	78.17
6	.52	3.71	81.88
7	.49	3.51	85.40
8	.45	3.22	88.61
9	.35	2.52	91.13
10	.30	2.16	93.30
11	.29	2.10	95.40
12	.24	1.70	97.09
13	.22	1.58	98.68
14	.19	1.32	100

Although scree plot is useful, it is not exact as it may rely on the subjective judgements of the researcher (Tabachnick & Fidell, 2013). As such, Kaiser (1960) recommends using eigenvalues greater than 1 in determining retaining factors. Table 3.3 indicates that there are two factors with eigenvalues greater than 1 with 62.54% cumulative percent of variation explained by retained factors. Around 80% total variance is sufficient for EFA as “in the social sciences, where information is often less precise, it is not uncommon to consider a solution that accounts for 60 percent of the total variance (and in some instances even less) as satisfactory” (Hair et al., 2014, p. 107). When taken together, both scree plot and eigenvalue inspection point out a two-factor model accounting for 62.54% of the variance.

In order to simplify interpretation of findings and justify the results, oblique rotation was done. For Hair et al (2010), factor loadings above .50 are considered significant, and this is .32 for Tabachnick and Fidell (2013). To this connection, 7 items were loaded on factor 1 and 7 items were loaded on factor 2 as presented in Table 3.4 and Figure 3.2.

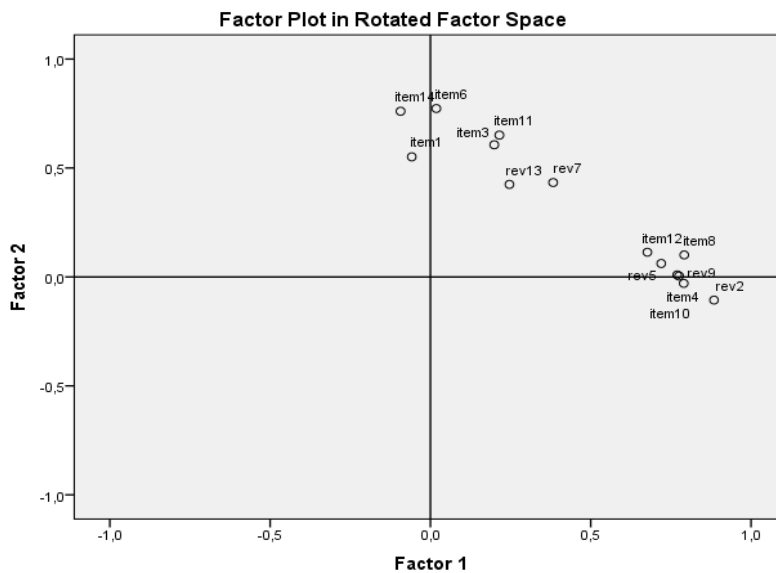


Figure 3.2. Factor plot in rotated factor space

Table 3.4

*Summary of Items and Factor Loadings for Oblimin Rotation for the Attitude Scale*

Items	Factor loading	
	1	2
2. I am not interested in learning English	<b>.88</b>	-.11
8. I want to learn English so much.	<b>.79</b>	.10
4. I want to improve my English as much as possible.	<b>.79</b>	-.03
9. It is a waste of time to strive for learning English.	<b>.78</b>	.04
10. I want to take more courses to improve my English.	<b>.77</b>	.01
5. It doesn't matter if I don't learn English.	<b>.72</b>	.06
12. It is worthwhile for me to strive for learning English.	<b>.68</b>	.11
6. English is a language that I will need throughout my life.	.02	<b>.77</b>
14. I think, learning English will help me find a better job in the future.	-.09	<b>.76</b>
11. English is an important foreign language.	.22	<b>.65</b>
3. English is a language that I will benefit throughout my life.	.20	<b>.61</b>
1. English is common language enabling everyone in the world to understand each other.	-.06	<b>.55</b>
7. English is an unnecessary foreign language.	.38	<b>.43</b>
13. English is a language that I will not use anywhere throughout my life.	.25	<b>.43</b>

Last of all, the reliability of the scale was calculated. The results are presented in Table 3.5 and Table 3.6. Internal consistency of the factors was calculated with Cronbach's alpha and the calculated values were .92 for factor 1 and .87 for factor 2, which shows sufficient reliability according to Nunnally (1978) who recommends that instruments in social sciences should have a Cronbach's alpha of .70 or higher for sufficient reliability. The results also indicated that there was no need to drop any item from either factor, because reliability did not increase if any item was deleted as seen in Table 3.5 and Table 3.6.

As a result of these statistical procedures, a 14 item, two factors attitude scale was developed to collect data about the 5<sup>th</sup>, 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grade the value attached to English. The first factor was named as "the value attached to English" and the second factor was named as "the desire to learn English".



Table 3.5

*Cronbach's Alpha Values of Factor 1 Items When an Item is Deleted*

Item	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
4	24.58	35.50	.76	.91
2	24.70	35.02	.77	.91
5	24.72	34.63	.74	.91
8	24.75	33.71	.81	.90
9	24.65	36.12	.70	.91
10	24.99	33.73	.77	.91
12	24.74	35.41	.73	.91

Table 3.6

*Cronbach's Alpha Values of Factor 2 Items When an Item is Deleted*

Item	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
1	23.98	30.91	.46	.87
3	23.84	27.60	.68	.84
6	24.02	26.76	.71	.84
11	23.76	26.83	.75	.83
14	23.61	29.19	.62	.85
7	23.70	27.80	.66	.84
13	23.67	29.02	.57	.86

**3.3.3. Observation Form**

The observation form used in the present study aimed to find out to what extent the standards of the curriculum are applied in the implementation process of the middle school English language curriculum. It served as one of the data collection instruments to obtain data on transactions component of the evaluation model in order to examine the congruence between the intended and observed activities.

As stated by Merriam (2009), observations take place in the setting where the phenomenon of interest naturally occurs, and they make it possible to record the behaviors as they happen. In addition, they can “provide some knowledge of the context or to provide specific incidents, behaviors, and so on that can be used as reference points for subsequent interviews” (Merriam, 2009, p. 119). It is natural to

observe the absence of many things such as activities, interactions, what people say, what people do, and the physical setting, however it is also possible to observe what does not happen (Patton, 2002). If, for example, “social science theory, program goals, implementation designs, and/or proposals suggest that certain things ought to happen or are expected to happen, then it is appropriate for the observer or evaluator to note that those things did not happen” (Patton, 2002, p. 295). As aforementioned, one of the aims of the present study was to find out whether the middle school English language curriculum is being implemented as planned. To this connection, instead of examining and writing down all that is happening, attention was paid on the occurrence and nonoccurrence of curriculum standards and the observation form was developed accordingly. As stated by Patton (2002), “if a school program is supposed to, according to its funding mandate and goals, provide children with opportunities to explore the community and no such explorations occur, it is altogether for the evaluator to note said implementation failure” (p. 295). As it was noteworthy to find out to what extent the planned curriculum was being implemented as planned, the observation form included the items about the curriculum standards, and their availability and absence were examined. To illustrate, it was noteworthy to find out the weight spent on four language skills, so the time spent on these skills needed to be recorded to see whether it has any influence on the expected outcomes with regard to students’ success in these skills. As a result, the observation form was developed in a way to provide the researcher to collect data about these occurrences and nonoccurrence.

During the development process of this observation form, expert opinions were taken from three professors working in the Curriculum and Instruction Department and one professor working at the English Language Teaching Department in order to check whether the items satisfied content validity. Necessary changes were applied based on expert opinions. To illustrate, the range of frequencies and minutes were changed and some items were deleted. As a result of these procedures, the final observation form was composed of five parts. First part was about teacher behaviors which had seven items, the second part covered student behaviors included had five items, the third part was about materials which was composed of five items, the fourth part

covered methods, techniques and activities having 13 items, and the last part was about assessment methods and techniques and it had eight items (Appendix H).

In order to assure the reliability of this instrument, inter-rater reliability was calculated through percent agreement which is calculated by adding up the number of cases that received the same rating by both judges and dividing that number by the total number of cases rated by the two judges (Stemler, 2004). One teacher was observed for ten class-hours by two other English teachers. The percent agreement values were 90%, 90%, 71%, 81%, 74%, 86%, 86%, 79%, 79% and 76% and the average agreement value was 81.2%, which can satisfy the reliability of the instrument as a typical guideline found in the literature for evaluating the quality of interrater reliability based upon consensus estimates is that they should be 70% or higher (Stemler, 2004).

#### **3.3.4. Achievement Tests**

Ten achievement tests were developed to measure students' success in language skills in four grade levels (5-8). For the 5<sup>th</sup> and 6<sup>th</sup> grade students, listening and speaking tests were developed, while listening, speaking and writing tests were developed for the 7<sup>th</sup> and 8<sup>th</sup> grade students based on the curriculum standards. No achievement test was developed to measure their reading skills, their proficiency in reading skills were measured through the written examinations conducted by their teachers. The development process of these tests and the results of pilot studies are presented below separately in detail.

##### **3.3.4.1. Achievement Tests to Measure Students' Listening Skills**

These achievement tests were developed in order to find out to what extent the objectives related to the listening skills suggested in the curriculum were attained by the students. A different achievement test was developed for each grade level in parallel with the corresponding objectives, and similar procedures were applied while developing these achievement tests to measure students' listening skills.

The listening recordings were taken from [www.eba.gov.tr](http://www.eba.gov.tr), a site developed by Ministry of National Education and some other private sites which included many listening exercises developed consistent with the objectives. The listening recordings were taken from these sites and the questions were written considering the corresponding objectives. During the development process of the listening tests, expert opinions and teacher opinions were taken to check content validity. In addition, face validity referring to the clarity and understandability of the tests was checked with three students. Also, item analysis was conducted by calculating item difficulty index (P) which is “the proportion of persons who obtained a correct item response” (Finch, Immekus & French, 2016, p. 15), and item discrimination index (D) which is “the degree to which an item functions to differentiate respondents with relatively higher levels of the trait being measured by the scale from those with lower trait levels” (Finch, Immekus & French, 2016, p. 30).

Item difficulty can range from 0.00 to 1.00 and the values closer to 0.00 indicate difficult items, while the items closer to 1.00 indicate easy items (Finch, Immekus & French, 2016). Allen and Yen (1979) suggest that the values (P) between .30 and .70 provide the most useful information about examinees’ knowledge or skill level (as cited in Finch, Immekus & French, 2016).

Item discrimination index refers to “the potential of an item in question to be answered correctly by those students who have a lot of the particular quality that the item is designed to measure and to be answered incorrectly by those students who have less of the particular quality” (Cohen, Manion & Morrison, 2007, p. 422). It is calculated as the difference between the proportion of the highest scoring (upper) and lowest scoring (lower) groups of examinees obtaining a correct item response, and discrimination values can range from  $-1.00$  to  $1.00$ , with positive values indicating items that favor the upper scoring group and negative values showing items that favored the lower scoring group (Finch, Immekus & French, 2016). In other words, Items are thought to be performing well when they have relatively large positive discrimination values, meaning a larger portion of the high scoring group responded correctly compared to the low scoring group (Cohen, Manion & Morrison, 2007;

Finch, Immekus & French, 2016). To calculate this test's item discrimination index, the top 27% and the bottom 27% of examinees were identified based on the total test scores (Turgut & Baykul, 2012). Afterwards, subtraction of the values that the high group obtained by the values obtained by the low group give the items' discrimination index (Finch, Immekus & French, 2016), which is suggested by Ebel (1965) to be between .40 and 1.00 (as cited in Finch, Immekus & French, 2016). The items having a value below .20 were accepted as having low discriminating value so they were deleted (Özçelik, 2013; Turgut & Baykul, 2012).

Last of all, the reliability of the listening tests was calculated through Kuder-Richardson 20 formula which can be used when the items in a test are not of equal difficulty and the reliability values should be at least .70 and preferably higher (Fraenkel, Hyun & Wallen, 2012).

Further information about the development of the listening tests developed for each grade level is presented in the following subsections.

#### **3.3.4.1.1. Achievement Test to Measure 5<sup>th</sup> Grade Students' Listening Skills**

This achievement test was developed in order to find out to what extent the objectives related to the listening skills suggested in the 5<sup>th</sup> grade middle school English language curriculum were attained by the 5<sup>th</sup> grade students. While developing this instrument, the units and their corresponding objectives were examined first. Afterwards, some observable and measurable objectives were selected. Eight objectives were selected as seen in Table 3.7, and at least three questions per objective were written for the test. The questions and answers were prepared in parallel with the objectives.

To this connection, 25 questions were written taking Bloom's taxonomy of educational objectives into account. Due to the students' previous learning experiences (Bloom, Englehart, Furst, Hill & Krathwohl, 1956, cited in Seddon, 1978), their level of development and the nature of the listening skills, the questions

were prepared at the comprehension level, while it was not possible to prepare questions related to knowledge, application, analysis, synthesis and evaluation levels (see Appendix Z).

Table 3.7

*The Units and the Corresponding Listening Skills Objectives in the 5<sup>th</sup> Grade Curriculum*

Units	Objectives
1. My Daily Routine	1. Students will be able to understand the essential information from short, recorded passages dealing with routines, which are spoken slowly and clearly.
2. My Town	2. Students will be able to understand the time. 3. Students will be able to understand simple directions on how to get from X to Y.
3. Hello!	4. Students will be able to understand simple personal information.
4. Games and Hobbies	5. Students will be able to comprehend conversations on people's hobbies, likes, dislikes, and abilities provided that their interlocutor speaks clearly and slowly.
5. Health	6. Students will be able to identify everyday illnesses and understand some of the suggestions made.
6. Movies	7. Students will be able to follow slow and carefully articulated speech describing movie characters and movie types.
7. Party Time	8. Students will be able to understand simple requests for permission and their responses delivered at a slow pace, without background noise.

In order to check this test's content validity, expert opinions were taken from one professor specialized in measurement and evaluation, three professors working at Curriculum and Instruction Department and one professor working at English Language Teaching Department. Based on the suggestions from these experts, necessary changes were applied. To illustrate, attention was paid to use pictures for

almost all of the questions; however, the experts advised not to use pictures for some of the questions. Therefore, the pictures in some of these questions were deleted. Likewise, the experts recommended to use the pictures having similar qualities in all answers. In other words, the pictures utilized in all choices were recommended to be either true pictures or drawings. The questions including both real pictures and drawings were arranged taking this opinion into account. Then, three English teachers teaching the 5<sup>th</sup> grade students were asked to express their opinions about this test. Depending on their suggestions, some negligible wording changes such as the use of punctuation were made. In order to check the clarity and understandability of the test, it was administered to 5<sup>th</sup> grade students, no revision was made. In other words, the questions were clear and understandable.

Afterwards, the achievement test was pilot tested with 161 5<sup>th</sup> grade students to measure its item difficulty index and item discrimination index and the results are presented in Table 3.8. Based on item difficulty analysis as seen in Table 3.8, item1 (.93), item11 (.91) and item15 (.88) had values higher than .70 which are considered to be very easy items, likewise item9 (.17) had a value lower than .20 which is thought to be very difficult item (Finch, Immekus & French, 2016), so they were deleted. Depending on the results presented in Table 3.8, all items have enough item discrimination values as all values were between .40 and 1.00 (Ebel, 1965, cited in Finch, Immekus & French, 2016). As a result, 21 items remained, however one more item was also deleted in order to help calculate the students' points over 100. The discrimination value of the item and the quantity of the items measuring an objective were taken into account while deleting an item. To this connection, item18 having the lowest discrimination value was deleted as there were already three questions to measure the attainment of the corresponding objective, which were decided to be enough to measure that objective. Last of all, this test was administered to 66 5<sup>th</sup> grade students to calculate its reliability through KR-20 formula and the results showed that the test had a satisfactory reliability with a value of .70 (Fraenkel, Hyun & Wallen, 2012).

Table 3.8

*Results of Item Analysis Conducted to the 5<sup>th</sup> Grade Listening Test*

Items	Item Difficulty Index ( <i>P</i> )	The Top 27%	The Bottom 27%	Item Discrimination Index
Item1	<b>.93</b>	-	-	-
Item2	.68	.87	.40	.47
Item3	.61	.91	.31	.60
Item4	.58	.96	.33	.63
Item5	.36	.76	.07	.69
Item6	.62	.82	.33	.49
Item7	.58	.82	.29	.53
Item8	.39	.71	.26	.45
Item9	<b>.17</b>	-	-	-
Item10	.44	.73	.24	.49
Item11	<b>.91</b>	-	-	-
Item12	.67	.89	.43	.46
Item13	.47	.76	.21	.55
Item14	.70	1.00	.36	.64
Item15	<b>.88</b>	-	-	-
Item16	.34	.73	.10	.63
Item17	.51	.82	.33	.49
Item18	.65	.87	.45	.42
Item19	.48	.78	.19	.59
Item20	.68	.91	.33	.58
Item21	.45	.76	.21	.55
Item22	.61	.84	.29	.55
Item23	.70	.87	.40	.47
Item24	.60	.89	.36	.53
Item25	.59	.89	.33	.56

To wrap up, the first draft of the achievement test included 25 multiple choice questions. As a result of these statistical analyses, the final version of the 5<sup>th</sup> grade English listening skills test consisted of 20 multiple-choice questions (Appendix I).

### 3.3.4.1.2. Achievement Test to Measure 6<sup>th</sup> Grade Students' Listening Skills

This achievement test was developed in order to find out to what extent the listening objectives suggested in the 6<sup>th</sup> grade middle school English language curriculum were attained by the 6<sup>th</sup> grade students.



Table 3.9

*The Units and the Corresponding Listening Skills Objectives in the 6<sup>th</sup> Grade Curriculum*

Units	Objectives
1. After School	1. Students will be able to recognize phrases, words, and expressions related to actions people do regularly.
2. Yummy Breakfast	2. Students will be able to identify the names of different food items when listening to a conversation.
3. A Day in My City	3. Students will be able to identify expressions and phrases related to present events.
4. Weather and Emotions	4. Students will be able to pick up the essential information in short recorded passages about weather conditions.
5. At the Fair	5. Students will be able to recognize the words related to the expression of emotions/feelings.
6. Vacation	6. Students will be able to listen to and identify the holiday activities they hear.
7. Occupations	7. Students will be able to recognize familiar words and simple phrases concerning people's occupations if spoken slowly and clearly.

While developing this instrument, the units and their corresponding objectives were examined first. Afterwards, some observable and measurable objectives were selected. Seven objectives were selected as seen in Table 3.9, and at least three questions for each objective were prepared. To this connection, the first draft of the achievement test included 28 questions. Similar to the 5<sup>th</sup> grade listening test, the questions were prepared at the comprehension level, while it was not possible to prepare questions related to knowledge, application, analysis, synthesis and evaluation levels in the 6<sup>th</sup> grade listening skills test (see Appendix Z).

In order to check this test's content validity, expert opinions were taken from three professors working at Curriculum and Instruction Department and one professor working at English Language Teaching Department. Based on the suggestions from

these experts, three questions were deleted as they were found to be inconsistent with the objectives and some changes with respect to the pictures used in the answers of these questions were made. Then, three English teachers teaching the 6<sup>th</sup> grade students were asked to express their opinions about this test and it was administered to four students at 6<sup>th</sup> grade level. No change or improvement was suggested by either parties.

Table 3.10

*Results of Item Analysis Conducted to the 6<sup>th</sup> Grade Listening Test*

Items	Item Difficulty Index ( <i>P</i> )	The Top 27%	The Bottom 27%	Item Discrimination Index
Item1	.69	.93	.39	.54
Item2	.66	.98	.31	.67
Item3	.68	.98	.43	.55
Item4	.63	.95	.31	.62
Item5	.68	.95	.39	.56
Item6	.70	.98	.51	.47
Item7	.56	.98	.24	.74
Item8	.68	.76	.35	.41
Item9	.68	.80	.55	<b>.18</b>
Item10	.69	.90	.47	.43
Item11	.58	.88	.31	.57
Item12	.68	.90	.41	.49
Item13	.69	.93	.45	.48
Item14	.57	.85	.37	.48
Item15	.68	.95	.45	.50
Item16	.68	.95	.47	.48
Item17	.51	.90	.33	.57
Item18	.64	.98	.41	.57
Item19	<b>.11</b>	-	-	-
Item20	.66	.93	.35	.58
Item21	.63	.85	.45	.40
Item22	.68	.88	.47	.41
Item23	.37	.63	.16	.47
Item24	<b>.19</b>	-	-	-
Item25	.43	.85	.39	.46

Afterwards, the achievement test was pilot tested with 160 6<sup>th</sup> grade students to calculate its item difficulty index and item discrimination index. The results of item analysis are shown in Table 3.10. Based on item difficulty analysis as seen in Table

3.11, item 19 (.11) and item 24 (.19) were deleted as the values were lower than .30, which are considered to be very difficult items (Finch, Immekus & French, 2016). Depending on the results presented in Table 3.10, item9 (.18) cannot discriminate between the high group and the low group (Finch, Immekus & French, 2016), so it was deleted as well (Özçelik, 2013; Turgut & Baykul, 2012). As a result, 22 items remained, however two more items were also deleted in order to help calculate the students' points over 100. The discrimination value of the item and the quantity of the items measuring an objective were taken into account while deleting an item. To this connection, item21(.40) and item22 (.41) having the lowest discrimination values were deleted as there were already three questions to measure the attainment of the corresponding objectives, which were decided to be enough to measure that objective. Actually, item22 had the same value as item8, the reason why item 22 was deleted was that there were four questions for the last objective which was measured with item 22, so three questions were found to be enough to measure this objective.

Last of all, this test was administered to 64 5<sup>th</sup> grade students to calculate its reliability through KR-20 formula and the results showed that the test had a satisfactory reliability with a value of .81 (Fraenkel, Hyun & Wallen, 2012).

To wrap up, the first draft of the achievement test included 28 multiple choice questions. As a result of expert opinions and these statistical analyses, the final version of the 6<sup>th</sup> grade English language listening skills test consisted of 20 multiple-choice questions (Appendix K).

#### **3.3.4.1.3. Achievement Test on 7<sup>th</sup> Grade Students' Listening Skills**

This achievement test was developed in order to find out to what extent the listening objectives suggested in the middle school English language curriculum were attained by the 7<sup>th</sup> grade students. While developing this test, the units and their corresponding objectives were examined first. Afterwards, some observable and measurable objectives were selected as presented in Table 3.11. Seven objectives were selected, and at least 3 questions were written for each objective. Totally, 28

questions were prepared initially. Similar to the 5<sup>th</sup> and 6<sup>th</sup> grade listening tests, the questions were prepared at the comprehension level, while it was not possible to prepare questions related to knowledge, application, analysis, synthesis and evaluation levels in the 7<sup>th</sup> grade listening test (see Appendix Z).

Table 3.11

*The Units and the Corresponding Listening Skills Objectives in the 7<sup>th</sup> Grade Curriculum*

Units	Objectives
1. Appearance and Personality	1. Students generally will be able to understand clear, standard speech on appearance and personality, although in a real life situation, they might have to ask for repetition or reformulation.
2. Biographies	2. Students will be able to recognize essential information from short recorded passages dealing with past events and dates.
3. Sports	3. Students will be able to recognize frequency adverbs in short recorded passages dealing with predictable everyday matters which are spoken slowly and clearly.
4. Wild Animals	4. Students will be able to identify the names of wild animals when spoken clearly and slowly.
5. Television	5. Students will be able to understand enough to manage simple, routine exchanges on every day matters (e.g., TV programs) without too much effort.
6. Parties	6. Students will be able to recognize phrases and expressions related to suggestions, immediate needs and quantity of things.
7. Superstitions	7. Students will be able to understand phrases and expressions related to future predictions and future events if spoken clearly and slowly.

Table 3.12

*Results of Item Analysis Conducted to the 7<sup>th</sup> Grade Listening Test*

Items	Item Difficulty Index ( <i>P</i> )	The Top 27%	The Bottom 27%	Item Discrimination Index
Item1	.60	.80	.38	.42
Item2	<b>.82</b>	-	-	-
Item3	.66	.87	.42	.45
Item4	.48	.78	.31	.47
Item5	<b>.85</b>	-	-	-
Item6	.68	.91	.46	.45
Item7	.68	.93	.42	.51
Item8	.66	.96	.48	.48
Item9	.69	1.00	.42	.58
Item10	.69	.89	.40	.49
Item11	.65	.93	.35	.58
Item12	.39	.71	.13	.58
Item13	.40	.93	.38	.55
Item14	.63	.87	.46	.41
Item15	.63	.93	.42	.51
Item16	.66	.91	.40	.51
Item17	.50	.91	.35	.56
Item18	.36	.62	.19	.43
Item19	<b>.27</b>	-	-	-
Item20	.37	.64	.10	.54
Item21	.65	.93	.50	.43
Item22	<b>.29</b>	-	-	-
Item23	.67	.89	.44	.45
Item24	.40	.73	.23	.50
Item25	.55	.78	.31	.47
Item26	.68	.69	.54	<b>.19</b>

In order to check this test's content validity, expert opinions were taken from an expert in assessment and evaluation, three professors working at Curriculum and Instruction Department and one professor working at English Language Teaching Department. Based on the suggestions from these experts, necessary changes were applied. To illustrate, unnecessary pictures were deleted in the answers and the pictures in the answers were reformed paying attention to the gender and age of the persons in these pictures. Then, four English teachers teaching 7<sup>th</sup> grade students and four students from the same grade level were asked to read and state their opinions

about item clarity, understandability and readability. No change or improvement was proposed.

Afterwards, the achievement test was pilot tested with 132 7<sup>th</sup> grade students to determine item difficulty index and item discrimination index of each item as shown in Table 3.12. Based on item difficulty analysis, item2 (.82), item5 (.85) and item15 (.88) were deleted as the values were higher than .70 which are considered to be very easy items, likewise item19 (.27) and item22 (.29) were deleted as their values were lower than .30, which are considered to be very difficult items (Finch, Immekus & French, 2016). Depending on the results presented in Table 3.12, item26 (.19) could not discriminate between the high group and the low group (Finch, Immekus & French, 2016), so it was deleted (Özçelik, 2013; Turgut & Baykul, 2012). In addition, item14 (.41), which had the lowest values, was deleted as well in order to help calculate the students' points over 100.

Last of all, this test was administered to 62 7<sup>th</sup> grade students to calculate its reliability through KR-20 formula and the results showed that test had a satisfactory reliability with a value of .71 (Fraenkel, Hyun & Wallen, 2012).

To wrap up, the first draft of the achievement test included 28 multiple choice questions. As a result of these statistical analyses, the final version of the achievement test consisted of 20 multiple-choice questions (Appendix L).

#### **3.3.4.1.4. Achievement Test on 8<sup>th</sup> Grade Students' Listening Skills**

This achievement test was developed in order to find out to what extent the listening skills objectives suggested in the 8<sup>th</sup> grade middle school English language curriculum were attained by the 8<sup>th</sup> grade students. While developing this instrument, the units and their corresponding objectives were examined first. Afterwards, some observable and measurable objectives were selected. Seven objectives were selected as seen in Table 3.13, and at least 3 questions were written for each objective. Totally, 27 questions were prepared for in the first draft. Similar to the 5<sup>th</sup>, 6<sup>th</sup> and 7<sup>th</sup>

grade listening tests, the questions were prepared at the comprehension level, while it was not possible to prepare questions related to knowledge, application, analysis, synthesis and evaluation levels in the 8<sup>th</sup> grade listening skills test (see Appendix Z).

Table 3.13

*The Units and the Corresponding Listening Skills Objectives in the 8<sup>th</sup> Grade Curriculum*

Units	Objectives
1. Friendship	1. Students will be able to understand the overall meaning of short recorded conversations on everyday topics such as accepting and refusing an offer/invitation; apologizing; and making simple inquiries.
2. Teen Life	2. Students will be able to understand phrases, words and expressions related to regular actions teenagers do and what people like, dislike and prefer.
3. Cooking	3. Students will be able to get the gist of short, clear, simple descriptions of a process.
4. Communication	4. Students will be able to follow a phone conversation.
5. The Internet	5. Students will be able to understand the gist and comprehend phrases and the highest frequency vocabulary related to the topic 'Internet' provided speech is clearly and slowly articulated.
6. Adventures	6. Students will be able to understand the main point in short, clear, simple messages and pronouncements on simple comparisons, preferences and reasons.
7. Tourism	7. Students will be able to understand and extract the essential information from short, recorded passages dealing with tourism which is delivered slowly and clearly.

In order to assure this test's content validity, expert opinions were taken from three professors working at Curriculum and Instruction Department and one professor working at English Language Teaching Department. Based on the suggestions from the experts, two questions were deleted as they were not found to be measuring the corresponding objectives, and some changes with regard to the format of the test were made. In addition, some distractors were reworded based on feedback from the experts. Then, four English teachers teaching 8<sup>th</sup> grade students and four students from the same grade level were asked to read and state their opinions about item clarity, understandability and readability. As a result, some changes were applied to the directions of the questions.

Table 3.14

*Results of Item Analysis Conducted to the 8<sup>th</sup> Grade Listening Test*

Items	Item Difficulty Index ( <i>P</i> )	The Top 27%	The Bottom 27%	Item Discrimination Index
Item1	.56	.95	.29	.66
Item2	.67	.90	.33	.57
Item3	.67	.90	.31	.59
Item4	.67	.93	.31	.62
Item5	.64	.95	.29	.66
Item6	<b>.80</b>	-	-	-
Item7	.44	.83	.17	.66
Item8	.67	.95	.31	.64
Item9	.69	.95	.29	.66
Item10	.67	.90	.48	.42
Item11	.46	.73	.17	.56
Item12	.65	.85	.38	.47
Item13	<b>.86</b>	-	-	-
Item14	.55	.93	.19	.74
Item15	.34	.80	.07	.73
Item16	.64	.93	.43	.50
Item17	.36	.85	.14	.71
Item18	.39	.78	.12	.66
Item19	.53	.83	.36	.47
Item20	<b>.29</b>	-	-	-
Item21	.47	.88	.19	.69
Item22	.67	.98	.36	.62
Item23	.48	.95	.14	.81
Item24	.55	.83	.43	<b>.39</b>
Item25	.67	.85	.50	<b>.15</b>



Next, the achievement test was pilot tested with 163 8<sup>th</sup> grade students to calculate its item difficulty index and item discrimination index and the results are shown in Table 3.14. Based on item difficulty analysis as presented in Table 3.14, item (.80) and item13 (.86) were deleted as the values were higher than .70 which are considered to be very easy question, likewise item20 (.29) was deleted as the value was lower than .30, which is thought to be an easy item (Finch, Immekus & French, 2016). Depending on the results presented in Table 3.14, item25 (.15) cannot discriminate between the high group and the low group (Finch, Immekus & French, 2016), so it was deleted (Özçelik, 2013; Turgut & Baykul, 2012). In addition, item24 (.40), which had the lowest discrimination value, was deleted as well in order to help calculate the students' points over 100.

Last of all, this test was administered to 61 8<sup>th</sup> grade students to calculate its reliability through KR-20 formula and the results showed that test had a satisfactory reliability with a value of .81 (Fraenkel, Hyun & Wallen, 2012).

To wrap up, the first draft of the achievement test included 27 multiple choice questions. As a result of these statistical procedures, the final version of the achievement test consisted of 20 multiple-choice questions (Appendix P).

#### **3.3.4.2. Achievement Tests to Measure Students' Speaking Skills**

These tests were developed by the researcher to measure students' success in speaking skills. A different test was developed for each grade level. While developing these tests, some common statistical procedures were applied for each test as mentioned below.

During the development process of the speaking tests, expert opinions and teacher opinions were taken to check content validity. In addition, face validity referring to the clarity and understandability of the test was checked with students. Assessment rubrics having five-points scale were developed to measure students' success in speaking skills. These tests' reliability was calculated through interrater reliability

which, as suggested by Bliese (2000), Kozlowski and Hattrup (1992), and LeBreton, Burgess, Kaiser, Atchley and James (2003), refers to “the consistency in ratings provided by multiple judges of multiple targets” (as cited in LeBreton & Senter, 2008, p. 815). Among various interrater reliability measures, intraclass correlation coefficient (ICC) was utilized as it can be used with more than 2 raters (LeBreton & Senter, 2008) and when sample size is small ( $N < 15$ ) (Rui & Feldman, 2012). Shrout and Fleiss (1979) introduced three classes of ICC for reliability, depending on whether the same observers rate each subject in a study (as cited in Rui & Feldman, 2012).

In the present study, two-way mixed model was utilized as each person was rated by the same raters (Hallgreen, 2012; McGraw & Wong, 1996; Shrout & Fleiss, 1979). 30 heterogeneous samples and at least 3 raters are considered to be enough for a reliability study and under these conditions, “the values less than 0.5, between 0.5 and 0.75, between 0.75 and 0.9, and greater than 0.90 are indicative of poor, moderate, good, and excellent reliability, respectively” (Koo & Li, 2016, p.155).

Further information with respect to the development process of each test for each grade level is presented in the following subsections.

#### **3.3.4.2.1. Achievement Test on 5<sup>th</sup> Grade Students’ Speaking Skills**

This achievement test was developed by the researcher in order to find out to what extent the objectives related to the speaking skills suggested in the 5<sup>th</sup> grade middle school English curriculum were attained by the 5<sup>th</sup> grade students. While developing this instrument, the units and their corresponding objectives were examined first. Afterwards, some observable and measurable objectives were selected. Seven objectives were selected as seen in Table 3.15, and at least 3 questions per objective. Totally, 25 questions were prepared for this test. Due to the students’ previous learning experiences (Bloom, Englehart, Furst, Hill, & Krathwohl, 1956, cited in Seddon, 1978), and their level of development, the questions were prepared at the

application level, while it was not possible to prepare questions related to knowledge, comprehension, analysis, synthesis and evaluation levels (see Appendix Z).

Table 3.15

*The Units and the Corresponding Speaking Skills Objectives in the 5<sup>th</sup> Grade Curriculum*

Units	Objectives
1. My Daily Routine	1. Students will be able to use simple sentences and phrases to talk about their and their family member's/ friends' daily routines and tell the time with pausing to search for expressions and less familiar words.
2. My Town	2. Students will be able to ask people questions about the locations of places and answer such questions addressed to them provided they are articulated slowly and clearly.
3. Hello!	3. Students will be able to ask for and provide simple personal information.
4. Games and Hobbies	4. Students will be able to ask and answer questions in a simple way regarding hobbies, likes, dislikes, and abilities.
5. Health	5. Students will be able to use simple phrases and sentences to express how they feel, what illness they have, and what they need.
6. Movies	6. Students will be able to use simple phrases and sentences to state personal opinions about movies and movie characters.
7. Party Time	7. Students will be able to use basic greetings and leave-taking expressions.

In order to check this test's content validity, expert opinions were taken from a professor expert in assessment and evaluation, three professors working at Curriculum and Instruction Department and one professor working at English Language Teaching Department. Based on the suggestions from these experts, five questions, which were found not to be measuring the corresponding objectives, were deleted. Then, three English teachers teaching 5<sup>th</sup> grade students and four students

from the same grade level were asked to read and state their opinion about item clarity, understandability and readability. No change or improvement was proposed.

Finally, the achievement test was pilot tested with 36 5<sup>th</sup> grade students to measure its interrater reliability. Three raters rated the students and two-way mixed model of ICC were used in the pilot study and ICC values were found to be .98 which is indicative of excellent reliability according to Koo and Li (2016).

To wrap up, the first draft of the achievement test included 25 questions. As a result of these statistical analyses, the final version of the achievement test consisted of 20 questions (Appendix J).

#### **3.3.4.2.2. Achievement Test on 6<sup>th</sup> Grade Students' Speaking Skills**

This achievement test was developed in order to find out to what extent the objectives related to the speaking skills as suggested in the 6<sup>th</sup> grade English language curriculum were attained by the 6<sup>th</sup> grade students. While developing this instrument, the units and their corresponding objectives were examined first. Afterwards, some observable and measurable objectives were selected as presented in Table 3.16. Seven objectives were selected as seen in the table, and at least three questions were written for each objective except for the objective in the 5<sup>th</sup> unit for which two questions were written. Totally, 23 questions were prepared for this test. Similar to the 5<sup>th</sup> grade speaking test, the questions were prepared at the application level, while it was not possible to prepare questions related to knowledge, comprehension, analysis, synthesis and evaluation levels in the 6<sup>th</sup> grade speaking test (see Appendix Z).

In order to check this test's content validity, expert opinions were taken from a professor expert in assessment and evaluation, 3 professors working at Curriculum and Instruction Department and one professor working at English Language Teaching Department. Based on the suggestions from these experts, 3 questions were

deleted as two or three questions per objective were found to be enough. Then, two English teachers teaching the 6<sup>th</sup> grade students and five students from the same grade level were asked to read and state their opinion about item clarity, understandability and readability. No change or improvement was proposed.

Table 3.16

*The Units and the Corresponding Speaking Skills Objectives in the 6<sup>th</sup> Grade Curriculum*

Units	Objectives
1. After School	1. Students will be able to ask what other people do regularly and respond to questions about the actions they do regularly.
2. Yummy Breakfast	2. Students will be able to express their opinions about the food they like and don't like.
3. A Day in My City	3. Students will be able to make comparisons between two things.
4. Weather and Emotions	4. Students will be able to talk about and answer simple questions, initiate and respond to simple statements about everyday matters (i.e., weather and emotions).
5. At the Fair	5. Students will be able to use a series of phrases and simple expressions to express their feelings, personal opinions about places and things.
6. Vacation	6. Students will be able to tell what they and/or somebody else did on holiday.
7. Occupations	7. Students will be able to give dates and ask questions about people's occupations.

Finally, the achievement test was pilot tested with 36 6<sup>th</sup> grade students to measure its interrater reliability. Three raters rated the students and two-way mixed model of ICC were used in the pilot study and ICC values were found to be .98 which is indicative of excellent reliability according to Koo and Li (2016).

To wrap up, the first draft of the achievement test included 23 questions. As a result of these statistical analyses, the final version of the achievement test consisted of 20 questions (Appendix L).

#### **3.3.4.2.3. Achievement Test on 7<sup>th</sup> Grade Students' Speaking Skills**

This achievement test was developed in order to find out to what extent the objectives related to the speaking skills as suggested in the 7<sup>th</sup> grade middle school English language curriculum were attained by the 7<sup>th</sup> grade students. While developing this instrument, the units and their corresponding objectives were examined first. Afterwards, some observable and measurable objectives were selected as presented in Table 3.17. Seven objectives were selected as seen in the table, and at least three questions were written per objective. Totally, 24 questions were prepared for this test. Like the 5<sup>th</sup> and 6<sup>th</sup> grade speaking test, the questions were prepared at the application level, while it was not possible to prepare questions related to knowledge, comprehension, analysis, synthesis and evaluation levels in 7<sup>th</sup> grade speaking test (see Appendix Z).

In order to check this test's content validity, expert opinions were taken from professor expert in assessment and evaluation, 3 professors working at Curriculum and Instruction Department and one professor working at English Language Teaching Department. Based on the suggestions from these experts, four questions were deleted, and the answer key was prepared in a more detailed way to include almost all possible answers for true assessment. Then, three English teachers teaching the 7<sup>th</sup> grade students and four students from the same grade level were asked to read and state their opinions about item clarity, understandability and readability. No change or improvement was proposed.

Finally, the achievement test was pilot tested with 33 7<sup>th</sup> grade students to measure its interrater reliability. 3 raters rated the students and two-way mixed model of ICC were used in the pilot study and ICC values were found to be .98 which is indicative of excellent reliability according to Koo and Li (2016).

To wrap up, the first draft of the achievement test included 24 questions. As a result of these statistical analyses, the final version of the achievement test consisted of 20 questions (Appendix N).

Table 3.17

*The Units and the Corresponding Speaking Skills Objectives in the 7<sup>th</sup> Grade Curriculum*

Units	Objectives
1. Appearance and Personality	1. Students will be able to ask and answer questions about other people's appearances and personalities.
2. Biographies	2. Students will be able to describe past activities and personal experiences.
3. Sports	3. Students will be able to talk about what people regularly do using frequency adverbs.
5. Television	4. Students will be able to ask questions and answer questions about other people's preferences. 5. Students will be able to talk about their preferences.
6. Parties	6. Students will be able to express quantity.
7. Superstitions	7. Students will be able to ask and answer about simple predictions about the future.

#### **3.3.4.2.4. Achievement Test on 8<sup>th</sup> Grade Students' Speaking Skills**

This achievement test was developed in order to find out to what extent the objectives related to the listening skills as suggested in the 8<sup>th</sup> grade middle school English language curriculum were attained by the 8<sup>th</sup> grade students. While developing this instrument, the units and their corresponding objectives were examined first. Next, some observable and measurable objectives were selected. Seven objectives were selected as seen in Table 3.18, and at least three questions were written for each objective except for the objective in the 4<sup>th</sup> unit for which two

questions were written. Totally, 23 questions were prepared for this test. Similar to the 5<sup>th</sup>, 6<sup>th</sup> and 7<sup>th</sup> grade speaking test, the questions were prepared at the application level, while it was not possible to prepare questions related to knowledge, comprehension, analysis, synthesis and evaluation levels in 8<sup>th</sup> grade speaking test (see Appendix Z).

Table 3.18

*The Units and the Corresponding Speaking Skills Objectives in the 8<sup>th</sup> Grade Curriculum*

Units	Objectives
1. Friendship	1. Students will be able to accept and refuse an offer/invitation, give reasons, apologize and make simple inquiries as a short series of simple phrases and sentences.
2. Teen Life	2. Students will be able to ask what people do regularly and respond to questions about the actions they regularly do.
3. Cooking	3. Students will be able to ask and answer questions and exchange ideas and information on a topic related to how something is processed.
4. Communication	4. Students will be able to describe in simple terms their concerns, sympathy and future plans.
5. The Internet	5. Students will be able to communicate during simple tasks requiring a simple and direct exchange of information about their Internet habits.
6. Adventures	6. Students will be able to use simple descriptive language to make brief statements about and compare sports and games.
7. Tourism	7. Students will be able to describe their favorite tourist attractions by giving information about their location, important features and weather.

Then, expert opinions were taken from three professors working at Curriculum and Instruction Department and one professor working at English Language Teaching



Department in order to check this test's content validity. Based on the suggestions from these experts, three questions were deleted. Then, three English teachers teaching the 8<sup>th</sup> grade students and six students from the same grade level were asked to read and state their opinions about item clarity, understandability and readability. No change or improvement was proposed.

Finally, the achievement test was pilot tested with 32 8<sup>th</sup> grade students to measure its interrater reliability. Three raters rated the students' speaking ability and two-way mixed model of ICC was used in the pilot study and ICC values were found to be .98 which is indicative of excellent reliability according to Koo and Li (2016).

To wrap up, the first draft of the achievement test included 23 questions. As a result of these statistical analyses, the final version of the achievement test consisted of 20 questions (Appendix R).

#### **3.3.4.3. Achievement Tests to Measure Students' Writing Skills**

These tests were developed by the researcher to measure students' competence in writing skills. Writing tests were developed for the 7<sup>th</sup> and 8<sup>th</sup> grade levels, no writing tests were prepared for the 5<sup>th</sup> and 6<sup>th</sup> grade levels as it is not suggested in the middle school English language curriculum to focus on writing skills at the 5<sup>th</sup> and 6<sup>th</sup> grade levels. A different test was developed for each grade level. While developing these tests, some common statistical procedures similar to the ones used while developing speaking skills tests were applied for each test as mentioned below.

During the development process of the writing tests, expert opinions and teacher opinions were taken to check content validity. In addition, face validity referring to the clarity and understandability of the test was checked with students. Assessment rubrics having five-points scale were developed to measure students' success in writing skills. These tests' reliability was calculated through interrater reliability which, as suggested by Bliese (2000), Kozlowski and Hattrup (1992), and LeBreton, Burgess, Kaiser, Atchley and James (2003), refers to "the consistency in ratings

provided by multiple judges of multiple targets” (as cited in LeBreton & Senter, 2008, p. 815). Among various interrater reliability measures, intraclass correlation coefficient (ICC) was utilized as it can be used with more than 2 raters (LeBreton & Senter, 2008) and when sample size is small ( $N < 15$ ) (Rui & Feldman, 2012). Shrout and Fleiss (1979) introduced three classes of ICC for reliability, depending on whether the same observers rate each subject in a study (as cited in Rui & Feldman, 2012). In the present study, two-way mixed model was utilized as each paper was rated by the same raters (Hallgreen, 2012; McGraw & Wong, 1996; Shrout & Fleiss, 1979). 30 heterogeneous samples and at least 3 raters are considered to be enough for a reliability study and under these conditions, “the values less than 0.5, between 0.5 and 0.75, between 0.75 and 0.9, and greater than 0.90 are indicative of poor, moderate, good, and excellent reliability, respectively” (Koo & Li, 2016, p.155).

### 3.3.4.3.1. Achievement Test to Measure 7<sup>th</sup> Grade Students’ Writing Skills

Table 3.19

*The Units and the Corresponding Writing Skills Objectives Suggested in the 7<sup>th</sup> Grade Curriculum*

Units	Objectives
1. Appearance and Personality	1. Students will be able to write simple sentences and phrases to compare two people.
2. Biographies	2. Students will be able to describe an event in simple sentences and report what happened when and where.
3. Sports	3. Students will be able to write simple sentences and phrases about what people generally do.
4. Wild Animals	4. Students will be able to write simple structures describing wildlife.
5. Television	5. Students will be able to write simple sentences and phrases about preferences.

This achievement test was developed in order to find out to what extent the writing objectives suggested in the 7<sup>th</sup> grade middle school English language curriculum were attained by the 7<sup>th</sup> grade students (Appendix O). While developing this

instrument, the units and their corresponding objectives were examined first. Next, some observable and measurable objectives were selected. Five objectives were selected as seen in Table 3.19, and the students were required to write a few sentences to make a paragraph for each objective in five parts. Due to the students' previous learning experiences (Bloom, Englehart, Furst, Hill, & Krathwohl, 1956, cited in Seddon, 1978), their level of development and the nature of the writing skills, the questions were prepared at the application level, while it was not possible to prepare questions related to knowledge, comprehension, analysis, synthesis and evaluation levels (see Appendix Z).

Afterwards, expert opinions were taken from 3 professors working at Curriculum and Instruction Department and one professor working at English Language Teaching Department in order to check this test's content validity. Based on feedback from the experts, necessary changes were applied. To illustrate, the answer key was developed in a way to include all possible answers. Then, three English teachers teaching 7<sup>th</sup> grade students and four students from the same grade level were asked to read and state their opinion about item clarity, understandability and readability. Based on opinions, some pictures were changed as they were difficult for them to understand. In other words, clearer pictures to be understood more easily were selected.

Finally, the achievement test was pilot tested with 35 7<sup>th</sup> grade students to measure its interrater reliability. 3 raters rated the students' papers and two-way mixed model of ICC was used in the pilot study and ICC values were found to be .98 which is indicative of excellent reliability according to Koo and Li (2016).

#### **3.3.4.3.2. Achievement Test on 8<sup>th</sup> Grade Students' Writing Skills**

This achievement test was developed in order to find out to what extent the writing objectives suggested in the 8<sup>th</sup> grade middle school English language curriculum were attained by the 8<sup>th</sup> grade students (Appendix S). While developing this instrument, the units and their corresponding objectives were examined first.

Afterwards, some observable and measurable objectives were selected as presented in Table 3.20. Five objectives were selected as seen in Table 3.20, and the students were required to write one paragraph for each objective in 5 parts. Similar to the 7<sup>th</sup> grade writing test, the questions were prepared at the application level, while it was not possible to prepare questions related to knowledge, comprehension, analysis, synthesis and evaluation levels for the 8<sup>th</sup> grade writing test (see Appendix Z).

Table 3.20

*The Units and the Corresponding Writing Skills Objectives Suggested in the 8<sup>th</sup> Grade Curriculum*

Units	Objectives
1. Friendship	1. Students will be able to write a short, simple letter apologizing and giving reasons for not attending a party in response to an invitation.
2. Teen Life	2. Students will be able to write a short paragraph about the actions they do regularly.
3. Cooking	3. Students will be able to write a series of simple phrases and sentences linked with simple connectors like ‘first’, ‘second,’ ‘finally,’ etc. to describe the process of how something is made, such as a cake.
5. The Internet	4. Students will be able to write a basic paragraph to describe and explain their Internet habits by using simple connectors like ‘and’, ‘but’ and ‘because’.
6. Adventures	5. Students will be able to write a very simple brochure expressing their preference for sports and free time activities.

