

## 5. SINIF İNGİLİZCE ÖĞRETMENLERİNİN PROGRAMIN ÖZEL AMAÇLARINI DEĞERLENDİRMESİ

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Bu çalışmada 5. sınıf İngilizce öğretmenlerinin İngilizce programının özel amaçlarını taşımaları gereken özellikler açısından değerlendirmeleri amaçlanmıştır. Bu nedenle bir özel amacın taşınması gereken özellikler ilgili yazın taranarak belirlenmiş ve ilköğretim 5. sınıf İngilizce programının her bir özel amacının belirlenen yedi özellik açısından değerlendirilmesini amaçlayan sormaca geliştirilmiştir. Bu sormaca 2004–2005 eğitim-öğretim yılı sonunda Eskişehir merkezindeki ilköğretim okullarında 5. sınıflara İngilizce dersine giren 86 öğretmene uygulanmıştır. Sormaca sonuçlarını daha etkili bir şekilde yorumlayabilmek için katılımcılar arasından rastlantılı örnekleme tekniği kullanılarak seçilen 5 öğretmen ile yarı yapılandırılmış görüşme yapılmıştır. Veriler yüzde, ortalama ve standart sapma değerleri hesaplanarak analiz edilmiştir. Öğretmenlerin ortalama görüşlerinin analizi 1., 17., 18., 24. amaçların gereken özellikleri yansıtmadıkları konusunda kararsız olduklarını ortaya koymuştur. Ayrıca standart sapma değerleri, belirtilen dört amaç (9275-1,0839) ve 21. ve 22. (1,0652-1,1068) amaçlar için öğretmenlerin cevaplarının dağılımında yüksek oranda fark olduğunu ortaya koymuştur. Yüzde değerlerinin hesaplanması öğretmenlerin 1., 17., 18., 24. amaçların gereken tüm özellikleri yansıtmadığını düşündüklerini ortaya koymuştur. Görüşmelerin analizinden ise iki önemli sonuç elde edilmiştir. Sonuçlardan birincisi on yedi amacın ifade ettiği öğrenme davranışlarının öğretmenler tarafından farklı algılandığı ve bu nedenle bu amaçlara ulaşmak için farklı uygulamalar yapıldığıdır. Diğer bir sonuç ise öğretmenlerin ders planlarını ve aktivitelerini program amaçlarını değil ders kitabını kullanarak hazırladığıdır. Anket ve görüşme sonuçları

öğretmenlerin sadece 2., 3, 11. ve 26. amaçların gereken özellikleri taşıdığını ve diğer özel amaçların Milli Eğitim Bakanlığı Program Komitesi tarafından yeniden ele alınması gerektiğini düşündüklerini ortaya çıkarmıştır.

# 5<sup>th</sup> GRADE ENGLISH TEACHERS' EVALUATIONS OF CURRICULUM OBJECTIVES

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The aim of this study was to investigate the 5<sup>th</sup> grade English teachers' evaluations of the objectives of the 5<sup>th</sup> grade English course curriculum in terms of the characteristics of a well-written objective. To achieve this aim, a questionnaire which was developed within the light of the literature on curriculum objectives was administered to 86 teachers in state primary schools in Eskişehir's city centre. To interpret the study results, semi structured interviews were conducted with 5 randomly selected English teachers from the participants. The data was analyzed by means of the distributions of percentages, mean, and standard deviation. The mean calculations revealed that teachers were undecided whether the 1<sup>st</sup>, 17<sup>th</sup>, 18<sup>th</sup>, 24<sup>th</sup> objectives reflect the necessary characteristics or not. The standart deviation of these objectives (.9275-1,0839) and the 21<sup>st</sup>, 22<sup>nd</sup> objectives (1,0652-1,1068) showed that there is a big difference in terms of the distribution of the responses. The percentage calculations revealed that teachers thought the 1<sup>st</sup>, 17<sup>th</sup>, 18<sup>th</sup>, 24<sup>th</sup> objectives not to reflect the necessary characteristics. The interview results demonstrated that seventeen objectives were achieved through different applications in different classrooms as the learning outcomes of these objectives were not perceived in the same way. Furthermore, teachers did not refer to the curriculum objectives when they prepared their lesson plans and activities, and they prepare them according to the coursebooks. The results of both survey and interview indicated that only the 2<sup>nd</sup>, 3<sup>rd</sup>, 11<sup>th</sup>, 26<sup>th</sup> objectives were thought to reflect the necessary characteristics. The findings suggested that the other objectives should be revised by the curriculum committee of the Ministry of Education.

## **CHAPTER I**

### **INTRODUCTION**

In Turkey, with the introduction of 8-year compulsory education, English lessons became compulsory in the 4<sup>th</sup> and 5<sup>th</sup> grades of state primary schools in 1997-1998 scholastic year (Teb.Dergisi, 1997). The main reason that led the government to make English compulsory at the elementary level is to increase learners' communicative abilities in a language acknowledged by many to be a Lingua Franca (Teb.Dergisi, 1997; Mirici, 2000).

Turkey is not the only country which has made English compulsory at elementary level. In recent years, English teaching at an early age and making English compulsory at the elementary level of the schooling system has become a common policy in many other countries (Nunan, 1999; Buttler, 2004). Nunan (1999) refers to countries such as Costa Rica and to Thailand underlying the curriculum they have implemented. Essentially, teaching English at primary schools is a recent phenomenon, hence it requires well planned, organized, closely monitored and evaluated curriculums.

An effective curriculum is always subjected to evaluation so that it can be developed (Olivia, 2005). Indeed, curriculum evaluation is one of the important steps of curriculum development as it provides valuable data to determine if the curriculum not only fulfils the expected aims, but also, make the necessary changes to improve on it (Erden, 1998). As any curriculum is devised, modelled, and evaluated according to determined objectives (Brown, 1995), the curriculum objectives can be evaluated as a starting point of curriculum evaluation.

#### **1.1. Curriculum Development Process**

At its most basic level, the curriculum refers to a plan of learning activities and experiences that the students will encounter in the classroom (Erden, 1998; Olivia, 2005). Since, it provides framework for education, curriculum development, also known as curriculum planning, is one of the most important aspects of successful learning and teaching situations (Yaşar, 1999).

According to Brown (1995), a language curriculum framework incorporates five elements, namely, need analysis, goals and objectives, testing, materials, and teaching.

As it can be seen in Figure 1.1, need analysis is the starting point of the curriculum development in Brown's (1995) curriculum framework. In fact, the curriculum emerges from the needs of the students. Based on the results of need analysis, goals which are the general statements of the intended outcomes of the curriculum are introduced. These goals are essential for identifying curriculum objectives, as the objectives are the specific statements of the curriculum goals. Brown, underlines the importance of the curriculum objectives. As such: 'objectives provide the building blocks from which the curriculum can be created, molded and revised' (p.75). Language testing which is the third component in Brown's curriculum framework involves the development of different tests based on the goals and objectives of the curriculum for different purposes, such as to evaluate students' achievements. The fourth component in Brown's curriculum framework consists of determining the curriculum materials. According to Brown (1995), curriculum materials can be provided in three ways: a) adopting, b) developing, c) adapting. After determining curriculum materials, Brown (1995) suggests organizing teaching components which involve the development of teaching activities, in particular, pedagogical techniques and exercises. In his model, the evaluation process progresses in a cyclical order so that each component of the curriculum is assessed for its effectiveness. Brown (1989, cited in Brown, 1995) defines curriculum evaluation as 'the systematic collection and analysis of all relevant information necessary to promote the improvement of the curriculum and assesses its effectiveness and efficiency, as well as the participants' attitudes within a context of particular institutions involved' (p.218).

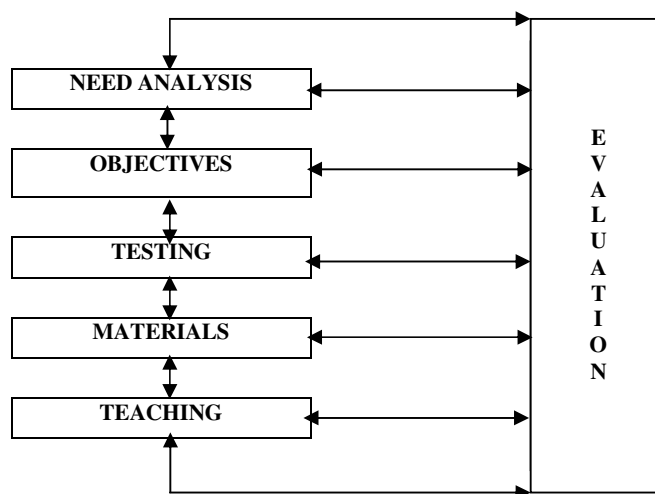


Figure 1.1 Systematic Approach to Designing and Maintaining Language Curriculum (Brown, 1995; 20)

Given that the focus of the study rests on the evaluation of the objectives, the curriculum evaluation process will be explained in detail.

### **1.1. Curriculum Evaluation**

Evaluation has a great role in curriculum development because it is conducted continuously for each component of the curriculum (see Figure 1.1). There are different definitions of curriculum evaluation. Worthen and Sanders (1978, cited in Richards, 1990) define evaluation as identifying the merit of an entity and suggest that evaluation ‘includes obtaining information for use in judging the validity of a program, product, procedure or objective, or the potential utility of alternative approaches designed to attain specified objectives’ (p.19). Weir & Roberts (1994) define evaluation by emphasizing its purpose, essentially ‘to collect information systematically in order to indicate the worth or merit of a programme or project (from certain aspects or as a whole) and to inform decision making’ (p.4). Therefore, curriculum evaluation enables the curriculum designers and implementers to determine if their curriculum is operative or not, what kind of problems the curriculum encounters and what leads the designers to make new adaptations to improve on it (Erden, 1998). According to Morrison (1993), if the curriculum is not evaluated, the teachers, schools, and classrooms might become confused. Indeed, curriculum evaluation provides the necessary data which helps educators to determine their goals.

There is a cyclical order between evaluation and components of the curriculum as shown in Figure 1.1. The evaluation process starts with the evaluation of the need analysis component and continues with the evaluation of objectives, testing, materials and teaching components of the curriculum. As evaluation of a component affects the other components of the curriculum, each component has to be evaluated separately. In this respect, the evaluation of each component follows each and separate ones (Brown, 1995; Olivia, 2005). However, one does not have to evaluate all the components at the same time. Evaluation can focus either on one or more than one of these components (Taba, 1962; Weir & Roberts, 1994; Richards, 2003).

Continuous evaluation of the curriculum defines the decision making about the curriculum (Erden, 1998) and provides cohesion of the curriculum components. Brown (1995) personifies the role of evaluation in achieving cohesion with a metaphor. He

perceives the evaluation as a glue which connects and holds the components of a curriculum together. Furthermore, he adds that without evaluation there is no cohesion in the curriculum components.

To obtain effective results curriculum evaluation needs to be systematic. Therefore, an evaluation procedure can be prepared before the evaluation commences. A sample procedure can be presented in a question and answer format as given below (Varış, 1997).

Questions	Answers
Why we evaluate?	To determine the effectiveness of the processes.
Who will participate in evaluation?	All people who are responsible for the curriculum directly and indirectly.
What will be evaluated?	Aims, course, activities, processes, tools, results and the relationship among them.
When the evaluation will be carried out?	Evaluation will be carried out continuously.
How the evaluation will be carried out?	By using the necessary technique/s among the followings; profiles, interviews, questionnaires...

Table 1.1. Evaluation Procedure (Varış, 1997; 187).

The first step of the evaluation procedure is deciding on aim/s of evaluation (see Table 1.1.). The major aims of curriculum evaluation are to evaluate the students' success and the effectiveness of the curriculum by determining whether the component or components cause any problem or not (Saylor; Alexander; Lewis, 1981; Erden, 1998). Saylor et. al., (1981) explain how to evaluate the effectiveness of the curriculum by asking the following questions:

‘is the curriculum fulfilling the purposes for which it was designed? Are the purposes themselves valid? Is the curriculum appropriate for the particular group of students with whom it is being used? Are the instructional models selected the best choices in the light of the goals sought? Is the content the best that may be selected? Are the materials recommended for instructional purposes appropriate and the best available for the purposes envisioned?’ (p. 317).

Another aim of curriculum evaluation can be ‘judging the merits of all the administrative and managerial arrangements and practices and the structures within which the educational institution itself operates’ (Saylor et. al., 1981: 317).

In the second step of the evaluation procedure, the participants are determined according to the aim/s of the evaluation. As it is stated in Table 1.1., curriculum

evaluation can be carried out by those who are related with and responsible for the curriculum. The evaluators can be divided into two. The first group consists of “insiders” such as students, teachers and curriculum designers. The other group embraces consultants, inspectors, administrators; employees of the bureaucracy (Weir&Roberts, 1994; Richards, 2003). As insiders -teachers or curriculum designers- play a great role in the development and implementation of the curriculum. Indeed, curriculum evaluation by insiders can provide useful data about what functions or not in the curriculum and this can encourage them to revise and develop objectives, materials for the curriculum and to develop techniques to monitor performance and progress- ‘both theirs and their students’ (Weir&Roberts, 1994; 10).

As it can be seen in the third step, there are a number of points to be evaluated in a curriculum. Taba (1962) states that ‘one can evaluate anything about the schools’ curriculum’ (p.310), and lists the aspects of the curriculum to be evaluated as follows:

- its objectives,
- its scope,
- the quality of personel in charge of it,
- the capacities of students,
- the relative importance of various subjects,
- the degree to which objectives are implemented,
- the equipment and materials, and so on (p.310).

Curriculum evaluation can focus on either all its components or more than one of these components (Taba, 1961; Weir & Roberts, 1994; Richards, 2003).

The fourth step of the evaluation procedure involves the specification of the time of evaluation. The time of evaluation depends on the purpose/s of evaluation and it determines the type of the evaluation. There are two types of curriculum evaluation; formative and summative evaluation. Formative evaluation is systematic evaluation which is maintained throughout the curriculum implementation. This is accomplished to identify what works well and what does not, and to make the necessary improvements. This strategy oversees the curriculum effectiveness. Moreover, it enables teachers to determine the learning difficulties that the students encounter and to help students overcome these difficulties (Richards, 1990; Weir&Roberts, 1994; Richards, 2003; Olivia, 2005). On the other hand, summative evaluation is conducted at the end of the implementation of the curriculum. It demonstrates the effectiveness of different aspects



of the curriculum (Richards, 2003; Olivia, 2005). In summative evaluation answers are sought for such questions: ‘How effective was the course? Did it achieve its aims?, How well was the course received by students and teachers?, Did the materials work well?, Were the objectives adequate or do they need to be revised?’ (Richards, 2003; 292).

As previously stated, in the last step, different instruments can be used in conducting evaluations. These include tests, interviews, questionnaires, teachers’ written evaluation, diaries and journals, teachers’ records, student logs, case studies, student evaluations, audio-or video-recording, observation. The curriculum evaluators can use one or more of these instruments according to the purpose and timing of the evaluation (Weir&Roberts, 1994; Richards, 2003). Weir & Roberts (1994) suggest that curriculum evaluators should restrict their data collection instruments as ‘there is no value in collecting data unless they are to be considered in desicion making or they lead to action’ (p.32).

Data collection instruments provides the evaluators with two types of data; quantitative and qualitative data. Quantitative data can be expressed numerically and analyzed statistically. Instruments of quantitative data include questionnaires, checklists, and self-ratings. Conversely, qualitative data can not be expressed numerically as it depends on observations or judgements of the researcher. Instruments of qualitative data include observations, interviews, journals, logs (Richards, 2003). The present study includes both quantitative (questionnaire) and qualitative data (teacher interviews).

The results of the evaluation are influential in deciding whether the curriculum components will be maintained, improved, rejected or not (Garcia, 1975; Pratt, 1988).

### **1.3. Approaches to Curriculum Evaluation**

There are various approaches to curriculum evaluation in the literature. These approaches can be categorized as ‘product-oriented evaluation approaches’, ‘static-characteristic approaches’, ‘process-oriented approaches’, and ‘desicion-facilitation approaches’ (Brown, 1995).

#### **1.3.1. Product-Oriented Evaluation Approaches**

In these approaches, the aim of the evaluation is to identify if the goals and instructional objectives have been achieved or not. Evaluation in product-oriented

approaches is summative as it includes testing, grading, classifying, marking, and measuring students' achievements (Saylor, et.al., 1981). There are two types of product-oriented evaluation approaches: Tyler's Evaluation Model and Metfessel and Michael Model (Brown, 1995).

### **1.3.1.1 Tyler's Evaluation Model**

Tyler (1942, cited in Brown, 1995,) is one of the pioneers of an evaluation model in which the focus is on the objectives. In this model, the objectives are evaluated to determine whether they have been achieved or not. The evaluation process of this model is listed as follows:

1. Determination of the aims and objectives of the curriculum.
2. Classification of the objectives according to features that are desired to be achieved
3. Stating the objectives in terms of behavior
4. Identifying the situation which demonstrates whether the objective is achieved or not.
5. Development or selection of measurement techniques
6. Collecting data about students' behavioral adequacy.
7. Comparing determined objectives to data collected in the previous step (Ornstein&Hunkins, 1988, cited in Erden, 1998; 12).

As teaching experiences, teachers' applications in the classrooms, have important role in the evaluation of the objectives, the objectives and teaching experiences are examined to find out why the objectives have not been achieved. After data collection, the unachieved objectives are either developed or rejected (Erden, 1998; Demirel, 2002).

### **1.3.1.2 Metfessel and Michael Model**

In their model, Metfessel and Michael (1967, cited in Brown, 1995) suggest 8 main evaluation phases to evaluate curriculum objectives:

1. Direct and indirect involvement of the total school community.
2. Formation of a cohesive model of broad goals and specific objectives
3. Translation of specific objectives into communicable form
4. Instrumentation necessary for furnishing measures allowing inferences about program effectiveness
5. Periodic observations of behaviors
6. Analysis of data given by status and change measures
7. Interpretation of the data relative to specific objectives and broad goals
8. Recommendations culminating in further implementation, modifications, and in revisions of broad goals and specific objectives (Brown, 1995; 220).

As it can be seen, Metfessel and Michael model provides more detailed steps to evaluate curriculum objectives. They emphasize involvement of the school community in the evaluation process such as teachers, students, principals. They suggest that

evaluators should make recommendations for goals and specific objectives of the curriculum.

### **1.3.2. Static-Characteristic Approaches**

In these approaches, determining the effectiveness of the curriculum is the aim of the evaluation. The evaluation is conducted by outside experts who collect data through accounting and academic records such as the number of library books, the number and types of degrees held by the faculty, the student and teacher ratio, the number and seating capacity of classrooms (Brown, 1995).

### **1.3.3. Process-Oriented Approaches**

These approaches were developed as a result that in determining whether the goals and objectives have been achieved or not this was not sufficient to revise, evaluate, and improve a curriculum. This type of evaluation focuses on anything related to the curriculum. There are two types of process-oriented evaluation approaches: the Scriven Model and Stake Model (Brown, 1995).

#### **1.3.3.1. Scriven Model**

The model was developed by Scriven (1967, cited in Brown) who made distinction between formative and summative evaluation. Scriven emphasized evaluating both the degree of achievement of the curriculum goals and the validity of these goals. He also suggested that the evaluators should not limit themselves to study the expected effects of the curriculum in relation to the goals. In fact, evaluators should be open to unexpected outcomes. In this model, 'the evaluator is to be an unbiased observer' (Saylor et, al., 1981; 325). The evaluator is free to collect any data which appear to be related to the curriculum. As the model not solely focuses on the goals, it is also called goal-free evaluation model (Saylor et, al., 1981; Brown, 1995).

#### **1.3.3.2. Stake Model**

'In his model, the relation between what is designed and what is implemented is evaluated' (Demirel, 2002; 180). Stake's model consists of the following principal elements:

1. Begin with a rationale
2. Fix on descriptive operations (intends and observations)
3. End with judgemental operations (standards and judgements) at three different levels: antecedents (prior conditions), transactions (interactions between

participants), and outcomes (as in traditional goals but also broader in the sense of transfer of learning to real life) (Brown, 1995: 222).

According to Brown (1995), the important contribution of Stake is that in his model, evaluators are expected to engage in descriptive as well as judgemental activities. Stake also suggests that ‘a new curriculum should be evaluated by teachers and directors who implement it’ (Demirel, 2002; 180).

### **1.3.4. Decision-Facilitation Approaches**

‘In these approaches, the evaluators attempt to avoid making judgements. Instead, they favor gathering information that will help the administrators and the faculty in the program make their own judgements and decisions’ (Brown, 1995; 222-3). There are two types of decision-facilitation evaluation approaches: The CIPP Model and Provus’s Discrepancy Model.

#### **1.3.4.1. The CIPP Model**

The aim of evaluation in this model, which was developed by Stufflebeam (1971, cited in Brown, 1995), is to provide information for authorities who make decisions about planning, construction, implementation and reorganization of the curriculum (Demirel, 2002). In this model, the program is evaluated in the light of four different aspects:

1. Context evaluation includes analysis of all of the factors related to curriculum. In this evaluation process unmet needs and the reason/s why needs have not been met is examined.
2. Input evaluation, which provides information about which sources are necessary to achieve objectives of the curriculum and how these sources can be used. In this evaluation process the following questions are asked; are the objectives appropriate to the present situation? are the objectives consistent with the aims of the school? Are the teaching strategies appropriate to objectives? Is the content consistent with aims and objectives?
3. Process evaluation, which is carried out during implementation of program to examine the consistency between planned and real activities.
4. Product evaluation, which is carried out to determine whether the curriculum will be implemented or not and how it will be developed (Erden, 1998;13).

According to Stufflebeam (1971, cited in Demirel, 2002), evaluation is a continuous process as it provides correct decisions about the curriculum.

#### **1.3.4.2. Provus’s Discrepancy Model**

Provus (1971, cited in Brown, 1995) suggests the following five stages for curriculum evaluation:

1. Program description stage in which predetermined standards are compared to curriculum design. If there is a difference it is informed to decision makers so that they can decide on whether the curriculum will be accepted or developed or not
2. Program installation stage in which curriculum components such as methods and students behaviours are evaluated. If there is a difference it is reported to decision makers
3. Treatment adjustment stage (process) in which functions and activities of students and staff are evaluated. If there is a difference it is reported to decision makers
4. Goal achievement stage in which curriculum is generally evaluated in terms of objectives
5. Cost-benefit stage in which the outputs of curriculum are compared to another similar curriculum. The outputs of curriculum are analysed to identify whether they meet the cost or not. In this stage the term 'cost' is also used to refer to values of society and policy (Demirel, 2002; 179).

In his model, decision makers are informed about any discrepancy which is found at any stage of the evaluation (Demirel, 2002).

In relation to this study, it can be stated that this particular study is linked to the product-oriented approach, reason being that it investigates the teachers' evaluations of the curriculum objectives at the end of 2005-2006 academic year without focusing on the objectives during the implementation process.

#### **1.4. Objectives**

Aims and objectives are the most important components of a curriculum (Brown, 1995; Erden, 1998; Olivia, 2005) because curriculum development originates and develops according to aims and objectives (Saylor, et. al., 1981). Aims, which are also called goals, are derived from the needs of students and defined as the general statements of the purposes or intended outcomes of an educational curriculum (Richards, 1990; Brown, 1995; Grave, 2000). As they are not specifically written, 'aims can not be observed or evaluated directly' (Erden, 1998: 22). Objectives are the specific expressions of the general aims of the curriculum (Olivia, 2005). Rowell (cited in Nunan, 1988) emphasizes the importance of objectives:

'I still believe that they (objectives) are extremely valuable in course development. Asking oneself what students should be able to do by the end of the course that they could not do (or not do so well) at the beginning can be highly illuminating. Many teachers (and I am one) would claim their teaching has been far better since they were introduced to objectives' (p.35).

To amplify on the argument, the objectives play a great role in the curriculum, as they give guidance to curriculum designers and teachers by providing a framework to

plan and organize the content, learning and teaching situations, and to evaluate the outcomes of a course (Pratt, 1988; Varış, 1996; Grave, 2000; Richards, 2003).

#### **1.4.1. Evaluation and Objectives**

Evaluating the objectives of the curriculum to determine whether they have been achieved or not, is seen as one of the most important aims of the curriculum evaluation. (Tyler, 1942, Metfessel and Michael, 1967, cited in Brown, 1995, Olivia, 2001; Richards, 2003). However, in order to evaluate the achievability of the objectives, the objectives must reflect the characteristics of a well-written objective so that they can be perceived and achieved in the same way by all teachers (Sözer, 2005), and evaluated by the evaluators (Ertürk, 1998; Pratt, 1988; Demirel, 2002; Richards, 2003).

Developing effective objectives for the curriculum is a very important and difficult process (Brown, 1995). There are two important points that should not be overlooked while writing objectives. Firstly, grading the objectives from the simplest to the most complex, and secondly, writing them according to the characteristics of a well-written objective (Pratt, 1988; Ertürk, 1998; Demirel, 2002, Richards, 2003).

The widely used taxonomy for categorization of objectives from the simplest to the most complex is Bloom's taxonomy (Brown, 1995; Demirel, 2002). There are three main domains in Blooms' taxonomy; the Cognitive Domain, Affective Domain, Pychomotor Domain. In each domain, behaviors are arranged from the simplest to the most complex (see Tables 1.2 and 1.4 given below). As the objectives of the fifth grade English course curriculum belong to the Cognitive and Affective Domain, only these two domains will be elucidated upon.

The Cognitive Domain involves cognitive learnings (Demirel, 2002). 'The Cognitive Domain refers to the kinds of language knowledge and language skills the students will be learning in the program' (Brown, 1995; 80). According to Krathwohl (1972, cited in Saylor et, al., 1981; 181), 'Cognitive objectives "emphasize remembering or producing something which has presumably been learned, as well as objectives which involve solving some intellectual task." The Cognitive Domain consists of six levels: (see Table 1.2.) knowledge, comprehension, application, analysis, synthesis, evaluation (Brown, 1995).

