İNGİLİZCE ÖĞRETME VE İZLEME ETKİNLİKLERİ PROGRAM İLKELERİ İLE UYUM GÖSTERMEKTE MİDİR? 2. SINIFLARDA İNGİLİZCE ÖĞRETİM PROGRAMININ UYGULANMASINA DAİR BAKIŞ AÇILARI[*]

Müzeyyen Nazlı GÜNGÖR[1], Fatıma Nur FİŞNE[2]

ÖZ

Makro-düzey dil eğitim politikalarının çocuklara yabancı dil öğretimi (ÇYDÖ) alanında uygulanması, mikro-düzey eğitsel etkinliklerin tasarlanması ve kullanılmasında belirleyici bir rol oynamaktadır. Bu durum dikkate alındığında, mevcut çalışma devlet ilkokullarında İngilizce öğrenmek için başlangıç seviyesi olan 2. sınıflardaki İngilizce öğretme ve izleme etkinliklerini betimlemeyi amaçlamaktadır. Ardından, bu çalışma İngilizce etkinlikleri ve İngilizce öğretim programı arasındaki uyumu sergilemeye çalışmaktadır. Belirtilen amaçları başarmak için açık-uçlu yazılı anket aracılığı ile 13 İngilizce öğretmeninden nitel veri toplanmıştır. Araştırmanın temel bulguları, 2. Sınıf İngilizce faaliyetlerinin öğretim ve izleme yöntemi, dil becerileri ve materyalleri açısından program dayanaklarını büyük oranda yansıttığını göstermektedir. Öte yandan, okuma-yazma becerilerinin öğretimi, hataların düzeltilmesi ve projelerin uygulanması gibi bazı hususlarda az oranda uyuşmazlık tespit edilmiştir. Bu bulgular doğrultusunda, mevcut araştırma hizmet öncesi dil öğretmeni eğitiminde ÇYDÖ içeriğinin ve ilkelerinin önemi üzerinde durmaktadır. Ayrıca, sürekli mesleki gelişim kapsamında dil ölçmeye yönelik öğretmen eğitimine de dikkat çekmektedir.

Anahtar Kelimeler: 2. Sınıflar, İngilizce öğretme ve izleme etkinlikleri, müfredat uygulaması

DO EFL TEACHING AND MONITORING PRACTICES MATCH THE CURRICULAR PRINCIPLES? INSIGHTS INTO THE IMPLEMENTATION OF ELT CURRICULUM IN THE SECOND GRADES*

ABSTRACT

The implementation of macro-level language education policies in the field of teaching English to young learners (TEYL) plays a decisive role in designing and administering micro-level instructional practices. Bearing this in mind, we aim to describe English as a foreign language (EFL) teaching and monitoring practices in the 2nd grade, which is the starting level for English learning at state primary schools in Turkey. Following that, it attempts to display the match between EFL practices and the English language teaching (ELT) curriculum. To achieve these aims, qualitative data were collected from 13 EFL teachers through open-ended written surveys. Overall, the findings point out that the 2nd-grade TEYL practices largely reflect the curricular underpinnings in terms of teaching and monitoring methodology, language skills, and materials; however, there are slight mismatches in some issues such as teaching literacy skills, error correction and implementation of the projects. In line with these findings, this study elaborates on the importance of TEYL course content and principles in pre-service language teacher education. Also, it draws attention to teacher training on language assessment within the framework of continuing professional development.

Keywords: The 2nd grades, EFL teaching and monitoring practices, curriculum implementation

---

[*] The summary of this study was presented at the 19th International INGED ELT Conference in 2019.
[1] Gazi Üniversitesi, Gazi Eğitim Fakültesi, Yabancı Diller Eğitimi, İngiliz Dili Eğitimi, nazlidemirbas@gazi.edu.tr
https://orcid.org/0000-0001-5967-3814
[2] Gazi Üniversitesi, Gazi Eğitim Fakültesi, Yabancı Diller Eğitimi, İngiliz Dili Eğitimi, fatimanurfisne@gazi.edu.tr
https://orcid.org/0000-0001-9224-2485

1. Introduction

The widespread introduction of English as an international language (EIL) has resulted from three primary reasons (Copland, Garton, & Burns, 2014). The first reason is the notion that starting learning a foreign language at earlier ages will bring many educational, social, economic, and technological benefits to learners in their future (Nunan, 2003). The second one is the need felt by non-native countries to compete economically, socially, educationally, and technologically in the globally developing world. And the third one is the parents' pressure on governments to reduce the foreign language learning age so that their children can gain benefits from the new world orders. The EIL perspective has become important to have access to the information and knowledge that is the basis of social, economic, and technological development because the English language skills of citizens are seen vital in the global world. As a result, there has been a demand for lowering the starting age at which young learners learn English and making language policy and planning attempts at primary schools of non-English speaking countries in the world. Turkey – as a member of the European Council – is among these countries with its previous language reforms in 1997, 2005, and 2012 successively to reduce the foreign language learning age and develop appropriate curriculums for primary and secondary levels. These language reforms necessitate national curriculums that provide teachers with a road map suggesting age-appropriate language teaching methodology, language teaching materials and ways of assessment for each grade. Kırkgöz (2014) acknowledges the fact that a language policy can be successful if teachers understand and implement the principles of the curriculum and communicate with students effectively. Thus, it is in this study that to what extent English language teachers' teaching and monitoring practices match the curriculum principles will be explored from English language teachers' perspectives to better understand how successful the implementation of the curriculum is at national level.

1.1. Background to the Study

1.1.1. Language Policy and Curriculum Reforms for Primary Schools in Turkey

English was introduced as a compulsory subject at the elementary level in 1997 when the Ministry of National Education (MoNE) initiated the compulsory eight-year schooling system in Turkey. Accordingly, the five-year-long primary education was united with the three-year secondary education, resulting in eight-year compulsory education in Turkish state schools. This reform was important in terms of lowering the foreign language learning age to the fourth and fifth-grade learners (Kırkgöz, Çelik, & Arıkan, 2016). These learners were introduced to English as a compulsory subject in the 4th and 5th grades for two hours weekly; for four hours in the 6th, 7th, and 8th grades. A new curriculum for English lessons in these grades was developed based on a new pedagogical perspective – communicative approach - for the first time. With this approach being introduced, the curriculum suggested learner-centred teaching and encouraged teachers to develop learners' communicative language proficiency in daily life. The teacher was assigned the role of being a facilitator and guide in the learning process and learners were supposed to participate in pair and group works actively. However, this novelty in 1997 caused a lack of fit between the planned curriculum at macro level and the experienced curriculum in state schools at micro level due to teachers' difficulty in fulfilling the communicative approach into practice, large classes, the physical facilities of schools, and lack of competent teachers in the system (Kırkgöz, 2014).

In order to solve the problems observed in the 1997 English language curriculum, the Board of Education revised the existing curriculum in 2005 (Kırkgöz et al., 2016). In addition to the communicative approach in 1997, this revised version also put the constructivist theory into practice. Accordingly, the existing English language teaching (ELT) curriculum was strengthened through the use of experiential learning, task-based teaching, multiple intelligences theory, neuro-linguistic programming, content and language integrated learning, and art and craft activities (Bayyurt, 2013). Young learners' cognitive learning process was taken into consideration, so testing and evaluation practices included both evaluation devices such as dossier, biography and passport which are taken from the European Language Portfolio and help learners keep the best examples of their work, and alternative assessment ways such as portfolio assessment instead of "pen and paper" tests (MoNE, 2006). Specifically, the dossier is strongly suggested among them due to the learners' insufficient linguistic and educational experience in language learning to move on to the biography or the passport. Also, it is mentioned that one or two standardized test scores can be included in the learners' portfolio to secure the reliability and validity and to reduce the cost and time that keeping a portfolio may require (MoNE, 2006). This revised version not only guided teachers to employ the communicative dimensions of language teaching but also initiated the adaptation process of the ELT curriculum into European Union standards (Kırkgöz et al., 2016).

Parallel to the language policy reforms about the early start in foreign language learning in many English as a Foreign Language (EFL) countries in Europe and Asia, Turkey also lowered the starting age of learning English to six or six 1/2 in grade 2 in 2012 through a new instructional model (Kırkgöz, 2014). In 2012, the 4+4+4 educational model was put into practice, transforming the eight-year compulsory education into twelve-year

(MoNE, 2013). The first four grades of the new model consist of primary years starting from 1st to 4th grade. Also, English was introduced to the 2nd grades (age 6) and taught for two hours during the first three (the 2nd, 3rd, 4th grades) years, and for four hours in the 5th, 6th, 7th and 8th grades of the model (Fişne, Güngör, Guerra, & Goncalves, 2018). This new system required a revision in the English language curriculum that was designed for the 4th – 8th grades; hence, a new ELT curriculum was designed for the 2nd – 8th grades in 2013. According to this revision, the 2nd and 3rd graders are presented with natural and daily English use through mainly speaking and listening activities to help them develop communicative communication skills (Kırkgöz et al., 2016). The main approach toward English language teaching and learning in the curriculum for the 2nd grades is to assist young learners develop positive attitudes towards, and enjoy learning English. Therefore, games, songs, stories, and craft activities are primarily suggested in the curriculum in units such as fruits, vegetables, colours, and numbers. The curriculum for the 3rd graders is built on the 2nd year and again aims to develop the 3rd graders' positive attitudes towards learning English by expanding on the topics studied in the previous year. The curriculum relies on the principles of The Common European Framework of Reference for Languages (CEFR) with an emphasis not only on the target culture but also on home and world cultures (MoNE, 2013). Particularly, the curriculum emphasizes age-appropriate tasks, learner autonomy development, ways of self-assessment, and communicative competence development in English language teaching.

