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**TURKISH STATE ELEMENTARY ENGLISH LANGUAGE TEACHERS' OPINIONS  
AND PERCEPTIONS OF THE CHANGES WITHIN 4+4+4 CURRICULUM  
INNOVATION IN THE LIGHT OF THEIR AWARENESS OF 'ENGLISH AS A LINGUA  
FRANCA' AND BELIEFS ABOUT ENGLISH LANGUAGE TEACHING**

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**MASTER'S THESIS**

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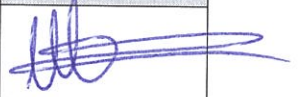


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## APPROVAL

Upon the submission of the dissertation, Melike Nazlı İNCE has defended the study “Turkish State Elementary English Language Teachers’ Opinions and Perceptions of the Changes within 4+4+4 Curriculum Innovation in the Light of Their Awareness of ‘English as a Lingua Franca’ and Beliefs about English Language Teaching” in partial fulfilment of the requirements for Master Degree in English Language and Literature at Karadeniz Technical University, and the study has been found fully adequate in scope and quality as a thesis by unanimous/ majority vote 19.06.2018.

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## ÖNSÖZ

Bu çalışmanın amacı Türk devlet ilköğretim okullarında görev yapan İngilizce öğretmenlerinin 4+4+4 eğitim reformu kapsamında yapılan değişikliklere ilişkin düşüncelerini ve algılarını, öğretmenlerin ‘Ortak Dil olarak İngilizce’ kavramına dair farkındalıkları ve İngiliz Dili öğretimine yönelik inanışları ışığında araştırmaktır. Yeni İngilizce öğretim modelinin alanda beklenen etkiyi yaratıp yaratmadığını öğretmenlerin gözünden araştırmayı amaçlayan bu çalışma karma yöntemle yürütülmüş olup önce anketlerin ardından yarı-yapılandırılmış görüşmelerin uygulaması bağlamında açıklayıcı sıralı desen benimsenmiştir. Anket 167 katılımcıya uygulanmış olup aralarından seçilen 14 katılımcı ile yarı-yapılandırılmış görüşmeler yapılmıştır. Anket çalışmasına verilen cevaplar SPSS v. 15.0 programı ile analiz edilirken, yarı-yapılandırılmış görüşme sorularında içerik analizi tercih edilmiştir. Elde edilen bulgular neticesinde Türk devlet ilköğretim okullarında çalışan İngilizce öğretmenlerinin küreselleşme gerçeği ve İngiliz Dili Eğitimi üzerindeki etkilerini farkında oldukları fakat bu farkındalığa rağmen İngilizceyi anadil olarak konuşan kişileri ve ilgili unsurları ulaşılması gereken bir hedef olarak gördükleri tespit edilmiştir. Yeni öğretim modelinin nihai hedefinin ‘İngilizcenin iletişim için kullanılmasını sağlamak’ olduğunu bildikleri görülen İngilizce öğretmenleri yeni modelin ve kitapların eski dönemlerle karşılaştırıldığında bunu sağladığını dolayısıyla beklenen etkiyi yarattığını düşünürken, söz konusu müfredatın ve materyallerin ‘Ortak Dil olarak İngilizce’ kavramının gereği olan farklı İngilizce çeşitlerini, öğrencilere farklı İngilizce aksanları tanıtmayı sağlayacak dinleme aktivitelerini ve İngilizcenin çeşitli kültürlerdeki farklı kullanımlarını gösteren dil aktivitelerini içermediğini düşünmektedirler. Ayrıca öğretmenlerin revize edilen İngilizce kitaplarına dair bazı düşüncelerinin sınıflar bazında anlamlı farklılıklar gösterdiği görülmektedir. Öte taraftan yeni öğretim modelinin kazanımları doğrultusunda içeriği yenilenen TEOG sınavının öğretmenler üzerindeki negatif etkileri konusunda tüm katılımcıların ortak görüşü paylaştıkları ve söz konusu sınavın içeriğinin dilin günlük kullanımını teşvik edecek nitelikte olmasına rağmen İngilizcenin iletişim için öğretilmesi kavramına hizmet etmediğini düşündükleri görülmektedir.

**Anahtar Sözcükler:** 4+4+4 Eğitim Reformu, Ortak Dil Olarak İngilizce, İngilizce Öğretmenleri, İngilizcenin Uluslararası Dil Olarak Öğretilmesi, İnanışlar, Farkındalık

## ABSTRACT

The current study aims to investigate Turkish state elementary EFL teachers' opinions and perceptions of the changes within 4+4+4 curriculum innovation in the context of their ELF-awareness and beliefs about English language teaching. With the intent of understanding whether new learning model for English has created the anticipated transformation in the field from EFL teachers' eyes, mixed-methods methodology is followed in the current study. In that interviews were performed following questionnaires, a sequential explanatory design is adopted. The questionnaire was implemented to 167 participants among whom 14 EFL teachers were chosen for semi-structured interviews. Quantitative data obtained from questionnaire survey were analysed via SPSS v.15.0 while content analysis was preferred for semi-structured interviews questions. The findings obtained indicate that despite their familiarity with the fact of globalisation and its impact on ELT, Turkish EFL teachers regard 'native speakers' and the related elements as a target supposed to be reached. Having known the ultimate target of the new model is to provide with the use of English for communication; EFL teachers think that redesigned curriculum and coursebooks enable this in turn creating the expected impact compared to the previous periods. However, EFL teachers believe that new model and coursebooks do not serve for the purpose of 'ELF' in terms of not including various Englishes, listening activities enabling the introduction of different English accents and language activities displaying different uses of English in various cultures. Also, it is seen that EFL teachers' opinions regarding revised coursebooks show significant differences varying by the grades. On the other hand, the whole teachers are found to share the same opinion as regards the negative impact of TEOG exam on themselves which was redesigned in line with the gainings of new curricular model. Although they acknowledge that the content of TEOG exam is such as to encourage the daily use of target language, teachers do not think that it serves for the purpose of 'Teaching English for Communication'.

**Keywords:** 4+4+4 Curriculum Innovation, ELF, EFL Teachers, Teaching English As An International Language, Beliefs, Awareness

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## LIST OF ABBREVIATIONS

BC	: British Council
CEFR	: Common European Framework of Reference for Languages
CLT	: Communicative Language Teaching
CPH	: Critical Period Hypothesis
CS	: Compensation Strategies
EFL	: English as a Foreign Language
EIL	: English as an International Language
ELE	: English Language Education
ELF	: English as a Lingua Franca
ELL	: English Language Learning
ELT	: English Language Teaching
ENL	: English as a Native Language
EPI	: English Proficiency Index
ESL	: English as a Second Language
ESP	: English for Special Purposes
EYL	: English for Young Learners
FLE	: Foreign Language Education
FLL	: Foreign Language Learning
FLT	: Foreign Language Teaching
ICA	: Intercultural Awareness
ICC	: Intercultural Communicative Competence
IELTS	: International English Language Testing System
INSET	: In-Service English Language Teacher Training and Development Unit
LYS	: Undergraduate Placement Examination
MONE	: Ministry of National Education
NATO	: North Atlantic Treaty Organization
NET	: Native Speaker English Teacher
NNET	: Non-Native Speaker English Teacher
NNS	: Non-Native Speaker
NS	: Native Speaker
OECD	: Organisation for Economic Co-operation and Development
RP	: Received Pronunciation
SBS	: Level Placement Exam



SPSS	: Statistical Package for Social Sciences
TED	: Turkish Education Foundation
TEFL	: Teaching English as a Foreign Language
TEIL	: Teaching English as an International Language
TELF	: Teaching English as a Lingua Franca
TEOG	: Transition from Primary Education to Secondary Education
TEPAV	: Economic Policy Research Foundation of Turkey
TESL	: Teaching English as a Second Language
TESOL	: Teaching English to the Speakers of Other Languages
TEYL	: Teaching English to Young Learners
TOEFL	: Test of English as a Foreign Language
TSA	: Turkish Language Association
T.T.K.B	: Board of Education
TYT	: Basic Qualifications Test
USIA	: United States Information Agency
WE	: World Englishes
YGS	: Transition to Higher Education Examination
YKS	: Higher Education Institutions Exam
YÖK	: Higher Education Council
YÖKDİL	: Foreign Language Exam for Higher Education Institutions

## INTRODUCTION

The current study aims to find out Turkish state elementary EFL teachers' perceptions of 4+4+4 curriculum innovation performed in 2012 within which Turkish MONE has made alterations on English Language Teaching model and coursebooks. With this purpose in mind, current status of English as a Lingua Franca is taken into consideration not only because of the related references in revised learning model but also the need to be aware of its contributions into the domain of ELE such as to change its way and targets to a great extent. That being the case, it is indispensable for me, as a researcher, to take EFL teacher's pulse as regards this issue, that is why their perceptions and thoughts of the new curricular model and textbooks are tried to be clarified with reference to their awareness of 'ELF' and beliefs about ELT. While doing this, both quantitative and qualitative data are collected.

The first chapter of the study starts with background to the study following which come statement of the problem, purpose of the study, research questions and significance of the study. Within background to the study, the status quo of English language education in Turkey is presented in detail referring to the studies and reports prepared for this purpose. In statement of the problem, problems and shortcomings leading to the revisions in the available education system are addressed. While the question of "whether new curriculum innovation has achieved to be a remedy into these problems" is waiting to be answered as stated in purpose of the study, four related research questions take place in research questions section the answers of which are likely to provide a comprehensive perspective and evaluation regarding the gainings of the new curriculum which are also discussed in significance of the study.

Second chapter of the study is composed of four major titles, the first of which provides the summary of the status quo of education in Turkey. Given that education is a cumulative process in nature, it is impossible to evaluate it independently of the background, that is why History of Foreign Language Education in Turkey is scanned varying on the periods known with important educational developments, curriculum innovations and reforms. With reference to the worldwide curriculum revisions in the field of ELT, the third main heading lists the reasons and parameters i.e. globalization, ELF, EIL and the CEFR lying behind these renewal efforts all around the world.

In the third chapter, the methodology section is structured under six subheadings including research design, data collections tools, participants & setting, piloting, data collection procedure and data analysis. Being performed in sequential explanatory design, both qualitative and

quantitative data are successively collected with two types of data collection instruments including questionnaires and semi-structured interview questions. Based on convenience sampling, quantitative data are collected from 167 EFL teachers working at state-run elementary schools in different geographical regions of Turkey while interviews are conducted with 14 EFL participants teaching first and second level elementary students in the hometown of researcher. Semi-structured interviews are carried out via one-to-one administration while different ways are also followed in quantitative collection procedure ranging from postal and mail administration to Survey Monkey. Within data analysis section, quantitative data are analyzed through descriptive statistics and non-parametric tests while content analysis is used in the analysis of open-ended and interview questions.

The fourth chapter of the study presents the results of demographic questions, close-ended questionnaire items, attached open-ended questions and semi-structured interview questions. Demographic information including gender, age, graduation, working place, teaching experience and the classes taught are analysed via descriptive statistics. In the analysis of close-ended questionnaire items which are grouped under four subheadings, the same way is followed besides Kruskal-Vallis and Mann-Whitney tests implemented for “Books” section. On the other hand, qualitative analysis starts with the content analysis of three open-ended questions aiming to shed light on participating EFL teachers’ understandings of (1) the concept of ‘ELF’ and how they reflect this concept into their classes, (2) the concept of ‘EIL’ and its impact on ELT and (3) how they benefit from the previous ‘TEYL’ courses if they have taken at university or professional life. Analysis of semi-structured interview questions prepared in line with the research questions of the present study is performed in two stages including tape analysis and coding process.

In the fifth chapter, the rationale of the association between 4+4+4 curriculum innovation and the concept of ELF/EIL is addressed at first. In accordance with the evidences provided as the justification of discussing 4+4+4 curricular model within EIL/ELF, the results obtained from four sections aiming to find out Turkish state EFL teachers’ awareness of ELF, beliefs about ELT, opinions of the revised coursebooks and TEOG exam are discussed by associating with the conclusions of other studies conducted in the field. In line with the findings obtained from open-ended and interview questions, pedagogical suggestions are also formed. Lastly limitations of the study and suggestions for further research are addressed.

## CHAPTER ONE

### 1. STUDY FRAMEWORK

#### 1.1. Background to the Study

While preparing to celebrate the 100th anniversary of Turkish Republic, Turkey puts greater emphasis on *development* which refers not only increase in production and per capita income but also the alteration and modernisation of financial and socio-cultural structure in a less-developed society (Yavilioğlu, 2002). Having described as a holistic process focused on raising quality of life besides economic growth, the agent of ‘development’ is ‘human capital’ referring to individuals’ social and economic contribution into the society through the information, skills and experiences they have. That being the case, education of the potential labor force comes to fore as a must both for the supply of human capital and actualization of ‘development’ as addressed by a number of scholars as well (Abdullah, 2013; Kopnina, 2014).

As the 17th largest economy of the world, Turkey has been cognizant of the fact that the more it has invested in education, the more it becomes developed. In that respect, it would be true to say that growing up ‘human capital’ who can generate, use and interpret information, technology and other sources to the benefit of themselves and the society is the impetus behind Turkey’s target development.

With this in mind, many important steps have been taken to redesign current education system such as to make it adaptable to the ‘knowledge economy’. That is to say, productivity, analytical thinking, versatility, communication skills on an international level and using knowledge practically have emerged as the new qualifications expected to be acquired through education. In accordance with this emerging situation have come educational reforms, curriculum innovations, new learning outputs, implementations, methodologies and practices all over the world. It goes without saying that foreign language education (FLE) has its share from the abovementioned developments given the fact of globalisation and the status of English as a Lingua Franca (ELF).

Starting its journey as a language of a powerful colonizer, Britain, English served the first and foremost purpose of globalisation which is being economically powerful in transnational borders. The related literature (Crystal, 2003; Graddol, 2006) indicates that the combination of strong historical roots and economic factors facilitated English’s work in the way of being global

language in other fields as well. Starting from England but spreading all over the world with colonialism and economic activities, English turned out to be the well-accepted common language of science, technology, industry, press, education, culture and international relations. In the same vein, Phillipson (2008) describes English as a “lingua economica”, “lingua academia” and “lingua cultura” in order to emphasize the widespread use of English as a medium of commercial activities, academic publications and intercultural relations.

Looking at the issue from a different perspective, Pennycook (2003: 521) highlights time independent and non-spatial nature of English language with the term ‘linguascape’ in order to “capture the relationship between the ways in which some languages are no longer tied to locality or community”. Crystal (2000) further goes on to say that “...no one ‘owns’ English now. Although there was a time when the British ‘owned’ it, through its historical connection, English is now used in so many places by so many people that it no longer has a single centre of influence”.

In this global spread of English as a lingua franca, Turkey’s position is relatively bleak as will be evident from a large body of research concerning the low English proficiency status (British Council & TEPAV, 2013; EPI, 2015). In an overview of the reasons lying behind this failure, “English as a lesson” fallacy leads the way. Concomitant to this, grammar-focused language lessons, teacher-centric classroom activities, teachers’ beliefs, experiences and the lack of materials, classroom practices and the failure to meet the needs of students are some of the findings published in recent studies and reports.

Aiming to compensate for the above deficiencies, three educational reforms were respectively performed in the years of 1997, 2006 and 2013 in Turkey. To present the contributions of these reforms, the first two brought about radical changes such as the introduction of an 8-year compulsory education, lowering of compulsory FLT into 4th grade, paradigm shift from grammar-centred to communicative-oriented approach, the integration of TEYL (Teaching English to Young Learners) into the curriculum of ELT departments, process-focused assessment and student-centered language teaching based on constructivism and individual differences.

Considering Turkey’s position as an expanding circle country and ELT trends at that time, the abovementioned reforms may have seemed to be revolutionary, however they are not without criticism as understood from a vast amount of literature on the problems relevant to these revised curricula (Kırkgöz, 2008; İnceçay, 2012).

Having disappointed with the previous educational reforms, Turkish authorities made the third one by 2012-2013 academic year. Called as “4+4+4”, the new system has brought about the separation of primary, secondary and high schools besides the revision of the available curricula of all courses. Not surprisingly, English Language curriculum the third time exposed to drastic

alterations following 1997 and 2006 reforms. Attributing economic, political and social progress of the society to Turkish citizens' ability to communicate in English on an international level (MONE, 2013) new English curriculum starts English instruction at the 2nd grade of primary school. Drawing on the huge amount of work as to the positive impact of teaching foreign language at an early age (Corblin & Sauvage, 2010; Haznedar, 2003; Moon & Nikolov, 2000; Karakoç, 2007; Abrahamson, 2007), it is clear that Turkey tries to make students exposed to English as early as possible via 4+4+4 educational reform.

Taking attention to the authentic and meaningful use of the language to interact with others, Turkish authorities attach greater importance to the concept of 'teaching English as communication' this time. In this sense, action-oriented approach enabling students to learn English such as to use it in meaningful ways forms the basis of this new curriculum. An additional factor with respect to the new model is the appearance of three components of the CEFR including autonomy, self-assessment and appreciation for cultural diversity with which students are expected to speak English proficiently by raising awareness to the existence of other world cultures besides respecting for their unique Turkish culture, the requirement of speaking English as a lingua franca as well.

With these goals in mind, this study seeks to find out whether 4+4+4 education reform has created the anticipated transformation in ELT by looking at the issue from the eyes of English teachers who function as the strongest link of any curriculum innovation process in that "it is the teachers who reflect on change, absorbing and manipulating new ideas and developments" (Ekiz, 2004: 341). Given developments in the fields of English teaching and learning could not be isolated from the ever-changing status of English and its impact worldwide, the revised English curricula is tried to be evaluated with reference to the concepts of ELF or EIL besides teachers' awareness of these phenomena.

## **1.2. Statement of the Problem**

Increasingly globalizing relations in a numerous fields have worldwide raised the need of people who can communicate on an international level. To illustrate, China (Wang, 2007; Japan (Butler & Iino, 2005; Nishino & Watanabe, 2008), Korea (Shin, 2007), Libya (Orafi & Borg, 2009), Thailand (Prapaisit de Segovia & Hardison, 2009), Uzbekistan (Hasanova & Shadieva, 2008), Vietnam (Pham, 2007) and Turkey (MONE, 2013) are among the countries that particularly voice this need in their recent studies and reports.

To address the issue in Turkey, Ministry of Education (MONE, 2013) states that "a significant percentage of students leave school without the ability to interact successfully in an English-language" in spite of a number of educational reforms conducted to improve foreign

language education. In a report titled as *Turkey's English Deficit*; Koru & Akesson (2011) attributes Turkey's low score in the English Proficiency Index obtained in 2011 to its ineffective education system.

With the purpose of understanding the current position of English teaching and learning in state schools, British Council & TEPAV (2013) conducted another study in which teachers were found to go on teaching English as a lesson with a grammar-based approach rather than enabling students to learn it for communication. What is more, teaching materials i.e. curriculum, textbooks were not found to address varying levels, interests and needs of students. Grammar-based exams, lack of necessary knowledge related to communicative-based approach and deficiency of technological infrastructure are some of the other problems mentioned in the study given above.

In a work shop (2012) titled as *What should be the tendency in foreign language teaching in Turkey?* teachers' lack of confidence regarding their own communicative skills, misuse of educational technology, lack of materials creating positive feelings in teachers, inactivation of language practitioners in material selection process, the disparity between the specified targets of FLT and teachers' practices, the use of activities unrelated to daily life and inadequate exposure of students to the natural use of language (Paker, 2012) are also added to the aforementioned reasons lying behind Turkey's failure in teaching and learning English.

On the other hand, what we have witnessed today are problems confronted in trying to adapt the changing nature and parameters of communicative approach redesigned with some frameworks (e.g. the CEFR) with particular reference to the emergence of EIL. The common understanding as regards the increasing importance of communication in English because of its being an international lingua franca is unable to go beyond a theoretical knowledge. Even though both students and other stakeholders of language education are aware of this situation, they seem to be far from internalizing this as will be evident from the low performance in practical terms. That is, recognition of EIL in theory does not count for much regardless of recognizing the underlying reasons, understanding its philosophy & necessities and the emerging criteria of being communicative competent in today's globalizing world. In the simplest term, the more students are aware of the current status of English and reasons lying behind, the better they interpret the necessity of using it internationally, which makes the knowledge of EIL ceased to be reading.

In the same vein, teachers' awareness of ELF does not warrant that they do what is necessary while teaching. As a matter of fact, while only one out of four users of English is today a native speaker of English (Crystal, 2003) and the involvement of native speaker in the use of global English is getting fewer (Graddol, 2006) most English teachers can not get over native speaker dependency.

While it is possible to increase such examples incompatible with EIL philosophy and pedagogy, it would be wrong to cast the blame on teachers only, as they are the practitioners of educational applications imposed by educational bureaucracies. In the context of Turkey, new English curricula revised within the CEFR does not include references into the recent emergent phenomena e.g. EIL, ELF/WE, which are of prime importance in terms of making students understand the diversity in English use and users, the underlying causes, the reflection of this variety into the real life, the potential interlocutors and the needed attitudes, behaviours and strategies to communicate with them.

Although both the CEFR and the concept of EIL/ELF may serve for the same purposes, they have differing aspects, one of which is “the prominence of specific native speaker (NS) ideologies in the CEFR” (Pilkinton-Pihko, 2013). It is also possible to see a tendency to native speaker elements in the CEFR descriptors as criticised by Seidlhofer (2003), McNamara (2012) and Leung (2013), which is a situation contrasting with the concept of teaching English to communicate internationally. This does not necessarily mean that CEFR should not be taken as a criteria in designing the new curricula but it should be dealt with taking the fact of ELF into account which, together, will be more meaningful in terms of raising teachers’ and students’ awareness of the emergent characteristics of communicative approach.

Leaving behind the Chomskian version of communicative competence a long time ago which was based on native speaker idealism, ELT is preceeding on its way with the ideal of speaking English for a meaningful purpose in a social context, that is, action-oriented approach. Referring to the CEFR, users and learners of a language are primarily ‘social agents’ who have tasks that can not be dissociated from the context and situation they are in turn requires learners’ adaptation to the existing conditions. With reference to the extensive use of English by nonnative speakers outnumbering native ones in a variety of contexts and situations, pragmatic side of language use has stood out, which requires students’ appointment with new language strategies and learning outputs including communicative competence, use of communication strategies, intercultural awareness, negotiation of meaning, independent use of language beyond classroom for real purposes and so forth. Similarly, it is critical for other partners of language education e.g. teachers, educational authorities are aware of these emerging requirements which can only be possible with awareness-raising activities such as in-service trainings, seminars, relevant conferences, revisions in university curriculums and courses etc.

With the purpose of actualising some of the aforementioned goals, MONE (2013) performed the third innovation in English Language Curriculum under the name of 4+4+4 educational reform. Besides lowering the age of compulsory English education into the 2nd grade of primary school, 4+4+4 curriculum innovation has also paid particular attention to the concept of communicative competence which refers to students’ independent use of English in order to meet their real



communicative purposes in varying conditions and contexts. In this regard, English curriculum, textbooks and the content of assessment tools were also revised in line with the aforementioned principles. However to what extent have these revisions promoted teaching of English for real communicative purposes are open to discussion especially from the perspective of English teachers as performers of the so-called changes. Primary EFL teachers' reactions as to the latest curriculum innovation; whether 4+4+4 educational reform has been sufficient to teach English as a lingua franca is the major issue to be addressed in this study.

### **1.3. Purpose of the Study**

The purpose of the present study is to find out whether or not 4+4+4 educational reform, which has been implemented in state-owned schools of Turkey since 2013, has created the anticipated transformation in English Language Teaching from the perspective of Turkish state primary ELF teachers. With the purpose of seeing to what extent can EFL teachers practice the reform effectively, the researcher seeks to get an indepth understanding into the teachers' awareness, beliefs and practices as regards the status quo of English, English Language Teaching and innovations brought by 4+4+4 curriculum reform. Last but not least; to what extent can innovations conducted within the scope of 4+4+4 educational reform fulfill the targets of Turkish Republic will be presented in the current study.

### **1.4. Research Questions**

The following research questions are addressed in the current study:

1. How do Turkish EFL teachers perceive the changes carried out in ELT within the scope of 4+4+4 educational reform redesigned with reference to the CEFR?
  - a) Do EFL teachers' opinions of the revised coursebooks vary by the grades?
2. What is awareness level of state-run elementary EFL teachers as regards the status quo of English and the emergent concepts including WE, EIL and ELF?
3. To what extent does the new English curricula resigned with 4+4+4 education reform reflect the characteristics of EIL pedagogy?
4. What are Turkish state elementary EFL teachers beliefs and attitudes with regard to ELT in general?

### **1.5. Significance of the Study**

With the acknowledgement that technical competence, technological sovereignty and economic potential are determinant in specifying the global actors that shape the destiny of the world, Turkey has performed important revisions in every sphere of life among which education is

worth to mention in that it is a key point in attaining the abovementioned targets. It goes without saying that an education like this should be designed such as to make students compatible and competitive with the conditions of the globalizing world. Not surprisingly, a precondition of this struggle is communicative competence in English. Turkish state authorities must have thought in this way now that MONE has attributed the society's progress into Turkish citizens' ability to communicate effectively on an international level, as stated in the introduction of the new learning model for English.

Having started to be implemented by 2013-2014 academic year and taken action-oriented approach as departure, this curricular model has aimed to fill in the gap felt on this matter i.e. to get a handle on Turkish students' inefficiency in using English for communication despite a lot of effort expended on this.

Although it has not been the only renewal attempt performed in English language curriculum so far, new learning model deserves to be examined closely in terms of its congruity with the latest worldwide trends in the field, inspiration sources, scope, content, targets and their feasibility the detailed evaluation of which would absolutely provide fruitful results for the domain of ELT in Turkish context.

Considering the fact that education is a dynamic process open for development, it is indispensable for states to design education systems being in tune with the current and contemporary implementations followed in the world. To explain this dynamism specific to ELT, the emergence of new pedagogical tendencies and concepts e.g. TEIL, ELF, the CEFR as a result of globalisation and its impact on the evolvement of English is an undeniable fact. It is not possible to close our eyes into the changing targets, needs, methodologies, materials, teacher/student roles and trends in language teaching if the aim is to grow up qualified citizens who could contribute to the development of Turkey by using English for communication at a global scale.

In that respect, one issue being worthy of investigation is whether educational authorities, decision makers, preparers of this new model and practitioners are aware of the aforementioned evolution and its reflection into teaching of English. Another one is if recognized, to what extend the revised English language curriculum reflect the necessities of this evolution, both of which could be illuminated with the current study.

Given that 'teacher' factor is a determinant criteria in providing the success targeted with the performed curriculum innovations, EFL teachers' opinions become more of an issue. With this acknowledgement, whether or not new curricular model accomplish would be investigated from teachers' eyes in the current study which will likely to provide more realistic results in terms of being evaluated by the implementers of the relevant model.

In consequence of educators' opinions are known to be affected by their beliefs to a great extend, Turkish state primary EFL teachers' beliefs related to ELT will have been clarified at the end of this study, which provide critical feedback into related stakeholders in many aspects including teachers' practices and underlying reasons, the points needed to be improved, the necessity and efficiency of in-service trainings, discrepancies between teachers' thoughts and MONE's intentions etc.

Based on these findings, the current study will not only shed light on the efficiency of 4+4+4 curriculum innovation in reaching the specified targets but offer further data and evidence as regards the confronted problems and principle factors in need of strengthening. Finally, the study is supposed to contribute to the domains of ELT not only in the national level but also on an international level as it is likely to provide an insight as regards the perception and practice of ELF/EIL in Turkish context, which are the two popular topics worked on by the leading scholars in the field.

## CHAPTER TWO

### 2. LITERATURE REVIEW

#### 2.1. Education in Turkey

Having changed so many times, the current Turkish education system has taken its final form with 4+4+4 which went into effect with the law dated 11.04.2012, # 6287. Aiming to increase average education length of the society, 4+4+4 system has extended compulsory education from 8 to 12 years, with each of primary, secondary and high school lasting for four years. As implied in its name, the first 4 (1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> and 4<sup>th</sup> grades) makes up of the primary school whilst the second 4 represents secondary school (5<sup>th</sup>, 6<sup>th</sup>, 7<sup>th</sup>, 8<sup>th</sup> grades) and the third including 9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup> and 12<sup>th</sup> grades.

Entrance to high school was performed with a centralized exam called as ‘Transition from Primary to Secondary Education (TEOG) until a short while ago. Having been implemented between the years of 2014-2017, TEOG was the new version of the Level Placement Exam (SBS) in the previous system. Applied in the first and second term of the 8<sup>th</sup> grade and lasted for four days in total, TEOG exam included 120 questions from 12 classes including Turkish, Maths, Religion & Ethics, Science, Revolution History & Kemalism and English. Having tested on these subjects’ 8<sup>th</sup> grade curricula, grade 8 students had to decide among various types of high schools (Anatolian High School, Science and Social Sciences High School, Religious Vocational High School, Fine-Arts High School) in line with their targets and TEOG exam scores. In terms of being the latest stage before university, the desire of studying in a prestigious high school brought with it a tight race not only for students but also their families. On the grounds that this process was very “stressful” for students besides leading them to apply for out-of-school sources, Turkish government authorities decided to remove and replace it with a new system.

Based on the formation of education zones according to the residence, the new system is called as ‘Education Zone and Open Admission Local Placement System’. In line with this change, the burden of taking an examination has been partly abolished. Instead, grade 8 students who don’t want to sit for an exam and accounts for 90% of all students, will be placed into the schools which are closer to their home. In this placement process, students are required to make five selections among the schools located within resided education zone, with which their placement into the undesirable school types is thought to be prevented. As for the rest 10%, who are willing to enter

“qualified schools”, they will “optionally” be subjected to a centralized exam, which is firstly supposed to be done at the first weekend of June 2018.

Composed of two sections called as verbal and quantitative, exam at stake will include 90 multiple-choice questions from 8<sup>th</sup> grade curricula and last for 90 minutes. The content of the exam will not change, that is, students are supposed to answer 90 questions from the aforementioned courses as they did in TEOG. According to their exam scores, students will make five preferences among the schools they are likely to go and residence will not be a criteria for them unlike students choosing open-admission. When it comes to foreign schools admitting students with TEOG scores before, they are given the right of doing their own exams. However, they are set free to choose their students according to both this specific exam and the centralized one to be conducted by MONE.

In tandem with this partial change, MONE firstly aims at providing open admission to high schools, for which all high schools are supposed to reach the level of Science and Social Science High schools. Having believed that examination stress will be go away with this system, MONE secondly hopes that 90% of students will make time for social and sport activities besides having academic variability.

To take a brief look at the current university education system, there are 186 universities in Turkey by 2017 with 119 state-run and 67 private universities. Until a few months ago, students’ entrance into these universities was performed with a two-phased exam called as Transition to Higher Education Examination (YGS) and Undergraduate Placement Examination (LYS), which covered five days in total. On account of the fact that this system affected high school education in a negative way by spreading over almost four months as it was applied in March and June, current university entrance system has been redesigned in a way to complete the exam within the same weekend.

Renamed as “Higher Education Institutions Exam (YKS)”, the new exam will be composed of two sessions, in the first of which basic qualifications will be measured with 120 questions from courses such as Basic Turkish & Mathematics, Geography, Religion & Ethics, Philosophy, History, Biology, Physics and Chemistry. Following the first session in which at least 150 score should be get, students will enter the second seance and answer 80 questions from the abovementioned courses in addition to English, French and German if they take foreign language examination which has not changed in terms of question types and numbers.

The last thing coming into fore within new system is the number of result types which has just been decreased from 18 to 4, that is, quantitative, verbal, equal-weighed and foreign language. Students are supposed to take at least 180 points in one of the above result types in order to be

admitted into universities. Having announced that “Basic Qualifications Test (TYT), is a transition from memorization-based system to the one based on reasoning and using information” (Turkey Higher Education Board, 2017), YÖK state that new university exam aims to measure students’ skills to apply their basic qualifications into the practical life.

## **2.2. History of Foreign Language Education in Turkey**

Aimed at reviewing the evolution of FLE in Turkey, this section is comprised three subtitles called as pre-Ottoman, Ottoman and Republican periods. While pre-Ottoman period is not very fruitful in terms of FLE, the situation is not valid for the period of Ottoman State as is obvious from the rise of English towards the last years of Ottoman rule. Following a stopover in the period of Atatürk due to the status quo of the state and low literacy rate, English language has maintained its development via conscious spreading efforts peaking in the 1950s which marks the first rise of English in Turkey. Beginning to rise in a controlled way for educational reasons, interest in English language boomed as the calendars show the 1980s, which corresponds to the beginning of globalization, in turn, uncontrollable spread of English this time.

### **2.2.1. Before Ottoman State**

Dating back to the birth of the first Turkish-Islamic culture, Turks’ journey of foreign language teaching (FLT) started with the adoption of Arabic language following the acceptance of Islam in the period of Karahan state between the years of 932-1212 (Demircan, 1988). Taking precedence over Turkish language with the impact of religious discourses besides being the language of Qur’an, Arabic had turned out a target language for the public which was learned in order to fulfil some religious tasks such as reading holy passages, memorization of prayers etc. That is why it was not possible to see the usage of Arabic in daily life as stated by Demircan (1988). He (1988) further goes on to claim that FLE in those times was far from being part of the formal education but a product of a natural process caused by the co-existence of people speaking different native languages.

As for the situation in state government, Turkish language was given priority although people speaking Arabic and Persian languages went on to be respected for (Merçil, 1985). Indeed, very few people knew the above languages at that time which changed with the foundation of Seljuk empire through the expansion of Turks into the Anatolia. Defined as the combination of Islamic-Turkish-Iran (Akdağ, 1974), the Seljuks period culture was the time when Persian language came to the forefront as the language of government and palace while Turkish was also being used as the language of the palace and army (Köymen, 1966). Taking the place of Arabic from 12<sup>th</sup> century onwards, the Persian was adopted as government, scientific and literature language. As well as being the medium of instruction, the Persian language was taught in the madrasas of Anatolia till

13<sup>th</sup> century when the official language of the state changed into Turkish especially in the West Anatolia (Akdağ, 1974) where the Ottoman state was founded as well.

### **2.2.2. The Period of Ottoman State**

Embracing a period of 624 years, Ottoman rule hosted many developments in FLE particularly in schools period covering a circle of 150 years between 1773-1923. Referring to the term in which military and civil schools were opened, the schools period is crucial as it marks the introduction of Western languages into the curriculum of Ottoman State. Having provided a basis for the following steps which made English gain an important place in Turkish education system, schools period deserves to be looked at closely by comparison before schools period which will together shed light on the evolution of English within a six hundred year period.

#### **2.2.2.1. Before Schools Period (1299-1773)**

In reviewing the political entity of the Ottoman State lasting for more than six hundred years, it is clearly seen that they were not differ from their ancestry in terms of language policy. In spite of the acceptance of Turkish as the language of government, the medium of education was Arabic, which caused that period to be named after “before schools period”. In this period, education was carried out with three types of schools including infant schools, madrasah and enderun. Similar to the Karahan State, infant schools in Ottoman state were devoted to teach religious information through memorization and verbal transfer. To put in another way, neither Turkish as a mother tongue nor Arabic as a foreign language were taught as it should be in these schools.

As for madrasas, they were different in terms of teaching not only religious sciences (e.g. hermeneutics) but also logic which were also called as “akli ilimler” (Demircan, 1988). However, the thing which had not change was the medium of education i.e. Arabic. This would also be one of the reasons lying behind the collapse of the state in the upcoming years. That is to say, acknowledgement of Arabic as the medium of instruction was one of the factors impeding the development of science as it was far from meeting the necessities of the scientific developments from 12<sup>th</sup> century onwards (Atay, 1981).

When it comes to the teaching of Arabic language, it was conducted with the purpose of reading coursebooks and resources written in Arabic, that is why grammar was taught fundamentally. The books used were written for teaching of morphology and syntax (Demirel, 2004). In the words of Demircan (1988), teaching Arabic in the Ottoman state may be likened to grammar-translation method given the fact that grammar rules were learned by heart and language teaching was based on explanation and discourse analysis. To summarize the language education

within madrasas in before schools period, Lewis (1982) states that an educated Turk knew Arabic, Persian and Turkish languages.

As for the students graduated from Enderun, a special school where soldiers and civilians were grown up for the tasks in the palace, they were taught Arabic and Persian as foreign languages while Turkish was taught as a second language to the Christian students conscripted to brought up for the Janissaries (Demirel, 2004).

To sum up the education and FLT in before schools period, it is not wrong to say that available education institutions based on the religion were not fit in the criteria of modern education. Arabic language which was in the heyday till the 12<sup>th</sup> century was no longer enough to keep up with the developments in the rest of the world. What is worse, the government neither took the responsibility of citizens' education, nor it supported education institutions financially.

As to the quality of education given in those institutions, it was not without criticism. To address FLT, it did not go further from teaching of Arabic and Persian languages with the purpose of reading and comprehension due to the fact that they were not used practically in daily communication. Believing that memorization was the best learning method, syntax and morphological rules were made students memorized and FLE was conducted through explanation (*şehr*) in compliance with teaching method in the Middle Ages (Demircan, 1988).

#### **2.2.2.2. Schools Period (1773-1923)**

Among reasons lying behind the nomenclature of the 'Schools Period', changing language teaching policies of the Ottoman state have played a key role. Seeking to amend the deteriorating military situation of the government in the 18<sup>th</sup> century, Ottomans started to expand into the West which resulted in the opening of new military technical schools in Ottoman territories. Among these educational institutions, Ottoman Imperial Maritime Engineering School (*Mühendishane-i Bahr-i Hümayun, 1776*) and Ottoman Imperial Land Engineering School (*Mühendishane-i Berri-i Hümayun, 1796*) attached greater importance to FLT in terms of being the first schools in which a West language was firstly involved in the curriculum of the Ottoman State. Hence forth, French was going to be taught in these schools besides Arabic and Persian languages.

With the period of Tanzimat when reformation had gained speed, there were many new medical, military and civil schools including *Mekteb-i Mülkiye (1863)*, *Mekteb-i Harbiye (1834)*, *Mekteb-i Tıbbiye-i Şahane (1839)* and *Tıphane-i Amire (1827)* in which French was either a medium of instruction or a foreign language.



Leaving aside the above schools all of which were higher education institutions, the inclusion of French into the curricula of secondary schools within Ottoman empire took place with the opening of Galatasaray Lycee on 1<sup>st</sup> September 1868. Known as the first state secondary school taking French as the medium of instruction, Lycee de Galatasaray drew attention with its famous education. Besides its mission as the first French medium state secondary school, Mekteb-i Sultani had also led to a social transformation in the Ottoman education system. Demirel (2016) stated that in the years followed the opening of Mekteb-i Sultani, the view that education being conducted as public service gained importance.

Taking attention with its abovementioned characteristics, Galatasaray Lycee was the first state secondary school until 1869, followed by the new ones called as *İdadi* and *Sultani*, with which foreign language classes were regularly started to be given in state-run secondary schools. Starting with the innovative initiatives in the military field, FLT became even more important with the proclamation of Mesrutiyet (1908) which brought about compulsory French instruction in all schools besides teaching of German and English as elective.

Having been used as an international diplomacy language besides being the official language of a scientifically developed country, French, at that time, was at the status of lingua franca that English has today. At this juncture comes back a question as regards today's lingua franca, that is, the position of English in the Ottoman state.

As noted by Demircan (1988: 41), the expansion of Ottoman state into the West was for military reasons while the West came into Turkey with the purpose of trade. In the same vein, Doğançay-Aktuna (1998: 26) stated that English entered upon the Ottoman territories with British trade mostly carried out with the help of Greek translators whereas Bartu (2002) attributed the first appearance of English in the empire to a missionary named after Cyrus Hamlin who had benefited from the right of teaching within the territories of Ottoman state. Taking advantage of this concession, a school called Robert College was opened in 1863 with the financial support of a merchant from New York. With the impact of Hamlin, English was chosen as the medium of instruction, the rationale of which was the condition that “the College was to open its doors to students of all races, nationalities and religions without prejudice or discrimination” (History of Boğaziçi University, 2009). The stipulation above actually indicate that English was attributed to the status of neutral lingua franca as remarked by Doğançay-Aktuna (1998).

Known as the only foreign private school opened with government approval, Robert College was followed by many other English schools the number of which arised from 6 to 233 in a thirty-year period (Nuray, 2006). Despite the abundance of these schools, which mostly taught the children of minorities, English had not actually taken a place in Ottoman schools until 1908 when it became compulsory at Mekteb-i Bahriye (State Navy College) with turning of French into an

elective from 1806 onwards. At this point, it may be worth reiterating that although English schools were not welcomed by the local people of Ottoman state, these schools were indeed more efficient than Turkish state schools (Nuray 2006: 42). As a matter of fact, being a follow-up of the Robert College; Boğaziçi University is one of the most prominent Turkish state universities today with English as a language of instruction.

In concluding the section of FLT in pre-republic era, it is important to mention the features which differentiate the schools period from the previous one that is, before schools period. To start with, besides theological schools called as madrasah, new military technical schools were opened with which secular higher education started in the Ottoman state. Teaching in a Western style, new military schools included French language into their curricula, which was a first in the Ottoman State that schools had been teaching in Arabic. Besides teaching of a few more Western languages in schools, French and British tutoress were started to be used in FLT at that time. What is more was the abundance of religious and secular foreign schools the number of which was too high to be taken under control by the Ottoman government (Demircan, 1988: 46).

In light of these developments, it is not an exaggeration to say that schools period provided a fertile ground to the improvement of FLT in Turkey, although they also paved the way for a dichotomy in education and separatist movements in the country, which together with political and economic factors brought about the decline of the Ottoman empire, thereby the foundation of a new state i.e. Republican Turkey.

### **2.2.3. The Republican Period**

Starting with the proclamation of the Republic by Mustafa Kemal Atatürk, Republican period in this study aimed to shed light on the developments recorded in the field of FLT in Turkey between 1923-2018. Given Turkish Republic has maintained its existence for 95 years, it is no surprise that there are too many events which have affected FLT in this period. Prior to the analysis of these events, it is essential to look at the status quo of education in the last period of the Ottoman state which shaped the policies of FLE in the Republic of Turkey as well.

Within this framework, it is not true to say that Turkish Republic was an inheritor of a state which witnessed both positive and negative developments in the field of education while it was falling. To look on the bright side, education was made far from being completely religious thanks to the foundation of military schools besides with the available madrasahs. Led by some military schools, not only French language teaching but also French-medium instruction began in state secondary schools. What is more was the fact that French was not going to be the last Western language involving in the Ottoman curricula, which was followed by other foreign languages with the opening of foreign schools.

In reviewing the negative developments which posed a serious threat for the perpetuity of the state, the dichotomy of religious-secular education emerged from the existence of both madrasahs and state schools draw attention (Demircan, 1988: 46). At this point, it is important to remember that the dichotomy was not only in the quality of education but also in society composed of individuals educated in different ways. On the other hand, religious and secular private foreign schools managed by the missionaries were so increased that they became uncontrollable which contributed to the decline of the Ottoman state as mentioned earlier. What is worse was the fact that foreign owned schools could get the right of following the curriculum of their own choice thanks to capitulations given between 1820-1923 (Doğançay-Aktuna, 1998).

In the midst of the above conditions, the educational status of Ottoman people was not looked bright. In the first place, literacy rate was very low in the early Republican period (İlkin, 2003). To gain a full picture into the level of education at that time, only 15% of the whole population was literate with the rate of 10% for men and 4% for women. Most of the population studied in villages 90% of which did not have any schools or teachers. The number of students studying at 43 secondary and vocational high schools were 4189 while the number of students registered madrasahs were 18.000 in total although only 10% maintained their education practically (Ünal, 2015). Last but not least, Arabic script which had been used by the Ottomans for over a thousand years was blamed for the widespread illiteracy in the Ottoman state (Çolak, 2004).

Not surprisingly, the aforementioned bleak view corresponding to the time that Atatürk got on the stage influenced the policies of education to a great extent from which foreign language teaching had its share in a negative way. That is to say, the first years of the Republican Turkey were mostly devoted to the rise of literacy rather than FLE which is the underlying cause of foreign language teaching to be analysed into two subtitles in the Republican era, the first of which is Atatürk's period as presented below.

### **2.2.3.1. Period of Atatürk**

When the reforming sultans of the late eighteenth and nineteenth centuries began to modernise the structures of their ailing state, they gave their attention first to the army. As a result, military schools and academies based on the Western model were set up, and out of these institutions emerged a new generation of reformist officers dedicated to the salvation of their state and empire. By the last quarter of the nineteenth century, these officers had also been policised. (Ahmad, 1993)

Known as the Young Turks, Enver Pasha, Jemal Pasha, and Mustafa Kemal Atatürk were among the aforementioned policised officers, the ideology of whom continued “to exert its influence even today on Turkey’s intellectual and political life” (Hanioglu, 1995). The ideology drawing a frame for Turkish Republic was Kemalism described by Landau as “giving

understanding and meaning to the emergence of Turkey into modern science and development, to new technology, education, ethics, as well as to new faith and work life” (as cited in Karal, 1981: 28).

Taking this ideology as a mission, Atatürk, as the founder of new Turkish Republic, initiated a fast-paced process of Westernisation and secularization in many fields. Referring to Ahmad (1993), hardly anything was left untouched, from politics to social life, everything had got its share from this transformation. Led by Atatürk, the Young Turks “not only changed the political system but they also attempted to refashion society by borrowing more freely from the West than ever before” (Ahmad, 1993). Among the crucial things borrowed were the Latin script and European words to be replaced with the Arabic and Persian ones in Turkish language.

Legalized on the 1<sup>st</sup> of November 1928, the adoption of Latin Script was the start of the Turkish Language Reform aiming to purify, standardize, authenticate and modernize Turkish language (Büyükkantarçioğlu, 2004: 38). With the adoption of Latin orthography came with a phonetical alphabet which would make it easier for Turkish people, most of whom were illiterate, to read and write. The second leg of the ‘*Language Revolution*’ was the foundation of Turkish Language Association (TSA) for ‘*cleansing*’ Turkish of Arabic and Persian influences (Lewis, 1999: 2).

Referring to Demircan (1998), 65% of the words in Turkish language were of foreign origin including Arabic, Persian etc. In accordance with Turkish nationalism, it was necessary to purify those foreign elements and form a standart language to be used in the same way in writing and speaking. Inspired by the desire to make Turkish a viable means of communication (Başkan, 1986;Doğançay-Aktuna, 1995a;Gallagher, 1971) TSA achieved to provide this standardization which also contributed to the teaching of foreign languages in that it ceased the necessity of learning the writing of that foreign language in Latin script prior to the learning of the language itself.

This was, indeed, one of the few developments in the field of FLT at that time because all of the efforts and reforms were focused on the development of Turkish. Regarded as a way of transmitting technical and cultural richness, foreign languages were made use of through translations at those years (Demircan, 1998: 91). However, this does not necessarily mean that nothing was done related to the teaching of foreign languages. Besides being comparatively low, some steps taken in the period of Atatürk influenced FLT positively.

To name but a few, the most important was the “Unity of Education Law” (1924) with which the whole educational institutions in the country were vested in the Ministry of Education. At the heart of this law was the quest for secularism which resulted in the purification of education from

religious effects. In this respect, teaching of Arabic and Persian languages in schools was stopped in 1928 with the alphabet reform (Sezer, 2003: 181) which, according to Demircan (1988), meant that ‘foreign language teaching’ in Turkey referred to the compulsory learning of any Western language, and in some schools the second one as elective”.

**Table 1: Foreign Languages Taught in Turkey Varying by the Years**

	1924	1927	1935	1941	1950	1960
German	+	+	+	+	+	+
French	+	+	+	+	+	+
English	+	+	+	+	+	+
Italian	+	+	+	+	+	+
Latin	-	-	-	+	+	-
Arabic	+	+	-	-	+	+
Persian	+	-	-	-	+	+

**Source:** Demircan, 1988

Another factor affected FLT was article 1718 enacted on 3<sup>rd</sup> of March 1931 (Demircan, 1988). From that date onwards, it was stated that Turkish citizens’ children would only go to Turkish primary schools which meant that foreign schools could no longer give primary education. Having shut down their primary section, they opened ‘preparatory’ grades in which they only did FLT for one or two years. Considering the fact that ‘preparatory’ classes were going to be an important part of the Anatolian Lycees in the upcoming years, it is clearly seen that decisions taken in the period of Atatürk affected FLE in an indirect but positive way.

Another concrete step in this field was the establishment of *Turkish Education Foundation* (1928) so as to “save Turkish children from going to foreign schools in order to learn a foreign language” (Demircan, 1988: 96). Transformed into TED college between 1928-1934, Turkish Education Association set ground for the constitution of Maarif Colleges in 1950s with the purpose of improving foreign language education.

Last but not least, started in the Ottoman empire for the revision of military institutions, the habit of counselling foreign experts for educational reasons continued in this period which was of paramount importance (Akdağ, 2008; Akkutay, 1996; Budak, 2010). Known as the first educator of US origin coming to Turkey (Bal, 1991; Binbaşıoğlu, 1995; Kirby, 2010; Martin, 2002) John Dewey was critical in terms of FLE. Putting emphasis on foreign language intensive education, Dewey proposed to open lycees teaching with various languages besides the diversification of foreign languages taught in teacher’ training schools (Demircan, 1988: 97).

As it is clearly seen from the invitation of Western experts into Turkey, the ideal of modernization led the reformists of the Republic to establish closer relations with European countries and the USA which, at that time, were going through a process of scientific and technological developments. Marking the start of an age called as ‘globalization’ these years were also going to witness a radical change which affected the field of FLT to a great extent. That is to say, French as ‘the language of international diplomacy to become the lingua franca for trade, banking, tourism, popular media, science and technology’ (Doğançay-Aktuna, 1998: 25) gave its place to English. In the context of Turkey, this meant that studies conducted in teaching of foreign languages would change its direction towards the improvement of a specific language, English.

### **2.2.3.2. The 1950s: The First Rise of English in Turkey**

In parallel to the winds of change around the world, the 1950s was a significant period for Turkey in terms of hosting political developments which affected ELT as well. Initiated in the period of Atatürk, Turkey’s effort in the direction of Westernisation brought its political results with the membership into the Organisation for Economic Co-operation and Development (OECD) in 1948, the Council of Europe in 1949 and the NATO in 1952 (Atay & Ece, 2009).

Having achieved “Atatürk’s dream of Turkey as part of Europe” (Müftüler-Bac, 1996: 256), it was now time for Turkey to attain a place in the world market by catching up with the recent developments in an increasingly globalizing and competitive world led by the USA, as confirmed by Kırkgöz (2008a) and Tollefson (1991) who attributed it to the rise of English by stating that:

The penetration of English into major political and economic institutions on every continent of the globe is a result of the economic and military power of English-speaking countries and the expansion of the integrated global economic market which they have dominated. The processes that bring about the spread of English have come to be known as modernisation. (Tollefson, 1991: 82).

Associated with the modernization vision of Turkish Republic, the spread of English gained momentum in Turkey by the 1950s when there were several English-medium schools financed by the USA and TED colleges which would change its medium of teaching from Turkish to English after 1956 (Işık, 2008). In addition to these schools, Turkish state opened secondary schools called as *Maarif* in 1956 so as to compete with the remaining foreign missionary schools which were put under protection with Lausanne Treaty signed following the War of Independence (Bartu, 2002). These schools have taught science and math in a foreign language in addition to the intensive language and literature teaching as a separate subject. In this sense, it would be not be wrong to claim that these schools were such as to meet the parents’ demand as regards students’ learning at least a foreign language which as noted by Demirel (2016: 10) was the main reason lying behind the increase in these schools.

Apart from the foundation of prestigious schools, the 1950s also draw attention in terms of witnessing some methodological developments in the field of ELT in Turkey. Contrary to “the direct method” used in schools after 1919 (Yücel, 1938: 188), we witness of groupwork and the functions of language in Village Institutes’ teaching curriculum in the 1940s (Demircan, 1988: 148). On the other hand, E.V. Gatenby and J. E. Pierce did some studies as to the methods used in teaching of English between 1944-1965. While the former, as the founder of the English Department at today’s Gazi University, was tried to spread the use of the “Direct Method” between the years of 1944-1952; the latter brought about “audio-lingual” method in Turkey within the framework of Georgetown English Language Program (Demircan, 1988: 148, 149). Following the introduction of “audio-lingual” method came with a coursebook called as *An English Course for Turks* (1970 by the Ministry of National Education) which took attention with the use of flashcards, figures and filmstrips, thereby affecting the way of English teaching to a great extent in those years (Demircan, 1988: 151).

Drawing from the abovementioned developments, it is not difficult to infer that 1950s’ in Turkey was the period in which literacy and schooling rate were highly increased compared with the first years of the Republic period. Besides general education, this increase manifested itself in the number of students taking foreign language courses.

To look at the issue from the perspective of ELT, Turkey’s efforts in spreading English through planned educational policies gave better results. That is, 48.434 secondary students learned English in those years which was remarkable considering the available conditions and priorities of the previous period as aforesaid. Furthermore, the 1950s was a fruitful period not only with the rise in students learning English but developments recorded in making English to be learned functionally, a desire which would reach into climax in the upcoming years.

### **2.2.3.3. The 1980s: Globalization and The Uncontrollable Spread of English in Turkey**

Associated with the globalization of Turkey, the 1980s marked a radical transformation process in a number of fields in the history of Turkish Republic. Corresponding to the period that Ozal government was in power, this transformation was firstly felt in economy. Contrary to the protectionist economy policies of the 1950s and the 1960s, Ozal, being in favour of economic competition, decided to open Turkish economy into the world market, thereby putting an end Turkey’s dependence on home-market and import in industry (Ahmad, 1993).

Encouraging export-based economy, Ozal maintained his attempts in the direction of gaining more strength to the available large companies in the belief that they could better compete with the foreign markets. Seeking for new markets, the government organized state visits to a number of countries in a way to back up private sector in Turkey. Turkey’s export boom reached in such a

level that Ozal described the 1980s as a period in which Turkey had ‘turned the corner’ and ‘skipped an epoch’ (Ahmad, 1993). Similarly, economic decisions taken in those years made Turkey step into the new age in terms of affecting not only economy but also bringing about radical changes in social, cultural and educational terms. It is because of this reason that the 1980s answered to the description of “globalisation” which was defined as “a multi-way heterogonizing and enriching process allowing local cultures open up to the world and contribute to cultural diversity” (Featherstone, 1995: 117).

As one of these local cultures opening to the world, Turkey experienced the impact of globalization in a positive way particularly for ELT. It is unknown whether it was accidental or not, but Özal government served for the purpose of ELT to a great extent. Led to the increase in international trade, liberal economy strategy was the main reason underlying the need to learn English in the 1980s. Atay (2005) described this relationship as follows:

After the 1980s the policies of Prime Minister Özal, which fostered close political, economic and commercial relations with the West, especially with the USA, were influential in the development of the popularity of English. It was during this period when English started to (mean) a successful career in virtually any field and when the English-medium universities were expected to produce the growing managerial and technocratic class (Atay, 2005: 225).

