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AN EVALUATION OF THE SECOND GRADE ENGLISH CURRICULUM BASED ON THE ENLIGHTENING CURRICULUM EVALUATION MODEL ACCORDING TO TEACHERS' VIEWS¹

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ABSTRACT

This research was carried out for the evaluation of the second-grade English curriculum according to teacher opinions based on the enlightening program evaluation model. In the quantitative research, a descriptive type of scanning model was used. The working group of the study was determined by a simple non-selective sampling method and was composed of 139 English teachers in Kilis province and teachers who took English lessons. Thirty-eight questions and 4-way lichen type "Elementary School 2. program evaluation scale based on enlightening evaluation model for the class English curriculum" was used. Descriptive and predictive statistical techniques were used to analyze the data. As a result of the analysis, there was no significant difference in all dimensions of the program according to the age of the teachers, the number of courses entered weekly, the areas in which they graduated, their education status, the residential areas where they worked and the average number of students in the classroom. According to the socioeconomic level of the school, the entire program did not differ in the lower dimensions of the gain and content, measurement and evaluation, while the learning-teaching process and the environmental dimension differed in the lower dimension in favor of the upper-income group. According to professional seniority, the meaning of the program was found to differ in the lower dimensions of the gain and content, measurement and evaluation in favor of teachers with a professional seniority of 0-5 years.

Keywords: Second class foreign language education, illuminating program evaluation model, 4+4+4 education system, teacher opinions english lesson.

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AYDINLATICI PROGRAM DEĞERLENDİRME MODELİNE DAYALI OLARAK İKİNCİ SINIF İNGİLİZCE ÖĞRETİM PROGRAMININ ÖĞRETMEN GÖRÜŞLERİNE GÖRE DEĞERLENDİRİLMESİ

öz

Bu araştırma, aydınlatıcı program değerlendirme modeline dayalı olarak ikinci sınıf İngilizce öğretim programının öğretmen görüşlerine göre değerlendirmesi için yapılmıştır. Nicel olarak yürütülen araştırmada betimsel türde tarama modeli kullanılmıştır. Araştırmanın çalışma grubu basit seçkisiz örnekleme yöntemi ile belirlenmiş olup, Kilis ilindeki 139 İngilizce öğretmeniyle İngilizce dersine giren öğretmenler oluşturmaktadır. Veri toplama aracı olarak otuz sekiz soru ve 4'lü likert tipinde "İlkokul 2. sınıf İngilizce öğretim programına yönelik aydınlatıcı değerlendirme modeline dayalı program değerlendirme ölçeği" kullanılmıştır. Verileri analiz etmek için betimsel ve kestirimsel istatistik tekniklerinden yararlanılmıştır. Analizler neticesinde, programın bütün boyutlarında, öğretmenlerin yaşlarına, haftalık girilen ders sayılarına, mezun oldukları alanlara, eğitim durumlarına, çalıştıkları yerleşim bölgelerine göre ve sınıftaki ortalama öğrenci sayılarına göre anlamlı bir farklılık bulunmamıştır. Okulun sosyoekonomik seviyesine göre programın tümü, kazanım ve içerik, ölçme ve değerlendirme alt boyutlarında farklılık bulunmazken, öğrenme-öğretme süreci ve çevresel boyut alt boyutunda üst gelir grubu lehinde anlamlı farklılık bulunmuştur. Mesleki kıdeme göre, programın tümü, kazanım ve içerik, ölçme ve değerlendirme alt boyutlarında mesleki kıdemi 0-5 yıl olan öğretmenler lehinde anlamlı farklılık bulunmuştur.

Anahtar kelimeler: Aydınlatıcı program değerlendirme modeli, 4+4+4 eğitim sistemi, ikinci sınıf İngilizce öğretim programı, İngilizce dersi öğretmen görüşleri

INTRODUCTION

Today, the globalizing world has turned into a village, the interaction in economic, technological, social, and many other fields has made it a necessity for people to exchange views with each other, and the importance of speaking the same language as a common denominator has been understood to overcome this necessity (Ali, 2008). This importance has been understood in our country since the 1950s, and many reforms have been made in the field of language and programs have been tried to make progress in foreign language learning and teaching and to meet the needs of the age (Güler, 2005).

In our world where there is a diversity of languages and cultures, knowing a foreign language has become essential for living and completing personal development as well as ensuring interaction between countries (Pavlenko, 2003). It is known that knowing a language will contribute to the social and cultural development of the individual in meeting the needs of the 21st century in our country, in the world, in contemporary society. In this context, an important question has arisen, such as at what age the education of the foreign language given in our country should begin. Although there is no common opinion about the starting age of foreign language learning, the prevailing opinion of many experts and researchers is that it is important to start foreign language learning at an early age (Güleç et al., 2019). In EU countries, which accept the view that it will be more effective to start learning a foreign language at an early age, this trend has become a necessity (Eurydice, 2012).

Considering that the official language of more than 50 countries in the world is English and that many official institutions and organizations have chosen English as their communication language, the necessity of language learning is understood again (Alptekin, 2005). Today, the technological infrastructure, production, and use of many technological tools and communication tools such as computers have made English universality accepted, and its press is also felt in the written and visual media (Tok & Aribaş, 2008). The importance of English today for many reasons has made it necessary for us to give importance to English education. In addition, in the process of harmonization with the European Union, it has been understood that our country has a long way to go in terms of education and many changes need to be made (Güler, 2005).

The first critical period in language learning is the 0-5 age range. At this age, children learn and develop their mother tongue (Işık, 2008). It is important to start language learning at an early age to interpret different views in the world as a whole, to make sense of different areas of thought outside of one's own self, to transfer international culture, to assimilate life, and to provide a basis for the individual to gain different skills (Defilippi, 1977). The second critical period in language learning is the age range of 6-13. The student can learn a foreign language at this age when language learning perceptions are clear. However, learning this foreign language shows parallelism with how well the child has a command of his mother tongue. The child, who has reached this level of mastery, can transfer the gains he has acquired in his mother tongue to the foreign language he has learned (Kotil, 2002).

Transition to language learning at an early age in Turkey started to be taught with the foreign language in the 4th grade in 1997 (Özcan, 2015). In the arrangement made in the education programs in 2005, a collaborative

learning model was adopted, and this program, in which language learning is interactive in the classroom and information transfer among individuals is more intense, has begun to be tested (Genç, 2015). With the year 2012, a 4+4+4 education system was introduced in education. With this understanding, the age at which our students are exposed to foreign languages has been further lowered and it is aimed to achieve their foreign language learning goals (Ekmekçi, 2019). The principles and explanations of the Common European Framework of Reference for Languages were taken into account in the design of the new English course curriculum (Aybek, 2015). To reach contemporary education, we can consider the changes in science and technology to be reflected in the curriculum development process and the inclusion of each change in this process to respond to innovations as a curriculum development process (Aykaç et al., 2014). With this education program implemented, an evaluation should be made about how much foreign language learning can be achieved by starting language learning at an earlier age, and a system should be provided in which the program will fully meet the needs of the age.

In English education, which started with the second grade of primary school, listening and speaking skills were emphasized rather than writing and reading, and the student was tried to gain ear fullness and fluency in language speaking (Özçelik, 2020). In accordance with this purpose, materials were provided to provide visual and auditory skills (Karacaoğlu, 2018). As for the necessity of measurement applied at every stage of the program and the evaluation dimension, the importance of using observation forms, projects, portfolios, self and peer evaluations, and tests to be transferred by the teacher was emphasized (Gürbüz & Çelik, 2016).

