



International Journal of Languages' Education and Teaching
Volume 9, Issue 2, June 2021, p. 323-343

Received	Reviewed	Published	Doi Number
23.04.2021	26.05.2021	30.06.2021	10.29228/ijlet.51036

**An Evaluation of 5th Grade Intensive English Language Curriculum in
Terms of Teacher Opinions**

Simge KAMBUR¹ & Dilara DEMİRBUKAK²

ABSTRACT

The purpose of this study was to analyze the newly developed 5th-grade preparatory class intensive English language curriculum by considering project schools preparatory class secondary school English teachers' opinion. The analysis of the curriculum was held in six aspects; firstly; general characteristics of the curriculum, secondly; the instructional objectives of the curriculum, thirdly; the content of the curriculum, fourthly; the coursebook and materials utilized while implementing the curriculum, fifthly; the activities and learning styles and finally the evaluation and assessment of the curriculum. The study group consisted of 90 English language teachers working in secondary schools in Istanbul, primarily teaching English to the 5th-grade preparatory class students. The data is collected via "The Evaluation Scale of 5th-grade English prep class intensive English Language Teaching Curriculum in terms of English Language Teachers Views" developed to determine 5th-grade primary school English language teachers' opinions on the 5th grade English preparatory class program. In quantitative data analysis, percentage, frequency, and one-way analysis of variance (ANOVA) were used. The results showed that even though the teachers have moderately positive opinions towards the intensive English language curriculum, lack of necessary technology, materials, and equipment, crowded classrooms, traditional classroom seating arrangement, and lack of guidance for teachers about the new curriculum hinder the effective implementation of the 5th grade intensive English language curriculum.

Key Words: Curriculum, curriculum evaluation, preparatory class, project schools

**Yabancı Dil Ağırlıklı 5. Sınıf İngilizce Öğretim Programının Öğretmen
Görüşleri Açısından Değerlendirilmesi**

ÖZET

Bu çalışmanın amacı, yeni geliştirilen yabancı dil ağırlıklı 5. sınıf İngilizce öğretim programını, proje ortaokullarının 5. sınıf hazırlık sınıflarında çalışan İngilizce öğretmenlerinin görüşlerini dikkate alarak analiz etmektir. Program analizi altı açıdan yapılmıştır. İlk olarak programın genel özellikleri, ikinci olarak öğretim hedefleri, üçüncü olarak programın içeriği, dördüncü olarak kullanılan kitaplar ve diğer materyaller, beşinci olarak aktiviteler ve öğretim teknikleri, altıncı olarak ise ölçme ve değerlendirme boyutları incelenmiştir. Çalışmanın örneklem grubunu İstanbul'da özellikle proje okullarında 5. Sınıflarda görev yapmakta olan 90 İngilizce öğretmeni oluşturmaktadır. Veriler 5. Sınıf yoğun İngilizce öğretim programı hakkında öğretmen görüşlerini değerlendirmek amacıyla geliştirilen "Yabancı Dil Ağırlıklı 5. Sınıf İngilizce Dersi Öğretim Programını Öğretmen Görüşlerine Göre Değerlendirme Ölçeği" ile toplanmıştır. Verilerin analizinde betimsel analiz olarak yüzde ve frekans analizlerine ile tek yönlü varyans analizi (ANOVA) kullanılmıştır. Çalışmanın sonuçları incelendiğinde, öğretmenlerin çoğunlukla program hakkında olumlu düşüncelere sahip olmalarına rağmen yeni öğretim programının etkili bir şekilde uygulanmasını engelleyen yetersiz teknoloji, materyal ve donanım, kalabalık sınıflar, geleneksel sınıf oturma düzeni ve öğretmenlere yeni program hakkında yeterince rehberlik sağlanamaması gibi sorunların ve zorlukların olduğu tespit edilmiştir. Çalışmanın sonuçlarına göre öğretmenlere, idarecilere ve araştırmacılara önerilerde bulunulmuştur.

Anahtar Kelimeler: Öğretim programı, program değerlendirme, hazırlık sınıfı, proje okulları

¹ Doktora Öğrencisi, Yeditepe Üniversitesi, kambursimge@gmail.com, ORCID: 0000-0002-8740-2322

² Doç. Dr., Yeditepe Üniversitesi, ddemirbulak@hotmail.com, ORCID: 0000-0002-5890-0250

1. Introduction

The vast developments in science and technology enabled people worldwide to communicate in split seconds, and English has become the language used for this purpose. Knowing English is a need rather than a privilege. So, the ultimate aim of the English language teaching (ELT) curriculum has been to equip students with the knowledge of English that the modern World-village demands, which changes very rapidly. This resulted in a change in education and the school curriculum (Kirkpatrick, 2009) to be changed and its evaluation to identify the unfulfilled needs. However, while changing the curriculum, it is essential to make sure that all parties involved, especially teachers, understand the reason(s) for change and the aspects that need to be considered while implementing. Then, policies, strategies, Professional learning communities at all levels need to be developed, and resources need to be allocated. Next, data should be collected and analyzed about student learning and schools' already existing ideas about fostering teaching and learning to initiate action plans (Fullan, 2005 cited in Kasapoğlu, 2010). Because even in educational systems where a centralized national curriculum is implemented, it has become clear that actual and sustainable implementation can only be achieved if and when teachers fully support and have a prominent role in implementing the curriculum. This naturally puts even more emphasis on teachers as the main parties in curriculum change.

The curriculum is a text that is--as all texts are--interpreted based on the reader's beliefs, understanding, and experiences and read in ways that differ from its authors' intention (Deng 2009, Fullan 2008). So, it cannot be seen simply as a translation from scholarly materials. The curriculum is initially developed by curriculum writers and then redeveloped when teachers use it based on their textual interpretations (Ben-Peretz, 1990). It is also considered an essential prerequisite of delivering effective and quality language education to identify if the implemented curricula are satisfactory for the learners and teachers nowadays (Yılmaz Virlan & Demirbulak, 2021). So, teachers play an essential role in determining curriculum potential since what meaning curriculum materials have in the classroom depends on how teachers interpret them, and it is referred to as the 'enacted curriculum' (Remillard, 1999). Therefore, it is essential to understand how it is read and understood by practitioners to improve it via curriculum evaluation. Since curriculum evaluation is a process of judging the ideas, methods, and solutions of a curriculum (Passig, 2000), it provides beneficial information to a larger audience and context-based information on particular implementations (as cited in Roberts, 1998).

All points considered, foreign language education is a necessary concept, a considerably large part of society. The importance of foreign language learning was stressed in the 5th grade intensive English language curriculum by proposing its activation in the transitional process to the information age that requires human resources. In today's modern era, students and parents, authorities, and teachers are directly affected by the significance of foreign language education. Therefore, their opinions play a crucial role in this newly developed curriculum's success.

However, since the curriculum was started to be implemented in the 2017-2018 education term, there is no adequate research showing the weaknesses and strengths and /or any opinion supporting the preference or disapproval of implementing the 5th year intensive English language curriculum.