Next, expert opinions were taken from three professors working at Curriculum and Instruction Department and one professor working at English Language Teaching Department so as to check this test’s content validity. Based on the suggestions from these experts, some changes with respect to the format of test were applied. Then, three English teachers teaching 8<sup>th</sup> grade students and four students from the same

grade level were asked to read and state their opinion about item clarity, understandability and readability. Based on opinions, some pictures were changed as they were difficult for them to understand.

Finally, the achievement test was pilot tested with 32 8<sup>th</sup> grade students to measure its interrater reliability. Three raters rated the students' papers and two-way mixed model of ICC were used in the pilot study and ICC values were found to be .98 which is indicative of excellent reliability according to Koo and Li (2016).

### **3.3.5. Semi-structured Interviews with Teachers**

Two semi-structured interviews were conducted with teachers after all of the other data were collected. The first one was conducted to gather data about antecedents, while the second one was used to further explain the quantitative findings. Detailed information about these interviews is presented in the following paragraphs.

#### **3.3.5.1. The First Interview with Teachers**

The first interview schedule was conducted in order to learn about teachers' entry characteristics (antecedents) especially their views about the new curriculum, which could also give information about the logical consistency among antecedents, transactions, and outcomes as suggested by the theoretical curriculum design.

During interview development, related literature was examined through document analysis and the first draft of interview was sent to three professors working at the Curriculum and Instruction Department to gather their expert opinions in order to find out whether the questions satisfied content validity of the interview questions. Based on their suggestions, necessary changes were applied. To illustrate, the summative questions were turned into open-ended questions. Then, the interview was administered to two English teachers in order to check the understandability and clarity of the questions. Some negligible changes were applied to the interviews. To

illustrate, more probing questions were added so that the teachers could give more information. Finally, they were pilot tested with two English teachers in an administrator's room in order to see whether it worked as planned and calculate how long it would last. The pilot administration for the interview lasted for an average of 40 minutes and a few more probing questions were added to collect more in-depth information.

At the end of these processes, the final version of the semi-structured interview schedule included 11 main questions and some probing questions to explore the antecedents that might have influence on transactions and outcomes observed after the implementation of the curriculum (Appendix T).

#### **3.3.5.2. The Second Interview with Teachers**

This interview schedule was developed by the researcher based on the results of the achievement tests, attitude scale and observation. In other words, the possible factors influencing the observed outcomes after the implementation of the curriculum were aimed to explore. They were also used to cross-validate the findings obtained from observations. In other words, the observed outcomes and transactions were shared with the teachers to see whether they agreed with these results, and then the questions with respect to these results were asked to the teachers. In this way, these findings were expected to shed light on the contingency among antecedents, transactions, and outcome. In other words, the dependency of the outcomes on antecedents and transactions were examined through the second interview.

While developing the second interview schedule, the results of the observation schedule, attitude scale, and the achievement tests were examined first. Afterwards, the first draft of the interview schedule was sent to three professors working at the Curriculum and Instruction Department to gather their expert opinions in order to find out whether the questions satisfied content validity of the interview questions. Based on their suggestions, necessary changes were made. To illustrate, some summative questions were turned into open-ended questions. In addition, instead of

asking a different main question for each observation item, they were collected under a main question including some probing questions. Then, the interview was administered to two English teachers in order to check the understandability and clarity of the questions. No change or improvement was proposed.

After these procedures, the final version of the semi- structured interview schedule included seven main questions and some probing questions to explore the influence of the antecedents and the transactions on the outcomes observed after the implementation of the curriculum (Appendix U).

### **3.3.6. Focus Group Interviews with Students**

Focus groups, which can be conducted with six to eight people or “five to twelve” (Langford & McDonagh, 2003), is a common way of listening and gathering information from a group of selected participants sharing common characteristics (Krueger & Casey, 2000; Langford & McDonagh, 2003). They are mainly used to “promote self-disclosure among participants” (Krueger & Casey, 2000, p. 7), and “foster talk among the participants about particular issues” (Bogdan & Biklen, 2007, p. 109). Simply put, it can be defined as a carefully planned discussion which is designed to obtain the perceptions of the group members on a defined area of interest (Bader & Rossi, 2002; Krueger & Casey, 2000; Langford & McDonagh, 2003). One of the most important advantage of focus groups is that the group members can react to and build upon the responses and comments of others and they are applicable to children or illiterate people (Langford & McDonagh, 2003). Focus groups can operate at the beginning, middle and end of the projects and they can be utilized either as the main data collection instrument or supplementary instrument for triangulation (Bloor, Frankland, Thomas & Robson, 2002).

As stated by Bader and Rossi (2002), a carefully selected, representative sample produces the same results as those obtained by including everyone. To this connection, six students from each grade were selected as participants for focus groups in the present study. These focus groups were expected to be helpful in two

ways in the present study. First, they served for comparing the observation results in order to triangulate the findings about the transactions and the outcomes. Second, they were expected to provide valuable data about students' needs and suggestions.

Expert opinions were taken during the development process for content validity and some changes were made in accordance. To illustrate, the questions related to teacher behaviors were deleted, and only the questions related to the student behaviors, and the results of achievement tests were kept in the interviews. Then, it was pilot tested with two students from each grade level to check the clarity and understandability of the questions. As a result, some changes in the wording of some questions were made.

The first draft of this interview included nine main questions, while the final version of the interview schedule included five main questions after these procedures (Appendix V).

### **3.4. Data Collection Process**

As mentioned in the preceding paragraphs, data were collected from the teachers and the students. The main data collection instruments included a questionnaire to obtain data about the teachers' perceptions of the middle school English language curriculum, an attitude scale to explore the students' attitude towards English, an observation form to examine the implementation process of the curriculum, 10 achievement tests to investigate the outcomes of the curriculum with respect to language skills, focus group interviews with students, and two semi-structured interview schedules with teachers. Data collection process is summarized in Table 3.21 and further detail is explained in the following paragraphs.

Before data were collected, consent forms were taken from the parents of the students who participated in the study either as observant or interviewee, and the teachers (Appendix B), (Appendix C), (Appendix D). Then data collection instruments were sent to the Human Research Ethical Committee (HREC) at Middle



East Technical University, Ankara, Turkey, for review. After the permission was taken from HREC in 02.01.2017 (Appendix A), official permission of Ankara Provincial National Education Directorate was applied to conduct the study. After approval of Ankara Provincial National Education Directorate (Appendix E), data were collected for the main study as presented in the following paragraphs.

To start with the data regarding teacher questionnaire, they were collected by the researcher by visiting the selected schools. Upon the visit, the researcher introduced himself to all school administrators, and they were informed about the purpose of the study. Then, the approval from Ankara Provincial National Education Directorate was either shown to them or a copy of it was left for them. The teachers completed the questionnaire either while the researcher was there or they wanted the researcher to come back another day. To this connection, the researcher had to visit some schools two or even three times. Majority of the teachers could finish completing the questionnaire in the break time which lasted for 10 minutes, while some of them could not finish it in the break time and finished it in another break time. Secondly, the attitude scale was conducted to the 5<sup>th</sup>, 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> students. The scale was conducted in different days, so it took four days to collect and analyze the data about students' attitude.

Table 3.21

*Data Collection Process*

Data Collection Instruments	January	February	March	April	May	June
Questionnaire						
Attitude Scale						
Observation						
Achievement Tests						
First Interview						
Second Interview						
Focus Group Interviews						

After the conduct and analysis of the attitude scale, the observation session started. As the students knew the researcher, he did not need to introduce himself, but he informed the students and the teachers as well about the purpose and significance of

the study at the beginning of the observation. The classrooms observed included one 5<sup>th</sup> grade, one 6<sup>th</sup> grade, one 7<sup>th</sup> grade, and one 8<sup>th</sup> grade classroom. Each class was observed for 20 class hours, which made 80 class hours totally, and it took about two and half months to finish the observations. In all classrooms, the researcher sat at the back row where he could see the classroom better. During each observation, the researcher put a watch on the desk and notes were taken minute by minute as expected in the observation form. To illustrate, in a speaking activity the researcher both paid attention to the time spent on this activity and the number of students who participated in the activity.

Having finished and analyzed the observations, the achievement tests were conducted. Each achievement test was conducted separately. It took two days to administer the listening and writing tests, while it took one day for each classroom to administer the speaking test.

After administering the achievement tests, they were analyzed by the researcher. Following this, individual interviews were conducted with the teachers teaching the observed classrooms. In other words, the teacher teaching 5<sup>th</sup> grade students, the teacher teaching 6<sup>th</sup> grade students, the teacher teaching 7<sup>th</sup> grade students, the teacher teaching 8<sup>th</sup> grade students were interviewed. All interviews were conducted in an administrator' room, they were audio-taped, and were transcribed verbatim. The interviews lasted for an average of 45 minutes and it took three weeks to finish the interviews depending on the availability of the teachers.

Last of all, four focus group interviews were conducted with 6 students from each grade level. All interviews were conducted in an administrator' room, they were audio-taped, and were transcribed verbatim. The interviews lasted for an average of 42 minutes.

### **3.5. Data analysis**

The data; quantitative and qualitative obtained via different instruments were analyzed by utilizing descriptive statistical analysis and content analysis. Each of the analysis procedures are described in the following paragraphs respectively. The quantitative data obtained from the questionnaire, the observation form, the attitude scale, and the achievement tests were analyzed through descriptive statistics including means, standard deviations, frequencies and percentages.

As stated by Creswell (2009), qualitative researchers go beyond the generic analysis of data and add a procedure to the analysis, for example, grounded theory has systematic steps such as open coding, axial coding and selective coding; case and ethnographic research involve a detailed description of the setting or individuals, followed by analysis of the data for themes or issues; phenomenological research uses the analysis of significant statements, the generation of meaning units, and development of what Moustakas (1994) calls an essence description. However, what is common in qualitative data analysis is that the researcher collects data, analyzes it for themes and reports those themes (Creswell, 2009).

For the analysis of the qualitative data which includes teacher interviews and focus group interviews, content analysis, which is a generic analysis of data (Creswell, 2007), was utilized to find out “core consistencies and meanings” (Patton, 2002, p. 453) in the data. Indeed, “all qualitative data analysis is content analysis in that it is the content of interviews, field notes, and documents that is analyzed” (Merriam, 2009, p. 205). “The process involves the simultaneous coding of raw data and the construction of categories that capture relevant characteristics of the document’s content” (Merriam, 2009, p. 205).

In the present study, tips suggested by Creswell (2009) were followed. At the beginning of the process, the tape-recorded data were transcribed first, next the raw data were read for a few times to “obtain a general sense of the information and to reflect on its overall meaning” (Creswell, 2009, p. 185). Then, coding process, which

involves “taking text data or pictures gathered during data collection, segmenting sentences or images into categories, and labeling those categories with a term” (Creswell, 2009, p. 186) followed. After that, themes were generated from codes, the findings were reported based on these themes and codes.

The coding process took days. Before starting to code, the interviews were read for several times. Coding was not done with one specific style in that sometimes paragraphs were given codes, sometimes sentences were given codes and even words were given codes when necessary and appropriate. In other words, words, phrases, and sentences were used as the unit of analysis where and when appropriate. An inductive category development approach was followed as no preliminary codes were used.

To satisfy reliability of the data analysis, one of the first interviews, one of the second interviews, and one of the focus group interviews were selected randomly and they were sent to two independent coders for the purpose of intercoder reliability. One of these experts, a professor at Curriculum and Instruction Department, conducted a qualitative research in his PhD dissertation, he has many studies which have utilized content analysis. The other expert, a PhD candidate at Curriculum and Instruction Department, took some courses on qualitative research methodologies, and is writing his PhD dissertation using a qualitative research design.

Afterwards, intercoder reliability was calculated through the following formula suggested by Miles and Huberman (1994, p. 64):

$$\text{Reliability} = \frac{\text{number of agreements}}{\text{total number of agreements} + \text{disagreements}}$$

Using this formula, the agreement between coders of the first interview, the second interview, and the focus group interview was found to be 72%, 84%, and 94%, respectively. The comparatively low agreement of the first interview results from the

fact that one of the raters did not create detailed codes for the demographic information, therefore they were accepted as disagreement.

### **3.6. Trustworthiness of the Study**

There are many perspectives in literature with respect to the importance of validation in qualitative research, its definition, terms to describe it, procedures to satisfy it and these perspectives view qualitative validation in terms of quantitative equivalents using qualitative terms that different from quantitative terms (Creswell, 2007). As stated by Seale (1999), the validity and reliability issues as discussed in quantitative research corresponds to trustworthiness in qualitative research. Lincoln and Guba (1985) have proposed different terms to satisfy trustworthiness such as (1) confirmability which refers to objectivity in conventional terms (in quantitative research); (2) transferability which refers to external validity in conventional terms; (3) dependability which refers to reliability in conventional terms; and (4) credibility which refers to internal validity in conventional terms (Lincoln & Guba, 1985; Miles & Huberman, 1994). LeCompte and Goetz (1982) have suggested similar terms that apply more to naturalistic axioms as those proposed by Lincoln and Guba (1985) such as internal validity, external validity, reliability and objectivity.

In the present study, some strategies were used to satisfy the trustworthiness of the qualitative findings. Although, qualitative research “does not claim to be replicable” (Marshall & Rossman, 2006, p. 204) as “this assumption of an unchanging world is in direct contrast to the qualitative/interpretative assumption” (Marshall & Rossman, 2006, p. 203), attention was paid on reliability as well.

To start with validity, “truth value” (Miles & Huberman, 1994, p. 278) and “accuracy of findings (Creswell, 2007, p. 206), which refer also to credibility and authenticity (Miles & Huberman, 1994), many strategies have been suggested in the literature. Lincoln and Guba (1985) suggests some strategies to satisfy validity for qualitative data including prolonged engagement, triangulation, expert review, peer debriefing, and member checking. The strategies applicable for the present study

used to satisfy internal validity (credibility) and external validity (transferability) include member checking, triangulation, prolonged engagement, thick description.

Creswell (2007) suggest use of at least two strategies in any qualitative research. In the present study, more than two strategies were utilized. To illustrate, member checking, the process of going back to the participant to determine whether the participant agree with the researcher (Creswell, 2009, was used to determine the accuracy of the findings) in order to satisfy interpretative validity and increase credibility of the findings. Further comments by the participants were used in the analysis if any. Second, data triangulation, the strategy to verify findings with the help of different data sources (Creswell & Miller, 2000) and different methods (Miles & Huberman, 1994), was utilized through multiple data collection instruments and different participants. Third, the fact that researcher was also a teacher working in the school satisfied prolonged engagement strategy, which helped the researcher to build trust with participants and be aware of the culture (Lincoln & Guba, 1985). Last but not least, rich, thick description, the process of describing “in detail the participants or setting under study” (Creswell, 2007, p. 209), was utilized for transferability that refers to external validity and fittingness of the study (Miles and Huberman, 1994).

Reliability, “the extent to which the research findings can be replicated” (Merriam, 2009, p. 220), questions “whether the results are consistent with the data collected” (Merriam, 2009, p. 220), and it refers to dependability in qualitative research (Lincoln & Guba, 1985). The audit trial was utilized to satisfy dependability (Merriam, 2009). In the present study, the supervisor of the researcher was the auditor whom was informed about the study in detail. He was informed about “how data were collected, how categories were derived, and how decisions were made throughout the inquiry” (Merriam, 2009, p. 223).

### **3.7. Limitations of the Study**

The findings may not be generalized to Turkey as it is limited to Ankara; however, it is expected to give insights about the foreign language education in the country at the middle school level.

Dependency in Stake's model, in the present study, is limited to researcher's observations, the results of achievement scores, interviews with teachers and students. In other words, it was not possible to mention a cause-effect relationship.

As a curriculum evaluation study, the present study included teachers and students as participants. The opinions of administrators, parents and policy makers were not taken.

## CHAPTER 4

### FINDINGS

In this chapter, the findings of the study are presented in parallel to the research questions. To this connection, the findings for each research question are addressed one by one.

#### **4.1. The Teachers' Views about the Middle School English Language Curriculum**

The first research question was asked to explore the views of English language teachers about the middle school English language curriculum prepared for the 5<sup>th</sup>, 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grade levels. A questionnaire composed of two parts was used to answer this question. The first part included items about teachers' demographic characteristics, and the second part had items about curriculum components. The second part of the questionnaire had 56 items under five subsections. The first subsection part included 17 items about objectives, the second subsection covered 12 items about content, the third subsection consisted of 6 items about materials, the fourth subsection included 14 items about activities, and the final one covered 7 items about assessment methods and techniques.

*Teachers' Demographic Characteristics:* Before going further into teachers' views about the curriculum, it is better to have a look at demographic characteristics of the teachers summarized in Table 4.1.

As seen in the table, the sample was composed of 280 females (80.2%) and 69 males (19.8%). The participants' average age was found to be 36.5. Regarding education level, 326 teachers (93.4%) had a bachelor's degree, 22 teachers (6.3%) had Master's degree, and 1 teacher (.3%) had a PhD degree.



Table 4.1

*Demographic Characteristics of the Teachers Responding to the Questionnaire*

	Categories	<i>f</i>	%	<i>M</i>
Gender	Female	280	80.2	
	Male	69	19.8	
Age				36.5
Education Level	Bachelor	326	93.4	
	Master's	22	6.3	
	PhD	1	.3	
Faculty	Education	207	57.3	
	Arts and Science	110	31.5	
	Language, History and Geography	17	6.3	
	Others	15	4.9	
Department	Foreign Language Education	195	55.9	
	English Language and Literature	86	24.7	
	Linguistics	16	4.6	
	American Culture and Literature	7	2	
	Translation and Interpreting	1	.3	
	Others	44	12.8	
TOEFL Exam Participation	Yes	9	2.6	
	No	340	97.4	
IELTS Exam Participation	Yes	2	.6	
	No	347	99.4	
YDS Participation	Yes	199	57	
	No	150	43	
YDS Exam Results				84.5
Experience	1-5 Years	76	21.8	
	6-10 Years	92	26.4	
	11-15 Years	75	21.5	
	16-20 Years	56	16	
	More than 20 Years	50	14.3	
Studies or Being Abroad	Yes	142	40.7	
	No	207	59.3	
Following Publications	Yes	116	33.2	
	No	233	66.8	
Conference Participation	Yes	190	54.4	
	No	159	45.6	
Grades Taught	5 <sup>th</sup> grades	349	100	
	6 <sup>th</sup> grades	349	100	
	7 <sup>th</sup> grades	349	100	
	8 <sup>th</sup> grades	349	100	

Table 4.1 Continued

Variables	Categories	<i>f</i>	%	<i>M</i>
In-service Participation	Yes	143	41	
	No	206	59	
Satisfaction of In-service	Satisfied	13	9	
	Partly	64	44.8	
	Not Satisfied	66	46.2	
	Total	143	100	
Knowledge Source of curriculum	Personal search	123	35.3	
	Colleague Meetings	107	30.7	
	Both	12	3.4	
	Others	12	3.4	
	Total	253		

With respect to faculty type, 207 teachers (57.3%) graduated from Faculty of Education, while 142 teachers (42.7%) were graduates of other departments. To illustrate, 110 teachers (31.5%) graduated from Faculty of Arts and Science, 17 teachers (6.3%) graduated from Faculty of Language, History and Geography, and 15 teachers (4.9%) graduated from some other faculties. Regarding type of department, 195 teachers (55.9%) graduated from Foreign Language Education Department, 86 teachers (24.7%) graduated from English Language and Literature Department, 16 teachers (4.6%) graduated from Linguistics Department, 7 teachers (2%) graduated from American Culture and Literature Department, 1 teacher (.3%) graduated from Translation and Interpreting Department, and 44 teachers (12.8%) graduated from other departments.

With respect to exam participation, 340 teachers (97.4%) haven't participated in TOEFL exam, while only 9 teachers (2.6%) have participated in this exam. Likewise, of 349 teachers, 347 teachers (99.4%) haven't participated in IELTS exam, while only 2 teachers (.6%) have. Lastly, 150 teachers (43%) haven't participated in YDS exam, while 199 teachers (57%) have participated in this exam, and the average score of the YDS exam results was found to be 84.5.

Regarding, the participants' experience in the profession, 76 teachers (21.8%) had 1-5 years of experience, 92 teachers (26.4%) had 6-10 years, the remaining 50 teachers (14.3%) had 20 or more years of experience. The biggest proportion of the teachers had an experience of 6-10 years (26.4%).

Regarding experiences abroad, following the publications in their area, and participation in conferences in their area, 142 teachers (40.7%) have been abroad, while 207 teachers (59.3%) have never been abroad; 116 teachers (33.2%) followed publications in the area, while 233 teachers (66.8%) did not, and 190 teachers (54.4%) have participated in conferences, while 159 teachers (45.6%) have not.

With respect to the grades that the participants taught, all teachers (100%) taught in all grades including 5<sup>th</sup>, 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> grade levels. Regarding participation in the in-service training about the curriculum developed in 2012, 143 teachers (41%) have received in-service training, while 206 teachers (59%) have not. Of 143 teachers who received in-service training (41%), 13 teachers (9%) found the training satisfactory enough, 64 teachers (44.8%) found the training partly satisfactory, while 66 teachers (46.2%) found the training unsatisfactory. 206 teachers who did not receive any in-service training about the curriculum and 47 teachers who received in-service training learnt further about the curriculum in different ways. As seen in Table 4.1, 123 teachers (35.3%) learnt about the curriculum via personal search, 107 teachers (30.7%) learnt about the curriculum through colleague meetings, 12 teachers (3.4%) learnt about the curriculum through personal search and colleague meetings, and 12 teachers (3.4%) learnt about the curriculum through other channels.

*Teachers' Focus on Four Skills:* Table 4.2 presents the mostly emphasized skills in the 5<sup>th</sup>, 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grades. To start with 5<sup>th</sup> grade level as presented in Table 4.2, 40 teachers (11.5%) focus on listening and speaking skills, while 227 teachers (65%) focus on all four skills. However, the focus varies; one focuses simply on reading, one on writing, two on speaking, and seven on listening only. To continue with 6<sup>th</sup> grade level, 18 teachers (5.2%) focus on listening and speaking skills, while 251 teachers (71.9%) focus on all four skills. Regarding 7<sup>th</sup> grade level, 3 teachers (.9%)

focus on listening and speaking skills, while 279 teachers (79.9%) focus on all four skills. Further examination of Table 4.2 indicated that only two teachers reported that they focused only on speaking, all other teachers focused on more than one skill. Lastly, 3 teachers (.9%) focus on listening and speaking skills, while 274 teachers (78.5%) focus on all four skills in the 8<sup>th</sup> grade classrooms.

Table 4.2

*The Mostly Emphasized Skills by the Teachers*

Skills	Grade Levels							
	5 <sup>th</sup> Grades		6 <sup>th</sup> Grades		7 <sup>th</sup> Grades		8 <sup>th</sup> Grades	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
Reading	1	.3	0	0	2	.6	8	2.2
Reading and Writing	9	2.6	6	1.7	16	4.7	25	7.1
Reading, Writing and listening	14	4	22	6.2	14	4	10	2.9
Reading, Writing and Speaking	11	3.1	14	4	12	3.5	8	2.2
Reading and Listening	6	1.7	3	.9	1	.3	3	.9
Reading, Listening and Speaking	13	3.7	20	5.7	10	2.9	7	2
Reading and Listening	0	0	0	0	0	0	0	0
Reading and Speaking	8	2.3	3	.9	1	.3	1	.3
Writing and Listening	0	0	0	0	1	.3	0	0
Writing	1	.3	1	.3	0	0	3	.9
Writing and Listening	3	.9	1	.3	0	0	2	.6
Writing, Listening and Speaking	7	2	2	.6	0	0	2	.6
Writing and Speaking	0	0	1	.3	4	1.1	0	0
Writing, Listening and Speaking	0	0	0	0	0	0	2	.6
Listening	7	2	5	1.4	3	.9	2	.6
Listening and Speaking	40	11.5	18	5.2	3	.9	3	.9
Speaking	2	.6	2	.6	3	.9	1	.3
All skills	227	65	251	71.9	279	79.9	274	78.5

The middle school English language curriculum advocates more focus on the listening and speaking skills, however, these findings indicate that as they move towards 8<sup>th</sup> grade level, there is a tendency to focus on all language skills, while the emphasis on listening and speaking skills decreases.

*Objectives of the Middle School English Language Curriculum:* The findings related to teachers' views about the objectives of the curriculum are summarized in Table 4.3. The number and percentage of the participants who agreed or strongly agreed were summed up, likewise the number and percentage of the participants who disagreed or strongly disagreed were summed up while reporting the findings.

To this connection, Table 4.3 indicated that about 42% ( $n=147$ ) to 56% ( $n=195$ ) of the teachers *agreed or strongly agreed* that the objectives are congruent with the general purposes of English language curriculum (54.1%), they are attainable (53.9%), they are observable and measurable (53.6%), they can be used by the students in their daily life (42.4%), they have a coherent arrangement (41.6%), they can be achieved in the planned time of the units (54.2%), they can develop reading skills (55.6%), they are sufficient in quantity to develop reading skills (51%), and they are appropriate for students' level of development (45.8%). On the other hand, about 13% ( $n=45$ ) to 31% ( $n=108$ ) of the teachers *disagreed or strongly disagreed* on the mentioned aspects of the objectives, and about 18% ( $n=62$ ) to 33% ( $n=115$ ) of the teachers *neither agreed nor disagreed* on the mentioned aspects of the objectives.

Further examination of Table 4.3 indicated that about 38% ( $n=133$ ) to 60% ( $n=209$ ) of the teachers *disagreed or strongly disagreed* that the objectives can improve communicative competence (39%), can develop learner autonomy (60.2%), can develop listening skills (39.6%), they are sufficient in quantity to develop listening skills (49.6%), can develop speaking skills (51.5%), are sufficient in quantity to develop speaking skills (53.9%), can develop writing skills (37.5%), are sufficient in quantity to develop writing skills (42.4%). In other words, it was found that the objectives cannot improve students' communicative competence, cannot develop learner autonomy, cannot develop listening skills, aren't sufficient in quantity to develop listening skills, cannot develop speaking skills, aren't sufficient in quantity to develop speaking skills, cannot develop writing skills, aren't sufficient in quantity to develop writing skills.

Table 4.3

*Teachers' Perceptions of the Objectives of the Curriculum*

Objectives...	Strongly Disagree		Disagree		Neither Agree nor Disagree		Agree		Strongly Agree	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
1. are congruent with general purposes of English language curriculum.	14	4	58	16.6	88	25.2	163	46.7	26	7.4
2. are attainable.	10	2.9	56	16	95	27.2	164	47	24	6.9
3. are observable and measurable.	9	2.6	38	10.9	115	33	162	46.4	25	7.2
4. can be used in daily life by the students.	23	6.6	86	24.6	92	26.4	108	30.9	40	11.5
5. have a coherent arrangement.	21	6	70	20.1	113	32.4	114	32.7	31	8.9
6. can be achieved in the planned time of the units.	24	6.9	72	20.6	64	18.3	144	41.3	45	12.9
7. can improve communicative competence.	29	8.3	107	30.7	123	35.2	77	22.1	12	3.4
8. can help develop learner autonomy.	67	19.2	143	41	85	24.4	37	10.6	17	4.9
9. can help develop listening skills.	39	11.2	99	28.4	98	28.1	99	28.4	14	4
10. are sufficient in quantity to develop listening skills	45	12.9	128	36.7	89	25.5	70	20.1	17	4.9
11. can help develop speaking skills.	42	12	138	39.5	88	25.2	71	20.3	10	2.9
12. are sufficient in quantity to develop speaking skills.	54	15.5	134	38.4	105	30.1	41	11.7	15	4.3
13. can help develop writing skills.	28	8	103	29.5	94	26.9	106	30.4	18	5.2
14. are sufficient in quantity to develop writing skills	39	11.2	109	31.2	101	28.9	83	23.8	17	4.9
15. can help develop reading skills.	17	4.9	55	15.8	83	23.8	151	43.3	43	12.3

Table 4.3 Continued

Objectives...	Strongly Disagree		Disagree		Neither agree nor Disagree		Agree		Strongly Agree	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
16. are sufficient in quantity to develop reading skills	18	5.2	66	18.9	87	24.9	130	37.2	48	13.8
17. are appropriate for students' level of development.	20	5.7	65	18.6	104	29.8	111	31.8	49	14

On the other hand, about 15% ( $n=52$ ) to 35% ( $n=122$ ) of the teachers *agreed or strongly agreed* on the mentioned aspects of the objectives. Lastly, about 24% ( $n=84$ ) to 35% ( $n=122$ ) of the teachers *neither agreed nor disagreed* on the mentioned aspects of the objectives.

*Content of the Middle School English Language Curriculum:* The findings related to teachers' views about the content of the curriculum are summarized in Table 4.4. As seen in the table, about 37% ( $n=147$ ) to 59% ( $n=195$ ) of the teachers *agreed or strongly agreed* that the content is coherent with the objectives (59.3%), appropriate for students' needs and interests (39.6%), appropriate for students' level of development (46.9%), can ensure active participation of the students (38.4), can ensure the achievement of the objectives (45%), contains information that students can use in their life (46.4%), coherent in itself (50.5%), can help develop reading skills (52.1%), and it can be finished in the planned time (48.5%). On the other hand, about 16% ( $n=56$ ) to 29% ( $n=101$ ) of the teachers *disagreed or strongly disagreed* on the mentioned aspects of the content, and about 23% ( $n=80$ ) to 37% ( $n=129$ ) of the teachers *neither agreed nor disagreed* on the mentioned aspects of the content.

Further examination of Table 4.4 indicated that about 33% ( $n=115$ ) to 38% ( $n=133$ ) of the teachers *disagreed or strongly disagreed* with some of the characteristics of the curriculum content. To illustrate, the participants reported that the content cannot

help develop writing skills (32.6%), cannot help develop listening skills (37.5%), and cannot help develop speaking skills (35.8%). On the other hand, about 26% ( $n=91$ ) to 36% ( $n=126$ ) of the teachers *agreed or strongly agreed* on the mentioned aspects of the content, and about 26% ( $n=91$ ) to 30% ( $n=105$ ) of the teachers *neither agreed nor disagreed* on the mentioned aspects of the content.

Table 4.4

*Teachers' Perceptions of the Content of the Curriculum*

Content...	Strongly Disagree		Disagree		Neither Agree nor Disagree		Agree		Strongly Agree	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
18. is coherent with the objectives.	9	2.6	36	10.3	97	27.8	168	48.1	39	11.2
19. is appropriate for students' needs and interests.	19	5.4	82	23.5	110	31.5	98	28.1	40	11.5
20. is appropriate for students' level of development.	14	4	59	16.9	112	32.1	123	35.2	41	11.7
21. can ensure active participation of the students.	21	6	69	19.8	124	35.5	107	30.7	27	7.7
22. can ensure attainment of the objectives.	14	4	48	13.8	130	37.2	128	36.7	29	8.3
23. contains information that students can use in their daily life.	14	4	66	18.9	107	30.7	134	38.4	28	8
24. is coherent in itself.	14	4	44	12.6	115	33	151	43.3	25	7.2
25. can help develop writing skills.	21	6	93	26.6	108	30.9	114	32.7	13	3.7
26. can help develop reading skills.	8	2.3	68	19.5	91	26.1	154	44.1	28	8
27. can help develop listening skills.	19	5.4	112	32.1	103	29.5	98	28.1	17	4.9
28. can help develop speaking skills.	26	7.4	134	38.4	97	27.8	78	22.3	14	4
29. can be finished in the planned time.	31	8.9	69	19.8	80	22.9	136	39	33	9.5



*Materials:* The findings related to the teachers' views about the materials of the curriculum are summarized in Table 4.5. As seen in the table, about 35% ( $n=122$ ) to 54% ( $n=189$ ) of the teachers *agreed or strongly agreed* that the materials can support the attainment of the objectives (42.4%), can increase active participation of the students (38.9%), can increase students' interest in the lesson (34.6%), can be reached easily (51.8%), can consolidate students' learning (43.5%), and are appropriate for students' age level (54.1%). On the other hand, about 19% ( $n=66$ ) to 31% ( $n=108$ ) of the teachers *disagreed or strongly disagreed* on the mentioned aspects of the materials, and about 25% ( $n=87$ ) to 34% ( $n=118$ ) of the teachers *neither agreed nor disagreed* on the mentioned aspects of the materials.

Table 4.5

*Teachers' Perceptions of the Materials Suggested in the Curriculum*

Materials...	Strongly Disagree		Disagree		Neither Agree nor Disagree		Agree		Strongly Agree	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
30. can support the attainment of the objectives.	20	5.7	85	24.4	96	27.5	113	32.4	35	10
31. can increase active participation of the students.	20	5.7	83	23.8	110	31.5	108	30.9	28	8
32. can increase students' interest in the lesson.	22	6.3	88	25.2	118	33.8	94	26.9	27	7.7
33. can be reached easily.	17	4.9	62	17.8	89	25.5	146	41.8	35	10
34. can consolidate students' learning.	19	5.4	67	19.2	111	31.8	123	35.2	29	8.3
35. are appropriate for students' age level.	15	4.3	52	14.9	93	26.6	139	39.8	50	14.3

*Activities:* The findings related to teachers' views about the activities suggested in the curriculum are summarized in Table 4.6. As seen in the table, about 36% ( $n=126$ ) to 51% ( $n=178$ ) of the teachers *agreed or strongly agreed* that the activities can help students develop positive attitudes towards English (36.1%), can increase active participation of the students (37.6%),

Table 4.6

*Teachers' Perceptions of the Activities Suggested in the Curriculum*

Activities...	Strongly Disagree		Agree		Neither Agree nor Disagree		Agree		Strongly Agree	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
36. can help students develop positive attitudes towards English.	17	4.9	84	24.1	122	35	107	30.7	19	5.4
37. can increase active participation of the students.	18	5.2	73	20.9	127	36.4	107	30.7	24	6.9
38. can ensure the attainment of the objectives.	14	4	60	17.2	117	33.5	131	37.5	27	7.7
39. are appropriate for students' level of development.	9	2.6	67	19.2	102	29.2	128	36.7	43	12.2
40. are in parallel to students' daily life.	13	3.7	72	20.6	102	29.2	125	35.8	37	10.6
41. can develop communicative competence.	22	6.3	112	32.1	112	32.1	88	25.2	15	4.3
42. can develop students' listening skills.	26	7.4	104	29.8	103	29.5	99	28.4	17	4.9
43. can develop students' reading skills.	13	3.7	67	19.2	92	26.4	148	42.4	29	8.3
44. can develop students' writing skills.	25	7.2	101	28.9	99	28.4	107	30.7	17	4.9
45. can develop students' speaking skills.	34	9.7	116	33.2	97	27.8	85	24.4	17	4.9
46. are applicable in the class.	13	3.7	58	16.6	104	29.8	149	42.7	25	7.2
47. are student-centered	14	4	68	19.5	95	27.2	133	38.1	39	11.2
48. can develop learner autonomy.	27	7.7	113	32.4	126	36.1	69	19.8	14	4
49. are appropriate for students' individual differences.	60	17	126	36.3	107	30.7	51	14.6	5	1.4

they can ensure the attainment of the objectives (45.2%), are appropriate for students' level of development (48.9%), are in parallel to students' life (46.4%), can develop students' reading skills (50.7%), are applicable in the class (49.9%), and they are student-centered (49.3%). On the other hand, about 20% ( $n=69$ ) to 29% ( $n=101$ ) of the teachers *disagreed or strongly disagreed* on the mentioned characteristics of the activities, and about 27% ( $n=94$ ) to 36% ( $n=125$ ) of the teachers *neither agreed nor disagreed* on the mentioned aspects of the activities.

Further examination of Table 4.6 indicated that about 36% ( $n=126$ ) to 53% ( $n=185$ ) of the teachers *disagreed or strongly disagreed* on six characteristics of the suggested activities. These findings indicated that the activities cannot develop communicative competence (38.4%), cannot develop students' listening skills (37.2%), cannot develop students' writing skills (36.1%), cannot develop students' speaking skills (42.9%), cannot develop learner autonomy (40.1%), and they are not appropriate for the students' individual differences (53.3%). On the other hand, Table 4.6 indicated that about 16% ( $n=55$ ) to 35% ( $n=122$ ) of the teachers *agreed or strongly agreed* on the mentioned aspects of the activities. What is to add, about 26% ( $n=91$ ) to 36% ( $n=125$ ) of the teachers *neither agreed nor disagreed* on the above mentioned aspects of the activities.

*Assessment methods and techniques:* The findings related to teachers' views about the assessment methods and techniques suggested in the curriculum are summarized in Table 4.7. As seen in the table, about 40% ( $n=140$ ) to 60% ( $n=209$ ) of the teachers *agreed or strongly agreed* that the suggested assessment methods and techniques are applicable (53.3%), are congruent with the objectives (60.2%), take students' level of development into account (45.6%), can measure students' reading skills (52%), and they can measure students' writing skills (39.6%). On the other hand, about 15% ( $n=52$ ) to 31% ( $n=108$ ) of the teachers *disagreed or strongly disagreed* on the mentioned aspects of the suggested assessment methods and techniques, and about 24% ( $n=84$ ) to 31% ( $n=108$ ) of the teachers *neither agreed nor disagreed* on the above mentioned characteristics of the suggested assessment methods and techniques.

Table 4.7

*Teachers' Perceptions of the Assessment Methods and Techniques Suggested in the Curriculum*

Assessment Methods and Techniques ...	Strongly Disagree		Disagree		Neither Agree nor Disagree		Agree		Strongly Agree	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
50. are applicable.	13	3.7	52	14.9	98	28.1	163	46.7	23	6.6
51. are congruent with objectives.	7	2	48	13.8	84	24.1	177	50.7	33	9.5
52. take students' level of development into account.	9	2.6	71	20.3	110	31.5	134	38.4	25	7.2
53. can measure students' listening skills.	26	7.4	111	31.8	108	30.9	87	24.9	17	4.9
54. can measure students' reading skills.	12	3.4	59	16.9	97	27.8	141	40.5	40	11.5
55. can measure students' speaking skills.	37	10.6	107	30.7	115	33	72	20.6	18	5.2
56. can measure students' writing skills.	28	8	83	23.8	100	28.7	121	34.7	17	4.9

Further examination of Table 4.7 indicated that about 36% ( $n=126$ ) to 53% ( $n=185$ ) of the teachers *disagreed or strongly disagreed* with the items which state that the suggested assessment methods and techniques can measure listening skills (39.2%), and can measure students' speaking skills (41.3%). On the other hand, about 25% ( $n=87$ ) to 29% ( $n=101$ ) of the teachers *agreed or strongly agreed* on the mentioned characteristics of the suggested assessment methods and techniques, and about 30% ( $n=104$ ) to 33% ( $n=115$ ) of the teachers *neither agreed nor disagreed* on the mentioned aspects of the suggested assessment methods and techniques.

## **4.2. The Observed Antecedents, Transactions and Outcomes in the 5<sup>th</sup>, 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> Grade Classrooms**

The second research question was asked to examine the antecedents, transactions and outcomes observed before, during, and at the end of the curriculum implementation. To this connection, 3 sub-questions were formulated to find answers for these conditions/aspects separately. The findings related to this main question and the corresponding sub-questions are presented under the corresponding sections in the following paragraphs.

### **4.2.1. The Observed Antecedents**

An attitude scale conducted to the students and an individual interview schedule conducted to their English teachers were used to gather data for this question. The findings are reported in the following paragraphs.

To start with the data gather through the attitude scale, this scale was composed of two parts. The first part included items about students' demographic characteristics, while the second part included items about the students' attitude towards English as a foreign language. The quantitative data obtained from the attitude scale were analyzed with frequencies, percentages, means, and standard deviations. The number and percentage of the participants who *agreed or strongly agreed* were summed up, likewise the number and percentage of the participants who *disagreed or strongly disagreed* were summed up while reporting the findings.

The findings regarding the attitude scale, which had a part seeking information about some demographic characteristics of the students are presented in Table 4.8, Table 4.9, and Table 4.10. Table 4.8 presents demographic information about the students. As seen in the table, except for the 8<sup>th</sup> grade classroom which had more male students than females, there were equal number of males and females or more females in the other classrooms. When their mothers' education status is examined, it is seen that apart from a few mothers who were illiterate, most of them were literate,

and more than half of them were middle school graduate, or high school graduate, while there were only 2 mothers having bachelor’s degree. Similar to their mothers, most of the students’ fathers were literate, and more than half of them were middle school graduate or high school graduate, while there were only 4 fathers having a bachelor’s degree.

Further examination of the table indicated that the education status of the fathers was higher than the mothers. Regarding parents’ occupations, the vast majority of the students’ mothers were housewives, and the vast majority of the fathers were ordinary workers. The students were asked whether there were anybody knowing English who could help them at home while studying English. The findings indicated that about half of the students had someone to help them at home, while about half of the students reported the opposite.

Table 4.8  
*Demographic Characteristics of the Students*

Variables	Categories	Grade Levels							
		5 <sup>th</sup> Grade		6 <sup>th</sup> Grade		7 <sup>th</sup> Grade		8 <sup>th</sup> Grade	
		<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
Gender	Female	22	55	23	53.5	16	50	15	46.9
	Male	18	45	20	46.5	16	50	17	53.1
Mother’s Education Status	Illiterate	2	5	1	2.3	1	3.1	1	3.1
	Literate	6	15	4	9.3	2	6.3	2	6.3
	Primary School Graduate	9	22.5	24	55.8	18	56.3	17	53.1
	Middle School Graduate	17	42.5	10	23.3	9	28.1	9	28.1
	High School Graduate	6	15	3	7	2	6.3	2	6.3
	University Graduate	0	0	1	2.3	0	0	1	3.1
	Graduate Education	0	0	0	0	0	0	0	0
Father’s Education Status	Illiterate	0	0	0	0	0	0	0	0
	Literate	4	10	4	9.3	2	6.2	0	0
	Primary School Graduate	6	15	18	41.9	8	25	10	31.3
	Middle School Graduate	17	42.5	12	27.9	15	46.9	11	34.3

Table 4.8 Continued

Variables	Categories	Grade Levels							
		5 <sup>th</sup> Grade		6 <sup>th</sup> Grade		7 <sup>th</sup> Grade		8 <sup>th</sup> Grade	
		<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
	High School Graduate	12	30	8	18.6	7	21.9	9	28.1
	University Graduate	1	2.5	1	2.3	0	0	2	6.3
	Graduate Education	0	0	0	0	0	0	0	0
Mother's Occupation	Housewife	39	97.5	41	95.3	29	90.6	29	90.6
	Cook	1	2.5	2	4.7	3	9.4	2	6.3
Father's Occupation	Worker	32	80	32	74.7	25	78.1	1	3.1
	Civil servant	1	2.5	2	4.7	3	9.4	25	78.1
	Tradesman	4	10	7	16.3	3	9.4	2	6.3
	Unemployed	3	7.5	2	4.7	3	9.4	5	15.6
	Retired					1	3.1		
Help at Home for English studies	Yes	21	52.5	17	39.5	10	31.2	9	28.1
	No	19	47.5	26	60.5	22	68.8	23	71.9
The Latest Exam Results in English course	1 (0-44)	2	5	7	16.3	0	0	0	0
	2 (45-54)	3	7.5	17	39.5	0	0	5	15.6
	3 (55-69)	11	27.5	15	34.9	5	15.6	11	34.4
	4 (70-84)	11	27.5	4	9.3	15	46.9	11	34.4
	5 (85-100)	13	32.5	0	0	4	12.5	5	15.6

Lastly, the students were asked to give information about their past achievement scores in English course. As indicated in the table, apart from the 6<sup>th</sup> graders, the other students had high past achievement grades measured by their teachers.

Table 4.9 presents the findings related to the first factor in the attitude scale, which was called as “the desire to learn English”, and Table 4.10 summarizes findings related to the second factor of attitude scale which was called as “the value attached to English”.

As indicated in Table 4.9, the students desire to learn English. What is to add, among the four grade levels, the 6<sup>th</sup> graders had the least positive attitudes towards learning English, while the 5<sup>th</sup> graders had the most positive attitudes towards English. In other words, 5<sup>th</sup> graders wanted to learn English more than the other graders, while the 6<sup>th</sup> graders desired to learn English less than the others.

Table 4.9

*The Students' Desire to Learn English*

Items	Grade Levels	Strongly Disagree		Disagree		Neither Agree nor Disagree		Agree		Strongly Agree		M	SD
		f	%	f	%	f	%	f	%	f	%		
2. I am not interested in learning English	5 <sup>th</sup>	2	5	2	5	2	5	9	22.5	25	62.5	4.33	1.12
	6 <sup>th</sup>	4	9.3	11	25.6	6	14	10	23.3	12	27.9	3.35	1.38
	7 <sup>th</sup>	2	6.3	2	6.3	3	9.4	12	37.5	13	40.6	4	1.16
	8 <sup>th</sup>	1	3.1	5	15.6	13	40.6	6	18.8	7	21.9	3.41	1.10
8. I want to learn English so much.	5 <sup>th</sup>	4	10	0	0	4	10	9	22.5	23	57.5	4.18	1.26
	6 <sup>th</sup>	4	9.3	8	18.6	12	27.9	9	20.9	9	20.9	3.26	1.27
	7 <sup>th</sup>	3	9.4	2	6.3	7	21.9	10	31.3	10	31.3	3.69	1.26
	8 <sup>th</sup>	2	6.3	8	25	8	25	6	18.8	8	25	3.31	1.28
4. I want to improve my English as much as possible.	5 <sup>th</sup>	2	5	1	2.5	2	5	10	25	25	62.5	4.38	1.10
	6 <sup>th</sup>	7	16.3	4	9.3	9	20.9	9	20.9	14	32.6	3.28	1.39
	7 <sup>th</sup>	2	6.3	1	3.1	5	15.6	10	31.5	14	43.8	4.03	1.15
	8 <sup>th</sup>	4	12.5	1	3.1	8	25	7	21.9	12	37.5	3.69	1.36
9. It is a waste of time to strive for learning English.	5 <sup>th</sup>	3	7.5	1	2.5	2	5	6	15	27	70	4.36	1.20
	6 <sup>th</sup>	3	7	4	9.3	13	30.2	10	23.3	13	30.2	3.60	1.22
	7 <sup>th</sup>	6	18.8	2	6.3	3	9.4	12	37.5	9	28.1	3.50	1.46
	8 <sup>th</sup>	3	9.4	4	12.5	5	15.6	8	25	12	37.5	3.69	1.36
10. I want to take more courses to improve my English.	5 <sup>th</sup>	2	5	3	7.5	7	17.5	10	25	18	45	3.98	1.19
	6 <sup>th</sup>	6	14	10	23.3	9	20.9	10	23.3	8	18.6	3.09	1.34
	7 <sup>th</sup>	2	6.3	3	9.4	8	25	9	28.1	10	31.3	3.69	1.20
	8 <sup>th</sup>	2	6.3	6	18.8	5	15.6	13	40.6	6	18.8	3.47	1.20



Table 4.9 Continued

Items	Grade Levels		Strongly Disagree		Disagree		Neither Agree nor Disagree		Agree		Strongly Agree		<i>M</i>	<i>SD</i>
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%		
5. It doesn't matter if I don't learn English.	5 <sup>th</sup>	1	2.5	1	2.5	2	5	6	15	30	75	4.58	.90	
	6 <sup>th</sup>	3	7	9	20.9	8	18.6	8	18.6	15	34.9	3.53	1.35	
	7 <sup>th</sup>	3	9.4	5	15.6	0	0	11	34.4	13	40.6	3.81	1.38	
	8 <sup>th</sup>	2	6.3	5	15.6	3	9.4	9	28.1	13	40.6	3.81	1.31	
12. It is worthwhile for me to strive for learning English.	5 <sup>th</sup>	4	10	1	2.5	3	7.5	5	12.5	26	67.5	4.23	1.33	
	6 <sup>th</sup>	6	14	8	18.6	12	28	11	25.6	6	14	3.07	1.29	
	7 <sup>th</sup>	1	3.1	2	6.3	8	25	11	34.4	10	31.3	3.84	1.28	
	8 <sup>th</sup>	4	12.5	4	12.5	7	21.9	14	43.8	3	9.4	3.25	1.20	

Table 4.10 presents findings about “the value attached to English” by the 5<sup>th</sup>, 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> grade students. As seen in Table 4.10, all of the students from each grade levels are aware of the importance of English as a foreign language. Namely, they are aware of the importance of English and they realize how English can influence their future life

Further examination of Table 4.10 revealed that 6<sup>th</sup> graders seem to had the least positive attitudes among the four grade levels, especially when the mean values of 6<sup>th</sup> graders for each item were compared to the mean values of the others, it is clearly seen. Namely they did not know how English could influence their future life.