According to the program; the English lesson is set as 2 hours per week. The program aims to increase the student's readiness for language learning, as well as to awaken the love of language learning in the student (Alkan & Arslan, 2015). It is emphasized that the target acquisitions at this level are the words that children will encounter the most in their interaction with their environment, and it is aimed to teach basic words such as animals, fruits, organs in our body and the items we use at home (Aslan & Eyüp, 2017). In addition, it is seen as another aim to enable them to learn by establishing a relationship with the English pronunciation of these words, to greet others when interacting in daily life, to introduce themselves, and to teach words with pleasure that they can use daily basic language functions (Demir & Duruhan, 2015). Although these statements, terms, topics, materials, and the purpose of the program seem positive on paper and it is hoped that the target will be achieved, the implementation of the programs in the field is important.

Education programs are important in terms of providing a good education, developing quality manpower, preserving social and cultural values, transferring them to next generations, and implementing the basic policies of the Ministry of National Education (Yakar, 2016). The education program is seen as one of the most important tools to implement the goals of the country at the social, economic, and political level and to ensure that they are delivered to even the most remote corners of the country in unity and integrity (Özdemir, 2009). Educational programs need to develop by constantly updating themselves to fully fulfill these goals and functions, to keep up with the age, time, technology, and social, economic, cultural, geopolitical changes and developments (Uzunboylu & Hürsen, 2012). The experience gained and the problems encountered during the

implementation of the training programs play an important role in meeting this need (Kurt & Erdoğan, 2015). Considering the importance of this update and development, the development of the country and the transfer of social and cultural identity to future generations, it is very important to review and redesign the education program (Aygören, 2018). Reviewing and organizing the training programs is also important in terms of ensuring the continuity of the training program effectively (Sağlam & Yüksel, 2007). For these reasons, the importance of the evaluation of the training program is further understood.

Evaluation is to measure the value of the thing to be evaluated by determining to what extent it meets the determined criteria (Eviren, 2017). Program evaluation, on the other hand, can be expressed as the extent to which the objectives specified in the program have been achieved, identifying and interpreting the problems in the program and the causes of these problems, and offering suggestions for solutions to these problems (Çeliker, 2015).

The functionality of education systems can be achieved through education programs (Eden et al., 1998). Program evaluation is of particular importance in order to determine to what extent the implemented training program is efficient, its deficiencies and the aspects that need to be changed. The purpose of curriculum evaluation is to interpret these evaluations and analyzes by collecting data about the education program and making evaluations and analyzes (Demirtaş, 2017). In the evaluation of the program, it can be mentioned about important objectives such as firstly analyzing the application and objectives such as the purpose, methods and content of the program to be evaluated, and then reaching the opinions of the individuals who implement and applied this program (Sönmez & Alacapınar, 2015). For this reason, it is important to evaluate the program in order to determine how effective the program is, the size of the problems experienced during its implementation, and the elimination of these problems (Tyler, 2014).

Program evaluation is an educational process that evaluates how to use and manage this information, to reach a certain level of knowledge so that we can make decisions about the ideas put forward (Stufflebeam, 2000). Curriculum evaluation is important so that education programs remain at a contemporary level, constantly update themselves, build knowledge on them, and support this knowledge and experience (Coşkun & Arslan, 2014). Various approaches have been put forward in program evaluation, and some of these approaches only deal with the target dimension of the program, while others look at the program as a whole and evaluate every element of the program (Kandemir, 2016).

The enlightening evaluation model, developed by Parlett and Hamilton, stands out as an evaluation model with humanistic and scientific aspects, with its evaluations made with qualitative and quantitative data (Özudogru & Adigüzel, 2016). It sees the enlightening evaluation program as a whole and evaluates with a holistic evaluation approach (Özudogru & Adigüzel, 2015). The enlightening evaluation aims to enlighten program participants and developers by providing information about the specific goals and situations of the program (Balım, 2020). It is also used to identify the problems encountered during the implementation of the program and to identify applicable and valuable subjects, achievements and tools (Adigüzel & Özudogru, 2014). It is emphasized that the enlightening curriculum evaluation model seeks answers to how the curriculum is implemented, how the

curriculum is affected by different school situations, how the participants of the education program evaluate the strengths and weaknesses of the program, and how the program affects the academic and professional achievements and experiences of students (Tyler, 2014). The illuminating evaluation model examines the program as a whole, not any part or part of the program (Özudogru & Adigüzel, 2016). The model examines the program within the educational environment in which it is implemented, not any innovation made in the program, and approaches the evaluation with a holistic perspective (Özudogru & Adigüzel, 2015). In this respect, it is accepted that the enlightening evaluation model evaluates not only the model, but also the effects of the model and other factors that it may affect, and looks at the program from a broad perspective (Balım, 2020). In this respect, the enlightening evaluation model prefers the ways of defining and interpreting the curriculum instead of measuring and evaluating (Adigüzel & Özudogru, 2014). Illuminating evaluation stands out as a comprehensive curriculum evaluation model that examines that education does not only cover the teacher or student, but includes many components such as the society, the components of the society, the physical condition of the school, sociological or cultural effects, and to what extent and in what direction these components have an impact (Balım, 2020). The enlightening evaluation model, which has quantitative and qualitative features, has the characteristics of more in-depth examination (Hunkins & Ornstein, 2014). As the sample is selected carefully, the sample and control groups are evaluated separately at each stage of the evaluation and at each stage of the program development, thus minimizing the false results of large samples (Özudogru & Adigüzel, 2016). Thus, it is aimed to include the different and changing views of different groups at each stage of the evaluation (Byram et al., 2013).

It is possible to list the main features of the enlightening evaluation model, which has holistic and subjective features, as follows (Asım, 2015):

- It is process-oriented: It is the evaluation of the program from the beginning to the end, with all its stages (Arı, 2015).
- It is holistic: It is the examination of the program as a whole with different aspects of the program by all stakeholders of education, students, teachers and administrators (Hunkins & Ornstein, 2014).
- It is inductive: Evaluations about the programs are made when the program is implemented and concluded (Balım, 2020).
- It is natural: It is not aimed to measure the result after the program. The target is the content of the program (Şeker et al., 2013).
- It is context-sensitive: The information about the cultural values and beliefs of the society given in the program measures how effective it is on the program (Demirel, 2012).
- Responsive: It is the participation of all circles directly or indirectly involved in or affected by the training program in the evaluation of the program and making an informative and explanatory evaluation by examining all aspects of the training program (Balım, 2020).

Since enlightening evaluation is suitable for qualitative and quantitative research methods, it stands out with its objective evaluation by measuring and evaluating all kinds of thoughts of the target audience about the

program (Berkant et al., 2014). The purpose of the enlightening evaluation is not to decide on the right of the program, but to give an opinion to those who express their opinions about the end of the program (Şeker et al., 2013). Since the enlightening evaluation is an evaluation model that is applied as the program continues to be implemented, all kinds of changes and updates about the program reach the evaluator continuously (Balım, 2020). The illuminating evaluation examines the constantly changing and updated aspects and features of the program and aims to make an impartial interpretation without showing the current status of the program in a different or better way (Özudogru & Adıgüzel, 2016).

Enlightening evaluation argues that as long as program evaluation continues, more valuable, effective and accurate determinations can be reached and emphasizes that the purpose of an evaluation is not to make a decision about the program, but to convey the knowledge and experience that will shed light on program evaluation. It is emphasized that this knowledge and experience are evaluations that materially, morally and personally prevent or facilitate the physical and cultural environment of these stakeholders, as well as the stakeholders such as teachers, students, parents, and administrators who can be included in the education during the implementation of the program (Uşun, 2016). In addition, in order to gain the trust of all education stakeholders participating in the evaluation, it is important to convey the aims of the evaluation clearly and transparently before the evaluation. As one of the strengths of this assessment model, we can consider it to use the gradual focusing method approach (Asım, 2015). With this approach, subjects are developed and transferred to the future, and the basis for subsequent data collection and analysis studies is formed (Özcan, 2015). In order for the model to be used effectively, the person applying the assessment must have high social, human and communicative skills as well as be an expert in the field (Şeker et al., 2013). Evaluation participants also need to be sensitive and trust between experts and participants in order for the program to be successful (Uşun, 2016).