Therefore, this research aimed to identify the teachers' opinion about the English language curriculum designed and implemented in the 2017-2018 academic year at the 5th grade of the project schools.

Problem Statement

Until the year 1997, compulsory schooling used to be five years, and there were no foreign language teaching in public primary schools in Turkey. However, with the recent educational changes, compulsory education became eight years instead of 5 years (MONE, 2005). The English courses started to be offered at the 4th grade of public schools for two hours a week (MONE, 1997), and the curriculum moving from being grammar-oriented to a communicative approach instructional method. This eventually brought about crucial changes in the techniques, goals, and methods of English language teaching and a new perception of English language teaching in Turkey (Kırkgöz, 2005). The compulsory education was then increased to 12 years at the recent educational change named the 4+4+4 system (the Republic of Turkey, Ministry of National Education, Board of Education, 2013). The English courses were then offered at the 2nd grade rather than the 4th grade (MONE, 2013). Despite all the educational and curricula changes in English, the teaching and learning of it still are persistent and pressurizing problems in the Turkish education system. This could be due to too frequent, not evidence-based, and unsustainable educational and curricular changes (Demirbulak, 2013). Varış (1976) described the reason as "if the curricular changes were sustainable then the elementary school curricula designed based on solid essentials with the foundation of the Turkish Republic and functionalized by a public high school's significant efforts would be subject to ongoing renewal and enrichment rather than being the issue for similar reasons at the 8th, 9th, and 10th Educational Council. It could be described as curriculum evaluation to explore the curricula' potential not being made use of as it should be. As of the 2017-2018 academic year, an intensive English course was offered at the 5th grade, and to the best of the researcher's knowledge, the evaluation of the new curricula via the teachers' opinion is limited. This research aimed to identify the teachers' opinion about the English language curriculum designed and implemented as of the 2017-2018 academic year at the 5th grade of the project schools.

Rationale and Research Question

The primary research question was:

What are the opinions of English Language Teachers on the 5th grade intensive English language curriculum?

Sub-Research Questions were formulated as follows:

1. What are the teachers' opinions on the general characteristics of the 5th grade intensive English language curriculum?
2. What are the teachers' opinions on the instructional objectives of the 5th grade intensive English Language Curriculum?
3. What are the teachers' opinions on the content of the 5th grade intensive English Language Curriculum?
4. What are the teachers' opinions on the coursebook(s) and materials at the 5th grade intensive English Language Curriculum?
5. What are the teachers' opinions on the instructional strategies (activities and teaching methods) of the 5th grade intensive English Language Curriculum?
6. What are the teachers' opinions on evaluating and assessing the 5th-grade English preparatory class students at the English Language Curriculum?

7. Is there a statistically significant difference in English language teachers' opinions in Istanbul on the 5th grade intensive English Language Curriculum in terms of teaching experience?

Methodology

Research Design

This research aimed to evaluate the opinions of teachers on 5th-grade preparatory class intensive English language curriculum in terms of general characteristics, content, instructional objectives, course books and materials, course activities-teaching methods, and assessment and evaluation based on the questionnaire conducted to the English language teachers who implemented the program as first-time users.

The study group consisted of 90 English language teachers working in project schools in Istanbul, primarily teaching English to the 5th-grade preparatory class students. The required data for the study was collected via "The Scale of Evaluating 5th grade intensive English Language Curriculum in terms of English Language Teachers Views", developed to determine 5th-grade primary school English language teachers' opinions about the 5th grade intensive English language curriculum. The gathered data was analyzed with the help of the SPSS package program.

Participants of the Study

The study group consisted of 90 English language teachers working in project schools in Istanbul, primarily teaching English to the 5th-grade preparatory class students. All the teachers were full-time teachers in the project schools. Categories and numbers of the teachers are given in the chart below. The scale was conducted on 90 secondary school English language teachers working in İstanbul. In this study, an appropriate sampling method was used. The teachers of the 5th-grade preparatory class were selected from the districts of İstanbul, which were easy to reach and administer the scale as a sample of the study.

Data Collection Instruments

Questionnaire

The related literature review was first searched for the development of the questionnaire used in the quantitative part of the research. The researcher and advisor of this study developed the data collection instrument via literature review, explicitly focusing on the problems encountered in English language learning and program evaluation in Turkey. The previous master's and doctoral studies were examined (Büyükduman, Erbilin Sak, 2008; Kaymakamoğlu, 2010; Yaman, 2010; Orakçı, 2012; Yörü, 2012) and it was concluded that some items of the questionnaires were used in similar studies. Including academic sources, books, journals, articles, and television programs, newspaper articles, and informal talk to school directors, academicians, students, and teachers, the questionnaire items were formulated related to the research problem and questions. Afterward, according to the 5th grade intensive English language curriculum and the age group's characteristics, materials were prepared and some items examined were revised again, and a questionnaire composed of 81 items was created. After this draft questionnaire was created, expert opinion on the draft questionnaire was obtained from four faculty members from the Curriculum and Instructional Department. Considering the experts' opinions, some items in the questionnaire were corrected, some items were removed from the questionnaire, some new items were added, and the questionnaire was finalized for preliminary study. After editing and changing the survey items, to take their consent, the finalized questionnaire was taken to Yeditepe

Universitesi İnsan Arařtırmaları Etik Kurulu (Yeditepe University Human Researches Ethics Committee) for the ethical concerns, before applying to the Research and Development Center for Education (ERAGED) in Ministry of Education for the permissions.

The scale has 81 items in total. The scale has six sections; the first section is named general characteristics and consists of twelve items aiming to have information about teachers' general attitudes towards the English Language curriculum for 5th-grade preparatory classes. The second section is named instructional objectives and consists of twelve items aiming to have information about teachers' opinions about the newly developed English language program's functions for 5th-grade preparatory classes. The third section is named content and consists of eight items aiming to have information about teachers' opinions about the newly developed English language program for 5th-grade preparatory classes. The fourth section is named course books and materials and consists of twenty-five items aiming to have information about teachers' opinions about the course books and materials used while implementing a newly developed English language program for 5th-grade preparatory classes. The fifth section is named course activities and consists of fifteen items aiming to have information about teachers' opinions about the activities done while implementing the newly developed English language program for 5th-grade preparatory classes. Moreover, the last section is named assessment and evaluation and consists of nine items aiming to have information about teachers' opinion about the assessment and evaluation strategies of newly developed English language program for 5th-grade preparatory classes. To define the scale's reliability coefficient, it was administered to 50 English teachers who were taking part in the survey from different districts of Istanbul.

Reliability and Validity of Data Collection Instrument

Before the analysis, "the Evaluation Scale of 5th grade English Preparatory Class Intensive English Language Teaching Curriculum in terms of English Language Teachers views" was conducted on 50 English language teachers for the reliability and validity studies of the data collection instrument. Reliability and validity studies were conducted on the data obtained from the teachers.

The reliability results of the scale of evaluating 5th-grade English preparatory class intensive English Language Teaching Program in terms of English Language Teachers views are given in Table 1 below.

