THE REPUBLIC OF TURKEY
MUĞLA SITKI KOÇMAN UNIVERSITY
GRADUATE SCHOOL OF EDUCATIONAL SCIENCES
DEPARTMENT OF FOREIGN LANGUAGE EDUCATION
ENGLISH LANGUAGE EDUCATION PROGRAM

THE VIEWS OF EFL TEACHERS ON THE 5TH GRADE INTENSIVE ENGLISH TEACHING PROGRAM

DİDEM ERKAN

MASTER'S THESIS

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Adayın kişisel çalışmaya dayanan tezini savunmasından sonra 60 dakikalık süre içinde gerek tez konusu, gerekse tezin dayanağı olan anabilim dallarından sorulan sorulara verdiği cevaplar değerlendirilerek tezin **kabul** edildiğine oybirliği ile karar verilmiştir.

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- Tez içinde sunulan veriler, bilgiler ve dokümanların akademik ve etik kurallar çerçevesinde elde edildiğini,
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ÖZET

5.SINIF YABANCI DİL AĞIRLIKLI İNGİLİZCE ÖĞRETİM PROGRAMI HAKKINDA İNGİLİZCE ÖĞRETMENLERİNİN GÖRÜŞLERİ

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Bu çalışma, 2017 yılında uygulanmaya başlayan 5. sınıf yabancı dil ağırlıklı İngilizce öğretim programının işleyişine, uygulanabilirliğine, ulaşabildiği öğrenme çıktılarına, zayıf ve güçlü yönlerine dair İngilizce öğretmenlerinin görüşlerini ortaya çıkarmayı hedeflemiştir.

Çalışma 2019-2020 eğitim-öğretim yılının bahar döneminde Denizli il merkezi ve ilçelerinde bakanlık tarafından belirlenen (23) pilot okullardaki İngilizce öğretmenlerinin katılımıyla tamamlanmıştır. Çalışmanın verilerine 29 İngilizce öğretmeniyle yapılan görüşmeler sonucunda ulaşılmıştır.

Çalışmaya dair veriler nitel araştırma yöntemi kullanılarak toplanmıştır. Bu yöntem doğrultusunda, 7 sorudan oluşan bir yarı-yapılandırılmış görüşme formu kullanılmıştır. Toplanan nitel veri kod ve temaları kapsayan içerik çözümleme yoluyla analiz edilmiştir.

Çalışmanın sonucuna göre, programın en güçlü yönü çocuğun erken yaşta yabancı dile uzun süre maruz kalmasıdır. Ayrıca, erken yaşta öğrenmeyi olumsuz etkileyen duygusal filtrelerin az olması dil öğrenimini kolaylaştırmıştır.15 saatlik İngilizce dersi sayesinde iletişim temelli etkinlerin arttığı, beceri temelli öğrenmenin ön plana çıktığı, şarkı ve oyun gibi etkinliklerin artmasıyla öğrenci temelli eğitimin de benimsendiği gözlenmiştir. Bunun yanı sıra, dil öğrenmeye yatkın ve motivasyonu yüksek öğrenciler için programın büyük avantaj sağladığı sonucuna ulaşılmıştır. Ancak, çalışmayla olumlu süreçleri gölgeleyen birtakım problemler de tespit edilmiştir. Bunların başında öğretmenlerin hizmet-içi kurs ve seminer eksikliği yer almaktadır. Programla ve işlenişi ile ilgili öğretmenlere herhangi bir eğitim verilmemiş, rehberlik edilmemiştir. Diğer önem teşkil eden problem ise kitap ve materyal konusunda birlik olmaması, her okulun kendi sistemini kurmuş olmasıdır. Ayrıca,5.sınıf yabancı dil ağırlıklı İngilizce öğretim programının sürdürülebilir olmaması ve ilerleyen yıllarda sınav odaklı yaklaşımların artması İngilizce öğretimde kopukluk oluşturmaktadır.

Sonuç olarak, programın erken yaş dil öğretimine büyük katkı sağladığı ancak uygulamadaki eksiklikler sebebiyle sonuçların istenilen düzeyde olmadığı saptanmıştır.

Anahtar kelimeler: İngilizce öğretim programı, erken yaşta dil öğretimi, program değerlendirme

ABSTRACT

THE VIEWS OF EFL TEACHERS ON THE 5TH GRADE INTENSIVE ENGLISH TEACHING PROGRAM

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This study aims to reveal the views of English language teachers about the implementation, applicability, the reached learning outcomes, the weak and strong points of the 5th grade intensive English language teaching program which was introduced in 2017.

The research was completed during the spring term of 2019-2020 educational year in the schools (23) which were piloted by the ministry in Denizli city center and its towns with the participation of English language teachers. The data were collected through the interviews that were conducted with 29 English language teachers.

The data about the study were collected by using qualitative research design. Under this research design, a semi-structured interview form consisting of 7 questions was used. The data collected were analyzed with the help of content analysis techniques including codes and themes.

The views of the teachers point out that the strongest aspect of the program is that the children are exposed to foreign language at young ages for long hours. Moreover, the low affective filters at younger ages facilitated the language learning.

With the contribution of 15-hour English classes, the increase of communicative based activities, the adoption of skill-based learning and the student centered education with songs and games were observed. Besides, it was concluded that this intensive program provided a great opportunity for the students who are motivated and talented for language learning. Despite the positive aspects, some problems and challenges overshadowing the success of the program were detected. One of them was listed as the lack of the in-service training courses and seminars. It was often stated that the teachers did not take any kind of informative and supportive seminars and were not trained about the program and its application neither at the beginning nor during the implementation.

Another crucial issue was the lack of the unity in books and materials as every school runs their own system. In addition, the unsustainability of the 5th grade intensive English language teaching program and the increase of the exam-based approaches in the following years created a disconnection in the secondary English language education.

Finally, in spite of the great contribution to the young learners' education, the intended outcomes were not reached at the desired level due to the deficiencies in the implementation.

Key words: English language teaching program, young learner education, program evaluation

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LIST OF ABBREVIATIONS

CEFR: Common European Framework of Reference

EFL: English as a Foreign Language

ELTP: English Language Teaching Program

IELTP: Intensive English Langauge Teaching Program

MoNE: Ministry of National Education

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CHAPTER I

INTRODUCTION

This chapter presents an overall background information of the study about teaching English to young learners; policies, reforms, curricula and evaluation studies on young learner education. It gives details about the purpose, the research questions, the assumptions and the limitations, the significance of study; moreover, necessary abbreviations and important definitions are remarked.

1.1. Background Information of the Study

In today's world, being able to speak one or more languages is seen as a necessity for many different reasons such as communication, economic prosperity, education, social mobility etc. Resulting from these various motivations and addressing to probable aims, people have recently been getting more interested in learning a language. Zarifi (2015) pointed out that English is just the unquestionable bridge language and the access to the expected different worlds even though there has been much effort to spread the variety of spoken languages.

While learning English has already been so important for long years, learning English at younger levels caught great attention with the motto of 'the younger the better'. As Gürsoy and Eken (2018) stated, the starting age for language learning and exposure to the language may be one of the determining factors for a successful language acquisition. Across the world, there has a popular trend for learning a foreign language

much earlier. According to the project Early Language Learning in Europe, the implications, policies and programs of education has been shaped by the needs of society for a language learning at a younger age and governments have been taking steps for designing teaching programs and curriculum by taking such demands into consideration (Evener, 2011). Not only in Europe but also in Northern and Asian countries innovations in primary language education have been set up with the thought that the nations will be involved in great achievements universally with the children full of successful language education.

Turkey has also been dealing with primary language curriculum and teaching programs and The Turkish Ministry of National Education (MoNE) has published new programs and revised the existing ones so far.

All these innovations and reforms make the program evaluations essential. To see what strengths and weaknesses we have encountered so far; especially, what should be known is to learn what the language teachers are experiencing in the classes, how they include the new improvements into their class atmosphere, how effectively they can use the materials sent by MoNE, how much they are aware of the techniques and methods to teach for long hours in primary level or if they are really aware of what the outcomes are.

To achieve a successful language teaching at younger levels, effective curricula and teaching programs are needed. The importance of the curricula and teaching programs cannot be denied as they are the devices making the goals and plans to be performed in an effective and organized way (Topkaya and Küçük, 2010).

Across the world, governments, policy makers, stakeholders and program developers have been in process to make changes in the language teaching programs in primary level to catch the global trends. Fitzpatrick, Sanders and Worthen (2017) stated that policy makers should be aware of the crucial effect of conducting budget, limited sources and program components reasonably to experience the workability of the program.

According to Owen (2006), there are some basic questions to be answered to measure the capability of the programs: What strengths and weakness have been faced? Which parts are falling short? What is needed for better implementations? Giving answer to these questions is the biggest duty of program evaluation.

A language teaching program is the basement of all learning outcomes; if inconsistencies between its basic parts about its application occur, the desired learning outputs cannot be mentioned. During the process, the missing and weak points need to be developed and moreover; so many advantages are provided with the inclusion of fresh innovations or the extraction of useless contents (Erarslan, 2018).

The curricula and teaching programs play critical role in language teaching; for this reason, the evaluation of the program in terms of its content, aims, methods, techniques and measurement types contributes to the progress of the education system with the help of teachers' views as the first hand users of the program.

1.2. Purpose of the Study

Turkish education has experienced radical changes in English language teaching programs (ELTPS) with the changing needs of the world. These reforms have brought us the necessity of evaluation of the teaching programs; because the evaluation helps us to understand what is strong to take advantage of it and what is weak to find ways to improve it for the sake of development of language education for all members. For this reason, this study aims to evaluate the 5th grade Intensive English Teaching Program which has been used since September, 2017 in pilot schools addressed by the ministry of education from perspectives of language teachers in the secondary state schools in a Turkish context who are implementing it at first hand.

This study will question the 5th grade Intensive English Teaching Program to find out the effectiveness of the program with the help of the opinions of teachers to contribute to foreign language education teaching program especially at younger ages.

Changing the world brings needs and requires innovations and the governments try to carry out these demands. Language policies are one of these needs that are always changing and make the reforms necessary. The curricula and teaching programs play critical role in language teaching; for this reason, the evaluation of the program in terms of its content, aims, methods, techniques and assessment types contributes to the progress of the education system. To see the outcomes of the 5th grade intensive English teaching program from the eyes of language teachers;

The questions given below will be addressed:

1. What are the views of the teachers on the of the 5th grade intensive English TP;

a) about the implementation of the program,

b) about the strengths and weaknesses of the program,

c) about the attainability of the outcomes of the program,

d) suggestions about better implementations?

1.3. Significance of the study

Teaching programs are not fixed and constant; on the contrary, they are obliged to change with the needs of the society and modern world. Moreover, they need to be evaluated from the point of view of their efficiency, powerful points and shortcomings so that the stakeholders can contribute to its quality by mending the weak parts and restoring the effective parts with the help of opinions of the program users (Erarslan, 2016).

We can answer the question 'Why should we evaluate the teaching programs?' in different aspects. When we exemplify these aspects, it can also be mentioned that importance of the feedback that we get from the teachers are very crucial.

Besides all these, it can be added that the improvement of the programs can exist with the arrangements implemented after evaluation. With the help of all these evaluation studies, the program makers can form a real scheme about language learning education in primary level that is crucial for the language acquisition rather than language learning.

This study will be one of the first few studies focusing on the evaluation of the 5th Grade Intensive ELTP that has been in use since September in 2017 and that has been introduced by Turkish Ministry of National Education (MoNE) aiming that the younger the students are exposed to the language the better they will be in production.

The 5th grade ıntensive ELTP is one of the scarcest language programs during which the young children can take English courses till 15 hours. This program is kind of benchmark for language education in Turkey and to search its effectiveness is

important as the program itself. And so this study will contribute to its development, efficiency and implementation.

1.4. Assumptions of the Study

In this study, there are some assumptions in respect to the participants, the data collection tool and the researcher.

First of all, participants who took part in the research are assumed to express their opinions in an objective way during the interview; also they are assumed to be free from bias and not to have any prejudices against the research. After taking their consent, it is assumed that they answered the questions and gave details about the implementation of the program willingly.

Secondly, the open ended questionnaire (as the data collection tool) used to get views of teachers is assumed to reliable and valid to reveal comprehensive information about all the components of the program.

All in all, the researcher herself doesn't have any bias, she pursued ethical rules and behaved objectively during the whole process (designing, developing the instrument, collecting and analyzing the data). The study is expected to give significant suggestions about the 5th grade Intensive English Teaching Program and to contribute to the field.

1.5. Limitations of the Study

The 5th grade intensive English program has been used in pilot schools addressed by ministry of education since 2017. For this study, the schools were visited and the teachers were interviewed in 2019-2020 academic year spring term in Denizli province. As seen, the sample and collected data are limited with the pilot schools that have been using the 5th grade intensive English program in Denizli, the results cannot be generalized.

Moreover, this program is quite new and the teachers may not have enough time and competencies to get ideas about the functions of the program; so it may be needed to

be applied for longer hours to be evaluated properly.

Every year the level of the students, the teacher competences and class size can differ, so the results of the study are limited to 2019-2020 teaching year spring term and may not be generalized.

1.6. Definitions

Intensive English Teaching Program: It is organized set of planned educational activities to teach English in the classes where lesson hours can go till 15 in a week. (www.oise.com/intensive-english-program)

CHAPTER 2

THEORETICAL FRAMEWORK AND RELATED RESEARCH

This chapter gives details about the basic components of curriculum, types of syllabus, teaching program and innovations about teaching programs both in Turkey and abroad. Following teaching program innovations, the program evaluation methods and approaches are explained. After theoretical review, a wide literature review of studies about program evaluation conducted abroad and in Turkey is presented.

2.1. Curriculum

It is seen that there have many definitions about what curriculum is; what it consists of; what it should include or not; what basic components are highlighted in a curriculum; when a detailed literature review has been completed and as complex issue it is not easy to define it; there will be some definitions and designs about curriculum below to be able to conceive it properly.

Ornstein and Hunkins (2009) point out that a curriculum with its main elements (objectives, content, learning experiences and evaluation) includes the learning philosophies about how a language, subject or information should be taught and moreover it highlights what should be taught. And they figure out the origins -political and philosophical opinions of society and people- laying the foundations of a curriculum.

Portelli (1987 cited in Mitchell, 2016) argues the term of curriculum in three basic categories; first of these is content (related to lessons, subjects, issues), as a second phase he mentions experiences (related to learning process, classroom atmosphere, student centered teaching) and the last one is plan (includes techniques, approaches,

methods).

According to the summary pointed out by Örmeci (2009), curriculum has four subtitles such as emphasizing a planned information, dealing with a procedure, including learning processes and acquiring an output. No matter how curriculum is defined, what is expected from it to cover all educational components such as learning process, materials, content, products and evaluation.

Erarslan (2016) revealed that curriculum is the connection between theory and practice; he reckons that the curriculum is such kind of implementation of language policies in learning atmosphere. He asserts that the classroom implementation is the core of experienced curriculum since all abstract points turn into reality while teaching.

The norms defined globally and locally determine how to implement effective learning and teaching and these are the foundations for a curriculum. Curriculum is not only a to-do list or a list of laws but also it a diagram or plan to acquire the expected achievement in student progress by using effective learning and assessment methods (Wiggins and McTighe, 2006).

Dündar and Merç (2017) underline the fact that curriculum covers techniques, syllabi, activities, learning ways, approaches and it is decision taken universally following a baseline philosophy ignoring the conducted approaches.

Curriculum suggests what is worth teaching, what the expected results can be, what the product will be by drawing a frame. They also cleared out the different curriculum types such as explicit, implicit, hidden, and experienced.

Richards (2013) summarizes the elements of curriculum by starting with the content defining it 'input'. He clarifies the input as the data that will be taught in the class atmosphere. The teachable information must be in an order and sequence. And this sequence is related to the 'syllabus'. Syllabus symbolizes what vocabulary, grammar, structure, form, function will be given. The next step is 'process' during which methods, teaching activities, types of activities are determined. This phase is crucial as teaching and learning philosophy, teaching materials are chosen. And the last term is 'output' which can be defined as the proficiency results.

At the end of the learning process, the learners reach to a point where they get the outcomes of the curriculum. Below the elements of a curriculum is given in a table.

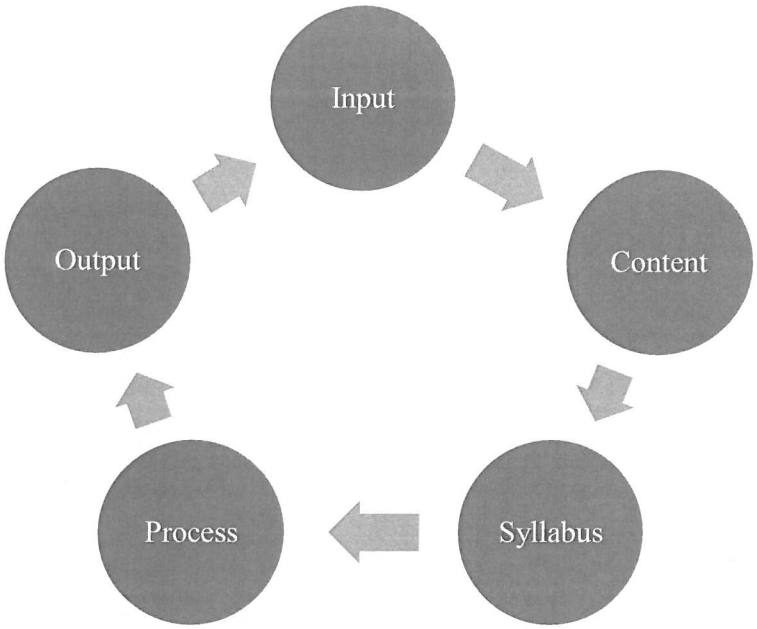

Figure 1. Dimensions of Curriculum by Richards 2013

In language teaching, one of the notable topics taking attention is curriculum design and its evaluation. To teach a language is not only to present a list of vocabulary and grammar points, but also to create an effective curriculum basing on needs of the society and individuals; including attainable goals and objectives; presenting a syllabus (content) congruent with the needs; comprising the class activities, classroom and material design, learning strategies, methods-techniques, and evaluation-assessment tools both for classroom process and for mending the weak parts –fostering the strong parts of the curriculum itself.

2.2. Syllabus

In similar way to the definitions of curriculum, there are some different expressions about syllabus. Basically, syllabus displays what will be given as a content. Nunan (1988) points out that syllabus is a mechanism fostering learning within a scheme all class activities are conducted; also adds that teaching language is not an issue that can be handled easily, so choice of objectives and related material are all in the concept of syllabus design.

According to Ur (1996), a syllabus is a script including a list that gives details about the content and tasks of the course. She suggests a table revealing the basic characteristics of a syllabus. She advocates that a syllabus is comprehensive for both content and process; organized (starting from the easiest); explicit; official; planned in a schedule; indicative for used methods and teaching materials.