When the literature is examined, it is seen that there are a limited number of studies on the evaluation of English education given in the second grade of primary school (Sedef et al., 2019; Özudogru, 2019; Taşdemir et al., 2018; Atabey & Bulut, 2016; Kandemir, 2016; Şad, 2015; Aybek, 2015; Özü Doğru & Adıgüzel, 2015; Solak & Semerci, 2015; Alkan & Araslan, 2015; Yaşar, 2015; Bayraktar, 2014; Küçüktepe et al., 2014). Various methods and techniques were used in these studies, and it is concluded that the necessary information about the second grade curriculum was not provided in general. When we look at the studies conducted abroad, the importance of English lesson at an early age is emphasized according to the changing socioeconomic, cultural and needs differences of the countries, and the necessary information is given and the results are tried to be explained (Asrial et al., 2019; Dourda et al., 2014; Yamat et al., 2014; Jin et al., 2014). The aim of this research is to evaluate the second grade English curriculum based on the enlightening curriculum evaluation model, according to teacher opinions. In order to achieve this aim, answers to the following questions were sought.

1. What is the distribution of teachers' views on 'achievements and content', 'learning and teaching process and environmental dimension', and 'measurement and evaluation' of the primary school second grade English lesson curriculum?

2. What is the distribution of teachers' views on 'achievements and content' of the primary school second-year English curriculum according to gender, professional seniority, graduate higher education program, educational status, occupationally studied residential area, age, socioeconomic level of the school studied, weekly entered course time and average student presence in a class?

3. What is the distribution of teachers' views on 'learning and teaching process and environmental dimension' of the primary school second-year English curriculum according to gender, professional seniority, graduate higher education program, educational status, occupationally studied residential area, age, socioeconomic level of the school studied, weekly entered course time and average student presence in a class?

4. What is the distribution of teachers' views on 'measurement and evaluation' of the primary school second-year English curriculum according to gender, professional seniority, graduate higher education program, educational status, occupationally studied residential area, age, socioeconomic level of the school studied, weekly entered course time and average student presence in a class?

METHOD

Model of the Research

In this study, a descriptive survey model, which is a quantitative research model was used. The survey model is a research method that aims to describe a situation that has happened in the past or that is still ongoing (Özmen & Karamustafaoğlu, 2019). This method tries to define the subject, situation or event that is mentioned or examined as it is in the situation (Karasar, 1995).

Universe and Sample

The population of the research consists of English teachers who worked in the second grade of primary school in Kilis Province or teachers who took English classes (N=139). Simple random sampling method was used in the study. Simple random sampling is the random and unbiased selection of the participants in the sample (Güçlü & Gerven, 2017). Information on the distribution of the variables of gender, professional seniority, educational status, graduation area, the most worked place, age, socioeconomic level of the school you work, weekly course hours, and the average number of students in the class of the primary school teachers who make up the sample are presented in Table 1.

Table 1. Demographic Characteristics and Distribution of Teachers

<i>Variables</i>	<i>Category</i>	<i>f</i>	<i>%</i>
Gender	Woman	119	85.61
	Man	20	14.39
Professional Seniority	0-5 years	47	33.81
	6-10 years	36	25.89
	11-15 years	31	22.3
	16-20 years	15	10.79
	21 and over	10	7.19
Educational Status	Undergraduate	122	88.7
	Graduate	17	11.3

Graduation Area	Foreign Language	125	89.93
	Other	14	10.07
Most Worked Place	City	69	49.64
	Town	45	32.37
	Rural	25	17.98
Age	25 and less	17	12.23
	26-35	72	51.79
	36-45	41	29.49
	46 and over	9	6.47
Your School Socioeconomic Level	Lower	38	27.33
	Middle	82	58.99
	Upper	19	13.66
Weekly Entry Lesson Hours	Less than 15	14	10.07
	15 and over	125	89.93
Average in Class Number of Students	25 and less	79	56.83
	26-35	45	32.38
	36 and over	15	10.79

According to Table 1, 119 of the teachers surveyed were women and 20 were men. It is seen that 47 of the teachers' professional seniority is 0-5 years, 36 are 6-10 years, 31 are 11-15 years, 15 are 16-20 years, 10 are 21 and above years. 122 of the teachers are undergraduate and 17 are at the graduate level. Of the participants, 125 of the teachers graduated from foreign languages and 14 from other fields. As a working area, 69 teachers are urban, 45 are district and 25 are rural. The teachers are 17 years old, 25 and younger, 72, 26-35, 41, 35-45, and 9, 46 and older. When we look at the socioeconomic levels of the school studied, 38 are in the lower, 82 are in the middle and 19 are in the upper level group. According to the weekly class hours, 14 of the teachers have fewer than 15 hours and 125 have 15 or more class hours. Finally, according to the average number of student courses in the class, the number of students 25 or fewer is 79, the number of students between 26-35 is 45, and the number of students 36 and older is 15.

Data Collection Tool

For research, the "Evaluation Scale of Second Grade English Curriculum based on Enlightening Evaluation Model" developed by Adigüzel and Özdoğru (2014) was used. The scale consists of 38 three-factor items: 'opinions on gain and content', 'views on measurement and evaluation' and 'views on the learning-teaching process and environmental dimension'. Articles 1,2,3,4,5,6,7,8,9,10,11,12,13,14,15,17 and 18 contain 'Views on acquisition and content'. 24,25,26,27,28,29,30,31 and 32 articles contain 'opinions on measurement and evaluation'. Articles 19,20,21,22,23,33,34,35,36,37 and 38 contain 'views on the learning-teaching process and the environmental dimension'. The scale created has been developed as a type of 4-kind lichen, where participants can express their opinions as (1) I absolutely do not agree, (2) I do not agree, (3) I agree, (4) Absolutely I Agree.

In order to collect data within the scope of the research, a total of 139 teachers in Kilis province were applied the data collection tool online. Care was taken to apply the scales by the researcher and the importance of volunteering the teachers was given. It is emphasized verbally in the implementation process that the sincere answers of the teachers are important for the validity of the research result.

Analysis of Data

The data obtained in the research were analyzed with SPSS® 22.0. Frequency and percentage were calculated while evaluating the personal characteristics of the teachers, and frequency, percentage and arithmetic averages were calculated regarding their thoughts on the items in the scale. The created scale was determined as a 4-point Likert type, in which the participants could express their views as (1) Strongly Agree, (2) Agree, (3) Disagree, (4) Strongly Disagree. In addition to statistics such as frequency, percentage distribution, and arithmetic mean obtained from the research data, independent samples t-test for categorical variables with two subgroups and one-way ANOVA test for categorical variables with more than two subgroups were used to examine whether they differ in terms of various variables in line with the purpose and sub-problems of the research. , LSD test and 4-point Likert test were used. In addition, as Özü Dođru and Adigüzel (2015) stated in their study, each response codes to be given to the items in the scale vary between 4.00 and 1.00 from positive to negative in accordance with these ratings. The mean value ranges corresponding to the items in the scale were calculated based on the assumption that the ranges are equal (3/4). In this case, the ranges of array width in the scale were 1.00-1.75 "I absolutely do not agree", 1.76-2.50 "I do not agree", 2.51-3.25 "I agree" and 3.26-4.00 "Absolutely I agree". As a result of the researches, it was concluded that the data of the scale showed a normal distribution. For this reason, parametric statistical techniques were used in the analysis of the data.