As it is stated, "To provide a high-quality English language education for primary and lower secondary schools in Turkey, a periodic revision of the courses is essential to maintain an up-to-date and effective programme." (MoNE, 2017, p. 3), the Board of Education revised the 2013 ELT curriculum to update the programme based on the views of teachers, parents and academicians in 2017. Accordingly, English was offered weekly for two hours to the 2nd, 3rd, and 4th graders; for 3 hours to the 5th and 6th graders, and for four hours to the 7th and 8th graders. This latest and minor revision consists of two major dimensions with three sub-dimensions for each. The first dimension is the revision of the theoretical framework in terms of values education, basic skills as themes, and expanding issues such as testing, evaluation, and suggestions. The latter is the revision of each grade with regard to target language skills and their linguistic realizations, update of the contexts, tasks and activities, and functions and forms covered. Different from the 2013 curriculum, this version employs an action-oriented approach that leads learners to use English as a means of communication through classroom interactions of all types. Also, teachers and course book writers are provided with specific suggestions on the use of key competences and values education. These key competences are framed by the European Commission as traditional skills (communication in the mother tongue and foreign languages), digital skills (literacy and basic skills maths and science), and horizontal skills (learning to learn, social and civic responsibility, initiative and entrepreneurship, cultural awareness and creativity). Since embedding these values and competences is a challenging one due to the time and the developmental process it will take, it is stated that it can be achieved through the inclusion of contextual choices, and supplementary materials (MoNE, 2017). Another issue is that teachers are encouraged more to use alternative and process oriented testing procedures such as in-class and outside-the-class assignments to create beneficial and positive washback effect.

1.1.2. TEYL Practices in Turkey

In instructed second language acquisition (SLA), in which language learning processes occur in an educational context with no or very little contact with native speakers of the target language (L2), L2 development of learners is primarily shaped by policy makers and curriculum planners (Dörnyei, 2009; Loewen, 2015). In this context, the educational setting is very much dependent on a set of factors such as teachers, learners, classroom management, group dynamics, interaction patterns, and aims and objectives. Similar to many EFL contexts, Turkey also follows instructed SLA principles in the curriculum. In line with these principles, language learning should be meaning-focused and personally engaging as a whole (Loewen, 2015). Controlled practice activities should be included to increase the automatization of the language skills. The aims should be clearly explained and the content should be designed as motivating as possible in the task. Target phrases should be practiced with functions in communicative practice, and should be recycled intensively (Dörnyei, 2009). Since learning and teaching English start in grade 2 (ages 6-6.5) in Turkey, scholars in the field suggest similar approaches and techniques in instructed SLA to be considered in teaching English to young learners (TEYL). Cameron (2011), for example, asserts that young learners try to construct meaning in terms of their limited world knowledge. The teachers need to offer richer and broader language learning experiences for young learners so that they can increase the learning opportunities. Specifically, chunks, words, phrases, and formulaic language in English need to be introduced to young learners to help them listen, notice, repeat, and get support through feedback (Shin & Crandall, 2014). Age-appropriate tasks in the lessons should be given through the meaning and purpose of the discourse. The discourse here needs to be varied, narrative, short and simple enough for young learners to use. The contexts should provide many clues to the learner for meaning and use, thus dialogues, in which learners use new words and associate them with the previously learnt ones to communicate their ideas, are a good example for this purpose (Cameron, 2011; Pinter, 2006; Shin & Crandall, 2014).

Parallel to the theory above, the ELT curriculum for the 2nd graders in Turkey employs a holistic, positive, and communicative approach to the language learning and teaching process. For example, similar to the natural language acquisition process, the 2nd graders are exposed to input in speaking and listening through cognates and chunks, which are repetitive, simple, and bridges between their first language and the L2, and which move from known to unknown order. In order to construct meaning in young learners' brains, structure is implicitly embedded in communicative skills. Since it is found out that young learners depend on their previous experiences in language learning, the curriculum suggests familiar themes such as family, friends, animals, holidays, and leisure activities to help them build bridges between their daily lives and learning contexts (MoNE, 2018). In addition, the curriculum, in line with the CEFR, also values home culture, target culture and intercultural elements positively. Overall, it can be said that the curriculum is mainly based on motivation, communication, meaning, and exposure to English through the active use of drama, Total Physical Response (TPR), and craft activities for the 2nd graders. To this end, the curriculum suggests teachers to use a variety of visual and auditory teaching materials (i.e., picture dictionaries, songs, stories, cartoon characters, cut and colour in activities) to help these learners develop positive attitudes towards, and enjoy learning English (MoNE, 2018).

1.1.3. Assessing Young Learners

Various scholars in the field state that teachers need to assess young learners through alternative or informal assessments to monitor their progress (Cameron, 2011; Shin & Crandall, 2014). In instructed SLA contexts, there are several reasons why we assess. The assessments are used to make decisions on the effectiveness of the curriculum, course, delivery of the instructions, materials, and teachers, to place students, to monitor learners' development, and to identify the ones who need extra support (Shin & Crandall, 2014). In addition to traditional assessment types such as the forms of tests, quizzes with multiple choice test items, matching, filling-in-the-blanks, and true false questions (Sarıçoban & Kuntaş, 2010), alternative assessment types have become a recent prominent theme in TEYL. Observations, conferences and oral interviews, storytelling, portfolios, self- and/or peer-assessment are among the assessment types suggested for young learners (McKay, 2006). Although traditional assessment types seem to be easy to administer and practical to score, they are inadequate to focus on all language skills and components, and lack in feeding their performance. Therefore, teachers, whichever way they choose, need to give rich feedback about learners' development in the learning process. This necessitates the employment of all assessment techniques in a child-friendly manner to make the assessment and feedback process more beneficial and informative (Fişne, 2016; Sarıçoban & Kuntaş, 2010).

Similar to these suggestions, the ELT curriculum in Turkey employs a holistic view toward the assessment, in which learning, teaching and testing are seen as a whole and interact with each other in shaping teachers' instructional preferences, learners' learning strategies, and parents' attitude toward the English language teaching and learning (MoNE, 2018). The framework underlying the testing, assessment and evaluation relies on the CEFR which suggests alternative and process-oriented testing procedures and various types of assessment (Fişne, 2016). The testing and assessment philosophy in the curriculum, also, advocates the use of age-appropriate assessment tools consistent with the learning and teaching methodology, the inclusion of self-assessment, reflection and feedback, and the opportunity to help learners identify their strengths and weaknesses by creating a positive washback effect. Specifically, for the 2nd and 3rd graders, the curriculum emphasizes the use of formative assessment with monitoring purposes through in-class and outside-the-class tasks. Assignments, project and portfolio studies can be regarded as the outside-the-class activities in the 2nd grade. In this process, feedback and reflection are acknowledged to be indispensable components (MoNE, 2018). Such an assessment procedure helps these learners develop positive attitudes towards English language learning. Since summative assessment is not recommended for these grades in the curriculum, this research focuses on monitoring practices in the 2nd grades within the framework of formative assessment.

1.1.4. Previous Studies

Recent studies have shown that the ELT curriculum revised in 2013 has been evaluated from the perspectives of the 2nd grade EFL teachers in different cities in Turkey (Atabey, 2015; Başar & Tosuncuk, 2016; Bayraktar, 2014; Çiftci-Cinkavuk, 2017; Eraslan, 2018; Gürsoy & Eken, 2018; Özüdoğru, 2016). The findings in these studies can be categorized under two main perspectives: positive and negative views towards some components of the curriculum, the philosophy behind, and the implementation of the curriculum. To start with the positive views, the 2nd grade EFL teachers found the teaching approaches and methods successful in terms of developing the 2nd graders' positive attitude towards the English language learning process and meeting their needs and interests in the choice of topics. Specifically, the 2nd grade EFL teachers in Şanlıurfa (Başar & Tosuncuk, 2016), in Tokat (Maviş & Bedir, 2014), in Bursa (Bayraktar, 2014), and in Diyarbakır (Atabey, 2015; Bulut & Atabey, 2016; Süer, 2014) thought that the curriculum objectives were age-appropriate and updated; topics were interesting and developed the 2nd graders' positive attitudes towards English language learning. For these

reasons, suggestions for activity types and topics were satisfactory enough by the participant teachers in those studies. For example, the target vocabulary items were found to be satisfactory for the 2nd graders. The input and activities were enthusiastically used in the 2nd grade English lessons. In addition, among the alternative assessment types, teacher observation was found to be easy, convenient, and practical to use with the 2nd graders. Also, these teachers reported that they were pleased with the latest reform in that English was lowered to the 2nd graders in primary schools.

However, central to the research on the evaluation of the ELT curriculum implementation is the fact that generalizations should be avoided. Whereas some EFL teachers were satisfied with the reform movement and the curriculum on some issues, others reported the deficiencies of the curriculum by relating them to the teacher, school, and sociocultural realities. For example, Gürsoy and Eken (2018) conducted a study with 232 EFL teachers from all around Turkey with the aim of learning about their views on the implementation of the curriculum. Although these teachers reported to give priority to listening and speaking skills as suggested in the curriculum, they were observed to use traditional teaching methods such as drilling, writing activities, memorization, and grammar exercises. According to the results in Gürsoy and Eken's (2018) study, teachers were found to use storytelling, games, and songs occasionally. In this respect, teachers' beliefs and their in-class practices caused serious discrepancies in the implementation. Some vocabulary items in the curriculum were criticized with respect to being above the 2nd graders' cognitive development levels (Alkan & Arslan, 2014; Atabey, 2015; Bulut & Atabey, 2016). To illustrate, words such as ksilafon, kimono, brokoli, quiz and "how much", "how many" question words were found to be difficult to teach and learn in the 2nd grade English lessons. In order to guide teachers to use the suggested methods and techniques, a detailed teachers' manual in which teachers were provided with enough number of course and supplementary materials was needed (Bulut & Atabey, 2016; Eraslan, 2018; Özüdoğru, 2016). Teaching materials especially for listening and speaking skills needed to be enriched. Another point was that the learning atmosphere at schools needed to be given special attention (Çiftçi-Cinkavuk, 2017; Süer, 2014). For example, the classes were reported to be crowded with over 35-40 students. For audio and visual materials to be used properly, the classes needed to be equipped with projections and speakers (Bozavlı, 2015). Course hours were also found to be insufficient in terms of practicing speaking and listening skills effectively in these studies. When it comes to assessment, it was reported that the 2nd grade EFL teachers needed to be informed about testing and alternative assessment ways for listening and speaking skills explicitly. In contrast to the curriculum suggestions, teachers in Gürsoy and Eken's (2018) study assessed the 2nd graders based on the traditional assessment methods. Although this finding may result from teachers' beliefs, knowledge base, and the central exam system, teachers in other studies (e.g., Alkan & Arslan, 2014; Çiftçi-Cinkavuk, 2017; Süer, 2014) also expressed the need for alternative assessment techniques in listening and speaking.