1.0 Knowledge
1.1 Knowledge of specifics
1.11 Knowledge of terminology
1.12 Knowledge of specific facts
1.2 Knowledge of ways and means of dealing with specifics
1.21 Knowledge of conventions
1.22 Knowledge of trends and sequences
1.23 Knowledge of classifications and categories
1.24 Knowledge of criteria
1.25 Knowledge of methodology
1.3 Knowledge of universals and abstractions in a field
1.31 Knowledge of principles and generalizations
1.32 Knowledge of theories and structures
2.0 Comprehension
2.1 Translation
2.2 Interpretation
2.3 Extrapolation
3.0 Application
4.0 Analysis
4.1 Analysis of elements
4.2 Analysis of relationships
4.3 Analysis of organizational principles
5.0 Synthesis
5.1 Production of unique communication
5.2 Production of a plan, or proposed set of operations
5.3 Derivation of a set of abstract relations
6.0 Evaluation
6.1 Judgements in terms of internal evidence
6.2 Judgements in terms of external criteria

Table 1.2. Outline of Bloom's (1956) Taxonomy of the The Cognitive Domain (Brown, 1995; 82).

When the objectives of the 5<sup>th</sup> grade English course curriculum (see Appendix A for Turkish version) are categorized according to Bloom's taxonomy, it can be seen that there are twenty-five objectives which belong to the Cognitive Domain. Seven of them are connected with knowledge level, four with the comprehension level, and fifteen fit in the application level (see Table 1.3).

<b>Objectives which belong to the Cognitive Domain</b>
<b>1- Knowledge level</b>
1. To have knowledge of the meanings of the concepts in the sentences at his/her level
8. To have a knowledge of the names of months
9. To have knowledge of the pattern “where”
10. To have knowledge of common adjectives
13. To have knowledge of the pattern “who?”
15. To have knowledge of names of some jobs
19. To have knowledge of telling the time
<b>2- Comprehension level</b>
6. To be able to comprehend the pattern “there”
14. To be able to comprehend the pattern “can?”
17. To be able to comprehend basic characteristics of the simple present tense
21. To be able to comprehend basic characteristics of the present continuous tense
<b>3- Application level</b>
2. To be able to greet people around him/her
3. To be able to ask and answer name, surname and age
4. To be able to follow instructions expressed in imperative form
5. To be able to answer question sentences at his/her level
7. To be able to make sentences with singular and plural words
11. To be able to tell the weather statement with simple sentences
12. To be able to make sentences by using the adjectives s/he has learnt
16. To be able to write the sentences at his/her level
18. To be able to make sentences with the simple present tense
20. To be able to make sentences at his/her level
22. To be able to make sentences write the present continuous tense
23. To be able to ask and answer the question “where are you from?”
24. To be able to use learnt tenses and patterns in dialogues
26. To be able to count the numbers ten by ten (1-100)

Table 1.3. Objectives which belong to the Cognitive Domain in the 5<sup>th</sup> grade English Course Curriculum

In Affective Domain, individual characteristics are important (Demirel 2002). ‘Affective Domain refers to those aspects of learning that are related to feelings, emotions, degrees of acceptance, values, biases, and so forth’ (Brown, 1995; 80). According to Krathwohl (1972, cited in Saylor et, al., 1981; 181-2), ‘Affective objectives “emphasize a feeling tone, an emotion, or a degree of acceptance or rejection.” Affective Domain consists of five levels; (see Table 1.4) receiving (attending), responding, valuing, organization, characterization by a value or value complex (Brown, 1995).



1.0 Receiving (Attending)
1.1 Awareness
1.2 Willingness to receive
1.3 Controlled or selected attention
2.0 Responding
2.1 Acquiescence in responding
2.2 Willingness to respond
2.3 Satisfaction in response
3.0 Valuing
3.1 Acceptance of a value
3.2 Preference for a value
3.3 Commitment
4.0 Organization
4.1 Conceptualization of a value
4.2 Organization of a value system
5.0 Characterization by a value or value complex
5.1 Generalized set
5.2 Characterization

Table 1.4. Outline of Bloom's (1956) Taxonomy of the Affective Domain (Brown, 1995; 84).

There is only one objective which belongs to the Affective Domain in the 5<sup>th</sup> grade English course curriculum; the 25<sup>th</sup> objective 'to be motivated to learn a foreign language' (see Appendix A for Turkish version).

The characteristics of the objectives show whether the objectives fulfil their functions in the curriculum or not (Ertürk, 1998). Moreover, the objectives which reflect the necessary characteristics can be understood in the same way by all teachers (Wiles & Bondi, 2002; Sözer, 2005). The characteristics enable teachers to understand the curriculum objectives.

Ertürk (1998) suggests four type of characteristics that the objectives should have:

1. Objectives should identify learner behaviors; objectives should reflect the behaviors which are desired to be learnt
2. Objectives should be generalizable and limited; the objective should both reflect more than one behavior and should reflect only one characteristic
3. Objectives should be clear; objective should be understood by everybody.
4. Objectives should be consistent; objectives should be consistent with each other (p.53-4).

Also, Richards (2003) recommends four type of characteristics that the objectives should possess:

1. Objectives describe a learning outcome; in writing objectives, expressions like will have, will learn how to, will be able to should be used. Because they describe the result of learning.

2. Objectives should be consistent with the curriculum aim; objectives that clearly serve to realize an aim should be included.
3. Objectives should be precise; objectives that are vague and ambiguous are not useful.
4. Objectives should be feasible; objectives should describe outcomes that are attainable in the time available during the course (p.123-4).

Pratt (1988) offers a detailed list of well-written objective characteristics as follows:

1. Objectives should identify a learning outcome; the result of learning should be clear
2. Objectives should be consistent with the curriculum aim.; as the objectives detailed and specified versions of aims, they should serve the aims
3. Objectives should be precise; they should not be vague or ambiguous so that different people should obtain the same understandings of the objectives
4. Objectives should be feasible; they should be achievable during the course
5. Objectives should be functional; they should be appropriate for students' needs
6. Objectives should be significant; they should be selected for the curriculum as they are important for students
7. Objectives should be appropriate; they should be appropriate for students' backgrounds, interests and developmental level (p.184-86).

As it can be seen in the above lists, two of the characteristics are highlighted in all three lists: identification of a learning outcome and precision of the objectives. In contrast, Pratt (1988) offers a detailed list by including three different characteristics than those specified in above two lists; functionality, significance, appropriacy of the objectives.

Curtain and Pesole (1988) also underline the importance of providing realistic and clear objectives for a language program. They refer to unrealistic goals as being the reason of the termination of elementary level foreign language programs in various teaching environments during the 1960s.

After the implementation of the curriculum, the objectives should be evaluated in order to determine if they are appropriate enough to be included in the curriculum (Erden, 1998; Olivia, 2005) because 'objectives are not permanent. They must remain flexible enough to respond to changes in perceptions of students' needs, and to changes in the types of students who are being served' (Brown, 1995; 96). This also proves that objectives have to be evaluated. Evaluating the curriculum objectives provides the data

needed to determine which of the objectives fulfill their functions and which do not (Erden,1998).

### **1.5. The Evaluation Procedure of This Study**

Erden (1998), in her evaluation procedure, suggests the following questions to be taken in consideration when evaluating the curriculum objectives:

1. Are the objectives appropriate for the needs of society?
2. Are the objectives appropriate for students' needs?,
3. Are the objectives appropriate for the subject matters?
4. Are the objectives consistent with each other?
5. Are the statements of objectives clear?
6. Are the objectives feasible? (p. 24).

Based on these recommendations, in this study, well-written objective characteristics suggested by Pratt (1988) are converted into survey elements to evaluate the 5<sup>th</sup> grade curriculum objectives.

As this study investigated the adequacy of the objectives in terms of the characteristics they should reflect, it is linked to summative evaluation (Richards, 2003).

### **1.6. Statement of the Problem**

It has been observed that implementing the current 5<sup>th</sup> grade English course curriculum causes problems for teachers. Therefore, we can argue that there is a need for curriculum evaluation. Curriculum evaluation demonstrates what needs improvement, and provides a basis for any rectification (Olivia, 2005). The point of departure for evaluation of the 5<sup>th</sup> grade English curriculum rests on evaluating the objectives of the curriculum because the objectives are the keys of the curriculum and guide the content, materials, learning and teaching situations of the course (Pratt, 1988; Varış, 1996; Grave, 2000; Richards, 2003). Needless to say that, by taking as a point of reference the teachers' evaluations, evaluating the objectives can be useful to determine to what extent the 5<sup>th</sup> grade objectives of the Ministry of Education reflect the characteristics of a well-written objective.

There are three studies on the evaluation of objectives of the 5<sup>th</sup> grade English course curriculum in Turkey. Büyükduman (2001) İğrek (2001) and Mirici (2001) investigated teachers' evaluations of 4<sup>th</sup> and 5<sup>th</sup> grade English curriculums in terms of

their objectives, content, learning teaching methods and assesment tools. In their studies, the above researchers, asked the participants to evaluate the objectives as a whole. That is to say that, the teachers answered the elements related to the objectives by considering all of the objectives. Since they did not evaluate the objectives individually, we can not identify which of the objectives reflect the characteristics of a well-written objective and which do not. Alternatively, the present study is different from these studies. Indeed, it is focused on the objectives of the 5<sup>th</sup> grade English course curriculum and investigated the teachers' views on individual objectives to identify which of these reflect the characteristics of a well-written objective and which do not.

### **1.7. Aim of the Study**

The aim of this study is to evaluate the objectives of the 5<sup>th</sup> grade English curriculum by collecting teachers' views on each objective.

### **1.8. Research Questions**

This study will address the following questions:

1. What are the teachers' overall evaluation of the 5<sup>th</sup> grade curriculum objectives in the Cognitive Domain?
2. What are the teachers' evaluations of individual objectives of the 5<sup>th</sup> grade curriculum in the Cognitive Domain which are in
  - 2.1. the knowledge level of the Cognitive Domain?
  - 2.2. the comprehension level of the Cognitive Domain?
  - 2.3. the application level of the Cognitive Domain?

## **CHAPTER II**

### **REVIEW OF LITERATURE**

The aim of this study is to investigate teachers' evaluations of the objectives of the 5<sup>th</sup> grade English course curriculum. In this chapter, some of the studies conducted on the evaluation of language curriculum abroad and in Turkey will be presented.

#### **2.1. Studies Abroad**

Although the importance of curriculum evaluation has been emphasized by curriculum developers there has not been sufficient studies on the evaluation of the English language curriculum. Williams and Burden (1994) observe that '... remarkably little has been written about the evaluation of ELT projects, or about the process of evaluation' (p.23).

Sharp (1990) conducted a study to evaluate the effectiveness of a language program. The aim of the study was to evaluate the effectiveness of a course which aimed to upgrade the English of post- 'A' level students in four months to enroll in higher education programmes in Brunei Darusselam and overseas. The summative evaluation was carried out in two stages when students were sixth months into their undergraduate studies. The data was collected through questionnaires, written reports, observations, and comments. To start with, questionnaires were completed at the end of the course by 55 students from Brunei University. Furthermore, student observation and comments from the eight ELT staff involved in the course were collected during the course and at the completion of the course exams. Additionally, feedback from university staff was collected during the first six months of the undergraduate course. The results revealed that students experienced lack of confidence and fluency had writing, listening, reading, and note-taking problems, which all added to difficulties in their undergraduate studies.

Williams and Burden (1994) conducted a study to show the use of illuminative techniques in the formative evaluation of a course curriculum. The curriculum was a pilot project in grades 2,4 and 6. In this situation, students who spoke French would study social sciences through English and students who spoke English would study social sciences through French. The data was collected through semi-formal interviews

with the head and the six teachers selected for the project, whereas an attitude questionnaire was administered to the six classes and interviews were conducted with small groups of pupils. The outcomes of the collected data were discussed in two workshops with the teachers who took part in the project, with an emphasis on the aims of the project. The results of the attitude questionnaire and interviews revealed that although the students had positive attitudes towards language learning and the target language community, they showed negative attitude towards their peers in the other cultural group. On the other hand, although the results also revealed that the teachers had some apprehensions about the project, they expressed the need to have control over the project. However, when they shared the aims of the project and expressed their own needs, aims and plans during the workshops they began to take control over the project.

Cenoz and Lindsay (1994) provide a detailed evaluation of language curriculum in their study. The aim of the evaluation was to identify the effects of a primary English project which introduces English as a third language in thirty elementary schools in the Basque region (Spain). Triangulation method was used to collect the data for the study. Training sessions were conducted to discuss teaching strategies and problems; observations were carried out to collect information about teachers' competence in English, their confidence, control of classrooms, children's attitudes and teaching environment. Furthermore, attitude questionnaires were administered to 500 families, 30 English teachers, 12 tutors and 25 school directors to detect their concerns of any possible linguistic and nonlinguistic effects of the project. Also, a teachers' questionnaire was administered to determine teachers' perceptions of the children's attitude, their assessment of the materials, frequency of the different activities and remarks about areas of improvement. Above all, English tests (listening and speaking tests) were administered during the school timetable to 368 students and an oral test was administered to 142 students. The results revealed that students, teachers and parents had positive attitudes towards the project. First and foremost, the teachers' confidence with English and methodology and their experience in teaching at primary level was very important to provide students with meaningful learning contexts. Indeed, most of the teachers perceived that students learnt English easily, as they used the second language for communicative purposes, and the students did not need formal knowledge of the language.

## 2.2. Studies in Turkey

There have been five studies on the evaluation English curriculums in primary schools. One of the studies embraces the evaluation of the components of the 4<sup>th</sup> grade English curriculum. The other four studies are based on the evaluation of the components of the 4<sup>th</sup> and the 5<sup>th</sup> grade English curriculum.

Yüksel (2001) designed a research study attempting to evaluate the 4<sup>th</sup> grade English course curriculum to find out teachers' evaluations of the objectives, classhours, coursebooks, materials and the implementation of the curriculum. The study was carried out with 64 teachers who had been teaching English to the fourth graders in state primary schools in Elazığ city centre. The data was collected through a questionnaire which was prepared by the researcher. In her study, related to the objectives, she found that over half of the teachers agreed that the objectives in place were adequate to be implemented in the classroom. This outcome may be related to the researcher's question *'the objectives which were determined by the Ministry were adequate to be implemented in the classroom'* (p. 91). The wording might have encouraged the teachers to give the desired answer. Moreover, the word 'Ministry' might have discouraged the teachers to criticize the objectives.

Mirici (2000) devised a research study aspiring to evaluate the 4<sup>th</sup> and the 5<sup>th</sup> grade English course curriculums by collecting teachers' evaluations of coursebook, workbook, method, objectives, students and implementation of the curriculum. The study was carried out with 605 teachers who taught English to 4<sup>th</sup> and the 5<sup>th</sup> graders in randomly selected 14 cities in seven geographical regions of Turkey in 1998-1999 academic year. The views of administrators and teachers of the Foreign Language Departments and Primary School Teaching Departments of some universities were also collected. The data was collected through questionnaires completed by English teachers, and interviews with administrators and teachers. The results, related to the objectives, revealed that teachers agreed that the objectives of the curriculum were appropriate for the students.

A similar research study was carried out by Büyükduman (2001). In her study, Büyükduman (2001) evaluated the 4<sup>th</sup> and the 5<sup>th</sup> grade English course curriculums to find out teachers' evaluations of general characteristics, the objectives, content (coursebook), implementation and assessment tools and methods of the curriculum. The

data was collected through questionnaire which was administered to 54 teachers. In her research, related to the objectives, she found that most of the teachers thought that the objectives of the curriculum were clearly stated. The objectives, which included the four skills (speaking, listening, writing, and reading) were thought to be appropriate for the students. However, the teachers thought that the objectives tied with the listening and speaking skills are unachievable.

Another similar research study was carried out by İğrek (2001) intended to evaluate the 4<sup>th</sup> and the 5<sup>th</sup> grade English curriculums by finding out teachers' evaluations of the objectives, content, learning and teaching situations, and assessment tools and methods of the curriculum. In her study, related to the objectives, she found that the teachers thought that the objectives were adequate to achieve the curriculum aims. The statement which underlined that the objectives which belong to the cognitive level are qualitatively adequate' (p.120) received a neutral response from the teachers. The result runs parallel with the objectives which belong to affective and psycho-motor domain. Most the teachers shared the view that the objectives were classified from the simplest to hardest. They agreed that the objectives were consistent with each other, and their statements were clear enough to be understood and implemented by the teachers. Most of the teachers agreed that the objectives were appropriate for the 4<sup>th</sup> and the 5<sup>th</sup> graders.

Another research study was carried out by Mersinligil (2002) who conducted a research study. The researcher's aim was to evaluate the 4<sup>th</sup> and 5<sup>th</sup> grade English curriculums by concentrating on both teachers' and students' evaluations of the aims, content, learning and teaching methods, and assessment tools and methods of the curriculum. Moreover, she proceeded by questioning the teachers' and school principals' evaluations of the learning process and teaching system of the curriculum. The study was carried out with 705 students, 146 teachers, and 146 school principals. In her study, related to the aims, she found out that students thought that half of the aims were on the whole achievable, and half of them were partly achievable. Although teachers thought that the aims were appropriate for the 4<sup>th</sup> and the 5<sup>th</sup> graders, they thought that the objectives had limited success.

The studies of Büyükduman (2001), İğrek (2001) and Mirici (2001) share similar features. The three studies investigated the teachers evaluations of the



objectives, content, learning and teaching methods, and assessment tools and methods of the curriculum. However, Büyükduman (2001) evaluated only the coursebook as the primary component of the curriculum. On the other hand, Mirici (2001) evaluated both the coursebook and the workbook, used as extra material, as the basis of the curriculum. Both of the studies demonstrated that the teachers thought that the objectives of the curriculum were clearly stated and the teachers agreed that the objectives were appropriate for the 4<sup>th</sup> and the 5<sup>th</sup> graders. The study of Mirici (2001) is different from the studies of Büyükduman (2001) and İğrek (2001) in terms of the participants of his study. To put it more simply, he evaluated the curriculum by collecting the views of both the English teachers and school principals at the primary schools, administrators and teachers of the Foreign Language Departments and Primary School Teaching Departments of some universities. Moreover, the teachers were randomly selected in 14 cities in seven geographical regions of Turkey. The study of Mersinligil (2002) is also similar to the studies by Büyükduman (2001), İğrek (2001) and Mirici (2001) as she also evaluated the content, learning and teaching methods, and assessment tools and methods of the curriculum. However, she did not evaluate the objectives of the curriculum. Instead, she evaluated the aims of the curriculum. The study of Mersinligil (2002) is also different from the studies of Büyükduman (2001) and İğrek (2001) in terms of the participants of her study. In effect, she investigated the views of both English teachers and students and school principals.

One of the mutual features of these studies, except for the study of Yüksel (2001), is that the researchers asked the participants to evaluate the curriculum components by taking both the 4<sup>th</sup> and the 5<sup>th</sup> graders into consideration. Another point worth mentioning is that all the researchers evaluated the objectives by asking general questions such as, '*the objectives are clear enough*' (Büyükduman, 2001; 57), '*the curriculum objectives are clear enough to be understood and implemented by the teachers*' (İğrek, 2001; 121). Consequently, we can not comprehend which of the objectives are clear enough and which ones are not. As stated earlier (refer to Statement of the Problem), the present study is different from these studies as it investigated the teachers' views on individual objective of the 5<sup>th</sup> grade English course curriculum.

## **CHAPTER 3**

### **METHODOLOGY**

This study focused on investigating teachers' evaluations of the objectives of the 5<sup>th</sup> grade English course curriculum in terms of the characteristics of a well-written objective. The present chapter includes the overall research design, the participants, the data collection instrument, the data collection procedure and the data analysis procedures of the study.

#### **3.1. Participants**

The study was conducted with English teachers who have been teaching English as a foreign language to 5<sup>th</sup> graders in state primary schools in Eskişehir's city centre. There are 92 state primary schools in Eskişehir city centre. However, 24 of these schools could not be included the study, as the questionnaire could not be given to the English teachers because of their absence during the data collection period. Furthermore, 6 primary schools (see Appendix E) participated in the pilot study. The study was conducted in 62 primary schools (see Appendix D), and the questionnaire was given to 92 English teachers who have been teaching English as a foreign language to 5<sup>th</sup> graders in these schools. However, 6 English teachers did not complete the questionnaire. Consequently, only 86 English teachers participated in the study .

Interview sessions were conducted with five English teachers who were selected randomly from the participants.

#### **3.2. Instrument**

Various instruments such as interviews, questionnaires, and classroom observation can be used to evaluate the components of a curriculum (Weir&Roberts, 1994; Richards, 2003). In this study, questionnaire and interviews were used. The questionnaire was used for two primary reasons. The first reason was 'to distinguish a generally held point of view from purely idiosyncractic or individual reactions and opinions'(Weir&Roberts, 1994:28). The second motive was to elicit a number of teachers' evaluations on a wide range of issues about the curriculum (Richards, 2003).

### 3.2.1. Curriculum Objective Evaluation Questionnaire

Curriculum Objective Evaluation Questionnaire (see Appendix B) was prepared in order to find out teachers' evaluations of the objectives of the 5<sup>th</sup> grade English course curriculum. The Questionnaire consists of two sections. The first section was prepared to collect information on the backgrounds of the teachers, and the second section was planned to find out teachers' evaluations of the objectives of the 5<sup>th</sup> grade English course curriculum. The questionnaire of this study consists of 26 statements which constitute the current objectives of the 5<sup>th</sup> grade English course curriculum. Each of the objectives was evaluated by using seven elements which reflect the characteristics of a well-written objective which were adopted from Pratt (1988). The following table shows how seven objective characteristics suggested by Pratt (1988) were converted to fulfil a questionnaire format.

Seven objective characteristics suggested by Pratt (1988)	Elements of the questionnaire
Objectives should identify a learning outcome	The objective identifies the desired behavior / learning outcome clearly.
Objectives should be consistent with the curriculum aim.	The objective is consistent with the curriculum aims.
Objectives should be precise.	The objective is clear enough to be understood by related people (all teachers and experts).
Objectives should be feasible.	The objective is feasible
Objectives should be functional	The objective is functional (it states a behavior which students are using now or will use at future).
Objectives should be significant.	The objective is significant enough to be in curriculum.
Objectives should be appropriate	The objective is appropriate for students' developmental and background level.

Table 3.1. Elements of the Questionnaire

A 5 point likert scale ranging from 1 ("Strongly Disagree") to 5 (Strongly Agree) ranging from 1 ("Strongly Disagree"), 2 (Disagree), 3 (Undecided), 4 (Agree), to 5 (Strongly Agree) was used as an answer-key for the questionnaire.

The questionnaire was initially prepared in English, as the questions were based on Pratt (1988). However, a Turkish version of the questionnaire was administered to the participants to maintain the terminological parallelism of the objectives which were written in Turkish. The questionnaire was translated into Turkish by the researcher.

In order to test the validity of the questionnaire, four academics from Anadolu University ELT department and Educational Sciences Department gave their comments. The experts were asked to evaluate the questionnaire for content and face validity plus the clarity of the statements. Then, the questionnaire was revised according to the experts' suggestions. After being revised, the elements of the questionnaire were sequenced from general to specific and the layout of the questionnaire was altered. Secondly, in order to verify the clarity, the questionnaire was tested in a pilot study with nine English teachers who have been teaching English as a foreign language to 5<sup>th</sup> graders in state primary schools in Eskişehir's city centre. The subjects of the pilot study were chosen randomly. Firstly, the participants were informed that the questionnaire was part of a Master's Degree Study and that their comments would help the researcher to prepare a comprehensible questionnaire so that it would not generate any problems to the teachers. Then, the subjects of the pilot study were asked to evaluate each objective according to the seven elements which reflect the characteristics of a well-written objective. Moreover, the subjects' opinions on the clarity of the elements were obtained. The comments of the subjects revealed that the elements were clear enough to be understood by those taking part in the study.

### **3.2.2. Interview**

Semi structured interviews were conducted to interpret the survey results. The questions of the interview were prepared by the researcher (see Appendix C). These questions were divided into two sections: questions where the teachers were asked to give information about their background, and questions which solicit teachers' evaluations of the objectives. As the aim of conducting an interview was to discuss the results of the questionnaire, the questions were prepared in accordance with the elements of the questionnaire. The questionnaire elements were stated in the parentheses.

1. What is your expectation from your students who achieve this objective? (referring to a specific objective) What will your students be able to do after they achieve this objective? (for element E)
2. According to you, do the other English teachers have similar expectation with you? (for element D)
3. Think your classroom atmosphere, do you achieve this objective with students groups you teach? (for element C)
4. Is the objective appropriate for your students? (for element G)
5. Do your students use this objective in class or daily life? (for element F)
6. According to you, should the objective be included in the curriculum? (for element B)

For element A, a checklist (see Appendix F) was prepared by the researcher to find out if there is any objective which teachers consider not to be consistent with the aims of the curriculum. After the questions were prepared, they were tested on an English teacher to oversee the clarity of the questions. Following up on the tester's comments, only one of the questions was deleted as it was thought to be unnecessary. Each objective was also written on colored cards to avoid distraction of the interviewed teachers' attention.

Before the interview, five English teachers at Anadolu University were given a short survey (Appendix G) and asked to determine if the objectives are structural or performance objectives. This in itself benefitted with the interpretation of the results of the teachers' evaluations of the objectives. This categorization was also used to stipulate the objectives for interview questions.

### **3.3. Data Collection Procedures**

In order to conduct the study in state primary schools in Eskişehir city centre, the researcher asked for the permission of the Eskişehir National Education Administration. After this was granted, the questionnaires were administered to the participants at the end of the 2004-2005 spring term. Before the questionnaire was administered, the participants were informed about the questionnaire and they were told that their evaluations would contribute to a Master's Degree Study. They were asked to evaluate each objective according to the given seven elements. For the sake of anonymity, the teachers were asked not to write their names on the questionnaire. The teachers were given a week to answer the questionnaires. Ultimately, the questionnaires were collected by the researcher from the teachers or school principals.