Validity and Reliability of Data

Based on the enlightening curriculum evaluation model, the Cronbach's Alpha value is 0.94 when all items of the scale of evaluation of the second grade English curriculum according to teachers' opinions are considered. The sub-dimension of views on achievement and content of the program was calculated as (0.91), opinions on measurement and evaluation sub-dimension (0.89), and views on learning-teaching process and environmental dimension sub-dimension (0.73). It is understood from these data that the reliability level of the scale is high. Theoretically, a Cronbach Alpha internal consistency coefficient of 0.70 and above is considered sufficient (Christensen et al., 2015; Büyüköztürk, 2010; Tekindal, 2009).

In order to increase the internal validity (credibility) of the research, a conceptual framework related to the research topic was created as a result of the literature review. Based on this conceptual framework, the draft "Evaluation Scale of the Second Grade English Curriculum According to Teachers' Views Based on the Illuminating Evaluation Model" was examined by two experts with at least a doctorate education and an expert in the field of foreign language education (Adigüzel & Özüdogru, 2014). The items of the scale obtained as a result of the examinations were examined by three different experts and consensus was obtained. In order to increase the external validity (transferability) of the research, the research process and what was done in this process were tried to be explained in detail. In this context, the research model, study group, data collection tool, data collection process, data analysis and interpretation are defined in detail.

FINDINGS AND INTERPRETATION

The research we conducted in this section includes the analysis of the levels, frequency and percentage values of the opinions of the teachers about the second grade English curriculum evaluation scale based on the enlightening evaluation model. The frequency and percentage distributions of the items in the scale are given in Table 2 below.

Table 2. Levels of Teachers' Opinions About the Second Grade English Curriculum Evaluation Scale Based on the Enlightening Curriculum Evaluation Model, Frequency and Percentage Distribution

THE EVALUATION SCALE OF SECOND GRADE ENGLISH TEACHING PROGRAM ACCORDING TO TEACHER'S OPINIONS BASED ON THE ENLIGHTENING ASSESSMENT MODEL	Absolutely I Agree		I Agree		I Do not Agree		Absolutely Do not Agree		Average
	f	%	f	%	f	%	f	%	
Factor 1:									
Views on achievement and content									
1. About listening in the program gains are achievable.	11	7.9	94	67.6	31	22.3	3	2.2	2.81
2. The program is capable of gaining the ability to speak English.	5	3.6	70	50.4	58	41.7	6	4.3	2.53
3. Gains are consistent with the overall objectives of the program.	8	5.8	108	77.7	21	15.1	2	1.4	2.88
4. Gains related to sensory (interest, positive attitude, motivation, etc.) learning in the program are sufficient.	4	2.9	79	56.8	52	37.4	4	2.9	2.60
5. In the program, Psychomotor field gains are sufficient.	6	4.3	66	47.5	61	43.9	6	4.3	2.52
6. Gains are understandably expressed.	11	7.9	105	75.5	21	15.1	2	1.4	2.90
7. Gains are ordered from simple to complex.	8	5.8	105	75.5	24	17.3	2	1.4	2.86
8. The content is consistent with the gains.	12	8.6	105	75.5	22	15.8	0	0	2.93
9. While preparing the content, the students' interests are taken into account.	7	5.0	79	56.8	49	35.3	4	2.9	2.64
10. While preparing the content students' needs are taken into account.	6	4.3	75	54.0	53	38.1	5	3.6	2.59
11. While preparing the content, the students' levels (age, learning characteristics, language skills) were taken into account.	8	5.8	84	60.4	45	32.4	2	1.4	2.71
12. While preparing content, individual differences are taken into account.	4	2.9	48	34.5	76	54.7	11	7.9	2.32
13. Content is structured from simple to complex.	8	5.8	106	76.3	24	17.3	1	0.7	2.87
14. Content is structured from easy to difficult.	8	5.8	109	78.4	21	15.1	1	0.7	2.89
15. The content can be applied in classrooms	1	0.7	46	33.1	64	46.0	28	20.1	2.14

all over Turkey.

16. Content is suitable for the application of different teaching methods and techniques. 2 1.4 97 69.8 36 25.9 4 2.9 2.70

17. The content is based on concrete examples. 6 4.3 94 67.6 36 25.9 3 2.2 2.74

18. The content is organized with a focus on communication. 6 4.3 74 53.2 53 38.1 6 4.3 2.58

Factor 2:

Views related to measurement and evaluation.

24. Sufficient information is given about Measurement and evaluation in the program. 2 1.4 63 45.3 62 44.6 12 8.6 2.40

25. Measurement and evaluation are consistent with the aims of the program. 5 3.6 82 59.0 47 33.8 5 3.6 2.63

26. Measurement and evaluation are consistent with the content. 4 2.9 92 66.2 40 28.8 3 2.2 2.70

27. Measurement and assessment approach recommended in the program conforms to student characteristics. 4 2.9 84 60.4 45 32.4 6 4.3 2.62

28. Measurement and assessment approach recommended in the program are enough to measure gains. 4 2.9 70 50.4 60 43.2 5 3.6 2.53

29. Process-based measurement and assessment techniques in the program (project, portfolio, etc.) is recommended. 7 5.0 86 61.9 42 30.2 4 2.9 2.69

30. The program allows students to self-evaluate. 6 4.3 66 47.5 59 42.4 8 5.8 2.50

31. The program includes measurement and evaluation methods that measure students' listening skills. 9 6.5 84 60.4 36 25.9 10 7.2 2.66

32. The program includes measurement and evaluation methods that measure students' speaking skills. 7 5.0 61 43.9 61 43.9 10 7.2 2.47

Factor 3:

Views on Learning-teaching process and environmental dimension

19. The learning-teaching process is consistent with the content. 6 4.3 85 61.2 43 30.9 5 3.6 2.66

20. The learning-teaching process of the program ensures the active participation of students in the course. 6 4.3 84 60.4 48 34.5 1 0.7 2.68

21. The teaching methods proposed in the program appeal to students with different learning styles. 3 2.2 72 51.8 60 43.2 4 2.9 2.53

22. The program encourages the implementation of various methods and techniques for teaching English. 4 2.9 99 71.2 33 23.7 3 2.2 2.75

23. The program allows the creation of different environments (drama, play, song) in the learning-teaching process.	7	5.0	94	67.6	35	25.2	3	2.2	2.76
33. The grade 2 English textbook is suitable for the student level.	6	4.3	82	59.0	38	27.3	13	9.4	2.58
34. The educational materials, tools and equipment (audio and visual) recommended for use in the program in our school are easily accessible.	7	5.0	70	50.4	43	30.9	19	13.7	2.47
35. The program allows the use of technology.	14	10.1	92	66.2	26	18.7	7	5.0	2.81
36. English games are featured in the classroom.	32	23.0	78	56.1	24	17.3	5	3.6	2.99
37. English songs are featured in the classroom.	41	29.5	88	63.3	8	5.8	2	1.4	3.21
38. English is spoken in the lesson.	12	8.6	66	47.5	55	39.6	6	4.3	2.60

1. In table 2, according to descriptive statistical purposes of levels of teachers' opinions about the second grade english curriculum evaluation scale based on the enlightening curriculum evaluation model, frequency and percentage distribution, 7.9% of teachers responded to the article "The gains related to listening in the program are achievable" at the level of "Absolutely I agree", 67.6% "agree", 22.3% "I do not agree", and 2.2% "I absolutely do not agree". It was observed that the average opinion of the teachers regarding this article was at the level of "I agree" with $\bar{X}=2.81$.

2. 3.6% of the teachers responded to the article "The program is capable of gaining the ability to speak English" at the level of "I strongly agree", 50.4% "agree", 41.7% "do not agree", and 4.3% "I absolutely do not agree". It was observed that the average opinion of the teachers regarding this article was at the level of "I agree" with $\bar{X}=2.53$.