Erarslan (2016) mentions that different content, learning philosophy, approaches call for different syllabi. Various learning atmospheres and different needs require more than one type of syllabuses. Although there are categories about types of syllabuses, there are main distinct categories given as product-oriented and process-oriented syllabuses.

2.2.1. Product-oriented Syllabus

Product oriented syllabus focuses on the result of education process, mostly deals with the outcomes. There are three sub categories under the title of product-oriented syllabus.

Structural (formal) Syllabus: It is based on the criteria as synthetic stated by Nunan (1988) underlining the fact that language learning is restricted with formulas, rules, forms, vocabulary, structures.

Situational Syllabus: This kind of syllabus offers list of situations instead of grammar lists like at a café, at the train station, at the airport. While the grammar may not be visible at first sight, in fact it is founded on structures, the language used in the situation. It doesn't give the message of communication.

Notional / Functional Syllabus: With aim to turning the form to function, notional syllabus offers both language and its usage under some basic titles like greeting, suggesting, accepting or place, time, quantity.

2.2.2. Process-oriented Syllabus

On the contrary to product oriented syllabus, process oriented syllabus is designed to meet the individuals' communication needs. What is underlined is that the language is

a device to communication, it is not the aim. There are three sub categories for process oriented syllabus.

Task-based Syllabus: Örmeci (2009) summarizes that task based syllabus is based on Krashen's acquisition theory suggesting meaningful experience with the real life tasks suitable for the students' levels to complete a communicative process. The aim is not to transfer the rules; instead to understand and to be understood. According to this syllabus type, learning is experience with the usage of language.

Content-based Syllabus: While task based learning is related to communication, content based learning is circled around the information that is aimed to be learnt (Şanal, 2016).

Skill-based Syllabus: To foster learning rather than as a whole unit this syllabus offers language skills to be divided into main parts. Robinson (2009) advocates the idea that exposure to L2 with divided skills and tasks makes acquisition easier. Syllabus types can be seen as a whole in the diagram given below:

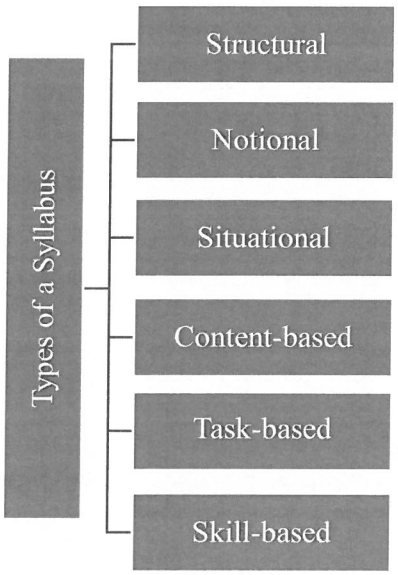

Figure 2: Types of a Syllabus (Reilley, 1988)

2.3. Teaching Program

As a core in the curriculum, program can be defined in various ways; but basically it

is an arranged list consisting of activities with aim of reaching a linguistic output (Lynch, 1996). A program includes two main elements such as recorded form and an implementation following the rules given in the form (Owen, 2006). In a similar way, a language teaching program is a document including language courses and their method-techniques to reach a goal like exams, daily life language (Topkaya and Küçük, 2010).

Erarslan and Topkaya (2019) figure out the definition and borders of teaching program by indicating its content, objectives, teaching methods, evaluation scope. Teaching programs are key elements of education since it paves a way for learning process and they are in the middle of the circle made up of syllabus and curriculum.

Within a teaching program there are some main component answering such questions

'What is the reason to teach? What do we teach? How do we conduct teaching? How do we carry out implementation? How do we evaluate? As answers to these questions, a teaching program has four components objectives, content, learning process and evaluation (Çankaya, 2015).

A teaching program should bear the traits of learning philosophy, needs of the society, effective linguistic content forming the curriculum; and it should be valid and efficient to reach the aims. The relationship between three crucial terms is given below:

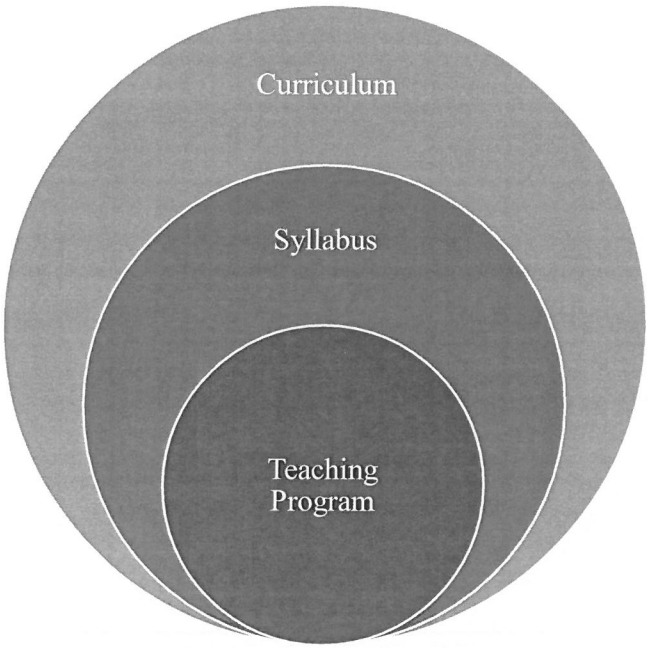

Figure 3: The Relationship between Curriculum, Syllabus and Teaching Program(Erarslan,2016).

2.4. English Language Teaching Program

English language teaching programs bring the blueprints of language such as forms, functions, themes and competences with the aim of teaching a foreign language; it mostly consists of objectives, content, methodology and evaluation steps (Topkaya and Küçük, 2010). To catch the needs of the changing world and to get a functional education programs, revisions and innovations are needed for the content and methodology (MoNE, 2017). With the rising attention for young learner education and the theories insisting on learning a foreign language before puberty, the innovations and changes conducted on ELTPs have been inclined to the primary level language programs both in Turkey and abroad.

Common European Framework of Reference (CEFR) advocates that language learning is an ongoing process through the life and the children meeting English at earlier stages have tendency to get more positive attitude to learn a foreign language. From this perspective, the studies on conducted on program innovations focus on primary level to a large extent.

2.4.1. Innovations on ELTP Abroad

Kennedy (1996) underlined the fact that innovations, changes are needed to maintain an effective education system. A large amount of money is devoted to the education as it is seen that an educated person can cope with the challenges of the evolving world.

Across the world, teaching English to younger children has gained great importance and English has been accepted as a compulsory lesson in the primary level curricula in many countries with the effect of global events and the need for English resulting from the neo-liberalist economy. The demand for communicative skills made different implementations obligatory. Each country has reacted in various ways for this need. Poland and Croatia lowered the age for learning English to grade 1; Japan employs native speakers; Korea and Taiwan have been training their teachers with

supplementary intensive courses and China has accepted official start age for English at 3rd grade (Enever, Moon and Raman, 2009).

In the past years, Enever (2011) pointed out that about 27 countries that are members of European Union lowered the starting age for learning a foreign language and in some countries policies have been conducted about compulsory grade for starting learning a foreign language.

In Asian context, some countries like Korea, Malaysia have been adapting their curricula and teaching programs according to the needs of the modern world. In Malaysia where English is second language with the effect of British rule, the government has been redesigning the curriculum. In the earlier years, the teaching philosophy was mostly GTM (Grammar Translation Method) like many other countries; however, the focus on teaching method, design of the syllabi and teaching programs have been rearranged in the perspective of communicative competence (Selvaraj, 2010).

As an another example for Asian context, Korea, where English is taught as a foreign language, has been developing its curriculum and altering its past techniques about teaching language from structure- based approach to experience-based ones with the idea that language is for communication. Min (2007) reviewed the language education in Korea; he expressed the gap between policy and practice and the innovations to balance these inequalities.

2.4.2. Innovations on ELTP in Turkey

Language education in Turkey had distinct periods differing according to the economic, political conditions of the country; Ottoman period had its own features; during Tanzimat Period, education paved various ways; and the proclamation of republic brought new processes. Turkey with its statue, need for improvement, intention for EU membership and attempts to attain a communicative society has been striving to adopt and change some policies on foreign language education through the history (Sarıçoban, 2012). Teaching English in Turkey can be traced to the period of Tanzimat with some movements of westernization (Kırkgöz, 2007; Seçkin, 2010). Until that time, learning a foreign language was based on mainly two languages French and Arabic. With some economic and political reasons French besides German had a

great popularity in the schools (Keklik, 2019). Ottoman Empire had three different schools such as primary schools, madrasahs and special schools. The students in all these schools were educated in Arabic language; however, the special schools provide French education in addition to Arabic (Harman, 1999).

Sarıçoban (2012) reviewed the history of learning foreign language in Turkey and he outlined that Tanzimat Period is a duration when foreign language education gained a different perspective. At this period, Galatasaray High School which was the first state school to use French its education language was founded in 1868.In later years, education system witnessed the marks of the west flow; especially that the first institution –Robert College- who was using English for communication was founded was one of these prominent examples.

Kırkgöz (2007) gave a detailed description of the period which lasted until 1997; Turkey had five-year primary schools, three-year secondary schools and three-year high schools, the pioneer schools in teaching English were Anatolian high schools with one-year prep classes and the language used in other lessons was mainly English. These schools provided the students high proficiency level of English by the means of the materials and intensive courses. The 1980s were the uprising of English as a foreign language since it was stated that there about 193 secondary schools which provide English education between 1987-1988 years. In the early years of republic, Unification of Education law was introduced; in addition to unity of the courses, the intensity of foreign language classes was increased. Instead of Arabic and Persian languages, western languages were added to the curriculum. In some big cities private schools with intensive English education were opened (Seçkin, 2010). In addition to reforms implemented in primary and secondary level, there were some improvements in universities as an example Middle Eastern Technical University was the first state university using English in all classes as a communication tool. With uprising need for English, private universities were founded; Bilkent was the first one to provide English medium education (Kırkgöz, 2007).

1997 English Language Teaching Program: In Tanzimat and Republic periods, Turkey made drastic changes and put effective steps to improve the language education across the country; however, the education program introduced in 1997 was a milestone with its many innovative implications. Basically, this program was based on the philosophies of constructivism and communicative; it was aimed that the students

could reach at a point where they could read, write and speak in the target language. Moreover, an individual was expected to pursue the developments around the world with the help of English. It is advocated that an individual learning a language younger can use the language more efficiently; the language can be turned from learning to acquisition (Büyükduman, 2001). There are some reasons behind this program as a nation to improve English level; thus people could compete with the other nations (especially European countries) and maintain the relation between countries (İnceçay, 2012). With this program, compulsory primary education was extended from 5 to 8 years; as a foreign language policy, English was introduced to 4th and 5th grades for 2 hours in week and ıt was accepted as 4 hours for 6th, 7th and 8th grades. The age for learning a foreign language was lowered from 11 to 9. The ministry of national education specified the objectives of this language program as given below:

-To promote learners' comprehension on a foreign language

-To make the students gain a positive attitude to learning language

-To foster the interest and eagerness in learning English

-To establish a meaningful activity

-To form an enjoyable atmosphere in learning contexts (Sarıçoban, 2012).

Supposing that foreign language education should bear communicative learning features like student centered classes and teachers as facilitator; also, students can transfer their learning into daily life in a communicative way and main objective should be about communicative competence rather than linguistic, language should be only a device to make the communication easier instead of an aim (İnce, 2018; Keklik, 2019; Kırkgöz, 2009).This reform affected the curricula and syllabi of the higher education programs; the methodology courses were designed in English language departments; a new course with name of Teaching English to Young Learners was added to the curriculum; the importance of teacher training courses was underlined; also the under graduate students were provided to observe and experience the real classes in primary level with the course School Experience (Çankaya, 2015; Sarıçoban, 2012).

Until 1997 ELTP, the contents of the books were designed as syllabus and the necessary elements of a language program weren't represented in a comprehensive

way; from this perspective all objectives, expectations were introduced with an organized plan in the program; however, its design was formed under the light of communicative approach, it was a good representative for behaviorism suggesting habit formation with mechanic drills, question-answer activities, structured based unit plan, memorization (Erarslan, 2016).

Topkaya and Küçük (2010) highlighted the view that 1997 ELTP continued to use similar ways in language education following the facts of behavioristic approach though it was emphasized that the program was framed according to the rules communicative approach. And the communicative oriented curriculum was placed in Turkish system with the similar techniques of previous habit formation approaches.

Çelik (2009) expressed that the main objective was to raise awareness for language learning by combining information with experience in a constructivist way with a well-designed teaching program; however, related literature studies presented a wide gap between theory and practice. Until 2006, MoNE applied 1997 ELTP in the schools; but the studies evaluating this program showed that it has some deficiencies (intensity of the curriculum, the lack of communicative approach in the textbooks, insufficient class hours, crowded classes, lack of materials) to be improved while it had positive aspects like learning English younger; moreover, the report published by Education Research Development Unit of MoNE illustrated the curriculum to be renewed (Örmeci, 2009).

1997 ELTP was a milestone considering the age factor, cognitive development of the young learners. Kırkgöz (2009) affirmed the inconsistency between ideal policy aims and the reality in the classrooms. Arslan (2012) revealed that implementation of foreign language was always in the line of criticism in spite of the attempts to innovate the conditions in Turkish state schools; furthermore, the curriculum was re-designed and innovated on the basis of the rules of CEFR by offering new methods for English teachers about teaching to young learners.

2006 English Language Teaching Program: Similar to Turkey's steps for EU membership, innovations were conducted on language policy too. As a revision for 1997 ELTP, with this program-2006 ELTP- blending different syllabi (structural, notional, theme-based, situational), it was aimed to create an eclectic learning model to foster learning competence of the students instead focusing on only one type of

syllabus(structural) adopted in 1997 ELTP (Arslan,2012). This program allowed 2 hours of elective English in addition to 2 hours of compulsory English at 4th and 5th grades.

Kırkgöz, Çelik and Arıkan (2016) spelled out the changes and revision of 1997 ELTP by highlighting the basic features of constructivism, multiple intelligence theory, cognitive learning, task based learning and referring to reach the teaching conditions of European Union. 2006 ELTP offers constructivism for learning process rather than behaviorism adopted in previous teaching programs. As this theory supports, learning comes out of interaction between the key elements teacher, student, task and context. William and Burden (1997) illustrated that language learning cannot be isolated from this dynamic essence of interplays. The students construct their own learning with previous experience and form a meaningful interpretation.

Tasks and contexts provided by the teachers as facilitator advance learners' bridge between known and unknown. Language doesn't bear meaning in isolation instead it should be given in a setting where the student can build the personal learning. As being complicated, bearing personal traits, creating own understanding, including various forms, interacting within the context, learning is basically based on meaning.

Örmeci (2009) explains what the general characteristics of 2006 ELTP are:

1. One of the main objectives of the program is to facilitate communicative ability of the students in an authentic context; thus; to be able to raise individuals who can compete in different fields (science, economy, social studies etc.) across the world.

2. The program marks the importance of contextual language combining interpretation, expression and negotiation meaning.

3. The students are to gain awareness for both their own culture and other nations' cultures; especially, they are to be conscious of the international languages, firstly, English.

4. Process-oriented syllabus is emphasized in the curriculum; as for the assessment procedure, it is consistent with European Language Portfolio suggesting process evaluation techniques such as classroom, portfolio assessment.

5. In the program, it is underlined that authentic material, visual aids, supplementary material must be integrated into the class atmosphere.

In theory, the new program is supposed to facilitate the conditions, but related studies conducted on 2006 ELTP suggest that lack of qualified teachers, low students' performance, physical circumstances prevent the program to meet the expectations. Unfortunately, practice doesn't match the theories written in the documents.

2013 English Language Teaching Program: Turkish educational system was innovated and instead of 8+4 system, it was transferred to 4+4+4 system (compulsory education including primary, secondary and high school). The age both for starting school and learning a foreign language was lowered; respectively, to 5, 5 years and to 7 years. Based on the younger the better philosophy the students were to learn English at the 2nd grade (İyitoğlu and Alcı, 2015). Gürsoy and Eken (2018) revealed that the regulation is designed in the perspective of young learners' needs; it also reflects the importance of communicative competence. Listening and speaking are the basic skills; the other two skills reading and writing are expected to start at the 3rd grade in a limited way.

In the program, what is aimed is that the children can learn to use language in a fun context enriched with visual, auditory and kinesthetic materials and game based activities. Into the content of the course books, visual dictionary, songs, tales, cartoon characters, storytelling, games, cut-paste activities and puzzles are added. Rather than focusing only on approach, eclectic style is adopted allowing the students to improve their creativeness in addition to development of their productive skills (Bulut and Atabey, 2016). The program is process oriented targeting self and peer evaluation with portfolio assessment rather than product oriented processes to help the students manage their learning and be autonomous by underlining the cultural and intercultural facts. The themes covered in the program are related to the daily and motivating for the students. To strengthen the learning, the previous units are repeated in the following chapters. The new curriculum is dynamic in that the students consider English as way to reach daily life communication being part of European citizenship (Kırkgöz et al., 2016).

2nd grade English teaching program started in 2013-2014 education year is based on the rules and disciplines of CEFR (Common European Framework of Reference). With this program it is aimed that the students can be exposed to language longer starting from the earlier ages (Süer, 2014). CEFR accepts language as a tool easing communication in a real atmosphere instead of getting proficiency in the language

structure. One of the statements emphasized by CEFR is to make the students eager for learning a foreign language, gain them positive attitude toward the language. The outside tasks are also important in terms of helping children be autonomous learner (MoNE, 2017). Task based learning is the one of the most underlined technique in the program and task is defined as an individual activity including abilities or skills to reach an aim. Tasks vary from writing a postcard, presenting a topic, painting a picture to solving a problem or a discussion; moreover, communication is the indispensable part of these tasks where all productive and receptive skills coordinate together. To take part in the communicative tasks contribute to the development of competences permanently (CEFR, 2001). As İnce (2018) stated, the new curriculum put the young learners 'needs into the core supporting physical activities, games, songs, visually enriched environments. The main objective of the program is to develop communicative competence for this reason listening and speaking skills are highly recommended with all kind of appropriate materials.

2017 English Language Teaching Program: After the big reform conducted in 2012 educational with 4+4+4 curriculum, a revision was introduced to the country education system in 2017-2018 educational year. In terms of language teaching, revision of academic scheme and groundwork including values, chapters about skills, grades, aimed linguistic competences, syllabus design, tasks-contexts and assessment procedure were completed to reach an effective implementation in class atmosphere. 2017 teaching program is not a radical change instead it aims to improve the program by fostering deficiencies encountered during the implementation with the opinions of teachers, parents, program users and academicians (MoNE, 2018).

