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**Evaluation of Ninth Grade English Instruction Programme
Qualitatively Through Hammond's Cube Model* ****
**Dokuzuncu Sınıf İngilizce Öğretim Programının
Hammond Küp Modeli ile Nitel Değerlendirilmesi**

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ABSTRACT

In this study, it is aimed to evaluate the 9th Grade English Curriculum with the Hammond Cube Model within the scope of the new English secondary education program, which started to be implemented gradually key to the grade level in the 2015-2016 academic year. In the process of meeting the expected standards of the new program which aims to further improve communicative competencies in English language, the need for a program assessment has emerged. In the study, variables of organization, content, method, and facilities included in the dimension of instruction; the variables of cognitive, affective and psychomotor domains included in the dimension of instruction and the variables of teacher and student included in the dimension of institution which are all present in the Hammond Cube Evaluation Model were aimed to be evaluated systematically and comprehensively through observation and semi-structured interviews. The research was designed with qualitative study model. In the Aydın province center, among the 7 Anatolian high schools which were determined to take into the scope of the research, 3 high schools were opted for gathering data. Qualitative semi-structured interviews were conducted with 8 English teachers who lectured in 9th class in the 3 schools mentioned and with three

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students for each school and nine students in total. In these three high schools, different English teachers and different 9th classes were observed through non-participant observation. All qualitative data obtained are analyzed by inductive content (thematic) analysis. In the research it was found that the 9th grade English language curriculum is comprehensive and functional. However, in the learning and teaching situations there are many obstacles for students to gain communicative proficiency in English language.

Keywords: English curriculum, Program evaluation, Hammond's cube model.

ÖZ

Bu çalışmada 2015-2016 akademik yılında kademeli olarak uygulanmaya başlayan yeni İngilizce ortaöğretim programı kapsamında 9. Sınıf İngilizce Öğretim Programı'nın Hammond Küp Modeli ile değerlendirilmesi amaçlanmıştır. İngilizcede iletişimsel yeterlikleri daha çok geliştirmeyi hedefleyen yeni programın beklenen standartları karşılayabilmesi bakımından bütüncül bir program değerlendirmesi yapılması gerekliliği ortaya çıkmıştır. Çalışmada, Hammond Değerlendirme Modeli'ndeki öğretim boyutunda yer alan organizasyon, içerik ve yöntem ve imkân değişkenlerinin, kurum boyutunda yer alan öğrenci ve öğretmen değişkenleri ve davranışsal boyutta yer alan bilişsel, duyuşsal ve devinişsel alan değişkenlerinin gözlem ve yarı yapılandırılmış görüşmeler yoluyla kapsamlı ve sistematik olarak değerlendirilmesi amaçlanmıştır. Araştırma nitel araştırma modelindedir. Çalışma kapsamına alınan Aydın il merkezindeki 7 Anadolu lisesi arasından belirlenen 3 okulda görev yapan 9. sınıfta derslere giren 8 İngilizce öğretmeniyle ve belirlenen bu üç liseden üçer öğrenci olmak üzere 9 öğrenci ile yarı yapılandırılmış görüşmeler gerçekleştirilmiştir. Ayrıca, belirlenen bu üç lisede farklı dokuzuncu sınıflarda ve farklı ders saatlerinde farklı öğretmenler ile sürdürülen İngilizce dersleri aralıklı katılımsız gözlem yoluyla incelenmiştir. Ulaşılan tüm nitel veriler tümevarımsal içerik (tematik) analizi ile çözümlenmiştir. Araştırmada, 9. sınıf İngilizce öğretim programının kapsamlı ve işlevsel olduğu, ancak eğitim-öğretim durumlarında, öğrencilerin hedeflenen iletişimsel yeterliğe erişebilmelerine engel teşkil eden birçok öğenin olduğu belirlenmiştir.

Anahtar Sözcükler: İngilizce öğretim programı, Program değerlendirme, Hammond's küp modeli.

INTRODUCTION

Although people speak different languages in different locations around the world, they actually have common problems in general. It is therefore essential for people to learn different languages for a better understanding (Saydı, 2016). Akmençe et al. (2017), emphasizing that the last step in education is to educate citizens in a society as a whole with their cognitive and affective characteristics as beneficial individuals for themselves and for the society in which they live, they stated that learning English also contributed to this goal and noted that through learning English, citizens who follow the developments and changes in the world and who can introduce their country better in the international area could be trained. Since learning English has an important place in every aspect of society, it provides a significant advantage to those who learn this language (Zuparova, Shegay & Orazova, 2020).

Especially in the eighties and after, English, although increasingly preferred in Turkey as in the world, starting in elementary school until the completion of high school, the expected goals were not reached in the compulsory English classes which started in primary school age and continued until compulsory high school (Kırkıç and Boray, 2017). Despite the investment and efforts made in the field of teaching foreign languages in Turkey, failing to reach the desired success, is among the major problems to be solved in our country which is a candidate member of the European Union (Oktay, 2015). The main source of the problem can be defined as inefficiency in foreign language teaching (Şeker and Aydın, 2011). The student who takes part in the process of learning foreign languages from secondary education to the end of higher education, still cannot learn the foreign language at the targeted level (Çelebi, 2006). Inability to eliminate negative attitudes towards foreign language can also be regarded among the causes of problems (Gökdemir, 2005).

English course curriculum of Turkey has been prepared in line with the general aims and basic principles of Turkish National Education defined in the Basic Law of National Education No. 1739 ([www. meb. gov.tr](http://www.meb.gov.tr)). Secondary Education Institutions English

Course Curriculum has been prepared in order to increase the quality of foreign language teaching in our country, to enable students to meet their own needs by using English as a communication tool, to be able to use technology, to learn and to progress continuously by learning and to solve problems by using their thinking skills (www.meb.gov.tr). In the 2015-2016 academic year, a new curriculum was introduced at the 9th grade level. The curriculum adopted in 2014 has been revised and has been finalized gradually applying to classes starting from the 9th grade level in the 2015-16 academic year to the upper grades in the following years. The draft of the new program, which was updated, was suspended for review and was adopted on 17.07.2017 (www.meb.gov.tr). Accordingly, it was decided to remove the curriculum adopted in 2014 at all grade levels as of the academic year of 2018-2019. In program of 2017, unlike the one of 2014, it was stated that activity-based approach was adopted and that English was seen as a communication tool rather than a course to be studied (www.meb.gov.tr). In the English language secondary school programs adopted in 2014 and 2017, it was emphasized in both that the main objective was to provide an inspiring, motivating and entertaining learning environment for learners to use English effectively and fluently and to be self-directed (www.meb.gov.tr). As of the 2017-2018 academic year, the first (main) foreign language courses in the 9th, 10th, 11th and 12th grades of Anatolian high schools were determined as four hours per week (meb.gov.tr, 2017). The effectiveness of these high schools, which focus on English language skills, should be evaluated in the process and in the end. Also, studies should be conducted to determine which methods to follow in order to graduate students as the ones who have acquired English language skills fully. In this respect, learner characteristics have important place in language learning-teaching process. Affective characteristics such as motivation, attitude and self-efficacy are as important as the cognitive domain in the achievement of the target of foreign language teaching programs (Hancı Yanar and Bümen, 2012). According to Krashen and Terrell (1983; cited in Paker, 2012), when students' motivation and self-confidence increases, they perceive and comprehend the stimulus in a better way, so that their interactions in the target language are safer.

In the process of learning a foreign language, students' high motivation and reasonable level of anxiety may positively affect their responsibility in learning and increase their efforts to convert their learning into performance. Since language teaching is not purely knowledge teaching and more related to skills, it is very important for students to be active in improving four skills and willing to learn languages (Gömleksiz and Kılınç, 2014). Also, teacher's positive feedback can motivate the students (Faturrochman, Darmawan & Hadi, 2021).