In the data collection process, in the first section, the participants were asked to answer three questions which asked for information about their backgrounds. This was thought to be useful while evaluating the results of the study. However, the results did not reveal any difference in terms of the teachers' educational background. In the second section, the participants were asked to evaluate each objective according to the seven elements by using a 5 point likert scale ranging from 1 ("Strongly Disagree") to 5 (Strongly Agree). To refresh their memories, the teachers were also provided with ten aims of the curriculum (see Appendix A).

In the interview sessions, firstly, the interviewed teachers were informed about the aim of the study and the interview procedure. They were told that their answers would provide valuable information about the objectives of the 5<sup>th</sup> grade curriculum. The interviewed teachers were also asked to speak in Turkish so that they could express themselves more clearly and fluently. The interviews were tape-recorded and transcribed for analysis.

### 3.4. Data Analysis Procedures

In the analysis process, firstly, objectives were divided into two categories to aid analysis of the objectives which pertain to the the Cognitive Domain and those which relate to the Affective Domain according to Bloom's taxonomy (Brown, 1995). As the 25<sup>th</sup> objective '*to be motivated to learn a foreign language*', was the only one which belongs to the Affective Domain, it was not included in the study. The data was analyzed by means of the distributions of frequency and percentage, mean scores and standart deviations. The frequency and percentage calculations provided the researcher with information about teachers' evaluations of each objective in terms of the characteristics of a well-written objective. To analyze teachers' overall evaluations for each objective, points (1-2, 3, 4-5) were given by each teacher to each element, were totaled and then divided into 7 ,the number of elements. Finally, the means and the standart deviations were calculated. The standart deviations were calculated to determine the extent of agreement among the responses of the teachers. The mean scores provided the researcher with information about teachers' overall evaluations of each objective and they were interpreted according to the following key avarages (Oxford, 1990);

Strongly disagree	1.00 to 1.79
Disagree	1.80 to 2.59
Undecided	2.60 to 3.39
Agree	3.40 to 4.19
Strongly agree	4.20 to 5.00

In order to interpret the survey results the interviewees' views of the objectives were used.

## **CHAPTER 4**

### **RESULTS AND DISCUSSION**

The aim of this study was to investigate teachers' evaluations of the 5<sup>th</sup> grade English course curriculum objectives because the objectives are the keys for effective curriculum planning. For this purpose, the 5<sup>th</sup> grade English teachers evaluations were requested as they are the ones responsible to put these objectives into practice. The results of the study may provide valuable information about curriculum objectives for curriculum committee of the Ministry of Education.

In this chapter, we will present the results of the study, and discuss these results in the light of the pertinent literature. Firstly, we will present the results related to teachers' overall evaluations of the objectives according to seven characteristics the objectives have to reflect. Secondly, we will present the results related to the objectives which belong to the Cognitive Domain. As the seven elements the questionnaire are the characteristics of a well-written objective, these will also be referred to as characteristics.

#### **4.1. Teachers' Overall Evaluations of the Objectives**

In this section, we will give the results related to the first research question 1. 'What are the teachers' overall evaluation of the 5<sup>th</sup> grade curriculum objectives in the Cognitive Domain'?

As it can be seen in Table 4.1, the mean scores for the 23<sup>rd</sup>, 15<sup>th</sup>, and the 8<sup>th</sup> objectives were 4,2674, 4,2608, and 4,2458. This suggests that the teachers strongly agreed that these objectives reflect the characteristics of a well-written objective. When the standard deviation of these objectives are evaluated, it can be seen that there is not a big difference in terms of the distribution of the responses. However, the interview results revealed that the learning outcomes of the 15<sup>th</sup> and 8<sup>th</sup> objectives were not perceived in the same way by the teachers. Therefore, it can be concluded that no matter how they perceive the learning outcomes of these objectives, the teachers seemed to have achieved these objectives in their classrooms.

OBJECTIVES	Teachers' evaluations of the objectives - %					
	Str. disagree/ Disagree	Undecided	Str. agree/ Agree	Mean	N	Std. deviation
23. To be able to ask and answer the question "where are you from?"	2,85	2,14	94,28	4,2674	86	,6362
15. To have knowledge of names of some jobs	1,71	3,85	94,42	4,2608	86	,5251
8. To have a knowledge of the names of months	2,28	3,42	94,28	4,2458	86	,6189

Table 4.1. The objectives which the teachers strongly agreed that they reflected the characteristics of a well-written objective

The mean scores for the following objectives ranged between 4,1528 and 3,4319. This suggests that the teachers agreed that these objectives reflect the characteristics of a well-written objective.

OBJECTIVES	Teachers' evaluations of the objectives - %					
	Str. disagree/ Disagree	Undecided	Str. agree/ Agree	Mean	N	Std. deviation
3. To be able to ask and answer name, surname and age	5,57	3,85	90	4,1528	86	,7035
19. To have knowledge of telling the time	5,71	5	89	4,1047	86	,7384
11. To be able to tell the weather statement with simple sentences	4	7,85	87,85	4,1013	86	,6736
10. To have knowledge of frequently used adjective	5,42	11,28	82,85	4,0598	86	,6841
9. To have knowledge of the pattern "where"	7,14	7,28	85,57	4,0399	86	,7398
26. To be able to count the numbers ten by ten (from 1 to 100)	7,28	6,57	85,85	4,0349	86	,7638
14. To have knowledge of the pattern "can?"	8,71	5,57	90	4,0249	86	,8019
2. To be able to greet people around him/her	10,85	7,28	81,28	3,9585	86	,8184
7. To be able to make sentences with singular and plural words	6,71	10,85	82,14	3,9551	86	,6446
13. To have knowledge of the pattern "who?"	7,52	14,71	77,50	3,9153	86	,7419
4. To be able to follow the instructions expressed in imperative form	11,28	17,85	74,57	3,8339	86	,7440
12. To be able to make sentences by using the adjectives s/he has learnt	8	19,85	71,85	3,7990	86	,7206
20. To be able to make sentences at his/her level	10,28	21,57	68,57	3,7841	86	,8051
5. To be able to answer question sentences at his/her level	10,71	12,71	74,85	3,7774	86	,7388
6. To be able to comprehend the pattern "there"	11,42	12,14	76,14	3,7508	86	,6733
16. To be able to write the sentences at his/her level	12,85	17,71	69,14	3,7176	86	,8677
21. To be able to comprehend basic characteristics of the present continuous tense	27,14	9,71	62,85	3,4651	86	1,1068
22. To be able to make sentences write the present continuous tense	25,28	12,85	61,71	3,4319	86	1,0652

Table 4.2. The objectives which the teachers agreed that they reflected the characteristics of a well-written objective



When the standart deviation of these objectives are evaluated, it can be seen that there is not a big difference in terms of the distribution of the responses. However, the interview results revealed that the learning outcomes of the 5<sup>th</sup>, 7<sup>th</sup>, 9<sup>th</sup>, 10<sup>th</sup>, 13<sup>th</sup>, 14<sup>th</sup>, 16<sup>th</sup>, 19<sup>th</sup>, 20<sup>th</sup>, 21<sup>st</sup>, 22<sup>nd</sup> objectives were not perceived in the same way by the teachers. Moreover, interviewed teachers thought the 12<sup>th</sup> objective not to be functional, the 7<sup>th</sup> and 4<sup>th</sup> objectives not to be functional and not to be included in the curriculum, the 5<sup>th</sup>, 6<sup>th</sup>, and 13<sup>th</sup> objectives not to be feasible, functional, appropriate and not to be embodied in the curriculum, the 9<sup>th</sup>, 13<sup>th</sup>, 16<sup>th</sup>, 19<sup>th</sup>, 20<sup>th</sup>, 21<sup>st</sup>, 22<sup>nd</sup> objectives not to be precise, feasible, functional, appropriate and to be discarded from the curriculum. When the standart deviation of the 21<sup>st</sup>, 22<sup>nd</sup> objectives (1,0652-1,1068) are evaluated, it can be seen that when it comes to these objectives, there is a big difference in terms of the distribution of the responses.

As it can be seen in Table 4.3, the mean scores for the 24<sup>th</sup>, 1<sup>st</sup>, 18<sup>th</sup>, 17<sup>th</sup> objectives were 3,3887, 3,3239, 3,0797, 3,0648, (see Table 4.3). This suggests that the teachers were undecided that these objectives reflected the characteristics of a well-written objective or not.

OBJECTIVES	Teachers' evaluations of the objectives - %					
	Str. disagree/ Disagree	Undecided	Str. agree/ Agree	Mean	N	Std. deviation
24. To be able to use learnt tenses and patterns in dialogues	25,28	18,42	55,71	3,3887	86	,9275
1. To have knowledge of the meanings of the concepts in the sentences at his/her level	28,57	12,28	58,85	3,3239	86	,9311
18. To be able to make sentences with the simple present tense	36,42	20,85	42,42	3,0797	86	1,0839
17. To be able to comprehend basic characteristics of the simple present tense	36,85	20,57	41	3,0648	86	1,0490
Total				3,8268	2236	,8699

Table 4.3. The objectives which the teachers were undecided if these objectives reflect the characteristics of a well-written objective or not.

When the standart deviation of these objectives (,9275-1,0839) is evaluated, it can be seen that there is a big difference in terms of the distribution of the responses. Firstly, the interview results demonstrated why the teachers were undecided if these objectives reflect the characteristics of a well-written objective or not. Secondly, why there is a big difference in terms of the distribution of their responses for these

objectives. The learning outcomes of the 1<sup>st</sup> and 24<sup>th</sup> objectives were not perceived in the same way by the teachers. The teachers also thought the 1<sup>st</sup> objective not to be precise, feasible, functional and the 24<sup>th</sup> objective not to be precise, feasible, appropriate, functional, and not to be embraced in the curriculum. Although the 17<sup>th</sup> and 18<sup>th</sup> objectives were thought to be precise, their learning outcomes were not perceived in the same way by the teachers. Indeed, they were thought not to be feasible, functional, appropriate and not to be included in the curriculum.

The results also revealed that there was not any objective whose mean scores were between 1.00 and 2.59. In other words, the teachers did not strongly disagree or disagree with any objective that it reflected the characteristics of a well-written objective.

#### **4.2. Teachers' Evaluation of the Objectives in the the Cognitive Domain**

In this section, we will give the results related to the second research question '2. 'What are the teachers' evaluations of individual objectives of the 5<sup>th</sup> grade curriculum in the Cognitive Domain'?

The objectives in the the Cognitive Domain are categorized in knowledge level, comprehension level, and application level. First, we will present the results related to the objectives which are in the knowledge level of the the Cognitive Domain. These objectives are the 1<sup>st</sup>, 8<sup>th</sup>, 9<sup>th</sup>, 10<sup>th</sup>, 13<sup>th</sup>, 15<sup>th</sup> and 19<sup>th</sup>. Second, we will present the results related to the objectives which are in the comprehension level of the the Cognitive Domain. These objectives are the 6<sup>th</sup>, 14<sup>th</sup>, 17<sup>th</sup>, 21<sup>st</sup>. Third, we will present the results related to the objectives which are in the application level of the Cognitive Domain. These objectives are the 2<sup>nd</sup>, 3<sup>rd</sup>, 4<sup>th</sup>, 5<sup>th</sup>, 7<sup>th</sup>, 11<sup>th</sup>, 12<sup>th</sup>, 16<sup>th</sup>, 18<sup>th</sup>, 20<sup>th</sup>, 22<sup>nd</sup>, 23<sup>rd</sup>, 24<sup>th</sup>, 26<sup>th</sup>. Table 4.4. shows the objectives which belong to the Cognitive Domain.

Table 4.5, 4.6, and 4.7 presents the percentage of the answers related to the objectives in the knowledge, comprehension, and application level of the the Cognitive Domain. To aid with the interpretation of these results, the category 'strongly disagree' was incorporated with the 'disagree' section, whereas the category 'strongly agree' was combined with the 'agree' part.

It is worth noting that in addition to the survey results, the responses of the teachers who were interviewed will be also presented. To identify these teachers, they will be referred to as “interviewed teachers” in the rest of the study.

<b>Objectives which belong to the Cognitive Domain</b>
<b>1- Knowledge level</b>
1. To have knowledge of the meanings of the concepts in the sentences at his/her level
8. To have a knowledge of the names of months
9. To have knowledge of the pattern “where”
10. To have knowledge of common adjectives
13. To have knowledge of the pattern “who?”
15. To have knowledge of names of some jobs
19. To have knowledge of telling the time
<b>2- Comprehension level</b>
6. To be able to comprehend the pattern “there”
14. To be able to comprehend the pattern “can?”
17. To be able to comprehend basic characteristics of the simple present tense
21. To be able to comprehend basic characteristics of the present continuous tense
<b>3- Application level</b>
2. To be able to greet people around him/her
3. To be able to ask and answer name, surname and age
4. To be able to follow instructions expressed in imperative form
5. To be able to answer question sentences at his/her level
7. To be able to make sentences with singular and plural words
11. To be able to tell the weather statement with simple sentences
12. To be able to make sentences by using the adjectives s/he has learnt
16. To be able to write the sentences at his/her level
18. To be able to make sentences with the simple present tense
20. To be able to make sentences at his/her level
22. To be able to make sentences write the present continuous tense
23. To be able to ask and answer the question “where are you from?”
24. To be able to use learnt tenses and patterns in dialogues
26. To be able to count the numbers ten by ten (1-100)

Table 4.4. Objectives which belong to the Cognitive Domain

#### **4.2.1. Teachers’ Evaluation of the Objectives which are in Knowledge Level of the the Cognitive Domain**

In this part, we will give the results related to the first sub-research question ‘2.1. What are the teachers’ evaluations of individual objectives of the 5<sup>th</sup> grade curriculum which are in the knowledge level of the Cognitive Domain?’

For the 1<sup>st</sup> objective ‘*to have knowledge of the meanings of the concepts used in the sentences at his/her level*’, 73% of the teachers agreed with element B, ‘The objective is significant’. Sixtyfive percent agreed with element C, ‘the objective is feasible’. Sixty-two percent thought that it was consistent with the curriculum aims

(element A). Sixty-one percent thought that it identified a learning outcome (element E) and it was functional (element F). Almost half of the teachers (51%) agreed with element G ‘the objective is appropriate. Element D ‘The objective is precise’ is the only element with which the teachers either were undecided (16%) or disagreed (44%). The results showed that except for element B (73%) and D (44%), the percentages of teachers who expressed agreement ranged between 51 and 61.

The responses of the interviewed teachers clarified the following concerns; firstly, why the teachers were either undecided or disagreed that the objective was precise; secondly, why the other elements were accepted by a low percentage of teachers. The interview results indicated that the learning outcome of the objective was interpreted differently by five of the teachers as the following quotations indicate:

- a. *Ben bir kalıbı verdiğem, o kalıbı derste kullanmasını istiyorum. O kalıpla ilgili bana cümle kursun bana o kalıpla ilgili soru sorsun. Ders ortamında o kalıbı kullansın. Mesela ‘can’ kalıbıyla ilgili.*

[ *When I teach a pattern, I want him/her ( the student) to use that pattern in the lesson. S/he should make a sentence or ask a question by using that pattern. S/he should use that pattern in the classroom. For example, the pattern ‘can. ]*

- b. *Cümlelerdeki anlamı kavramalarını bekliyorum. Tabi, kendi oluşturdukları cümleleri.*

[ *I expect them (the students) to comprehend the meaning in the sentences which they obviously make by themselves. ]*

- c. *Bu kavramları uygun yerde kullanmasını. Kavramı anlamış mı?, kullanıyor mu? Mesela günler, gün kavramını kullanacak, uygun yerde kullanıyor mu? Bugün pazartesi derken pazartesi kullanıyor mu?*

[ *I expect him/her to use these concepts in appropriate contexts. Has s/he understood and used the concept? For example, when s/he use the concept of the day, does s/he use it in a suitable context? Does s/he use Monday, when s/he says it is Monday today].*

- d. *Beşinci sınıfa vermem gereken gramer yapısı olabilir, kelime olabilir. Günlük hayatında kullanabiliyor olabilmesi gerekiyor.*

[ *It may be a grammar form or a word which I have to teach in the 5<sup>th</sup> grade. S/he should be able to use it in his/her daily life. ]*

- e. *Bence bu amaç dönem dönem tekrarlıyor. Çok basit cümlelerle kendini ifade edebilir.*

[ *I think this objective is repeated every term. S/he (the student) can express himself/herself by using simple sentences. ]*

From the above quotation we conclude that the first interviewed teacher focused on form, the second focused on meaning, the third focused on appropriate use whereas the fourth and fifth interpretations were unclear. Therefore, we can easily say that, although the objective was thought to reflect the six characteristics of well-written objective, the teachers concede that they had achieved different learning outcomes related to this objective.

The interview results supported the survey results which were related with the four characteristics. In fact, the interviewed teachers also perceived the objective to be appropriate and significant enough to be included in curriculum. They also believed that the other English teachers may not have the same expected learning outcome for the objective as themselves. However, they believed that the objective was not consistent with the curriculum aims, functional and feasible. They also indicated that the reason for stated these affairs was due to the low level of the students, and teaching taking place in economically disadvantaged suburban area schools. It may be concluded that different interpretations of the learning outcome of this objective causes inconsistent evaluations of this particular objective.

The five interviewees were also asked what they understand from the statement 'düzeyine uygun' (at his/her level) which is also included in the 5<sup>th</sup>, 16<sup>th</sup> and 20<sup>th</sup> objectives. However, they did not give consistent and clear answers. Two of the interviewed teachers thought that this statement expresses the words which should be learned by the fifth grade students, a different one indicated that it expresses English adequacy of the students, another recognized that it expresses appropriateness of the subject matters to students' level, and finally, one commented that it expresses cognitive ability of a child at this age-11 years-old-. Therefore, it may be concluded that the statement 'düzeyine uygun' (at his/her level) is not particularly meaningful to the teachers. Moreover, the teachers may be confused with this ambiguous statement as various interpretations were mentioned.

The 8<sup>th</sup> objective '*to have the knowledge of the names of months*', was highly judged to reflect the characteristics of a well-written objective. Almost all of the teachers (98%) agreed that it was consistent with the aims of the curriculum (element A) and it was feasible (element C). The majority, 97%, thought that it was appropriate (element G). Ninety-four percent thought that it was significant (element B). Ninety-

three percent thought that this objective was functional (element F). Ninety percent thought that it was precise (element D) and it identified a learning outcome (element E).

The interview results were similar to the survey results. That is to say that, the interviewed teachers also thought this objective to be consistent with the curriculum aims, significant, feasible, precise, and appropriate. However, the interview results indicated that interviewed teachers did not perceive the same learning outcome for this objective. Indeed, they expressed three different views. Three of them answered that they expect students to utter the twelve months in English; another responded that students should communicate the use of the months according to the seasons they belong to; a different interviewed teacher responded that students should express the month they are in and they should answer to the question ‘when is your birthday?’ It is also worth mentioning that one of the interviewed teachers, who thought the objective to be achievable, expressed the outcome of the objective by saying:

*Evet, ben bu amacı gerçekleştiriyorum ama soru cevap şeklinde konulara girmiyorum. Burada da öyle demiyor zaten.*

[ *Yes, I achieve this objective. However, I do not teach the subject in the form of question-answer. This objective does not require it anyway. ]*

One of them also stated that her students do not transfer their knowledge of the months to the sixth grade and the objective is not functional for her students. The functionality of the objective was also disregarded by another interviewed teacher. The reason why over ninety percent of the teachers thought this objective to reflect the characteristics of a well-written objective may be related to teaching the names of the months in an uncomplicated way to the students. However, the interview results revealed that the objective is not precise and does not identify clearly what the students grasp while learning the names of the months. This situation may also be the reason which compels this objective to be unfunctional.

The 9<sup>th</sup> objective ‘to have knowledge of the pattern “where”, was thought to reflect the characteristics of a well-written objective by most of the teachers. The majority, 89%, agreed that it is appropriate (element G). Eighty-eight percent thought that it was significant (element B). Eighty-seven percent thought that this objective was consistent with the curriculum aims (element A). Eighty-six percent thought that it was feasible (element C). Eighty-five percent thought that it was functional (element F).

Eighty-three percent thought that it identified a learning outcome (element E). Finally, eighty-one percent thought that it was precise (element D).

Although the 9<sup>th</sup> objective seems to function in the classroom by reflecting all of the characteristics of a well-written objective, the interview results did not run counter to the survey results. The interview results showed five different expected learning outcomes for this objective as stated in the quotations below:

a. *Bir eşya gösterip nerde diye sorabilmeliler.*

[ *They (the students) should be able to ask where an object is by pointing it out.* ]

b. *Nereli olduklarından bahsetmeliler.*

[ *They should express where they are from.* ]

c. *Etrafındaki varlıkların yerlerini söyleyebilme. Aslında eksik ifade edilmiş. 'Where' nerede demektir. Sadece bu kadarla kısıtlı gibi geliyor. Eksik ifade olduğumu düşünüyorum.*

[ *They should express the place of the objects around them. The objective statement is actually incomplete. 'Where' means 'nerede'. It seems as if it is restricted to this, so I think it is incomplete.* ]

d. *Where are you from?' dediğim zaman 'I am from Turkey' or 'I am from Antalya' cevap vermesi yeterli. En fazla arkadaşının 'where is he from?' denilince cevap vermesi.*

[ *When I ask 'where are you from?', it is enough for him/her to say 'I am from Turkey or I am from Antalya'. S/he should at most be able to answer the question 'where is he from?' on behalf of his/her friend.* ]

e. *Şehirleri söyleyebilmeliler. Nerede derken 'where' soru kalıbı mı sadece? Öyleyse 'where are you from?' sorusuna cevap vermeli. Ama şey var mesela kitap nerede? Masanın üzerinde tamam, çantamın içinde tamam. Ama bazı prepozisyonları atlıyorum kullanmalarını beklemiyorum.*

[ *They should be able to tell the name of the cities. When it is expressed 'where', is it only the question pattern? If so, they should be able to answer where they are from. However, there is also something else about this subject. For example, where is the book? The answers 'it is on the table' and 'it is in the bag', are acceptable. However, I avoid teaching some of the prepositions. I do not expect them to use these prepositions.* ]

As it can be seen from the quotations above, while three of the interviewed teachers expressed the learning outcome of the objective by mentioning the place of objects in class, two of them asserted that its outcome was to teach students to express where they are from. This is also a correct outcome for the objective as it focuses on the knowledge of the pattern 'where'. However, the 23<sup>rd</sup> objective also focuses on teaching

students how to ask and answer the question ‘where are you from’. Therefore, it may be concluded that as the objective does not identify a clear outcome, the interviewed teachers mentioned the activities they perform with the question pattern ‘where’, as being the outcome of the objective. Similarly to the teachers who responded to the survey, the interviewed teachers thought the objective to be consistent with the curriculum aims and feasible, it was not precise, appropriate, and functional. These results may be related to the teachers’ different perceptions of the learning outcome of this objective and the different approaches applied in the classroom. We can easily say that all teachers evaluated the objectives in the way they accomplish them in the classroom. The following quotation demonstrates that teachers evaluate the objective’s feasibility by considering what they teach to their students:

*Evet. Sadece nereli olduğunu sorma ve cevaplama gerçekleştiriyorum.*

*[Yes. (I achieve this objective). However, I only achieve (teaching) by asking ‘where are you from and answering it ]*

The interview results were also inconsistent with the survey results since interviewed teachers revealed that the 9<sup>th</sup> objective should not to be included in the curriculum. Moreover, while they were discussing the significance of the objective, three of the teachers observed:

- a. *Bu şekilde değil. Varlıkların ya da kişilerin yerlerini ifade edebilme gibi net bir amaç olsa.*

*[The objective should not be included in this statement. It should be a clear objective like ‘to be able to express the place of people or objects. ]*

- b. *Daha iyi ifade edilmeli, sınırları belirlenmiş bir şekilde.*

*[The objective should be stated in a better way. Its limits should be determined.]*

- c. *Hayır. biraz daha basitleştirilmiş olarak yani belli kalıpları bırakmalı çok ayrıntıya girmeden.*

*[No. The objective should be stated in a simplified way, by including some of the patterns without being too detailed.]*

For the 10<sup>th</sup> objective ‘to have knowledge of common adjectives’, a majority of the teachers (87%) agreed that it was significant (element B), and functional (element F). The majority, 86%, thought that it was consistent with the curriculum aims (element A).



Eighty-four percent thought that it was feasible (element C) and eighty-three percent thought that it was appropriate (element G). Seventy-eight percent thought that it identified a learning outcome (element E). Finally, seventy-five percent thought that it was precise (element D). As it can be seen, over 75% thought that this objective reflected the seven characteristics of a well-written objective.

The 10<sup>th</sup> objective is the only objective which complemented the survey results. That is to say that, it was consistent with the interview results. The most interesting point is that it is the only objective in the Knowledge Level of the Cognitive Domain, whose learning outcome was perceived in the same way by the interviewed teachers. They stated that they expect students to talk about their environment by using adjectives. However, one of the interviewed teachers verified that he does not know whether the other English teachers perceive the same learning outcome for this objective as he does. The interviewed teachers were also asked to say what they understand from the statement ‘belli başlı sıfatlar’ (common adjectives). All of them, expressed that ‘belli başlı sıfatlar’ (common adjectives) are those connected with daily life, such as ‘short’, ‘long’, ‘beautiful’. Although the interviewed teachers thought this objective to reflect the characteristics of a well-written objective, it is also worth mentioning the critiques of an interviewed teacher. While talking about the significance of the objective, the interviewed teacher criticized the statement ‘belli başlı sıfatlar’ (common adjectives) and stated that this objective should not be included in the curriculum. In his view, the coursebook authors were highly influenced by the the statement ‘belli başlı sıfatlar’ (common adjectives). Infact, the coursebook authors presented a particular unit (English Today, unit 4, lesson 2) solely to teach “common adjectives” to the students. He stated that teaching all of the adjectives at the same time is related to failure in the classroom. Also, by doing so, the students retain only some of the general adjectives when they are in the sixth grade. Therefore, he pinpoints that the adjectives should be taught in different units tied with other topics.