This change does not offer revision for the class hours, class hours are compatible with the ones given in 2013 teaching program; instead, this program provide some revision on syllabus design of each grade and key competences are included into the syllabus with the aim of encouraging teachers to form useful classroom contexts with supporting materials. In the program, an eclectic way is adopted rather than a single theory. Similarly, the disciplines of CEFR are closely followed in the curriculum suggesting real life language acquisition, contextual and task based learning. For the assessment procedure, both formal written exams and process evaluation are offered; 2nd and 3rd grade students aren't included in the formal evaluation since their age doesn't allow a paper-pan exam about foreign language learning but to reach reliable

and valid results formal exams should be given in addition to the process evaluation techniques (portfolio, project based). An example chart about English language curriculum in primary level is given below:

Table 1

An Example Design for English Language Curriculum in Primary Level (MoNE, 2018)

CEFR Levels	Grades	Weekly Class Hour	Aimed Skills	Techniques, Activities
A1	2	2	Listening-Speaking	Art-craft activities/ Drama
	3	2	Listening-Speaking Very Limited Reading and Writing	Art-craft activities/ Drama
	4	2	Listening-Speaking Very Limited Reading and Writing	Art-craft activities/ Drama
A1	5	3	Listening and Speaking Limited Reading Very Limited Writing	Drama/Role-play
	6	3	Listening and Speaking Limited Reading Limited Writing	Drama/Role-play

As Lenneberg (1969) stated in his study, the brain is devoted for learning with its both hemispheres as it isn't not separated yet in the early childhood, language learning is strongly advised to be started at younger ages; there are some indications that children can acquire a foreign language easily like a mother tongue if they are exposed to the language adequately. So, young learner language education is a hot point that should be attached importance in curriculum design. The cognitive, emotional, physical needs of children are included in the curriculum policies, syllabus design; besides, the main

skills placed into the syllabus are productive skills –listening and speaking- facilitating communicative competence.

2017, 5th grade Intensive English Teaching Program: With the aim of the students being able to communicate accurately and fluently both in an oral and written way in the foreign language, MoNE have been conducting studies and policies to increase the quality in the schools and to implement the theories efficiently in the real atmosphere. The last change and revision 2017 English teaching program is one of these innovation steps; especially for young learners. Another important point included in this program, intensive English language teaching program for 5th grades.

As a first phase, in 2017-2018 education year in the piloted schools 5th grade students would start to take English courses till 15 hours in a week referring to the official letter sent to the governorships of 81 provinces with the date 15.09.2017. In these schools, the 5th grade students can take 15 hours English, 6 hours Turkish, 4 hours Math, and 3hours Science and Technology, 3hours Social Studies, 2 hours Religion and 2 hours' elective class per week. Besides course books and story books provided by the ministry, the teachers are to use the supportive materials published in EBA, Dyned English language education system and necessary materials agreed by the English teacher's committee meeting. The implementation carried out in the pilot schools is based on four skills both in the activities and evaluation process. Currently, the program has still been in use both in piloted schools and other schools which have been conducting it with parental and administrative approval.

Turkey has been in search for alternative roads to make the learners of primary and secondary levels be proficient in English to reach to the expectations of workplace with the title of world citizen who is be able to comprehend a foreign language in all aspects. This underlying element behind the system resulted in designing an intensive program for 5th grade to teach English to the young learners based on a well-structured way. The rules and principles of CEFR are also closely followed in design of the program suggesting lifelong learning philosophy. What is attached importance in the program is the competence for communication; listening and speaking skills are strongly highlighted; in addition to the skills, the learners are expected to be autonomous, problem solver, aware of their own and other nations' cultures, motivated to learn, eager to take part in the tasks, creative, literate in mother tongue and foreign language, skilled basically in math and science and to take responsibility for their

learning ,social and environmental events. An eclectic teaching model is adopted in the program allowing suitable methods, combining alternative ways better learning; as for the assessment, both product and process evaluation are suggested with paper-pen exams in addition to portfolio, peer and self-assessment procedure.5th grade intensive English teaching program involving 40 units with themes, function, materials and language uses is designed based on the needs of young learners taking into account the comprehensible and meaningful input. The students are expected to reach B1.1 level at the end of the program and to maintain this proficiency into the higher grades. The young students are thought to be acquainted with the selected themes such as animals, friends, movies, sports activities and so on (MoNE, 2017). A comparison of English language programs conducted in primary level is given below:

Table 2

A comparison of English Language Programs in Primary Level

Comparison of the ELTPs	1997 ELTP	2006 ELTP	2013 ELTP	2017 ELTP
Learning Theory	Behaviorism	Constructivism	Constructivism	Constructivism
Starting Grade For Language Learning	4th Grade	4th Grade	2nd Grade	2nd Grade
Class Hours For 5th Grade	2 Hours	3 Hours	3 Hours	3/ 15 Hours
Unit Design	Function, structure vocabulary	Topic, skills, context, functions , tasks	Function, communicative skills	Function, communicative skills
Techniques	Memorization Question-Answer	Conversation Role play Chants, songs	Art crafts Drama, role play, Storytelling	Drama, role play, Art crafts, songs Chants, games

2.5. Program Evaluation

Currently, to seek ecological and financial objectives; to establish a peaceful and fertile world conditions in developing countries have gained importance. Besides developing countries, other countries also struggle with harsh financial troubles occurring in each part of the community. The alternative ways like programs or policies created to solve the problems need to be evaluated to understand which policies should go or which ones should be changed or what is demanded to improve the conditions (Fitzpatrick, Sanders and Worthen, 2011). Evaluation basically can be defined to reach a verdict about value, importance or benefit of a product or a process (Scriven, 2007). Particularly, in the foreign language context, program evaluation is much more important owing to obvious absence of investment in professional development of teachers. For this reason, to see what is done in the real condition, evaluation may be the only choice (Rodriguez, 2019).

Patton (2015) asserts that program evaluation is a data collection about the implementation of the program to reach a verdict for the future of the program with a similar definition by Lynch (1996) stating that well-structured or organized step to collect data for a conclusion.

Owen (2006) affirms that evaluation yields much more than designing an experiment; what is expected is that discussing the evaluation plan, considering moral issues, distributing and assessing. And he adds that the value of a program can be decided with some bases given below:

-The aim of the program

-The requests of the applicants

-The aims of governmental policy

-The desires and choices of program stakeholders

-Feedback on the implementation

The main objective of program evaluation is to contribute the process of decision making and program advancement. Evaluations have a close relationship with policies and programs planned to develop a country. The findings collected during the evaluation supply data for program makers, policy makers and other holders related to the program. In every sector the objectives of evaluation may slightly differ. In

education, it can be listed like deciding on the quality of school curriculum, contributing teacher professional development, informing the parents about its implementation (Fitzpatrick, Sanders and Worthen, 2011).

Cinkavuk and Cesur (2018) summarize the effect and importance of evaluation during program development; evaluation is the crucial element of teaching program as it paves a way for a professional and well-structured program. This can be done with help of analysis of findings to detect the shortages and deficiencies and to enhance the quality by mending the failures.

2.5.1. Types of Program Evaluation

In the previous part, there are some scientific definitions and explanations about why to evaluate or the reasons behind the evaluation; here information about how to evaluate is given in detail under the title of evaluation types. Scriven (1967, cited in William 2006) offered fundamentally two types of evaluation; one for on-going process and the other is completed action with the definitions formative and summative evaluations; this distinction proposed between two types has been still supported by many program evaluators.

İyitoğlu and Gürol (2017) summarized the contribution of Scriven to the field of program evaluation and they mentioned that the point the determining the separation in the types of program evaluation is about the objectives and why it is evaluated.

2.5.1.1. Formative evaluation

As the aim of the evaluation determines the style, the evaluation is accepted as formative if it is about the development and improvement of the program during the implementation.

Fitzpatrick, Sanders and Worthen (2011) concluded that the main aim is to provide data collected during the early stages to find out the defective parts to reshape or adapt. The people who are responsible for implementing the program can demand training, additional material to conduct it efficiently or students can need various learning ways or the teaching methods, syllabus design may have deficiencies; in such circumstances

the program has to be rearranged to reach the goals.

The underlying aim behind this kind evaluation is to detect probable problems, to find solutions for the encountered troubles and to perceive how the program is performed particularly through the evolution of the program. From this point, formative evaluation provides information for program makers and users to make adaptation on the basis of its goals and objectives (Erarslan, 2016; Topkaya and Küçük, 2010).

İyitoğlu and Gürol (2017) gave a list of evaluation studies conducted to test the implementation and to understand if it meets the expectations during the early stages of program developments and give feedback as examples under the shed of formative evaluation. Also, it is underlined that the assessment tests benefitted by the teachers can be added to the examples if it is used to assist the learning process rather than to grade the students' levels.

2.5.1.2. Summative evaluation

The evaluation is accepted as summative on the contrary to the formative if it is mostly conducted after the implementation by independent evaluators for the stakeholders or decision makers. This kind of evaluation contributes to make decision about the quality, merit and future of the program (İyitoğlu and Gürol, 2017).

Summative evaluations are related to the maintenance, progression or dissemination depending upon the findings compiled following the implementation. This evaluation is centered on the fulfillment, effectiveness and advance of the program; besides, summative evaluation is carried out during the last stages.

The individuals who are probable consumers such as students, teachers, employees, administrators in fact constitute the audience of the program while the program makers can be seen as main audience (Fitzpatrick, Sanders and Worthen, 2011). No matter which type is used for evaluation, the basic goal is to understand the functioning and process of the program and the reflections of the teachers. Moreover, it is obvious that both types are important and both should be included to get more valid and reliable results.

Below, it is given a table differentiating the characteristics of formative and summative evaluation:

Table 3

Contrasting of Formative and Summative Evaluation (adapted by Fitzpatrick, Sanders and Worthen, 2011).

	Formative Evaluation	Summative Evaluation
Use	To improve the program	To reach a decision about the program
Audience	Program administrators	Policy makers, stakeholders
Evaluators	Internal evaluators supported by external evaluators	External evaluators supported by internal evaluators
Characteristics	Give feedback for improvement	Decide on the future of the program
Size of sample	Small	Large
Aim of data collection	Diagnostic	Judgmental

2.6. Program Evaluation Approaches

Program evaluation is a well-structured action whose goal is to assess the efficiency of the program with the help of different data collection tools, techniques or ways; but this action is not effortless as it includes a great variety of alternatives elements affecting the process. Indeed, one of the hardest part is to decide on the approach to carry out the evaluation since each approach has its own definition, perspective, views, terminology or background for the evaluation. The model to be used depends on how it conceives evaluation or what is searched. Tunç (2010) emphasizes the philosophy lying behind this variety; she concludes that the methodological choices and ideologies of the evaluators define the type or approach by adding that it may be not probable to reach only one model.

Fitzpatrick, Sanders and Worthen (2011) generate categories and sub-categories for evaluation approaches. They form four main titles and give details about the approaches they offer:

1. Approaches directed to decisions for the value of the program: Expertise and consumer oriented
2. Approaches directed to the features of the program: Objectives oriented
3. Approaches directed to judgments about the program: Decision oriented
4. Approached directed to participants of the program: Participant oriented

2.6.1. Expertise Oriented Approach

Expertise oriented approach is known widely and commonly as the oldest evaluation approach. It is mainly built on the judgments of field experts to understand the value or merit of a program and a product. Instead of one person, a group of experts can come to point of evaluation. Doctoral examinations managed by an official assembly, submission of peer reviews to the professional journals, verdicts proposed by professional accreditation institutions may exemplify this kind of evaluation approach.

2.6.2. Consumer Oriented Approach

In a similar way to expertise oriented approach, it dates back to decisions about economic factors, trade or shopping. Its main goal is to determine the value or merit of the program, product or something else. The evaluator doesn't have a specific audience instead, public is the main audience. As an example for this kind of evaluation, consumer reports can be said.

2.6.3. Objective Oriented Approach

The basic difference in this approach is that the aim is designated and the evaluation is conducted according to these specified objectives. The question asked during the evaluation process is whether aims have been reached or not. The data collected bear importance as it gives clues about the future of the program in terms of funding, implementation. In educational context, the aims can be about lesson, training course or competences of the students.

There are two pioneers for this approach Ralph Tyler and Malcolm Provus;

respectively, Tyler contributed to elementary and secondary education with his studies. His objective based conception offers the teachers to set the goals to achieve, because curricula and programs can be conducted efficiently only if specific goals are determined. By working teachers, he sets a list for a successful evaluation:

1. Build reachable goals, categorize the goal or aims
2. Outline the objectives in observable ways
3. Arrange circumstances where success of the goals may be presented
4. Choose suitable assessment or evaluation method

2.6.4. Decision Oriented Approach

This kind of evaluation is designed to serve information for decision makers, program staff, and administrators. There are two main program developers who are supporting the evaluative decision; Stufflebeam and Patton. According to Stufflebeam CIPP model (context, input, process and product) evaluation comprises 4 different and important stages. Context evaluation involves needs, expected goals or outcomes; input evaluation involves syllabi, plans; process evaluation involves learning condition and process; and product evaluation involves outcomes. With involving all the stages, data collected during each stages contribute the development of the program. By considering all stages and offering suggestions, evaluators can provide assist for decision makers. As for Patton Utilization-Focused model, the central element is the personal factor; in that, the cooperation of the voluntary stakeholders who want to support the evaluation increases the quality of decision making process.

2.6.5. Participant Oriented Approach

As one of the naturalistic approach, participant oriented approach is based on the nature of the human beings not only objective or outcomes; instead, the process bears importance. The father of this approach Robert Stake advocates the participation of the stakeholders (teachers, students, policy makers...) in the evaluation process. His responsive evaluation is distinctive in many ways such as flexible, adaptable, proper for local needs, holistic. According to him, case studies or qualitative research are

crucial as they reflect the process in a holistic way with all program components. Description of the all elements and understanding the other factors affecting the implementation of the program improve the quality of the program.

Mentioned earlier parts, evaluation approaches differ in terms of its conception, basis and terminology. So far mostly, the categories formed by Fitzpatrick, Sanders and Worthen (2011) are given under program evaluation approaches title. Another program evaluation theorist Owen (2006) proposed five groups for evaluation models such as proactive, clarificative, interactive, monitoring and impact. As related to this study, short explanations are given below about clarificative and interactive models.

Clarificative Evaluation: The rationale of a program associates the objectives, activities, theories and hypothesis of the program. This approach inquires the balance between the theory and implementation by asking such questions: 'Is the program reasonable? What components should be adapted? What is the philosophy behind it? Clarificative evaluation is conducted to reach the expected the outcomes.

Interactive Evaluation: The framework of this model is similar to that of the participatory evaluation. Some innovation studies like action research, responsive or developmental evaluation are such examples that can be used to define this model. The aim here is to ask how the implementation is going, what can be done for more effective process, what is aimed to achieve. Besides its focus on process, the views of the different participants are taken into consideration. It has similarities with Stake responsive evaluation due to the fact that both suggest quality review, qualitative and action research for the development of the program.

It is obvious that there are a lot of program evaluation approaches to be used for carrying out educational program evaluation. Moreover, a limited of number of these approaches are mentioned here. To choose one approach for the evaluation can be challenging, it can require to use an eclectic model in terms of the purpose of the evaluation. This study aims to see the outcomes of the 5th grade intensive English teaching program from the eyes of English language teachers. From this perspective, the characteristics of participatory (Stake responsive evaluation), clarificative and interactive evaluation suit with the objectives of this study as it questions if the program is plausible or not with the opinions of the participants (first hand users/ teachers) of the program.

2.7. English Language Teaching Program Evaluation Studies

2.7.1. Studies Abroad

Across the world, evaluation studies have gained importance with rising demand for learning English. As a part of program development, countries where English is spoken foreign or second language have been innovating their teaching curriculum in terms of the needs of the era; and there are some examples about these studies conducted abroad (Chen, 2013; Garton, Copland and Burns, 2011; Gutierrez Eugenio and Saville, 2017; Iemjinda, 2007; Karavas- Doukas, 1996; Kelch, 2010; Murdoch, 2007; Orafi, 2013; Zhetpisbayeva, Shelestova and Abildina, 2016).

As a first example for evaluation studies, a case study in Kazakhstan, a country with three Languages-Kazakh-Russian-English, Zhetpisbayeva, Shelestova and Abildina (2016) focused on English curriculum as L3(as Russian was accepted their L2). This research explored the views of the teachers about starting age, professional development, teaching materials and 105 English teachers took part in the study with closed and open ended questions. It was revealed that a strong transition wasn't' completed yet for an organized system of teaching English.

Orafi (2013) detailed the studies showing the crucial factors in implementation of ELT curriculum reforms. He listed many elements that should be attached importance by policy makers. Although there are a great number of points affecting the implementation, the most important one is the disconnection between curriculum objectives and real class atmosphere. In the design of curriculum, communicative approaches and theories are highlighted but their adoption and transfer into teacher belief may show difference. Also, social context, exceedingly ambitious national exams, the desire to be mastered in English rather than the wish to use it for communication, lack of training course for teachers influence the process adversely.

Karavas Doukas (1996) used a ratio to learn the views of teachers for the communicative approach in Greek context with 14 Greek teachers by using classroom observation tools. He pointed out teachers interpreted reforms according their existing class activities and a mismatch occurred between what was aimed and what was done.

Garton, Copland and Burns (2011) assessed international activities in teaching English young learners by designing a mixed method research covering a survey and case studies from various continents (Africa, Asia, Europe, the Middle East and South Africa). Local British Council offices organized a system to collect data and twelve countries provided 100 responses for the survey. For the qual data, 5 case studies from Colombia, Italy, South Korea, Tanzania and The UAE were included. The study illuminated that a great majority of teachers did not speak English as their mother tongue instead they were all educated in the foreign language departments;73 % of them didn't receive in service training in teaching to young learners; teachers mostly used local documents in their lesson plan. In the case studies it was seen that the elements of CEFR influenced the teachers' class performance; also, teachers used great variety of activities in the classes.

Gutierrez Eugenio and Saville (2017) examined European language policies starting with The Council of Europe and the pursuit of Common European Framework of Reference; they pointed that the tendency in language studies was headed for multilingualism, cultural awareness, technological attempts and lifelong language learning.

Chen (2013) evaluated primary English education in Taiwan and revised the policies on language learning. He pointed out that there was an unbalanced distribution of educational facilities across the country; that there wasn't a unity ignoring social economic and cultural factors; that the lack of collaboration of macro and micro levels.

Kelch (2010) searched the challenges encountered during the implementation of communicative curriculum reforms and the types of these challenges. First category was related to the teachers that the teachers didn't have training courses, didn't have high proficiency level in English, and didn't have competences to turn the class context into communicative places. Another category was related to educational system that the number of the students in the classes was high, the exam system was based on grammar rules, lack of management support led to poor implementation.

Murdoch (2007) questioned the effect of native speakers introduced to South Korean language education system to increase the productivity of English language teaching. Native teachers, non-native teachers and high school students took part in the study. It was concluded that almost all participants favored this kind of education and it was

thought to have contributed to language education.