Cognitive and affective characteristics, together with individual differences, affect the quality of learning English as a foreign language. In the opinion of Astuti (2019), in addition to the different learning styles of the students, learning strategies they choose and their reactions to a particular teaching method are also different. Erbil Tursun (2010) emphasizes that lack of a sufficient focus on individual characteristics and differences in foreign language education can be considered as a cause of failure. In this respect, regarding the individual characteristics, it should be considered how to increase the effectiveness of the English learning process. Our country is the place where natural interaction is the lowest in language teaching and learning is only limited to the school environment (Suna ve Durmuşçelebi, 2013). In order to improve the quality of foreign language education, students need not be limited to classroom learning, but need to be self-confident learners who can perform their learning outside the school effectively. If learning environments are of a quality that supports autonomy, students will feel more competent and more willing to communicate (Zarrinabadi, Lou, & Shirzad, 2021). Factors such as the prominence of communicative approach in language teaching and students' autonomy have enabled learners to be at the center of the learning process in language learning (Barbot, 2000; cited in Kurt and Acat, 2016). In this respect, in order to contribute to the development of language learning programs, the need to investigate and evaluate the learner features in a holistic and comprehensive manner comes to the fore. In addition to the cognitive and affective learning domains, giving the necessary importance to the psychomotor domain may accelerate the process of learning the target language effectively. In order to increase the effectiveness of the learning process,

cognitive activities should be enriched with activities within the scope of psychomotor learning. In this respect, evaluation of the new curriculum together with the implementation processes in the field has become a necessity for obtaining data that will contribute to the development of new curriculum. It is expected that the applied curriculum will have the highest level of effectiveness in achieving the gains. In this respect, evaluation of the curriculum, determination of its strengths and weaknesses and the role of the program in achieving the objectives are of great importance for the program improvement and program development activities. In the program evaluation studies, an evaluation model appropriate for the nature of the study subject should be determined in order to best address the research question. In this study, on the basis of research problems, the Hammod cube evaluation model, which allows to examine behavior, teaching and institution dimensions and relations among sub-variables of these dimensions thoroughly was used. Hammond developed a three-dimensional cube to contribute to the evaluation research that affects the success or failure of any educational activity (Guskey, 2000; Hammond, 1973, cited in Eser, 2011). The Hammond model presented a program definition cube detailing instructional and institutional variables that had been often overlooked in previous assessments (Worthen, Sanders, & Fitzpatrick, 1997).

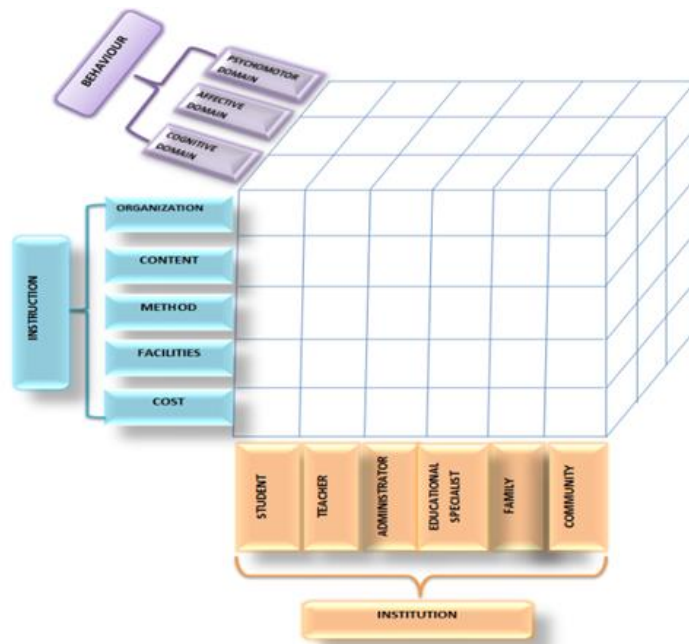


Figure 1. The evaluation structure (Hammond, 1968)

Hammond (1968) stated that the success or failure of innovations in curriculum is determined within the interaction of certain factors in the educational environment, and that the factors affecting innovation are defined in the context of certain dimensions and variables that function in a three-dimensional structure (as shown in the figure 1-1) In addition, Hammond (1968) emphasized that the interaction of variables in each of these three dimensions produces a combination of variables that are defined as factors considered when evaluating a program, and that the importance of any combination of variables is determined by the nature of the curriculum chosen for research (Hammond, 1968). This model includes three main dimensions and sub-factors covered by these dimensions. Among the sub-factors in these main dimensions, the relationships between them can be examined making a choice key to the purpose and nature of the study. Thus, this model, which is comprehensive in that it includes many factors, is also important in terms of showing clearly the subjects in the field that have been researched. Each cell (square) in all the three surfaces of the cube model can be an intersection zone

to investigate the relationship between factors the researcher has chosen. The researcher can choose one or more squares as intersection cells depending on the research questions. The researcher can determine the study questions and sub-questions without breaking the framework of the intersection cell-related factors determined in the model. Hammond was not only interested in determining whether goals were achieved, but also why some educational innovations failed while others were achieved (Ingham, 2008, cited in Eser, 2011).

English is the foreign language course with the highest number of teaching hours in Anatolian high schools. In this respect, in order to render English language teaching effective in Anatolian high schools and to reach the program objectives, functional continuity should be provided to the program development studies by evaluating the unachieved targets and making the necessary amendments. The main purpose of the 9-12 Grades Secondary English Course curriculum is to provide students with an encouraging / motivating and entertaining learning environment for effective, fluent and accurate use of English (mufredat.meb.gov.tr, 2017). This learning environment can be provided by educational situations in which students are not passive and actively participate in activities. In all these aspects, it is important to make an integrative evaluation considering the affective characteristics of the students as well as their cognitive characteristics. In this context, it should be aimed to graduate the students as the ones who have gained competence in language skills before they begin higher education. Besides, learning environments where the students can convert their potential in language learning to the highest level of performance should be arranged. It is noteworthy that the new English curriculum, which has been gradually implemented since the 2015-2016 academic year, is structured to increase students' motivation through activities and practices that encourage them to speak English effectively. In the process of implementation of the 9th grade new English curriculum, which aims to render students acquire English language skills and gain communicative competencies in the desired standards in the target language, the evaluation of the opinions of English teachers and 9th grade students in this research may help decision makers about the

effectiveness of the program. In addition, the results obtained from the research can shed light on the development and evaluation of new programs. English Course curriculums adopted by the Ministry of Education in 2014 and in 2017 which are mentioned above, emphasized that, in terms of many students, the lack of effective communicative competence remains as a problem (www.meb.gov.tr). One of the goals of Anatolian high schools, which aim to educate students in many ways, is to encourage their students to learn and use English effectively. In this respect, Anatolian high schools were included in the study in order to examine the current situation in English language teaching and to determine the obstacles encountered in the learning situations and the factors that will increase efficiency. The results of this study are expected to contribute to the field by providing data for program evaluation and development studies.

Aim of the Research

In this research, it was aimed to examine the 9th grade English instruction curriculum implemented in the 2015-2016 academic year with the Hammond Evaluation Cube Model. In the process of meeting the expected standards of the new program which aims to further improve communicative competencies in English language, the need for a program evaluation has emerged. In the research, some intersection cells in the Hammond Cube model was chosen to study regarding the dimensions which are behaviour, instruction and institution. The respective sub-factors of these dimensions included in this study are: organization, content, method, and facilities; cognitive, affective and psychomotor domains; teacher and student. All of these factors were aimed to be evaluated systematically and comprehensively through observation and semi-structured interviews. For the study, the problem sentence the writers addressed is as follows:

How is the quality of the variables in the behaviour, teaching and institutional dimensions of the Hammond Cube Model in achieving the objectives of the 9th grade new English curriculum?