For the 13<sup>th</sup> objective ‘*to have knowledge of the pattern “who?”*’, 80% of the teachers thought that this objective was significant (element B). Seventy-nine percent declared that it was consistent with the curriculum aims (element A), and feasible (element C), and identified a learning outcome (element E). Seventy-six percent agreed with element F ‘the objective is functional’. Seventy-five percent underlined that it was

precise (element D) and appropriate (element G). The picture that emerges is that over 70% percent thought that the objective reflected the characteristics of a well-written objective.

Although almost over seventy percent of the teachers believed that the 13<sup>th</sup> objective reflects all of the characteristics of a well-written objective, the interview results supported the survey results in only one characteristics. That is to say that, the interviewed teachers also thought the objective to be consistent with the curriculum aims. When the interviewed teachers were asked to say their expected learning outcome for the objective, they made five different observations:

a. *Kimle ilgili soru yapıp arkadaşına sorabilmeli.*

[ *S/he (the student) should be able to make a question by using 'who' and asking it to his/her friend. ]*

b. *Who' ile nasıl soru oluşturulur bilecek.*

[ *S/he must know how to produce a sentence by using 'who'. ]*

c. *Gösterilen bir kişinin kim olduğunu söyleyebilmesi ya da 'who' nun ne anlama geldiğini bilmesi.*

[ *S/he should be able to tell who a person is when the person is pointed out, or s/he should know the meaning of 'who'. ]*

d. *'Who' nun öğrencilerim tarafından anlaşılması, yazılması. Mesela 'who are you' deyince cevap verebilmesi.*

[ *I expect them to understand and spell 'who' correctly. When I ask 'who are you', I expect them to answer my question. ]*

e. *Kim sorusuna kişi adı kullanarak cevap vermeli mesela 'who is here' sorusuna Ali diye cevap vermeleri.*

[ *S/he should be able to answer the question 'who' by giving the name of the person. For example, the question 'who is here' should be answered as 'Ali'. ]*

Moreover, when it comes to the interviewed teachers' expected learning outcome for this objective, it was observed that they had to reflect deeply to recall how they teach the question 'who'. Only one of them asked the interviewer to disclose the unit in which 'who' was covered, after which he referred to the appropriate page. However, he could not find the answer, but he did his best to answer. The different learning outcomes perceived by the interviewed teachers might be linked to the fact that no unit which focuses solely on teaching the question 'who', features in the coursebook (of the

lesson). Indeed, the ‘who’ questions are used only in one unit. This particular unit also includes activities on teaching the present continuous tense and requires the students to perform the exercises linked to the pictures (English Today, unit 7, lesson 1). This could be the case why the interviewed teachers hesitated while evaluating this objective, and generally, all of them showed negative attitudes towards teaching the question ‘who’. This may be the reason why most of them thought this objective not to be appropriate, functional, and feasible and not to be included in the curriculum. They stated that the question ‘who’ is unpracticable for their students as it is above their students’ level. One of them also mentioned that the coursebook, with its lack of concrete examples, could be part of the failure in achieving this objective. Indeed, the teachers’ excessive dependency on the coursebook results in their inadequacy to evaluate this objective.

In fact, they did not recall how they achieved the objective in their class. We may conclude from this result that unclear objectives compel teachers to be dependent on the coursebooks.

The 15<sup>th</sup> objective ‘*to have knowledge of names of some jobs*’, is another objective which was highly seen to reflect the characteristics of a well-written objective. Almost all the teachers (99%), thought that it was significant (element B), and feasible (element C), and none of them disagreed. The vast majority of teachers (95%) considered it to be consistent with the curriculum aims (element A), and functional (element F). In particular, 93% thought that it was appropriate (element G). Ninety-two percent admitted that it identified a learning outcome (element E). Finally, eighty-eight percent declared that it was precise (element D).

While the 15<sup>th</sup> objective was highly regarded to reflect all characteristics of a well-written objective by the teachers, the interview results supported the survey results in only three characteristics. The interviewed teachers also thought the objective to be consistent with the curriculum aims (element a), appropriate (element g) and feasible (element c). However, the interview results indicated that the objective was not precise and did not identify a clear outcome. Indeed, every interviewed teachers held different learning outcomes for this objective;

a. *İlerde ne olmak istiyorsun deyince bana söyleyebilmeli.*

[ *S/he (the student) should be able to tell me what he wants to be in the future?*  ]

- b. *Değişik meslekleri öğrenmeli ve bunları ilerde tanımlamak paragrafta olsun, reading parçasında olsun tanımlayabilmeli.*

[ *S/he should be able to learn the names of different jobs and recognize these jobs in a paragraph or reading passage. ]*

- c. *Etrafında gördüğü, tanıdığı insanların mesleklerini söyleyebilmesi, sorabilmesi.*

[ *S/he should be able to ask about and tell the job of persons around her/him. ]*

- d. *'Diğer önceki konularla birlikte kullanmasını bekliyorum'.*

[ *S/he should be able to use the names of jobs with the other subjects. ]*

- e. *Çevresindeki insanların sahip olduğu meslekleri ifade edebilme. Benim babam işçi, benim annem temizlikçi gibi.*

[ *S/he should be able express the job of persons around her/him such as, my father is a worker, my mother is a maid.]*

As it can be seen from the quotations above, only the third and fifth interviewed teachers had similar learning outcomes for the objective. However, while one of them expected students to express the jobs of people around them, the other expected students both to ask and communicate the jobs of people around them. When the interviewed teachers were asked what they understand from the statement 'belli başlı meslekler' (some jobs), they made the link with the most common jobs. However, we can infer that the interviewed teachers referred to the jobs mentioned in the coursebook. One remarked that although the majority of the students' parents were civil servants, this particular position was not listed. It may be concluded that this objective is not precise and does not identify a clear learning outcome. Therefore, the teachers can only achieve this objective with the help of the coursebook. The interviewed teachers thought the objective not to be functional and not to be included in curriculum. Two requested that the objective should be reworded for clarity. One of the interviewed teachers also stated that the names of jobs should not be taught solely in one unit; they should be evenly spread in other units.

The 19<sup>th</sup> objective '*to have knowledge of telling the time*', is another objective which was thought to reflect the characteristics of a well-written objective by most of the teachers. The majority, 92%, thought that it was significant (element B) and functional (element F). Ninety-one percent of the teachers thought that it was consistent with the curriculum aims (element A). Eighty-nine percent thought that it identified a learning outcome (element E). Eighty-eight percent agreed with element C 'the

objective is feasible'. Element D 'The objective is precise' was agreed by 86% of the teachers. Eighty-five percent thought that it was appropriate (element G).

Although the survey results showed that the objective reflects all the characteristics of a well-written objective, the interview results were consistent with the survey results in only one characteristic. Indeed, the interviewed teachers also thought this objective to be consistent with the curriculum aims. The interview results indicated that interviewed teachers thought the objective not to be precise, functional, appropriate, feasible and not to be included in curriculum. The interview results also showed that the interviewed teachers had three different learning outcomes for this objective:

a. *Saat kaç dendiğinde, tüm saatleri söyleyebilmeli.*

[ When the time is asked, s/he (the student) should be able to answer it using all forms. (o'clock, quarter past, quarter to, half past). ]

b. *Saati sorduğumda söylemesini bekliyorum. Tüm saatleri değil ama. Geçiyor ve kalaları öğretmiyorum. Onu beş geçiyor yada ona beş var gibi.*

[ When I asked the time, I expect him/her (the student) to tell it. However, not all forms. I do not teach 'past' and 'to' forms i.e., five past ten, five to ten. ]

c. *Tam saati söyleyebilmeli.*

[ S/he should tell the time using the o'clock form. ]

It can be seen that there is no consistency among the interviewed teachers in teaching the periods of time. Two of them also stated that the other English teachers in Turkey do not perceive the same outcome as themselves. To put it more simply, teaching the duration of the hour depends on the teachers. Therefore, it may be concluded that as the objective does not identify a clear learning outcome, the teachers do not achieve the same learning outcomes for this objective and they evaluated the characteristics of the objective according to what they teach. The following quotation illustrates how the teachers interpret the achievability of the objective:

Tam saatleri söyletmeyi gerçekleştiriyorum. Zaten ben çeyrek ve buçukları vermiyorum. Atlıyorum.

[ I achieve how to tell the time as o'clock. I do not teach quarter and half past (forms). I skip them.]

On the other hand, one of them in teaching a similar point evaluated the feasibility of the objective by noting that 'we can not achieve this objective, as the

students forget'. It is also worth mentioning that while evaluating the significance of the objective, another teacher stated that the objective should not require students to tell all the periods of time.

Table 4.5. The Teachers' Evaluations of the Objectives which are in the Knowledge Level of the Cognitive Domain

ELEMENTS	A. The objective is consistent with the aims of the program			B. The objective is significant			C. The objective is feasible			D. The objective is precise			E. The objective identifies the learning outcome			F. The objective is functional			G. The objective is appropriate		
	Str. disagree %	Undecided %	Str. Agree %	Str. disagree %	Undecided %	Str. Agree %	Str. disagree %	Undecided %	Str. Agree %	Str. disagree %	Undecided %	Str. Agree %	Str. disagree %	Undecided %	Str. Agree %	Str. disagree %	Undecided %	Str. Agree %	Str. disagree %	Undecided %	Str. Agree %
1. To have knowledge of the meanings of the concepts in the sentences at his/her level	28	9	62	19	8	73	20	15	65	44	16	39	24	14	61	32	8	61	33	16	51
8. To have a knowledge of the names of months	2	0	98	1	5	94	1	1	98	6	5	90	3	6	90	2	5	93	1	2	97
9. To have knowledge of the pattern "where"	8	5	87	5	7	88	6	8	86	10	8	81	10	7	83	6	9	85	5	7	89
10. To have knowledge of some of the adjectives	6	8	86	3	9	87	3	12	84	13	12	75	8	14	78	2	10	87	3	14	83
13. To have knowledge of the pattern "who?"	11	9	79	5	15	80	7	14	79	8	16	75	8	13	79	7	17	76	7	19	75
15. To have knowledge of names of some jobs	2	2	95	0	1	99	0	1	99	6	6	88	3	5	92	0	6	95	1	6	93
19. To have knowledge of telling the time	7	2	91	4	3	92	4	7	88	8	6	86	6	6	89	4	3	92	7	8	85

#### **4.2.2. Teachers' Evaluation of the Objectives which are in the Comprehension Level of the Cognitive Domain**

In this section, the results related to the second sub-research question '2.2. What are the teachers' evaluations of individual objectives of the 5<sup>th</sup> grade curriculum which are in the comprehension level of the Cognitive Domain?' will be given

For the 6<sup>th</sup> objective '*to be able to comprehend the pattern "there"*', a majority of teachers (83%) thought that it was feasible (element C). The majority, 82%, specified that it was consistent with the curriculum aims (element A). Eighty percent of the teachers thought that it was significant (element B). Seventy-seven percent agreed with element G 'the objective is appropriate'. Moreover, seventy-two percent thought that the objective was functional. Element D 'The objective is precise' was agreed by 71% of the teachers. Finally, element E 'the objective identifies a learning outcome' was agreed by 68% of the teachers. The results revealed that the elements for the 6<sup>th</sup> objective were agreed by almost over 70% of the teachers, whereas only element E received the lowest percentage (68%) of the teachers.

While almost over seventy percent of the respondents thought that the 6<sup>th</sup> objective reflect the characteristics of a well-written objective, the interview results supported the survey results in only three characteristics. The interviewed teachers considered the objective to be consistent with the curriculum aims, precise and produced the same learning outcome for the objective. They stated that they expect students to disclose the presence and/or absence of the objects around them. However, one teacher expressed that he does not expect other English teachers to perceive the learning outcome of this objective in the same way as he does. He also criticized the statement '*vardır*' kalıbı (the pattern 'there'), and expressed that as the objective is written for English teachers, it can be written in English. Although two of the interviewed teachers foresaw the objective to be feasible, one of them stated that her students did not learn effortlessly, and also did not transfer what they had achieved from this objective to the sixth grade. The other three interviewed teachers thought the objective to be inappropriate and unfeasible. One of the teachers stated that the time allocated for the lesson was not adequate for students to achieve this objective. One of the interviewed teachers stated that the curriculum may include teaching the pattern 'there'. Finally, shared the view that the objective was unfeasible and not to be included



in the curriculum. All in all, from these comments it emerged that the objective should be reworded clearly.

The 14<sup>th</sup> objective *‘to be able to comprehend the pattern “can”*, was thought to reflect the characteristics of a well-written objective by most of the teachers. A majority (89%) agreed that the objective was feasible (element C). To the same degree, another 88% considered it was consistent with the curriculum aims (element A). Eighty-seven percent agreed that it was significant (element B). Eighty-six percent admitted that element F which states that ‘the objective is functional’. Element G ‘the objective is appropriate’ was agreed upon by 85% of the teachers. In answering element E, ‘The objective identified a learning outcome’, 84% held a positive view. Finally, 81% also conceded that it was precise (element D).

The interview results supported the survey results in five characteristics. That is to say, those interviewed also thought the objective to be consistent with the curriculum aims, to be appropriate, significant, precise, and feasible. However, the results showed that the learning outcome of the objective was perceived differently by the interviewed teachers. Therefore, their evaluations were based on their personal perceptions. The interview results showed three different learning outcomes for this objective:

a. *Yapabildiği şeyleri anlatmalı*

[ S/he (the student) should mention his/her abilities. ]

b. *Yapabildiklerini yada yapamadıklarını anlatmalı*

[S/he should mention his/her abilities and inabilities. ]

c. *Öğrenciler olumlu, olumsuz ve soru halleriyle ‘can’ yapısını kullanabilmeliler.*

[ The students should use ‘can’ in its positive, negative and interrogative forms. ]

We can easily say that, while two of the expected learning outcomes focused on function, only one of them focused on form. Moreover, there is not any consistency among the expected outcomes on which the forms of ‘can’ should be taught. Only one of the interviewed teachers said that he did not expect the other English teachers to have similar learning outcomes for this objective and he also stated that the teachers may not be fully aware that the objective requires teaching positive, negative and interrogative forms of ‘can’ or not. The interview results did not support the survey results in one

characteristic that the objective was thought not to be functional. It is also worth mentioning that one of the interviewed teachers thought that this objective should not be included in the curriculum. He criticized the objective by highlighting that ‘the objective requires teachers to teach only the positive form of ‘can’, however, the coursebook includes both positive and negative forms’. Therefore, the objective should determine which forms of ‘can’ should be taught by the teachers.

The 17<sup>th</sup> objective ‘*to be able to comprehend the basic characteristics of the simple present tense*’, is the only objective which the teachers either disagreed or were undecided in identifying if the objective reflects the characteristics of a well-written objective or not. The only element with which the teachers agreed with is element A ‘The objective is consistent with the curriculum aims; however, almost half of the teachers (52%), supported this statement. 47% of the teachers endorsed element B ‘The objective is significant’, while 20% of them were undecided and 34% of them disagreed. Element E, ‘The objective identifies a learning outcome’ was promoted by 44% of the teachers while 39% disagreed. Similarly 44% of the teachers agreed with element F ‘The objective is functional’, while 21% were undecided and 35% disagreed. Forty percent of the teachers disagreed and twenty percent of them were undecided that the objective was precise (element D). For element C, ‘The objective is feasible’, 39% of the teachers approved, 39% disagreed and 29% were undecided. Element G ‘The objective is appropriate’ is the only element which was agreed by the lowest percentage of teachers: In fact, only 30% of the teachers agreed, while 29% were undecided and 40% disagreed. The results showed that among the objectives in this level, the elements for this objective were agreed upon by the lowest percentage of the teachers.

The interview results were similar to the survey results. The interviewed teachers also thought the objective not to be precise, functional, appropriate, feasible, and not to be feature in the curriculum. The interviewed teachers also provided valuable views for the reasons of its failure. They expressed that they could not achieve this objective as it was above the level of their students. Another reason that was expressed by the two teachers was that this objective could not be realised as it was linked to the teaching of the simple present tense at the end of the spring term (in May or June). All of the interviewed teachers thought that the objective should not feature in the curriculum. Two of them expressed their thoughts remarking:

- a. Daha basit olarak yer almalı. Hatta daha erken yer alabilir. Basit olarak yavaş yavaş, adım adım her üniteye birazcık yayılmış olarak olmalı. Çünkü haftada iki saat için fazla bir amaç.

[ The objective should be simplified. Moreover, it can be included in the former units of the coursebook. It (the simple present tense) should be taught gradually, step by step, not in one unit. It should be spread to the other units because achieving this objective requires more time than the allocated time of the lesson which is two hours a week. ]

- b. Bu şekilde gramer öğretimi olarak yer almamalı. Çocuk gramer yapısını öğrendiğini fark etmeyecek şekilde yer almalı.

[ The objective should not be included like that as it requires grammar teaching, however it should be included in such a manner that the child should not realize that s/he is learning a grammar form. ]

The interview results were not consistent with the survey results, In fact, while half of the teachers found the objective to be consistent with the curriculum aims, the interviewed teachers thought the opposite. The interview results also indicated that the interviewed teachers perceived similar learning outcomes for the objective. They stated that they teach the grammar of the simple present tense ,positive, negative and interrogative forms, and the third person ‘s’ to achieve this objective. They also held the view that the other English teachers in Turkey perceive the same outcome for the objective. One of the interviewed teachers also stated that as the simple present tense has certain grammar rules, all English teachers perceive the same outcome for the objective.

For the 21<sup>st</sup> objective ‘to be able to comprehend basic characteristics of the present continuous tense’, 69% of the teachers agreed with element A that ‘the objective is consistent with the curriculum aims’. Sixty-five percent thought that it identified a learning outcome (element E). Sixty-four percent agreed with element F ‘the objective is functional’. Sixty-three percent conceded that it was significant (element B). Element C ‘the objective is feasible’ and element D ‘the objective is precise’ 61% gave a positive response. Finally, element G ‘the objective is appropriate’ was agreed by 57% of the teachers. In summary, the percentages of teachers who expressed agreement with six of the elements for this objective ranged between 57% and 69%, whereas element G was accepted by the lowest percentage of the teachers (57%).

Although the teachers' responses to the 21<sup>st</sup> objective showed that they thought this objective reflects the characteristics of a well-written objective, the interview results did not support this claim. When asked about the expected learning outcome for this objective the interviewed teachers expressed three different learning outcomes:

- a. İçinde buldukları anda yaptıkları eylemleri ifade edebilmeliler.

[ *The student should tell the actions which happen at the time of speech in the classroom. ]*

- b. 'am', 'is', 'are' ve 'Ving' takısını ile cümle kurmalı.

[ *The student should make sentences by using 'am', 'is', 'are', and 'Ving'. ]*

- c. 'am', 'is', 'are' ve 'Ving' takısını kavrayacak birde nasıl kullanılacağını bilmeli.

[ *The student should comprehend both 'am', 'is', 'are', and 'Ving' and how to use them. ]*

In summary, one of the expected outcome focused on function, the other one focused on form and the last one focused on both form and meaning. The interview results indicated that the objective was thought not to be functional, appropriate and feasible. The interviewed teachers stated the reasons of not achieving this objective:

- a. Çünkü zaman ve materyal problemimiz var. Kitap da daha çok kural ağırlıklı vermiş.

[ *Because we have problem with time and material. The coursebook also presents the subject by emphasizing its rules. ]*

- b. Bir önceki gramer yapısının zorlu geçmesi, öğrenciye bu zamanı kavratmadan farklı bir zamana geçiş ve İngilizce'deki zaman yapısının Türkçe'den farklı olması.

[ *The reasons are the difficulty of the previous grammar lessons (the simple present tense), the teaching of a different tense without having students comprehend that tense (the simple present tense), and the tense structure of English being different from Turkish. ]*

- c. Çocukların seviyesinden dolayı, çevre çok önemli.

[ *Because of the level of students, the environment is very important. ]*

The interview results also showed that the objective was thought not to be consistent with the curriculum aims and not to be present in the curriculum. The interviewed teachers stated that the simple present tense could be taught to students; however, the objective should be reworded. One of the interviewed teachers stated that

the objective should not require comprehending characteristics of grammar of the present continuous tense.

Table 4.6. The Teachers' Evaluations of the Objectives which are in the Comprehension Level of the Cognitive Domain

ELEMENTS	A. The objective is consistent with the aims of the program			B. The objective is significant			C. The objective is feasible			D. The objective is precise			E. The objective identifies the learning outcome			F. The objective is functional			G. The objective is appropriate		
	Str. disagree %	Undecided %	Str. Agree %	Str. disagree %	Undecided %	Str. Agree %	Str. disagree %	Undecided %	Str. Agree %	Str. disagree %	Undecided %	Str. Agree %	Str. disagree %	Undecided %	Str. Agree %	Str. disagree %	Undecided %	Str. Agree %	Str. disagree %	Undecided %	Str. Agree %
6. To be able to comprehend the pattern "there"	9	9	<b>82</b>	7	13	<b>80</b>	7	9	<b>83</b>	20	9	<b>71</b>	17	15	<b>68</b>	10	17	<b>72</b>	10	13	<b>77</b>
14. To be able to comprehend the pattern "can?"	8	5	<b>88</b>	8	5	<b>87</b>	7	3	<b>89</b>	10	9	<b>81</b>	11	5	<b>84</b>	9	5	<b>86</b>	8	7	<b>85</b>
17. To be able to comprehend basic characteristics of the simple present tense	31	16	<b>52</b>	34	20	<b>47</b>	39	21	<b>39</b>	40	20	<b>41</b>	39	17	<b>44</b>	35	21	<b>44</b>	40	29	<b>30</b>
21. To be able to comprehend basic characteristics of the present continuous tense	26	5	<b>69</b>	28	9	<b>63</b>	29	9	<b>61</b>	24	14	<b>61</b>	27	8	<b>65</b>	27	9	<b>64</b>	29	14	<b>57</b>

### 4.2.3. Teachers' Evaluation of the Objectives which are in the Application Level of the Cognitive Domain

In this section, we will present the results related to the first sub-research question '2.3. 'What are the teachers' evaluations of individual objectives of the 5<sup>th</sup> grade curriculum which are in the application level of the Cognitive Domain'?

For the 2<sup>nd</sup> objective '*to be able to greet people around him/her*', a vast majority of the teachers (90%), thought that it is functional (element F). The majority, 86%, agreed that it was significant (element B). Eighty-five percent agreed that it was feasible (element C). Element A 'The objective is consistent with the curriculum aims' receives approval of 81% of the teachers. Seventy-eight percent favoured element G 'The objective is appropriate'. Finally, 77% thought that the objective identified a learning outcome (element E). Seventy-two percent agreed with element D 'The objective is precise'. The results revealed that over 75% of the teachers thought that this objective reflected the characteristics of a well-written objective.

Both survey and interview results showed that the 2<sup>nd</sup> objective is one of the objectives which the teachers perceive to reflect the characteristics of a well-written objective.

The 3<sup>rd</sup> objective '*to be able to ask and answer name, surname and age*', was highly regarded to reflect the characteristics of a well-written objective. An overwhelming majority (95%) admitted that the objective was feasible (element C). The majority with, 94%, thought that it was significant (element B). Moreover, ninety percent agreed that it was functional (element F). Also, eighty-nine percent acknowledged that it was consistent with the curriculum aims (element A). Furthermore, eighty-eight percent agreed that it identified a learning outcome (element E) and that it was appropriate (element G). Finally, 86% of the teachers conceded that the objective was precise (element D).

The 3<sup>rd</sup> objective is another objective which the respondents thought reflects the characteristics of a well-written objective and the interviewed teachers also expressed similar evaluations for this objective. The reason might be the limited number of formulaic expressions used for name and age.

For the 4<sup>th</sup> objective, *'to be able to follow the instructions expressed in imperative form'* the majority, 84%, thought that it was significant (element B). Seventy-seven agreed that it was consistent with the curriculum aims (element A). Seventy-five thought that it was feasible (element C). In answering to element F *'The objective is functional'*, 74% of them agreed. Moreover, seventy-three percent thought that it was appropriate (element G). Furthermore, seventy percent agreed that it identified a learning outcome (element E). Finally, 69% acknowledged that it was precise (element D). As it can be seen, six of the elements are agreed by almost over 70% percent and element B received the highest percent (84%) of the teachers.

Although the 4<sup>th</sup> objective was thought to reflect all the characteristics of a well-written objective, the interview results demonstrated that there were some points that should to be taken into consideration about this objective. Indeed, two of the interviewed teachers thought that the objective should be stated differently and more clearly as it may be perceived differently by the other teachers in Turkey. Notably, one of them suggested that the imperative words should be specified. Moreover, although the interviewed teachers also thought the objective to be feasible, three of them conceded that it was not functional.

For the 5<sup>th</sup> objective *'to be able to answer question sentences at his/her level'*, the majority, 86%, thought that it was significant (element B). To start with, seventy-eight percent of the teachers agreed that it was feasible (element C). Furthermore, seventy-six percent thought that it was functional (element F). In answering element A *'The objective was consistent with the curriculum aims'* 74% of the teachers agreed. Seventy-three percent conceded that element G *'The objective is appropriate'*. Seventy percent acknowledged that it identified a learning outcome (element E). Finally, 67% thought that it was precise (element D). Five of the elements were agreed by over 70% of the teachers. Element B was agreed by the highest percentage (86%), whereas element D was agreed by the lowest percentage (67%). All in all, the teachers expressed similar opinions for the 4<sup>th</sup> and 5<sup>th</sup> objectives.

The survey results revealed that the teachers admitted that this objective to reflect the characteristics of a well-written objective. However, the interview results did not support the survey results. The interview results indicated that the interviewed teachers had different expectations. The extracts below underline the outcome of this



objective, and consequently, they evaluated this objective according to their interpretations.