Taken together, these findings have important implications for language teacher education. First, the mismatch between the teaching practices and the curriculum guidelines reported in the above mentioned studies may stem from teachers' beliefs and practical knowledge as Orafi and Borg (2009) find out. One of the alternatives to overcome this mismatch can, therefore, be to inform pre-service and in-service EFL teachers about the CEFR and communicative language teaching (CLT) that are the underlying motives behind the curriculum. They need to be informed exactly about what methods and techniques are suggested in the curriculum, how they can be used, why alternative assessment methods are important, and how they can be used in the 2nd grade English lessons by providing sample assessment tools for listening and speaking skills. Specifically, how the portfolios and projects can be used actively with the 2nd graders needs to be introduced through seminars, workshops, and training programmes. Second, some EFL teachers working in primary schools might not practice the pedagogical content knowledge on TEYL comprehensively in their pre-service education programmes. Hence, another way to cope with the mismatch can be to give in-service training programmes about the characteristics, developmental levels, learning styles and strategies, alternative teaching and assessing methods to the EFL learners who start teaching the 2nd graders for the first time (Bayyurt, 2013). Third, it was argued that the content and topics were not flexible enough to be used in socioculturally diverse instructional settings. Students from different social, economic, and cultural backgrounds are different in their readiness levels, previous learning histories, and meaning-making skills. So, the content in the curriculum should be flexible enough for teachers to make necessary adjustments in consideration of these factors. Besides, students cannot have the chance to use the L2 chunks in their daily lives owing to the fact that Turkey is a foreign language country. This necessitates EFL teachers to increase revision, repetition, and the need to use the L2 items in a meaningful context by giving students realistic aims and situations (Alkan & Arslan, 2014; Atabey, 2015).

1.2. The Aim and Importance of the Study

Language policy and planning reforms are often top-down and coercive since all stakeholders (i.e., teachers, learners, administrators, parents) are obliged to implement the policy and curriculum requirements (Kennedy & Tomlinson, 2013). These reforms are made in consideration of the problems perceived by the stakeholders to

develop solutions in the learning and teaching contexts. Based on the previous studies (Kırkgöz, 2008; Orafi & Borg, 2009), it is observed that there is often a lack of fit between the language curriculum at macro level and its implementation at micro level due to certain reasons in non-English speaking countries. This mismatch may stem from various reasons including teachers' professional readiness, theoretical knowledge, beliefs and practical implementations (Gürsoy & Eken, 2018). Hence, the successful implementation of the curriculum largely depends on the teachers' understanding, having the background knowledge, applying the curriculum within the suggested principles in the curriculum (Gürsoy & Eken, 2018; Kırkgöz, 2008). With this notion in mind, this study aims to describe the teaching and monitoring practices of English language teachers in the 2nd grades at state primary schools in Adana, Ankara, Konya, Mersin, Muğla, Tokat, and Yozgat upon the latest English language curriculum adjustment in 2017. The ELT curriculum used in the 2nd grades was specifically focused in this study because English is being introduced to young learners for the first time in this level in Turkey. As Shin and Crandall (2014) state, the teachers' teaching and monitoring practices, the learning atmosphere, and learners' engagement in L2 have a crucial role in determining their attitudes towards learning English. Due to the importance of the first learning and teaching experience, the implementation of the ELT curriculum is explored only for the 2nd grades in this study. This ensuing study also focuses on how the recent curriculum reform affects young learner classrooms, the pedagogical practices of the 2nd grade EFL teachers, and the fit between the curriculum adjustment (macro-level) and implementation (micro-level) in Turkey. The aim of the study is both to understand the implementation of the ELT curriculum through local practices and challenges in the 2nd grades, and to portray overall trends in TEYL. Particularly, this study responds to three research questions:

1. What are EFL teaching practices in the 2nd grades at state primary schools?

2. How is EFL learning monitored in the 2nd grades at state primary schools?

3. To what extent do EFL teaching and monitoring practices in the 2nd grades match the curricular principles?

2. METHODOLOGY

2.1. Research Design

Within the framework of qualitative research methodology, descriptive research design was used in this research. In descriptive studies, researchers gain in-depth insights into the constructs to be examined (Best & Khan, 2006). In order to describe the current teaching and monitoring practices, open-ended written survey forms were presented to EFL teachers who work at state primary schools in MoNE. Through the elaboration of the responses given by EFL teachers, the main constructs of the study were described, interpreted and discussed.

2.2. Participants

The subject group of this study includes 13 EFL teachers who work at the state primary schools in four different regions (The Aegean, Central Anatolia, Black Sea, and Mediterranean Regions) and in different cities in Turkey: Adana, Ankara, Konya, Mersin, Muğla, Tokat, and Yozgat. In order to select these participants, convenience sampling method was employed. In this sampling, data collection is performed with the practically available participants whom researchers can reach out (Dörnyei, 2007; Fraenkel, Wallen, & Hyun, 2012). In terms of demographics, nine participants are female while four teachers are male. The mean of EFL teachers' age is 31. They have approximately 8 years of teaching experience. Whereas 12 teachers graduated from ELT departments, one teacher's graduation is from English/American language and literature. Also, one of the participants has an MA degree in ELT field.

2.3. Data Collection and Analysis

As the data collection tools, written survey forms were administered to the participants (see Appendix A). This survey comprises two main research constructs (i.e., English language teaching and monitoring practices) and 18 structured open-ended questions. Table 1 shows the research themes of written survey questions:

Table 1.
Thematic Categorization of Open-ended Written Survey Questions

No	Constructs & Themes	Questions
1	Language Teaching Methodology	Q1-Q2
2	Teaching Language Skills	Q3-Q4-Q6-Q10
3	Language Teaching Materials	Q5-Q7-Q8
4	Feedback	Q9-Q17
5	Monitoring Language Learning	Q11-Q12-Q13-Q14-Q15-Q16
6	Additional Information	Q18

Survey constructs and questions were developed in line with theoretical background, content and organization provided in the principles of the ELT curriculum used in the 2nd grades. Following the specification and development of the survey questions, expert opinion forms were prepared to ensure the content and construct validity. Three experts in the field examined the questions in light of the research aims. In addition to content and wording of the questions, they provided feedback on the relationship between the curricular perspectives and constructs given in the questions. In line with the expert opinions, written survey questions were revised and prepared for the final administration. Finalized survey forms were delivered to the participants through online forms or printed copies. Approximately 20-25 minutes were allocated to complete the surveys.

Following data collection process, interpretative analysis was used to examine written responses within the framework of exploratory-interpretative research (Grotjahn, 1987). This analysis method enables the researchers to interpret the qualitative data on the basis of the research constructs. In order to conduct this analysis, EFL teachers' responses were classified at first in keeping with the thematic categorization and then summarized and reported in consideration of the main constructs of the study. The findings in each category were interpreted with reference to the frequencies of the practices or procedures covered in the participants' responses.

3. RESULTS

The research results are presented here under the sections of the research questions. Firstly, the second-grade teaching practices are explicated in terms of ELT methodology, language skills, and language teaching materials. Second part elaborates on how EFL learning is monitored in the second-grade level. Finally, third part shows the nexus between curricular requirements and classroom practices.

3.1. EFL Teaching Practices in the 2nd Grades

3.1.1. ELT Methodology

Survey results show that EFL teachers make use of different methods, approaches and techniques in TEYL in the 2nd grades at state primary schools. They can be explicated as TPR, audio-visual method (ALM), activity-based learning, computer-assisted language learning (CALL), cooperative learning, eclectic approach, suggestopedia, natural approach, and inductive teaching technique. Whereas there is a variety of methods in use, the focal attention is given to TPR method in TEYL. TPR is a method that requires active participation of language learners (Shin & Crandall, 2014) and it serves as a basis for the implementation of English language teaching syllabuses developed by MoNE (2018) in young learner classrooms. Some examples of teacher responses are given below:

> *"Foreign language teaching method and technique that I mainly use in teaching English to the 2nd grade learners is 'TPR' Total Physical Response. With this technique, I can teach vocabulary and forms at the same time while the learners sing a song, and I can highlight 'speaking' skill. Also, I often use 'Eclectic Approach' according to the content and objectives."* [T3]

> *"It is TPR-Total Physical Response. I use a method based on the physical activity. I support it with songs and games."* [T6]

> *"Especially, it is TPR. I ask them to use their body movements in telling the word that I am going to teach in the lesson, and generally I use the inductive approach. I elicit the form by asking questions to the learners, and get them to answer."* [T10]

> *"Audio-visual method and TPR are those which I mostly use."* [T4]

EFL teachers also employ different techniques that support their language teaching methodology. For instance, they commonly use drama, elicitation (questions & answers), demonstration, pair- and group-work, and presentation.