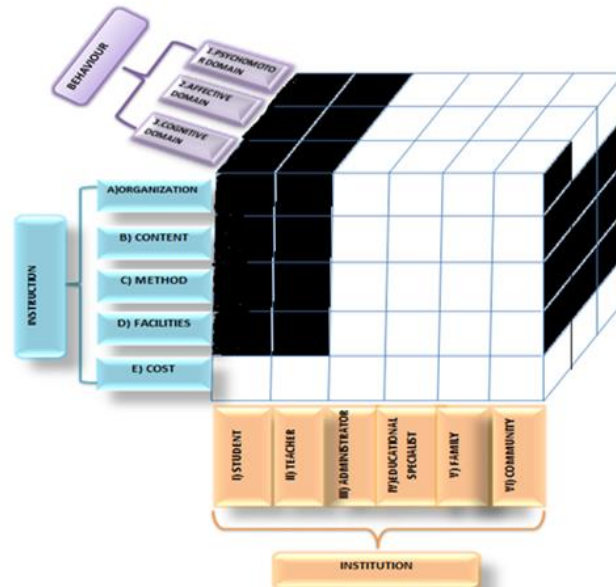


Figure 2. Variables examined in this research

In the above figure, investigated variables within this research through qualitative methods are shown in the Hammond's Evaluation Cube Model (1968).

Following sub-problems were sought in this study for an answer in analysis of qualitative data in order to reach general objective of the research:

* In the context of the relations among the cube variables which are psychomotor domain, content, methods and facilities, how are the views of the students and teachers and observation findings of the researcher?

* In the context of the relations among the cube variables which are affective domain, content, methods and facilities, how are the views of the students and teachers and observation findings of the researcher?

*In the context of the relations among the cube variables which are cognitive domain, organization, content, methods and facilities, how are the views of the students and teachers and observation findings of the researcher?

METHOD

In this section, the research model, study group, data gathering tools and process of data gathering and analysis are explained. Qualitative research method was used in this study. After the analysis of the qualitative data by thematic content analysis, the findings were systematically reported within the context of the cells (squares in the cube model) where the relevant variables in the “behavior”, “instruction” and “institution” dimensions in the Hammond Cube model intersect. The analysis of the data by thematic content analysis allowed the situation to be described in more detail in the chosen cells of the cube model. The findings of each intersection cell (squares in the cube which help the researcher to examine the relationship among the factors chosen from the Hammond’s cube model) were re-evaluated and the main results were obtained. The Hammond Cube model not only allows a detailed examination of the results obtained in this study, but also provides a concrete picture of the main results.

Participants

In this section, the characteristics of the determined participant group to conduct semi-structured interviews and semi-structured observation study are included. The participants of the interview are 9th grade students in 3 Anatolian high schools included in the study and teachers working in these schools. Within the scope of the observation, different 9th grade students and teachers in different English lessons in these high schools were examined. For the qualitative aspect of this research, different study group techniques were determined in the context of interviews. Through typical sampling, in 3 high schools among 7 Anatolian high schools included in the research; semi-structured interviews were conducted with 8 English teachers working in 9th grade. Yıdırım and Şimşek (2008) underlines that the purpose here is not to make generalizations to the

universe by selecting typical situations. And they state that the aim is to have an idea about a particular area by studying average situations or to inform those who do not have enough knowledge about this area, subject, application or innovation. In addition, semi-structured interviews were conducted with three students in the ninth grade in each three Anatolian high schools, which were determined to be the lowest, moderate and highest level in Aydın Efeler district by stratified purposeful sampling based on the average scores of students in high school admissions.

In three Anatolian high schools, which were determined to be at the lowest, moderate and highest level of success in a central district of Aydın by stratified purposive sampling, through maximum diversity sampling, English courses conducted with different teachers in different ninth grades and different school hours, 12 different English teachers, one week for each school, and 15 different 9th grade classrooms were examined through discontinuous non-participant observation for a total of 27 lessons. In the case of discontinuous observations, the observation units within a certain occurrence are monitored by specific time intervals or sampled time intervals. Thus, the likelihood of the observed relationships to represent various situations increases (Karasar, 2011).

Data analysis

All qualitative data obtained in the study were analyzed through inductive content (thematic) analysis. In this study, content analysis was conducted from an inductive perspective. Inductive designs begin with specific observations and are built towards general structures. Categories or sub-dimensions come into view as the evaluator makes sense of the structures in the current program in the analysis of open-ended observation data (Patton, 1987). In the process of data collection in order to reveal the situation in depth, the details were aimed to be described as much as possible. Two researchers made independent observations during the same course hours. All observation and interview data were analyzed separately by content analysis. A total of 1620 codes were obtained for all qualitative data, 408 for interview data and 1212 for all observation data. Samples from interview and observation data were coded independently by two different researchers. Then, with reference to Miles and Huberman (1994) formula, the

number of compatible codings was divided by the total number of compatible codings and incompatible codings, and the percent of reliability between the coders was calculated. Two independent coders, except the researcher, coded interviews conducted with 3 students, one student for each of the three schools, and interviews conducted with two teachers. The first independent coder also coded two independent observation data for 5 lesson hours, one for two teachers' hours in the first school, one for two teachers in the second school and one for one teacher in the third school. The first independent coder also coded separately two independent observation data for 5 lesson hours in total, one for two lesson hours of one teacher in the first school, one each for two teachers in the second school, and one hour for one teacher in the third school.

Accordingly, the reliability values of the codings made by the researcher with the codings performed independently by the other two experts are shown in the table.

Table 1. Reliability Values Between Coders

	Interviews with Teachers	Interviews with Students	First High School Observation	Second High School Observation	Third High School Observation
Reliability Value with First Independent Coder	0.88	0.91	0.85	0.85	0.84
Reliability Value with Second Independent Coder	0.90	0.92			

Regarded with the obtained values, the reliability between the coders was found to be high. Observation data were independently noted by the researcher and another expert in the field of English. All data were analyzed separately by the researcher. 556 codes were formed for the first observer data and 656 for the second observer data. It was observed that all the codings on the observation data formed different meaningful units within itself. Categories were formed from these meaningful units. It was determined

that the codes in both observation data sets consisted of the same 42 categories. For both data sets, the frequency of the codes (indicators) constituting each category was calculated and the intraclass correlation reliability coefficient was calculated in the SPSS program.

Table 2. Interobserver Reliability

Case Processing Summary				Reliability Statistics				
				Cronbach's Alpha	N of Items			
Cases	Valid	42	100,0	,946	2			
	Excluded	0	,0					
	Total	42	100,0					
Intraclass Correlation Coefficient								
		Intraclass correlation ^a	95% Confidence Interval		F Test with True Value 0			
			Lower Bound	Upper Bound	Value	df1	df2	Sig
Single Measures		,887 ^b	,790	,939	18,381	41	41	,000
Average Measures		,940 ^c	,883	,969	18,381	41	41	,000

The obtained values showed that the exact agreement coefficient among the observers was significant ($p < 0.05$) and high (0.94,6). In order for a qualitative study to be valid, it must meet certain criteria. These include credibility, transferability, dependability and confirmability (Lincoln and Guba, 1982). Guest, MacQueen and Namey (2012) handled the concepts of validity and reliability as credibility and dependability in terms of qualitative research. Similarly, Krefting (1991) stated that the concept of internal validity in quantitative research corresponds to the concept of credibility in the

qualitative approach and that the criterion for trustworthiness is truth value. Again, Krefting (1991) stated that other criteria in qualitative research are applicability for transferability; consistency for dependability; neutrality for confirmability. Chilisa and Preece (2005) also stated that the concept of confirmability corresponds to the concept of objectivity in qualitative research. They also stated that in a qualitative study, participants' representing multiple realities as much as possible and that their being realistically aware of their definitions and interpretations of their experiences increase the credibility. According to them, another criterion, transferability, can be increased by defining the setting in detail in the study. Meeting these criteria in this research has been of primary importance in all procedures from interviews and observation to analysis of data and reporting. Semi-structured interview forms prepared for teachers and students as well as the main criteria to be considered for observation were put into final form after consulting experts' opinions. With the 9th grade English course curriculum and relevant literature research, the scope of the observation and interview forms decided to apply to students and teachers was enriched and the level of representation of the current situation was increased. In the research, it was considered important to better represent the current situation by providing data diversity through interviews and observations. In line with the principles of interview and observation, detailed and in-depth information was obtained from the participants and the findings were reflected in the report in detail. The reliability and validity of the study were increased by considering the principle of objectivity during all phases of the research.