- a. *Bana sınıftamında soru soracaklar mesela. Sınıf ortamında benim sorduğum soru cümlesine cevap verebilmesi gerekiyor. Mesleğini sorabilirim, havayı sorabilirim. Bunlarla ilgili sorulara bana hemen cevap verebilmesi gerekiyor.*

[ *For example, they will ask questions to me in the classroom. S/he (the student) is required to answer my question. I can ask about his/her job or I can ask whether. S/he is required to answer such questions with ease. ]*

- b. *Belli sorulara belli kalıpları kullanarak cevap vermesi. Mesela present tense soru cümlesine cevap verme.*

[ *To answer some questions by using certain patterns. For example, to answer a question in the the simple present tense. ]*

- c. *Daha önce öğrenmiş olduğu bilgileri kullanarak soru cümlelerine cevap bekliyorum. Mesela kendini tanıtılma, etrafındaki nesnelere tanıtılma. Bunlarla ilgili sorulara cevap verebilmeliler. Aylar, günler, fiziksel özellikleriyle ilgili sorulara cevap verebilme.*

[ *I expect them to answer questions by using previously acquired knowledge. For example, introducing themselves, and describing the objects around them. They should be able to answer these questions; the months, days, their physical features as well.*

- d. *Sınıfta sorularıma düzgün bir şekilde cevap verebilmeleri.*

[ *To answer my questions correctly. ]*

- e. *Benim öğrencim merkez okullardan çok alt seviyede olduğu için benim beklentim adımı söyleyebilmesi, yaşını söyleyebilmesi, 'have got', 'has got', 'there is', 'there are' kullanması, fiillerin bir kısmını biliyor olması.*

[ *As my students' levels are lower than the students who are at economically advantaged area schools, my expectation from them is to tell their names, age, and be able to use 'have got', 'has got', 'there is', 'there are', and to know some of the verbs. ]*

As it can be seen, there is a discrepancy in teachers' expectations. The first quotation reveals that the teachers may have unrealistic expectations about the learning outcome of the objectives. Expecting the fifth grade students to answer questions which require use of different patterns may be above their levels. Some of the interviewed teachers also realized that they could not express a certain outcome for this objective and three of them stated that other English teachers did not share the same views. The interviewed teachers also thought the objective to be unfeasible and expressed two different reasons for this: low level students, and demotivated students in economically disadvantaged suburban area schools. Finally, while three of the interviewed teachers found the objective not to be functional, two of them found it to be inappropriate and

two of them stated that the objective should not be included in the curriculum. It is clear that each interviewed teacher evaluated the characteristics of the objective as how they interpret and achieve the learning outcome of it. This may be related to the wording of the objective.

For the 7<sup>th</sup> objective, ‘to be able to make sentences with singular and plural words’ a vast majority of the teachers (88%) thought that it was significant (element B). The majority, 86%, thought that it was functional (element F) and appropriate (element G). Moreover, eighty-three percent thought that it was feasible (element C). Furthermore, eighty-two percent agreed that it was consistent with the curriculum aims (element A). To enlarge on the point, seventy-eight percent agreed with element E, ‘The objective identifies a learning outcome’. Seventy-two percent thought that it was precise (element D). The results showed that over 70% of the teachers thought that this objective reflected the characteristics of a well-written objective.

While the 7<sup>th</sup> objective was thought to reflect all characteristics by over seventy percent of the respondents, the interview results revealed different results. Indeed, the interview results indicated that the learning outcome of this objective was not perceived in the same way by the teachers and they evaluated it according to their interpretations. When the interviewed teachers were asked about the expected learning outcome for this objective, they expressed four different learning outcomes:

- a. *Tekil kelime verdiğim zaman onu çoğula çevirebilmesini bekliyorum.*  
[ When I give him/her (the student) a singular word, I expect him/her to turn it to plural form. ]
- b. *Policemen, woman, women gibi kelimelerle değişik cümleler kurmasını bekliyorum.*  
[ I expect him/her to make different sentences by using words such as policeman, woman, women. ]
- c. *Tekil ve çoğul kelimeleri biliyor olması lazım ve uygun bir şekilde cümle kuruyor olması lazım, dilbilgisi kurallarına uyacak şekilde ‘s’ takısının nasıl geldiğini, nounların irregular olarak nasıl değiştiğini bilmesi ve cümle kurabilmesi gerekiyor.*  
[ It necessary for him/her to know singular and plural words and to make suitable sentence, It necessary for him/her to know how suffix ‘s’ comes to the end of words, how some nouns change irregularly and how to make sentences using them. ]
- d. *Ben amacı algılayamadım. Tekil ve çoğul derken ‘there is’, ‘there are’ or ‘he is’? hangileri kastedildiği belli değil. Net bir cevap veremeyeceğim. Hepsini mi kastediyor acaba? Tekil ve çoğul kelimeleri ‘there is’, ‘there are’ da mı anlatacağım, tekil ve çoğul öznelerde mi anlatacağım ona bağlı. Mesela ‘there is’, ‘there are’ ı anlatırken*

*tekil ve çoğulları kolay anlatıyorum ama geniş zamandaki tekil ve çoğullarda sorun yaşıyoruz.*

*[ I could not understand this objective. When it is said singular and plural, is it implied making sentences with 'there are' or 'he is', 'they are'? which one is meant is not clear. I can not give a clear answer. I wonder if it includes all of them? My expectation depends on whether I teach singular and plural words in 'there is', 'there are' or in singular and plural pronouns or not. For example, while I am teaching 'there is', 'there are' I teach singular and plural words easily. However, we have problem while learning singulars and plurals in the simple present tense. ]*

As it can be seen, while the first learning outcome focused on form, the second and third focused on function. The interview results also indicated that the objective was thought not to be functional and two of the interviewed teachers showed preference in not have it included in the curriculum and suggested that it should be reworded clearly.

The 11<sup>th</sup> objective '*to be able to tell the weather statement with simple sentences*', is another objective which was highly regarded to reflect the characteristics of a well-written objective. A vast majority of the teachers (90%) agreed that it was significant (element B). The majority with, 89%, thought that it was consistent with the curriculum aims (element A), feasible (element C), functional (element F), and appropriate (element G). Moreover, eighty-six percent agreed that it identified a learning outcome (element E). Finally, eighty-three percent agreed that it was precise (element D).

Both survey and interview results revealed that the 11<sup>th</sup> objective was thought to reflect the characteristics of a well-written objective by the teachers. However, only one of the interviewed teachers expressed that it is not functional for his/her students because of the location of her school which was in an economically disadvantaged suburban area.

For the 12<sup>th</sup> objective '*to be able to make sentences using the adjectives s/he has learnt*', the majority with, 83%, thought that it was significant (element B). Furthermore, seventy-four percent agreed that it was feasible (element C). Moreover, seventy-three percent thought that it was consistent with the curriculum aims (element A). In answering element E 'The objective identifies a learning outcome', 72% agreed. Element F 'The objective is functional (element F)' was acknowledged by 70%. Sixty-seven percent approved element D 'The objective is precise'. Finally, 64% thought that it was appropriate (element G). As it can be seen, over 70% of the teachers agreed that

this objective reflected the characteristics of a well-written objective. However, the percentages of teachers who thought that the objective was precise and appropriate are lower.

Although the teachers taught the 12<sup>th</sup> objective to reflect the characteristics of a well-written objective, the interview results revealed a few crucial points which should be taken into consideration about this objective. Firstly, two of the interviewed teachers stated that they had already evaluated this objective by referring to the 10<sup>th</sup> objective (*to have knowledge of common adjectives*). Although one of the interviewed teachers stated that the 12<sup>th</sup> objective was for the application of the adjectives, all interviewed teachers expressed the same evaluations for the 12<sup>th</sup> objective as for the 10<sup>th</sup> objective. They stated that they expected students to describe the things around their environment by using adjectives. However, one of the interviewed teachers criticized the objective as being unclear by stating that he did not perceive clear outcome for this objective. He also stated that it was difficult to understand whether it is linked to the simple sentences like 'he is tall' or the sentences which are produced in the present tense or not. He also thought that this objective should not be included in the curriculum, rather it should be implemented in a way to encourage students to use the adjectives in their daily life for communication. Another interesting point is that although all interviewed teachers thought the objective to be achievable, two of them expressed that the students did not transfer their knowledge about the adjectives to the sixth grade effortlessly. Therefore, we can argue that incorporating two different writing objective as one in knowledge level and in application level does not have any signification for the teachers. That is to say that, they perceive the two in the same way. However, it seems that the interviewed teachers evaluated the objectives by taking the related unit of the coursebook into consideration.

For the 16<sup>th</sup> objective '*to be able to write the sentences at his/her level*', 78% thought that it was significant (element B). Moreover, seventy-three percent realised that it was consistent with the curriculum aims (element A). Seventy-one percent thought that it was functional (element F). Futhermore, sixty-seven percent was agreed with element C 'the objective identifies a learning outcome'. Element C 'The objective is feasible' was acknowledged by 66%. Sixty-five percent approved element D 'The objective is precise'. Finally, 64% thought that it was appropriate (element G). The

results revealed that the percentages of teachers who expressed agreement ranged between 64% and 78%. Indeed, the teachers acknowledged that the 16<sup>th</sup> objective reflects the seven characteristics.

Although the survey results indicated that the objective reflects characteristics of a well-written objective, the interview results did not support the survey results. The interview results revealed that three different learning outcomes were expressed in this objective. Three of the interviewed teachers expected their students to write sentences including the subject, verb, object form, one expected his/her students to write both meaningfully and grammatically correct sentences; another expected his/her students to write correct sentences on their notebooks and their exam papers. As it can be seen, while four of the interviewed teachers emphasized accuracy in form, only one of them highlighted accuracy in both form and meaning. Although the objective was thought to be feasible by two of the interviewed teachers, they stated that their students did not learn effortlessly and could not transfer their achievements from this objective to the sixth grade. The three of the interviewed teachers thought the objective to be both inappropriate and unfeasible. They expressed that they could not achieve this objective as it was inappropriate for students, plus inadequate lesson time. The interview results also indicated that the objective was thought not to be functional and not to be included in the curriculum. One of the interviewed teachers stated that it could be included in the curriculum if written more unambiguously. Therefore, it may be concluded that although teachers thought the 16<sup>th</sup> objective to reflect the characteristics of a well-written objective, this objective was not implemented by the teachers.

The 18<sup>th</sup> objective '*to be able to make sentences with the simple present tense*', is the only objective in this category where the teachers either disagreed or were undecided if this objective reflects the characteristics of a well-written objective or not. Element A 'The objective is consistent with the curriculum aims' was acknowledged by only half of the teachers (50%). Forty-six percent conceded that element E 'The objective identifies a learning outcome' while 36% disagreed. Element F 'The objective is functional' was acknowledged by 45%, while 21% were undecided, and 35% disagreed. Moreover, forty-four percent thought that it was significant (element B), whereas 21% were undecided, and 35% disagreed. Furthermore, forty-three percent conceded that element D 'The objective is precise', while 21% were undecided, and

36% disagreed. Only 38% thought element C ‘The objective is feasible’, while 24% were undecided, and 37% disagreed. Element G ‘The objective is appropriate’ is the only element which was acknowledged by the lowest percentage: only 31% of the teachers acknowledged it, while 29% were undecided and 39% disagreed.

The interview results were similar to the survey results. The interviewed teachers also thought the objective not to be functional, appropriate, feasible, and be included in the curriculum. The interviewed teachers also provided valuable views on the reasons of its being unachievable. They expressed that they could not achieve this objective as it was above their students’ level. Although interviewed teachers, unlike teachers who answered the survey, thought that the objective is precise, they expressed three different learning outcomes for the objective:

- a. *Olumlu olumsuz cümleler kurabilmeli.*  
[ *S/he should be able to make simple sentences in the simple present tense.* ]
- b. *Geniş zamanda basit cümleler kurabilmeli.*  
[ *S/he should be able to make positive and negative sentences.* ]
- c. *Günlük aktivitelerini anlatabilmeli.*  
[ *S/he should be able to tell about their daily activities.* ]

We can easily say that, while the two of the learning outcomes focused on form, the last one focused on function. Moreover, one of the interviewed teachers asked the interviewer whether the objective includes all forms be it ‘positive’, ‘negative’ and ‘interrogative’ or not. Therefore, it may be concluded that the objective is not precise for the interviewed teachers. It is also worth mentioning that while discussing the significance of the objective, one of the interviewed teachers suggested that the objective should be tied with expressing daily activities.

For the 20<sup>th</sup> objective ‘*to be able to make sentences at his/her level*’, the majority of the teachers (75%) thought that it is significant (element B). Moreover, seventy percent thought that it was consistent with the curriculum aims (element A), and functional (element F). Sixty-seven percent thought that it was feasible (element C), precise (element D), and identified a learning outcome (element E). Furthermore, sixty-four percent acknowledged that it was appropriate (element G). It can be concluded, the percentages of teachers who expressed agreement ranged between 64% and 75%.

Although the respondents acknowledged that the 20<sup>th</sup> objective reflects the characteristics of a well-written objective, the interview results revealed a few points which should be commented upon. The interviewed teachers expressed two different learning outcomes for this objective. While two of them expected students to make suitable sentences, three of them contextualized their views; one of them stated that students should produce simple sentences such as expressing weather statement, and the other two favoured simple sentences such as expressing one's name, age. These interviewed teachers who specified their expected learning outcome for this objective, also thought the objective to be unfeasible, inappropriate, unfunctional. As such, their evaluations for the 20<sup>th</sup> objective contradicted with their evaluations for the 3<sup>rd</sup> '*to be able to ask and say name, surname, age*' and 11<sup>th</sup> objectives '*to be able to tell weather statement with simple sentences*'. Indeed, they had acknowledged that the 3<sup>rd</sup> and 11<sup>th</sup> objectives reflect the characteristics of a well-written objective. Therefore, it is not clear what kind of sentences the teachers thought were appropriate while evaluating this objective. Ambiguity of the statement of the objective may cause this vagueness and lead to the above interpretations.

For the 22<sup>nd</sup> objective '*to be able to make sentences with the present continuous tense*', sixty-nine percent of the teachers thought that it was functional (element F). Moreover, sixty-five percent thought that it was consistent with the curriculum aims (element A). Sixty-four percent acknowledged that it identified a learning outcome (element E). In answering element B, 'The objective is significant', 60% acknowledged it. Element C 'The objective is feasible' and element D 'The objective is precise', were acknowledged by 59% of the teachers. Furthermore, over half of the teachers (56%) conceded that element G 'The objective is appropriate'. It can be concluded that the percentages of teachers who expressed agreement ranged between 56% and 69%. Indeed, they thought the 22<sup>nd</sup> objective reflected the characteristics of a well-written objective.

Although the teachers seem to think that the 22<sup>nd</sup> objective reflects the characteristic of a well-written objective, the percentage of the teachers who acknowledged the elements was low. The interview results explain the reason of the low percentage who agreed. The interview results demonstrated that interviewed teachers expressed three different expected learning outcomes for this objective:

a. Öğrenci 'am' 'is', 'are', and 'Ving' takısını bilmeli.

[ *The student should know 'am' 'is', 'are', and 'Ving'.* ]

b. Zamani olumlu, olumsuz ve soru halleriyle kullanmalı

[ *S/he (the student) should use the tense in its positive, negative, and interrogative forms.* ]

c. İçinde buldukları anda olan eylemleri anlatmalılar

[ *They (the students) should tell the actions that happen when they speak.* ]

In summary, while the two of the learning outcomes focused on form, the last one focused on function. These expected learning outcomes were an affirmation that the objective did not identify the learning outcome and it was ambiguous. The interview results also indicated that the interviewed teachers thought the objective not to be feasible, precise, functional, appropriate, and not to be included in curriculum. Two of the interviewed teachers also suggested that the objective should be simplified.

The 23<sup>rd</sup> objective 'to be able to ask and answer the question "where are you from?"', is another objective which was highly regarded to reflect the characteristics of a well-written objective. We can see that almost all of the teachers (98%) thought that it was appropriate (element G). In fact, the majority, 96%, thought that it was feasible (element C). Moreover, ninety-five percent thought that it was significant (element B) and that it identified a learning outcome (element E). Furthermore, ninety-four percent acknowledged element F 'the objective is functional'. Element A 'The objective is consistent with the curriculum aims' and element D 'The objective is precise', were acknowledged by 91% of the teachers.

The 23<sup>rd</sup> objective is one of the objectives which most of the teachers thought reflect all the characteristics of a well-written objective. The interview results also supported their views. However, two of the interviewed teachers thought the objective not to be functional. They expressed that the location of schools which are in economically disadvantaged suburban area is a reason for this. It may be concluded that the notice why both teachers and interviewed teachers thought the objective to reflect the ideal characteristics, is that the objective includes a question and answer pattern which is commonly used in daily life : 'Where are you from?', 'I am from Turkey?'



For the 24<sup>th</sup> objective ‘*to be able to use learnt tenses and patterns in dialogues*’, 64% of the teachers thought that it was significant (element B). Moreover, sixty-three percent thought that it was consistent with the curriculum aims (element A). Over half (58%) thought that it was functional (element F). Furthermore, fifty-five percent acknowledged that it identified a learning outcome (element E). Fifty-two percent acknowledged element D ‘The objective is precise’. Half of the teachers (50%) acknowledged element C ‘The objective is feasible’, while 20% were undecided, and 30% disagreed. Element G ‘The objective is appropriate’ was acknowledged by only 48% of the teachers, while 20% were undecided and 32% disagreed. The results revealed that the percentages of teachers who expressed agreement that this objective reflects the characteristics of a well-written objective ranged between 48% and 64%.

To elucidate on the results, we can easily say that the 24<sup>th</sup> objective in this category received the lowest percentages from the teachers. As one can see in the results given above, the teachers also thought this objective to be inappropriate. The interview results explained this situation by revealing that the interviewed teachers thought this objective not to be precise, feasible, appropriate, functional and not to be included in the curriculum. The interview results also revealed that some of the teachers encouraged their students to produce dialogues which were prepared and rehearsed previously. The following extract indicates how one particular teacher achieves this objective:

*Sınıfta diyalogları kullanıyoruz. Onlar diyalogları ezberliyor. Ama yaratıcılar mı diye sorsamız, değiller.*

[ *We use dialogues in the classroom. They rehearse these dialogues. However, if you ask whether they are creative or not. The answer is no.*  ]

The interviewed teachers expressed that they could not achieve this objective because of inadequate lesson time and students with low linguistic levels. Three of the interviewed teachers also stated the following comments:

a. *Uygulamaya yönelik bir amaç olmalı ama bu şekilde değil. Farklı bir şekilde ifade edilmeli.*

[ *There should be an objective which is oriented to practice. But it should not be included like this. It should be stated differently.*  ]

b. *Evet ama bunun ön koşul becerilerinin daha iyi ayarlanmasıyla kalmalı.*

[ *Yes. But it should be included (in the curriculum) if the preconditional skills are organized. ]*

c. *Hayır ya da kalıplar halinde verilmeli.*

[ *No (it should not be included) or it should be given as patterns. ]*

The 26<sup>th</sup> objective *‘to be able to count the numbers ten by ten (from 1- to 100)*, is another objective which was thought to reflect the characteristics of a well-written objective by most of the teachers. The vast majority of the teachers (90%) agreed that it identified a learning outcome (element E). The majority, 88%, acknowledged that it was feasible (element C). Moreover, eighty-seven percent thought that it was precise (element D). Eighty-six percent conceded that it was appropriate (element G). Furthermore, eighty-four percent acknowledged element A *‘The objective is consistent with the curriculum aims’* and element F *‘the objective is functional’*. Finally, 82% of the teachers admitted that it was significant (element B).

According to the teachers, the 26<sup>th</sup> objective is another objective which reflects the characteristics of a well-written objective and the results of the interview also supported their claim. However, one of the interviewed teachers expressed that it was not functional for her students as her school was located in economically disadvantaged suburban area.

Table 4.7. The Teachers' Evaluations of the Objectives which are in the Application Level of the Cognitive Domain

ELEMENTS	A. The objective is consistent with the aims of the program			B. The objective is significant			C. The objective is feasible			D. The objective is precise			E. The objective identifies the learning outcome			F. The objective is functional			G. The objective is appropriate		
	Str. disagree %	Undecided %	Str. Agree %	Str. disagree %	Undecided %	Str. Agree %	Str. disagree %	Undecided %	Str. Agree %	Str. disagree %	Undecided %	Str. Agree %	Str. disagree %	Undecided %	Str. Agree %	Str. disagree %	Undecided %	Str. Agree %	Str. disagree %	Undecided %	Str. Agree %
2. To be able to greet people around him/her	11	7	<b>81</b>	11	3	<b>86</b>	9	6	<b>85</b>	15	13	<b>72</b>	10	12	<b>77</b>	9	0	<b>90</b>	11	10	<b>78</b>
3. To be able to ask and answer name, surname and age	7	3	<b>89</b>	2	3	<b>94</b>	4	0	<b>95</b>	9	5	<b>86</b>	8	3	<b>88</b>	5	5	<b>90</b>	4	8	<b>88</b>
4. To be able to follow the instructions expressed in imperative form	15	8	<b>77</b>	8	8	<b>84</b>	12	13	<b>75</b>	15	15	<b>69</b>	12	17	<b>70</b>	9	17	<b>74</b>	8	19	<b>73</b>
5. To be able to answer question sentences at his/her level	12	13	<b>74</b>	7	7	<b>86</b>	10	12	<b>78</b>	16	16	<b>67</b>	14	16	<b>70</b>	12	12	<b>76</b>	14	13	<b>73</b>
7. To be able to make sentences with singular and plural words	8	9	<b>82</b>	3	9	<b>88</b>	6	10	<b>83</b>	13	15	<b>72</b>	6	16	<b>78</b>	5	9	<b>86</b>	6	8	<b>86</b>
11. To be able to tell the weather statement with simple sentences	5	6	<b>89</b>	3	6	<b>90</b>	5	7	<b>89</b>	6	10	<b>83</b>	3	10	<b>86</b>	3	8	<b>89</b>	3	8	<b>89</b>
12. To be able to make sentences by using the adjectives s/he has learnt	10	16	<b>73</b>	3	14	<b>83</b>	8	19	<b>74</b>	10	22	<b>67</b>	9	19	<b>72</b>	8	21	<b>70</b>	8	28	<b>64</b>
16. To be able to write the sentences at his/her level	13	14	<b>73</b>	11	10	<b>78</b>	11	22	<b>66</b>	14	21	<b>65</b>	14	19	<b>67</b>	10	19	<b>71</b>	17	19	<b>64</b>
18. To be able to make sentences with the simple present tense	37	13	<b>50</b>	35	21	<b>44</b>	37	24	<b>38</b>	36	21	<b>43</b>	36	17	<b>46</b>	35	21	<b>45</b>	39	29	<b>31</b>
20. To be able to make sentences at his/her level	9	21	<b>70</b>	6	20	<b>75</b>	12	21	<b>67</b>	12	22	<b>67</b>	15	19	<b>67</b>	8	22	<b>70</b>	10	26	<b>64</b>
22. To be able to make sentences with the present continuous tense	25	9	<b>65</b>	27	13	<b>60</b>	27	14	<b>59</b>	26	15	<b>59</b>	22	14	<b>64</b>	22	9	<b>69</b>	28	16	<b>56</b>
23. To be able to ask and answer the question "where are you from?"	5	2	<b>91</b>	2	2	<b>95</b>	2	1	<b>96</b>	3	6	<b>91</b>	5	0	<b>95</b>	2	3	<b>94</b>	1	1	<b>98</b>
24. To be able to use learnt tenses and patterns in dialogues	20	16	<b>63</b>	23	13	<b>64</b>	30	20	<b>50</b>	24	23	<b>52</b>	24	20	<b>55</b>	24	17	<b>58</b>	32	20	<b>48</b>
26. To be able to count the numbers ten by ten (1-100)	9	7	<b>84</b>	8	9	<b>82</b>	7	5	<b>88</b>	6	7	<b>87</b>	7	3	<b>90</b>	7	8	<b>84</b>	7	7	<b>86</b>

### **4.3. Discussion of the Results**

#### **4.3.1. Discussion of the Results of the Teachers' Overall Evaluation of the Objectives**

The results revealed that the teachers were undecided whether the 1<sup>st</sup> objective *'to have knowledge of the meanings of the concepts in the sentences at his/her level'*, the 17<sup>th</sup> objective *'to be able to comprehend basic characteristics of the simple present tense'*, the 18<sup>th</sup> objective *'to be able to make sentences with the simple present tense'*, the 24<sup>th</sup> objective *'to be able to use learnt tenses and patterns in dialogues'* reflected the characteristic of a well-written objective or not. The mean scores of their responses for the 21<sup>st</sup> objective *'to be able to comprehend basic characteristics of the present continuous tense'* and the 22<sup>nd</sup> objective *'to be able to make sentences write the present continuous tense'* were also close to the undecided range. The standard deviation of these objectives (,9275-1,1068) also suggested that there is a big difference in terms of the distribution of the responses. It may be concluded that the teachers were undecided on the objectives which were not precise and which focused on form. However, it can be seen that (see Table 4.1.) there are other form-focused objectives such as the 15<sup>th</sup> objective *'to have knowledge of names of some jobs'* and the 8<sup>th</sup> objective *'to have a knowledge of the names of months'* which were thought to reflect the characteristics of a well-written objective by most of the teachers. The interviewed teachers, on the other hand, thought the form-focused objectives not to reflect all characteristics of a well-written objective. Therefore, it may be concluded that for the respondents, there is not any difference between form-focused and function-focused objectives. Two factors may affect teachers' evaluations of these objectives. First, the degree of their achievement in teaching these objectives in the classroom. Second, their dependence on the coursebook which are used as a guide in preparing lesson plans.