Paving the way for the above trend to emerge was the enactment of “Foreign Language Education and Teaching Law” in 1980. Upon the increase in the number of universities in 1960s and 1970s, the need for a “coordinated centralized planning” (Küçükoğlu, 2013) arose and Council of Higher Education was founded with the law #2547. This was a critical development by means of leading to a substantial increase in the number of universities teaching in English. State and private English-medium universities were supposed to take the role of teaching English at tertiary level while this mission was fulfilled in tertiary level with 193 English-medium (103 private, 90 state-owned) schools (Demircan, 1988). In the face of the increasing need and desire to learn English, Turkish government opened Anatolian Lycees which was another important development in English teaching in those years.

Equally important was the fact that such lessons as Math, Science, Chemistry and Physics were taught with the medium of English in these schools. In 1986-1987 academic year, there were 40.715 students and 2,845 teachers in 103 Anatolian High Schools (MEGSB, 1986). These schools were quite prestigious in that students were selected through a centralized exam implemented following the 5<sup>th</sup> grade of the primary schools. Similar to the foreign schools activated in the period of Atatürk, students getting the right of education in Anatolian High Schools were required to study a-year preparatory class in which they took an intensive English language education. Being very successful at first, the quality of education in these schools got worse over time due to the lack of teachers who could teach the abovementioned lessons in English. In line with the decrease in



education quality came with a fall of demand in people which set for the abolishment of preparatory classes in the upcoming years.

To summarize the 1980s in the light of the above developments, Turkish government tried to spread English in a planned and controlled way through education policies such as the involvement of English into the curriculum of secondary and higher level education as a compulsory lesson or as a medium of teaching. As time passed, the policy of the planned spread of English changed into an unplanned one “with increasing contact with the free market economies –which brought into Turkey many new brands of products, new concepts and terminologies, and popular American culture and media—the spread of English accelerated” (Doğançay-Aktuna, 1998). Getting its share from this emerging situation, the 1980s’ policy of spreading English was replaced by some other policies focusing on the promotion of education quality within the scope of educational reforms, the first of which was performed in 1997.

#### **2.2.3.4. 1997 Educational Reform**

Regarded as a cornerstone in the field of ELT, 1997 education reform was performed with the cooperation of MONE and the Council of Higher Education upon the acknowledgement that “foreign language is an indispensable communication tool in our world in which communication technologies are getting developed at an unprecedented pace” (MONE, 1997: 606). Besides Turkey’s relations with the whole world in particular European countries, Turkish authorities believed that it was necessary to know a foreign language in order that Turkey come into its own in the world of science and reach to the level of contemporary civilizations. In the same vein, Kırkgöz (2007b) attributed the 1997 Education reform to provide with the compatibleness between new Turkish curriculum and the standarts of EU.

Accordingly, ELT in the first level of primary school was acknowledged under the name of the 4<sup>th</sup> and 5<sup>th</sup> grades English Language Curricula with the law dated 17.09.1997 and 144 numbered decision of MONE and T.T.K.B. Pursuant to this decision, students for grades 4-5 would take compulsory foreign language course two hours in a week while 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> grades’ students were given four-hours. Additionally, students in 4<sup>th</sup> and 5<sup>th</sup> grades could take an hour foreign language course electively (Er, 2006). With this law came into radical changes concerning Turkey’s foreign language policy which, as remarked by Lambert (1999) aimed to deal with the issues of foreign language education in school settings. In line with this project, firstly primary and secondary schools were combined, thereby extending the duration of primary school from 5 to 8 years. Within the scope of an-eight year compulsory education, the age of mandatory foreign language instruction lowered from 12 to 9 with which students were taught foreign languages initiating from 4<sup>th</sup> grade. The rationale for doing this was to make students exposed to the foreign languages longer than before (MONE, 2001).

With this in mind, the aims of ELT in primary level were stated as to raise pupils' awareness of a foreign language, promote a positive attitude towards the learning of English language, increase pupils' interest and motivation towards English language, establish classroom situations in the context of games so that pupils can entertain while learning English, set up dialogues and meaningful contextualized learning activities and help pupils develop appropriate strategies. As for the aims of ELT intended for 6 to 8 grades, they included in expanding the basic communication skills that students have gained through the integration of the four language skills (Kocaoluk & Kocaoluk, 2001).

Believing that FLE should be student-centered, MONE (1997: 607) in its notification document numbered 2481, describes the required teacher profile as a person who can transfer knowledge by taking on the role of facilitator and advisor besides making students active in classes. At this point, what was notable was the introduction of Communicative Approach into ELT (Kırkgöz, 2005) the ultimate purpose of which is to improve students' communicative competence, that is, the ability to use the target language appropriately in the social environment encountered (Demirel, 2016: 55). In this regard, 'the ability to use the target language in daily life' (MONE, 1997: 608) was one of the ten general aims of the 1997 English curriculum.

Not only leading to the general and methodological implementations in English teaching at primary level, the curriculum innovation also witnessed changes and innovations in higher education and teachers' inservice training. At the university level, besides increasing methodological courses, duration of the practical training in primary and secondary schools was also extended in order to provide preservice teachers with hands-on experience (Kırkgöz, 2005). A new course named after 'Teaching English to Young learners' (TEYL) was incorporated into the curriculum of ELT departments, which was of paramount importance in terms of equipping teacher candidates with the necessary pedagogical skills to teach English to young learners.

Although it was an important step, the initiation of 'TEYL' was not without problems. With the involvement of English course into the curriculum of primary school occurred lack of teachers which was tried to be compensated for non-graduates of ELT. In addition to the graduates of other Western departments, people having an acceptable English Language Proficiency were tasked with teaching English (Mirici, 2001).

Manifested itself in other countries e.g. Japan, Malaysia, China (Hu, 2002) the policy of using people not specialized in ELT was familiar to us due to the practices of homogeneous countries (Lambert, 1999) which, besides speaking the same language to a great extent, give much importance to FLE mostly because of instrumental reasons. In addition to the importance they attach to FLT, these countries have a lot in common one of which, as remarked by Grabbe (1994), is language policies implemented without doing enough planning and without a coherent policy.

Likewise, Turkey introduced English at an earlier age “without adequate funding, teacher education, or the provision of resources” (Nunan, 2001: 605). In the words of Hu (2007), the starting of English at an early age was carried into effect without sound planning.

To cope with emerging handicaps of this situation, the first distance education of a four-year English Language Teaching program was put into action upon the protocol performed between the MONE and Open Education Faculty of Anadolu University. However, there was one more problem which was not as easily compensated for as the shortage of teachers. When English language instruction started at the 4<sup>th</sup>-5<sup>th</sup> grades of primary school in 1997, most of the teachers, who had taught adults by then, were not knowledgeable about the ways of TEYL which is performed differently from that of adults (Cameron, 2001; Gürsoy, 2010). What is worse was, as conceptualized by Young and Lee (1985), quoted in Wedell (2003) was the fact that teachers who were accustomed to teach ‘transmission-based’ would have difficulty in interpreting and implementing the new ‘interpretation-based’ curriculum.

In order to deal with teacher-culture related problems defined as “the culture of those within the teaching community, encompassing their values, beliefs and attitudes, which are apparent in their classroom behaviour” (Carless, 2001), MONE took steps in the direction of teachers’ development following the 1997 curriculum innovation. With the intent of facilitating the practice of new curriculum, in-service trainings, seminars and workshops were organized under the umbrella of the In-service English Language Teacher Training and Development Unit (INSET). What is more was the collaboration with prestigious foreign associations including the United States Information Agency (USIA) and British Council (BC) to form training curriculums and guidelines for local English teachers.

Having largely contributed to the introduction of the first curriculum innovation in this way, the cooperation provided with these associations did not prevent the problems confronted in practice. While it is beyond the scope of this study to discuss the pros & cons of the so-called educational reform, it is worth mentioning that 1997 curriculum innovation could not accomplish its aim due to various reasons which were categorized by Kırkgöz (2008) as the cultural, contextual and teacher-related factors.

Among cultural factors were teachers’ adaptation problems caused by the changing student profile and methodological changes. While teachers were caught unprepared for teaching young learners, and, to crown it all, they were supposed to implement a Communicative-Oriented Curriculum. In a more nuanced analysis of contextual factors, the studies conducted by Büyükduman (2005), Sevinç (2006), Topkaya & Küçük (2010), Yanık (2007) indicated that crowded classrooms, insufficient teaching hours, overloaded content and lack of materials, resources, equipment were some of the reasons lying behind the failure of the related curriculum.

To have a closer look at teacher-related factors, they include shortage of teachers, one-off training and teachers beliefs, practices and perception as to the innovation (Kırkgöz, 2008b, 2008c; Kavanoz, 2006).

The aforementioned results of the research studies regarding the major curriculum innovation clearly reveal that the implementation of the new curricula was far from including many stages of planning, development and practice which, as remarked by Yordanova (2000), is the precondition of a success of a language program. Similarly, Kırkgöz (2005, 2007) states that simultaneous implementation of the curriculum innovation without piloting created complex problems all over the country by means of putting considerable strain on the system which was one of the reasons underlying the need of a revision in the current curriculum performed under the name of 2006 curriculum.

#### **2.2.3.5. 2006 English Language Curriculum**

Having emerged from the need to fill in the gaps in 1997 curriculum came with another revision which led to the construction of 2006 English Language Curricula. It is not wrong to state that the revised curriculum was a follow-up of the previous one in terms of serving the same purpose i.e. the adaptation of current curriculum to the EU standarts. (Akşit, 2007; Kırkgöz, 2008a; Tekeli, 2003). An additional factor with respect to the occurrence of the redesigned curriculum was the common goal of English language education in Turkey as illustrated by MONE (2006: 1-60) as follows: “The aims of English language education in Turkey are to enable the students to communicate with the foreigners effectively and by means of this, to enable our country to develop in scientific, economic, and social fields”.

Having failed to perform the aforementioned target, the 1997 curriculum was for the second time changed ten years later with the law dated 10.02.2006 and 14 numbered decision of T.T.K.B. Within this decision started the implementation of “Primary Education 4, 5, 6, 7 and 8<sup>th</sup> grades English Lesson (A Part) Curriculum and Elective English Lesson (B Part)” respectively at the Key Stage I (4<sup>th</sup> and 5<sup>th</sup> grades) in the years of 2006-2007; 2007-2008 and at the Key Stage II (6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> grades) in 2008-2009. Accordingly, grades 4-5 would take a four-hour English course weekly with two hours as elective while students in 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> grades would take 6 hours in total with four-hour compulsory, two-hour elective. Occurred as a part of the governments’ initiation of a curriculum reform movement (Şahin, 2007), the changes carried out in the curriculum of several courses including English, aimed at “the eminency of students who prefer thinking and acquiring various skills, concepts and values instead of students who tend to memorize” (Akınoğlu, 2008: 198).

Theoretically grounded on learner-centeredness and Multiple Intelligences Theory (Erdoğan, 2007; Gömleksiz & Bulut, 2007), the new curriculum provided with a new approach i.e. Constructivism. Having acknowledged as a theory of learning in the related literature (Blyth, 1997; Fosnot, 2005), Constructivism is grounded on the belief that individuals acquire knowledge by giving it a meaning through mental process not by receiving the transferred knowledge quiescently (Brooks & Brooks, 1999; Selley, 1999; Özden, 2003; Yurdakul, 2010). As noted by a number of scholars including Henson (2006), Ziegler (2000), learners' previous knowledge, experiences and skills are critical in this mental interpretation because of the fact that the more connection students make among the new and past learnings, the easier they can construct the newly learned things.

Individual and social interpretation of knowledge with the help of learners' background is closely related to learner-centered instruction which is defined in literature as "active instruction, meaning making, progressive, constructivist, holistic and learning" (Grubb et al., 1999: 31). Positioned on the centre of learner-centered curriculum, learners' different interests, needs and skills should be allowed to surface as stated by Klein (1994) which is the core of The Multiple-Intelligences Theory as well. A multidimensional curriculum which can appeal to students with different learning styles, aims to set learner autonomy into work by means of directing them to question their needs, goals, ways of learning and skills for evaluating themselves (Nunan, 1992) thereby process gaining much more importance than content of the taught.

Structured on process-oriented approaches and the above principles of Constructivist learning theory, 2006 English Language curricula underlined the fact that "learning is an active process in which the learner uses sensory input and constructs meaning out of it" (Hein, 1991; cited in Küçük, 2008). Aiming to promote students' participation into this process by means of strengthening their communicative ability, the revised curriculum dealt with a number of issues including the role of the teacher within the learning process, the selection of teaching materials, evaluation techniques, the distinction between young learners and adolescents in FLT, activities to be used in ELT while teaching different grades, the goals and objectives to be attained in each grade, syllabuses to use, encouragement of learner autonomy and language learning strategies.

Not differing from the previous curriculum in terms of highlighting the role of teacher as the facilitator, mentor and coach of learning (Grub et. al, 1999), the revised curriculum largely served for the purpose of 'TEYL'. Considering the fact that "young learners acquire language unconsciously and the activities teachers do in class should help this kind of acquisition" (Slattery & Willis, 2001), the revised curriculum recommended teachers to use activities such as dramatization, drawing and coloring, songs, word recognition, rhymes and chants (MONE, 2006) while teaching at 4<sup>th</sup>-5<sup>th</sup> grades. Differently from this, in grades 6 to 8, teachers were motivated to increase 'learner autonomy' which is described by Holec (1981) as "the ability to take charge of

one's own learning". With this in mind, students were given projects in order to make them learn in line with their individual differences and learning styles.

In connection with diversifying aims and ways of ELT in various grades, the materials were also revised. By means of dividing the materials into three groups called as course material, supplementary and additional materials, the curriculum proposed teachers the use of visual and audio materials including gestures, facial expressions, slides, pictures, realia, teacher talk, audio cassettes and radio programs in addition to the printed ones such as course book, work book and teacher's book (MONE, 2006: 1-60).

Having a communicative view of ELT, 2006 English curriculum adopted mixed-type syllabus with predominantly notional/functional, which is based on the idea that "adequate descriptions of language must include information on how and for what purposes and in what ways language is used" (Firth, 1957). Within this framework, the revised curriculum provided with a roadmap for students by means of giving the structures (Wh-questions) suggested to be taught within the context of related units (my classroom), functions (asking for and giving information about classroom objects) and materials/activities (informal inter-personal dialogues between people) for the purpose of making students achieve the goals and objectives specified for each grade.

In parallel with the ultimate purpose of the latest curricula i.e. promoting the use of functions for "communicative purposes of language" (Finocchiaro and Brumfit, 1983), another innovation was performed at the assessment of students. Within this revision, traditional 'paper and pencil' tests were replaced with performance-based assessment implemented through authentic assessment techniques which are regarded as the most significant contribution of the newly designed curricula (Kırkgöz, 2007b).

Characterised as performance-based and authentic, reasons for the adoption of alternative assessment by MONE (2006) included (i) emphasis on record of the students' progress (ii) focus on the abilities of students instead of their inefficiency (iii) taking individual differences into account (iv) enabling to determine the degree of students' creating, reflecting, problem solving, collecting and using information. Building on a substantial body of research clarifying its role in improving reflective thinking skills (Spilkova, 2001), portfolio turned out to be one of the evaluation techniques suggested by the redesigned curricula based on the European Language Portfolio.

To look at the effect of the so-called innovation, it is a common idea that 2006 English language curriculum was "more learner-centered, task-based and process-oriented" (Topkaya & Küçük, 2010: 41). In a study conducted by Erbilien-Sak (2008), teachers stated that the specified targets including four language skills equally were organized clearly and understandably. Having

founded to be coherent with students' developmental needs, content of the revised curriculum was stated to promote active participation of students besides creating a link with their daily life.

However, it is seen that some of the problems confronted in the implementation of the former curriculum affected the revised one, too. Similar to the 1997 curriculum, crowded classrooms and the scarcity of time and resources allocated for English course are among the frequently articulated problems in the literature surveyed (Büyükduman, 2005). In a number of studies conducted on the new curricula (Adıgüzel, 2009; Erkan, 2009; Seçkin, 2010) researchers mentioned about the inefficiency of textbooks and unconformity between contemporary approaches and implementations related to the new teaching program. The intensity of teaching content (Zehir-Topkaya & Küçük, 2010) in 2006 curriculum is another issue which led teachers to complain of lack of time (Er, 2006). That being the case, whether or not 2006 curriculum innovation achieved its target in practice is a debatable issue.

Aiming to examine foreign language policies in Turkish education system with a critical eye, Şahin (2013) states that the problem is resulted from language education policy. Besides student-driven problems such as insufficient motivation and lack of abilities essential to language learning, Şahin attributes the failure in FLT to the discrepancy between language teaching policy and practice. Hence, the fact that a great number of students in Turkey could not become skillful at using English as a communication language (MONE, 2013) was also one of the results of the abovementioned gap besides being rationale of the new ELT curriculum performed within the third major curriculum innovation named after 4+4+4.

#### **2.2.3.6. 4+4+4 Curriculum Innovation**

There is no question that the key to economic, political and social progress in today's society depends on the ability of Turkey's citizens to communicate effectively on an international level, and competence in English is a key factor in this process. On the other hand, despite continual efforts at improving the effectiveness of language education in Turkey, a significant percentage of students leave school without the ability to interact successfully in an English-language medium. (MONE, 2013).

Besides displaying that Turkey views English proficiency as a means of its progress in economy, politics and social life, the quote above reveals that our country is far from achieving this as it stands. A closer look at the reasons indicates that a number of factors are influential on this failure.

In a compilation work on the studies for ELT by Suna & Durmuşçelebi (2013), lack of a well-structured language policies, crowded classes, insufficient physical conditions, dilemmas in qualified teacher training, language teaching approaches, the abolition of preparatory classes, students' lack of motivation, use of materials and syllabuses of foreign origin, discrepancy between

language teaching policy and practice, students' lack of competences essential for language learning, schools' insufficiency in providing the related language sources, ongoing impact of procedural mistakes e.g. grammar-translation method and unscientific decisions taken are enumerated as the most important causes of the unpromising picture of Turkey in the field of ELT (Haznedar, 2010; Özçakır A.İ., 2015; Acat & Demiral, 2002; Memiş & Erdem, 2013).

Having put the blame not only on the method, Tosun (2012) believes that other elements including target language, student, teacher, context and method should also be investigated. Looking at the issue from a different angle, Aydın & Zengin (2008) predicate the existing problems on the ignorance of individual differences in teaching English and the anxiety experienced by learners in the learning process. As well as addressing the above problems, MONE (2013: 2) explains the failure in using English for communicative purposes with its presentation as a subject to be learned in school instead of as a means for communication. In other words, students do not learn English in a way to meet their daily needs e.g. explaining opinions which is the underlying cause of its being an abstract exercise exposed to be forgotten like everything not used. Although Turkish students do not use English communicatively, they learn vocabulary, grammar and its rules structurally, what Yule (2006) calls language learning.

Given Turkey aims 'to provide a high-quality public education for Turkey's elementary and secondary students' in sync with contemporary educational research and international teaching standards grounded in action-oriented approach in ELT, MONE performed a new curriculum innovation called as 4+4+4. Accepted and implemented with 02/01/2013 date and 6 decision of Turkish Education Board and Ministry of Education, 4+4+4 education reform brought about many revisions and changes not only in the domain of ELT but also in other branches as well as the education system in general.

Defined as a system which aimed at increasing schooling rate and abolishing regional differences in schooling (Epeçatan, 2015); 4+4+4 initiated a twelve-year non-continuous compulsory education cascaded as primary, secondary and high school with each of them lasting for four years. Besides paving the way for 5,5 aged children to start primary school, the new curriculum lowers the age of compulsory FLT from 9 to 6 year as well. In other words, students who learned a foreign language as of the 4<sup>th</sup> grade in line with 1997 reform, has now started to learn it at the 2<sup>nd</sup> grade of primary school (MONE, 2013).

Having not only dropped the age of mandatory FLT, the new reform has also arranged class hours such a way to increase the duration of English lessons. Pursuant to this revision, English classes are two hours in a week from 2<sup>nd</sup> to 4<sup>th</sup> grades of primary school while in secondary level i.e. from 5<sup>th</sup> to 8<sup>th</sup> grades, students take a-four-hour English lesson in a week with each class hour lasting for 40 minutes in both levels. With this change in new curriculum, students are provided for



taking a 576-hour English classes throughout their primary and secondary education (Bayyurt, 2012).

Recognizing that duration of class hours makes no sense unless they are taught in a qualified way, MONE has also revised the existing English curriculum for all grades. Including various changes ranging from instructional design to assessment within the whole primary curriculum, this revision has two priorities targeted in all grades: (1) creating an interest and love for FLL in the users and speakers of that language (2) making students use the target language in real life and “experience English as a means of communication rather than focusing on the language as a topic of study” (MONE, 2013: 2). That being the case, providing an enjoyable learning environment and featuring communicative nature of English via receptive skills e.g. listening has become the core element of the new curriculum as understood from “Model English Language Curriculum (2<sup>nd</sup>-8<sup>th</sup> Grades)” given below:

**Table 2: Model English Language Curriculum (2<sup>nd</sup>-8<sup>th</sup> Grades)**

<b>Levels (CEFR*) (Hours/Week)</b>	<b>Grades (Age)</b>	<b>Skill focus</b>	<b>Main Activities/strategies</b>
<b>1 (A1) (2)</b>	<b>2 (6-6.5)</b>	Listening and Speaking	<b>TPR/Arts and crafts/ Drama</b>
	<b>3 (7-7.5)</b>	Listening and Speaking Very Limited Reading and Writing*	
	<b>4 (8-8.5)</b>	Listening and Speaking Very Limited Reading and Writing*	
<b>2 (A1) (4)</b>	<b>5 (9-9.5)</b>	Listening and Speaking Limited Reading* Very Limited Writing*	<b>Drama/ Role-play</b>
	<b>6 (10-10,5)</b>	Listening and Speaking Limited Reading* Very Limited Writing*	
<b>3 (A2) (4)</b>	<b>7 (11-11,5)</b>	Primary: Listening and Speaking Secondary: Reading and Writing	<b>Theme-based</b>
	<b>8 (12-12,5)</b>	Primary: Listening and Speaking Secondary: Reading and Writing	

As marked (\*) in the table above, students studying at the 2<sup>nd</sup>-4<sup>th</sup> grades are supposed to acquire very limited reading and writing skills which should not exceed 10 words in the former grades (2<sup>nd</sup>-3<sup>rd</sup>) while it may be up to 25 words in the latter ones (4<sup>th</sup>-5<sup>th</sup>). Besides, reading and writing activities are supposed to be in the word level as the main target in 2<sup>nd</sup>-4<sup>th</sup> grades is the improvement of listening and speaking. Another salient thing in the given table is the suggested main activities and strategies, which are organized such as to edutain learners’ by taking their physical and affective characteristics as references. As suggested by literature (Brumfit, 1991; Halliwell, 1992), young learners need physical activities, stimulus-rich environments, games, songs etc. all of which not only entertain them but also serve for their cognitive and socio-emotional features. In this sense, it would be true to say that MONE’s categorization of the activities and

strategies based on age-groups is a proper step in terms of being consistent with the relevant literature and realizing the main targets of the new curriculum.

Within the abovementioned two targets of top priority, the instructional design, instructional materials and assessment process of all grades have undergone a radical change which will be detailed as follows.

### 2.2.3.6.1. 2<sup>nd</sup>-3<sup>rd</sup>-4<sup>th</sup> Grades' English Language Curricular Model

Having attached greater importance to students' adoption of language learning as an enjoyable process, 2<sup>nd</sup>-3<sup>rd</sup>-4<sup>th</sup> grades' English language curricula firstly aimed at promoting students' functional and daily use of target language. To that end, units of the new coursebooks were selected in a way to meet students' basic language needs besides making them use the learned in the easiest way. One way of doing this is to make learners confront with the things they see, hear and experience in their life. Taking into account this fact, the content of these grades' textbooks was composed of everyday topics that may create a link between students' real life and the learned besides being enjoyable for them.

**Table 3: Content of the 2<sup>nd</sup>-3<sup>rd</sup>-4<sup>th</sup> Grades' English Coursebooks**

Units	2 <sup>nd</sup> Grade	3 <sup>rd</sup> Grade	4 <sup>th</sup> Grade
1 <sup>st</sup> Unit	Words	Wheel of Fortune	In the Classroom
2 <sup>nd</sup> Unit	Friends	My Family	Children's Day
3 <sup>rd</sup> Unit	In The Classroom	People I Love	Free Time
4 <sup>th</sup> Unit	Numbers	Feelings	Cartoon Characters
5 <sup>th</sup> Unit	Colors	Toys And Games	My Day
6 <sup>th</sup> Unit	At The Playground	My House	Doing Experiments
7 <sup>th</sup> Unit	Body Parts	In My City	Jobs
8 <sup>th</sup> Unit	Pets	Transportation	My Clothes
9 <sup>th</sup> Unit	Fruits	Weather	My Friends
10 <sup>th</sup> Unit	Animals	Nature	Foods and Drinks

As understood from the above table, themes and contexts e.g. playground chosen for the 2<sup>nd</sup> grade are mostly taken from the immediate environment of students while in the 3<sup>rd</sup> and 4<sup>th</sup> grades topics are little far from the classroom environment as the primary target is to make those students use language in social and geographical topics/situations differing from the ones in classroom setting (MONE, 2013). That being the case, some of the related gainings change vary on 2<sup>nd</sup>-3<sup>rd</sup>-4<sup>th</sup> grades, too.

When we look at the gainings of 2<sup>nd</sup>-3<sup>rd</sup>-4<sup>th</sup> grades which are explained within the subtitle of *communicative functions and skills* located in each unit, we see that 2<sup>nd</sup> grade students are supposed to understand and use basic level words that are common to both English and Turkish e.g. doctor, gorilla besides the lexis they need while introducing themselves, asking someone's name, making simple inquiries, telling someone what to do, greeting people, apologizing, giving and responding to simple instructions, expressing quantity, naming colors, expressing likes/ dislikes/fruits/animals and telling body parts (i.e. my name is..., how are you, sit down, hello, excuse me, open the window, numbers 1-10, white, I like apples, eye, orange, rabbit, cat etc.).

With respect to the gainings of the 3<sup>rd</sup> grade, it is possible to say that students are supposed to use language for the same linguistic functions with the 2<sup>nd</sup> grade in addition to the the simple but necessary ones that they can perform outside the class. To exemplify the communicative functions, suggested lexis and language use allocated for the 3<sup>rd</sup> grade they are as follows: naming numbers, talking about possessions, describing family relations, expressing feelings, describing sizes and shapes, telling people what they know, talking about locations of things, describing the weather, describing spontaneous actions of people and expressing likes/dislikes (Can I answer?, numbers 11-20, I have two kites, s/he's my..., I feel good, My ball is square, happy/unhappy, whale, bathroom, bus, Poko is at the park, sunny, Stella is studying).

Described as a follow-up of the aforementioned, 4<sup>th</sup> grade communicative skills focus on the fulfillment of basic communicative functions by blending vocabulary and functions acquired in prior grades with the new target words and functions. In this sense, it is true to say that the first stages' gainings (2<sup>nd</sup>-3<sup>rd</sup>-4<sup>th</sup> grades) are complementary and spiral as it is possible to see the similar functions and skills in all of them. As an evidence of this, we see some communicative functions similar to the ones in the 3<sup>rd</sup> grade besides some different ones such as identifying countries/nationalities, describing people's routine, telling the time, days/dates, accepting & refusing, expressing basic needs, naming common objects and seasons of the year. (Give me the book please!, Cut the paper!, short, These are his books, I can speak English, Africa, have a shower, in the morning, I don't want sandwich now, I am hungry, autumn)

In addition to the abovementioned gainings, there is also a highlight on *intercultural awareness* and *compensation strategy* which are partly located in the curricular model of all primary grades on an introductory basis. Located among the communicative functions and skills to be acquired in accordance with the CEFR, the reference model to the redesign of 4+4+4 English curricula, some of the gainings related to intercultural awareness and compensation strategies may be tabulated as follows:

**Table 4: 2<sup>nd</sup>-3<sup>rd</sup>-4<sup>th</sup> Grades' Communicative Functions Related to Intercultural Awareness and Compensation Strategies**

Units (2 <sup>nd</sup> grade)	Intercultural Awareness	Compensation Strategy
Friends	Students will be able to greet people in other languages besides Turkish and English (i.e. Salaam!, Bon jour!)	-
In the Classroom	-	Students will be able to ask for clarification by asking the speaker to repeat what has been said
Unit (3 <sup>rd</sup> grade)		
In My City	-	Students will be able to say when they don't know the answer to a question (i.e. I don't know that)
Units (4 <sup>th</sup> grade)		
In the Classroom	Students will be able to say 'thank you' in different languages	-
Free Time	-	Students will be able to ask others to repeat what they have said or to talk slowly

Another issue which may be regarded as a curriculum requirement of the new model like the above elements (ICA) is instructional materials including texts and activity types suggested for each grade. In the selection of teaching/learning materials suggested particularly for the first stage, the priority target is to make language users/learners acquire target language via game-based activities enriched with enjoyable audio and audio-visual materials (MONE, 2013). With this in mind, suggested texts for 2<sup>nd</sup>-3<sup>rd</sup>-4<sup>th</sup> grades include advertisements, cartoons, illustrations, picture dictionaries, posters, products, songs, tables, conversations, rhymes, instructions, signs, lists, poems, captions, fables, stories, coupons, fairy tales, menus, charts, notices, maps, notes and messages, while activity types proposed to be used in teaching these grades are composed of arts and crafts, chants and songs, cognates, drama/miming, drawing and coloring, flashcards, games, labeling, listening, speaking, matching, reordering, story-telling, communicative tasks, questions and answers, TPR, puppets, real-life tasks, synonyms/antonyms, role-play and simulations.

Before concluding this section, it is essential to look at the latest stage of any curricular model i.e. assessment which is conducted to evaluate “learners’ achievement of curricular goals, diagnose their strengths and weaknesses in specific domains of language learning, place them at the right level of instruction, or measure their proficiency for a specific purpose” (Brown & Abeywickrama, 2010). Similar to its impact on the acknowledgement of ICA and CS as skills to be acquired within language learning, CEFR has manifested itself in the assessment process with its two descriptors, that is, learner autonomy and self-assessment.

Shifting the focus from teachers to learners, self-assessment requires students’ encouragement to manage their linguistic improvement toward communicative competence (CoE, 2001). For this purpose in mind, they are supposed to achieve some tasks in each unit, which are also checked by students’ themselves by answering the questions aiming to understand what they

learn. While it is more likely to see such questions in the second stage curricular model, 2<sup>nd</sup>-3<sup>rd</sup>-4<sup>th</sup> grade students are mostly supposed to prepare projects in each unit. As clearly understood from the project examples located in their curricula, young learners are expected to be evaluated with age-appropriate and pleasurable tasks, that may give them a chance to see their progress concretely. As well as being few in number, it is also possible to see other assessment instruments e.g. quiz in the new curricular model of the first stage.

### 2.2.3.6.2. 5<sup>th</sup>-6<sup>th</sup> Grades' New English Curricular Model

In designing 5<sup>th</sup>-6<sup>th</sup> grades' new English curricular model, increasing students' interest in learning English and making them use this language in real life has been the main goal of educational bureaucracies. The growing need for comprising a link between students' real life and taught curriculum has led to the adoption of daily themes as the content of new teaching materials, which is valid in 5<sup>th</sup>-6<sup>th</sup> grades' as well. When the related topics are reviewed, it is seen that they do not only reflect themes from students' daily life but also global issues with which students are supposed to be grown up as individuals accountable to public.

**Table 5: Content of the 5<sup>th</sup>-6<sup>th</sup> Grades' English Textbooks**

Units	5 <sup>th</sup> Grade	6 <sup>th</sup> Grade
1 <sup>st</sup> Unit	My Daily Routine	After School
2 <sup>nd</sup> Unit	My Town	Yummy Breakfast
3 <sup>rd</sup> Unit	Hello	A Day in My City
4 <sup>th</sup> Unit	Games and Hobbies	Weather and Emotions
5 <sup>th</sup> Unit	Health	At the Fair
6 <sup>th</sup> Unit	Movies	Vacation
7 <sup>th</sup> Unit	Party Time	Occupations
8 <sup>th</sup> Unit	Fitness	Detectives at Work
9 <sup>th</sup> Unit	The Animal Shelter	Saving the Planet
10 <sup>th</sup> Unit	Festivals	Democracy

Within the above themes, 5<sup>th</sup> grade students are supposed to use basic words related to their hometown, physical problems, daily routines, hobbies, social activities i.e. party, emotions and interests such as sports. Additionally, they are expected to perform basic communicative functions including greetings, asking for permission, stating personal opinions, likes and quantity, describing what people do regularly, telling the time, days and dates, expressing basic needs and feelings, making simple suggestions, expressing obligation, expressing and responding to thanks, talking about locations of things, describing what people are doing now and naming numbers (Nice meeting you, Can I feed the birds?, I think Superman is brave, fishing, My birthday is in May, I

have the flu, Let's go hiking, You're welcome, opposite the pool, The cat is climbing the tree, numbers 101-1000).

On the other hand, having attributed importance to action-oriented approach, 6<sup>th</sup> grade curricular model includes themes bearing the stamp of both real and global life as will be seen from the examples above. Another striking feature related to the 6<sup>th</sup> grade is the similarity between these topics and the ones in earlier grades, which is an evidence of the spirality among these grades' new English curricula. With themes given above, 6<sup>th</sup> grade students are expected to express themselves and their opinions, talk about occupations, foods, personal likes, daily life, interests and weather forecast in the same way as the 5<sup>th</sup> grade. (cereal, egg, croissant, freezing, hailing, manager, self-employed). Besides, they are supposed to acquire some new gainings such as making comparisons, talking about past events and expressing quantity (A skyscraper is taller than a house, I learned swimming last summer, numbers 1000-1.000.000).

In addition to the aforementioned gainings, 5<sup>th</sup>-6<sup>th</sup> grades' new curricula share similarity with other grades in terms of learning outcomes such as intercultural awareness (ICA) and compensation strategies (CS). To have a closer look at those gainings comparatively, 5<sup>th</sup> grade students are expected to develop an awareness of world languages, commonalities in children's games in different countries, movies as an international art form, different festivals around the world and different ways of celebrating festivals. On the other hand, intercultural achievements expected to be gained in the 6<sup>th</sup> grade are identifying traditional dances from other countries, becoming familiar with different countries' breakfast habits and expressions used at the beginning and end of meals in different countries, using mimes and gestures to explain a word and principles of democracy.

As for the CS supposed to be given in 5<sup>th</sup>-6<sup>th</sup> grades, they are as follows: (1) making use of visual aids while listening or reading to aid understanding (2) recognizing the use of rising intonation to ask for clarification (3) asking other people to repeat what they've said when they do not understand (4) using body language to get their meaning across when their language fails to do so (5) asking for clarification and repetition (6) indicating that they don't understand using simple expressions (7) using mime and gestures to explain a word and (8) asking for help.

While we are witnesses of commonalities in terms of themes and learning outcomes in the revised curriculum of the first and second stage, we also see some differences such as the inclusion of *reading* as a communicative function to be acquired as of the 5<sup>th</sup> grade. As mentioned before, reading, writing and grammar skills are not among the targets of the earliest grades' curricula ranging from 2<sup>nd</sup> to 4<sup>th</sup>. Having first appeared in the 5<sup>th</sup> grade curriculum, achievements of reading can be summarized as comprehending short, simple texts describing daily routines, illnesses, people's needs, feelings, past activities and occupations, reading picture stories, conversations, cartoons about personal information and timetable for lessons, comprehending phrases and simple

sentences in short texts on posters and advertisements related to movies, birthday cards, reading short, simple texts such as personal narratives about daily routine, the label of a food product, everyday matters e.g. food, personal opinions, emotions, weather, recognizing phrases on signs encountered in everyday life, recognizing familiar words and very simple phrases related to the concept of democracy.

To mention the texts and activities suggested to be used for making students acquire the gainings above, they do not differ from the ones specified for the prior grades. To name but a few, advertisements, songs, cognates, picture dictionaries, flashcards are some of the tools that are thought to help students' learning in 5<sup>th</sup>-6<sup>th</sup> classes. When it comes to assessment in conclusion, dossiers to be completed by students in hand are added can-do statements to be filled by students at the end of each unit. As is the case with the ones in earlier grades, other assessment tools chosen for 5<sup>th</sup>-6<sup>th</sup> grades are composed of quiz, exams and projects to be carried out individually, in pairs or in groups as exemplified below.

**Table 6: Project Examples Included in 5<sup>th</sup>-6<sup>th</sup> Grades' English Textbooks**

Units	5 <sup>th</sup> Grade	6 <sup>th</sup> Grade
5 <sup>th</sup> Unit	Students watch age-appropriate English-language movies and talk about the cultural aspects that are similar to/different from their home culture.	Students write a slogan/advertisement for a ride at a fair.

### 2.2.3.6.3. 7<sup>th</sup>-8<sup>th</sup> Grades' Revised English Language Curriculum

Regarded as the first stage of reaching Basic Level User (A2) specified in the CEFR, 7<sup>th</sup>-8<sup>th</sup> grade curricula revised for 11-12 age groups, primarily, aims at improving students' listening and speaking skills following which comes reading and writing. Although writing is of secondary importance as mentioned above, it has an important role especially in 7<sup>th</sup> grade curriculum in that it is introduced for the first time. This being the case, writing is one of the gainings which is supposed to be acquired in the third step comprising 7<sup>th</sup>-8<sup>th</sup> grades. In addition to writing, there are also some other achievements including listening-comprehension, verbal interaction, reading-comprehension, strategies and attitudes. To mention the content of the model with which the aforementioned skills are targeted, it is tabulated as follows.

**Table 7: Content of the 7<sup>th</sup>-8<sup>th</sup> Grades' English Textbooks**

Units	7 <sup>th</sup> Grade	8 <sup>th</sup> Grade
1 <sup>st</sup> Unit	Appearance and Personality	Friendship
2 <sup>nd</sup> Unit	Biographies	Teen Life
3 <sup>rd</sup> Unit	Sports	Cooking
4 <sup>th</sup> Unit	Wild Animals	Communication
5 <sup>th</sup> Unit	Television	The Internet
6 <sup>th</sup> Unit	Parties	Adventures
7 <sup>th</sup> Unit	Superstitions	Tourism
8 <sup>th</sup> Unit	Public Buildings	Chores
9 <sup>th</sup> Unit	Environment	Science
10 <sup>th</sup> Unit	Planets	Natural Forces

Similar to the content of other grades, topics included in 7<sup>th</sup>-8<sup>th</sup> grade English Language Curricula are chosen appropriately for developmental characteristics and interests of students aged 11-12 years. In addition to the topics reflecting daily life and students' interest, there are global themes such as planets, science etc. as are in 5<sup>th</sup>-6<sup>th</sup> grades. In this sense, it is possible to describe the third stage (7<sup>th</sup>-8<sup>th</sup> grades) curricula as the complementary of the first and second steps (2<sup>nd</sup>-3<sup>rd</sup>-4<sup>th</sup>-5<sup>th</sup>-6<sup>th</sup>).

The similarity among the units chosen for the primary grades has also made itself felt in the achievements supposed to be acquired. Added to the achievements in previous grades e.g. expressing likes/dislikes are new ones specific to 7<sup>th</sup>-8<sup>th</sup> grades such as giving explanations/reasons, describing the frequency of actions, expressing preferences, making predictions about the future, talking about plans, describing simple processes, expressing concern and sympathy, handling phone conversations, making excuses, expressing obligations (She can play basketball because she is taller than me, He runs twice a day, I prefer The Vampire Diaries to other TV series, The internet will come more popular, I will go to the bookshop to buy a dictionary, First get the seeds. Then plant and water them, I am sorry to hear that).

Regarding learning outputs as to the ICA, students are supposed to become familiar with superstitious beliefs from different countries in the 7<sup>th</sup> grade while in the 8<sup>th</sup> they are said to be able to recognize similarities and differences in teen culture in other countries, cultural diversity in food choices through readings and discussion and science as a common human endeavor. Compared to ICA, learning outputs relevant to compensation strategies are clearly seen to take a bigger place in the third level English language curricula as will be detailed below.



Within the units included in 7<sup>th</sup> grade coursebooks, students are expected to relate new information to visual concepts in memory via familiar, easily retrievable visualizations, use their previous knowledge to guess the meanings of new items, say when they do not understand, ask people to repeat, ask for attention and cope with a number of straightforward follow-up questions. On the other hand, 8<sup>th</sup> grade students are supposed to ask and answer questions simply besides exchanging ideas and information, derive the probable meanings of unknown words from the context that they read or listen, repeat their questions when someone does not understand them, answer follow-up questions if asked for clarification, express themselves by using several words to convey the intended meaning when they can not think of a word or express and ask for more information to check their understanding when needed.

As well as these gainings, 7<sup>th</sup>-8<sup>th</sup> grades revised curriculum include new achievements related to writing and attitudes. As aforesaid, writing skill is limited to the word level at the earlier grades until it is firstly introduced into the 7<sup>th</sup> grade students. It would be not wrong to say that there is a linear relationship between students' increasing foreign language level and the difficulty of writing tasks. To have a closer look at writing achievements varying by 7<sup>th</sup>-8<sup>th</sup> grades respectively, they are as follows: (1) writing simple sentences and phrases to compare two people and to mention people's daily routine (2) describing an event in simple sentences and report what happened when and where (3) writing simple structures describing wildlife, preferences, past events, needs for a special occasion, future predictions, simple processes, general truths and facts (4) writing short, simple messages, reports and advertisements about environmental issues.

On the other hand, 8<sup>th</sup> grade students are supposed to write (i) a short, simple letter apologizing and giving reasons for not attending a party (i) a short paragraph comparing two objects and talking about daily actions (i) a series of simple phrases and sentences linked with simple connectors e.g. 'first', 'second' to describe the process (i) a short e-mail message expressing their future plans and concerns (i) a basic paragraph to describe and explain their Internet habits by using simple connectors e.g. 'and', 'but' and 'because' (i) short, simple sentences, phrases, messages and descriptions as regards their feelings, obligations at home or school, people's spontaneous actions, scientific achievements, predictions, the future of their planet such as to give reasons with simple connectors and finally (i) preparing a brochure, advertisement or a postcard about their favorite tourist attractions and preferences for sports and free time activities

Similar to the aforesaid writing activities, we witness some communicative functions called 'attitudes' for the first time in third step English language curricula. Within the scope of 'attitudes' students are supposed to display the following attitudes varying the grades. To have a closer look at these behaviours, they are as follows.

**Table 8: 7<sup>th</sup>-8<sup>th</sup> Grades' Communicative Functions Called as 'Attitudes'**

Units (7 <sup>th</sup> grade)	Attitudes
Appearance & Personality	Students will be able to display a willingness to communicate with their peers in English
Television	Students realize the need to learn English especially when TV or movies are considered
Units (8 <sup>th</sup> grade)	
Teen Life	Students will be able exhibit a willingness to apply the skills to new situations outside the classroom
Communication	Students will be able to display a willingness to seek opportunities to practice English
Tourism	Students will be able to maintain concentration and motivation during a class period

As is clear from the above table, attitudes regarding the practice of English in real life are highlighted, which is the general target of 4+4+4 curriculum innovation as mentioned before. In line with the new learning outputs in different skills, suggested texts and activity types have partly modified. Besides the available ones in previous grades, diaries/journal entries, jokes, personal narratives, biographical texts, children's encyclopedia, e-mails, letters, news reports, questionnaires, brochures, recipes, phone conversations, catalogues, SMS, memos and weather reports are also included in suggested texts for the third stage. With respect to activity types, skimming and scanning, guessing word meaning from text, reading comprehension questions, role-play and simulations, communicative tasks are added into the curriculum of 7<sup>th</sup>-8<sup>th</sup> grades.

To comment on assessment finally, it would be not wrong to say that third stage (7<sup>th</sup>-8<sup>th</sup> grades) assessment techniques do not differ from the previous grades, that is, projects carried out in groups or individually are located in leading evaluation tools following which comes written quiz or exams.

### **2.3. The Rationale behind the Worldwide Revisions in ELT Curriculums Including '4+4+4' in Turkey**

Having performed three important educational reforms with 4+4+4 being the last one, Turkey is not the only country in the world that has felt the need to interfere with the available language education system so much. Rather, many expanding circle countries in which English is only taught as a foreign language in Kachru's words have recently attempted to make major revisions not only in their ELT curricula but many related issues as well.

Without a shadow of a doubt, graying of the boundaries among Kachru's concentric circles besides the other world countries is the first rationale driving these countries to renovate

themselves in every field ranging from economy to education. By ‘graying of the boundaries’ the intended is not geographical proximity but the connection among the residents of those territories coming with the crucial and global developments recorded in a number of fields with technology being the first. Not surprisingly, this affinity has brought about both good and bad things with it including transculturation, crosslinguistic influence, competition, the conception of ‘money is power’, delocalisation, struggle-dissension of values, technological and socio-economic development, advanced language skills, the need of interaction with other people and quest of a common language to provide this.

To collect all of these things under the same heading, it would undoubtedly be ‘globalization’ for better or worse. Were I need to provide a ‘justification’ into this denotation, an indepth understanding into the following issues will probably be enough, that is why I need to explain all of them in detail. Here below are these issues: (i) the meaning of globalization (ii) its impact on the convergence of world countries and emergence of the aforescribed effects (iii) the reasons lying behind the coincidence of English and globalization (iv) how globalization has changed the language needs of people and finally (v) in what ways English language and its teaching is affected by this change. Looking at these issues from a broader perspective will not only enlighten us on the reasons lying behind the worldwide curriculum revision efforts as mentioned earlier but provide an understanding whether Turkey’s attempts specifically 4+4+4 curriculum innovation serves for the target of English language education for good causes of globalization.

### **2.3.1. Globalisation and English**

Globalization can be defined as a historical stage of accelerated expansion of market capitalism, like the one experienced in the 19<sup>th</sup> century with the industrial revolution. It is a fundamental transformation in societies because of the recent technological revolution which has led to a recombining of the economic and social forces on a new territorial dimension. (Lamy Pascal, 2006).

Leading to the emergence of a sea-change in world order, the winner of the abovementioned market capitalism was, no doubt, England as confirmed by Crystal (2003: 80) who wrote in his book entitled *English as a Global Language* that majority of innovations of the Industrial Revolution were belong to Britons. To name but a few, the use of coal, water and steam power in the activation of heavy machinery and printing technology, the invention of new materials and equipment used in manufacturing, the developments in transportation vehicles industry such as the growth of the railway, the use of new communication systems and the start of mass-production in textiles and mining which led to the export boom in England as inferred from the denotation of Britain as the ‘workshop of the world’ (Crystal, 2003).

Having achieved such an economic growth with a gross national product increasing, on average, at 2 per cent a year (Parker, 1986), Britain turned out a centre of attention that the rest of the world watched enviously. As a matter of fact, besides foreign workers a number of inventors e.g. William Siemens from other parts of the world settled England, where they found the fertile ground for their inventions. Having already hosted British architects of industrial revolution, England became much more powerful through the movement of inventors coming from abroad. In the words of Crystal (2003: 81), having the magnet of opportunity Britain witnessed a great number of innovations in succession.

Not perplexingly, the curiosity and desire of the rest of the world to learn about the aforementioned developments was the first reason underlying the need to learn English at that time. Considering “the closest of links between language dominance and economic, technological, and cultural power” (Crystal, 2003: 7), it is no surprise to see that English, as the language of the leading country in the world, transformed into a global language. Similarly, acknowledgement of English in a global scale lies in the fact that it fits into two criteria of being a global language, that is, geographical-historical and socio-cultural. The dissemination of English language and culture into the various parts of the world through British colonialism is the geo-historical rationale of English being a global language. As for the socio-cultural explanation, it refers to the fact that English have come into people’s life as a common language in every sense.

Having started its long journey as the language of the biggest expansionist country of the world at the 17<sup>th</sup> and 18<sup>th</sup> centuries, English entrenched its power as the language of industrial revolution at the next century. In the late 19<sup>th</sup> and early 20<sup>th</sup> century, what we witnessed were a number of important and global economic developments supported by the invention of new communication technologies. Progress recorded in economy and communication technologies brought with it new developments in other fields such as science, technology, politics, marketing, advertising, broadcasting, entertainment industries and so on.

As a “language being at the centre of such an explosion of international activity” (Crystal, 2003: 10), the power of English reached a peak thanks to the USA, which once being one of the colonies of Britain, transformed into a super power of the world such as to take on the economic supremacy of England. What is more was the fact that Americans spoke English which is the last evidence of English has repeatedly been ‘in the right place at the right time’.

Underpinning the socio-cultural rationale of English gaining a global status, this fact was also confirmed by a large and growing body of literature. That is to say, as stated by Crystal (1997), English is used as an official language by 85% of international organisations as well as being the language of about 90% of published articles. In addition, Zai, Zheng and Zhang (1999) reported that more than 80% of all scientific papers and technical periodicals are published in English. What

is more was Devoir's research data obtained in 1997 which indicated that around 84% of the internet resources are presented in English (Maurais & Morris, 2003: 20). Regarded as the most frequently used language "for publishing information gathering (reading), conferences or guest lectures, for informal written and oral correspondence and face-to-face communication (e.g. in networks, or for cooperation in labs)" (Ammon, 2006: 2), English has also taken an important place in education all over the world by means of being the language most widely taught as a foreign language in over 100 countries (Crystal, 2003).

Given developments in science, international relations and communication technology are some of the underlying causes of 'globalisation' phenomenon, the worldwide use of English as a common language in these fields is the thing which has met globalisation and English on the same ground.

Pointing out the existence of globalisation in many walks of life, Appadurai (1990) mentions about five scapes of globalisation i.e (1) ethnoscapes, (2) mediascapes, (3) technoscapes, (4) finanscapes and (5) ideoscapes. Referring to the transnational movement of people e.g. immigrants, tourists, students, ethnoscapes is one of the main components of globalisation in that it has not only led to the "acceleration and intensification of interaction and integration among the people, companies and governments of different nations" (Rottenberg, 2003: 2) but also language spread (Graddol, 2006) which has doubtless to say been in favour of English. Today, there are more than 75 countries speaking English as a national or dominant language besides 400 million people speaking it as a mother tongue and over 750 million speaking English as their second language (Herther, 2009).

As for the second dimension i.e. mediascapes, it means the production, dissemination and flow of information (newspapers, magazines etc) via electronic capabilities which boomed globalisation. As a matter of fact, in *'The Power and politics of English'*, Kachru enumerates the parameters of the power of English, one of which is the fact that "English provides access to most important scientific, technological and cross-cultural domains of knowledge and interaction" (Kachru, 1986b: 130). By 'technoscape', the intended is the exchange of both mechanical and informational technology between national, international and government organizations.

Closely related to technoscapes is 'finanscapes' referring to the international movement of money. As is in media and technoscapes, English takes on a critical role in providing with international interactions in business. Having started with the intend of taking advantage of cheap labor and low costs, the outsourcing of work in offshore markets has occurred through globalization which has affected marketing and industrial relations to a great extend. While globalization makes it possible for countries to maintain overseas trade, it is, indeed, English which enables the transnational relations essential for doing this. Paulston, Keisling & Rangel (2012: 134)

have explained this relationship by saying that various stages of trade i.e. marketing, technical assistance for people of any country can sometimes be handled by the personnel of other nations located in different territories, thereby requiring the negotiation and transaction of these different people which is, in Graddol's words (2006) accelerated through Global English.

This being the case, it would be not an overstatement to say that English and globalisation are inextricably intertwined. Agreeing with this idea, Pennycook (2003: 521) has described the relation between globalisation and English as an 'accompanist' to a 'march' and employed the term 'linguascapes' so as to "capture the relationship between the ways in which some languages are no longer tied to locality or community".

Looking from the perspective of English which has always been on the rise in parallel with globalisation, the idea that "no longer tied to locality or community" is open to various interpretations. To illustrate, Pennycook (1999) justifies the rise of English as a global language with four parameters including 'Colonial celebration', 'Laizzes-faire liberalism', 'Language ecology' and 'Linguistic imperialism'. By encouraging the spread of English such as to be independent of any community, the colonial celebration model 'trumpets the benefits of English' which deserves of being dominant language not only due to its intrinsic features e.g. 'having less grammar than other languages', but also its extrinsic characteristics such as its large geographical reach (McKay, 2008). Along the same lines, Laizzes-faire liberalism advocates the use of English as a global language such as to be in harmony with other local languages.

On the other hand, considering the spread of English as a threat to the existence of local languages, the parameter of language ecology is at odds with laizzes-faire liberalism. Regarding languages as the component of an ecology that is in need of protection, language ecology does not support the worldwide spread of English and the related policies leading to the loss of other languages (Nettle & Romaine, 2000). Taking the view of language ecology one step further, the notion of 'linguistic imperialism' firstly coined by Phillipson (1992) sees English as the pawn of the global capitalist system, the expansion of which serves for the interests of politically and economically powerful countries. Going as far as to employ the term, 'linguistic genocide'; Skutnabb-Kangas (2000) states that some dominant languages diffuse in a harmful way, that is, at the expense of other languages and their speakers.

To put the matter more positively, Brutt-Griffler (2002) thinks that the spread of English may not necessarily mean 'the external imposition of anglocentric values' but an indication of the desire 'to link with the world at large' by means of which English is "turning into an increasingly international language, rapidly losing its national cultural base and becoming associated with a global culture" (Csizér and Dörnyei, 2005: 30). For the very reason comes into debates as regards the relation between the spread of English requiring its speakers to relate on the above global

culture and language identity, language survival and language loss (Fishman, 2001; Maffi, 2001; Thomason, 2001). On the other hand, Crystal (2003) interpretes this mission of English by saying that ‘nobody owns it any more’. If it is so, the ones who have learned English are also its owners thereby – ‘having a share in it’ and being free in the way they use it.

Perhaps, there has never been such a fact in the history which affects the destiny of English as much as the one given above. Having led to emergence of many new concepts i.e. ELF and EIL, the indisputable status of English as “integral to globalisation processes” (Phillipson, 2001) and its unprecedented dissemination all over the world has mostly affected its teaching which is the reason of a considerable interest in the topic of globalisation and English teaching (McKay & Bokhorst-Heng, 2008; Pennycook, 2007) which is significant too for Turkey, in terms of being much influential on the emergence of the latest ELT curriculum i.e. 4+4+4.

### **2.3.2. An Analysis into the Status Quo of English in Relation to the Field of ELT**

“Knowing English is like possessing the fabled Aladdin’s lamp, which permits one to open, as it were, the linguistic gates to international business, technology, science and travel. In short, English provides linguistic power.” Quoted from the book called *The Alchemy of English*, Kachru’s (1986: 1) epigraph given above summarizes the most direct effect of globalisation on language teaching. That is to say, English, regarded as a means of accessing to knowledge in every sphere of life (Crystal, 2003) has a privileged status among other languages in the domain of language teaching. This is such a widely acknowledged fact that ‘English’ has been associated with ‘the foreign language’ (Oishi, 1990) in many parts of the world including *expanding* circle which is defined by Kachru (2003: 60) as “The *expanding* circle involves those nations which recognize the importance of English as an international language, though they do not have a history of colonization by members of the inner circle, nor have they given English any special administrative status”.