As for the main purposes of using these methods, approaches and techniques in the 2nd grade, EFL teachers firstly aim to help young learners enjoy learning English language. Following that, they prefer to facilitate permanent or long-lasting learning. There are some examples of teacher responses below:

> *"To enable the students to learn by experiencing and having fun."* [T8]

> *"...Also, learning becomes long-lasting and permanent because the students take active part in the activities. Since I am getting away from memorization, the students attend the activities without any stress and pressure. They enjoy and like them."* [T3]

> *"Permanent learning, enjoyment. Students become happier and willing [to learn] when they learn by doing and experiencing…"* [T12]

In addition, EFL teachers generally attempt to increase the learners' active participation, L2 use, learning experiences, interest, willingness to learn, and they aim to enhance communication skills in light of the teaching methodology. Furthermore, they have purposes to support cognitive and emotional development, facilitate cooperation and interaction with others, and increase motivation and curiosity in the classroom. These purposes can be illustrated in the following responses:

> *"It is aimed to enable the students to ask and answer questions easily, participate in the activities actively in the classroom, get involved in the activities in cooperation through group work."* [T5]

> *"TPR and computer games keep the students' interest alive, and they enjoy [these activities]. Besides that, it is needed to present such enjoyable things in order for the students to attend English lesson with curiosity and love. It is the first time for them to get to know English; that is why I use more enjoyable methods so as not to discourage them."* [T11]

> *"My primary purpose in using these methods is that the pupils can use the language actively. It is required to develop the pupils' communication skills by getting them to express feeling[s] and ideas and to use the language in practice but not in theory."* [T13]

Taken together, the second-grade TEYL methodology is mostly based on TPR. Besides that, EFL teachers draw on a variety of language teaching methods, approaches, and techniques. Some of them may require elicitation, cooperation, active involvement, presentation and use of the audio-visual materials and computers. These methodologies have been adopted with different purposes. Teachers mostly aim to provide the learners with opportunities to enjoy English language learning and make it long-lasting. Also, they want to promote the active involvement and the use of English language, and broaden the students' experiences and interest in language learning.

3.1.2. Teaching Language Skills

In consideration of teaching language skills, it can be pointed out that EFL teachers put the major emphasis on speaking and listening skills in this grade:

> *"We mainly [practice] listening and speaking skills"* [T5]

> *"I give more importance to listening and speaking skills. Especially, listening skill is my priority... I think that language development begins when the children listen [to something]."* [T13]

Along with the main importance given to oral skills, it can be stated that reading, writing and pronunciation are also taught in the second-grade classrooms, but they are not highlighted as much as speaking and listening.

> *"I give priority to listening at first, and then speaking, reading and writing take place."* [T7]

> *"I give much importance to speaking and pronunciation because it goes on as it begins..."* [T12]

EFL teachers employ a wide range of tasks and activities to support EFL learning in the 2nd grades. To be more specific, songs, games, role-plays, dialogues, repetition and drama are frequently used in this grade to develop speaking skills as indicated in EFL teacher responses. Arts and crafts activities, acting out, storytelling, question-and-answer, and presentation can be also used to practice speaking. What's more, EFL teachers draw on rhymes and pair- and group-work tasks in the classroom to promote speaking. Some teacher responses explicate the activities that are commonly used in the 2nd grade as follows:

> *"I attempt to improve speaking skills through songs and games."* [T1]

> *"I use repetition, dialogue and role-play activities to make contribution to English speaking skills."* [T2]

"I use the activities such as singing songs, listening and drawing, rhymes etc. to improve my 2nd grade learners' English speaking skill..." [T3]

"We support it through games and songs. We carry out acting and drama activities by watching videos through smart board." [T5]

As for the listening skill, survey responses reveal that using games, songs, listening texts, watching videos and movies (e.g. cartoon movies), speaking English in the classroom and giving instructions in L2 can be considered as the practices that are commonly used to practise listening skills. Also, EFL teachers make use of rhymes, competitions, karaoke, basic listen-and-do activities and take advantage of useful websites to improve this skill. Some examples of teacher responses are given below:

"I try to improve listening skills through games and songs." [T1]

"I use song, story and listening texts to improve English listening skill." [T2]

"In order to improve the learners' listening skill, I try to speak English in the course. Especially, I always give place to daily expressions in the lesson. I use listening texts in the course books. I provide learners with opportunities to [be exposed to] the language with various activities by making use of kid songs, and age-appropriate cartoon movies and stories." [T13]

Considering the outside-the-class activities to reinforce language learning, most of the EFL teachers present the 2nd grade learners with a variety of activities mainly for listening comprehension. Also, they support speaking skills with songs, games and pair- and/or group-work studies outside the classroom setting. Some responses are illustrated as follows:

"Generally, I try to support their in-class learning by giving pair-work or group-work assignment." [T2]

"... I recommend them song[s], cartoon movie[s] etc. as outside-the-class [activities]." [T3]

"I share the materials downloaded from EBA [Educational Informatics Network] with students. Additionally, I [recommend] them some easy web 2.0 tools ..." [T9]

"... I distribute the worksheets and give them cut-and-paste or colouring activities related to the topic." [T10]

With respect to the feedback in TEYL, EFL teachers express that they provide feedback throughout the process of teaching. Survey responses indicate that some teachers prefer to give immediate feedback in the classroom. On the other hand, some others utilize success tables or materials like stamps or stickers to give feedback as pointed out in the following responses:

"I give immediate feedback on learning... I use a constructive language when I give feedback on their mistakes" [T3]

"We prepare weekly or monthly success tables. We give feedback by putting stamps, stickers etc. on their notebooks. We encourage them by means of the certificates at the end of semester." [T5]

"... I stamp on their work when they have done a good job." [T9]

To sum up, EFL teachers mainly teach speaking and listening skills in the 2nd grade. Some teachers also pay attention to reading, writing and pronunciation but not as commonly as oral skills. There is a wide range of language teaching activities used to teach speaking and listening skills in this grade. EFL teachers also support the students' in-class learning experiences through simple outside-the-classroom tasks. In addition, most of the teachers provide the second-grade students with feedback on language learning.

3.1.3. Language Teaching Materials

According to EFL teachers' responses, a number of instructional materials are utilized to teach and improve speaking and listening skills. More specifically, EFL teachers employ smart boards, flashcards, puppets, visuals, masks, computers, projector, games, game cards, videos, real objects and course books to teach speaking skills. Some responses are presented below:

"I use hand and finger puppets that we prepare in the classroom, various pictures and smart board activities..." [T3]

"At this point, smart board is useful in terms of both video and listening; besides that, I [employ] these activities by using small finger puppets." [T11]

"Puppets, masks, videos, cartoons, flashcards, pictures, rhymes, real objects." [T9]

362

> *"Pictures, slides, simple drawing, interactive games, story books."* [T13]

In addition to these tools, EFL teachers use posters, songs, figures, rhymes, home-made materials, slides, stories, e-books, basic classroom tools, comic books and magnets.

As for the listening skill, EFL teachers draw on smart boards, course books, listening texts, story books, projectors and computers as illustrated in the following responses. Besides these tools, EFL teachers employ CDs, visuals, videos, songs, and cartoon movies for the purposes of teaching listening skill. In this skill, smart board is utilized as the basic tool for listening comprehension. However, in some classrooms, smart boards are not available as stated in T4's response; for that reason, teachers make use of the computers and projectors to teach and practice listening skills.

> *"The main tool in listening activities is the smart board. Since course books and applications have already been available in the smart board, I can reach them and [provide listening activities] easily."* [T11]

> *"The basic materials which I use in listening activities are the smart board and EBA lesson."* [T3]

> *"Videos (EBA), stories, talking visual dictionaries"* [T9]

> *"Since we do not have a smart board, we watch video clips via laptop and projector."* [T4]

In regard to the practicality of these materials, language teachers accentuate that the 2nd graders do not have any difficulties in reaching these materials. It is because most materials are available in their classrooms or provided by EFL teachers.

In broad terms, it can be stated that EFL teachers employ a rich variety of language teaching tools in the second-grade classrooms in consonance with speaking and listening teaching practices. It is obvious that smart boards are the tools which are the most commonly used in the 2nd grade. In addition to the smart boards, there are other various teaching materials including audio-visual, technological and pedagogical tools that help teachers support and facilitate language learning.

3.2. EFL Monitoring Practices in the 2nd Grades

In the 2nd grade, the learners have a final grade (not numerical) in their school report that shows their overall status of learning at the end of each semester (MoNE, 2014). From this point of departure, survey questions elicited how EFL teachers monitor the students' language learning and make this final decision on it. According to EFL teachers, in-class observation is the method which is largely employed in this grade with evaluative purposes. In this respect, observation forms and performance rubrics are the main tools that are used to monitor language learning. Furthermore, EFL teachers monitor the attainment of language teaching objectives and take into consideration it in defining the status of the students' learning. Some teacher responses are displayed as follows:

> *"I prepare a rubric which includes the criteria that measure speaking and listening skill[s] and I observe a student by using it throughout a term. I evaluate [the students] through the rubric. Also, I get them to keep a portfolio which covers all the studies that they have.* [T13]

> *"We carry out evaluation by considering the attainment of objectives in our [yearly] plan, observing in-class participation, and taking portfolios and performance tasks into consideration."* [T5]

> *"I do it [assess] in view of task achievement and learning that I have observed in the class."* [T6]

Performance tasks and portfolios are also used in this grade with monitoring purposes. Most of the EFL teachers ask the students to keep portfolios and record their language-related studies, and some teachers make use of these portfolios in making decisions on the students' overall learning.

> *"... I sometimes collect portfolio studies and give [them] feedback."* [T2]

> *"... We prepare [portfolios] for our studies by date and check [them] monthly. Whether these studies have been carried out regularly is taken into consideration in assigning the final grade"* [T5]

> *"... I control portfolios at some intervals. I sometimes get them to assess their peers."* [T5]

As another method to monitor the second-grade language learning, most EFL teachers give simple assignments to the students such as colouring, cut-and-stick, visual dictionary, worksheets and workbook activities, and some of these teachers take these assignments into consideration in monitoring the 2nd graders' learning process through the checklists or charts.