As a final study, Iemjinda (2007) assessed the curriculum innovation and its effect on teacher development. He figured out most of Asian countries have similar problems about teacher developments. It was such listed that there was a mismatch between suggested reforms and beliefs of teachers; that sufficient in service training wasn't provided; that micro teaching and classroom observation weren't applied; that teachers didn't need to improve their competences.

2.7.2. Studies in Turkey

In Turkey starting with 1997 English teaching program, there have been attempts to innovate and improve the curricula and the programs. The changes and reforms conducted in teaching programs make the evaluation studies necessary with an increasing motivation as evaluation is the core of the program developments. In this part, here is given a literature review about evaluation studies implemented so far in Turkish context.

Evaluation studies on 1997 ELTP: To improve the existing program, evaluation studies have been always on the stage, the implementation, objectives, the content, and learning context have been investigated. There are great number of evaluation studies and 1997 ELTP studies can be addressed as a starting point (Arıbaş and Tok, 2004; Büyükduman, 2001; Büyükduman, 2005; Harman, 1999; İnceçay, 2012; Mersinligil, 2002; Yüksel, 2001). When these studies are reviewed, it is seen that the teachers and the students have positive attitudes for the program; but all studies reveal that the expected results did not occur as it was planned due to the lack of technological equipment, large classes, insufficient teacher training, need for language teachers, inadequate lesson materials.

Büyükduman (2001) evaluated 1997 teaching program with the opinions of English teachers employed in primary level in İstanbul province by using a questionnaire. 55 teachers in different randomly chosen schools participated and expressed their opinions about the program in terms of its general characteristics, content, techniques and assessment. It was concluded that the general characteristics of the program were compatible with the emotional level of the students, there were lack of technology and large classes, the communicative skills may hardly be achieved. With a similar study

conducted by Büyükduman (2005), 4th grade compulsory English program was investigated with the opinions of 54 teachers in Istanbul. It was found that there needed technological support, in service training for the teachers, material support, inclusion of more teacher in the phase of program development, revision of course books.

Yüksel (2001) carried out a study in Elazığ about the implementation of English teaching program (4th grade) with a questionnaire for 64 teachers. She found that that class size and in service training needed to revised. Listening is ignored in the program and student's cognitive level for assignments are not appropriate. In Şanlıurfa, as one the earliest studies about 1997 ELTP, Harman (1999) focused on the problems encountered in teaching English in primary level, 29 teachers and 384 students (6,7,8th grades) took part in study and he deduced that the objectives weren't met in the expected way. Another study was completed by Mersinligil (2002) about 4th and 5th grade English teaching program in Adana with teachers, students and administrators by using both qual and quant data (questionnaire and classroom observation). Results showed that the awareness for language learning needed to be improved and also, training courses for teachers should be increased, enough technological equipment should be provided, the learning and teaching quality should be innovated.

About 1997 English teaching program, Arıbaş and Tok (2004) searched the challenges encountered in foreign language teaching by taking opinions of the students in 4th and 5th grades in Malatya. Totally, 589 students participated by answering 29 open ended questions and it was concluded that the students had high motivation in learning a foreign language; however, the teachers lecturing in the classes were not English teachers (from different departments), teaching materials were not sufficient and the techniques used were not appropriate for foreign language learning. Finally, İnceçay (2012) implemented a qualitative study with 10 teachers in İstanbul province. He found that curriculum hadn't been well planned; need analysis hadn't been done effectively.

Evaluation studies on 2006 ELTP: Global changes and deficiencies in the existing program have made the reforms indispensable. Following the teaching program published in 2005, English teaching program was renewed in 2006. As a part of program development, evaluation studies were completed about the new program. These studies reveal that learning English at younger ages has been a crucial step; that communicative methods are strong elements of language learning; that teachers and

students have positive attitudes about the changes. However, theory and practice have not matched in expected level in terms of training course, necessary teaching materials, classroom sizes, class conditions and learning process. With aim of improving the program, there are numerous evaluation studies conducted on 2006 ELTP (Arslan, 2012; Çelik, 2009; Dönmez, 2010; Er, 2006; Güneş, 2009; Kırkgöz, 2007, 2008, 2009; Meral, 2009; Örmeci, 2009; Sak, 2008; Seçkin, 2010; Sarıçoban, 2012 Topkaya and Küçük, 2010; Yanık, 2007; Yanık, 2008; Yörü, 2012).

With their study, Topkaya and Küçük (2010) illuminate the 4-5 grade English teaching program under the light of opinions of 72 primary school English teachers in İstanbul with a self-report questionnaire which was developed by the researchers. According to the results, it was underlined that the teachers found the program clear and understandable but they mentioned they had encountered challenges during implementation because of the large classes, limited time duration, lack of materials. In a similar way, Er (2006) investigated 4th and 5th grade English curriculum besides to the opinions of the teachers, the views of the inspectors were analyzed. Moreover, the data were collected from 14 cities and with 595 teachers and 535 inspectors by using a questionnaire. It was concluded that there are differences between content and teaching process and daily language. Relevant curricula aren't adequate, time isn't enough, there is not enough guidance for teachers.

Seçkin (2010) and Çelik (2009) both evaluated 4th grade English teaching program in different cities respectively in Antalya and Aydın. Seçkin (2010) investigated the program from a different perspective categorizing the school low, medium and high levels according to results of SBS exam.415 students and 147 teachers participated in the study and data was collected with tests, self-confidence scale, questionnaires, interviews and observations. It was revealed that medium group was in highest level at reaching the expected level and teachers in all levels had positive views on the elements of the program; but they suggested it should be developed and redesigned. On the other hand, in another study highlighting the views of 83 teachers about English 4th grade teaching program by using a questionnaire was conducted by Çelik (2009). It was concluded that the implementation was congruent with the aims of program and the competences of the students; however, the content of the course book, in service training and support material were criticized. In the article written by Arslan (2012), basic differences between policies and implementations in terms of teaching English

in younger levels were handled. What was mentioned was that there was not only one factor causing this; on the contrary, the education of English teachers, material support and course book designs all affected the process.

Yanık (2008) aimed to find out what the perceptions of the teachers from different background are about the curriculum across Turkey's seven regions.368 teachers participated in the study by filling the questionnaire including objectives and content of the teaching program. It was found that there were different factors affecting language learning such as resources, the students' motivation, and class atmosphere. With numerous studies, Kırkgöz (2007, 2008 and 2009) questioned the curriculum innovation about English language teaching in Turkish primary education. In a two-year case study with 32 teachers about communicative oriented curriculum with a triangular qual data collection (observation, interview and lesson transcripts) was completed by Kırkgöz (2008). Different implementation of teachers (transmission, interpretation, eclectic) in classes, various approaches of each teacher were emphasized and it was concluded that urgent support for material, technological equipment and teacher training should be provided. Likewise, Kırkgöz's studies on program innovations, Sarıçoban (2012) summarized the historical background, Tanzimat period, republican period, 1997 and 2006 reform reforms in Turkish foreign language teaching.

Sak (2008) analyzed the primary English teaching program by taking the views of 50 language teachers in Bolu province. Teachers participated into the study by filling a questionnaire about the characteristics of the program. It was underlined that teachers had positive attitude towards the program but there were differences resulting from gender and experiences. Örmeci (2009) examined English language curricula of 4, 5,6th grades with the opinions of 70 teachers in primary state schools in Burdur. It was inferred that inadequate teacher manuals, insufficient class hours, content intensity, difficulty of objectives and linguistic items were strongly mentioned in spite of the positive feelings for the general characteristics of the program.

Yörü (2012) investigated 8th grade English teaching program by taking opinions of 138 teachers with a questionnaire in Eskisehir. In the study, it was underlined that four skills and sub skills weren't learnt adequately especially the teachers encountered challenges about speaking and listening skills; moreover, the students were not good at pronunciation and grammar items. The complaints uttered by the teachers were

inadequate lesson hours, teacher from different departments; one of the positive point was that teachers thought in service training managed effectively. Yanık (2007) evaluated 6th, 7th and 8th grades curriculum from the eyes of teachers and students from different regions in Turkey. Randomly selected 21 cities and 42 towns were included and 368 teachers and 1235 students participated in the study. According to the results analyzed, skills were attained at moderate level; opinions differed from region to region; lack of materials and resources were mentioned; it was added that classroom environments and course books should be redesigned.

In 2009, two different investigations were noted to the literature. Firstly, Meral (2009) intended to see the critical and reflective thinking of teachers in terms of new 2006 ELTP as it required innovative competences for all stakeholders. It was completed in Elazığ with 120 teachers and it was concluded that teachers thought critically and reflectively partially. Secondly, Güneş (2009) aimed to evaluate 5th grade English teaching program with the views of 288 teachers (with a questionnaire) and 9 teachers (interview) in Ankara. Teachers mostly expressed positive opinions for the objectives (appropriate to the level of the students), content (from easy to hard, entertaining), process (suitable teaching materials) and evaluation methods (self and peer evaluation).

As a final example for the evaluation studies, Dönmez (2010) revealed the views of teachers and students about the new 8th grade curriculum in state primary schools in Polatlı, Ankara with a qualitative method. 10 teachers and 73 8th grade students took part in the study through in-depth interviews. The results pointed out the communicative objectives and alternative evaluation methods weren't implemented effectively resulting from many challenges like lack of guidance, learning materials, equipment.

Evaluation studies on 2013 ELTP: Following 2006 ELTP innovations and reforms about foreign have never stopped; evaluation studies have continued with the rising reform actions .A great quantity of evaluation studies have been completed on 2013 ELTP (Adıgüzel and Özüdoğru, 2014; Acar, 2016; Alkan and Arslan, 2014; Bulut and Atabey, 2016; Cinkavuk and Cesur, 2018; Çankaya,2015; Çelik and Kasapoğlu, 2014; Damar and Korkmaz, 2013; Damar, Gürsoy and Korkmaz, 2017; Demirtaş and Erdem, 2015; Demirtaş, 2017; Erarslan, 2016; Erarslan, 2018; Erarslan, 2019; Erarslan and Topkaya, 2019; Gürsoy, 2015; Gürsoy and Eken, 2018; İnce, 2018; İyitoğlu and Alcı,

2015; Keklik, 2019; Kırkgöz, Çelik and Arıkan, 2016; Süer, 2014; Ünal, Sarı and Gürol, 2017; Yıldıran and Tanrıseven, 2015).

From these various evaluation studies, Gürsoy and Eken (2018) intended to search what the teachers' understanding and implementations are about the innovation implemented in teaching program. 232 EFL teachers participated in the study by filling a questionnaire composing three parts (starting age/ language instruction / implementations) about 4+4+4. As a conclusion, it was found that the teachers had the same opinion that learning language at a younger level was crucial; they were not eager to receive training about the new program; there were serious differences between their understanding and class implementations, it was needed more in service training for teachers especially who were not familiar with young learner strategies. Ünal, Sarı and Gürol, 2017 focused on the evaluation English language curriculum implemented in different departments of universities in İstanbul. The data collected both quantitatively and qualitatively from university learners and their teachers with skills exam, content analysis form, observation form and semi-structured group interview showed that the curriculum was satisfying. It was found that curriculum design, implementation, assessment had been designed carefully and in a detailed way.

There are many studies analyzing 2nd grade English teaching program (Adıgüzel and Özüdoğru, 2014; Alkan and Arslan, 2014; Bulut and Atabey, 2016; Cinkavuk and Cesur, 2018; Erarslan, 2016; Erarslan and Topkaya, 2019; İyitoğlu and Alcı, 2015; Keklik, 2019; Süer, 2014; Yıldıran and Tanrıseven, 2015) by using different research method instruments such as questionnaires, in depth interviews, classroom observations, group sessions. When the findings and conclusions are reviews, familiar scenes were observed. Teachers and the other participants of the program favored the program in terms of its basis on communicative way of teaching, CEFR rules and disciplines ,general unit design ,the content of syllabus ,suggested materials and task based learning; however, a great majority of the teachers criticized the class hours, physical conditions ,classroom size, lack of training course, lack of professional support, economic and social conditions in different cities in Turkey in the studies held on 2nd grade English curriculum.

Along with all these studies, differently, Adıgüzel and Özüdoğru (2014) focused on developing a valid and reliable scale to determine the teachers' views about 2nd grade English curriculum within the course of illuminative evaluation model. They formed

a scale with 71 items and four likert types. To get accurate scale, it was tested with study which 348 primary school English teachers at 2nd grade participated in.

Erarslan (2018) in his study completed a wide literature review about program evaluations after three major program reforms in Turkey (1997, 2006, and 2013). He analyzed the studies in detail in terms of their outcomes, content, and assessments. He found that 1997 and 2005 teaching programs had many shortcomings in many aspects but 2013 has stronger points compared to previous programs. Çankaya (2015) evaluated 3rd grade English teaching program with a mixed method research (a questionnaire and semi-structured interview). 38 English teachers from 20 state schools in Tekirdağ participated and expressed that the teachers moderately had positive opinions but they needed in service training to understand fully what the program asks for. Gürsoy, Korkmaz and Damar (2013) questioned the thoughts of the teachers about early age language learning and their classroom practices. 203 primary school teachers participated with a questionnaire across Turkey in seven regions. It was found that the teachers had positive feelings towards learning English at early age but there are differences between their attitudes and their class practices. The problems about the class hours of English language and the lack of in service training were mentioned. Rather than teachers, Damar, Gürsoy and Korkmaz (2017) focused on teacher trainers about their opinions on teaching English to young learners with the new system. 72 EFL teacher trainers from seven different public and private universities contributed to the study with help of a questionnaire. Teacher trainers emphasized the importance of appropriate methodology and assessment techniques for the development of cognitive, emotional levels of the children.

İnce (2018) investigated the new 4+4+4 curriculum by taking English teachers' opinions, by questioning their awareness about English as a lingua franca and by searching if the new curriculum achieved the aimed levels. This study included both questionnaire (167 teachers) and semi-structured interview (14 teachers) and revealed that teachers were aware of the communicative approached adopted but they had challenges in implementing these communicative ways.

Kırkgöz, Çelik and Arıkan (2016) laid out the realities of new English curriculum and its implementation. They portrayed the phases of new curriculum and its framework; they suggested that course books and teaching materials should connect the classroom context with the principles of the program for the effective implementation.

Erarslan (2019) pointed out the elements influencing the implementation of English language teaching program in primary level. He listed the factors according to the major English teaching programs in Turkey (1997, 2006 and 2013). Firstly, main problems about 1997 ELTP were resulting from teacher related factors such as lack of professional competence, awareness about the curriculum and textbooks. Secondly, similar problems were encountered during the implementation of 2006 ELTP. Necessary support in terms of in service training wasn't provided for the teachers; they had challenges in transforming behaviorism to constructivism. Lastly, with 4+4+4 system young learners' education gained more importance and required competent teachers who are able to teach effectively in 2nd and 3rd grades. Also, limited class hours, crowded classes, inadequate use of communicative materials were underlined as negative aspect of the exiting program. As for the positive features, the tendency to communication was accepted as the most important step in program development.

Since all stakeholders play important roles in the implementation of the program, Çelik and Kasapoğlu (2014) questioned the opinions of nine school principals relating to the changes about teaching English to young learners. By using a qualitative research method, they found out that the principal favored the general characteristics of the current program but they thought there should be some revision for the necessary parts; another crucial point mentioned in the study was to learn exactly what the school principals thought about foreign language learning, further studies were suggested.

Gürsoy (2015) raised concerned about the actions made following 4+4+4 education system and she conducted a study with 100 prospective teachers in a big public university to understand their belief about teaching to young learners. The results implied that the participants were aware of the lifelong effect of learning a foreign language but they didn't feel confident with their language levels to be able to teach in young learner classes. With a very much alike study, Acar (2016) focused on the views of undergraduate English teachers related to their readiness for teaching English to young learners. 110 third level university students of ELT departments took part in study by answering an open-ended questionnaire and writing reflective essays. The results displayed that the undergraduate students expressed their positive comments about their school experience and they said they could have the opportunity to see themselves in real class atmosphere as teaching to young learners had both strengths and weaknesses.

Demirtaş and Erdem (2015) compared two 5th grade English teaching programs (2006-2013) by completing a document analysis and collecting qualitative data from 19 teachers in İstanbul. The results of the study revealed the changes in the new program and the mostly negative opinions of English teachers. About 2013 ELTP, the teachers expressed that they hadn't been informed and been trained for the implementation of the new program. It was implied that speaking, listening and reading skills were above the level of the students; moreover, writing skill wasn't included adequately. The teaching and learning process didn't meet the expectations, vocabulary and grammar items were overwhelmed; the teachers weren't content with the lesson hours and the course books, either.

As a final example for the evaluation studies in this part, Demirtaş (2017) completed a review about the basic characteristics of evaluation approaches and she highlighted that the program evaluation should give feedback to many stakeholders such as the program developers, scientists, teachers, administrators, policy makers and so on.

In 2017 education year, new changes and revision were conducted on ELTP, the philosophy, methods, CEFR rules, teaching process and content didn't differ from those introduced in 2013. A major action was completed on 5th grade and some pilot schools addressed by the ministry started to implement intensive English teaching program in 2017; still, it has been in use. Since it is rather new, there are limited evaluation studies about this program. The existing studies will be presented under the title of 2017 IELTP evaluation studies below.

Evaluation studies on 2017 5th grade IELTP: Evaluation studies listed here searched general characteristics of the programs, its needs and concerns of language teachers about the program (Canlıer and Bümen, 2018; Dilekli, 2018; Erdem and Toy, 2017; Güngör, 2019; Kambur, 2018; Kara, 2019; Kayabaşı and Köse; 2019).

Dilekli (2018) investigated 5th grade ıntensive English teaching program introduced in 2017 in terms of its characteristics (objectives, content, process and evaluation) with 17 teachers by using a semi structured interview consisting of 6 questions in Aksaray. In general, the teachers had positive opinions about the program as it allows exposure to foreign language earlier with the help of 15 hours' lesson. It was concluded that the children at this age are eager to learn and are highly motivated; this program should be disseminated by improving deficiencies encountered during the implementation.

Kambur (2018) carried out a study with 90 English teachers by using quantitative method in İstanbul to understand the reality of 5th grade intensive English teaching program. The results showed that curriculum was clear and understandable; that curriculum guided well; that the objectives were appropriate for the level of the students as positive effects. As for the negative aspects, they were listed that class technology wasn't adequate; that lack of training course wasn't designed; that the teachers were not informed well; previous problems encountered in teaching program were unfortunately solved; that teaching activities weren't appropriate in the physical conditions of the class.

Güngör (2019) compared 5th grade students who didn't complete intensive English course and 5th grade students who completed this course with casual comparative research method (cause and consequences) by including 920 male and 883 female students into his study in Iğdır province. He investigated the affective differences between the students and he analyzed the data and pointed out that there wasn't big difference in students 'attitude to learning a foreign language. Although the students in the pilot school had 15 hours English, it was observed that intended outcomes weren't achieved.