On the other hand, the 5<sup>th</sup> graders seemed to have the most positive attitudes towards English. In other words, the 5<sup>th</sup> graders were aware of the importance of English more than others.

Table 4.10

*The Value Attached to English by the Students*

Items	Grade Levels	Strongly Disagree		Agree		Neither Agree nor Disagree		Agree		Strongly Agree		M	SD
		f	%	f	%	f	%	f	%	f	%		
6. English is a language that I will need all my life.	5 <sup>th</sup>	4	10	1	2	5	13	11	28	19	47	4	1.28
	6 <sup>th</sup>	8	19	9	21	15	35	3	7	8	18	2.86	1.34
	7 <sup>th</sup>	3	9	4	12	9	28	11	34	5	13	3.34	1.18
	8 <sup>th</sup>	4	12	6	19	8	25	7	22	7	22	3.22	1.34
14. Learning English will help me find a better job.	5 <sup>th</sup>	2	5	0	0	3	8	11	28	24	60	4.38	1.01
	6 <sup>th</sup>	5	11	6	14	9	21	13	30	10	24	3.40	1.31
	7 <sup>th</sup>	0	0	2	6	4	12	6	19	20	63	4.38	.94
	8 <sup>th</sup>	1	3	1	3	3	9	9	28	18	57	4.31	1.00
11. English is an important foreign language.	5 <sup>th</sup>	4	10	0	0	3	8	10	25	22	58	4.20	1.24
	6 <sup>th</sup>	4	9	6	14	7	16	16	37	10	23	3.51	1.26
	7 <sup>th</sup>	2	6	2	6	4	12	15	47	9	29	3.84	1.11
	8 <sup>th</sup>	2	6	3	9	6	19	13	41	8	25	3.69	1.15
3. English is a language that I will benefit all my life.	5 <sup>th</sup>	1	2	0	0	2	5	10	25	27	68	4.55	.82
	6 <sup>th</sup>	7	16	4	9	9	21	9	21	14	33	3.44	1.45
	7 <sup>th</sup>	1	3	2	6	5	16	7	22	17	53	4.16	1.11
	8 <sup>th</sup>	3	9	4	13	4	12	8	25	13	41	3.75	1.37
1. English is common language enabling everyone in the world to understand each other.	5 <sup>th</sup>	3	8	4	10	7	18	12	30	14	34	3.75	1.26
	6 <sup>th</sup>	7	16	11	26	8	19	12	28	5	11	2.93	1.30
	7 <sup>th</sup>	2	6	2	6	9	28	12	38	7	22	3.63	1.1
	8 <sup>th</sup>	1	3	5	16	3	9	15	47	8	25	3.75	1.11
7. English is an unnecessary foreign language.	5 <sup>th</sup>	4	10	0	0	4	10	6	15	26	65	4.25	1.28
	6 <sup>th</sup>	2	4.7	6	14	7	16.3	14	32.6	14	32.6	3.74	1.20
	7 <sup>th</sup>	2	6.3	0	0	6	18.8	12	37.5	12	37.5	4	1.08
	8 <sup>th</sup>	2	6.3	2	6.3	4	12.5	9	28.1	15	46.9	4.03	1.20

Table 4.10 Continued

Items	Grade Levels	Strongly Disagree		Agree		Neither Agree nor Disagree		Agree		Strongly Agree		<i>M</i>	<i>SD</i>
		<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%		
13. English is a language that I won't use anywhere all my life.	5 <sup>th</sup>	2	5	0	0	2	5	5	12.5	31	77.5	4.58	1.00
	6 <sup>th</sup>	3	7	3	7	4	9.3	11	25.6	22	51.2	4.07	1.24
	7 <sup>th</sup>	3	9.4	0	0	1	3.1	9	28.1	19	59.4	4.28	1.20
	8 <sup>th</sup>	5	15.6	1	3.1	3	9.4	5	15.6	18	56.3	3.94	1.50

As mentioned above, semi-structured interviews were the other instruments to gather data about the observed antecedents. The qualitative data obtained from the interview schedule which were conducted with 4 teachers were analyzed through content analysis. This interview schedule was used to gather information about the antecedents with respect to the characteristics of the teachers implementing the middle school English language curriculum, the students, the curriculum implemented and the school where the present study was implemented. The findings are presented below.

To start with some preliminary information, the interviews were conducted with 4 teachers; one from each grade level. The teacher teaching the 5<sup>th</sup> graders (T5) was female, she was a graduate of English Language and Literature Department and had two years of experience. The teacher teaching the 6<sup>th</sup> graders (T6) was male, he was a graduate graduate of English Language Teaching Department and had 4 years of experience. The teacher teaching the 7<sup>th</sup> graders (T7) was female, she was a graduate of English Language Teaching Department and had 11 years of experience. Lastly, the teacher teaching the 8<sup>th</sup> graders (T8) was female, she was a graduate of English Language Teaching Department and had 7 years of experience. What is to add, all of them have worked in public schools up to now.

The results of content analysis yielded 4 themes. The first theme was called as “teacher characteristics”, the second one was named as “student characteristics”, the third one was labelled as “school characteristics”, and the last one was called as “teachers’ views about the curriculum”. Furthermore, these themes yielded some sub-themes as well. These themes and their sub-themes are summarized in Table 4.11. As seen in Table 4.11, the first theme, teacher characteristics” yielded 5 sub-themes which were named as “attitude towards job, awareness, teacher preparation before teaching, strategies, methods and techniques, and knowledge about the curriculum, respectively.

Table 4.11

*The Themes and Sub-themes Regarding Observed Antecedents*

Themes	Sub-themes
1. Teacher Characteristics	1.1. Attitude towards job 1.2. Awareness 1.3. Teacher preparation before teaching 1.4. Strategies, methods and techniques 1.5. Knowledge about the curriculum
2. School Characteristics	2.1. Class size 2.2. Materials
3. Student Characteristics	3.1. Positive characteristics 3.2. Negative characteristics
4. Teachers’ Views about the Curriculum	4.1. Positive views 4.2. Negative views

Table 4.12 summarizes the sub-themes and their corresponding codes with respect to teacher characteristics. The findings regarding teacher characteristics, as seen in the table, revealed that the teachers had positive attitudes towards their jobs (T5, T6, T7, T8), they valued their job (T5, T6, T7, T8), they loved their professions (T5, T6, T7, T8) and they were happy (T5, T7, T8) and satisfied with their job (T5) despite some difficulties encountered such as too much work load (T8), necessity of patience (T7), and too much paperwork (T8). One of the teachers stated that

I love my job very much. The people close to me, like my father and my husband, think this is the best job appropriate for me. My husband thinks that I can forget about any problems encountered in the classroom the moment I

leave the classroom. I think that it fits me, so I am happy and I love my profession very much (T5).

Table 4.12

*The Sub-themes and the Corresponding Codes for the Teacher Characteristics*

Sub-Themes	Codes
1. Attitude Towards job	1.1. Love for English 1.2. Valuing the job 1.3. Difficulty of the job 1.4. Happiness with job 1.5. Satisfaction with the job 1.6. Love communication with students 1.7. Necessity of patience 1.8. Hate for paper work 1.9. Too much work load
2. Awareness	2.1. Failure to express themselves 2.2. Aware of their incompetence 2.3. Plan for professional development 2.4. Failure to apply some curriculum standards 2.5. The skill to be developed first 2.6. Realizing students' inability to learn 2.7. Failure to reach all students 2.8. Failure to reach her aims 2.9. Teaching English in a wrong way
3. Teacher preparation before teaching	3.1. Materials 3.2. Books 3.3. Worksheet 3.4. Reproduction of materials 3.5. No lesson plan 3.6. Reviewing the existing materials
4. Strategies, Methods and Techniques	4.1. Question-answer 4.2. Grammar translation method 4.3. Expository teaching 4.4. Giving examples
5. Knowledge about the curriculum	5.1. Insufficient or no knowledge about some tenets of curriculum 5.2. No knowledge about CEFR 5.3. No participation in in-service training 5.4. Internet sources 5.5. Colleague 5.6. Following no publication 5.7. No participation in seminars

Pointing to the difficulties encountered in the teaching process, another teacher stated that

I graduated for teacher's high school. I chose this profession as I loved English very much. Teaching profession is a holy work, and especially teaching English necessitates a great deal of devotion. It is about love. It is a must to love English and teaching profession. We have difficulties from time to time, this profession has many difficult parts. It necessitates a great deal of patience. Still, I am pleased despite everything (T7).

The second sub-theme revolved around the teachers' awareness of themselves and the curriculum. The findings related to this sub-theme indicated that the teachers were aware of their incompetence (T5, T7, T8) such as failure to express themselves (T5, T7), failure to apply some standards of the curriculum (T5, T6, T7, T8), and they were able to recognize students' inability to learn or attain objectives (T5, T7). Being aware of their needs, they expected some opportunities to develop themselves as stated by one of the teachers, "I am aware of some of my incompetence, it may result from my inexperience, I do not know, but I want to improve myself. Unfortunately, I have a little daughter, so I do not have sufficient time. Still, I want to improve myself" (T5). With respect to her incompetence, this teacher continued saying that:

I wish I had my education in an English-medium university, because except for one teachers, all of our teachers taught in Turkish. That is why, I cannot say that I have improved my English a lot. I cannot even say that I use English a lot. Everybody expects us to speak English, but we did not have such an education, there are some incompetence somewhere. I wish to go abroad very much to get rid of this incompetence. I wish to improve myself a lot (T5).

When they were asked which skill should be developed first, one of the teachers replied that "Indeed, we need to put weight on speaking skills, but I focus on reading and writing skills" (T5). And she continued with an example from her experiences, which is an indication of her awareness and the merit of the curriculum as this curriculum suggests to develop students' listening and speaking skills first just as this teacher lived:

I guess, it is time to focus on listening now. My daughter is three years old, for example, my students watched “abcd” video last week. She met English in this class for the first time. She memorized the song very quickly, she can sing it now. I mean, the students should be exposed to listening first, then they can speak, after that they can develop their reading and writing skills (T5).

Another important finding about teacher characteristics was the kind of preparation they did prior to teaching process. The findings revealed that they did not prepare lesson plans (T5, T6, T7, T8), however, they reported that they prepared their materials (T5, T7, T8), books (T5, T6, T7, T8), worksheet (T5, T7), they reproduced some materials (T5, T7) and checked the curriculum and the topic to see where they are (T5, T8). One of the teachers stated that

I check my archive related to the subject matter before entering the classroom, I prepare the materials that I will use, but I have not developed a system yet. After constructing an archive, I will enter my classrooms in a more planned way. I do not prepare lesson plans, because I follow teacher’s guide book (T5).

The other important topic regarding teacher characteristics revolved around the kind of strategies, methods and techniques they utilized during the teaching process. Findings indicated that they mostly used expository teaching (T5, T6, T7, T8), and question-answer (T5, T6, T7, T8), grammar translation method (T5, T6, T7, T8), drill and giving examples (T7). Regarding teaching methods, a teacher reported that “I usually have to use expository teaching. If I prefer discovery learning, I cannot finish the topic” (T8) and she accused the students and the country as presented below:

As the students are used to expository teaching in the other lessons, they do not like communicative methods, so we cannot provide them with variety. Maybe, I should change myself, I don’t know. Language teaching is something prisoned to the classroom. As the students know this, they expect to sit and listen to the teacher’s lecture. They see English as a lesson to learn such as mathematics and science, they don’t see it as a communication tool (T8).

The fifth sub-theme was about the teacher’s knowledge about the new curriculum. The findings related to this sub-theme revealed that they did not participate in in-

service training about the new curriculum (T5, T6, T7, T8), so they had insufficient or no knowledge about some tenets of curriculum (T5, T7, T8), and no knowledge about CEFR (T5, T6, T7, T8) as explained with the following utterances below:

First of all, I did not participate in any in-service training about the new curriculum. I know nothing about CEFR. We should have some information about the curriculum first. As far as I follow in the press, the curriculum has been designed to develop students' listening and speaking skills, the books have been prepared in parallel to this aim, but I guess we are not ready for this as teachers. That is because, we had a traditional education (T5).

In addition, they stated that their knowledge about the curriculum was limited to internet sources (T6, T8), and their conversations with their colleagues (T6, T7) as explained by one of the teachers, "I haven't heard about CEFR and I have not participated in in-service training. We, as teachers, always talk about the curriculum. There is a lot of information about it in internet sources" (T6).

The second theme, student characteristics, yielded two sub-themes and they were labelled as "positive characteristics" and "negative characteristics". The sub-themes and their corresponding codes are presented in Table 4.13.

The positive characteristics of the students indicated that especially females had positive attitudes towards English (T5, T7), they had the capacity to learn anything (T5), and they wanted to learn English (T5, T7). Furthermore, these students were reported to make such efforts as asking questions continuously (T5, T7), studying willingly (T5) and buying supplementary books (T5) as one of them stated, "Generally, the students want to learn English. Except for a few students, all students buy the supplementary books I advise. They ask me questions about some subjects although I do not assign any homework" (T5).

In contrast to the positive characteristics, the other sub-theme, negative characteristics, indicated that students had lack of competence in their mother tongue (T5, T6, T7, T8), they had lack of prerequisite knowledge (T5, T6, T7, T8), they had difficulty in comprehending some grammatical rules (T5), they were unable to



understand what they listened (T5, T7). In addition, they had lack of interest in a different culture (T6, T8), they did not study regularly (T6, T7, T8), they disliked speaking activities (T6, T7, T8), they were used to expository teaching (T8), they saw English as a subject to learn (T8), they had no interest in listening and speaking activities (T8), and they had lack of motivation (T8).

Table 4.13

*The Sub-themes and the Corresponding Codes for the Student Characteristics*

Sub-themes	Codes
1. Positive Characteristics	1.1. Positive attitudes towards English 1.2. Capacity to learn anything 1.3. Desire to learn English 1.4. Buying supplementary books 1.5. Asking questions frequently 1.6. Studying willingly
2. Negative Characteristics	2.1. Lack of competence in mother tongue 2.2. Lack of prerequisite knowledge 2.3. Difficulty in comprehending some grammatical subjects 2.4. Inability to understand what they listen 2.5. Lack of interest in a different culture 2.6. Irregular study 2.7. Dislike speaking activities 2.8. Used to expository teaching 2.9. Seeing English as a subject to learn 2.10. No interest in listening and speaking activities 2.11. Demotivation

A teacher reported his complaints about the students as shown in the following utterances:

The students are never aware of the importance of English. The biggest problem of the students is their mother tongue. Their mother tongue is very bad. Their failure in mother tongue influences the foreign language a lot. The children are very ignorant about culture. They are not open to another culture, so we cannot do anything (T6).

The third theme, school characteristics, yielded two sub-themes and they were labelled as “class size” and “materials”. The sub-themes and their corresponding codes are presented in Table 4.14.

The findings regarding class size indicated that due to the crowded classrooms, the teachers faced many difficulties. To illustrate, this issue caused inappropriate seating arrangement (T5, T6, T7, T8), too much noise (T5, T6, T7, T8), insufficient space for movement (T5, T7). In addition, it was found to be inappropriate for games (T5, T6, T7, T8), pair works (T5, T7) and group works (T5, T7, T8).

Table 4.14

*The Sub-themes and the Corresponding Codes for the School Characteristics*

Sub-themes	Codes
1. Class size	1.1. Difficulty of classroom management 1.2. Failure to reach all students 1.3. Inappropriate seating arrangement 1.4. Difficulty in listening and speaking activities 1.5. Skipping listening and speaking activities 1.6. Unsuitable for games 1.7. Unsuitable for pair works 1.8. Unsuitable for group works 1.9. Too much noise 1.10. Cancelling student-centered activities 1.11. Insufficient space for movement
2. Materials	2.1. Smart board 2.2. Internet 2.3. Course book 2.4. Worksheets, tests 2.5. Technical problems 2.6. Lack of language laboratory 2.7. Lack of headphones

Furthermore, the large class size made it difficult to manage the classroom (T5, T6, T7, T8), which resulted in loss of control. It also led to inability to reach each and every individual student (T5, T7), it caused the teachers to skip listening and speaking activities (T5) and student-centered activities (T5, T7, T8). Touching upon

the classroom characteristics, a teacher expressed the the following lacks, but accepted that the smart boards were enough to get rid of these lacks. She stated

We can say that the school has necessary opportunities, but there must be a language laboratory as well. Likewise, availability of headphones could help us do listening activities better, because listening in a laboratory with headphones would be very different from listening from the smart board in the classroom. I wish we had such an environment, but the smart boards satisfy our need (T8).

The other sub-theme was related to the materials available for teaching such as smart board (T5, T6, T7, T8), internet (T5, T6, T7, T8), course book (T5, T6, T7, T8), worksheets, tests (T5, T8) and these materials were found to be sufficient for teaching despite technical problems with the smart board (T5, T6), lack of language laboratory (T8), and lack of headphones (T8) as stated by one teacher: “We have no problem except for the crowded classrooms. We have smart boards, internet and our books” (T5).

The last theme, teachers’ views about the curriculum, yielded two sub-themes and they were labelled as “positive characteristics” and “negative characteristics”. The sub-themes and their corresponding codes are presented in Table 4.15.

The findings with respect to the teachers’ positive views about the curriculum indicated that the objectives were appropriate for students’ level (T5, T6, T7, T8), it had appropriate sequence of the skills (T5), it included appropriate speaking topics for students’ interests (T5, T6, T7), there was congruence between content and objectives (T6), it included appropriate texts for students’ level and interest (T7, T8), it included interesting themes (T7, T8), and it had easy topics (T7, T8). One of the teachers stated that

Frankly, the texts are appropriate for students’ level and they draw their attention. The topics like Arda Turan draw their attention more. Honestly, the topics are not boring, and they are appropriate for their level...Indeed, the objectives are appropriate for the level of the ones who have sufficient

prerequisite knowledge, while they are more difficult for the ones who have lack of prerequisite knowledge and who do not study regularly (T7).

Table 4.15

*The Sub-themes and Their Corresponding Codes for the Teachers' Views About the Curriculum*

Sub-themes	Codes
1. Teachers' Positive Views	1.1. Spiral curriculum 1.2. Appropriate objectives for students' level 1.3. Appropriate sequence of the skills 1.4. Appropriate speaking topics for students' interests 1.5. Congruence between content and objectives 1.6. Appropriate texts for students' level and interest. 1.7. Interesting themes 1.8. Easy topics
2. Teachers' Negative Views	2.1. Necessitating more time 2.2. Necessity of prerequisite knowledge for objectives 2.3. Overloaded 2.4. Some subjects above students' level 2.5. Listening texts above students' level 2.6. Speaking activities above students' level 2.7. Inappropriateness of CLT for the country 2.8. Difficulty of writing activities 2.9. Uninteresting speaking activities 2.10. Inappropriate books 2.11. Too general objectives

The findings regarding the other sub-theme, teachers' negative views about the curriculum, indicated that the curriculum necessitates more time (T5, T8) as it is overloaded (T5, T6, T8), and it necessitates prerequisite knowledge for objectives (T5, T7, T8). One teacher reported that "I think that there must be less to learn now, the content must be given in more detail. Some subjects are difficult for the students to understand, so the students can be more successful if they learn them in the

oncoming years” (T5). Another teacher touched upon the necessity of prerequisite knowledge and stated that

Indeed, the objectives are appropriate for the level of the ones who have sufficient prerequisite knowledge, while they are more difficult for the ones who have lack of prerequisite knowledge and who do not study regularly. The children have too much difficulty in some activities which necessitate more prerequisite knowledge, especially in writing activities. In these activities, I have to intervene, I either give examples or we do it together. We have difficulty here at most (T7).

In addition, some subjects were found to be above students’ level (T5), listening texts were reported be above students’ level (T5, T6), likewise speaking activities were told to be above students’ level (T5, T6), writing activities were stated to be difficult (T8) as explained by a teacher: “Frankly, the listening activities are above the students’ level, they speak too fast, and also the sounds are not clear enough. Likewise, the students are not at the level of speaking although the speaking topics attract them” (T5).

Furthermore, communicative language teaching was found to be inappropriate for the country (T5, T6), the objectives were found to be too general (T8), speaking activities were found to be uninteresting, and the books were stated to be inappropriate (T8). In relation to communicative language teaching, a teacher stated that

It is impossible to implement communicative language teaching under these circumstances. The teachers’ inefficacy influences this as well. The students are problematic; their mother tongue is problematic. The ones having problems in their mother tongue can never communicate in a foreign language (T6).

#### **4.2.2. The Observed Transactions in the 5<sup>th</sup>, 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> Grade Classroom**

The second sub-question was asked to seek answers for the transactions taking place during the implementation of the English language curriculum. Data were collected through an observation form. The observation form had five parts including

implementation of curriculum tenets in minutes, expected student roles in number, use of equipment and materials in minutes, use of methods and activities in minutes, and the use of assessment methods, techniques and activities and assessment of four language skills in minutes. Minutes refer to the time spent on these specific items, while the number refers to the number of students and frequency refers to the number of occurrences out of 20 observations. The findings related to observed transactions are presented in separate tables ranging from Table 4.16 to 4.20.

Table 4.16 summarizes the findings related to the time spent on some curriculum tenets by teachers in 20 class hours. As presented in the table, of 20 observations, the target language was rarely utilized. Further examination of the table showed that the 5<sup>th</sup> grade teacher utilized the target language less than the others, and the ones who used it spent only 1-5 minutes. Regarding teacher's focus on grammar, the teachers focused on grammar in all lessons except for one to three lessons, and grammar teaching took most of the time during each class hour. With respect to teachers' focus on vocabulary, out of 20 observations, the teachers were observed spending time on vocabulary, however it did not take too much time except for the 5<sup>th</sup> grade teacher who spent a lot of time on vocabulary. The field notes in this issue showed, however, that this teacher mostly wrote the Turkish translation of the words and wanted them to write them 5 times to memorize instead of teaching with entertaining activities.

Teacher's focus on the four skills was the other research concern in the observation. As seen in the table, the teachers focused on the speaking, writing, and listening skills only in a few lessons out of 20 observations, while the mostly emphasized skill was the reading skills on which the teachers spent much time. What is to add to these findings is the fact the teachers mainly skipped listening, speaking, and writing activities. Another note showed that instead of listening to the listening scripts from a recorder, the teachers read them themselves. To this connection, these activities were turned into reading activities.

Table 4.16

*The Time Spent on the Curriculum Tenets by the Teachers out of 20 Observations*

Curriculum Tenets	Grade Levels	No time	1-5 minute	6-10 minutes	11-15 minutes	16-20 minutes	21-25 minutes	26+ minutes
		<i>f</i>	<i>f</i>	<i>f</i>	<i>f</i>	<i>f</i>	<i>f</i>	<i>f</i>
1. Use of target language	5 <sup>th</sup> Grade	19	1	0	0	0	0	0
	6 <sup>th</sup> Grade	15	5	0	0	0	0	0
	7 <sup>th</sup> Grade	13	7	0	0	0	0	0
	8 <sup>th</sup> Grade	16	4	0	0	0	0	0
2. Focus on grammar	5 <sup>th</sup> Grade	2	4	8	2	2	1	1
	6 <sup>th</sup> Grade	3	3	2	7	2	2	1
	7 <sup>th</sup> Grade	1	11	7	1	0	0	0
	8 <sup>th</sup> Grade	3	4	6	5	1	1	0
3. Focus on vocabulary	5 <sup>th</sup> Grade	7	7	2	1	2	11	0
	6 <sup>th</sup> Grade	8	8	3	1	0	0	0
	7 <sup>th</sup> Grade	15	5	0	0	0	0	0
	8 <sup>th</sup> Grade	12	7	1	0	0	0	0
4. Focus on listening skills	5 <sup>th</sup> Grade	19	1	0	0	0	0	0
	6 <sup>th</sup> Grade	19	1	0	0	0	0	0
	7 <sup>th</sup> Grade	20	0	0	0	0	0	0
	8 <sup>th</sup> Grade	18	0	0	2	0	0	0
5. Focus on speaking skills	5 <sup>th</sup> Grade	15	3	1	1	0	0	0
	6 <sup>th</sup> Grade	19	1	0	0	0	0	0
	7 <sup>th</sup> Grade	6	7	6	0	0	0	0
	8 <sup>th</sup> Grade	16	4	0	0	0	0	0
6. Focus on reading skills	5 <sup>th</sup> Grade	19	0	0	0	1	5	0
	6 <sup>th</sup> Grade	15	1	1	2	1	0	0
	7 <sup>th</sup> Grade	9	3	7	0	1	0	0
	8 <sup>th</sup> Grade	6	2	4	7	1	0	0
7. Focus on writing skills	5 <sup>th</sup> Grade	18	2	0	0	0	0	0
	6 <sup>th</sup> Grade	20	0	0	0	0	0	0
	7 <sup>th</sup> Grade	14	2	3	0	1	0	0
	8 <sup>th</sup> Grade	19	0	1	0	0	0	0

Table 4.17 summarizes the observation results of student behaviors. The number of students to use the target language while communicating and the number of students to participate in the listening, speaking, reading and writing activities were the two

research concerns. As seen in the table, except for the 7<sup>th</sup> grade classroom in which 1-5 students communicated in English only in one class hour, students in the other classrooms never utilized the target language while communicating. To continue with participation in the listening, speaking activities, and writing activities, the students' participation rate in reading activities was higher than the other activities.

Table 4.17

*The Number of Students Fulfilling Their Expected Roles out of 20 Observations*

Student Roles	Grade Levels	No students	1-5 students	6-10 students	11-15 students	16-20 students	21-25 students	26+ students
		<i>f</i>	<i>f</i>	<i>f</i>	<i>f</i>	<i>f</i>	<i>f</i>	<i>f</i>
8. Use of target language	5 <sup>th</sup> Grade	19	0	0	0	1	0	0
	6 <sup>th</sup> Grade	20	0	0	0	0	0	0
	7 <sup>th</sup> Grade	19	1	0	0	0	0	0
	8 <sup>th</sup> Grade	20	0	0	0	0	0	0
9. Participation in listening activities	5 <sup>th</sup> Grade	19	1	0	0	0	0	0
	6 <sup>th</sup> Grade	19	1	0	0	0	0	0
	7 <sup>th</sup> Grade	20	0	0	0	0	0	0
	8 <sup>th</sup> Grade	18	2	0	0	0	0	0
10. Participation in speaking activities	5 <sup>th</sup> Grade	16	2	2	0	0	0	0
	6 <sup>th</sup> Grade	18	1	1	0	0	0	0
	7 <sup>th</sup> Grade	6	11	2	1	0	0	0
	8 <sup>th</sup> Grade	16	4	0	0	0	0	0
11. Participation in reading activities	5 <sup>th</sup> Grade	19	0	0	1	0	0	0
	6 <sup>th</sup> Grade	16	4	0	0	0	0	0
	7 <sup>th</sup> Grade	9	4	5	1	1	0	0
	8 <sup>th</sup> Grade	5	5	4	5	1	0	0
12. Participation in writing activities	5 <sup>th</sup> Grade	19	1	0	0	0	0	0
	6 <sup>th</sup> Grade	20	0	0	0	0	0	0
	7 <sup>th</sup> Grade	14	5	1	0	0	0	0
	8 <sup>th</sup> Grade	19	1	0	0	0	0	0

Table 4.18 presents the findings about the use of equipment and materials. As seen in the table, the mostly utilized equipment was the board, while the mostly utilized



materials were the student book; on the other hand, audio-visual materials and the visual materials were rarely used.

Table 4.18

*The Time Spent on the Suggested Equipment and Materials out of 20 Observations*

		Grade Levels	No time	1-5 minute	6-10 minutes	11-15 minutes	16-20 minutes	21-25 minutes	26+ minutes
The Equipment and Materials			<i>f</i>	<i>f</i>	<i>f</i>	<i>f</i>	<i>f</i>	<i>f</i>	<i>f</i>
13. Board	5 <sup>th</sup> Grade		2	1	4	10	0	1	2
	6 <sup>th</sup> Grade		0	1	6	9	3	1	0
	7 <sup>th</sup> Grade		0	5	9	6	0	0	0
	8 <sup>th</sup> Grade		2	3	4	3	6	2	0
14. Student book	5 <sup>th</sup> Grade		14	6	0	0	0	0	0
	6 <sup>th</sup> Grade		2	5	9	4	0	0	0
	7 <sup>th</sup> Grade		1	4	2	2	9	1	1
	8 <sup>th</sup> Grade		4	1	4	0	6	2	3
15. Visual materials	5 <sup>th</sup> Grade		18	1	1	0	0	0	0
	6 <sup>th</sup> Grade		19	0	1	0	0	0	0
	7 <sup>th</sup> Grade		20	0	0	0	0	0	0
	8 <sup>th</sup> Grade		19	1	0	0	0	0	0
16. Audio materials	5 <sup>th</sup> Grade		20	0	0	0	0	0	0
	6 <sup>th</sup> Grade		20	0	0	0	0	0	0
	7 <sup>th</sup> Grade		20	0	0	0	0	0	0
	8 <sup>th</sup> Grade		20	0	0	0	0	0	0
17. Audio-visual materials	5 <sup>th</sup> Grade		15	1	2	0	0	2	0
	6 <sup>th</sup> Grade		14	5	1	0	0	0	0
	7 <sup>th</sup> Grade		20	0	0	0	0	0	0
	8 <sup>th</sup> Grade		19	0	0	1	0	0	0

Further examination of Table 4.18 indicated that audio materials were never utilized by the teachers and the teachers spent most of their time on question-answer activities, while little time was spent on the other materials whenever utilized.

Table 4.19 presents the observation results of teacher's use of methods, techniques and activities. This table showed both the frequency of the use suggested activities and the time spent on these activities. Further examination of Table 4.19 revealed that communicative tasks, drawing and coloring, labelling, arts and crafts, storytelling, and group work were never utilized by any of these teachers in 20 class hours. Further examination of the table indicated that drama, role-play, games, and pair work were utilized quite rarely. What is to add, teachers mostly utilized matching and question-answer.

Table 4.19

*The Time Spent on the Methods, Techniques and Activities out of 20 Observations*

Methods, Techniques and Activities	Grade Levels	No time	1-5 minutes	6-10 minutes	11-15 minutes	16-20 minutes	21-25 minutes	26+ minutes
		<i>f</i>	<i>f</i>	<i>f</i>	<i>f</i>	<i>f</i>	<i>f</i>	<i>f</i>
18. Communicative tasks	5 <sup>th</sup> Grade	20	0	0	0	0	0	0
	6 <sup>th</sup> Grade	20	0	0	0	0	0	0
	7 <sup>th</sup> Grade	20	0	0	0	0	0	0
	8 <sup>th</sup> Grade	20	0	0	0	0	0	0
19. Matching	5 <sup>th</sup> Grade	14	4	2	0	0	0	0
	6 <sup>th</sup> Grade	14	4	0	2	0	0	0
	7 <sup>th</sup> Grade	11	9	0	0	0	0	0
	8 <sup>th</sup> Grade	17	2	1	0	0	0	0
20. Drama	5 <sup>th</sup> Grade	20	0	0	0	0	0	0
	6 <sup>th</sup> Grade	19	1	0	0	0	0	0
	7 <sup>th</sup> Grade	19	1	0	0	0	0	0
	8 <sup>th</sup> Grade	20	0	0	0	0	0	0
21. Drawing and coloring	5 <sup>th</sup> Grade	20	0	0	0	0	0	0
	6 <sup>th</sup> Grade	20	0	0	0	0	0	0
	7 <sup>th</sup> Grade	20	0	0	0	0	0	0
	8 <sup>th</sup> Grade	20	0	0	0	0	0	0
22. Games	5 <sup>th</sup> Grade	19	1	0	0	0	0	0
	6 <sup>th</sup> Grade	19	1	0	0	0	0	0
	7 <sup>th</sup> Grade	20	0	0	0	0	0	0
	8 <sup>th</sup> Grade	20	0	0	0	0	0	0

Table 4.19 Continued

Methods, Techniques and Activities	Grade Levels	No time	1-5 minutes	6-10 minutes	11-15 minutes	16-20 minutes	21-25 minutes	26+ minutes
		<i>f</i>	<i>f</i>	<i>f</i>	<i>f</i>	<i>f</i>	<i>f</i>	<i>f</i>
23. Labelling	5 <sup>th</sup> Grade	19	1	0	11	0	0	0
	6 <sup>th</sup> Grade	20	0	0	0	0	0	0
	7 <sup>th</sup> Grade	20	0	0	0	0	0	0
	8 <sup>th</sup> Grade	20	0	0	0	0	0	0
24. Role-play	5 <sup>th</sup> Grade	20	0	0	0	0	0	0
	6 <sup>th</sup> Grade	20	0	0	0	0	0	0
	7 <sup>th</sup> Grade	17	1	1	1	0	0	0
	8 <sup>th</sup> Grade	18	1	1	0	0	0	0
25. Question-answer	5 <sup>th</sup> Grade	2	11	3	2	2	0	0
	6 <sup>th</sup> Grade	6	10	4	0	0	0	0
	7 <sup>th</sup> Grade	2	8	7	2	1	0	0
	8 <sup>th</sup> Grade	4	4	7	3	1	1	0
26. Story telling	5 <sup>th</sup> Grade	20	0	0	0	0	0	0
	6 <sup>th</sup> Grade	20	0	0	0	0	0	0
	7 <sup>th</sup> Grade	20	0	0	0	0	0	0
	8 <sup>th</sup> Grade	20	0	0	0	0	0	0
27. Total physical response	5 <sup>th</sup> Grade	18	2	0	0	0	0	0
	6 <sup>th</sup> Grade	9	8	3	0	0	0	0
	7 <sup>th</sup> Grade	18	2	0	0	0	0	0
	8 <sup>th</sup> Grade	15	5	0	0	0	0	0
28. Group work	5 <sup>th</sup> Grade	20	0	0	0	0	0	0
	6 <sup>th</sup> Grade	20	0	0	0	0	0	0
	7 <sup>th</sup> Grade	20	0	0	0	0	0	0
	8 <sup>th</sup> Grade	20	0	0	0	0	0	0
29. Pair work	5 <sup>th</sup> Grade	20	0	0	0	0	0	0
	6 <sup>th</sup> Grade	20	0	0	0	0	0	0
	7 <sup>th</sup> Grade	15	4	0	1	0	0	0
	8 <sup>th</sup> Grade	20	0	0	0	0	0	0
30. Arts and crafts	5 <sup>th</sup> Grade	20	0	0	0	0	0	0
	6 <sup>th</sup> Grade	20	0	0	0	0	0	0
	7 <sup>th</sup> Grade	20	0	0	0	0	0	0
	8 <sup>th</sup> Grade	20	0	0	0	0	0	0

Table 4.20

*The Frequency of the Use of the Suggested Assessment Methods and Techniques and Assessment of Language Skills out of 20 Observations*

Assessment	Grade Levels	Never	1	2	3	4	5	6+
		<i>f</i>	<i>f</i>	<i>f</i>	<i>f</i>	<i>f</i>	<i>f</i>	<i>f</i>
31. Encouraging use of portfolio	5 <sup>th</sup> Grade	20	0	0	0	0	0	0
	6 <sup>th</sup> Grade	20	0	0	0	0	0	0
	7 <sup>th</sup> Grade	20	0	0	0	0	0	0
	8 <sup>th</sup> Grade	20	0	0	0	0	0	0
32. Self-assessment	5 <sup>th</sup> Grade	20	0	0	0	0	0	0
	6 <sup>th</sup> Grade	20	0	0	0	0	0	0
	7 <sup>th</sup> Grade	20	0	0	0	0	0	0
	8 <sup>th</sup> Grade	20	0	0	0	0	0	0
33. Peer assessment	5 <sup>th</sup> Grade	18	2	0	0	0	0	0
	6 <sup>th</sup> Grade	20	0	0	0	0	0	0
	7 <sup>th</sup> Grade	20	0	0	0	0	0	0
	8 <sup>th</sup> Grade	20	0	0	0	0	0	0
34. Written exams	5 <sup>th</sup> Grade	14	6	0	0	0	0	0
	6 <sup>th</sup> Grade	15	5	0	0	0	0	0
	7 <sup>th</sup> Grade	17	3	0	0	0	0	0
	8 <sup>th</sup> Grade	20	0	0	0	0	0	0
35. Assessment of listening skills	5 <sup>th</sup> Grade	20	0	0	0	0	0	0
	6 <sup>th</sup> Grade	20	0	0	0	0	0	0
	7 <sup>th</sup> Grade	20	0	0	0	0	0	0
	8 <sup>th</sup> Grade	20	0	0	0	0	0	0
36. Assessment of reading skills	5 <sup>th</sup> Grade	20	0	0	0	0	0	0
	6 <sup>th</sup> Grade	20	0	0	0	0	0	0
	7 <sup>th</sup> Grade	20	0	0	0	0	0	0
	8 <sup>th</sup> Grade	20	0	0	0	0	0	0
37. Assessment of writing skills	5 <sup>th</sup> Grade	20	0	0	0	0	0	0
	6 <sup>th</sup> Grade	20	0	0	0	0	0	0
	7 <sup>th</sup> Grade	20	0	0	0	0	0	0
	8 <sup>th</sup> Grade	20	0	0	0	0	0	0
38. Assessment of speaking skills	5 <sup>th</sup> Grade	20	0	0	0	0	0	0
	6 <sup>th</sup> Grade	20	0	0	0	0	0	0
	7 <sup>th</sup> Grade	20	0	0	0	0	0	0
	8 <sup>th</sup> Grade	20	0	0	0	0	0	0

Table 4.20 presents findings about teacher’s use of assessment methods and techniques. As seen in the table, self-assessment was never utilized, likewise listening, speaking, writing, and reading skills were never assessed. What is to add, the students were never encouraged to prepare their language portfolios, while only the written exams were used to measure students’ achievement level. These exams were aimed mainly to measure students’ grammar knowledge, reading comprehension and vocabulary knowledge.

### 4.2.3. The Observed Outcomes

10 achievement tests were conducted to measure students’ proficiency in language skills in four grade levels. Listening and speaking tests were conducted to the 5<sup>th</sup> and 6<sup>th</sup> grade students; while listening, speaking and writing tests were conducted to the 7<sup>th</sup> and 8<sup>th</sup> grade students based on the curriculum standards.

Table 4.21

*Results of the Achievement Tests and Written Exams*

Tests and Exams	5 <sup>th</sup> Grade		6 <sup>th</sup> Grade		7 <sup>th</sup> Grade		8 <sup>th</sup> Grade	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
Listening Test	52.38	13.11	42	14.2	51.67	15.03	47.34	15.35
Speaking Test	30.73	24.90	9.10	9.99	20.44	21.01	27.42	26.95
Writing Test	-	-	-	-	7.33	4.53	9.52	5.71
Written Exam	62	7.13	46.16	8.21	60.01	7.58	58.54	9.22

The achievement scores in speaking, and listening skills could range from 0 to 100, while the scores in the writing skills could range from 0 to 25. The results of these achievement tests are presented in Table 4.21.

As seen in the table, the 5<sup>th</sup> grade students were most successful in the reading skills ( $M=62$ ), then followed listening skills ( $M=52.38$ ), and speaking skills ( $M=30.73$ ), respectively. Likewise, 6<sup>th</sup> grade students, they were most successful in reading skills ( $M=46.16$ ), then followed listening skills ( $M=42$ ) and speaking skills ( $M=9.10$ ).

To continue with 7<sup>th</sup> and 8<sup>th</sup> grade students, they got very similar results. 7<sup>th</sup> grade students were most successful in the reading skills ( $M=60.01$ ), then followed listening skills ( $M=51.67$ ), writing skills ( $M=7.33$ ) and speaking skills ( $M=20.44$ ), respectively. Quite similarly, 8<sup>th</sup> grade students were most successful in the reading skills ( $M=58.54$ ), then followed listening skills ( $M=47.34$ ), speaking skills ( $M=27.44$ ) and writing skills ( $M=9.52$ ), respectively. As seen, all graders were most successful in listening, while they were least successful in speaking skills except for the 7<sup>th</sup> and 8<sup>th</sup> graders whose achievement scores writing test were higher than the speaking test.

Further examination of Table 4.21 indicated that the students' achievement scores were rather low except for the results of written exams. To illustrate, only the 5<sup>th</sup> and 7<sup>th</sup> graders had a mean above 50 in listening skills test, while the 6<sup>th</sup> and the 8<sup>th</sup> graders had a mean below 50 and the achievement scores of all grade levels were below 50, which indicated that the students' communicative competence was rather low.

#### **4.3. The Influence of Observed Antecedents and Transactions on the Observed Outcomes in the 5<sup>th</sup>, 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> Grade Classrooms**

The last research question was formulated to examine the contingency among antecedents, transaction and outcomes. Interview schedules, which were developed based on the observation forms, achievement tests, and attitude scale, were conducted with the observed teachers to answer this research question. In addition, focus group interviews were conducted with students. The findings related to this research question which was asked to find out the influence of observed antecedents and transactions on the observed outcomes in terms of the attainment of the objectives are presented in the following paragraphs.

The interview schedule was conducted with 4 English teachers (T5, T6, T7, T8) whose demographic characteristics were reported in the preceding sections. Data collected through these interviews were analyzed through content analysis and the

analysis yielded three themes which were called “antecedents, transactions, and outcomes” in parallel to the research question. The themes yielded some sub-themes as seen in Table 4.22.

Table 4.22

*The Themes and Sub-themes Observed Before, During, and After the Implementation of Curriculum*

Themes	Sub-themes
1. Antecedents	1.1. Teacher-related factors 1.2. Student-related factors 1.3. School-related factors 1.4. TEOG exam-related factors 1.5. Curricular factors
2. Transactions	2.1. Teacher behaviors 2.2. Student behaviors
3. Outcomes	3.1. Failure in English

Table 4.23 presents the sub-themes for the antecedents and their corresponding codes. As seen in the table, the teacher-related factors included teachers’ incompetence in target language (T5), inexperience (T5), family problems (T5), teaching style (T5, T6, T7, T8), nonuse of the target language (T5, T6, T7). Further examination of the table indicated that they had no knowledge about portfolio (T5, T6), past experiences (T6, T7), lack of faith in students’ success (T6), lack of a model teacher (T8), inefficient university education (T5, T8), learning on their own (T8), and inability to assess all skills (T7, T8).

Student-related factors included their low level in language skills (T5, T6, T7, T8), lack of prerequisite knowledge (T5, T6, T7, T8), low self-confidence (T5, T7, T8), lack of effort (T6, T7), lack of interest (T6), incompetence in mother tongue (T6, T7), learning habits (T6), lack of vocabulary (T7, T8), interests/preferences (T7, T8), unwillingness (T7), lack of responsibility (T7), incompetence in speaking (T7), low motivation (T8), lack of grammar knowledge (T8), and low participation (T7, T8).

School-related factors included large class size (T5, T6, T7, T8), lack of materials (T5, T6, T7, T8), too much noise (T5, T7, T8), and school administration (T6, T7).

Table 4.23

*The Antecedents and the Corresponding Codes Observed Before the Implementation of the Curriculum*

Sub-themes	Codes
1. Teacher-related factors	1.1. Incompetence in target language 1.2. Inexperience 1.3. Family problems 1.4. Teaching style 1.5. Nonuse of the target language 1.6. No knowledge about portfolio 1.7. Past experiences 1.8. Lack of faith in students' success 1.9. Lack of a model teacher 1.10. Inefficient university education 1.11. Learning on her own 1.12. Inability to assess all skills
2. Student-related factors	2.1. Low level in language skills 2.2. Lack of prerequisite knowledge 2.3. Low self-confidence 2.4. Lack of effort 2.5. Lack of interest 2.6. Incompetence in mother tongue 2.7. Learning habits 2.8. Lack of vocabulary 2.9. Interests/Preferences 2.10. Unwillingness 2.11. Lack of responsibility 2.12. Incompetence in speaking 2.13. Low motivation 2.14. Lack of grammar knowledge 2.15. Low participation
3. School-related factors	3.1. Large class size 3.2. Lack of materials 3.3. Too much noise 3.4. Administration
4. TEOG exam-related factors	4.1. Exam anxiety 4.2. Parent anxiety
5. Curricular factors	5.1. Too much focus on listening skills 5.2. Loaded curriculum 5.3. Insufficient time 5.4. Little vocabulary

TEOG exam-related factors included exam anxiety (T5, T6, T7, T8), and parent anxiety (T5, T6, T7). Lastly, curricular factors included too much focus on listening



skills (T5), loaded curriculum (T5, T7, T8), insufficient time (T5, T6, T7, T8), and little vocabulary in the curriculum (T6).

Table 4.24 presents the sub-themes and their corresponding codes for transactions. As seen in the table, teacher behaviors observed in the teaching and learning process included nonuse of the target language (T5, T6, T7, T8), no focus on listening skills (T5, T6, T7, T8), only written exams (T5, T6, T7, T8), no assessment for listening skills (T5, T6, T7, T8), frequent use of board (T5, T6, T7, T8), frequent use of course books (T5, T6, T7, T8), nonuse of portfolios (T5, T6, T7, T8), too much focus on grammar (T5, T6, T7, T8), no focus on speaking skills (T5, T6, T7, T8), no assessment for speaking skills (T5, T6, T7, T8), frequent use of question-answer technique ignoring others (T5, T6, T7, T8), too much focus on reading skills (T5, T6, T7, T8), and little focus on vocabulary (T5, T6, T7, T8).

The student behaviors, on the other hand, included nonuse of target language (T5, T6, T7, T8), rare participation in listening activities (T5, T6, T7, T8), rare participation in speaking activities (T5, T6, T7, T8), frequent participation in reading activities (T7, T8), and rare participation in writing activities (T7, T8).

The interviews started with the observation results about the teaching process presented above, and the first questions was about the use of the target language while communicating. When the teachers were asked why they almost never used the target language while communicating, they pointed to their incompetence in the target language (T5), large class size (T5, T6, T7, T8), low level of the students (T5, T6, T7, T8), students' habits (T6), students' lack of interest (T6), teachers' nonuse of the target language (T5, T6, T7), students' lack of comprehension of the spoken language (T7, T8), and students' interests/preferences (T7, T8). One teacher pointed to the following difficulties

It may be because, the teacher is not qualified enough. Except for that, it is very difficult to use the target language in large classes. I had the chance to use it in other classes, for example, the children could give answers, could find answer with the help of my cues. However, I have difficulty in this class

due to the large class size and their low level. I tried once or twice. I did not do it again. I realized my lack when you conducted the speaking exam. I do not know how it can be used in crowded classrooms, but it is necessary to try more (T5).

Table 4.24

*The Transactions and the Corresponding Codes Observed During the Implementation of the Curriculum*

Sub-themes	Codes
1. Teacher behaviors	1.1. Nonuse of target language 1.2. No focus on listening skills 1.3. Only written exams 1.4. No assessment for listening skills 1.5. Frequent use of board 1.6. Frequent use of course books 1.7. Nonuse of portfolios 1.8. Too much focus on grammar 1.9. No focus on speaking skills 1.10. No assessment for speaking skills 1.11. Frequent use of question-answer technique ignoring others 1.12. Too much focus on reading skills 1.13. Little focus on vocabulary
2. Student behaviors	2.1. Nonuse of target language 2.2. Rare participation in listening activities 2.3. Rare participation in speaking activities 2.4. More participation in reading activities 2.5. Rare participation in writing activities

Another teacher pointed to TEOG examination, and the students as presented below:

It is partly because of students' preferences and partly TEOG. I think that the students cannot comprehend the target language. Overall, TEOG examination is a very important exam for high school, so I did not use the target language in order not to miss anything about it. Indeed, the students do not prefer it, because they think that they will not be able to understand it (T8).

When they were asked, why they frequently focused on grammar, they pointed to TEOG exam (T5, T6, T7, T8), and family pressure (T5, T6, T7, T8), as presented in the following utterances:

While I was teaching 3<sup>rd</sup> graders last year, there was not exam anxiety, there was anxiety about TEOG exam. The expectations of both students and their parents are the same TEOG exam... I wish we did not have exam anxiety and we could have a system to grade the students as you did here (speaking exam) rather than using written exams. I wish the students could learn without my lecture on where to put the subject or the adjective through practice (T5).