Table 1. *The reliability results of the evaluation scale of 5th grade English preparatory class intensive English Language Teaching Program in terms of English language teachers' views:*

	Cronbach's Alpha	Number of Items
The scale (whole)	,93	81
General Evaluation	,80	12
Objectives	,85	12
Content	,86	8
Course Books and Materials	,82	25
Course Activities	,87	15
Assessment and Evaluation	,84	9

The internal consistency reliability of all the scales was calculated as .93, for general evaluation .80, for the objectives .80, for the content .85, for the course books and materials .82, for course activities .87, and assessment evaluation .84. When the result of the questionnaire's reliability is examined based on

literature review, it can be said that the questionnaire is reliable since it is emphasized (Tezbasaran, 2008) that the reliability coefficient can be considered sufficient in a Likert-type survey is as close to 1 as

possible. Thus, the result obtained with the questionnaire was reliable, and it was decided to use the questionnaire in the study.

Data Collection Procedures

The questionnaire was conducted on English teachers in Istanbul in May 2018. The main reason for the start of the data collection process for questionnaires as of May 2018 is the implementation of the program for the first time this year; also to wait for the teachers to implement the majority of the program and to give them enough time to develop their views on the program during that time.

Data Analysis Procedures

The obtained quantitative data was transferred to the computer, and the SPSS (Statistical Packet for The Social Science) program was used to analyze the statistics in the analysis of the data. For the item analysis, percentages and frequencies were measured to summarize teachers' opinions on the 5th grade intensive English language curriculum.

Also, one-way ANOVA was performed to determine whether the relationships between teachers' views about the curriculum and their teaching experiences were significantly different.

The researcher herself utilized an online survey program, shared the scale with teachers' scale, and gave information about the study. It took approximately 15 minutes to fill out the online questionnaires.

Results

This chapter presents the results and the discussion of the results. The findings are given in the order of the research questions. The findings are discussed with respect to the studies conducted in the field.

Results for Research Question 1

The first research question was about the teacher opinions on the general characteristics of the 5th grade intensive English language curriculum. The results are presented in Table 2.

Table 2. *The results of teacher opinions on general characteristics of the 5th grade intensive English language curriculum.*

OVERALL EVALUATION	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree	
	f	%	f	%	f	%	f	%	f	%
The English language curriculum is reader and user-friendly.	-	-	-	-	-	-	39	43.3	51	56.7
The goals and objectives and assessment and evaluation of the English language curriculum have been stated clearly and explicitly.	4	4.4	4	4.4	1	1.1	33	36.7	48	53.4
English language curriculum is a teacher-friendly guide for teachers to reach the goals and objectives.	4	4.4	3	3.3	2	2.2	28	31.1	53	59.0
The course duration is appropriate for implementation.	2	2.2	4	4.4	2	2.2	31	34.4	51	56.8

I have attended in-service training about the English language curriculum.	45	50.0	28	31.1	4	4.4	9	10.0	4	4.5
We can quickly and spontaneously receive feedback about the English language curriculum from the school and district administrators	44	48.9	33	36.7	4	4.4	7	7.8	2	2.2
The ultimate aim of the English language curriculum is for the students` to like the language.	4	4.4	5	5.6	3	3.3	34	37.8	44	48.9
The design of the English language curriculum motivates students to develop a positive attitude towards English.	4	4.4	5	5.6	3	3.3	33	38.7	45	48.0
The administrators regularly ask our opinion about the curriculum.	45	50.1	35	38.9	3	3.3	4	4.4	3	3.3
We could easily see that our feedback has been made use during the English language curriculum design.	45	50.1	35	38.9	3	3.3	4	4.4	3	3.3
Teachers` can be involved in the English language curriculum if they wish to.	47	52.2	34	37.8	5	5.6	2	2.2	2	2.2
I believe that the English language curriculum is designed to overcome the barriers to learning English.	1	1.1	4	4.4	2	2.2	40	44.4	43	47.9

All of the teachers thought that the English language curriculum was explicit, understandable 90% of them believed that the achievements, measurement, evaluation, and implementation were explicitly stated. While 90% of the teachers thought that the English language curriculum was an excellent guide for teachers to achieve the 86.7% of thought, it aimed to make students learn and like English. 92.2% of the teachers thought that the English language curriculum could solve the problems related to English learning in our country. The studies of Büyükduman (2001) and Küçük (2008) carried out between 1997-2006 reached similar results.

91.1% of the teachers thought that the course's 15 hours per week duration was sufficient for implementation of the curriculum. The results of previous studies indicated that the teachers mainly were not satisfied with the weekly hours of English courses and that the early start of English classes is beneficial for language learning (Ekuş & Babayiğit, 2015; Yıldırım & Tanrıseven, 2015; Alkan & Arslan, 2014; Küçüktepe & Baykın, 2014). Therefore, in this current study, the teachers' result is satisfied with the weekly hours is a fundamental characteristic of the curriculum.

However, 81,1% of the teachers stated that they did not get in-service training about the 5th grade intensive English language curriculum. While 85.6% of the teachers disagreed that they get answers from school directors or directorates of national education to their curriculum problems the 88.9% of the teachers disagreed that the directors asked for their opinions about the curriculum. 90 % of the teachers disagreed that the volunteer teachers could participate in program development studies of the English language curriculum. 89.9% of the teachers disagree that their opinions were asked for while preparing the curriculum.

In this current research, it was also found that participants did not think that they were well informed about the new curriculum as there was no communication between curriculum designers and teachers who were going to implement the new curriculum. However, informing the teachers about the new curriculum is essential for effective curriculum change because the clarity of goals of innovation is of

critical importance in enabling teachers to understand the characteristics of the new curriculum (Fullan, 2001a, 2001b; Lamie, 2005; Carless, 1999; Roberts, 1998). The absence of communication between program developers and teachers as practitioners could decrease the quality of English language teaching teacher education provided in Turkey, so teachers cannot perceive the innovative parts of the new curriculum.

Results for Research Question 2

The second research question investigated teachers' opinion on the instructional objectives of the 5th grade intensive English Language Curriculum, the results of which are shown below in Table 3:

Table 3. The results of teacher opinions on instructional objectives of the 5th grade intensive English language curriculum.