Compliance with ethical rules

In the Aydın province center, 3 Anatolian high schools were chosen for data gathering. Qualitative semi-structured interviews were conducted with 8 English teachers who lectured in 9th class in the 3 schools mentioned and with three students for each school and nine students in total. In these three high schools, different English teachers and different 9th classes were observed through non-participant observation. This article is reproduced from qualitative part of first author's doctoral dissertation thesis written under the supervision of second author. The study was completed diligently in

accordance with scientific ethical rules. The necessary permission for the thesis research was given by the Aydın Directorate of National Education in 19.09.2016 with the number 90864724-605-E.9887647. The permission document is attached to the article.

FINDINGS and RESULTS

In this section, qualitative are given in separate titles findings obtained through the analysis of interview and observation data on the basis of interrelated cells selected from the dimensions of behavior, instruction and institution in the Hammond Evaluation Cube Model. Main findings in these domains are listed under the following headings. You can review the author's doctoral thesis for all findings.

Findings for students and teachers in terms of psychomotor domain and content (1-B- I-II)

In the domain of psychomotor learning, it has been concluded that:

- Behaviors that turn into performance are limited to speaking and writing skills based on student opinions.
- Majority of the students expect the courses to be designed with game activities.
- Teachers mostly focus on improving the speaking skills of the students in the cognitive-psychomotor domain, for this purpose, they mainly try to build a dialogue with the students in English.
- Majority of teachers agreed that activities specific to psychomotor domain were rarely performed.

Teacher 7: for example, when it comes to topic "parts of body" I involve students in the lesson to ask questions like "where is my shoulder". We don't do it very often, once in a while. They like it.

Teacher 4: There is not much activity in the psychomotor area in the lessons. Role play-act out, dialogues in the book. They make different texts in the same format and animate them on the board, from time to time.

Teacher 6: Role play is very rare.

- Students' behavior by participating in the lesson by asking questions to the teacher was relatively less than the questions asked by the teachers.
- Game activities within the scope of psychomotor learning rarely take place in the courses.

Findings for students and teachers in terms of psychomotor domain and method (1-C-I-II)

In the study, it was determined that:

- In order to improve English speaking skills, students follow learning ways such as speaking with the teacher through question and answer activity, trying to speak outside the class, speaking English with foreigners in online games, talking with friends, performing karaoke, talking with tourists, looking at the meaning of words from the dictionary and also learning the correct pronunciation of the words.
- Although the students stated that the activities related to writing skills were limited in the course, in order to develop these skills, they stated that they preferred to follow ways like using vocabulary notebooks, writing meaning of English words they don't know in the videos, answering questions in given assignments through writing, doing exercises in textbooks or writing articles on topics of interest, playing games with English subtitles.
- It has been observed that a small number of students follow the learning ways mentioned above consistently and majority of them follow these ways partially enough to be successful in the course.
- Teachers built dialogue with the students through question and answer activities, and they aimed to provide them various activities so that students would interact with their friends in English. Teachers also, stated that, they themselves mostly prefer to speak in English.

Teacher 5: Group performance or self-study contribute to the autonomy of the students. They do good homework. We should never be perfectionists in English.

The important thing is mutual understanding. I encourage my students to speak even if they make mistakes.

- Teachers did not perform enough activity in the domain of psychomotor learning and they rarely benefited from smart board interactive games.

Findings for students and teachers in terms of psychomotor domain and facilities (1 –D-I-II)

In the study, it was concluded that:

- The students generally wanted to have more speaking activities in the lesson, and although they found all language skills important in English, they mostly placed their speaking skills first.

HL-S3: I wish I could be enough in all my language skills. But the most important skill is to talk. I want to go to a foreign country. I want to talk to people. I want to go during or after my university education.

ML-S1: I think speaking is more important. It's more preferable to talk to a foreigner. I met a tourist, for example, a few days ago, I needed to talk there.

- A significant part of the students stated that they wanted the courses to be designed with games.
- Teachers tend to give priority to the improvement of speaking skills.
- Integration of technology into education was limited to the activities on the smart board and that students mostly came to the smartboard to answer related exercise questions on the board.

Findings for students and teachers in terms of affective domain and content (2 -B-I-II)

In the study, it was found that:

- Almost all of the students stated that they were pleased with the content of the course and that they found it appropriate for their level,
- Teachers stated that listening activities should be more interesting in the lesson, the content of the course should consist of interesting subjects,

- Teachers often encouraged students with verbal reinforcement expressions and provided students with a positive classroom environment for a good interaction,
- Teachers motivated students by giving them information about what they will learn in the new subject, and they tried to increase students' readiness and interest for the new subject by asking questions about the previous lesson.
- And the other learning situations observed to raise the enthusiasm of the students for the English lessons can be explained as follows: performing the silent cinema game in the classroom, increased student-student interaction, working in pairs, immediate feedback of the teacher, encouraging students consistently to speak English in class, teacher's catching the attention of the students with a different technique when starting the lesson, keeping students' interest alive, teacher's building dialogue with students in English, encouraging students to interact with their friends, providing activities such as games that increase student-student interaction and confusing students to find the right answer, teacher's encouraging students find the meaning of words through clues and increasing students' curiosity and motivation to find the right answer

Findings for students and teachers in terms of affective domain and method (2-C-I-II)

It is determined that:

- Students are generally aware of the factors that prevent them from gaining proficiency in language learning skills, some students persistently follow different ways to overcome the obstacles, and some students do not strive enough to be successful because they don't know how to cope with these problems. Accordingly, students who want to gain proficiency in English and who have positive attitudes were determined to prefer different ways that will make them feel more comfortable and increase their self-confidence. They also try to follow these ways consistently, attach great importance to speaking practice and try to

increase their understanding of the target language through listening activities. These students expressed the importance of transferring English to daily life.

- Students with positive attitudes towards learning English were motivated to learn English fully, they were confident and tried to compensate their incompetencies even though they were anxious about making mistakes. These students stated that, being responsible in activities increased their learning motivation. On the other hand, the findings obtained also showed that, students who do not know about the ways to learn English effectively are anxious about making mistakes too. They do not find English among their primary interests or have no interest at all, and because of the learned helplessness caused by decreased success as new subjects are taught, do not evaluate their performance and do not make an effort to compensate for their incompetencies. Those students stated that, they cannot express themselves easily in English, even though they understand what is spoken. Although the students said that they had planned how to talk in mind, the anxiety of making mistakes decreased speaking motivation and self-confidence and they preferred not to talk for these reasons.
- Students who aim to learn English effectively, follows ways like practising listening and speaking outside the classroom, studying worksheets, going to English language course, watching English series and videos, doing exercises in the course and workbook, preparing homework, using resources and books for the target language, listening to the teacher with interest and participating in the lessons.
- It was observed that teachers made a considerable effort to increase the interest of the students and keep their enthusiasm alive. For this purpose, teachers spoke mostly in English, used clues to encourage students find the right answer, reinforced the students to participate in the lesson, provided feedback to students through checking their work to ensure them be prepared for the new lesson, motivated the students about the new subject. It was observed that all these features mentioned increased the students' interest and participation in the lesson.

- Students who seemed to be uninterested in the subjects during the course were observed to get more enthusiastic for the lesson when they begun a game activity on the smart board. And this activity clearly increased the good interaction among students. The game activity provided students with some advantages like increased interest, motivation, effort and class participation. Thus, students' enhanced interaction with each other rendered their performance improve and their active participation in the lesson was observed to increase.
- Teacher played an important role in creating a positive learning atmosphere. These behaviours can be mentioned as follow: Teachers' making considerable effort to enable students learn the words permanently, building dialogs with students in a way that they can use the words they had learnt, making students feel valued as individuals in activities and giving them the chance to choose, teaching the meaning of the words to the students by using them in sentences, building dialogue and encouraging them to reach the meaning.
- Frequent ways teachers mainly followed with the aim of increasing students' motivation help building good interaction with students to help them develop a positive attitude to the lesson, encouraging students to participate in the lessons rendering them interact with their peers, ensuring the readiness of the students before moving on to the next topic,
- Teachers also encouraged students to study by assigning them responsibility (tasks), providing immediate feedback to students and using verbal reinforcement expressions in the lesson.