As a further response to this question, pointing also to lack of time (T5, T6, T7, T8), students' lack of prerequisite knowledge (T5, T6, T7, T8), and large class size (T5, T6, T7, T8), one teacher stated that

I think, our time is limited as well, because with addition of 2 hours of selective I have 5 hours a week in this class, however we are trying to settle our grammar for 5 hours. If they brought more prerequisite knowledge from primary school, it could be much easier, but they have many lacks except for a few students. The first unit is on telling the time, one class hour has been advised for this topic, however I had to teach it from the beginning as they knew almost nothing about this topic. Indeed, the class hours could be spent better if the class size was smaller. As you saw, 3 students sit together (T5).

Next, they were told that they rarely focused on vocabulary and they were asked the reasons behind this result. As a response, they pointed to their anxiety to keep up with the curriculum pointing to loaded curriculum (T5, T6, T7, T8), insufficient time (T5, T6, T7, T8), and TEOG exam (T5, T6, T7, T8), one teacher reported that:

I have four class hours in this classroom, there are 10 units in the book, naturally there are a lot of subject matters to teach...There are lots of activities in the book as well. I left them to learn the words...If we do it with a game, it lasts for a class hour, this causes some disruptions for TEOG exam (T8).

Later on, their focus on language skills was examined. When they were asked why they focused on reading skills in almost all lessons, they pointed to TEOG exam (T5, T6, T7, T8), saying that “that is because, TEOG is based on reading comprehension” (T5).

When they were questioned about the reasons behind their rare focus on listening skills, they pointed to lack of materials (T5, T6, T7, T8), technical problems with the

smart board (T5, T6, T7), and large class size (T5, T6, T7, T8). One teacher, for example, pointed to some of his experiences, and stated that

We cannot do very much, because the students start to laugh and they go away from the lesson. This is also due to students' life styles: they do not watch foreign films, foreign channels. They are not interested in English, because English means nothing to them. At the beginning of my teaching profession, I did listening activities a lot. I would walk around the school with a tape in my hand, but later I recognized that I did not see any use in doing this. Neither their pronunciation improved nor their interest increased, so we do not do it anymore (T6).

The other skill observed was speaking skills. When they were questioned about the reasons behind their rare focus on speaking skills, they pointed to students' low participation (T7, T8), and lack of self-confidence (T5, T7, T8). One teacher stated that

As you said, I try to do speaking activities with questioning, but the students do not participate. As there is no participation, I ignore these activities. In addition, the same students participate while the others do not. As they do not have self-confidence or they think they are incompetent in language, they prefer to stay silent (T7).

A teacher finished her views about her rare focus on listening, and speaking skills admitting that too much focus on grammar leaves no room for other skills. She stated

Frankly, the reason is that we focus on grammar too much, so we ignore the others. The students can improve themselves about grammar, it will be very difficult without teacher's help. As a result, they cannot develop themselves and have lacks...We have spent 80-90% of our time on grammar and vocabulary, but that part [focus on speaking and listening skills] was too little (T5).

The last skill observed was writing skills. The observation results indicated that they rarely focused on writing skills, when asked about the reasons behind this result, they addressed students' lack of prerequisite knowledge (T5, T6, T7, T8), their lack of vocabulary (T5, T6, T7, T8), their incompetence in mother tongue (T5, T6, T7, T8), their low level for writing activities (T7, T8), insufficient time (T5, T6, T7, T8), TEOG exam (T5, T6, T7, T8), and large class size (T5, T6, T7, T8). Pointing to TEOG, one teacher stated that

It is a matter of time again. They need to have a knowledge of grammar and vocabulary in order to write. When they are absent, and when we try to compensate, we sacrifice TEOG exam. We thought that TEOG exam is based on reading comprehension, so we should do these activities more...I sometimes assign them as homework, but it is difficult to give feedback as time is not enough in a crowded classroom. When they read what they have written, it lasts for a lesson. I mean, we do not have time for writing...The students already cannot manage these activities (T8).

Lastly, when they were asked why they never focused on the students with individual learning difficulties, they pointed to large class size (T5, T6, T7, T8), and lack of time (T5, T6, T7, T8).

Then, the interview went on with the observation results on student behaviors. Depending on the observation results, they were asked why the students never used the target language while communicating. As a response, they addressed their lack of use of the target language (T5, T6, T7, T8), students' lack of interest (T6, T7, T8), and students' incompetence in their mother tongue (T5, T6, T7, T8). One teacher blamed herself and stated that:

That is because, I did not use the target language while communicating with them. That is why, they do not struggle to communicate in English with each other. Then, when you ask them: "how are you", they stand stock-still. If you write the question, for example, they answer. It is because of me again; they don't use it as I don't use (T5).

Pointing to students' incompetence in their mother tongue, another teacher reported that

They do not have such a desire [desire to communicate in English]; they have no interest. Can they speak Turkish properly? They are very bad at even their mother tongue. I ask them to write a letter to me at the beginning of every year, I receive very funny things, and the moment I see their Turkish, I can understand how their success in English will be. They are very bad at mother tongue (T6).

The other questions with respect to the students' behaviors were about their participation in activities. The results indicated that the students participated in the reading activities more than listening and speaking activities. When they were asked

about this result, they pointed to students' low self-confidence (T5, T6, T7, T8), low level (T5, T6, T7, T8), and lack of prerequisite knowledge (T5, T6, T7, T8). One teacher stated that:

The students seek concrete things, they feel more confident about the things they read, they are less confident for others, so their participation in the others is less, because they feel unsecure and insufficient. Also, as we do more reading activities for TEOG exam, they participate more. As a result, their reading skills develop, while the others do not (T8).

Afterwards, the interviews continued with the teachers' use of materials. Two important points were directed to the teachers. First, they were asked why they frequently used the board in almost all lessons ignoring audio, visual, and audio-visual materials. As a response, they addressed their teaching styles (T5, T6, T7, T8), and lack of materials (T5, T6, T7, T8). One teacher replied stating that

When we start the new unit, I write the new words and the new grammar rules on the board. In order to write sentences with these new words, I assign the students to write these words 5 times at home so that they can memorize them. To illustrate, if I gave them the words "swim, jump", I use the board again to teach them "I can swim, I can jump" (T5).

As a further response, another teacher stated that

I used the course books at most, they were available with the students. We used the board, as you said. We used the smart board after we finished the units in order to solve questions in elective English course. In English course, we used the board and the course books to teach grammar (T7).

With respect to the methods, techniques and activities suggested in the curriculum, they were observed to use question-answer technique most, on the other hand, communicative tasks, group work, pair work, drama, drawing and coloring, games, labelling, role-play, storytelling, total physical response, and arts and crafts were either utilized quite rarely, or were never utilized. When the reasons behind this issue were asked, the teachers pointed to easiness of question-answer (T7), large class size (T5, T6, T7, T8), students' low participation (T5, T6, T7, T8), students' lack of

interest (T5, T6, T7, T8), and TEOG exam anxiety (T5, T6, T7, T8). One teacher stated that

Question-answer is the easiest one for us. It is better for crowded classrooms. We did a communicative task once. I couldn't find opportunity to utilize pair works and group works due to large class size, I even wanted to combine the desks in some classrooms, but the desks were insufficient... It is again due to our exam anxiety. We have to finish all the topics before the exams. Indeed, we see them as the secondary aim (T5).

Another teacher, in addition to above statements, addressed insufficiency of the time, classroom environment, and the students' interests and preferences in the following sentences:

Yes, questions were asked generally and the students gave answers...The students see drawing and coloring childish. We used word games, we do not have sufficient time for roleplay, drama, storytelling, it is not possible to use all of them. Maybe, the time is enough for TEOG exam, but we need more time to do all of these activities for language learning. I do not have an appropriate environment for arts and craft, there should be interest and motivation for it, but they see no relation to language learning. When we do something different, they think that I ignore TEOG exam (T8).

Regarding the suggested assessment methods and techniques, it was observed that the teachers utilized written exams, however peer assessment, and self-assessment were never utilized and portfolios were not reminded. In response to this result, one teacher addressed students' low level, and administrative actions, and reported that

It is true. Regarding peer assessment, the students are not so different from each other. There is not even one student who has ability and interest in language. He cannot assess his friends about a topic he does not know. I do not believe that the students can prepare the portfolios as expected...If the administrators only collect written exams from us, they expected these [the other assessments], we would implement them as well (T6).

In parallel to this result, only reading skills were assessed, while speaking and listening skills were not assessed. Lack of materials (T5, T6, T7, T8) and little practice in listening and speaking skills (T5, T6, T7, T8) were reported to be the main reasons behind this result. For this issue, a teacher stated that

Their reading skills are measured through written exams. I did not have education at university on how to assess speaking skills. I see myself inefficient in this part...If we focus on speaking, writing, and listening skills, I can assess them as well. However, it is not true to assess the students' speaking, listening, and writing skills as we do not spend time on these skills (T8).

Last of all, the results of achievement tests were shared with the teachers and the likely reasons behind these results were sought for. To start with the listening results, they mainly found these results fine due to little emphasis on listening skills. Happy with this result, one teacher stated that "They got this result although I did no listening activity. The result is limited to my reading; we did nothing extra. It seems that the students know something although I never focused on listening skills" (T5). Similarly, the other teacher admitted that the students could be more successful if she focused on listening skills a little more, she expressed that "they answered the questions related to this text from listening from me, I mean I read. It shows that if we focus on this skill a little more, the results will be much higher" (T7).

Next, the results of speaking skills test were shared and the reasons for these results were examined. As a response, they pointed to little practice on speaking skills (T5, T6, T7, T8), students' fear of making mistakes (T7, T8), and the difficult nature of speaking skills which necessitate production. One teacher stated that

I witnessed the exam personally as we assessed some of them together. I think it is very normal considering our little focus on speaking skills. In addition, they do not prefer speaking. However, there were some students who spoke very well, which surprised me a lot. They are afraid of speaking, and they ignore the communicative nature of the language (T8).

Last of all, the results of the writing skills test were shared and the reasons for these results were investigated. As a response, one teacher pointed to little practice on writing, and TEOG exam stating that

What is important for us is that the students should read the question and answer it in TEOG exam, so we did not focus on writing too much. In reading activities, for example, I ignore the grammatical mistakes as long as the answer is true, because they may feel that they will fail in TEOG exam. As a result, our writing skills did not develop (T8).



Another teacher addressed students' lack of vocabulary, and the students' unawareness of the writing techniques (T7).

As mentioned before, four focus group interviews were conducted with 24 students; six students from each grade level. Some parallel questions similar to the ones asked to the teachers were directed to the students. The reasons behind their little participation in the activities and the likely reasons behind the results of the achievement tests were sought for in these focus groups. While examining these reasons, their suggestions for more participation and better success were also touched upon. Data collected through semi-structured focus group interviews were analyzed through content analysis.

To start with the demographic information about the participants, there were six females and six males in the first focus group (FG1) which was composed of 5<sup>th</sup> grade students. Of these participants, five of them were 11 years old, while one was 12. All of these participants' mothers were housewives, while the jobs of the fathers were differing. Three fathers were workers, one was a librarian, one was a driver, and the other one was a tradesman.

The second focus group (FG2) was conducted with six 6<sup>th</sup> graders. There were three females and three males in this focus group. Of these participants, all of them were 12 years old. All of these participants' mothers were housewives, while the jobs of the fathers were differing. One was an engineer, one was a driver, two fathers were workers, and the two were tradesmen.

The third focus group (FG3) was conducted with six 7<sup>th</sup> graders. There were three females and three males in the focus group. Of these participants, five of them were 13 years old, while one was 14. All of these participants' mothers were housewives, while the jobs of the fathers were differing. Three fathers were workers, while the other three were drivers.

The fourth focus group (FG4) was conducted with six 8<sup>th</sup> graders. There were three females and three males in the focus group. Of these participants, five of them were 14 years old, while one was 15. All of these participants' mothers were housewives, while the jobs of the fathers were different. Three fathers were workers, one was a cook, one was a driver, and the one was a tradesman.

The content analysis yielded two themes which were labelled as “reasons and suggestion”. The findings are presented in the following paragraphs.

The observation results were shared with them, and their views about these results were taken. First, it was stated that the target language was never used in the classroom, and the likely reasons were asked to them. As a response, the students pointed to the great amount of noise in the classroom (FG1, FG3, FG4), lack of knowledge (FG1, FG2, FG3, FG4), and nonuse of the target language by the teachers (FG2, FG3, FG4).

Then, the interviews went on with the participation in the activities. When they were asked why they did not participate in the listening activities, the students pointed to lack of comprehension (FG1, FG2, FG4), lack of listening from the recordings or a native (FG1, FG2, FG3), and lack of vocabulary (FG1) as stated by one of them “we listened to the dialogues on the smart board, but we do not understand anything as we do not know the words in the dialogues” (FG1). Furthermore, they addressed lack of practice (FG1) as reported by one student who stated that “actually, we do not do this very much in the classroom, we generally study the lesson, words, and we solve questions” (FG1).

The other observation result showed that they did not participate in speaking activities, either. When asked about this, they addressed lack of comprehension (FG1, FG2, FG3), noise (FG1), lack of self-confidence and anxiety (FG4), inability to pronounce (FG3, FG4), and lack of prerequisite knowledge (FG1, FG2). They suggested more study on the part of the students (FG1) and expected more activities for these skills (FG1, FG2, FG3). In addition, they suggested speaking English in this

lesson (FG1), more entertaining activities (FG2, FG3), games (FG3), and a silent classroom (FG2).

Afterwards, the results of achievement tests were shared with them. The results of listening test were found to be low (FG1, FG2, FG3, FG4), and the reasons were reported by the students to be large class size (FG1, FG2), lack of vocabulary (FG1), lack of focus on listening activities (FG2, FG3, FG4), lack of prerequisite knowledge (FG1, FG2, FG3), lack of materials (FG4), lack of interest (FG2), too much noise (FG2), lack of comprehension (FG1, FG2, FG3, FG4), the teacher's reading the listening texts (FG1, FG2, FG3, FG4).

Therefore, they suggested a smaller and more silent class (FG1, FG2), more practice in listening activities (FG1, FG2, FG3, FG4), different and entertaining activities (FG1, FG3), use of smart board more (FG2), headphones (FG4), removal of TEOG (FG4), and music and songs (FG3).

Next, their views about the likely reasons behind the results of speaking test, and suggestions for better results were sought for. As reasons, they pointed to the large class (FG1), lack of classroom management (FG1), lack of focus on speaking skills (FG2, FG3, FG4), lack of interest in speaking activities (FG1), boring activities (FG1, FG2), lack of prerequisite knowledge (FG2), and lack of comprehension (FG1, FG3). One student, for example, stated that "We do not do speaking activities. I mean sometimes. The teacher comes and says: "how are you, thank you, sit down". That is all. We write the speaking activities, but we do not speak" (FG3). As suggestions, they expected more entertaining activities (FG1, FG2, FG3), games (FG1, FG3), help from the better students (FG1), and the teacher to speak in English (FG4).

Lastly, their views about the likely reasons behind the results of writing test and their suggestions for better results were sought for. The students found them as expected results (FG3, FG4), as they could not write. They addressed teacher's lack of focus on writing skills (FG3, FG4). One student, for example, expressed that "our teacher

does not necessitate writing a composition, she just writes on the board, and we write them on our notebooks”. Furthermore, they addressed lack of focus on writing activities due to TEOG exam (FG4), and their lack of prerequisite knowledge about words and grammar (FG4). Different lessons for different skills and additional courses were suggested for more success (FG3).

## CHAPTER 5

### DISCUSSION AND IMPLICATIONS

This chapter presents discussions and implications related to the study. After providing a brief summary of the findings for each of the research question, the findings are discussed in line with the literature and previous research; and then, implications are presented for practical purposes and future research in relation to the middle school (grades 5-8) English language curriculum.

#### **5.1. Discussion of the Findings**

This section presents discussions with respect to the findings of the present study. The findings regarding each research question are discussed separately.

##### **5.1.1. The Teachers' Views about the Middle School English Language Curriculum**

The first research question was asked to find out the views of English language teachers about the middle school English language curriculum. A questionnaire composed of two parts was used to answer this research question. The first part included items about teachers' demographic characteristics, and the second part was composed of items about curriculum components.

To start with the findings related to the demographic characteristics of the participants, there were more females than males, almost all of the teachers had a bachelor's degree, about three-fifth of them graduated from foreign language education department, about three-fifth of them participated in YDS exam, while there was almost no participation in TOEFL and IELTS, two-fifth of them have been abroad, while three-fifth have not, more than three-fifth of them did not follow any

publication about their profession, while about two-fifth do, the participation in conference about their profession was almost equal, and all of them were teaching in 4 grade levels. Regarding their source of knowledge about the middle school English language curriculum, only two-fifth of them have participated in in-service training, and among those who participated, only one-tenth of them found the in-service training satisfactory enough, so they mainly learnt about it in colleague meetings or through personal search. In addition, more than three-fifth of the teachers emphasized all language skills, while only one-tenth of them emphasized listening and speaking skills in the 5<sup>th</sup> grade classrooms; about four-fifth of them emphasized all language skills, while only one-twentieth of them emphasized listening and speaking skills in the 6<sup>th</sup> grade classrooms, about four-fifth of them emphasized all language skills in the 7<sup>th</sup> grade classrooms, and similarly about four-fifth of them emphasized all language skills in the 8<sup>th</sup> grade classrooms.

As the demographic characteristics showed most of the teachers were graduates of foreign language department as expected. However, their participation in exams showed that they are good at reading comprehension which is measured by YDS exam, while their proficiency in listening, speaking, and writing skills is not known as almost none of them have participated in TOEFL and IELTS. The other important point is that the teachers did not develop themselves in parallel to the recent developments. Similar to the findings found by Yaman (2010), and Tekin-Özel (2011), this finding indicated that the majority of the teachers have not participated in any in-service training about the middle school English language curriculum, so their knowledge about this curriculum was limited to their personal search and the colleague meetings. Therefore, it can be put forward that the new curriculum has not changed many of these teachers' practices in their classrooms which can be understood from the mostly emphasized language skills, that is because the findings showed that the vast majority of the teachers emphasized all skills, while the curriculum advocates more focus on listening and speaking skills in order to improve the students' communicative competence (MoNE, 2013). However, for this curriculum to be successful, the implementers of this curriculum need to be informed about it very well, and they need to adopt the curriculum standards.

When the findings about the teachers' perceptions of the components of the curriculum are examined, it is seen that they have both negative and positive views about the curriculum components. To start with their positive views about the objectives, as suggested in the study of Güneş (2009), the objectives were found to be congruent with the general purposes of English language curriculum in the present study. Consistent with the studies of Er (2006), and Güneş (2009), they were reported to be consistent with each other. In contrast to the studies conducted by Örmeci (2009), Tekin-Özel (2011) and Yaman (2010) which indicated that the objectives were above students' level, the present study and the studies conducted by Büyükduman (2005), and Güneş (2009) showed that they were appropriate for the students' level of development. Furthermore, they were found to be attainable, observable and measurable, helpful in developing students' reading skills, and sufficient in quantity to develop the students' reading skills. What is more, it indicated that they can be used in students' daily life, and they can be achieved in the planned time.

On the other hand, as the studies conducted by Örmeci (2009), and Tekin-Özel (2011) suggested, the findings of the present study indicated that this curriculum cannot develop learner autonomy. In addition, it was found that the objectives cannot develop students' communicative competence. The findings also indicated that the objectives were not very helpful in developing the students' listening, speaking, and writing skills, and they were found to be insufficient in quantity to develop those skills. This finding is consistent with the studies of Büyükduman (2005), Güneş (2009), Yaman (2010), and Yörü (2012) which concluded that objectives related to reading skills were attainable, while the ones related to listening, writing and speaking skills were not possible to attain.

The findings related to the content of the curriculum indicated that teachers had more positive views than the negative ones. To illustrate, in contrast to Büyükduman (2005) who found that the content was not consistent with the objectives, the present study reported the opposite consistent with the studies conducted by Er (2006), Güneş (2009), and Mersinligil (2002). Consistent with the studies of Er (2006), and

Güneş (2009), the present study showed that the content was appropriate for the needs and interests of the students. As suggested in the studies of Güneş (2009), and Mersinligil (2002), the content was found to be appropriate for the students' level of development in the present study which is in direct contrast to the study conducted by Harman (1999). Consistent with the study of Güneş (2009), the content was found to be coherent in itself, and it included information that students could use in their daily life. In contrast to the studies conducted by Büyükduman (2005), Demirtaş and Erdem (2015), Dinçer (2013), Er (2006), Erdoğan (2005), Erkan (2009), Mersinligil (2002), Ocak, Kızılkaya, and Boyraz (2013), Örmeci (2009), Tekin-Özel (2011), Yaman (2010), and Yörü (2012), which concluded that the time allocated for the implementation of the program was inadequate, the teachers' quantitative responses signified that the content can be finished in the planned time. Some of these findings of the present study are in direct contrast to the study conducted by Harman (1999) who found that the content could not be applied in real life, and it was not appropriate for students' age and level. What is more, it was found that the content can ensure active participation of the students, ensure the achievement of the objectives, and develop the students' reading skills. On the other hand, like the findings with respect to the objectives, it was found out that the content cannot develop the students' listening, speaking, and writing skills.

The findings with respect to the materials of the curriculum showed that the teachers had positive views about the materials. To illustrate, the findings indicated that the suggested materials could support the attainment of the objectives, increase active participation of the students, increase the students' interest in the lesson, be reached easily as found by Güneş (2009), and consolidate students' learning. They were also reported to be appropriate for students' age level in the present study as suggested in the study of Güneş (2009). To this connection, it can be put forward that there are no problems with the suggested materials.

The findings regarding the activities suggested in the curriculum indicated more positive characteristics than the negative ones. To begin with the positive aspects, the findings indicated that the activities can help the students develop positive attitudes



towards English, increase active participation of the students as suggested in the study of Güneş (2009). Inconsistent with the study of Er (2006) which concluded that the activities were not consistent with objectives, they were found to ensure the attainment of the objectives in the present study. In contrast to the study of Erkan (2009), the present study signified that the activities were applicable in the classroom consistent with the study of Güneş (2009). As reported in the studies conducted by Büyükduman (2005), and Güneş (2009), they were found to be student-centered in the present study. What is to add, they were found to be appropriate for the students' level of development, in parallel to the students' daily life. In contrast to these positive characteristics, the findings also indicated that the activities cannot develop the students' communicative competence, listening, speaking and writing skills, while only students' reading skills can be developed. Moreover, as the studies conducted by Örmeci (2009), and Tekin-Özel (2011) suggested, the findings of the present study indicated that this curriculum cannot develop learner autonomy.

Lastly, the findings related to teachers' views about the assessment methods and techniques suggested in the curriculum indicated that they are applicable, and congruent with the objectives as suggested in the study of Güneş (2009). In addition, the findings revealed that they take the students' level of development into account, and they can be used to measure the students' reading and writing skills. On the other hand, it was found that the suggested assessment methods and techniques cannot be used to measure the students' listening and speaking skills.

All of these findings about the curriculum components indicated that the curriculum has been designed paying attention to creation of satisfactory relationships among curriculum's components (Oliva, 1997; Ornstein & Hunkins, 2017; Tyler ,1949). To illustrate, these findings showed that the curriculum had appropriate scope, sequence, continuity, and integration. When the evaluation studies conducted on English language curricula are examined, the findings of the present study indicated that many problems with respect to the components of the new curriculum developed in 2012 have been solved, while only a few but most crucial problems still exist. The most important problem in this respect is that like the other curricula developed since

1997, this curriculum cannot develop students' autonomy, communicative competence, and their writing, listening, and speaking skills. Although this curriculum has been designed to develop learners' communicative competence (MoNE, 2013) either through writing or speaking, these findings revealed that this curriculum cannot develop learners' writing, listening, and speaking skills. The following paragraphs present the likely reasons behind this failure.

### **5.1.2. The Observed Antecedents, Transactions and Outcomes in the 5<sup>th</sup>, 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> Grade Classrooms**

This section presents information about the variables influencing the overall outcomes of the curriculum. These variables include the ones observed before the implementation of the curriculum which refers to antecedents; the ones observed throughout the implementation process referring to transactions; and the ones observed at the end of the implementation referring to the outcomes. Data were collected through observation forms, interviews, achievement tests, and attitude scale. The discussion with respect to the findings related to the antecedents, the transactions, and the outcomes are presented below.

#### **5.1.2.1. The Observed Antecedents**

Data with respect to the observed antecedents were gathered through an attitude scale conducted to the students, and interviews conducted with the teachers. The data with respect to the attitude scale were analyzed using frequencies, percentages, means, and standard deviations, while the qualitative data obtained from the interviews were analyzed through content analysis.

To begin with the demographic characteristics of the students as gathered with the attitude scale, it was found that the number of female and male students in these classes was almost equal, the education level of their fathers and mothers was rather low, the vast majority of the mothers were housewives, while most of the fathers were workers, and almost half of the students did not have someone to help them

while studying English. To this connection, it is possible to say that the students did not have any opportunity to learn English outside the classroom which increases the teacher's importance for their learning. Regarding their past achievement grades which were measured by written exams, except for the 6<sup>th</sup> grade students, the other students were mainly successful. However, this finding did not show anything about the students' competence in listening, writing, and speaking skills as they were not measured by the teachers in their previous grade levels.

The findings with respect to attitude scale showed that the students had positive attitude towards English. In contrast to the study conducted by Mersinligil (2002) who found that the students had negative attitude towards English, the present study showed that they were aware of the importance of English as a foreign language, and they desired to learn English. Among four grade levels, the 6<sup>th</sup> graders, who had the lowest past achievement scores, had the least positive attitudes towards English as a foreign language as well.

The findings obtained through the content analysis revealed that there were four themes observed before the implementation of the curriculum. These variables were teacher characteristics, student characteristics, school characteristics, and curriculum characteristics.

The findings with respect to teacher characteristics indicated that they had many characteristics which were incongruent with curriculum standards. First of all, as the findings with respect to the teacher questionnaire revealed, the teachers who were interviewed did not participate in any in-service training about the new English language curriculum, so they had insufficient knowledge about the curriculum, and they had no knowledge about CEFR. This finding indicates that these teachers had to implement the curriculum without any change in their preferences of strategies, method, and techniques. As stated by Orntein and Hunkings (2017),

Teachers must become highly knowledgeable about the new curriculum content; they must perfect new instructional approaches; they must know how to manipulate the educational environment, taking into consideration the

backgrounds and learning styles of their students. Such support often takes the form of in-service training or staff development. (260)

Actually, the curriculum does not provide any information about the necessary teacher qualifications, but as stated by Stake (1967), unavailable standards must be estimated. To this connection, the teacher to implement any curriculum has to know almost everything about this curriculum first, however these teachers had very limited knowledge about the curriculum they implemented. As stated by Tekişik (2005), it depends on the training of the implementers of the curriculum for a curriculum to be successful (as cited in Tekin-Özel, 2011). Furthermore, they made no preparation before entering the classroom except for following the teacher's guide book. As a result, they mainly preferred question-answer technique, and expository teaching while implementing the curriculum thus they ignored communicative language teaching. To this connection, they mostly preferred to focus on reading skills and grammar skipping listening, speaking and writing activities, although the teachers were recommended that the focus of learning should be on communication, rather than on completing curricular items within a given period of time (MoNE, 2013). Indeed, they admitted that they even did not know how to apply communicative approach and they were not so good at these skills due to their insufficient pre-service university education. Therefore, they had to find their own way mainly by taking their previous teachers in middle school or high school as models. In other words, they were used to teaching in the way they were taught years ago with grammar teaching as reported by the interviewees. As concluded in the study of Tekin-Özel (2011), the present study showed that the teachers have not left their old habits while implementing the curriculum.

Despite all these negative and incongruent characteristics, however, the teachers mainly had positive attitudes towards their job in that they loved English, valued their job, and they were happy and satisfied with their job despite the difficulties encountered throughout the process. In addition, it was found that the teachers were aware of some of their incompetence such as failure to express themselves, failure to apply some standards of the curriculum, and they were aware of the fact that they

needed to develop themselves with the changing time. Therefore, they need to be provided with opportunities by the policy makers to cope with their incompetence, otherwise these problems found by the present study will never end.

Likewise, the findings related to student characteristics indicated both positive characteristics congruent with the curriculum standards, and negative and incongruent characteristics. To start with the congruent and positive characteristics, they had positive attitudes towards English, they wanted to learn English. On the other hand, they were incompetent in their mother tongue, they had lack of prerequisite knowledge, and they were bad at listening, speaking and writing skills as put forward by their teachers. Considering the spiral nature of this curriculum which advocates that students frequently encounter content and activities that have previously been covered in order to reinforce what they already know (Oliva, 1997; Ornstein & Hunkins, 2017; Tyler ,1949), lack of prerequisite knowledge may cause great problems with respect to the implementation process. That is because, it may cause the teacher to spend more time on the subjects at which the students are poor.

The third variable taken as antecedent was the school characteristics. The findings with respect to this variable indicated that the materials available to use were only smart boards, the internet, and the students' course books, which shows that the school did not provide the teachers with many materials suggested in the curriculum. In addition, the classrooms were found to be crowded by the teachers which caused so much noise, failure to reach all students and inappropriate seating arrangement. As a result, it caused the teachers to skip listening and speaking skills, and it hindered student-centered activities such as games, pair works, and group works as reported by the teachers.

The findings regarding curriculum characteristics revealed that the curriculum, in one hand, had appropriate texts for students' level and interest, interesting themes, easy topics, attainable objectives, and applicable objectives in students' real life consistent with the findings obtained from the teacher questionnaire. On the other hand, the findings also revealed that the writing, and speaking activities were

difficult, and the curriculum was overloaded in contrast to the findings gathered through the teacher questionnaire which indicated that the curriculum content can be delivered on time.

#### **5.1.2.2. The Observed Transactions**

Data regarding transactions were collected through observation forms. The gathered data were analyzed with frequencies. Discussion and comparison of these findings with related literature are presented in the following paragraphs.

The findings with respect to the observed transactions revealed that there was mainly a teacher-centered instruction with almost no focus on student-centered instruction consistent with the study of Gupta (2004) who claimed that there is teacher-centered and lecture-centered teaching in Indian primary schools which was in direct contrast to the curriculum standards. However, the research studies indicate that the students want to be more active regardless of nationality. To illustrate, Littlewood (2000), who compared the attitudes of the learners living in Vietnam, Thailand, Bruni, Malaysia, South Korea, Honk Kong, Japan and Mainland with the learners in European countries including Spain, Finland and Germany, found that both groups of learners wanted to be active throughout the teaching process. As suggested in the studies conducted by Kozikoğlu (2014), Ocak, Kızılkaya and Boyraz (2013), and Tekin-Özel (2011), the present study showed that the teachers spent most of the time on reading skills, and grammar, however they spent very little time on listening, speaking, and writing skills. This finding was also inconsistent with the findings gathered through the teacher questionnaire as those findings indicated that the teachers focused on all language skills. However, the findings arrived at through observations and interviews showed that the listening, speaking, and writing activities were skipped most of the time. This finding was in direct contrast to the curriculum standards as the focus is recommended to be not necessarily on grammatical structures and linguistic functions, but on authentic use of the language in an interactive context in order to generate real meaning (MoNE, 2013) and the primary function of the language is said to be communication (Richards & Rodgers,

2001). To this connection, the language should be presented as a means for communication rather than a subject to be learnt or an academic requirement to be fulfilled (MoNE, 2013). Although the teachers skipped most of the student-centered activities because of too much focus on grammar, they still found the curriculum overloaded. The main reason behind this belief was that the teachers tried to present every detail about a grammatical point. To illustrate with a simple example as observed in the classroom, one of the objectives in a unit, was “expressing their likes and dislikes, asking and answering questions about their likes and dislikes”. The teacher was expected to help students construct and express sentences starting with the subject “I”, however the teacher tried to teach them how to construct sentences with all subjects paying attention to the positive, negative, and question forms of the sentences. If the teacher was aware that the objective like “expressing other people’s likes and dislikes, asking and answering questions about other people’s likes and dislikes” would be given in the preceding units, maybe she would not skip above mentioned activities and would not label the curriculum as overloaded. In addition, consistent with the studies conducted by Mersinligil (2002), and Tekin-Özel (2011), the present study showed that the teachers almost never used the target language while communicating. As stated in MoNE (2013); however, the teachers are present in the classroom mainly for communicating in English, use of Turkish is not prohibited or discouraged, but it is suggested to be employed only as necessary. Although communication is suggested to be carried out in English as much as possible (MoNE, 2013), the students, like their teachers, never used the target language while communicating, either. Actually, they cannot be expected to use the target language if their teachers never use it, so it is a quite natural result. The other finding revealed that they participated in only reading activities, while very few students participated in the listening, speaking, and writing activities which were done quite rarely.

To continue with the use of materials, students are suggested to be continuously exposed to English through audio and visual materials. However, as the studies conducted by Aküzel (2006), Kaya, Ok and Ürün (2015), Mersinligil (2002), and Tekin-Özel (2011) concluded, the findings of the present study indicated that the

most frequently utilized equipment and materials were the board and the students' books, while visual, audio, and audio-visual materials were almost never utilized.

MoNE (2013) suggests use of activities and methods like arts and crafts, and drama which can foster enjoyment of language learning; however, the findings about the activities used by the teachers revealed that the most frequently utilized activities included question-answer, and matching. On the other hand, consistent with the study of Mersinligil (2002), communicative tasks, drama, drawing and coloring, games, labelling, arts and crafts, storytelling, group work, and pair work were almost never utilized by the teacher, while total physical response and role-play were utilized quite rarely. These findings partly support the study conducted by Yıldırım (1999) who found that the most frequently utilized activities were question-answer, lecturing, teaching of grammar, role-play, and drama. Students develop communicative skills in English by “doing things with the language” rather than by “learning about the language” (MoNE, 2013). However, the findings of the present study showed that the students tried to learn about the language instead of using it as a means for communication. These findings showed that there was mainly teacher-centered instruction as suggested in the studies of Kaya, Ok and Ürün (2015), Kozikoğlu (2014), Mersinligil (2002), Dönmez (2010), Örmeci (2009), and Tekin-Özel (2011). What is to add, although the findings from the teacher questionnaire revealed that the curriculum could be finished in the planned time, the findings gathered through observations showed that the curriculum could be finished on time that is because the teachers mainly utilized a teacher-centered instruction skipping most of the student-centered, listening, speaking, and writing activities.

Last of all, the assessment methods and techniques used by the teachers were in parallel to the classroom practices mentioned above. To illustrate, the students' reading skills were measured through written exams, while self-assessment was never utilized, likewise consistent with the study of Güneş (2009), listening, speaking, and writing skills were never assessed, and the students were never encouraged to use the portfolio. This finding is not congruent with curriculum standards, either, as self-assessment, peer assessment, student portfolios, oral exams,



quizzes, homework assignments and projects are suggested in the curriculum in addition to the written exams. These findings are consistent with the studies conducted by Dinçer (2013), Dönmez (2010), Güneş (2009), Harman (1999), Kaya, Ok and Ürün (2015), Örmeci (2009), and Tekin-Özel (2011) which reported that alternative assessment methods were not utilized by the teachers. The findings with respect to teacher questionnaire revealed that the curriculum could not develop learner autonomy. As stated by Little (2007; 2009), in order to develop learner autonomy, the students need to be allowed to assess their own learning which can be achieved through such acts as self-assessment, and portfolios, however these findings showed that the students were not given the chance to develop their autonomy. In a study conducted by Glover (2011) to find out to what extent the students' awareness of speaking skills would change, in the course a semester, using parts of the Common Reference Levels of CEFR for self-assessment, it was found that the students used CRL statements to write longer, more relevant, and more detailed and critical descriptions of their speaking skills. In other words, the students' awareness of their speaking skills was found to increase. As this study indicates, there are many ways to take advantage of the framework. If the teachers were aware of these descriptors and knew how to use them, the students could be aware of their own skills, thus they might wish to take the responsibility of their learning and develop themselves.

Although the main purpose of the curriculum is to develop the students' communicative competence (MoNE, 2013), the acts of the teachers tended to develop only their reading skills and grammar knowledge. Therefore, it is possible to say that the curriculum was not implemented as planned from the very beginning. In other words, there was incongruence between the planned curriculum and the implemented curriculum as reported in the studies of Erkan (2009), Kaya, Ok and Ürün (2015), Kırkgöz (2008), Kozikoğlu (2014), Ocak, Kızılkaya and Boyraz (2013), and Tekin-Özel (2011).

### **5.1.2.3. The Observed Outcomes**

Data regarding outcomes were collected through 10 achievement tests. The gathered data were analyzed with means and standard deviations. Discussion and comparison of these findings with related literature are presented in the following paragraphs.

The findings related to the outcomes revealed that the students were most successful in reading skills, which might have resulted from too much focus on reading skills and grammar, while they failed in other tests measuring their competence in listening, speaking, and writing skills. Therefore, it is possible to say that the students failed to attain most of the objectives, especially the listening, speaking, and writing objectives consistent with the studies conducted by Büyükduman (2005), Kaya, Ok and Ürün (2015), and Mersinligil (2002). Therefore, it is possible to say that the students failed to attain most of the objectives with respect to the listening, speaking, and writing objectives as indicated by the findings with respect to the teacher questionnaire. Although the findings regarding student characteristics referring to antecedents revealed that the students were successful considering their past achievement scores, and they had positive attitudes except for the 6<sup>th</sup> graders who had relatively lower success and negative attitude towards English, these outcomes indicated that these factors did not influence the students' success.

These findings showed that the test results are not congruent with curriculum standards in that although the curriculum has been designed to develop mainly students' listening, and speaking skills, the results indicated that the students have not developed those skills. Therefore, it can be put forward that the curriculum seems to fail in enabling the students to gain the suggested objectives. Further factors leading to this failure are discussed in the following section.

### **5.1.3. The Influence of Observed Antecedents and Transactions on the Observed Outcomes in the 5<sup>th</sup>, 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> Grade Classrooms**

This research question was asked to find out whether there was a relationship among antecedents, transactions, and the outcomes. Data were collected through interview schedules conducted with four teachers, and focus group interviews conducted with students who were observed. Data collected with these qualitative instruments were analyzed through content analysis.

It was found that the antecedents observed before the implementation of the curriculum influenced the transactions observed in the classroom practices and they in turn influenced the observed outcomes. As aforementioned, the students could not attain most of the objectives with respect to listening, speaking, and writing skills. The findings indicated that there was influence of the antecedents on transactions, and the interaction between the two influenced the observed outcomes as explained, exemplified, and discussed in the following paragraphs.

The overall findings revealed that the antecedents that influenced the transactions included teacher-related factors, student-related factors, school-related factors, curricular factors, and TEOG exam. To illustrate, it was found that the teachers never used the target language while communicating, and the factors leading to this finding included their incompetence in speaking skills, large class size, and the students' low level in speaking skills. This finding was partly supported by Hu (2005) who claimed that teachers' low communicative competence in English and English-speaking countries prevented use of the target language in real life situations. The factors behind the teachers' frequent focus on grammar were found to be TEOG exam, students' lack of prerequisite knowledge, insufficient time for listening, speaking and writing skills, and large class size. The factor behind their rare focus on vocabulary was the limited time, in other words, the anxiety to keep up with the curriculum hindered much focus on vocabulary. The main factor leading to too much focus on reading skills was found to be TEOG exam again, as it mainly measured students' reading comprehension. The factors leading to the teachers' rare focus on listening

skills included lack of materials, technical problems with the smart boards, large class size, students' low prerequisite knowledge, students' lack of vocabulary, and more importantly lack of time due to their too much focus on reading skills and grammar. The factors leading to their rare focus on speaking skills included large class size, students' low prerequisite knowledge, students' lack of vocabulary, students' lack of interest in these activities, and students' lack of interest due to their obsession with TEOG exam. The factors leading to their rare focus on writing skills included students' low prerequisite knowledge, students' lack of vocabulary, students' incompetence in mother tongue, and more importantly the teachers' too much focus on reading skills and grammar due to TEOG exam. Like the teachers, the students did not use the target language while communicating, and the main factor was found to be the fact that the teachers did not use it themselves due to the aforementioned factors, so the students naturally did not use it, either. In addition, the students' lack of interest, and their incompetence in their mother tongue were found to be other factors. The factors behind students' low participation in listening, speaking, and writing activities included little practice on these skills due to large class size, lack of materials, and the students' low self-confidence, anxiety, low level, and their lack of prerequisite knowledge.

The teachers frequently used the board in almost all lessons ignoring audio, visual, and audio-visual materials. When the reasons behind this practice was examined, it was found that the main factors were lack of materials, lack of time, and too much focus on grammar due to TEOG exam.

With respect to the methods, techniques and activities suggested in the curriculum, the findings indicated that the teachers used question-answer technique most, on the other hand, communicative tasks, group work, pair work, drama, drawing and coloring, games, labelling, role-play, storytelling, total physical response, and arts and crafts were either utilized quite rarely, or were never utilized. When the reasons behind these practices were investigated, large class size, lack of time, students' lack of interest and low participation in these activities, and their exam anxiety were found to be the main factors leading to these practices.

The findings regarding the suggested assessment methods and techniques revealed that the students' reading skills were assessed through written exams, however peer assessment, and self-assessment were never utilized and portfolios were not reminded. To this connection, it is possible to say that their listening, speaking, and writing skills were never assessed. The main factors leading to these practices were found to be no focus on these skills, lack of materials, and teachers' incompetency to prepare tests to assess these skills. In addition, the administrators wanted only written exams from the teachers. These practices also indicated the teachers' reluctance to implement those methods and techniques.

The factors mentioned above have been labelled as the problems in foreign language education in various research studies conducted before. When the findings of the present study are compared to the related literature, it is seen that similar problems influencing the implementation of the curriculum have been repeatedly cited since 1997. Consistent with the present study, the problems encountered during the implementation process of the curriculum include crowded classrooms (Aküzel, 2006; Büyükduman, 2005; Dinçer, 2013; Dönmez, 2010; Erkan, 2009; Ersen-Yanık, 2007; Harman, 1999; Kozikoğlu, 2014; Ocak, Kızılkaya & Boyraz, 2013; Örmeci, 2009; Tekin-Özel, 2011; Yaman, 2010); lack of materials (Aküzel, 2006; Dinçer, 2013; Dönmez, 2010; Er, 2006; Erkan, 2009; Ersen-Yanık, 2007; Güneş, 2009; Harman, 1999; İnceçay, 2012; Kaya, Ok & Ürün, 2015; Mersinligil, 2002; Örmeci, 2009; Tekin-Özel, 2011; Yaman, 2010); use of board and student course book as the only material (Er, 2006; Kaya, Ok & Ürün, 2015; Mersinligil, 2002); insufficient time to cover the content (Aküzel, 2006; Batdı, 2015; Büyükduman, 2005; Demirtaş & Erdem, 2015; Dinçer, 2013; Dönmez, 2010; Er, 2006; Erdoğan, 2005; Harman, 1999; Mersinligil, 2002; Ocak, Kızılkaya & Boyraz, 2013; Örmeci, 2009; Tekin-Özel, 2011; Yaman, 2010); one type of assessment: written examination conducted by the teachers (Dinçer, 2013; Er, 2006; Harman, 1999; Mersinligil, 2002; Tekin-Özel, 2011); no assessment of speaking and listening skills by the teachers (Er, 2006; Güneş, 2009; Tekin-Özel, 2011); teachers' little or no focus on listening and speaking skills and communicative approach (Er, 2006; Kozikoğlu, 2014); teacher-centered instruction (Dönmez, 2010; Koydemir, 2001; Kozikoğlu, 2014; Mersinligil,

2002; Örmeci, 2009; Tekin-Özel, 2011); low student participation (Erkan, 2009); lack of in-service training (Erkan, 2009; Tekin-Özel, 2011; Yaman, 2010); central examinations like SBS or TEOG (Dönmez, 2010; Kaya, Ok & Ürün, 2015); students' incompetence in mother tongue (Aküzel, 2006; Mersinligil, 2002); incongruence between theory and practice (Kaya, Ok and Ürün, 2015; Kırkgöz, 2007b; 2008, Kozikoğlu, 2014; Mersinligil, 2002).

What is added to the literature by the present study is the fact it showed how the combination of these factors influenced teacher behaviors and student behaviors observed throughout the teaching process both of which influenced the overall outcomes. When the findings of the present study are examined, it is seen that some variables come together and influence each other a great deal. In other words, one factor on its own did not lead to a specific classroom practice. To illustrate, such teacher-related factors as teachers' lack of knowledge about the curriculum and CEFR, their incompetence in the target language cause the teachers to spend most of the time on grammar and reading skills ignoring listening, speaking, and writing skills. They preferred to teach English in this way because they learnt English similarly while they were students, which shows that their university education or the new curriculum has caused no change in the way they teach. These factors, in turn, led the teachers to use lecture, dictation and expository teaching most of the time with the help of the board, and the students' books as the only materials. In addition to teacher-related factors, TEOG exam, insufficient time to cover the overloaded curriculum, students' lack of prerequisite knowledge, low self-confidence, large class size, and lack of materials were found to cause the teachers to use teacher-centered instruction. They also hindered student-centered, listening, speaking, and writing activities. As a result of these classroom practices, only students' reading skills were measured through written exams, while their competence in listening, speaking, and writing skills were never measured. Thus, the students failed in writing, listening and speaking tests.

Consistent with the study conducted by Ersen-Yanık (2007), the present study showed that the main problems encountered in the implementation process resulted

from the lack of materials and resources, the course-book, the learners, the classroom environment and the curriculum, and these problems influenced the classroom practices, the assessment procedures, and the attainment of goals. As concluded by Kırkgöz (2007b) in her study, the present study revealed that communicative language teaching proposed by MoNE did not seem to have made a real and expected impact on teachers' beliefs or on classroom practices, and that a gap between the objectives proposed by the curriculum and the actual classroom instructional practices of teachers existed. This finding was also consistent with the study conducted by Liao (2004) who claimed that as teachers are used to traditional teaching methods and due to structural tests and crowded classrooms, communicative language teaching is inhibited in Asian countries and China. It has been found by Kırkgöz (2007b) that teachers' methods of ELT have been inspired largely by traditional language learning theories that consider linguistic knowledge as something to be internalized rather than meaning to be socially constructed through communicative activities such as games, songs and dialogues. To this connection, it is possible to put forward the idea that the objectives related to listening, speaking, and writing skills suggested in the curriculum could not be attained by the students as the teachers' quantitative responses indicated, however further explanatory findings showed that the reason behind this failure was not the curriculum, but the implementation of the curriculum as suggested in the studies conducted by Kırkgöz (2008), Kozikoğlu (2014), Kaya, Ok and Ürün (2015), and Mersinligil (2002) who found that there was incongruence between the planned curriculum and the implemented one.

As stated by Shapiro (1985), depending on the results of an evaluation study, a policymaker would either have to develop a new program to attain the given goals or modify the goals in terms of feasible outcomes for a given conceptual program model; program failure, in contrast, does not imply the need to modify program conceptualization or goals; rather, the problem is one of implementation (Shapiro, 1985). When all these findings are taken together, it is possible to put forward the idea that the observed outcomes were found to be dependent on the observed antecedents and the observed transactions, which were not congruent with the

curriculum standards. Therefore, it is possible to say that it is the observed antecedents and transactions leading to failure rather than the curriculum. In other words, there is no “theory failure” but a “program failure”, as there is lack of congruence between the planned curriculum and the implemented one (Suchman, 1976 as cited in Collis & Moonen, 1988; Shapiro, 1985).

To wrap up, it is necessary for the policy makers to take actions to provide the intended antecedents and transactions before any curricular change. In parallel to the study of İnceçay (2012), the present study indicated that the schools lacking necessary resources, materials and insufficient number of well-qualified teachers will make it difficult to put this curriculum into practice as intended. As stated by Gözütok, Akgün and Karacaoğlu (2005), a curriculum needs to be developed in the light of curriculum development principles suitable for the realities of a country, characteristics of the people, and the society; a curriculum with even these characteristics have no chance of bring about better results than the older curriculum considering incompetent teachers, crowded classrooms, and bad physical conditions (cited in Tekin-Özel, 2011). The implementation of this curriculum without paying attention to these prerequisites and/or antecedents seem to be the main reason behind the failure of this curriculum. To this connection, the policy makers are recommended to make a decision about whether to develop a curriculum which is applicable by the available teachers and conditions or an ideal curriculum which is difficult to implement as planned due to the reasons mentioned.