OBJECTIVES	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree	
	f	%	f	%	f	%	f	%	f	%
The goals and objectives of the English language curriculum are designed following the learners' needs and interests.	3	3.3	1	1.1	3	3.3	37	41.1	46	51.2
The goals and objectives of the English language curriculum are specific and well defined.	4	4.4	-	-	2	2.2	34	37.8	51	56.6
The learning outcomes of the English language curriculum align with the developmental stages of the learners'.	3	3.3	1	1.1	4	4.4	34	37.8	48	53.3
The learning outcomes align with the language learning needs of the learners'.	3	3.3	2	2.2	3	3.3	33	36.7	49	54.5
The learning outcomes are crafted to enable learners' acquire and use English for daily purposes.	2	2.2	1	1.1	2	2.2	38	42.2	47	52.3
The learning outcomes enable learners to read and understand the course books of other disciplines.	2	2.2	3	3.3	2	2.2	29	32.2	54	60.1
There is internal consistency among the learning outcomes.	2	2.2	2	2.2	1	1.1	35	38.9	50	55.6
The student population of the classes allows each student to reach the objectives.	45	50.0	35	38.9	6	6.7	2	2.2	2	2.2
The learners' can easily reach the listening skills objectives set in the curriculum.	4	4.4	3	3.3	3	3.3	33	36.7	47	52.3
The learners' can easily reach the writing skills objectives set in the curriculum.	3	3.3	2	2.2	3	3.3	31	34.4	51	56.8
The learners' can easily reach the speaking skills objectives set in the curriculum.	2	2.2	4	4.4	2	2.2	38	42.2	44	49.0
The learners' can easily reach the reading skills objectives set in the curriculum.	5	5.5	1	1.1	4	4.4	32	35.6	48	53.4

The majority of the teachers had a favorable opinion about the objectives of the curriculum. More than 90% of the teachers thought that the instructional objectives were appropriate to the students' interests and needs (92,2%), the instructional objectives were clear and comprehensible (93,4%), the instructional objectives were suitable for the students' development level and the instructional objectives coincide with the students' need in English language learning (91.1%) the instructional objectives aimed at providing students with the ability to understand and use basic daily expressions (94,4%) the instructional objectives aimed at providing students the ability to read, understand and use the books of other courses (92.2%), the instructional objectives were consistent within themselves (94,5), it was possible to reach the target writing and speaking skills in the English language curriculum (91.1%). 88.9% of the teachers thought it was possible to reach the target listening and reading skills in the English language curriculum. As it is clear from the results, teachers mostly had favorable opinions about the 5th grade English language curriculum's instructional objectives. However, 88.9% of the teachers did not think that the number of students in the classrooms enabled them to reach the instructional objectives. The teachers found the classrooms to be too crowded and difficult to implement the intensive curriculum properly. The same finding, as well as the poor infrastructure, was reached in the previous studies (Seçkin, 2010; Kırkgöz, 2008; Ozturk and Tıfırlıoğlu, 2008). Based on these data, it can be said that the problems encountered during the implementation of the previous educational reforms continue today.

Results for Research Question 3

Teachers' opinions on the content of the 5th grade intensive English Language Curriculum were also investigated within the scope of third research question. The results are presented in Table 4 below.

Table 4. *The results of teacher opinions on content of the 5th grade intensive English Language Curriculum*

CONTENT	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree	
	f	%	f	%	f	%	f	%	f	%
The content aligns with the learning outcomes of the English course.	2	2.2	3	3.3	58	64.4	24	26.8	3	3.3
There is internal consistency among the content of the English language course.	2	2.2	4	4.4	3	3.3	34	37.8	47	52.3
The content of the English language course is consistent with the academic content.	2	2.2	3	3.3	58	64.4	24	26.8	3	3.3
The content of the English language course is contemporary.	3	3.3	3	3.3	54	60.0	26	29.0	4	4.4
The content of the English language course is meant for the learners'.	2	2.2	3	3.3	52	62.1	24	30.0	4	4.4
The content of the English language course interacts with the teaching methods and principles.	2	2.2	3	3.3	47	52.3	31	34.4	7	7.8
The content of the English language course provides an opportunity for remedial work.	1	1.1	5	5.6	49	54.4	32	35.6	3	3.3

The design of the content of the English language course is holistic. 2 2.2 4 4.4 2 2.2 40 44.4 42 46.8

Teachers were unsure if the content was consistent with the instructional objectives, and 60% were not sure if the content is up to date. While 52,2% of the teachers were not sure if teaching principles were considered while designing the curriculum, 54.4% were not sure if the content was designed to allow doing remedial. However, 90% of the teachers thought that the content was consistent with scientific facts, and 91,1% of the teachers thought the content was fluent and holistic. These results contradicted the previous ones. The literature suggests that teachers believed that the content of the English language curriculum was inappropriate or ineffective in terms of the level and the interests of the students (Erdoğan, 2005; Mersinligil, 2002; Tıfaroğlu & Öztürk, 2007). The findings of studies conducted about the new English language curriculum of the 4th and 5th grades also pointed out the teachers thought some of the units as above the students' levels concerning the vocabulary and structures used in the course books.

Results for Research Question 4

This study also examined teachers' opinions on the course book(s) and materials at the 5th grade intensive English Language Curriculum. The results can be seen in Table 5:

Table 5. *The results of teacher opinions on the course book(s) and materials at the 5th grade intensive English language curriculum*

COURSEBOOKS and MATERIALS	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree	
	f	%	f	%	f	%	f	%	f	%
The course books and supplementary materials align with the content of the English language course.	2	2.2	3	3.3	6	6.7	32	35.6	47	52.2
There is no language and/or vocabulary error in the course books.	1	1.1	4	4.4	75	83.4	3	3.3	7	7.8
The English language coursebook's content is so intense that teachers do not have to look for supplementary materials.	2	2.2	3	3.3	6	6.7	32	35.6	47	52.2
The coursebook is appealing enough to attract the learners' attention.	26	28.9	25	27.8	29	32.2	9	10.0	1	1.1
The coursebook has a workbook.	2	2.2	1	1.1	3	3.3	45	50.1	39	43.3
The coursebook has a teacher's book.	3	3.3	1	1.1	-	-	39	43.3	47	52.3
Each teaching and learning material has an explicit and clearly stated heading.	2	2.2	1	1.1	4	4.4	34	37.8	49	54.5
Every teaching and learning material is internally consistent.	4	4.4	2	2.2	75	83.4	6	6.7	3	3.3
Every teaching and learning material is well and written.	3	3.3	2	2.2	12	13.3	31	34.5	42	46.7
The colors of the teaching and learning materials are eye-friendly.	2	2.2	2	2.2	8	8.9	36	40.0	42	46.7

The colors of the teaching and learning materials are realistic images.	2	2.2	2	2.2	6	6.7	30	33.3	50	55.6
The colors of the teaching and learning material are not fictional.	2	2.2	2	2.2	79	87.9	4	4.4	3	3.3
The instructions of the teaching and learning material are simple, clear, concise, and explicit.	3	3.3	3	3.3	5	5.6	40	44.5	39	43.3
There are visuals in the teaching and learning materials.	1	1.1	2	2.2	4	4.4	36	40.0	47	52.3
The proportion of the printed and visual information of the teaching and learning material is well-balanced.	2	2.2	-	-	77	85.6	9	10.0	2	2.2
There are listening elements in the teaching.	2	2.2	3	3.3	4	4.4	38	42.3	43	47.8
The page design of the teaching and learning material is simple and basic.	12	13.3	8	8.9	62	68.9	6	6.7	2	2.2
The teaching and learning material is reader-friendly.	3	3.3	1	1.1	4	4.4	33	36.7	49	54.5
The teaching and learning material is user-friendly.	1	1.1	2	2.2	4	4.4	33	36.7	50	55.6
The teaching and learning material and the learning outcomes align.	2	2.2	1	1.1	2	2.2	36	40.0	49	54.5
The teaching and learning material aligns with the readiness level of the learners.	-	-	6	6.7	1	1.1	32	35.6	51	56.6
The teaching and learning material promotes teaching.	1	1.1	4	4.4	2	2.2	34	37.9	49	54.4
The exercises of the teaching and learning materials are regular.	-	-	3	3.3	4	4.4	33	36.7	50	55.6
The teaching and learning materials are consistent with the learners' attention span.	2	2.2	4	4.4	4	4.4	26	28.9	54	60.1
The teaching and learning material is cognitively motivating.	1	1.1	3	3.3	3	3.3	35	38.9	48	53.4

87.8% of the teachers thought that the course books, materials, and content were consistent with instructional objectives. More than 90 % of the teachers agreed that the course books had workbooks (93.4%) and teacher guide books (95,5%). 92.2% of the teachers agreed that each teaching material had a topic title at the beginning.