Observation Note (LL):

The teacher reads the sentence, asks the students what the correct option is, and immediately confirms the answer by listening it on the smart board with students. Although some words were teached beforehand using in sentences in the lessons, students are asked the meaning of the word and the teacher explains the Turkish meaning again. Teacher gives candy to students who know the right

answer. In the second question, the lesson ends. It is observed that students have fun and are motivated by the candy surprise.

Observation Note (HL):

In the first lesson hour, textbook activities are performed on the smart board, the teacher speaks mostly English Teacher asks students: What can Luxury Cruise be? Sightseeing toure _how can you define in English? When the teacher asks about the meaning of the words, more students want give answers. The teacher reinforces the students' answers with expressions like thank you, good.

Findings for students and teachers in terms of affective domain and facilities (2-D-I-II)

In the study it was determined that:

- Students expected the courses to be designed with interesting activities and different enjoyable techniques. They also wanted more activities with songs and games in the lessons. The students stated that, if these opportunities were provided to them, they would participate in the lessons more actively.
- Other important issues expressed by the teachers were the need to provide students with a rich learning environment by supporting them with materials, audio-visual elements and software, as well as the need for a few classrooms or learning environments specially equipped for the students of the foreign language branch.

Teacher 4: Equipped languge classrooms are needed for students in 11th and 12th grades. And for the students of 9th and 10th grades, ergonomic design is a necessity. A room/classroom peculiar to English language learning should be provided for students.

Teacher 5: Really, there's a lot we can't do to ensure there's not much noise. To avoid disturbing the classrooms next door, we can be concerned even when using the smart board. For example, although students can learn many words while listening to songs, we cannot turn up the volume more.

Classrooms with sound insulation or an environment where sound is not a problem can be provided.

- Classes are not enriched enough in terms of facilitating materials that will increase the interest in learning English, the crowded classes do not allow practically different seating order, and that students who are expected to transfer what they have learned in English to daily life do not have the opportunity to learn English in an authentic way in the classroom environment. Interaction through the target language is not natural enough, and students often limit themselves to learning English to a sufficient level in their way only because they consider it a criterion to pass the course test, so they do not actively participate in the lesson as expected.

Findings for students and teachers in terms of cognitive domain and organization (3- A-I-II)

In the study, it was concluded that:

- Almost all of the students stated that too many other courses in the 9th grade limited their efforts to learn English effectively. It was determined that students are aware of a factor which makes it difficult to learn English effectively.
- More than half of the interviewed students stated that the number of hours allocated weekly to English should be at least 7-8 hours. The students stated that the main reasons for their expectation to increase the course hours were to find opportunity to do more speaking practice and to get more feedback for their mistakes.
- As for the interviews with teachers, all interviewees stated that increasing the weekly number of English lessons would increase efficiency.
- Half of the teachers emphasized the necessity of preparatory class for studying English. Accordingly, they stated that the main reasons for expecting a preparatory class were that it can provide a focused subject teaching in the

preparatory class and enough practice in the upper grades. They underlined that preparatory classes can give the chance of concentrating sufficiently on English and this can make it possible for students to acquire all language skills effectively.

- A few participants among the teachers stated that English courses' being taught by different teachers would provide a rich learning atmosphere to the students by diversifying the activities and that this application would provide two-way benefits for the students and teachers.
- When the observation data of all three high schools were examined, it was determined that the students' tendency to form short sentences in dialogues or answers to English questions, which they usually utter by the help of teachers, indicates that they cannot express themselves easily in the target language. This can be explained by the fact that students do not have the sufficient opportunity to practice what they have learnt.

Observation Note (HL):

Another activity (illustration) begins. Teacher: Where is she? In the supermarket? What is she doing? Student: She is shopping. Teacher: What is she doing now? One of the students said: How?. Teacher: Is she walking around the shopping market? or is she choosing products to buy? No response from the students. - Teacher: What do you think about the first picture? Student: she is shopping and ... (student cannot complete the sentence).

- Teachers were able to teach the subjects given during the lecture hours, the textbook activities were carried out through smart board in almost all of the lectures, but the duration of the lessons was not sufficient to enable the teachers practice more speaking activity or to use different interesting techniques.

Findings for students and teachers in terms of cognitive domain and content (3- B-I-II)

In the study, it was concluded that:

- Almost all of the students stated that the content and the way the course taught were appropriate for them.
- Most of the students expressed that, along with language learning in the English lessons, they gained an awareness about different cultures through content and thus their interest increased and they got the opportunity to compare our culture with the others. Besides, they mostly stated that the things they learnt about the cultures may contribute to the communication with foreigners when they go abroad.
- A great many of the teachers believed that course books are sufficient in terms of including cultural content and they stated that students' learning about other cultures will contribute themselves.
- Some of the teachers stated that there was an insufficiency in terms of supplementary materials, EBA resources and smart board software, and that there were problems encountered in providing the necessary equipment to integrate technology into the lesson. A teacher emphasized that supplementary materials should be appropriate and interesting for students, but teaching materials are not sufficient for the potential of young learners and that studies should be conducted on this subject.
- Teachers also stated that the activities were mostly included in the textbook and that listening activities and exercises were performed mostly through smart board. Some teachers stated that writing activities are complementary to reading activities and that writing activities reveal students' grammar and syntax errors and thus they find the opportunity to correct them.

- When the observation data in all three high schools were evaluated, it was seen that teachers preferred to use an EBA approved textbook in all the classrooms observed. It was determined that students and teachers regarded this book as more interesting than the Ministry of National Education's workbook, but it was found that teachers found the content of the MoNE workbook as sufficient, especially in terms of vocabulary.
- With reference to the observations, in all the classrooms, it was deduced that, workbook activities through smartboard were performed in the great part of the lessons. Along with these activities' including all four main language skills, it was observed that teachers had an important role in teaching of the lesson in a systematic way. In addition, that the activities on the smart board were mostly supported by visuals that could increase the interest towards lesson which in turn can enhance the mind activity. In terms of the activities and course content, it was determined that teachers made effort to improve students' speaking skills in the target language by asking questions and speaking in short dialogues with them.

Findings for students and teachers in terms of cognitive domain and method (3-C-I-II)

In the study it was determined that:

- All of the students stated that they mostly studied individually at the 9th grade level, and that most of these studies included portfolio file works and studies for exams.
- Students did not have a negative attitude towards collaborative work or group work, and friends were willing to help each other in their studies when necessary. The main reason for the tendency of the students to work individually was found to be that they could not find enough time for group work. One of the reasons that students do more self-studies at the 9th grade level is that they are in the process of getting used to each other in the first grade of secondary education.
- Teachers attached importance to improving the language skills of the students, encouraged their students to talk consistently, performed listening activities in the lesson mostly through smart board, had students read texts about the subject in the lessons, and then they enhanced students' understanding by asking comprehension questions.
- Most of the teachers stated that they made short exams (quizzes) frequently and the results of these exams provided feedback for themselves and the students.
- Majority of the lessons were maintained with smart board and textbook activities, teachers spoke mostly in English when lecturing. Teachers generally made effort to build dialogue with the students by asking them English questions on the subject, whereas the questions asked by the students in the lesson were quite a few compared to the teachers.

- Teachers consistently provided feedback to students' mistakes in a positive way, intended to increase the readiness of the students and they made effort to have students form a cognitive relation about what was taught.
- Students were given a limited variety of learning responsibilities and those were mostly composed of tasks such as completing workbook exercises or writing paragraphs.