## **5.2. Implications of the Findings**

The present study concluded that the middle school English language curriculum developed in 2012 had merit but did not have worth due to the reasons as discussed above. These findings also led to noteworthy implications for educational practice and future research on middle school English language curriculum and to some degree foreign language education in Turkey.



### **5.2.1. Implications for Educational Practice**

The evaluation of the middle school English language curriculum developed in 2012 has many implications both for the implementers of the curriculum, and the policy makers. These implications are presented in the following paragraphs.

The findings indicated that the teachers are not well-informed about the new curriculum. Nevertheless, they have not tried to learn about it. Therefore, the new curriculum has led to no change in their teaching styles. It is recommended that before a newly developed curriculum is implemented, the policy makers are recommended to provide the teachers with opportunities like in-service training so that the teachers can learn about the curriculum and implement it as planned. Otherwise, even the best curriculum cannot bring about the expected outcomes.

In the present study, it was found that the teachers were aware of their incompetence in the target language, in preparing achievement tests to measure especially students' listening, writing and speaking skills; however, they could not find any opportunity to improve those skills. The Ministry of National Education is suggested to evaluate the teachers on a regular basis to find out their competence in the four skills. In this way, their incompetence can be detected and they can be provided with opportunities to develop themselves accordingly. Being aware of their incompetence, the teachers should seek for ways to develop themselves even if the policy makers cannot provide them with any opportunities. To this connection, a newly developed program should not be put into practice unless sufficient practitioners with necessary qualifications are supplied. Otherwise, it will be very difficult to find congruence between the planned and the implemented curriculum as the present study showed.

Large class size was found to be one of the most important factors causing the teachers to skip the student-centered activities mentioned above. Too much noise resulted from the large class made it difficult for the teachers to manage the classroom, it even resulted in loss of authority in the classroom. Another crucial influence was that the teachers preferred not to do these activities anymore due to

these problems. Therefore, the Ministry of National Education is suggested to take action to decrease the classroom sizes without losing time. If it is not possible in a short time, it is recommended that the teachers should be equipped with skills so as to cope with large class size. More importantly, they should learn how to implement the student-centered activities in large classrooms. Furthermore, the teachers should never give up, and try to find other ways to cope with such problems instead of skipping these activities.

One of the crucial conclusions of the present study was the influence of lack of materials on the classroom practices. The teachers mostly used the board and the course book ignoring audio, visual, and audio-visual materials. As a result, the students' listening skills could not be developed as the listening activities were usually skipped. Indeed, the schools have smartboards and the internet connection, which can be used to provide students with audio, visual, and/or audio-visual materials, therefore the teachers are suggested to develop their skills to turn the smart board into any material needed. They can turn it into an audio, visual, and audio-visual material quite easily. In this way, more time and emphasize can be spent on listening skills. As admitted by these teachers, the results of listening test were much higher than they expected considering the little focus on listening skills. To this connection, the students' listening skills can be developed more on condition that they spend some more time on listening skills and the students listen from the recordings rather than teachers' reading these listening scripts. A similar result regarding the speaking activities was found. Teachers were observed to skip speaking activities as well. The teachers mainly complained about the students' lack of prerequisite knowledge, their low motivation for speaking, little participation in these activities. However, the implementation of the speaking test proved to the teachers that some of the students could speak much better than expected, which surprised the teachers a lot. That is to say, these activities shouldn't be skipped, and the students should be motivated to speak instead of skipping speaking activities.

Another finding of the present study was students' positive attitude towards English although they could not learn it as much as they expected. Indeed, they also got

bored in English courses due to lack of variety in methods, techniques, and activities utilized by the teachers. Therefore, the teachers are recommended to continue implementing student-centered instruction despite the problems encountered due to the large class size. As suggested by the students as well, more entertaining activities should be utilized to attract them more and make them more active. Namely, they expect to learn by game-like activities by doing. To this connection, it is possible to put forward the idea that most of the students need to be provided with more opportunities to be more active regardless of the country where they go to school.

Although, the middle school English language curriculum suggests communicative language teaching approach and task-based learning which are advocated by CEFR, the findings of the present study revealed the opposite. The teachers usually focused on grammar through lecture. As a result, the students' listening, speaking, and writing skills did not develop as expected. To this connection, the teachers are recommended to use more communicative activities. One of the most important factors leading to too much focus on grammar was found to be TEOG examination. Therefore, it is recommended that the policy makers should either stop applying this exam or stop asking the questions related to English course in this exam.

The present study also indicated that the school administrators asked for written exams for the assessment. However, there are four language skills in English, so importance should be given not only to the written tests but also alternative assessment. In other words, the teachers should be encouraged to assess students' listening, writing and speaking skills.

Last but not the least, the findings of interviews revealed that the curriculum is too overloaded to do all activities in contrast to the findings gathered through teacher questionnaire. Due to the teachers' anxiety to finish the planned curriculum on time, they preferred to skip especially the listening, speaking, and writing activities. However, the main reason was found to be the teachers' endeavors to teach the grammatical rules as detailed as possible. To this connection, it is recommended that

the teachers should not spend much time on grammar providing too much detail about the grammatical rules.

### **5.2.2. Implications for Future Educational Research**

In this section, the implications for future research are presented. These implications are expected to guide further research on the middle school English language curriculum.

The present study was conducted in one of the cities in Turkey. Similar studies can be conducted in different regions and cities of Turkey to compare their findings and thus contribute to the literature.

The present study used Stake's countenance evaluation model as the evaluation framework. This model, with use of various instruments triangulating and cross validating the findings, proved to be noteworthy to help finding the relationship among various variables which have influence on the outcomes of the curriculum. Therefore, similar studies utilizing Stake's countenance evaluation model can be conducted in different cities to compare the findings.

The present study revealed that the failure in foreign language education in this middle school resulted from the incongruence between the planned curriculum and the implemented curriculum. Further research is needed to find out whether the curriculum can bring about the expected outcomes if it is implemented as planned.

Lastly, as a curriculum evaluation study, the present study included teachers and students as participants. Future research can be planned in a way to include the opinions of administrators, parents and policy makers for a more comprehensive evaluation.

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## APPENDIX A

### APPROVAL FROM HUMAN RESEARCH ETHICAL COMMITTEE

UYGULAMALI ETİK ARAŞTIRMA MERKEZİ  
APPLIED ETHICS RESEARCH CENTER



ORTA DOĞU TEKNİK ÜNİVERSİTESİ  
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02 OCAK 2017

Konu: Değerlendirme Sonucu

Gönderen: ODTÜ İnsan Araştırmaları Etik Kurulu (İAEK)

İlgili: İnsan Araştırmaları Etik Kurulu Başvurusu

Sayın Prof. Dr. Ahmet OK;


Danışmanlığınızı yaptığımız doktora öğrencisi Suat KAYA' nın "2012 yılında geliştirilen Ortaokul İngilizce Öğretim Programının Stake'in Uygunluk- Olasılık Değerlendirme Modeli ile Değerlendirilmesi" başlıklı araştırması İnsan Araştırmaları Etik Kurulu tarafından uygun görülerek gerekli onay 2016-EGT-175 protokol numarası ile 02.01.2017 – 30.09.2017 tarihleri arasında geçerli olmak üzere verilmiştir.

Bilgilerinize saygılarımla sunarım.

  
Prof. Dr. Canan SÜMER

İnsan Araştırmaları Etik Kurulu Başkanı

  
Prof. Dr. Mehmet UTKU  
İAEK Üyesi

  
Prof. Dr. Ayhan SOL  
İAEK Üyesi

  
Prof. Dr. Ayhan Gürbüz DEMİR (Y.)  
İAEK Üyesi

  
Doç. Dr. Yaşar KONDAKÇI  
İAEK Üyesi

  
Yrd. Doç. Dr. Pınar KAYGAN  
İAEK Üyesi

  
Yrd. Doç. Dr. Emre SELÇUK  
İAEK Üyesi

## APPENDIX B

### INFORMED CONSENT FORM FOR TEACHER QUESTIONNAIRE

#### ARAŞTIRMAYA GÖNÜLLÜ KATILIM FORMU

Bu araştırma, Eğitim Bilimleri Bölümü doktora öğrencilerinden Suat KAYA tarafından yürütülen bir çalışmadır. Bu form sizi araştırma koşulları hakkında bilgilendirmek için hazırlanmıştır.

**Çalışmanın Amacı Nedir?** Bu araştırmanın amacı Diller İçin Avrupa Ortak Başvuru Metni doğrultusunda geliştirilen ortaokul 5., 6., 7. ve 8. sınıf İngilizce öğretim programının Stake'in uygunluk-olasılık değerlendirme modeli ile değerlendirilmesidir. Araştırmaya katılmayı kabul ederseniz, sizden beklenen, size verilen anketi doldurmanızdır. Bu çalışmaya katılım ortalama olarak 10 dakika sürmektedir.

**Bize Nasıl Yardımcı Olmanızı İsteyeceğiz?** Anket, iki bölümden oluşmaktadır, birinci bölümde kişisel bilgilerinize yönelik sorular, ikinci bölümde ise Talim Terbiye Kurulu Başkanlığı tarafından hazırlanan İngilizce dersi öğretim programı ile ilgili ifadeler yer almaktadır. Bu anketle sizin İngilizce öğretim programı hakkındaki görüşlerinizi almak amaçlanmaktadır. Anketin tüm maddelerini özenle okumanız ve sorulara samimi ve eksiksiz yanıtlar vermeniz araştırmanın sağlıklı tamamlanması için son derece önemlidir.

**Sizden Topladığımız Bilgileri Nasıl Kullanacağız?** Araştırmaya katılımınız tamamen gönüllülük temelinde olmalıdır. Ankette, sizden kimlik veya kurum belirleyici hiçbir bilgi istenmemektedir. Cevaplarınız tamamıyla gizli tutulacak, sadece araştırmacılar tarafından değerlendirilecektir. Katılımcılardan elde edilecek bilgiler toplu halde değerlendirilecek ve bilimsel yayımlarda kullanılacaktır. Sağladığınız veriler gönüllü katılım formlarında toplanan kimlik bilgileri ile eşleştirilmeyecektir.

**Katılımınızla ilgili bilmeniz gerekenler:** Katılım sırasında sorulardan ya da herhangi başka bir nedenden ötürü kendinizi rahatsız hissederseniz cevaplama işini

yarıda bırakıp çıkmakta serbestsiniz. Böyle bir durumda çalışmayı uygulayan kişiye, çalışmadan çıkmak istediğinizi söylemek yeterli olacaktır. Çalışma sonunda, bu araştırmayla ilgili sorularınız cevaplanacaktır.

**Araştırmayla ilgili daha fazla bilgi almak isterseniz:** Bu çalışmaya katıldığınız için şimdiden teşekkür ederiz. Araştırma hakkında daha fazla bilgi almak için Eğitim Bilimleri Bölümü öğretim üyelerinden Prof. Dr. Ahmet OK (E-posta: [as@metu.edu.tr](mailto:as@metu.edu.tr)) ile iletişim kurabilirsiniz.

***Yukarıdaki bilgileri okudum ve bu çalışmaya tamamen gönüllü olarak katılıyorum.***

(Formu doldurup imzaladıktan sonra uygulayıcıya geri veriniz).

İsim Soyad

Tarih

İmza

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## APPENDIX C

### INFORMED CONSENT FORM FOR OBSERVATIONS AND INTERVIEWS

#### ARAŞTIRMAYA GÖNÜLLÜ KATILIM FORMU

Bu araştırma, Eğitim Bilimleri Bölümü doktora öğrencilerinden Suat KAYA tarafından yürütülen bir çalışmadır. Bu form sizi araştırma koşulları hakkında bilgilendirmek için hazırlanmıştır.

**Çalışmanın Amacı Nedir?** Bu araştırmanın amacı Diller İçin Avrupa Ortak Başvuru Metni doğrultusunda geliştirilen ortaokul 5., 6., 7. ve 8. sınıf İngilizce öğretim programının Stake'in uygunluk-olasılık değerlendirme modeli ile değerlendirilmesidir. Araştırmaya katılmayı kabul ederseniz, dersine girdiğiniz sınıflardan birinde yaklaşık olarak 2-2,5 ay sürecek gözlem yapacağım, gözlemden önce ve gözlemden sonra sizinle görüşmeler yapacağım.

**Bize Nasıl Yardımcı Olmanızı İsteyeceğiz?** Sizden, gözlem süresince derslerinizi sınıfta araştırmacı yokmuş gibi doğal seyrinde işlemeniz, görüşme sorularına eksiksiz ve samimi cevaplar vermenizdir.

**Sizden Topladığımız Bilgileri Nasıl Kullanacağız?** Araştırmaya katılımınız tamamen gönüllülük temelinde olmalıdır. Sizden kimlik veya kurum belirleyici hiçbir bilgi istenmemektedir. Cevaplarınız tamamıyla gizli tutulacak, sadece araştırmacı tarafından değerlendirilecektir. Katılımcılardan elde edilecek bilgiler değerlendirilecek ve doktora tezimde kullanılacaktır. Sağladığınız veriler gönüllü katılım formlarında toplanan kimlik bilgileri ile eşleştirilmeyecektir.

**Katılımla ilgili bilmeniz gerekenler:** Katılım sırasında sorulardan ya da herhangi başka bir nedenden ötürü kendinizi rahatsız hissederseniz cevaplama işini yarıda bırakıp çıkmakta serbestsiniz. Böyle bir durumda çalışmayı uygulayan kişiye, çalışmadan çıkmak istediğinizi söylemek yeterli olacaktır. Çalışma sonunda, bu araştırmayla ilgili sorularınız cevaplanacaktır.

**Araştırmayla ilgili daha fazla bilgi almak isterseniz:** Bu çalışmaya katıldığımız için şimdiden teşekkür ederiz. Araştırma hakkında daha fazla bilgi almak

için Eğitim Bilimleri Bölümü öğretim üyelerinden Prof. Dr. Ahmet OK (E-posta: [as@metu.edu.tr](mailto:as@metu.edu.tr)) ile iletişim kurabilirsiniz.

***Yukarıdaki bilgileri okudum ve bu çalışmaya tamamen gönüllü olarak katılıyorum.***

(Formu doldurup imzaladıktan sonra uygulayıcıya geri veriniz).

İsim Soyad

Tarih

İmza

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## APPENDIX D

### PARENTAL APPROVAL FORM

#### VELİ ONAY FORMU

Sevgili Anne/Baba

Bu çalışma, Orta Doğu Teknik Üniversitesi doktora öğrencisi Suat KAYA tarafından yürütülmektedir.

**Bu çalışmanın amacı nedir?** Çalışmanın amacı, Diller İçin Avrupa Ortak Başvuru Metni doğrultusunda geliştirilen ortaokul 5., 6., 7. ve 8. sınıf İngilizce öğretim programının Stake'in uygunluk-olasılık değerlendirme modeli ile değerlendirilmesidir. Bu çalışma ile yıllardır çözülemeyen İngilizce öğretimi sorununun programdan mı yoksa programın uygulanışından mı kaynaklandığını bulmak amaçlanmaktadır.

**Çocuğunuzun katılımcı olarak ne yapmasını istiyoruz?:** Bu amaç doğrultusunda, çocuğunuzdan İngilizce'ye yönelik tutum ölçeğini doldurmasını isteyeceğim ve sınıflarında gözlem yapacağım, yapılan gözlemler hakkında notlar alacağım. Ayrıca, gözlem sonrası bir grup öğrenci ile görüşmeler yapılacak ve bu görüşmelerde ses kaydı yapılacaktır. Sizden çocuğunuzun katılımcı olmasıyla ilgili izin istediğimiz gibi, çalışmaya başlamadan çocuğunuzdan da sözlü olarak katılımıyla ilgili rızası mutlaka alınacak.

**Çocuğunuzdan alınan bilgiler ne amaçla ve nasıl kullanılacak?:** Çocuğunuzdan alacağımız cevaplar tamamen gizli tutulacak ve sadece araştırmacılar tarafından değerlendirilecektir. Elde edilecek bilgiler sadece bilimsel amaçla doktora tezini için kullanılacak, çocuğunuzun ya da sizin ismi ve kimlik bilgileriniz, hiçbir şekilde kimseyle paylaşılmayacaktır.

**Çocuğunuz ya da siz çalışmayı yarıda kesmek isterseniz ne yapmalısınız?:** Katılım sırasında sorulan sorulardan ya da herhangi bir uygulama ile ilgili başka bir nedenden ötürü çocuğunuz kendisini rahatsız hissettiğini belirtirse, ya

da kendi belirtmese de arařtırmacı çocuęun rahatsız olduęunu öngörürse, çalıřmaya sorular tamamlanmadan ve derhal son verilecektir.

**Bu çalıřmayla ilgili daha fazla bilgi almak isterseniz:** Çalıřmaya katılımınızın sonrasında, bu çalıřmayla ilgili sorularınız yazılı biçimde cevaplandırılacaktır. Çalıřma hakkında daha fazla bilgi almak için Eğitim Bilimleri Bölümü öğretim üyelerinden Prof. Dr. Ahmet OK (e-posta: [as@metu.edu.tr](mailto:as@metu.edu.tr)) ile iletişim kurabilirsiniz. Bu çalıřmaya katılımınız için řimdiden teřekkür ederiz.

***Yukarıdaki bilgileri okudum ve çocuęumun bu çalıřmada yer almasını onaylıyorum*** (Lütfen alttaki iki seçenekten birini işaretleyiniz ve formu doldurup imzaladıktan sonra arařtırmacıya ulařtırınız.)

***Evet onaylıyorum*** \_\_\_\_\_

***Hayır, onaylamıyorum*** \_\_\_\_\_


Annenin adı-soyadı: \_\_\_\_\_

Bugünün Tarihi: \_\_\_\_\_

Çocuęun adı soyadı ve doğum tarihi: \_\_\_\_\_

## APPENDIX E

### APPROVAL FORM FROM MINISTRY OF NATIONAL EDUCATION



T.C.  
ANKARA VALİLİĞİ  
Milli Eğitim Müdürlüğü

Sayı : 14588481-605.99-E.5333403  
Konu : Araştırma İzni

18.04.2017

..... KAYMAKAMLIĞINA  
(İlçe Milli Eğitim Müdürlüğü)

İlgi: a) MEB Yenilik ve Eğitim Teknolojileri Genel Müdürlüğünün 2012/13 nolu Genelgesi.  
b) Orta Doğu Teknik Üniversitesi'nin 28/02/2017 tarih ve 1037 sayılı yazısı.

Orta Doğu Teknik Üniversitesi Eğitim Bilimleri Anabilim Dalı, Eğitim Programları ve Öğretim Doktora öğrencisi Suat KAYA'nın "**2012 Yılında Geliştirilen Ortaokul İngilizce Öğretim Programının Stake'in Uygunluk-Olasılık Değerlendirme Modeli ile Değerlendirilmesi**" konulu araştırması için uygulama talebi Komisyonumuzca incelenmiş olup, ilçenize bağlı ekli listede adı geçen okullarda uygulamanın yapılması Müdürlüğümüzce uygun görülmüştür.

Uygulama formunun (68 sayfa) uygulama yapılacak sayıda araştırmacı tarafından çoğaltılarak, araştırmanın ilgi (a) genelge çerçevesinde, ilçe milli eğitim müdürlüklerinin sorumluluğunda okul ve kurum yöneticileri de uygun gördüğü takdirde gönüllülük esasına göre yazımız ekinde gönderilen mühürlü uygulama araçlarının uygulanmasına izin verilmesini rica ederim.

Vefa BARDAKCI  
Vali a.  
Milli Eğitim Müdürü

ELER:  
1-Uygulama Formu (68 sayfa)  
2-Okul Listesi (2 sayfa)  
DAĞITIM:  
Keçiören-Kızılcahamam-Mamak  
Nallıhan-Polatlı-Pursaklar-Sincan  
Şereflikoçhisar-Yenimahalle-Akyurt  
Altındağ-Ayaş-Bala-Beyazır-Çamlıdere  
Çankaya-Çubuk-Kahraman Kazan-Kalecik  
Haymana-Güdül-Gölbaşı-Evren-Etimesgut  
Elmadağ

## APPENDIX F

### TEACHER QUESTIONNAIRE

Sevgili Meslektaşım,

Ekte göreceğiniz anket, Diller İçin Avrupa Ortak Başvuru Metni doğrultusunda geliştirilen ortaokul İngilizce öğretim programının değerlendirilmek için planlanan doktora tezimin bir bölümünü oluşturmaktadır. Ortaya çıkacak sonuçların İngilizce eğitimindeki sorunlara cevaplar vermesi ve eğitimin iyileştirilmesine ışık tutması beklenmektedir.

Anket, iki bölümden oluşmaktadır, birinci bölümde kişisel bilgilerinize yönelik sorular, ikinci bölümde ise Talim Terbiye Kurulu Başkanlığı tarafından hazırlanan İngilizce dersi öğretim programı ile ilgili ifadeler yer almaktadır. Bu anketle sizin İngilizce öğretim programı hakkındaki görüşlerinizi almak amaçlanmaktadır. Anketin tüm maddelerini özenle okumanız ve sorulara samimi ve eksiksiz yanıtlar vermeniz araştırmanın sağlıklı tamamlanması için son derece önemlidir.

Elde edilen bilgiler tamamen bilimsel amaçlar için kullanılacak ve kimliğiniz kesinlikle gizli tutulacaktır.

Katılımınız ve ayırdığınız değerli zamanınız için teşekkür ederim.

**Suat KAYA**

**Orta Doğu Teknik**

**Üniversitesi**

**Eğitim Bilimleri Bölümü**

**Eğitim Programları ve Öğretim Ana Bilim Dalı**

**Doktora Öğrencisi**

**E-mail:**

[kayasuat2002@gmail.com](mailto:kayasuat2002@gmail.com)

## I.BÖLÜM – KİŞİSEL BİLGİLER

Aşağıda size ait kişisel sorular yer almaktadır. Bu soruları ilgili kutucuğa (X) ile işaretleyerek ya da verilen boşluğa yazarak yanıtlayınız.

1. Görevli olduğunuz ilçe:

.....

2. Yaşınız:

.....

3. Cinsiyetiniz:  Kadın  Erkek

4. Öğrenim durumunuz:  Ön-lisans  Lisans  Yüksek Lisans  Doktora

5. Mezun olduğunuz Fakülte veya Yüksek Okul:.....

6. Mezun olduğunuz Bölüm:

İngilizce Öğretmenliği  İngiliz Dili ve Edebiyatı

İngiliz Dil Bilimi  Amerikan Kültürü ve Edebiyatı

Mütercim-Tercümanlık

Başka bir bölümden mezun iseniz belirtiniz: .....

7. Daha önce TOEFL, IELTS, YDS VEYA KPDS sınavlarına girdiniz mi?  
Girdiyseniz aldığınız en yüksek puanı yazınız.

TOEFL →  Evet, girdim (Puanım: .....)

Hayır, girmedim.

IELTS →  Evet, girdim (Puanım: .....)

Hayır, girmedim.

YDS →  Evet, girdim (Puanım: .....)

Hayır, girmedim.

KPDS →  Evet, girdim (Puanım: .....)

Hayır, girmedim.

8. İngilizce Öğretmenliği Deneyiminiz:

1 - 5 yıl arası  6 - 10 yıl  11 - 15 yıl  16 - 20 yıl  20 yıl ve/ya üzeri

9. İngilizcenin iletişim dili olarak konuşulduğu bir ülkeye gittiniz mi?

Evet  Hayır

10. Takip ettiğiniz İngilizce (sürekli) yayınlar var mı?

Evet  Hayır

11. Bugüne kadar alanınızla ilgili herhangi bir bilimsel konferansa katıldınız mı?

Evet  Hayır

12. Bugüne kadar hangi sınıflarda İngilizce dersi verdiniz? (Birden fazla seçenek işaretleyebilirsiniz.)

5. sınıf  6. sınıf  7. sınıf  8. sınıf

13. Derslerinizde en çok hangi dil becerisine ağırlık veriyorsunuz?

	5. Sınıf	6. Sınıf	7. Sınıf	8. Sınıf
a. Okuma	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Yazma	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Dinleme	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Konuşma	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Hepsi	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

14. 2012 yılında geliştirilen İngilizce Öğretim Programıyla ilgili bir hizmet içi eğitim kursuna veya bir seminere katıldınız mı?

Evet  Hayır

-Katıldıysanız, bu eğitim programla ilgili gereksinimlerinizi ne derece karşılamıştır?

Yeterince karşılamıştır.

Kısmen karşılamıştır.

Karşılamamıştır.

-Katılmadıysanız, program hakkındaki bilgiyi nasıl edindiniz?

Programı kendim araştırıp inceledim

Zümre toplantılarından

Diğer (belirtiniz:

.....

## II. BÖLÜM-PROGRAM HAKKINDAKİ GÖRÜŞLERİNİZ

Aşağıda verilen önermeler, Talim Terbiye Kurulu Başkanlığı tarafından hazırlanan İngilizce dersi öğretim programı ile ilgili önermeleri kapsamaktadır. Sizden her önermeyi dikkatle okuyup, scala üzerindeki beş seçenekten görüşünüze en uygun olanı (X) ile işaretleyerek belirtmeniz beklenmektedir.

	Kesinlikle katılmıyorum	Katılmıyorum	Ne katılıyorum, ne katılmıyorum	Katılıyorum	Kesinlikle katılıyorum
<b>Kazanımlar...</b>					
1. İngilizce programının genel amaçları ile tutarlıdır.	1	2	3	4	5
2. gerçekleştirilebilir niteliktedir.	1	2	3	4	5
3. gözlenebilir ve ölçülebilir niteliktedir.	1	2	3	4	5
4. öğrencilerin günlük yaşamında kullanabileceği niteliktedir.	1	2	3	4	5
5. kendi içerisinde tutarlı bir sıra izlemektedir.	1	2	3	4	5
6. ünite sürelerinde gerçekleştirilebilir niteliktedir.	1	2	3	4	5
7. 'iletişimsel yeterliği' geliştirebilir niteliktedir.	1	2	3	4	5
8. öğrencinin kendi kendine öğrenmesini sağlayıcı niteliktedir.	1	2	3	4	5
9. dinleme becerisini geliştirebilecek niteliktedir.	1	2	3	4	5
10. dinleme becerisini geliştirmek için yeterli sayıdadır.	1	2	3	4	5
11. konuşma becerisini geliştirebilecek niteliktedir.	1	2	3	4	5
12. konuşma becerisini geliştirmek için yeterli sayıdadır.	1	2	3	4	5
13. yazma becerisini geliştirebilecek niteliktedir.	1	2	3	4	5
14. yazma becerisini geliştirmek için yeterli sayıdadır.	1	2	3	4	5
15. okuma becerisini geliştirebilecek niteliktedir.	1	2	3	4	5
16. okuma becerisini geliştirmek için yeterli sayıdadır.	1	2	3	4	5
17. öğrencilerin gelişim düzeylerine uygundur.	1	2	3	4	5

<b>İçerik...</b>	<b>Kesinlikle katılmıyorum</b>	<b>Katılmıyorum</b>	<b>Ne katılıyorum, ne katılmıyorum</b>	<b>Katılıyorum</b>	<b>Kesinlikle katılıyorum</b>
18. kazanımlarla tutarlıdır.	1	2	3	4	5
19. öğrencinin ilgi ve ihtiyaçlarına uygundur.	1	2	3	4	5
20. öğrencinin gelişim özelliklerine uygundur.	1	2	3	4	5
21. öğrencinin derse aktif katılımını sağlayabilecek niteliktedir	1	2	3	4	5
22. kazanımlara ulaşılmasını sağlayabilecek niteliktedir.	1	2	3	4	5
23. öğrencilerin günlük hayatta kullanabileceği bilgiler içermektedir.	1	2	3	4	5
24. kendi içinde tutarlıdır.	1	2	3	4	5
25. öğrencinin yazma becerisini geliştirebilecek niteliktedir.	1	2	3	4	5
26. öğrencinin okuma becerisini geliştirebilecek niteliktedir.	1	2	3	4	5
27. öğrencinin dinleme becerisini geliştirebilecek niteliktedir.	1	2	3	4	5
28. öğrencinin konuşma becerisini geliştirebilecek niteliktedir	1	2	3	4	5
29. belirlenen zaman süresi içinde tamamlanabilecek niteliktedir.	1	2	3	4	5
<b>Araç-Gereçler...</b>					
30. kazanımlara ulaşılmasını destekleyici niteliktedir.	1	2	3	4	5
31. öğrencinin derse aktif katılımını destekleyici niteliktedir.	1	2	3	4	5
32. öğrencinin derse ilgisini arttırabilecek niteliktedir.	1	2	3	4	5
33. kolayca ulaşılabilir niteliktedir.	1	2	3	4	5
34. öğrencinin öğrendikleri bilgileri pekiştirebilir niteliktedir.	1	2	3	4	5
35. öğrencilerin yaş grubuna uygundur.	1	2	3	4	5
<b>Etkinlikler...</b>					
36. öğrencinin İngilizce'ye karşı olumlu tutum geliştirmesini destekleyici niteliktedir.	1	2	3	4	5
37. öğrencinin derse aktif olarak katılımını destekleyici niteliktedir.	1	2	3	4	5
38. kazanımlara ulaşılmasını destekleyici niteliktedir.	1	2	3	4	5



	Kesinlikle katılmıyorum	Katılmıyorum	Ne katılıyorum, ne katılmıyorum	Katılıyorum	Kesinlikle katılıyorum
39. öğrencilerin gelişim düzeyine uygun niteliktedir.	1	2	3	4	5
40. öğrencilerin günlük yaşamı ile ilişkilidir.	1	2	3	4	5
41. ‘iletişimsel yeterliği’ geliştirebilecek niteliktedir.	1	2	3	4	5
42. öğrencinin dinleme becerisini geliştirebilecek niteliktedir.	1	2	3	4	5
43. öğrencinin okuma becerisini geliştirebilecek niteliktedir.	1	2	3	4	5
44. öğrencinin yazma becerisini geliştirebilecek niteliktedir.	1	2	3	4	5
45. öğrencinin konuşma becerisini geliştirebilecek niteliktedir	1	2	3	4	5
46. sınıfta uygulanabilecek niteliktedir.	1	2	3	4	5
47. öğrenci merkezlidir.	1	2	3	4	5
48. öğrencinin bağımsız çalışma becerisini destekleyici niteliktedir.	1	2	3	4	5
49. öğrencilerin bireysel farklılıklarına uygundur.	1	2	3	4	5
<b>Ölçme-Değerlendirme Yöntem ve Teknikleri...</b>					
50. uygulanabilecek niteliktedir.	1	2	3	4	5
51. kazanımlarla tutarlıdır.	1	2	3	4	5
52. öğrencilerin gelişim düzeylerini dikkate almaktadır.	1	2	3	4	5
53. dinleme becerilerini değerlendirebilecek niteliktedir.	1	2	3	4	5
54. okuma becerilerini değerlendirebilecek niteliktedir.	1	2	3	4	5
55. konuşma becerilerini değerlendirebilecek niteliktedir.	1	2	3	4	5
56. yazma becerilerini değerlendirebilecek niteliktedir.	1	2	3	4	5

## APPENDIX G

### ATTITUDE SCALE

Sevgili Öğrencim,

Sizlere dağıtılan bu ölçek, Diller İçin Avrupa Ortak Başvuru Metni doğrultusunda geliştirilen ortaokul İngilizce öğretim programının değerlendirilmesi için planlanan doktora tezimin bir bölümünü oluşturmaktadır. Ölçek iki bölümden oluşmaktadır: birinci bölümde, kişisel bilgileriniz; ikinci bölümde ise İngilizce hakkındaki tutumunuzu (duygu ve düşüncelerinizi) belirlemeyi amaçlayan ifadeler yer almaktadır. Birinci bölümdeki maddeleri okumanız ve size verilen seçenekleri işaretlemeniz veya boşluklara gerekli bilgileri yazmanız istenmektedir. İkinci bölümde verilen her madde/ifadeyi okumanız ve maddelerle ilgili kendi görüşünüzü maddelerin sağ tarafında yer alan scala (kesinlikle katılmıyorum, katılmıyorum, ne katılıyorum ne katılmıyorum, katılıyorum, kesinlikle katılıyorum) üzerinde her madde için birini işaretlemeniz beklenmektedir. Bu bölümde yer alan maddeler için doğru veya yanlış cevap yoktur. Tüm maddeleri eksiksiz cevaplamanız araştırmanın sağlıklı tamamlanması için son derece önemlidir. Bu ölçekte yer alan maddelerden biri veya bir bölümünün sizi rahatsız ettiğini düşünüyorsanız cevaplamaktan vazgeçebilir ve ölçeği ilgili öğretmene iade edebilirsiniz.

Bu ölçek ile toplanan bilgiler tamamen bilimsel amaçlar için kullanılacak ve kimliğiniz kesinlikle gizli tutulacaktır.

Yardımlarınız için teşekkür ederim.

**Suat KAYA**  
**Orta Doğu Teknik Üniversitesi**  
**Eğitim Bilimleri Bölümü**  
**Eğitim Programları ve Öğretim Ana Bilim Dalı**  
**Doktora Öğrencisi**  
**E-mail: [kayasuat2002@gmail.com](mailto:kayasuat2002@gmail.com)**

## KİŞİSEL BİLGİLER

Aşağıda size ait kişisel sorular yer almaktadır. Bu soruları ilgili kutucuğa (x) koyarak ya da verilen boşluğa yazarak yanıtlayınız.

1. Cinsiyetiniz:  Kız  Erkek
2. Kaçınıcı sınıfta okuyorsunuz:  5. Sınıf  6. Sınıf  
 7. Sınıf  8. Sınıf
3. Annenizin eğitim durumu nedir?  
 Okur-yazar değil  
 Okur-yazar  
 İlkokul mezunu  
 Ortaokul mezunu  
 Lise mezunu  
 İki yıllık yüksek okul mezunu  
 Üniversite mezunu  
 Lisansüstü eğitim mezunu
4. Babanızın eğitim durumu nedir?  
 Okur-yazar değil  
 Okur-yazar  
 İlkokul mezunu  
 Ortaokul mezunu  
 Lise mezunu  
 İki yıllık yüksek okul mezunu  
 Üniversite mezunu  
 Lisansüstü eğitim mezunu
5. Annenizin mesleği nedir? .....
6. Babanızın mesleği nedir?.....
7. Evde İngilizce dersine çalışırken size yardım edecek bir kişi var mı?  
 Evet  Hayır
8. Karnenizdeki en son döneme ait İngilizce dersi notunuz kaçtı?  
 1  2  3  4  5

## İNGİLİZCE HAKKINDA...

Aşağıda verilen önermelerde İngilizce hakkındaki duygu ve düşünceleri kapsayan ifadeler yer almaktadır. Sizden ifadeleri dikkatle okuyup, her ifade ile ilgili verilen beş seçenekten görüşünüze en uygun olan birini işaretlemeniz beklenmektedir. Uygun yere (x) işareti koyunuz.

İngilizce'ye yönelik tutum ifadeleri	Kesinlikle katılmıyorum	Katılmıyorum	Katılıyorum, ne	Katılıyorum	Kesinlikle katılıyorum
1. İngilizce, dünyada herkesin anlaşmasını sağlayan ortak bir dildir.	1	2	3	4	5
2. İngilizce öğrenmek <u>ilgimi çekmez.</u>	1	2	3	4	5
3. İngilizce, hayatım boyunca faydasını göreceğim bir dildir.	1	2	3	4	5
4. İngilizcemi mümkün olduğunca geliştirmek istiyorum.	1	2	3	4	5
5. İngilizce <u>öğrenmesem</u> de olur.	1	2	3	4	5
6. İngilizce, hayatım boyunca ihtiyaç duyacağım bir dildir.	1	2	3	4	5
7. İngilizce, <u>gereksiz</u> bir yabancı dildir.	1	2	3	4	5
8. İngilizce öğrenmeyi çok istiyorum.	1	2	3	4	5
9. İngilizce öğrenmek için uğraşmak benim için <u>zaman kaybıdır.</u>	1	2	3	4	5
10. İngilizcemi geliştirmek için daha fazla ders almak isterim.	1	2	3	4	5
11. İngilizce, önemli bir yabancı dildir.	1	2	3	4	5
12. İngilizce öğrenmek için çaba göstermeme değer.	1	2	3	4	5
13. İngilizce, hayatım boyunca <u>hiçbir yerde kullanmayacağım</u> bir dildir.	1	2	3	4	5
14. İngilizce öğrenmenin, ileride daha iyi bir iş bulmamda yardımcı olacağını düşünüyorum	1	2	3	4	5

## APPENDIX H

### OBSERVATION FORM

Gözlem No: Tarih: Saat: Sınıf: Öğrenci Sayısı:

<b>ÖĞRETMEN DAVRANIŞLARI</b>	Hiç	1-5 dakika	6-10 dakika	11-15 dakika	16-20 dakika	20-25 dakika	26+ dakika
	Hiç	1-5 Öğrenci	6-10 Öğrenci	11-15 Öğrenci	16-20 Öğrenci	20-25 Öğrenci	26+ Öğrenci
1. İletişim kurarken hedef dil kullanımı							
2. Gramer kurallarına odaklanma							
3. Kelime çalışmalarına odaklanma							
4. Dinleme becerisine odaklanma							
5. Konuşma becerisine odaklanma							
6. Okuma becerisine odaklanma							
7. Yazma becerisine odaklanma							
<b>ÖĞRENCİ DAVRANIŞLARI</b>	Hiç	1-5 Öğrenci	6-10 Öğrenci	11-15 Öğrenci	16-20 Öğrenci	20-25 Öğrenci	26+ Öğrenci
8. İletişim kurarken hedef dil kullanımı							
9. Dinleme aktivitelerine katılım							
10. Konuşma aktivitelerine katılım							
11. Okuma aktivitelerine katılım							
12. Yazma aktivitelerine katılım							
<b>ARAÇ-GEREÇLER</b>	Hiç	1-5 dakika	6-10 dakika	11-15 dakika	16-20 dakika	20-25 dakika	26+ dakika
13. Yazı tahtası kullanımı							
14. Öğrenci kitabı							
15. Görsel araç-gereçler (resimli sözlük, kartpostal, bilgi kartları, kuklalar, posterler)							
16. İşitsel araç-gereçler (radyo, kaset çalar)							
17. Görsel ve işitsel araç-gereçler (Çizgi film, video televizyon, bilgisayar, akıllı tahta)							

<b>AKTİVİTE VE YÖNTEMLER</b>	<b>Hiç</b>	<b>1-5 dakika</b>	<b>6-10 dakika</b>	<b>11-15 dakika</b>	<b>16-20 dakika</b>	<b>20-25 dakika</b>	<b>26+ dakika</b>
18. İletişim odaklı görevler (tartışma, problem çözme, sohbet)							
19. Eşleştirme							
20. Drama/taklit etme							
21. Çizim ve boyama							
22. Oyunlar							
23. Etiketleme							
24. Rol yapma							
25. Soru-cevap							
26. Hikâye anlatımı							
27. Bütüncül/Tüm fiziksel tepki yöntemi							
28. Grup çalışması							
29. Eşli çalışma							
30. El sanatları çalışması							
<b>DEĞERLENDİRME</b>	<b>Hiç</b>	<b>1 defa</b>	<b>2 defa</b>	<b>3 defa</b>	<b>4 defa</b>	<b>5 defa</b>	<b>6+ defa</b>
31. Dil gelişim dosyasının teşvik edilmesi							
32. Öz değerlendirme							
33. Akran değerlendirmesi							
34. Yazılı sınavlar (quizler, kazanım testleri)							
35. Dinleme becerisi değerlendirilmesi							
36. Okuma becerisi değerlendirilmesi							
37. Yazma becerisi değerlendirilmesi							
38. Konuşma becerisi değerlendirilmesi							

## APPENDIX I

### ACHIEVEMENT TEST ON 5<sup>TH</sup> GRADE STUDENTS' LISTENING SKILLS

#### 5. SINIF İNGİLİZCE DERSİ DİNLEME BECERİSİ DÜZEY BELİRLEME SINAVI 2016-2017

#### GENEL AÇIKLAMALAR

1. Bu sınavda toplam 20 soru bulunmaktadır. Soruların tümü için verilen cevaplama süresi 40 dakikadır.
2. Her soru için 4 seçenek verilmiştir ve bu seçeneklerden sadece biri doğru cevaptır. Aşağıdaki örnek gibi, doğru olduğunu düşündüğünüz seçeneğin harfini yuvarlak içine alarak işaretleyiniz.

a) b) c) d)





3. Cevaplarınızı yazarken kurşun kalem kullanınız. Tükenmez kalem kullanmayınız.

#### BAŞARILAR DİLERİM

ÖĞRENCİ NO: .....





-Şimdi bir diyalog dinleyeceksiniz. Dinleyeceğiniz diyaloga göre 1. soruyu cevaplayınız.

1. What does John do after school?





<p>a) plays basketball</p> 	<p>b) plays tennis</p> 	<p>c) plays the guitar</p> 	<p>d) plays football</p> 
--	--	--	--

-Şimdi bir diyalog dinleyeceksiniz. Dinleyeceğiniz diyaloga göre 2. ve 3. soruları cevaplayınız.

2. What time does Tim get up every day?

<p>a)</p> 	<p>b)</p> 	<p>c)</p> 	<p>d)</p> 
---	---	---	---

3. What time does Tim go to bed every night?

<p>a)</p> 	<p>b)</p> 	<p>c)</p> 	<p>d)</p> 
---	---	---	---



**-Şimdi bir diyalog dinleyeceksiniz. Dinleyeceğiniz diyaloga göre 4. soruyu cevaplayınız.**

**4. Where is the cinema?**

- a) Behind the book shop.
- b) Between the bank and the shopping mall.
- c) In front of the shopping mall.
- d) Opposite the bank and the shopping mall.

**-Şimdi bir diyalog dinleyeceksiniz. 5. soruyu dinlediğiniz diyaloga göre cevaplayınız.**

**5. Where is Betty?**

- a) At the chemist's
- b) At the café
- c) In the library
- d) In the cinema

**-Şimdi bir diyalog dinleyeceksiniz. Dinleyeceğiniz diyaloga göre 6. soruyu cevaplayınız.**

**6. How can he get to the hospital?**

- a) He should turn left and go straight, it is across the police station.
- b) He should turn right and go straight, it is behind the police station.
- c) He should go straight and turn right, it is in front of the police station.
- d) He should go straight and turn left, it is next to the police station.

**-Şimdi bir konuşma metni dinleyeceksiniz. Dinlediğiniz metne göre 7. soruyu cevaplayınız.**

7. Alice likes .....

- a) History
- b) Maths
- c) Soccer
- d) Turkish

**-Şimdi bir diyalog dinleyeceksiniz. Bu diyaloga göre 8. soruda verilen boşluğu uygun şık ile tamamlayınız.**

8. James..... Social Studies.

- a) doesn't like
- b) likes
- c) like
- d) love

**-Şimdi bir diyalog dinleyeceksiniz. Dinleyeceğiniz diyaloga göre 9. soruyu cevaplayınız.**

9. What is Andrew's hobby?

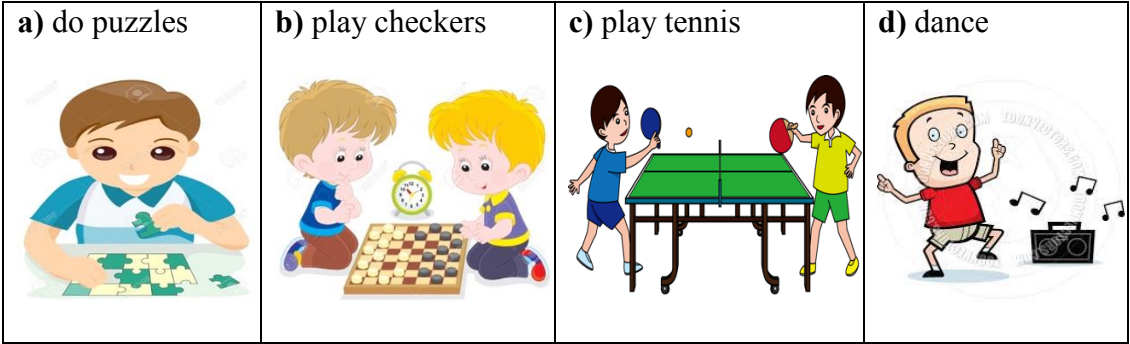
- a) doing puzzles
- b) playing chess
- c) playing tennis
- d) playing basketball

-Şimdi bir diyalog dinleyeceksiniz. Dinleyeceğiniz diyaloga göre 10. ve 11. soruları cevaplayınız.

10. What can't Jennifer's brother do?

- a) ride a bike      b) read      c) speak      d) write

11. What can Jennifer's brother do?



-Şimdi bir diyalog dinleyeceksiniz. Dinleyeceğiniz diyaloga göre 12. soruyu cevaplayınız.

12. We shouldn't .....

- a) do sports every day  
b) eat junk food  
c) eat fresh vegetables and food  
d) sleep 8 hours every night

-Şimdi bir diyalog dinleyeceksiniz. Bu diyaloga göre 13. soruyu cevaplayınız.

13. Tina has got a .....

<b>a) cold</b> 	<b>b) headache</b> 	<b>c) stomachache</b> 	<b>d) toothache</b> 
---	---	---	--

-Şimdi bir diyalog dinleyeceksiniz. Bu diyaloga göre 14. soruyu cevaplayınız.

14. What should Jack do?

- a) He should drink cold water
- b) He should see a doctor
- c) He shouldn't drink cold water
- d) He shouldn't eat fruit and vegetables

-Şimdi bir konuşma metni dinleyeceksiniz. Dinlediğiniz metne göre 15. soruda boşluğa gelecek kelimeyi bulunuz.

15. She likes ..... movies.

- a) musical
- b) horror
- c) romantic
- d) science-fiction

**-Şimdi bir konuşma metni dinleyeceksiniz. Dinlediğiniz metne göre 16. soruda boşluğa gelecek kelimeyi bulunuz.**

**16. The notebook is a ..... film.**

- a) horror
- b) musical
- c) romantic
- d) science-fiction

**--Şimdi bir diyalog dinleyeceksiniz. Bu diyaloga göre, 17. ve 18. soruları cevaplayınız. Doğru olanları “True”, yanlış olanları ise “False” olarak işaretleyiniz.**

	True	False
17. John wants to have a slumber party.	<input type="checkbox"/>	<input type="checkbox"/>
18. John’s father accepts his request.	<input type="checkbox"/>	<input type="checkbox"/>

**--Şimdi bir diyalog dinleyeceksiniz. Bu diyaloga göre, 19. ve 20. soruları cevaplayınız. Doğru olanları “True”, yanlış olanları ise “False” olarak işaretleyiniz.**

	True	False
19. She wants to have a birthday party.	<input type="checkbox"/>	<input type="checkbox"/>
20. Her mother doesn’t accept his request.	<input type="checkbox"/>	<input type="checkbox"/>

## LISTENING TEXTS

1.

**A:** What do you do every morning before going to school, John?

**John:** I get up early, have my breakfast and brush my teeth.

**A:** Ok. What do you do after school?

**John:** Oh, I play tennis, read a book and talk to my friends.

2.-3.

**Jane:** What time do you get up every day?

**Tim:** I get up at seven every day.

**Jane:** What time do you go to bed every night?

**Tim:** I go to bed at ten every night.

4.

**A:** Excuse me, where is the cinema?

**B:** Go down this road, it is on the right, between the bank and the shopping mall.

**A:** Between the bank and the shopping mall. Oh, yes, I see. Thanks.

5.

**Teacher:** Good morning Albert, I am looking for Betty and Robert. Where are they?

**Albert:** Betty is at the café and Robert is at the chemists.

**Teacher:** Thank you Albert.

**Albert:** You are welcome.

6.

**A:** Excuse me, how can I get to the hospital?

**B:** Go straight ahead, turn left, it is next to the police station.

**A:** Next to the police station. Thanks.

7.

-Hello, I am Alice. I live in Sidney. I am Australian. I study at Nun  
Secondary school. My favorite subjects are history and music. I don't like  
Maths. I play the piano in the school orchestra.

8.

**A:** Let's go to the Social Studies class, James.

**James:** Oh, no.

**A:** Why? I think you like this lesson.

**James:** No, I don't like Social Studies.

9.