Corresponding to the *periphery-English countries* (Phillipson, 1992), expanding circle includes such countries as China, Japan, Turkey etc. in most of which English “is emerging as the chief foreign language to be encountered in schools, often displacing another language in the process” (Crystal, 2003: 5). The justification being that is the widespread use of English in many areas which, as noted by McKay (2002) makes English ‘imperative’ for communities not wishing to be isolated from the global culture. Making a similar point, Pennycook (1994) mentions about the close relationship between the spread of English and the spread of ELT.

Considering the issue in an economic sense, Graddol (2006) sees the global recognition of English as a gateway to wealth for national economies, organizations and people such that drawing parallellism between the rate of poverty and the distribution of English. In the same vein, a great

number of scholars (Cameron, 2000; Cope and Kalantzis, 2000; Gee *et al.* 1996) have been of the opinion that workers' linguistic skills are getting increasingly important with industrial revolution. Pierre Bourdieu (1991) goes further in regarding 'communication skills' and 'competence in one or more foreign languages' as 'linguistic capital' which brings about many opportunities such as high positions, well-paid and high-skilled jobs. In support of this, there is a substantial body of research (Block and Cameron, 2002; Heller, 2002, cited in Block and Cameron, 2002: 71) which attribute the preference and desire of learning English to the opportunities that it enables the speakers.

In this regard, *integrative discourse* describing English as a door to international commerce, tourism, technology and science (Cox & Assis-Peterson, 1999) has led many countries to teach English as a preferential foreign language which has resulted with a boom in the number of people learning English, which is the very surprise. Referring to Graddol (2007) more than a quarter of the world population are now learning English, and it is expected to reach about 2 billion by 2010. What is more is the fact that the number of nonnative speakers outweigh native speakers (Crystal, 1997; Kirkpatrick, 2007).

That being the case, the global demand for ELT has resulted with turning of the field into a kind of economic commodity and service (Heller, 1999a). Block and Cameron (2002: 156) explains this situation by noting that 'as demand for English grows, more providers of ELT service appear and competition becomes fiercer'. To complicate the matter further, even though all of these providers are common in teaching English, they have actually many different subgoals as well as addressing a great variety of learners. Today, English has no longer been taught as a foreign language (TEFL) only to the speakers of other languages (TESOL) just for communicative purposes but also special purposes (ESP) and international language exams (TOEFL) besides teaching of it as a second language (TESL) to the members of *the outer circle* who use English as an additional language (ESL) besides their mother tongue in order to carry out institutionalized functions (Kirkpatrick, 2007).

With such a great variety of learner potential and targets, it is inevitable to see the occurrence of different language teaching approaches, materials, textbooks, methodologies and teacher profiles with which, in Phillipson's (1992: 48) word, 'ELT seems to be marketable worldwide'. On the other hand, unilateral marketing of ELT-related elements mostly from centre to periphery has also revived a familiar argument i.e. linguistic imperialism this time attributed to the field of English language teaching (Canagarajah, 1999a; Holborow, 1999; Pennycook, 1994; Phillipson, 1992).

Viewed as a part of linguistic imperialism; English linguistic imperialism means that *the dominance of English is asserted and maintained by the establishment and continuous reconstitution of structural and cultural inequalities between English and other languages*. At this point, *structural* corresponds to material properties such as institutions and financial allocations while *cultural* refers



to immaterial or ideological properties including attitudes, pedagogic principles etc. Serving for *linguicism*, that is, ‘to legitimate, effectuate and reproduce an unequal division of power and resources between groups defined on the basis of language’ (Skutnabb-Kangas, 1988); structural and cultural inequalities refer to ‘ideologies, structures and practices’, which, as the phrase goes, turn the tables on English. As a case in point, Phillipson (1992: 30) writes that efforts related to language policy e.g. curriculum development, teacher training are, mostly, aimed to improve ELT rather than supporting other languages. Similarly, he (1992) attributes substantive allocation of more materials to English than to other languages to the imperialism in teaching English.

Having gained momentum with linguicism, import of ELT elements regardless of the context they would be used has at first brought about the notions of anglocentricism and professionalism which “*legitimate* English as the dominant language by rationalizing activities and beliefs which contribute to the structural and cultural inequalities between English and other languages” (Phillipson, 1992: 48).

Indeed, Pennycook gives examples to these rationalization activities with a criticism, that is, “the export of applied linguistic theory and of Western-trained language teachers constantly promotes inappropriate teaching approaches to diverse settings” (1994: 159). Arguing in a similar vein, Ellis (1990, cited in Pennycook, 1994: 177) maintains that ‘Western-produced textbooks remain ethnocentric and give little consideration to the sociocultural context in which they may be used. In fact, there is ample evidence in the related literature which has shown that expanding circle countries are the ones suffering from the above policy the most. What is worse, the things adopted by this circle in the field of ELT were not only western style materials, textbooks and teachers but the desire of native speaker proficiency which is diametrically contrast with the fact of globalisation thanks to which English has transformed into ‘the most widely taught, read and spoken language that the world has ever known’ (Kachru and Nelson, 2001: 9).

### **2.3.3. Cease of Native Speaker as an Authority**

Known as the members of Kachru’s inner circle, native speakers are described as “the group of highly proficient speakers of English who have ‘functional nativeness’ (Graddol, 2006) in terms of belonging to the traditional bases of English where it is used as a primary language (Crystal, 2003). Covering countries such as the UK, the USA, Canada, Australia, New Zealand and the Caribbean, inner circle is thought to be represented with about 380 million people throughout the world (Crystal, 1997). Drawing from the statistical findings, he (1997) goes further in stating that the number of nonnative speakers, that is, people speaking English as a second and foreign language, are more than 1 billion, thereby thricing the number of people in inner circle.

Encouraging a great number of linguists to categorize worldwide English speakers and their purposes of speaking English (Strevens, 1992; Kachru, 1985; Modiano, 1999) the numerical imbalance in favor of the outer and expanding circles has meant that in most of the interactions English is used between NNS-NNS and NNS-NS rather than NS-NS. Likewise, a quick review of the related literature (Beneke, 1991; Graddol, 1997) confirms that in most of the verbal interactions, English is employed as a second or foreign language which means that there are no native speakers at all in these conversations. Echoing Kachru's (1985) perspective, the result is a shift from English to plural *Englishes*, 'new Englishes', 'nativized Englishes', 'institutionalized Englishes' or 'indigenized Englishes' (Bamgbose, 2001) all of which refer to the great diversification of English.

Besides above scholars' descriptive and objective manner of approaching related to English use, there are also some linguists who assess the situation to the detriment of inner circle, in turn, native speakers (Anchimbe, 2006; Wallace, 2002). One of the most commonly articulated ideas is that, in such an increasingly globalizing world, English language should not be used by adhering strictly to the native speaker norms e.g. native speaker proficiency, Queen's English, Received Pronunciation (RP), General American accents. In providing rationale not to be tight-knit to inner circle, Kachi (2004), Kirkpatrick (2007) draw attention to the presence of various Englishes by noting that they differ from native speaker elements in phonological, lexical, grammatical, pragmatical and communicative terms.

Taking one step further, a number of scholars (Norton, 1997; Widdowson, 1997; Seidlhofer & Jenkins, 2003; Rajagopalan, 2004) call into question "ownership of English" which had worldwide been ascribed to native speakers until quite recently. To this end, they have so far been regarded as having the right of specifying the norms and rules of using English besides shaping ELT policies all over the world (Nayar, 1994, cited in Brutt-Griffler, & Samimy, 1999). That is exactly what the above linguists argue against, in consequence of English having the status of an international language.

Referring to Widdowson (1994: 385) "the very fact that English is an international language means no nation can have a custody over it". In similar vein, Crystal (1997) attributes the international status of English to its being unique and special role worldwide as shown by the three circles which "represent the types of spread, the pattern of acquisition, and the functional allocation of English in diverse cultural contexts (Kachru, 1992).

In defining English as an international language, Widdowson (1994) mentions about the necessity of parameters such as diversity, independence and fulfillment of communication needs of a range of various communities. Similarly, Marlina & Giri (2014) who conceptualise EIL as a paradigm along with some others (Sharifian, 2009) state that EIL legitimizes the international

functions of English and its extensive use in different socio-cultural areas by speakers who are not of British origin but belong to various lingua-cultural roots besides not speaking each others' native tongues.

Agreeing with the above scholars, Brutt-Griffler (2002) coins 'microacquisition' which refers to the enthusiasm of a great number of individuals in an existing community to acquire the language. While Smith (1976) terms the ownership of an international language with "de-nationalized", meaning that English belongs to nobody in the world, some other scholars (Kachru, 1985; Lowenberg, 1986) in their discussion of EIL, describe it as "re-nationalized" which refers to the right of ESL speakers having the ownership of English. With a quite inclusive approach; Norton, *per contra*, ascribes this mission to everybody who speaks it regardless of "whether native and nonnative, whether ESL or EFL, whether standart or non-standart" (Norton, 1997: 427).

Here opinions related to the elements of an international language may differ, but the thing which everybody comes to an agreement has been the definition of English as an international language (Alptekin, 2002; Brutt-Griffler, 2002; Jenkins, 1998; Pakir, 1999; Pennycook, 1994; Strevens, 1992). Having carved a niche for itself in each part of the world, English has gained new characteristics, missions and speakers, thereby becoming too complex to be fitted into the limits and standarts of inner circle and native speakers. The ultimate result especially for expanding and outer circles has been the global orientation from the paradigm of TEFL to TEIL (Teaching English as an International Language), interchangeably TELF (Teaching English as a Lingua Franca) which has shaken up the traditional supremacy of native speakers in language teaching pedagogy.

In the literature surveyed, it is possible to encounter with a number of names including 'native speaker myth', 'native speakerism', 'native speaker fallacy', 'monomodel', 'native speaker model' (Amin, 1999; Auerbach, 1993; Canagarajah, 1999b; Rampton, 1990; Holliday, 2005; Kachru, 1992; Kirkpatrick, 2006) all of which criticize the idealization of native speaker as an authoritative standard thereby teaching English in the best way (Graddol, 2006). What is more is the worldwide admiration felt for native speakers' American and British English which have transformed into a target to be achieved in English teaching particularly within periphery countries (Buripakdi, 2012; Jindapitak & Teo, 2012; Bektaş-Çetinkaya, 2009).

While Holliday (1994), Phillipson (1992), Kramsch & Sullivan (1996) grounded the above situation on quasi-political, economic and cultural issues such as the use of native speaker as an element of power, economic interests provided with the use of native speakers as an authority and the imposition of native speaker norms on nonnative speakers; it is surprising to find such adoption of native accents in the face of the current sociolinguistic realities of English. In the context of globalisation that "no one can avoid being part of the current of linguistic change or variation, and avoid bathing in the sea of linguistic variety" (Crystal, 1999) the abovementioned findings could

largely be attributed to the insufficiency of ELT systems and educators in introducing and teaching EIL, which has resulted in the promotion of English language educators to review their instructional variety and model (Kirkpatrick, 2006) which, to use Cook's (1999) term, should be beyond nativeness.

Seen from this perspective, the ultimate goal of ELT should not be to achieve native-like proficiency but international communicative competence which is based on taking successful bilinguals as pedagogic models instead of monolingual speakers (Alptekin, 2002). In the age of globalisation, that English is more likely used with “multilingual speakers than with monolingual speakers, and for their own cultural, social, political, and economic purposes, removed from Inner Circle norms” (Burns, 2005: 2), nativelylike proficiency has already given place to “intelligibility (recognizing an expression), comprehensibility (knowing the meaning of the expression) and interpretability (knowing what the expression signifies in a particular sociocultural context)”. Besides requiring students familiarity with the varieties of English and different accents, the shift from TEFL to TEIL has also brought forward the improvement of communicative competence across cultures which is the foci point of a recent phenomena (e.g. ELF), framework programs in the field of ELT (the CEFR) and English curriculum innovations (e.g. 4+4+4 in Turkey) performed globally.

#### **2.3.4. The Emergence of the Concept of World Englishes**

In getting an indepth understanding as to the theoretical foundations of World Englishes (WE), it is essential to make sense of Kachru's tripet circles which classify the use of English language by some variables. As mentioned before, Braj Kachru is not the only linguist who attempted to categorize English language to the contexts it has been in use, but there are many other scholars who tried to perform this taxonomy with different models.

Underpinning the above classification efforts is the fact that English has, for long, been the only *hypercentral* language, that is used all over the world for various and broad range of functions (Cook, 2008). Indeed, the hypercentrality of English is not only the rationale of classifying English use but also the departure for many recent phenomena affecting worldwide ELT practices. Chief among is that WE which has recently deserved closer scrutiny as understood from an abundance of scholars working on it (Bolton & B. Kachru, 2006; Schneider, 1997; Smith & Forman, 1997; Thumboo, 2001; Bokamba, 1992; Mesthrie & Bhatt, 2008). Among various models showing the diversity of English which makes easier to understand the concept of WE, Kachru's model is mostly recognized as the most transparent one that is why we are reminded of Kachru's three circles as illustrated in the following:

The current sociolinguistic profile of English may be viewed in terms of three concentric circles...The Inner Circle refers to the traditional cultural and linguistic bases of English. The Outer Circle represents the institutionalised non-native varieties (ESL) in the regions that have passed through extended periods of colonisation...The Expanding Circle includes the regions where the performance varieties of the language are used essentially in EFL contexts. (Kachru, 1985: 366-7)

Besides displaying who uses English for what reason and in which status, the above circles also clarify an emergent fact which can not be ignored at all. That is to say, the variety of “phonological, grammatical, lexical and pragmatic features of the current use of English as a factor of geographical region”, which is referred as *World Englishes*.

In defining *World Englishes*, Kirkpatrick (2007: 7) uses various terms such as *nativised varieties*, *acculturation* and *indigenisation* to indicate that “a nativised, acculturated and indigenised variety of English is thus one that has been influenced by the local cultures in which it has developed.” That being the case, it is imperative to be aware of the fact that English is not boiled down to ‘traditional’ varieties of British, American and Australian English’ but nativised varieties such as Singaporean, Malaysian, Indian Englishes etc. as well.

In the formation of those varieties, besides different cultures, native languages also play a significant role in that they affect the use of the second language in many ways. Were we explain how culture and mother tongue affect second language use, four parameters including phonology & pronunciation, vocabulary, morphology & syntax and cultural conventions & schemas come into mind (Kirkpatrick, 2007). Even if all of them are equally important, the first two features are worthy of note with reference to the current ELT practices as will be mentioned in the next section.

Regarding differences in pronunciation, it is possible to give the sounds of ‘th’ /θ/ and /ð/ as an example. Regarded as an original RP, these sounds are pronounced in different ways by speakers of the varieties of English. In the books entitled *World Englishes (A Resource Book for Students)* and *World Englishes (Implications for International Communication and ELT)*, Jenkins (2003) and Kirkpatrick (2007) mention about some words such as thin, this, bath and mouth in which th’ /θ/ and /ð/ sounds are pronounced as more like /t/ and /d/ by the speakers of Indian, West Indian, Irish and American Englishes.

She (2007) further points out the word ‘skyscraper’ that two ‘consonant clusters’ occur side by side which in terms of not existing in all languages, lead to differences in pronunciation among English users of different native tongues and sound pattern. While it is possible to count a number of words as per above, the given examples are enough to show that pronunciation differences among the varieties of English are partly related to the first language spoken by the users of those varieties and there are different English accents around the world.

As further evidence for the nativisation of English, it is possible to look at some words which have gained new and different meanings depending on the context and variety they are in use. As a case in point, the lexis ‘bush’ refers to “a short three or collection of plants usually thickly covered with leaves and horns” in British English while in Australian English ‘bush’ stands for ‘the countryside as opposed to the towns’ plus its meaning above (Kirkpatrick, 2007).

She (2007: 21) further draws attention to the impact of culture on language use by exemplifying Australians’ shortening of common words in Australian English (e.g. from a politician to a pollicie, a journalist to a journo) as a sign of their cultural values informality. In addition to the common words with different meanings in various Englishes, there are also some words which are specific to a single variety of English thereby reflecting the local culture and practices of that variety. What is more, some of these words e.g. kimono, sushi, flora, fauna known as the ‘English’ are actually belong to that variety, such as in kimono and sushi belonging to a Japanese variety of English. Given the adopted words from local varieties, it is clear that English is neither a pure language nor composed of British culture. As noted by Kachru (1983), having “blended itself with the cultural and social complex” of the country, English has become “culture-bound” in it. In light of this fact, it would be not wrong to claim that the more a person cognizant of cultural awareness; the easier h/she can understand the philosophy of World Englishes and the varieties of English.

Having discussed the issue in the context of *homogeny* and *heterogeny* positions explaining the spread of English, Pennycook firstly placed WE on the *heterogeny position* indicating the pluricentricism caused by globalization (Pennycook, 2003), whilst *WE* paradigm has been articulated by McKay (2010) as aiming to describe the localization and the creation of different varieties of English worldwide. In a similar manner, Kachru attributed the improvement of *World Englishes* into the institutionalized varieties of English developed in outer circle.

Regarding WE perspectives above, both of the linguists have been subjected to criticisms by scholars (Lowenberg, 2002; Bamgbose, 1998) who view WE as a catch-all term referring to an increasing number of standart English varieties occurring not only in outer circle but expanding even inner circles. That is exactly at this point, WE differs from another recent phenomenon, EIL, which acknowledges WE by taking all local varieties but not circles into account (Bolton, 2004; Jenkins, 2009; Canagarajah, 2006; McArthur, 1993; Alsagoff, 2012).

### **2.3.5. ‘English as an International Language’ Phenomenon**

Having already been the first world language used for tourism, commerce, negotiation, science as well as its connection to individual countries and cultures (Paradowski, 2008), English has been employed with the label of an *international language*, a broader concept than WE in

terms of including the use of English as a language of wider communication both in the Outer and Expanding Circles (McKay, 2002: 38).

In *Principles and Practices for Teaching English as an International Language*, Alsagoff (2012) explains the comprehensive nature of EIL not only with its use as a means of communication within all circles but also its being a variety spoken by local and global discourse communities for common ground such as Internet. Attributing this situation to the macroacquisition of English, Brutt-Griffler (2002), being in consensus with Smith (1976 cited in McKay, 2002: 12) and Canagarajah (2005: 23) draw attention to the existing of English both in global and local terms.

Defined as the places in which English is used by speakers with different cultural and national backgrounds, EIL contexts are interchangeably associated with ‘speakers of WE’ meaning both expanding and outer circle Englishes instead of only one. In this age of “postmodern globalisation” (Canagarajah, 2006) which is characterised with EIL speakers who are supposed to “shuttle between different varieties of English and different speech communities”, it is not as easy as it once to involve those speakers specifically into a circle. In this sense, it is indispensable to agree with Canagarajah (2006) who states that Kachru’s three-circle model is no longer enough to explain World Englishes.

By means of symbolizing an environment in which speakers’ identities and purposes for using English are so interwoven and broad, EIL is needed to be narrowed down, for the purpose of which WE is characterized by Brown (2012) as the first way of restricting EIL, which raises the awareness concerning with the fact that “different legitimate Englishes other than the native dialects exist and need to be understood by ESL/EFL learners”. He (2012) goes further by mentioning ELF which he describes as the second way of delimiting EIL. Having received considerable research attention (Saraceni, 2008; Jenkins, 2006a, 2007; Seidlhofer, 2004; Alptekin, 2010; Coşkun, 2011), ELF is defined by Jenkins (2009: 200-201) as follows:

English being used as a lingua franca, the common language of choice, among speakers who come from different linguacultural backgrounds. ... ELF is thus a question, not of orientation to the norms of a particular group of English speakers, but of mutual negotiation involving efforts and adjustments from all parties.

In similar vein, Firth (1996: 240) describes ELF interactions the ones that English is used as “a ‘contact language’ between persons who share neither a common native tongue nor a common (national) culture and for whom English is the chosen foreign language of communication”. Given the fact that “such interactions occur frequently in Expanding Circle countries where English is used for business, political, academic and travel purposes”, it is possible to infer that ELF is the second term following WE which is narrow-scoped vis-à-vis EIL.

Neither referring to a particular variety of English as assigned to WE by some scholars, nor ascribing to any variety of English a *lingua franca* for international communication, EIL views English, with its all varieties, as an international language aiming at intercultural communication which, as stated by Sharifian (2009) have so far centered upon NS-NNS. Besides not arguing against this perspective, EIL paradigm is in favor of “the expansion of the scope of speech communities and interlocutors engaged in intercultural communication” due to not only the numerosity of people speaking EIL vis-a-vis L1 English speakers but also the cross-cultural use of English for more global communication in multilingual settings.

### **2.3.6. Teaching of English as an International Language (TEIL)**

“There is no single way of teaching English, no single way of learning it, no single motive for doing so, no single syllabus or textbook, no single way of assessing proficiency and, indeed, no single variety of English which provides the target of learning”. Referring to the diversification, plurality and dynamism coming into question in English language education, Graddol’s (2006: 82) above quote could also be regarded as the core of TEIL, which is the result of ‘EIL’ phenomenon seeing “English, with its pluralised forms is a language of international and intercultural communication.”

Given “the teaching and learning of an international language must be based on an entirely different set of assumptions than the teaching and learning of any other second and foreign language” (McKay, 2002) the need for a changeover in English teaching has become unavoidable. Hence, it is no surprise to face with a broad array of studies on TEIL (Alsagoff et al. 2012; Matsuda, 2012a). Having led to a number of revisions in ELT ranging from *teaching methodology* (Brown, 2006) to *language testing* (Hu, 2012; Jenkins, 2006b; Lowenberg, 2012) these studies clearly indicate that EIL pedagogy has already created its own teaching philosophy, teachers, materials and assessment system within its speakers’ changing needs.

That being the case, it is indispensable to look at the philosophical core of TEIL, which in McKay’s (2002: 13) words, is “it is the users’ cultural content and their sense of the appropriate use of English that should inform language pedagogy”. And yet, the hegemony of native speaking English countries, residents of inner circle, their rules and standards automatically stop being a target to be reached and imitated in language training. The deviation from native speaker norms has brought forward recognition of the pluralism and variety in English use. In other words, the fact of English for communication across different contexts and cultures with a multitude of NSs and NNSs is the vision of EIL pedagogy. In achieving this, awareness of the variability in English and the reasons lying behind are among the issues which need to be drawn attention not only by teachers, but also other shareholders of education.



Another issue required to be underscored within the shift from traditional native speakerism to linguistic diversification is *intelligibility* which is thought to be affected by listeners' attitudes to accents, besides accommodation process and adjustment of speech such as to be intelligible (Seidlhofer, 2011). Pedagogically, this means that students should be exposed to a variety of English accents as much as possible in order to make them familiar with the varieties of English, which is critical in maintaining negotiation with EIL speakers. Similarly, students should no longer be forced to produce the sounds in the same way with native speakers. Instead, teachers should be aware of the differentiation between the sounds that students hear and sound as also stated by Bayyurt and Altınmakas (2012) who handled *intelligibility* within the scope of sound reception & production besides Walker (2010) defining it as 'being able to manage different sound features for reception and production'.

To mention the third major issue affected by the changing perspective of intelligibility, it is teaching culture which aims to provide Intercultural awareness (ICA), in turn, acceptance towards different cultures (Briguglio, 2005) besides context sensitivity, namely, making students learned and respected their own local values and cultures. As with in the teaching of various English accents, redressing the balance between the global and local such as to complement each other is the strategy in teaching culture, which has also manifested itself in the content of teaching materials.

Not perplexingly, *international target culture materials* (Cortazzi and Jin, 1999) including global themes and a variety of native and nonnative characters have replaced with traditional ones which are far from 'acknowledging the increased use of English among non-native speakers of English' (Matsuda 2012a: 171). To put in another way, teaching materials associated with being the representative of inner circle have been left aside which has, of course, altered the measurement of the learned things via those materials.

In closing this section to mention about those changes and more, it becomes clear that not any component of ELT has left without affected by EIL pedagogy, although these affects would only be visible with teachers described as the agents of curricular reforms, which underlies the emergence of 'ELF-aware teacher' as will be detailed below.

### **2.3.6.1. ELF-Aware Teacher**

The process of engaging with ELF research and developing one's own understanding of the ways in which it can be integrated in one's classroom context, through a continuous process of critical reflection, design, implementation and evolution of instructional activities that reflect and localize one's interpretation of the ELF construct. (Sifakis and Bayyurt 2017: 459)

Having defined ‘ELF-awareness’ as quoted above, Sifakis & Bayyurt (2017) draw attention to the ‘*Awareness of instructional practice*’ as one of its three important components. Also abbreviated as teacher-related practice, ‘*awareness of instructional practice*’ refers to teachers’ awareness, beliefs and attitudes as regards teaching, giving corrective feedback, addressing learners’ needs, using communication strategies, flexibility in the application of L2 rules and the practices they do in the class (Lyster and Saito, 2010; Swain, 2006; Garcia and Wei, 2014). In this regard, it can be regarded as a sort of inspection mechanism which should be correctly activated while teaching EIL.

It goes without saying that, teacher education is an efficient departure point for making teachers gained this awareness. It is no coincidence to face with a number of TEIL studies in which ELF-aware inservice education remains as one of the highlighted topics. To name a few, in the book entitled *International Perspectives on English as a Lingua Franca, Pedagogical Insights* (2015), Lopriore and Vettorel point out three areas to be focused during teacher training in order to raise their ELF awareness. The first of these is the *importance of exposure and observation*.

Given a wide diversity of people speaking English for equally various functions, it is high time for teachers ‘question some of the more deeply rooted assumptions we hold about language’ (Park and Wee, 2011: 368) and change their ‘normative mindset’ (2008: 33-34) with open-mindedness towards ‘plurality of Englishes’ (Hamid & Baldauf, 2013) and ‘post-native’ model of multicompetence (Blair, 2015) in their pedagogic practices. In order to ensure this shift, teachers’ exposure into the ELF contexts should be provided through visual and written materials which make it possible for them to observe the use of various Englishes, different English accents and the real experience of doing sth with the language as paraphrased from Dewey (2012), Cogo and Dewey (2012).

Serving for *the need of redefining communicative competence* as well, which is the second area to be concentrated within teacher education, familiarity with the pluralistic nature of English helps teachers’ to reconsider the notion of norm-dependent ‘communicative competence’. Referring to the ability of using English for communication with multilingual English speakers from diverse communities (Leung, 2005; Alptekin, 2010) the revised concept of ‘communicative competence’ is supposed to be interiorised by teachers which, directly, affects *their (teachers) reflection on suitable activities*, that is, the third area to be considered.

By ‘teachers reflection on suitable activities’ the intended thing is their ability to prepare and design activities such as to meet the changing linguistic needs of students. Undoubtedly, awareness of historical and global processes lying behind the rise and world-embracing use of English language is a precondition for the interperation of the above needs. In the simplest term, only if they know the colonial background of some English-speaking nations, can teachers interpret and

justify its nativisation, in turn, different accents, varieties of Englishes, tolerance of other cultures and the irrelevance of native-speaker norms. That being the case, it is of prime importance to make pre-service teachers internalized the abovementioned facts which have led English to gain the current status of EIL. Having taken such an education, teachers are most likely be open to do activities such as exposing students to different English accents via listening, showing students the localized use of English through films, videos etc., and making them understand the real strategies that people use in speaking English in multilingual contexts.

With respect to the critical importance of education in raising ELF-aware teachers, the results of the project carried out in Turkish context by Bayyurt and Sifakis (2012-2013) can be shown as an evidence. Called as '*Developing an ELF-aware pedagogy: Insights from a self-education programme*', this study was carried out with the intent of 'prompting teachers to develop, teach and evaluate ELF-aware lessons in their own teaching contexts' by firstly making teachers review their established beliefs and identities then making them informed about ELF-related issues'. Having conducted by inspiring from the framework of transformative education (Mezirow, 1991; Mezirow and Associates, 2000), this study demonstrated that teachers had been still in the grips of "native speakerism" and the related threats till they were introduced with ELF/EIL/WE literature, only after which they started to interrogate themselves, the existing education system and other stakeholders of English language education which are equally as important as ELF-aware teachers in EIL pedagogy.

#### **2.3.6.2. EIL-Appropriate Materials**

Having defined by Brown (1995) as "any systematic description of the techniques and exercises to be used in classroom teaching", teaching materials are a source of input to Matsuda (2012), which is more comprehensive in terms of including not only tools for classroom use but also non-pedagogical ones such as realia. However, this diversity in teaching materials has not lowered the prestige of coursebooks, which are still "an almost universal element of ELT teaching" (Hutchinson & Torres, 1994: 315), in turn, under the influence of EIL pedagogy as is plain from many studies investigating to what extent do English coursebooks smack of EIL/ELF perspective (Kopperoinen, 2011; Matsuda, 2002; Takahashi, 2010; Truong & Phan, 2009; Kivistö, 2005; Lopriore & Ceruti, 2012; Vettorel & Corrizato, 2012).

Prior to look at the results of these investigations, which are not very encouraging, it is essential to gain insight about what is expected from teaching materials in line with EIL pedagogy. Given one of the main goals of 'TEIL' is "to develop awareness and sensitivity toward differences – in forms, uses and users- and learn to respect those differences" (Matsuda, 2012a: 170), it is no wonder that teaching materials should be designed such as to support this target. In this regard, 'established' and 'standard' varieties i.e. the UK, RP should not be the focus of teaching materials

in today's globalizing world, in which a variety of Englishes are on the stage in practice. Now that demographic structure of English users have gone in NNES's favour, it is critical to reflect various speakers from different corners of the world instead of focusing on NS characters as has been done by traditional ELT materials.

Gray (2010a) explains this shift with "deterritorialization in which the UK ceases to function as the main locus of action". This moral should not be limited to the varieties, accents and characters used in materials but their content, namely, topics to be taught. Given the chief purpose of today's language education is to provide with the practical use of English at an international level, it is imperative to teach English such as to associate learning environment with learners' real life, that is, *effective localization* as coined by Tomlinson & Mahusara (2013). In this sense, topics used in materials should be selected such as to create a link between students' daily life and the learnt besides meeting their communicative needs i.e. 'the use of strategies for making sense' (Seidlhofer, 2011) and providing knowledge to shape their linguistic ideology.

Related to the such kind of topics; Honna, Kirkpatrick and Gilbert (2001) mention about discussion of the global spread of English and inclusion of different national varieties in several English coursebooks used in Japan. On the other hand, Matsuda, in her chapter entitled *Teaching Materials in EIL* within *Principles and Practices for TEIL* (2012), specifies learners' own culture including i.e school, family and community as a content source which make it possible to situate students' experience besides making the learned things meaningful to them, in turn, facilitates their learning (Lopez Barrios and Debat, 2014). As well as source culture materials as mentioned above, international culture materials including "global topics" e.g. environment, human rights, world peace, climate change are also suggested to be included in TEIL.

In light of all those suggestions, it would be true to summarize the common characteristics of EIL-appropriate materials as the ones exposing students to a variety of Englishes in real life, reflecting learners' possible future interlucoturs, including rational content in line with students' realities and taking students' attention to the linguacultural diversity and the global ownership of English language. Pursuant to these criteria, newspapers/news scripts, audio-visual materials taken from 'real' contexts in English speaking world, interviews with native and nonnative individuals that may appeal to learners, listening excerpts involving communication strategies in different situations, reading passages including references to WE/ELF and films without subtitles and dubbing could be regarded as the tools to be used in TEIL process as stated by Vettorel & Lopriore (2013) and Matsuda (2012) as well.

### 2.3.6.3. Teaching Culture within EIL Pedagogy

“A language is part of a culture, and a culture is a part of language; the two are intricately interwoven so that one cannot separate the two without losing the significance of either culture or language.” Prior to look at the culture pedagogy from TEIL perspective, it is essential to view at the position of ‘culture’ which, as aforesaid by Brown (2000: 94), can not be dissociated from language teaching in any way as stated by many scholars working in the field (Mitchell & Myles, 2004; Liddicoat, Papademetre, Scarino & Kohler, 2003; Risager, 2007). Despite the widely acclaimed fact as to the inseparability of culture and language, it is not possible to confront with the same acknowledgement regarding what culture refers. That is to say, we are witness to a variety of different culture definitions, categorizations and topics in the relevant literature. Rather than mentioning those, it would be truer to look at the perspectives shaping ‘culture’ definitions which help us to understand the transformation of culture within globalization.

While the elements constituting ‘culture’ are almost the same (i.e. beliefs, conventions, practices, attitudes, lifestyles, ideas, values, traditions, norms, food, clothing, artefacts, art, music, literature, technology) in each perspective, with their categorization under different names such as “material and non-material manifestations of culture”, “overt culture”, “covert culture”, big “C” and little “c” (Saville-Troike, 1975; Bates & Plog, 1991; Tomalin and Stempleski, 1993; Stapleton, 2000), the thing separated those perspectives is whether they regard culture as a ‘dynamic’ or ‘stable’ phenomenon. To put it differently, Is ‘culture’ a transmissible but irrevocable fact or a dynamic one reconstructing with the experiences, knowledge and source culture of people learning the new one in various contexts?

If we discuss this question from ELT perspective, the notion of culture as a transferable but stable thing, could be associated with static view, which regards culture as belonging to only native speakers of English. To look at the issue from an essentialist view (Hofstede, 1984; Saniei, 2012), geographical boundaries of inner circle lead to the emergence of English ‘culture’ as well as the differences between this culture and others.

Those ‘culture’ descriptions may have been true till 1980s, as of when English language had transformed into the de facto language of globalization and arrived in every corner of the world by crossing the borders. As borders among countries and communities shrink, differences and groupings attributed to the culture has decreased, which brought about a paradigm shift from ‘culture as a static entity’ associated with a particular region or society to ‘culture as a fluid and complex nation’ (Baker, 2009; Dirba, 2007; Sauvignon & Sysoyev, 2002). Underlying the shift is the evolvement of ‘culture’ from a static fact special to a certain place and its inhabitants within their own culture to a dynamic and cumulative one which is at stake in accordance with the

relations with people from different parts of the world, besides familiarity and awareness of their life and elements included in 'culture' concept.

Not surprisingly, this paradigm shift has manifested itself in language education with a new concept called as *intercultural awareness* which, could also be described as the motto of culture pedagogy within TEIL. Prior to look at its philosophy, it is essential to look at the meaning of ICA described as “a conscious understanding of the role culturally based forms, practices, and frames of understanding can have in intercultural communication, and an ability to put these conceptions into a practice in a flexible and context specific manner in real time communication (Baker, 2011).

As mentioned earlier, the above quote implies that the use of language is greatly affected by the culture it is in use, which means that knowledge of local cultures is a determining factor in maintaining cross-cultural interaction. The pedagogic reflection of this emerging situation is the replacement of traditional target culture teaching with the presentation of world cultures. Being familiar with a variety of different cultures, it will be easier for students to compare and contrast those cultures with their own which is seen as an efficient way of learning languages by many scholars (Fantini, 1997; Doludenko and Baste, 2013) in that it would not only help them to tolerate the emerging differences, to increase their awareness as to that foreign language and the related culture but to develop a sense of critical thinking which is, to Baker (2012), an indispensable part of intercultural tasks in language class.

Besides the aforementioned ones, the ultimate gain of being interculturally aware is to acquire 'ICC', which refers to 'the overall capability of an individual to cope with different challenges of intercultural communication, such as cultural difference, unfamiliarity and the tensions and conflicts that come with this process' (Byram, 2006). In dealing with those problems encountered in cross-cultural interactions, it is critical to make learners acquire some skills including flexibility, tolerance for others, awareness of the existence of different identities and the impact of those local elements on language use, respect for others' beliefs, values and finally interpretation of the emerging situations and events in association with the local culture which are respectively called as *savoir être* and *savoir comprendre* in Byram's (1997) framework of ICC.

#### **2.3.6.4. Assessment in TEIL**

As will be evident from the presence of many national and international exams i.e. TOEFL, IELTS, YOKDIL, English is the only foreign language, the proficiency of which needs to be so frequently measured from different aspects in that it opens many new doors into test takers. To mention the profile of these highstakes' testee, they have not been composed of a specific group sharing common features but “people from different language backgrounds in a growing variety of political, economic, cultural, educational, intellectual, and social areas” (Murata & Jenkins, 2009).

That being the case, it has become indispensable for those proficiency tests to undergo a change in terms of the content and the construct besides their targets, approaches and implementation. Briefly stated, by *content* the intended is the varieties comprising the construct of measurement tools. With reference to a “weak” approach to assessing EIL/WE/ELF, the domination of “the metropolitan native speaker varieties in terms of language norms, language functions, and pragmatics” in large-scale proficiency testing (Leung & Lewkowicz, 2006) and other local assessment instruments needs to be replaced with a “strong” approach which views the outer and expanding circle Englishes as independent and valid linguistic norms in their own right as noted by (Jenkins et al., 2011; Kirkpatrick, 2011).

As for the targets remodified with the global spread of English and its current status, the determination of “the specific uses for which the test is intended” (Bachman & Palmer, 1996) may be called as the first objective of assessment process. In other words, what are the motivations lying behind the preparation and implementation of an English test? In line with the global shift called as TEIL, the main target of ELT is to provide with language use and in Canagarajah’s (2007) words “the enabling pragmatic strategies”.

Also defined as ‘strategic competence’, effective use of various strategies of communicative negotiation is critical nowadays as inferred from the highlight on compensation strategies in many revised English curricula. When we look closely at learning outputs supposed to be obtained and assessed by teachers, we see that repair strategies i.e. asking for repetition, rephrasing, use of gestures and simple phrases to maintain conversation and a variety of communicative functions i.e. expressing agreement, disagreement etc. lead the way. Furthermore, it is possible to see that some coursebooks and curricular models including activities and tasks designed in a way to evaluate students’ awareness regarding cross-cultural pragmatic strategies and the potential misunderstandings to be caused by this variety.

Described by McKay as the pragmatic goals of EIL pedagogy, the aforementioned abilities are among the main targets of the whole curriculum innovations conducted in recent years with a particular reference to practical language use with a variety of English speakers for different purposes in various contexts and situations. This being the case, it is indispensable for assessment tools to be revised in a way to measure to what extent speakers use the language in the aforescribed way by taking the current conditions, requirements and status of English into account.

### **2.3.7. Teaching English to Young Learners (TEYL)**

Regarded as a ‘Cinderella’ field once upon a time (Copland & Garton, 2014), TEYL has, as the phrase goes, turned out the apple of ELT’s eye in recent years as evident from a wealth of

research on it. (Enever, 2011; Hawkins, 2005; Munoz, 2006; Rixon, 1999; Alptekin, Erçetin, Bayyurt, 2007).

Like many recent changes recorded in language teaching, the aforementioned transformation is pretty well caused by globalisation which has raised and accelerated the use of English unprecedentedly. Given English is the language of globalisation (Altan, 2017b), the worldwide need to teach it early is mostly associated with instrumental reasons such as job, career and education opportunities brought about knowing English (Y. Hu, 2007) although some scholars including Rixon (2015) criticizes the shortsightedness of a such a quite instrumental approach to TEYL. An additional factor with respect to teaching English at early ages is the desire of world countries to equip their citizenry with English skills in order to make them in tunes with the times, benefit from the advantages of globalisation and fulfil its requirements. That being the case, it is no suprise to see that many countries have either revamped their FLE system or made new educational reforms (Bayyurt, 2010, 2012; Bayyurt & Alptekin, 2000; Haznedar, 2012; Lopriore, 2002).

In reviewing those reforms, lowering the age of English teaching stands out as the opening gambit of most countries. As for the reflection of this step in practice, compulsory English teaching has entered into the primary school curriculum in many parts of the world. (MONE, 2013; Djigunovic, 2012; Cha and Ham, 2008; Kırkgöz, 2010; Nunan, 2003; Rixon, 2013; Bland, 2015; Eurydice, 2012).

Defined as ‘possibly the world’s biggest policy development in education’ (Johnstone, 2009) the trend of primary English teaching could not be explained merely with globalisation and the fact of EIL but some other principles with ‘The Younger The Better’ is the most recognizable one. Despite the existence of some scholars associating this principle with being discussion of administrators and politics who consider primary English teaching as a political and economic project instead of its “general educational, affective and cognitive benefits” (Larsen-Freeman and Long, 1991; Nikolov, 2002), the position of “The Younger The Better” is not perceived in the same way everywhere as evidenced by a number of studies focusing on its advantages.

Prior to look at the scholars arguing for an early start of language learning, it is essential to examine the reasons underpinning this argument. In the book called as *Teaching English to Young Learners* (2015: 16), the reasons of the great importance given to age in language learning are juxtaposed as language acquisition, neuroscience and socio-political context. In the same vein, a quick review of the related literature gives us many evidences as regards the correlation between language learning and the activities of brain at early ages. In this respect, one of the critical hypothesis set forth by the research in the fields of neurolinguistics and biolinguistics is ‘the critical period hypothesis’ (CPH) which gets support from a number of scholars as well (DeKeyser and Larson-Hall, 2005; Long, 2005; Hyltenstam and Abrahamsson, 2001; Trask, 1999; Hudson, 2000).



Based upon the linear relationship between language learning and the plasticity of brain, CPH states that the earlier a person starts to learn a foreign language, the easier he acquires it due to the flexibility of brain neurons facilitating the learning process at early ages. The CPH goes on to argue that the time that brain starts to lose its elasticity corresponds as from the ages of 12 or 13 which is regarded as the reason underpinning the difficulty of learning a foreign language in puberty.

Considering the issue within the frame of pronunciation and oral proficiency, Paradis (2004) and Scovel (1988) draw attention to the advantage of early FLL because of the high potential of getting a native-like proficiency thereby being confident in language use, having lower affective filter and being less anxious. However, this does not necessarily mean that older learners exceeding the puberty period can not achieve language proficiency, but they are less advantageous vis-a-vis the younger ones (e.g. Patkowski, 1980; Krashen et. al., 1982; Felix, 1985; Singleton, 1989).

In spite of a broad consensus on the advantages of young learners over older ones in foreign language learning (FLL), the same situation is not valid for the CPH which is either criticised or ignored by some quarters (Garton, Copland, & Burns, 2011; Nikolov & Mihaljevic Djigunovic, 2011; Pinter, 2006; Read, 2003; Moyer, 2004). Further to that, it is possible to confront with studies which prove the supremacy of adolescents over young learners in terms of being more efficient in using language and learning a second language (Marinova-Todd, Marshall, & Snow, 2000; McLaughlin, 1984/1985). What is worse is a recent research finding, that is, language learning ‘does not seem to get harder as you get older’ (Johansen-Berg, 2013).

In light of those controversial ideas, it is not possible to be sure whether the CPH really exists, but what is certain that young learners are more advantageous in FLL due to the reasons such as the length of time that youngsters spend learning English, the ease of gaining intercultural awareness due to the development of values and beliefs at an early age; the advantages of being bilingual as of the first years of life e.g. mental flexibility, the ability to view a problem from different angles and an access to the other languages. (Carroll, 1975; Curtain and Dahlberg, 2010; Haznedar, 2003). Wattendorf et al. (2014: 61) moves further forward by presenting the study which proved that “the early learning of two languages has a persuasive effect on a neural network that is presumed to regulate language control in bilinguals at different processing levels”.

While it is possible to heighten the positive aspects of FLE at an early age (Corblin & Sauvage, 2010), getting those favorable results are largely subjected to some parameters, what Johnstone (2009: 34) calls, *generalized success*. In mentioning about the achilles heel of today’s learning environments, he (2009) underlines teacher expertise, sustaining motivation over time, continuity, aims and out-of-school learning. In agreement with Johnstone, Tinsley & Comfort (2012: 27) assert that sufficient time allocation, qualified and ‘sufficient number of well-trained teachers’, ‘age-appropriate pedagogy’ and ‘a suitable curriculum context’ are the conditions which

make an early start to FLE come in handy for young learners. Among these topics, ‘teacher expertise’ draws attention in that it is one of the most frequently mentioned complaint in TEYL literature. By way of clarification, finding appropriate and enough EYL teachers provides a serious challenge for many countries around the world (Y. Hu, 2007; Nunan, 2003).

To have a closer look at teacher-related problems often encountered, teachers of other branches with English background take place on the top. As a second comes with EYL teachers who are accustomed to teach adolescents till they are forced to teach youngsters upon emerging teacher-shortness caused by the unthoughtful language learning policies. The assignment of class teachers to teach English additionally in spite of their insufficiency is another problem caused by the above situation (Curtain & Pesola, 2000). Teachers’ English proficiency, which should be at an advanced level to answer to the possible informal uses of language in young-learner classroom (Enever, 2011) is unfortunately just the contrary as clearly understood from the related literature (e.g. Baker, 2008; Butler, 2005; Littlewood, 2007; Prapaisit de Segovia and Hardison, 2008; Ahn, 2011). To fill in this gap, the back up plan is mostly to hire a native or proficient speaker of English with no teaching pedagogy and qualifications.

Included in the requirements of early FLE, ‘age-appropriate pedagogy’ and ‘suitable curriculum context’ are critical in that they provide EYL teachers a number of references as regards the characteristics of youngsters. Defined as the ‘children from the first year of schooling (five or six years old) to eleven or twelve years of age’ (Phillips, 1999: 3); “young learners” differ greatly from adults in learning languages. (Sabourin and Stowe, 2008: 425) Described as having short-attention span, naughty, noisy, activity-addict, passionate for games and hands-on learning experiences (Orr, 1999; Cameron, 2001; Coltrane, 2003; Klein, 2005) young learners need to be learned foreign language as action-oriented. To put it more explicitly, children learn languages by listening, speaking, playing, making things and engaging activities that make them get ‘an appetite to learn’ (Brewster et al., 2011). That is why tasks and activities such as songs, projects, drawings, music, puzzles, games and craftwork are attached greater importance to TEYL.

Given the fact of EIL, the primary need for today’s children is to be global citizens who are communicative competent besides being tolerant of other languages, cultures and people. In light of the current status of ELF, the thing which students are supposed to do is not to speak English with a native proficiency but to express themselves appropriately to the speakers of EIL in a variety of situations. In this sense, EYL teachers being in the first place, all elements of the field of TEYL e.g. materials, curriculum and learning conditions should be chosen and arranged in a way to put this target into practice.

### 2.3.8. Common European Framework of Reference for Languages (CEFR)

Being an aspiration to the Learning Model for English revised within 4+4+4 curriculum innovation in Turkey, the CEFR was published in 2001 by the Council of Europe with the purpose of providing ‘a common basis for the elaboration of language syllabuses, curriculum guidelines, examinations, textbooks, etc. across Europe’ (2001a: 1). Taking the ideal of framing European countries’ language education policy as a starting point, the CEFR has also affected FLE in other parts of the world (Morrow, 2004a; Fulcher, 2008, 2009).

To mention the reasons making the CEFR an inspiration source insofar, *common reference levels* which could be used as ‘a means to map the progress’ (2001a: xii) of learners, lead the way. As for the question of how the CEFR provides this, categorization of language users varying by their abilities comes into play. Referred to the vertical dimension of the CEFR, language users are categorized into three groups, i.e. proficient, independent and basic user. Having divided into two levels again within their own category, language users are called as C2, C1, B2, B1, A2, A1 according to their abilities and the things they can do with the language to skills. It is no coincidence that the above-mentioned levels are described with the sentences beginning with ‘can’, as exemplified in the following table, too.

**Figure 1: Common Reference Levels: Global Scale**

<b>B A S I C U S E R</b>	<b>A2</b>	Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g.very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her back ground, immediate environment and matters in areas of immediate need.
	<b>A1</b>	Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

**Source:** CEFR (2001a: 24)

On the other hand, learners’ communicative language competences including strategies, linguistic resources and communicative activities are scaled based on the emergent communicative behaviour, which corresponds to the horizontal dimension of the CEFR. Additionally, contexts of language use, domains, situations, themes, communicative tasks and objectives are also presented within the horizontal dimension, which also serves for the purpose of action-oriented approach.

To offer a reasonable explanation into the adoption of the CEFR worldwide, these two characteristics i.e. the reference labels and reference level descriptors can be put forwards in terms of their significant impact on development and revision of various elements in the domains of language teaching and learning such as to go beyond the European context. It is possible to count a number of things revised within the two global scales such as targets of language education, methodologies, testing measurements etc.

However, it would be unfair to describe this impact of the CEFR only with common global scales. To take a closer look at the content of the framework, we have encountered some concepts which have clearly been appropriated by non-European countries as is plain from their occurrence in the relevant language teaching/learning curricula. As mentioned before, Turkey is one of these countries which redesigned learning model for English such as to include references into action-oriented approach, intercultural awareness, plurilingualism, pluriculturalism, learner autonomy, identification of learners' needs etc. Given these elements could not be dissociated from the CEFR, thereby becoming an inspiration source for new learning model for English in Turkey, they are worthwhile to be analyzed in detail. In terms of being the most generic term in understanding the philosophy of language use and learning within the CEFR, it would be true to start with 'action-oriented approach', which is described as follows:

Action-oriented approach views users and learners of a language primarily as 'social agents,' i.e. members of society who have tasks (not exclusively language-related) to accomplish in a given set of circumstances, in a specific environment and within a particular field of action. While acts of speech occur within language activities, these activities form part of a wider social context, which alone is able to give them their full meaning (CEFR: 9).

A far greater emphasis on language learners as 'social agents' in action-oriented approach calls our attention into the two facts. The first is that language learner is at the heart of language education. Secondly, h/she could not be positioned as a reclusive and pacificated element in this process. The centrality of language learner is not much to write at home about, that is, we are witnesses to the emergence of some approaches e.g. communicative approach, in which learners are supposed to fulfill some pre-designed communicative tasks which serve for their needs in terms of taking place in different contexts, thereby supposed to improve students' communicative competence. However, the above-mentioned second fact, e.g. impossibility of language learners' insulation from the society h/she lives is a new notion coming into the fore with the CEFR. Having brought our attention into a social context in the domain of language teaching/learning, the framework notes that "Each act of language use is set in the context of a particular situation within one of the domains (spheres of action or areas of concern) in which social life is organised".

As will be evident from the above quote, language use is not a thing like solving a math problem. That is, learners should not perceive themselves as a perfunctory speaker, rather they

should be conscious of the fact they need to achieve sth real via the language they use. Given each person has some tasks and responsibilities in terms of being a part of the society h/she lives in, the things supposed to be accomplished could not be dissociated from that social life and its other members.

As emphasized in the quote above, social actions are not necessarily related to the language activities but non-language activities. (*Theory into Action: From the Communicative to the Action-Oriented Approach*). That being the case, it is true to describe language learner as a social individual who needs to fulfill both language-related and other activities not automatically in a simulated atmosphere but in a natural way, that is, displaying the usual characteristics and reactions of a human being encountered in both collective and solitary actions taking place in a number of domains within social life. While doing this, it is indispensable for a social agent to face with cultural, affective, emotional problems which are the components of learners' mental context and personal weaknesses or difficulties caused by the necessity of being in touch with external world. This being the case, it is up to learners (social agents) themselves to deal with these difficulties by using their competences which is described by the CEFR as 'the sum of knowledge, skills, and characteristics that allow a person to perform actions (CEFR: 9).

As highlighted by Piccardo (2014) in the resource called as *Theory into Action: From the Communicative to the Action-Oriented Approach*, there is a direct link between 'competences' and 'action'. That is, performance of actions is attributed to the effective use of competences, which could be both linguistic and general. While the correct use of a grammatical knowledge in a sentence may be regarded as an evidence of students' linguistic performance, its use in a wrong domain, e.g. context or situation, may render it meaningless as well. In this sense, it is critical to use the available competences in an effective and meaningful way, which is a life-long ability reshaped at every turn with individuals' experiences. That is why the learner is viewed as follows:

It (action-oriented approach) sees the learner as a whole person, with values, beliefs, a personality, and a language or languages that he or she already masters to varying degrees. The learner/social agent is not an empty vessel. Rather, the learner possesses knowledge and experience that can be mobilized to face the challenge of learning a language; this prior knowledge and experience provide points of reference and categories for organizing new learning. There is an understanding in the action-oriented approach that the acquisition and refinement of competences is a continuous process, both at school and in the world beyond the school. It is a lifelong process.

In portraying the learner, the above description makes references to the competences supposed to be possessed by learners one of which is no doubt plurilingualism. As understood from the first statement of the definition above, language or languages that are harmonically available in learners' linguistic repertoire contribute to h/her development not only by providing an experience and foundation into the acquisition of the newer one but also serving for the purpose of language

learning as a life-long process. Not surprisingly, the aim of language education is stated by the CEFR as ‘to develop a linguistic repertory, in which all linguistic abilities have a place’ rather than ‘one or two, or even three languages, each taken in isolation’ (CEFR: 5).

Given the acquisition of linguistic skills could not be dissociated from the cultures they are connected as aforesaid, not only languages but also the related cultures are supposed to be coherently positioned in learners’ mind which not only provides with “a communicative competence to which all knowledge and experience of language contributes and in which languages interrelated and interact” (CEFR: 4) but also helps to the improvement of learners’ ICA, which is key to understanding the philosophy of using the learnt languages on an international level in today’s increasingly diverse and nonhomogenous world.

Given the high probability of encountering with a number of linguistic and non-linguistic tasks, a variety of interlocutors, contexts and situations that they would need to use English, social agents’ need to develop strategies is indispensable. Defined as “a hinge between the learner’s resources (competences) and what he/she can do with them (communicative activities)” (CEFR: 25), strategies are critical in doing the abovementioned various tasks. With reference to yet another key word in the CEFR, i.e. learner autonomy, learners are supposed to take the responsibility of their own learning experience, which requires them to be a strategic learner. In this sense, it is possible to define a strategic learner as the social agent who is aware of h/her potential to complete the tasks in question besides h/her strengths, weaknesses and insufficiencies and the necessity of equipping themselves with the related skills to compensate for all of these problems.

## CHAPTER THREE

### 3. METHODOLOGY

#### 3.1. Introduction

Aiming to provide an overall analysis of the study methodologically; the current chapter consists of six subtitles including research design, participants & setting, piloting, data collection tools, procedure and data analysis.

#### 3.2. Research Design

In an attempt to explore EFL teachers' perceptions as to whether 4+4+4 curriculum innovation has created the anticipated transformation in English teaching; both quantitative and qualitative traditions were followed in the current study. The general framework of the status quo was initially drawn through questionnaire. In addition to the demographic features of the participant teachers', their opinions and beliefs were explained statistically which, in Creswell's words (2012) gave information about "how a large population views an issue and the diversity of these views."