Kara (2019) indicated the worries of English teachers about 5th intensive English teaching program in pilot schools in İzmir by using qual and quant data. Various concerns were detected about 5th grade English teaching program. The underlined ones in the study were professional competence, lack of awareness, readiness of the students, low level of motivation, the expectations of parents, lesson hours, intensity of the content, central exam addressed by the ministry, inclusive students and personal concerns.

Canlıer and Bümen (2018) completed a document analysis on 5th grade intensive English teaching program and gave a detailed description about the design principles.5th grade intensive English teaching program was identified as communicative curriculum following CEFR rules, focusing on daily life language. Moreover, the program included 40 units connected but independent themes, four language skills were equally emphasized; it was aimed that the students could reach o B1 level starting from A1.

Erdem and Toy (2017) approached the process from a different angle and they planned

a need analysis for 5th grade intensive English teaching program a year before. Both including students and teachers into the study with qual and quant data, they implied that the class size and physical conditions must be revised. As students thought success in English to be successful in exams and course, the readiness and awareness of the students for language learning was the one of most crucial needs. Likewise, inclusion of the games, songs and technology into the curriculum was another important issue.

As final example for evaluation studies on 2017 5th grade intensive English teaching program, Kayabaşı and Köse (2019) designed a qualitative research with 16 teachers and 4 administrators to take their opinions about the program. The results indicated that teachers and administrators both favored the implementation in terms of its general characteristics and added that it was a great opportunity for the students to learn a foreign language in younger ages. While teachers expressed some negative parts for the program like lack of necessary teaching materials, the administrators were neutral. The administrators mentioned that the inclusion of physical education lesson should be revised because young learners needed much more physical activities compared to other secondary students. Both sides suggested the dissemination of this program by improving the weak elements.

CHAPTER 3

METHOD

This chapter gives detailed description about the design, participants, setting and instruments of the research. At the same time, data collection and analysis procedure are mentioned step by step.

3.1. Design of the Research

In this study with the attempt to seek the 5th grade intensive English teaching program, the qualitative research design was used with a semi-structured interview to get more details about the program through the thoughts of teachers.

According to Creswell (2007), qualitative research should be implemented when there is a need for deep exploration of a field. This kind of research method requires detailed and complex comprehension of a problem.

Dörnyei (2007) points out that qualitative research is totally interpretive since the qualitative data is the subjective interpretation of the researcher and adds that the researcher can distinguish the reality from the artificial facts with the help of qualitative research. Moreover, it is advantageous to make sense of bulky and complicated circumstances alongside its being a long-run investigation of an active process.

Qualitative research deals with different kind of data such as recorded interviews, field notes, journal and documents. These help the research to get an exact and detailed understanding about the research. As one of the interview types, semi-structured interview ensures to obtain comprehensive data thanks to the questions posed by the

researcher (Mackey and Gass, 2016).

Birjandi and Mosallanejad (2016) mentioned that in this research type, there a is need for a deep understanding about what the nature is, how the participants' lives are, what their meanings are to conceive and interpret the data faithfully.

As qualitative research emphasizes on meaning, duration and conception, the outcomes of this type are really descriptive, flexible and contextual.

In a qualitative research design, in spite of the prepared questions and the plan designed for open ended questions and it leaves flexibility for the management of the interview.

Especially, in studies evaluating the programs, in-depth interviews reveal intense negotiation with limited number of participants to find out their views on a specific issue or program by taking advantage of their experiences during the implementation. Interviews contribute to form a whole portrait of what is happening in real atmosphere (Erarslan,2016).

3.2. Instrument of the Research

In order to attain recognition about the implementation of 5th grade intensive English teaching program in terms of the challenges the teachers encountered, the strong and weak parts, the applicability of the program, a semi-structure interview was used to collect data.

Especially, in evaluation studies, it is obviously seen that the preference of in-depth interviews fulfills the needs of program users.

During the development of the instrument, a wide literature review was completed, related studies and their scales were checked. To manage the process effectively and to provide clear and valid questions, a pilot study was carried out with a participant.

3.2.1. Piloting Process

With the aim to find out how much time is needed, how the interview should be managed, what the necessary arrangements should be completed, whether the questions can reveal the details of the program, how the interview should be recorded,

one of the participants from the piloted schools was interviewed. The demographic characteristics of the participant are given below in the table.

Table 4

Demographic Characteristics of the Participant

Gender	Age	Department	Seminar Attendance
Female	33	ELT	No

After completing the piloting interview, changes about third and fourth questions were completed as it was seen that they did not help to get the important points about the program. Then the open ended questions were renewed and edited. The final semi-structured interview consisted of two parts; respectively, the part including the demographic features of the participants; the part including 7 open ended questions formed to understand the effectiveness of the program was prepared. Following all editing procedure about the research instrument, two experts from Muğla Sıtkı Koçman University were consulted. The final version of the interview questions is given below:

1. What are the strengths of the 5th grade IELTP based on your implementation?

2. What do you think about the weaknesses of the implementation of the program? What challenges and troubles have you faced?

3. Can you give positive and negative specific examples for the learning outcomes and the applicability of the program?

4. Do you think the practice will increase the success in EL teaching?

5. What kind of support mechanism is needed for a successful implementation?

6. Do you think that the students will be competent communicatively after the implementation of the program? In what ways?

7. What do you suggest for better implementations?

3.3. Participants and Setting

This study was carried out during the spring term of 2019-2020 education year in Denizli province with an inclusion of the teachers who are still teaching or have

experienced the 5th grade Intensive English teaching program in previous years. The teachers took part in the study both from the city center and towns based on the piloted secondary schools (see in the appendix) by MoNE in September in 2017.

After the permission process with MoNE was completed, 29 teachers from piloted 23 schools in Denizli were interviewed and the table below shows the general characteristics of the teachers.

As seen in table 7 in the study 65,5 % of the teachers were female and 34,4 % were male. All of the participants were above 25 and there is no accumulation point .41,3 % of them were between 35 and 40, the least percentage 10 % was between 25 and 30,24,1 % percentage was the same for 30-35 and 40-45 ranges. As for the duration of experience of the teachers, 31 % of the teachers were teaching from 5 to 10 years; 41,3 % of the them were teaching from 11 to 15 years; 27,5 % of the participants were teaching from 16 to 21 years. None of the teachers had attended any seminar or course about 5th grade intensive English teaching program.

This program has been in use for 3 years and more than half of the teachers have been conducting the program at least for 2 years. 10,3 % of the participants had been using the program for one year 27,5 % of them had been using the program for 2 years and 62 % of the participants had been implementing the program for 3 years. Almost all of the teachers graduated from ELT departments, only 2 participants were from ELL departments and the other 2 participants graduated from other departments.

Table 5

Demographic Characteristics of the Participants

Categories	Label	f	%
Gender	Female	19	65,5
	Male	10	34,4
Age	25-30	3	10,3
	30-35	7	24,1
	35-40	12	41,3
	40-45	7	24,1

Experience	5-10 years	9	31
	11-15 years	12	41,3
	16-21 years	8	27,5
Department	ELT	25	86,2
	ELL	2	6,8
	OTHERs	2	6,8
Seminar Attendance	Yes	0	0
	No	29	100
Implementation Duration	1 year	3	10,3
	2 years	8	27,5
	3 years	18	62

3.4. Data Collection Procedure

The data collection procedure was completed in Denizli city center and the towns. The piloted schools addressed by MoNE were visited and in total there were 23 schools; 6 of them were located in the city center, 17 schools were located in the different towns of Denizli. These schools were visited with the aim of collecting data by using semi-structured interview in spring term of 2019-2020 educational year (List of the schools were given in the appendix).

With the permission granted by MoNe , the data collection procedure started. The schools were organized in terms of their location and their distance to the city center. English teachers who were still teaching or had taught 5th grade intensive English teaching program in previous years took part in the study. The schools were visited a week earlier to check the available hours of the teachers and the interview appointment

was formed according to the weekly schedule of the teachers. In order to prevent distraction, quiet and available places such as counselling room and teachers' room were used. Informing the participants that their information would be kept secret and their answers were recorded with their consent.

All the teachers were informed about the background and aim of the research. Almost all of them cared about the research and wanted to contribute to the progress of the program. The researcher formed a relax interview atmosphere and they expressed their views free and willingly. After the interview, the participants checked and confirmed their answers.

While 29 teachers participated in face to face interview by being audio-recorded,5 of them didn't prefer to be recorded by claiming different reasons. Accordingly, 5 participants handed in their answers in a written way.

The interview lasted for at least 20 minutes, some lasted for 50 minutes. The interview of 24 teachers was recorded. When considered overall, the average duration was between 25-30 minutes.

3.5. Analysis of the data

The analysis of qualitative data includes inductive and deductive ways to hypothesize and to test these hypotheses. Before starting the analysis, the researcher who has the set of qualitative data must be sure that the data can be generalizable and verifiable. From this perspective, inductive analysis comprises a line from specific codes or small items to general abstract themes or topics (Baltacı,2018).

In the analysis of qualitative data, there are various models and methods; in this current study, Miles and Huberman model was chosen as it includes inductive analysis and theoretical framework for the application of inductive analysis. This analysis method has three basic phases such as the regulation or reduction of bulky data, the demonstration of data and the verification of data.

In Miles and Huberman qualitative data analysis model, coding is the first and most crucial step directing the following stages of the analysis. In coding phase, data is presented with the help of specific markers or signals. Thanks to codes, data can bear

meaningful unites. As codes are subjective, they must be compatible with the ones completed by another researcher. As the second step, the demonstration of data is conducted with the graphs, tables and figures; the final step is the verification of the data to show the reliability and validity of the research (Miles and Hubersman,1994). To eliminate the subjectivity and get reliable and valid results, the codes formed by different researchers should be compared and the inter-rater reliability should be measured. The rate of similarity between codes determines the reliability of the qualitative research.

In Miles and Huberman model, the inter-rater reliability is calculated with the formula $\Delta = C \div (C + \partial) \times 100$. According to the formula, the meaning of the symbols is listed such as Δ: Reliability co-efficient, C: the number of agreed codes, ∂: the number of disagreed codes. The ratio of inter-rater reliability should be at least 80 % to state the study as a reliable research.

Viewing the system and characteristics of qualitative data analysis by Miles and Huberman given above, content analysis was carried out in this current study.

The recorded interviews were transcribed as the initial step. The answers based on seven open ended questions were read several times to comprehend a general meaning to ease the coding process. Firstly, unrelated parts in the transcript were extracted to reach an appropriate analysis with the related responses.

Based on research and interview questions of the evaluation of 5th grade intensive English teaching program, 5 basic categories were formed:

1.Themes about the strengths of the program

2.Themes about the weaknesses and challenges of the program

3.Themes about the implementation examples

4. Themes about the learning outcomes

5. Themes about supporting mechanisms and suggestions

According to these titles, by identifying similar themes, ideas, concepts and schemes under the identical classification, open-coding was implemented. This process was completed in the first phase and another researcher from Dumlupınar University in Kütahya conducted the same procedure by coding the similar items uttered by the participants. Afterwards, the themes found by two researchers were compared and

contrasted by using the inter-rater reliability formula by Miles and Huberman, the inter-rater reliability for each category was calculated. The average consistency between raters of 5 categories was found as 0.89 which was above the accepted level. This results show that the findings of the research were reliable.

CHAPTER 4

FINDINGS

This chapter displays the results of the research collected with the interviews. Following the analysis procedure by coding and categorizing, the findings are given in details.

4.1. Objectives and Research Questions

The objective of implementing this study is to see the outcomes of the 5th grade English teaching program from the eyes of language teachers. What is aimed is to shed some light on the strong and weak parts of 5th grade intensive English program, challenges the language teachers encountered, concrete implementation examples about the programs, the needed supporting mechanisms with help of the research questions given below:

4.1.1. Research questions

1. What are the views of the teachers on the 5th grade intensive ELTP;

a) about the strengths of the program

b) about the weaknesses of the program

c) about the implementation of the program

d) about the attainability of the outcomes of the program

e) suggestions about better implementations?

4.2. Findings of the Study

In this part, the responses given to the research questions are displayed by one by.

4.2.1. Findings of Research Question 1

R.Q.1. What are the views of the teachers on the 5th grade intensive ELTP about the strengths of the program?

As an answer to this question, the responses of teachers' on the interview were coded according to the categorized themes. They are given in the table below:

Table 6

Themes about Strengths of 5th Grade Intensive ELTP

Themes	Participant Code
Exposure to foreign language in early age	T1, T2, T6, T7, T8, T10, T11, T15, T16, T18, T19, T21, T22, T24, T26, T27, T28, T29
Activity-based learning	T1, T4, T7, T11, T12, T14, T16, T18, T19, T20, T23, T27
Student centered education	T1, T3, T4, T5, T7, T9, T12, T17, T18, T19, T20, T25, T26, T27, T28, T29
Skill-based learning	T1,T2,T3,T4,T8,T9,T10,T11,T12,T13,T14,T15,T17,T18,T19,T21,T24,T25,T26,T27,T28
High motivated students	T1, T2, T3, T8, T21, T24
Affective Filters	T3, T6, T10, T22, T25, T26, T29
Process-oriented assessment	T1,T2,T3,T4,T26,T27,T28,T29

When the table is viewed, first category that teachers strongly underlined is the importance of young learners' education. 62 % of the language teachers mentioned the

exposure to foreign language in early ages as the strongest point of the program. Of the teachers who were interviewed:

T1 expressed *'It is a good step for the students who can be exposed to foreign language in an early age with 15 hours of classes.'*

T28 said 'Providing *this early language education on the secondary level is a huge advantage.'*

T10 claimed '*The strongest part of the program is that the students are exposed to English intensively in early age immediately after primary level education.'*

T29 mentioned about '*This program was introduced with the idea of critical period when the children can learn language efficiently.'*

Another point emphasized strongly is activity based learning which 41 % of the teachers supported by exemplifying their classroom activities. 12 teachers out of 29 stood behind the idea that language classroom should contain different types of activities fostering the children's learning. For this issue:

T7 affirmed '*The children who are in the play age are learning the language with entertaining activities like game, song.'*

T10 added '*It is easier to use amusing activities more often as the children are ready for physical activities at this age.'*

T12 asserted '*As we have the flexibility in terms of class hours, we are able to do many different activities.'*

Besides activity-based learning, another topic underlined by the teachers in the table is student-centered education which was mentioned by 16 teachers out of 29 (approximately 46 %). The participants offered various angels for this theme and they gave examples for the sub-title of student-centered learning:

T26 conveyed '*The children take classes where 80% English is used; I observe peer assessment, also it is a good point.'*

T18 expressed '*The students can talk each other in an interactive way.'*

T9 said *'The children learnt the language by using.'*

5th grade intensive English teaching program particularly underlines the teaching and learning based on skills as it is noted in the program that all skills are equally given in

the curriculum. Likewise, almost all of the interviewees told that the program offers skill-based learning. 21 teachers out of 29 approved that one of the strongest parts of the program is its foundation on skills. 72 % of the participants mentioned skill-based implementations in their class and class-out activities. Of them:

T2 expressed '*We have the opportunity to include all skills in our exams.*'

T8 said *'15 class hours' program is a big advantage as we have enough time for all skills such as writing, reading, listening and speaking.*'

T9 mentioned *'We paid attention the equal distribution of all skills in the lesson plan.*'

As known, some affectional factors are one of the most important component in language learning. If a leaner feels ready and motivated, the possibility of a successful learning will be high and vice versa. Especially, young learners need these affectional elements more than others do. 5th grade students (10-11 aged) are inclined to be keen and enthusiastic. For this reason, feeling motivated for English fosters their learning. 20% of the participants in the interview declared this idea:

T21 stated *'It is a great opportunity for the students who have great interest in language learning. 15 class hours' program is a huge advantage.*'

T24 uttered '*5th grade students are ideal when we have motivated students. The children at this age are really willing and enthusiastic.*'

As Krashen's theory of affective filter claims, there are some emotional elements such as stress, self-confidence and motivation hindering learning. Young learners don't have these filters preventing language acquisition. The language teachers propose that 5th grade students are lack of filters hampering learning; on the contrary, they aren't shy, they are ready to learn, they are energetic, they don't feel offended by outside elements. Of them:

T10 stated '*As these students are still in primary level, they aren't offended and they aren't shy. This situation helps the teacher to conduct all kind of activities in the class.*'

T22 and T26 claimed '*The children at younger ages don't have filters hindering learning and they aren't reluctant. They are ready to learn whatever they are taught.*'

The last theme given by the teachers is process-oriented assessment; 8 out of 29 teachers mentioned about process oriented assessment besides to product assessment.27 % of the participants stated that they evaluated the process especially

for speaking skill:

T3 claimed *'We evaluate the students' performance and participation in the classes. We most focus on process for assessment.'*

T28 asserted *'I assess students' learning according to the philosophy of process based evaluation.'*

T4 mentioned '*We use portfolio to evaluate the process and we prepare a product file at the end of each unit.* T27 expressed '*At the end of each unit, the students prepare project works and we prefer recording these digitally like e-portfolio instead of files. Digital recording takes more attention of the students and we can save papers.'*

4.2.2. Findings of research question 2

R.Q.2. What are the views of the teachers on the 5th grade intensive ELTP about the weaknesses of the program? As an answer to this question, the responses of teachers' on the interview were coded according to the categorized themes. They are given in the table below:

Table 7

Themes about Weaknesses of 5th Grade Intensive ELTP

Themes	Participant Code
Insufficient usage of daily language	T1, T3, T4, T13, T16, T20, T21, T22
Lack of interest and motivation	T1, T3, T4, T6, T7, T9, T10, T11, T15, T16, T21, T22, T23, T24
Unsustainable program	T2, T4, T6, T7, T8, T11, T14, T18, T20, T22, T23, T24, T28
National exam concerns	T2, T4, T6, T9, T11, T15, T22, T24
Program management problems	T7, T10, T12, T14, T16, T18, T19, T22, T23, T24, T25, T29
Lack of unity in materials and book	T5,T7,T8,T11,T14,T15,T18,T19,T20,T22,T23,T24,T25,T27,T28
Intensity of Program Content	T6, T7,T11,T14,T19,T20,T29

The table displays the common themes uttered by the teachers. 5th grade intensive English teaching program aims the usage of daily language and the transfer of class language into the daily life. However, the expectations about this weren't met ultimately. One of the weak parts of the program is deficiency in using daily language as many teachers complain that relationship with English is limited to the classes.8 out of 29 (27 %) teachers mentioned about this challenge by quoting:

T1 stated '*As for weaknesses, the program has deficiencies about using language daily. The students only can speak basic sentences in daily language.*'

T4 expressed *'For the sustainability of language learning, the students better go on using language out of class. The children use their mother tongue at home, at street and they don't need to use English. Need for learning English is important.*'

T21 added '*There is no support for class-out activities in terms of movies, songs.*'