Findings for students and teachers in terms of cognitive domain and facilities (3 – D-I-II)

In the study, it was concluded that:

- A considerable number of students were found to have a tendency for making efforts in everyday life to improve their language skills in English. In this regard, it was determined that, listening activities come to the forefront among the English language skills transferred to daily life. Most of these activities were composed of listening to English songs, watching foreign series, movies and videos.
- The students stated that they made an effort to improve their speaking skills by talking with their friends, English-speaking relatives or tourists.
- Out-of-school efforts for reading skills were mostly reading a book on a topic that is appropriate for their level and interests.
- When it comes to writing skills, when compared with the efforts of students towards other skills, it is determined that relatively fewer students make efforts to improve their writing skills. When the students' efforts to improve their language skills were evaluated, it was determined that the students mostly directed their efforts to improve their speaking skills. Although the students stated that they tried to improve their speaking skills even outside the school, a considerable part of the students stated that they could not express themselves easily while speaking English, and the majority of them stated that they needed more practice for speaking. These findings indicate that learning processes need

to be enriched with more engaging speaking activities in order to improve students' speaking skills.

- More than half of the teachers stated that their students mostly tend to be directed and do not make self-evaluation. One of these teachers stated that there was little incentive for students to evaluate themselves in the course. One teacher stated that some students were seeking ways to learn more effectively by asking the teacher's opinion.
- In regard to the problems mentioned by teachers, the workload of the courses in the ninth grade was heavy, the physical environment should be motivating for learning and the teaching materials should be enriched and there was a need for prep classes.
- Teachers made efforts to improve autonomy such as giving appropriate guidance in line with the characteristics of the students, evaluating the students objectively, tolerating the students when they made mistakes, encouraging the students to be more productive, and advising the students to ask themselves questions.
- Learning materials didn't show the same functionality for all students because the learning environment was not effective enough, that the activities were performed through textbook and smart board in most of the lessons, and that the learning environment was not rich in terms of supplementary materials.

CONCLUSION

In this section, the findings obtained by qualitative methods for the features examined in the research in terms of the variables in the Hammond Cube Model are presented after being brought together in a systematic order and compared with the results of other related researches.

Main results of the research are classified as favourable and unfavourable (insufficiencies, expectations, etc.). The favourable results obtained in this research can

be explained as follows: Teachers, with the aim of ensuring students' readiness, place emphasis on immediate positive feedback and cohesion. In the study conducted by Lee, Mak and Burns (2015), the role of feedback in increasing students' competence and self-confidence was emphasized. In this research, in accordance with the communicative based curriculum, speaking skills were considered by both teachers and students as of priority over other language skills. In order to improve speaking skills, it was observed that teachers adopted a communication-based teaching manner in the target language. In this context, teachers speak in English as much as possible in the lessons. In the study conducted by Sariçoban and Can (2012), it was suggested that activities should be designed in a way that could help students improve their communicative competence and lead them to become autonomous learners, and that this would create a safe balance between the analytical and experiential aspects of learning. In this study, it was observed that listening activities in the target language were also performed to enhance understanding and to improve speaking in the target language. Egamnazarova & Mukhamedova (2021) state that listening realisation is the basis of other language skills.

In a study conducted by Takan (2014) with students in an Anatolian High School, it was concluded that listening and reading aloud activities had a positive effect on students' pronunciation. In this regard, teachers may be advised to include more listening activities in the lessons. In this study, it was found that, teachers endeavored to encourage students learn the words permanently and to enable them build cognitive association between the meaning and the words. In addition to these positive features, it was observed that teachers mostly provide students with a positive learning atmosphere as much as they can. It was found out that, this positive atmosphere contributed to the interaction between "teacher and student" and interaction among peers as well as increasing efficiency. Besides, it was noticed that the students' interaction with their peers increased their interest to the lesson. Wijaya (2021) emphasizes that teachers' emotional states have an impact on the learning atmosphere.

In this study, it was determined that teachers care about the individual differences of their students and tolerate their mistakes reasonably. Teachers' often calling their

students with their names can be said to be an important behavior to make students feel more appreciated. Teachers also encouraged their students to participate in the lessons and often used verbal reinforcing expressions. It was seen that the teachers also included game activities in the lessons. It was observed that positive learning atmosphere and especially the game activities considerably increased the students' interest in the lesson. The finding of the study conducted by Yüncü Kurt (2014) that the positive approach of the teacher and rewarding the student effort are motivating factors is similar to the findings of this study. In this study, with reference to the interviews conducted with the students, that they have an awareness about the factors which generally impede them from gaining proficiency in language learning skills and their habit of following different ways persistently to overcome the obstacles are among the favourable results reached in this research. It can be inferred that knowing how to learn is important in terms of increasing self-confidence and motivation, and that these characteristics form a dynamic whole that strengthens and influences each other. Knowing how to learn is closely related to the concept of metacognition. Flavell (1979) stated that metacognitive knowledge generally consists of knowledge about which factors and variables affect the process and outcome of cognitive activities and how. In the study conducted by Şener and Erol (2017), it was found that students who increased their self-efficacy could better use the opportunities of learning a foreign language and that their motivation would increase when they believed that they would be more successful in the activities. In that study it was also stated that one of the factors that bring this belief to light is that students set goals for themselves and high self-efficacy level can reduce anxiety and negative emotions.

In this research, the expectations and insufficiencies (unfavourable findings) can be explained as follows: Teachers and students find the English course hours allocated in the instruction program as insufficient. In accordance with this finding, there are also studies in the literature that have found that the hours of English courses are insufficient (Karcı Aktaş, 2012; Yücel, Dimici, Yıldız and Bümen, 2017; Altın, 2018; Memişođlu, 2021; Aydođan Koral, 2021). In this study, teachers and students stated that, insufficient

instruction hours impeded English speaking activity from being practised efficiently. In the study conducted by Özmat (2017), the finding that students want more speaking activities is similar to the finding of this research. In the study conducted by Ombati, Omari, Ogendo, Ondima and Otieno (2013), it was concluded that one of the things which secondary school students have problems is the lack of practice in English. In our study, it was found that insufficient vocabulary of students weakened speaking performance as well. Taşdemir (2018), in his study, found that the main reasons for the students who perceived themselves as inefficient in English were the lack of grammar and vocabulary knowledge. Zou, Huang & Xie (2021) express that, it is important for language learners to have effective vocabulary learning approaches. In our study, students stated that because of the insufficiency of time, they could not get enough feedback about learning processes in order to evaluate themselves better. In our study, limited number of weekly English lessons' reducing the use of various methods and techniques in the lessons and in this regard, teachers' not concentrating enough on providing learning opportunities appropriate for the individual characteristics are among the other results. There are also studies (Acar, 2013; Dağ Gülcan, 2013; Abdalı, 2016; Han and Okatan, 2016; Ocak, 2016; Elgün Gündüz, 2017; Faraj, 2017; Polanco Zamora and Velazquez, 2017; Bektaş Bedir, 2018; Rajabboyevna, 2020) that emphasize the importance of increasing the quality by adding methodological /technical diversity to the courses and enriching them. In our study, it was determined that activities (role playing, play, drama, etc.) mostly within the scope of psychomotor learning domain were limited and the activities with games were mostly performed through smart boards. Besides, the writing activities were limited in the lessons and the efforts to improve writing skills were not at the desired level were among the unfavourable results. In addition, in the light of observations, the limited number of teachers who make effort to use various techniques other than the activities considered as routine in the lessons can be explained by the time limitation. Apart from these, the students stated that apart from the English lesson, the other lessons' workload was heavy and that the time they could use for English lesson and efficiency decreased. Karcı Aktaş (2012) also found that the subjects were heavy in terms of content. In our study, it was found