3. 5.8% of teachers responded to the article "Gains are consistent with the overall objectives of the program", at the level of "Absolutely I agree", 77.7% "agree", 15.1% "disagree", and 1.4% "I absolutely do not agree". It was observed that the average opinion of the teachers regarding this article was at the level of "I agree" with $\bar{X}=2.88$.

4. 2.9% of the teachers responded to the article "Gains related to sensory (interest, positive attitude, motivation, etc.) learning in the program are sufficient", at the level of "Absolutely I agree", 56.8% "I agree", 37.4% "I do not agree", and 2.9% "I absolutely do not agree". It was observed that the average opinion of the teachers regarding this article was at the level of $\bar{X}=2.60$ and "I agree".

5. 4.3% of teachers responded to the article "Psychomotor field gains are sufficient in the program", at the level of "Absolutely I agree", 47.5% "I agree", 43.9% "I do not agree", and 4.3% "I absolutely do not agree". It was observed that the average opinion of teachers regarding this article was at the level of "I agree" with $\bar{X}=2.52$.

6. 7.9% of teachers responded to the article "Gains are understandably expressed", at the level of "Absolutely I agree", 75.5% "I agree", 15.1% "I do not agree", and 1.4% "I absolutely do not agree". It was observed that the average opinion of the teachers regarding this article was at the level of "I agree" with $\bar{X}=2.90$.

7. 5.8% of teachers responded to the article "Gains are ordered from simple to complex", at the level of "Absolutely I agree", 75.5% "I agree", 17.3% "I do not agree" and 1.4% "I absolutely do not agree". It was

observed that the average opinion of the teachers regarding this article was at the level of "I agree" with $\bar{X}=2.86$.

8. 8.6% of teachers responded to the article "Content is consistent with the gains", at the level of "Absolutely I agree", 75.5% "I agree", 15.8% "I do not agree", and 0% "I absolutely do not agree". It was observed that the average opinion of the teachers regarding this article was at the level of "I agree" with $\bar{X}=2.93$.

9. 5% of the teachers answered to the article "While preparing the content, the students' interests are taken into account", at the level of "Absolutely I agree", 56.8% "I agree", 35.3% "I do not agree", and 2.9% "I absolutely do not agree". It was observed that the average opinion of the teachers regarding this article was at the level of "I agree" with $\bar{X}=2.64$.

10. 4.3% of the teachers responded to the article "While preparing the content students' needs are taken into account", at the level of "Absolutely I agree", 54% "agree", 38.1% "disagree", and 3.6% "I absolutely do not agree". It was observed that the average opinion of the teachers regarding this article was at the level of "I agree" with $\bar{X}=2.59$.

11. 5.8% of the teachers responded to the article "While preparing the content, the students' levels (age, learning characteristics, language skills) were taken into account" at the level of "Absolutely I agree", 60.4% "I agree", 32.4% "I do not agree" and 1.4% answered "I absolutely do not agree". It was observed that the average opinion of the teachers regarding this article was at the level of "I agree" with $\bar{X}=2.71$.

12. 2.9% of the teachers responded to the article "While preparing content, individual differences are taken into account" at the level of "Absolutely I agree", 34.5% "I agree", 54.7% "I do not agree", and 7.9% "I absolutely do not agree". It was observed that the average opinion of the teachers regarding this article was at the level of "I do not agree" $\bar{X}=2.32$.

13. 5.8% of the teachers responded to the article "Content is structured from simple to complex" at the level of "Absolutely I agree", 76.3% "I agree", 17.3% "I do not agree", and 0.7% "I absolutely do not agree". It was observed that the average opinion of the teachers regarding this article was at the level of "I agree" with $\bar{X}=2.87$.

14. 5.8% of teachers responded to the article "Content is structured from easy to difficult" at the level of "Absolutely I agree", 78.4% "I agree", 15.1% "I do not agree", and 0.7% "I absolutely do not agree". It was observed that the average opinion of the teachers regarding this article was at the level of "I agree" with $\bar{X}=2.89$.

15. 0.7% of the teachers responded to the article "Content can be applied in classrooms all over Turkey" at the level of "Absolutely I agree", 33.1% "I agree", 46% "I do not agree", and 20.1% "I absolutely do not agree". It was observed that the average opinion of teachers regarding this article was at the level of "I do not agree" with $\bar{X}=2.14$.

16. 1.4% of the teachers responded to the article "Content is suitable for the application of different teaching methods and techniques" at the level of "Absolutely I agree", 69.8% "I agree", 25.9% "I do not agree", and 2.9% "I absolutely do not agree". It was observed that the average opinion of teachers regarding this article was at the level of "I agree" with $\bar{X}=2.70$.

17. 4.3% of the teachers responded to the article "Content is based on concrete examples" at the level of "Absolutely I agree", 67.6% "I agree", 25.9% "I do not agree", and 2.2% "I absolutely do not agree". It was observed that the average opinion of the teachers regarding this article was at the level of "I agree" with $\bar{X}=2.74$.

18. 4.3% of the teachers responded to the article "The content is organized with a focus on communication" at the level of "Absolutely I agree", 53.2% "I agree", 38.1% "I do not agree", and 4.3% "I absolutely do not agree". It was observed that the average opinion of the teachers regarding this article was at the level of "I agree" with $\bar{X}=2.58$.

19. 4.3% of the teachers responded to the article "Learning-teaching process is consistent with content" at the level of "Absolutely I agree", 61.2% "I agree", 30.9% "I do not agree", and 3.6% "I absolutely do not agree". It was observed that the average opinion of the teachers regarding this article was at the level of "I agree" with $\bar{X}=2.66$.

20. 4.3% of the teachers responded to the article "The learning-teaching process of the program ensures the active participation of the students in the course" at the level of "Absolutely I agree", 60.4% "I agree", 34.5% "I do not agree", and 0.7% "I absolutely do not agree". It was observed that the average opinion of teachers regarding this article was at the level of "I agree" with $\bar{X}=2.68$.

21. 2.2% of the teachers responded to the article "The teaching methods suggested in the program appeal to students with different learning styles" at the level of "Absolutely I agree", 51.8% "I agree", 43.2% "I do not agree", and 2.9% "I absolutely do not agree" to the item. has answered. It was observed that the average of teachers' opinions on this item was at the level of "I agree" with $\bar{X}=2.53$.

22. 2.9% of the teachers responded to the article "The program encourages the implementation of various methods and techniques for teaching English", at the level of "Absolutely I agree", 71.2% "I agree", 23.7% "I do not agree", and 2.2% "I absolutely do not agree". It was observed that the average opinion of the teachers regarding this article was at the level of "I agree" with $\bar{X}=2.75$.

23. 23.5% of the teachers responded to the article "The program allows the creation of different environments (drama, play, song) in the learning-teaching process" at the level of "Absolutely I agree", 67.6% "I agree", 25.2% "I do not agree", and 2.2% "I absolutely do not agree". It was observed that the average opinion of the teachers regarding this article was at the level of "I agree" with $\bar{X}=2.76$.

24. 1.4% of the teachers responded to the article "Sufficient information is given about Measurement and evaluation in the program" at the level of "Absolutely I agree", 45.3% "I agree", 44.6% "I do not agree", and 8.6% "I absolutely do not agree". It was observed that the average opinion of the teachers regarding this article was at the level of "I do not agree" with $\bar{X}=2.40$.

25. 3.6% of the teachers responded to "Measurement and evaluation are consistent with the aims of the program" at the level of "Absolutely I agree", 59% "I agree", 33.8% "I do not agree", and 3.6% "I absolutely do not agree". It was observed that the average opinion of the teachers regarding this article was at the level of "I agree" with $\bar{X}=2.63$.