On the contrary to the high motivated students' contribution to the learning, low motivation and interest affect the education process negatively. 14 teachers out of 29 (48 %-almost half of the teachers) objected to the inclusion of all students into English prep classes ignoring their readiness or willingness (some students attend these classes just for the desire of their parents). Especially, in the first years of the program, all students were to attend to the program, but this hampers the progress of the program as low motivation decreases the efficient learning. Still some school don't offer options for 5th grade (3 hours' program), the students only can attend the intensive program. The participants complained by expressing:

T11 uttered *'I am working in a village school. Unfortunately, neither my students nor their parents are interested in language learning. They are not aware of the importance of English.*'

T6 and T24 declared *'Long hours of English can turn into a torture with low motivated students. Sometimes you can feel desperate and helpless to motivate these students since all your effort can be in vain. Also, different levels can affect the teaching adversely and you can have difficulty in reaching a balance. Background knowledge based on primary school education differs.*'

Majority of the participants highlighted the unsustainable program as one of the

weakest part as it was introduced as limited 5th grade program; conversely, it was emphasized that language learning is life long and spiral. The most criticized aspect was that long hours and intense content are only given at 5th grade but following grades don't pursue same procedure and philosophy. After 15 hours' lessons, only 3 hours of English classes don't satisfy the needs of the students.13 out of 29 participants supported this opinion by proclaiming:

T2 said '*Yes, we laid the strong base for English but it is not enough. We can't spare sufficient time for speaking. We have to follow the curriculum and we feel under pressure of central exams. Our students are expected to perform more successfully so we are compelled to follow the 3 hour-program at the same time. Unfortunately, success is only evaluated according to exam results even at 5th grade. We strive really hard but at 6th grade we come across classes with only 3 hours. For this reason, I find this program packaged and limited.*'

T4, T6, T14 and T18 advocated *'Our biggest trouble is that 6th and following grades don't have enough class hours after 5th grade intensity. It is a serious decline and unsustainable. A spiral learning philosophy is adopted in the program but it isn't implemented through secondary level language learning.'*

When the table is viewed, the concerns of the teachers about the education and exam system are apparently obvious. Even if 5th grade students who are in the prep classes take 15 hours' program, they are also responsible for the other 5th grade program (3 hours) and its exam held by the ministry. The themes and syllabı differ between these two programs, both teachers and students can have confusion about the implementation. Parents have high expectations as their children take long hours English. 8 (27 %) teachers stated their challenges about this issue:

T2, T4, T6, T9, T11, T22 and T24 expressed *'Our students take the same central exam with other 5th grade students. If we don't teach the other syllabus, our students make mistakes; and then, we take criticism and bad response from the parents concerning about mistakes despite long hours English. We are urged to use both programs and it is really tiring. Moreover, we have an intense program at 5th grade, we can practice English in all skills; but we encounter an exam at the 8 grade. At that time, we teach exam techniques not skills and everybody feel confused about the system. We can't go on efficiently due systematical problems even though we complete a good starting*

point at the 5th grade.'

One of the aspects taking attention in the table uttered by the teachers during the interview is about systemic problems such as book distribution, class hours, lack of unity, lack of teaching competence. Besides, economic and geographic factors also can affect the duration as the teachers can take parental and economic support, however it is not a case for the teachers working rural and countryside parts of the city. 12 teachers out of 29 (41 %) declared their problems resulting from system and conditions by saying:

T12 proclaimed *'Our course books were distributed too late. This program was introduced so abruptly without any investigation in the schools. The readiness of the students was ignored. The teachers weren't trained; we didn't take any course or seminar about the program. Nobody knew what to do in the first year. Every teacher used their own background and competence.*

T14 stated *'The success of the system is left to chance. The teacher should be facilitator with efficient content and materials.*

T18 and T19 explained '*I couldn't use the support materials published on EBA actively because it wasn't adapted to the interactive white boards, the voice records for listening parts weren't sent and published and we weren't allowed to use extra materials in the town where I work. The teachers have great burden and they feel under pressure. I have some concerns about the implementation as it is my first year.'*

T25 uttered *'To be honest, nobody knows how to manage the process. The teachers have big deficiencies in speaking skill.'*

The results show that a great majority of the participants stated problems about books and materials as one of the weakest points. Previous studies pointed about shortages about books and materials but the problem in this program is not about the lack of materials instead lack of unity. The ministry distributed two different course books to the piloted schools. Following years, the distribution of course books stopped and some supporting materials were published on EBA. There is still a problem about unity of materials. Compared to the previous, the teachers stated they had enough online materials but they requested a unity on material sent by the ministry. 15 out 29 teachers (52%) gave voice to this issue:

T20 uttered '*The supporting materials published on EBA didn't satisfy our needs. The book doesn't have voice parts and the intensity of vocabulary was high. As if it was designed at one night and it wasn't compatible with the program. Themes weren't interrelated. 40 unites were far beyond the students' levels.'*

T24 explained *'The ministry couldn't find a solution for course books. We need to provide extra materials and we can have some financial problems due to the price of foreign publishing books.'*

T28 added *'The weak part of the program is the lack of unity of materials supported by the ministry. The late distribution, the deficiencies in the content, unsustainability of distribution force us to supply our books ourselves. We meet our needs by ourselves.'*

The findings of the research show that a group of teachers complained the intense content of the program. A syllabus with 40 units was too much to teach to the young learners especially, grammatical subjects were designed for prep classes at high school level. It is mentioned that it is getting harder to teach the units following 20th unit. Later the number of the units lowered to 36 by ignoring the last four ones. 7 participants out of 29(24 %) assessed this aspect as a weak one by saying:

T6 asserted *'The intensive English program consists of 40 units and it is tough to complete it.'*

T11 said '*Even at the beginning, it was obvious that it would be challenging to finish all units. It was above the level of 5th grade students; because it was far beyond the world knowledge of the children.'*

T14 proclaimed '*The content issue is also problematic as the number and difficulty level of the units are not appropriate for the children. I reorganize the content and prepare extra activities.'*

4.2.3. Findings of research question 3

R.Q.3. What are the views of the teachers on the 5th grade intensive ELTP about the implementation of the program?

As an answer to this question, the responses of teachers' on the interview were coded

according to the categorized themes. They are given in the table below:

Table 8

Themes about Implementation of 5th Grade Intensive ELTP

Themes	Participant Code
Good Examples	
Communication based activities	T1,T2,T4,T6,T8,T9,T10,T12,T13,T14,T15,T17,T19,T20,T22,T23,T25,T26,T27,T28,T29
Long term effects on learning	T2,T5,T6,T7,T9,T10,T11,T13,T17,T22,T23,T28
Reading based activities	T3,T5,T13,T16,T17,T27,T28,T29
Foreign teachers' support	T4,T8,T9,T25,T29
Management problems	T1,T8,T10,T15,T22,T23,T24,T25
Unbalanced class hours	T7,T8,T10,T13,T24
Dyned	T4,T11,T12,T13,T14,T16,T19,T20,T22,T29

As for the answers given to the question 'concrete positive examples and troubles experienced during the implementation', the participants mentioned about the activities they implemented. It can be seen that both positive and negative aspects are displayed. When generally evaluated, the teachers had a positive attitude to the program, they demanded its continuity by mending the troublesome parts.

One of the mostly emphasized strong examples is communication based activities in and out classes. Thanks to long hours, high motivation and management support, the teachers and students exhibited different kind of activities based on communication like English street, children theatre in English, abroad and touristic attractions visiting, shows including English songs, games or stories. Almost all participants mentioned about these good concrete examples. 21 out 29 (72 %) teachers gave details about the activities they conducted within this 5th grade intensive English program:

T2 stated *'We organized English night at the first year of the program. It was praised*

across the town. There were dance shows, songs, theatre and all was in English. The students wore various costumes from different countries. They were confident and had fun. They got rid of their speaking anxiety. Besides, we are thinking of designing English street in springtime.'

T13 spoke out '*I contacted with my friend who has been teaching the same program in Antalya. Our students sent letters each other 4 or 5 times. They talked about the themes they learnt. They had fun and developed their writing skills. It was long term and successful project, we included it into TUBITAK.'*

T27 expressed '*Our students went abroad last year. They were eager for participating into the language course in England. They gained awareness of the importance of learning English. I observe them listening to English songs. They try to use the words they learnt in their daily language. The children read English books.'*

Second positive concrete example of the program is its long term effect on students' performance. English learning is a long term process; its effect can be observed better in the following years. The teachers stated that children who took 5th grade intensive English program could perform very well at 7th grade. Learning English requires time and its product can be seen after a while.

The participant mostly emphasized that the children can produce at the 7th grade what they received at the 5th grade. 12 out of 29 teachers (41%) approved this long term effects with some expressions:

T17 proclaimed *'When we evaluate our 7th grade students, the great difference between the students who took 5th grade intensive program and not can be seen clearly.'*

T22 uttered *'We witness the basic concrete examples at the 7th grade. We can take the advantage of the product at the 7th grade thanks to 15 hours' program which makes easier the exposure to the language.'*

T23 highlighted *'We watch English cartoon, animations or movies with English subtitles. Especially, 7th grade students can easily understand what they hear.'*

According to the responses given by the teachers, reading skill of the students developed thanks to the story books provided by the ministry and their school teachers. To turn reading ability into a habitual activity, the teachers organize in and out class

reading activities to improve students' comprehension. 8 out of 29 teachers (27 %) talked about their activities about reading:

T3 stated *'We read book once a week. It is useful for reading skill. They read both at home and school. We assign them to write its summary and to read the book loudly at home.'*

T28 expressed '*Reading improves their comprehension as we aim to understand the whole, not into the pieces.'*

T29 responded '*We have a class library including story books which they read either at home or at school. I want them to summarize the book in English or Turkish in a short way. We have also some online applications with which our students can read and take notes. We sometimes check it out.'*

As clearly seen in the table and mentioned by the teachers, some schools, particularly in the city center, arrange native and native-like teachers for the speaking class of 5th grade intensive program. They were really satisfied with this implementation as they thought that the students were forced to use the language. Since the students know that their Turkish teachers can speak Turkish when necessary, they can abuse this and they continue to speak Turkish. On the other hand, a foreign teacher who doesn't know Turkish compel them to speak English; hence, their speaking ability can improve. This support can be provided only with the help of parents; so limited schools whose financial conditions are suitable can afford to do this. The administrative and teachers advocated with the idea that it helps the improvement of students' speaking ability.5 out of 29 (17 teachers) teachers gave details about this process:

T4 asserted *'We have a native teacher who has lessons twice a week in our school. It is really helpful for pronunciation.'*

T9 claimed *'We arranged a native-speaker to improve the speaking ability of the students'. I think it is totally efficient. Since he doesn't know Turkish, our students have to speak English to communicate. The parents talk about the children' effort at home to practice English. It is a great happiness to hear that. We demand our parents to support the children at home to improve their skills.'*

T29 mentioned *'A foreign teacher from Ukraine has lessons twice a week in our school. That the teacher speaks English all the time is motivating. We preferred her as*

she is also English language teacher. The students have fun in her lessons.'

Besides strong examples, the teachers stated particular problems and challenges they encountered. When the participants evaluated the program in a general way, three basic titles can be seen in the table. What most of the teachers highlighted was that they didn't encounter so many difficulties. The most highlighted obstacles were about the education system that the teachers had to implement its rules. 8 out of 29 (27 %) teachers gave details about the difficulties about the system they had:

T22 revealed '*We conduct the program with my colleague at school and we also responsible for 3- hour-5th grade program. Our students take central exams and they are asked according to the themes given in 3-hour program. This causes a concern for the teachers to balance the content of the lessons, there is a great burden on the teachers. We can't follow a schedule focusing only students' development. We have systemic problems. Prep school idea is precious but to be honest to reach its main goals is tough. As teachers, we find ourselves all the time organizing new things.*'

T24 announced *'Class organizing in the schools must be changed, in our school, all 5th grade classes are prep, it is not efficient.'*

T25 asserted '*The obstacles we had aren't about classes or students, mostly, difficulties resulting from system make the things worse like lack of unity in implementation.'*

According responses given by the teachers, it can be viewed that there is an unbalance between class hours. The students are expected to perform in Math, Science, Social Studies and Turkish besides to 15-hour English class but they don't have music and physical education lessons. This is one of the criticisms made by the teachers that the students at this age need more physical and art craft activities. They are enthusiastic and energetic as they are just ten or eleven

The teachers claim that we have to compensate what the students are supposed to do in Art and P.E classes by providing them coloring, jumping or art craft activities. 5 (17 %)out of 29 teachers expressed their opinions about this theme.

T7 stated '*The students are also tested about the abilities on Math, Science, Social Studies and Turkish in spite of their attention on language learning. The common central exams cause the lack of interest in English due to the fact that their focus is on*

the other lessons.'

T10 answered *'In this program, 5th grade students don't have classes like Music or P.E, so we prefer colored or entertaining materials including cut, color and paste activities to fulfill their such needs.'*

T13 responded '*The decrease of Music and P.E class hours is exactly bad for children.'*

The table reveals that the another challenge the teachers dealt is Dyned which has been conducted in all levels of state school by English teachers. Despite the pressure of administrators, English teachers aren't satisfied with this application with the idea that it doesn't meet the expectations of language learning.

Dyned has been in use for years; yet it isn't appreciated as it hasn't revised itself for years. 10 teachers out of 29 (34%) expressed their views:

T4 pointed out *'Dyned can be more efficient with necessary arrangements. We can conduct this application only at school.'*

T14 announced '*In the early years of Dyned, we tried to carry out in spite of technological facilities. We have interactive whiteboards but Dyned is only helpful if every student has their own computer. The students log in and they are active in the system; yet, is being active enough? Only if the students have headphones with appropriate conditions, they can succeed. Dyned is based on language skills differing from the curriculum. It contributes to listening and pronunciation.*'

T16 reported *'If Dyned is reorganized on the basis of the needs of all levels, it can be more efficient. We strive to sustain but it isn't compatible with the curriculum and is same for all grades. Dyned should be adapted to the system. After a while, the students lose their motivation.*'

4.2.4. Findings of Research Question 4

R.Q.4. What are the views of the teachers on the 5th grade intensive ELTP about the attainability of the outcomes of the program?

As an answer to this question, the responses of teachers' on the interview were coded

according to the categorized themes. They are given in the table below:

Table 9

Themes about the Applicability of the Outcomes of 5th Grade Intensive ELTP

Themes	Participant Code
Success in language learning	
Communicative Competence	T5,T6,T8,T9,T11,T13,T14,T15,T17,T18,T22,T25,T26,T27,T28,T29
Awareness of language learning and attainment of positive attitude	T7,T8,T10,T11,T13,T14,T15,T17,T18, T19,T20,T22,T23,T25,T27,T28,T29
Achievement in Exams	T5, T6, T9, T13, T14, T15, T17, T25, T26, T27
Deficiencies in language learning	T1, T3, T10, T16, T19, T20, T23, T24
Limited communication	T1, T10, T12, T16, T20, T21, T25
Failure to reach the desired goals	

5th grade intensive English teaching program is a communicative based program and its outcomes are expected to be related real life communication. With this research question, what is searched is to what extent the students can be able to achieve the expected goals. Also, whether success in foreign language education in the country will increase or not is examined. The students are supposed to communicate in the target language in four skills but particularly in speaking. Out of the answers to these questions ,16 participants out of 29 (55%) agreed on the great effect of the program about the communicative competence by comparing previous years. They supported that the students gained a comprehension on the behalf of communication, so they can understand much easier and they can react to what they hear:

T9 proclaimed *'I totally support the idea of prep class at 5th grade. If it is implemented efficiently, there is no way of its ending with failure. I try to make the students gain an*

awareness and give tips for them. Even with these conditions, it will be an increase in success as the students are exposed to English.'

T14 asserted '*We had a grammar based language education in previous years. We changed it with this prep school education. The students have learnt English is not just a set of rules instead, it is a device that they can use school, work or daily life. We need to teach how necessary English in life is. The goal must be to know a language rather than to take marks. The students can get the awareness of knowing a foreign language when they recognize 15-hours English classes.*'

T17 exemplified *'We had a trip to Pamukkale last year. Our students were eager to speak with the tourists. They tried to communicate with basic sentences. They didn't have any anxiety or fear of speaking. I could observe that they improved in communicative skills. They talked about their conversation with the tourists. I could see that this program contributed to them and they got rid of their speaking anxiety. We are implementing a successful program compared to the previous one.'*

The basic goal of the program is to make the students gain a positive attitude to learning a foreign language in primary levels with the help of the fun, entertaining and amusing class atmosphere. As can been in the table, 17 participants (out of 29) stressed the great contribution of the program to the attitude towards learning English. 58 % of teachers underlined the fact that young learners acquire the language unconsciously by gaining a positive belief thanks to fascination learning activities:

T7 stressed *'There is an increase in learning a foreign language. Even parents are aware of the process. The importance of knowing English can be seen easier by all the stakeholders. The children are more motivated with the enthusiasm resulting from their ages. They aim to learn the language without exam anxiety. Target language takes their attention more at this age.'*

T22 asserted *'Before prep classes, we had an increase in success even with the help of elective English classes. I can't define the effect of this program. We all gained a different vision and viewpoint for learning and teaching English.*'

T28 pointed out '*We lowered the degree of the shame and fear of making mistake. Thanks to long hours, every child has the same chance to take part in and they show progress compared to September when they first started. The children have changed their attitude and approach so far. In a period of 5 months, we can get rid of these*

affective filters. They can express their opinions free.'

The reality of education system forces the teachers, students and parents to be ready for the central exams monitored by the ministry. No matter how important is to gain a communicative perspective in this program, no one can't ignore the exams. According to the expressions of the teachers, it can be understood that the teachers spare 1-2 hours in their weekly schedule for the exams to meet the expectations. 10 teachers out of 29 (34 %)

T6 stressed *'This program will definitely increase the success. We can witness it has accomplished so far. When we compare the classes who have taken this program or not, we can see the difference. The classes with this intensive English program presented 80 % achievement on the other hand; the other classes remained the percent of 30.'* T25 proclaimed '*There will be success both in exams and communication.'*

T27 pointed out '*In our school, we have a high degree in exam success. We can reach what we aim. Even though the students don't study so hard, they can be successful in English easily. I attribute it to the program (5th grade intensive English) exposing to English with 15-hours classes.*'

The program closely follows the rules and principles of CEFR suggesting lifelong learning philosophy. What is strongly attached importance in the program is the competence for communication. The table shows us that there are some shortages in terms of reaching these goals. The participants pointed out that limited students can acquire the communicative competence as the prep classes aren't defined according to the motivation or readiness of the students. A small number of students can communicate in the target language. 8 out of 29 teachers (28 %) about this issue and as for failure to reach the desired goals 7 out of 29 participants (24 %) shared their opinions:

T3 reported '*Nearly 25 % of the students can use English as a communication device. These students can integrate English into their lives exactly, but the others don't care. I think this is resulting from not being studying regularly. For sure, not all the students are expected to succeed; but, even unmotivated students can learn something unconsciously.*'

T10 announced *'We have a limited success in these current circumstances. This program is designed basically for the improvement of listening and speaking*

competence. The aim is good but not planned. Every student isn't ready for the prep class with different interest and talent. Probably, we may not meet the expectations but it is absolutely helpful. We can take more advantage if the necessities are revised.'