81.1% of the teachers thought that the texts in each teaching material were clear and understandable. Besides, 86.7% of the teachers thought that the colors used in each teaching material were not eye-straining, and 89,9% of them believed that the colors used in each teaching material were realistic. 87.7% of the teachers thought that the instructions of teaching materials were explicit and understandable. While 92,2% of the teachers thought that there were visual documents in teaching materials, 90% of the teachers believed that there were auditory documents in teaching material. 91.1% of the teachers thought that the teaching materials were explicit, understandable, and easy to implement (92,3%). 94.4% of the teachers thought that the teaching materials coincided with the curriculum's determining instructional objectives. 92.3% of the teachers thought that the teaching material was suitable for the student's readiness level in the classes, they could be taught, and the exercises were regular. 88.9% of the teachers thought that the teaching material was directly proportional to the student's attention span and cognitively motivating (92,2%). As it is very clear from the percentages, teachers mostly did not have problems related to the course books. There were many types of research about the course books

in the ELT field, and it was mostly found that teachers were satisfied with the teaching activities; however, they were indecisive or disagreed about the coursebook (Demir&Duruhan 2015; Ekuş and Babayiğit, 2015; Yaşar, 2015; Yıldırım&Tanrıseven, 2015). In Çakıt (2006) and Yanık (2007), the teachers regarded the characters used in the textbook as unsuitable for the students' ages and interests. Moreover, the teachers had negative opinions about the coursebook's layout, especially its lack of visual support. However, it is expressed in the literature that the visual attractiveness of the materials and the course books are essential in raising the students' motivation, attention, and interest towards the lesson (McDonough & Shaw, 1993). Thus, the current study's positive percentages are a preeminent development in the ELT field on course book problems.

Results for Research Question 5

The fifth research question was about the teachers' opinions on the activities and teaching methods of the 5th grade intensive English Language Curriculum. Table 6 shows the results obtained from the questionnaire.

Table 6. *The results of teacher opinions on the activities and teaching methods of the 5th grade intensive English language curriculum*

ACTIVITIES	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree	
	f	%	f	%	f	%	f	%	f	%
The English language course's learning outcomes align with its content, course books, and supplementary materials.	4	4.4	1	1.1	5	5.6	32	35.6	48	53.3
The technological infrastructure of the classroom is adequate to carry out the classroom activities.	39	43.3	22	24.4	20	22.2	9	10.1	-	-
The classroom seating can easily be arranged to fit the teaching and learning activities.	38	42.2	35	38.9	4	4.4	7	7.8	6	6.7
The learning activities identified in the curriculum align with the young learners' language teaching and learning activities.	2	2.2	2	2.2	2	2.2	40	44	44	48
The teaching methods and approaches identified in the curriculum align with the learners' developmental stages.	1	1.1	2	2.2	4	4.4	35	38.4	48	53.9
The teaching and learning activities specified in the curriculum can attract the learners' attention and interest.	1	1.1	2	2.2	5	5.6	33	36.7	49	54.4
The specified English language classroom activities can easily be carried out in the classroom.	44	48.8	32	35.6	8	8.9	5	5.6	1	1.1
The specified English language classroom activities enable learners' to do remedial work and reinforce what they have learned.	-	-	-	-	5	5.6	33	36.7	52	57.8

The objectives of the English language course can be reached via the recommended learning activities.	1	1.1	2	2.2	4	4.4	37	41.1	46	51.2
The English language curriculum's specified learning activities are economical in terms of time, effort, and cost.	1	1.1	1	1.1	75	83.3	9	10.1	4	4.4
The listening activities specified in the English language curriculum enable the learners` to reach the targeted listening skills.	2	2.2	2	2.2	4	4.4	30	33.4	52	57.8
The speaking activities specified in the English language curriculum enable the learners` to reach the targeted speaking skills.	1	1.1	2	2.2	3	3.3	34	37.8	50	55.6
The writing activities specified in the English language curriculum enable the learners` to reach the targeted writing skills.	3	3.3	1	1.1	4	4.4	28	31.1	54	60.1
The reading activities specified in the English language curriculum enable the learners` to reach the targeted reading skills.	1	1.1	2	2.2	3	3.3	34	37.8	50	55.6
The vocabulary acquisition activities specified in the English language curriculum enable the learners` to promote the targeted vocabulary acquisition skill.	1	1.1	4	4.4	2	2.2	33	36.7	50	55.6

Teachers had both positive and negative opinions concerning the instructional strategies (activities and teaching methods) dimension. 88.9% of the teachers thought that the instructional objectives and content were consistent with course books and other materials' activities. Most of the teachers thought that the teaching activities recommended in the English language curriculum were suitable for foreign language teaching approaches for children (93,2%), development characteristics (92,2%). They perceived as being attention-grabbing (91,1%) as well as allowing the students to review and reinforce their learning (94,5%) and reach the instructional objectives (92,2%). 91.1% of the teachers thought that listening and writing activities included in the English language curriculum provided students the ability to reach the targeted listening and writing skills. 93,4% of the teachers thought that speaking and reading activity English language curriculum's teaching activities could reach the targeted speaking and reading skills. 92.3% of the teachers thought that vocabulary activities were included in the English language curriculum provided students the ability to reach the targeted vocabulary acquisition skills. According to Ornstein and Hunkins (2009); students should be supported with plenty of different learning styles which refer to different activities and learning styles so that they do not feel restricted to only one way of thinking or learning. The new 5th grade intensive English language curriculum recommends not only the use of the mechanical activities but also the joyful, funny, communicative and task based activities such as drama, songs, puzzles, role plays, games, simulations, active learning, cooperative learning, etc. (MONE, 2017). This kind of learning is supported by the related literature which emphasizes the importance of enjoyable, meaningful, communicative, active and cooperative activities in developing and increasing the students' active participation and positive attitudes for learning English (Richards & Rodgers, 2001, Littlewood, 2004, Jeon & Hann, 2006). However, 83,3% of the teachers were not sure if the teaching activities recommended in the English curriculum were arranged under the task-based economic principle in terms of time, cost and effort. 84.5% of the teachers did not think the English curriculum's teaching activities were implementable in classrooms. 81.1% of