"I assign [the activities on workbook] or worksheets. I check if they have done homework or not, then mark on the checklist." [T9]

"I give them age-appropriate tasks as homework like cut-and-stick [and] colouring, in which they will not get bored, and I consider them in giving the final grade." [T13]

On the other hand, projects are less conducted by the participating EFL teachers for monitoring purposes in the 2nd grade. Only a few teachers administer simple project studies to observe and evaluate the students' learning.

"I get them to prepare simple projects that are not difficult for them, [and] I take them into consideration in the evaluation." [T13]

There are also other criteria that are taken into account in monitoring the 2nd grade language learning. Teacher responses put an accent on the involvement in learning activities, and some teachers consider it in making decisions on the students' overall learning. Also, teachers make use of some language teaching activities (e.g., role-play tasks, drama, questions and answers) for monitoring purposes. These activities are generally based on oral skills. In a similar vein, participation in these activities is regarded as the major criterion to evaluate language learning. Task achievement and in-class attitudes are among the other criteria that are considered in the evaluation process. Additionally, score charts, quizzes and tests are the tools that are used by some teachers to observe language learning in the 2nd grade.

"Songs, art and craft activities, videos, games, role-play. I use a checklist during the term, thus I evaluate to what extent they have participated in these activities." [T9]

"I give [them] scores in view of their participation in the activities of drama, role-play, question-answer that I specify on a topic. Actually, I do it at the end of each unit by expanding it to the whole process." [T13]

"There are important things such as in-class attitudes towards the lesson throughout a term, my observation about the student[s], and participation in the activities. [T1]

When all these practices are holistically examined, most of the EFL teachers believe that their monitoring practices reflect on the communicative aspect of English language.

"...Students use the communicative aspect of the language in their portfolio presentation, and it is considered in evaluation." [T3]

"I observe the behaviours such as initiating a dialogue, sustaining and ending a conversation..." [T6]

In consideration of monitoring-based feedback, the majority of EFL teachers give information to the students on their language learning. They generally define learning strengths and weaknesses. Some responses elicit that teachers use a constructive language in this process, provide immediate feedback especially in speaking practices, give feedback in spoken or written ways, and inform the parents as well. Some examples of teacher responses on feedback are presented below:

"I give feedback to my students at the end of evaluation, and I use a constructive language in giving feedback." [T3]

"... Besides that, I try to give them feedback by evaluating the worksheets that I administer at the end of each unit." [T11]

"... I correct the pronunciation and form-related errors in speaking activities." [T7]

Along with these practices, T7's comment in relation to monitoring process points out that more time is needed for a thorough observation and evaluation of the second-grade language learning. In a similar way, T10 touches upon the duration of lessons and underlines the importance of allocating more time for speaking practices.

"Since the duration of English language lesson in the 2nd grade is two hours per week, I cannot allocate much time for monitoring activities." [T7]

"I would like [to conduct] more speaking activities in the second grade, and two lesson hours make it nearly impossible…" [T10]

It shows that some teachers need more than two lesson hours in the 2nd grade to conduct more speaking activities and administer more monitoring practices.

Put it briefly, EFL teachers monitor the 2nd grade learners' learning with various methods and tools. First of all, observation is one of the monitoring methods that are the most frequently used in this grade. Assignments, portfolios, and performance tasks are basically employed to observe and evaluate language learning, but projects are not administered as frequently as others. EFL teachers pay attention to certain criteria in order to monitor

learners. In-class participation, attainment of language objectives, in-class attitudes, and task achievement can be viewed as the examples of these criteria. In the 2nd grade classrooms, some teaching activities may be used as the monitoring practices. These activities are mostly based on oral skills. As for the monitoring tools, performance rubrics and observation forms are commonly employed at this level. There are also some other tools used in this monitoring process such as checklists, charts, and tables. In general, these monitoring practices reflect the communicative aspects of language teaching.

3.3. Nexus between EFL practices and the ELT curriculum for the 2nd Grades

The study findings revealed that there was a match between the curricular perspectives and second-grade TEYL practices to a large extent in terms of teaching and monitoring methodology, language skills, and materials. However, there are few in- and out-class implementations which do not reflect the underpinnings of the ELT curriculum in this grade. To start with, language teaching methodologies that EFL teachers have used suit the use of "an eclectic mix of instructional techniques" emphasized in the curriculum (MoNE, 2018, p. 3). The participating teachers employ a wide range of teaching methods, approaches and techniques in the 2nd grade. MoNE (2018) highlights the main activities/ tasks in this grade as "TPR, drama, and arts and craft activities" (p. 10). The present study points out that TPR and drama activities are extensively used in the second-grade classes. In other words, there is a connection between theory and practice in terms of the main activities. With respect to the purposes of English language teaching at this level, it is primarily aimed at providing an enjoyable learning setting for young learners as accentuated in the ELT curriculum. Also, EFL teachers attempt to develop communication skills and promote the use of L2 in these classes. These perspectives are consistent with the curricular objectives.

In consideration of language skills, it is obvious that the major focus is on oral skills, speaking and listening, in this grade. Along with these oral skills, some teachers mention the inclusion of reading and writing skills in their lessons. However, the ELT curriculum basically emphasizes teaching only the skills of speaking and listening at this level. This discrepancy that arises from literacy skills may give further insights into teacher-based classroom implementations. As for speaking and listening practices, it can be stated that they principally cover the suggested activities/tasks/contexts given in the curriculum. For instance, the ELT curriculum underlines that students learn better through games and songs. The findings illustrate that these practices are largely employed in the 2nd grade. As it is suggested, most of the EFL teachers assign outside-the-class tasks to the students. In consideration of language teaching materials, the ELT curriculum explicates the importance of authentic material use in young learner classrooms. Teacher responses show that a variety of authentic, audio-visual and age-appropriate language materials and tools have been utilized in this grade. Also, it is noticeable that smart boards are the tools that are widely used in the 2nd grade classrooms.

With respect to the monitoring procedure, the participating teachers mainly pay attention to classroom-based techniques. Particularly, they give familiar and achievable assignments to the second-grade learners. The ELT curriculum (MoNE, 2018) suggests that language teachers should benefit from various assessment methods including portfolio, performance assessment, and project assessment. In the current study, some teachers provide the learners with performance tasks and portfolios with monitoring purposes. However, the findings indicate that project studies are not extensively carried out in this grade. That is, there are slight mismatches in monitoring practices in terms of enhanced use of projects. Concerning in-class monitoring, it is seen that EFL teachers make use of the teaching and learning activities with evaluative purposes. Also, participation in such activities is one of the major criteria taken into account in evaluation. In this sense, the curriculum regards teaching, learning and assessment as "one part of a whole" (MoNE, 2018, p. 6), and this standpoint reflects the formative tenet of language assessment. In relation to monitoring process, EFL teachers provide feedback on language learning. The ELT curriculum theoretically supports giving feedback to the learners and puts forward that teachers should not correct the errors "on the spot" (MoNE, 2018, p. 13). However, some teachers claim that they correct the speaking errors immediately. In this respect, it seems that there is a mismatch between theoretical suggestion and some teachers' error correction.

4. DISCUSSION

The current study is significant in that the current teaching and monitoring practices of EFL teachers in the 2nd grades and the extent to which the current practices of EFL teachers and the revised curriculum match are revealed from the perspectives of the 2nd grade EFL teachers in four different regions of Turkey. Including teachers from different regions in the study is vital in terms of gaining insights into the local challenges and opportunities in TEYL.

Regarding the first research question about EFL teachers' teaching practices and material use, it is revealed that EFL teachers apply different methods and techniques such as TPR, ALM, CALL, drama, pair and group works

with an endeavour to support cognitive and emotional development, cooperation, and motivation of the 2nd graders towards learning English. This finding is in line with Atabey (2015), Bayraktar (2014), Çiftçi-Cinkavuk (2017), and Süer (2014) in that the content of the curriculum, teaching techniques and activities are found to be age appropriate and increase students' positive attitude towards learning English. Accordingly, it can be claimed that EFL teachers' teaching practices match the curriculum guidelines and the CEFR. It is worth appreciating that teachers place value on developing the 2nd graders' speaking and listening skills, which is also consonant with the curriculum.

Given the value of listening and speaking practices in authentic, meaningful, and visually enriched atmospheres, it is important to expose the 2nd graders to real English through "increased amount of meaningful classroom interaction" (Shin & Crandall, 2014, p. 41). However, EFL teachers also try to practice reading and writing skills in a limited way although the curriculum states that "students should not have notebooks at the 2nd and 3rd grade levels as the focus is on listening and speaking only" (MoNE, 2018, p. 13). The tendency of teachers' practicing these skills may stem from their beliefs, the lack of awareness of the curriculum guidelines, or their methodological background in TEYL (Gürsoy & Eken, 2018; Kırkgöz, 2008; Orafi & Borg, 2009). Regarding the outside-the-class activities, it is found out that teachers mostly assign simple tasks. As suggested in Yıldıran and Tanrıseven's (2015) study, the participating teachers argue that the two-hour course time is often insufficient to practice both speaking and listening exercises. Similar to Gürsoy and Eken's (2018) study, teachers primarily try to develop students' speaking skills and in the rest of the course hour they go on with listening activities. Therefore, these teachers rely on the listening exercises as part of the outside-the-class activities to catch up with the syllabus.

Some EFL teachers give feedback to the learners through stickers or use success tables to reinforce the target behaviour in the learning and teaching process. It is understood that these feedback ways motivate students and help them build confidence in the learning process. However, unlike the curriculum guideline which recommends teachers to note down the confusing language issues and to practice them later as much as possible instead of correcting the errors on the spot (MoNE, 2018), it is reported that some teachers in this study prefer to give immediate feedback to correct students' errors. Accordingly, this finding shows a mismatch between theory and practice in some occasions in terms of error correction. Results also demonstrate that the smart boards are the mostly used materials in the 2nd grade English lessons alongside a wide variety of teaching materials. The reason for this may be that nearly every school in Turkey has convenient physical conditions with enhanced technological materials. And, smart boards, being easy and quick to use and located in each class at state schools, are popular among EFL teachers to display visuals, online sources, and play the listening tracks. In this way, teachers may increase the activity types to engage students in the lesson.