#### **4.3.2. Discussion of the Results of the Teachers' Evaluation of the Objectives in Knowledge, Comprehension and Application Levels of the Cognitive Domain**

The results revealed that the three levels of the Cognitive Domain -knowledge, comprehension, application- includes objectives which were thought not to reflect all characteristics of a well-written objective. Therefore, in this section, the discussion was structured according to the characteristics that the objectives have to reflect.

The results revealed that there was not any objective that the teachers thought not to be consistent with the curriculum aims. However, only half of them acknowledged that the 17<sup>th</sup> objective *'to be able to comprehend basic characteristics of the simple present tense'* and 18<sup>th</sup> objective *'to be able to make sentences with the simple present tense'* to be consistent with the curriculum aims. For the 1<sup>st</sup> objective *'to have knowledge of the meanings of the concepts in the sentences at his/her level'*, the 22<sup>nd</sup> objective *'to be able to make sentences write the present continuous tense'*, the 24<sup>th</sup> objective *'to be able to use learnt tenses and patterns in dialogues'* the percentages of teachers who thought these to be consistent with the curriculum aims ranged between 62% and 63%. The interviewed teachers, on the other hand, verified that the aforementioned objectives, except for the 24<sup>th</sup> objective, and the 21<sup>th</sup> objective *'to be able to comprehend basic characteristics of the present continuous tense'*, was not consistent with the curriculum aims. The results also showed that while teachers either disagreed or were undecided that the 17<sup>th</sup> objective *'to be able to comprehend basic characteristics of the simple present tense'* and 18<sup>th</sup> objective *'to be able to make sentences with the simple present tense'* were feasible, the percentages of teachers who thought the 1<sup>st</sup> objective *'to have knowledge of the meanings of the concepts in the sentences at his/her level'*, the 22<sup>nd</sup> objective *'to be able to make sentences write the present continuous tense'*, the 24<sup>th</sup> objective *'to be able to use learnt tenses and patterns in dialogues'* to be feasible ranged between 50% and 65%. The interviewed teachers, on the other hand, thought the 1<sup>st</sup>, 17<sup>th</sup>, 21<sup>st</sup>, 22<sup>nd</sup> objectives to be unfeasible. Taking into consideration both teachers' and interviewed teachers' evaluations of these objectives in terms of feasibility, it may be concluded that the respondents and the interviewed teachers shared the view that the objectives which they can not achieve in their classrooms were not consistent with the curriculum aims. On the other hand, if the principal aim of the curriculum is to acquaint students with a foreign language and to encourage them to communicate in a foreign language, these objectives are already not consistent with the curriculum aims because they focus on form rather than function. Although the 24<sup>th</sup> objective seems to have a communicative purpose as it leads students to produce dialogues, the types of dialogues the students should produce remains unclear.

Tongue (1994) suggests that while developing the objectives of a curriculum, performance objectives which demonstrate what the students will be able to do, should be developed at the expense of the objectives which focus on structure. When the objectives are evaluated in terms of performance, it can be seen that all of the objectives, except for the 2<sup>nd</sup> objective *'to be able to greet people around him/her'*, the 3<sup>rd</sup> objective *'to be able to ask and answer name, surname and age'*, the 4<sup>th</sup> objective *'to be able to follow the instructions expressed in imperative form'* the 11<sup>th</sup> objective *'to be able to tell the weather statement with simple sentences'*, the 26<sup>th</sup> objective *'to be able to count the numbers ten by ten (from 1 to 100)'* focus on structure rather than performance. Consequently, they do not require students to communicate in English. Therefore, one may conclude that all of the objectives, except for the 2<sup>nd</sup>, 3<sup>rd</sup>, 4<sup>th</sup>, 11<sup>th</sup>, 26<sup>th</sup> objectives, are not consistent with the curriculum aims. Moreover, when the curriculum aims are revised, it can be seen that there is not any objective which achieves the first five of the aims (1<sup>st</sup> aim *'being aware of the existence of different languages'*, 2<sup>nd</sup> aim *'being eager to learn a foreign language'*, 3<sup>rd</sup> aim *'being eager to communicate by the means of a foreign language'*, 4<sup>th</sup> aim *'to be able to comprehend that the foreign language which s/he learns has different sounds from Turkish'*, 5<sup>th</sup> aim *'to be able to comprehend that the foreign language which s/he learns has different intonation and pronunciation'*) and the 8<sup>th</sup> aim *'to be able to read the dialogues which are appropriate his or her level'*. Although the 25<sup>th</sup> objective *'to be motivated to learn a foreign language'* objective seems to achieve the 2<sup>nd</sup> and 3<sup>rd</sup> aims, it seems to be an aim rather than an objective because it does not include a clear learning outcome. It may be concluded that although there is an inconsistency between the curriculum aims and its objectives, the teachers evaluate this consistency in terms of their achievement level of the objectives. This result may be related to teachers' lack of knowledge about the relationship between curriculum aims and objectives

The results of the study in terms of consistency between the aims and objectives of the curriculum, provide feedback for the study of Mersinligil (2001). In her study, she found that teachers who participated in her study thought the curriculum aims ,to some extent, to be achievable. The results explained the reason why the teachers thought the curriculum aims ,to some degree, to be achievable by indicating the inconsistency between the curriculum aims and its objectives.

On the other hand, the findings of the present study are inconsistent with the study of İğrek (2001). In her study, she asked a general question *'the objectives of the curriculum are adequate to enable students to achieve general aims of the curriculum'* for all of the objectives (p.120), and she found that the teachers thought that the objectives were adequate to achieve the curriculum aims. However, the word 'adequate' is an ambiguous one. It is not clear whether the word refers to the adequacy of the number of the objectives to achieve the curriculum aims or the consistency between the objectives and the aims. If we take into consideration the second one, the findings of the present study which revealed the inconsistency between the objectives and the aims are inconsistent with her finding.

In the present study, the results obtained for significance of the objectives indicated that the teachers either disagreed or were undecided that the 17<sup>th</sup> objective *'to be able to comprehend basic characteristics of the simple present tense'* and 18<sup>th</sup> objective *'to be able to make sentences with the simple present tense'* were significant enough to be included in curriculum. The percentages of the teachers who thought the 21<sup>st</sup> objective *'to be able to comprehend basic characteristics of the present continuous tense'*, the 22<sup>nd</sup> objective *'to be able to make sentences write the present continuous tense'*, the 24<sup>th</sup> objective *'to be able to use learnt tenses and patterns in dialogue'* to be significant, ranged between 60% and 64%. The interviewed teachers, on the other hand, thought all of these objectives and the 5<sup>th</sup> objective *'to be able to answer question sentences at his/her level'*, the 6<sup>th</sup> objective, *'to be able to comprehend the pattern "there"*, the 7<sup>th</sup> objective *'to be able to make sentences with singular and plural words'*, the 9<sup>th</sup> objective *'to have knowledge of the pattern "where"*, the 13<sup>th</sup> *'to have knowledge of the pattern "who?"*, the 15<sup>th</sup> objective *'to have knowledge of names some jobs'*, the 16<sup>th</sup> objective *'to be able to write the sentences at his/her level'*, the 19<sup>th</sup> objective *'to have knowledge of telling the time'*, the 20<sup>th</sup> objective *'to be able to make sentences at his/her level'*, the 24<sup>th</sup> objective *'to be able to use learnt tenses and patterns in dialogues'* not to be featured in the curriculum. The results of the teachers' answers also revealed that they either disagreed or were undecided that the 17<sup>th</sup>, 18<sup>th</sup> objectives were feasible and the percentages of teachers who thought the 21<sup>st</sup>, 22<sup>nd</sup>, 24<sup>th</sup> objectives to be feasible ranged between 50% and 61%. Similarly, the interviewed teachers thought the objectives which they thought to be unfeasible, not to be included

in the curriculum. Therefore, it may be concluded that the teachers and interviewed teachers who have problems in achieving these objectives in their classrooms argued they were not significant enough to be included in the curriculum. On the other hand, the results of the interviewed teachers' answers also indicated that these objectives should not be included in the curriculum in the present form because they are unclear and difficult. As a result, it is complex to understand their learning outcomes. They also suggested that those objectives should be rewritten in a simplified and clear way.

The results of the study indicated that the teachers either disagreed or were undecided that the 1<sup>st</sup> objective *'to have knowledge of the meanings of the concepts in the sentences at his/her level'*, the 17<sup>th</sup> objective *'to be able to comprehend basic characteristics of the simple present tense'* and 18<sup>th</sup> objective *'to be able to make sentences with the simple present tense'* were precise. The percentages of the teachers who thought the 4<sup>th</sup> objective *'to be able to follow the instructions expressed in imperative form'*, the 5<sup>th</sup> objective *'to be able to answer question sentences at his/her level'*, the 12<sup>th</sup> objective *'to be able to make sentences by using the adjectives s/he has learnt'*, the 16<sup>th</sup> objective *'to be able to write the sentences at his/her level'*, the 20<sup>th</sup> objective *'to be able to make sentences at his/her level'*, the 21<sup>st</sup> objective *'to be able to comprehend basic characteristics of the present continuous tense'*, the 22<sup>nd</sup> objective *'to be able to make sentences write the present continuous tense'*, the 24<sup>th</sup> objective *'to be able to use learnt tenses and patterns in dialogue'* to be precise ranged between 52% and 67%.

On the other hand, the results of the teachers' answers also revealed that they either disagreed or were undecided that the 17<sup>th</sup> and 18<sup>th</sup> objectives identified a learning outcome. The percentages of the teachers who assessed that the 1<sup>st</sup>, 16<sup>th</sup>, 20<sup>th</sup>, 21<sup>st</sup>, 22<sup>nd</sup>, 24<sup>th</sup> objectives, and the 6<sup>th</sup> objective *'to be able to comprehend the pattern "there"'* to identify a learning outcome ranged between 55% and 68%. The interviewed teachers, on the other hand, claimed that the 1<sup>st</sup>, 5<sup>th</sup>, 16<sup>th</sup>, 22<sup>nd</sup>, and 24<sup>th</sup> objectives, and the 9<sup>th</sup> objective *'to have knowledge of the pattern "where"'*, the 13<sup>th</sup> objective *'to have knowledge of the pattern "who?"'*, the 19<sup>th</sup> objective *'to have knowledge of telling the time'* were not precise. The interviewed teachers also stated that the 17<sup>th</sup>, 18<sup>th</sup>, 21<sup>st</sup> and 22<sup>nd</sup> objectives were precise because they focus on certain grammatical rules of the simple present and the present continuous tense. However, the interview results



indicated that only the learning outcomes of the 3<sup>rd</sup> objective ‘to be able to ask and answer name, surname and age’, the 4<sup>th</sup> objective ‘to be able to follow the instructions expressed in imperative form’, the 6<sup>th</sup> objective ‘to be able to comprehend the pattern “there”’, the 10<sup>th</sup> objective ‘to have knowledge of common adjectives’, the 11<sup>th</sup> objective ‘to be able to tell the weather statement with simple sentences’, the 12<sup>th</sup> objective ‘to be able to make sentences by using the adjectives s/he has learnt’, the 23<sup>rd</sup> objective ‘to be able to ask and answer the question “where are you from?”’, the 26<sup>th</sup> objective ‘to be able to count the numbers ten by ten (from 1 to 100)’ were interpreted in the same way by the teachers. It may be concluded that as the objectives do not identify a clear outcome and are not precise enough to be decoded in the same way by all teachers, different applications are carried out to achieve these objectives in different classrooms. As it has been mentioned before (see page 46), the 14<sup>th</sup> objective ‘to have knowledge of the pattern “can” is an explicit sample of such different interpretation. The interviewed teachers expressed three different learning outcomes for this objective:

- a. *Yapabildiği şeyleri anlatmalı*  
[ S/he (the student) should mention his/her abilities. ]
- b. *Yapabildiklerini yada yapamadıklarını anlatmalı*  
[ S/he should mention his/her abilities and inabilities. ]
- c. *Öğrenciler olumlu, olumsuz ve soru halleriyle ‘can’ yapısını kullanabilmeliler.*  
[ The students should use ‘can’ in its positive, negative and interrogative forms. ]

It may be concluded that the main reason of these different interpretations of the learning outcomes of the objectives may be that they are not performance objectives which demonstrate what the students will be able to do (Tongue, 1994).

Moreover, the objectives seem to guide the coursebook publishers rather than teachers, by providing them with a framework for the units of the coursebook. The answers of the interviewed teachers also indicated that the teachers do not refer to the curriculum objectives when they prepare their lesson plans and activities. Furthermore, most of them are not aware of these objectives and prepare their lesson plans and activities according to the coursebooks. It may be concluded that writing unclear objectives and not renewing the objectives by evaluating them, compel teachers to rely on the coursebooks. However, the ambiguity of the objectives also oblige the coursebook publishers to perceive the objectives differently. If the units of two 5<sup>th</sup> grade coursebooks, which are in the suggested book list of the Ministry of Education, are

compared, it can be seen that there is no consistency in the books, in terms of presentation of the grammatical forms. For instance, as mentioned in the example above, the two coursebooks provide different exercises to teaching and learning “can”. One of the coursebooks ‘English Today’ from which the data of the study was collected, used in 2004-2005 academic year includes the following dialogues:

A: Mum, I can't wear this skirt?	A: I can't drink milk, mum.
B: Why can't you wear it?	B: Why can't you drink?
A: Because it is too small.	A: Because, it is too hot to drink...

(Tarlakazan, 2002: 35).

In this situation, the negative and interrogative forms are emphasized. Moreover, the students are also expected to express the reason of their inabilities. Another coursebook, ‘Cheerful English’ includes the following dialogues:

A: Can a farmer teach English?	A: Dilara, what is your father's job?
B: No, he can't .	B: He is an engineer.
A: What can a farmer do?	A: What can an engineer do?
B: He can grow vegetables.	B: He can make projects.

A: Very, nice (Tan, 2001: 46-7).

In this occurrence not only negative and interrogative forms, but also positive forms of “can” are emphasized. The book also encourages students to use their knowledge about jobs which they had learned in the previous unit. Therefore, it can be concluded that the coursebooks may also encourage the teachers to perceive and achieve the objectives differently.

As it was mentioned before (see page 39), one of the interviewed teachers also criticized the statements of the objectives as they compel the publishers to dedicate a unit for most of the objectives. According to the interviewee, for the 10<sup>th</sup> objective ‘*to have knowledge of common adjectives*’ the coursebooks includes a unit which requires teachers to teach common adjectives to students. He suggested that the students should not learn these adjectives at the same time because they forget them and do not use them with other subject matters. Conversely, the adjectives should be taught in different topics and units. Therefore, it can be concluded that, achieving the objectives in only one unit prevents retention of these adjectives and students do not transfer what they had previously learned to the next units.

In terms of the preciseness of the objectives, the result of this study is inconsistent with the studies of Büyükduman (2001) and İğrek (2001). In their studies,

both Büyükduman (2001) and İğrek (2001) collected teachers' evaluations of the objectives in terms of their preciseness by asking a general question for all of the objectives in their surveys. They found that most of the teachers thought the objectives to be clear enough to be understood and implemented in the same way by all the teachers. However, in the present study when the teachers were asked to evaluate the clearness of each objective, the results showed that teachers conceived that some of the objectives were not clear enough to be understood in the same way by all teachers.

In terms of the feasibility of the objectives, the results revealed that the teachers either disagreed or were undecided that the 17<sup>th</sup> objective *'to be able to comprehend basic characteristics of the simple present tense'* and the 18<sup>th</sup> objective *'to be able to make sentences with the simple present tense'* objectives were feasible. The percentages of the teachers who thought that the 1<sup>st</sup> objective, *'to have knowledge of the meanings of the concepts in the sentences at his/her level'*, the 16<sup>th</sup> objective *'to be able to write the sentences at his/her level'*, the 20<sup>th</sup> objective *'to be able to make sentences at his/her level'*, the 21<sup>st</sup> objective *'to be able to comprehend basic characteristics of the present continuous tense'*, the 22<sup>nd</sup> objective *'to be able to make sentences write the present continuous tense'*, the 24<sup>th</sup> objective *'to be able to use learnt tenses and patterns in dialogue'* to be feasible, ranged between 50% and 68%. The results also revealed that the teachers also either disagreed or were undecided that the 17<sup>th</sup>, 18<sup>th</sup>, and 24<sup>th</sup> objectives were appropriate for the students. The percentages of teachers who claimed that the 1<sup>st</sup>, 16<sup>th</sup>, 20<sup>th</sup>, 21<sup>st</sup>, 22<sup>nd</sup> objectives to be appropriate ranged between 50% and 64%. It can be seen that the objectives which were considered not to be appropriate for students were also thought not to be feasible. The interview results indicated that the teachers admitted that both the 1<sup>st</sup>, 17<sup>th</sup>, 18<sup>th</sup>, 20<sup>th</sup>, 21<sup>st</sup>, 22<sup>nd</sup>, 24<sup>th</sup> objectives, and the 5<sup>th</sup> objective *'to be able to answer question sentences at his/her level'*, the 6<sup>th</sup> objective *'to be able to comprehend the pattern "there"'*, the 13<sup>th</sup> objective *'to have knowledge of the pattern "who?"'*, the 16<sup>th</sup> objective *'to be able to write the sentences at his/her level'* to be unfeasible. They also conceded that these objectives, except for the 1<sup>st</sup> objective, not to be appropriate for the students. It can be seen that the appropriateness of the objectives affects their feasibility. However, the results of the interviewed teachers' answers also revealed that not only appropriateness, but also inadequate lesson period and the location of the schools which are in economically disadvantaged suburban area

also affect the feasibility of the objectives. This indicates that the number of the objectives are too intense to be achieved in a year.

The results also indicated that the objectives which focus on structure were thought to be unfeasible. The interview results revealed that the students either do not achieve the objectives which focus on structure or do not transfer what they achieve to the next lesson. The teachers prefer teaching English as patterns rather than rules. In their study, Cenoz and Lindsay (1994) found that students do not need to learn formal language as they need to use language for communicative purposes. Similarly, Cameron (2001) states that the grammar should not be taught to children explicitly. In contrast, the children can be taught grammar gradually in meaningful and communicative contexts. She also suggests the use of pre-fabricated phrases while teaching language to children. Similarly, Nattinger & Decarrio (1992) and Porto (1998) suggest the use of lexical phrases such as institutionalized utterances like 'how are you?', 'I'm sorry'. As such, they are learned and retrieved easily and encourage children to communicate in the target language. Therefore, instead of developing objectives which focus on learning and teaching structures, objectives can be stated as functions which require the use of lexical phrases in meaningful contexts in the classrooms.

The results of this study were inconsistent with the studies of Mirici (2000) and İğrek (2001). In their studies, both Mirici (2000) and İğrek (2001) collected teachers' evaluations of the objectives in terms of their appropriacy by asking a general question in their surveys. They found that most of the teachers thought the objectives to be appropriate. However, the results of the present study, in which the teachers were asked to evaluate appropriateness of each objective, showed that teachers considered some of the objectives to be inappropriate.

In terms of the functionality of the objectives, the results of teachers' answers revealed that the teachers either disagreed or were undecided that the 17<sup>th</sup> objective '*to be able to comprehend basic characteristics of the simple present tense*' and the 18<sup>th</sup> objective '*to be able to make sentences with the simple present tense*' objectives were functional. The percentages of the teachers who thought the 1<sup>st</sup> '*to have knowledge of the meanings of the concepts in the sentences at his/her level*', the 21<sup>st</sup> objective '*to be able to comprehend basic characteristics of the present continuous tense*', 24<sup>th</sup> objective '*to be able to use learnt tenses and patterns in dialogue*' to be functional ranged

between 58% and 64%. It is worth noting that the interview results revealed that only the 2<sup>nd</sup> objective *'to be able to greet people around him/her'*, the 3<sup>rd</sup> objective *'to be able to ask and answer name, surname and age'*, the 11<sup>th</sup> objective *'to be able to tell the weather statement with simple sentences'*, the 26<sup>th</sup> objective *'to be able to count the numbers ten by ten (from 1 to 100)'* were reckoned to be functional. The interview results also revealed that some of the objectives were not functional for students who were placed in economically disadvantaged suburban area schools. Therefore, it may be concluded that the objectives which focus on structure rather than performance are thought to be unfunctional.

The results also revealed that although the objectives which are in the application level seem to be performance objectives which identify what students will be able to perform by achieving these objectives, only the 2<sup>nd</sup> objective *'to be able to greet people around him/her'*, the 3<sup>rd</sup> objective *'to be able to ask and answer name, surname and age'*, the 4<sup>th</sup> objective *'to be able to follow the instructions expressed in imperative form'*, the 11<sup>th</sup> objective *'to be able to tell the weather statement with simple sentences'*, the 23<sup>rd</sup> objective *'to be able to ask and answer the question "where are you from?"'*, the 26<sup>th</sup> objective *'to be able to count the numbers ten by ten (from 1 to 100)'* are performance objectives. Indeed, in the teachers' view these objectives reflect the characteristics of a well-written objective by both teachers and interviewed teachers. The other objectives in application level do not identify a clear outcome and for that matter focus on form.

Moreover, pilot studies for the European Language Portfolio, which is 'a part of the Common European Framework for Language Learning', is considered 'to make lifelong language learning more meaningful' (European Language Portfolio, 2005). This application has been conducted since 2001 (Demirel, 2005). It is suggested that students who have graduated from primary schools should have A1 and A2 levels language proficiency (Demirel, 2005). When self-assessment grids of A1 and A2 levels, which allow students to assess their own language learning continuously, are examined, it can be seen that the students are expected to have the following language learning experiences.

		A1 Level	A2 Level
Understanding	Listening	I can understand familiar words and very basic phrases concerning myself, my family and immediate concrete surroundings when people speak slowly and clearly.	I can understand phrases and the highest frequency vocabulary related to areas of most immediate personal relevance (e.g. very basic personal and family information, shopping, local area, employment). I can catch the main point in short, clear, simple messages and announcements.
	Reading	I can understand familiar names, words and very simple sentences, for example on notices and posters or in catalogues.	I can read very short, simple texts. I can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus and timetables and I can understand short simple personal letters.
Speaking	Spoken Interaction	I can interact in a simple way provided the other person is prepared to repeat or rephrase things at a slower rate of speech and help me formulate what I'm trying to say. I can ask and answer simple questions in areas of immediate need or on very familiar topics.	I can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities. I can handle very short social exchanges, even though I can't usually understand enough to keep the conversation going myself.
	Spoken Production	I can use simple phrases and sentences to describe where I live and people I know.	I can use a series of phrases and sentences to describe in simple terms my family and other people, living conditions, my educational background and present or most recent job.
Writing	Writing	I can write short, simple postcard, for example, sending holiday greetings. I can fill in forms with personal details, for example, entering my name, nationality and address on a hotel registration form.	I can write short, simple notes and messages. I can write a very simple personal letter, for example, thanking someone for something.

Table 4.8. Self-assessment Grids of A1 and A2 Levels

Consequently, we can argue that language learning within the concept of the European Language Passport requires learning language in the four skills of reading, writing, listening, and speaking (interaction-production), rather than learning grammar functions out of context. Therefore, the objectives of the fifth grade curriculum should be revised and developed according to the aims of the language learning process within the concept of the European Language Portfolio.

In terms of educational background and years of experience in teaching, the survey results did not reveal any difference among the teachers. On this account, we

may pinpoint to the teachers' dependence on the coursebooks while achieving the objectives of the curriculum. However, the interview results showed the opposite. It can be easily understood from the interpretations of an interviewee who was graduated from English Language Literature Department and has been teaching English for seven years that educational background and years of experience may affect teachers' interpretations and applications of the curriculum objectives. She stated that she tries to teach every learning outcome related to an objective. This may be related to lack of teaching knowledge or teachers' teaching beliefs. However, the interview results showed the opposite. The importance of educational background and years of experience can be inferred from her interpretations for the 19<sup>th</sup> objective below:

Interviewer: Bu amacı kazanmış öğrencilerinizden beklentiniz nedir? Öğrencilerinizin neyi yapıyor olmasını beklersiniz?

[ What is your expectation from your students who achieve this objective? What will your students be able to do after they achieve this objective? ]

Interviewee: Saat kaç dendiğinde, tüm saatleri söyleyebilmeli.

[ When the time is asked, s/he (the student) should be able to answer it using all forms. (o'clock, quarter past, quarter to, half past). ]

Interviewer: Sınıf ortamınızı düşünün. Siz bu amacı sınıfınızda ya da sınıflarınızda gerçekleştirebiliyor musunuz?

[ Think your classroom atmosphere, do you achieve this objective with students groups you teach? ]

Interviewee: Hayır, gerçekleştiremiyorum. Tüm saatleri ifade edemiyorlar. Geçiyor ve kalamaları unutuyorlar.

[ No, I do not. They can not express all periods of hour. They do not retain *past* and *'to'* forms i.e., *two past ten, five to four.* ]

As it can be seen, although the teacher's students have problem in expressing all periods of hour, she seems to insist on achieving this objective in that way. However, the other four interviewed teachers who were graduated from English Language Teaching Department and whose years of experience are not more than four years admitted that they did not teach their students all periods of hour by taking into consideration students' level. It may be concluded that educational background and years of experience affect teachers' perceptions and applications of the curriculum objectives. As a graduate of English Language and Literature Department, she may lack

the theoretical background on language teaching. This may also be related to teachers' beliefs.



## CHAPTER 5

### CONCLUSION

#### 5.1. Summary

The purpose of this study was to evaluate each objective of the 5<sup>th</sup> grade English curriculum by investigating teachers' evaluations of these objectives. The study was carried out with 86 teachers who have been teaching English as a foreign language to 5<sup>th</sup> graders in state primary schools in Eskişehir city centre. The teachers were given a curriculum evaluation questionnaire which consists of two sections. The first section was prepared to collect information about the backgrounds of the teachers and the second section was prepared to investigate teachers' evaluations of the objectives of the 5<sup>th</sup> grade English course curriculum. The questionnaire of the study consists of 26 elements which are the objectives of the 5<sup>th</sup> grade English course curriculum. Each of the objectives was evaluated by using seven questions which reflect the characteristics of objectives and were adopted from the studies of Pratt (1988). In the application process, in the first section, the participants were asked to answer three questions which asked information about their backgrounds. In the second section, the participants were asked to read and answer each question by using 5 point likert scale ranging from 1 ("Strongly Disagree") to 5 (Strongly Agree). An interview was also applied in the study to discuss the teachers' evaluations of the objectives in the questionnaire. The interview was conducted with five English teachers who have been teaching English as a foreign language to 5<sup>th</sup> graders in state primary schools in Eskişehir city centre. The teachers were asked questions about the objectives which required them to evaluate each objective.