that equipment and materials needed to be enriched. Similar to this finding, Ersen Yanık (2008) stated that the teachers did not find their schools equipped enough in terms of the facilities and supplementary materials to facilitate learning English. Yel (2009) concluded that the materials were inadequate in terms of providing a basis for interaction and providing opportunities for student-centered activities. Özmat (2017) also found that teachers think that classrooms and physical conditions are inadequate; it is also found that students expect to benefit more from technology in the lessons. Yılmaz (2007), concluded that most of the problems encountered about motivation are related to physical facilities. In this respect, the insufficient learning environment does not motivate students and depending on that, the decrease in the efficiency of gaining language skills can be considered as barriers for students to become competent in English. In the study of Bağçeci and Yaşar (2007), it was found that about half of the students were not content with the instruction of English in their schools because of the reasons related to the uninteresting teaching and insufficient supplementary material. In our study, it was observed that the integration of technology into education was limited to the lesson activities performed through smart boards. This may cause the activities to become routine and may prevent students from maintaining their learning motivation. In the study conducted by Han and Okatan (2016), it was stated that the use of smart board in English foreign language classes would be effective and beneficial as long as the smart board users focused on student-centered activities and learning objectives. Karataş and Fer (2009), in their studies, also recommended that the auditory and visual aids should be diversified and used effectively in English classes. In our study, it is also found that students, mostly, do not make enough self-evaluation and that they do not learn to learn sufficiently. In this regard, in our study, it was determined that students need more encouragement from their teachers. In their study, Platsidou and Sipitanou (2014) emphasized that teachers' efforts to develop their students' metacognition are important in helping students choose the most appropriate strategies for a particular task. Syafryadin (2020) also mentions about the importance of teachers helping their students to acquire metacognitive skills. In our study, it was observed that learning processes were not motivating enough. In the study conducted by Özmat (2017), it was

determined that there was a need to increase the enjoyable activities in the courses. In the study conducted by Yaman and Durukan (2015), it was found that there is a relation between student attitude towards English course and enjoyable activities and tedious or challenging activities. In the study conducted by Merter, Kartal and Çağlar (2012) in order to determine the views of teachers about the curriculum of the secondary school English language instruction, the teachers stated that the content of the course did not provide an enjoyable learning environment to the students and that this environment was not encouraging to develop the speaking skills of the students in the target language.

In our study, it was observed that the students were given few responsibilities for learning and these responsibilities were mostly limited to routine homeworks. That the students' being generally inactive in the lessons and their tendency for not asking questions in the English lessons may indicate that their learning motivation wasn't influentially kept alive. Şener and Erol (2017) stated that low self-efficacy of students caused anxiety because it prevented them from benefiting learning opportunities and they emphasized that these students may not be active and productive enough in activities. Öner and Gedikoğlu (2007), as a result of their studies, found that students with high motivation and self-confidence participated in classroom activities more. In our research, it was found that teachers think that their students' interaction with their peers in pairs or group works in classroom increases their interest towards the lesson, but they also think that, in order to eliminate the disadvantage of crowded classrooms' limiting collaborative work, it is necessary to compensate the deficiencies of the willing students by organizing courses. There are different researchers reaching the finding that the crowded classrooms reduce the effectiveness of instruction (İnam, 2009; Dönmez, 2010; Seçkin, 2011; Kim, 2015; Han and Okatan, 2016; Özüdoğru, 2016; Liman, 2017; Özmat, 2017; Altın, 2018; Ahmad, Farid, & Hussain, 2021). In our research, teachers also stated that even though students thought that they should learn English well, they purposely retard their studies for learning English accurately until to the future years. They stated that the reason for this situation is that not all students are held responsible

for English in the university entrance exam. In the study conducted by Öz (2007) with the participation of students learning English as a foreign language in secondary education, it was concluded that almost all of the participants wanted to speak English very well and that a great majority of them believed that they would speak English very well one day. This finding is similar to the findings in our study in terms of students' aiming to learn English effectively in the future and their being aware of its importance. Apart from these, in our study, it was found that what was learnt in the target language could not be transferred to daily life by the students. This leads to a limitation in terms of learning of English naturally. Denkci Akkaş and Coker (2015) stated in their study that in order to render students use the target language in a more meaningful and creative way, they should be guided and educated as in natural interaction. In the study conducted by Toköz Göktepe (2014) towards the 9th grade level, it was concluded that insufficient knowledge of language and content, limited use of English outside the classroom and personal factors including misguided methods and material use in the classroom caused problems for speaking English. In order to make students gain the language skills effectively in the process of learning English as a foreign language, the need to attribute a holistic, balanced and consistent importance to cognitive, affective and psychomotor learning domains is evident from the findings of this research and the other related researches mentioned above. It can be thought that each of these learning domains can act as a wheel that rotates another. In this regard, in order to achieve the objectives of the curriculum, learning-teaching processes should be enriched with activities addressing all learning domains. For this, increasing weekly lesson hours becomes an important need.

Recommendations

When all the results obtained from our research and the related available academic studies in the literature are evaluated altogether, the following suggestions may help to achieve the targeted gains in the English instruction curriculum more effectively in learning-teaching processes. In this respect, the course content should be enriched with activities appropriate to the developmental characteristics of the students in the

psychomotor learning domain. In addition, to encourage students to participate more actively in the course, to be able to practice activities such as role playing and drama, and to facilitate the students' acquisition of the four language skills in an integrated way, specially equipped and enriched language learning classrooms should be designed in which education and technology are integrated for the target language. In order to provide more ground for students to practice speaking and to improve their language skills sufficiently, course hours allocated to English lesson should be increased and it should be at least 8 hours per week with regard to the findings in this study. To keep students' interest alive in the process of learning English, learning-teaching processes should be enriched with motivating activities and different compelling techniques such as puzzles, competitions etc. in a way that lead the students interact with their peers more. Also, teachers should have education on different methods and techniques that they can use effectively during teaching English. English teachers should be encouraged to participate in academic workshops and projects in which they will take an active role in order to use different and interesting techniques in the lessons. With regard to the findings of the interviews with teachers, considering that the students generally neglect studying for English and that they seem as if they forgot most of the knowledge they have been taught when they come to the final year of high school, it is important to measure the English language skills of all the secondary school students in the university entrance exam. The finding that students' asking questions to teachers is relatively less than the questions asked by teachers may act as a factor limiting students' being active in the target language in terms of communicative aspect. In this respect, activities can be designed to improve students' inquiry skills for four language skills.

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GENİŐ ÖZET

Amaç

Bu alıŐmada 2015-2016 akademik yılında uygulanmaya baŐlayan 9. sınıf İngilizce ğretim programının Hammond Kp Modeli ile deđerlendirilmesi amaçlanmıŐtır. İngilizcede iletiŐimsel yeterlikleri daha ok geliŐtirmeyi hedefleyen yeni programın beklenen standartları karŐlaması srecinde bir program deđerlendirmesinin yapılması gerekliliđi ortaya ıkmıŐtır. alıŐmada, Hammond Deđerlendirme Modeli'ndeki ğretim boyutunda yer alan organizasyon, ierik ve yntem ve imkn deđerkenlerinin, kurum boyutunda yer alan đrenci ve đretmen deđerkenleri ve davranıŐsal boyutta yer alan biliŐsel, duyuŐsal ve deviniŐsel alan deđerkenlerinin gzlem ve yarı yapılandırılmıŐ grŐmeler yoluyla kapsamlı ve sistematik olarak deđerlendirilmesi amaçlanmıŐtır. AraŐtırmanın nitel boyutu iin ele alınan problem cmlesi aŐađıdaki gibidir:

9. sınıf yeni İngilizce ğretim programında yer alan hedeflere ulaŐmada Hammond deđerlendirme kpnn davranıŐsal, đretim ve kurum boyutunda yer alan deđerkenlerin uygulamadaki niteliđi nasıldır? AraŐtırmanın genel amacına ulaŐmak iin nitel verilerin analizinde aŐađıdaki alt problemlere cevap aranmıŐtır:

- 1) DeviniŐsel alan ile ierik, yntem ve imknlar bađlamında đrenci ve đretmenlerin grŐleri ile araŐtırmacının gzlem bulguları nasıldır?*
- 2) DuyuŐsal alan ile ierik, yntem ve imknlar bađlamında đrenci ve đretmenlerin grŐleri ile araŐtırmacının gzlem bulguları nasıldır?*
- 3) BiliŐsel alan ile organizasyon, ierik, yntem ve imknlar bađlamında đrenci ve đretmenlerin grŐleri ile araŐtırmacının gzlem bulguları nasıldır?*