In response to the second research question about EFL teachers' assessment practices with the 2nd graders, it is found out that in line with the curriculum guidelines, EFL teachers primarily use teacher observation forms and performance rubrics to monitor students in the learning process. Contrary to the findings in Gürsoy and Eken's (2018) study, these two types are especially popular among teachers in this study because they are easy, practical, and clear to monitor students. Some of the participating teachers also prefer to use performance tasks, portfolios, and simple checklists for assignments like colouring, worksheets. On the other hand, the reliability and validity checks of these rubrics or checklists were not included within the scope of the survey forms in this study. The criteria such as active participation, task achievement, and in-class attitudes of students towards English are also taken into consideration to monitor students. The official regulation on the 2nd grade assessment and evaluation (MoNE, 2014) highlights that learner participation and assessment-based curricular principles are two key factors to be considered in defining the learners' success. In this regard, monitoring practices serve the purpose that is accentuated in this regulation. Additionally, teacher responses indicate that the course hours need to be increased starting from the 2nd grades onwards subsequently to allocate more time on meaningful, enriched, and natural input in listening and speaking activities and monitoring practices.

Last but not least, it can be said that the participating EFL teachers' practices in teaching and monitoring match the guidelines in the curriculum despite some limitations. There may be several reasons for this match. First, most of the participants in this study may have sufficient pedagogical content knowledge in TEYL and the materials design fields. They may also be aware of the recent trends, methodologies, and techniques about TEYL, and have curriculum literacy in their fields. Second, they have approximately 8 years of teaching experience in the field. This may imply that the knowledge they build in the pre-service programmes may be transferred actively into practice in schools in line with the latest trends based on the curriculum suggestions.

5. CONCLUSION & IMPLICATIONS

The current study aims to understand how a macro-level language policy movement (the second revision of the ELT curriculum) is welcomed and applied in the 2nd grade English lessons in micro-level contexts (state

primary schools) based on EFL teachers' perspectives. These teachers' in-class teaching practices, material uses, and monitoring practices are explored through written survey forms. As a result, it becomes obvious that for L2 attainment of the 2nd graders, EFL teachers play a major role in helping them develop positive attitudes towards learning English. These teachers' preferences of teaching techniques, materials, and understanding and reflecting the teaching philosophy of the curriculum all contribute to the 2nd graders' success and motivation in L2 (Copland et al., 2014; Güngör & Ekşi, 2019). EFL teachers use the teaching materials as suggested in the curriculum. Alternatively, the number and type of the listening and speaking activities can be enriched in terms of accents and themes so that students can appreciate different world Englishes and intercultural values (Shin & Crandall, 2014).

As for the use of portfolios and projects in the 2nd grades, it is suggested that how to administer alternative assessment in English lessons should be introduced to the EFL teachers of young learners. Also, for language evaluation, reliable and valid rubrics may be included in teachers' manual to be distributed to all EFL teachers in Turkey since much of the monitoring is based on the in-class observation forms and outside-the-class performance rubrics. Also, in-service teacher education seminars and workshops on the philosophy and the use of the outside-the-class activities and project-based assessment ways in line with the CEFR and communicative language teaching principles can be delivered to reach out to larger teacher populations in collaboration with the MoNE and English language teacher associations. The assessment component can be included and taught in TEYL courses in pre-service teacher education programmes as well. When the optimal conditions for L2 attainment is thought, it is argued that competent teachers of young learners, consistent language instruction, sufficiently allotted course hours, physical facilities, activity-based instruction, and the quality of input are the basic requirements in TEYL (Güngör & Ekşi, 2019). Hence, course hours for the 2nd grades should be increased to give more space to meaningful, communicative, and natural language use through speaking and listening activities.

The findings of this study are limited to the data collected only via written surveys from 13 EFL teachers in four different regions of Turkey. Hence, using multiple data collection tools such as diaries, teacher observation forms, and video-recordings of TEYL practices may reveal more in-depth analysis into the curriculum implementation. Future studies should include other stakeholders (i.e., the 2nd grade learners, parents, administrators, and material writers in different regions in Turkey) to be able to make broader generalizations. Moreover, a similar study can be conducted to understand the match between EFL teachers' practices and the ELT curriculum for the 3rd grades and onwards. Finally, the reasons for EFL teachers' preferences in TEYL and monitoring practices, and materials selection should be examined in relation to their teaching/learning-related beliefs, workplace conditions, and sociocultural contexts.

REFERENCES

Alkan, F. M., & Arslan, M. (2014). İkinci sınıf İngilizce ögretim programının değerlendirilmesi. *Uluslararasi Eğitim Programları ve Öğretim Çalışmaları Dergisi 4*(7), 87-99.

Atabey, E. (2015). *İlkokul ikinci sınıf İngilizce dersi öğretim programının uygulamadaki etkililiğinin değerlendirilmesi* (MA Thesis). Retrieved from https://tez.yok.gov.tr/UlusalTezMerkezi/tezSorguSonucYeni.jsp

Başar, M., & Tosuncuk, O. (2016). Examining English teaching at the primary school according to teachers' views. *Uşak Üniversitesi Sosyal Bilimler Dergisi, 9*(2), 100-125.

Bayraktar, B. (2014). *İlkokul İngilizce dersi öğretim programının öğretmen görüşlerine göre değerlendirilmesi* (MA Thesis). Retrieved from https://tez.yok.gov.tr/UlusalTezMerkezi/tezSorguSonucYeni.jsp

Bayyurt, Y. (2013). 4+4+4 Eğitim sisteminde erken yaşta yabancı dil eğitimi. *Paper presented at the Hacettepe Workshop*. Turkey: Ankara.

Best, J. W., & Khan, J. V. (2006). *Research in education (10th edition)*. Pearson.

Bozavlı, E. (2015). İlkokul ikinci sınıf İngilizce programına ilişkin öğretmenlerin görüşlerinin değerlendirilmesi. *Uluslararası Eğitim Bilimleri Dergisi, 2*(2), 74-83.

Bulut, I., & Atabey. E. (2016). An evaluation of the effectiveness of the primary school 2nd grade English language curriculum in practice. *Inonu University Journal of the Faculty of Education, 17*(3), 257-280.

Cameron, L. (2011). *Teaching languages to young learners*. UK: Cambridge University Press.

Copland, F., Garton, S., & Burns, A. (2014). Challenges in teaching English to young learners: global perspectives and local realities. *TESOL Quarterly, 48*(4), 738-762.

Çiftçi-Cinkavuk, E. (2017). *An evaluation of 2nd grade English language teaching program of primary school: Tokat case* (MA Thesis). Retrieved from https://tez.yok.gov.tr/UlusalTezMerkezi/tezSorguSonucYeni.jsp

Dörnyei, Z. (2007). *Research methods in applied linguistics. Quantitative, qualitative, and mixed methodologies.* New York: Oxford University Press.

Dörnyei, Z. (2009). *The psychology of second language acquisition*. China: Oxford University Press.

Erarslan, A. (2018). Strengths and weaknesses of primary school English language teaching programs in Turkey: Issues regarding program component. *Eurasian Journal of Applied Linguistics 4*(2), 325-347.

Fişne, F. N. (2016). *An integrated language testing program for the 4th grade young EFL learners: An attainment-based perspective* (MA Thesis). Retrieved from https://tez.yok.gov.tr/UlusalTezMerkezi/tezSorguSonucYeni.jsp

Fişne, F. N., Güngör, M. N., Guerra, L., & Goncalves, O. (2018). A CEFR-based comparison of ELT curriculum and course books used in Turkish and Portuguese primary schools. *Novitas-Royal (Research on Youth and Language), 12*(2), 129-151.

Fraenkel, J.R., Wallen, N. E., & Hyun, H. H. (2012). *How to design and evaluate research in education (8th edition)* New York: Mc Graw Hill.

Grotjahn, R. (1987). On the methodological basis of introspective methods. In C. Faerch & G. Kasper (Eds.), *Introspection in second language research* (pp. 54-81). Clevedon, England: Multilingual Matters.

Güngör, M. N., & Ekşi, G. (2019). A review of research on teaching English to young learners in EFL contexts (2008-2018). In G. Yangın-Ekşi, L. Guerra, D. Werbinska, & Y. Bayyurt (Eds.), *Research trends in English language teacher education and English language teaching* (pp. 481- 504). Portugal: University of Evora.

Gürsoy, E., & Eken, E. (2018). English teachers' understanding of the new English language teaching program and their classroom implementations. *Journal of Language and Linguistic Studies, 14*(2), 18-33.

Kennedy, C., & Tomlinson, B. (2013). Implementing language policy and planning through materials development. In B. Tomlinson (Ed), *Applied linguistics and materials development* (pp. 255-268). India: Bloomsbury Academic.

Kırkgöz, Y. (2008). Curriculum innovation in Turkish primary education. *Asia-Pacific Journal of Teacher Education*, *36*(4), 309-322.

Kırkgöz, Y. (2014). Türkiye'de yabancı dil eğitim politikaları ve müfredat programı. In S. Akcan & Y. Bayyurt (Eds.), *Türkiye'deki yabancı dil eğitimi üzerine görüş ve düşünceler* (pp. 45-59). Istanbul: Boğaziçi Üniversitesi.

Kırkgöz, Y., Celik, S., & Arıkan, A. (2016). Laying the theoretical and practical foundations for a new elementary English curriculum in Turkey: a procedural analysis. *Kastamonu Eğitim Dergisi 24*(3), 1199-1212.

Loewen, S. (2015). *Introduction to instructed second language acquisition*. New York, NY:Routledge.

Maviş, F. O., & Bedir, G. (2014). 2nd year students' and their teachers' perspectives on English language program applied for the first time in 2012-2013 academic year. *International Journal on New Trends in Education and Their Implications, 5*(4), 188-198.