However, as stated by Dörnyei (2007) questionnaires did not fit well with probing into the issue besides justifying the subjectivity of individual opinions. Given the present study was to explore the meanings that EFL teachers attributed to 4+4+4 curriculum innovation (Punch: 2005) it was inevitable to interpret their opinions, experiences and feelings which would likely to specify their attitudes of the under-researched phenomenon as well. Along with the aforementioned reasons, the compatibility of questionnaires with interviews was the rationale for using a mixed-methods research in the present study. An additional factor as to the methodological design is encouraging attitude of numerous scholars to mix two data collection methods (Miles & Huberman, 1994; Greene & Caracelli, 1997; Creswell, Plano, Clark, Gutmann & Hanson, 2003; Onwuegbuzie & Leech, 2005; Mertens, 2005; Lazaraton, 2005; Gillham, 2008, Tashakkori & Teddlie, 1998, 2011).

Of the abovementioned scholars, Creswell & Plano Clark (2011) described a mixed-methods methodology as an approach for "mixing both quantitative and qualitative methods in a single study or a series of studies to understand a research problem". Similarly, the first purpose of

Sandelowski (2003) in combining two types of data is to achieve a fuller understanding of a target phenomenon while the second one is to verify one set of findings against the other. With these goals in mind quantitative data was initially collected and analyzed in this study in order to bring out the findings that would be verified and clarified with the help of qualitative data at the second stage. In other words, triangulation was performed with the combination of statistical data with interview records to study the same research question. Given both types of data were sequentially collected with quantitative one at first this study is said to have a “sequential explanatory design” as described by Creswell et al (2003). Considering the constructive impact of follow-up interviews on statistical findings, it is not wrong to say that narratives added flesh to bones as said by Dörnyei (2007).

### **3.3. Data Collection Tools**

#### **3.3.1. Questionnaires**

The current study started with the purpose of finding out public elementary EFL teachers’ perceptions as regards the changes brought along ELT within the scope of 4+4+4 curriculum innovation. Given the aforementioned reform has been implemented in the whole country it becomes essential for me, as a researcher, to take as much feedback as possible from a number of teachers working at various contexts. In this sense, questionnaire came up as a life-saver data collection tool in the present study due to its cost-effectiveness, versatility and ease of construction (Dörnyei, 2010). Known as one of the most popular research tools, questionnaires are defined by Brown (2001: 6) as “any written instruments that present respondents with a series of questions or statements to which they are to react either by writing out their answers or selecting from among existing answers”.

Likewise, the questionnaire developed in particular for this study aimed to shed light on EFL teachers’ reactions of the new curriculum through attitudinal questions. Drawing on Gillham’s (2008: 11) warning that questionnaires may invite carelessness due to their easiness to do quickly, a series of steps, stages, procedures and commandments of a good questionnaire developed by Cronbach (1984), Devellis (2003) and Dörnyei (2010) were taken into account. Prior to drawing up an item tool informal chattings were performed with convenient teachers in order to take their pulse concerning with the foci of the research besides getting a deeper understanding into their awareness and beliefs in the midst of global trends in English teaching. In addition to the aforementioned conversations the relevant studies in the literature were examined following which effective items and questions were written. With the help of experts working in the field the items to be used in the questionnaire were specified and edited, which lasted about a month. Right after putting the last touches on questionnaire items, an ‘opening greeting’ was written in order to make participants informed about the purpose and importance of the study besides promising confidentiality and



requesting their sincerity. In consistent with Dörnyei (2010) the questionnaire was, prior to piloting, translated into Turkish with the purpose of increasing data quality by implementing it in the participants' native language.

To give the details of the questionnaire, it was composed of four sections including four open-ended questions in total. The first two questions located in the beginning were designed in a way to gain insight into EFL teachers' opinions as regards the status quo of English as a lingua franca and as an international language. As for the other two questions, they were related to the participants' experiences with the course of TEYL. Despite the rarity of open-ended questions in descriptive survey studies, I could not help including some based upon the supportive attitude of such scholars as Aldridge & Levine (2001), Dörnyei (2010) and Fowler (2002) all of whom believe that freedom of expression provided by open-ended questions will enrich the data in comparison to fully quantitative data. Aiming to find out participants' opinions through close-ended questions, 2<sup>nd</sup>, 3<sup>rd</sup> and 4<sup>th</sup> sections were composed of likert scales in which respondents were asked to indicate the degree of their agreement with 80 "objective items" by circling the statements ranging from 'strongly agree' to 'strongly disagree'. With the thought that factual questions may create reservation in participants, they were situated at the end of the questionnaire as stated by Dörnyei (2010).

In respect to the content of close-ended questions, the second section probed into the awareness level of elementary EFL teachers with respect to the current status of English language throughout the world. The increasing use of EIL worldwide has brought up new targets such as teaching of English as communication, intercultural awareness, communicative competence, plurilingualism and pluriculturalism. Additionally, the variety and amount of people speaking English all over the world has led to the emergence of the terms including World Englishes, varieties of English and mutual intelligibility the familiarity with which were tried to understand via 14 questionnaire items.

With the intend of finding out whether there was a correlation between EFL teachers' beliefs and targets of curriculum innovation, 25 items were located in the third part titled as 'beliefs'. The fourth section entitled 'books' was of paramount importance as it would give feedback about new English textbooks which were totally revised in many aspects in order to overcome the deficiencies felt in the field of ELT in Turkey. Equally important was the second part of the fourth section what was called as TEOG exam. In this subpart, participants were asked about their opinions concerning with the evaluation tool revised in compliance with the goals of the new English curriculum. Following the fourth section comes demographic information which included the other two open-ended questions as well.

### **3.3.2. Interviews**

Seeking to see the impact of new educational reform through the eyes of EFL teachers, it was indispensable to benefit from qualitative research tools of which interview was employed in this study. As put in Creswell (2012), when it is not possible to observe the respondents as was in this study, interview provides with useful information besides giving participants to express themselves on under-researched issue. Arguing in a same vein, Patton (2008) remarks as follows:

We interview people to find out from them those things we cannot directly observe. The issue is not whether observational data is more desirable, valid or meaningful than self-report data. The fact of the matter is that we cannot observe everything. We cannot observe feelings, thoughts and intentions. We cannot observe behaviours that took place at some previous point in time. We cannot observe situations that preclude the presence of an observer. We cannot observe how people have organized the world and the meanings they attach to what goes on in the world. We have to ask people questions about those things.

Described as a “holistic interpretation” method, interview gives the researcher to explore for the information, opinions and attitudes of a participant, which, together make up of the system that interview aims to study (Teaching Clinical Psychology-Using Interviews in Research, 2007). Similarly, the present study aimed to go beneath the surface of 4+4+4 system of EFL teachers working at elementary state schools. With this in mind, a semi structured interview form was prepared on the grounds of its merits in coding, analysis and measurement stages. In doing this, a review of literature (Gay, Mills & Airasian, 2005) concerning with the things to be considered in pre-interview was performed. Following the identification of ambiguous and incoherent items in company with the instructors familiar with the issue, the interview protocol was finalized with nine questions in experience and opinion types (Patton, 2002).

With reference to interviewee, 14 EFL teachers, aged 23-35, agreed to participate in the interview phase. Taking the convenience of the researcher into account, respondents were selected from teachers working at public elementary schools in Erzincan. Graduated from the department of ELT, all of the interviewee were female. In addition to convenience sampling, teachers’ attitudes and willingness within the quantitative data collection were decisive in their involvement in the second stage. Following the fulfillment of ethical procedures and identification of potential participants 14 interviews, each lasting for approximately 25-30 minutes, were performed at teachers’ schools.

### **3.4. Participants and Setting**

While acknowledging that new educational reform has brought about many changes into the language teaching in the whole grades, the lowering of compulsory English instruction into the 2<sup>nd</sup>

grade of primary schools led to the comprehensive regulations particularly in the first eight-year of compulsory 12-year education which is called with the generic term '4+4+4'.

Given the coverage zone of the new reform is state-owned schools in Turkey, the participant profile of the current study makes up of EFL teachers teaching at the first and second level (2<sup>nd</sup>, 3<sup>rd</sup>, 4<sup>th</sup>, 5<sup>th</sup>, 6<sup>th</sup>, 7<sup>th</sup>, 8<sup>th</sup> grades) of state-run elementary schools in 2015-2016 academic year.

In order to achieve a broader understanding of the issue, participants from seven regions of Turkey were asked to share their opinions through questionnaire. To give the number of respondents varying on geographical regions, about half of them (N=82) were from Eastern Anatolia while Black Sea comes in second with 25,2% level of participation (N=42). The remaining 35 teachers participated from Central Anatolia (N=10; 6%), Marmara (N=9; 5,4%), Southeastern Anatolia (N=8; 4,8), Mediterranean (N=4; 2,4%) and Aegean (N=4; 2,4) while 8 respondents did not declare their working place. More specifically, 167 EFL teachers from 32 different cities (Adıyaman, Ardahan, Ankara, Artvin, Batman, Bitlis, Bursa, Çorum, Elazığ, Erzincan, Erzurum, Giresun, Gümüşhane, Hatay, Iğdır, Isparta, İstanbul, İzmir, Kahramanmaraş, Kayseri, Kocaeli, Konya, Manisa, Muş, Niğde, Ordu, Siirt, Sivas, Şanlıurfa, Trabzon, Van, Yalova) participated in this study.

In respondent selection, a strategy of non-probability sampling was employed. As stated by Creswell (2012: 145) in non-probability sampling, individuals are selected due to their availability, convenience and characteristics which the researcher seeks to study. Concomitant to this, convenience sampling was used in this study in order to reach as much participants as possible. The purpose is not to generalize but to have some general conclusions. Dörnyei (2007) describes convenience sampling as "the most common sample type in which the participants are selected as long as they have the criteria including geographical proximity, availability at a certain time, easy accessibility or the willingness to volunteer" all of which make the researchers' job easier.

To describe the sample demographically, the ratio of female participants (N=124) was almost tri fold of the male (N=41), which is a common finding in the literature of studies performed with English Language Teachers (Büyükduman, 2005; Topkaya, Küçük; 2010; Kayaoğlu, 2011; İnceçay, 2012). The age range of participants vary between 22 and 53 (M=30,28) 47,4% of all respondents were aged 22-29 years followed by 30-39 age group (42%) contrary to the declining participant profile aged 40-49 (5,4%) and 50 over (1,2%).

As for educational background of the sample, 120 teachers which corresponds to the 71,9% of the whole participants graduated from the division of ELT while 39 respondents were from other departments such as English Language & Literature, English Linguistics, American Culture & Literature, Translation & Interpreting. Additionally, six participants got a degree from biology, economics and mathematics. Based on the descriptive statistics, it is possible to say that

respondents with 0-5 years (58,75%) teaching experience outnumbered the ones with 6-10 years (21%) and 10 years over (19,2%).

Given the majority of the sample were relatively young or middle-aged, it is not surprising to find that most of the participant teachers (73,7%) took the course of “Teaching English to Young Learners” which was put in the curriculum of ELT departments in 1997 with Major Education project. However, the same majority could not be obtained in the number of teachers (30,5%) taking the aforementioned course as an inservice training. Another diversifying point among the participants occurred in the classes they were teaching during the data collection process of the present study. Relevant statistical findings indicated that participants were mostly teaching at the second level of elementary schools (5<sup>th</sup>, 6<sup>th</sup>, 7<sup>th</sup>, 8<sup>th</sup> grades) compared to the first level including 2<sup>nd</sup>, 3<sup>rd</sup> and 4<sup>th</sup> grades.

To characterise the sample profile of the interview procedure, 15 EFL teachers working at state primary schools in Erzincan participated in the study. The rationale for selecting all of the interviewee from the same city is geographical proximity which made it possible for me to accelerate the research by conducting interviews in my hometown. Graduated from the department of ELT, all of the respondents were female aged between 22-35. In addition to the convenience of the researcher, voluntary basis played an important role in the selection of interviewees. It was paid attention to involve an equal number of teachers instructing both at the first and second levels of elementary schools in order to take as much data as possible concerning with the whole grades.

### **3.5. Piloting**

In consensus with research methodologists including Sudman & Bradburn (1983), Oppenheim (1992) and Brown (2001), piloting was given high priority in this study particularly in quantitative stage. As stated by Dörnyei (2007), the quality of quantitative studies is attributed to the psychometric reliability of the used measurements which necessitated me to perform a detailed piloting study including 15 elementary EFL teachers teaching at state schools. Prior to this, “ongoing analysis” referring to the comprehensive discussion of the questionnaire was performed at regular intervals with some colleagues.

Paying attention to evaluate the questionnaire particularly in drawing item tool and at the completion of its final version (Dörnyei, 2010), three volunteer instructors initially skipped through the questions and shared their opinions as to the problems likely to be faced with in comprehending and answering of the available items. Pointing out the length of the questions, they shortened them either by reconstructing or eliminating unnecessary words. Giving high priority to write down specific items to the purpose of the research, some of the items were revised few times till they were found to be acceptable. Following the proofreading in the overall design of the questionnaire,

it was prepared to the second stage of piloting to be conducted with teachers as discussed in the foregoing section.

The aforementioned pilot sample, all of whom were MA students at Karadeniz Technical University, gave valuable feedback related to ambiguous words, incomprehensible questions and the unclarity of the instruction in spite of the whole revisions mentioned above. Strong criticisms and questions concerning with the relevance of open-ended questions with the main issue were tried to explain with underlying reasons. In accordance with teachers' thoughts and suggestions, the introduction part was finally clarified in order to specify that teachers working at private schools would not involve in this study.

As for qualitative research tool, interview protocol was not really tested as pointed out by Richards (2005). However, procedures to be fulfilled in the preparation of interview form were kept in step through interview guide as noted by Dörnyei (2007). In this sense, it was paid attention that interview questions covered all of the issues within the scope of the research. Secondly, general questions were transformed into a more specific and functional questions in order to get rich and descriptive data as much as possible. In doing this, appropriate question words leading to speak elaborately were chosen. Prepared taking the aforementioned steps into account, the final version of interview were met with approval of the relevant experts and became ready for actual administration.

### **3.6. Data Collection Procedure**

With the purpose of collecting statistical and qualitative data as regards elementary EFL teachers' perceptions with 4+4+4 curriculum innovation, a two-phased data gathering study lasting for four months was performed. Due to its geographical proximity, Erzincan province was specified as the first place in which questionnaires were handed out EFL teachers by hand after getting official permission from the relevant institutions. Although it was quite difficult and time-consuming to visit all of the schools in the city, it allowed me to explain respondents the purpose and significance of the study which increased the returning rate as well.

As for districts of the city which were hard-to-reach, questionnaires were sent through other people with an approval letter allowing this questionnaire to be implemented in state schools. In actual fact, I substituted the aforementioned approval for the *cover letter* which, in the words of Dörnyei (2010) "sold" my survey, that is, convinced the respondents that I could not reach, to contribute to the study by answering the questionnaire. Taking Gillham's (2008: 76) warning into account, I foresaw that some teachers particularly in state schools had concerns about such questionnaires for the fear that their answers would be used against in somewhere. Considering the

return rate, it is not wrong to say that official permission mentioned above encouraged participants in my province to cooperate with me.

However, one-to-one administration was not sufficient to collect satisfying answers which made me necessary to apply other types including postal, mail and online administration. With the intend of increasing response rate, an instructive e-mail message including the attached questionnaire was written to some recipients. Despite those messages, it must have been very difficult for the respondents to answer and send back the form as an attachment as understood from the low respondency. Feel disappointed, the questionnaire was reconstructed in Survey Monkey, which is among Wright's (2005) review of 20 prestigious services along with their URL addresses. With this, e-mail messages including a hypertext link were sent potential people once and again, through which they could participate in the questionnaire without much effort (Michaelidou & Dibb, 2006). The good news is that an acceptable amount of people were reached through web-based questionnaire in contrast to the low participation rate of the attached form. Given postal administration was performed to take data from one or two cities, it is not exaggeration to say that online administration, taking the support of a number of scholars in the field (Birnbaum, 2004; Fox, Murray & Warm, 2003; van Selm & Jankowski, 2006) was very beneficial for the current study as well.

As for the implementation of semi-structured interviews, they were performed one-to-one with 14 EFL teachers at their schools towards the end of the study. Except for two people, all of the interviewee were familiar with the scope and goal of the study as they participated in the first stage of data collection. In order to take their informed consent for interview phase, all of the potential participants were explained the purpose and importance of the study besides the significance of their cooperation. Furthermore, they were informed that a recording device would be used during interviews in order not to miss a thing from incoming data. Knowing for certain that the aforementioned technical detail would not disturb participants, semi-structured interviews were planned in a way to finish within two weeks. In carrying out semi-structured interviews, Robson's (2002: 274) advices for interviewers were taken into account as much as possible. In this sense, it was given attention to feedback strategies and elaboration which are of critical importance in providing a good interview atmosphere. In consistent with Richards (2003) particular answers as regards the core of the research were tried to get as much as possible. Lasting approximately 25-30 minutes, the implementation of semi-structured interviews were followed by the transmission and storage of the data for the qualitative analysis.

### **3.7. Data Analysis**

The collection of quantitative and qualitative data through various research instruments was followed by data processing conducted in two different ways. The process of quantitative data

analysis was performed by taking suggestions of Creswell (2012) and Dörnyei (2010) into account. In this sense, statistical data was initially prepared and organized for data analysis. In doing this, the first step was scoring different types of questionnaire data. Following the determination of the types of scores to be used came the second stage e.g. selection of the statistical program which, not surprisingly, was SPSS in this study as is in most educational research. Having decided to process data in SPSS, all types of data including nominal, ordinal and close-ended questions were transferred into the program.

With acknowledgement that validity and reliability are not suggested to be given for research tools developed aimfully by the researcher (Dörnyei, 2010), internal consistency of questionnaire was calculated. Defined as the correlation of each item on a survey with the other items and the total score (Dörnyei, 2010) internal validity of the developed questionnaire was measured by The Cronbach Alpha coefficient of the total scale, which was 0.89 in this study.

Having found out the questionnaire had an acceptable internal validity, measures of central tendency including the mean, the median and the mode of the available data were described. In addition to frequencies and percentages of the respondent answers, which attach greater importance to survey designs, participants' characteristics were summarized numerically through descriptive statistics. Right after measuring the amount of variability in a distribution of scores as stated by Creswell (2012) came into play the analysis of open-ended questions on scale. While doing this, various answers were reduced by clustering them around some overlapping and common themes mentioned by the participants.

With respect to the analysis of semi-structured interviews, the first stage typically begins with the transcription of interview records although it was not so in the present study. Designed as a sequential explanatory mixed-methods research, qualitative data were used to clarify and elaborate the results of statistical data in the current study. On the basis of Dörnyei's (2007) statement that there may be no need to transcript all of the interviews in the aforementioned research designs, a tape analysis was performed. In doing this, recordings were listened a few times and some notes were taken. Having marked the points worth of plumbing the depths came up coding process which was defined by Creswell (2001) as "an inductive process of narrowing data into a few themes." While doing this, it was given priority to identify the data serving for the purpose of pre-determined themes. Within the scope of coding process, different types of themes reflecting various reactions emerged. To put in another way, ordinary, salient, major and minor themes were identified till saturation in which further coding do not generate new ideas, topics and themes, that is, the point that the project "levels off" (Richards, 2005).

## **CHAPTER FOUR**

### **4. FINDINGS AND DISCUSSION**

#### **4.1. Introduction**

This chapter is composed of two sections in the first of which quantitative data obtained from demographic questions and close-ended questionnaire items were analyzed through SPSS (version 15). In the second part, findings of the qualitative data coming from open-ended questions and semi-structured interviews were presented by using content analysis. As a last point, the under-researched questions were discussed in the context of the results obtained in two different ways.

#### **4.2. Quantitative Data Analysis**

In this section, analysis of participants' demographics was followed by the presentation of the results of likert scales. Findings from factual data were explained with descriptive statistics in a way to indicate general tendencies in the data. With regard to close-ended questionnaire items, they were analyzed based on the percentages and frequencies of the answers given to each question. As a final remark, the analysis of each subtitle which consisted of different items was conducted by associating them with the related research question.

##### **4.2.1. Analysis of Demographic Data**

As mentioned earlier, 167 EFL teachers participated in this study, all of whom taught English to the first and second level state primary students in various parts of Turkey. Aiming to clarify participants' characteristics, a section entitled 'demographic information' was prepared and 8 questions were addressed. Aimed at answering the first question, Table 9 reveals that participants were composed of EFL teachers between the ages of 22 and 53. Taking the number of teachers (149) aged between 22-39 into account, it would be true to say that a vast majority of the participants were young, which is a determinant in many aspects.

To mention about the gender profile of the sample, female participants statistically got an edge over, as presented in table 9. With 124 people, females are seen to be well ahead of the males (N=41). Not surprisingly, this study does not differ from other studies (Kırkgöz, 2008; Kayaoğlu, 2011) in the field of ELT in terms of the supremacy of women participants vis-à-vis men.

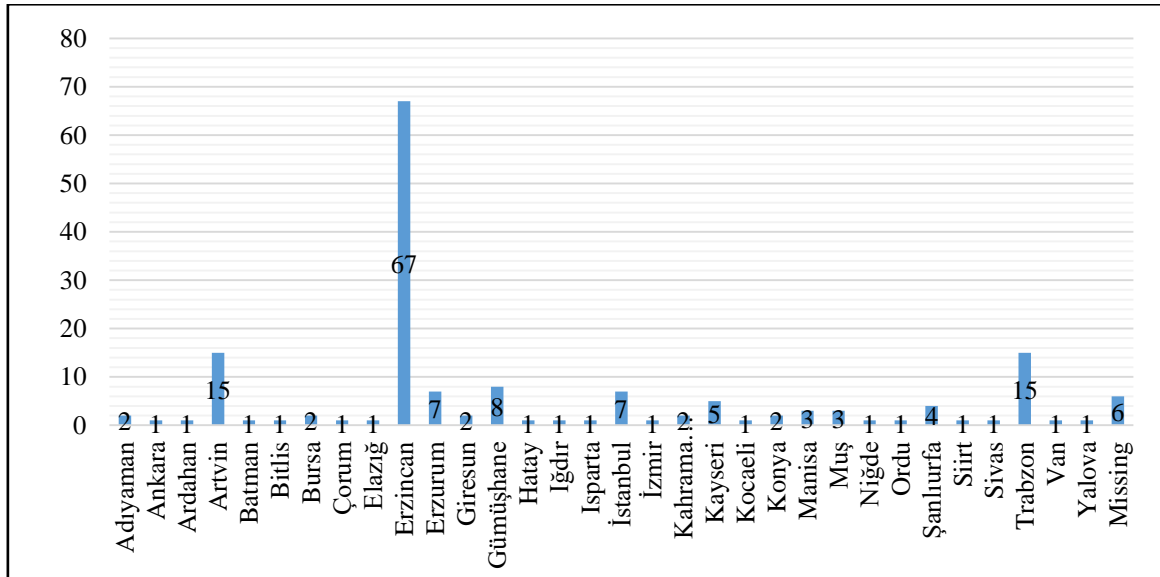


**Table 9: Frequencies and Percentages for Teachers on Demographic Variables**

Characteristics	n	%
Gender		
Male	41	24.6%
Female	124	74.3%
Age		
22-29	79	47.4%
30-39	70	42%
40-49	9	5.4%
50 over	2	1.2%

The third question asked participants was related to their working place. Aiming to reach as many teachers as possible, this study included participants from seven geographical regions of Turkey. To have a closer look at the regional distribution of those respondents, 82 teachers (49,1%) were coming from Eastern Anatolia while 25,2% (N=42) were from Black sea region. Marmara region came in third with 11 people which was equivalent to 6,6% of all participants. Having a share of 6% in total, Central Anatolia was represented with 10 teachers while Southeastern Anatolia region ranked fourth with 8 people (4,8%). As for Aegean and Mediterranean regions, there was an equity between them with 4 people (2,4%) coming from each one. Lastly, 3,6% (N=6) people left this question blank.

**Figure 2: Distribution of Frequencies and Percentages of Teachers on Working Place**



Asked for mapping participants' graduation, findings of the 4<sup>th</sup> question indicated that teachers studied in ELT departments got the highest frequency (N=120). As illustrated in table 10, percentage (17,4%) of English Language & Literature graduates was a bit more than one fifth of

ELT. Putting aside 2 teachers who left this question blank, the remaining 10 participants were from other Western languages departments including English Linguistics, American Culture and Literature and Translation-Interpreting. Surprising as it may sound, participants graduated from departments other than ELT-related (N=6) was a minority which shows that traditional habit of charging non-ELT graduates with teaching English has been in decline, a satisfying thing for Turkey.

**Table 10: Participants' Graduation Profile**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	English Language Teaching	120	71.9	72.7	72.7
	English Language & Literature	29	17.4	17.6	90.3
	English Linguistics	2	1.2	1.2	91.5
	American Culture & Literature	4	2.4	2.4	93.9
	Translation & Interpreting	4	2.4	2.4	96.4
	Other	6	3.6	3.6	100.0
	Total	165	98.8	100.0	

Another pleasurable finding about the participants is related to their teaching experience. With a quite high proportion, 98 respondents had been teaching English at state schools for 0-5 years, whereas lower than half (N=35) doing for 6-10 years. Leaving out 2 missing answers, the number of participants who had been teaching English for 10 years over was 32. According to these findings, it is possible to conclude that most of the teachers are familiar with TEYL which is an important part of 4+4+4 curriculum innovation.

**Table 11: Distribution of Frequencies of Participants' Teaching Experience**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0-5 years	98	58.7	59.4	59.4
	6-10 years	35	21.0	21.2	80.6
	10 over	32	19.2	19.4	100.0
	Total	165	98.8	100.0	

In the next question, participants were asked to tick (✓) the classes they were teaching English at the time of filling in the current questionnaire. While doing this, they were told that they could choose more than an alternative, as they were likely to teach many grades at the same time especially following the curriculum innovation. It is because of that reason the number of participants were given by dividing them into three groups i.e participants' working for the first level, for the second level and for both of them. In this regard, the number of participants teaching at the first stage (1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup>, 4<sup>th</sup> classes) was 30 while the second group (5<sup>th</sup>, 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> grades)

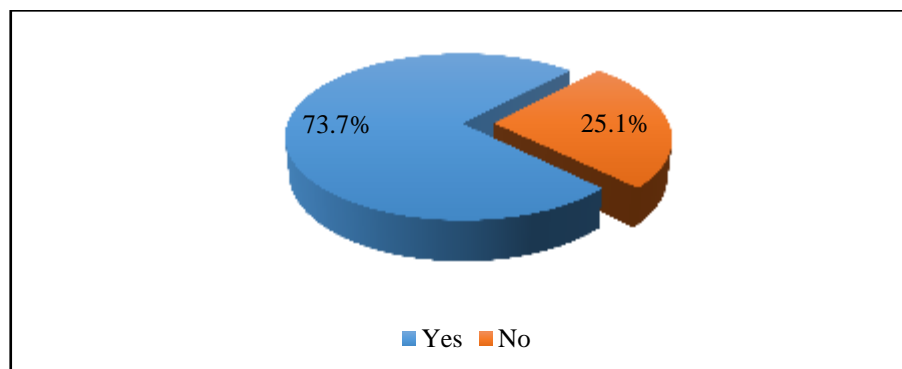
were composed of 122 teachers. As for the number of teachers who taught in various classes from both levels, it was 15.

**Table 12: Distribution of Classes Taught English**

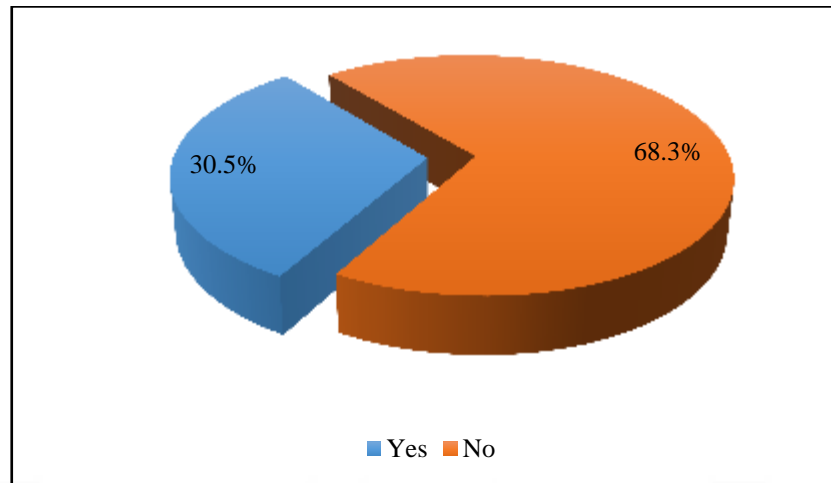
Level/Grade	Frequency	Percent
First Level (1st, 2nd, 3rd,4th classes)	30	18
Second Level (5th, 6th, 7th,8th classes)	122	73
Both First and Second Level	15	9
<b>Total</b>	<b>167</b>	<b>100</b>

With the intend of getting more concrete data regarding participants familiarity with TEYL, 7<sup>th</sup> question was designed, the answers of which are here below. As is apparent from the Chart 1 below, a very high frequency of teachers (N=123) took the course of 'TEYL' at university while 42 teachers stated they did not. Given a good number of participants are ELT graduates and young enough to catch up with the latest innovations in the field, the above result is not striking. However, amazing as well as the worrying thing is the fact that a high number of participants (N=114) had not taken any in-service training about TEYL during their professional life which is more than two times of the ones taking the training (N=51). Considering most of these teachers are now teaching English to young learners, as the implementers of the 4+4+4, a question of how they do this without training of TEYL comes into mind.

**Chart 1: Distribution of Teachers Taking the Course of "Teaching English to Young Learners" at university**



**Chart 2: Distribution of Teachers Taking In-service Training Related to "Teaching English to Young Learners" (TEYL)**



#### **4.2.2. Analysis of EFL Teachers' Awareness and Familiarity with the Concepts of Globalisation, EIL, ELF and WE**

Seeking to measure state primary EFL teachers' awareness level as regards WE, the status of EIL and ELF, this part were analyzed under two subtitles i.e teachers' awareness of globalisation and familiarity with the concepts of the abovementioned phenomena. In this regard, five (1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup>, 7<sup>th</sup>, 8<sup>th</sup>) of fourteen items in the questionnaire were dedicated to find out what EFL teachers know about globalisation and its impact on the emergence of ELF, EIL and WE. Regarded as the rationale lying behind the acknowledgement of EIL, globalisation and awareness of its impact on some fields would also facilitate understanding of the aforementioned concepts that is why the following answers were of critical importance.

Prior to item analysis of this part, internal consistency reliability was calculated and founded as .874 which could be regarded as acceptable given that it must be between 0.60-0.80 (Dörnyei, 2007). Seeking to answer the second research question, i.e 'What is awareness level of state-run primary EFL teachers as regards the status quo of English and the emerging concepts including ELF, EIL and WE?', items in this part were detailed as follows.

##### **4.2.2.1. Analysis of State Elementary EFL Teachers' Awareness of Globalisation**

In order to identify Turkish state primary EFL teachers' awareness of globalisation and its impact on English use, participants were asked to state to what extent they agreed with the following statements.

**Table 13: EFL Teachers' Awareness of Globalisation and Its Impact on English Use**

	Items	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Mean
1	I know enough of the effects of globalization on Turkey	41 (24,6%)	94 (56,3%)	22 (13,2%)	6 (3,6%)	4 (2,4%)	3,97
2	I am aware that English used as a lingua franca in a number of fields (education, technology etc) in the world has an international power	134 (80,2%)	28 (16,8%)	3 (1,8%)	1 (,6%)	1 (,6%)	4,75
3	I can recognize the differences among the uses of English as native, second and foreign language	106 (63,5%)	49 (29,3%)	6 (3,6%)	3 (1,8%)	2 (1,2%)	4,53
7	I know that people speaking EFL and ESL outnumber the ones who speak it as a native language	76 (45,5%)	57 (34,1%)	24 (14,4%)	6 (3,6%)	2 (1,2%)	4,2
8	I am knowledgeable about the impact of globalisation on English language education system	42 (25,1%)	78 (46,7%)	33 (19,8%)	9 (5,4%)	4 (2,4%)	3,87

When asked whether they know enough of the affects of globalisation on Turkey (item 1), a great majority of EFL teachers (N=135) answered in a positive way by choosing 'Agree' or 'Strongly Agree' options (80,9%). While 10 teachers did not think so, 22 teachers (13,2%) remained neutral. The mean score for this item was (M=3,97), indicating that globalisation and its effects are largely recognized by Turkish state primary EFL teachers.

In parallel to the heightened awareness regarding the influence of globalisation on Turkey, a very high percentage of participants (97%) 'Agreed' or 'Strongly Agreed' with the item 2 that *'English used as a lingua franca in a number of fields (education, technology, economy) in the world has an international power'*. This finding is compatible with the one obtained in a recent study conducted with graduate students of Applied Linguistics in the UK, who underlined the global importance of English in many aspects i.e. business, internet, academics etc. while describing the nature of English as stated by Dewey (2012). Given "the phenomenon of English being a global language lies at the heart of globalization" (Graddol, 2006: 12), it is indispensable for countries e.g. Turkey wishing to be part of this process to grow up citizens speaking English at an acceptable level. As the implementers of 4+4+4 curriculum, Turkish ELF teachers' awareness of the status of English within globalisation is critical, which is likely to motivate them to teach English functionally instead of a school subject. In this regard, positive responses obtained from participants as to the above item are pleasing in terms of showing their recognition of the increasing importance of English all around the world.

While one important effect of globalisation is the worldwide use of English as a common language in a number of fields, another significant one is its use for different purposes by a growing number of people. That is to say, English has not only been spoken by native speakers as a mother tongue but also by the residents of expanding and outer circles as a second and foreign

language. That being the case, it would be utopian to view English as a pure language which has remained as it was once ‘the language of a small island nation’. Given English is both an indigenized language and a lingua franca among people with no common back ground, culture and language, it is very natural to see the differences in its use. The important thing here is to be aware of the diversity in the usage of English which provides the basis for EIL pedagogy as well.

With an attempt to understand whether participants recognize those differences available in English use, the third item, ‘*I can recognize the differences among the uses of English as native, second and foreign language*’ was posed. As highlighted in table 13 above, respondents displayed a positive stance i.e 155 EFL teachers *strongly agreed* or *agreed* with this item which is a very high rate vis-a-vis the ones disagreeing and or remaining neutral (N=11). Similar to the study conducted by Karakaya & Hatipoğlu (2017), the above results indicated Turkish EFL teachers’ familiarity with the varieties of English and the common characteristics of using EIL such as the losing importance of native speaker norms versus diversity and ICC (Intercultural Communicative Competence) particularly with the decrease in people speaking ENL.

The decline in native speakers has reached such a point that it is now less likely for nonnative speakers to face with them. In order to gain a deeper insight whether ELF teachers are aware of this situation, item 7 ‘*I know that people speaking English as a second and foreign language outnumber the ones who speak it as a native language*’ was included in the questionnaire. Statistical values as to this item supported the above argument. That is to say, 79,6% of the participating teachers stated that they *strongly agree* or *agree* (N=133). On the other hand, the number of people who did not state any idea (N=24) was comparatively high in comparison to the ones giving negative responses (N=8). Teachers recognition of this emergent fact is significant in pedagogical terms. Now that they are aware of this fact, ELF teachers most probably do not teach English by following the *cliche* of ‘native speaker proficiency’. Their awareness of the numerical supremacy of nonnative speakers over natives is likely to promote them to teach EIL with its varieties, differences and pluricentric nature instead of taking the native speaker proficiency as a model or a target as it was once.

In actual fact, teachers’ familiarity with sociolinguistic profile of English language may also indicate that *they are knowledgeable about the impact of globalisation on English language education system (item 8)*. As table 13 shows, a good number of respondents (N=120) confirmed that they were well-informed about this issue by marking *strongly agree* and *agree* options. As in the previous item, the percentage of undecided teachers (19,8%) was high by comparison with a small group of teachers (N=13) 4 of whom stated that they were absolutely not knowledgeable about the affect of globalisation on ELT. The remaining 9 teachers choose the answer of disagree, thereby taking 5,4% of opposite responses. Considering new education policies, regulations and changes in teaching of English have gained momentum particularly with the globalisation, the

number of teachers who did not state any opinion about this statement is relatively high which is thought-provoking.

#### 4.2.2.2. Analysis of EFL Teachers' Familiarity with the Concepts of WE, EIL and ELF

If we now return to what extent participants familiar with the phenomena emerging as a result of globalization, here below are responses given to the related questionnaire items.

**Table 14: EFL Teachers' Awareness of World Englishes, ELF and EIL**

	Items	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Mean
4	I am knowledgeable about what pluriculturalism means	47 (28,1%)	94 (56,3%)	15 (9,0%)	8 (4,8%)	2 (1,2%)	4,06
5	I know that people speaking varieties of English (e.g. Singaporean, Australian English) pronounce some sounds ('th' /θ/ and /Ō/) differently from native speakers	82 (49,1%)	66 (39,5%)	11 (6,6%)	6 (3,6%)	1 (0,6%)	4,33
6	I am aware that recognition of cultural diversity makes it easy to understand the varieties of English (e.g. Australian, Singaporean, Indian English)	69 (41,3%)	73 (43,7%)	15 (9,0%)	7 (4,2%)	2 (1,2%)	4,20
9	I recognize that English words gain different meanings varying by the context it is spoken. e.g. 'bush', 'first/ground floor' in British, American and Singaporean English	66 (39,5%)	77 (46,1%)	17 (10,2%)	4 (2,4%)	3 (1,8%)	4,19
10	I know how L1 affects one's English accent	106 (63,5%)	55 (32,9%)	4 (2,4%)	1 (0,6%)	1 (0,6%)	4,58
11	I have knowledge about the concept of World Englishes	32 (19,2%)	57 (34,1%)	35 (21,0%)	26 (15,6%)	14 (8,4%)	3,40
12	I am enough informed about the existence of different English accents	48 (28,7%)	73 (43,7%)	26 (15,6%)	13 (7,8%)	4 (2,4%)	3,90
13	I have knowledge about the content of 'plurilingualism'	38 (22,8%)	78 (46,7%)	32 (19,2%)	13 (7,8%)	6 (3,6%)	3,77
14	I am aware that difference in pronunciation between native and nonnative speakers of English affects mutual intelligibility	60 (35,9%)	80 (47,9%)	18 (10,8%)	5 (3,0%)	4 (2,4%)	4,11

Seeking to understand EFL teachers' familiarity with the concepts of WE, EIL and ELF, nine questionnaire items were asked in this section. Drawing attention to the pluriculturalism, that is the core of the above phenomena, item 4 (*I am knowledgeable about what pluriculturalism means*) mostly took positive opinions from teachers. As provided in table 14, 'agree' option received a percentage of 56,3 which was followed by the percentage of 28,1 'strongly agree' answers. As for the ratio of undecided teachers, their percent was 9%. Of all participants, only 10 teachers gave 'strongly disagree' and 'disagree' answers. This finding is consistent with the findings of the third

item in previous section, in which a high number of teachers stated that they knew differences among various uses of English which, to some extent, related to the diversification in cultures that English has been in use.

To verify teachers' positive remarks regarding their knowledge about those differences, the fifth item (*I know that people who speak the varieties of English (e.g. Singaporean, Australian English) pronounce some sounds (e.g. 'th' /θ/ and /ð/) differently from native speakers*) is a concrete and specific example. The frequency of teachers *strongly agreeing* or *agreeing* with the above item was 148, while indecisive teachers received the second high frequency (11 teachers). When it comes to the respondents *strongly disagreeing* or *disagreeing* with this item, they had only a share of 4,2%. The majority's preference for 'strongly agree' and 'agree' options indicate that teachers know in which ways English use diversifies among speakers of English varieties.

Although it is not clear whether participants know the underlying reason of such phonological differences among WE, answers given to item 10 (*I know how L1 affects one's English accent*) give a point of view as to teachers' awareness of this issue. The affirmative responses given to this item comprise 96,4% of the whole answers. Notwithstanding, total number of respondents marking *strongly disagree*, *disagree* and *undecided* options was 6, accounting for 3,6% in percent. The findings show that teachers are mostly aware of the impact of one's mother tongue on his English accent. Although this is not enough to say that teachers' positive answers as to the differing pronunciation of 'th' sounds was an informed choice caused by being knowledgeable about the absence of 'th' /θ/ and /ð/ sounds in those speakers native tongue, it is probable therefore that they do not expect from their Turkish learners to pronounce those sounds as they are articulated within inner circle.

The above results are consistent with a substantial body of literature which have attributed the emergence of WE partly into the native language of those speakers using varieties of English. An additional factor with regard to the occurrence of those varieties is the acculturation of English in the communities it has been in use. This means that varieties of English used in those communities reflect their culture. In this regard, it would be not wrong to state that there is a linear relationship between the recognition of that culture and understanding of English variety used in that community. With the intend of measuring EFL teachers' awareness of the relation between culture and the varieties of English, they were asked to declare their opinions as to 6<sup>th</sup> item (*I am aware that recognition of cultural diversity makes it easy to understand the varieties of English e.g. Australian, Singaporean, Indian English*). The responses indicated that participants mostly demonstrated familiarity with this issue. A total of 73 out of 166 valid responses were in the direction of 'agree' while 69 teachers marked 'strongly agree'. While 9 participants held a negative attitude 15 respondents remained indecisive.



With the purpose of gaining a deeper insight as to teachers' awareness of the impact of culture on language use, a specific example was incorporated into the questionnaire i.e item 9 (*I recognize that English words gain different meanings varying on the context it is spoken. e.g. 'bush', 'first/ground floor' in British, American and Singaporean English*). As found in the previous item, the majority of participants (143) indicated a preference for *agree* and *strongly agree* options in a way to account for 85,6% of all responses. As for the least frequently marked choices, *strongly disagree* (2 participants) was followed by *disagree* (7) and *undecided* (15) options thereby corresponding to 14,4% of the whole sample. The results obtained from this item and the former one support the conclusion that state primary EFL teachers are knowledgeable about the affects of culture on the varieties of English, as evidenced by their knowledge about some English words gaining different meanings varying on the culture that it has been used.

To give a summary of the findings obtained in this section, it seems clear that participants are aware of the sociolinguistic profile of English and its affects on its use in different parts of the world. More specifically, respondent teachers confirm that they know about the nature of pluriculturalism referring to the impact of various cultures on the emergence of plural Englishes. Similarly, the pattern of responses given to the items asking for teachers' recognition of the varieties and changes in English use is in the same direction. In other words, they mostly know how and in which ways speakers of the varieties of English differ from each other. At its simplest, the above findings indicate that they are knowledgeable about some characteristics of World Englishes.

However, the findings of item 11 (*I have knowledge about the concept of World Englishes*) do not seem to support the above findings as much as it should be. While the percent of participants showing a positive stance is 53,3; the rate of respondents giving opposite answers is 24%. A further interesting finding is the ratio of teachers remaining neutral (21%). As illustrated in table 14 above, there is a slight difference among positive and negative/neutral answers. When compared to the aforementioned findings which statistically indicate that teachers largely know about differences in WE, it is interesting to see that nearly half of them did not give positive response regarding their knowledge about its meaning. Given teachers recognize that there are some other varieties of English except British or American, one explanation of the the above inconsistency may be their unfamiliarity with the concept of WE terminologically which is the name of all those varieties of English.

Regarding teachers' awareness of the presence of English varieties, results of item 12 (*I am enough informed about the existence of different English accents*) can be shown as an evidence. Of 164 participants who responded to this item, 121 choose *strongly agree* or *agree* which constituted for 72,4% of all answers. While 26 teachers (15,9%) expressed reservation as to this item, relatively few people gave negative answers, the ratio of which was 10,3 in percent. Based on these

values, it is true to say that participating teachers are mostly enough informed about the presence of different English accents which is pedagogically encouraging. It can thus be suggested that they are sensitive about making students familiar with those accents instead of teaching only native accents known as RP, Oxford English etc. which should no longer be the target of language learners in today's world.

Considering cumulative number of people speaking English with non-native accents, it becomes even more important to gain awareness of them particularly for "plurilingualism". Referring to 'be able to do things with the language', *plurilingualism* is the common point of EIL pedagogy, the CEFR and worldwide curriculum innovations including 4+4+4 in Turkey, too. Now that *plurilingualism* is a key fact of the latest curriculum innovation, it is critical to see whether teachers are aware of this term and its importance. In this respect, they were asked to report if they have knowledge about the content of 'plurilingualism' (*item 13*). The mean score for this item was 3,77 meaning that a good number of teachers (N=116) indicated a preference for *Agree* (46,7%) or *Strongly agree* options (22,8%). As for the indecisive respondents, their percentage was 19,2% which equalled to 32 teachers. Getting the lowest frequency, strongly disagree (6) and disagree options (13) were chosen by 11,4% in total.

As clearly displayed by the ratio of positive answers, Turkish EFL teachers are generally aware of 'plurilingualism' which may be an indicative of their concern and motivation to teach English as a means of communication. In doing this, one important thing to be considered is the profile that students need to communicate in English. As stated before, it is critical for learners to be knowledgeable about the sociology of English language and its impact on its use. Given the use of EIL refers to the possibility of interaction not only nonnative but also native interlocutors, it is critical for students to be taught about the problems which are likely to affect mutual intelligibility in their communication with NS-NNS. With the intend of seeing whether teachers know this fact, they were asked to indicate their opinions as to 14<sup>th</sup> item '*I am aware that difference in pronunciation between native and nonnative speakers of English affects mutual intelligibility*'. A general look at the values in table 14 above indicated that a very high frequency of teachers agreed (80) or strongly agreed (60) with this fact, which is an encouraging finding. While 10,8% of participants were undecided, half of them (5,4%) stated that they strongly disagree (4) or disagree (5) with this item. Now that they are aware of the impact of differences in pronunciation on mutual intelligibility, teachers are most likely to teach students in which ways these differences may lead to breakdown in communication, thereby increasing students' awareness as regards the points they should take into account while communicating with native and nonnative speakers.

### 4.2.3. Analysis of EFL Teachers' Beliefs and Attitudes Regarding ELT

Aimed to investigate Turkish state primary EFL teachers' perspectives, beliefs and attitudes as to the changes within 4+4+4 curriculum innovation with reference to their ELF awareness, this study aims to answer three main research questions. In that new English curriculum in Turkey has obviously been affected by the CEFR and implicitly by ELF phenomenon, the first question focuses on EFL teachers' awareness of globalisation and its impact on English language which may largely affect ELT practices as well. Recognizing that teachers play a vital role in the management and success of an educational change, the second question was designed such as to understand EFL teachers' general beliefs and attitudes of ELT which are highly influential on their teaching practices. In this regard, this part includes 25 questionnaire items aiming to answer the fourth research question of "What are Turkish state primary EFL teachers beliefs and attitudes with regard to ELT in general?".

**Table 15: EFL Teachers' Beliefs and Attitudes of ELT**

	Items	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Mean
1	ELT should be conducted according to the teaching practices of native speaker English countries	32 (19,2%)	40 (24,0%)	41 (24,6%)	41 (24,6%)	13 (7,8%)	3,22
4	Native accent should be taken as a model while teaching English	71 (42,5%)	64 (38,3%)	17 (10,2%)	13 (7,8%)	2 (1,2%)	4,13
10	The pronunciation of English-speaking countries e.g. RP should be taught students	59 (35,3%)	70 (41,9%)	26 (15,6%)	10 (6,0%)	2 (1,2%)	4,04
15	NET(s) are better in developing students' communicative competence	21 (12,6%)	56 (33,5%)	42 (25,1%)	35 (21,0%)	13 (7,8%)	3,22
17	I think students are more likely to communicate with nonnative speakers of English	25 (15,0%)	59 (35,3%)	49 (29,3%)	24 (14,4%)	10 (6,0%)	3,38
18	Rhythm and intonation should be taught students in English classes	45 (26,9%)	84 (50,3%)	31 (18,6%)	7 (4,2%)	-	4,00
20	It is quite useful for an English teacher only to be a native speaker of English in order to improve students' communication skills	13 (7,8%)	48 (28,7%)	54 (32,3%)	43 (25,7%)	9 (5,4%)	3,07
8	Students should be taught various functional uses of language e.g. apologizing, complaint	121 (72,5%)	45 (26,9%)	-	-	-	4,72
9	Language activities should get students skilled at asking and answering questions in target language	125 (74,9%)	40 (24,0%)	2 (1,2%)	-	-	4,73
11	Students should be taught communication strategies such as repetition, clarification, body language	101 (60,5%)	59 (35,3%)	4 (2,4%)	2 (1,2%)	-	4,56
12	In English classes, situations with the real use of language (e.g. a real conversation in an airport) should be shown students	132 (79,0%)	32 (19,2%)	3 (1,8%)	-	-	4,77
21	Being taught by a native speaker English teacher is more important than many factors e.g. pedagogic formation, pedagogical content knowledge	12 (7,2%)	22 (13,2%)	50 (29,9%)	52 (31,1%)	29 (17,4%)	2,61

**Table 15: (Continued)**

25	English language teaching should be conducted by taking students' needs into account	86 (51,5%)	72 (43,1%)	7 (4,2%)	-	-	4,47
3	In English courses, teaching cultural elements of the various countries appeals to students	89 (53,3%)	70 (41,9%)	5 (3,0%)	2 (1,2%)	-	4,48
6	I think global issues e.g. environment, global warning, refugee, future of the earth arouse students' interest	48 (28,7%)	60 (35,9%)	36 (21,6%)	18 (10,8%)	5 (3,0%)	3,76
7	It is essential to create cross-cultural awareness in English lessons	82 (49,1%)	73 (43,7%)	12 (7,2%)	-	-	4,41
16	Differences e.g. lexis, pronunciation, grammar arise from the use of English as a foreign and native language should be taught students	41 (24,6%)	69 (41,3%)	43 (25,7%)	13 (7,8%)	1 (0,6%)	3,81
24	In English courses, pronunciation should be taught based on the principle of mutual intelligibility	65 (38,9%)	84 (50,3%)	14 (8,4%)	3 (1,8%)	-	4,27
2	Group work facilitates students' language learning process	87 (52,1%)	65 (38,9%)	14 (8,4%)	1 (0,6%)	-	4,42
5	Feedback given at the time of students' speaking reduces the possibility of doing the same mistake later	64 (38,3%)	57 (34,1%)	28 (16,8%)	11 (6,6%)	7 (4,2%)	3,95
13	Language skills e.g. listening, reading should be instructed separately	103 (61,7%)	41 (24,6%)	15 (9,0%)	6 (3,6)	2 (1,2%)	4,41
14	English communication skills can only be measured through listening-speaking exams	29 (17,4%)	35 (21,0%)	36 (21,6%)	50 (29,9%)	7 (10,2%)	3,05
19	Projects prompt students to undertake the responsibility of language learning	49 (29,3%)	72 (43,1%)	30 (18,0%)	13 (7,8%)	3 (1,8%)	3,90
22	Students' readiness to acquire language skills vary on their grades	94 (56,3%)	62 (37,1%)	5 (3,0%)	2 (1,2%)	2 (1,2%)	4,47
23	I know what sort of activities should be done while teaching English to students studying at different age groups	62 (37,1%)	80 (47,9%)	20 (12,0%)	4 (2,4%)	-	4,20

When asked to report their opinions as regards the 1<sup>st</sup> item (*ELT should be conducted according to the teaching practices of countries where it is spoken as a mother tongue*), more than half of participants gave either negative responses or remained indecisive. While 95 (57%) teachers indicated a preference for *Strongly Disagree* (13), *Disagree* (41) and *Undecided* (41), the number of participants choosing *Agree* (40) and *Strongly Agree* (32) options was 72, accounting for 43,2% in total.

This finding was unexpected and suggests that nearly half of the participants have still admiration for native speakers and their practices despite having found to be aware of the sociolinguistic profile of English language, a variety of English accents, numerical superiority of nonnative English speakers, plurilingualism and the impact of globalization on ELT. There are several possible explanations for this result. At first, their recognition of the current status of English and its affect in English teaching may be boiled down to a passive knowledge which is far from being practiced. If so, this is not a conscious awareness meaning that no matter what Turkish

educational authorities do to implement the changes and philosophy of the new curriculum, this is not likely possible in that “it is the teachers who are responsible for passing on the changes through their teaching to their students” (Fullan, 1993: 4).

Secondly, this conflicting situation may be related to teachers’ making a habit of doing this. That is, although they know that it is impossible and unsuitable to teach English in Turkish context by following the practices of native countries, they nevertheless support this notion which may be a sort of iconoclast imposed by their own teachers or education system (as cited in Deniz, E. B., Özkan, Y., & Bayyurt, Y., 2016). In either case, the abovementioned teacher’ perspective will pose an obstacle in reaching the specified targets.

Another item demonstrating teachers’ *native speaker idealism* is the fourth one (*Native accent should be taken as a model while teaching English*). Of the study population, 135 subjects agreed or strongly agreed, corresponding to 80,8% totally. A comparatively low number, teachers marking the choices of Strongly Disagree and Disagree was 15 (9%) while 17 participants did not state any idea. As evidenced by the high mean scores i.e 4,58 and 3,90 respectively, EFL teachers are knowledgeable about the impact of the first language on one’s English accent and the existence of different English accents. Despite this, native accent still gains favour as a thing to be taken as an example, a finding which is consistent with other studies conducted by Jenkins (2005), Wen (2012) and Sowden (2012: 89).

This finding is discouraging in many respects. If EFL teachers believe that native accent should be imitated, then they are likely to teach by trying to get their students acquire it. Given that it is almost impossible for those students to get a native-like accent, this is no more than an unnecessary effort disheartening them. In actual fact, students do not need to speak English with a native accent, in that their interlocutors are likely to be nonnatives like themselves. Even if it is not so, that is, they have to communicate with native speakers, nobody expect them to speak like a native in such a world where even native English speakers do not speak in a standart way. To be more specific, native accent is not expected to be taught as understood from the strong emphasis on communicative competence in new English curriculum. That is to say, Turkish state EFL teachers are supposed to enable students to meet their communicative needs besides expressing themselves to others and understanding them by speaking English.

In line with this expectation, another nonessential thing for EFL teachers is the training of native-countries’ pronunciation although they think just the opposite as evidenced by the results of item 10 (*The Pronunciation of English-speaking countries Received pronunciation etc. should be taught students*). By means of choosing Agree or Strongly Agree options, 129 (77,2%) teachers shared the belief that English-speaking countries’ pronunciation should be taught students. The

number of participants opposed to this idea was 12 (7,2%) whereas 26 (15,6%) people felt hesitation.

A very similar pattern of responses is seen in the 18<sup>th</sup> item (*Rhythm and intonation should be taught students in English classes*) as well. The overall response to this question was very positive. That is, 129 teachers thought that students should be taught rhythm and intonation in English classes while 7 participants held an opposite idea. As for the number of indecisive teachers, they comprised 18,6% (31) of the whole respondents. Not surprisingly, these results match those observed in earlier studies. To give an example, in a study conducted by He, D., & Zhang, Q, (2010), it was founded that most of the teachers wanted their students to acquire native like pronunciation. In another study seeking to find out sixty-four Japanese inservice and preservice English teachers' attitudes towards nonnative varieties of English, Miyagi (2006) found that majority of the teachers preferred to teach 'performance varieties' (inner circle).