**Eda:** Do you like football, Andrew?

**Andrew:** No, I don't like football.

**Eda:** Have you got a hobby?

**Andrew:** Sure. My hobby is doing puzzles.

10.-11.

**A:** Have you got any sisters and brothers, Jennifer?

**B:** I have got a brother, but no sisters.

**A:** Oh, can your brother read?

**B:** No, he can't read. He is only 4 years old.

**A:** What can he do?

**B:** He can dance.

**A:** Dance! That is nice.

**12.**

-Hi! My name is Andrew. I am a doctor. I have got some suggestions for your health. Have breakfast every morning, eat fresh vegetables and food, do sports every day, sleep 8 hours every night.

**13.**

**A:** Are you OK, Tina?

**Tina:** No, I can't eat anything.

**A:** Oh, what is the matter?

**Tina:** I have got a toothache.

**A:** You have got a toothache. Oh dear!

**14.**

**A:** Where is Jack?

**B:** He is in bed.

**A:** What is the matter with him?

**B:** He has got a cold.

**A:** He should eat fruit and vegetables; he shouldn't drink cold water.

**15.**



-I like music. I like movies with music, singing and dancing. They are enjoyable and pleasant. You can watch them with your family and have good time.

**16.**

-The notebook is a romance film. It is about a poor boy and a rich girl. They love each other very much. This is a very romantic movie.

**17-18.**

**John:** Dad, can I have a birthday party?

**Dad:** Of course. What do you need for your party?

**John:** I need a birthday cake and a clown.

**Dad:** OK. A clown and a birthday cake. Do you like a chocolate cake? We can buy you a chocolate birthday cake.

**John:** Yes, I do, dad. Thank you.

**Dad:** You are welcome.

**19-20.**

-Mum, can I have a birthday party?

-Sure. What do you need for your party?

-I need a big cake with candles and drinks.

-I can bake a delicious birthday cake for you.

-This is lovely. Thank you very much.

-You're welcome.

## ANSWER KEY

1. B

2. B

3. A

4. B

5. B

6. D

7. A

8. A

9. A

10. B

11. D

12. B

13. D

14. C

15. A

16. C

17. F

18. T

19. T

20. F

## APPENDIX J

### ACHIEVEMENT TEST ON 5<sup>TH</sup> GRADE STUDENTS' SPEAKING SKILLS

-Öğretmen öğrencilerin kişisel bilgileri ile ilgili aşağıdaki soruları sorar.

1. Hi, my name is Suat. How are you?
2. What do you do at weekends?

-Öğretmen aşağıdaki resmi gösterir ve 3. soruyu sorar.

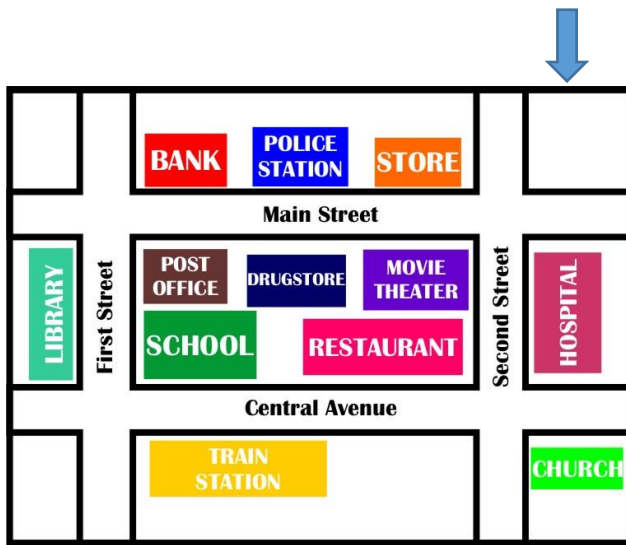


3. What time is it now?

-Öğretmen öğrencilerin kişisel bilgileri ile ilgili 4. soruyu sorar.

4. What time do you have dinner?

-Öğretmen aşağıdaki haritayı gösterir ve harita ile ilgili 5, 6 ve 7. soruları sorar.



5. Where is the police station?

6. How can I go to the bank?

7. How can I go to the library?

-Öğretmen öğrencilerin kişisel bilgileri ile ilgili 8, 9, 10 ve 11. soruları sorar.

8. Where are you from?

9. What is your favorite lesson?

10. What do you like about your favorite lesson?

11. Can you ride a bike?

-Öğretmen, aşağıdaki resmi gösterir ve 12. soruyu sorar.



12. What does she like doing?

-Öğretmen, aşağıdaki resmi gösterir ve 13. soruyu sorar.



13. What do they like doing?

-Öğretmen öğrencilerin kişisel bilgileri ile ilgili 14. soruyu sorar.

14. What is your favorite game?

-Öğretmen, aşağıdaki resimleri gösterir ve bu resimler hakkında 15. ve 16. soruları sorar.

15. What is the matter with Ege?



16. What is the matter with George?



-Öğretmen, öğrencilerin film zevkleri hakkında 17, 18 ve 19. soruları sorar.

17. What kind of movies do you like?

18. Do you like horror movies or comedies?

19. What is your favorite movie?

-Öğretmen, ayrılacağını belirten bir cümle/ifade söyler ve öğrenciden bir karşılık bekler.

20. I must go now. See you.

### SAMPLE ANSWER KEY

1. Fine thanks and you? OR, I am fine/great/bad.
2. I play football / go shopping / go to the cinema etc. at the weekends.
3. It is a quarter to two.
4. I have dinner at .....
5. It is between the bank and the store.
6. Go straight ahead, turn right. Walk along the Main Street. It is in front of the post office / It is near the police station.
7. Go straight ahead, turn right. Walk along the Main Street. Turn left, it is on your right.
8. I am from.....
9. My favorite lesson is .....
10. It is .....
11. Yes, I can or No, I can't.
12. She likes playing checkers.
13. They like playing skipping rope.
14. My favorite game is ..... OR it is .....
15. He has got a headache.
16. He has got a stomachache.
17. I like ..... movies.
18. I like horror movies / I like comedies.
19. My favorite movie is ..... OR it is .....
20. See you / Good bye.

## APPENDIX K

### ACHIEVEMENT TEST ON 6<sup>TH</sup> GRADE STUDENTS' LISTENING SKILLS

**6. SINIF İNGİLİZCE DERSİ DİNLEME BECERİSİ DÜZEY  
BELİRLEME SINAVI  
2016-2017**

#### GENEL AÇIKLAMA

1. Bu sınavda toplam 20 soru bulunmaktadır. Soruların tümü için verilen cevaplama süresi 40 dakikadır.
2. Her soru için 4 seçenek verilmiştir ve bu seçeneklerden sadece biri doğru cevaptır. Aşağıdaki örnek gibi, doğru olduğunu düşündüğünüz seçeneğin harfini yuvarlak içine alarak işaretleyiniz.

a)     b)     c)     d)

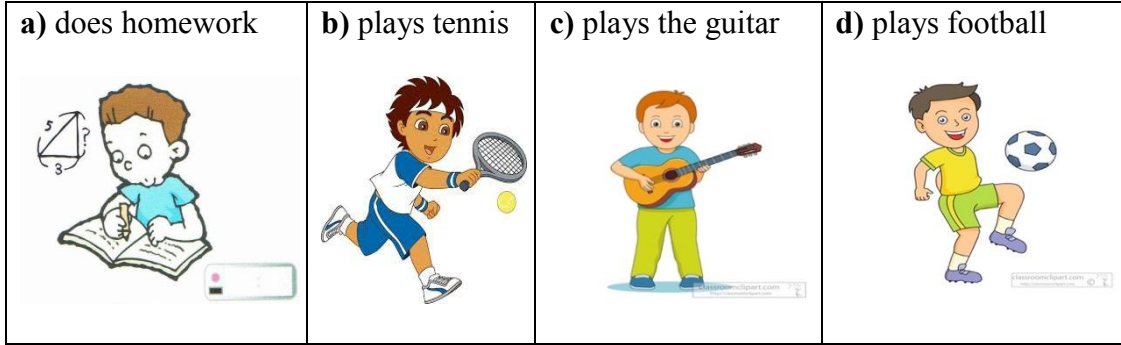
3. Cevaplarınızı yazarken kurşun kalem kullanınız. Tükenmez kalem kullanmayınız.

#### BAŞARILAR DİLERİM

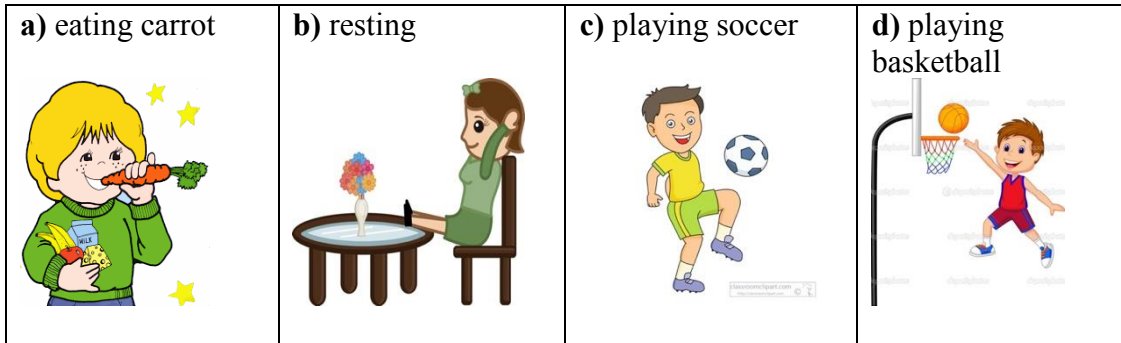
ÖĞRENCİ NO: .....

-Şimdi bir diyalog dinleyeceksiniz. Dinleyeceğiniz bu diyaloga göre 1. soruyu cevaplayınız.

1. What does he do after school?



2. Şimdi bir konuşma dinleyeceksiniz. Konuşmada bahsedilen durumu belirten resmi seçiniz.

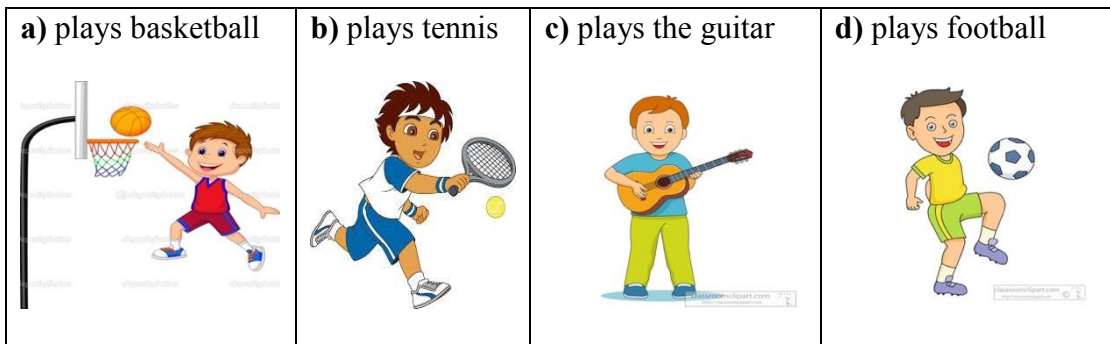


- Şimdi bir konuşma dinleyeceksiniz. 3. soruda konuşmada bahsedilen durumu belirten resmi seçiniz.

3. What does he do after school?

-



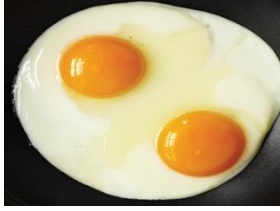

Şimdi  
bir  
konuş  
ma





dinleyeceksiniz. 4. ve 5. soruları bu konuşmaya göre cevaplayınız.

4. What does he like?

<b>a) cake</b> 	<b>b) olives and cheese</b> 	<b>c) eggs</b> 	<b>d) honey and jam</b> 
---	--	--	--

5. What doesn't he like?

<b>a) olives and cheese</b> 	<b>b) cake</b> 	<b>c) honey and jam</b> 	<b>d) eggs</b> 
--	---	---	---

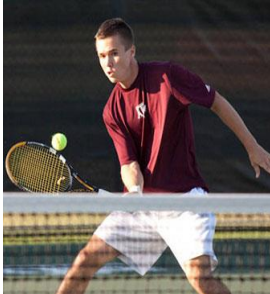

- Şimdi bir konuşma dinleyeceksiniz. Konuşmaya göre 6. soruyu cevaplayınız.

6. What does she like?

<b>a) olives and cheese</b> 	<b>b) cake</b> 	<b>c) honey and jam</b> 	<b>d) eggs</b> 
--	---	---	---


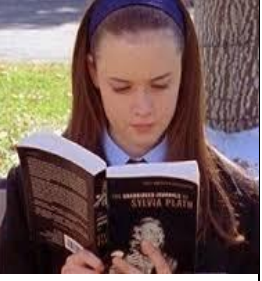


- Şimdi bir diyalog dinleyeceksiniz. 7. soruyu dinlediğiniz diyaloga göre cevaplayınız.

7. What is he doing?

<b>a) reading a newspaper</b> 	<b>b) playing tennis</b> 	<b>c) selling newspapers</b> 	<b>d) playing football</b> 
--	---	--	---





-Şimdi bir diyalog dinleyeceksiniz. 8. soruyu dinlediğiniz diyaloga göre cevaplayınız.

8. What is she doing?





<b>a) cooking</b> 	<b>b) reading a book</b> 	<b>c) having lunch</b> 	<b>d) waiting in line</b> 
--	---	--	--

-Hava durumu ile ilgili konuşmayı dinleyiniz ve 9, 10 ve 11. soruları bu konuşmaya göre cevaplayınız.





9. What is the weather like in İstanbul?

<b>a) foggy</b> 	<b>b) snowy</b> 	<b>c) sunny</b> 	<b>d) windy</b> 
--	--	---	--

10. What is the weather like in Ankara?

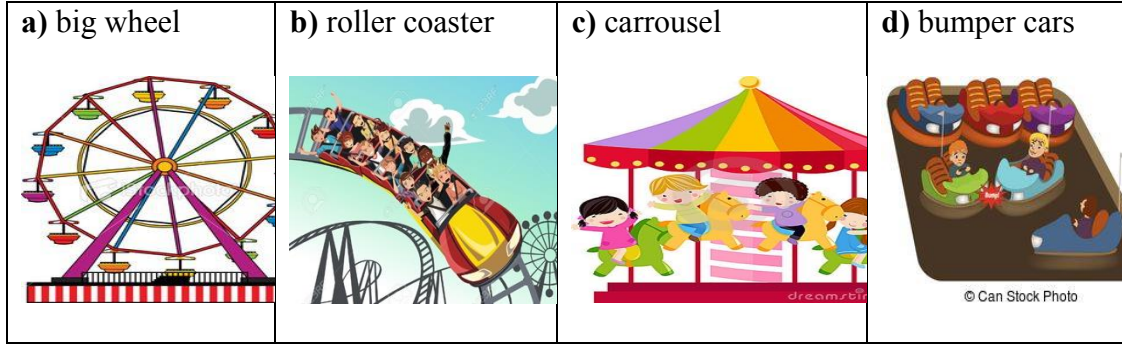
<b>a) snowy</b> 	<b>b) cloudy</b> 	<b>c) rainy</b> 	<b>d) sunny</b> 
--	---	---	--

11. What is the weather like in Paris?

<b>a) sunny</b> 	<b>b) rainy</b> 	<b>c) foggy</b> 	<b>d) windy</b> 
--	--	---	--

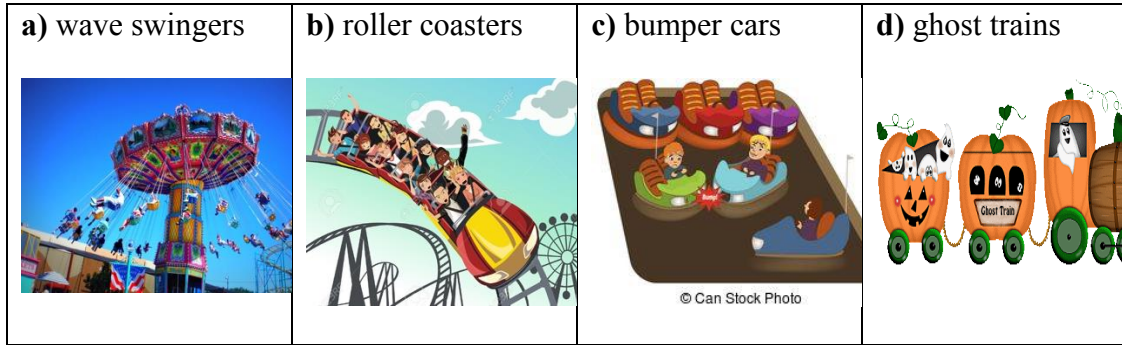
-Şimdi bir diyalog dinleyeceksiniz. 12. sorudaki boşluğa uygun gelen resmi dinlediğiniz diyaloga göre işaretleyiniz.

12. I like ..... very much.



-Şimdi bir diyalog dinleyeceksiniz. 13. sorudaki boşluğa uygun gelen resmi dinlediğiniz diyaloga göre işaretleyiniz.





13. .... are frightening.





-Şimdi bir diyalog dinleyeceksiniz. 14. sorudaki boşluğa dinlediğiniz diyaloga göre uygun gelen resmi işaretleyiniz.

14. .... are boring.

<b>a) bumper cars</b>  © Can Stock Photo	<b>b) big wheels</b> 	<b>c) carrousel</b> 	<b>d) wave swingers</b> 
---	---	---	--

-Şimdi bir konuşma dinleyeceksiniz. 15. ve 16. soruları bu konuşmaya göre cevaplayınız.

15. What did they do?

<b>a) swam</b> 	<b>b) picked fruits</b> 	<b>c) do camping</b> 	<b>d) ride a bike</b> 
---	--	--	--

16. What didn't they do?

<b>a) play basketball</b> 	<b>b) do camp</b> 	<b>c) pick fruits</b> 	<b>d) swim</b> 
--	--	--	---





-Şimdi bir diyalog dinleyeceksiniz 17. soruyu dinlediğiniz diyaloga göre cevaplayınız.

17. What did the brothers do in the summer?

- a) They played tennis
- b) They went for a walk
- c) They swam in the lake
- d) They played basketball

-Konuşmayı dinleyin ve konuşmaya göre 18. soruyu cevaplayınız.

18. What does her father do?

<b>a) architect</b> 	<b>b) farmer</b> 	<b>c) pilot</b> 	<b>d) teacher</b> 
--	---	---	--

**-Konuşmayı dinleyin ve konuşmaya göre 19. ve 20. soruları cevaplayınız.**

**19.** What was her grandfather's jobs in 1984?

- a) cook
- b) dentist
- c) doctor
- d) worker

**20.** What was her grandfather's jobs in 1975?

- a) doctor
- b) dentist
- c) worker
- d) waiter

## LISTENING TEXTS

1.

-What do you do after school?

-I do my homework after school.

2.

-I rest after school.

3.

-I play basketball after school.

4.-5.

-I like olives and cheese. I don't like honey and jam.

6.

- I like eggs very much. I eat egg in the mornings. Eggs are nutritious.

7.

**A:** What is he doing?

**B:** He is selling newspaper.

8.

**A:** What is she doing?

**B:** She is waiting in line.

9. - 10. - 11.



## Weather

The weather is foggy in İstanbul.

Ankara is rainy today.

London is very cold. It is 2 °C.

Paris is windy.

Berlin is stormy.

Rome is cloudy.

**12.**

**A:** What do you think about fairs?

**B:** I think they are exciting places. I like the roller coaster very much. Roller coasters are crazy.

**13.**

**A:** What do you think about ghost trains?

**B:** I think they are frightening.

**14.**

**A:** What do you think about bumper cars?

**B:** I hate bumper cars. They are boring.

**15. - 16.**

-Last summer, my family and I went to the mountains. It was beautiful. We climbed trees and picked fruits. We didn't swim, but we had a good time.

**17.**

-What did you do last summer?

-Last summer, we went to our summer house near the lake. The weather was good. My brother and I swam in the lake. My father and I went sailing. We played in the forest and climbed trees. It was a great vacation. We had a good time.

**18.**

-My father is an architect. He became an architect in 1994. He can draw plans for bridges and houses. He can design buildings. He is very good at his job.

**19-20.**

-My grandfather James Parker is 60 years old. He is an interesting man. He can do a lot of things so he had different occupations in his life. He was a waiter in 1975. He worked in a restaurant. He was a cook in 1984. He cooked great food. He became a salesperson in a clothes shop in 1987. In 1994, he opened his own clothes shop. He was the manager. He was self-employed for 15 years and now he doesn't work.

## ANSWER KEY

1. A
2. B
3. A
4. B
5. C
6. D
7. C
8. D
9. A
10. C
11. D
12. B
13. D
14. A
15. B
16. D
17. C
18. A
19. A
20. D

## APPENDIX L

### ACHIEVEMENT TEST ON 6<sup>TH</sup> GRADE STUDENTS' SPEAKING SKILLS

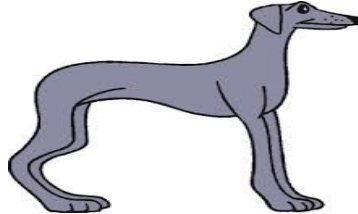
-Öğretmen 1, 2 ve 3. soruları sorar ve öğrencilerden kendileri ile ilgili cevaplar vermelerini bekler.

1. What do you do at weekends?
2. What do you do after school?
3. What time do you have dinner?

-Öğretmen 4, 5, ve 6. soruları sorar ve öğrencilerden kendileri ile ilgili cevaplar vermelerini bekler.

4. What is your favorite fruit?
5. What do you like eating at breakfast?
6. Do you like drinking milk at breakfast?

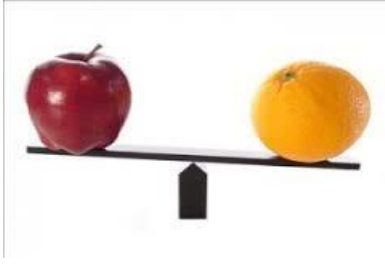
-Öğretmen, resimleri gösterir, her resmin altına karşılaştırmada kullanacakları sıfatları yazar ve resimlerdeki şeyleri karşılaştırmalarını ister.



7. fat



8. tall



9. heavy.

-Öğretmen aşağıdaki resimleri gösterir ve 10, 11 ve 12. soruları sorar.



Morning	Afternoon	Evening

10. What is the weather like in the morning?


11. What is the weather like in the afternoon?

12. What is the weather like in the evening?

-Öğretmen aşağıdaki resimleri gösterir ve öğrencilere 13. ve 14. soruları sorar.

	<p>13. What do you think about big wheel?</p>
	<p>14. What do you think about carrousel?</p>

-Öğretmen, aşağıdaki resimleri gösterir ve resimlerin yanındaki 15, 16 ve 17. soruları sorar.

	<p>15. What did Arda do on holiday?</p>
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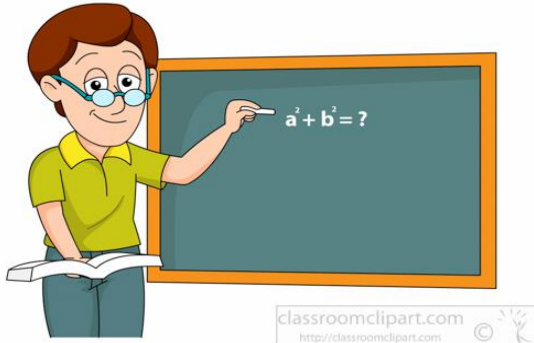


16. What did the kids/children do on vacation?



17. What did he do on holiday?

-Öğretmen aşağıdaki resmi gösterir ve resimle ilgili resmin yanındaki 18, 19 ve 20. soruları sorar.



18. What does Mr. Kaya do?

19. Where does he work?

20. Can he teach new things?

## SAMPLE ANSWER KEY

1. I go to cinema / go shopping / go to shopping malls / visit my grandparents,  
relatives etc. at weekends.
2. I play football, basketball / do my homework / rest etc. after school.
3. I have dinner at 7, 8, 9 etc. o'clock.
4. My favorite fruit (it) is apple / orange / banana etc.
5. I like eating jam / honey / olives / eggs / cheese / toast etc. at breakfast.
6. Yes, I do. / No, I don't.
7. The cat is fatter than the dog.
8. Betty (she) is taller than Barny (him).
9. The orange is heavier than the apple.
10. It is sunny in the morning.
11. It is cloudy in the afternoon.
12. It is rainy in the evening.
13. I think it is entertaining / scary / enjoyable etc.
14. I think it is entertaining, scary, enjoyable etc.
15. Arda (he) climbed the mountain.
16. They swam on vacation.
17. He went fishing / He cooked fish.
18. He is a teacher.
19. He works at the school.
20. Yes, he can.



## APPENDIX M

### ACHIEVEMENT TEST ON 7<sup>TH</sup> GRADE STUDENTS' LISTENING SKILLS

**7. SINIF İNGİLİZCE DERSİ DİNLEME BECERİSİ DÜZEY  
BELİRLEME SINAVI  
2016-2017**

#### GENEL AÇIKLAMA

1. Bu sınavda toplam 20 soru bulunmaktadır. Soruların tümü için verilen cevaplama süresi 40 dakikadır.
2. Her soru için 4 seçenek verilmiştir ve bu seçeneklerden sadece biri doğru cevaptır. Aşağıdaki örnek gibi, doğru olduğunu düşündüğünüz seçeneğin harfini yuvarlak içine alarak işaretleyiniz.

a)     b)     c)     d)

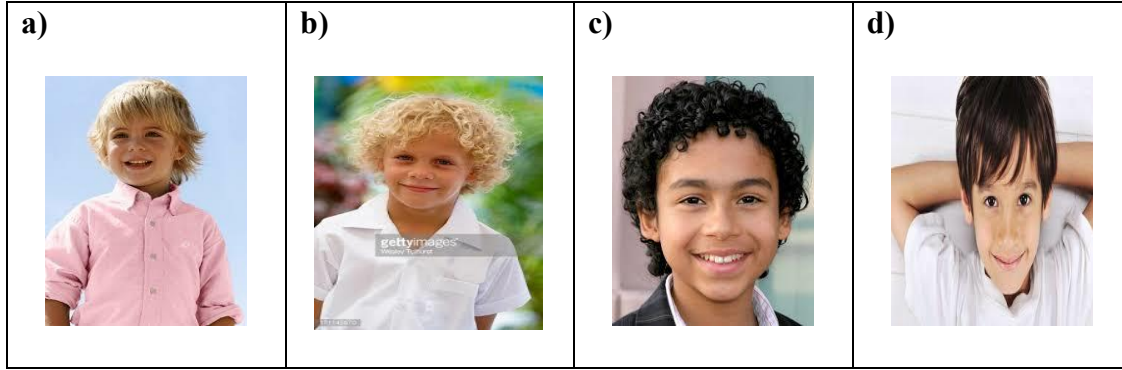
3. Cevaplarınızı yazarken kurşunkalem kullanınız. Tükenmezkalem kullanmayınız.

#### BAŞARILAR DİLERİM

ÖĞRENCİ NO: .....

-Şimdi bir diyalog dinleyeceksiniz. Dinlediğiniz bu diyaloga göre 1. soruyu cevaplayınız.

1. What does Bill look like?



-Şimdi bir konuşma dinleyeceksiniz. Dinlediğiniz bu konuşmaya göre 2. ve 3. soruları cevaplayınız.

2. What does Melisa look like?

- a) She has got straight fair hair and green eyes.
- b) She has got curly fair hair and green eyes.
- c) She has got straight dark hair and green eyes.
- d) She has got straight fair hair and blue eyes.

3. What is Melisa like?

- a) successful
- b) helpful
- c) stubborn
- d) clumsy

-Şimdi bir diyalog dinleyeceksiniz. Dinlediğiniz bu diyaloga göre 4. soruyu cevaplayınız.

4. What did Lucy buy yesterday?

- a) sneakers
- b) socks
- c) shoes
- d) sweater

**-Şimdi bir konuşma dinleyeceksiniz. Dinlediğiniz bu konuşmaya göre 5. ve 6.**

**soruları cevaplayınız.**

**5. When was Mozart born?**

- a) 1755                      b) 1756                      c) 1791                      d) 1792

**6. How old was he when he died?**

- a) 32                          b) 33                          c) 34                          d) 35

**-Şimdi bir diyalog dinleyeceksiniz. Dinlediğiniz bu diyaloga göre 7. soruyu**

**cevaplayınız.**

**7. How often does Tony eat fish?**

- a) everyday                      b) often                      c) once a week                      d) usually

**-Şimdi bir diyalog dinleyeceksiniz. Dinlediğiniz bu diyaloga göre 8. ve 9.**

**soruları cevaplayınız.**

**8. How often does Metin do exercise?**

- a) once a week  
b) once a month  
c) three times a week  
d) three times a month

**9. How often does Metin go jogging in the park?**

- a) always                      b) everyday                      c) never                      d) usually

**-Şimdi bir konuşma dinleyeceksiniz. Dinlediğiniz bu konuşmaya göre 10. soruyu**

**cevaplayınız.**

**10. Which animal does the speech describe?**

- a) Cat                          b) Elephant                          c) Lion                          d) Tiger

**-Şimdi bir konuşma dinleyeceksiniz. Dinlediğiniz bu konuşmaya göre 11. soruyu cevaplayınız.**

11. Which animal is not mentioned in the speech?

- a) Deer                      b) Giraffe                      c) Leopard                      d) Snake

**-Şimdi bir diyalog dinleyeceksiniz. Dinlediğiniz bu diyaloga göre 12. soruyu cevaplayınız.**

12. What did he watch last night?

- a) cartoons                      b) documentary                      c) football match                      d) talk show

**-Şimdi bir diyalog dinleyeceksiniz. Dinlediğiniz bu diyaloga göre 13. soruyu cevaplayınız.**

13. What did Kenan watch last night?

- a) cartoons                      b) documentary                      c) football match                      d) talk show

**-Şimdi bir konuşma dinleyeceksiniz. Dinlediğiniz bu konuşmaya göre 14. ve 15. soruları cevaplayınız.**

14. What do they need for the party?

- a) a cake                      b) drinks                      c) decorations                      d) sandwiches

15. How many candles do they need?

- a) 11                      b) 12                      c) 13                      d) 14

-Şimdi bir diyalog dinleyeceksiniz. Dinlediğiniz bu diyaloga göre 16. soruyu cevaplayınız.

16. How much cake would Esra like?

- a) a little                      b) a lot of                      c) one plate                      d) some

-Şimdi bir diyalog dinleyeceksiniz. Dinlediğiniz bu diyaloga göre 17. soruyu cevaplayınız.

17. What will bring you bad luck?

- a) a rabbit's foot              b) a horse shoe              c) a black cat              d) a fourleaf clover

-Şimdi bir diyalog dinleyeceksiniz. Bu diyaloga göre, 18, 19 ve 20. soruları cevaplayınız. Doğru olanları "True", yanlış olanları ise "False" olarak işaretleyiniz.

- |   | True                     | False                    |
|---|--------------------------|--------------------------|
| 18. Mehmet will be very successful in his career. | <input type="checkbox"/> | <input type="checkbox"/> |
| 19. Mehmet will not receive a lot of money.       | <input type="checkbox"/> | <input type="checkbox"/> |
| 20. Mehmet will love his job.                     | <input type="checkbox"/> | <input type="checkbox"/> |

## LISTENING TEXTS

1.

A: Oh, he is cute.

B: Yes, he is very cute.

A: You have got dark hair, but Bill is blonde.

B: Yes, he is blonde. He has got short, curly hair.

2-3.

-Melisa is 15 years old. She is very beautiful. She has got straight fair hair and green eyes. She is cute but sometimes she is very clumsy.

4.

-What did you do yesterday, Lucy?

-I went to the new shopping center.

-What did you buy?

-I bought these sneakers.

-Wow! Those sneakers are very popular this year. They look great!

5-6.

### A biography of Mozart

Wolfgang Amadeus Mozart was an Austrian composer and pianist. Many people think that he was one of the best composers of music of all time. He was born in

Salzburg. Mozart had a short life. He was born on January 27, 1756, and died of illness on December 5, 1791. He was only 35 years old at the time of his death.

**7.**

- What is your favorite food for dinner, Tony?

- My favorite food is fish.

-How often do you eat fish?

-Well, mum often cooks fish, so I often eat it.

**8-9.**

-Look! Metin is running.

-He is very successful.

-He exercises a lot and eats healthy food because he wants to win a medal.

-How often does he exercise?

-Three times a week.

-How often does he go jogging in the park?

-He usually goes jogging in the park.

**10.**

-It is a wild animal. The tiger is the most powerful of all the big cats. A tiger is large with orange and black straight fur. They live in Asia.

**11.**

-You can see wild animals around us like lion, tiger, cheetah, leopard, deer, giraffe.

**12.**

-Did you watch the Vampire Diaries last night?

-No, I didn't.

-What did you watch?

-I watched a football match. My favorite football match was on TV. It was fantastic.

**13.**

-What did you watch, Kenan?

-I watched a talk show. The guests were famous and it was fun. I love talk shows.

**14-15.**

-We are organizing a party for my sister. We made a guest list and sent the invitations. We have some balloons and decorations. We have lots of beverages and my mother is making some sandwiches, but we don't have a cake. We need a big strawberry cake with 13 candles with her.

**16.**

-Esra, would you like some tea or lemonade?

-Sorry, could you say that again?

-Would you like some tea or maybe a glass of lemonade?

-No, thanks.

-Would you like some cake?

-Yes, please. Just a little.



**17.**

-I am from Turkey. We have a lot of superstitions in my country. A black cat brings bad luck, but if you see a horse shoe or a rabbit's foot, it is good, it brings good luck. If you find a four-leaf clover, this is very good, it brings you good luck. What do you think? Are these superstitions true?

**18-19-20.**

-What do you want to ask me, Mehmet?

-Will I be happy in my relationship?

-Sorry, I don't see good things about your relationship, you won't be happy with your girlfriend, but you will be very successful in your career. You will work hard, you will receive a lot of money and you will love your job a lot. And you won't have health problems. You will be very healthy.

## ANSWER KEY

1. B

2. A

3. D

4. A

5. B

6. D

7. B

8. C

9. D

10. D

11. D

12. C

13. D

14. A

15. C

16. A

17. C

18. T


19. F

20. T

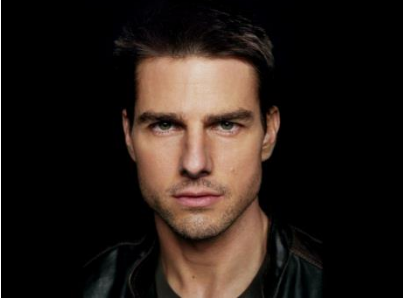
## APPENDIX N

### ACHIEVEMENT TEST ON 7<sup>TH</sup> GRADE STUDENTS' SPEAKING SKILLS

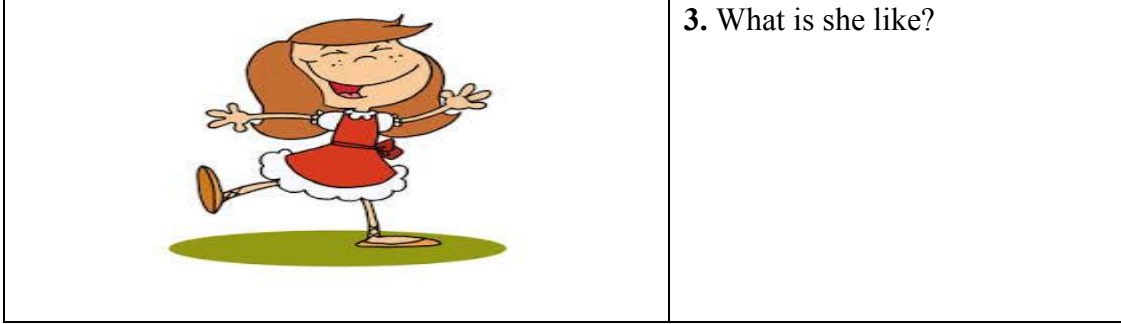
-Öğretmen, öğrencilere aşağıdaki resmi gösterir ve resmin yanındaki 1. soruyu sorar.

	<p>1. What is he like?</p>
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-Öğretmen, öğrencilere aşağıdaki resmi gösterir ve resmin yanındaki 2. soruyu sorar.

	<p>2. What does he look like?</p>
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-Öğretmen, öğrencilere aşağıdaki resmi gösterir ve resmin yanındaki 3. soruyu sorar.




-Öğretmen, öğrencilere kendileriyle ilgili 4, 5 ve 6. soruları sorar.

4. What did you do yesterday?
5. What did you watch on TV last night?
6. What did you do at the weekend?

-Öğretmen öğrencilere kendileriyle ilgili 7, 8, 9 ve 10. soruları sorar.

7. How often does your mother cook?
8. How often does your father do sports?
9. What does your mother do at the weekend?
10. What does your father do at weekdays?

-Öğretmen, öğrencilere aşağıdaki resmi gösterir ve resimle ilgili 11. ve 12. soruları sorar.


	<p>11. What does the man prefer watching?</p> <p>12. Does the woman prefer watching sports?</p>
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-Öğretmen öğrencilere tercihleriyle ilgili 13. ve 14. soruları sorar.

13. What do you prefer watching?

14. Do you prefer watching TV or walking in the park?

-Öğretmen, öğrencilere aşağıdaki resimleri gösterir, resimlerin yanındaki 15, 16 ve 17. soruları sorar.

	<p>15. How many cherries are there in the plate?</p>
---	--



16. How many cherries are there?



17. How many cherries are there in the plate?

-Öğretmen, öğrencilere aşağıdaki resimleri gösterir ve resimlerin altındaki 18.

19 ve 20. soruları sorar.

Today	Tomorrow	Friday	Sunday

18. What will the weather be like tomorrow?

19. What will the weather be like on Sunday?

20. What will the weather be like on Sunday?

## SAMPLE ANSWER KEY

1. He is clumsy.
2. He is handsome.
3. She is happy / cheerful.
4. I played football / watched TV / did my homework etc. yesterday.
5. I watched a football match / a movie etc. last night.
6. I visited my grandparents / went shopping / went to park etc. at the weekend.
7. She never / sometimes / always etc. cooks. /She cooks every day / once a day etc.
8. He never / sometimes / rarely / always etc. does sports. /  
He does sports every day / once a day / twice a week etc.
9. My mother (she) prepares breakfast / cleans the house/ does the laundry etc. at the weekend (the answer is left to the students).
10. My father goes to work at weekdays. (the answer is left to the students)
11. He prefers watching sports.
12. No, she doesn't.
13. I prefer watching series / movies etc. (the answer is left to the students)
14. I prefer watching TV. / I prefer walking in the park.
15. There are a lot of / many / lots of cherries in the plate.
16. There are a few cherries in the plate.
17. There aren't any cherries in the plate.
18. It will be snowy tomorrow.
19. It will be sunny on Friday.
20. It will be windy on Sunday.

## APPENDIX O

### ACHIEVEMENT TEST ON 7<sup>TH</sup> GRADE STUDENTS' WRITING SKILLS

**7. SINIF İNGİLİZCE DERSİ YAZMA BECERİSİ DÜZEY  
BELİRLEME SINAVI  
2016-2017**

#### GENEL AÇIKLAMA

1. Bu sınavda toplam 5 bölüm bulunmaktadır. Bölümlerin tümü için verilen cevaplama süresi 40 dakikadır.
2. Cevaplarınızı, bölümlerin altında verilen tablolara yazınız.
3. Cevaplarınızı yazarken kurşun kalem kullanınız. Tükenmez kalem kullanmayınız.

#### BAŞARILAR DİLERİM

ÖĞRENCİ NO: .....



A)

-Aşağıdaki tabloyu inceleyiniz ve verilen bilgilere göre Arda ile Gökçe'yi karşılaştıran kurallı 3 tane cümle yazınız.

ARDA	GÖKÇE
7 years old	5 years old
120 cm.	100 cm.
32 kg.	25 kg.

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B)

-Resimlere bakınız ve resimlerin altında karışık olarak verilen kelimeleri kullanarak geçmiş zamanda 3 tane kurallı cümle yazınız.



seven/he/past/wake  
up/at/ten.



hands/he/wash/his/then.



omelet/orange  
juice/eat/and/drink/he.

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C)


-Aşağıdaki tabloda Ahmet ile ilgili bazı bilgiler yer almaktadır. Bu bilgilerden faydalanarak 4 tane kurallı cümle yazınız.

Sports	Never	Rarely	Sometimes	Usually	Always
Go swimming				✓	
Play tennis		✓			
Go running			✓		
Do gymnastics					✓

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D)

-Sumatra kaplanları hakkında aşağıdaki tabloda verilen bilgileri inceleyiniz. Bu bilgilerden faydalanarak 4 tane kurallı cümle yazınız.

	<p><b>Sumatran Tigers</b></p> <p>Class: mammals</p> <p>Weight: more than 100 kg.</p> <p>Length of life: about 12 years.</p> <p>Feeding: other animals such as fish, crocodiles and deer.</p>
---	--

<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>
---

E)

-Aşağıdaki tabloda verilen bilgileri inceleyiniz ve “Prefer” kelimesini kullanarak 3 tane kurallı cümle yazınız.

ARDA	
Play football	Watch TV
☺	☹

ELA	
The news	Talk show programs
☹	☺

ARDA AND GÖKÇE	
Watch cartoons	Watch sports programs
☺	☹

.....
.....
.....
.....
.....
.....

## SAMPLE ANSWER KEY

**A)**

Arda is older than Gökçe / Gökçe is younger than Arda.

Arda is taller than Gökçe / Gökçe is shorter than Arda.

Arda is heavier than Gökçe / Gökçe is lighter than Arda.

**B)**

He woke up at ten past seven.

Then, he washed his hands.

He drank orange juice and ate omelet.

**C)**

He usually goes swimming.

He rarely plays tennis.

He sometimes goes running.

He always does gymnastics.

**D)**

Sumatran tigers are mammals. Sumatran tigers (they) weigh more than 100 kg.

Sumatran tigers (they) live about 12 years. Sumatran tigers (they) eat other animals such as fish, crocodiles and deer.

**E)**

Arda prefers playing football to watching TV.

Ela prefers (watching) talk show programs to (watching) the news.

Arda and Gökçe prefer (watching) the cartoons to (watching) the sports programs.

## APPENDIX P

### ACHIEVEMENT TEST ON 8<sup>TH</sup> GRADE STUDENTS' LISTENING SKILLS

#### 8. SINIF İNGİLİZCE DERSİ DİNLEME BECERİSİ DÜZEY BELİRLEME SINAVI 2016-2017

#### GENEL AÇIKLAMA

1. Bu sınavda toplam 20 soru bulunmaktadır. Soruların tümü için verilen cevaplama süresi 40 dakikadır.
2. Her soru için 4 seçenek verilmiştir ve bu seçeneklerden sadece biri doğru cevaptır. Aşağıdaki örnek gibi, doğru olduğunu düşündüğünüz seçeneğin harfini yuvarlak içine alarak işaretleyiniz.

a) b) c) d)

3. Cevaplarınızı yazarken kurşunkalem kullanınız. Tükenmezkalem kullanmayınız.

#### BAŞARILAR DİLERİM

ÖĞRENCİ NO: .....



**-Şimdi bir diyalog dinleyeceksiniz. Dinlediğiniz bu diyaloga göre 1. ve 2. soruları cevaplayınız.**

**1. Who can come to the birthday party?**

- a) Gary                      b) Gary and Sarah      c) Rose                      d) Rose and Gary**

**2. Why can't Sarah come to the party?**

- a) Because she is going to join another party.  
b) Because she is going to study for her exam.  
c) Because she is visiting her grandmother in Antalya.  
d) Because she doesn't like birthday parties.**

**-Şimdi bir konuşma dinleyeceksiniz. Dinlediğiniz bu konuşmaya göre 3, 4 ve 5. soruları cevaplayınız.**

**3. How often does he go to the chess club?**

- a) Once a day  
b) Twice a week  
c) Three times a day  
d) Three times in the weekdays**

**4. What does he regularly do at the weekend?**

- a) plays basketball  
b) plays football  
c) plays computer games  
d) plays chess**

5. What does he do after he finishes his homework?

- a) plays basketball
- b) plays football
- c) plays computer games
- d) plays chess

**-Şimdi bir konuşma dinleyeceksiniz. Dinlediğiniz bu konuşmaya göre 6. soruyu cevaplayınız.**

6. What didn't they put into the picnic basket?

- a) lemonade
- b) chocolate cookies
- c) milk
- d) chicken and cheese sandwiches

**-Şimdi bir konuşma dinleyeceksiniz. Dinlediğiniz bu konuşmaya göre 7. ve 8. soruları cevaplayınız.**

7. According to the speech, what should we first do while cooking the omelet?

- a) add the egg mixture
- b) add some salt and pepper.
- c) add some butter
- d) break four eggs in a large bowl

8. What should we finally do while cooking the omelet?

- a) mix them well with a fork
- b) put a frying pan on low heat
- c) take the omelet from the frying pan.
- d) turn the omelet around.

**-Şimdi bir diyalog dinleyeceksiniz. Dinlediğiniz bu diyaloga göre 9. ve 10. soruları cevaplayınız.**

9. Where is Mr. Stevens at the moment?

- a) At home
- b) In a meeting
- c) Outside
- d) On the phone

10. Who is the caller?

- a) Mr. Stevens's daughter
- b) Mr. Stevens's sister
- c) Mr. Stevens's wife
- d) The secretary

**-Şimdi bir diyalog dinleyeceksiniz. Dinlediğiniz bu diyaloga göre 11. soruyu cevaplayınız.**

11. What will Harry and Denise do?

- a) do homework
- b) go for a walk
- c) play tennis
- d) swim

**-Şimdi bir diyalog dinleyeceksiniz. Dinlediğiniz bu diyaloga göre 12. soruyu cevaplayınız.**

12. What app does she want to use?

- a) Facebook      b) Instagram      c) Pinterest      d) Twitter

**-Şimdi bir konuşma dinleyeceksiniz. Dinlediğiniz bu konuşmaya göre 13. ve 14. soruları cevaplayınız.**

13. Which one is her favorite social networking site?

- a) Facebook      b) Instagram      c) Pinterest      d) Twitter

14. Why does she use Facebook?

- a) to connect to her friends and family  
b) to get fashion ideas  
c) to browse pictures about fashion and food  
d) to find recipes

**-Şimdi bir diyalog dinleyeceksiniz. Dinlediğiniz bu diyaloga göre 15. soruyu cevaplayınız.**

15. What would Daniel rather do?

- a) do motor-racing      b) do car-racing      c) do skateboarding      d) go canoeing

**-Şimdi bir diyalog dinleyeceksiniz. Dinlediğiniz bu diyaloga göre 16. ve 17. soruları cevaplayınız.**

**16.** Which one is the most enjoyable sport according to Mark?

- a)** canoeing                      **b)** swimming                      **c)** surfing                      **d)** rafting

**17.** Which one is the most challenging sport according to Ela?

- a)** bungee jumping    **b)** hang gliding                      **c)** motor racing                      **d)** skateboarding

**-Şimdi bir diyalog dinleyeceksiniz. Bu diyaloga göre, 18, 19 ve 20. soruları cevaplayınız. Doğru olanları “True”, yanlış olanları ise “False” olarak işaretleyiniz.**

	<b>True</b>	<b>False</b>
<b>18.</b> They prefer historic sites.	<input type="checkbox"/>	<input type="checkbox"/>
<b>19.</b> They prefer a large resort.	<input type="checkbox"/>	<input type="checkbox"/>
<b>20.</b> They would prefer bed and breakfast.	<input type="checkbox"/>	<input type="checkbox"/>

## LISTENING TEXTS

**1-2.**

-Rose, would you like to join my birthday party this Saturday?

-Sure, that sounds great! Thank you.

-How about you, Sarah?

-I don't think I can. I am visiting my grandmother in Antalya this weekend. Sorry!

-Oh, what a pity! And you, Gary? Are you busy on Saturday?

-Not at all. I would love to come.

-Great!

**3.-4.-5.**

-I have a lot of hobbies. I often play chess in the chess club in my neighborhood. I go there three times in the weekdays. I also like basketball. I regularly play basketball at the weekend. Like all teenagers, I enjoy playing computer games. I always play computer games after I finish my homework. I think strategy games are terrific.