McKay, P. (2006). *Assessing young language learners.* UK: Cambridge University Press.

Nunan, D. (2003). The impact of English as a global language on educational policies and practices in the Asia-Pacific region. *TESOL Quarterly, 37*, 589–613.

Orafi, S. M. S., & Borg, S. (2009). Intentions and realities in implementing communicative curriculum reform. *System*, *37*(2), 243-253.

Özüdoğru, F. (2016). *Evaluation of primary school 2nd grade English language teaching curriculum through illuminative evaluation model in line with the common European framework of references for languages* (Unpublished doctoral dissertation). Anadolu University: Eskişehir.

Pinter, A. (2006). *Teaching young language learners*. China: Oxford University Press.

Sarıçoban, A., & Kuntas, E. (2010). Alternative assessment for young learners. In B. Haznedar & H.H. Uysal (Eds.). *Handbook for teaching foreign languages to young learners in primary schools* (pp. 351-374). Ankara: Anı.

Shin, J.K., & Crandall, J. (2014). *Teaching young learners English*. USA: National Geographic Learning.

Süer, S. (2014). *İlkokul 2. Sınıf İngilizce dersi öğretim programının öğretmen görüşlerine göre incelenmesi: Diyarbakır ili örneği* (MA Thesis). Retrieved from https://tez.yok.gov.tr/UlusalTezMerkezi/tezSorguSonucYeni.jsp

T.C. Milli Eğitim Bakanlığı Talim ve Terbiye Kurulu Başkanlığı [Ministry of National Education (MoNE)]. (2006). English Language Curriculum for Primary Education Grades 4, 5, 6, 7 and 8. Ankara: MEB.

T.C. Milli Eğitim Bakanlığı Talim ve Terbiye Kurulu Başkanlığı [Ministry of National Education (MoNE)]. (2013). İlköğretim Kurumları (İlkokullar ve Ortaokullar) İngilizce Dersi (2, 3, 4, 5, 6, 7 ve 8. Sınıflar) Öğretim Programı [English Language Teaching Program for primary and secondary schools (The 2nd, 3rd, 4th, 5th, 6th, 7th and 8th grade)]. Ankara: MEB.

T.C. Milli Eğitim Bakanlığı [Ministry of National Education (MoNE)]. (2014). *Pre-school, primary and secondary school regulations. T.C. Resmi Gazete*, *29072*, 26 July 2014.

T.C. Milli Eğitim Bakanlığı [Ministry of National Education (MoNE)]. (2017). *İngilizce Dersi Öğretim Programı (İlkokul ve Ortaokul 2, 3, 4, 5, 6, 7 ve 8. sınıflar).* [English language teaching program (Primary and Secondary schools the 2nd, 3rd, 4th, 5th, 6th, 7th and 8th grade)]. Ankara: MEB.

T.C. Milli Eğitim Bakanlığı [Ministry of National Education (MoNE)]. (2018). *İngilizce Dersi Öğretim Programı (İlkokul ve Ortaokul 2, 3, 4, 5, 6, 7 ve 8. sınıflar).* [English language teaching program (Primary and Secondary schools the 2nd, 3rd, 4th, 5th, 6th, 7th and 8th grade)]. Ankara: MEB.

Yıldıran, Ç., & Tanrıseven, I. (2015). İngilizce öğretmenlerinin ikinci sınıf İngilizce dersine ilişkin görüşlerinin değerlendirilmesi. *International Journal of Language Academy, 3*(1), 210-223.

Appendix A

DEVLET İLKOKULLARINDA 2. SINIF İNGİLİZCE ÖĞRETME VE İZLEME UYGULAMALARI - YAZILI ANKET FORMU

A. Demografik Özellikler

Cinsiyetiniz:	☐ Erkek ☐ Kadın
Yaşınız:	
Görev Yeriniz (Şehir):	
Öğretmenlik Deneyimi (Yıl):	
Eğitim:	☐ Lisans ☐ Yüksek Lisans ☐ Doktora
Mezuniyet:	☐ İngiliz Dili Eğitimi ☐ İngiliz/Amerikan Dili ve Edebiyatı ☐ İngiliz/Amerikan Dilbilimi

B. Açık-uçlu Yazılı Anket Soruları

1. İkinci sınıf öğrencilerine İngilizce öğretirken başlıca yararlandığınız yabancı dil öğretim yöntem ve teknikleri nelerdir? Lütfen örnekler vererek açıklayınız.

2. Belirtilen yabancı dil öğretim yöntem ve tekniklerini kullanırken amaçlarınız nelerdir? Lütfen yanıtınızı gerekçeleri ile açıklayınız.

3. İkinci sınıf öğrencilerinize İngilizce öğretirken hangi dil becerileri üzerine odaklanıyorsunuz? Beceriler arasında dikkat ettiğiniz bir öncelik sırası var mıdır?

4. İkinci sınıf öğrencilerinizin İngilizce konuşma becerisini geliştirmek için ne tür etkinlikler kullanıyorsunuz?

5. Konuşma etkinliklerini yaptırırken sizin ve öğrencilerinizin kullandığı temel materyaller (araç ve gereçler) nelerdir?

6. İkinci sınıf öğrencilerinizin İngilizce dinleme becerisini geliştirmek için ne tür etkinlikler kullanıyorsunuz?

7. Dinleme etkinliklerini yaptırırken sizin ve öğrencilerinizin kullandığı temel materyaller (araç ve gereçler) nelerdir?

8. İkinci sınıf öğrencileri 5. ve 7. sorularda belirtilen İngilizce öğretim materyallerine kolayca ulaşabilmekte midir?

9. İkinci sınıf öğrencilerinize öğrenmeleri ile ilgili geri dönüt (feedback) veriyor musunuz? Eğer geri dönüt veriyorsanız hangi durumlarda ve nasıl verdiğinizi lütfen açıklayınız.

10. İkinci sınıf öğrencilerinizin sınıf içi öğrenmelerini ders dışı etkinlikler ile destekliyor musunuz? Lütfen yanıtınızı örnekler ile açıklayınız.

11. İkinci sınıf öğrencilerinize dönem sonu notu verirken kullandığınız ölçme ve değerlendirme teknikleri nelerdir?

12. İkinci sınıf öğrencilerinize dönem sonu notu verirken göz önünde bulundurduğunuz sınıf içi İngilizce öğretim etkinlikleri nelerdir?

 13. İkinci sınıf öğrencilerinize ev ödevi veriyor musunuz? Eğer veriyorsanız bu faaliyetleri dönem sonu notu verirken göz önünde bulunduruyor musunuz? Lütfen yanıtınızı açıklayınız.

14. İkinci sınıf öğrencilerinize proje yaptırıyor musunuz? Eğer yaptırıyorsanız bu projeleri dönem sonu notu verirken göz önünde bulunduruyor musunuz? Lütfen yanıtınızı açıklayınız.

15. İkinci sınıf öğrencilerinize portfolyo tutturuyor musunuz? Eğer tutturuyorsanız bu faaliyetleri dönem sonu notu verirken göz önünde bulunduruyor musunuz? Lütfen yanıtınızı açıklayınız.

16. İkinci sınıf öğrencilerinizin ders kazanımlarına ulaşıp ulaşmadığını belirlemek için kullandığınız ölçme ve değerlendirme faaliyetleri dilin iletişimsel yönünü kapsamakta mıdır?

17. İkinci sınıf öğrencilerinize değerlendirme sonunda geri dönüt (feedback) veriyor musunuz? Eğer geri dönüt veriyorsanız hangi durumlarda ve nasıl verdiğinizi lütfen açıklayınız.

18. Yukarıdaki sorulara ek olarak ikinci sınıfta uyguladığınız İngilizce öğretme ve izleme faaliyetleri ile ilgili görüşleriniz varsa lütfen paylaşınız.

GENİŞLETİLMİŞ ÖZET

1. Giriş

İngilizcenin uluslararası bir dil olarak iletişimde, bilimde ve teknolojide kullanılması sonucu birçok ülke yabancı dil öğrenme yaşını daha erken yaşlara indirmektedir. Avrupa Birliği ve Asya-Pasifik ülkelerinin yanı sıra Türkiye'de de 2012 yılında İngilizce öğrenme yaşı, 6-6.5 yaş aralığına indirilmiştir (Milli Eğitim Bakanlığı [MEB], 2013). Bu eğitim reformuna yönelik, var olan müfredat güncelleştirilerek ilkokul 2. sınıflardan itibaren devlet okullarında İngilizce öğretilmeye başlanmıştır. Ayrıca Milli Eğitim Bakanlığı, uygulanmakta olan İngilizce öğretim programını 2017 yılında tekrar güncellemiştir. Buna göre, İngilizce dersi 2., 3. ve 4. sınıflarda 2 saat, 5. ve 6. Sınıflarda 3 saat, 7. ve 8. sınıflarda ise 4 saat verilmektedir. İkinci sınıflara İngilizce öğretimi uygulaması kapsamında temel olarak bu öğrenci grubunun İngilizceye karşı olumlu tutum geliştirmesi, İngilizceyi sevip öğrenme etkinliklerinden keyif alması amaçlanmaktadır. Bu amaca uygun olarak oyunlar, şarkılar, hikayeler ve el sanatları etkinlikleri, müfredatta meyveler, renkler, sayılar gibi temaların öğretilmesinde kullanılmaktadır. Öğretmenlerin öğrenci seviyesine uygun, ilgi ve ihtiyaçlarına göre materyal seçebilmesi, öğretme yaklaşımlarını uygulayabilmesi, müfredatı anlayıp onun felsefesine uygun öğrenme ortamı oluşturabilmesi, erken yaşta yabancı dil öğrenimine başlayan çocukların o dile karşı olumlu tutum geliştirmesi ve başarılı olabilmesi için önem arz etmektedir (Copland ve diğerleri, 2014). Bu yüzden, bu çalışma devlet ilkokullarında İngilizce öğrenmek için başlangıç seviyesi olan 2. sınıflardaki İngilizce öğretme ve izleme etkinliklerini betimlemeyi amaçlamaktadır. Ayrıca, bu çalışmada ilkokul 2. sınıf İngilizce dersine giren öğretmenlerin sınıf içi öğretim ve değerlendirme uygulamalarının güncellenen müfredat ile ne derece uyum gösterdiğini sergilemek ve hangi alanlarda benzerlik veya uyuşmazlık olduğunu tespit etmek de amaçlanmaktadır.