In the analysis process, firstly, objectives were divided into two categories as those which pertain to the Cognitive Domain and objectives which belong to the Affective Domain according to Bloom's taxonomy (Brown, 1995), to aid in the analysis of the objectives. As the 25<sup>th</sup> objective '*to be motivated to learn a foreign language*', is the only one which belongs to Affective Domain, it was not included in the study. The data was analyzed by means of the distributions of frequency and percentage, mean scores and standart deviations. The calculations of frequencies and percentages provided the researcher with information about teachers' evaluations of each objective

in terms of the characteristics of a well-written objective. To analyze teachers' overall evaluations for each objective, points (1-2, 3, 4-5) given by each teacher to each element were totaled and then divided into 7 ,the number of elements, and then, the means and the standart deviations were calculated. The standart deviations were calculated to determine the extent of agreement among the responses of teachers. The mean scores provided the researcher with information about teachers' overall evaluations of each objective and they were interpreted according to following key averages (Oxford, 1990);

Strongly disagree	1.00 to 1.79
Disagree	1.80 to 2.59
Undecided	2.60 to 3.39
Agree	3.40 to 4.19
Strongly agree	4.20 to 5.00

In order to interpret the survey results certain opinions which were stated in the interviews were taken into account.

### **5.1.1. Teachers' Overall Evaluations of the Objectives**

The results related to the first research question '1. 'What are the teachers' overall evaluation of the 5<sup>th</sup> grade curriculum objectives in the Cognitive Domain'? revealed that the teachers were undecided whether the 1<sup>st</sup>, 17<sup>th</sup>, 18<sup>th</sup>, 24<sup>th</sup> objectives reflect the characteristics of a well-written objective or not.

### **5.1.2. Teachers' Evaluations of the Objectives in the Knowledge, Comprehension and Application Levels of the Cognitive Domain**

The objectives are categorized into three different levels within the Cognitive Domain; knowledge level, comprehension level, application level. The results related to the second research question '2. 'What are the teachers' overall evaluation of the 5<sup>th</sup> grade curriculum objectives in the Cognitive Domain'? revealed each level which includes objectives the teachers thought not to reflect all characteristics of a well-written objective.

### 5.1.1.1. Teachers' Evaluations of the Objectives which are in Knowledge Level of the Cognitive Domain

1. To have knowledge of the meanings of the concepts in the sentences at his/her level
8. To have a knowledge of the names of months
9. To have knowledge of the pattern "where"
10. To have knowledge of common adjectives
13. To have knowledge of the pattern "who?"
15. To have knowledge of names of some jobs
19. To have knowledge of telling the time

Table 5.1. The Objectives which are in Knowledge Level of the Cognitive Domain

The results related to the first sub-questions '2.1. What are the teachers' evaluations of individual objectives of the 5<sup>th</sup> grade curriculum which are in the knowledge level of the Cognitive Domain?' showed that the only objective, in this level, which was thought to reflect the characteristics of a well-written objective by both teachers and interviewed teachers is the 10<sup>th</sup> objective. On the other hand, the interview results indicated that the teachers derived the adjectives from the related unit of the coursebook which may vary from teacher to teacher. Therefore, improving the 10<sup>th</sup> objective by identifying the adjectives instead of stating them as being common adjectives (belli başlı sıfatlar) can help teachers in selecting the type and number of adjectives to be taught. There was no consistency between the responses of the teachers and interviewed teachers for the rest of the objectives in this level. For the 1<sup>st</sup> objective, while the teachers either disagreed or were undecided that this objective is precise, they considered the objective to reflect the other characteristics of a well-written objective. The interviewed teachers, on the other hand, thought this objective not to be consistent with the curriculum aims, to be feasible, precise, and functional. While the teachers thought the 8<sup>th</sup>, 9<sup>th</sup>, 13<sup>th</sup>, 15<sup>th</sup>, and 19<sup>th</sup> objectives to reflect the characteristics of a well-written objective, the interview results did not support their views. The interview results showed that the 8<sup>th</sup> objective was thought not to be functional. The 9<sup>th</sup> objective was conceived not to be significant, precise, functional and appropriate. The 13<sup>th</sup> objective was calculated not to be significant, feasible, precise, functional and appropriate. The 15<sup>th</sup> objective was viewed not to be significant and functional. The 19<sup>th</sup> objective was

thought not to be significant, precise, functional and appropriate. The most important feature of the interview results is that the learning outcomes of these objectives were not perceived in the same way by the teachers.

### 5.1.1.2. Teachers' Evaluations of the Objectives which are in Comprehension Level of the Cognitive Domain

6. To be able to comprehend the pattern "there"
14. To be able to comprehend the pattern "can?"
17. To be able to comprehend basic characteristics of the simple present tense
21. To be able to comprehend basic characteristics of the present continuous tense

Table 5.2. The Objectives which are in Comprehension Level of the Cognitive Domain

The results related to the second sub-questions '2.2. What are the teachers' evaluations of individual objectives of the 5<sup>th</sup> grade curriculum which are in the comprehension level of the Cognitive Domain'? revealed that, to some extent, there was a consistency between responses of the teachers and interviewed teachers. While the teachers thought the 14<sup>th</sup> objective to reflect the characteristics of a well-written objective, interviewed teachers thought it to be unfunctional. While the teachers either disagreed or were undecided whether the 17<sup>th</sup> objective reflects the characteristics of a well-written objective or not, the interviewed teachers thought it to be precise, but did not reflect the other characteristics of a well-written objective. The interview results also revealed that the learning outcomes of the 14<sup>th</sup> and 17<sup>th</sup> objectives were not perceived in the same way by the teachers. On the other hand, for the 6<sup>th</sup> and 21<sup>st</sup> objectives, there was not any consistency between responses of the teachers and interviewed teachers. While the teachers thought these objectives to reflect the characteristics of a well-written objective, interviewed teachers thought the 6<sup>th</sup> objective not to be significant, feasible, functional, and appropriate. Although the 21<sup>st</sup> objective was considered to be precise it did not reflect the other characteristics of a well-written objective.

### 5.1.1.3 Teachers' Evaluations of the Objectives which are in Application Level of the Cognitive Domain

2. To be able to greet people around him/her
3. To be able to ask and answer name, surname and age
4. To be able to follow the instructions expressed in imperative form
5. To be able to answer question sentences at his/her level
7. To be able to make sentences with singular and plural words
11. To be able to tell the weather statement with simple sentences
12. To be able to make sentences by using the adjectives s/he has learnt
16. To be able to write the sentences at his/her level
18. To be able to make sentences with the simple present tense
20. To be able to make sentences at his/her level
22. To be able to make sentences write the present continuous tense
23. To be able to ask and answer the question "where are you from?"
24. To be able to use learnt tenses and patterns in dialogues
26. To be able to count the numbers ten by ten (1-100)

Table 5.3. The Objectives which are in Application Level of the Cognitive Domain

The results related to the third sub-questions '2.3. 'What are the teachers' evaluations of individual objectives of the 5<sup>th</sup> grade curriculum which are in the application level of the Cognitive Domain'? revealed that the only objective, in this level, which was thought to reflect the characteristics of a well-written objective by both teachers and interviewed teachers are the 2<sup>nd</sup>, 3<sup>rd</sup>, 11<sup>th</sup>, and 26<sup>th</sup> objectives. There was, to some extent, consistency between the responses of the teachers and interviewed teachers for the 12<sup>th</sup>, 18<sup>th</sup>, and 23<sup>rd</sup> objectives. While the teachers considered that the 12<sup>th</sup>, 23<sup>rd</sup> objectives to reflect the characteristics of a well-written objective, the interviewed teachers judged them not to be functional. While the teachers either disagreed or were undecided whether the 18<sup>th</sup> objective reflects the characteristics of a well-written objective or not, the interviewed teachers believed that it was precise, but did not reflect the other characteristics of a well-written objective. There was not consistency between the responses of the teachers and interviewed teachers for the 4<sup>th</sup>, 5<sup>th</sup>, 7<sup>th</sup>, 16<sup>th</sup>, 20<sup>th</sup>, 22<sup>th</sup>, 24<sup>th</sup> objectives. While the teachers believed that these objectives reflect the characteristics of a well-written objective, interviewed teachers declared that the 4<sup>th</sup> and 7<sup>th</sup> objectives not to be functional and not to be included in curriculum. They thought the 5<sup>th</sup>, 16<sup>th</sup>, 20<sup>th</sup>, 24<sup>th</sup> objectives not to be precise, feasible, functional, appropriate, and not to feature in curriculum. They also claimed that the 22<sup>nd</sup> objective

was precise but did not reflect the other characteristics of a well-written objective. The results also indicated that the learning outcomes of the 5<sup>th</sup>, 7<sup>th</sup>, 16<sup>th</sup>, 18<sup>th</sup>, 20<sup>th</sup>, 22<sup>nd</sup> objectives were not perceived in the same way by the interviewed teachers.

## **5.2. Conclusion**

In conclusion, we can easily argue that the teachers provide valuable data to evaluate the curriculum objectives. Furthermore, they can rewrite an objective by simplifying it for the 5<sup>th</sup> graders and making it more clear. The study also revealed that interviews provided effective data to discuss the teachers' evaluations of the objectives in the questionnaire. The interview results revealed the learning outcomes of most of the objectives were not perceived in the same way by the teachers and different applications are performed to achieve these objectives in different classrooms. This finding may be related to the ambiguity of the learning outcomes of the curriculum objectives. The interview results also revealed that the teachers did not use the curriculum objectives when they prepare their lesson plans and activities, as they do so by following the coursebooks. Two possible reasons may be related to this finding. One reason might be that the objectives were not clear enough to be understood by the teachers. The second reason may be related to the teachers lack of knowledge about how to use the curriculum objectives to prepare their lesson plans and activities. As mentioned in the previous parts, the objectives in the Cognitive Domain are classified into three levels of intellectual behavior important in learning and these are the Knowledge level, the Comprehension level and the Application level. These levels are important as they affect the expected learning outcome. To illustrate, if the objective is in the Knowledge level students may name the target structure; however, if it is in the Application level, they may use the target structure. Therefore, according to the level of the objective teachers may adjust their teaching and outcome expectation. To do this, they should know these levels and adjust their teaching and outcome expectations accordingly. However, the findings of this study indicated that the participants of this study may not know the differences between these levels. For example, the 10<sup>th</sup> objective 'to have knowledge of common adjectives' belongs to the Knowledge level. However, teachers' interpretations of this objective indicated that the students were expected to comprehend these common adjectives. To avoid this kind problems, the objectives

should include verbs which reflect the level of the objective clearly as certain verbs are associated with certain levels. Also, the teachers should be informed about these levels and the types of objectives. Mayer (1975, cited in Brown, 1995) also suggests avoiding the use of verbs which can cause misinterpretations of the objectives, and using verbs which demonstrate observable behaviors such as ‘to write’ and ‘to compare’. Related to the wording of the objectives, Richards (2003) also suggests using phrases such as ‘students will learn how to’ and ‘students will be able to’, and to identify the learning outcome clearly. According to these suggestions, the 10<sup>th</sup> objective ‘to have knowledge of common adjectives’ can be rewritten in knowledge, comprehension, and application levels as follows;

- Knowledge level: the students will be able to match a list of ten common adjectives to the pictures.
- Comprehension level: the students will be able to compare the physical features of two people on a picture.
- Application level: the students will be able to introduce their family members by expressing their physical features.

One of the objectives in the Application level is the 24<sup>th</sup> objective ‘*to be able to use learnt tenses and patterns in dialogues*’. This is an important objective as it includes all of the structures and phrases taught in the 5<sup>th</sup> grade. Instead of covering all of the structures and phrases in one objective, for each structure and phrase one objective in application level can be written.

Both survey and interview results indicated that only the 2<sup>nd</sup> objective ‘to be able to greet people around him/her’, the 3<sup>rd</sup> objective ‘to be able to ask and answer name, surname and age’, 11<sup>th</sup> objective ‘to be able to tell the weather statement with simple sentences’, the 26<sup>th</sup> objective ‘to be able to count the numbers ten by ten (from 1- to 100), were thought to reflect the characteristics of a well-written objective. The reason may be that these objectives are performance objectives which demonstrate what the students will be able to do (Tongue, 1994). Notably, the form-focused objectives such as 17<sup>th</sup> objective ‘to be able to comprehend the basic characteristics of the simple present tense’, the 21<sup>st</sup> objective ‘to be able to comprehend basic characteristics of the present continuous tense’ were thought not to be feasible and functional. The period of

the lesson which lasts two hours per week was also considered to be inadequate to achieve all of the curriculum objectives.

Curriculum evaluation shows which component or components of the curriculum need improvement and provides the ways to improve them (Olivia, 2005). Similarly, the findings of this study indicate both the objectives that need to be improved and provide data on how to improve on these objectives.

### **5.3. Implications of the Study**

Garcia (1975) and (Pratt, 1988) suggest that the components of the curriculum should be evaluated so that they can be maintained, improved, or rejected. The results of this study suggest that all of the objectives of the 5<sup>th</sup> grade English course curriculum ,except for the 2<sup>nd</sup> objective *'to be able to greet people around him/her'*, the 3<sup>rd</sup> objective *'to be able to ask and answer name, surname and age'*, the 11<sup>th</sup> objective *'to be able to tell the weather statement with simple sentences'*, and the 26<sup>th</sup> objective *'to be able to count the numbers ten by ten (from 1- to 100)*, should be revised and evaluated, either to be developed or rejected by the curriculum committee of the Ministry of Education.

The objectives should be written very clearly in a way that they would be understood in the same manner all over the country. As the curriculum objectives are written for English teachers to prepare their lesson plans and activities, they should be written in English instead of Turkish.

The objective statements should involve patterns rather than the rules and title of subject matters. Bloor (1994) points out that, for children the focus of language teaching and learning should rest on meaning, not on language form. Therefore, meaningful performance objectives which demonstrates what the learner will do should be developed in the curriculum.

The objectives should be developed and selected by taking into consideration the allotted time of the lesson which is two hours per week and the location of schools all over the country.

The coursebooks should also be evaluated to determine if they include productive exercises which guide teachers to achieve the curriculum objectives or not.



Saylor, et. al., (1981) suggest that teachers should participate in curriculum committees while the developing process of the aims and objectives of the curriculum is being discussed. Weir & Roberts (1994) also recommend that the teachers evaluations' of the curriculum should be taken into consideration while evaluating components of the curriculum since they have to implement it. Therefore, teachers should be involved in the aim and objective development process of the curriculum. Moreover, their evaluations of the objectives should be considered of taken into consideration while evaluating the curriculum objectives. The teachers should also be informed about the functions of the curriculum objectives through in-service training seminars.

#### **5.4. Suggestions for Further Studies**

This study evaluated the adequacy of the curriculum objectives in terms of the characteristics they should reflect. A further study can be designed to evaluate the applications and achievement levels of the curriculum objectives in the classrooms.

In addition, further studies should continue to evaluate the relationship between teachers' teaching beliefs and their interpretations of the curriculum objectives.

In this study, the data was collected from teachers solely through survey and interview methods. Therefore, further studies can be designed where data is collected from both the students and the teachers through triangulation method including survey, interview, observation.

Considering the results of this study the consistency between the curriculum objectives and the coursebooks can be evaluated in another further study.

While the questionnaire of the study was administered, the teachers complained about the inappropriateness of some of the 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> grade curriculum objectives and asked the researcher to evaluate these objectives. Therefore, a further study can be designed to evaluate the 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> grade curriculum objectives.

Indeed, we can argue that taking into consideration the above suggestions, future research in this field might develop formulas which can provide us with better insights associated with this study.

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## APPENDIX A

### Aims and Objectives of the 5<sup>th</sup> Grade English Curriculum (Turkish Version)

#### 5. Sınıf İngilizce Ders Programının Genel Amaçları

1. Türkçe'den başka dillerin de olduğunu farkına varabilme.
2. Yabancı dili öğrenmeye istekli olma.
3. Yabancı dilde iletişim kurmaya istekli olma.
4. Öğrendiği yabancı dilin Türkçe'den farklı seslere sahip olduğunu kavrayabilme
5. Öğrendiği yabancı dilin tonlama ve telaffuzunu kavrayabilme
6. Öğrendiği yabancı dilin kalıplarını kuralına uygun olarak kullanabilme.
7. Öğrendiği yabancı dili günlük hayatta kullanabilme
8. Öğrendiği dilde düzeyine uygun diyalogları okuyabilme.
9. Öğrendiği dilde düzeyine uygun diyalogları anlayabilme
10. Öğrendiği yabancı dildeki sözcük ve cümleleri yazabilme.

#### 5. Sınıf İngilizce Ders Programının Özel Amaçları

1. Düzeyine uygun cümlelerde geçen kavramların anlam bilgisi.
2. Çevresindeki insanlarla İngilizce olarak selamlaşabilme.
3. Ad-soyad ve yaş soran soru cümleleri kurup cevap verebilme
4. Emir cümlelerini uygulayabilme.
5. Düzeyine uygun soru cümlelerine cevap verebilme.
6. "Vardır" kalıbını kavrayabilme.
7. Tekil ve çoğul kelimelerle cümle kurabilme
8. Ayların isimleri bilgisi
9. "Nerede" soru kalıbı bilgisi.
10. Belli başlı sıfatlar bilgisi.
11. Hava durumunu basit cümlelerle anlatabilme
12. Öğrendiği sıfatları kullanarak cümle kurabilme.
13. "Kim"? soru kalıbı bilgisi.
14. "Yapabilme" kalıbını kavrayabilme.
15. Belli başlı meslekler bilgisi.
16. Düzeyine uygun cümleleri kuralına uygun yazabilme.
17. Geniş zaman gramer yapısının temel özelliklerini kavrayabilme.
18. Geniş zaman gramer ile cümle kurabilme.
19. Saat bilgisi
20. Düzeyine uygun cümleler kurabilme.
21. "Şimdiki zaman" gramer yapısını temel özelliklerini kavrayabilme.
22. "Şimdiki zaman" gramer yapısı ile cümle kurabilme.
23. "Nerelisin"? sorusunu sorup cevap verebilme.
24. Öğrendiği zaman ve kalıpları diyaloglarda kullanabilme.
25. İngilizce öğrenmeye istekli oluş.
26. Onar onar sayabilme (yüze kadar).

**APPENDIX B****5. Sınıf İngilizce Dersi Programının Özel Amaçlarının Değerlendirilmesi**

Sayın meslektaşım,

Bu araştırma ilköğretim okullarında 5. sınıf İngilizce derslerini yürütmekte olan öğretmenlerin 5. sınıf İngilizce dersi programının özel amaçlarını değerlendirme amacı taşımaktadır. Elde edilen veriler gizli tutulacak, yalnızca bilimsel amaçlı araştırma için kullanılacaktır. Araştırma sonuçlarının 5. sınıf İngilizce programının amaçlarının geliştirilmesine katkı sağlayacağı düşünülmektedir.

Yanıtlamanız gereken anket iki bölümden oluşmaktadır. Birinci bölümde kişisel bilgiler yer almaktadır. İkinci bölümde 26 adet amaç ifadesi bulunmaktadır.

Sizden anket maddelerini var olan duruma göre yanıtlamanız ve eksiksiz doldurmanız beklenmektedir. **Adınızı yazmanız gerekmektedir.**

Araştırmaya katılımınızdan dolayı şimdiden teşekkür eder, saygılar sunarım.

Başak ZİNCİR

Anadolu Üniversitesi Eğitim Bilimleri Enstitüsü

İngilizce Öğretmenliği Bölümü

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Yukarıdaki açıklama doğrultusunda, belirtmiş olduğum bilgilerin bu araştırmada kullanılmasını kabul ediyorum

.....

İmza

**Beşinci Sınıf İngilizce Dersi Programının Özel Amaçlarını  
Değerlendirme Anketi**

**Bölüm I**

Bu bölümde kişisel durumunuzla ilgili sorular yer almaktadır. Bu sorulara ilişkin yanıtlarınızı, verilen boşluklara ya da parantez içine (x) işareti koyarak belirtiniz.

1. En son mezun olduğunuz okul

.....

Fakülte

:.....

Bölüm

:.....

2. Öğretmenlikteki hizmet süreniz:

- a) ( ) 1-5 yıl
- b) ( ) 6 -10 yıl
- c) ( ) 11 – 15 yıl
- d) ( ) 16 – 20 yıl
- e) ( ) 21 ve üzeri

3. Kaç senedir 5. sınıf İngilizce dersinde görev alıyorsunuz?

- a) ( ) 1 yıl
- b) ( ) 2 yıl
- c) ( ) 3-4 yıl
- d) ( ) 5-6 yıl
- e) ( ) 7-8 yıl



## Bölüm II

Bu bölümde 5. sınıf İngilizce programında yer alan 26 adet özel amaç ifadesi yer almaktadır. Her bir amacı, hemen altında yer alan ölçütlere göre değerlendirerek, en uygun gelen seçeneği (x) şeklinde işaretleyiniz.

1. Kesinlikle katılmıyorum
2. Katılmıyorum
3. Kararsızım
4. Katılıyorum
5. Kesinlikle katılıyorum

	Kesinlikle katılmıyorum	Katılmıyorum	Kararsızım	Katılıyorum	Kesinlikle katılıyorum
<b>1- Düzeyine uygun cümlelerde geçen kavramların anlam bilgisi.</b>					
a) Amaç, programın genel amaçlarıyla tutarlıdır.					
b) Programda olması gereken bir amaçtır.					
c) Gerçekleşebilecek nitelikte bir amaçtır.					
d) Amaç, ilgililer tarafından (tüm öğretmenler ve müfettişler) aynı şekilde anlaşılacak kadar açık bir şekilde ifade edilmiştir.					
e) Amaç, kazanılması istenen davranışı/öğrenme ürününü açıkça belirtmektedir.					
f) Amaç işlevseldir (öğrencinin şuan ya da gelecekteki yaşantısında kullanabileceği bir davranışı ifade etmektedir.					
g) Amaç, öğrencilerin hazırbulunuşluk düzeyine uygundur (gelişim seviyesine, dünya bilgisine).					
<b>2- Çevresindeki insanlarla İngilizce olarak selamlaşabilme.</b>					
a) Amaç, programın genel amaçlarıyla tutarlıdır.					
b) Programda olması gereken bir amaçtır.					
c) Gerçekleşebilecek nitelikte bir amaçtır.					
d) Amaç, ilgililer tarafından (tüm öğretmenler ve müfettişler) aynı şekilde anlaşılacak kadar açık bir şekilde ifade edilmiştir.					
e) Amaç, kazanılması istenen davranışı/öğrenme ürününü açıkça belirtmektedir.					
f) Amaç işlevseldir (öğrencinin şuan ya da gelecekteki yaşantısında kullanabileceği bir davranışı ifade etmektedir.					
g) Amaç, öğrencilerin hazırbulunuşluk düzeyine uygundur (gelişim seviyesine, dünya bilgisine).					

	Kesinlikle katılmıyorum	Katılmıyorum	Kararsızım	Katılıyorum	Kesinlikle katılıyorum
<b>3- Ad-sovad ve yaş soran soru cümleleri kurup cevap verebilme.</b>					
a) Amaç, programın genel amaçlarıyla tutarlıdır.					
b) Programda olması gereken bir amaçtır.					
c) Gerçekleşebilecek nitelikte bir amaçtır.					
d) Amaç, ilgililer tarafından (tüm öğretmenler ve müfettişler) aynı şekilde anlaşılacak kadar açık bir şekilde ifade edilmiştir.					
e) Amaç, kazanılması istenen davranışı/öğrenme ürününü açıkça belirtmektedir.					
f) Amaç işlevseldir (öğrencinin şuan ya da gelecekteki yaşantısında kullanabileceği bir davranışı ifade etmektedir.					
g) Amaç, öğrencilerin hazırbulunuşluk düzeyine uygundur (gelişim seviyesine, dünya bilgisine).					
<b>4- Emir cümlelerini uygulayabilme.</b>					
a) Amaç, programın genel amaçlarıyla tutarlıdır.					
b) Programda olması gereken bir amaçtır.					
c) Gerçekleşebilecek nitelikte bir amaçtır.					
d) Amaç, ilgililer tarafından (tüm öğretmenler ve müfettişler) aynı şekilde anlaşılacak kadar açık bir şekilde ifade edilmiştir.					
e) Amaç, kazanılması istenen davranışı/öğrenme ürününü açıkça belirtmektedir.					
f) Amaç işlevseldir (öğrencinin şuanda ya da gelecekteki yaşantısında kullanabileceği bir davranışı ifade etmektedir.					
g) Amaç, öğrencilerin hazırbulunuşluk düzeyine uygundur (gelişim seviyesine, dünya bilgisine).					
<b>5- Düzeyine uygun soru cümlelerine cevap verebilme.</b>					
a) Amaç, programın genel amaçlarıyla tutarlıdır.					
b) Programda olması gereken bir amaçtır.					
c) Gerçekleşebilecek nitelikte bir amaçtır.					
d) Amaç, ilgililer tarafından (tüm öğretmenler ve müfettişler) aynı şekilde anlaşılacak kadar açık bir şekilde ifade edilmiştir.					
e) Amaç, kazanılması istenen davranışı/öğrenme ürününü açıkça belirtmektedir.					
f) Amaç işlevseldir (öğrencinin şuanda ya da gelecekteki yaşantısında kullanabileceği bir davranışı ifade etmektedir.					
g) Amaç, öğrencilerin hazırbulunuşluk düzeyine uygundur (gelişim seviyesine, dünya bilgisine).					