T16 revealed '*We can't be successful in my own school. I try to prepare different activities but it doesn't work.'*

T21 declared *'I don't think we improved so much. We had similar results when we implemented 5th grade (3hours) program. It is sad to see that the students are the same level in spite of long hours of English.'*

T25 reported '*I can't get a natural answer that I want from a student who had intensive English program. If we can use suitable books for language education, I believe we can accomplish. We need to focus on the skills instead of mechanical drills.'*

4.2.5. Findings of research question 5

R.Q.5. What are the suggestions of the teachers on the 5th grade intensive ELTP about better implementations?

As an answer to this question, the responses of teachers' on the interview were coded according to the categorized themes. They are given in the table below:

Table 10

Themes about Suggestions for Better Implementations

Themes	Participant Code
In service training and seminars	T1,T7,T10,T11,T12,T13,T14,T15,T16,T19,T20,T25
Enriched e- books and materials support	T5,T6,T7,T8,T10,T11,T12,T13,T14,T15,T18,T19,T22,T23,T24,T25,T26,T29
Seminars for students and parents	T3,T5,T7,T8,T10,T14,T20,T26
Inclusion of native teachers	T7,T13,T14,T16,T26,T27
Sustainable and spiral program	T2,T3,T4,T7,T8,T10,T11,T12,T15,T18,T19,T21
Implementations	T2,T3,T4,T6,T7,T9,T11,T18,T19,T20,T22,T23,T

based on daily life	25,T28
Elective classes	T10,T11,T15,T16,T20,T23,T24,T29

As can be seen in the table, responses of the teachers about better implementations and supporting mechanisms needed during the process are coded under the related themes. The need for in-service training and enriched e-books or materials were mostly mentioned by the teachers. 12 teachers out of 29 (41%) stressed out that they needed course or seminars especially at the beginning of the program as they didn't know what was expected exactly and what should be done:

T10 announced *'I think all program stakeholders should be trained for an effective implementation. The importance and awareness of learning a foreign language should be highlighted. I urgently need some support about materials. We don't have a proper book to reach the expected outcomes. The story books were ideal; it must be continued. The books distributed by the ministry were intense in terms of content. These books should be redesigned and re-distributed.'*

T 20 reported '*We could have been informed about the program content. We need a well-planned training course as every school has their own techniques or system. Every year I feel anxious about 5th grade program as for its planning and methodology. Teachers are not the only component responsible for an efficient implementation, parents or administrators should be informed and trained at the beginning. The administration can be more supportive about materials. At the group teachers' meeting, these issues are evaluated but then ignored. We can have a more useful communication network.'*

T25 stated '*The ministry can organize in-service training or online education. The ministry can prepare a well-designed and interactive enriched e-book. The program was introduced ignoring our needs, there was lack of seminars about introducing the program. We seriously need a training-course, sometimes we can have problems about program management.'*

The table displays that a great majority of the teachers need and suggest a unity for the usage of enriched e book and materials. Almost all secondary schools have interactive white boards opportunity for language education and if they are supported with suitable enriched e-books and materials, it is assumed that language learning and

teaching will meet the expectations.18 out of 29 teachers (62%) pointed out the fact that not every school running this intensive program has appropriate enriched e-book provided by the ministry:

T10 reported '*We need enriched e-books distributed by the ministry. We can't reach voice records of the books on the net easily. These must be sent with the books. All burden is left on the teachers.*'

T12 expressed *'We shouldn't have troubles in supplying the materials. There must be a unity in the materials provided by the ministry. There are a lot of materials which are suitable for English classes, the proper ones should be distributed by the ministry.*'

T15 and T16 supported the idea *'We prepare our materials with the help of EBA and other online platforms. The course books are sent without voice records. This prep class is really advantageous but simple things are neglected.*'

According to the statements of the teachers, to reach the goals of a program, all stakeholders should be aware and conscious of what is expected or what is aimed. The table present a percentage of 30 who supporting the idea of seminars for students and parents. 9 out of 29 teachers emphasized:

T3 asserted '*The students can only practice the language at school. The students can't be exposed to the language out of the classes. There is little support from family and parents; in that, they should be included into the process.*'

T10 revealed '*I assume the administrators, parents, teachers and even students should be trained for an effective program. All program participants should be aware of the importance of language learning.*'

T14 declared *'The implementation of the program must be under responsibility of all participants. Regular in-service trainings and seminars should be organized. Parents should be included into the management. I didn't take any negative reaction from the parents but anyway, all stakeholders should participate for a common sense rather than only teachers.*'

Previous charts showed that there was an agreement on the contribution of native and native-like teachers about the inclusion to the programs. Some schools especially located in Denizli city center had the opportunity to arrange foreign teachers with the help of the parents.5th grade intensive English teaching program has the flexibility with

15 hours in terms of sparing 1-2 hours for speaking class conducted by a foreign teacher. When the last interview questioned was directed, the suggestion of foreign teacher' support was raised often by the teachers.9 out of 29 participants (31 %):

T13 mentioned '*The students need a foreign source to deduce the meaning; for this a foreign teacher can be arranged for speaking classes.*'

T14 stressed *'Native teachers can be included into the program to contribute the pronunciation and speaking. The students can have the chance to meet new people from different cultures. The children can acquire the language.'*

T27 underlined '*MoNE can assign the foreign teachers for 1-2 hours within a week to the schools which are implementing this intensive English program. The ministry should support it financially.'*

The results show that the teachers expressed the lack or the need of a spiral program in their interviews. As the last research question was directed to the participants, almost all teachers complained the limited effect of this intensive program suggesting that it's not sustainable and spiral. It was mentioned that it is effective at 5th grade but language learning has lifelong effects. Out of 29 teachers, 12 participants (41%):

T2 asserted *'The best thing we can do is to strengthen the connection between 5th and following grades by mending the defective parts. The curriculum of MoNE should be in accordance with the intensive English programs even in 6,7 and 8th grades. There should be a frame on which content and program can be shaped and continued at every level. This program should include all secondary levels from 5 to 8.'*

T4 stressed '*What I can suggest is that the program should continue and the children must feel the language learning as a necessity.*'

T21 announced '*We can integrate class English into real life English in order to get the students to feel the need for learning a foreign language. Class hours drop abruptly after 5th grade from 15 to 3 hours and this create a negative attitude among the students. The program should be sustainable and adaptable to the levels of the students. There must be a general frame where all grades can be designed according to the rules of this frame.*'

14 participants suggest that English should be adapted to the daily lives of the children with English street, music, games or movies somehow. The results display 48% of

teachers were in a demand of such activities improving in-class and out-class activities. Out of 29 participants, 14 supported this suggestion by:

T18 declared '*Where the students use this language is so important; we should create such conditions as English street or city where they can use language actively. The school should organize similar activities. English reading and speaking hours can be planned with the participation of the school students. The activities shouldn't be restricted into classes.*'

T20 proposed *'The collaboration between the schools which are conducting this program can be strengthened; but not only with musicals or songs, instead, the activities through which the students can interact each other from different schools. The cafes or bazaars where the students only speak English can contribute to the process.*'

T28 explained '*All schools which are implementing intensive English program should build a unity collaboratively. Language festivals and touristic trips to Pamukkale (in the city) can be organized. The number of language courses can be increased.*'

The last theme categorized in the table is related to the obstacles emphasized often during the interviews. 8 out of 29 teachers (28%) complained the fact that all students ignoring their interest or talent for English (just out of insistence of their parents) were registered to 5th grade intensive English program. What is suggested by the teachers is that the intensive 5th grade class is elective with the help of a placement test at the beginning. Also what is added as a suggestion is that the students who have talent and interest in English should be in these classes.8 teachers raised their voice about this issue:

T16 suggested *'If the motivated and interested students can take 5th grade intensive program and the others can go on the other program, we can reach to the success.'*

T24 proposed *'At the beginning of the term, 5th grade intensive class can be organized with motivated and interested students who take placement tests. We strive hard to make our goals come true. If we study with the students who are willing to learn, we can achieve our goals.*'T29 offered '*If we include all 5th grade students into intensive one, it is difficult to be successful. Instead of including all students into compulsory prep classes, local prep secondary schools can be one of the options. The last but not the least, voluntary students and parents are really helpful for this process.*'

Chapter 5

DISCUSSION, CONCLUSION AND SUGGESTIONS

This chapter gives us the discussion of the findings; moreover, the views concluded from the study. Also, the implications and suggestions are offered for further studies.

5.1. Discussions of the Findings

5.1.1 Discussion of RQ1.

It was intended to search the views of the teachers on the 5th grade intensive ELTP in terms of its strengths.

29 teachers who took part in the study stated quite positive opinions about the programs. 7 categories were formed according the responses of the teachers. 62 % of the language teachers mentioned the exposure to foreign language in early ages as the strongest point of the program.41 % of the teachers supported activity-based learning. Approximately 46 % of the participants favored student-centered learning. As a great majority of the participants, 72 % of the teachers mentioned skill-based implementations in their class and class-out activities. By supporting affectional elements, 20 % of the teachers pointed out the success of the motivated students and 24 % of the participants highlighted the low affective filters thanks to young age learning. As a final theme listed in the table, 27 % of the teachers stated the process-oriented assessment.

In a similar way, in the studies conducted by Dilekli (2018) and Kayabaşı and Köse (2019) on 5th grade intensive ELTP, the conclusion that exposure to foreign language at younger age is a great opportunity and young learners are eager to learn and highly

motivated overlaps with this study's results about the strengths of the program. Moreover, Gürsoy and Eken (2018) supported the importance of early foreign language education in their study on 4+4+4 education program.

Besides, the themes found under the title of strong points such as low affective filters ,motivation, activity and skill based learning are about the characteristics of the young learners education; in the studies by Büyükduman (2001); Arıbaş and Tok (2004) on the 1997 primary language teaching program; Yıldıran and Tanrıseven (2015), İyitoğlu and Alcı (2015), Erarslan and Topkaya (2019), Erarslan (2016), Keklik (2019), Bulut and Atabey (2016) on 2nd grade ELTP; Çankaya (2015) on 3rd grade ELTP; Çelik (2009) on 4th grade ELTP these themes correspondingly were concluded.

Likewise, Güneş (2009) evaluated 5th grade ELTP and pointed out evaluation methods (self and peer evaluation) supporting the theme process-oriented evaluation highlighted in this study. As final alike example, in the study implemented by Garton, Copland and Burns (2011) from different countries, it was seen that the elements of CEFR influenced the teachers' class performance; also, teachers used great variety of activities in the classes. These have the similarities with student-centered and activity based learning philosophy coded in this study.

5.1.2. Discussion of R.Q.2.

What are the views of the teachers on the 5th grade intensive ELTP about the weaknesses of the program?

The challenges and problems encountered during the process by 29 teachers were listed as categories in the table as for the weaknesses of 5th grade intensive ELTP. 27 % of the teachers mentioned about deficiency in using daily language as one of the weak parts of the program as many teachers complain that English is limited to the classes. 48 % of the participants objected to the inclusion of all students into English prep classes ignoring their readiness or willingness in terms of low motivation and interest. 44 % (a great majority) of the participants highlighted the unsustainable and circular program; 27 % of the teachers stated their challenges about national exams; 41 % of the teachers declared program management problems; 52 % of them stated the lack of book and material unity; 29 % uttered the intensity of the content as the last weak part.

In this study, 27 % of the teachers stated the shortages of communicative competence and transfer of class language into daily life; in the all parallel studies by Güngör (2019) on 5th grade intensive ELTP; Demirtaş and Erdem (2015) on 5th grade English teaching programs; İnce (2018) on the new 4+4+4 curriculum; Arslan (2012); Harman (1999) on 1997 ELTP ; Er (2006) on 4th and 5th grade ELTP; Kelch (2010) on curriculum reforms; Karavas Doukas (1996) on Greek communicative curriculum; Orafi (2013) on ELT curriculum reforms; the mismatch between theory and practice in addition to deficiencies in turning class context into communicative places were underlined. Likewise, Zhetpisbayeva, Shelestova and Abildina (2016) on English curriculum as L3 that a strong transition hasn't completed yet for an organized system of teaching English. In the design of curriculum, communicative approaches and theories are highlighted but their adoption and transfer into teacher belief may show difference. With a very alike study, Kara (2019) indicated the worries of English teachers about 5th intensive English teaching program in pilot schools in İzmir. Various concerns were detected about 5th grade English teaching program like professional competence, lack of awareness, readiness of the students, low level of motivation, the expectations of parents, lesson hours, intensity of the content, central exam addressed by the ministry, inclusive students.

Another theme highlighted in the study with a percentage of 48 teachers is the low motivation and the inclusion all 5th grade students into prep classes. Emotional factors are more important in early language conditions like in this study, the effect of motivation was found in similar program evaluation. Yanık (2008) in her study with different background across seven regions on the curriculum of 6,7 and 8th grades stated that motivation is one of the crucial factors affecting language learning. Also, Damar, Gürsoy and Korkmaz (2017) pointed out the importance of emotional level of children on the study focusing on teaching English to young learners. However, the inclusion of the students is limited to this study as there are limited studies about 5th grade intensive ELTP and moreover, it has just been in use for 3 years.

According the results, 44 % (a great majority) of the participants highlighted the unsustainable and circular program due the fact that 5th grade intensive ELTP has 15 hours English class within a week focusing mostly communication. However, in the upper grades, the lesson hours drop abruptly to 3 hours circled around the central exams. As it is a specific issue resulting from this program, the studies in the literature

have not indicated any result about the unsustainable and spiral program characteristics. Nevertheless, there are some studies supporting sustainable and long life learning philosophy, Gutierrez Eugenio and Saville (2017) pointed lifelong language learning in their examination of European language policies. Also, İnçecay (2012) with a qualitative study indicated that curriculum wasn't well planned and need analysis was not completed efficiently for lifelong language learning.

On the contrary to many previous studies about lack of necessary materials, the teachers in this study expressed that they had a great variety of online materials thanks to technology but they had difficulty in creating a unity due to different applications in the piloted schools. Basic weak parts of the 5th grade intensive ELTP were stated as national exams, program management problems and intensity of the content by the participants. Likewise, Arslan (2012) supported the deficiencies in course book designs in his article about policy and practice in teaching English to young learners. In a compatible way with the challenge of program management problems, Chen (2013) found the lack of collaboration of macro and micro levels by evaluating primary English education in Taiwan and revising the policies on language learning. Also, Kelch (2010) brought similar results such as lack of management support and education system based on exams. As an another Asian example for these issues, Iemjinda (2007) listed some problems resulting from mismatch between suggested reforms and beliefs of teachers.

5.1.3. Discussion of R.Q.3

What are the views of the teachers on the 5th grade intensive ELTP about the implementation of the program?

The study results show that almost all participants mentioned about good concrete examples thanks to long hours such as high motivation and management support, different kind of activities based on communication, English street, children theatre in English, abroad and touristic attractions visiting, English songs, games or stories. 72 % of teachers stated communication based activities;41 % of the participants approved the long term effects of the program; 27 % of the teachers talked about reading activities; 58 % of the teachers pointed out the positive effect of native teachers. On the other hand, basic problems and challenges were stated; 27 % of the teachers gave

details about the difficulties resulting from management system; 17 % of the teachers announced unbalanced class hours; 34 % of the teachers uttered Dyned problem.

In the studies by Dilekli (2018) on 5th grade ıntensive English teaching program, Canlıer and Bümen (2018) on 5th grade intensive English, the results about skill-based approaches of program overlaps with those of this study. What was highlighted in all studies, the students could be included into communication based activities thanks to 15 hours of lesson. In the same way, Erarslan (2019) in his evaluation study of ELTP reforms (1997-2006-2013), the tendency to communication was accepted as the most important step in program development.

With a different aspect from previous studies, the participants in this study strongly repeated that the actual and basic effects of this program could be observed easier at 7th grades as a contribution of long term exposure to the language. Another issue often underlined here is Dyned problem unlike the other 5th grade evaluation studies.

As for the management and system problems, Kelch (2010) found out the challenges encountered during the implementation of communicative curriculum reforms. His findings about lack of management support corresponds with this study. Moreover, with another similar study conducted by Murdoch (2007) on South Korean language education system, the contribution of native speakers to the program was also stated.

As a final similar example, Kara (2019) indicated the worries of English teachers about 5th intensive English teaching program in pilot schools in İzmir. The underlined ones in the study were lesson hours, intensity of the content, central exam addressed by the ministry.

5.1.4. Discussion of R.Q.4.

What are the views of the teachers on the 5th grade intensive ELTP about the applicability of the outcomes of the program?

5th grade intensive English teaching program is a communication based program and its outcomes are expected to be related real life communication. With this research question, what is searched is to what extent the students can be able to achieve the expected goals.55% of the teachers agreed on the great effect of the program about the communicative competence; 58 % of the participants stressed the great contribution of

the program to the attitude towards learning English; 34 % of the teachers expressed exam success; 28 % of the participants stated that a small number of students can communicate in the target language and as for failure to reach the desired goals 24 % of the teachers shared their opinions.

When literature was reviewed, the result about the shift from grammar-translation method to communicative method was obvious almost all studies. Similarly, Erarslan (2019) pointed out the elements influencing the implementation of English language teaching program in primary level. The tendency to communication was underlined as the most important step in program development with 4+4+4 system in his study. İnce (2018) with the study on the new 4+4+4 curriculum and Orafi (2013) with the study on ELT curriculum reforms in Libya supported the idea that teachers were aware of the communicative approached adopted. Also,58 % of the teachers stated that attitude towards language learning has changed positively. The studies by Erarslan (2016) on 2nd grade English teaching program and by Arıbaş and Tok (2004) on 1997 primary language teaching program overlap in terms of the finding about gaining positive attitude to foreign language education. Conversely, Güngör (2019) with his study on 5th grade intensive ELTP pointed that there wasn't big difference in students' attitude to learning a foreign language by comparing 5th grade students who took the program or not.

This study displays limited number of students can attain this and the teachers had challenges in implementing these communicative ways even though there has been a tendency to communication based learning. The studies conducted by Zhetpisbayeva, Shelestova and Abildina (2016) on English curriculum in Kazakh-Russian-English context; by Dönmez (2010) on the new 8th grade curriculum in primary schools in Ankara; by Harman (1999) on 1997 ELTP in Şanlıurfa and by Kambur (2018) on 5th grade intensive ELTP have similar results that limited students have communicative competence and expectations weren't met fully.

5.1.5. Discussion of R.Q.5.

What are the suggestions of the teachers on the 5th grade intensive ELTP about better implementations?