**6.**

-We went to the picnic last weekend. First, my mother prepared some chicken and cheese sandwiches. Then, we packed the sandwiches and put them in the basket. We made some lemonade and put two bottles of lemonade in the basket. My sister loves sweet food, so we also took some chocolate cookies with us. There was some delicious food in our picnic. We had a wonderful time.

**7.-8.**

-Today, I am going to give you a simple recipe for an omelet. This recipe is for two people. First, break four eggs in a large bowl. Second, add some salt and pepper. Then, mix them well with a fork. Put a frying pan on low heat. Add some butter and wait for it to melt. After that, add the egg mixture. After 3 minutes, turn the omelet around. Cook for another three minutes. Finally, take the omelet from the frying pan and serve it in a large plate. Enjoy your meal.

**9-10.**

-Hello, this is Mary Stevens calling.

-Hello, Ms. Stevens, this is Mr. Taylor Stevens's office. How can I help you?

-May I speak to Mr. Stevens?

-I am sorry; he is not available at the moment. He is in a meeting. Would you like to leave a message?

-Yes, please. I am his daughter. Can you tell him to call me as soon as he can?

-Of course. He will get back to you in an hour.

-Thank you, good bye.

-Good bye.

**11.**

-Hello, this is Harry calling. Is Denise in?

-Yes, hang on a minute. I will get her. Deniseeee.

-Hello, Harry. How are you?

-Thanks, Denise. What are you doing?

-I am doing my homework.

-Oh, OK! Are you free after you finish your homework?

-Yes, I am. Why?

-I am bored and I think I will go to the sports center. Do you want to come with me?

-Yes, why not? I'll finish my homework in twenty minutes and then I will meet you there.

-Maybe, we will play tennis. What do you think?

-Good idea! I will bring my rackets. See you later.

-See you later.

## 12.

-John, I want to get a twitter account. What should I do?

-First, download the app to your phone. Then you have to sign up.

-How should I do it?

-Click on the picture that says: create a new account. Fill in the blanks with your info and it is done.

-Oh, that is easy. After I use it, should I log out?

-If you want to, but you can stay logged in.

-Thanks, John. Do you have a twitter account? I can follow you if you want.

-Yes, of course. My twitter account name is darknight90. I will follow you back.

## 13.-14.

### MY INTERNET HABITS

-I must admit I am an Internet addict! I go online every day and spend hours on the net. I usually use my phone but I also use my laptop to surf the Internet. My favorite



apps are Facebook, Instagram and Pinterest. I use Facebook to connect with my friends and family. I log in almost every day and update my status. I share videos and look at other people's photos and videos. Instagram is even better to look at photos. It is my favorite social networking site, but I don't have many followers yet because I am new. I also use Pinterest. I browse pictures about fashion and food mostly. I get fashion and idea or find recipes and try them at home. I think the internet is so much fun. I don't know what I would do without it.

**15.**

-Daniel, what do you prefer doing on summer holidays?

-I like sports activities. I can skateboard.

-Which one is the most challenging?

-I think, motor racing is the most challenging, because it is dangerous. I tried it last year.

-Did you like it?

-It was fun, but I would rather go canoeing. I think, it is less dangerous and easier. It is my favorite sport.

**16.-17.**

-I am doing a project about summer holidays. Can I ask you some questions?

-Sure. What would you like to ask?

-OK, I'll start with you, Mark. What kind of holiday do you prefer, an activity holiday or a relaxing holiday?

-I would definitely prefer an activity holiday. My favorite place is the seaside because I would rather do water sports than land sports.

-What kind of water sports would you rather do?

-I like sports, but I don't like taking risks, so I would rather go swimming or surfing than canoeing or white-water rafting. Surfing is more enjoyable than canoeing, but swimming is the most enjoyable.

-Have you ever tried anything dangerous?

-I have tried hang-gliding and I loved it.

-It was the most dangerous sport I have ever tried. It was also the most challenging.

-What about you, Ela? What kind of holiday do you prefer?

-I also prefer to go to the seaside for my holiday, but I would prefer to do land sports than water sports.

-What kind of land sports would you rather do?

-I tried skateboarding and I liked it. Motor-racing was more challenging than skateboarding, but bungee-jumping was the most challenging.

- Was bungee-jumping scary?

-Yes, it was scary, but it was very exciting.

- Selin, what kind of holiday do you prefer?

-I like going to the seaside. My favorite activity is lying on the beach sunbathing and reading my book.

### **18.-19.-20.**

-Good morning, my name is Filiz, how can I help you?

-Good morning Filiz. I am Suat and this is Selin. We are hoping you can help us choose our next summer holiday.

-I will try my best to help you. Have you ever been abroad?

-Yes, we have. Last year, we went to Paris. We want to stay in this country this summer.

-OK. Do you prefer historic sites or the seaside?

-We have visited many historical sites around the country. I would prefer a beach holiday this year, wouldn't you, Dad?

-Yes, I would, and I am sure your Mum would prefer a beach holiday, too.

-Great! We have many beach holidays to choose from. Would you rather stay in a large resort or a small hotel?

-I guess a large resort would be better for the family because there are lots of attractions to choose from.

-I agree. It's easier to make friends in a large resort.

-And would you prefer all-inclusive or bed and breakfast?

-What is all-inclusive?

-It means that all food and drinks are included in the price. You can eat and drink whatever you want.

-That sounds great, doesn't it, Dad?

-Yes, it does. I think we would prefer all-inclusive.

-That's a good choice.

-Now all you need to do is to choose your destination and we can look at the resorts we have available.

-I would prefer the Aegean region. What about you, Selin?

-Yes, Dad. Let's go to the Aegean region.

## ANSWER KEY

1. D

2. C

3. D

4. A

5. C

6. C

7. D

8. C

9. B

10. A

11. C

12. D

13. B

14. A

15. D

16. B

17. A

18. False

19. True

20. False

## APPENDIX R

### ACHIEVEMENT TEST ON 8<sup>TH</sup> GRADE STUDENTS' SPEAKING SKILLS

-Öğretmen, öğrencilere resimleri gösterir, sorduğu soruya hem olumsuz hem de olumlu cevap vermelerini ister.






Activity	Question	Accept/Refuse/Make excuses
	-Would you like to attend Kayla's birthday party?	<b>1. Refuse</b> <b>2. Make an excuse</b>
	-What about joining Madison's pool party?	<b>3. Accept the invitation</b>

-Öğretmen, öğrencilere 4, 5 ve 6. soruları sorar.

4. What time do you usually get up at the weekdays?
5. What do you generally do after school?
6. What time do you usually go to bed?

-Öğretmen, öğrencilere aşağıdaki resimleri gösterir ve resimler hakkında 7, 8 ve

9. soruları sorar.

HOW TO FRY POTATOES	
STEP 1	 A photograph showing several whole potatoes in a kitchen sink. Water is running from a faucet over them. A watermark "www.littlehousediving.com" is visible at the bottom.
STEP 2	 A close-up photograph of a person's hands peeling a potato with a peeler. The peeling skin is falling away.
STEP 3	 A photograph of a wooden cutting board with a pile of freshly cut potato strips. A green vegetable is also visible on the board. A watermark "www.istock.com" is visible at the bottom.
STEP 4	 A photograph of a person pouring oil from a bottle into a black frying pan on a gas stove. The stove is lit.
STEP 5	 A photograph of a black frying pan filled with golden-brown potato strips being fried in oil. A watermark "www.dreamstime.com" is visible at the bottom.

7. What do we do first?

8. What do we do after we cut the potatoes in strips?

9. What do we do finally?

-Öğretmen, öğrencilere gelecek planları ile ilgili 10. ve 11. soruları sorar.

10. What are you going to do on Saturday afternoon?

11. What are you going to do on your summer holiday?



-Öğretmen, öğrencilere kendileriyle ilgili 12, 13 ve 14. soruları sorar.

12. How many hours a day do you use the internet?

13. What do you usually do online?

14. How often do you log in Facebook?

-Öğretmen, öğrencilere aşağıdaki resimleri gösterir ve resimlerin yanındaki 15,  
16 ve 17. soruları sorar.

	15. What do you think about windsurfing?
	16. What do you think about bungee-jumping?



17. What do you think about motor racing?

-Öğretmen, öğrencilere sevdikleri turistik yer hakkında 18, 19 ve 20. soruları sorar.

18. What is your favorite tourist attraction?

19. What is the weather like there?

20. What can we do there?



## SAMPLE ANSWER KEY

1. I am sorry, but I can't. / I would like to, but I can't. I would love to, but I can't etc.
2. I have to study for my exam / I must do my homework etc.
3. That sounds great / yeah, why not? etc.
4. I usually get up at .....at the weekdays.
5. I do my homework / watch TV / go to park / have dinner etc. after school.
6. I usually go to bed at .....
7. We wash the potatoes.
8. We pour some oil into the frying pan.
9. We put the potatoes into the frying pan.
10. I am going to visit my grandparents / go shopping / play football etc. Saturday afternoon
11. I am going to ..... on my summer holiday.
12. I use the internet .....hours a day. / ..... hours a day.
13. I usually do research / do my homework / chat with my friend etc. online.
14. I never / sometimes / always etc. log in Facebook.  
I log in Facebook every day / once a day / once-twice-three times a week etc.
15. I think windsurfing (it) is dangerous/enjoyable/entertaining etc.
16. I think bungee-jumping (it) is dangerous/enjoyable/entertaining etc.
17. I think motor racing (it) is dangerous/enjoyable/entertaining etc.
18. My favorite tourist attraction is .....
19. It is in .....
20. We can do canoeing, swim, do bungee jumping etc. there.

## APPENDIX S

### ACHIEVEMENT TEST ON 8<sup>TH</sup> GRADE STUDENTS' WRITING SKILLS

**8. SINIF İNGİLİZCE DERSİ YAZMA BECERİSİ DÜZEY  
BELİRLEME SINAVI  
2016-2017**

#### GENEL AÇIKLAMA

1. Bu sınavda toplam 5 bölüm bulunmaktadır. Bölümlerin tümü için verilen cevaplama süresi 40 dakikadır.
2. Cevaplarınızı, bölümlerin altında verilen tablolara yazınız.
3. Cevaplarınızı yazarken kurşun kalem kullanınız. Tükenmez kalem kullanmayınız.

#### BAŞARILAR DİLERİM

ÖĞRENCİ NO: .....

A)

Aşağıda verilen tablodaki davetiyeyi okuyunuz. Bu davet için sizden bir mektup yazmanız beklenmektedir. Yazacağınız mektupta daveti reddeden ve reddetme sebebinizi açıklayan bir mazeret belirten. Mektup yazarken davetin altındaki şablona uyunuz.

Dear friends,

My birthday party is next Saturday. The party starts at seven p.m. and finishes at nine p.m.

Why don't you join me? I'm sure it will be great fun.

Love,

Arda

..... ,

.....

.....

.....

.....

..... ,

.....

B)

Aşağıdaki tabloyu inceleyiniz. Kendinize göre uygun olan yerleri işaretleyiniz ve bu aktiviteleri ne sıklıkta yaptığınızı belirten bir paragraf yazınız. Bu paragraf 5 farklı cümleden oluşmalıdır.

ROUTINES	FREQUENCY					
	Always	Usually	Three times a day	Twice a month	Once a month	Never
Get up early						
Go to bed late						
Do homework						
Do exercise						
Play tennis						

<b>MY ROUTINES</b>
.....
.....
.....
.....
.....
.....

C)

Aşağıdaki resimlerde yapıış sırası gösterilen yemeğin tarifini “first, second, next, then ve finally” kelimelerini kullanarak yazınız.



### HOW TO COOK TURKISH PILAF

.....

.....

.....

.....

.....

.....

.....

.....

D)

Aşağıdaki tabloda verilen boşluklara internet alışkanlıklarınız hakkında bir paragraf yazınız. Yazdığınız cümleleri “and, but, because” bağlaçlarını kullanarak birbirlerine bağlayınız. Aşağıda verilen örneği inceleyin ve en az 3 cümleden oluşan bir paragraf yazınız.

**Example:** I have a PC, **but** I usually Access the internet from my tablet.

<b>MY INTERNET HABBITS</b>	
.....	
.....	
.....	
.....	
.....	
.....	
.....	
.....	

E) Aşağıdaki tabloyu inceleyiniz ve kendinize göre uygun olan yerleri işaretleyiniz. Daha sonra, aşağıdaki örnekteki gibi hangi sporu diğerine tercih ettiğinizi ve tercih sebebinizi belirten bir paragraf yazınız. Bu paragraf **5 cümleden** oluşmalıdır.

**Example:** I prefer bungee jumping to rafting because it is more fascinating than rafting.

	Challenging	Dangerous	Boring	Entertaining	Easy	Fascinating
Bungee jumping						√
Rafting						X
Hang gliding						
Skateboarding						
Swimming						

MY PREFERENCES OF SPORTS
.....
.....
.....
.....
.....
.....

## SAMPLE ANSWER KEY

A)

Dear Arda,

I would like to attend your party, but I can't. I am going to visit my grandparents this Saturday.

Love,

Suat.

B)

### MY ROUTINES

I always get up early.

I usually get up early.

I get up early three times a day.

I get up early twice a month.

I get up early once a month.

I never get up early.

I always go to bed late.

I usually go to bed late.

I go to bed late three times a day.



I go to bed late twice a month.

I go to bed late once a month.

I never go to bed late.

I always do homework.

I usually do homework.

I do homework three times a day.

I do homework twice a month.

I do homework once a month.

I never do homework.

I always do exercise.

I usually do exercise.

I do exercise three times a day.

I do exercise twice a month.

I do exercise once a month.

I never do exercise.

I always play tennis.

I usually play tennis.

I play tennis three times a day.

I play tennis twice a month.

I play tennis once a month.

I never play tennis.

C)

### **HOW TO COOK TURKISH PILAF**

First, rinse the rice under cold water.

Second, melt the butter in a saucepan (pan).

Next, add/put the rice into the pan.

Then, pour some water into the pan.

Finally, add some salt.

D)

### **MY INTERNET HABBITTS**

**The answers will depend on students' own choices.**

**E.g.**

**1-** I have a PC, **but** I usually access the internet from my tablet.

E)

### **MY PREFERENCES OF SPORTS**

**The answers will depend on students' own choices.**

**E.g.**

**1-** I prefer bungee jumping to rafting because it is more fascinating than rafting.

## APPENDIX T

### FIRST INTERVIEW SCHEDULE

Sevgili Meslektaşım,

Bu görüşme Diller İçin Avrupa Ortak Başvuru Metni doğrultusunda geliştirilen ortaokul İngilizce öğretim programının değerlendirilmek için planlanan doktora tezimin bir bölümünü oluşturmaktadır. Ortaya çıkacak sonuçların İngilizce eğitimindeki sorunlara cevaplar vermesi ve eğitimin iyileştirilmesine ışık tutması beklenmektedir.

Bu görüşmenin amacı sınıf içi gözlem yapacağım sınıfın öğretmeni, çalıştığınız okul ve öğretim yaptığınız sınıf ortamı hakkında bilgi sahibi olmaktır.

Sorulara samimi ve eksiksiz yanıtlar vermeniz araştırmanın sağlıklı tamamlanması için son derece önemlidir. İstedığınız zaman görüşmeyi yarıda kesebilir, beğenmediğiniz sorular hakkında görüş belirtmeyebilirsiniz.

Elde edilen bilgiler tamamen bilimsel amaçlar için kullanılacak ve kimliğiniz kesinlikle gizli tutulacaktır.

Katılımınız ve ayırdığınız değerli zamanınız için teşekkür ederim.

**Suat KAYA**

**Ortadoğu Teknik**

**Üniversitesi**

**Eğitim Bilimleri Bölümü**

**Eğitim Programları ve Öğretim Ana Bilim Dalı**

**Doktora Öğrencisi**

**E-mail: [kayasuat2002@gmail.com](mailto:kayasuat2002@gmail.com)**

## GÖRÜŞME SORULARI

1. Öncelikle sizi biraz tanıyalım.
  - a. Meslekteki deneyiminiz kaç yıl oldu?
  - b. Mezun olduğunuz fakülte ve bölüm hangisidir?
  - c. Neden bu mesleği seçtiniz?
  
2. Mesleğiniz ile ilgili duygu ve düşünceleriniz nelerdir?
  - a. Çalışırken hangi durumlarda çok zorlanırsınız? Bu gibi durumlarda neler yaparsınız?
  - b. Mesleğinizde en çok sevdiğiniz ve sevmediğiniz durumlar nelerdir?
  
3. Mesleki gelişiminiz için neler yapıyorsunuz?
  - a. Takip ettiğiniz bir yayın var mı? (Gazete, dergi, TV)
  - b. Mesleğinizle ilgili bilimsel seminerlere katılır mısınız?
  
4. Öğrencilerinizle devam edelim. İzleyeceğim sınıftaki öğrencilerinizin yabancı dil olarak İngilizce'ye yönelik tutumları hakkındaki görüş ve gözlemleriniz nelerdir?
  - a. İngilizce'nin öneminin farkındalar mı? (Gelecekte kendilerine lazım olacağını farkındalar mı)
  - b. İngilizce öğrenmek istiyorlar mı? Bunun için ne kadar çaba gösteriyorlar?
  
5. Çalıştığınız okul ve ders verdiğiniz sınıflar bahsedelim biraz. Okulunuz İngilizce öğretimi için gereken hangi olanaklara sahip?
  - a. Okul dil öğretimi için gereken teknolojik donanımına sahip mi?
  - b. Sınıflar İngilizce öğretimine ne kadar uygun?
  - c. Sınıflarda programın önerdiği hangi araç-gereçler mevcut?
  - d. Sınıf ortamı programda önerilen etkinliklerin uygulanması için uygun mu?
  
6. Şimdi, programı uygularken sizin yaptıklarınızdan bahsedelim.
  - a. Derslerinize girmeden önce ne gibi hazırlıklar yaparsınız?
  - b. Ders planı hazırlar mısınız? Hayırsa, neden?  
Evetse,

- b1. Ders planı hazırlarken nelere dikkat edersiniz?
- b2. Esnek ders planları hazırlar mısınız?
- b3. Ders planı hazırlarken öğrencilerin bireysel farklılıklarını göz önüne alırmısınız?
7. 2012 yılında geliştirilen İngilizce Öğretim Programı ile ilgili görüşleriniz nelerdir?
- a. 2012 yılında geliştirilen İngilizce Öğretim Programıyla ilgili bir hizmet içi eğitim kursuna veya bir seminere katıldınız mı?
- b. Katıldıysanız, bu eğitim programla ilgili gereksinimlerinizi ne derece karşılamıştır?
- c. Katılmadıysanız, program hakkındaki görüşlerinizi nasıl edindiniz?
8. Diller İçin Avrupa Ortak Başvuru Metni hakkında neler düşünüyorsunuz?
- a. Metnin getirdiği yenilikler ülkemizde uygulanmaya ne derece uygun?
9. İletişimsel dil öğretimi hakkında neler düşünüyorsunuz?
- a. Ana hedefin iletişimsel dil becerisini geliştirmek olması hakkında neler düşünüyorsunuz?
- b. Sınıflarınızda uygulayabiliyor musunuz?
- c. Sınıflarınızda ne derece uygulayabiliyorsunuz?
- d. Uygulamanızı etkileyen etmenler nelerdir?
10. İngilizce öğretirken kullandığınız strateji, yöntem ve teknikler nelerdir?
- a. Neden bunları kullanıyorsunuz?
- b. Yeni program, kullandığınız yöntem ve teknik stratejilerde herhangi bir değişikliğe sebep oldu mu? Olduysa hangi değişikliklere sebep oldu?
11. Derslerinizde en çok hangi dil becerilerine ağırlık veriyorsunuz?
- a. Neden?
- b. Sizce, önce hangi beceri kazandırılmalı? Neden?
12. Son olarak, eklemek istediğiniz başka bir şey var mı?

## APPENDIX U

### SECOND INTERVIEW SCHEDULE

Sevgili Meslektaşım,

Bu görüşme, Diller İçin Avrupa Ortak Başvuru Metni doğrultusunda geliştirilen ortaokul İngilizce öğretim programının değerlendirilmek için planlanan doktora tezimin bir bölümünü oluşturmaktadır. Ortaya çıkacak sonuçların İngilizce eğitimindeki sorunlara cevaplar vermesi ve İngilizce öğretim programının iyileştirilmesine ışık tutması beklenmektedir. Bu görüşmenin amacı yaptığım gözlemlerde elde ettiğim verilerin sebep ve sonuçları hakkında bilgi toplamaktır. Görüşmede, beğenmediğiniz sorular hakkında görüş belirtmeyebilir ve sizi rahatsız eden bir durumun olması durumunda görüşmeden çekilebilirsiniz. Görüşmeden sonra ses kaydını dinleyebilirsiniz. Elde edilen bilgiler tamamen bilimsel amaçlar için kullanılacak ve kimliğiniz kesinlikle gizli tutulacaktır.

Katılımınız, katkınız ve ayırdığınız değerli zamanınız için teşekkür ederim.

**Suat KAYA**

**ODTÜ**

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## GÖRÜŞME SORULARI

1. Öncelikle programın öngördüğü bazı beklendik öğretmen davranışlarından ve bu konu hakkındaki gözlemlerimle başlayalım.

- a. Gözlemlediğim kadarıyla genellikle öğrencileri yeni konuya hazırladınız. Bu durum hakkında neler düşünüyorsunuz? Bunun sebepleri nelerdir? Bunun olası sonuçları nelerdir?
- b. Gözlemlediğim kadarıyla iletişim kurarken hemen hemen hiç hedef dili kullanmadınız. Bu durum hakkında neler düşünüyorsunuz? Bunun sebepleri nelerdir? Bunun olası sonuçları nelerdir?
- c. Gözlemlediğim kadarıyla hemen hemen her ders (sıklıkla) dil bilgisi kurallarına odaklandınız. Bu durum hakkında neler düşünüyorsunuz? Bunun sebepleri nelerdir? Bunun olası sonuçları nelerdir?
- d. Gözlemlediğim kadarıyla kelime çalışmalarına çok fazla odaklanmadınız. Bu durum hakkında neler düşünüyorsunuz? Bunun sebepleri nelerdir? Bunun olası sonuçları nelerdir?
- e. Gözlemlediğim kadarıyla okuma becerisine hemen hemen her ders (sıklıkla) odaklandınız. Bu durum hakkında neler düşünüyorsunuz? Bunun sebepleri nelerdir? Bunun olası sonuçları nelerdir?
- f. Gözlemlediğim kadarıyla hemen hemen hiç dinleme becerisine odaklanmadınız (ya dinleme etkinliği geçildi ya da okuma etkinliğine

dönüştürüldü). Bu durum hakkında neler düşünüyorsunuz? Bunun sebepleri nelerdir? Bunun olası sonuçları nelerdir?

**g.** Gözlemlediğim kadarıyla hemen hemen hiç konuşma becerisine odaklanmadınız. Ayrıca konuşma etkinlikleri çoğunlukla yapılmadan geçildi. Bu durum hakkında neler düşünüyorsunuz? Bunun sebepleri nelerdir? Bunun olası sonuçları nelerdir?

**h.** Gözlemlediğim kadarıyla öğrencilere sıklıkla dönüt verdiniz. Bu durum hakkında neler düşünüyorsunuz? Bunun sebepleri nelerdir? Bunun olası sonuçları nelerdir?

**i.** Gözlemlediğim kadarıyla hemen hemen hiç bireysel öğrenme güçlüklerine odaklanmadınız. Bu durum hakkında neler düşünüyorsunuz? Bunun sebepleri nelerdir? Bunun olası sonuçları nelerdir?

**j.** Gözlemlediğim kadarıyla öğrencileri sıklıkla teşvik ettiniz. Bu durum hakkında neler düşünüyorsunuz? Bunun sebepleri nelerdir? Bunun olası sonuçları nelerdir?

**2.** Şimdi, programın öngördüğü bazı beklendik öğrenci davranışları ve bu konu ile ilgili gözlemlerim hakkında konuşalım.

**a.** Gözlemlediğim kadarıyla, öğrenciler iletişim kurarken hiç hedef dili kullanmadılar. Bu durum hakkında neler düşünüyorsunuz? Bunun sebepleri nelerdir? Bunun olası sonuçları nelerdir?



**b.** Gözlemediğim kadarıyla, öğrencilerin okuma etkinliklerine katılımı dinleme ve konuşma etkinliklerine katılımına oranla daha yüksekti. Bu durum hakkında neler düşünüyorsunuz? Bunun sebepleri nelerdir? Bunun olası sonuçları nelerdir?

**3.** Şimdi de, programın kullanılmasını önerdiği araç-gereçler ve bu konu ile ilgili elde ettiğim gözlemlerim hakkında biraz konuşalım.

**a.** Gözlemediğim kadarıyla en çok öğrenci kitabı ve yazı tahtasını kullandınız. Bunun yanında işitsel, görsel ve işitsel-görsel araçları nadiren kullandınız. Bu durum hakkında neler düşünüyorsunuz? Bunun sebepleri nelerdir? Bunun olası sonuçları nelerdir?

**4.** Şimdi de, programın kullanılmasını önerdiği yöntem, teknik ve etkinlikler ve bu konu ile ilgili elde ettiğim gözlemler hakkında biraz konuşalım.

**a.** Gözlemediğim kadarıyla en çok soru-cevap tekniğini kullandınız. Bunun yanında iletişim odaklı görevler, grup çalışmaları, eşli çalışmalar, drama, çizim ve boyama, oyun, etiketleme, rol yapma, hikaye anlatımı, tüm fiziksel tepki ve el sanatları çalışmalarını ya çok nadiren kullandınız ya da hiç kullanmadınız. Bu durum hakkında neler düşünüyorsunuz? Bunun sebepleri nelerdir? Bunun olası sonuçları nelerdir?

5. Şimdi de, programın kullanılmasını önerdiği değerlendirme yöntem ve teknikleri ve bu konu ile ilgili elde ettiğim gözlemler hakkında biraz konuşalım.

a. Gözlemlediğim kadarıyla sadece yazılı sınavları kullandınız. Bunun yanında öz değerlendirme, akran değerlendirmesini hiç kullanmadınız ve dil gelişim dosyası hazırlamadınız. Bu durum hakkında neler düşünüyorsunuz? Bunun sebepleri nelerdir? Bunun olası sonuçları nelerdir?

b. Gözlemlediğim kadarıyla sadece öğrencilerin okuma becerisi değerlendiriliyor. Konuşma ve dinleme becerileri pek değerlendirilmiyor. Bu durum hakkında neler düşünüyorsunuz? Bunun sebepleri nelerdir? Bunun olası sonuçları nelerdir?

6. Şimdi de, uygulamış olduğum başarı testlerinden elde ettiğim sonuçlar hakkında konuşalım.

a. Okuma becerisini ölçmek için başarı testi uygulamadım fakat yapmış olduğunuz yazılı sınavların ortalamasını kullandım. Elde ettiğim sonuçlara göre sınıf ortalaması 42. Bu sonuçlar hakkında neler düşünüyorsunuz? Sizce bu sonuçların olası sebepleri neler olabilir?

b. Dinleme testinde elde ettiğim sonuçlara göre sınıf ortalaması 46,16. Bu sonuçlar hakkında neler düşünüyorsunuz? Sizce bu sonuçların olası sebepleri neler olabilir?

**c.** Konuşma testinde elde ettiğim sonuçlara göre sınıf ortalaması 9,10. Bu sonuçlar hakkında neler düşünüyorsunuz? Sizce bu sonuçların olası sebepleri neler olabilir?

**7.** Son olarak, öğrencilere uygulamış olduğum tutum ölçeği sonuçlarına göre, öğrenciler yabancı dile karşı olumlu tutum içerisindedir. Hem yabancı dil öğrenmenin öneminin farkındalar hem de İngilizce'yi öğrenmek istiyorlar.

**a.** Bu sonuçlar hakkında neler düşünüyorsunuz?

**b.** Bu sonuçların etkileri hakkında neler söylemek istersiniz?

**8.** Son olarak eklemek istediğiniz veya söylemek istediğiniz başka bir şey var mı?

## APPENDIX V

### FOCUS GROUP INTERVIEW WITH STUDENTS

Sevgili öğrenciler,

Bu görüşme, Diller İçin Avrupa Ortak Başvuru Metni doğrultusunda geliştirilen ortaokul İngilizce öğretim programının değerlendirilmek için planlanan doktora tezimin bir bölümünü oluşturmaktadır. Ortaya çıkacak sonuçların İngilizce öğretim programının iyileştirilmesine ışık tutması beklenmektedir.

Bu görüşmenin amacı gözlemlerde elde edilen veriler ve uyguladığım başarı testleri sonuçlarının nedenleri hakkında daha çok bilgi toplamaktır.

Görüşmede, beğenmediğiniz sorular hakkında görüş belirtmeyebilir ve sizi rahatsız eden bir durumun olması durumunda görüşmeden çekilebilirsiniz.

Elde edilen bilgiler tamamen bilimsel amaçlar için kullanılacak ve kimliğiniz kesinlikle gizli tutulacaktır.

Katılımınız, katkınız ve ayırdığınız değerli zamanınız için teşekkür ederim.

**Suat KAYA**

**Ortadoğu Teknik**

**Üniversitesi**

**Eğitim Bilimleri Bölümü**

**Eğitim Programları ve Öğretim Ana Bilim Dalı**

**Doktora Öğrencisi**

**E-mail: [kayasuat2002@gmail.com](mailto:kayasuat2002@gmail.com)**

## GÖRÜŞME SORULARI

1. Öncelikle, isim vermeden kendinizi tanıtınız (Sınıfınız, yaşınız, İngilizce notunuz, anne-baba mesleği).

2. Şimdi de bazı gözlemlerim hakkında konuşalım.

a. Gözlemlediğim kadarıyla, sınıflarda hiç İngilizce konuşulmuyor. Bunun nedenleri neler olabilir?

b. Gözlemlediğim kadarıyla, özellikle dinleme ve konuşma etkinliklerine fazla katılım olmuyor? Bunun sebepleri neler olabilir? Katılımı arttırmak için neler yapılmasını tavsiye edersiniz?

3. Şimdi de, uygulamış olduğum başarı testlerinden elde ettiğim sonuçlar hakkında konuşalım.

3.1. Okuma becerisini ölçmek için başarı testi uygulamadım fakat yapmış olduğunuz yazılı sınavlarının sonuçlarını kullandım. Elde ettiğim sonuçlara göre sınıf ortalaması 100 üzerinden (...).

a. Size göre, bu nasıl bir sonuç ve bu sonuç hakkında neler düşünüyorsunuz?

b. Sizce bu sonucun sebepleri neler olabilir?

c. Okuma becerisindeki başarılarınızı arttırmak için sizce neler yapılmalı, ders nasıl işlenmeli?

**3.2.** Dinleme testinde elde ettiğim sonuçlara göre sınıf ortalaması 100 üzerinden (...).

a. Size göre bu nasıl bir sonuç ve bu sonuç hakkında neler düşünüyorsunuz?

b. Sizce bu sonucun sebepleri neler olabilir?

c. Dinleme becerisindeki başarılarınızı arttırmak için sizce neler yapılmalı, ders nasıl işlenmeli?

**3.3.** Konuşma testinde elde ettiğim sonuçlara göre sınıf ortalaması 100 üzerinden (...).

a. Size göre bu nasıl bir sonuç ve bu sonuç hakkında neler düşünüyorsunuz?

b. Sizce bu sonucun sebepleri neler olabilir?

c. Konuşma becerisindeki başarılarınızı arttırmak için sizce neler yapılmalı, ders nasıl işlenmeli?

**4.** Son olarak, eklemek istediğiniz veya söylemek istediğiniz başka bir şey var mı?

Görüşme bitmiştir.

Katıldığınız için teşekkür ediyorum.

## APPENDIX W

### ASSESSMENT RUBRICS FOR SPEAKING AND WRITING SKILLS

#### ASSESSMENT RUBRIC FOR SPEAKING SKILLS

Öğrenci No:

	0	1	2	3	4	5	Puan
Q	No comprehension and no answer	Seems to comprehend the question (q)/the speech (s), but no answer	Comprehends the (q)/(s), but answers in words rather than full sentences	Comprehends the (q)/(s), answers in full sentence, but with some hesitation and some grammatical and pronunciation errors.	Comprehends the (q)/(s), answers in full sentence, but with little hesitation and a few grammatical and pronunciation errors.	Comprehends the q)/(s) and answers in full sentence without hesitation and free of grammatical and pronunciation errors.	
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							
11							
12							
13							
14							
15							
16							
17							
18							
19							
20							
SUM							

### ASSESSMENT RUBRIC FOR WRITING SKILLS

	0	1	2	3	4	5	Puan
Part s	No attempt to use the learned structures.	Attempts to write, but it makes no sense.	Writing contains numerous errors in spelling, grammar, and/or sentence structure which interfere with comprehension.	Frequent errors in spelling, grammar, sentence structure distract the reader.	Despite minor errors in spelling grammar and sentence structure, writing is comprehensible.	Writing is essentially error-free in terms of spelling, grammar and sentence structure.	
1	0	1	2	3	4	5	
2	0	1	2	3	4	5	
3	0	1	2	3	4	5	
4	0	1	2	3	4	5	
5	0	1	2	3	4	5	
TOPLAM:							



## APPENDIX X

### CURRICULUM VITAE

#### PERSONAL INFORMATION

Surname, Name: Kaya, Suat  
Nationality: Turkish (TC)  
Date and Place of Birth: 19 June 1983, Van  
Marital Status: Married  
email: www.kayasuat2002@gmail.com.tr

#### EDUCATION

Degree	Institution	Year of Graduation
MS	YYU English Language and Literature	2012
BS	METU English Language Teaching	2006

#### WORK EXPERIENCE

Year	Place	Enrollment
2006- Present	Ministry of National Education	English Teacher

#### FOREIGN LANGUAGES

Advanced English

#### PUBLICATIONS

1. Kaya, S. & Aksu, M. (2016). The advantages and disadvantages of block scheduling as perceived by middle school students. *Journal of Educational and Instructional Studies in the World*, 6(1), 50-59, ISSN: 2146-7463.
2. Kaya, S. & Ok, A. (2016). The second grade English language curriculum: Theory-practice congruence. *Pegem Journal of Education and Instruction*, 6(4), 491-512, <http://dx.doi.org/10.14527/pegegog.2016.024>

#### THE WORKS PRESENTED AT CONGRESSES

1. Kaya, S. (2015). The second grade English curriculum: Is practice congruent with theory? Presented at the 3<sup>rd</sup> International Congress on Curriculum and Instruction, 22-24 October, 2015, Adana, Turkey.

2. Kaya, S., Ok, A & Ürün, M. F. (2015). Evaluation of the 8<sup>th</sup> grade English curriculum in a public middle school. Presented at the 3<sup>rd</sup> International Congress on Curriculum and Instruction, 22-24 October, 2015, Adana, Turkey.
3. Kaya, S. (2016). Mentor and candidate teachers' views about the recent teacher induction program. Presented at the 4<sup>th</sup> International Congress on Curriculum and Instruction, 27-30 October, 2016, Antalya, Turkey.
4. Ürün, M. F. & Kaya, S. (2017). Technology integrated English curriculum. Presented at the European Educational Research Association Congress, 22-25 August, 2017, Copenhagen, Denmark.
5. Ürün, M. F. & Kaya, S. (2017). Language teaching and technology: A comparative review. Presented at the European Educational Research Association Congress, 22-25 August, 2017, Copenhagen, Denmark.
6. Kaya, S. & Eroğlu, P. (2017). Student Team Achievement Divisions (STAD) Technique in a 7<sup>th</sup> Grade Science and Technology Class, Presented at the 5<sup>th</sup> International Congress on Curriculum and Instruction, 26-28 October, 2017, Muğla, Turkey.

#### **AWARDS**

1. ODTÜ Sosyal Bilimler Enstitüsü Ders Performans Ödülü, 09 Haziran 2016 (Eğitim Programları ve Öğretim Anabilim Dalı En Başarılı Öğrenci, 4.00 / 4.00) – Doktora.

## APPENDIX Y

### TURKISH SUMMARY / TÜRKE ÖZET

#### 2012 YILINDA GELİŐTİRİLEN ORTAOKUL İNGİLİZCE ÖĞRETİM PROGRAMININ STAKE'İN UYGUNLUK-OLASILIK DEĞERLENDİRME MODELİ İLE DEĞERLENDİRİLMESİ

Bireylerin davranışlarında deęişiklik meydana getirme süreci olan eğitim (Yüksel & Sağlam, 2014) herhangi bir toplumu deęiştirebilecek en önemli faktördür. Herkesin başkalarıyla yaşadığı süre boyunca alabileceği yaygın eğitimin (Dewey, 2004) aksine, örgün eğitim okul olarak adlandırılan bir kurumda verilmekte ve öğretmenlerin öğrencileri eğittikleri her okulda bir öğretim programı bulunmaktadır (Oliva, 1997, p. 3). Diğer bir deyişle, eğitim kurumu bir öğretim programı ile işler hale getirilmektedir (Oliva, 1997). Bu bağlamda, eğitimdeki başarı şans sonucu deęil, dikkatli bir planlamanın ürünüdür (Steller, 1983) ve eğitimdeki kalite çoęunlukla uygulanan programlara baęlıdır.

Eğitim sistemi, diğer kurumlarla birlikte deęişmesi beklenen sosyal bir kurumdur ve her şey deęişirken eğitim sisteminin sabit kalması şaşırıcı olur (Kelly, 2004). TED raporunda (2005) belirtildiği gibi, on yılda bir program reformları uygulanmakta ve paradigma deęişiklikleri meydana gelmektedir (akt. Gelen & Beyazıt, 2007). Bu bağlamda, hali hazırdaki öğretim programlarının sürekli revize edilmesi önemlidir, çünkü eğitim içinde bulunduğu zaman, yer ve gelişmelerden uzakta bir gerçekliğe sahip deęildir (Ornstein & Hunkins, 2004). Özellikle bilim, teknoloji ve iletişim kanallarındaki baş döndürücü gelişmeler öğretim programlarında sürekli bir program geliştirme çalışması yapılmasını gerektirmektedir (Demirel, 2012).

Bütün dünyada yaşanan hızlı gelişim ve deęişimlerden dolayı, matematik, bilim ve tarih alanları gibi yabancı dil öğrenimi de gittikçe daha çok önem ve dikkat

çekmektedir. Küreselleşme eğilimi, farklı kültürel özelliklere sahip insanlarla iletişim kurmakta yetkin olmanın önemini arttırmıştır (Fritz, Möllenberg & Chen, 2002).

Türkiye'nin halen üyesi olduğu NATO'nun resmi dili olan İngilizce (MEB, 2006), 50'den fazla ülkenin resmi dilidir ve uluslararası organizasyonların yaklaşık %85'i İngilizce'yi resmi dil olarak kabul etmektedirler (Alptekin, 2005). Yakın zamanlardaki Birleşmiş Milletler istatistiklerine göre, yaklaşık 450 milyon insan İngilizce'yi anadil olarak kullanmakta ve bütün dünyada 1.7 milyar insansa İngilizce'yi yabancı dil olarak kullanmaktadır (Candel-Mora, 2015). Ayrıca, bilimsel toplantı, konferans ve sempozyumların çoğu İngilizce olarak yapılmakta, farklı bilim ve teknoloji alanları hakkındaki literatürün çoğunda İngilizce kullanılmakta ve iş toplantıları ve anlaşmaları ile uluslararası anlaşmalar İngilizce olarak yapılmaktadır (MEB, 2006). Bu gerçekler ışığında Türkiye'nin teknoloji, endüstri, turizm ve ticarete gelişmekte olarak ortak bir iletişim aracı gerektiren Avrupa Birliği daimi üyesi olma yolundaki çabaları göz önüne alındığında, İngilizce'nin önemi daha fazla artmaktadır (Tılfaroğlu & Öztürk, 2007).

Yukarda bahsedilen gerçekler İngilizce'ye olan ihtiyacı arttırmakta ve onu okul programlarının vazgeçilmez bir parçası haline getirmektedir (MEB, 2006), bundan dolayı gelişmiş ülkelerle aynı seviyeye ulaşmak amacıyla diğer öğretim programlarına uygulanan değişimler yabancı dil öğretim programlarına da uygulanmıştır (Cihan & Gürten, 2009). Türkiye'nin yakın geçmişindeki İngilizce öğretimi politikaları incelendiğinde, 1997 yılından beri yabancı dil öğretimi programının 3 tane reforma maruz kaldığı görülmektedir. Bu reformlardan birincisi 1997 yılında, ikincisi 2005 yılında ve üçüncüsü ise 2012 yılında gerçekleşmiştir. 1997 yılındaki reformdan başlamak gerekirse, Türk eğitim sistemi eğitimin bütün seviyelerinde İngilizce öğretimi ile ilgili büyük değişikliklere yol açmıştır. Bu reform zorunlu eğitim süresini 5 yıldan 8 yıla uzattı (Akınoğlu, 2008; Akşit, 2007; Bulut, 2007; Eraslan, 2013; Gözütok, 2014; İnal, Akkaymak & Yıldırım, 2014; Sarıçoban & Sarıçoban, 2012) ve bu da 8 yıllık bütünleşik bir öğretim programı geliştirmeyi gerekli kılmıştır (Gözütok, 2014). Bu reform ile İngilizce öğretimi dördüncü sınıftan itibaren zorunlu bir ders olarak verilmeye başlandı (Kırkgöz, 2008), böylece

öğrenciler daha küçük yaşlarda İngilizce öğrenmeye başladı. Bu öğretim programı iletişimsel dil öğretimi yaklaşımını ilk defa getirdi (Kırkgöz, 2005), fakat süreçte bir çok engelle karşılaşıldı ve bütün düzenleme ve hizmet içi eğitime rağmen bu öğretim programı yabancı dildeki başarısızlığa bir çare bulamadı (Yaman, 2010).

Yapılan araştırmalara dayanılarak, 2005 yılında ikinci bir öğretim programı geliştirildi (Soğuksu, 2013). Bu öğretim programındaki değişiklikler Avrupa Birliği'ne katılma çabası gösteren hükümet politikasıydı, çünkü İngilizce öğretimi Avrupa Birliği standartlarına ulaştırmak amaçlandı (Kırkgöz, 2007a). İngilizce öğretimi için gösterilen bütün bu çabalara ve harcanan büyük zamana rağmen (Günday, 2007), düşük yabancı dil yeterlilik seviyesi büyük bir sorun olarak kalmış (Işık, 2008) ve öğrencilerin büyük bir yüzdesi İngilizce'nin konuşulduğu bir ortamda başarılı bir iletişim kurma becerisi kazanmadan mezun olmuştur (MEB, 2013).

Türk eğitim sistemi 8+4 eğitim modelinden 4+4+4 eğitim geçince, üçüncü bir İngilizce öğretim programı 30 Mart 2012 yılında geliştirildi (Gözütok, 2014). Bu değişiklik ile öğrencilerin ilkokula başlama yaşı 72 aydan 60 aya indirildi (Gözütok, 2014) ve bu sistem ile öğrenciler ilkokul ikinci sınıftan itibaren İngilizce eğitimi almaya başladılar. Bundan dolayı, süregelen düşük İngilizce yeterliği ile ilgili problemleri çözmek için yeni bir İngilizce öğretim programı geliştirilmiştir.

Yukarıdaki bilgilerden anlaşılacağı üzere, öğrencilerin daha etkili öğrenmeleri için Türk eğitim sistemi ve öğretim programları son zamanlarda bazı değişikliklere maruz kalmıştır, fakat bu değişiklikler hiçbir zaman 12 yıllık döngünün sonunda gerçekleşmemiştir. Daha somut bir şekilde ifade etmek gerekirse, daha 12 yıllık eğitim bitip de etkileri geniş çaplı bir şekilde incelenmeden öğretim programları değişime maruz kalmıştır.

Her öğretim programı kendi içerisinde bir değere sahip olabilir ama onların herhangi bir grup veya kurumdaki değerleri bir soru işaretine sebep olmaktadır, çünkü eğitimde kontrol etmesi güç olan ve önceden planlanamayacak bir çok değişken vardır (Ornstein & Hunkins, 2004). Bundan dolayı, eğitim ve öğretimdeki kaliteyi

arttırmak için Türkiye'deki İngilizce sınıflarında neler olduğunu bulmak için daha çok araştırmaya ihtiyaç vardır (Arıkan, 2011).

Bu çalışmanın amacı, 2012 yılında geliştirilen ortaokul İngilizce öğretim programının Stake'in uygunluk-olasılık değerlendirme modeli kullanılarak değerlendirilmesidir. Stake'in değerlendirme modeli kullanılarak, yeni geliştirilen bu öğretim programının başarılı olup olmadığı ve başarılı değilse de bu başarısızlığın öğretim programının dayandığı teorik prensiplerden mi yoksa programın uygulanış biçiminden mi kaynaklandığını bulmak amaçlanmıştır. Bu amaç için aşağıdaki araştırma sorularına cevaplar bulunmaya çalışılmıştır:

1. Öğretmenlerin ortaokul İngilizce öğretim programı hakkındaki düşünceleri nelerdir?

2. Ortaokul İngilizce öğretim programının 5., 6., 7. ve 8. sınıflarda uygulanışından önce, uygulanışı sırasında ve uygulanmasından sonra ne gibi girdiler, süreçler, ve çıktılar gözlemlenmiştir?

3. 5., 6., 7. ve 8. Sınıflarda gözlemlenen girdiler ve süreçlerin gözlemlenen çıktılara etkileri nelerdir?

Yeni geliştirilen İngilizce öğretim programını değerlendirmeyi amaçlayan bu çalışma, bir çok yönden önemlidir. Öncelikle, program geliştirmenin sistematik bir süreç olduğu (Erdoğan, Kayır, Kaplan, Aşık-Ünal & Akpınar, 2015; Oliva, 1997; Ornstein & Hunkins, 2004) düşünüldüğünde, bu Türkiye'deki İngilizce öğretimi geliştirme politikalarına büyük katkıda bulunması beklenmektedir.

Diğer bir çok değerlendirme çalışması gibi, bu çalışmanın da bu programın daha iyi uygulanarak hedeflenen amaçlara ulaşılabilmesi için alınması gereken önlemler hakkında karar vericilere yol göstermesi beklenmektedir.

Literatür incelendiğinde, bir çalışmada daha çok sadece 1 sınıf seviyesine odaklanılmış. Bu çalışmada ise 4 sınıf seviyesi aynı anda değerlendirilmiş, böylece 4 yıllık ardışık program hakkında daha bütüncül bir görüş açısı sağlanmaktadır. Aynı literatür, çalışmalarda genellikle benzer anketler kullanılarak tarama yöntemiyle tasarlanan araştırma desenleri kullanıldığını göstermektedir. Bu çalışmada ise bir çok veri toplama aracı kullanımını gerekli kılan karma araştırma yöntemi kullanılarak, daha detaylı bir inceleme ve değerlendirme yapılmıştır. Böylelikle, yabancı dil öğretimindeki başarısızlığın programın kendisinden mi yoksa uygulanış biçiminden mi kaynaklandığı bulunmaya çalışılmıştır. Ayrıca, bazı değişkenler arasındaki etkileşimin programın ürünleri üzerindeki etkisi de detaylı bir şekilde incelenmiştir. Son olarak, eğer Stake'in uygunluk-olasılık değerlendirme modeli Türkiye'deki yabancı dil öğretimindeki karmaşık dinamiklerini değerlendirmeyi ve açıklamayı başarabilirse, bu çalışma başka öğretim programlarını değerlendirmeyi hedefleyen çalışmalar için bir örnek teşkil edebilir.

Yukarıda da belirtildiği gibi, bu çalışmada karma yöntemli araştırma deseni kullanılmıştır. Karma yöntemin bir çok modeli bulunmaktadır, bu yöntemler arasından, sıralı açıklayıcı model kullanılmıştır, çünkü önce nicel veriler toplanıp analiz edildikten sonra, nitel veriler toplanarak bu sonuçlar açıklanmaya çalışılmıştır (Cresswell, 2009).