	Kesinlikle katılmıyorum	Katılmıyorum	Kararsızım	Katılıyorum	Kesinlikle katılıyorum
<b>6- “Vardır” kalıbını kavrayabilme.</b>					
a) Amaç, programın genel amaçlarıyla tutarlıdır.					
b) Programda olması gereken bir amaçtır.					
c) Gerçekleşebilecek nitelikte bir amaçtır.					
d) Amaç, ilgililer tarafından (tüm öğretmenler ve müfettişler) aynı şekilde anlaşılacak kadar açık bir şekilde ifade edilmiştir.					
e) Amaç, kazanılması istenen davranışı/öğrenme ürününü açıkça belirtmektedir.					
f) Amaç işlevseldir (öğrencinin şuanda ya da gelecekteki yaşantısında kullanabileceği bir davranışı ifade etmektedir.					
g) Amaç, öğrencilerin hazırbulunuşluk düzeyine uygundur (gelişim seviyesine, dünya bilgisine).					
<b>7- Tekil ve çoğul kelimelerle cümle kurabilme</b>					
a) Amaç, programın genel amaçlarıyla tutarlıdır.					
b) Programda olması gereken bir amaçtır.					
c) Gerçekleşebilecek nitelikte bir amaçtır.					
d) Amaç, ilgililer tarafından (tüm öğretmenler ve müfettişler) aynı şekilde anlaşılacak kadar açık bir şekilde ifade edilmiştir.					
e) Amaç, kazanılması istenen davranışı/öğrenme ürününü açıkça belirtmektedir.					
f) Amaç işlevseldir (öğrencinin şuanda ya da gelecekteki yaşantısında kullanabileceği bir davranışı ifade etmektedir.					
g) Amaç, öğrencilerin hazırbulunuşluk düzeyine uygundur (gelişim seviyesine, dünya bilgisine).					
<b>8- Ayların isimleri bilgisi</b>					
a) Amaç, programın genel amaçlarıyla tutarlıdır.					
b) Programda olması gereken bir amaçtır.					
c) Gerçekleşebilecek nitelikte bir amaçtır.					
d) Amaç, ilgililer tarafından (tüm öğretmenler ve müfettişler) aynı şekilde anlaşılacak kadar açık bir şekilde ifade edilmiştir.					
e) Amaç, kazanılması istenen davranışı/öğrenme ürününü açıkça belirtmektedir.					
f) Amaç işlevseldir (öğrencinin şuanda ya da gelecekteki yaşantısında kullanabileceği bir davranışı ifade etmektedir.					
g) Amaç, öğrencilerin hazırbulunuşluk düzeyine uygundur (gelişim seviyesine, dünya bilgisine).					

	Kesinlikle katılmıyorum	Katılmıyorum	Kararsızım	Katılıyorum	Kesinlikle katılıyorum
<b>9- “Nerede” soru kalıbı bilgisi.</b>					
a) Amaç, programın genel amaçlarıyla tutarlıdır.					
b) Programda olması gereken bir amaçtır.					
c) Gerçekleşebilecek nitelikte bir amaçtır.					
d) Amaç, ilgililer tarafından (tüm öğretmenler ve müfettişler) aynı şekilde anlaşılacak kadar açık bir şekilde ifade edilmiştir.					
e) Amaç, kazanılması istenen davranışı/öğrenme ürününü açıkça belirtmektedir.					
f) Amaç işlevseldir (öğrencinin şuanda ya da gelecekteki yaşantısında kullanabileceği bir davranışı ifade etmektedir.					
g) Amaç, öğrencilerin hazırbulunuşluk düzeyine uygundur (gelişim seviyesine, dünya bilgisine).					
<b>10- Belli başlı sıfatlar bilgisi.</b>					
a) Amaç, programın genel amaçlarıyla tutarlıdır.					
b) Programda olması gereken bir amaçtır.					
c) Gerçekleşebilecek nitelikte bir amaçtır.					
d) Amaç, ilgililer tarafından (tüm öğretmenler ve müfettişler) aynı şekilde anlaşılacak kadar açık bir şekilde ifade edilmiştir.					
e) Amaç, kazanılması istenen davranışı/öğrenme ürününü açıkça belirtmektedir.					
f) Amaç işlevseldir (öğrencinin şuanda ya da gelecekteki yaşantısında kullanabileceği bir davranışı ifade etmektedir.					
g) Amaç, öğrencilerin hazırbulunuşluk düzeyine uygundur (gelişim seviyesine, dünya bilgisine).					
<b>11- Hava durumunu basit cümlelerle anlatabilme</b>					
a) Amaç, programın genel amaçlarıyla tutarlıdır.					
b) Programda olması gereken bir amaçtır.					
c) Gerçekleşebilecek nitelikte bir amaçtır.					
d) Amaç, ilgililer tarafından (tüm öğretmenler ve müfettişler) aynı şekilde anlaşılacak kadar açık bir şekilde ifade edilmiştir.					
e) Amaç, kazanılması istenen davranışı/öğrenme ürününü açıkça belirtmektedir.					
f) Amaç işlevseldir (öğrencinin şuanda ya da gelecekteki yaşantısında kullanabileceği bir davranışı ifade etmektedir.					
g) Amaç, öğrencilerin hazırbulunuşluk düzeyine uygundur (gelişim seviyesine, dünya bilgisine).					

	Kesinlikle katılmıyorum	Katılmıyorum	Kararsızım	Katılıyorum	Kesinlikle katılıyorum
<b>12- Öğrendiği sıfatları kullanarak cümle kurabilme.</b>					
a) Amaç, programın genel amaçlarıyla tutarlıdır.					
b) Programda olması gereken bir amaçtır.					
c) Gerçekleşebilecek nitelikte bir amaçtır.					
d) Amaç, ilgililer tarafından (tüm öğretmenler ve müfettişler) aynı şekilde anlaşılacak kadar açık bir şekilde ifade edilmiştir.					
e) Amaç, kazanılması istenen davranışı/öğrenme ürününü açıkça belirtmektedir.					
f) Amaç işlevseldir (öğrencinin şuanda ya da gelecekteki yaşantısında kullanabileceği bir davranışı ifade etmektedir.					
g) Amaç, öğrencilerin hazırbulunuşluk düzeyine uygundur (gelişim seviyesine, dünya bilgisine).					
<b>13- “Kim”? soru kalıbı bilgisi.</b>					
a) Amaç, programın genel amaçlarıyla tutarlıdır.					
b) Programda olması gereken bir amaçtır.					
c) Gerçekleşebilecek nitelikte bir amaçtır.					
d) Amaç, ilgililer tarafından (tüm öğretmenler ve müfettişler) aynı şekilde anlaşılacak kadar açık bir şekilde ifade edilmiştir.					
e) Amaç, kazanılması istenen davranışı/öğrenme ürününü açıkça belirtmektedir.					
f) Amaç işlevseldir (öğrencinin şuanda ya da gelecekteki yaşantısında kullanabileceği bir davranışı ifade etmektedir.					
g) Amaç, öğrencilerin hazırbulunuşluk düzeyine uygundur (gelişim seviyesine, dünya bilgisine).					
<b>14- “Yapabilme” kalıbını kavrayabilme.</b>					
a) Amaç, programın genel amaçlarıyla tutarlıdır.					
b) Programda olması gereken bir amaçtır.					
c) Gerçekleşebilecek nitelikte bir amaçtır.					
d) Amaç, ilgililer tarafından (tüm öğretmenler ve müfettişler) aynı şekilde anlaşılacak kadar açık bir şekilde ifade edilmiştir.					
e) Amaç, kazanılması istenen davranışı/öğrenme ürününü açıkça belirtmektedir.					
f) Amaç işlevseldir (öğrencinin şuanda ya da gelecekteki yaşantısında kullanabileceği bir davranışı ifade etmektedir.					
g) Amaç, öğrencilerin hazırbulunuşluk düzeyine uygundur (gelişim seviyesine, dünya bilgisine).					

	Kesinlikle katılmıyorum	Katılmıyorum	Kararsızım	Katılıyorum	Kesinlikle katılıyorum
<b><u>15- Belli başlı meslekler bilgisi.</u></b>					
a) Amaç, programın genel amaçlarıyla tutarlıdır.					
b) Programda olması gereken bir amaçtır.					
c) Gerçekleşebilecek nitelikte bir amaçtır.					
d) Amaç, ilgililer tarafından (tüm öğretmenler ve müfettişler) aynı şekilde anlaşılacak kadar açık bir şekilde ifade edilmiştir.					
e) Amaç, kazanılması istenen davranışı/öğrenme ürününü açıkça belirtmektedir.					
f) Amaç işlevseldir (öğrencinin şuanda ya da gelecekteki yaşantısında kullanabileceği bir davranışı ifade etmektedir.					
g) Amaç, öğrencilerin hazırbulunuşluk düzeyine uygundur (gelişim seviyesine, dünya bilgisine).					
<b><u>16- Düzeyine uygun cümleleri kuralına uygun yazabilme.</u></b>					
a) Amaç, programın genel amaçlarıyla tutarlıdır.					
b) Programda olması gereken bir amaçtır.					
c) Gerçekleşebilecek nitelikte bir amaçtır.					
d) Amaç, ilgililer tarafından (tüm öğretmenler ve müfettişler) aynı şekilde anlaşılacak kadar açık bir şekilde ifade edilmiştir.					
e) Amaç, kazanılması istenen davranışı/öğrenme ürününü açıkça belirtmektedir.					
f) Amaç işlevseldir (öğrencinin şuanda ya da gelecekteki yaşantısında kullanabileceği bir davranışı ifade etmektedir.					
g) Amaç, öğrencilerin hazırbulunuşluk düzeyine uygundur (gelişim seviyesine, dünya bilgisine).					
<b><u>17- Geniş zaman gramer yapısının temel özelliklerini kavrayabilme.</u></b>					
a) Amaç, programın genel amaçlarıyla tutarlıdır.					
b) Programda olması gereken bir amaçtır.					
c) Gerçekleşebilecek nitelikte bir amaçtır.					
d) Amaç, ilgililer tarafından (tüm öğretmenler ve müfettişler) aynı şekilde anlaşılacak kadar açık bir şekilde ifade edilmiştir.					
e) Amaç, kazanılması istenen davranışı/öğrenme ürününü açıkça belirtmektedir.					
f) Amaç işlevseldir (öğrencinin şuanda ya da gelecekteki yaşantısında kullanabileceği bir davranışı ifade etmektedir.					
g) Amaç, öğrencilerin hazırbulunuşluk düzeyine uygundur (gelişim seviyesine, dünya bilgisine).					

	Kesinlikle katılmıyorum	Katılmıyorum	Kararsızım	Katılıyorum	Kesinlikle katılıyorum
<b>18- Geniş zaman gramer ile cümle kurabilme.</b>					
a) Amaç, programın genel amaçlarıyla tutarlıdır.					
b) Programda olması gereken bir amaçtır.					
c) Gerçekleşebilecek nitelikte bir amaçtır.					
d) Amaç, ilgililer tarafından (tüm öğretmenler ve müfettişler) aynı şekilde anlaşılacak kadar açık bir şekilde ifade edilmiştir.					
e) Amaç, kazanılması istenen davranışı/öğrenme ürününü açıkça belirtmektedir.					
f) Amaç işlevseldir (öğrencinin şuanda ya da gelecekteki yaşantısında kullanabileceği bir davranışı ifade etmektedir.					
g) Amaç, öğrencilerin hazırbulunuşluk düzeyine uygundur (gelişim seviyesine, dünya bilgisine).					
<b>19- Saat bilgisi</b>					
a) Amaç, programın genel amaçlarıyla tutarlıdır.					
b) Programda olması gereken bir amaçtır.					
c) Gerçekleşebilecek nitelikte bir amaçtır.					
d) Amaç, ilgililer tarafından (tüm öğretmenler ve müfettişler) aynı şekilde anlaşılacak kadar açık bir şekilde ifade edilmiştir.					
e) Amaç, kazanılması istenen davranışı/öğrenme ürününü açıkça belirtmektedir.					
f) Amaç işlevseldir (öğrencinin şuanda ya da gelecekteki yaşantısında kullanabileceği bir davranışı ifade etmektedir.					
g) Amaç, öğrencilerin hazırbulunuşluk düzeyine uygundur (gelişim seviyesine, dünya bilgisine).					
<b>20- Düzeyine uygun cümleler kurabilme.</b>					
a) Amaç, programın genel amaçlarıyla tutarlıdır.					
b) Programda olması gereken bir amaçtır.					
c) Gerçekleşebilecek nitelikte bir amaçtır.					
d) Amaç, ilgililer tarafından (tüm öğretmenler ve müfettişler) aynı şekilde anlaşılacak kadar açık bir şekilde ifade edilmiştir.					
e) Amaç, kazanılması istenen davranışı/öğrenme ürününü açıkça belirtmektedir.					
f) Amaç işlevseldir (öğrencinin şuanda ya da gelecekteki yaşantısında kullanabileceği bir davranışı ifade etmektedir.					
g) Amaç, öğrencilerin hazırbulunuşluk düzeyine uygundur (gelişim seviyesine, dünya bilgisine).					

	Kesinlikle katılmıyorum	Katılmıyorum	Kararsızım	Katılıyorum	Kesinlikle katılıyorum
<b>21- “Şimdiki zaman” gramer yapısını temel özelliklerini kavrayabilme.</b>					
a) Amaç, programın genel amaçlarıyla tutarlıdır.					
b) Programda olması gereken bir amaçtır.					
c) Gerçekleşebilecek nitelikte bir amaçtır.					
d) Amaç, ilgililer tarafından (tüm öğretmenler ve müfettişler) aynı şekilde anlaşılacak kadar açık bir şekilde ifade edilmiştir.					
e) Amaç, kazanılması istenen davranışı/öğrenme ürününü açıkça belirtmektedir.					
f) Amaç işlevseldir (öğrencinin şuanda ya da gelecekteki yaşantısında kullanabileceği bir davranışı ifade etmektedir.					
g) Amaç, öğrencilerin hazırbulunuşluk düzeyine uygundur (gelişim seviyesine, dünya bilgisine).					
<b>22- “Şimdiki zaman” gramer yapısı ile cümle kurabilme.</b>					
a) Amaç, programın genel amaçlarıyla tutarlıdır.					
b) Programda olması gereken bir amaçtır.					
c) Gerçekleşebilecek nitelikte bir amaçtır.					
d) Amaç, ilgililer tarafından (tüm öğretmenler ve müfettişler) aynı şekilde anlaşılacak kadar açık bir şekilde ifade edilmiştir.					
e) Amaç, kazanılması istenen davranışı/öğrenme ürününü açıkça belirtmektedir.					
f) Amaç işlevseldir (öğrencinin şuanda ya da gelecekteki yaşantısında kullanabileceği bir davranışı ifade etmektedir.					
g) Amaç, öğrencilerin hazırbulunuşluk düzeyine uygundur (gelişim seviyesine, dünya bilgisine).					
<b>23- “Nerelisin”? sorusunu sorup cevap verebilme.</b>					
a) Amaç, programın genel amaçlarıyla tutarlıdır.					
b) Programda olması gereken bir amaçtır.					
c) Gerçekleşebilecek nitelikte bir amaçtır.					
d) Amaç, ilgililer tarafından (tüm öğretmenler ve müfettişler) aynı şekilde anlaşılacak kadar açık bir şekilde ifade edilmiştir.					
e) Amaç, kazanılması istenen davranışı/öğrenme ürününü açıkça belirtmektedir.					
f) Amaç işlevseldir (öğrencinin şuanda ya da gelecekteki yaşantısında kullanabileceği bir davranışı ifade etmektedir.					
g) Amaç, öğrencilerin hazırbulunuşluk düzeyine uygundur (gelişim seviyesine, dünya bilgisine).					



	Kesinlikle katılmıyorum	Katılmıyorum	Kararsızım	Katılıyorum	Kesinlikle katılıyorum
<b><u>24- Öğrendiği zaman ve kalıpları diyaloglarda kullanabilme.</u></b>					
a) Amaç, programın genel amaçlarıyla tutarlıdır.					
b) Programda olması gereken bir amaçtır.					
c) Gerçekleşebilecek nitelikte bir amaçtır.					
d) Amaç, ilgililer tarafından (tüm öğretmenler ve müfettişler) aynı şekilde anlaşılacak kadar açık bir şekilde ifade edilmiştir.					
e) Amaç, kazanılması istenen davranışı/öğrenme ürününü açıkça belirtmektedir.					
f) Amaç işlevseldir (öğrencinin şuanda ya da gelecekteki yaşantısında kullanabileceği bir davranışı ifade etmektedir.					
g) Amaç, öğrencilerin hazırbulunuşluk düzeyine uygundur (gelişim seviyesine, dünya bilgisine).					
<b><u>25- İngilizce öğrenmeye istekli oluş.</u></b>					
a) Amaç, programın genel amaçlarıyla tutarlıdır.					
b) Programda olması gereken bir amaçtır.					
c) Gerçekleşebilecek nitelikte bir amaçtır.					
d) Amaç, ilgililer tarafından (tüm öğretmenler ve müfettişler) aynı şekilde anlaşılacak kadar açık bir şekilde ifade edilmiştir.					
e) Amaç, kazanılması istenen davranışı/öğrenme ürününü açıkça belirtmektedir.					
f) Amaç işlevseldir (öğrencinin şuanda ya da gelecekteki yaşantısında kullanabileceği bir davranışı ifade etmektedir.					
g) Amaç, öğrencilerin hazırbulunuşluk düzeyine uygundur (gelişim seviyesine, dünya bilgisine).					
<b><u>26- Onar onar sayabilme (yüze kadar).</u></b>					
a) Amaç, programın genel amaçlarıyla tutarlıdır.					
b) Programda olması gereken bir amaçtır.					
c) Gerçekleşebilecek nitelikte bir amaçtır.					
d) Amaç, ilgililer tarafından (tüm öğretmenler ve müfettişler) aynı şekilde anlaşılacak kadar açık bir şekilde ifade edilmiştir.					
e) Amaç, kazanılması istenen davranışı/öğrenme ürününü açıkça belirtmektedir.					
f) Amaç işlevseldir (öğrencinin şuanda ya da gelecekteki yaşantısında kullanabileceği bir davranışı ifade etmektedir.					
g) Amaç, öğrencilerin hazırbulunuşluk düzeyine uygundur (gelişim seviyesine, dünya bilgisine).					

**APPENDIX C**  
**Interview Questions**  
**(Turkish Version)**

Öğretmenin adı-soyadı:

Çalıştığı okul:

Mezun olduğu okul:

Öğretmenlikteki Hizmet Süresi:

İngilizce Dersine Girdiğiniz Sınıflar:

Görüşme süresi:

Tarih:

1. Kaç yıldır 5. sınıflar İngilizce derslerine giriyorsunuz?
  2. 5. sınıf günlük ders planlarınızı yaparken MEB'in müfredatındaki özel amaçlardan ve ders kitabından ne ölçüde yararlanıyorsunuz?
  3. Ders kitabı olmasa bu amaçları gerçekleştirecek materyalleri ya da etkinlikleri kendiniz hazırlayabilir miydiniz?
- 
1. 'Düzeyine uygun' kelimesi size neyi ifade ediyor? (1. 5.16.20. amaçlar için)
  2. 'Belli başlı' kelimesi size neyi ifade ediyor (10. ve 15. amaçlar için)
  3. Bu amacı kazanmış öğrencilerinizden beklentiniz nedir? Öğrencilerinizin neyi yapıyor olmasını beklersiniz?
  4. Sizce, diğer İngilizce öğretmenleri de bu amaç için sizin beklentinizin aynısını mı taşımaktadır?
  5. 5.Sınıf ortamınızı düşünün. Siz bu amacı sınıfınızda ya da sınıflarınızda gerçekleştirebiliyor musunuz?
  6. (Cevabınız hayır ise) Peki neden gerçekleştiremiyorsunuz?
  7. (Cevabınız evet ise) Öğrencileriniz kolay öğreniyor mu?
  8. (Cevabınız evet ise) Öğrencileriniz öğrendiğini 6. sınıfa aktarıyor mu?
  9. Bu amaç öğrencilerinizin seviyesine uygun mu?
  10. Öğrencileriniz bu amacı sınıfta ya da güncel hayatında kullanıyor mu yada kullanacağını düşünüyor musunuz?
  11. Size göre bu amaç 5. sınıf programında olmalı mı?

## APPENDIX D

### Schools Participated to the Study

1. 1. Hava İkmal İlköğretim Okulu
2. 23 Nisan İlköğretim Okulu
3. 24 Kasım İlköğretim Okulu
4. 30 Ağustos İlköğretim Okulu
5. 75.Yıl İlköğretim Okulu
6. 100.Yıl İlköğretim Okulu
7. Adalet İlköğretim Okulu
8. Adnan Menderes İlköğretim Okulu
9. Ahmet Olcay İlköğretim Okulu
10. Ahmet Sezer İlköğretim Okulu
11. Ali Fuat Cebesoy İlköğretim Okulu
12. Ali Fuat Güven İlköğretim Okulu
13. Ali Rıza İlköğretim Okulu
14. Ata İlköğretim Okulu
15. Atatürk İlköğretim Okulu
16. Avukat Mail Büyükerman İlköğretim Okulu
17. Battalgazi İlköğretim Okulu
18. Cengiz Topel İlköğretim Okulu
19. D.r. Halil Akkurt İlköğretim Okulu
20. Dumlupınar İlköğretim Okulu
21. Emine Cahide Karaali İlköğretim Okulu
22. Erenköy İlköğretim Okulu
23. Ertuğrulgazi İlköğretim Okulu
24. Fatih Sultan Mehmet İlköğretim Okulu
25. Halil Yasin İlköğretim Okulu
26. Havacılar İlköğretim Okulu
27. Hürriyet İlköğretim Okulu
28. İbrahim Karaoğlanoğlu İlköğretim Okulu
29. İkieylül İlköğretim Okulu
30. İlhan Ünügür İlköğretim Okulu
31. İstiklal İlköğretim Okulu
32. Kazım Karabekir İlköğretim Okulu
33. Kılıçarslan İlköğretim Okulu
34. Korg.Lütfü Akdemir İlköğretim Okulu
35. Kurtuluş İlköğretim Okulu
36. Marş.Fevzi Çakmak İlköğretim Okulu
37. Mehmet Akif Ersoy İlköğretim Okulu
38. Mehmet Ali Yasin İlköğretim Okulu
39. Mehmet Gedik İlköğretim Okulu
40. Mehmetçik İlköğretim Okulu
41. Melahat Ünügür İlköğretim Okulu
42. Metin Sönmez İlköğretim Okulu
43. Milli Zafer İlköğretim Okulu
44. Mimar Sinan İlköğretim Okulu
45. Mithatpaşa İlköğretim Okulu
46. Mualla Zeyrek İlköğretim Okulu
47. Murat Atılğan İlköğretim Okulu
48. Namık Kemal İlköğretim Okulu
49. Nasrettin Hoca İlköğretim Okulu
50. Org.Halil Sözer İlköğretim Okulu
51. Porsuk İlköğretim Okulu
52. Suzan Gürcanlı İlköğretim Okulu
53. Şehit Ali Gaffar Okkan İlköğretim Okulu
54. Şeker İlköğretim Okulu
55. TEI Alparslan İlköğretim Okulu
56. Tunalı İlköğretim Okulu
57. Ülkü İlköğretim Okulu
58. Vali Bahaettin Güney İlköğretim Okulu
59. Vali Münür Raif İlköğretim Okulu
60. Yavuz Selim İlköğretim Okulu
61. Yenikent İlköğretim Okulu
62. Ziya Gökalp İlköğretim Okulu

**APPENDIX E****Schools Participated to the Pilot Study**

1. amlıca Ticaret Odası İlköğretim Okulu
2. Fahri Günay İlköğretim Okulu
3. İsmet Paşa İlköğretim Okulu
4. Sami Sipahi İlköğretim Okulu
5. Pilot Binbaşı Ali Tekin İlköğretim Okulu



## APPENDIX G

### Determining Structural and Performance Objectives

Sayın meslektaşım, aşağıdaki 5. Sınıf İngilizce Ders Programına ait özel amaçları performans ve structure olarak değerlendirmeniz beklenmektedir. Değerlendirmelerinizi ilgili alana (x) işareti koyarak belirleyiniz.

	Structure	Performance
1. Düzeyine uygun cümlelerde geçen kavramların anlam bilgisi		
2. Çevresindeki insanlarla İngilizce olarak selamlaşabilme.		
3. Ad-soyad ve yaş soran soru cümleleri kurup cevap verebilme		
4. Emir cümlelerini uygulayabilme.		
5. Düzeyine uygun soru cümlelerine cevap verebilme.		
6. “Vardır” kalıbını kavrayabilme.		
7. Tekil ve çoğul kelimelerle cümle kurabilme		
8. Ayların isimleri bilgisi		
9. “Nerede” soru kalıbı bilgisi.		
10. Belli başlı sıfatlar bilgisi.		
11. Hava durumunu basit cümlelerle anlatabilme		
12. Öğrendiği sıfatları kullanarak cümle kurabilme.		
13. “Kim”? soru kalıbı bilgisi.		
14. “Yapabilme” kalıbını kavrayabilme.		
15. Belli başlı meslekler bilgisi.		
16. Düzeyine uygun cümleleri kuralına uygun yazabilme.		
17. Geniş zaman gramer yapısının temel özelliklerini kavrayabilme.		
18. Geniş zaman gramer ile cümle kurabilme.		
19. Saat bilgisi		
20. Düzeyine uygun cümleler kurabilme.		
21. “Şimdiki zaman” gramer yapısını temel özelliklerini kavrayabilme.		
22. “Şimdiki zaman” gramer yapısı ile cümle kurabilme.		
23. “Nerelisin”? sorusunu sorup cevap verebilme.		
24. Öğrendiği zaman ve kalıpları diyaloglarda kullanabilme.		
25. Onar onar sayabilme (yüze kadar).		