Yntem

Bu araŐtırmada tipik rnekleme yoluyla 7 Anadolu lisesi alıŐma kapsamına alınmıŐtır. Belirlenen liselerin đrenci alımındaki puan ortalamaları temel alınarak, tabakalı amaçsal rnekleme yoluyla Aydın Efeler ilesinde en alt, orta ve en st dzeyde olduđu saptanan  Anadolu lisesinde grev yapan ve 9. sınıf dzeyinde eđitim veren 8 İngilizce đretmeniyle nitel yarı yapılandırılmıŐ grŐmeler gerekleŐtirilmiŐtir. Ayrıca dokuzuncu sınıfta đrenim gren ve her bir okulda  kiŐi olmak zere dokuz đrenci ile yarı yapılandırılmıŐ grŐmeler gerekleŐtirilmiŐtir. Dokuzuncu sınıf İngilizce derslerinde,  Anadolu lisesinde maksimum eŐitlilik rnekleme yoluyla belirlenen 12 İngilizce đretmeni ve 15 sınıf Őubesi toplam 27 ders saati boyunca aralıklı katılımsız gzlem yoluyla incelenmiŐtir. alıŐmada ulaŐılan nitel veriler tmevarımsal ierik analizi ile zmlenmiŐtir. Tmevarımsal desenler belirli gzlemlerle baŐlar ve daha genel yapılara dođru inŐaa edilir. Deđerlendirmeci yapılardan anlam oluŐturduđça kategoriler ve altboyutlar ortaya ıkar (Patton, 1987). AraŐtırma kapsamında nitel geerlik ve gvenirlik ltlerini sađlamaya ynelik alıŐmalar yapılmıŐtır.

Bulgular

Elde edilen veriler doğrultusunda, ön plana çıkan bulgular aşağıdaki gibidir:

Öğrencilerin, İngilizce dil becerilerini geliştirmeye yönelik çaba gösterdiklerini, bu çabalarının büyük bir bölümünün bilişsel-devinişsel alanda gerçekleştiği, bu alandaki davranışlarının öne çıkan göstergelerinin ise öncelikle konuşma ve yazma becerilerine yönelik olduğu belirlenmiştir. Konuşma becerisinin geliştirilmesi için sarfedilen çabaların, çoğunlukla dersteki soru cevap, diyalog etkinlikleri kapsamında olduğu, nadir olarak okul dışında pratik yapılması şeklinde gerçekleştiği belirlenmiştir. Devinişsel öğrenme alanında, performansla dönüşen davranışların öğrenci görüşlerinden hareketle, konuşma ve yazma becerileri ile sınırlı olduğu, ancak öğrencilerin yarısından fazlasının derslerin oyunlu etkinliklerle tasarlanmasını bekledikleri sonucuna ulaşılmıştır. Öğretmenlerin çoğunluğunun, devinişsel alanda ağırlık gösteren bir anlatımın veya etkinliklerin nadiren yapıldığı konusunda aynı görüşte oldukları belirlenmiştir. Öğrencilerin genellikle derste konuşma etkinliklerinin daha çok yapılmasını istediği, İngilizcede tüm dil becerilerini önemli bulmakla birlikte, konuşma becerisini önem derecesi bakımından çoğunlukla ilk sıraya aldıkları sonucuna ulaşılmıştır. Derste dinleme aktivitelerinin daha ilgi çekici nitelikte olması gerektiği, dinleme metinlerinin öğrencilerin ilgilerini çekerek etkili olması için merak uyandırıcı nitelikte olmasına ihtiyaç duyulduğu, dersin içeriğinin ilgi çekici konulardan oluşması gerektiği, öğrencilerine ilgi alanlarına göre sorumluluk verilmesinin önemli görüldüğü belirlenmiştir.

Sonuçlar

Araştırmamızda, öğrencilerle yapılan görüşmelere göre hedef dilde öğrenilenlerin öğrenciler tarafından çoğunlukla günlük yaşama aktarılamadığı belirlenmiştir. Bu durum İngilizce öğreniminin doğal olarak öğrenilmesinin kısıtlanmasına zemin oluşturmaktadır. İngilizcenin yabancı dil olarak öğrenilmesi sürecinde dil becerilerinin öğrencilere etkili ve istenilen düzeyde kazandırılması için, bilişsel, duyuşsal ve devinişsel öğrenme alanlarına bütüncül, dengeli ve tutarlı bir önemin verilmesi ihtiyacı belirginleşmiştir.

Tartışma

Bu araştırmadan elde edilen tüm sonuçlar ve literatürde ulaşılan ilgili akademik çalışmalar birlikte değerlendirildiğinde, ders içeriği öğrencilerin devinişsel alanda gelişim özelliklerine uygun etkinliklerle zenginleştirilmesi ihtiyacı öne çıkmaktadır. Ayrıca, öğrencilerin derse daha aktif katılabilmeleri için, rol oynama, drama gibi etkinliklerin yapılabilmesi amacıyla, ayrıca öğrencilerin İngilizcede dört dil becerisini bütünleştirilmiş olarak edinmelerini kolaylaştırmak için, eğitim ve teknolojinin bütünleştirildiği, hedef dile ilişkin zenginleştirilmiş özel donanımlı dil öğrenme sınıfları oluşturulmalıdır. Öğrencilerin daha çok konuşma pratiği yapmalarına zemin oluşturması ve dil becerisine yönelik etkinliklerin yeterli düzeyde pekiştirilmesi için İngilizceye haftalık olarak ayrılan ders saati süresi artırılmalı ve ulaşılan bulgulara göre haftada en az 8 saat olmalıdır.



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20.09.2016

ADNAN MENDERES ÜNİVERSİTESİ REKTÖRLÜĞÜNE
AYDIN

İlgi : 12/08/2016 tarihli ve 13632 sayılı yazınız.

İlgi yazınızda bildirilen; Üniversiteniz Sosyal Bilimler Enstitüsü Eğitim Bilimleri Anabilim Dalı Eğitim Programları ve Öğretim Doktora Programı öğrencisi Arş. Gör. Betül ALTAY tarafından "Dokuzuncu Sınıf Yeni İngilizce Ortaöğretim Programının Hammond Modeli ile Değerlendirilmesi" adlı doktora tez çalışması için 19 Eylül 2016 - 17 Haziran 2017 tarihleri arasında ilimiz ilçelerindeki liselerde pilot ve asıl uygulamalar ile araştırma yapılması istegini uygun gören Valilik Onayı ekte gönderilmiştir.

Bilgi ve gereğini arz ederim.

Pervin TÖRE
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1. Valilik Onayı (1 Adet)

Valilik Onayı	
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VALİLİK MAKAMINA

Adnan Menderes Üniversitesi Rektörlüğünün 12/08/2016 tarihli ve 13632 sayılı yazısında belirtilen; Adnan Menderes Üniversitesi Sosyal Bilimler Enstitüsü Eğitim Bilimleri Anabilim Dalı Eğitim Programları ve Öğretim Doktora Programı öğrencisi Arş. Gör. Betül ALTAY tarafından "Dokuzuncu Sınıf Yeni İngilizce Ortaöğretim Programını Hammond Modeli ile Değerlendirilmesi" adlı doktora tez çalışması için 19 Eylül 2016 - 17 Haziran 2017 tarihleri arasında ilimiz ilçelerindeki liselerde pilot ve asıl uygulamalar ile araştırma yapılması istegi, 19.10.2015 tarihli ve 10590631 sayılı Valilik Onayı ile kurulan Değerlendirme Komisyonunca incelenmiştir.

Söz konusu çalışma Değerlendirme Komisyonunca uygun görülmüş olup Betül ALTAY tarafından; ilimiz ilçelerindeki liselerde pilot ve asıl uygulamalar ile araştırma yapılmasını oturlarınıza arz ederim.

Pervin TÖRE
Millî Eğitim Müdürü

Ek:

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Yazışma Ekleri (44 Sayfa)

OLUR
19/09/2016

Halil CANAVAR
Vali a.
Vali Yardımcısı