the teachers did not think that the students' tables and desks could be arranged for class activities. 67.7% of the teachers did not think that the classrooms' technological equipment was suitable for class activities. In this case, it can be said that the majority of the teacher participants in the study did not have the necessary conditions to do the activities recommended in the 5th grade intensive English language curriculum. It had adverse effects on the evaluation of the curriculum for the English course. Besides, the inadequacy of physical equipment and environment can also make it difficult for students to reach their educational goals since the physical environment is one of the most critical elements in teaching a foreign language to children. Therefore, using a wide range of teaching technology and materials in foreign language instruction for young children makes learning more fun and simple. (Scott & Ytreberg, 1990). According to Mirici (2008), songs, games, and different educational activities appropriate to students' ages, interests, and levels should be included. Also, Kirkland and Patterson (2005) stated that appropriate and accessible activities and materials that attract children's interest at this age level have a positive effect on the child's language development. Also, Fraire (2008) stated in his research that a good teacher-student relationship improves the teacher's mental health and enhances the occupational satisfaction and professional skills of an educator, as well as ensuring that the learner complies with the reading. Mantzicopoulos (2005) stated that a good teacher-student relationship is significantly influenced by the teaching methods used in the class and that the teacher's use of teaching methods that support student development enhances the compatibility between the student and the teacher.

It was also found that the classroom design creates problems when the teachers try to implement the curriculum's activities. There should be separate English classrooms with a U seating design if possible, facilitating communication of classroom-specific English-language seating. On the other hand, events and visual materials must be sent in addition to the books. It can be better if listening texts and visual materials (flashcards etc.) are sent with books or to ensure that such materials are available before schools begin. Thus, teaching can be more efficient. Similar results were found in the works of Karci and Akar-Vural (2011) that the institutions should provide the visual and auditory technological equipment.

Results for Research Question 6

Teachers' opinion on the evaluation and assessment of the 5th grade intensive English Language Curriculum were also examined as the sixth research question and the results were presented in Table 7 below.

Table 7. *The results of teacher opinions on the evaluation and assessment of the 5th grade intensive English language curriculum*

EVALUATION and ASSESSMENT	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree	
	f	%	f	%	f	%	f	%	f	%
There is an internal consistency among the course's learning outcomes, the instructional objects, content, the course books, the supplementary materials, the activities, and the assessment and evaluation mean.	2	2.2	-	-	6	6.7	32	35.6	50	55.7
The assessment and evaluation means are more process-oriented than product-oriented.	2	2.2	2	2.2	3	3.3	31	34.5	52	57.8
The assessments of learners' English language proficiency are aligned to their respective common core standards.	1	1.1	3	3.3	3	3.3	30	33.4	53	58.9
The assessments of learners' English language proficiency are aligned to the learners' English language developmental stage.	2	2.2	4	4.4	2	2.2	28	31.1	54	60.1
The assessment of learners' classroom vocabulary identified in the curriculum can easily be gauged.	2	2.2	2	2.2	2	2.2	33	36.7	51	56.7
The assessment of learners' targeted speaking skills can easily be gauged.	2	2.2	2	2.2	2	2.2	30	33.4	54	60.0
The assessment of learners' targeted listening skills can easily be gauged.	2	2.2	2	2.2	2	2.2	30	33.4	54	60.0
The assessment of learners' targeted verbal and written communication skills can easily be gauged.	3	3.3	1	1.1	2	2.2	35	38.9	49	54.5
The assigned homework and projects align with the developmental stage of the learners.	3	3.3	1	1.1	4	4.4	35	38.9	47	52.3

For the evaluation and assessment dimension, teachers firmly have favorable opinions. 91.2% of the teachers thought that evaluation and assessment were consistent with course books, activities, content, and instructional objectives. 92.2% of the teachers thought that evaluation and assessment instruments envisaged in the English language curriculum focused on the process rather than the results and evaluation and assessment techniques in line with students' development level. More than 90,0% of the teachers thought that the new curricula enabled them to assess their student's vocabulary knowledge and oral, listening, and writing skills. 93.3% of the teachers thought that the homework and projects recommended in the English language curriculum were suitable for students' development level. 91.1%

of the teachers thought that the homework and projects recommended in the English language curriculum were suitable for evaluating the instructional objectives. These high rate positive percentages are significant since the teachers think it is possible to evaluate the students' four skills with the 5th grade intensive English language curriculum. Besides, it was found that teachers had a positive attitude towards suggested assessment techniques in the curriculum such as portfolio, project, creating a drama and presentation, etc. In this study, the results were mainly contrary to the related literature since it was found in these researches that the teachers complained about the traditional assessment techniques such as tests, quizzes, and written exams (Kesal & Aksu, 2006). On the other hand, in the studies of Büyükduman (2005) and Mersinligil (2002), it was found out that the English language teachers implementing the previous curriculum in the primary schools did not use the suggested assessment techniques in the curriculum due to insufficient time and mostly preferred using traditional tests to assess the academic achievement of the students. Besides, this finding of their study was supported by the study carried out by Hatipoğlu (2005) that English teachers preferred traditional assessment means due to their lack of knowledge about portfolio assessment.

Results for Research Question 7

The last research question investigated if there is a statistically significant difference in the opinions of English Language teachers in Istanbul on the 5th grade intensive English Language Curriculum in terms of teaching experience? The results are presented in Table 8.

Table 8. ANOVA Results

	Teaching Experience	N	Mean	SD	F	df	Sig.
General Characteristics	1-5 years	10	31.3	4.56	.665	89	.465
	5-10 years	15	31.7	4.87			
	10 years-over	65	31.9	5.12			
Instructional Objectives	1-5 years	10	18.1	3.59	.177	89	.321
	5-10 years	15	18.3	1.82			
	10 years-over	65	19.2	2.21			
Content	1-5 years	10	33.4	5.47	1.107	89	.234
	5-10 years	15	33.6	3.69			
Course book and Materials	10 years-over	65	33.8	2.07	.232	89	.726
	1-5 years	10	25.0	4.01			
	5-10 years	15	26.4	2.90			
Activities and Teaching Methods	10 years-over	65	26.7	3.66	.323	89	.389
	1-5 years	10	18.9	4.02			
	5-10 years	15	19.2	3.21			
	10 years- over	65	19.9	4.40			

In terms of the study's independent variables, teaching experience, no statistically significant difference was found between the opinions of teachers on the 5th grade intensive English language curriculum and their teaching experience. These results showed that regardless of teaching experience, the teachers had similar opinions on the 5th grade intensive English language curriculum. In terms of teaching experience, similar results were found in the studies of Küçük (2008), Erkan (2009), Örmeci (2009) Seçkin(2010) and Çelen (2011) on the evaluation of the 4th and 5th grade English language curriculum from the perspective of teachers. However, other studies related to the 2006 English language

curriculum in which there was a significant difference between the program and teaching experience (Erbilen-Sak, 2008; Yaman, 2010; Yörü, 2012).