Considering Turkish EFL teachers' enthusiasm for ELT practices of native-speaking countries and their accent, it is no surprise to face with this result. However, teachers' belief as to the necessity of teaching RP or Oxford English demonstrates once more that they are far from perceiving the philosophical core of teaching English for 'communication' which is likely to be with other nonnative speakers for whom suprasegmentals such as intonation and rhythm are very advanced and redundant.

In this regard, it is critical whether teachers are aware of the abovementioned possibility i.e.the high probability of using English with other nonnative speakers. Having addressed to understand this, 17<sup>th</sup> item (*I think students are more likely to communicate with nonnative speakers of English*) took positive responses from 50,3% of the participating teachers 59 of whom marked Agree option (35,3%) while the rest choose Strongly Agree (15%). While one-half of respondents reported agreement, the other half (49,3%) held a negative attitude (34) or did not state any idea (49) related to this item. Considering 79,6% of the same participants displayed awareness of numerical superiority of nonnative speakers over natives in the former part, it is difficult to understand how only half of them now favoured the possibility of using English with mostly nonnative speakers.

Under normal conditions, if nonnative speakers are more than natives numerically, this means that the possibility of communicating with them is much more than interacting with natives, that is why the abovementioned result is conflicting. A possible explanation for this might be that teachers' familiarity with superiority of nonnatives vis-à-vis natives is a sort of unfocused reading, which is not integrated into the real life, namely English teaching. Another possible explanation for this is that there seems to be tension between the facts EFL teachers are aware of and believe. Despite knowing that their students are likely to meet and communicate with nonnatives, teachers

still want to believe that native speakers would be their students' future interlocutors. As discussed earlier, this inconsistency may be due to teachers' previous trainings, experiences and beliefs which are resistant to change. There are, however, other possible explanations such as the instructions of the new curriculum revised within the CEFR, including native speaker elements as said before.

Another firm belief of EFL teachers particularly in expanding circle countries e.g. Turkey is the high status of native speaker English teachers who are more respected than their non-native counterparts. It is possible to confront with a number of studies worldwide (Jenkins, 2007; Sifakis and Sougari, 2005) revealing NNET's identity confusion caused by the feeling of inferiority vis-à-vis their native colleagues. Not only are the administrators of ELT institutions, families and students, but also English teachers themselves think their nonnative colleagues superior especially in speaking skill. As an evidence of this situation, teachers' responses to 15<sup>th</sup> item (*Native speaker English teachers are better in developing communicative competence*) can be taken as a reference. In response to Item 15, nearly half of those surveyed (46,1%) regarded native speaking English teachers (NET) as better in developing students' communicative competence. While relatively few people strongly disagreed (13) or disagreed (35) with this idea, 25,1% of the participants remained neutral.

Another area of agreement concerns with the 20<sup>th</sup> item (*In order to improve students' communication skills; it is quite useful for an English teachers only to be a native speaker of English*). A considerable amount of teachers (61) attributed the development of students' communication skills into only a NET whereas slightly less people (52) rejected the notion by marking strongly disagree (9) and disagree (43) options. As for indecisive teachers, they comprised 32,3% of the whole participants. Although there was not a sharp difference between the two groups, teachers favoured the idea of only a NET is beneficial for the development of students' communication skills were, albeit, more than others who were against and kept silent.

As presented in table 15, in both of the above items the majority of participants believed in the supremacy of NETs vis-à-vis non-NETs in enhancing students' communication skills. On the one hand, it is possible to interpret this result as being part of EFL teachers' native speaker adoration as mentioned earlier. On the other hand, these findings may be an indicative of EFL teachers' concern of speaking English. Given a substantial body of research demonstrating NNET's anxiety and lack of confidence while speaking English, it is not unlikely that those EFL teachers are involved in this group. Another possible explanation for this is that teachers view NETs as a way of teaching some features of Oxford English as they believe in the necessity of teaching these elements in English classes.

While it is disheartening to see that NETs are mostly sublimated due to the abovementioned reasons, the fact that this adherence is not a blind faith is satisfying. Responses given to the 21<sup>st</sup>

item can be regarded as an evidence of this assumption. When requested to state whether they agree with the notion that *being taught by a native speaker English teacher is more important than many factors e.g. pedagogic information, pedagogical content knowledge etc.* (item 21), nearly half of those surveyed (48,5%) took a negative stand. While 29,9% of teachers stated they neither agree nor disagree, a comparatively low marked *Agree* (13,2%) or *Strongly Agree* (7,2%) options. A similar result was also taken in a study carried out by Bayyurt & Ersin (2016) in which all in-service teachers regard the ideal English teacher as the person who is ‘a non-native speaker with a pedagogical formation certificate’.

In accordance with these results, it is possible to say that at least about one-half of participants know that teaching a foreign language requires much more than just speaking it. Even if pedagogical content knowledge is the first thing coming into mind in speaking of those necessities, the current status of ELF or EIL adds another dimension to the matter. That is, teachers’ recognition of the transformation of English and its impact on ELT which is also supposed to reshape their beliefs. Within the process that English turned out to be an international lingua franca, the need of its use for real communicative purposes has gained momentum, thereby becoming one of the main targets of ELT in many countries.

For instance, Turkey is one of them which has put a special emphasis on students’ ability to use English in meeting their basic needs. That is why, new English curriculum called as 4+4+4 was revised in a way to set a relationship between students’ daily life and ELT. It is encouraging to see that Turkish EFL teachers have also had the same point of view as understood from their responses to 25<sup>th</sup> item (*English language teaching should be conducted by taking students’ needs into account*). Of the 165 participants who responded to this item, 158 indicated that they *strongly agreed* (86) or *agreed* (72) while 7 people expressed reservation. Based on the absence of participants marking disagree or strongly disagree options, it is true to conclude that almost everybody agreed on the necessity of teaching English by considering students’ needs.

In this regard, the question such as ‘what sort of needs students have while speaking English’ comes into mind. Having failed to communicate successfully in English despite continuous efforts, Turkish state primary EFL students are supposed to maintain communication even at a minimum level via new curriculum. In the simplest term, they are expected to ask and answer questions in target language. Turkish EFL teachers think similarly as shown in their positive remarks. As provided in table 15, *Strongly Agree* (74,9%) and *Agree* (24%) options got the highest frequency for the related item i.e. item 9 (*Language activities should get students skilled at asking and answering questions in target language*). None of the participants opposed to this idea while 2 teachers stated to be indecisive. Now that 98,9% of respondents believed in the necessity of language activities enabling students to ask and answer questions in English, it can be interpreted in two senses. In the first instance, there is a consistency between targets of MONE and EFL teachers’



opinions. In the present case, teachers would most probably encourage their students to use the language practically by making them pursue interaction through questions and answers. Secondly, having found to be aware of the practical importance of speaking English, EFL teachers are likely to teach it through activities which make students use language practically rather than learning it as a passive knowledge.

It goes without saying that the ability of questioning and giving answers does not necessarily warrant the practical use of that language. One of the indicators that one uses target language in practical terms is its functional use. In other words, you must know how to express yourself in that language when you are surprised or need to apologize, appreciate, complaint etc. Having displayed consensus on this issue, all of the replicants (99,4%) except one gave positive answers when asked to indicate if they agree on the related item (*Students should be taught various functional uses of language e.g. apologizing, complaint*). This result is hopeful in terms of showing EFL teachers' awareness as to teaching of English functionally as expected by MONE as well.

Another point that Turkish EFL teachers displayed sensitivity is communication strategies (CS) which can be described as the ways of dealing with difficulties encountered within the flow of communication or use of strategies e.g. clarification, repetition to manipulate the problems leading to communication breakdown. As one of the main topics that new curriculum draws attention, it is crucial to find out whether teaching of CS are equally important for Turkish EFL teachers as well. When asked to state their opinions concerning with this issue (*Students should be taught communication strategies such as repetition, clarification, body language etc.*), a good number of teachers expressed a positive opinion by marking *Strongly Agree* (60,5%) and *Agree* (35,3%). Differently from the previous one, *Disagree* option was chosen by 2 (1,2%) people in this item while 4 (2,4%) teachers remained neutral. As is in the former one, positive results obtained in this item can be regarded as a hint that EFL teachers pay attention to prepare language activities which lead students to use these elements while practising target language.

In performing these language activities, it is imperative for students to perceive them real as much as possible instead of doing sth designed with one-size-fits-all approach. That is to say, language activities should be performed in a way make students use target language spontaneously, instead of speaking with rehearsed, memorized speech phrases. One way of doing this is to fictionalize or show situations taking place in different contexts, thereby including real and varying use of language. For instance, watching or being included in a real conversation in a restaurant may be more didactic and inspiring for students rather than trying to practice it by reading a related dialogue or learning by rote with no obvious reason. Not surprisingly, the highest mean score in table 7 for item 12 (*In English classes, situations with the real use of language e.g. a real conversation in an airport should be shown students*) indicate that majority of the participating teachers thought in the same way except for 3 undecided ones.

Based on the positive results obtained so far, it is clear that Turkish EFL teachers are in favor of addressing students' needs in teaching English. Given English is widely spoken and acclaimed lingua franca, its use and teaching for real communicative purposes is the very thing. In this context, teaching CS and functional use of language besides providing activities focusing on the real and mutual use of language are some of the notions which are supported by the participants to a large extent.

However, the intended by the concept of EIL is not only the use of English for communication. As a foci point of many curriculum innovations including 4+4+4 in Turkey, intercultural competence has gained importance in recent years. Having inspired from one of the CEFR principles i.e. appreciation for cultural diversity, new English curricula was designed such as to make students develop a plurilingual and pluricultural perspective. That is, they are supposed to appreciate their own language and culture besides being tolerant of differences caused by interacting with people who belong to other cultures and languages. Considering EIL/ELF refers to the increasing use of English for various purposes with many people from different corners of the world, it is indispensable to develop an understanding as regards other languages or cultures and showing respect to them.

Given revised English curriculum aimed to achieve this, the thing required to be investigated is whether Turkish EFL teachers, as the fieldworkers of MONE, think in the same way. Having asked to find out this, the third questionnaire item (*In English courses, teaching cultural elements of the various countries appeals to students*) was answered positively to a great extent. That is, a total of 159 out of 166 valid responses were either *Agree* (70) or *Strongly Agree* (89) whilst 5 teachers were indecisive and 2 of them showed disagreement. This finding is not only in tune with the expectation of MONE, but also a satisfying result which serves for the purpose of teaching EIL and the CEFR.

Now that they have approved of teaching cultural elements of other countries, it is not difficult to predict EFL teachers' belief as to the necessity of raising cross-cultural awareness in their lessons. Thus, when asked to state their opinions as regards the 7<sup>th</sup> item (*It is essential to create cross-cultural awareness in English lessons*), over two thirds of all participants (155) gave positive responses as expected. While nobody raised an objection to this idea, 12 teachers reported instability. Based on the highest frequency of participants supporting the creation of intercultural awareness in English lessons, it is possible to state that Turkish EFL teachers are not prejudiced or closed to the values of other cultures, countries and people which makes it easier for them to grow up individuals who are open to be global citizens.

In doing so, it is inevitable for EFL teachers to make their students aware of the problems of the world they live in. One way of doing this is to give children a point of view related to the global

issues as of early ages. Given that association of language teaching with learners' real life arouses their interest thereby easing learning process (Cummins, 1994) discussion of the real issues on foreign language curriculum would be influential on broadening students' vision besides increasing their interest towards class and making them sensitive to the related topics. With this purpose in mind, Turkish MONE incorporated a range of global problems into the new curriculum of different grades through course subjects such as natural forces, saving the planet, democracy and so forth.

Seeking to find out EFL teachers' opinions related to this attempt, the 6<sup>th</sup> item (*I think global issues e.g. environment, global warning, refugee, future of the earth arouse students' interest*) was addressed. Similar to a number of scholars e.g. Alptekin (1993), Yano (2009) favouring the use of international themes within the content of English courses, the majority of those who responded to this item indicated a preference for *Agree* (35,9 %) and *Strongly Agree* (64,6 %) options. While 36 teachers did not express an opinion, 23 people gave negative answers by marking *Strongly Disagree* (5) and *Disagree* (18). To interpret these results in general, it is true to say that there is a consensus between EFL teachers and MONE on the positive impact of teaching global issues on arousing students' interest towards lesson.

Based on these results obtained, it would be possible to conclude that EFL teachers exhibited positive attitude as regards teaching English for communication and raising students' intercultural competence as proposed by ELF/EIL. With the intent of clarifying another scope of the issue, 16<sup>th</sup> item (*Differences e.g. lexis, pronunciation, grammar arise from the use of English as a foreign and native language should be taught students*) was posed to the participating teachers. As will be evident from the content of revised coursebooks and the introduction of new English curriculum, this issue does not seem to draw Turkish authorities' attention. While MONE lay a special emphasis on improving *Turkish citizens' ability to communicate effectively on an international level*, it is not possible to see the same attitude on increasing their awareness as to the differences derived from the various uses of English.

Considering the exhaustive structure of *World Englishes*, it is, of course, not possible and necessary to teach all of the varying aspects of English use worldwide. The thing to be done within teaching EIL is to enable students familiar with this issue which paves the way for them to speak English internationally. In the simplest term, learners should know that English may be used differently in lexical, grammatical and phonological terms when used as a native, second and foreign language. As well as making learners understand the logic of EIL/ELF and WE phenomena, awareness of these differences also encourages them to determine their strategies while interacting with other English users. For example, they could know that some of the grammar rules which are specifically taught in English lessons are, indeed, not sine qua non while speaking. In addition to that, recognition of the diversifying uses of English language is one of the parameters which remove students far from being victims of *native-speaker fallacy*. Having seen that people

can interact with each other although they do not speak English like native speakers, Turkish students are likely to be more confident and easy while speaking in target language.

Even if it is not specifically emphasized as much as intercultural competence in new English curriculum, teachers' perspective as regards teaching abovementioned differences is worth exploring. Hence, the fact that more than fifty percent (65,9%) of teachers gave positive responses to this item clearly revealed that they attribute importance to this issue differently from Turkish education authority. As displayed in table 15, less than one third of participants (43) felt hesitation whereas 14 people had opposite statement regarding this idea. In actual fact, the highest frequency obtained in this item supports previous research related to EFL teachers' awareness of the characteristics of *WE*. These two complimentary results may be interpreted as teachers' willingness to include these topics in their English classes which is the right decision taking the current mission of English into account.

Considering diversity and high number of people using English for communicative purposes, one of the above topics deserved to be closely examined is, undoubtedly, pronunciation. As mentioned earlier, knowledge of the sociolinguistic profile of English not only motivates its speakers in seeing different ways of pronouncing English words but also makes them realize that they should use English in a way to be understood by others. In other words, mutual intelligibility is the required thing if the common goal of using English is to communicate. It seems that EFL teachers thought similarly as understood from their answers to 24<sup>th</sup> item (*In English courses, pronunciation should be taught based on the principle of mutual intelligibility*). As can be seen from the table above, the most frequently marked choices are *Agree* (84) and *Strongly Agree* (65) followed by undecided and disagreeing teachers.

These findings suggest that given the chance, EFL teachers may support their classes with materials and activities in a way to increase learners' familiarity with the varieties of English. A further finding is the fact that Turkish EFL teachers generally believe in the necessity of creating cross-cultural awareness, drawing students' attention to global issues, teaching English based on the principle of mutual intelligibility and raising students' awareness of the differences they are likely to confront while speaking English with various interlocutors. In this regard, it would be not wrong to deduce that state primary EFL teachers have a potential to do what is necessary in accordance with the new curriculum which is the desired result.

In order to be sure that whether or not they have the same potential pedagogically, it is essential to look at the consistency between EFL teachers' pedagogical beliefs and the anticipated things by the new curriculum innovation. Given 4+4+4 lowers the age of compulsory language teaching into the 2<sup>nd</sup> grade of the primary school and revises English curriculum in line with this arrangement, the first thing to be looked at is teachers' opinions related to this issue.

In the revised curriculum, it is of critical importance to design activity works appropriate for students' age. Having already motivated to make activities varying on the classes they teach, EFL teachers are supposed to know that students studying at the first and second level of primary school can not learn English with the same activities. Because of the physical and cognitive characteristics of young learners, new curriculum proposes teaching of listening and speaking skills basically via physical activities, games, hand crafts etc. It goes without saying that as the grade of the class increases, activities and skills to be taught show a change.

With the purpose of understanding whether they were informed about this issue, 23<sup>rd</sup> item (*I know what sort of activities should be done while teaching English to students studying at different age groups*) was asked participating teachers. As indicated by 85%, respondents stated to be either agreed or strongly agreed with this item, whilst 12% remained neutral. The percentage of disagreeing people was comparatively low i.e. 2,4%. Given the impact of physical, cognitive and psychological features of different age groups on language learning/teaching process, these results were very encouraging.

Very similar findings were obtained for the former item (*Students' readiness to acquire language skills vary on their grades*). It can be seen from the data in Table 15 that more than one third of participants either *Agreed* or *Strongly Agreed* on this item while 5 teachers did not state any idea. There was also a group of 4 people who disagree and strongly disagree with the notion students' grades are influential on their readiness to acquire language skills. The results of this item and the one before suggest that teachers are well-informed about the core of teaching English to young learners i.e. the fact that students' needs and learning styles related to language learning varies on their ages, thereby grades. Having found to be sensitive and knowledgeable about this issue, EFL teachers are likely to implement the instructions and activities in the new curricula as suggested by MONE.

Another item taking mostly positive responses from EFL teachers is the one related to group work i.e. item 2 (*Group work facilitates students' language learning process*). A very high percentage of teachers (91%) partially or completely believed in the positive impact of group work on students' language learning process. 1 participant held an opposite idea while 14 teachers did not give an opinion. It is encouraging to see these results taking the suggestion of MONE into account as regards the use of activities e.g. drama, role play, communicative tasks which promote students to work in groups in English classes.

Besides suggesting the use of these activities, MONE specifically underlines the importance of projects both in formal evaluation and students' self-assessment process. Hence, it is no surprise to see project papers in the assesment part of the new curriculum of 2<sup>nd</sup>-8<sup>th</sup> grades. It seems from the answers of teachers into the 19<sup>th</sup> item (*Projects prompt students to undertake the responsibility*

of language learning) that they held a positive attitude regarding the function of projects. As illustrated in table 15, 121 participants believed that projects are a sort of stimulant to encourage students not only to supervise themselves but taking responsibility of learning process. 30 teachers stated to be indecisive for this item while more than half of them (16) marked *strongly disagree* and *disagree* options. Accordingly, there seems to be consensus between EFL teachers and MONE regarding the importance of using projects to evaluate students besides making them active as much as possible in learning process.

The above finding as regards the perception of projects as a means of formal and self-evaluation is partly supported by the results of the 14<sup>th</sup> item (*English communication skills can only be measured through listening-speaking exams*). As shown in table 15, 40,1% of the participants rejected the notion that listening and speaking exams are the only means of measuring English communication skills. This data can be interpreted as the existence of some other ways of doing this among which projects take an important place. Interestingly, a considerable amount of teachers (38,4%) agreed on this idea while the rest of the participants (21,6%) expressed reservation. There are two likely causes for the small difference between participants favoring the idea and rejecting it. Now that over one third of participants either partly or completely believed in the uniqueness of listening-speaking exams in evaluating English communication skills, this meant that they do not believe in the efficiency of TEOG exam conducted by MONE at the 8<sup>th</sup> grade of primary school. Secondly, if English communication skills refer to be able to do things with English regardless of the skills, the perspective favouring listening and speaking skills is not appropriate for this understanding. In actual fact, Turkish MONE does not support such a point of view as understood from their suggestion regarding the use of *an eclectic mix of instructional techniques* and various activities in the introduction part of the new curricula.

While the above item reveals once more that suggestions of Turkish MONE are generally in the same direction with EFL teachers beliefs, there are two issues what we are witnesses of difference of opinion. In the first one i.e. item 13 (*Language skills e.g. listening, reading should be instructed separately*); the overwhelming majority of the respondents (144 people) reported agreement in contrast to the *de rigueur* by MONE. A comparatively low number, 8 people showed a preference for *strongly disagree* and *disagree* whilst 15 people did not give an idea about this item. It seems possible that these results are due to the difficulty of having enough time for these skills via eclectic approach, which is partly caused by unsuitable learning conditions, lack of technological facilities, crowded classes and so forth.

As for another item that shows inconsistency between Turkish MONE and participant teachers, it is item 5 (*Feedback given at the time of students' speaking reduces the possibility of doing the same mistake later*). While MONE suggest EFL teachers to focus on the durability of communication and correct students' mistakes later instead of warning them at the time of

speaking, the results of this item say the exact opposite. That is, 121 teachers supported the idea that feedback given simultaneously is influential on reducing the possibility of repeating that mistake. There was also a group of respondents who marked strongly disagree and disagree (18 people) options, thereby sharing the same idea with MONE. As to indecisive teachers, their number was 28, accounting for 16,8% of all participants.

The high amount of teachers who believed in the efficiency of simultaneous intervention into students' speaking is a discouraging finding. It goes without saying that students' motivation has a tendency to decrease when they are corrected at the time of speaking, which is, mostly, demoralizing situation from the point of students. Secondly, not every error requires teacher to interrupt immediately, that is, some points need to be taken into account while interfering with the error. While it is beyond the scope of this part to discuss the details of this issue, the above results indicate that teachers are also not much knowledgeable about the things as regards giving feedback as necessary.

To sum up the findings obtained in this section, it would be not wrong to say that traditional native speaker adoration has still went on. In spite of their awareness as regards the evolvement of English language varying on people, countries and cultures in which it is spoken, Turkish EFL teachers still regard native speaker characteristics such as native accent, RP, rhythm and intonation as necessary to be taught in English classes. Additionally, native speaker English teachers also get their share from Turkish counterparts' adoration. As is often the case, they are thought superior especially in increasing students' communicative performance.

Despite the abovementioned idolisation, it would be injustice to describe this situation as unconditional. Besides attaching particular importance to native speakers and their characteristics in using English, Turkish teachers are not unaware of the latest trends in ELT. Pursuant to the current status of EIL and its impact on English teaching, they believe in the necessity of teaching English for communicative purposes that is why they think that students should be taught to use English functionally. In this regard, they are thought to reach an agreement with Turkish MONE who revised the available English curricula based on that principle.

In addition to the real use of language, teaching cultural elements of other countries, creating cross-cultural awareness, arousing students' interest in global issues and mutual intelligibility are some of the other issues on which consensus is built between the makers and implementers of the new English curriculum. It is also possible to see this agreement on pedagogical issues such as the promotion of projects and group work in English classes besides the necessity of using various activities while teaching English in different grades. In this sense, it is possible to say that there is a linear relationship between EFL teachers' beliefs and the expectations of Turkish MONE as voiced in 4+4+4.

However this does not necessarily mean that they come to terms on each matter. There are also some issues that opinions differ. First of all, it is clear that EFL teachers believe in the significance of making students familiar with the varieties of English whereas MONE does not put emphasis on this issue. Another topic leading to divergence is the instruction of language skills. That is, while EFL teachers believe in the necessity of instructing those skills separately, MONE is in favor of teaching them with an eclectic method. As mentioned earlier, teachers' demand as to this issue may be caused by the inefficiency of eclectic method caused by the conditions of learning environment. Except for these two items, there seems to be a consensus between the two shareholders of the new education reform. Now that teachers' opinions and beliefs as regards ELT are taken for granted and in tune with MONE, the thing to be investigated is whether their thoughts as to the revised coursebooks are in the same way. With the purpose of understanding this, the fourth part called as "Books" were involved in the questionnaire.

#### **4.2.4. Analysis of EFL Teachers' Opinions of New English Coursebooks and TEOG Exam**

Aiming to shed light on Turkish EFL teachers' opinions as regards English coursebooks and the content of TEOG exam revised within 4+4+4 curriculum, this section is composed of two different subparts called as 'Books' and 'TEOG exam'. In the first section, twenty questionnaire items were initially addressed participants in order to take their pulse concerning with new textbooks. While doing this, teachers were asked to tick up ( $\surd$ ) the grade of which English coursebook they would evaluate. Following the clarification of teachers' perceptions, results of non-parametric tests i.e. Kruskal Vallis, Mann-Whitney were presented in reply to the question of whether teachers' opinions of the abovementioned coursebooks vary by grades. As for part B, it consists of twenty-one items which focus on finding out teachers' evaluations as to TEOG exam conducted by MONE at the end of 8<sup>th</sup> grade. Prior to the frequency analysis of questionnaire items, internal consistency of both parts were calculated and founded .924 and .706 respectively. Having founded to be acceptable, items included in the first section aim to answer the first part of the main research question, that is, "How do Turkish EFL teachers perceive the changes carried out in ELT within the scope of 4+4+4 educational reform?". Here below are the details.

##### **4.2.4.1. Part A: Analysis of Items Related to the English Textbooks Revised within 4+4+4 Curriculum Innovation**

In this section composed of 20 questionnaire items, Turkish state primary EFL teachers were asked to assess new English coursebooks revised with reference to the CEFR and EIL implicitly within the scope of 4+4+4 curriculum innovation.



**Table 16: EFL Teachers' Opinions Regarding New Textbooks**

English textbooks renewed within 4+4+4 education reform							
	Items	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Mean
1	Have contents which reflect Englishes except for British and American English	3 (1,8%)	22 (13,2%)	28 (16,8%)	66 (39,5%)	47 (28,1%)	2,20
8	Involve listening activities which enable me to introduce students various accents e.g. Arabic, Russian	4 (2,4%)	14 (8,4%)	20 (12,0%)	62 (37,1%)	66 (39,5%)	1,96
14	Involve activities which show different uses of English e.g. lexical, grammatical and phonological in various cultures e.g. Indian, Singaporean, Australian	1 (.6%)	12 (7,2%)	21 (12,6%)	71 (42,5%)	62 (37,1%)	1,91
3	Involve elements which enable me to increase students' cross-cultural awareness	7 (4,2%)	57 (34,1%)	41 (24,6%)	45 (26,9%)	17 (10,2%)	2,95
17	Encourage to show cultural differences among Turkey and other countries	13 (7,8%)	60 (35,9%)	38 (22,8%)	36 (21,6%)	20 (12,0%)	3,05
2	Allow me to create a meaningful link between students' daily life and things they learned in class.	12 (7,2%)	74 (44,3%)	30 (18,0%)	34 (20,4%)	17 (10,2%)	3,17
4	Provide for situations that students can use English in everyday interactions e.g. address description, introduction etc	11 (6,6%)	101 (60,5%)	32 (19,2%)	11 (6,6%)	12 (7,2%)	3,52
5	Address students' level in terms of the instruction of topics e.g. science, natural forces, saving the earth etc	16 (9,6%)	74 (44,3%)	29 (17,4%)	34 (20,4%)	14 (8,4%)	3,26
11	Allow me to improve students' ability to use language appropriately for the communication situation	10 (6,0%)	53 (31,7%)	44 (26,3%)	43 (25,7%)	17 (10,2%)	2,97
6	Enable me to do unprepared, authentic communication activities	15 (9,0%)	42 (25,1%)	32 (19,2%)	50 (29,9%)	28 (16,8%)	2,79
10	Prepare students to use English beyond classroom	13 (7,8%)	36 (21,6%)	44 (26,3%)	43 (25,7%)	31 (18,6%)	2,74
16	Display students situations in which communication strategies e.g. repetition, clarification, body language are used	12 (7,2%)	50 (29,9%)	36 (21,6%)	52 (31,1%)	17 (10,2%)	2,92
19	Encourage students to be engaged in English beyond the classroom	7 (4,2%)	39 (23,4%)	42 (25,1%)	50 (29,9%)	29 (17,4%)	2,67
7	Include abstract words e.g. democracy which I can only explain in Turkish	13 (7,8%)	42 (25,1%)	34 (20,4%)	57 (34,1%)	20 (12,0%)	2,82
13	Motivate me to teach English by considering individual differences	4 (2,4%)	23 (13,8%)	46 (27,5%)	64 (38,3%)	30 (18,0%)	2,44
15	Enable me to encourage students to self-assessment	8 (4,8%)	45 (26,9%)	45 (26,9%)	49 (29,3%)	20 (12,0%)	2,83
18	Include words/concepts e.g. bassaball, snowtubing which students are not familiar with in their real life	45 (26,9%)	76 (45,5%)	14 (8,4%)	22 (13,2%)	10 (6,0%)	3,74
9	Reinforce previous units while teaching new one	17 (10,2%)	59 (35,3%)	28 (16,8%)	43 (25,7%)	17 (10,2%)	3,09
12	Enable students to make pairwork and group work	12 (7,2%)	73 (43,7%)	33 (19,8%)	30 (18,0%)	18 (10,8%)	3,18
20	Include age-appropriate, interesting themes	10 (6,0%)	72 (43,1%)	30 (18,0%)	36 (21,6%)	19 (11,4%)	3,10

Findings of the 1<sup>st</sup> item (*English textbooks renewed within 4+4+4 education reform have contents which reflect Englishes except for British and American English*) are such as to confirm some of the assumptions related to the revised coursebooks. As aforesaid, the content of new English textbooks do not serve for the purpose of displaying varieties of English. By means of *the varieties*, the intended is not to teach WE and all diversifying aspects of English use worldwide. In accordance with the use of ELF, the expected thing is to make students familiar with this fact by showing several English accents, examples of various Englishes and notable differences in English use.

As is clear from the mean score (M=2,20) for the above item, the majority of participants (67,6%) denied the inclusion of other Englishes beyond British and American English in new textbooks. While 25 teachers said the opposite, the number of indecisive participants was 28. Based on these results, the first thing to be inferred is that students could not understand the logic of WE, if they are not provided for examples proving that English is not used similarly in everywhere. This indirectly means that they could not see the impact of culture and other native languages on English as well. If so, there is no reason for them to be respectful to other English speakers who belong to various cultures and languages. At the end of the day, native speaker fallacy is indispensable for them which is diametrically contrast with the fact of EIL/ELF. Given course books are indispensable part of any curriculum reform in providing terminal behaviour in students, the above picture is not a pretty sight. What is worse, it is open to discussion whether MONE is aware of this situation and specifies awareness of the varieties of English as the intended learning outcome.

The findings obtained from frequency analysis of 14<sup>th</sup> item (*English textbooks renewed within 4+4+4 education reform involve activities which show different uses of English e.g. lexical, grammatical and phonological in various cultures e.g. Indian, Singaporean, Australian*) are such as to enforce the above doubt. Of the 167 valid responses, the most frequently marked choices were *strongly disagree* and *disagree* the total of which was 133. A minority of participants (7,2%) indicated to be agree on the item above while 21 participants were hesitant.

Another item having a very similar pattern of responses is item 8 (*English textbooks renewed within 4+4+4 education reform involve listening activities which enable me to introduce students various accents e.g. Arabic, Russian*). When asked to indicate their opinions as regards this item, a vast majority of participants (76,6%) gave negative answer as table 16 above presents. Whilst 18 teachers confirmed the inclusion of listening activities in various English accents, 20 people did not state any idea. Considering the number students who have difficulty in understanding different nations' English accents as reported by Jenkins (2009) too, the above finding is, in fact, not surprising. In any case, considering the status of EIL and Turkish students' high possibility of using English with nonnative speakers, this result needs to be scrutinized.

That is to say, this finding is inconsistent with both the philosophy of teaching EIL and the ultimate target of Turkish Republic who attributes “economic, political and social progress in today’s society to the ability of Turkey’s citizens to communicate effectively on an international level”. (p. 3). If they do not understand different English accents, how they can communicate internationally is an important question waiting to be answered. Having revealed that new English textbooks are not efficient in displaying various Englishes, the findings above may again be attributed to MONE’s unawareness as to the practical benefits of being knowledgeable about the sociolinguistic back ground of English language on using and speaking it internationally besides seeing its importance.

While MONE could not show great performance in reflecting various Englishes, it is not possible to make the same comment for cultural differences. Having put emphasis on the improvement of intercultural competence and tolerance of cultural diversity, MONE revised available textbooks in a way to increase students’ cross-cultural awareness. In order to look at the issue from teachers’ perspective, their opinions of the 3<sup>th</sup> item (*English textbooks renewed within 4+4+4 education reform involve elements which enable me to increase students’ cross-cultural awareness*) was questioned. Even if there is not a sharp difference between participants favouring the idea and rejecting it, the number of teachers indicating a preference for *strongly agree* and *agree* (64 people) is more than others. In consistent with the findings of above one, 17<sup>th</sup> item (*English textbooks renewed within 4+4+4 education reform encourage to show cultural differences among Turkey and other countries*) also took high number of affirmative answers (73 people) whereas the number of participants having opposite statement was comparatively less. These findings suggest that in general new textbooks work out in increasing students’ appreciation for cultural differences, thereby making them sensitive to these differences.

Fortunately, the aforementioned hopeful picture is valid for other targets that MONE wants to accomplish through curriculum innovation. As mentioned before, driving force behind 4+4+4 curriculum change is to promote real use of target language. The desired thing is to make English stop being a subject taught in schools for no reason. That is, students are supposed to practice the things they learn in class. It goes without saying that association of learners’ real life with the learned things is an efficient way of doing this. It seems that MONE has achieved this through new coursebooks as inferred from teachers’ answers to the 2<sup>nd</sup> item (*English textbooks renewed within 4+4+4 education reform allow me to create a meaningful link between students’ daily life and things they learned in class*). As shown in table 16, 86 EFL teachers approved that new textbooks give them an opportunity to set a relationship between students’ daily life and the language learned. While 51 participants asserted the contrary, 30 people preferred not to say anything.

To reinforce the positive findings above, responses given to item 4 (*English textbooks renewed within 4+4+4 education reform provide for situations that students can use English in*

everyday interactions e.g. address description, introduction so on) can be taken into account. A summary of respondents preferences indicated that more than half of participants (112) reach a consensus on involvement of situations in new coursebooks that lead students to use English in daily life. Other responses to this item included 23 *disagree* and 32 *undecided*. In addition to the use of everyday interactions, instruction of some topics to be described as global, thereby from real life can be interpreted as another sign of MONE's effort in associating students' life with the learnt. Now that participants confirmed the 5<sup>th</sup> item (*English textbooks renewed within 4+4+4 education reform address students' level in terms of the instruction of topics e.g. science, natural forces, saving the earth etc*), it seems that the above attempt has been appreciated by EFL teachers as well. In a more nuanced analysis, it is seen that more than half of teachers (53,9%) supported the above notion while a comparatively low (28,8%) argued against it.

Even if not having a similar high proportion of agree and strongly agree options, 11<sup>th</sup> item (*English textbooks renewed within 4+4+4 education reform allow me to improve students' ability to use language appropriately for the communication situation*) reveals once more that language use in an authentic communicative environment or communicative competence, as MONE said in the introduction of *learning model for English 2nd-8th Grades*, was achieved to some extent. That is to say, 63 teachers took a positive stand as to that item while slightly less (60 people) held an opposite idea. In proportion to the former one, the number of undecided participants was a bit more (44 people) in this item.

While real and appropriate use of English language is thought to be achieved to some extent, it is not possible to say the same thing for communication strategies. As shown by their remarks upon 16<sup>th</sup> item (*English textbooks renewed within 4+4+4 education reform display students situations in which communication strategies e.g. repetition, clarification, body language are used*), EFL teachers shared the view that revised coursebooks are not effective in showing situations including the use of communication strategies. Although there is not a big difference between teachers having positive and negative responses, the number of teachers indicating a preference for *strongly disagree* and *disagree* (69 people) is a bit more than the other group (62) as bolded in table 16. With regard to undecided participants, they comprised 21,6% of the whole respondents. Given that use of CS is an indispensable part of the communicative and natural use of that language, thereby one of the main goals of the new curricular model the obtained finding is not an expected result.

Another undesired result is new coursebooks' insufficiency in leading teachers to do authentic communication activities as seen from participants' answers into the 6<sup>th</sup> item. (*English textbooks renewed within 4+4+4 education reform enable me to do unprepared, authentic communication activities*). Table 16 presents the low mean score (M=2,79) obtained from the analysis of teachers' responses into this item. Accordingly, almost half of the participating teachers

(46,7%) held the idea that revised coursebooks do not enable them to do simultaneous, authentic communication activities as mentioned above. Other responses to this item included 34,1% *agree* or *strongly agree* and 19,2% undecided.

A possible explanation for this might be that activities in related coursebooks are composed of stereotyped or usual situations and phrases which do not allow teachers to use their creativity. If so, it is difficult to expect students to use target language except determined situations and contexts. In other words, the use of language would be restricted to its use within classroom. As a matter of fact, it appears that teachers think in the same way. When asked to state their opinions as regards the 10<sup>th</sup> item (*English textbooks renewed within 4+4+4 education reform prepare students to use English beyond classroom*), the majority (74 people) stated to be *strongly disagree* or *disagree* while only 49 people believed in the opposite. Regarding hesitant participants, their number was too much to be ignored, which accounted for 26,3%. The pattern of responses to item 19 (*English textbooks renewed within 4+4+4 education reform encourage students to be engaged in beyond the classroom*) is almost in the same direction. Quite a few participants (47,3%) displayed consensus on the fact that students' engagement in English beyond the classroom is not promoted by new textbooks. Whereas 27,6% of teachers argued against this, 42 people did not express any preference.

Considering earlier findings which revealed that students are provided with situations that lead them to use English in everyday interactions, the above result may seem conflicting. However, this is not what it looks like. If students can not use the target language except for the same situations taking place both in class and daily life, this means that they can not use it beyond classroom. The intended thing here by the term of *beyond classroom* is the diversity of real situations and contexts requiring students to use the learned things appropriately. With this in mind, the findings of three questionnaire items given above indicate that new textbooks are far from encouraging teachers to design unprepared communication activities which may lead students to use target language in a prepared and predictable way. Having accustomed to speak in this way, students have most probably difficulty in practicing the learned things in different conditions taking place out of the classroom.

The shortcomings of the new curricula are not limited to the abovementioned one as well. As voiced by teachers, the revised curriculum do not fulfill one of its aims as promised in the preface of new learning model. Having attached importance *to address a wide range of learning styles and to meet the needs of learners at various stages*, MONE seems to be failed in achieving this target as inferred from teachers' answers into 13<sup>th</sup> item (*English textbooks renewed within 4+4+4 education reform motivate me to teach English by considering individual differences*). As table 16 shows, substantial number of participants (94) thought that new textbooks do not encourage them to teach English by taking individual differences into account. While a comparatively low number (27)

favoured the idea, a high proportion of respondents (46 people) were dubious about this notion. Given the anticipation of new learning model as to the use of an eclectic mix of techniques, diverse activities and materials in a way to appeal various age groups and individual features, the above result is worth of further thought.

Another area of disagreement concerns with students' evaluation. As presented in their remarks at the assessment part of the new learning model, MONE highlights the importance of self-assessment in line with the anticipation of the CEFR. With the purpose of promoting students to supervise and assess their learning process, revised textbooks includes some questions aiming to find out whether students acquire the specified, necessary learning outcomes. However, this attempt does not seem to achieve its purpose as will be evident from teachers' responses into the 15<sup>th</sup> item (*English textbooks renewed within 4+4+4 education reform enable me to encourage students to self-assessment*). When analyzed quantitatively, the percentages show that teachers mostly opposed this idea contrary to expectations. While there was an equivalence in agree and undecided (26,9%) options, strongly agree was marked by only 8 people (4,8%).

Yet another issue protested by participating teachers is related to the words included in revised textbooks. When asked to state their opinions of the 7<sup>th</sup> item (*English textbooks renewed within 4+4+4 education reform include abstract words e.g. democracy which I can only explain in Turkish*), the majority's preference is either *strongly disagree* or *disagree* as provided in table 16. While 34 teachers said to be undecided, the number of participants having positive response was 55. Given the difficulty of explaining abstract words into the primary level students due to the special characteristics of that age group, it is true to say that this is a positive criticism. However, it is not possible to make the same comment for the use of unfamiliar words which students are not likely to face with in their life.

With an attempt to understand teachers' opinions about this issue, they were asked to answer item 18 (*English textbooks renewed within 4+4+4 education reform include words/concepts e.g. bassaball, snowtubing which students are not familiar with in their real life*). A vast majority of respondents (121 people) affirmed this notion by choosing either *agree* or *strongly agree* options. While teachers having opposing views comprised 19,2% (32) of all participants, a comparatively low, 14 people remained indecisive. It is possible to interpret the above picture in two ways. At first, this finding is at odds with the priority target of MONE, which is to link the class and the learnt with students' daily life. Based on the examples given above, If students have never seen, heard or done bassaball and snowtubing in their real life, these words are likely to be meaningless for them. Indeed, it is not possible to describe these sports as commonly practiced in Turkey even if they are so in different parts of the world. That being the case, it is difficult for students to understand and animate these sports in their mind which are likely to decrease their attention into

the class, thereby conflicting with another target of MONE, that is, to present an enjoyable learning environment.

A possible explanation for MONE's attempt in using unfamiliar words may be to increase students' general knowledge and drawing their attention to the class by presenting them new things. It would be wrong to say that this effort is completely irrelevant. Needless to say, there would be students who enjoy learning such words, however this is generally an exceptional case as also understood from teachers' abovementioned critical answers. Except for the use of some words that students demonstrate unfamiliarity, the content of new coursebooks do not take much criticism from EFL teachers. To give an example, participants mostly agree on the idea that (*English textbooks renewed within 4+4+4 education reform include age-appropriate, interesting themes*), which is 20<sup>th</sup> item. The second most frequently marked options are *disagree* and *strongly disagree*, the number of which was 55 in total. Taking the lowering age of compulsory language learning into account, it is critical to choose correct and appropriate topics which make the lesson enjoyable for both students and teachers as well. The high number of positive answers clearly reveal that, MONE has achieved to do this with the themes they included in new coursebooks, which is a satisfying thing.

In revising the themes to be involved in new materials, MONE has attached greater importance to use thematic units, which gives teachers the opportunity of repeating previous units while teaching new ones. In this sense, it would be not wrong to describe the chosen themes as complementary. In order to find out whether teachers think similarly, they were asked to indicate their opinions as to the 9<sup>th</sup> item (*English textbooks renewed within 4+4+4 education reform reinforce previous units while teaching new one*). As table 16 above shows, a good number of teachers (76) replied in the affirmative while a small proportion (28 people) felt hesitation. As for the participants arguing against, their percentage was 35,9%, which is worth to consider.

Last but not least, another point agreed upon regarding the content of new materials is the fact that they are revised such as to lead students to make group work. As is seen from the existence of many projects and tasks requiring students to work in groups, MONE has already realized the importance of pair and groupwork in developing students' communicative competence. In order to understand if they reflect this recognition into the textbooks, teachers' opinions of the 12<sup>th</sup> item (*English textbooks renewed within 4+4+4 education reform enable students to make pairwork and group work*) was asked. When results are analyzed, it is seen that *strongly agree* and *agree* responses got the highest frequency (85 people). Having received the lowest percentage, undecided option was chosen by 33 teachers whilst the rest indicated a preference for *disagree* and *strongly disagree* (48 people).

To give a summary of the results obtained in this part, it is true to say that textbooks revised within 4+4+4 curriculum reform are not acceptable in displaying various Englishes, accents and differences in English use, which is one of the limitations in terms of being inconsistent with the global status of English language. In addition to the lack of communication strategies, inclusion of some words which students could not associate with their life are some of the critical points as noted by teachers. Besides, teachers do not believe that new textbooks promote them to do unprepared communicative activities and leading students to use English beyond classroom. In the same vein, they are also dubious about the motivating impact of new textbooks on themselves to teach by considering individual differences and encourage students to self-assessment.

On the other hand, there are also good news related to new textbooks. That is to say, teachers believe that MONE has achieved to create a meaningful link between students' daily life and things they learned in class by providing with situations that students can use English in everyday interactions. By means of instructing topics chosen from everyday life, new textbooks have not only addressed students' level but also increase their awareness as regards the current problems of the globalizing world, which makes learning process meaningful and enjoyable for them. Besides the selection of global topics such as to address students' level, inclusion of age-appropriate and interesting themes is another notable aspect of the revised textbooks.

The instruction of thematic units in a way to complement and reinforce each other needs to be highlighted in terms of being in line with the goals of new curriculum. In the same vein, cross-cultural awareness and presentation of cultural differences among Turkey and other countries could be called as achievements of new textbooks as appreciated by EFL teachers as well. In contrast to the common use of unfamiliar words, abstract concepts and lexis are not used in new textbooks which is a good news. As a final remark, it is essential to underline the success of new coursebooks in leading students to do group work and pair work which are imperative in improving students' communicative competence.

#### **4.2.4.1.1. Differences among EFL Teachers' Opinions of New Coursebooks Varying by the Grades**

Given the related data had not normally distributed, Kruskal-Wallis test was firstly used to identify whether teachers' opinions of the revised coursebooks differ varying by the grades. Following the detection of a significant correlation ( $p < 0.05$ ) in 6 of 20 items, Mann-Whitney test were implemented this time to find out in which grades textbooks teachers' opinions show a change. Here below are the results obtained through Kruskal-Wallis test.



**Table 17: Kruskal-Wallis Test Results for New Coursebooks Taught in the First and Second Stages of Elementary Education**

	Items	Chi-Square	P Value
1	Have contents which reflect various Englishes except for British and American English.	12,611	0,050
2	Allow me to create a meaningful link between students' daily life and things they learned in class.	7,807	0,253
3	Involve elements which enable me to increase students' cross-cultural awareness.	20,411	<b>0,002</b>
4	Provide for situations that students can use English in everyday interactions. (address description, introduction etc.)	5,126	0,528
5	Address students' level in terms of the instruction of topics. (e.g. science, natural forces, saving the earth)	11,256	0,081
6	Enable me to do unprepared, authentic communication activities.	11,686	0,069
7	Include abstract words (democracy etc.) which I can only explain in Turkish.	18,237	<b>0,006</b>
8	Involve listening activities which enable me to introduce students various accents. (e.g. Arabic, Russian)	3,296	0,771
9	Reinforce previous units while teaching new one.	13,480	<b>0,036</b>
10	Prepare students to use English beyond classroom.	9,620	0,142
11	Allow me to improve students' ability to use language appropriately for the communication situation.	13,460	<b>0,036</b>
12	Enable students to make pairwork and group work.	10,689	0,098
13	Motivate me to teach English by considering individual differences.	6,261	0,395
14	Involve activities which show different uses of English (e.g. lexical, grammatical and phonological) in various cultures (Indian, Singaporean, Australian etc.)	4,464	0,614
15	Enable me to encourage students to self-assessment.	9,412	0,152
16	Display students situations in which communication strategies are used. (repetition, clarification, body language etc.)	5,321	0,503
17	Encourage to show cultural differences among Turkey and other countries.	15,453	<b>0,017</b>
18	Include words/ concepts (baseball, snowtubing) which students are not familiar with in their real life.	20,000	<b>0,003</b>
19	Encourage students to engage in English beyond the classroom.	7,554	0,273
20	Include age-appropriate, interesting themes.	7,147	0,307

The results obtained from the preliminary analysis of teachers' perceptions of the revised coursebooks varying by the grades are presented in Table 17 above. Accordingly, teachers' perceptions related to 14 items were not found to be significant and show an alteration on the basis of grades. As for the ones which were statistically significant, they are as follows:

**English textbooks renewed within 4+4+4 education reform;**

*Involve elements which enable me to increase students' cross-cultural awareness. (Item 3)*

As Table 17 shows, p value ( $p = 0,002$ ) obtained for the above item was smaller than 0,05 ( $\text{sig}=0,002 < 0,05$ ) meaning that there were significant differences between teachers' perceptions by grades as to the inclusion of elements in coursebooks that enable teachers to increase students' intercultural awareness.

*Include abstract words (democracy etc.) which I can only explain in Turkish. (Item 7)*

Another meaningful difference was recorded for the 7<sup>th</sup> item as can be seen from the table above. Given the result (sig.)=0,006 is significant at the  $p = 0,05$  level, it is not possible to generalize the above statement into the whole grades' coursebooks.

*Reinforce previous units while teaching new one. (Item 9)*

Having found to be smaller than 0,05; p value (sig.)=0,036 obtained for the 9<sup>th</sup> item also indicate that not all grades' coursebooks reinforce previous units to the same degree while teaching new one, from EFL teachers' perspective.

*Allow me to improve students' ability to use language appropriately for the communication situation. (Item 11)*

Similarly, the lowest value of (sig.)=0,036 recorded for the 11<sup>th</sup> item revealed that there was a significant correlation between teachers' opinions by grades related to the allowance of renewed coursebooks to improve students' ability to use language appropriately for the communication situation.

*Encourage to show cultural differences among Turkey and other countries. (Item 17)*

Interestingly, (sig. )=0,017 < 0,05 was observed for 17<sup>th</sup> item, which made it clear that positive responses given to this item in the former section could not be generalized into the whole participants teaching English at different grades.

*Include words/concepts (bassaball, snowtubing) which students are not familiar with in their real life. (Item 18)*

The last significant difference (sig.)=0,003 < 0,05 was found for the above item, which may be encouraging to some extent. As mentioned in the previous part, most of the participants confirmed inclusion of unfamiliar words to students' real life in the revised coursebooks. However, the above significancy could be regarded as a strong evidence that undesired result obtained before is not valid for all grades to the same degree.

When examined the above findings, it was detected that there were differences of opinions between teachers for 3<sup>rd</sup>, 7<sup>th</sup>, 9<sup>th</sup>, 11<sup>th</sup>, 17<sup>th</sup> and 18<sup>th</sup> items on the basis of grades. In order to identify in which grades there were difference of opinion, Mann-Whitney test were used. Here below are the results of this test.

**Table 18: Mann-Whitney U Test Results Displaying EFL Teachers' Opinions of Revised Coursebooks Varying by 2<sup>nd</sup> and 4<sup>th</sup> Grades**

English textbooks renewed within 4+4+4 education reform;					
Items		2 <sup>nd</sup> grade mean rank	4 <sup>th</sup> grade mean rank	Mann-Whitney U	P Value
3	Involve elements which enable me to increase students' cross-cultural awareness	10,55	13,89	50,500	0,235
7	Include abstract words (democracy etc.) which I can only explain in Turkish	<b>7,50</b>	<b>14,89</b>	22,500	<b>0,007</b>
9	Reinforce previous units while teaching new one	<b>14,55</b>	<b>11,04</b>	49,500	0,209
11	Allow me to improve students' ability to use language appropriately for the communication situation	10,65	13,82	51,500	0,259
17	Encourage to show cultural differences among Turkey and other countries	10,10	14,21	46,000	0,146
18	Include words/concepts (bassaball, snowtubing) which students are not familiar with in their real life.	11,75	13,04	62,500	0,648

As the P value obtained for the 7<sup>th</sup> item was smaller than 0,05 (sig.)=0,007<0,05; it is true to say that participants teaching 2<sup>nd</sup> and 4<sup>th</sup> grades coursebooks did not think similarly for this statement. Having a closer look at mean ranks, it is understood that opinions were far from each other. The mean ranks obtained for the 7<sup>th</sup> item were respectively 7,50 and 14,89 for 2<sup>nd</sup> and 4<sup>th</sup> grade coursebooks, thereby displaying that teachers working for the 4<sup>th</sup> grade were further agree with the above statement. Interestingly, the number of teachers agreeing with the notion that 4<sup>th</sup> grade coursebook reinforce previous units while teaching new one were less vis-à-vis the ones assessing 2<sup>nd</sup> grade coursebook. On the other hand, it could be said that there were no difference of opinion for other statements as the related hypothesis were rejected.

**Table 19: Mann-Whitney U Test Results Displaying EFL Teachers' Opinions of Revised Coursebooks Varying by 2<sup>nd</sup> and 5<sup>th</sup> Grades**

English textbooks renewed within 4+4+4 education reform					
Items		2 <sup>nd</sup> grade mean rank	5 <sup>th</sup> grade mean rank	Mann-Whitney U	P Value
3	Involve elements which enable me to increase students' cross-cultural awareness	<b>11,40</b>	<b>21,81</b>	59,000	<b>0,006</b>
7	Include abstract words (democracy etc.) which I can only explain in Turkish	<b>9,89</b>	<b>21,37</b>	44,000	<b>0,003</b>
9	Reinforce previous units while teaching new one	16,10	20,07	106,000	0,300
11	Allow me to improve students' ability to use language appropriately for the communication situation	<b>12,30</b>	<b>21,48</b>	68,000	<b>0,018</b>
17	Encourage to show cultural differences among Turkey and other countries	<b>12,50</b>	<b>21,41</b>	70,000	<b>0,022</b>
18	Include words/concepts (bassaball, snowtubing) which students are not familiar with in their real life.	15,65	20,24	101,500	0,210

P values obtained for 3<sup>rd</sup> (sig.)=0,006 < 0,05; 7<sup>th</sup> (sig.)= 0,003 < 0,05; 11<sup>th</sup> (sig.)=0,018 < 0,05 and 17<sup>th</sup> (sig.)=0,018 < 0,05 items were respectively smaller than 0,05 which means that there were differences between 2<sup>nd</sup> and 5<sup>th</sup> grades' coursebooks in relation to these items. In other words, these coursebooks were not thought to reflect the above statements equally. When it comes to mean ranks of these statements, they were found to be far from each other. Based on the means rank obtained for 3<sup>rd</sup> item, it is possible to infer that 5<sup>th</sup> grade EFL teachers gave more positive responses in relation to the involvement of elements enabling them to increase students' cross-cultural awareness. Similarly, participants teaching 5<sup>th</sup> grade coursebook further agreed with the statements in 11<sup>th</sup> and 17<sup>th</sup> items compared to the ones teaching 2<sup>nd</sup> grades'. On the other hand, 2<sup>nd</sup> grade coursebook was less thought to include abstract words and unfamiliar concepts to students' real life vis-à-vis 5<sup>th</sup> grade. As for the statements in 9<sup>th</sup> and 18<sup>th</sup> items, it is possible to say that there were no difference of opinion between teachers as the related p values (sig.) =0,300 ≥ 0,05 (sig.)=0,210 ≥ 0,05 were respectively greater than or equal to 0,05 (p > 0,05).