Responses of the teachers about better implementations and supporting mechanisms

needed during the process are coded under the related themes in the findings part. 41% of the teachers stressed out that they needed course or seminars especially at the beginning of the program; 62% of the participants pointed out the fact that not every school running this intensive program has appropriate enriched e-book provided by the ministry; 31 % of them supported the need for foreign teachers; 41% of the participants suggested that the program is not sustainable and circular;48% of teachers were in a demand of improving in and out communicative activities; 28% of the teachers pointed the need for elective prep classes with voluntary students.

In this study, 41 % of the teachers underlined the need for in-service training or seminars to follow more efficient implementation. Similar abroad studies such as Orafi (2013) on ELT curriculum reforms, Garton, Copland and Burns (2011) with a survey about teaching English young learners from various continents, Kelch (2010) on challenges about implementation of communicative curriculum reforms, Iemjinda (2007) with a research on Asian countries about teacher development pointed the lack of necessary in service training for teacher development and better program implementation. In accordance with abroad researches, Turkish studies display the same deficiencies in providing seminars, in service training courses. The studies by Büyükduman (2005) on 4th grade compulsory English program; by Mersinligil (2002) about 4th and 5th grade English teaching program in Adana with teachers, students and administrators; by Er (2006) on 4th and 5th grade English curriculum; by Çelik (2009) on 4th grade English teaching program; by Kırkgöz (2007, 2008, 2009) on English teaching curriculum with different case studies; Dönmez (2010) on the new 8th grade curriculum in state primary schools in Ankara; Gürsoy and Eken (2018) on the new 4+4+4 curriculum ; Çankaya (2015) on 3rd grade English teaching program; Demirtaş and Erdem (2015) on two 5th grade English teaching programs 2006-2013 ; Kambur (2018) on 5th grade intensive English teaching program ; Kara (2019) on 5th grade intensive English teaching program reinforced the view that teachers need regular in-service trainings or seminars for the sake of progress of the teaching programs. However, as opposed to the need for in-service training, in the study conducted by Yörü (2012) on 8th grade English teaching program, it was stated that the management of the in-service trainings was handled successfully.

In literature review, it can be seen that the teachers had complaints and problems about necessary materials and books; likewise, this study displayed the lack of unity in

enriched e-books and materials. With the development of technology, it is easier to find e materials; but the problem is the absence of the unity in enriched e materials and the setbacks in the distribution of necessary language materials by the ministry. Dönmez (2010) also revealed the problems about learning materials with her study on the new 8th grade curriculum in state primary schools in Ankara. Similarly, Kırkgöz (2007, 2008, 2009) with a great number of studies stated that there was an urgency in providing support materials and technological equipment. Arslan (2012) with his article on curriculum innovations and English teaching agreed on the necessary support in terms of learning materials. Another example for this issue, the study implemented by Çelik (2009) on 4th grade English teaching program concluded that the teachers criticized the lack of support materials. And the results about the absence of material support found in the study by Büyükduman (2005) on 4th compulsory English program are congruent, too.

As this 5th grade intensive English teaching program has different aspects with regard to class hours and is based on teaching English young learner's philosophy, the results brought different suggestions and support mechanisms needed by the teachers. Besides to in service training for teachers, seminars for students and parents were suggested to turn learning English language into a daily life experience. Furthermore, the inclusion of native teachers and the implementation more sustainable program were highlighted for better language education and long life effects.

5.2. Conclusions of the Study

In a general way, there are a group of conclusions inferred from this study and they are given below.

First of all, this program is based on the motto 'the younger the better'. Referring to this idea, the most obvious conclusion of the 5th grade intensive English teaching program stated by the teachers is the exposure to foreign language at younger ages. Most of the teachers asserted the great contribution of this program to the foreign language education at primary level thanks to long hours of English classes. It was found that the teachers could take advantage of skill-based and activity-based learning in addition to process-oriented evaluation with the help of low affective filters of

young students and intensive English class hours.

According to the analysis of the findings, it was underlined that motivated and interested students could improve their language with in and out class activities. Also, the statements of the teachers about enriching the language learning context with songs, rhymes, stories, act outs, games, riddles and any kind of entertaining language activities pointed the strength of the program especially in terms of student-centered education.

Secondly, a number of challenges and difficulties were detected about the implementation of the 5th grade intensive English teaching program from the perspective of the teachers. The biggest problem was about the lack of unity in books and material distribution; on the contrary to previous material deficiencies. It was found that there was a discrepancy between the schools which can use enrichened e-materials or books with the support of the parents. Another mostly stated complaint about the implementation of 5th grade intensive ELTP was management problems resulting from late material distribution, differing class hours. Like the problems caused by the education system, the concern about the national exams was stated to be the negative effect on the 5th grade intensive ELTP. Unfortunately, the difference between practice and theory was also detected in this program. Although this program paved an important way in primary level language education, communicative competence and transfer the language into real life wasn't at the expected and aimed level. Considering the weak parts revealed by the teachers, the inclusion of all 5th grade students into prep classes ignoring the motivation and the unsustainability of the communicative program that is only limited to 5th grade was asserted to decrease the progress and improvement of the students alongside the program itself.

Another aspect found within the current study about the implementation of the 5th grade intensive ELTP are the concrete examples allowing the students to improve their communication skills like abroad visiting, touristic trips, English town or street and children theatre in English. The teachers were content with these activities as the students could find the opportunity to use the language. The common example that the teachers were satisfied with was the long term effect of the program; in that, the 7th grade students who took this program can perform better than the others. Also, a great number of the teachers revealed the supportive effect of foreign teachers particularly for speaking skills. While positive sides were addressed, difficulties about

management system, unbalanced class hours and Dyned were pointed out by the teachers.

In terms of the outcomes of the program, a great majority of the teachers agreed on the fact that the students gained a positive attitude to learning a foreign language. Also it was concluded that the program contributed to the improvement of the communicative competence even if desired goals were reached to only some extent. What was implied was that the language learning and teaching approaches were more compatible with the rules of CEFR when compared to previous program implementations. It can be seen from the results that both the teachers and students were aware of the importance of real life communication; hence, the teachers underlined that they strived to foster the communicative activities and opportunities besides to the effort of the students. As final example for the learning outcomes, a small group of the teachers stated the exam success following the implementation of the program.

To get better results during and after the implementation of the program, necessary supporting mechanisms may be needed and the lack of these mechanisms can hinder the progress. One of the biggest criticisms made by the teachers was about the training courses and seminars. Neither at the beginning nor during the implementation, any kind of informative and supportive training courses were provided by the ministry. The answers of the teachers suggested that they had hesitations what and how to do to achieve the expected goals. As known teaching to young learners can require different techniques and methods and the teachers can feel incompetent. For this reason, it was concluded that the teachers needed to be trained regularly in terms of program implementations and learning techniques. With the interactive white boards in the classes, English lessons can be conducted technology-based applications such as enrichened e-books or materials; however, the point that the most of the teachers criticized was the lack of unity in distribution of the materials and the unbalance among the schools. On the other hand, the teachers whose schools don't support the inclusion of foreign teachers into the programs, demanded that the ministry should manage this issue for the sake of the improvement of speaking skill on the black list. Alongside, it was suggested that this connection between this intensive program and the secondary English program should be strengthened in a circular and sustainable way in order that this communicative approach shouldn't be limited to the 5th grade and should be continued. For long years, it has been known that motivation and interest are the key

words for a successful language education; but another important point revealed by this current study is that all 5th grade students were included to the prep classes ignoring their wishes and motivation instead of voluntary students for language learning. Besides to motivation factor, the decrease of the hours of physical education, art and music classes was also found as one the weakest parts of the program.

5.3. Implications of the Study

The results of the current study aiming to evaluate the 5th grade intensive ELTP introduced in 2017 offer some implications for educators, program developers, teachers and teacher trainers.

1.The results show that most of the teachers weren't aware of the curriculum and they perceive it as their lesson plans and course books. A written booklet containing the aims, learning outcomes, evaluation methods, classroom activities should be prepared and sent to the schools. Considering the complaints of the teachers, they didn't take any training course or seminars about what expectations they would meet. If 15 hours of classes are allocated for this program, the management of the program should be conducted properly by providing seminars, workshops and supporting necessary mechanisms when they are need.

In the early year of the program, the late distribution of the course books and story books created some difficulties causing the lack of unity in using the materials. Each school has their own system in terms of books and enrichened e-materials. Also, as not all the schools have the similar financial opportunities, it can be seen that the teachers were in demand of supplementary materials that they can use for their young students in their classes. The ministry should design an enriched e-book, story books and supplementary primary level materials applicable with the interactive white boards (they are available in all schools) so that they can reach to a unity in the implementation.

2. This 5th grade intensive ELTP was introduced with 40 units at first, later it was lowered to 36 units. In spite of the decrease of the units, it was highlighted by the teachers that the intensity of the content was beyond the levels of the students. To the end of the program, the teachers are expected to teach hard grammatical topics such as

'Passive Voice', 'Reported Speech'. The content of the program should be revised considering the needs and levels of the young learners. Moreover, the mostly underlined philosophy is communicative learning but grammar topics can prevent this aim. The ministry should revise the content, activities and course books.

Another crucial point that should be held immediately is the unsustainable program only limited to the 5th grade. The students are expected to communicate in the target language during this intensive program; but even a year later in the 6th grade, the class hours drop abruptly and the students are to reach to the high exam goals instead of communication. Parental concerns, exam system, changing class hours demotivate the students who can lose their interest in language learning. Moreover, the students who took intensive program don't pay attention to the 6th grade ELTP as it is too easy. Considering all these factors, one of the important suggestions made by the teachers is that language learning should be a lifelong process and there should be a frame consisting of structure, vocabulary, themes and the difficulty of this frame should be increased grade by grade. The gap between 5th grade and 8th grade should be closed; all grades from 5th to 8th should be in a spiral system based on communication instead of exam success to reach the expected goals.

3. The analysis of the results displays that this 5th grade intensive ELTP was seen as big step to gain a communicative way for teaching and learning. It was noted by all the teachers that the students have a great opportunity for the exposure to the foreign language with long hours soon after 4th grade before puberty. Also it contributes to have a positive attitude for learning foreign language at younger ages. For this reason, it should be continued and disseminated by mending its weak parts. During the dissemination, another suggestion can be done for elective classes. Currently, in the pilot schools which are using the program, all 5th grade students have to take part in the prep classes. For better implementations, voluntary and motivated learners for learning language should be included into these classes.

4. The results imply that the transfer of target language-mostly limited to the classes-into the real life can't be done as required. This is one of the most essential aspects that should be addressed by program developers, educators or the ministry. Communication based activities should be organized locally with the participation of the 5th grade students who are included into this intensive program. The language workshops or festivals where the students can use the language can be planned. For

this issue, one more suggestion was made by the teachers about the inclusion of foreign teachers into the program. As seen from the results, the schools working with foreign teachers are satisfied with speaking skills. This can be supported by the ministry.

The last but not the least, all program stakeholders should be aware of the importance of learning language. Alongside teachers' seminars, the other participants of the program such as students, parents, administrators should be trained to support the progress of the program. In some circumstances, all success can be expected from teachers, instead all team workers should be included into the development of the program.

5.4. Suggestions of the Study

This study can be implemented in different contexts with different participants with the aim of further research on the 5th grade intensive ELTP.

This current study basically aims to gain opinions from the teachers about the effectiveness of 5th grade intensive ELTP in terms of its weak and strong parts, learning outcomes, challenges that teachers encountered, implementation examples. Further studies can be completed with other participants of the program like students, parents, administrators and also by analyzing basic components of education program such as aims, content, learning process and assessment.

This study was conducted with qualitative research method, if adequate participants can take part in, quantitative or mixed method research may be used. Besides, to find out more details about classroom practices, action and classroom-based research can be implemented and diary notes, self-report, observation scales can be used as instrument. Moreover, 7th and 8th grade students can be included into the studies to see the long term effects of the program.

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APPENDICES

Appendix 1. The list of the pilot schools included in the study in Denizli

166	DENİZLİ	KALE	Ortaokul	739661	Belenköy Ortaokulu
167	DENİZLİ	KALE	Ortaokul	739679	Şehit Sadık Sağınç Ortaokulu
168	DENİZLİ	KALE	Ortaokul	739693	Gülbağlık Ortaokulu
169	DENİZLİ	KALE	Ortaokul	739738	Karaköy Ortaokulu
170	DENİZLİ	KALE	Ortaokul	739802	Mehmet ve Kemal Aracı Ortaokulu
171	DENİZLİ	KALE	Ortaokul	739827	Ya-Tu Otomotiv Hürriyet Ortaokulu
172	DENİZLİ	ÇAMELİ	Ortaokul	740183	Atatürk Ortaokulu
173	DENİZLİ	ÇAMELİ	Ortaokul	740255	Kirazlıyayla Ortaokulu
174	DENİZLİ	HONAZ	Ortaokul	740687	Adil Akan Ortaokulu
175	DENİZLİ	SERİNHİSAR	Ortaokul	740995	Atatürk Ortaokulu
176	DENİZLİ	GÜNEY	Ortaokul	745329	Eziler Mustafa Kaçmaz Ortaokulu
177	DENİZLİ	KALE	Ortaokul	745332	Kale Ortaokulu
178	DENİZLİ	KALE	Ortaokul	745333	Özlüce Ortaokulu
179	DENİZLİ	ÇAL	Ortaokul	745371	Akkent Cumhuriyet Ortaokulu
180	DENİZLİ	ÇAL	Ortaokul	745378	Sazak Ortaokulu
181	DENİZLİ	ÇAMELİ	Ortaokul	745381	Elmalı Ortaokulu
182	DENİZLİ	KALE	Ortaokul	748190	Cumhuriyet Yatılı Bölge Ortaokulu
183	DENİZLİ	MERKEZEFENDİ	Ortaokul	756310	Üçler Ortaokulu
184	DENİZLİ	PAMUKKALE	Ortaokul	756318	100.Yıl Mehmetçik Ortaokulu
185	DENİZLİ	MERKEZEFENDİ	Ortaokul	756366	Şehitler Ortaokulu
186	DENİZLİ	MERKEZEFENDİ	Ortaokul	756413	Hacı Şakir-Meliha-Nilüfer Öz Ortaokulu
187	DENİZLİ	PAMUKKALE	Ortaokul	756497	Güzelköy Mehmet Tunç Ortaokulu
188	DENİZLİ	MERKEZEFENDİ	Ortaokul	757276	Ali Baysal Ortaokulu

Appendix 2. The permission granted by MoNE

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DENİZLİ VALİLİĞİ
İl Millî Eğitim Müdürlüğü

07/01/2020
Sayı •
16605029/444339222
Konu : Anket Uygulama
İzni

VALİLİK MAKAMINA

İlgi : Muğla Sıtkı Koçman Üniversitesi Rektörlüğü'nün 27/12/2019 tarih ve 133978 sayılı yazıları.

Muğla Sıtkı Koçman Üniversitesi Eğitim Bilimleri Enstitüsü Yabancı Diller Eğitimi Anabilim Dalı İngiliz Dili Eğitimi Tezli Yüksek Lisans Programı öğrencisi Didem ERKAN, "The Views of EFL Teachers on The 5th Grade Intensive Engilsh Teaching Program" konulu tez çalışmasına yönelik hazırlamış olduğu anket/ölçek formlarını İlgi yazı gereği Müdürlüğümüze bağlı Denizli ilinde yer alan tüm ortaokullarda görev yapan İngilizce öğretmenlerine uygulamak istemektedir.

Yukarıda adı geçen müracaat ile ilgili (Lisans/Lisansüstü/Doktora) öğrencileri ve Öğretim Görevlilerinin ilgi yazıları ekinde belirtmiş oldukları okullarda, (Ortaöğretim/İlköğretim/Okulöncesi) konuları ile ilgili anket çalışmalarının "Araştırma, Yarışma ve Sosyal Etkinlik İzinleri" Genelgesinde belirtilen esaslar gereğince; Okul ve kurumların eğitim-öğretim faaliyetlerini aksatmayacak şekilde 2019/2020 eğitim-öğretim yılı içerisinde uygulamaları Müdürlüğümüzce uygun görülmüştür.

Olurlarınıza arz ederim.

Mahmut OĞUZ
Milli Eğitim Müdürü

Güvenli Elektronik İmzalı
Aslı İle Aynıdır
Mahmut TUR
Memur
07.01.2020

OLUR
07/01/2020
Hakkı ÜNAL
Vali a.
Vali Yardımcısı

T.C

DENİZLİ VALİLİĞİ İl Milli Eğitim Müdürlüğü

MUĞLA SITKI KOÇMAN ÜNİVERSİTESİ REKTÖRLÜĞÜNE

Kurumunuzca Müdürlüğümüzden talep edilen araştırma isteklerine ait Makam Onayı ve Müdürlüğümüzce Onay verilen anket formları ekte gönderilmiştir.

Gereğini rica ederim.

Appendix 3. The semi structured interview form

Yarı Yapılandırılmış Görüşme Formu

Araştırmacı 2017 yılında uygulanmaya başlayan Yabancı Dil Ağırlıklı 5. Sınıf İngilizce öğretim programının etkinliği ve istenen hedefe ulaşıp ulaşmadığı konusunda İngilizce öğretmenlerinin düşüncelerini ve görüşlerini öğrenmeyi amaçlamaktadır.

Sorulara nesnel ve gerçeğe uygun bir şekilde cevap vermeniz çalışmanın geçerliği ve güvenirliği açısından önem arz etmektedir Bu kapsamda da cevaplarınız gizli tutulacaktır. Ayrıca, verdiğiniz cevaplar çalışmanın amacına ulaşması bakımından önem taşımaktadır. Katılımınız için teşekkürler.

1. Cinsiyet
2. Yaş
3. Mezun olduğu bölüm/ üniversite/ yan dal:
4. Meslekte Çalışma Süresi:
5. 5.sınıf ağırlıklı yabancı dil programına dair katıldığınız seminer ve kurslar :
6. Programı uygulama süresi:

Görüşme Soruları

1. Yabancı dil ağırlıklı 5. sınıf İngilizce öğretim programını uygulama sürecinde programın güçlü yanları nelerdir? ?

2. Programın zayıf yönleri nelerdir? ?

3. 5. Sınıf Yabancı Dil Ağırlıklı Program'ın güçlü ve zayıf yönlerini uygulamalarınızdan örnekler vererek somutlaştırır mısınız?

4. Sizce yürürlükte olan bu uygulama İngilizce öğretimindeki başarıyı artırabilecek mi? Hangi yönlerden?

5. Başarılı bir uygulama için ne tür destek mekanizmaları gerekli?

6. Sizce programın uygulanmasının ardından öğrenciler iletişimsel anlamda yeterli olacak mı?

Yabancı dilde kendilerini ifade edebilecekler mi?

7. Daha iyi sınıf içi ve sınıf dışı uygulamalar için önerileriniz nelerdir?

C. V.

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English Language Teacher in Kale Secondary School in Denizli-2017--.....

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