26. 2.9% of the teachers responded to "Measurement and evaluation are consistent with content" at the level of "Absolutely I agree, 66.2% "I agree", 28.8% "I do not agree", and 2.2% "I absolutely do not agree". It

was observed that the average opinion of teachers regarding this article was at the level of "I agree" with $\bar{X}=2.70$.

27. 2.9% of teachers responded to the article "The recommended measurement and evaluation approach in the program complies with student characteristics" at the level of "Absolutely I agree, 60.4% "I agree", 32.4% "I do not agree", and 4.3% "I absolutely do not agree". It was observed that the average opinion of the teachers regarding this article was at the level of "I agree" with $\bar{X}=2.62$.

28. 2.9% of teachers responded to the article "Measurement and assessment approach recommended in the program are enough to measure gains" at the level of "Absolutely I agree, 50.4% "I agree", 43.2% "I do not agree", and 3.6% "I absolutely do not agree". It was observed that the average opinion of the teachers regarding this article was at the level of "I agree" with $\bar{X}=2.53$.

29. 5% of the teachers responded to the article "Process-based measurement and assessment techniques in the program (project, portfolio, etc.) is recommended" at the level of "Absolutely I agree, 61.9% "I agree", 30.2% "I do not agree", and 2.9% "I absolutely do not agree". It was observed that the average opinion of the teachers regarding this article was at the level of "I agree" with $\bar{X}=2.69$.

30. 4.3% of the teachers responded to the article "The program allows students to self-evaluate" at the level of "Absolutely I agree", 47.5% "I agree", 42.4% "I do not agree", and 5.8% "I absolutely do not agree". It was observed that the average opinion of the teachers regarding this article was at the level of "I agree" with $\bar{X}=2.50$.

31. 6.5% of the teachers responded to the article "The program includes measurement and evaluation methods that measure students' listening skills" at the level of "Absolutely I agree", 60.4% "I agree", 25.9% "I do not agree", and 7.2% "I absolutely do not agree". It was observed that the average opinion of the teachers regarding this article was at the level of "I agree" with $\bar{X}=2.66$.

32. 5% of the teachers responded to the article "The program includes measurement and evaluation methods that measure students' speech skills" at the level of "Absolutely I agree", 43.9% "I agree", 43.9% "I do not agree", and 7.2% "I absolutely do not agree". It was observed that the average opinion of the teachers regarding this article was at the level of "I do not agree" with $\bar{X}=2.47$.

33. 4.3% of teachers responded to the article "Grade 2 English textbook is suitable for student level" at the level of "Absolutely I agree", 59% "I agree", 27.3% "I do not agree", and 9.4% "I absolutely do not agree". It was observed that the average opinion of the teachers regarding this article was at the level of "I agree" with $\bar{X}=2.58$.

34. 5% of the teachers responded to the article " The educational materials, tools and equipment (audio and visual) recommended for use in the program in our school are easily accessible " at the level of "Absolutely I agree", 5% "I agree", 30.9% "I do not agree", and 13.7% "I absolutely do not agree". It was observed that the average opinion of the teachers regarding this article was at the level of "I do not agree" with $\bar{X}=2.47$.

35. 10.1% of the teachers responded to the article "Program allows the use of technology" at the level of "Absolutely I agree", 66.2% "I agree", 18.7% "I do not agree", and 5% "I absolutely do not agree". It was observed that the average opinion of the teachers regarding this article was at the level of "I agree" with $\bar{X}=2.81$.

36. 23% of the teachers responded to the article "English games are featured in the classroom" at the level of "Absolutely I agree", 56.1% "I agree", 17.3% "I do not agree", and 3.6% "I absolutely do not agree". It was observed that the average opinion of the teachers regarding this article was at the level of "I agree" with $\bar{X}=2.99$.

37. 29.5% of the teachers responded to the article "English songs are featured in the classroom" at the level of "Absolutely I agree", 63.3% "I agree", 5.8% "I do not agree", and 1.4% "I absolutely do not agree". It was observed that the average opinion of the teachers regarding this article was at the level of "I agree" with $\bar{X}=3.21$.

38. 26.5% of the teachers responded to the article "English is spoken in the lesson" at the level of "Absolutely I agree", 47.5% "I agree", 39.6% "I do not agree", and 4.3% "I absolutely do not agree". It was observed that the average opinion of the teachers regarding this article was at the level of "I agree" with $\bar{X}=2.60$.

Table 3. Arithmetic Mean and Standard Deviation Distributions of Teachers' Opinions on Evaluating Second-Year English Curriculum Based on the Model of the Enlightening Curriculum Evaluation According to Professional Seniority

Dimension	seniority	N	\bar{X}	Ss	Source of Variance	Sum of Squares	Sd	Mean of Squares	f	p	Significant Difference
All of The Program	0-5	47	2.80	0.36	Between groups	1.40	4	0.35	2.94	0.02	0-5→6-10 0-5→11-15
	6-10	36	2.59	0.32	In group	16.04	134	0.12			
	11-15	31	2.57	0.35	Total	17.45	138				
	16-20	15	2.67	0.30							
	21 and over	10	2.62	0.32							
	Total	139	2.66	0.35							
The gain and content of the program	0-5	47	2.82	0.37	Between groups	1.98	4	0.49	3.85	0.005	0-5→6-10 0-5→11-15
	6-10	36	2.55	0.34	In group	17.25	134	0.12			
	11-15	31	2.55	0.35	Total	19.23	138				
	16-20	15	2.67	0.30							
	21 and over	10	2.65	0.42							
	Total	139	2.66	0.37							
The measurement and evaluation of the program	0-5	47	2.74	0.42	Between groups	1.93	4	0.48	2.63	0.03	0-5→6-10 0-5→11-15
	6-10	36	2.52	0.37	In group	24.52	134	0.18			
	11-15	31	2.45	0.51	Total	26.45	138				
	16-20	15	2.61	0.37							
	21 and over	10	2.48	0.39							
	Total	139	2.58	0.43							
The learning-teaching process and environmental sub-	0-5	47	2.86	0.45	Between groups	0.30	4	0.07	0.52	0.72	No
	6-10	36	2.79	0.37	In group	19.85	134	0.14			
	11-15	31	2.78	0.31	Total	20.16	138				
	16-20	15	2.74	0.36							

dimensions of the program	21			
and over	10	2.75	0.22	
Total	139	2.80	0.38	

When Table 3 was examined, it was found that there was a significant difference between teacher opinions in terms of the entire program in the evaluation of the second-class English curriculum based on the enlightening program evaluation model (EPEM) according to professional seniority ($F=2.94$; $p<0.05$). This difference is between teachers with professional seniority between 0-5 years and teachers with seniority between 6-10 years and 11-15 years. This significant difference was found to be significant in favor of teachers who had 0-5 years of seniority.

It was found that there was a significant difference between teacher opinions regarding the subdivision of gain and content of the program ($F=3.85$; $p<0.05$). This difference is between teachers with professional seniority between 0-5 years and teachers with seniority between 6-10 years and 11-15 years. This significant difference was found to be significant in favor of teachers who had 0-5 years of seniority.

It was found that there was a significant difference between teacher opinions regarding the subdivision of the measurement and evaluation of the program ($F=2.63$; $p<0.05$). This difference is between teachers with professional seniority between 0-5 years and teachers with seniority between 6-10 years and 11-15 years. This significant difference was found to be significant in favor of teachers who had 0-5 years of seniority. However, it was determined that there was no significant difference between teacher opinions regarding the learning-teaching process and the environmental dimension of the program ($F=0.52$; $p>0.05$).