**Table 20: Mann-Whitney U Test Results Displaying EFL Teachers' Opinions of Revised Coursebooks Varying by 2<sup>nd</sup> and 6<sup>th</sup> Grades**

English textbooks renewed within 4+4+4 education reform;					
Items		2 <sup>nd</sup> grade mean rank	6 <sup>th</sup> grade mean rank	Mann-Whitney U	P Value
3	Involve elements which enable me to increase students' cross-cultural awareness	<b>10,05</b>	<b>17,61</b>	45,500	<b>0,018</b>
7	Include abstract words (democracy etc.) which I can only explain in Turkish	10,94	16,18	53,500	0,096
9	Reinforce previous units while teaching new one	12,80	15,44	73,000	0,388
11	Allow me to improve students' ability to use language appropriately for the communication situation	11,00	17,11	55,000	0,056
17	Encourage to show cultural differences among Turkey and other countries	<b>10,50</b>	<b>17,37</b>	50,000	<b>0,032</b>
18	Include words/concepts (bassaball, snowtubing) which students are not familiar with in their real life.	11,20	17,00	57,000	0,068

The results, as shown in Table 20, indicate that the p values for 3<sup>rd</sup> (sig.)=0,018 < 0,05 and 17<sup>th</sup> (sig.)=0,032 < 0,05 items were smaller than 0,05 which display that there were differences between 2<sup>nd</sup> and 6<sup>th</sup> grade coursebooks in relation to the statements in 3<sup>rd</sup> and 17<sup>th</sup> items. When the mean ranks of these two items were analyzed in detail, it was seen that teachers' opinions were quite far from each other. When compared to 2<sup>nd</sup> grades, 6<sup>th</sup> grade coursebooks were further found to include elements enabling teachers to increase students' cross-cultural awareness and encourage to show cultural differences among Turkey and other countries. On the other hand, it would be true to say that there were no difference of opinion as regards the statements in 7<sup>th</sup>, 9<sup>th</sup>, 11<sup>th</sup> and 18<sup>th</sup> items in that the p values of these items were respectively 0,096 ≥ 0,05; 0,388 ≥ 0,05; 0,056 ≥ 0,05 and 0,068 ≥ 0,05.

**Table 21: Mann-Whitney U Test Results Displaying EFL Teachers' Opinions of Revised Coursebooks Varying by 2<sup>nd</sup> and 7<sup>th</sup> Grades**

English textbooks renewed within 4+4+4 education reform					
	Items	2 <sup>nd</sup> grade mean rank	7 <sup>th</sup> grade mean rank	Mann-Whitney U	P Value
3	Involve elements which enable me to increase students' cross-cultural awareness	11,75	23,98	62,500	0,003
7	Include abstract words (democracy etc.) which I can only explain in Turkish	13,00	22,68	72,000	0,024
9	Reinforce previous units while teaching new one	16,35	22,50	108,500	0,143
11	Allow me to improve students' ability to use language appropriately for the communication situation	13,75	22,34	82,500	0,022
17	Encourage to show cultural differences among Turkey and other countries	13,00	23,58	75,000	0,012
18	Include words/concepts (bassaball, snowtubing) which students are not familiar with in their real life.	17,60	22,10	121,000	0,269

As can be seen from the table above, the p values of four items were found to be smaller than 0,05 ( $p < 0,05$ ). That is, there was a significant difference between EFL teachers who assessed 2<sup>nd</sup> and 7<sup>th</sup> grade coursebooks specific to the statements in 3<sup>rd</sup> (sig.)=0,003 < 0,05; 7<sup>th</sup> (sig.)=0,024 < 0,05; 11<sup>th</sup> (sig.)=0,022 < 0,05 and 17<sup>th</sup> (sig.)=0,012 < 0,05 items. To have a closer look at relevant mean ranks, opinions were not found to be close to each other. What is interesting in this data is that teachers working for 7<sup>th</sup> grades gave more positive answers all of these items as obvious from the variation between the mean ranks of both grades. This result is revealing in several ways. First, not many teachers thought that 2<sup>nd</sup> grade coursebooks include elements enabling them to increase students' cross-cultural awareness compared to 7<sup>th</sup> grade. The difference between the two grades is also valid for the 7<sup>th</sup> item which is a result being in favor of the 2<sup>nd</sup> grade this time. That is, the number of teachers agreeing with its (2<sup>nd</sup> grade coursebook) inclusion of unfamiliar words to students real life was less than 7<sup>th</sup> grades' (22,10). However, this positive tendency relevant to above items could not be seen in 11<sup>th</sup> and 17<sup>th</sup> items. Compared to the 7<sup>th</sup> grade, 2<sup>nd</sup> grade coursebooks were not further found to encourage teachers to show cultural differences between Turkey and other countries and to allow them to improve students' ability to use language appropriately for communication situation. As for the statements in 9<sup>th</sup> (sig.)=0,143  $\geq$  0,05 and 18<sup>th</sup> (sig.)=0,269  $\geq$  0,05 items, no meaningful difference was found between the two groups as obvious from the above p values.

**Table 22: Mann-Whitney U Test Results Displaying EFL Teachers' Opinions of Revised Coursebooks Varying by 2<sup>nd</sup> and 8<sup>th</sup> Grades**

English textbooks renewed within 4+4+4 education reform					
Items		2 <sup>nd</sup> grade mean rank	8 <sup>th</sup> grade mean rank	Mann-Whitney U	P Value
3	Involve elements which enable me to increase students' cross-cultural awareness	15,05	35,73	95,500	0,001
7	Include abstract words (democracy etc.) which I can only explain in Turkish	11,94	35,34	62,500	0,000
9	Reinforce previous units while teaching new one	24,80	32,79	193,000	0,174
11	Allow me to improve students' ability to use language appropriately for the communication situation	17,60	35,26	121,000	0,004
17	Encourage to show cultural differences among Turkey and other countries	16,00	35,56	105,000	0,001
18	Include words/concepts (bassaball, snowtubing) which students are not familiar with in their real life.	20,10	34,80	146,000	0,012

The table above illustrates that significant differences were found between 2<sup>nd</sup> and 8<sup>th</sup> grade coursebooks regarding the statements in the 3<sup>rd</sup> (sig.)=0,001 < 0,05; 7<sup>th</sup> (sig.)=0,000 < 0,05; 11<sup>th</sup> (sig.)=0,004 < 0,05; 17<sup>th</sup> (sig.)=0,001 < 0,05 and 18<sup>th</sup> (sig.)=0,012 < 0,05 items. To have a look at their mean ranks, we can see that teachers' opinions were quite far from each other. The differences between the mean ranks of these two coursebooks in relation to the given statements are highlighted in Table 22. Accordingly, it is possible to infer that 8<sup>th</sup> grade coursebooks were further thought to serve for the statements in the 1<sup>st</sup> and 11<sup>th</sup> items. On the other hand, 2<sup>nd</sup> grade coursebook was found to be more advantageous in terms of not including abstract and unfamiliar words vis-à-vis 8<sup>th</sup> grade coursebook. Unlike the above ones, no significant difference was found for the 9<sup>th</sup> (sig.)=0,174 ≥ 0,05 item meaning that teachers' opinions as regards this statement did not differ from each other.

**Table 23: Mann-Whitney U Test Results Displaying EFL Teachers' Opinions of Revised Coursebooks Varying by 3<sup>rd</sup> and 6<sup>th</sup> Grades**

English textbooks renewed within 4+4+4 education reform					
Items		3 <sup>rd</sup> grade mean rank	6 <sup>th</sup> grade mean rank	Mann-Whitney U	P Value
3	Involve elements which enable me to increase students' cross-cultural awareness	14,04	17,24	90,500	0,318
7	Include abstract words (democracy etc.) which I can only explain in Turkish	15,75	16,16	111,000	0,898
9	Reinforce previous units while teaching new one	14,83	15,94	100,000	0,726
11	Allow me to improve students' ability to use language appropriately for the communication situation	14,63	16,87	97,500	0,485
17	Encourage to show cultural differences among Turkey and other countries	14,21	17,13	92,500	0,365
18	Include words/concepts (bassaball, snowtubing) which students are not familiar with in their real life.	11,88	18,61	64,500	0,038

Having found to be smaller than 0,05; the p value obtained for 18<sup>th</sup> item (sig.)=0,038 < 0,05 was a strong evidence of the fact that there were difference of opinion among teachers related to 3<sup>rd</sup> and 6<sup>th</sup> grade coursebooks concerning the statement in this item. It is apparent from the related mean rank that opinions of this item are quite far from each other. When compared to 2<sup>nd</sup> grade, more teachers thought that 6<sup>th</sup> grade coursebooks involve words unfamiliar to students' life. Except for the last item, all of the p values were found to be bigger than statistical value (0,05) thereby indicating that there was not significant relation between 3<sup>rd</sup> and 6<sup>th</sup> grade coursebooks regarding those items.

**Table 24: Mann-Whitney U Test Results Displaying EFL Teachers' Opinions of Revised Coursebooks Varying by 3<sup>rd</sup> and 7<sup>th</sup> Grades**

English textbooks renewed within 4+4+4 education reform					
Items		3 <sup>rd</sup> grade mean rank	7 <sup>th</sup> grade mean rank	Mann-Whitney U	P Value
3	Involve elements which enable me to increase students' cross-cultural awareness	15,63	24,47	109,500	0,029
7	Include abstract words (democracy etc.) which I can only explain in Turkish	19,75	22,87	159,000	0,450
9	Reinforce previous units while teaching new one	18,46	23,37	143,500	0,237
11	Allow me to improve students' ability to use language appropriately for the communication situation	18,29	23,44	141,500	0,214
17	Encourage to show cultural differences among Turkey and other countries	17,58	23,71	133,000	0,140
18	Include words/concepts (bassaball, snowtubing) which students are not familiar with in their real life.	17,54	23,73	132,500	0,127

The Mann-Whitney U test did not show any significant differences between 3<sup>rd</sup> and 7<sup>th</sup> grade coursebooks specific to 7<sup>th</sup>, 9<sup>th</sup>, 11<sup>th</sup>, 17<sup>th</sup> and 18<sup>th</sup> items. However, it is not possible to say the same thing for the 3<sup>rd</sup> item (sig.)=0,029 < 0,05 the p value of which was found to be smaller than 0,05. This result could be commented as the existence of difference of opinion regarding this statement. Considering the mean ranks of responses given to 3<sup>rd</sup> item, it is apparent that participants teaching 3<sup>rd</sup> grade coursebook did not further agree with the fact it included elements enabling teachers to increase students' cross-cultural awareness.

**Table 25: Mann-Whitney U Test Results Displaying EFL Teachers' Opinions of Revised Coursebooks Varying by 3<sup>rd</sup> and 8<sup>th</sup> Grades**

English textbooks renewed within 4+4+4 education reform					
Items		3 <sup>rd</sup> grade mean rank	8 <sup>th</sup> grade mean rank	Mann-Whitney U	P Value
3	Involve elements which enable me to increase students' cross-cultural awareness	22,17	36,02	188,000	<b>0,019</b>
7	Include abstract words (democracy etc.) which I can only explain in Turkish	22,63	35,92	193,500	<b>0,024</b>
9	Reinforce previous units while teaching new one	28,00	33,54	258,000	0,333
11	Allow me to improve students' ability to use language appropriately for the communication situation	24,88	35,42	220,500	0,074
17	Encourage to show cultural differences among Turkey and other countries	23,00	35,83	198,000	<b>0,028</b>
18	Include words/concepts (bassaball, snowtubing) which students are not familiar with in their real life.	18,13	36,92	139,500	<b>0,001</b>

From the table above, it can be seen that there were difference of opinion between EFL teachers in relation to the four of the above statements. The p values recorded for these statements are as follows: I3 ( $0,019 < 0,05$ ; I7 ( $0,024 < 0,05$ ; I17 ( $0,028 < 0,05$ ); I18 ( $0,001 < 0,05$ ). As shown in Table 25, there were also big differences between the mean ranks of responses given to 3<sup>rd</sup>, 7<sup>th</sup>, 11<sup>th</sup> and 18<sup>th</sup> items. Compared to 3<sup>rd</sup> grade coursebook, more teachers believed that 8<sup>th</sup> grades' involve elements enabling them to increase learners' ICA and encourage to show cross-cultural differences between Turkey and other countries. On the other hand, teachers' acceptance rate into 18<sup>th</sup> item was less for 3<sup>rd</sup> grade textbook, which is encouraging. Concerning with 9<sup>th</sup> and 11<sup>th</sup> items for which the p values were respectively recorded as  $0,333 \geq 0,05$  and  $0,074 \geq 0,05$  no significant differences were found between the related sample groups.

**Table 26: Mann-Whitney U Test Results Displaying EFL Teachers' Opinions of Revised Coursebooks Varying by 4<sup>th</sup> and 5<sup>th</sup> Grades**

English textbooks renewed within 4+4+4 education reform					
Items		4 <sup>th</sup> grade mean rank	5 <sup>th</sup> grade mean rank	Mann-Whitney U	P Value
3	Involve elements which enable me to increase students' cross-cultural awareness	18,21	22,44	150,000	0,262
7	Include abstract words (democracy etc.) which I can only explain in Turkish	20,25	21,39	178,500	0,762
9	Reinforce previous units while teaching new one	14,11	24,57	92,500	<b>0,006</b>
11	Allow me to improve students' ability to use language appropriately for the communication situation	17,00	23,07	133,000	0,110
17	Encourage to show cultural differences among Turkey and other countries	19,04	22,02	161,500	0,434
18	Include words/concepts (bassaball, snowtubing) which students are not familiar with in their real life.	18,43	22,33	153,000	0,292



As shown in table 26, a statistically significant correlation was found between 4<sup>th</sup> and 5<sup>th</sup> grade coursebooks specific to the statement in the 9<sup>th</sup> item (sig.)=0,006 < 0,05 as also obvious from distance mean ranks obtained. The most surprising aspect of the data is in the 9<sup>th</sup> item in which 4<sup>th</sup> grade coursebooks were less found to reinforce the previous units while teaching new one compared to the 5<sup>th</sup> grade. On the other hand, no difference of opinion was detected between two groups of teachers regarding other statements.

**Table 27: Mann-Whitney U Test Results Displaying EFL Teachers' Opinions of Revised Coursebooks Varying by 4<sup>th</sup> and 6<sup>th</sup> Grades**

English textbooks renewed within 4+4+4 education reform					
Items		4 <sup>th</sup> grade mean rank	6 <sup>th</sup> grade mean rank	Mann-Whitney U	P Value
3	Involve elements which enable me to increase students' cross-cultural awareness	15,57	18,05	113,000	0,450
7	Include abstract words (democracy etc.) which I can only explain in Turkish	<b>18,82</b>	<b>15,66</b>	107,500	0,326
9	Reinforce previous units while teaching new one	<b>12,07</b>	<b>19,94</b>	64,000	<b>0,014</b>
11	Allow me to improve students' ability to use language appropriately for the communication situation	15,54	18,08	112,500	0,434
17	Encourage to show cultural differences among Turkey and other countries	16,61	17,29	127,500	0,836
18	Include words/concepts (bassaball, snowtubing) which students are not familiar with in their real life.	14,04	19,18	91,500	0,114

Except for the 9<sup>th</sup> item (sig.)=0,014 < 0,05 none of the differences were statistically significant as illustrated in table 27 above. As evidenced by distance of mean ranks obtained for 9<sup>th</sup> item, there were difference of opinion between EFL teachers to what extent 4<sup>th</sup> and 6<sup>th</sup> grade coursebooks reflect the statement in 9<sup>th</sup> item, while such a difference was not valid for other statements. Based on this difference, it can be suggested that EFL teachers who assessed 6<sup>th</sup> grade coursebooks further believed that it reinforce previous units while teaching new one compared to the 4<sup>th</sup> grades'. However the correlation between the two coursebooks specific to 7<sup>th</sup> item is in oppositely. Compared to the ones teaching 4<sup>th</sup> grade coursebook, EFL teachers who assessed 6<sup>th</sup> grades' agreed with the inclusion of abstract words to a lesser extent.

**Table 28: Mann-Whitney U Test Results Displaying EFL Teachers' Opinions of Revised Coursebooks Varying by 4<sup>th</sup> and 7<sup>th</sup> Grades**

English textbooks renewed within 4+4+4 education reform					
Items		4 <sup>th</sup> grade mean rank	7 <sup>th</sup> grade mean rank	Mann-Whitney U	P Value
3	Involve elements which enable me to increase students' cross-cultural awareness	17,71	25,39	143,000	0,054
7	Include abstract words (democracy etc.) which I can only explain in Turkish	23,96	22,56	203,500	0,732
9	Reinforce previous units while teaching new one	<b>14,89</b>	<b>26,66</b>	103,500	<b>0,004</b>
11	Allow me to improve students' ability to use language appropriately for the communication situation	19,11	24,76	162,500	0,165
17	Encourage to show cultural differences among Turkey and other countries	20,14	24,29	177,000	0,308
18	Include words/concepts (bassaball, snowtubing) which students are not familiar with in their real life.	20,57	24,10	183,000	0,380

While no significant differences were found between 4<sup>th</sup> and 7<sup>th</sup> grade coursebooks in terms of 3<sup>rd</sup>, 7<sup>th</sup>, 11<sup>th</sup> 17<sup>th</sup> and 18<sup>th</sup> items, it is not possible to say the same thing for the statement in 9<sup>th</sup> item. Considering the p value (sig.)=0,004 < 0,05 and the distance of mean ranks, it becomes clear that EFL teachers' opinions regarding 4<sup>th</sup> and 7<sup>th</sup> grade coursebooks differ from each other in this item. It can thus be suggested that teachers' acceptance rate regarding coursebooks reinforcement of previous units while teaching new one is in favor of 7<sup>th</sup> grade.

**Table 29: Mann-Whitney U Test Results Displaying EFL Teachers' Opinions of Revised Coursebooks Varying by 4<sup>th</sup> and 8<sup>th</sup> Grades**

English textbooks renewed within 4+4+4 education reform					
Items		4 <sup>th</sup> grade mean rank	8 <sup>th</sup> grade mean rank	Mann-Whitney U	P Value
3	Involve elements which enable me to increase students' cross-cultural awareness	<b>25,00</b>	<b>36,96</b>	245,000	<b>0,036</b>
7	Include abstract words (democracy etc.) which I can only explain in Turkish	29,14	35,89	303,000	0,233
9	Reinforce previous units while teaching new one	<b>19,71</b>	<b>37,21</b>	171,000	<b>0,002</b>
11	Allow me to improve students' ability to use language appropriately for the communication situation	<b>25,36</b>	<b>36,87</b>	250,000	<b>0,043</b>
17	Encourage to show cultural differences among Turkey and other countries	27,11	36,42	274,500	0,096
18	Include words/concepts (bassaball, snowtubing) which students are not familiar with in their real life.	<b>23,46</b>	<b>37,36</b>	223,500	<b>0,012</b>

Difference of opinion was found between EFL teachers' opinions of 4<sup>th</sup> and 8<sup>th</sup> grade coursebooks regarding the statements in 3<sup>rd</sup> (sig.)=0,036 < 0,05; 9<sup>th</sup> (sig.)=0,002 < 0,05; 11<sup>th</sup> (sig.)=0,043 < 0,05 and 18<sup>th</sup> (0,012 < 0,05) items. It can be seen from the table above, mean ranks

obtained for these items were quite distant from each other. Accordingly, 8<sup>th</sup> grade coursebooks were further found to serve for 3<sup>rd</sup>, 9<sup>th</sup> and 11<sup>th</sup> items, while it was mostly thought to include words unfamiliar to students life vis-a-vis the 4<sup>th</sup> one as well. In relation to the 7<sup>th</sup> (sig.)=0,233  $\geq$  0,05 and 17<sup>th</sup> items (sig.)= 0,096  $\geq$  0,05 it is possible to say that there were no significant correlation between the relevant teacher groups.

**Table 30: Mann-Whitney U Test Results Displaying EFL Teachers' Opinions of Revised Coursebooks Varying by 5<sup>th</sup> and 8<sup>th</sup> Grades**

English textbooks renewed within 4+4+4 education reform					
	Items	5 <sup>th</sup> grade mean rank	8 <sup>th</sup> grade mean rank	Mann-Whitney U	P Value
3	Involve elements which enable me to increase students' cross-cultural awareness	35,54	43,73	581,500	0,121
7	Include abstract words (democracy etc.) which I can only explain in Turkish	37,35	42,82	630,500	0,300
9	Reinforce previous units while teaching new one	38,63	40,71	665,000	0,687
11	Allow me to improve students' ability to use language appropriately for the communication situation	40,46	41,27	714,500	0,879
17	Encourage to show cultural differences among Turkey and other countries	37,48	42,76	634,000	0,312
18	Include words/concepts (bassaball, snowtubing) which students are not familiar with in their real life.	<b>33,52</b>	<b>44,74</b>	527,000	<b>0,026</b>

The p value obtained for the 18<sup>th</sup> item (0,026 < 0,05) was found to be smaller than 0,05. It can thus be suggested that EFL teachers' opinions related to this item show changes on the basis of 5<sup>th</sup> and 8<sup>th</sup> grades while it is not possible to draw the same conclusion for other statements as the p values of these items were found to be bigger than statistical significance value (0,05). As shown in table 30, the mean ranks obtained for 18<sup>th</sup> item were 33,52 and 44,74 thereby displaying that EFL teachers who assessed 8<sup>th</sup> grade coursebook were further agreed with the notion that it include words which students are not familiar with in their real life.

**Table 31: Mann-Whitney U Test Results Displaying EFL Teachers' Opinions of Revised Coursebooks Varying by 6<sup>th</sup> and 8<sup>th</sup> Grades**

English textbooks renewed within 4+4+4 education reform					
Items		6 <sup>th</sup> grade mean rank	8 <sup>th</sup> grade mean rank	Mann-Whitney U	P Value
3	Involve elements which enable me to increase students' cross-cultural awareness	30,21	39,39	384,000	0,091
7	Include abstract words (democracy etc.) which I can only explain in Turkish	<b>28,61</b>	<b>39,95</b>	353,500	<b>0,038</b>
9	Reinforce previous units while teaching new one	33,33	36,25	429,000	0,579
11	Allow me to improve students' ability to use language appropriately for the communication situation	31,08	39,08	400,500	0,139
17	Encourage to show cultural differences among Turkey and other countries	<b>29,13</b>	<b>39,77</b>	363,500	<b>0,047</b>
18	Include words/concepts (bassaball, snowtubing) which students are not familiar with in their real life.	35,11	37,67	477,000	0,622

Taking 7<sup>th</sup> (sig.)=0,038 < 0,05 and 17<sup>th</sup> items (sig.)=0,047 < 0,05 into account, it can be seen from the data in Table 31 that EFL teachers' opinions of these statements varied by 6<sup>th</sup> and 8<sup>th</sup> grades' coursebooks. Interestingly, there were also differences in the ratios of the relevant mean ranks. From the table above we can see that participants teaching 8<sup>th</sup> grade coursebook further agreed with the statements in 7<sup>th</sup> and 17<sup>th</sup> items by comparison with the ones teaching 6<sup>th</sup> grades. It can thus be suggested that 8<sup>th</sup> grade coursebook was further thought to serve for the purpose of encouraging to show cultural differences between Turkey and other countries compared to the 6<sup>th</sup> one. Similarly, the same group of teachers agreed with its involvement of abstract words, to a greater extent, which is not encouraging as much as the previous finding. As the results of other items were not found to be significant at the p = 0,05 level, it is possible to suggest that there were no difference of opinion between two sample groups as to these items.

**Table 32: Mann-Whitney U Test Results Displaying EFL Teachers' Opinions of Revised Coursebooks Varying by 7<sup>th</sup> and 8<sup>th</sup> Grades**

English textbooks renewed within 4+4+4 education reform					
Items		7 <sup>th</sup> grade mean rank	8 <sup>th</sup> grade mean rank	Mann-Whitney U	P Value
3	Involve elements which enable me to increase students' cross-cultural awareness	43,13	42,93	833,000	0,969
7	Include abstract words (democracy etc.) which I can only explain in Turkish	37,27	46,29	659,500	0,093
9	Reinforce previous units while teaching new one	<b>43,98</b>	<b>40,82</b>	744,500	0,543
11	Allow me to improve students' ability to use language appropriately for the communication situation	41,35	43,94	786,000	0,627
17	Encourage to show cultural differences among Turkey and other countries	40,84	44,24	770,000	0,514
18	Include words/concepts (bassaball, snowtubing) which students are not familiar with in their real life.	<b>34,66</b>	<b>47,79</b>	578,500	<b>0,010</b>

As Table 32 shows, there is a significant difference ( $p = 0,010$ ) between 7<sup>th</sup> and 8<sup>th</sup> grade coursebooks as regards the statement in 18<sup>th</sup> item. While distant mean ranks between the two groups supported the above hypothesis, it is not possible to see the same significant correlation in other statements because of the emergent bigger  $p$  values respectively for I3 ( $0,969 > 0,05$ ); I7 ( $0,093 > 0,05$ ); I9 ( $0,543 > 0,05$ ); I17 ( $0,514 > 0,05$ ). What is interesting in this data is that EFL teachers using 7<sup>th</sup> grade coursebooks were further agreed with the notion that they reinforce previous units while teaching new one. It is also apparent from this table that 8<sup>th</sup> grade coursebook was further thought to include words which students are not familiar with in comparison 7<sup>th</sup> grades’.

#### **4.2.4.2. Part B: Analysis of Turkish State Elementary EFL Teachers’ Perceptions of TEOG**

This section of the questionnaire required respondents to share their opinions of TEOG exam revised in parallel to the new English curriculum.

Having started to be conducted as of 2013-2014 academic year, TEOG was the name of the exam providing entrance to high school in Turkey. Known as TOEG (Transition from Primary Education to Secondary Education), the new system aimed at specifying students’ success by extending it over a period of time instead of an instant performance. With this in mind, 8<sup>th</sup> graders all around the country were supposed to take a two-day exam for *core curriculum* including foreign language as well. Having prepared by taking students’ learning outcomes into account, TEOG aimed to measure some competencies including interpretation, doing analysis, critical thinking, forecasting ability, problem solving and so forth. That being the case, the revision of exam questions had turned out to be unavoidable, from which foreign language took its share.

In line with new learning outcomes determined within 4+4+4 curriculum innovation, MONE revised TEOG English tests such as to measure both the abovementioned objectives and new learning outcomes which vary by the grades and partake in revised coursebooks. In order to get an indepth understanding whether those efforts had reached their goal, participant teachers were asked to indicate their opinions via twenty-one questionnaire items. Aimed at answering the second part of the third major question, that is, “What do Turkish EFL teachers think generally about TEOG exam revised in line with new coursebooks and 4+4+4 curriculum innovation?“, the details are as follows.

**Table 33: Turkish EFL Teachers' Perceptions of TEOG Exam Revised within 4+4+4 Curriculum Innovation;**

	Items	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Mean
1	Enables me to teach students to interpret the given knowledge	15 (9,0%)	64 (38,3%)	37 (22,2%)	34 (20,4%)	13 (7,8%)	3,20
5	Enables to improve students' ability to predict the meaning of the word depending on the context it is used	13 (7,8%)	71 (42,5%)	45 (26,9%)	20 (12,0%)	13 (7,8%)	3,31
9	Includes questions requiring the real use of English	12 (7,2%)	60 (35,9%)	48 (28,7%)	27 (16,2%)	16 (9,6%)	3,15
10	Promotes me to make students use English for a variety of communicative functions e.g. giving advice, apologizing etc	23 (13,8%)	86 (51,5%)	33 (19,8%)	14 (8,4%)	8 (4,8%)	3,62
12	Prevents from teaching my classes based on grammar	18 (10,8%)	59 (35,3%)	33 (19,8%)	31 (18,6%)	23 (13,8%)	3,10
14	Raises awareness as regards the exclamations and empathy statements e.g. what a pity faced within the use of language in real life	33 (19,8%)	81 (48,5%)	38 (22,8%)	7 (4,2%)	5 (3,0%)	3,79
15	Makes students get the ability of writing down the given knowledge in different ways	13 (7,8%)	45 (26,9%)	55 (32,9%)	34 (20,4%)	17 (10,2%)	3,01
16	Includes mostly familiar words which enable students to meet their communicative needs e.g. writing e-mail)	19 (11,4%)	70 (41,9%)	37 (22,2%)	28 (16,8%)	9 (5,4%)	3,38
2	Compels to teach words e.g. zorbing, handlebar which students don't face with in their life	46 (27,5%)	75 (44,9%)	31 (18,6%)	8 (4,8%)	4 (2,4%)	3,92
3	Requires to get students memorized speech patterns in order to complete the given dialogues appropriately	63 (37,7%)	70 (41,9%)	22 (13,2%)	9 (5,4%)	-	4,14
4	Causes me to skip speaking activities	42 (25,1%)	53 (31,7%)	32 (19,2%)	26 (15,6%)	11 (6,6%)	3,54
6	Encourages me to teach English for communicative purposes	7 (4,2%)	49 (29,3%)	35 (21,0%)	46 (27,5%)	27 (16,2%)	2,77
7	Requires me to use various teaching materials with which I can promote students to speak English	9 (5,4%)	33 (19,8%)	49 (29,3%)	46 (27,5%)	26 (15,6%)	2,71
8	Forces to evaluate students with traditional exams e.g. multiple choice test, written exam	62 (37,1%)	66 (39,5%)	23 (13,8%)	10 (6,0%)	3 (1,8%)	4,06
11	Encourages to teach language skills holistically	8 (4,8%)	32 (19,2%)	54 (32,3%)	48 (28,7%)	21 (12,6%)	2,74
13	Requires to improve students' knowledge of grammar	29 (17,4%)	58 (34,7%)	31 (18,6%)	39 (23,4%)	6 (3,6%)	3,39
17	Requires me to do translation activities in the class	46 (27,5%)	79 (47,3%)	23 (13,8%)	10 (6,0%)	6 (3,6%)	3,90
18	Necessitates me to focus on reading-comprehension activities	55 (32,9%)	79 (47,3%)	18 (10,8%)	10 (6,0%)	2 (1,2%)	4,06
19	Requires me to get students memorized word lists	77 (46,1%)	65 (38,9%)	13 (7,8%)	4 (2,4%)	3 (1,8%)	4,29
20	Causes me to skip listening activities	46 (27,5%)	50 (29,9%)	22 (13,2%)	25 (15,0%)	20 (12,0%)	3,47
21	Requires me to concentrate on vocabulary teaching	96 (57,5%)	50 (29,9%)	13 (7,8%)	3 (1,8%)	2 (1,2%)	4,43

In parallel with one of the goals of TEOG exam i.e. measurement of students' interpretation competency, the first questionnaire item (*TEOG exam enables me to teach students to interpret the given knowledge*) got the highest frequency. That is to say, 79 people *strongly agreed* or *agreed* on

this statement while 47 teachers contradicted it. Putting aside 4 people who left the item blank, 37 participants, in total, did not state any idea. In actual fact, most of the questions in TEOG English test were prepared such as to legitimise agreeing teachers. It is difficult to ignore the questions in which students were supposed to interpret the knowledge given through tables, charts, dialogues and pictures. It seems possible that these results are due to the fact that some questions led students to find out only a lexis or a statement even if designed within a visual context. If students do not know that word, then they could not answer that question, that is why teachers may have thought those kinds of questions as leading to rote learning.

Another item the findings of which may be described as supporting evidence into the above one is the 5<sup>th</sup> statement (*TEOG exam enables to improve students' ability to predict the meaning of the word depending on the context it is used*). Having partly led students to use their predictive power, this aspect of TEOG exam was supported by half of the participating teachers who marked either *agree* (71) or *strongly agree* (13) options. As for the distribution of other answers, 19,8% of the participants showed a preference for *strongly disagree* and *disagree* while 26,9 % remained neutral. Being in consistent with the targets of TEOG, this finding revealed that there is a linear relationship between the learning outcomes of revised textbooks and the questions measuring them.

Even if not supported as much as the above one, teachers' opinions regarding 15<sup>th</sup> statement (*TEOG exam makes students get the ability of writing down the given knowledge in different ways*) makes it once clear that questions asked within TEOG exam promoted knowledge conversion. As demonstrated in table 33, 34,7% of the participants agreed with the above statement while 30,6% took a dim view of this notion. On the other hand, a little more than half of teachers were found to be indecisive, which is a quite high proportion. Taking the proportion of negative and undecided answers into account, it is not possible to regard the above picture as the success of TEOG exam. However, when interpreted with the findings of the above two items, it is true to say that MONE has partly achieved to make students gain knowledge such as to interpret, use and transform it in different ways, which makes them far from learning by heart.

It is true to make the same comment for the promotion of the real use of English. As mentioned in the previous section, use of English in real life is one of the main targets of the new curriculum. That is why coursebooks were revised such as to associate students' daily life with the learnt in class. With this goal in mind, students are provided with possible situations that they can use target language in daily life. In this way, their communicative competence, that is, the ability to use English practically and appropriately in varying conditions, is tried to be improved.

As observed in earlier findings, MONE has achieved to do this with coursebooks revised within the latest curriculum innovation. In order to find out whether the same success is sustainable for the assesment system as well, teachers were requested to indicate their opinions related to the

9<sup>th</sup> questionnaire item (*TEOG exam includes questions requiring the real use of English*). As illustrated in table 33 above, the majority of respondents (43,1%) agreed with the existence of the abovementioned questions in TEOG. Even if there was not a big difference between neutral and disagreeing participants, *strongly disagree* and *disagree* options received the lowest percentage (25,8%), which reinforces the notion that questions in TEOG exam were designed in a way to motivate students to use English in real life.

By virtue of the real use of English, the intended is to encourage students to use English for communicative functions as specified in new learning model. As well as varying by the grades and age groups, the common point of communicative functions is to make students meet their needs by maintaining communication in target language. To name a few, expression of basic needs or feelings, description of people and objects, asking and answering simple questions, asking for permission etc. can be regarded as real communicative functions, for which students are supposed to use target language. For the very reason, the question of whether new examination system serves for this purpose comes into mind, which is tried to be answered with the findings of 10<sup>th</sup> item (*TEOG exam promotes me to make students use English for a variety of communicative functions e.g. giving advice, apologizing etc.*). As understood from the mean score (M=3,62) obtained, majority of the teachers (109) believed in the positive impact of TEOG exam on themselves to make students use English for various communicative functions while a comparatively low number (22 people) thought the opposite. As for the last group, they were comprised 33 teachers who felt undecided about this statement.

A very similar pattern of responses was also taken for 14<sup>th</sup> item (*TEOG exam raises awareness as regards the exclamations and empathy statements e.g. what a pity etc. faced within the use of language in real life*), which increases the conclusiveness of teachers' answers into the prior statement. The mean score for this item was (M=3,79), which indicated that participant teachers mostly marked either *agree* or *strongly agree* options contrary to a small group of teachers (12 people) reporting disagreement. Total percentage of those who felt hesitation is 22,8, which accounts for 38 people.

To put the matter more positively, the findings obtained from 12<sup>th</sup> and 16<sup>th</sup> items respectively worth looking into more detail. With respect to the former one (*TEOG exam prevents from teaching my classes based on grammar*), 46,1% of participants displayed a positive stance, while one-third (32,4%) had negative response. Having almost the same pattern of responses, 16<sup>th</sup> item (*TEOG exam includes mostly familiar words which enable students to meet their communicative needs e.g. writing e-mail*) mostly took positive responses (89 people) from participant teachers. Differently from the previous one, there is an equivalence between the number of undecided and disagreeing teachers in this item, both of which took 22,2% of all answers. Based upon the findings obtained so far, it would be not wrong to say that questions addressed in TEOG exam have, pretty



well, encouraged teachers to teach English for communication by making them far from grammar-based teaching besides promoting students to interpret, transform and use the language being learned in meeting their needs.

However, answers to the 6<sup>th</sup> statement (*TEOG exam encourages me to teach English for communicative purposes*) are not in line with the findings given above, which is a conflicting result. As highlighted in table 33, a total of 73 out of 164 participants responded in a negative manner while 56 people found this idea acceptable. Relatively few, 35 teachers did not have an opinion as to this item. This discrepancy could be attributed to psychological factors. That is to say, teachers may have felt themselves under the pressure of making students successful in an exam which plays a key role in their high education. Even if the relevant exam mostly included questions requiring the practical use of English, this fact did not prevent teachers from perceiving it as a paper-and-pencil test at the end of the day. Given the content and way of questions (dialog and sentence completion varying on the given context, pictures, tables and figures, interpretation of the given knowledge, writing down the given knowledge in different ways, finding out a specific word based on a picture, answering paragraph questions etc.) the question of how teachers are not encouraged to teach for communicative purposes may come into mind.

In order to answer this question, it is enough to take a look at teachers' responses into the 3<sup>rd</sup>, 4<sup>th</sup>, 19<sup>th</sup> and 20<sup>th</sup> questionnaire items. At first, when asked to indicate whether they agree with the 3<sup>rd</sup> item (*TEOG exam requires to get students memorized speech patterns in order to complete the given dialogues appropriately*), the majority of participants (133 people) showed a positive stance while a comparatively low number (9 people) held an opposite idea. There was also a group of 22 undecided respondents who comprised 13,2% of all teachers. A very similar pattern of responses was also obtained for 19<sup>th</sup> item (*TEOG exam requires me to get students memorized word lists*). When analyzed quantitatively, it is seen that a very high percentage of teachers 85% felt obliged to make students memorise word lists. Relatively few, 7 people thought the opposite while 13 teachers felt undecided regarding this statement.

Findings obtained for the 4<sup>th</sup> and 20<sup>th</sup> statements are far worse than the abovementioned two ones. The mean for the overall opinions regarding the 4<sup>th</sup> item (*TEOG exam requires me to skip speaking activities*) was 3,54, which meant that more than half of teachers reported agreement regarding this notion. By contrast, only 22,2% of them held a negative attitude, while a little less (19,2%) stated to be indecisive. Very similar findings were also obtained for listening activities, as understood from teachers' answers into the relevant item (*TEOG exam requires me to skip listening activities*). As is demonstrated in table 33 above, *strongly agree* and *agree* options (96 people) got the highest frequency, while less than half (27%) had opposite statement and 13,2% felt hesitation.

As the aforementioned results clearly show, TEOG exam did not always motivate teachers as it was expected. In spite of the changing content, targets and outcomes of the relevant exam, teachers still found something to be memorized in contrast to the suggestions of MONE. What is worse was the skipping of listening and speaking activities which was certainly at odds with the new curriculum. At this point, it is not true to put the blame on teachers only, given the impact of various reasons e.g lack of time and technological facilities, the grades to be taught, students' low motivation, family's ambitions, instruction of school authorities, the assessment system itself and so on.

To exemplify the problems related to the evaluation system, participants' answers to the 8<sup>th</sup> statement (*TEOG exam forces to evaluate students with traditional exams e.g. multiple choice test, written exam etc.*) can be taken into account. As clearly indicated by 76,6% agreeing/strongly proportion, TEOG was believed to create pressure on teachers to evaluate students with paper-and-pencil tests which was not thought to measure listening and speaking skills as understood from a few participants thinking the opposite.

Another questionnaire item which partly promotes the above notion is the 7<sup>th</sup> one (*TEOG exam requires me to use various teaching materials with which I can promote students to speak English*). The high mean score of 'strongly disagree' and 'disagree' options indicate that TEOG exam did not lead teachers to benefit from different materials in order to make students speak target language. While 29,3% felt undecided, a smaller group (25,2%) found the above statement reasonable. The reason for this finding may be MONE's restriction as regards the use of external resources, besides the measurement of learning outcomes which are specified by MONE in new curriculum innovation. This situation is likely to lead teachers to remain limited to the activities in textbooks which are thought to be similar to the questions that students are likely to confront with in the exam. In this case, it would not be wrong to say teachers can not help from being directed by TEOG exam.

Such as to exemplify this situation, it is enough to look at participants' answers to the 2<sup>nd</sup>, 11<sup>th</sup>, 13<sup>th</sup>, 17<sup>th</sup>, 18<sup>th</sup> and 21<sup>st</sup> statements. With 72,4% agreeing/strongly agreeing options, the second item (*TEOG exam compels to teach words e.g. zorbing, handlebar which students don't face with in their life*) may be regarded as a sign of teachers' being directed such as to fulfill the necessities of the exam. The number of undecided and disagreeing people was relatively few, which, in consideration of earlier findings, is said to confirm the majority's preference mentioned above.

In the same vein, when requested to indicate their opinions as regards 11<sup>th</sup> item (*TEOG exam encourages to teach language skills holistically*), respondents (69 people) mostly held a negative attitude as table 33 shows above. While 40 teachers said that they think the opposite, 54 people did not state any idea. By means of holistic teaching of language skills, the intended is to give equal

importance and leave enough time for each skill regardless of their weight in the exam. As said by MONE in the introduction of new learning model, the focus should not only be on grammatical structures or anything else. Instead, teachers are supposed to teach by making students use all of their competences in a way to complement each other instead of giving weight on some skills and isolating some others. As will be evident from the findings of the last four statements above, the picture in Turkey is not the needed one as aforementioned.

The changing content and way of questions does not prevent teachers from focusing on some skills more than others. For instance, participants believed that it was necessary for them to concentrate on reading comprehension questions as understood from the highest frequency (134 people) that '*strongly agree*' and '*agree*' options got for the related statement (*TEOG exam necessitates me to focus on reading-comprehension activities*). A very similar high frequency was also obtained for the 21<sup>st</sup> item (*TEOG exam requires me to concentrate on vocabulary teaching*). 146 teachers marked either *strongly agree* or *agree* options contrary to 18 people who indicated a preference for '*strongly disagree*' or '*disagree*' or '*undecided*' options.

The number of teachers feeling the necessity of doing translation and grammar activities is considerable as well. With respect to the necessity of doing translation studies, which was questioned via 17<sup>th</sup> item (*TEOG exam requires me to do translation activities in the class*), 125 participants showed a positive stance, which corresponded to 74,8% of all answers. While 9,6% reported disagreement, a bit more than that (13,8%) felt hesitation. Last but not least, improvement of grammar knowledge is still among the priorities of EFL teachers as inferred from positive opinions given to the related item (*TEOG exam requires to improve students' knowledge of grammar*). That is, total percentages of those agreeing with the above statement was 52,1%, which was followed by 27% disagreeing and 18,6% undecided people.

To summarize all of these findings by means of responding to the relevant research question, it is possible to say that TEOG has left both a negative and positive impression on Turkish state primary EFL teachers. To look on the bright side, teachers thought to be promoted by TEOG to teach students to interpret the given knowledge. Even if not getting support evenly, both of the relevant items took positive responses from the majority of participants. It can thus be suggested that TEOG was effective on teachers to teach and develop students' ability to comment on the given knowledge such as writing it in different ways. It is also true to emphasize its (TEOG) positive impact on improving students' ability to guess the meaning of a word varying by the context.

In line with the current targets of MONE, another thing thought to be fulfilled by TEOG is the existence of questions requiring the use of English in real life. As might be expected, real use of English requires students to be able to express themselves in different authentic situations which,

from the teacher's eyes, is assured with TEOG. In using English within real life, it is important to see some elements and reactions such as exclamations etc. which are an integral part of a common speech in terms of showing its spontaneity. It is apparent from teachers' answers that TEOG provide this with the questions involving it. Another positive side of TEOG winning back the favor of teachers is its involvement familiar words enabling students to meet students' communicative needs. Given the ultimate target of MONE i.e. creating a link between students' daily life and the learnt, this finding seems encouraging. Another pleasant finding is, no doubt, teachers' being far from grammar-oriented while teaching as confirmed by participants themselves, too. However, this result seems doubtful as well as pleasing due to the responses as to the following item.

Even though TEOG was thought to make teachers far from teaching grammar-oriented, this did not guarantee their encouragement to teach for communicative purposes. Indeed, participants' opinions into the following items are such as to confirm this finding. As apparent from the given responses, teachers felt themselves obliged to get students memorized speech patterns, words lists and unfamiliar words due to TEOG. What is worse is its compulsory impact such as to make them skipped listening and speaking activities, thereby not leading to use various teaching materials that can promote students to speak English. Rather, they believe the necessity of focusing on reading-comprehension activities, vocabulary teaching besides improving students' grammar knowledge, which could be regarded as the handicaps of TEOG as voiced by teachers.

### **4.3. Qualitative Data Analysis**

Having composed of two different stages, this section began with the analysis of three open-ended questions for which a content analysis was performed. In this process, teachers responses were coded in order to form themes, look for patterns, and make interpretations (Ellis and Barkhuizen, 2005). Following this stage came with the analysis of semi-structured interview questions which made it possible to elaborate on the issues under researched. Seeking to find similarities and differences between teachers' answers into the relevant questionnaire items and the ones addressed during face-to-face interviews, nine questions were addressed to the participants who, because of confidentiality, were given numbers from 1 to 14, and called as P1, P2, P3, P4, P5, P6, P7, P8, P9, P10, P11, P12, P13 and P14 within the transcription of interview data. As said before, interview process was conducted in teachers' mother tongue, but later translated into English for analysis.

#### **4.3.1. Analyzing Open-Ended Questions**

Aimed to strength and verify the findings obtained with close-ended questionnaire items, three open-ended questions were addressed to the participants, the first of which was requested to be answered only by the respondents who confirmed that they have heard the concept of 'ELF'

before. With the intend of crosschecking answers given to the ‘Awareness’ section which aimed to measure Turkish EFL teachers’ awareness of ELF, WE and the impact of globalisation on ELT, the first part of the initial open-ended question was designed as follows:

1) What does the concept of *‘English as a Lingua Franca’* refer to you?

With the intend of broadening the data taken through this question, the second part was prepared in a way to comprehend the reflections of teachers’ EFL understanding in their teaching practices. That being the case, the rest of the above question was “Please specify your opinions as regards how you reflect this concept to your English classes.”

To get an indepth understanding as to teachers’ awareness of the global spread of English and its impact on ELT, an alternative to ELF, EIL, was the foci of this time as shown below.

2) What do you think about the concept of *‘English as an International Language’* and its impact on English Language Teaching?

As distinct from the questions given above, the third open-ended question was related to the course of ‘TEYL’ which has come into prominence especially with 4+4+4 curriculum innovation which has lowered the age of compulsory FLL from 9 to 6-6,5 in state-owned primary schools. Aimed to find out in what ways participating teachers benefit from ‘TEYL’ courses in their classes, the last question was hereinbelow:

3) “How do you benefit from the course of TEYL that you’ve taken before?”

#### **4.3.1.1. What does the Concept of ‘ELF’ Refer to You?**

Being a prerequisite one, the first open-ended question was answered by the participants who gave positive answer to the first part, that is the ones verifying that they had heard ELF concept before. When asked to mention their understandings as regards the concept of ‘ELF’, a vast majority of teachers came to an agreement on the fact that “English is a common language used worldwide”. In the same vein, the following answers were recorded as the most frequently-encountered responses given to the question of “What does the concept of ‘ELF’ refer to you?”

- The use of English as the common language of the world
- Acknowledgement of English as the common language
- Common language
- Valid language

- Commonly-spoken language
- World language
- World English
- Recognizance of English as the world language in our day
- The most commonly-used language
- The common communication language of the whole people
- Lingua franca is a valid language for the whole world.
- A common and simple language used by everybody

Besides the participants who gave the above answers, there are also some others explaining their opinions of ‘ELF’ by describing the characteristics of ELF speakers or ELF contexts. While doing this, the definition of ELF speakers as the people having different mother tongues but using English for communication leads the way. To look at the other responses given in this direction, they are given below:

‘ELF’ refers to;

- the use of English for communication among people who have various native languages
- the common language that makes people with different native languages and cultures understood each other when they come together
- the use of English as a communication language in a context where different languages are used.
- foreign language used for verbal or written communication by people who come from various nationalities and do not speak the same mother tongues
- the improvement of a new common language in a setting where various language are spoken.

In addition to the above answers illustrating ELF speakers, here below are some others characterizing ELF conversations in turn provide us insight as regards the nature and priorities of communication in ELF settings.

T36: ELF refers to the use of English for communication by people whose mother tongue is not English. The important thing is “intelligibility”. Native speaker norms are ignored.

Having emphasized the impact of context and culture on varying use of English, another participants remarked that;

T154: This term (ELF) means that function is more important than form.

T125: English is a global common communication tool. While language, use and pronunciation differs even narrower territories, it is quite natural that an international language to be affected by its speakers culture and geographical characteristics of the place it is spoken. That's why the imposition of norm English use and pronunciation structure is nonsense. Each society evolves the language varying on the needs and use it for common purposes.

Having recognized that the current position of ELF is caused by its worldwide use as a communication tool among people with different cultures and languages in turn being affected by their characteristics and the context such as to move away from native standart English use, the second part of the question seeks to find out how state secondary EFL teachers reflect the fact of 'ELF' into their lessons. Having categorized into three groups, teachers' responses into this part of the question are as follows:

**Table 34: Teachers' Reflection of ELF into Their Classes**

(1) Practical/daily language use	<p>Excerpt 1 I have my students done exercises so that they can have competences such as daily speaking, establishing dialogues, communication</p> <p>Excerpt 39 I try to use ELF in classroom by having my students done listening activities and teaching structures that they could use in daily life</p>
(2) Motivation/Awareness-raising	<p>Excerpt 11 As English is the only language that we can communicate wherever we go in the world, talking about ELF in a simple way is more motivating for students when they question when they learn a foreign language. Additionally, it is more strenghtening to make them informed about differences in pronunciation arising from places of use or make them watch relevant videos.</p> <p>Excerpt 50 While we are teaching English, we strive for teaching it as a means of communication with the whole world rather than only as a subject.</p>
(3) Practices inspired from ELF	<p>Excerpt 15 In the research conducted, it was found that "th" sound has not an impact on intelligibility. In my classes, I teach this sound my students but I do not make an effort to make them sound it.</p> <p>Excerpt 55 As a primary school teacher, I only use English during the class and also at school. So my students see how they can use English in many different kinds of situation. I use drama technique during my lessons. If my students make any mistakes on grammar I don't try to correct them. I make them relaxed. The most important thing for me as a language teacher is that my students can talk about whatever they want with sentences and words</p>

#### **4.3.1.2. What Do You Think about the Concept of 'EIL' and Its Impact on English Language Teaching?**

In this section of the study, Turkish state primary EFL teachers were asked to share their understandings as regards the meaning of 'EIL' and its impact on the field of ELT. Responses given to this question could be summarized in three groups including the global status of English, English as a means of communication and its being the common language used in a number of fields. The relevant answers were categorized as follows:

**Table 35: Teachers' Opinions of EIL**

(a) English as a global language	
(b) English as a means of common communication language	<p>Extract 5 The use of English as a common communication language by people from different nationalities all over the world</p> <p>Extract 52 As far as I know 'EIL' has the same meaning with 'ELF'. That is, two people having different mother tongues have to chose English in order to communicate as it is spoken worldwide.</p>
(c) The use of English as a common language in many fields	<p>Extract 18 As an international language, English is used as a communication language among countries in many fields such as trade, politics, science etc.</p> <p>Extract 77 English has turned into an international language. The underlying reason is the fact that global trade and technology production is performed in the USA or the US and culture e.g. film, music, McDonalds etc. is imposed into the world from these countries.</p> <p>Extract 93 EIL is a common language that we should use in trade, tourism economy and many fields.</p>

As for the answers related to the impact of 'EIL' on ELT, one of the most frequently uttered responses was its description as a motivation source for students. Here are some extracts in this direction:

T3: The fact that English is commonly used all over the world is a positive stimulus for students in turn draws their attention.

T31: The fact that a language is an international one makes it appeal. Namely, as it is used in everything such as electronics, technology, internet, social media etc. English takes on a language required to be learned much more.

T48: That a language is spoken by everybody reinforces the willingness to learn it.

Apart from being a source of motivation, transformation of English into an international language made its teaching necessary and compulsory, as pointed out by the interviewees in the following quotations.

T5: I think that teaching of English is necessary in terms of its being used as a communication language everywhere and every field in the world, besides its being a means of vocational development and a key to the door opening to the innovations.

T56: English is the most commonly used language all over the world. The fact that English is so common makes its teaching obligatory. In order for our students to use such a dominant language in an effective way; ELT should be conducted based on speaking and writing skills rather than 'multiple choice' questions.



T60: All world nations try to teach English to their children and individuals as a foreign or second language. The reason for this is the fact that English is a common language in science, technology etc. If a nation expresses itself into the world (in technology, education, medicine etc.) the first step of this is English. If you want to gain sth into the world literature, its introduction is also possible with English. This, in turn, necessitates the learning of English and its effective use.

In addition to the abovementioned general affects, it is also possible to see the reflection of EIL towards the changing targets of language teaching as well as teachers' priorities and teaching approaches. Here are some examples related to the changing habits of teachers thanks to EIL.

T8: EIL refers to the global status of English language. Given English, which is of prime importance, will be needed much more in such a changing world, I make students internalized the reasons of learning it and try to focus on pronunciation.

T43: EIL means that English is an international language. I believe that EIL affects teaching of English in the direction of doing it with a purpose of communication with a variety of different cultures rather than native speakers.

T49: The concept of 'EIL' reminds me that English is a language used on an international level. I know that English has various uses in different countries of the world. For this reason, I am aware that different cultures should also be taken into account in English teaching. I think that English should be the common point of people whose mother tongue is not English.

T156: Even in the smallest grades, I tell that English isn't a course but a language and a communication tool that will be useful for us like Turkish when we talk. Besides, I mention that English can be used all over the world for communication. I think that its credibility is of prime importance and EIL is the most concrete evidence of it.

#### **4.3.1.3. How Do You Benefit from the Previous Courses of 'TEYL' in Your Classes?**

Having been addressed to the participants who had taken 'TEYL' courses before, this open-ended question was positively answered to a great extend. When analyzed via content analysis, the given answers gathered around the advantages of previous TEYL courses. Not surprisingly, the contribution of those courses in making teachers informed about young learners' characteristics was one of the most frequently-encountered answers. To name a few, participating teachers stated that 'TEYL' courses raised their awareness as regards young learners' short attention span and their learning by doing which certainly affects their teaching practices too, as inferred from their following answers in this direction:

T7: 'TEYL' courses help me to be attentive to young learners' characteristics and interests while preparing materials. With 'TEYL' courses, the fact that children learn much more by doing is understood in a concrete way.

T17: As we learned in 'TEYL' courses, I make students like foreign language and give their attention to language learning by using activities such as songs, games, drama due to their short attention span.

In conjunction with their poor attention span and short memory, young learners' needs to systematic and frequent repetitions is another frequently shared comment as understood from the following teacher responses.

T3: I try to be attentive to use appropriate activities to young learners' level and often do repetitions.

T111: As young learners forget quickly, systematic repetitions should be done.

As implied by teachers taking 'TEYL' courses, children are different from adults which means that their needs, interests and learning styles vary on their ages and this require teachers to use different teaching approaches, methods, materials and activity types as voiced by themselves. As will be evident from extracts given below, teachers mostly recognized the fact that they could not appeal to young learners in the same way as adults. Below are relevant responses:

T15: As I'm aware of the difference between young learners and the others, I try to do my classes in a visual, audial and kinaesthetic way. As I know they have a short memory, I try to be patient. Thanks to 'TEYL' courses, I believe that I know young learners and prepare my lessons accordingly.

T24: Children aren't the same as adults. They continuously want to play games and they perceive the world as a game. That's why I teach vocabulary through games. I make them listen songs and do colouring. In other words, I make them entertain.

T34: I think that 'TEYL' course is, perhaps, the most beneficial lesson for me throughout my university education. For example, this lesson helped me to select materials (coursebook, reading book etc.) which are appropriate for students' level. When I teach a new topic, I try to choose more colorful, different and interesting ones in order to make learners understand better. As they are very young and try to learn a new language, I attach greater importance to materialize and visualize the taught besides doing act outs. Baccuse I believe that sth learned by doing is more permanent.