Çalışma Ankara'da uygulanmış olup, veriler öğretim programını uygulayan öğretmenlerden ve öğrencilerden toplanmıştır. Veri toplama araçlarını öğretim programının boyutları ile ilgili maddelerden oluşan bir öğretmen anketi; öğrencilere uygulanan bir tutum ölçeği, gözlem formları, öğrencilerin dil becerilerini ölçen 10 tane başarı testi, 2 görüşme formu ve odak grup görüşmesi oluşturmuştur. Veri toplama araçlarını geliştirme sürecinde, araçların geçerlikleri ve güvenilirlikleri ölçülmüş olup, pilot çalışmalarından sonra son halleri verilmiş ve daha sonra uygulama için gerekli izinler alınmıştır. Çalışmada 2 grup öğretmenden veri toplanmıştır. Birinci grubu, öğretmen anketini yanıtlamak için Ankara'nın bütün ilçelerinden küme örnekleme yöntemi ile seçilen 349 öğretmen oluştururken, ikinci grupta ise Ankara'nın Altındağ ilçesinde bulunan bir okulda görev yapmakta olan ve

rasgele seçilmiş 4 öğretmen bulunmaktadır. Her öğretmen, 20 ders saati boyunca gözlemlenmiş ve kendileriyle 2'şer görüşme yapılmıştır. Gözlemlenen öğretmenlerin öğrencilerine de tutum ölçeği ve başarı testleri uygulanmış ve her sınıftan 6'şar öğrenci ile odak grup görüşmeleri yapılmıştır. Katılımcılardan toplanan nicel veriler betimsel istatistik yöntemi ile analiz edilirken, nitel veriler içerik analizi yöntemi kullanılarak analiz edilmiştir.

Araştırmada elde edilen bulgular araştırma sorularına paralel olarak rapor edilmiştir. Ankara'nın 25 ilçesinden öğretmen anketine katılan 349 öğretmenden elde edilen demografik bulgular, bu öğretmenlerin büyük çoğunluğunun beklendiği gibi kadın olduğunu, katılımcıların hemen hemen hepsinin lisans mezunu olduğunu, beşte üçünün İngilizce Öğretmenliği bölümü mezunu olduğunu, beşte üçünün katılımcıların okuma becerisini ve gramer bilgisini ölçen YDS sınavına katılırken, hemen hemen hiçbir öğretmenin katılımcıların bütün dil becerilerini ölçen TOEFL veya IELTS gibi sınavlara hiç katılmadığını, beşte ikisinin yurt dışında bulunduğunu, beşte üçünün bulunmadığını, beşte üçünden fazlasının meslekleri ile ilgili her hangi bir yayını takip etmediğini, meslekleri ile ilgili konferanslara katılım oranının eşit olduğunu, ve bütün katılımcıların 5., 6., 7., ve 8. sınıflarda derse girdiklerini göstermiştir. Ayrıca, ortaokul İngilizce öğretim programı hakkındaki bilgilerini nasıl elde ettiklerine bakıldığında, öğretmenlerin yalnızca beşte ikisi program hakkında her hangi bir hizmet içi eğitim almazken, eğitimi alan kişiler arasından sadece onda biri hizmet içi eğitimi yeterli bulurken, geri kalan oranı ya kısmen yeterli görmüş, ya da yetersiz olduğunu belirtmişlerdir. Bu bulgular ışığında öğretmenlerin uyguladıkları program hakkında yeteri kadar bilgi sahibi olmadıkları, programı uygularken yeni programın önerdiği yöntem ve teknikleri kullanmadıkları sonucuna varılabilir. Örneğin, program birincil hedef olarak öğretmenlerin dinleme ve konuşma becerilerine odaklanmalarını önerirken katılımcıların onda biri 5. sınıflarda bu becerilere odaklandığını ve yirmide biri 6. sınıflarda bu becerilere odaklandığını belirtirken, yalnızca bir kişi 7. ve 8. sınıflarda bu becerilere odaklandığını belirtmiştir.



Öğretmenlerin programın kazanım, içerik, araç-gereç, süreç, ve değerlendirme boyutları hakkındaki bulgular öğretmenlerin hem olumsuz hem de olumlu fikirlere sahip olduklarını göstermiştir. Öğretmenlerin kazanımlar hakkındaki olumlu düşünceleriyle başlamak gerekirse, Güneş (2009) tarafından belirtildiği gibi bu çalışma da kazanımların İngilizce öğretim programının genel hedefleriyle uyumlu olduğunu göstermiştir. Er (2006) ve Güneş (2009)'in çalışmalarıyla uyumlu olarak bu çalışma da kazanımların bir birleriyle uyumlu olduğunu göstermiştir. Örmeci (2009), Tekin-Özel (2011) ve Yaman (2010) tarafından önceki programlar için yapılan değerlendirme çalışmaları ile kazanımların öğrenci seviyesinin üzerinde olduğu sonucuna varırken bu çalışma yeni programdaki kazanımların öğrenci seviyesine uygun olduğu sonucuna varmıştır. Ayrıca, bu çalışma kazanımların ulaşılabilir, gözlenebilir, ölçülebilir nitelikte olduğunu, okuma becerisini geliştirebilir nitelikte olduğunu ve okuma becerisini geliştirmek için yeterli miktarda olduğunu göstermiştir. Bunlara ek olarak, kazanımların öğrencilerin günlük hayatında kullanılabileceği ve planlanan zamanda ulaşılacağı sonucuna varılmıştır.

Diğer bir yandan, Örmeci (2009), ve Tekin-Özel (2011) tarafından yapılan çalışmalarda bulunduğu gibi bu çalışma da bu programın öğrenen özerkliğini geliştirecek nitelikte olmadığını göstermiştir. Ayrıca, kazanımların öğrencilerin dinleme, konuşma ve yazma becerilerini geliştiremediği ve bu becerilerle ilgili kazanımların yeterli sayıda olmadığı sonucuna varılmıştır. Bu bulgular, okuma becerilerinin ulaşılabilir nitelikteyken dinleme, konuşma ve yazma becerilerinin ulaşılabilir nitelikte olmadığını bulan Büyükduman (2005), Güneş (2009), Yaman (2010), ve Yörü (2012)'nin çalışmaları ile uyumludur.

Öğretmenlerin içerik hakkındaki görüşleri ile ilgili bulgular, öğretmenlerin daha çok olumlu görüşlere sahip olduğunu göstermiştir. Örneğin, Büyükduman (2005) tarafından yapılan çalışmada bulunan aksine, bu çalışma Er (2006), Güneş (2009), ve Mersinligil (2002)'in çalışmalarıyla uyumlu olarak içeriğin kazanımlarla uyumlu olduğunu göstermiştir. Ayrıca, Er (2006) ve Güneş (2009)'in çalışmalarıyla uyumlu olarak içeriğin öğrencilerin ilgi ve ihtiyaçlarına uygun olduğu sonucuna varılmıştır. Bunlara ek olarak, Güneş (2009), ve Mersinligil (2002)'in çalışmalarıyla uyumlu

olarak içeriğin öğrenci seviyesine uygun olduğu, Güneş (2009)'in çalışmasına uyumlu olarak kendi içerisinde uyumlu olduğu ve öğrencilerin yaşamlarında kullanabileceği sonuçlarına varılırken, Büyükduman (2005), Demirtaş ve Erdem (2015), Dinçer (2013), Er (2006), Erdoğan (2005), Erkan (2009), Mersinligil (2002), Ocak, Kızılkaya, ve Boyraz (2013), Örmeci (2009), Tekin-Özel (2011), Yaman (2010), ve Yörü (2012) tarafından yapılan çalışmaların aksine bu çalışma içeriğin planlanan zamanda bitirilebileceğini göstermiştir. Son olarak, içeriğin öğrencilerin aktif katılımını sağlayabileceği, kazanımlara ulaşılmasına yardımcı olabileceği, ve öğrencilerin okuma becerisini geliştirebilecek nitelikte olduğu sonucuna varılırken, kazanımlarla ilgili elde edilen bulgular ile uyumlu olarak içeriğin de dinleme, konuşma ve yazma becerilerini geliştiremeyecek nitelikte olduğu sonucuna varılmıştır.

Programda tavsiye edilen araç-gereçlerle ilgili bulgular öğretmenlerin tamamen olumlu görüş içerisinde olduğunu göstermiştir. Örnek vermek gerekirse, bulgular araç-gereçlerin kazanımlara ulaşmada yardımcı olabileceği, öğrenci seviyesine uygun oldukları, aktif öğrenci katılımını sağlayabileceği, öğrencilerin derse olan ilgilerini arttırabileceği, kolayca ulaşılabilir nitelikte olduklarını ve öğrenmeyi pekiştirecek nitelikte olduklarını göstermiştir. Bu bağlamda, önerilen araç-gereçlerle ilgili herhangi bir sorun olmadığı söylenebilir.

Programda önerilen etkinliklerle ilgili bulgular da öğretmenlerin daha çok olumlu görüş belirttikleri söylenebilir. Olumlu görüşlerle başlamak gerekirse, Güneş (2009) 'in çalışmasında bulunduğu gibi bu çalışma da etkinliklerin öğrencilerin İngilizce'ye karşı olumlu tutum geliştirmelerini sağlayabilecek nitelikte olduğunu göstermiştir. Er (2006)'in çalışmasının aksine, bu çalışma etkinliklerin kazanımlarla uyumlu olduğunu ve kazanımlara ulaştırabilecek nitelikte olduğunu göstermiştir. Erkan (2009)'ın çalışmasının aksine ve Güneş (2009) 'in çalışmasıyla uyumlu olarak, bu çalışma etkinliklerin sınıfta uygulanabilecek nitelikte olduğunu göstermiştir. Ayrıca, Büyükduman (2005), ve Güneş (2009)'in çalışmalarıyla uyumlu olarak, bu çalışmada da etkinliklerin öğrenci merkezli oldukları sonucuna varılmıştır. Bunlara ek olarak, etkinliklerin öğrenci seviyesine uygun ve yaşamlarıyla uyumlu oldukları

bulgularına ulaşılmıştır. Bu olumlu görüşlerin aksine, öğretmenler kazanım ve içerik ile ilgili olumsuz görüş belirttikleri konularda yine olumsuz görüş bildirmişlerdir. Örnek vermek gerekirse, etkinliklerin de öğrencilerin öğrenme özerkliğini, iletişimsel becerisine ek olarak, dinleme, konuşma ve yazma becerilerini geliştirecek nitelikte olmadıkları bulguları sonucuna varılmıştır.

Son olarak, programda önerilen değerlendirme yöntem ve tekniklerle ilgili bulgular, Güneş (2009)'in çalışmasında belirtildiği gibi onların uygulanabilir ve kazanımlarla uyumlu olduğunu göstermiştir. Ayrıca, değerlendirme yöntem ve tekniklerinin öğrenci seviyesini dikkate aldığını ve öğrencilerin okuma ve yazma becerilerini değerlendirebilecek nitelikte olduğu bulguları elde edilirken, öğrencilerin dinleme ve konuşma becerilerini ölçmek için kullanılmayacağı sonucuna varılmıştır.

Bütün bu bulgular göz önüne alınarak literatür ile karşılaştırıldığında programın teorik olarak bir çok sorundan kurtarıldığını, fakat en önemli sorunun halen devam ettiğini göstermektedir. Ortaokul İngilizce öğretim programı öğrencilerin özellikle iletişimsel becerisini geliştirmek geliştirilmiş olmasına rağmen öğretmenlerin ankete verdikleri yanıtlar bu programın öğrencilerin dinleme, konuşma ve yazma becerilerini geliştirecek nitelikte olmadığını göstermiştir. Aşağıdaki paragraflarda bu başarısızlığın sebepleri hakkında detaylı bilgiler sunmaktadır.

Dinleme, konuşma ve yazma becerilerinin geliştirilememesinin bu programdan mı yoksa programın uygulanışından mı kaynaklandığını bulmak için Ankara'nın Altındağ ilçesindeki bir okulda 5., 6., 7., ve 8. sınıfların her birinde 20 saatlik gözlem yapılmış, gözlemlenen öğrencilere tutum ölçeği ve başarı testleri uygulanmış ve son olarak da gözlemlenen 4 öğretmenle görüşmeler yapılırken öğrencilerle de odak grup görüşmeleri yapılmıştır.

Uygulanan tutum ölçeği sonucunda öğrencilerin İngilizce'ye karşı olumlu tutum içerisinde olduğu ve 6. sınıf öğrencileri dışındaki diğer sınıflardaki öğrencilerin geçmiş dönem notlarının yüksek olduğu bulgusuna ulaşılmıştır. Öğrencilerin önceki dönemlerde dinleme, konuşma ve yazma becerileri hiç değerlendirilmediği için bu

becerilerdeki seviyeleri hakkında herhangi bir bulguya ulaşamamıştır, çünkü önceki dönemlerde kazanımlara ulaşıp ulaşılmadığını ölçmek için öğretmen tarafından genellikle gramer bilgisi ve okuma becerisini ölçen yazılı sınavları uygulanmıştır. Öğrencilerin diğer bazı demografik özelliklerine bakıldığında, ebeveynlerinin eğitim seviyelerinin düşük olduğu, annelerin büyük çoğunluğunun ev hanımı iken babalarının büyük çoğunluğunun işçi olduğu, öğrencilerin yaklaşık yarısının evde İngilizce'ye çalışırken yardım alabileceği hiç kimse olmadığı görülmüştür.

Sınıflarda yapılan gözlemler, programın önerdiği bir çok prensip ve/veya standardın aksine sınıfta öğretmen merkezli bir öğretim olduğunu göstermiştir. Kozikoğlu (2014), Ocak, Kızılkaya ve Boyraz (2013), ve Tekin-Özel (2011) tarafından yapılan araştırmalarda belirtildiği gibi bu çalışma da öğretmenlerin zamanın çoğunu dil bilgisi kurallarına ve okuma becerisine harcarken dinleme, konuşma ve yazma becerilerine çok az odaklandıklarını göstermiştir. Ayrıca, bu becerilerle ilgili etkinliklerin genellikle yapılmadan geçildiği gözlemlenmiştir. Bu gözlemlere paralel olarak öğrencilerin nadir olarak yapılan dinleme, konuşma ve yazma etkinliklerine katılmazken sadece okuma etkinliklerine katıldıkları gözlemlenmiştir. Diğer bir gözlem bulgusu Mersinligil (2002) ve Tekin-Özel (2011)'in çalışmalarında belirtildiği gibi öğretmenlerin iletişim kurarken hemen hemen hiç İngilizce'yi kullanmadıklarını göstermiştir. Aynı şekilde, öğrencilerin de iletişim kurarken hemen hemen hiç İngilizce kullanmadıkları gözlemlenmiştir.

Derslerde kullanılan araç-gereçlerle ilgili elde edilen bulgular, programda belirtilenin aksine ve Aküzel (2006), Kaya, Ok ve Ürün (2015), Mersinligil (2002), ve Tekin-Özel (2011) tarafından yapılan araştırmalarla uyumlu olarak en sık ve en çok kullanılan araç-gereçlerin yazı tahtası ve öğrenci kitabı olduğunu gösterirken, işitsel, görsel ve işitsel-görsel araç-gereçlerin hemen hemen hiç kullanılmadığını göstermiştir.

Öğretim süreci ile ilgili diğer bulgular derslerde çoğunlukla eşleştirme ve soru-cevap tekniği kullanıldığını göstermiştir. Diğer yandan, programda önerilenin aksine tartışma, problem çözme, sohbet gibi iletişim odaklı görevler, çizim ve boyama,

hikâye anlatımı, grup çalışması, eşli çalışmalar hemen hemen hiç kullanılmazken bütüncül/Tüm fiziksel tepki yöntemi ve rol yapma etkinlikleri çok nadiren kullanılmıştır. Bu bulgular ışığında, Kaya, Ok ve Ürün (2015), Kozikoğlu (2014), Mersinligil (2002), Dönmez (2010), Örmeci (2009), ve Tekin-Özel (2011)'in çalışmalarında belirttiği gibi uygulamada tamamen öğretmen merkezli bir öğretimin kullanıldığı sonucuna varılabilir. Bunlara ek olarak, öğretmen anketiyle elde edilen bulgularla uyumlu olarak gözlem sonuçları da programın planlanan zamanda bitirilebildiğini göstermiştir fakat daha çok öğretmen merkezli bir öğretim kullanılarak ve dinleme, konuşma ve yazma etkinliklerini yapılmayarak bitirilebilmiştir.

Son olarak öğretmen tarafından uygulanan değerlendirme yöntem ve teknikleri ile ilgili bulgular öğretmenlerin değerlendirme için sadece okuma becerisi ve dil bilgisini ölçen yazılı sınavlarını kullanırken, programda önerilen öz değerlendirme, akran değerlendirmesi, sözlü sınavlar, öğrenci gelişim dosyası ve projeleri kullanmadığını, ayrıca dinleme, konuşma ve yazma becerilerini hiç değerlendirmedini göstermiştir. Ölçme ve değerlendirme ile ilgili bu bulguların öğretmenin eğitim-öğretim sürecindeki uygulamaları ile paralel olduğunu söylemek mümkündür. Bu bulgular, ayrıca, öğrenen özerkliğinin neden gelişmediğini de göstermektedir. Little (2007; 2009) tarafından belirtildiği gibi öğrenen özerkliğini geliştirmek için programda da önerilen öz değerlendirme ve öğrenci gelişim dosyası gibi öğrencilerin kendi öğrenmelerini değerlendirebilecekleri yöntemler kullanılmalı, fakat bu bulgular öğrencilere böyle bir şans verilmediğini göstermektedir, dolayısıyla öğrenen özerkliğinin gelişmemesinin sebebinin programdan değil programın uygulanışından kaynaklandığını söylemek mümkündür.

Gözlemlerle elde bütün bu bulgular, programda önerilen ana hedef olan öğrencilerin iletişimsel becerisini geliştirmek iken öğretmen uygulamalarının sadece öğrencilerin dil bilgisi ve okuma becerisini geliştirmeye yönelik olduğunu göstermiştir. Bundan dolayı programın planlandığı gibi uygulanmadığını söylemek mümkündür. Diğer bir deyişle, bu çalışma Erkan (2009), Kaya, Ok ve Ürün (2015), Kırkgöz (2008), Kozikoğlu (2014), Ocak, Kızılkaya ve Boyraz (2013), ve Tekin-Özel (2011)

tarafından yapılan çalışmalarla uyumlu olarak planlanan program ile uygulanan program arasında bir uyumsuzluk olduğunu göstermiştir.

Öğrencilere uygulanan başarı testleri sonuçlarına gelince, 5. ve 6. sınıflara dinleme ve konuşma becerilerini ölçen başarı testleri uygulanırken, 7. ve 8. sınıflara dinleme ve konuşma testlerine ek olarak yazma testleri de uygulandı. Literatürde okuma becerisi ile ilgili büyük sorunlar görülmediği için, daha doğrusu öğrencilerin bu beceride çoğunlukla başarılı olduğunu gösteren çalışmalar olduğundan dolayı okuma becerisini ölçen herhangi bir başarı testi uygulanmadı. Dinleme testi sonuçlarına göre 5. sınıflar 100 üzerinden 53.38'lik bir ortalama ile en başarılı sınıf olurken, 7. sınıflar 100 üzerinden 51.67'lik bir ortalama ile bu sınıfı takip etmiştir. 8. sınıflar 100 üzerinden 47.34'lük bir ortalama ile 7. sınıfları takip ederken, 6. sınıflar 100 üzerinden 42'lik bir ortalama ile en başarısız sınıf olmuştur. Konuşma testi sonuçları da benzer bir sıralama göstermiştir. 5. sınıflar 100 üzerinden 30.73'lük bir ortalama ile en başarılı sınıflar olurken, sırasıyla 8. sınıflar 100 üzerinden 27.42'lik bir ortalama, 7. sınıflar 100 üzerinden 20.44'lük bir ortalama ve 6. sınıflar 100 üzerinden 9.10 gibi çok düşük bir ortalama ile takip etmiştir. Yazma becerisini ölçen başarı testlerinde ise 8. sınıflar 25 üzerinden 9.52'lik bir ortalama alırken, 7. sınıflar 7.33'lük bir ortalama almıştır. Bu başarı testi sonuçları, öğrencilerin en başarılı olduğu becerinin dinleme becerisi olduğunu gösterirken, en başarısız olduğu becerinin ise konuşma becerisi olduğunu göstermiştir. Ayrıca, bu bulgular göz önüne alındığında, Büyükduman (2005), Kaya, Ok ve Ürün (2015), ve Mersinligil (2002) tarafından yapılan araştırmalarda da belirtildiği gibi dinleme, konuşma, ve yazma becerileri ile ilgili bir çok kazanıma ulaşamadığına, ve bu bağlamda programın başarısız olduğu sonucuna varılabilir. Açıkçası, yukarıdaki öğretim süreci ile ilgili aktarılan bulgular göz önüne alınırsa, bu sonuçların gözlemlenenlerin doğal bir sonucu olduğunu öne sürmek mümkündür.

Bu sonuçlara etki eden faktörleri daha detaylı incelemek için gözlemlenen öğretmenlerle görüşmeler, ve bu öğretmenlerin öğrencileri ile odak grup görüşmeleri yapılmıştır. Odak grup görüşmeleri, her sınıf seviyesinden 6'şar öğrenci ile

yapılmıştır. Bu faktörler ile ilgili elde edilen bulgular aşağıdaki paragraflarda sunulup tartışılmıştır.

Öğretmenlerle yapılan görüşmelerde, tutum ölçeği ile ilgili bulgular, başarı testlerinin sonuçları ve gözlemlerden elde edilen bulgular paylaşılmış ve kendilerine bunlara etki eden faktörler sorulmuştur. Bu görüşmelerden elde edilen bulgular, girdilerin süreci etkilediğini ve her ikisinin de ürünü etkilediğini göstermiştir. Süreci etkileyen faktörler “girdiler” ana teması altında toplanırken, bu ana tema öğretmen kaynaklı, öğrenci kaynaklı, okul kaynaklı, öğretim programı kaynaklı ve TEOG sınavı kaynaklı faktörler olarak 5 alt tema altında toplanmıştır. Girdilerden etkilenip sonuçları etkileyen faktörler ise süreçler ana teması altından toplanıp öğretmen davranışları ve öğrenci davranışları olarak 2 alt tema altında toplanmıştır.

Gözlem sonuçları ile ilgili öğretmenlerle paylaşılan ve onlara yöneltilen sorulara verdikleri yanıtlarla başlamak gerekirse, öğretmenlere iletişim kurarken hedef dili hiç kullanmadıkları sorulduğunda, buna etki eden faktörler öğretmenlerin konuşma becerisinde yetersiz oldukları, kalabalık sınıflar, öğrencilerin konuşma becerisindeki düşük seviyeleri olarak bulunmuştur. Öğretmenlere sık sık dil bilgisi kurallarına neden odaklandığı sorulunca, TEOG sınavı, öğrencilerdeki yetersiz ön bilgi, diğer beceriler için yeterli zaman olmaması, ve yine sınıfların kalabalık olması gibi faktörler öne sürülmüştür. Benzer şekilde kelime çalışmalarına nadiren yer verilmesinin sebebi olarak yine sınırlı zaman ve programı zamanında bitirme endişesi olarak belirtilmiştir. Okuma becerisine çok fazla odaklanılmasına etki eden en önemli faktör öğrencilerin okuma becerisini ölçen TEOG sınavı olarak gösterilmiştir. Dinleme becerisine hemen hemen hiç odaklanılmamasının ve bu etkinliklerin yapılmadan geçilmesi veya dinleme metinlerinin öğretmen tarafından okunmasının sebepleri ile ilgili bulgular araç-gereç yokluğu, akıllı tahtalarla ilgili teknik sorunlar, öğrencilerin düşük ön bilgisi, öğrencilerin yetersiz kelime bilgisi, ve en önemlisi okuma becerisi ve dil bilgisi kurallarına çok fazla odaklanılmasından dolayı yeterli zaman kalmaması gibi faktörleri göstermiştir. Konuşma becerisine hemen hemen hiç odaklanılmamasının veya yapılmadan geçilmesinin sebepleri ilgili bulgular kalabalık sınıflar, öğrencilerin düşük ön bilgisi, öğrencilerin yetersiz kelime

bilgisi, öğrencilerin bu tür etkinliklere olan ilgisizliği, ve öğrencilerin TEOG sınavına olan saplantısını işaret etmiştir. Nadir olarak odaklanılan bir diğer beceri olan yazma becerisine çok az zaman harcanması ve/veya bu beceri ile ilgili etkinliklerin yapılmadan geçilmesi ile ilgili bulgular öğrencilerin düşük ön bilgisi, öğrencilerin yetersiz kelime bilgisi, öğrencilerin ana dildeki yetersizlikleri, ve yine en önemlisi TEOG sınavından dolayı okuma becerisine ve dilbilgisi kurallarına çok fazla vakit ayrılmasından dolayı yeterli zaman kalmaması gibi faktörleri göstermiştir. Öğretmenler gibi öğrencilerin de iletişim kurarken İngilizce'yi kullanmamasına etki eden en önemli faktör daha önce bahsedilen nedenlerden ötürü öğretmenlerin derslerde İngilizce konuşmaması olarak bulunmuş, buna ek olarak öğrencilerin ilgisizliği ve yine ana dildeki yetersizlikleri bunu etkileyen diğer faktörler olarak bulunmuştur. Öğrencilerin okuma becerisi ile ilgili etkinliklere dinleme, konuşma ve yazma becerileri ile ilgili etkinliklerden daha çok katılmalarının sebepleri yukarıda bahsedilen faktörlerden dolayı bu etkinliklere çok az yer verilmesi olarak bulunmuştur.

Araç-gereç kullanımı ile gözlemlerle ilgili elde edilen bulgular, öğretmenlerin işitsel, görsel ve işitsel-görsel araç-gereçleri hemen hemen hiç kullanmadıkları gözlemlenirken, hemen hemen her ders yazı tahtasını ve öğrenci ders kitabını kullandıkları gözlemlenmiştir. Buna etki eden faktörler ise araç-gereç yokluğu, zaman yetersizliği, ve TEOG sınavından dolayı dilbilgisi kurallarına çok fazla odaklanılmasını işaret etmiştir.

Gözlemlerle edilen bir diğer bulgu çoğunlukla eşleştirme ve soru-cevap tekniği kullanıldığını gösterirken, programda önerilen aksine tartışma, problem çözme, sohbet gibi iletişim odaklı görevler, çizim ve boyama, hikâye anlatımı, grup çalışması, eşli çalışmalar hemen hemen hiç kullanılmazken bütüncül/Tüm fiziksel tepki yöntemi ve rol yapma etkinlikleri çok nadiren kullanıldığını göstermişti. Bu uygulamaların sebepleri incelendiğinde, bulgular kalabalık sınıflar, zaman yetersizliği, öğrencilerin bunlara olan ilgisizliği, bu etkinliklere düşük katılım olması ve öğrencilerin TEOG sınavı endişesini işaret etmiştir.



Programda önerilen ölçme ve değerlendirme ile ilgili gözlem bulguları sadece öğrencilerin okuma becerisi, kelime bilgisi ve dil bilgisi bilgisini ölçen yazılı sınavlarını kullanırken, öz değerlendirme, akran değerlendirmesi, sözlü sınavları ve öğrenci gelişim dosyalarını ya hiç kullanmadıklarını ya da çok nadiren kullandıklarını göstermiştir. Bu uygulamaların sebebi olarak sınıf içi dinleme, konuşma ve yazma becerilerine çok fazla odaklanılmaması, araç-gereç yokluğu, ve öğretmenlerin bu becerileri ölçebilecek testler hazırlayamaması olarak bulunmuştur.

Açıkçası, yukarıda bahsedilen faktörler daha önce yapılmış program değerlendirme çalışmalarında sürekli olarak sorun olarak belirtilmişlerdir. Bu çalışmanın bulguları literatürle karşılaştırıldığında 1997 yılından beri sürekli olarak benzer sorunların işaret edildiğini söylemek mümkündür. Bu çalışma ile uyumlu olarak, kalabalık sınıflar (Aküzel, 2006; Büyükduman, 2005; Dinçer, 2013; Dönmez, 2010; Erkan, 2009; Ersen-Yanık, 2007; Harman, 1999; Kozikoğlu, 2014; Ocak, Kızılkaya & Boyraz, 2013; Örmeci, 2009; Tekin-Özel, 2011; Yaman, 2010); araç-gereç yokluğu (Aküzel, 2006; Dinçer, 2013; Dönmez, 2010; Er, 2006; Erkan, 2009; Ersen-Yanık, 2007; Güneş, 2009; Harman, 1999; İnceçay, 2012; Kaya, Ok & Ürün, 2015; Mersinligil, 2002; Örmeci, 2009; Tekin-Özel, 2011; Yaman, 2010); tek araç-gereç olarak yazı tahtası ve öğrenci kitabının kullanılması (Er, 2006; Kaya, Ok & Ürün, 2015; Mersinligil, 2002); yetersiz zaman (Aküzel, 2006; Batdı, 2015; Büyükduman, 2005; Demirtaş & Erdem, 2015; Dinçer, 2013; Dönmez, 2010; Er, 2006; Erdoğan, 2005; Harman, 1999; Mersinligil, 2002; Ocak, Kızılkaya & Boyraz, 2013; Örmeci, 2009; Tekin-Özel, 2011; Yaman, 2010); sadece yazılı sınavların kullanılarak öğrencilerin değerlendirilmesi (Dinçer, 2013; Er, 2006; Harman, 1999; Mersinligil, 2002; Tekin-Özel, 2011); konuşma ve dinleme becerilerinin ölçülmemesi (Er, 2006; Güneş, 2009; Tekin-Özel, 2011); öğretmenlerin dinleme ve konuşma becerilerine çok az odaklanması ve iletişimsel yaklaşımın kullanılmaması (Er, 2006; Kozikoğlu, 2014); öğretmen merkezli öğretim (Dönmez, 2010; Koydemir, 2001; Kozikoğlu, 2014; Mersinligil, 2002; Örmeci, 2009; Tekin-Özel, 2011); düşük öğrenci katılımı (Erkan, 2009); hizmet içi eğitim eksikliği (Erkan, 2009; Tekin-Özel, 2011; Yaman, 2010); SBS veya TEOG gibi merkezi sınavlar (Dönmez, 2010; Kaya, Ok & Ürün, 2015); öğrencilerin ana dildeki yetersizlikleri (Aküzel, 2006; Mersinligil, 2002);

teori ve pratik arasındaki uyumsuzluk (Kaya, Ok ve Ürün, 2015; Kırkgöz, 2007b; 2008, Kozikoğlu, 2014; Mersinligil, 2002) gibi sorunlar bulunmuştur.

Bu çalışma ile literatüre yapılan en büyük katkı ise bu faktörlerin tek başına değil de birleşerek nasıl programın uygulama sürecini ve sonuçlarını etkilediğidir. Bütün bu bulgular incelendiğinde, öğretmenlerin ankete verdikleri yanıtlarla ilgili bulguların işaret ettiği gibi uygulanan başarı testleri de öğrencilerin dinleme, konuşma ve yazma becerilerinin geliştirilemediğini göstermiştir. Açıklayıcı veriler yoluyla elde edilen bulgular ise bu başarısızlığın öğretim programından değil programın uygulanış biçiminden kaynaklandığını göstermiştir. Kırkgöz (2008), Kozikoğlu (2014), Kaya, Ok ve Ürün (2015), ve Mersinligil (2002) tarafından yapılan çalışmalarda belirtildiği gibi bu çalışmada da planlanan program ile uygulanan program arasında bir uyumsuzluk olduğu sonucuna varılmıştır. Daha somut ifade etmek gerekirse, programın standartlarına uygun olmadığı gözlemlenen girdiler ve süreçlerin birbirlerini etkilediği, her ikisinin de elde edilen bu başarısız sonuçlara etki ettiğini öne sürmek mümkündür. Bu bağlamda, teori ve pratik arasındaki uyumsuzluktan dolayı, bir “teori başarısızlığı” değil “program başarısızlığı” (Suchman, 1976 akt. Collis & Moonen, 1988; Shapiro, 1985) olduğunu söylemek mümkündür.

Toparlamak gerekirse, bu çalışma programda herhangi bir iyileştirme yapmak yerine programın uygulanışını etkileyen olumsuz faktörlerin etkilerini en aza indirecek önlemler alınmalıdır. Inceçay (2012)’ın da belirttiği gibi gerekli araç-gereçlerden yoksun okullar ve kaliteli öğretmenlerin sayıca az olması bu programın planlandığı gibi uygulanmasını zorlaştıracaktır. Gözütok, Akgün ve Karacaoğlu (2005) tarafından öne sürüldüğü gibi, bir eğitim programı, programı uygulayacak ülkenin gerçeklerine, insanının karakteristik özelliklerine, toplumun ve bireylerin istemlerine ve gereksinimlerine, gelecekteki uzak ve yakın hedeflerine uygun olarak ve program geliştirme ilkeleri ışığında hazırlanmalıdır. Bütün bu özelliklere sahip bir programın bile yetkin olmayan öğretmenlerle, kalabalık sınıflarda ve kötü fiziksel koşullarda uygulandığı düşünüldüğünde, eski programdan elde edilen yararı bile sağlama şansı yoktur (akt. Tekin-Özel, 2011).

Bu çalışmada ortaokul İngilizce öğretim programı ile ilgili elde bulgular ve varılan sonuçlar hem değerlendirilen bu program hem de bir açıdan Türkiye'deki yabancı dil eğitimi ile ilgili bir çok önemli öneri de sunmuştur. Bu öneriler aşağıdaki paragraflarda sunulmuştur.

Araştırma bulguları, program uygulayıcıları olan öğretmenlerin uyguladıkları program hakkında yeteri kadar bilgi sahibi olmadıklarını göstermiştir. Bundan dolayı da yeni program öğretmenlerin kullandıkları strateji, metot, teknik veya etkinliklerde herhangi bir değişikliğe sebep olmadığı anlaşılmıştır. Bu bağlamda, geliştirilen yeni bir programın uygulamaya konulmadan önce karar vericilerin programı uygulayacak olan öğretmenlere hizmet içi eğitim gibi olanaklar sunarak, programın planlandığı gibi uygulanmasını sağlamaları önerilmektedir. Aksi takdirde, yeni programın dayandığı felsefeyi veya yaklaşımları bilmeyen veya benimsemeyen öğretmenlerin programın gerektirdiklerini yerine getirmesi beklenemez.

Bu çalışma, öğretmenlerin hedef dilde yetersiz olduklarının, öğrencilerin özellikle dinleme ve konuşma becerilerini ölçebilecek ölçme ve değerlendirme sınavlarını hazırlamada yetersiz olduklarının farkında olduklarını, fakat kendilerini bu konularda geliştirebilecekleri bir fırsatları olmadığını göstermiştir. Bu bağlamda, öğretmenlerin düzenli olarak bahsedilen bu beceriler veya başka alanlarda sürekli olarak değerlendirilerek yetersiz oldukları alanlarda geliştirilmeleri için onlara karar vericiler tarafından uygun fırsatlar sunulmalı. Karar vericilerin bu konuda her hangi bir şey yapmaması durumunda bile öğretmenler kendilerini geliştirebilecekleri yollar arayıp bulmalıdır.

Bu çalışmada, kalabalık sınıflar, öğretmenlerin öğrenci merkezli etkinlikleri yapmadan geçmelerinin en önemli sebeplerinden biri olarak gösterildi. Bu sınıflarda yapılan etkinlikler aşırı gürültüye sebebiyet verdiği için, öğretmenlerin sınıf yönetiminde yetersiz kalmalarına ve hatta sınıftaki otoritelerini kaybetmelerine yol açmıştır. Bundan dolayı da öğretmenler bu gibi etkinlikleri bir daha hiç uygulamadan geçmiştir. Bu bağlamda, öğretmenler kalabalık sınıflarla baş etmeleri için gerekli bilgilerle donatılmalı, daha da önemlisi öğrenci merkezli etkinliklerin kalabalık

sınıflarda nasıl uygulanması gerektiği ile ilgili bilgi sahibi olmaları gerekmektedir. Dolayısıyla, öğretmenlerin buna benzer etkinlikleri bir defa yaptıktan sonra o etkinliklerden vazgeçmek yerine süreçte yaşanan sorunlardan kurtulmak için farklı yollar bulup denemeleri önerilmektedir.

Bu çalışmadaki bir diğer önemli bulgu da araç-gereç yokluğunun sınıftaki uygulamalar üzerindeki etkilerini göz önüne sermiştir. Öğretmenlerin en çok yazı tahtası ve öğrenci ders kitabını kullandıkları gözlemlenirken görsel, işitsel ve görsel-işitsel araç-gereçlerden hemen hemen hiç faydalanmadıkları gözlemlenmiştir. Bunun doğal bir sonucu olarak dinleme etkinlikleri yapılmadan geçildi ve dolayısıyla öğrencilerin dinleme becerileri beklendiği seviyede geliştirilemedi. Açıkçası, sınıflarda bulunan akıllı tahtalar ve internet bağlantısı büyük bir olanak bulunmaktadır. Akıllı tahtanın işitsel, görsel ve işitsel-görsel bir araca dönüştürülmesi öğretmenlerin kendi elinde. Bu bağlamda, dinleme metinlerinin öğretmenlerin kendileri tarafından okunmasındansa akıllı tahtaya indirilip öğrencilere orijinal haliyle akıllı tahtadan dinletilmesi önerilmektedir. Aynı şekilde, öğrencilerdeki ön bilgi yetersizliği, öğrencilerdeki konuşmaya karşı düşük motivasyon ve bu etkinliklerdeki az katılımdan dolayı konuşma becerisi ile ilgili etkinlikler de çoğunlukla yapılmadan geçildi. Araştırmacı tarafından öğrencilere uygulanan konuşma testinde bazı öğrencilerin çok iyi ve akıcı bir şekilde İngilizce konuşması öğretmenlerini de şaşırttı. Bu bağlamda, programın asıl hedefi öğrencilerin dinleme ve konuşma becerisini geliştirmek olduğu düşünüldüğünde bu becerilerle ilgili etkinliklerin mutlaka yapılması büyük bir önem arz etmektedir.

Çalışmanın diğer bir bulgusu öğrencilerin İngilizce'ye karşı olumlu tutum içerisinde olmalarına rağmen İngilizce dersinde başarısız olduklarını göstermiştir. Açıkçası, öğretmen tarafından kullanılan yöntem ve tekniklerde çeşitlilik olmaması öğrencilerin sıkılmalarına sebep olduğu sonucuna varılmıştır. Bundan dolayı, öğretmenlere süreçte karşılaşılan sorunlara rağmen öğrenci merkezli etkinliklerden vazgeçmemeleri ve öğrenciler tarafından beklendiği gibi öğrencilerin ilgilerini daha çok çekebilecek eğlenceli etkinlikler kullanmaları önerilmektedir. Daha somut bir

şekilde ifade etmek gerekirse öğrenciler oyun benzeri etkinliklerle eğlenerek öğrenmeyi beklemektedirler.

Ortaokul İngilizce öğretim programı sözlü pratiği destekleyen iletişimsel yaklaşımı benimsemesine rağmen, araştırma bulguları öğretmenlerin daha çok dil bilgisi kuralları ile ilgili konu anlatımını tercih ettiklerini göstermiştir. Bunun sonucu olarak da öğrencilerin dinleme, konuşma ve hatta yazma becerileri beklendiği gibi geliştirilememiştir. Bu bağlamda, öğretmenlere iletişimsel etkinlikleri daha fazla kullanmaları önerilmektedir. Aslında, dil bilgisi kurallarına bu kadar çok odaklanma sebepleri arasında en büyük etken TEOG sınavı olarak gösterildi. Bundan dolayı, karar vericilere ya TEOG sınavını kaldırmaları ya da bu sınavda İngilizce ile ilgili her hangi bir soru sormamaları önerilmektedir.

Bu çalışmada elde edilen diğer bir bulgu da okul yönetiminin öğretmenlerden sadece sınıflarda kullandıkları yazılı sınavlarını istediklerini göstermiştir. Daha somut bir şekilde ifade etmek gerekirse, bu davranış öğretmenlerde öğrenci başarısının sadece yazılı sınavlarla ölçülmesi gerektiği algısını oluşturmuştur. Bu bağlamda, okul idarecilerine öğretmenlerden öğrencilerin dinleme ve konuşma becerilerini de ölçmelerini ve bu beceriler için kullandıkları ölçme ve değerlendirme araçlarını talep etmeleri tavsiye edilmektedir.

Son olarak, öğretmen anketiyle elde edilen bulguların aksine görüşmelerden elde edilen bulgular programın çok yoğun olduğunu ve zaman yetersizliğinden dolayı bütün etkinlikleri yapma olanağı tanımadığını göstermiştir. Programı zamanında bitirme endişesinden dolayı dinleme, konuşma, ve yazma becerileri ile ilgili etkinliklerin yapılmadan geçildiği gözlemlenmiştir. Açıkçası, yapılan gözlemler öğretmenlerin gramer kurallarını en ince detayına kadar verebilme çabasından dolayı zaman sorunu yaşadığını göstermiştir. Bu bağlamda, öğretmenlere dil bilgisi kuralları için çok fazla zaman harcamamaları ve bu konu hakkında çok fazla detaya girmemeleri önerilmektedir.

Bu çalışma, ortaokul İngilizce öğretim programı ile ilgili gelecekte yapılacak çalışmalar için de önemli öneriler sunmaktadır. Öncelikle, bu çalışma Türkiye'nin bir ili olan Ankara'da uygulandı. Bu bağlamda, Türkiye'nin farklı illerinde benzer çalışmalar yapılarak sonuçları karşılaştırılabilir.

İkinci bir öneri ise kullanılan değerlendirme modeli ile ilgili sunulabilir. Bu çalışma çeşitli veri toplama aracı kullanımını destekleyen Stake'in uygunluk-olasılık kullanılarak yapıldı ve böylece bazı değişkenler arasındaki etkileşimin programın uygulanışına ve genel sonuçlarına etkilerini ortaya çıkarmayı mümkün kıldı. Bu bağlamda, benzer çalışmalar bu model kullanılarak bu şehirde, başka şehirde veya başka öğretim programları üzerinde yapılabilir.

Son olarak, bu çalışma gözlemlenen bu okuldaki başarısızlığın sebebinin planlanan program ile uygulanan program arasındaki uyumsuzluktan kaynaklandığını göstermiştir. Gelecekteki çalışmalar, bu program planlandığı gibi uygulandığı takdirde beklenen başarının elde edilip edilemeyeceği üzerine planlanabilir.

## APPENDIX Z

### ADDITIONAL TABLES

Table 1

*Table of Specification for the 5<sup>th</sup> Grade Listening Test*

Units	Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation	Sum
1. My Daily Routine	-	4	-	-	-	-	4
2. My Town	-	3	-	-	-	-	3
3. Hello!	-	4	-	-	-	-	4
4. Games and Hobbies	-	3	-	-	-	-	3
5. Health	-	4	-	-	-	-	4
6. Movies	-	3	-	-	-	-	3
7. Party Time	-	3	-	-	-	-	3
<b>Sum</b>	<b>0</b>	<b>24</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>24</b>

Table 2

*Table of Specification for the 6<sup>th</sup> Grade Listening Test*

Units	Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation	Sum
1. After School	-	3	-	-	-	-	3
2. Yummy Breakfast	-	3	-	-	-	-	3
3. A Day in My City	-	4	-	-	-	-	3
4. Weather and Emotions	-	3	-	-	-	-	3
5. At the Fair	-	3	-	-	-	-	3
6. Vacation	-	4	-	-	-	-	4
7. Occupations	-	5	-	-	-	-	3
<b>Sum</b>	<b>0</b>	<b>25</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>25</b>

Table 3

*Table of Specification for the 7<sup>th</sup> Grade Listening Test*

Units	Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation	Sum
1. Appearance and Personality	-	4	-	-	-	-	4
2. Biographies	-	4	-	-	-	-	4
3. Sports	-	3	-	-	-	-	3
4. Wild Animals	-	3	-	-	-	-	3
5. Television	-	3	-	-	-	-	3
6. Parties	-	4	-	-	-	-	4
7. Superstitions	-	5	-	-	-	-	5
Sum	0	26	0	0	0	0	26

Table 4

*Table of Specification for the 8<sup>th</sup> Grade Listening Test*

Units	Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation	Sum
1. Friendship	-	3	-	-	-	-	3
2. Teen Life	-	3	-	-	-	-	3
3. Cooking	-	4	-	-	-	-	4
4. Communication	-	4	-	-	-	-	4
5. The Internet	-	3	-	-	-	-	3
6. Adventures	-	4	-	-	-	-	4
7. Tourism	-	5	-	-	-	-	5
Sum	0	25	0	0	0	0	25



Table 5

*Table of Specification for the 5<sup>th</sup> Grade Speaking Test*

Units	Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation	Sum
1. My Daily Routine	-	-	3	-	-	-	3
2. My Town	-	-	3	-	-	-	3
3. Hello!	-	-	4	-	-	-	4
4. Games and Hobbies	-	-	3	-	-	-	3
5. Health	-	-	2	-	-	-	2
6. Movies	-	-	3	-	-	-	3
7. Party Time	-	-	2	-	-	-	2
Sum	0	0	20	0	0	0	20

Table 6

*Table of Specification for the 6<sup>th</sup> Grade Speaking Test*

Units	Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation	Sum
1. After School	-	-	3	-	-	-	3
2. Yummy Breakfast	-	-	3	-	-	-	3
3. A Day in My City	-	-	3	-	-	-	3
4. Weather and Emotions	-	-	3	-	-	-	3
5. At the Fair	-	-	2	-	-	-	2
6. Vacation	-	-	3	-	-	-	3
7. Occupations	-	-	3	-	-	-	3
Sum	0	0	20	0	0	0	20

Table 7

*Table of Specification for the 7<sup>th</sup> Grade Speaking Test*

Units	Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation	Sum
1. Appearance and Personality	-	-	3	-	-	-	3
2. Biographies	-	-	3	-	-	-	3
3. Sports	-	-	4	-	-	-	4
5. Television	-	-	4	-	-	-	4
6. Parties	-	-	3	-	-	-	3
7. Superstitions	-	-	3	-	-	-	3
Sum	0	0	20	0	0	0	20

Table 8

*Table of Specification for the 8<sup>th</sup> Grade Speaking Test*

Units	Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation	Sum
1. Friendship	-	-	3	-	-	-	3
2. Teen Life	-	-	3	-	-	-	3
3. Cooking	-	-	3	-	-	-	3
4. Communication	-	-	2	-	-	-	2
5. The Internet	-	-	3	-	-	-	3
6. Adventures	-	-	3	-	-	-	3
7. Tourism	-	-	3	-	-	-	3
Sum	0	0	20	0	0	0	20

Table 9

*Table of Specification for the 7<sup>th</sup> Grade Writing Test*

Units	Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation	Sum
1. Appearance and Personality	-	-	1	-	-	-	1
2. Biographies	-	-	1	-	-	-	1
3. Sports	-	-	1	-	-	-	1
4. Wild Animals	-	-	1	-	-	-	1
5. Television	-	-	1	-	-	-	1
Sum	0	0	5	0	0	0	5

Table 10

*Table of Specification for the 8<sup>th</sup> Grade Writing Test*

Units	Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation	Sum
1. Friendship	-	-	1	-	-	-	1
2. Teen Life	-	-	1	-	-	-	1
3. Cooking	-	-	1	-	-	-	1
5. The Internet	-	-	1	-	-	-	1
6. Adventures	-	-	1	-	-	-	1
Sum	0	0	5	0	0	0	5

## APPENDIX ZA

### TEZ FOTOKOPİSİ İZİN FORMU

#### ENSTİTÜ

Fen Bilimleri Enstitüsü	<input type="checkbox"/>
Sosyal Bilimler Enstitüsü	<input checked="" type="checkbox"/>
Uygulamalı Matematik Enstitüsü	<input type="checkbox"/>
Enformatik Enstitüsü	<input type="checkbox"/>
Deniz Bilimleri Enstitüsü	<input type="checkbox"/>

#### YAZARIN

Soyadı : Kaya  
Adı : Suat  
Bölümü : Eğitim Bilimleri

**TEZİN ADI** (İngilizce) : Evaluation of the Middle School English Language Curriculum Developed in 2012 Utilizing Stake's Countenance Evaluation Model

**TEZİN TÜRÜ** : Yüksek Lisans  Doktora

1. Tezimin tamamından kaynak gösterilmek şartıyla fotokopi alınabilir.
2. Tezimin içindekiler sayfası, özet, indeks sayfalarından ve/veya bir bölümünden kaynak gösterilmek şartıyla fotokopi alınabilir.
3. Tezimden bir (1) yıl süreyle fotokopi alınamaz.

**TEZİN KÜTÜPHANEYE TESLİM TARİHİ:**