2. Yöntem

Bu çalışmada, nitel araştırma yöntemi çerçevesinde betimsel araştırma deseni kullanılmıştır. Betimsel çalışmalar, araştırılacak yapılar ile ilgili derinlemesine bilgi almaya olanak sağlamaktadır (Best & Khan, 2006). 2. sınıflardaki mevcut öğretme ve izleme etkinliklerini betimlemek amacıyla devlet ilkokullarında çalışan 13 İngilizce öğretmenine yazılı anket soruları yöneltilmiştir. İngilizce öğretmenleri Muğla, Konya, Mersin, Ankara, Adana, Tokat ve Yozgat illerinden uygun örnekleme yolu ile seçilmiştir. Demografik özelliklere bakıldığında, 9 kadın katılımcının ve 4 erkek katılımcının yaş ortalaması 31'dir. Katılımcılar ortalama 8 yıllık öğretmenlik deneyimine sahiptir. 12 katılımcı İngilizce Öğretmenliği/İngiliz Dili Eğitimi bölümlerinden mezun iken, bir katılımcının mezuniyeti İngiliz/Amerikan Dili ve Kültürü bölümüdür. Ayrıca, bir katılımcı yüksek lisans derecesine sahiptir. Yazılı anket formlarında yapılandırılmış sorular, 2017'de revize edilmiş İngilizce öğretim programı (MEB) içerik ve ilkelerine göre hazırlanmıştır. Ardından kapsam geçerlilik çalışmaları için uzman görüşüne sunulmuştur. Uzmanlardan gelen görüşler doğrultusunda nihai formlar hazırlamıştır. Nihai formlar çevrimiçi veya yazılı olarak katılımcılara ulaştırılmıştır. Toplanan nitel veriler açımlayıcı-yorumlayıcı araştırma kapsamında (Grotjahn, 1987), yorumlayıcı analiz (interpretative analysis) ile çözümlenmiştir. Çalışma bulguları, tematik kategorizasyonda yer alan, araştırma soruları ve yapıları doğrultusunda oluşturulan temalara ait başlıklar altında sunulmuştur.

3. Bulgular, Tartışma ve Sonuçlar

Araştırma bulguları, İngilizce öğretim yöntemleri, dil becerilerinin öğretimi, dil öğretim materyalleri ve izleme etkinlikleri bağlamında detaylı olarak incelenmiştir. Bu bulgular doğrultusunda, öğretim programında da öne sürüldüğü gibi İngilizce öğretmenlerinin çeşitli öğretim yöntem ve tekniklerinden yararlandığı tespit edilmiştir. En yaygın kullanılan yöntemin TPR olduğu anlaşılmaktadır. Öğretmenlerin belirtilen yöntemleri kullanmalarındaki temel amaç, 2. sınıf öğrencilerinin İngilizceyi eğlenerek ve severek öğrenmelerine imkân sunmak, kalıcı öğrenmeyi desteklemek, öğrencilerin aktif katılımını ve iletişim becerilerini geliştirmek ve hedef dilin kullanılmasına olanak sağlamaktır. Öğrencilere eğlenceli bir öğrenme ortamı sunmak, öğretim programının bu düzeydeki öğretim hedefleri arasında yer almaktadır. Bu açıdan bakıldığında program ile pratik arasında bir uyum olduğu görülmektedir. Ayrıca bu bulgular, Atabey (2015), Bayraktar (2014), Çiftçi-Cinkavuk (2017) ve Süer (2014)'de öne çıkan programa dayalı yöntem ve tekniklerin İngilizce öğrenmeye yönelik olumlu tutumları artırması ve yaş seviyesine uygun olması sonuçları ile benzerlik göstermektedir.

Dil becerilerinin öğretimi göz önünde bulundurulduğunda İngilizce öğretmenleri, öğretim programında da belirtildiği gibi, öncelikli olarak konuşma ve dinleme becerileri üzerine odaklanmaktadır. Öte yandan, bazı öğretmenler bu becerilere ek olarak okuma ve yazma gibi diğer becerileri de sınıfta öğrettiklerini vurgulamaktadır. Programda yer verilmemesine rağmen okuma-yazma becerilerinin bu düzeyde öğretilmesi, öğretmenlere ait inançlarının pratiğe yansıması olarak yorumlanabilir. Bu bağlamda, hizmet-öncesi ve hizmet-içi öğretmen eğitimlerinin ÇYDÖ içeriği ve uygulamaları kapsamında zenginleştirilmesi ve derinleştirilmesi önerilmektedir. Dil becerilerinin öğretiminde kullanılan etkinlikler, çeşitlilik ve tür açısından öğretim programı

372

ile uyum göstermektedir. Dil öğretim materyalleri incelendiğinde ise İngilizce öğretmenlerin çeşitli araç ve gereçleri kullandıkları tespit edilmiştir. Bu materyaller arasında en yaygın kullanılanlar, akıllı tahtalardır. Öğrencilerin ders materyallerine ulaşma noktasında sorun yaşamadıkları anlaşılmaktadır. Bunlara ek olarak, İngilizce öğretmenleri 2. sınıf öğrencilerinin sınıf-içi öğrenmelerini ders dışı etkinlikler ile desteklemektedir.

İngilizce izleme faaliyetleri açısından öğretmenlerin esas olarak sınıf-içi gözlem yöntemini, gözlem formlarını ve performans rubriklerini kullandıkları anlaşılmaktadır. Bunun yanı sıra, ödevler, performans görevleri ve portfolyolar da bu düzeyde uygulanmakta ve bazı öğretmenler bu uygulamaları dönem sonu değerlendirmelerinde göz önünde bulundurmaktadır. Ayrıca projelerin çok yaygın kullanılmadığı veya basit düzeyde projelerin uygulandığı sonucuna varılmaktadır. İngilizce öğretim programı, ölçme ve değerlendirme süreci için farklı yöntem ve teknikler önermektedir. Program ve pratik arasında bu yönden benzerlik olsa da projelerin aktif kullanımı açısından bazı uyuşmazlıkların olduğu tespit edilmiştir. Bu hususta, İngilizce öğretmenlerinin sürekli mesleki gelişim kapsamında alternatif ölçme ve değerlendirme tekniklerine yönelik hizmet-içi eğitim almalarının önemi anlaşılmaktadır. Bununla birlikte, bu alternatif teknikler öğretmen kılavuz kitabına örnek uygulamalar ile somut örnekler oluşturmak amacıyla konulabilir. Öğrencilerin amaca uygun bir şekilde değerlendirilmesi için ise güvenirliliği ve geçerliliği sağlanmış rubriklerinin ve gözlem formlarının kılavuz kitaplarında öğretmenlere ulaştırılması önerilmektedir. Öğretmenler izleme sürecinde ders içi öğrenme etkinliklerinden de yararlanmaktadırlar. Ayrıca sınıf içi katılım, izleme ve değerlendirme sürecinde aktif rol oynayan ölçütler arasındadır. İlköğretim kurumları ölçme ve değerlendirme yönetmeliğinde, 2. sınıf öğrencilerin başarısını belirlerken ders etkinliklerine katılımın dikkate alınması gerektiği belirtilmiştir (MEB, 2014). Ders içi katılımın dikkate alınması, ders kazanımlarına ulaşıp ulaşılmadığının takip edilmesi ve öğrenme eksiklerinin belirlenmesi de 2. sınıflarda öğrenmenin izlenmesi amacıyla yapılan etkinlikler arasındadır.

Tüm öğretim süreci düşünüldüğünde İngilizce öğretmenlerinin dil öğrenimine yönelik geri dönütte bulundukları anlaşılmaktadır. Fakat bazı öğretmenler, hatalara yönelik hemen geri dönüt verdiğini belirtmektedir. Bu bulgu, programın dönüt ile ilgili önerileri bağlamında hataların düzeltilmesi açısından farklılık göstermektedir. Ayrıca bu çalışmadaki bazı İngilizce öğretmenleri, daha fazla konuşma ve izleme etkinlikleri yapabilmeleri için daha fazla ders saatine ihtiyaç duyduklarını da ifade etmişlerdir. Bu bulgu, Yıldıran ve Tanrısever'in (2015) çalışmasına ait sonuçlar ile de desteklenmektedir. Sonuç olarak, 2. sınıf İngilizce öğretme ve izleme etkinliklerinin programa dayalı perspektifleri büyük oranda temsil ettiği görülmektedir. Buna rağmen, düşük uyum tespit edilen durumlar da mevcuttur. Bu durumlar ile ilgili gerekli düzenlemelerin yapılarak program ve uygulama arasındaki bağın güçlendirilmesi önerilmektedir.

Müzeyyen Nazlı GÜNGOR, Fatıma Nur FİŞNE

ETİK BEYANNAME

Yapılan bu araştırmanın yazım sürecinde bilimsel ve etik kurallara tüm araştırmacılar tarafından uyulmuş, farklı eserlerden yararlanması durumunda atıfta bulunulmuş, kullanılan verilerde herhangi bir tahrifat yapılmamış, araştırmanın tamamı veya bir kısmı farklı bir akademik yayın platformunda yayınlatılmak üzere gönderilmemiştir. Tüm bu durumlardan araştırmada ismi bulunan yazarların bilgisi olduğunu ve gerekli kurallara uyulduğunu beyan ederim. 03/03/2020

İmza

Adı Soyadı

Araştırmanın Sorumlu Yazarı

Müzeyyen Nazlı GÜNGÖR