In addition to the aforementioned materials and activity types, teachers reported to use storytelling, craft activities, TPR, music, rhythm, demonstration, drama, audial materials, listening activities, presentation and dialogue studies which can be described as activities that help students to improve their listening and speaking skills as suggested by MONE in 4+4+4 curriculum innovation. As will be evident from the excerpts taken from teachers' answers, 'TEYL' courses have been affective on their teaching in the presupposed way.

T8: As I work with young age group, rather than grammar, I care about their speaking and using the taught practically with each other. I try to make them enjoyed learning English as much as possible.

T74: I focus on listening activities rather than reading-writing activities in young learners group. Except for this, I make students sang songs and play games. I try to make colourful activities which can make the course more enjoyable.

T121. I try to create an enjoyable learning atmosphere. While studying with young learners, I try to benefit from visuals, songs and stories. I place importance on listening and speaking skills.

While carrying out these activities, one of the things paid attention by teachers was the use of a plain and understandable language besides appealing to young learners' five senses as much as possible as shown below in the relevant responses.

T131: I try to teach through characters that arise students' interest. I try to apply sample syllabuses when I prepared during my university education and I pay attention to use simple and understandable language which is the most important thing that I learn in 'TEYL' courses.

T90: I exceedingly use visual materials, mimic and body language. I try to appeal different senses simultaneously particularly in teaching new vocabulary. I extremely use such methods as song, story, rhyme etc.

Based on all of the above quotations taken from participants, it is possible to interfere that 'TEYL' courses contributed teachers in many aspects such as being familiar with young learners' needs, physical and cognitive features, preparing age-appropriate activities and materials, using a clear and simple language, teaching by considering individual differences etc. In addition to all of the above issues, teachers reported to have benefited from 'TEYL' courses in paying attention to the sequence and interrelatedness between each activity, beginning a new topic in an attractive way, creating materials, using group work and pair work, creating a link between daily life and the learnt and concentrating on activities that can create intercultural awareness.

Even though it is pleasing to hear such positive responses, it is not possible to generalize them into the whole participants. Notwithstanding that they are in few, there are also some teachers reporting that they have not benefited from 'TEYL' courses as it should be. To look at answers given in this direction, it is seen that teachers attribute this problem into the school and classroom conditions. Although they are not said specifically, it is not difficult to predict that crowded classrooms, students' level, deficiencies related to schools i.e. technological infrastructure, course hours etc. may be among the reasons for teachers not to be benefited from 'TEYL' courses as expected. As is understood from the second and fourth quotes below, there are also some other factors such as the instructors responsible for giving 'TEYL' courses at universities and their teaching style, attitudes, methods or techniques.

T53: To be honest, I believe that almost all of the things that I learned in university have been utopian since I started to teach. Everything written in books can not be implemented in each classroom. Each class has a specific dynamism and it is essential to behave accordingly.

T75: In 'TEYL' courses, we lastingly learned by heart rather than learning method-techniques. I take more advantage of Creative Drama that I had taken in my professional life. I adapt English courses. I think it is more enjoyable.

T101: Technical information learned in university education can be partly implemented. In real terms, language learning does, unfortunately, not happen. As the stage increase, language learning happens by heart.

T135: I'm not well-equipped in 'TEYL' as my teacher at the university didn't take this issue seriously.

Besides teachers who said not to be benefited from ‘TEYL’ courses, there is also another participant group who criticize the current conditions relevant to their teaching to young learners, although they tried to fulfill its necessities. Having deserved close attention, one of those criticisms is related to course hours. Though most of the teachers are willing to teach young learners as it should be but they point out the lack of enough time for doing this. The following expressions deserve close attention.

T2: In 2<sup>nd</sup>-3<sup>rd</sup> and 4<sup>th</sup> grades, two-hour course isn’t enough. As the age level is young the time funded for units isn’t effective on course basis.

T108: I take advantage of ‘TEYL’ courses by using attractive materials, pictures, power point presentation, flash cards etc. However, course hours don’t make it possible.

#### **4.3.2. Analysis of the Semi-Structured Interview Questions**

With the purpose of shedding light on the issues under research in the current study, eleven interview questions were addressed into the participants. While responses given the first two questions will give an idea regarding teachers’ perceptions of EIL and its contributions into their beliefs, practices and the field of ELT, teachers’ answers into the third one will make us understand whether teachers beliefs and opinions of ELT has underwent a change, in turn, add a new dimension into the fourth research question. As for the rest eight questions, they aim to provide us a comprehensive evaluation as regards the first research question, that is, Turkish state primary EFL teachers’ thoughts related to the changes performed within 4+4+4 curriculum innovation.

##### **4.3.2.1. EFL Teachers’ Understanding of “Teaching English for Communication”**

When asked about to state their thoughts as regards teaching English for communication in that it is an international lingua franca, almost all of the interviewee addressed to the importance and necessity of speaking English in terms of its being a common communication language among people from different corners of the world. To give the details of this holistic approach, EFL teachers lay emphasis on being far from being grammar-based while teaching English for communication in real life. Some of the relevant answers are here below:

P3: I think what is intended with teaching English for communication is to teach daily language. Instead of grammar structures i.e. third person –s etc. students are supposed to express themselves and understand their foreign interlocutors that they come across. As a matter of fact, I believe that this is the ultimate target of teaching English.

P11: Teaching English for communication refers to students’ ability to express themselves in English. When they go abroad, they should, at least, communicate enough to ask for direction. Even though it isn’t likely for them to come across many tourists in Turkey, they should speak English such as to meet their needs when they go abroad. I think communication refers to students’ self-expression in English verbally rather than using body language.

#### 4.3.2.2. Teachers' Perceptions, Beliefs and Opinions Regarding 'EIL' and Its Impact on Their Teaching Practices and the Field of ELT '

Given the global status of English is driving force behind the necessity of 'teaching English for communication' in turn besides the latest revisions and developments recorded in this direction worldwide, its impact on Turkish context deserves closer attention, too. In this regard, how does the fact of 'EIL' affect Turkish EFL teachers' beliefs and opinions of ELT' is the main issue under research within this section. As mentioned in the foregoing sections, the global status of English has influenced its teaching to a great extent. Generally speaking, three important conclusions of 'EIL' phenomena in the field are 'teaching English for communicative purposes, promoting cross-cultural communication and 'cease native speaker idealism'. To gain an insight concerning whether EFL teachers think similarly, it is essential to look at their comments, two of which are here below:

P3: We mostly pay attention to teach daily use of language. To illustrate, we mostly teach daily words and structures that they're likely to come across. I particularly pay attention to students' pronunciation with the awareness that they couldn't express themselves and understand their interlocutors if they pronounce as written. That's why I mainly teach via speaking and listening activities. That is, students should be able to increase the things they learned by themselves.

P12: When I started teaching 6-7 years ago, I was really doing grammar-based teaching. Then when our coursebooks started to be based on speaking activities and become communicative-oriented, we, following the meetings with our colleagues, understood that communication in English is inevitable in real life. That's why we changed and developed our methods, we had to revise them. For this reason, our courses had further transformed into the speaking and listening activities. Now we give priority to speaking and listening activities rather than grammar and try to teach grammar via those activities. Our methods has changed in this way.

Similar to the responses given open-ended questions, the above comments indicate that 'EIL' has affected teachers beliefs and practices such as to make them focused teaching it for real communicative purposes which is mostly attributed to the image of English as a widely used lingua franca besides being critical in terms of Turkey's integration and competition with the rest of the world.

Having mentioned another important matter while commenting on the impact of 'EIL' on her methods and practices, one of the interviewees spoke as follows:

P7: In order that they can hear different accents, I make students listened to English passages sounded by a variety of native and nonnative speakers. I make them watched different videos. We have moved into a system in which students can communicate more effectively. Our present target is to use the language with games, songs etc. such as to enable students to use language for communication. Rather than memorisation, we have turned towards language use.

Differently from other participants, the owner of the above comment underline the importance of being familiar with a variety of English accents, which is of primary importance in terms of

speaking EIL. Given the number of nonnative speakers outweighs natives and Turkish students are likely to use English with other EIL speakers, the abovementioned approach is just what the students need. As will be evident from the above comment, being aware of 'EIL' requires understanding who use EIL for what kind of reasons, which also determines targets, characteristics and necessities of speaking and teaching English as an international language.

In stark contrast to the above encouraging one, the third interviewee commented as follows:

P3: Unfortunately, we can't benefit from native speakers here in speaking and listening but I try to make students listened from English websites. Native speaker pronunciation is an important thing as they're more likely to come across with native speakers, that's why it is more rational for students to learn native speaker pronunciation.

Being in the same direction, another comment is here below:

P9: We speak English but not like a native speaker. Speaking like a native speaker is essential to express ourselves. While speaking you can forget a word and think what I can use instead of it. I mean that we should at least understand the said and express ourselves instead of speaking with a native speaker accent or style.

Having a closer look at the above comments, it seems that there are some problems concerning to what extent teachers can understand the principles of speaking EIL. To exemplify, the first interviewee's statement concerning the importance of native-speaker pronunciation and the necessity of teaching it because of the high probability of encountering natives is surprising as well as saddening. Although she stated to be aware of the globalizing nature of English, it appears that she still get caught in 'native speaker fallacy' which does not comply with the fact of EIL as mentioned before.

Another saddening as well as perplexing thing is in the second comment. That is to say, even if the last sentence of this comment seems to underline the importance of communication instead of speaking with a native speaker accent, the first sentences are not such as to verify this claim. It seems that this teacher regards the use of communication and compensation strategies as the characteristics of native speakers, which is quite interesting. Having proved the inconsistency between teachers' awareness and practices, the excerpts above can be explained both with EFL teachers' unconscious inflexibility to the NS elements which also indicates their unawareness of EIL/ELF and the difficulty of changing long-standing habits besides their English speaking anxiety or lack of self-confidence as it may be seen in an abundant literature as well.

Disagreeing with the above teachers, the second interviewee dealt with the issue from a different viewpoint. Commenting on the impact of 'EIL' on a centralized exam, TEOG, in Turkey, her remark is as follows:

P2: The impact of EIL is seen in exams, too. The exam questions are designed such as to make students know how they react when they face with a problem in daily life or how to express themselves besides making themselves thought about how to use communication strategies in given situations. Indeed, this approach contributes to the communication to a great extend.”

Another interviewee, who had a negative attitude regarding the impact of ‘EIL’ on her beliefs of ELT, but looking at the issue on the part of students’, said that:

P13: Our beliefs and opinions as regards ELT did not change. We got benefited from its becoming important. Students’ reaction has decreased. They had obstinacy against English. There were prejudices that we could not break down. Students were questioning why they learned English. However, the number of students resisting to learn English has getting decreased. Their attitude has changed. We go on teaching in the same way. I try to do the things that I investigate and learn in my classes and approaches. I teach culture in my classes. In this way, I display that we do not teach only foreign language but culture as well.

To summarize interviewee’s responses into the first two interview questions, the first thing to be said is that teachers have understood that ‘teaching English for communication” refers to teaching it for real communicative purposes rather than as an academic thing limited to the class. This means that students are supposed to use it in practical life when they need to do. It seems that this changing perspective have reflected into teachers’ practices in the positive way, which is encouraging. That is, they no longer maintain their courses in a grammar-oriented way as they did before. Rather, students’ use of language with their interlocutors in real situations and contexts has gained importance. That being the case, speaking and listening activities have come into prominence as inferred from teachers statements as well.

With respect to the question of how ‘EIL’ concept has affected teachers and their in-class practices in this evolvment process, it is true to say that the current status of EIL used by a number of people in a variety of contexts and cultures promote teachers to teach English for real use. In this sense, it would be not wrong to deduce that ‘EIL’ concept is a sort of driving force or motivation source for teachers to teach as aforedescribed.

While they seem to be aware of the necessity of learning/teaching English for communication due to its increasing importance, they do not display the same awareness regarding the necessities of being ‘EIL’ speaker. Now that they believe in the necessity of teaching RP, it seems that they try to teach English for communication with only native speakers which, does absolutely not comply with the fact of EIL. As stated by one of the interviewees as well, the needed thing is to be open to the varieties in English use and making students familiar with a variety of English accents and uses through different materials. Based on the comments which are an indicator of Turkish EFL teachers’ tightness to ‘native speaker idealism’, it can be concluded that they are aware of the fact of ‘EIL’ such as to teach English for communication with listening and speaking activities but not anymore.

Another striking finding to be concluded from the comments taken so far is the fact that 'EIL' concept has positively affected students, too. That is, they are stated not to resist learning English as much as they did before, which is a good news. This finding makes us think that ELT should be grounded on logical reasons. The more students are aware of the reasons lying behind the increasing importance of speaking English, the less they ask for why they need to learn it. Not surprisingly, familiarity with the emerging concepts such as 'EIL', 'ELF' and 'WE' is one of the best ways to make students understand the global necessity of speaking English.

#### **4.3.2.3. Teachers' Perceptions Concerning the Changes Recorded in ELT within 4+4+4 Educational Reform**

Dedicated to seek for an answer into the main research question of the study, Turkish state primary EFL teachers' perceptions, thoughts and beliefs as to the recent changes conducted in ELT within the scope of 4+4+4, this section starts with the analysis of opinions as to the targets of this new curriculum and its content.

Although curriculum revision in question has brought about radical changes into the field of ELT in Turkish context in many aspects, lowering of compulsory FLT into the 2<sup>nd</sup> grade and revision of curriculum content such as to promote practical use of language must have stroke interviewees' the most. Some of the answers given in this direction are as follows:

P8: The target is to provide with the use of English for communication. The lowering of compulsorily English teaching into the 2<sup>nd</sup> grade is a positive development.

P9: I think they (educational authorities) have understood that grammar-oriented language teaching is not a right thing. It is further beneficial for language education starts at an earlier age.  
P11: This curriculum innovation was performed in order to educate students for further communication. It was done such as to make students further speak English and express themselves rather being grammar-oriented.

P12: The only target is to teach ESL rather than EFL. Namely, we view English as a foreign language not as a second. When we go out, we compulsorily use it as a foreign language, or rather we can not use as there is not any user of English around us. That's why the goal of this reform attempt is to make English further used for communicative purposes.

P4: The new curriculum is towards usage of language in daily life and daily topics.

Based on the interviewee responses given above, it is possible to group main targets of the curriculum innovation under three subtitles, that is, start of compulsory FLT in the primary level, promote daily, practical and communicative use of English and being far from grammar-oriented language education. In order to get an indepth understanding whether those targets reach its goal, some specific questions were addressed interviewees as will be detailed below.



#### **4.3.2.4. Do the Revised English Language Curriculum and Coursebooks**

##### **4.3.2.4.1. Create a Link Between the Learned and Daily Life?**

As stated in the foregoing sections, current English language teaching program and coursebooks used in state primary schools took its final form with 4+4+4 curriculum innovation. In line with the CEFR forming a basis for the changes in question, students' use of the language in real contexts is the main target of Turkish MONE as said before. Having believed that parallelism between teaching materials and students' daily life is critical for meaningful learning to take place, MONE redesigned the whole English curricula and coursebooks in this direction. At this point, the question is to what extent revised curriculum and teaching materials create a link between the learnt and daily life from the teacher's eyes. Interviewees' responses were taken on the basis of grades and they are as follows:

An interviewee teaching at the 2<sup>nd</sup>, 3<sup>rd</sup> and 4<sup>th</sup> grades stated that;

P3: I can talk about primary level now. Our topics are really suitable for daily use. To exemplify, we teach foods, belongings, introducing yourself and others, common structures e.g. Do you want...? etc. All of these are close to daily language for me. Even if not all of them, some of the parents I come across say that students can say everything they learn in class. Or they can ask and answer questions in English while studying with their parents. This indicates that things we teach are such as to make them use in daily life.

Agreeing with the above teacher, another interviewee working for 7<sup>th</sup> and 8<sup>th</sup> grades answered as follows:

P1: Even if there are some topics that relevance can not be seen as the cultures are not tantamount to each other, they (coursebooks), nevertheless, create a link between the learnt and students' real life. At its simplest, we can say that revised coursebooks, to a large extent, encouraged this. Shortcomings can be completed upon teachers' self-ability.

Having taught at 7<sup>th</sup> and 8<sup>th</sup> grades, another teacher pointed out the existence of Content and Language Integrated Learning in revised coursebooks. The relevant quote is here below.

P5: There are topics both relevant and irrelevant to students' daily life. For instance, in one of the last years' 8 grade book there were Ataturk's principles and reforms and students were responsible from them in TEOG. I think they are too hard. Where can students use this in daily life? There are not any context that they can use. On the other hand, in this years' (2017) 7<sup>th</sup> grade book, there was a unit called "Planets". As they were learning planets in science at the same time, we went on relatedly. Students could create a link. It was well in that respect.

#### 4.3.2.4.2. Enable Students “To Be Able to Do Something with English?”

Having attributed students’ failure in communicating successfully in English into the presentation of language “as a subject to be learned in school –an academic requirement to be met rather than as a means of communication”; MONE, agreeing with the CEFR, states that students should be able to use English for real communicative purposes in everyday interactions when they need to do this. With this in mind, the available curricular model was revised such as to make them use English for expressing their needs, opinions, beliefs, reactions in different situations and interacting with other people in various situations in line with the targeted achievements as mentioned in the relevant section of theoretical framework. In order to get an indepth understanding into EFL teachers’ opinions as to this issue, interviewees are requested to share their views regarding the coursebooks redesigned in this direction. Here below are their answers varying on the grades.

An interviewee teaching at the earlier grades spoke as follows:

P2: Of course there are some topics that students can do sth with English. At its simplest, children can use weather forecast when appropriate. As is in the 8<sup>th</sup> grades, reactions to be given in any situation. There may be some situations and reactions that are not associated with us or we do not react so but they, nevertheless use these things.

Agreeing with the above one, another teacher talking about the earlier grades (2<sup>nd</sup>, 3<sup>rd</sup>, 4<sup>th</sup>) said that:

P7: Of course they do. At its simplest, when I come to class, they can greet and ask me How am I? in English, which I think is a great development for me. Or they can do dialogues in classroom. Their using some of the sentences is a progression for me in using language even if it is in low level.

With respect to the second level (7<sup>th</sup> & 8<sup>th</sup> grades), another positive answer is as follows:

P4: The revised coursebooks and English curricula enable students to do sth with English. My students often use technology. They may have foreign friends or relatives from abroad and they can speak with them. My students going to foreign language courses say that they can communicate with their foreign teachers. They say there may be speech patterns that they learn in the foreign films they watch. In other words, they use the language either within listening or interaction.

Having pointed out the difference between the first and second stages while responding to this question, the fifth interviewee said that;

P5: Earlier grades do this much more. However, as they are exam-oriented, upper-classes do not use the language much. They further turn towards grammar and tests, while 5<sup>th</sup> grades are more enthusiastic about speaking and listening skills.

In contrast to the first two comments in which teachers are likely to talk about the use of English *within classroom*, the quote below gives an idea regarding students' use of English beyond the borders, which is just the job.

Teaching at the 7<sup>th</sup> and 8<sup>th</sup> grades, an interviewee said that:

P14: Students can not interact. In terms of learning objects, they can learn a few words in any unit, i.e. my day. However, I don't think they can use these words. Even as speaking in the classroom, they become worried. They ask "Should I say like this?" They try to make correct sentences, although I tell them there is no need to do this, even if they say a word, we can understand each other. I don't think they can speak with a tourist or a foreign person. But in my 7<sup>th</sup> grades, students going to language courses are very well as they speak with interlocutors using the language.

#### **4.3.2.4.3. Make Students Love English?**

In line with the CEFR which views language learning as a life-long learning in turn requires developing positive attitude towards English, supply of an enjoyable learning atmosphere and students' promotion to feel comfortable while learning English is another priority of the redesigned curricular model and coursebooks. As given in detail in the relevant section of literature review, topics placed in new coursebooks seem to be chosen from daily life and age-appropriate that students are thought to be familiar with. Seeking to understand whether teachers think similarly, interviewees are asked to explain their perceptions of the new curricular model and its content based on the grades again. Below are teachers' responses working for the first stage.

Interviewees teaching at the 2<sup>nd</sup>, 3<sup>rd</sup> and 4<sup>th</sup> grades spoke as follows:

P3: In primary level, coursebooks make students love English as topics are simple and enjoyable such as fruits, animals, parts of the body etc. As they need to learn only 10 words in a unit and you are supposed to teach that unit in three weeks, you have much time to play games and songs. Students take more pleasure in doing this. Sometimes, they say we don't teach a lesson but we, indeed, do this by playing games with the vocabulary. They learn more blissfully without noticing, in turn the coursebooks make students love English in this sense. I think that topics and new curricular model are appropriate to students cognitive development.

P6: I find 2<sup>nd</sup> & 3<sup>rd</sup> grades' curriculum good. 2<sup>nd</sup> grades' is vocabulary-weighted. It starts with introduction, numbers and colours. As it is not an intensive curricula, you have opportunity of doing many activities. To be honest, I find 2<sup>nd</sup> grade curricula as age-appropriate.

P7: In 3<sup>rd</sup> grade' coursebook, videos and songs are good but topics may be a bit hard. According to students' level, grammar is difficult, to a degree. Frankly speaking, the class gets boring except for videos and songs. To give further examples, in 3<sup>rd</sup> grades' textbook there are some meaningless things in grammar. To illustrate, present continuous tense is given in context but I think it is difficult for them. As for the question of whether it appeal to students in terms of the content, it varies on topics. But most of them make them love English. As long as there are songs and students use the language in an active way, they like coursebooks. As for the 2<sup>nd</sup> and 4<sup>th</sup> grade textbooks, themes and units are good and enjoyable. But I don't like 3<sup>rd</sup> grade textbooks.

P9: 2<sup>nd</sup> grade students like some topics i.e. fruits and animals whereas they may get bored some others such as directions (turn left, turn right etc). These topics may be turned into more enjoyable by having students do these movements but our classrooms are, unfortunately, crowded and we are at a disadvantage in this sense. When we can not have each student do this, there may be problems. We can not give a chance to each student for doing this. However, one-to-one education is critical in language teaching in order for students to express themselves.

With respect to the perceptions of teachers working for the second level they are herein below:

P12: Generally speaking, 5<sup>th</sup> and 6<sup>th</sup> grades' coursebooks appeal to students' interests and hobbies.

P13: To evaluate 8<sup>th</sup> grade textbooks, everything is mentioned in those coursebooks ranging from global warning to technological developments influential on our age. Even fashion trends of the youth are touched upon. I think that topics are well elaborated and chosen such as to appeal students and draw their attention. Scientific data have also been used such as to arouse students' interest.

P14: I think new English curricula make students like English. In the previous curricula, units were too hard and themes were very intensive. They were not interesting. Now different sports, daily topics, social media, internet, technology, space and science draw students' attention. That is why they find coursebooks enjoyable and interesting. Textbooks are appropriate to students' developmental characteristics.

P10: In 7<sup>th</sup> grade, the curriculum is good now. It was lessened because we had opposed into the existence of very intensive topics. However, we now have a problem in 6<sup>th</sup> grade coursebook. That is, tenses is a topic of 7<sup>th</sup> grade in Turkish. But in English, we have to teach past simple in the 6<sup>th</sup> grade. In this case students, on no account, grasp this theme. Because you can't give an example from h/her language as h/she doesn't know it in that language. Let alone, English is completely different for them. There are also regular and second forms of the verbs, which makes the situation inextricable. I think this is the biggest handicap in this grade. Additionally, 6<sup>th</sup> grade textbook is absolutely unsuitable to students' developmental features. They are high-level for them.

Sharing the same perspective with the above one, another teacher spoke as follows:

P14: 6<sup>th</sup> grade coursebook is very nonsense and I don't think that it is age-appropriate and attractive. We mostly need to apply for additional sources. Students get bored in classes and they ask for why they learn these topics. We have to pass different themes or photocopies smart boards etc. We try to produce things on ourselves. They (authors) have further moved towards functions but I think our sourcebooks may have been better. Speaking activities can be put on the books in a more organized way.

Having answered this question taking 8<sup>th</sup> grade coursebook into account, an interviewee said that:

P1: In the 8<sup>th</sup> grade, whether topics or themes are enjoyable does not matter for students. For them, there is a unit need to be learned. If the core of that unit, its vocabulary and grammar is learned, then success can be achieved in TEOG. 8<sup>th</sup> grade students look at the issue in this way but young learners can entertain much more as there is not such a concern in earlier grades.

When interviewees were requested to say how they evaluate the inclusion of some vocabulary and topics in coursebooks with which students may be unfamiliar i.e. snowtubing, zorbing etc. they do not exhibit positive attitude in general but there are also some others who are a bit moderate. Here below are examples of both perspectives.

P4: On the one hand, I criticized inclusion of the things that students aren't familiar with. There are things that I have heard the first and made a research. On the other hand, students may have an idea as regards the things that they have never seen before. It may be better if teacher supports the class with different activities. Perhaps, it has been tried to go beyond the ordinary. I regard this issue as both positive and negative.

P14: In the 6<sup>th</sup> grade coursebooks, there are some words such as sushi, seaweed, soy beans. We finished that unit cheerlessly. Namely, the situation is not bleak.

P9: I think it was not overthought while preparing the coursebooks. To illustrate, there is a unit called as 'festivals' in 4<sup>th</sup>/5<sup>th</sup> grade textbook. However, instead of 'festivals', there may be 'circus' as the previous one (festivals) may be high level for students.

#### **4.3.2.4.4. Become Action-Oriented?**

With the purpose of promoting students' experience of English for communication rather than as an academic requirement, MONE attached greater importance to 'action-oriented approach' as emphasized in the introduction of the revised curricular model. With this in mind, students are supposed to develop their communicative competence by using language in various classroom interactions, thereby becoming real users. When it comes to the question of whether the latest revisions reflect this attempt from EFL teachers' point of view, interviewees were asked for 'if the revised English Language Curriculum and Coursebooks are action-oriented? Here below are answers taken for the first stage.

P6: To be honest, I can't find everything I search in the coursebooks. I prepare my activities by myself. I find the activities and vocabulary games by myself. I find the coursebook deficient. Yes, there is a coursebook but I do not think that it is much effective.

P7: I think that 2<sup>nd</sup> grade coursebook is action-oriented. For instance, there are many songs, games and colourings in the 2<sup>nd</sup> grade coursebook but I don't think the same for the 3<sup>rd</sup> grade. To me, 3<sup>rd</sup> grade coursebook is not action-oriented.

P9: Whether coursebook are action-oriented depends on the creativity of teacher. Books (4<sup>th</sup> grade) don't provide this. We read them and skip. I find the coursebook given by MONE inefficient. I find them shortcoming. Either they present shallowly or some other things are targeted while making coursebooks game-oriented. A speech pattern may pop up before it is taught. Any pattern that I haven't taught may suddenly confront although it is not in the curriculum, too. Students do not know this.

With respect to the responses regarding second-stage coursebooks, they are hereinbelow:

P4: 7<sup>th</sup> and 8<sup>th</sup> grade coursebooks are action-oriented in that they include some activities such as doing posters, writing a song or poem, preparing a questionnaire and brochure etc.

P12: 5<sup>th</sup> grade textbooks are towards speaking, doing and actions rather than reading. While animating dialogues, we have always used role-play method and it made students much entertained. They used the language efficiently.

Having answered with a contrastive perspective, one of the interviewees spoke as follows:

P10: To look at the first level, coursebooks used in these grades are more active and action-oriented compared to the second stage. I don't believe that activities in the coursebooks are enough. They don't give an opportunity of practice. Without knowing sentence structure and syntax, students are expected to write in any topic. We need an introduction related to that.

Here below is a comment related to 6<sup>th</sup> grades.

P11: Generally, coursebooks are theoretical not action-oriented. We don't have a setting to do this in classrooms. An action-oriented activity given in coursebooks can be done with 10-12 people. But we have 25 students in our classes. Even if it is given in the coursebook, the game is not played in our class. We prepare the activities by ourselves.

P12: TEOG eliminates the activities in 8<sup>th</sup> grade coursebooks. But we do the projects.

P14: When you say 'action-oriented'; dramas, games, choirs and activities come to my mind. To me, coursebooks are not such that and even if they are, this is not enough. We find online materials on ourselves. We make cards etc on ourselves, as far as we can do at home. Sometimes we make such things in classroom for 5<sup>th</sup> and 6<sup>th</sup> grades. I do not remember anything I did that coursebook tell me to do. We wrote postcard, letter and so on. It is not possible to do an activity for each unit.

#### **4.3.2.4.5. Become Cyclical?**

In the formation process of the new curricular model, one of the targets is to provide with thematic and interrelated units such as to make teachers present new information with a cumulative attitude. That is to say, they are supposed to teach new information in an enjoyable and meaningful way besides bridging a gap between the current information and the learnt before. In this way, the intended is to promote students not to forget their prior knowledge while learning the new ones.

In addition to the inclusion of the aforescribed topics, MONE has also reduced the number of units by taking the relevant criticisms into account. In line with the latest revisions, current coursebooks are now composed of 10 complementary units.

Aimed at getting teachers' comments as regards this issue, they are asked whether new coursebooks and curricula are cyclical. The relevant responses are as follows:

P11: The thing I like the most in coursebooks given by MONE is their being complementary. To illustrate, the 3<sup>rd</sup> unit in the 5<sup>th</sup> grade coursebook can be seen as the 1<sup>st</sup> and 2<sup>nd</sup> unit when it comes to 6<sup>th</sup> grade. In this sense, coursebooks are good. They are cyclical.

P4: I further see cyclical method in coursebooks. In the beginning of each period, coursebooks start simply with topics of the previous year and they are getting difficult towards the end of the year. In the following year, we start afresh. In this sense I think coursebooks are appropriate to students' developmental characteristics.

#### 4.3.2.4.6. Increase Students' Intercultural Awareness?

Having appeared to be a consensus with the CEFR on the importance of plurilingualism and pluriculturalism, MONE expect students to use English in a confident and proficient way besides *appreciating for cultural diversity*. The target is to grow up individuals who can comprehend the existence of many languages and cultures worldwide and need for toleration all of this diversity while being conscious of the uniqueness of Turkish culture. That being the case, it has become inevitable for the redesigned English curricular model and coursebooks to include cultural elements from both Turkey and other countries. Having believed the necessity of presenting cultural elements in a positive and non-threatening manner (Elyıldırım & Ashton-Hayes, 2006); MONE included such topics as greetings, festivals, foods etc. such as to promote students to see the similarities and differences among target culture and others.

When it comes to question whether those efforts raise students' cross-cultural awareness as expected, EFL teachers were asked to express their opinions as to this issue. Differently from other questions, interviewees' responses into this question varied across grades as proved quantitatively, too. Similar to the values obtained through Mann-Whitney tests in the preceding section, the difference is seen between the opinions of teachers working for the first and second level of primary school. Being an indicator of the fact that abovementioned variation is to the detriment of the earlier grades, two excerpts are as follows:

P3: In the first level, this phenomena (ICA) has slightly reflected into the coursebooks. That is, next to nothing. Because, we learned only chinese food, italian food in dishes and greeting in other languages. Coursebooks slightly include elements from other cultures. They further involve Turkish culture.

P6: In the 2<sup>nd</sup> grade, intercultural awareness and differences among countries aren't mentioned. Basic concepts are mostly elaborated. However, students can know that there is a different language besides the existence of cognate words which are common to both languages. However, they don't see differences on the basis of countries but only similarities and differences between English and Turkish are implicated. There is not an acculturation. To me, children can perceive the existence of another culture (English). To exemplify, they see that some words i.e balloon are similar but not sounded as written. I think they feel this step by step.

Sharing the same view, another interviewee mentioned the situation in 3<sup>rd</sup> grade.

P7: There is not anything towards raising students' intercultural awareness in 3<sup>rd</sup> grade textbook. However, this concept has been supported by videos involved in coursebooks. Students can see some things when they watch those videos. They can see the differences related to some statements and how they are expressed. They absolutely attract students' attention.

To look at the case in the second level, the relevant answers are shown below:

P2: In 5<sup>th</sup> grades, there is a topic called as ‘festivals’. Students are interested in such things as festival of lights, easter, noel celebrations etc. They can talk about these issues and ask eachother.

P13: Yes. 8<sup>th</sup> grade coursebooks raise students’ intercultural awareness. Various feasts are presented. Students are aware of these things. They leave a positive impression on students. I think that they need to learn new things.

In parallel to the ones given above, an interviewee teaching at the 6<sup>th</sup> grades said that coursebooks include elements towards cross-cultural awareness however, there is a problem. Here below is that answer.

P11: Children do not acquire intercultural awareness in the way we want to teach. For example, they ask “Do they learn Turkish? If they don’t, why do we learn English?”. Students misperceive this. In coursebooks, there are elements towards cross-cultural awareness. I support this.

Another interviewee who admitted the existence of elements relative to intercultural-awareness but also complaning about this spoke as follows:

P10: Without knowing our cultural elements, we try to teach others. Firstly, I should teach ramadan and feast of sacrifice. While talking about collecting sweets in Ramadan, the coursebook suddenly pass to cince de mayo, a Mexican feast.

Finally, having criticised the way of presenting elements towards cross cultural awareness, an interviewee working for the 7<sup>th</sup> and 8<sup>th</sup> grades commented as follows:

P14: To me, these elements bother students. If they (authorities) do this, cultural elements can be presented in different ways. Only names such as sushi were given and passed. They were given in a very boring paragraph and were repeated nowhere in the unit.

#### **4.3.2.4.7. Enable Students to Acquire the Specified Gainings Varying by the Grades?**

Seeking to understand what teachers think about the acquisition of the specified gainings, interviewees are requested to answer the following question.

“Do the revised English coursebooks enable students to acquire the specified gainings varying on the grades?” The responses given to the question are hereinbelow:

P3: 2<sup>nd</sup> grade students can recognize when they hear similar words.

P4: Grade 2 students could acquire the specified gainings.

Having commented on 3<sup>rd</sup> and 4<sup>th</sup> grade students respectively, another interviewees said that:



P7: I certainly get feedback from my students who repeat and reinforce the learnt. When I ask, they can establish a dialogue and ask each other.

P9: Yes. 4<sup>th</sup> grade students acquire the specified gainings.

For 5 and 6 graders, the following comment is made:

P2: Generally speaking, gainings are related to the topics and the class we teach. For instance, in a unit called as 'animals', students could ask and answer questions. They learn how to ask and answer questions through information gap activities.

Specific excerpts respectively for 5<sup>th</sup> and 6<sup>th</sup> grades are here below:

P12: I see that students learn when we teach by doing, animating and roleplaying. It is absolutely related to the method. On no account do they learn if you write on board and pass. The more you use animation, roleplay and drama, the better students learn. Even the most unsuccessful student who has nothing to do with the class could say "May I go to toilet?" while going to lavatory and "May I come in?" while coming in the class. There were some students who made an effort to use that pattern. Coursebook provide this.

P11: No. There is missing in this issue, i.e. weather forecast. Students think and say as they do in Turkish. To exemplify, How is the weather? Speech pattern in the coursebook is "What's the weather like?" However, students say "How is the weather?". Besides, there may be some problems caused by different sentence order in Turkish and English. I, compulsorily, take care of their (sentences) being as are in the coursebook. When I test, if a student write down as abovementioned, it does not comply with the answer key. Or, when a student attend an interview in the preceding years, if he says wrong this may evoke the feeling of lackness in the part of an interview officer. Even though we say it is not important, when a student say "he go" in an interview, he will become disadvantageous as his saying evokes a feeling of lackness. Students should speak but they should speak correctly for the exams they will take in the future.

The above surprising as well as saddening comment clearly indicates that 6<sup>th</sup> grade students actually acquire the specified gainings although owner of the above comment doesn't aware of this. This comment is in stark contrast to the target of teaching English for communication, that is the ultimate philosophy of the new curriculum and the relevant revisions. If a student can express himself and is understood by his interlocutors by saying "How is the weather?", undoubtedly that he will, there is no point in trying to oblige this child to use the pattern in the coursebook. Furthermore, MONE doesn't expect teachers to do such a thing but encouraging students to use the language such as to generate real meaning. This does not necessarily mean that structures in the coursebooks aren't taught. But, they shouldn't be imposed on students as they are in the coursebook, if students can transmit what they intend to say in different ways.

Having a closer look at the situation in 7<sup>th</sup> and 8<sup>th</sup> grades, interviewees display a positive stance as regards the acquisition of the specified gainings in these grades. Here below are their responses.

P1: They absolutely acquired the specified gainings. They make sentences such as accepting, asking for clarification etc. within the classroom. In this way, attendance to lesson was over 90%. Coursebooks and gainings of this year are very effective.

P13: 8<sup>th</sup> grade students acquire these gainings.

#### **4.3.2.4.8. Enough to Provide the Efficient Use of English on an International Level?**

Starting from the idea of competence in English is a critical factor given Turkish society's economic, political and social progress is attributed into the citizens' ability of communicating internationally, the last question addressed interviewees is as follows:

“What do you think about the sufficiency of new curricula and coursebooks in providing the efficient use of English on an international level?”

While responding to this question, interviewees criticized severely the coursebooks. Rather than stating their opinions comparatively as regards what *the efficient use of English on an international level* means, and to what extend “the new curricular model and coursebooks fulfil this”, they preferred to enumerate their harsh criticisms relevant to the textbooks. Here below are some of those quotations.

P3: Coursebooks aren't enough to provide this. As is in other classes, we have to use additional materials and sources in English, too. When I examine state coursebook and extra materials comparingly, I see that the latter further draw students' attention as there are more visuality. These sources are printed on coated-paper and type size are bigger. They have stickers and CDs. However, MONE doesn't give such things. This falls short, to me. As the coursebook given by MONE is deficient, it drives us to have students bought extra materials. To exemplify, the content of the 2<sup>nd</sup> grade coursebook makes no sense to me. You can't find as many activities as you want. We have had an additional source including listening, much more activity, colourfulness and tests as the state focuses on solving tests. In these circumstances, coursebook given by MONE falls behind.

When asked to say whether there are tests in 2<sup>nd</sup> grade coursebooks given by MONE, the above interviewee went on as follows:

there are no tests in 2<sup>nd</sup> grade coursebook but you have to make students confront with tests as there is an exam at the end and you are supposed to be successful in school exams and other ones that families test their children. Indeed, there is no point in making students tests while learning a language. However, when families say that ‘why my child can not do at the exam’ and there is a system evaluating you based on your students' success in TEOG, we compulsorily have to do a test at the end of each unit. There are no tests in state coursebooks although we have in our additional sources.

Another interviewee responding the above question by taking 2<sup>nd</sup> grade coursebook into account said that:

P6: I don't think that the coursebook can provide this. I believe that teacher and h/her teaching could provide the efficient use of English on an international level. To me, if you teach only with the coursebook, the class is based on memorization. However, enabling students' use of the learnt is related to teacher. Coursebook may have included small dialogues that students could do pairwork or groupwork. Pair work and group work may have been attached importance. We can't find them in these coursebook. There may be small parodies, games and videos that students can see and listen and we can use as a visual. I think students can learn better through imitation. Language is a thing learned via imitation, particularly with native speakers' speaking. There may be small presentations prepared by native speaker children such as British, American. The usage of such sources can be provided.

As we see once more in the above comment, teachers don't give up associating ELT with native speaker criteria. As is clear from the above response, teachers' understanding and attitudes as to use of English on an international level is open to discussion. That being the case, given answers can not go beyond the criticisms directed to coursebooks regarding their content and appearance.

Differing from other ones, another comment is here below:

P13: It is not a thing to be done only with coursebooks. Students should absolutely interact with outer world. Internet technology has further changed, we need to use it already. E-twinning should absolutely be used. Students need to do projects with foreign schools. For instance, we have done a science project and students did mutual experiments and expressed them by using simple words. They found odd at first but later they adapted and overcame their shyness. But students say that there is absolutely not enough time for this in the 8<sup>th</sup> grade due to TEOG.

Yet another excerpt justifying the above teacher is as follows:

P14: When I look at the coursebook, I see that it includes everything such as requesting, address description, speaking politely etc. that students need when they go abroad. We try to teach all of these things. But students always refrain in speaking. I think they can express themselves when they go abroad. To exemplify, they can do this while teaching a unit but a few months later they can not. I don't know whether it is because of our teaching based on memorization or their difficulty in finding an interlocutor.

#### **4.3.2.5. The Parallelism between the Content of TEOG Exam and Teaching English for Communication**

Prior to explore whether there is a linear relationship between TEOG and the goal of teaching English for communication, it is better to look at its content, which aims to measure different language skills. Besides this diversity, what is certain is that TEOG is far from being grammar-oriented. To have a closer look at the type of questions addressed in TEOG, reading & comprehension, dialogue completion, commenting on the given knowledge (paragraph, table, picture etc), using speech patterns in varying contexts & situations and gap filling vocabulary questions lead the way. In order to answer these questions, students are supposed to use the learnt knowledge in different ways such as making an inference, commenting on a matter, predicting the

reactions to be given in varying situations, being familiar with the real use of language etc. instead of memorizing sth unmeaninglessly.

While MONE has revised the content of TEOG in the aforescribed way inspired from the ultimate target of the 4+4+4 curriculum innovation, whether these efforts reach its goal from teachers' perspective is one of the issues underresearched within this study. That is why interviewees were requested to share their thoughts regarding whether TEOG really serves the purpose of communication. To take a look at the responses, teachers mostly showed a negative stance as they did in the relevant questionnaire item. The related answers are as follows:

P3: On no account does TEOG support communication. It only crams you for an exam by presenting certain structures and words and asking for how to you use them in which situation. To exemplify, students' use of an ejaculation of surprise in TEOG does not necessarily mean that h/she can use it in daily life since the classes are not taught in this way. As the teacher has to hand out tests, students are supposed to read and answer those questions. (3<sup>rd</sup> grade)

TEOG does not support communication target. Because I think that exams such as TEOG make students far from using language. While questions and situations given in TEOG exam provide with a holistic point of view for students, it is essential for them to be exposed to these situations and structures in daily life in order to use them practically. In other words, students need to use these structures either in school, classroom or in living space. If they do not find an environment that they can interact, these knowledge only remain in books till the exam.

P13: Students learn an academic English. That is, they do not learn the language such as to use it in practical life. (8<sup>th</sup> grade)

While interviewees do not think that TEOG serves for teaching English for communication, they do not deny the existence of questions requiring the real use of language. The related answers are here below:

P4: Students can not show a good performance related to these speech patterns as much as they do in the exam but they can express themselves with a few words.

P1: The content of TEOG mostly supports the communicative activities appropriate to the daily life.

P3: TEOG is at least towards making comment, it doesn't ask you grammar structure. It gives you a paragraph for reading and comprehension. This is good, I like this. When we heard that TEOG would be applied we had started to teach grammar-oriented as we got used to do so that's why we had failed. Then, it was really good that students are asked to do what they read and comprehend.

In line with the above excerpts, it would be not wrong to say that there is a paradoxical situation related to the communicative aspect of TEOG exam. While interviewees expressed that TEOG exam included questions requiring the practical use of language in real life, they didn't

display the same attitude as to its promoting them to teach English for communication. That being the case, it is essential to get a deeper insight into the reasons of this tension and in what ways TEOG prevents teachers from teaching English for communication. With this purpose in mind, another question was directed to the interviewees, the answers of which are in the preceding section.

#### **4.3.2.6. Teachers' Views Regarding the Negative Impact of TEOG Exam on Themselves in Line with the Goal of Teaching English for Communication**

Given TEOG is implemented at the end of the second level, 8<sup>th</sup> grade, it isn't expected to affect the whole teachers in the same way. Furthermore, it shouldn't affect teachers working for the first level as they are not supposed to cram students for a centralized exam at this stage. In turn, TEOG should not hinder them from being communicative-oriented. In order to understand whether these assumptions are true, the negative impact of TEOG will be explained based on the grades, which will also provide insight into the reasons of the abovementioned finding, that is, "Why does TEOG prevent teachers from teaching English for communication?" Here below are the responses. One of the interviewees teaching 3<sup>rd</sup> grades said that:

P3: TEOG affects my practices varying on the grades. The curriculum drives you to do sth for TEOG. Grammar penetrates into the topic taught in the class. I have not focused on the rules. They learn by using these rules after a while. But as I said, I unfortunately have to feature on tests. Because students will graduate to third grade and TEOG is not a thing to be worked in the 8<sup>th</sup> grade. Our teachers start working for TEOG as of the 5<sup>th</sup> grade. You do not want the students to have difficulty while you send them upper stage. We compulsorily give tests. TEOG has negatively affected us in this sense. In primary level, TEOG becomes an extra target for us.

Sharing the same observation, others have answered as follows:

P6: TEOG has, of course, affected us. At the 3<sup>rd</sup> grade, I distribute tests for course reviews. As the 4<sup>th</sup> grade curriculum requires this much more, we intensively focus on test technique. Moreover, as it (4<sup>th</sup> grade curriculum) suddenly becomes intense we, to be honest, put language use into the background.

P7: TEOG unavoidably affect us. To exemplify, in the 4<sup>th</sup> grade we further draw students' attention into the answers in dialogues. We try to lay the base by showing them how to answer when they confront with such things. We also implement tests. It goes without saying that TEOG has a negative impact on us. We further focus on tests as well as directing memorisation, which make students far from using language.

Contrary to the above ones, another interviewee working for the primary level spoke as follows:

P2: Even if TEOG isn't for earlier grades, children are continuously directed into tests in our country. Children start to do tests as of the 2<sup>nd</sup> and 3<sup>rd</sup> grades. This is a longstanding thing. For instance, they want to do related tests in the source materials that we make them bought. Or else they ask whether we have a test at hand in order to copy and solve. They get used to do this.

This isn't an unfamiliar thing for them. The only difference is that they further do thematic tests. But in TEOG, questions are towards both grammar and communication. There is a parallelism between their cognitive levels and the difficulty and content of tests we use. In case they don't have difficulty in the upper grades, we have made them solve tests taken from internet or source materials. The fact that students are in earlier grades doesn't change anything, we, nevertheless, do tests. But this situation doesn't affect us in negative terms, we can teach the gainings we are supposed to give within the time given us. TEOG hasn't a negative affect on me.

While the first three interviewees clearly admit that TEOG has a negative impact on them, the above teacher doesn't believe to be negatively affected although she unwittingly perform things which are, indeed, not tolerated in primary level. First of all, she said that students are accustomed to do tests, but given the fact that revised English language curricula doesn't say teachers to work for TEOG exam at this level and the relevant coursebooks don't include tests at all, it isn't possible for young learners to be accustomed to do tests by themselves.

As clearly understood from the above excerpt, teachers are, to a great extend, responsible for this mistake by making students bought extra materials including tests, thereby motivating them to do this even though it is forbidden by MONE. Additionally, given that there are only two-hour English courses in the 2<sup>nd</sup> grades, how all of the gainings supposed to be given within the allocated time are acquired besides tests is another issue which is worth looking into more detail. Even if the time is enough for making students done all of the abovementioned things, the fact of 'test' or 'exam' is not described as a thing to be introduced to the young learners. Based on the above discourse, it does not seem much possible to say that this teacher is not negatively affected by TEOG.

Under the circumstances in the first stage of primary level, it isn't difficult to predict that TEOG has further affected EFL teachers working for the second level. To gain insight regarding the situation of second stage teachers, here below are their answers.

P4: It (TEOG) absolutely affects us. In the 5<sup>th</sup> and 6<sup>th</sup> grades, we further head for games, songs and visuality because of their age but as of the 7<sup>th</sup> grade we start to teach by drawing their attention into the questions that they are likely to confront in TEOG. We tell students to start memorisation. If we get bored a lot, we listen and learn a song but except that I try to do course review without losing time. When students are succesful in TEOG, it affects us positively but if it isn't, we can teach more enjoyably. For instance, 8<sup>th</sup> grade students like listening to foreign music and watching foreign films, we can devote much more time for such things.

P5: It is no wonder TEOG has affected us. As the exam approaches, we further put emphasis on test. We put aside the coursebook and we review topics addressed in TEOG. It absolutely causes us to skip listening and speaking activities as the level of the class raises. Even if listening is to some extend, speaking is regarded unnecessary by students as they will not be responsible in the exam. TEOG is a stress factor for us as we take the responsibility of many children. We want them to be well and successful and we work towards this. There are times that we sacrifice listening and speaking activities in order for further tests.

P11: I don't teach in the same way in the 5<sup>th</sup> and 8<sup>th</sup> grades. It is difficult to do activities in 8<sup>th</sup> grades due to the lack of time. TEOG has a negative impact on me. It isn't a very successful system.

P12: Most probably, TEOG affects the whole teachers working for 8<sup>th</sup> grades. Because you can't implement your method even if you want to make students done speaking activities, get them listened to music etc. as it gets boring for students. What's more we have a concern of coaching students for an exam. This is boring both for students and teachers. While the course is enjoyably going on in other grades as we play games, I couldn't do this in the 8<sup>th</sup> grade at all. I only made them listened two songs throughout the whole year. For example, we can't make students done the projects in the 8<sup>th</sup> grades due to the pressure of TEOG. All of us necessarily get students bought supplementary books or get these books copied as the available coursebook is insufficient for TEOG as it requires much more. That's why teachers compulsorily have to use other books and sources.

As will be obvious from the above responses, interviewees teaching at the second level seriously feel under pressure due to TEOG. Not surprisingly, as the level of the grades increase, this pressure becomes much more apparent as is seen from the changing nature of courses and activities as mentioned above. Despite the acknowledgement that TEOG includes questions requiring the real use of language and far from being grammar-oriented, its negative impact can be explained with teachers' approach and point of view related to this issue. The following excerpt can be shown as an evidence for this situation.

P14: TEOG, of course, affects us. We further work towards test in the 7<sup>th</sup> grades. We further try to make students bought additional sources. But in 5<sup>th</sup> and 6<sup>th</sup> grades, we teach via games and songs. Actually, there is not a problem related to TEOG. But we have some concerns leading us to make them done much more tests. In this way, they see more questions in a short time. I did not do any activity last year. It may be due to me. But we feel under pressure. Perhaps, we think that they can see more vocabulary and questions through tests.

Besides proving that teachers' beliefs and concerns have, greatly, led them to become away from the real target, the above excerpt also clarifies the underlying reasons including school authorities, family, students' low motivation etc. as stated before.

#### **4.3.2.7. Have English Curriculum and Coursebooks Revised within 4+4+4 Created a Transformation in English Language Teaching and Learning?**

With the purpose of taking an overall idea as regards the impact of the new curriculum and coursebooks on English language education in Turkish context, the following question was finally addressed interviewees:

“Have English curriculum and coursebooks revised within 4+4+4 created a transformation in English language teaching and learning?”

Here below are teachers' responses on the basis of levels.

P3: I think they have created a transformation in terms of the first level. New curricular model and revised coursebooks have really had a positive impact in the first stage. Given the lowering of English teaching into the 2<sup>nd</sup> grade and our students now learn the topics that we were taught in the 4<sup>th</sup> grade by people who were not actually English teachers, it is possible to say that children are luckier. At its simplest, they start to learn with English teachers doing their job voluntarily besides loving children and being more active. Compared to our teachers who wrote and skipped, I think both the fact that actual English teachers educate students and the existence of age-appropriate topics has further reached its target compared to the past if there is not a trouble in upper grades.

P6: Of course, it has. When I start teaching, I disappointed as I couldn't implement the things said to us (the necessity of teaching based on English use, using English as much as possible in classroom etc.) We couldn't use many things that we had been taught at university. Either curriculum or course hours didn't allow this. But I think that general situation in the first stage now allows this. That is, you can use as much as materials particularly in 2<sup>nd</sup> and 3<sup>rd</sup> grades. You have an opportunity of having students done many activities. Both the curriculum and teaching of coursebooks allow this. When a child learn well at the earlier grades, it becomes easier to do this. But when you are supposed to do intensive grammar-teaching, it leads to troubles. I think that primary level is good now.

P7: To mention 2<sup>nd</sup>, 3<sup>rd</sup> and 4<sup>th</sup> grades, I think new curricular model and coursebooks is a success. In my school, students come to English classes voluntarily and they actively attend the lesson that is why I believe that they are effective. However, I think it will be more effective if an arrangement is carried out in coursebooks. My suggestion is to provide with a specific classroom for English classes. Additionally, more materials and visuals should be provided on the basis of grades. If it is in this way, I think that more fruitful results will be reached.

To have a general look at the situation in the second stage, relevant excerpts are as follows.

P1: As I always evaluate comparingly, I think it has created. Even to regard compared to our period, it absolutely has. With such reformations, language education will become better. To me, it will provide the expected communication skill. However, nothing happens immediately. As the current 2<sup>nd</sup> grades progress, much better generations with improved English communication skills will come, to me.

P13: Compared to the past, language education ceased from being grammar-oriented. It is good in that aspect. However, the expected transformation is not a thing to be only with coursebooks. In any case, we advise students to buy extra sources. Students couldn't learn English only with the coursebooks given by MONE. They haven't enough exercises. Besides, they have short of repetition and practice. Coursebooks include the topic and relevant true-false exercise, that's it. Authorities may provide test book. On the other hand, reading passages are good. Speaking absolutely includes in each page. However, there may also be listening passages that everybody can understand. Native speakers in the current ones speak very fast. There are people speaking with British and American accents. Some of the students have already prejudices against English. So, speakers in listening activities should speak slowly and unthreateningly.

Having believed that a transformation has happened with the revised curricular model and coursebooks, another interviewees, similar to the above one, criticized the coursebooks, as well. Here below is one of those criticisms.

P14: As I said before, they (authorities) may have attached importance to the functions but I don't think some topics, not all of them, appeal to students. There may be more enjoyable activities like colorful speaking and listening activities in coursebooks used by foreign language courses. There may be more enjoyable and colourful textbooks. For instance, preparers of the coursebooks may present the links of the relevant activities.



To sum up the abovementioned findings by associating them with the problems and targets of ELT in Turkey as mentioned in the introduction, it is true to say that EFL teachers have become conscious enough not to view English only as a school course. Rather, they are aware of the current international status of English language, which requires much more than teaching it as an academic skill.

This awareness has naturally reflected into teachers' classroom and teaching practices and they have not done grammar-based teaching as they did before, which is a good news. Instead, they put greater emphasis on teaching English such as to make students met their needs in a simple way. It can thus be suggested that primary EFL teachers' beliefs and opinions of ELT has positively underwent a change.

However, it is not possible to describe this situation as a change in its fullest sense. As inferred from their responses, they have still made native speaker elements their idol, a finding which could not be associated with their awareness of the status of EIL. Indeed, it would be overstatement to claim that ELF and EIL phenomena are understood by teachers as it should be. While almost all teachers come to an agreement on the worldwide use of English as a common language among various people pertaining to different cultures and languages, it is not possible to see the same attitude as regards the reflection of this knowledge on teachers' practices. Most probably, the abovementioned discrepancy i.e. native speaker idealism is caused by the inefficient use of ELF/EIL knowledge in teaching English.

While we are witnesses of an inconsistency as regards the reflection of ELF/EIL phenomena into teachers' practices that is not the case in 'TEYL' course. With a few exceptions, almost all teachers agreed on the pedagogical benefits of taking this course, which has clearly made them recognized with the characteristics of young learners besides contributing to their practices methodologically.