Conclusion and Recommendations

The study's findings can be concluded as teachers having a positive opinion of the new curricula yet drew attention to the infrastructure problem as the constraining factor. It could be said that teachers do support the new curricula and are ready to implement them. However, the number of participants of this study and not having observed what and how teachers implement the curricula in their classes prevents the researchers from commenting about the curriculum's potential. In other words, the enacted curricula remain unknown. Meanwhile, teachers' not being involved in the curricular changes and lack of curriculum orientation to inform them about the changes could have impaired the communication between the curriculum makers and the teachers. If and when there is not effective and efficient communication, problems can become persistent and pressurizing. When the history of curriculum changes is looked into in Turkey, it is seen that systematic curriculum development, in other words, not having curriculum evaluation embedded in the process, hinders the curriculum's sustainability. Starting from scratch rather than revising the curricula based on unfilled needs prevents education's effectiveness and efficiency. It could be the reason for experiencing problems in using English in our country.

It has been kept in mind that no educational or curricular change can be successful despite the teachers. In other words, as Yılmaz Virlan & Demirbulak (2021) claim, "no solution to a problem in education can be effective and efficient without the consent and approval of teachers since they are the ones who decide what goes on in a classroom". So, their involvement in educational reforms and innovations is a sine qua non if educational programs are to be effectively implemented at national, regional, and school levels (Hale 2008; McNeil 2006; Ornstein & Hunkins 2009; Posner 2004; Wiles, 2005; Weber, 2011).

Literature review made for this research indicated a need to carry out larger-scale curriculum evaluation studies to identify the lacks, wants, and unmet needs. It is, however, hoped that this study provides some crucial points by the opinions of the teachers, which can also be considered and made use of in future studies in the context of English curriculum evaluation at K12. Following the research results, some recommendations to the Ministry of National Education, teachers, and researchers have been made. First of all, some teachers are also getting their graduate degrees in curriculum and instruction. These teachers should be involved in the curriculum development and evaluation process, and their feedback should be gathered. Secondly, consecutive curriculum orientation and/or in-service training should be provided to teachers regarding the new curricula.

Moreover, in-service training could be designed as a meeting to enable teachers to discuss the factors that hinder or constrain their classroom practices and their recommendations based on scientific research. So, they should be encouraged to go to conferences at least twice a year. Although it is not emphasized highly in our country, teachers should be researchers and be expected to research their classes. Thirdly, it was found out in this study that the teachers had no problems with the weekly hours allocated for implementing the curriculum. Therefore, weekly English lesson hours should stay as fifteen hours for a week or even increase so that learning can be more lasting, language learning activities, and more room for practice. Next, the infrastructure of classrooms needs to be improved. In language teaching for children, necessary conditions should be ensured by considering the importance of visual and auditory means, the classroom size and design, and at least the recommended CD, CD

player, and projection should be provided in all schools. Then, in order for language teaching for children to be more lasting and practical, the classroom population should be reduced to the appropriate number in language teaching. Next, as it will enhance students' interaction and facilitate speaking activities, the classrooms should be designed with U seating, yet this is only possible if the classroom population is reduced. Finally, the Ministry of National Education could collaborate with the universities to research to identify the unmet needs as part of curriculum evaluation.

References

- Alkan, M. F. & Arslan, M. (2014). İkinci sınıf İngilizce öğretim programının değerlendirilmesi. [Evaluation of second year English curriculum.] *Uluslararası Eğitim Programları ve Öğretim Çalışmaları Dergisi*, 4 (7), 87-100.
- Çakıt, I. (2007). *Evaluation of the EFL textbook "New Bridge to Success 3" from the perspectives of students and teachers*. Unpublished Master's Thesis, METU, Ankara.
- Carless, D. R. (1998). A case study of curriculum implementation in Hong Kong. *System*, 26(3), 353-368.
- Büyükduman, F.İ. (2005). *İlköğretim okulları İngilizce öğretmenlerinin birinci kademe İngilizce öğretim programına ilişkin görüşleri*. (Yayımlanmamış yüksek lisans tezi). [Primary school English teachers' views on first level English teaching program] Hacettepe Üniversitesi Eğitim Fakültesi.
- Çelen, G. (2011). *İlköğretim altıncı sınıf İngilizce öğretim programının değerlendirilmesi* (Yayımlanmamış yüksek lisans tezi). [Evaluation of primary education sixth grade English curriculum (Unpublished master's thesis)] Mehmet Akif Ersoy Üniversitesi, Sosyal Bilimler Enstitüsü, Burdur.
- Demir, O. & Duruhan, K. (2015). İlkokul 2. Sınıf İngilizce dersi programı uygulamalarına ilişkin öğretmen görüşleri. [Teachers' opinions on the implementation of the primary school 2nd grade English course program.] *International Journal of New Trends in Arts, Sports & Science Education*, 4 (3), 25-36.
- Demirbulak, D. (2013). A case study in Istanbul: Exploring the deliberation in English as a foreign language teaching units at state schools. *ELT Research Journal*, 1 (4), 230-239. Retrieved from <https://dergipark.org.tr/tr/pub/eltrj/issue/5476/74392>
- Eküş, B. & Babayigit, Ö. (2013). İlkokul 2. sınıftan itibaren yabancı dil eğitimi verilmesine ilişkin sınıf ve İngilizce öğretmenlerinin görüşlerinin incelenmesi. [Examining the opinions of the classroom and English teachers regarding the provision of foreign language education starting from the 2nd grade of primary school], *Researcher: Social Science Studies*, 1, 40-49.
- Erdoğan, V. (2005). *An Evaluation of the English curriculum implemented at the 4th and 5th grade primary state schools: The views of the teachers and the students* (Unpublished master's thesis). Mersin Üniversitesi, Mersin.
- Erbilen Sak, Ö. (2008). *İlköğretim 1. kademe İngilizce öğretim programının öğretmen görüşlerine göre değerlendirilmesi*. (Yayımlanmamış yüksek lisans tezi). [Evaluation of primary education 1st grade English curriculum according to teachers' opinions, (Unpublished master's thesis)] Abant İzzet Baysal Üniversitesi, Sosyal Bilimler Enstitüsü, Bolu.