Table 4. Arithmetic Mean and Standard Deviation Distributions of Teachers' Opinions on Evaluating Second-Year English Curriculum Based on The Model of the Enlightening Curriculum Evaluation According to Graduation Area

Dimensions	Graduation Area	N	\bar{X}	Ss	df	t	p	Significant Difference
All of The Program	Foreign Language	125	2.66	0.36	137	0.08	0.93	
	Other	14	2.67	0.28				
The gain and content of the program	Foreign Language	125	2.66	0.8	137	0.38	0.70	
	Other	14	2.70	0.27				
The measurement and evaluation of the program	Foreign Language	125	2.58	0.45	137	0.24	0.80	
	Other	14	2.61	0.29				
The learning-teaching process and environmental sub-dimensions of the program	Foreign Language	125	2.81	0.35	137	0.87	0.38	No
	Other	14	2.72	0.56				

When table 4 was examined, according to the graduation area, it was found there was no significant difference between teacher opinions in terms of the entire program [$t(137)=-0.08$; $p>0.05$], the program's achievement and content [$t(137)=-0.38$; $p>0.05$], measurement and evaluation of the program [$t(137)=-0.24$; $p>0.05$] and the learning-teaching process and environmental sub-dimensions of the program [$t(137)=0.87$; $p>0.05$] in the evaluation of the second grade English curriculum based on EPEM.

Table 5. The Arithmetic Mean and Standard Deviation Distributions of Teachers' Opinions on the Evaluation of the Second Grade English Curriculum Based on the Model of the Enlightening Curriculum Evaluation According to Educational Status

Dimensions	Educational Status	N	\bar{X}	Ss	df	t	p	Significant Difference
All of The Program	Undergraduate	122	2.67	0.34	137	0.14	0.88	No
	Graduate	17	2.65	0.46				
The gain and content of the program	Undergraduate	122	2.67	0.36	137	0.41	0.68	
	Graduate	17	2.63	0.45				
The measurement and evaluation of the program	Undergraduate	122	2.58	0.42	137	0.41	0.67	
	Graduate	17	2.63	0.56				
The learning-teaching process and environmental sub-dimensions of the program	Undergraduate	122	2.81	0.37	137	0.40	0.68	
	Graduate	17	2.77	0.44				

When table 5 was examined, according to the educational status, it was found there was no significant difference between teacher opinions in terms of the entire of the program [$t(137)=0.14$; $p>0.05$] the achievement and content of the program [$t(137)=0.41$; $p>0.05$], the measurement and evaluation of the program [$t(137)=0.41$; $p>0.05$] and the learning-teaching process and environmental sub-dimensions of the program [$t(137)=0.40$; $p>0.05$] in the evaluation of the second grade English curriculum based on EPDM.

Table 6. The Arithmetic Mean and Standard Deviation Distributions of Teachers' Opinions on the Evaluation of the Second Grade English Curriculum Based on the Model of the Enlightening Curriculum Evaluation According to the Place of Work

Dimensions	Worked Place	N	\bar{X}	Ss	Source of Variance	Sum of Squares	Sd	Mean of Squares	f	p	Significant Difference
All of The Program	City	69	2.70	0.37	Between groups	0.28	2	0.14	1.12	0.32	No
	Town	45	2.65	0.30	In group	17.16	136	0.12			
	Rural	25	2.58	0.38	Total	17.45	138				
	Total	139	2.66	0.35							
The gain and content of the program	City	69	2.70	0.39	Between groups	0.28	2	0.14	1.01	0.36	
	Town	45	2.64	0.35	In group	18.95	136	0.13			
	Rural	25	2.59	0.35	Total	19.23	138				
	Total	139	2.66	0.37							
The measurement and evaluation of the program	City	69	2.63	0.46	Between groups	0.34	2	0.17	0.89	0.41	
	Town	45	2.56	0.35	In group	26.10	136	0.19			
	Rural	25	2.50	0.48	Total	26.45	138				
	Total	139	2.58	0.43							
The learning-teaching process and environmental sub-dimensions of the program	City	69	2.82	0.34	Between groups	0.23	2	0.11	0.79	0.45	
	Town	45	2.82	0.33	In group	19.93	136	0.14			
	Rural	25	2.72	0.54	Total	20.16	138				
	Total	139	2.80	0.38							

When table 6 was examined, according to the place of work, it was found there was no significant difference between teacher opinions in terms of the entire program ($F=1.12$; $p>0.05$), the achievement and content of the program ($F=1.01$; $p>0.05$), the measurement and evaluation of the program ($F=0.89$; $p>0.05$) and the learning-teaching process and environmental sub-dimensions of the program ($F=0.79$; $p>0.05$) in the evaluation of the second grade English curriculum based on EPDM.

Table 7. The Arithmetic Mean and Standard Deviation Distributions of Teachers' Opinions on the Evaluation of the Second Grade English Curriculum Based on the Model of the Enlightening Curriculum Evaluation According to Age

Dimensions	Age	N	\bar{X}	Ss	Source of Variance	Sum of Squares	Sd	Mean of Squares	f	p	Significant Difference
All of The Program	25 and less	17	2.63	0.37	Between groups	0.33	3	0.11	0.87	0.45	
	26-35	72	2.70	0.36	In group	17.12	135	0.12			
	36-45	41	2.65	0.35	Total	17.45	138				
	46 and over	9	2.51	0.26							
	Total	139	2.66	0.35							
The gain and content of the program	25 and less	17	2.68	0.41	Between groups	0.25	3	0.86	0.61	0.60	No
	26-35	72	2.68	0.37	In group	18.97	135	0.14			
	36-45	41	2.66	0.36	Total	19.23	138				
	46 and over	9	2.50	0.29							
	Total	139	2.66	0.37							
The measurement and evaluation of the program	25 and less	17	2.47	0.41	Between groups	0.98	3	0.32	1.73	0.16	
	26-35	72	2.66	0.41	In group	25.47	135	0.18			
	36-45	41	2.55	0.48	Total	26.45	138				
	46 and over	9	2.40	0.34							
	Total	139	2.58	0.43							
The learning-teaching process and environmental sub-dimensions of the program	25 and less	17	2.77	0.41	Between groups	0.18	3	0.06	0.42	0.73	
	26-35	72	2.83	0.42	In group	19.97	135	0.14			
	36-45	41	2.78	0.30	Total	20.16	138				
	46 and over	9	2.70	0.25							
	Total	139	2.80	0.38							

When table 7 was examined, according to the age, it was found there was no significant difference between teacher opinions in terms of the entire program ($F=0.87$; $p>0.05$), the achievement and content of the program ($F=0.61$; $p>0.05$), the measurement and evaluation of the program ($F=1.73$; $p>0.05$) and the learning-teaching process and environmental sub-dimensions of the program ($F=0.42$; $p>0.05$) in the evaluation of the second grade English curriculum based on EPEM.

Table 8. The Arithmetic Mean and Standard Deviation Distributions of Teachers' Opinions on the Evaluation of the Second Grade English Curriculum Based on the Model of the Enlightening Curriculum Evaluation According to the Socioeconomic Level of the School

Dimensions	Socioeconomic Level	N	\bar{X}	Ss	Source of Variance	Sum of Squares	Sd	Mean of Squares	f	p	Significant Difference
All of The Program	Lower	38	2.61	0.33	Between groups	0.58	2	0.29	2.35	0.09	No
	Middle	82	2.65	0.54	In group	16.86	136	0.12			
	Upper	19	2.82	0.38	Total	17.45	138				
	Total	139	2.66	0.35							
The gain and content of the program	Lower	38	2.63	0.33	Between groups	0.37	2	0.19	1.36	0.25	No
	Middle	82	2.65	0.38	In group	18.85	136	0.13			
	Upper	19	2.79	0.39	Total	19.23	138				
	Total	139	2.66	0.37							
The measurement and evaluation of the program	Lower	38	2.52	0.38	Between groups	0.70	2	0.35	1.87	0.15	No
	Middle	82	2.57	0.44	In group	25.74	136	0.18			
	Upper	19	2.76	0.46	Total	26.45	138				
	Total	139	2.58	0.43							
The learning-teaching process and environmental sub-dimensions of the program	Lower	38	2.73	0.47	Between groups	0.97	2	0.48	3.44	0.03	Upper → Lower
	Middle	82	2.79	0.32	In group	19.19	136	0.14			
	Upper	19	3.00	0.33	Total	20.16	138				
	Total	139	2.80	0.38							

When Table 8 was examined, it was found that there was a significant difference between teachers' opinions in terms of the learning-teaching process and environmental sub-dimensions of the program in the evaluation of the second grade English curriculum based on APDM based on socioeconomic level ($F=3.44$; $p<0.05$). This difference is between those with lower socioeconomic status and those with higher socioeconomic status. This significant difference was found to be significant in favor of those with higher socioeconomic status.