Having come into the fore with the need of teaching English at the 2<sup>nd</sup> grade of primary schools as a result of 4+4+4 curriculum innovation, not only the course of 'TEYL' but also lowering age of compulsory FLT has taken positive reactions from EFL teachers. When asked what may have been the targets of 4+4+4 curriculum innovation, two most-frequently given responses are 'need of use English practically' and 'importance of teaching foreign language at earlier ages'. In this sense, it is true to say that EFL teachers are aware of MONE's targets in performing this educational reform.

However, this revision process was too comprehensive to be restricted to the abovementioned two targets as understood from a number of issues related to new curricular model that participants were requested to share their opinions. Turkish MONE's priority target has been to create a link

between students' daily life and the learnt/teaching materials. As is clear from interviewees' answers, success was achieved both in the first and second level in this sense, which is quite encouraging.

Inspired from the emphasis on 'teaching English for communication' in the new curricular model, another question underresearched was whether it enabled students to be able to do sth with English. Generally speaking, responses given to this question are positively, although there are some contrastive answers in favor of earlier grades in that they do not have an exam concern like the second grade students. At this point, it is essential to underline the fact that teachers' unwittingly draw attention to the communicative use of English within classroom, which leads to the emergence of a doubt in our mind as regards the situation beyond the class.

Yet another issue of concern is the changing content of teaching materials i.e. textbooks. Having believed the importance of developing positive behaviours in students towards FLL, MONE made an effort to choose age-appropriate and enjoyable themes while redesigning the content of all coursebooks. It appears that all grades' coursebooks reflect this effort except for the 3<sup>rd</sup> and 6<sup>th</sup> grades'. While the former one was criticized due to the involvement of difficult grammar topics, the latter one was found to be quite above students' level in terms of including past simple tense in addition to the unattractive themes and unfamiliar words to students' daily life.

Another under-researched issue related to coursebooks was whether their being action-oriented. As inferred from the contradictive responses given above, EFL teachers did not reply in the same direction. While EFL teachers working for the 2<sup>nd</sup>, 5<sup>th</sup>, 7<sup>th</sup>, 8<sup>th</sup> grades confirmed the fact that these grades' coursebooks are action-oriented, the ones teaching 3<sup>rd</sup>, 4<sup>th</sup> and 6<sup>th</sup> grades' coursebooks did not accept this.

While a consensus could not be reached as regards the action-orientedness of revised coursebooks in the whole grades, the exact opposite situation was confronted when it comes to their cyclicity. Almost all interviewees stated that new coursebooks were designed such as to provide this.

As for the question of to what extend new curricular model and coursebooks promote students' ICA in line with the objective of developing students' appreciation of cultural diversity, teachers' responses varied by the grades. Interestingly, interviewed teachers working for the first level reported that ICA has not reflected into the coursebooks except for the introduction of some basic words such as foreign foods etc. which they do not think serving for the purpose of ICA in spite of MONE's intend to introduce it in this way to such a degree. As for the situation in second level, interviewees teaching at these grades verified the existence of cross-cultural elements that

raise students' ICA; however, there are also criticisms related to the presentation of these elements in an unmeaningful way.

In the direction of promoting students' ability to use English in a meaningful way with their interlocutors in a variety of situations and contexts, another thing requested to be assessed by EFL teachers using renewed coursebooks is whether they enable students to acquire the specified gainings varying the grades. Fortunately, responses taken from different grades' EFL teachers are such as to confirm the success of the new curriculum and materials in this sense.

On the other hand it is not possible to see the same positive tendency when it comes to the sufficiency of the new curricula and coursebooks in promoting students' use of English on an international level. Almost all grades' coursebooks were subjected to EFL teachers' criticisms at this point. However, the legitimacy of these criticisms is controversial as mentioned earlier in that they are towards different aspects of coursebooks e.g. colour, visuality etc. rather than the presence or absence of the elements promoting the use of English in international terms.

As for the summary of findings related to TEOG exam, interviewees' comments clearly indicated that there was not a linear relationship between TEOG and the purpose of communication despite the existence of questions promoting it. Not surprisingly, interviewed teachers reported to be negatively affected by TEOG regardless of the grade they teach. To put in another way, they started to feel the pressure of TEOG on themselves as of the earlier grades, which is an interesting finding considering MONE's attempts to prevent this at this level.

In concluding the summary of qualitative findings, it is indispensable to answer to the ultimate question of the current study i.e. whether or not new English curriculum and coursebooks revised within 4+4+4 created a transformation in English language teaching and learning. Fortunately, interviewees' responses to this question are positively at all grades' level particularly in the first stage as noted by teachers working for them.

## CONCLUSION

In the current chapter, the rationale behind the link between 4+4+4 curriculum innovation and the concepts of EIL/ELF is provided. Following the conclusions as to the findings come with pedagogical suggestions, the limitations of the study and suggestions for further studies.

In concluding the current study, it is essential to provide with a clear view regarding the relationship between the two topics under research i.e. 4+4+4 curriculum innovation and the concept of EIL/ELF. As aforesaid, this study aims to investigate whether English curricular model revised within 4+4+4 curriculum innovation has created the anticipated transformation in the field of ELT in Turkish context from the perspective of Turkish state-run primary EFL teachers. By means of 'the anticipated transformation' the intended is to provide students' use of English for real communicative reasons beyond the class. With this in mind, it is possible to face with explicit references into the CEFR in the new model while it is not valid for EIL/ELF. Despite this contrasting picture, the current study was dedicated to shed light on EFL teachers' opinions of the new learning model for English by taking their awareness of EIL/ELF into account. As for the reasons lying behind, they are as follows:

1. The ultimate target of 4+4+4 curriculum innovation is to provide a high quality public education for Turkey's elementary and secondary students (MONE, 2013). In the field of ELT, this target could be interpreted in two senses.
  - a) First, today's students who would be future's adults are supposed to follow worldwide developments such as to use them to good account of Turkey and Turks, for which English competency is a key word.
  - b) Second, ELT should undertake growing up citizens who have enough English proficiency to express themselves and understand their interlocutors. That is, students' practical needs should be guaranteed with the given language education.

Given those language needs and the profile of the potential interlocutors have further changed with the use of English in a variety of demographic, contextual and situational senses, it becomes impossible for the domain of ELT not to be affected by this emergent fact and its results. Now that the concept of using EIL/ELF is the ultimate result of this situation, it is indispensable for me, as a researcher, to clarify the evaluations of the new curricular model within this perspective although Turkish MONE did not directly use EIL/ELF terminology in their introduction to the new English curriculum.

2. The declared purpose of the new model is to promote Turkish citizens' ability of communicating effectively on an international level for which English competency is viewed as a precondition. Despite the accuracy of diagnosis, it would be not wrong to say that it is a quite holistic approach as well. What matters most but remains little known in the new model is what 'English competency' means in this age of globalization which as aforesaid has further changed the criteria of English proficiency. Based on the fact that new curriculum involves the CEFR principles which has common points with 'EIL/ELF' phenomena, it can thus be suggested that MONE does not completely unaware of the abovementioned modified criteria. However, considering some points not touched upon by the CEFR or dealt such as to conflict with 'EIL/EFL', thereby taking criticisms from some quarters, it is true to say that MONE has not thoroughly and equally focused on these two critical parameters in redesigning the new learning model, which has been an inspiration source for the current study.
3. As mentioned earlier, teaching of English as a school subject is one of the issues which MONE directs at criticism towards EFL teachers. By means of 'a school subject', the implied is the presentation of everything related to that language rather than enabling its meaningful use when needed. This being the case, it is not abnormal to see the maintenance of traditional habits in language teaching and to witness teachers' attachment to native speaker idealism and the related elements. They could not be blamed on teaching some grammatical rules although they are no longer irrevocable in communication. That is, it would be unfair to judge EFL teachers who have neither heard ELF nor recognized the philosophy and pedagogy of EIL and many other things they are unaware except for a cliché i.e. English is an international language of science, technology, education in turn being taught. As for the ones who are knowledgeable, to what extent they behave and teach in line with the necessities of EIL/ELF awareness and whether the so-called recognition serves for the ultimate purpose of MONE are waiting to be answered, which has required me to investigate EFL teachers' opinions of the new curriculum by considering their EIL/ELF familiarity.
4. On a related note, teaching and learning a language is not a one-sided action. In the current age, if Turkish students' are still questioning why they learn English as founded in this study, this means that there are major issues needed to be further addressed rather than how English is presented. At that rate, it would not be an overstatement to say that neither our students nor their teachers could make sense of the things they do. At this point, EIL/ELF awareness may give a new meaning into the learners' questions besides teachers' practices, thereby contributing to the studies of MONE. The current study aiming to evaluate MONE's work (new curriculum) from such a perspective may lead them to check their renovation attempts such as to be benefit for our children and teachers which is a driving force for the present study.

5. The fact that Turkish MONE did not include ‘EIL/ELF’ phenomena in the new model does not necessarily mean that it is completely purified from ‘EIL’ characteristics. With particular references into the action-oriented approach, communicative nature of English, appreciation for cultural diversity and intercultural competence, the new curricular model serves for the purpose of EIL pedagogy besides the CEFR, which is a crucial link between 4+4+4 curriculum innovation and ‘EIL’ phenomena.
6. The development of ELT in Turkish context could not only be regarded as the responsibility of MONE. All other shareholders e.g. academicians, trainers etc. working in the field have different tasks. As researchers, we should contribute to MONE with our studies which should be qualified enough to present new perspectives besides displaying the positive & negative sides of the available practices, shortcomings and the points needed to be further developed. The presentation of ‘new perspectives’ does not necessarily mean the rediscovery of America. That is, the ultimate purpose is not bringing up the globally known things as if they are firstly explored, but to investigate to which degree existing educational practices e.g. curriculum innovations, current education system, inservice trainings etc recorded in Turkey get inspired from these global trends such as to the benefit of Turkish youth.
7. Given MONE’s (2013: 2) reproach “a significant percentage of students leave school without the ability to interact successfully in an English-language medium”, the necessity of a fresh attempt to fill in the gaps within the revised curriculum by considering the related national/international academic studies, suggestions of their doers and the latest trends in the field is the final rationale of the current study.

In light of the above evidences given as the rationale of handling 4+4+4 curriculum innovation within the context of EIL/ELF, it would be better to start with Turkish state secondary EFL teachers’ familiarity with the concept of globalisation and its impact on English use. The high number of affirmative answers given into the questionnaire items in ‘awareness’ section indicate that Turkish EFL teachers are knowledgeable about both the impact of globalisation on Turkey and on the domain of ELT, a result which shows similarity with the one found by Ersin and Bayyurt (2016) although participants’ in each study interpret this issue in different ways. While pre-service teachers (PTs) in the above study reported their awareness by asserting the emergence of new methods and technological activities, in-service secondary EFL teachers in the current one pointed out their tendency to teach daily use of language, being far from grammar-based teaching, give priority to speaking and listening activities.

Having also found to be familiar with the worldwide power of ELF in many fields, differences arising from various uses of English and the changing balance of English users in favor of nonnatives, Turkish EFL teachers do not seem to differ from the participants of other studies conducted by Ersin & Bayyurt (2016) and Uygun (2018).

As further evidence concerning teachers' recognizance of the fact that English use has underwent changes with the impact of globalisation, mean ranks of the items located in the second part of the first section i.e. awareness are worthy of note. What they suggest is that Turkish state secondary EFL teachers are knowledgeable about;

- a. differing pronunciation of some sounds by the users of English varieties (M=4,33),
- b. how English accent is affected by the speakers' mother tongue (M=4,58)
- c. the facilitating impact of the familiarity with cultural diversity on understanding English varieties (M=4,20)
- d. the role of the context on making the words gain new meanings (M=4,19)
- e. the meaning of pluriculturalism (M=4,06)
- f. the fact that mutual intelligibility is affected by difference in pronunciation between native and nonnative speakers of English (M=4,11)

As well as being low compared to the above ones, it is also possible to say that participants are familiar with (i) the concept of World Englishes (M=3,40) (ii) the existence of different English accents (M=3,90) (iii) the content of 'plurilingualism' (M=3,77)

To look at the above results comparatively, it would be not wrong to say that EFL teachers' awareness of how ones' L1 affects h/her English accent is consistent with the findings of the two studies carried out by Margie & Sirola (2011) and Karakaya & Hatipoğlu (2017). In the former one in which 103 Croatian university students of English were asked to define ELF, majority of students stated that English is exposed to the impact of speakers' first languages when it is used as EIL. As for the latter conducted with 50 English language teachers with the purpose of gaining an insight into their awareness of EIL and the varieties of Englishes, 51% (n=26) of the participants not only said that their native language affected the English they used but also mentioned their students 84,3% of whom thought in the same way concerning their English.

Yet another similarity between the current study and other ones is concerning with the respondents' recognizance that knowledge of cultural diversity makes it easier to comprehend English varieties. Similar to the one observed in this study, Tomak and Kocabaş (2012) in their study performed with 94 freshmen students enrolled in ELT departments of two prestigious Turkish state universities found that participants acknowledged the positive impact of the varieties of Englishes in enriching their knowledge of local features in non-native cultures. This can be interpreted as their recognizance that local characteristics of a culture reflects into the variety used in that context.

When it comes to EFL teachers' awareness of the existence of different English accents, it is possible to see a drop in positive response rate as clearly understood from the given mean ranks.

Despite this decrease, it is clearly seen that Turkish EFL teachers are mostly familiar with the existence of various English accents, a result which does not support the ones obtained in ELF research performed among English language learners and PTs in which a general lack of awareness of varieties of English except for native ones has been observed as noted by Margie & Sirola (2011). Additionally, in a study carried out by Ersin, Abaylı and Bayyurt (2016), it was found that freshman students in the department of FLE in Boğaziçi University had little awareness of the many varieties of English in the world. Given people speaking the varieties of Englishes are under the impact of their own cultures and mother tongue thereby speaking *sui generis*, they are not supposed to use English like natives. In these circumstances, if the participants are not found to be enough aware of the varieties of English, this may also be regarded as a sign of their unfamiliarity with different accents arising from the features of the varieties they use.

To have a closer look at another issue in which Turkish EFL teachers were found to be aware of the least, it is the meaning of the concept of WE. As aforementioned, a bit more than half of the participating teachers stated to be familiar with its meaning. Even though this is not a low rate when evaluated in its own, it is not possible to say the same thing considering teachers' overall awareness of the related items. In actual fact, the result obtained is in line with the one found in the study conducted by Vettorel & Corrizato (2016). Prior to start their study aiming to investigate whether, how and to what extent trainee teachers pedagogical knowledge of WE and ELF-informed perspective in teaching practices may change after taking some courses on these issues, Vettorel and Corrizato addressed an open-ended question in which they explored participants' familiarity with WE, EFL and their implications in ELT. While the findings indicate a general unawareness with these issues, the ones who stated to recognize attributed their awareness into their generic knowledge and academic courses they attended.

All in all, it is possible to come to such a conclusion that Turkish state EFL teachers are largely aware of the globalisation and its impact on English use despite the existence of issues such as WE in which they are found to be less aware compared to the other items. It seems from participants' answers into the open-ended questions that qualitative data are such as to support this conclusion. Except for some generally-accepted responses such as the use of English as a common communication tool of the whole world, it was possible for me to come across various answers which may be indicative of teachers' awareness of ELF or related issues. Having mostly defined 'ELF' as a language used for communication among nonnative speakers of English, Turkish EFL teachers are in line with the majority of the studies (Calvo, Ohushi, El Kadri and Rios-Registro, 2009a, 2009b; Gimenez, 2009).

Serving as the foundation for their cognizance of the so-called concepts, there were also responses referring to ELF by touching upon some issues which include intelligibility, the



ignorance of native speaker norms, significance of function instead of form, redundancy of sounding like natives and the normality of using English in different ways with the impact of culture and geography it is in use. In terms of including only nonnative speakers in their definition, it is possible to say that English teachers' descriptions of ELF in the current study show similarity with other studies (Topkaraoğlu & Dilman, 2017) and the definitions of some scholars including Calvo and El-Kadri (2011) and Siqueira, (2011) while they contradict with Souza, Barcaro and Grande (2011) who point out the possible involvement of NS(s) besides nonnatives in referring to ELF. In addition to these encouraging answers, there were not only participants who had never heard it but also the ones giving irrelevant answers e.g. the use of ESL, EFL, French language etc.

Before concluding the 'awareness' topic, it is better to look at the results related to the practical reflections of 'EIL/ELF' concepts into the classroom atmosphere. Having referred the concept of 'EIL' in the same way with 'ELF', Turkish EFL teachers touched upon different topics while mentioning how they reflect these phenomena into their classes. As said earlier, promotion of English use in daily life takes place on the top. Following that comes with the use of these concepts as a source of motivation and a means of raising students awareness of the importance of English language as is in the students participating Guerra's study (2012) who recognized 'international use' of English as motivation for learning and using English. In addition to these, it is also possible to see teachers' tendency to teach other cultures besides their flexibility in pronunciation teaching e.g. not to force students to pronounce some sounds like natives similar to the findings of Ersin and Bayyurt's study (2016).

However, it would be an exaggeration to generalize the abovementioned flexibility into the whole sample as is clearly seen from teachers' responses into the items exploring for their beliefs. Given the significant impact of teacher beliefs on their professional teaching life ( Borg, 2003; Clark & Peterson, 1986) it becomes necessary for me to verify whether their practices and beliefs support each other. What their answers suggest is a nonlinear correlation between the two parameters in terms of native speaker elements. To provide a clear evidence, teachers' strong positive feelings as to the following issues can be asserted.

- a. following the practices of Anglophone countries in ELT (M=3,22)
- b. taking native accent as a model while teaching English (M=4,13)
- c. teaching RP or Oxford English (M=)
- d. teaching rhythm and intonation (M=4,00)

Considering an abundance of studies (Jenkins, 2007; Margie & Sirola, 2011; Coşkun, 2011; Dewing, 2003; Timmis, 2002; Scales et al. 2006; Büchel, 2013; Ranta, 2010; Goh, 2009) which are consistent with the current study in these findings, it is possible to conclude that native

speaker idealism does not only inherent in Turkish EFL teachers but continues its existence in different places of the world despite individuals' awareness of the whole evidences against it. To exemplify this duality within the current study, it is enough to look at teachers' beliefs regarding students' good chance of communicating with nonnative speakers (M=3,38) and their faith into the notion that mutual intelligibility should be the basis of pronunciation teaching (M=4,27). One issue which we are witnesses of exceptions in this unconditional obedience is the dichotomy of NETs/NNETs. That is, while respondents of the present study are found to be against that being taught by a NET is more important than many factors e.g. pedagogic information (M=2,61) in line with Ersin and Bayyurt's study (2016); they nurture positive attitudes regarding the betterness of NETs in developing communicative competence (M=3,22) and usefulness of English teachers only to be a NET (M=3,07) similar to the findings of Rattanaphumma (2013), Holliday (2006), Tomak & Kocabaş (2012) and Todd (2006) but contrasting with the ones found by Monfared, Mozaheb and Shahiditabar (2016).

Based on these aforementioned results, it is possible to deduce that NETs are seen to serve for students' language needs by some quarters including teachers in the current study whereas they do not to others. Despite this contradiction, one issue that everybody strikes a bargain is the necessity of doing ELT by considering students' needs. In line with the findings of a number of studies (Kaymakamoğlu, 2014; Larenas, Hernandez, Navarrate, 2014; Yorihara, 2012) Turkish EFL teachers held similar beliefs, to a great extend (M=4,47).

At this point comes into a question, what do Turkish state secondary EFL teachers think about students' language needs? It goes without saying that students' ability to maintain a mutual interaction in target language is the first thing coming into mind. Having found to firmly believe in the necessity of language activities to be such as to make students skilled in interacting in English (M=4,73), Turkish teachers of English signalled the importance of using language for communication. They are also found to believe in the necessity of teaching CS, lexical, phonological and grammatical differences arising from the variety in English use (M=3,81) and functional uses of language in consistent with Saraceni (2008). What the results obtained from 'beliefs' section further suggest is that teachers' positive attitudes in relation to the following issues.

- a. display students authentic situations including the use of language in real life (M=4,77)
- b. teach various countries' cultural elements in English classes (M=4,48)
- c. raise cross-cultural awareness in English courses (M=?)
- d. integrate global themes into English classes (M=3,76)

To offer further conclusions regarding teachers' pedagogical beliefs towards ELT, it is better to begin with their cognizance of the type of activities that should be done while teaching

English to students in different age groups. On a related note, they are found to believe that age factor (grades) is a determinant in students' readiness to acquire language skills.

The positive impact of projects and group work on language learning is another issue which EFL teachers in the current study give support. Contrary to the studies by Abdullah-Sani (2000) and Erdoğan (2005) who found that pair and group work did not result in students' effective interaction all the time, Turkish secondary EFL teachers favored the notion that group work facilitates students' language learning process which resonates with the findings of Erkmén (2014) and the suggestions of Turkish MONE as they noted in the new learning model for English.

However, it is not always possible to see the abovementioned consensus between Turkish EFL teachers and MONE as clearly understood from teachers' faith in the notions that feedback given spontaneously with students' speaking reduces the possibility of repeating the mistake later and language skills should be instructed separately (M=4,41).

To seek for an answer into the question of whether Turkish EFL teachers' abovementioned beliefs and awareness of ELF are met by the coursebooks redesigned within 4+4+4 curriculum innovation and serve for MONE's commitments, it would be better to look at the results obtained from "Books" section. In the first place, teachers do not think that English coursebooks revised within 4+4+4 curriculum innovation reform;

- a. Have contents which reflect Englishes except British and American English (M=2,20)
- b. Involve listening activities which enable them to introduce students various accents (M=1,96)
- c. Involve activities which show different uses of English in various cultures (M=1,91)

Having overlapped with the findings of Iwate et al (2002) arguing about Japan where the tests and course materials still rely on American and British Englishes (as cited in Matsuda, A. 2003) and Büchel's (2013) study in which the majority of the recordings in the compulsory elementary English textbooks are in native Englishes, the above results may indicate that newly designed coursebooks do serve for neither teachers' aforementioned beliefs nor the necessities of ELF awareness, EIL pedagogy and using English on a global scale.

On the other hand, teachers' positive responses towards the coursebooks' involvement of elements (i) enabling them to raise students' cross-cultural awareness (M=2,95) and (ii) encouraging to show cultural differences between Turkey and other countries (M=3,05) can compensate for the above discouraging situation at the least. At this point, it is worth mentioning Mann-Whitney test results which lead me to conclude that not the whole EFL teachers think

similarly as regards the coursebooks' inclusion of elements ensuring to raise students' ICA. Accordingly, primary 2<sup>nd</sup> grade coursebooks are less found to serve for this purpose compared to the 5<sup>th</sup>, 6<sup>th</sup>, 7<sup>th</sup>, 8<sup>th</sup> grades'. The same situation is also valid for the 3<sup>rd</sup> and 4<sup>th</sup> grades' when they are respectively compared to 7<sup>th</sup> and 8<sup>th</sup> grades' textbooks.

In the same vein, there are differences of opinion among teachers in relation to the latter statement. That is, 2<sup>nd</sup> grade coursebooks are not much believed to encourage to show cultural differences between Turkey and other countries as 5<sup>th</sup>, 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> grades'. A similar significance was also found between 3<sup>rd</sup>-8<sup>th</sup> grades besides 6<sup>th</sup>-8<sup>th</sup> grades' textbooks in favor of 8<sup>th</sup> grade. Unlike the ones speaking for 5<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> grade coursebooks, interviewees evaluating earlier grades' share the same observation as can be concluded from their argument that there is nothing towards increasing students ICA in these coursebooks.

As well as having not shown variation on grades, the notion that revised coursebooks address students' level in terms of the instruction of the topics is another pleasurable finding supported by teachers. In consistent with Brown (2012) and Matsuda (2012: 176-177) who are of the opinion that the use of English in international contexts requires to draw cultural content of general English courses from multiple sources such as world peace, environment protection, Turkish EFL teachers in the present study are found to believe that global issues e.g. global warning arouse students' interest and redesigned coursebooks provide this (M=3,26).

It goes without saying that reflection of general and global themes into the English courses and teaching materials besides daily events helps students to create a link between their real life and what they learned. Having argued such as to support coursebooks' success in this issue, Turkish EFL teachers acknowledged that new coursebooks;

- a. Allow them to create a meaningful link between students' daily life and things they learned in class. (M=3,17)
- b. Provide for situations that students can use English in everyday interactions e.g. address description, introduction etc. (M=3,26)

To have a closer look on the basis of grades, similar to the ones working for second stage, interviewees teaching earlier grades confirmed not only the correlation between the coursebooks and students' daily life but students' use of the learnt in daily life as well. However, it is not possible to see this strong positive attitude when it comes to functional and spontaneous use of target language. That is, a considerable amount of teachers believe that new coursebooks do not enable them to do unprepared, authentic communication activities (M=2,79) and allow to display situations in which communication strategies are used (M=2,92). The number of teachers agreeing and disagreeing with the notion that coursebooks allow them to improve students' communicative

competence is both close to each other and varies by the grades. What can be concluded from Mann-Whitney tests is that compared to 5<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> grades', 2<sup>nd</sup> grade coursebooks are less found to serve for improving students' ability to use language appropriately for the communication situation. Similarly, a significant correlation was found between 4<sup>th</sup> and 8<sup>th</sup> grades' in favor of the latter.

Another two issues in which we see difference of opinion is coursebooks' inclusion of abstract words that are unexplainable in English and unfamiliar lexis students do not encounter in their life. Generally speaking, Turkish EFL teachers do not support the argument that new coursebooks include abstract words that they can only explain in Turkish. However, their opinions related to this issue varies by the grades, which deserves closer attention. That is, when compared to 2<sup>nd</sup> grades' coursebook, 4<sup>th</sup>, 5<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> grades' are further found to include abstract words. The same result is also obtained for the 8<sup>th</sup> grade coursebook vis-a-vis 3<sup>rd</sup> and 6<sup>th</sup> grades. In this sense, it can be deduced that except for 6<sup>th</sup> grade, coursebooks of the second step i.e. 5<sup>th</sup>, 7<sup>th</sup>, 8<sup>th</sup> grades include abstract words while the same situation is valid for only 4<sup>th</sup> grade coursebook from the first step.

When it comes to unfamiliar words, a great number of teachers are found to agree with the fact that revised coursebooks include words/concepts which students are unfamiliar with in their real life (M=3,74). To come to a conclusion regarding which grades' coursebooks deserves more criticism in this issue, we need to look at the results of crosstabs, which indicate that earlier grades' coursebooks (2<sup>nd</sup>, 3<sup>rd</sup> and 4<sup>th</sup>) are less found to include unfamiliar words vis-a-vis the 8<sup>th</sup> grades'. A further consequence is that 6<sup>th</sup> and 8<sup>th</sup> grade coursebooks are further believed to involve these words vis-a-vis 3<sup>rd</sup>, 5<sup>th</sup> and 7<sup>th</sup> grades', respectively.

To have a closer look at whether coursebooks are cyclical in content, it is possible to come to fruition (M=3,09) despite teachers' statements towards the existence of differences among different steps' textbooks. To provide an evidence, 4<sup>th</sup> grade coursebook is less found to reinforce previous units while teaching the new one when compared to second steps' (5<sup>th</sup>, 6<sup>th</sup>, 7<sup>th</sup> & 8<sup>th</sup>).

In a close analysis of new textbooks' efficiency in preparing students to use English beyond classroom walls and considering individual differences, it is true to say MONE's efforts are not appreciated by EFL teachers such as not to give rise to any difference of opinion. That is, a great majority of teachers (44,3%) disagree with the fact that revised coursebooks prepare students to use English beyond classroom. To go one step further, nearly half of the participants (47,3%) deny that new coursebooks encourage students to be engaged in English beyond the classroom. What is worse is more than half of the same participants (56,3%) do not believe to be motivated by coursebooks to teach English by taking individual differences into account. The same bleak

view is also valid for their inefficiency in enabling teachers to promote students to self-assessment. (M=2,83)

To consider the issue within the content of coursebooks (themes, units etc.) and group work, it is pleasing for me to conclude that new coursebooks live up to the expectations of EFL teachers within the current study. While interviewees teaching at the second stage appreciate the existence of daily, age-appropriate and global themes included in these grades' coursebooks, teachers of the first grade underline the existence of simple and enjoyable topics in these grades', in turn sharing the same observation with participants of the studies performed by Küçüktepe, Eminoğlu, Baykırı (2014), Yıldırım & Tanrıseven (2015), Özüdoğru & Adıgüzel (2015).

When coming to an end, a quick glance at the results of 'TEOG' section would provide us an opportunity to evaluate the whole curriculum which, undoubtedly, include the assessment as well. As mentioned before, TEOG was revised in line with the gainings of the revised coursebooks thereby going towards measuring students' power of interpretation, ability of rephrasing and using language in real terms, predictability, critical thinking etc. rather than grammatical and lexical knowledge. This being the case, it was indispensable for MONE to redesign TEOG exam with questions serving for the aforescribed targets. When it comes to the question of whether this attempt reached its aim from EFL teachers' window, it is encouraging to see their consensus on TEOG's efficiency in enabling them **(a)** to teach students to interpret the given knowledge **(b)** to improve students' ability to predict a word's meaning based on the context **(c)** to promote to make students use English for various communicative functions (M=3,62) **(d)** to raise awareness as to the exclamations and empathy statements used in real life **(e)** to make students get the ability of writing down the given knowledge in different ways.

It may be worth reiterating TEOG's success in hindering teachers' grammar-based teaching besides its inclusion of (i) questions requiring the real use of language (ii) mostly familiar words enabling students to meet their communicative needs e.g. e-mail writing (M=3,38).

On the other side of the coin, we are also witnesses of results which are diametrically contrast with the targets of curriculum innovation. As they reported about 'books', teachers complained about their being compelled to teach unfamiliar words via TEOG (M=3,92). Another criticism directed at the exam is that TEOG does not require teachers to use various teaching materials such as to promote students to speak English (M=2,71). Given teachers' argument as to new coursebooks' inefficiency in making them to teach English by considering individual differences, the above result is rather meaningful. Another result which I think constitute a major problem is their statements regarding TEOG's failure in encouraging them to teach English for communicative purposes (M=2,77). What is worse, this argument was also verified by interviews in which teachers are not found to see TEOG as a driving force for communication. Going one

step further, there were interviewees stating that students' performance towards the real use of language in TEOG does not necessarily lead them to display the same performance in real life as the classes are not taught in that way. Meanwhile they acknowledged that TEOG supports communicative activities and use of language in daily life.

When associated with the findings in the previous section i.e. coursebooks' failure in preparing students to use language beyond the class and enabling teachers to improve students' ability to use the language appropriately in a communication situation, we may come to the conclusion that both new learning model and its assessment tool are in a stark contrast with MONE's targets, in turn, expectations. However, this seems to be open to discussion taking 'teacher factor' into account. Here below are further evidences leading me to think in this way by considering the inconsistency between the priorities of MONE and teachers' intolerable practices attributed to TEOG as voiced by themselves as follows:

TEOG exam,

- a. Causes me to skip skipping activities (M=3,54)
- b. Requires me to get students memorized speech patterns in order to complete the given dialogues appropriately (M=4,14)
- c. Causes me to skip listening activities (M=3,47)
- d. Requires me to get students memorized word lists (M=4,29)
- e. Necessitates me to focus on reading-comprehension activities (M=4,06)
- f. Forces to evaluate students with traditional exams e.g. multiple choice exam (M=4,06)

To offer further evidence as regards the severity of the situation, the first stage teachers' confession in which they said students' being in earlier grades does not prevent them from using and doing tests can be suggested. If the situation is so in earlier grades, it will likely to be far worse in the second step as understood from the practices given above. To make a summary with a sentence, the target of language use and everything towards it has unfortunately seemed to be replaced with memorisation, course reviews for exam, doing potential TEOG questions, making students buy extra teaching materials, sacrificing language activities/projects and skipping listening/speaking activities such as to support Altan's (2017b) diagnosis.

However, it is difficult for me to explain this paradox as a researcher having seen that Turkish EFL teachers actually know the reasons and targets of the new curriculum besides the requirements of ELT in a global scale. Not to be the slightest doubt, they are cognizant of everything done towards functional teaching of English ranging from comprehensive curriculum revisions to lowering the age of ELL, which they are found to appreciate in the current study similar to earlier findings (Ekuş & Babayigit, 2013; Merter, Şekerci, Bozkurt, 2014).

Furthermore, when they are asked; almost the whole teachers acknowledged that English curriculum and coursebooks revised within 4+4+4 has created a transformation in ELE. While first stage teachers appreciated the existence of colleagues mostly knowing how to teach young learners, toleration of earlier grades' curricula to use a number of various materials and activities besides motivating students' towards the course; the ones working for the second stage stated that new curricula provided the expected communication skill compared to the past and ceased from being grammar-focused. However, this admission did not prevent them from giving harsh criticisms into the coursebooks and TEOG exam. Except for constructive and justified criticisms e.g. the visual appearance of books, teachers' practices and arguments as to TEOG and coursebooks' inefficiency is an issue requiring their teaching philosophy to be put on the table.

Teaching philosophy, which I believe is an idiosyncratic concept, can be defined as a natural and cumulative formation emerging based on teachers' questioning themselves continually. Besides the variables e.g. beliefs, experiences, habits, occupational awareness that are likely to contribute to the creation of this philosophy, the question of 'What do I need to teach for what reason?' need to be scrutinised at times in that language education is a dynamic process in which needs, targets and practices are in a constant state of flux in accordance with the ever-changing world such that being independent of any control mechanism, any top-down practices etc.

With this, it is possible to say that not every teacher can have a teaching philosophy if they do not make the aforementioned inner journey, which may be the only reason for our teachers to be the strict critics of the curriculum and teaching materials they may sometimes not use or replaced with the additional sources they make students buy despite the prohibition.

When requested to explain why they prefer to use additional sources, teachers mostly mentioned about their comprehensive content by asserting that they are very enjoyable and colourful besides including many exercises, tests and activities addressing different language skills. Given most of the teachers answering as abovementioned teach earlier grades, quest of a visuality and activities appealing various language skills may be a reasonable ground, let alone smart boards and internet technology offer much more than additional sources in this sense. As for the search of much more exercises and tests, it is a highly controversial topic which require me to question 'with which teaching philosophy teachers do this'. As stated by MONE as well, these children do not need to do tests and written exercises except for writing limited number of vocabulary. What is more, these students are too young to be aware of the existence of a thing like test. With this, it seems that teachers take on this task such that beginning to make students study towards TEOG as of the 2<sup>nd</sup> grade.

Among other practices which I could not explain within any teaching philosophy is teachers' skip of some productive and receptive skills due to TEOG. What is worse is getting



students memorise the things they are likely to use in an interaction, so that they can use them appropriately in a written exam. At this point, I can not help saying their habit of having students get extra course and work books on the grounds that state coursebooks are inefficient. The only teaching philosophy lying behind these practices may be *overeagerness to use foreign books, cram students for a centralized exam and making education authorities, system, curriculum and coursebooks spacegoat* as also noted by Kayaoğlu (2017), regardless their efforts for compensating the mistakes and deficits.

As a final remark, here my intention is not to sublimate one side while chasticising the other. However, teaching profession requires teachers to maintain a stance, which is acquired by self-questioning, self-improvement and taking the liberty of doing the right instead of behaving like the custodians of some thing they do not think true and criticizing others for this. On no account does MONE hold a gun to teacher's head to do or not to do sth. That is, if the real target is recognized, everything done can be allowable. However, if there is a confusion about the actual target (communicating in English) and subgoals (TEOG exam) and sacrifice the former on the latter, the problem is not in the current education system and practices, but in EFL teachers who are deprived of a teaching philosophy, that is, a roadmap, an awareness, guide, principles and motivation enabling them to do their job professionally.

In line with the abovementioned findings and teacher feedbacks obtained within data collection process here below are pedagogical suggestions.

1. English Language Curriculum and coursebooks may be redesigned with elements and activities such as to give subliminal messages towards the goal of using EIL/ELF.
2. Topics in 3<sup>rd</sup> grade textbooks may be lightened and grammatical structures given in context e.g. present continuous may be taken out of the books in that it may be difficult for students. Additionally, it may be enriched with more activities.
3. Simple past tense may be excluded from 6<sup>th</sup> grade English language curriculum in that it may be too difficult for students to comprehend as they learn it in 7<sup>th</sup> grade in Turkish and have difficulty in understanding both the subject and its extricable rules. In the same vein, unfamiliar words e.g. sushi, seaweed may be given more enjoyably and meaningfully rather than including in any context such as not to repeat anywhere at all.
4. 4<sup>th</sup> grade coursebook may be purified from untaught speech patterns that may pop up although they are not in the related curriculum. Furthermore, it may be designed such as to be more action-oriented.
5. Activities in the coursebooks may be redesigned such as to be done with more students or the number of students in classrooms may be lessened.
6. Very early grades' (2<sup>nd</sup>, 3<sup>rd</sup>) coursebooks may be improved in terms of content and visual perception. They may be more colourful and printed on coated-papers in bigger type

size. Stickers and CDs may be given with the coursebooks. Various activities serving for different skills e.g. listening may be added. Additionally, group work and pair work may be further encouraged.

7. Internet technology and projects e.g. E-twinning which promote students' use of the target language with other nations may be further supported in the curricula, coursebooks and class.
8. Specifically furnished language classrooms may be supplied

To look at the limitations of the current study, they are as follows:

1. Although much effort was spent to reach as many teachers as possible from various parts of Turkey, the sample size may still have been bigger in terms of raising the generalisability.
2. Another major limitation of the current study is the inequality in the participant rate. That is, the number of participants teaching at the first and second level of primary school was not equal. The response rate coming from teachers working for the second stage (5<sup>th</sup>, 6<sup>th</sup>, 7<sup>th</sup>, 8<sup>th</sup> grades) was more than the ones from the first one due to their numerical superiority.
3. Thirdly, interviews performed during qualitative data collection process could have been conducted with more people.

It is recommended that further research be undertaken in the following areas:

1. Given some variables related to teachers e.g. teaching experience, age etc. may be influential on the formation of their beliefs, opinions and implementations, it would be interesting to assess whether teachers' awareness and beliefs of the new curricular model vary by graduation and experience.
2. One of the things investigated within the scope of the current study was Turkish state elementary EFL teachers' opinions of TEOG exam in parallel with 4+4+4 curriculum innovation. However, while this study was going on, TEOG was replaced with another centralized exam which not all of the students are supposed to take. Now that TEOG has officially abolished, further research might investigate the impact of this situation on EFL teachers' beliefs and implementations besides the achievement of teaching English for communication.
3. As the abolishment of TEOG could likely affect EFL teachers' thoughts and practices, a further study could assess the impact of this situation on students' opinions and attitudes towards English course.

4. The changes performed within 4+4+4 curriculum innovation were tried to be assessed from the perspective of EFL teachers. A further study investigating students' awareness, beliefs, opinions of the new curricular model would be very interesting.



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# **APPENDICES**

## APPENDIX 1: THE QUESTIONNAIRE

### Questionnaire for Turkish State Elementary EFL Teachers

Dear Participants,

The purpose of this study is to explore the perceptions as regards the innovations in English Language Teaching in primary education of state schools performed within the scope of 4+4+4 educational reform. Your sincere answers will influence the success and reliability of the study to a great extent. There is no right or wrong answer. We are only interested in your personal opinions. Your answers will only be used for research purpose and will be kept confidential; therefore, you don't need to specify your names.

Thanks for your contributions.

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#### SECTION 1: YOUR OPINIONS OF THE STATUS OF ENGLISH

- 1.) Have you heard about the concept of '*English as a Lingua Franca*' ?  
Yes ( ) No ( )

If you answered YES to question 1; what does the concept of '*English as a Lingua Franca*' refer to you?" and please specify your opinions as regards how you reflect this concept to your English classes.

- 2.) What do you think about the concept of '*English as an International Language*' and its impact on English Language Teaching?

1

Strongly Disagree

2

Disagree

3

Neutral

4

Agree

5

Strongly Agree

SECTION 2: AWARENESS

	Specify your opinions bu using the scale above and Please do not leave out any question.	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	I know enough the effects of globalization on Turkey.	1	2	3	4	5
2	I am aware that English has an international power as a lingua franca used worldwide in many fields (e.g. education, technology, economy)	1	2	3	4	5
3	I recognize the differences among the uses of English as a mother tongue, second and foreign language.	1	2	3	4	5
4	I have information about the meaning of 'pluriculturalism'.	1	2	3	4	5
5	I know that people who speak the varieties of English (e.g. Singaporean, Australian English) pronounce some sounds (e.g. /θ/ and /ð/) differently from native speakers.	1	2	3	4	5
6	I am aware that recognition of cultural differences makes it easy to understand the varieties of English. (e.g. Australian English, Singaporean, Indian English.)	1	2	3	4	5
7	I know that people using English as a second and foreign language outnumber those who speak it as a native language.	1	2	3	4	5
8	I have information about the affect of globalization on English Language Education system.	1	2	3	4	5
9	I recognize that English words gain different meanings varying on the context they are in use. (e.g. 'bush', 'first/ground floor' in British, American and Singaporean English)	1	2	3	4	5
10	I know how L1 affects one's English accent.	1	2	3	4	5
11	I have knowledge about the concept of 'World Englishes'.	1	2	3	4	5
12	I hear enough of the existence of different English accents.	1	2	3	4	5
13	I have information about the meaning of 'plurilingualism'.	1	2	3	4	5
14	I am aware that the difference of pronunciation between native and nonnative speakers of English affects mutual intelligibility.	1	2	3	4	5

1

Strongly Disagree

2

Disagree

3

Neutral

4

Agree

5

Strongly Agree

SECTION 3: BELIEFS

	Specify your opinions bu using the scale above and Please do not leave out any question.	StronglyD isagree	Disagree	Neutral	Agree	Strongly Agree
1	English Language Teaching should be conducted according to the teaching practices of the countries where it is spoken as a mother tongue.	1	2	3	4	5
2	Group work facilitates students' language learning process.	1	2	3	4	5
3	Teaching foreign cultural elements in English lessons appeals to learners.	1	2	3	4	5
4	While teaching English, native-like accent should be taken as a model.	1	2	3	4	5
5	Feedback given at the time of students' speaking decreases the possibility of doing the same mistake in other times.	1	2	3	4	5
6	I think global issues (e.g. environment, global warming, refugee, future of the earth) arouse students' interests.	1	2	3	4	5
7	It is essential to raise awareness as regards foreign cultures in English lessons.	1	2	3	4	5
8	Students should be taught different functional uses of language (e.g. apologizing, complaint).	1	2	3	4	5
9	Language activities should encourage students to ask and answer questions in English	1	2	3	4	5
10	Students should be taught received pronunciation (e.g. Oxford English).	1	2	3	4	5
11	Students should be taught communication strategies (e.g. repetition, clarification, body language etc.)	1	2	3	4	5
12	Students should be exposed to authentic language in language classrooms. (e.g. real conversation in an airport).	1	2	3	4	5
13	Language skills (e.g. listening, reading) should be instructed separately.	1	2	3	4	5
14	English Communication skills can only be evaluated through speaking-listening exams.	1	2	3	4	5
15	Native speaker teachers of English are better in improving students' communicative competence.	1	2	3	4	5
16	Students should be taught differences (e.g. lexical, phonological, grammatical) originated from the use of English as a mother tongue and foreign language.	1	2	3	4	5
17	I think students are more likely to communicate with nonnative speakers of English.	1	2	3	4	5
18	Rhythm and intonation should be taught students in English classes.	1	2	3	4	5
19	Projects prompt students to undertake the responsibility of language learning.	1	2	3	4	5
20	In order to develop students' communication skills; it is quite useful that language teacher is a native speaker of English.	1	2	3	4	5
21	It is more important that language teacher is a native speaker of English than other factors. (e.g. pedagogical formation, content knowledge )	1	2	3	4	5
22	Students' readiness to acquire language skills vary on their grades.	1	2	3	4	5
23	I know what kinds of activities should be done to teach students language studying at different age groups.	1	2	3	4	5
24	Pronunciation instruction which is based on mutual intelligibility should be conducted in English lessons.	1	2	3	4	5
25	English Language Teaching should be conducted by considering students' communicative needs.	1	2	3	4	5



**Strongly  
Disagree**



**Disagree**



**Neutral**



**Agree**



**Strongly  
Agree**

#### SECTION 4: TEXTBOOKS

**In this section, please specify the grade(s) of which you will assess the coursebooks in use.**

2nd grade ( ) 3rd grade ( ) 4th grade ( ) 5th grade ( ) 6th grade ( ) 7th grade ( ) 8th grade ( )

#### PART A: TEXTBOOKS

Specify your opinions bu using the scale above and Please do not leave out any question.	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly Agree</b>
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**New English textbooks renovated within the scope of 4+4+4 educational reform:**

1	Have contents which reflect various Englishes except for British and American English.	1	2	3	4	5
2	Allow me to establish a meaningful connection between students' daily lives and the things they learn in the lesson	1	2	3	4	5
3	Involve elements which enable me to raise students' cross-cultural awareness.	1	2	3	4	5
4	Provide opportunities to situations which students can use English in their daily lives (e.g. address description, introduction).	1	2	3	4	5
5	Address students' linguistic level in terms of the treatment of subjects (e.g. science, natural forces, saving the planet).	1	2	3	4	5
6	Enable me to do authentic, unrehearsed speaking activities.	1	2	3	4	5
7	Involve abstract words (e.g. democracy) which I can only explain in Turkish.	1	2	3	4	5
8	Include listening activities which enable me to introduce studentsdifferent English accents (e.g. Arabic, Russian)	1	2	3	4	5
9	Reinforceprevious units while teaching a new subject.	1	2	3	4	5
10	Prepare students to use English out of the classroom.	1	2	3	4	5
11	Allow me to improve students' ability to say appropriate things in different situations.	1	2	3	4	5
12	Enable students to work in groups (e.g. pair work, multiple)	1	2	3	4	5
13	Prompt me to teach English by considering individual differences	1	2	3	4	5
14	Involve activities which show different uses of English (e.g. lexical, grammatical and phonological) in various cultures (e.g. Indian, Singapore, Australian).	1	2	3	4	5
15	Enable me to encourage students to make self-assessment.	1	2	3	4	5
16	Show students situations in which communication strategies (e.g., repetition, clarification, body language) are used.	1	2	3	4	5
17	Promoteto show cultural differences among Turkey and other countries.	1	2	3	4	5
18	Include words-concepts(e.g. bassaball, snowtubing) which students are not familiar with in their real life.	1	2	3	4	5
19	Encourage students to engage in English as an extracurricular activity.	1	2	3	4	5
20	Include age appropriate, interesting topics .	1	2	3	4	5

1

Strongly Disagree

2

Disagree

3

Neutral

4

Agree

5

Strongly Agree

**PART B: TEOG EXAM**

	Specify your opinions bu using the scale above and Please do not leave out any question.	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly Agree</b>
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**TEOG exam;**

1	Enables me to teach students to interpret the given knowledge.	1	2	3	4	5
2	Obliges to teach students specific words (e.g. zorbing, handlebar) which they are not familiar with in their life.	1	2	3	4	5
3	Requires me to make students memorize speech patterns to complete dialogues properly.	1	2	3	4	5
4	Causes me to ignore speaking activities.	1	2	3	4	5
5	Enables to improve students' ability to understand the meaning of a certain word from context.	1	2	3	4	5
6	Encourages me to teach English for communicative purposes.	1	2	3	4	5
7	Requires me to use different teaching equipments that I can encourage students to speak English.	1	2	3	4	5
8	Fosters to assess students with traditional exams (e.g. multiple choice test, written exam).	1	2	3	4	5
9	Involves questions requiring the use of English in real life.	1	2	3	4	5
10	Promotesto make students use English for a variety of verbal functions (e.g. giving advice, apologizing)	1	2	3	4	5
11	Encourages to instruct language skills holistically.	1	2	3	4	5
12	Prevents me from teaching English based on grammar.	1	2	3	4	5
13	Requires to improve students' knowledge of grammar.	1	2	3	4	5
14	Raises awareness as regards the exclamation marks (e.g. what a pity) which are used in real life.	1	2	3	4	5
15	Makes students get the ability of writing down the given knowledge in different ways.	1	2	3	4	5
16	Mostly involves familiar words which enable students to meet their communicative needs (e.g. writing down e-mail)	1	2	3	4	5
17	Requires me to make translation studies in the classroom.	1	2	3	4	5
18	Requires me to concentrate on reading-comprehension activities.	1	2	3	4	5
19	Necessiates me to make students memorize word lists.	1	2	3	4	5
20	Causes me to ignore listening activities.	1	2	3	4	5
21	Requires me to focus on teaching vocabulary.	1	2	3	4	5

**DEMOGRAPHIC INFORMATION**

- 1. Age: ..... 2. Gender:Female ( )Male( )
- 3. Which city are you presently working in? .....
- 4. Which department did you graduate from ?

English Language Teaching( ) American Culture & Literature( )  
English Language & Literature ( ) Translation & Interpreting ( )  
English Linguistics( ) Other (Please specify)( ).....

- 5. How many years have you been teaching English at state schools?

0-5 years( )6-10 years( ) over 10 years ( )

- 6. Which grade (s) are you presently teaching? (You can tick more than one)

2th grade( ) 3rd grade( ) 4th grade( ) 5th grade( ) 6th grade( ) 7th grade( ) 8th grade( )

- 7. Did you take the course of Teaching English to Young Learners at university?

Yes( )No( )

- 8. Have you taken any inservice training about Teaching English to Young learners?

Yes( ) No( )

- 9. How do you benefit from the previous courses of Teaching English to Young Learners in your classes? (If you answered YES to questions 7 or8, please answer this question)

THANKS FOR YOUR PARTICIPATION



## APPENDIX 2: SEMI-STRUCTURED INTERVIEW QUESTIONS

- 1) Uluslararası ve ortak bir dil olması bağlamında İngilizcenin iletişim için öğretilmesi kavramı size ne ifade ediyor?
- 2) İngilizcenin küresel ve uluslararası bir dil haline dönüşmesi sizin İngilizce öğretimine yönelik düşünce ve inançlarınızı nasıl etkiledi?
- 3) 4+4+4 eğitim reformu kapsamında yenilenen İngilizce eğitim programı ve kitaplarının genel hedeflerine yönelik düşünceleriniz nelerdir?  
Reform kapsamında yenilenen İngilizce eğitim programı ve kitaplar;
  - a) Günlük hayat ile öğrenilenler arasında bağlantı kuruyor mu?
  - b) Öğrencilerin ‘İngilizce ile bir şeyler ‘ yapmalarını sağlıyor mu?
  - c) Öğrencilere İngilizceyi sevdirecek nitelikte mi?
  - d) Öğrencilerde kültürel çeşitlilik ve kültürlerarası farkındalık kavramlarına dair bir algı yaratıyor mu?
  - e) Reform kapsamında yenilenen İngilizce eğitim programı ve kitapların;
  - f) Eylem odaklı olduğunu düşünüyor musunuz?
  - g) İçerik bağlamında dili öğrenen öğrencilerin gelişim özellikleri ve ilgi alanlarına uygun olduğuna inanıyor musunuz?
- 4) Yenilenen İngilizce kitapları öğrencilerin sınıflar bazında belirlenen kazanımları edinmesini sağlıyor mu?
- 5) Yeni öğretim programı ders işleyiş method ve uygulamalarınızda bir değişikliğe sebep oldu mu?
- 6) Yeni öğretim programı ve kitapların, İngilizcenin uluslararası düzeyde etkin kullanımını gerçekleştirmek için yeterli olduğunu düşünüyor musunuz?
- 7) TEOG sınavının içeriği İngilizcenin iletişim için öğretilmesi kavramını destekler nitelikte midir?
- 8) TEOG sınavı ders içi uygulamalarınızı sınıf bazında farklılaştırıyor mu?
- 9) TEOG sınavının, İngilizceyi iletişim için öğretme hedefi doğrultusunda sizin üzerinizde negatif bir etkisi olduğunu düşünüyor musunuz?

APPENDIX 3:



T.C.  
ERZİNCAN VALİLİĞİ  
İl Millî Eğitim Müdürlüğü

Sayı : 45468433-604-E.3668865  
Konu : Yüksek Lisans Çalışması

31/03/2016

VALİLİK MAKAMINA

- İlgi: a) Millî Eğitim Bakanlığı Yenilik ve Eğitim Teknolojileri Genel Müdürlüğünün 07.12.2014 tarihli ve 2012/13 numaralı Genelge.  
b) Karadeniz Teknik Üniversitesi Sosyal Bilimler Enstitüsünün 21/03/2016 tarihli ve 90783813-044 sayılı yazısı.

Karadeniz Teknik Üniversitesi Sosyal Bilimler Enstitüsü Batı Dilleri ve Edebiyatı Anabilim dalı Uygulamalı Dil Bilimi Lisans Programı öğrencisi Melike Nazlı İNCE "İngilizce Öğretmenlerinin 4+4+4 Eğitim Reformuna İlişkin Farkındalıkları, İnançları ve Uygulamaları" konulu yüksek lisans anket çalışmasını ek listede isimleri bulunan okullarda yapmak istediğine ilişkin (b) yazısı ve ekleri ilişikte sunulmuştur.

İlgi (a) Genelge esaslarına göre "İl Millî Eğitim Anket-Araştırma-Tez Çalışmalarını Değerlendirme Komisyonu" tarafından incelenen uygulama çalışmasının, ilimizdeki listede belirtilen okullarda uygulanması müdürlüğümüzce yerinde görülmektedir.

Makamlarımızca da uygun görüldüğü takdirde; onaylarınıza arz ederim.

Aziz GÜN  
İl Millî Eğitim Müdürü

OLUR  
31/03/2016

Dede Musa BAŞTÜRK  
Vali a.  
Vali Yardımcısı

EKLER:

Komisyon Tutanağı (1-sayfa)  
Yazı (1-sayfa)  
Dilekçe (1-sayfa)  
Tez Programı ve yazı (16-sayfa)  
Okul Listesi (2-sayfa)

Mengüceci Mah. Kamu Lojmanları 1311. Sokak-ERZİNCAN  
Elektronik Ağ: <http://erzincan.meb.gov.tr>  
e-posta: [ngc24@meb.gov.tr](mailto:ngc24@meb.gov.tr)

Ayrıntılı bilgi için: Hasan GÜNEŞ-Şube Müdürü  
Tel: (0 446) 214 20 73-12 45  
Faks: (0 446) 214 11 85

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## **CURRICULUM VITAE**

Melike Nazlı İNCE was born in Erzincan in 1986. Following the completion of primary school in Erzincan, she went to Erzincan Milli Piyango Anatolian High School. She studied English Language & Literature at Ankara University, Faculty of Languages, History and Geography, and graduated in 2008. She started doing masters degree at Karadeniz Technical University- Social Sciences Institute, Western Languages & Literature in 2013. She has been working as an instructor at Erzincan University for 5 years.

İNCE is married.