- Erkan, M. A. (2009). *İlköğretim okulları 4. ve 5. sınıflar yeni İngilizce öğretim programının uygulanmasında karşılaşılan sorunların incelenmesi* (Yayımlanmamış yüksek lisans tezi). [Examination of the problems encountered in the implementation of the new English curriculum in primary schools, 4th and 5th grades (Unpublished master's thesis)] Gaziantep Üniversitesi, Sosyal Bilimler Enstitüsü, Gaziantep.
- Fraire, M., Longobardi, C. & Sclavo, E. (2008). Contribution to validation of the student-teacher relationship scale (STRS Italian Version) in the Italian education setting. *European Journal of Education and Psychology*, 1(3), 49-59.
- Fullan, M. (2001a). *Leading in a culture of change*. SF: Jossey-Bass.
- Jeon, I. & Hahn, J. (2006). Exploring EFL teachers' perceptions of task-based language teaching: A Case study of Korean secondary school classroom practice. *Asian Journal*, 8(1).
- Kaymakamoğlu, A. (2010). *İlköğretim 5. Sınıf Türkçe dersi öğretim programına ilişkin müfettiş, okul yöneticisi ve öğretmen görüşlerinin bazı değişkenlere göre incelenmesi* (Ankara ili örneği) (Yayımlanmamış yüksek lisans tezi). Gazi Üniversitesi, Eğitim Bilimleri Enstitüsü, Ankara.
- Karcı, C. & Akar-Vural, R. (2011). *Birleştirilmiş sınıflarda zorunlu İngilizce dersinin yürütülmesine ilişkin öğretmen görüşleri*. [Teachers' views on conducting compulsory English lessons in joined classrooms.] *İlköğretim Online*, 10 (2), 593-607.
- Kesal, F. & Aksu, M. (2006). ELT students' perception of constructivist learning activities and evaluation strategies, *Eurasian Journal of Educational Research*, 24, 134-142.
- Kırkgöz, Y. (2005). A case study of teachers' implementation of curriculum innovation in English language teaching in Turkish primary education. *Teaching and Teacher Education*, 24, 1859-114 1875.
- Kırkgöz, Y. (2007). English language teaching in Turkey: Policy changes and their implementations. *RELC Journal*, 38(2), 216-228.
- Kırkgöz, Y. (2008a). A case study of teachers' implementation of curriculum innovation in English language teaching in Turkish primary education. *Teaching and Teacher Education*, 24, 1859-114 1875.
- Kirkland, L. D., & Patterson J. (2005). Developing oral language in primary classrooms. *Early Childhood Education Journal*, 32 (6), 391-395.
- Küçük, Ö. (2008). *An evaluation of English language teaching program a key stage and opinions of teachers regarding the program*. (Unpublished MA Thesis) Çanakkale 18 Mart University, Institute of Social Sciences.
- Küçüktepe, S. E., Küçüktepe, Ç. And Baykın, Y. (2014). *İkinci sınıf İngilizce dersi ve öğretim programına ilişkin öğretmen görüşlerinin incelenmesi*. [Examination of teachers' views on second grade English course and curriculum] Hasan Ali Yücel Eğitim Fakültesi Dergisi, 11 (22), 55-78.
- Lamie, J.M. (2005). *Evaluating change in English language teaching*. Basingstoke: Palgrave Macmillan.
- Littlewood, W. (1988). *Communicative language teaching*. UK: Cambridge University Press.

- Mantzicopoulos, P. (2005). Conflictual relationships between kindergarten children and their teachers: Associations with child and classroom context variables. *Journal of School Psychology*, 43(5) 425-442.
- McDonough, J. & Shaw, C. 1993. *Materials and Methods in ELT*. Blackwell.
- MEB (2013b). *İlköğretim kurumları (ilkokullar ve ortaokullar) İngilizce dersi öğretim programı*. [English lesson curriculum of primary education institutions (primary and secondary schools)] Ankara: Milli Eğitim Bakanlığı.
- Mirici, İ. H. (2008). Development and validation process of a European language portfolio model for young learners. *The Turkish Online Journal of Distance Education*, 9 (2) (2008), pp. 26-34
- Mersinligil, G. (2002). *İlköğretim dört ve beşinci sınıflarda uygulanan İngilizce dersi öğretim programının değerlendirilmesi* (Adana ili örneği). [Evaluation of the English course curriculum applied in the fourth and fifth grades of primary education (Adana province example)] Unpublished doctoral dissertation, Fırat University, Elazığ.
- MONE (2005). *MEB ilköğretim kurumları İngilizce dersi öğretim programı*. [MEB primary education institutions English course curriculum] İstanbul: Milli Eğitim Basımevi
- MONE (2017). *Intensive English language curriculum for 5th grades*.
http://tegm.meb.gov.tr/meb_iys_dosyalar/2017_09/15180742_EK-2_YabancY_Dil_AYrlykly_5_SYnYf_Yngilizce_Dersi_YYretim_ProgramY.pdf
- Orakçı, Ş. (2012). *İlköğretim 7. Sınıflar için uygulanan 2006 İngilizce öğretim programının öğretmen görüşlerine göre değerlendirilmesi* (Yayınlanmamış yüksek lisans tezi). [Evaluation of 2006 English language curriculum applied for 7th grade primary education according to teachers' opinions (Unpublished master's thesis)] Gazi Üniversitesi, Eğitim Bilimleri Enstitüsü, Ankara.
- Ornstein, A. C. & Hunkins, F. P. (2009). *Curriculum: foundations, principles, and issues* (5th edition). Boston: Allyn & Bacon.
- Örmeci, D. N. (2009). *An Evaluation of English language curricula implemented at the 4th, 5th and 6th Grades in respect of teachers' opinions* (Yayımlanmamış Yüksek Lisans Tezi). Trakya Üniversitesi, Edirne.
- Roberts, J. (1998). *Language teacher education*. London: Arnold.
- Scott, A.W. & Ytreberg, L. H., (1990). *Teaching English to children*. New York: Longman Inc.
- Seçkin, H. (2010). *İlköğretim 4. Sınıf İngilizce dersi öğretim programının değerlendirilmesi* (Yayımlanmamış doktora tezi). [Evaluation of primary education 4th grade English course curriculum (Unpublished doctoral dissertation)] Hacettepe Üniversitesi, Sosyal Bilimler Enstitüsü, Ankara.
- Yaman, S. (2010). *İlköğretim birinci kademe İngilizce dersi öğretim programının öğretmen görüşlerine göre değerlendirilmesi*, (Yayımlanmamış Yüksek Lisans Tezi). [Evaluation of primary education first level English course curriculum according to teachers' opinions, (Unpublished Master's Thesis).] Fırat Üniversitesi Sosyal Bilimler Enstitüsü, Elazığ.
- Yanık, A. (2007). *A study of English language curriculum implementation in 6th, 7th and 8th grades of public primary schools through teachers' and students' perceptions*. (Unpublished Master's Thesis), Middle East Technical University, Ankara.

-
- Yıldıran, Ç., & Tanrıseven, I. (2015). *İngilizce öğretmenlerinin ilkokul 2. sınıf İngilizce dersi öğretim programı hakkındaki görüşleri.* [The opinions of English teachers about the primary school 2nd grade English course curriculum.] *International Journal of Language Academy*, 3 (1), 210-233.
- Yılmaz Virlan, A., & Demirbulak, D . (2021). Evaluation of English speaking skills program of a prep-school via Cipp Model. *Research & Reviews in Educational Sciences*, pp.1-18, Ankara: Gece Publishing
- Yörü, B. (2012). *İlköğretim sekizinci sınıf İngilizce öğretim programına ilişkin öğretmen görüşleri (Eskişehir örneği)* (Yayımlanmamış yüksek lisans tezi). [Teachers' views on the eighth grade primary school English curriculum (Eskişehir sample) (Unpublished master's thesis)] Eskişehir Osmangazi Üniversitesi, Eğitim Bilimleri Enstitüsü, Eskişehir.