Table 9. The Arithmetic Mean and Standard Deviation Distributions of Teachers' Opinions on Evaluating the Second Grade English Curriculum Based on the Model of the Enlightening Curriculum Evaluation According to the Average Number of Students Teachers Work

Dimensions	Average Number of Students	N	\bar{X}	Ss	Source of Variance	Sum of Squares	Sd	Mean of Squares	f	p	Significant Difference
All of The Program	25 and less	79	2.64	0.40	Between groups	0.09	2	0.04	0.37	0.68	
	26-35	45	2.69	0.28	In group	17.35	136	0.12			
	36 and over	15	2.70	0.24	Total	17.45	138				
	Total	139	2.66	0.35							
The gain and content of the program	25 and less	79	2.63	0.42	Between groups	0.14	2	0.07	0.51	0.59	No
	26-35	45	2.69	0.30	In group	19.09	136	0.14			
	36 and over	15	2.72	0.24	Total	19.23	138				
	Total	139	2.66	0.35							
The measurement and	25 and less	79	2.54	0.42	Between groups	0.31	2	0.15			
	26-35	45	2.65	0.30	In group	26.14	136	0.19			

evaluation of the program	36 and over	15	2.61	0.24	Total	26.45	138	0.80	0.44	
	Total	139	2.58	0.37						
The learning-teaching process and environmental sub-dimensions of the program	25 and less	79	2.81	0.40	Between groups	0.02	2	0.01		
	26-35	45	2.79	0.35		In group	20.13			136
	36 and over	15	2.84	0.34	Total		20.16	138		0.09
	Total	139	2.80	0.38						

When table 9 was examined, according to the average number of students teachers work, it was found there was no significant difference between teacher opinions in terms of the entire program ($F=0.68$; $p>0.05$), the achievement and content of the program ($F=0.59$; $p>0.05$), the measurement and evaluation of the program ($F=0.44$); $p>0.05$) and the learning-teaching process and environmental sub-dimensions of the program ($F=0.90$; $p>0.05$) in the evaluation of the second grade English curriculum based on EPEM.

Table 10. The Arithmetic Mean and Standard Deviation Distributions of Teachers' Opinions on Evaluation of the Second Grade English Curriculum Based on the Model of the Enlightening Curriculum Evaluation According to the Number of Lessons Taken in a Week

Dimensions	Number of Lessons Taken In a Week			df	t	p	Significant Difference
	N	\bar{X}	Ss				
All of The Program	Less than 15	14	2.73	0.28	137	0.77	0.44
	15 and over	125	2.66	0.36			
The gain and content of the program	Less than 15	14	2.73	0.33	137	0.72	0.47
	15 and over	125	2.65	0.37			
The measurement and evaluation of the program	Less than 15	14	2.65	0.32	137	0.59	0.55
	15 and over	125	2.58	0.44			
The learning-teaching process and environmental sub-dimensions of the program	Less than 15	14	2.88	0.25	137	0.78	0.43
	15 and over	125	2.79	0.39			

When table 10 was examined, according to the number of lessons taken in a week, it was found there was no significant difference between teacher opinions in terms of the entire program [$t(137) = -0.77$; $p>0.05$], the achievement and content of the program [$t(137) = -0.72$; $p>0.05$], the measurement and evaluation of the program [$t(137) = -0.59$; $p>0.05$] and the learning-teaching process and environmental sub-dimensions of the program [$t(137) = 0.78$; $p>0.05$] in the evaluation of the second grade English curriculum based on EPEM.

CONCLUSION

When the opinions of English teachers about the objectives of the 'achievements and content' of the primary school second grade English lesson curriculum are examined, it is seen that they generally have positive opinions about the program. It is seen that the achievements of the primary school second grade English lesson curriculum are achievable, giving importance to the acquisition of oral expression skills, and the gains are clear, understandable, consistent and ordered from simple to complex. Similarly, Bayraktar (2014) stated that the achievements of the primary school second grade English course curriculum are appropriate and consistent with the level of the students. The fact that the distribution of the achievements within the unit is simple and

at a level that can be realized ensures that the success of the students in the dimension of the achievements of the program is high. It is seen that the program has positive aspects related to the permanence of the gains by ordering the acquisitions from simple to complex and repeating the acquisitions in the next units (Kandemir, 2016). However, "The acquisitions related to the psychomotor domain in the program are sufficient." It is understood that the answers given to the item "*In the program, Psychomotor field gains are sufficient.*" were negatively received by the teachers, that the program is insufficient to meet the energetic and active characteristics of children at this age and to provide students with the appropriate acquisitions, and that it should develop in this context (Bayraktar, 2014).

When the content dimension of the program is examined, it is seen that teachers generally express positive opinions. It is seen that the teachers stated that the content of the second grade English lesson curriculum was prepared in accordance with the physical and mental characteristics of the students. It is seen that this data obtained was also reached in the research conducted by Bayyurt (2012). By preparing the content from simple to complex and from easy to difficult, it is ensured that students acquire the information they need to learn and the subjects they need to learn more easily and are understandable (Özüdogru, 2019). It is observed that the content is very rich and interesting with activities such as songs, stories and games (Bulut & Atabey, 2016). According to Kandemir (2016), it is observed that with these rich content and activities, students focus on the lesson more easily and for a long time, and at the same time, they show positive attitudes and behaviors for the English lesson and foreign language learning. In addition, our teachers participating in the research also point out the fact that the number of English lesson hours should be increased (Kandemir, 2016). By basing the content on concrete examples and achievements, it is seen that the aim of reaching the targeted language acquisition and skills of the students in this age group has been achieved.

When the views on the 'learning-teaching process and environmental dimension' of the primary school second grade English lesson curriculum are examined, it is observed that the teachers who participated in the research generally gave a positive answer. It is observed that the program is very flexible in allowing teachers to use different teaching methods and techniques in the learning-teaching process. In addition, the program provides the opportunity to create different learning environments such as drama, games and songs in order to ensure that the content of the course is rich and the active participation of the students in the course and their interest to continue. It has also been determined that the program is intertwined with the technology, which is the need of the age, and encourages the use of technology. However, it is not overlooked that the item "English is spoken in the course" did not receive as high a positive response as the other items. This means that although the majority of the teachers participating in the research argue that English is spoken in the classroom, it is possible to conclude that a substantial group of teachers do not have the idea that English is spoken in the classroom. In his study, Bayraktar (2014) concluded that the use of technology is a requirement of foreign language learning and that using technology in the classroom increases the student's interest in the lesson. Alkan and Arslan (2015), on the other hand, emphasize that the methods and techniques used in their research are a tool that endears and encourages foreign language learning.

When the participants' opinions about the "assessment and evaluation" of the primary school second grade English lesson curriculum are examined, it is seen that the teachers gave positive opinions. The teachers who participated in the research stated that the content was compatible with the tools and methods used in measurement and evaluation. In addition, it is possible to say that it has a structure that ensures continuity in the evaluation and monitoring of students' individual achievements. It is also understood that they have the opinion that it is quite sufficient in measuring the listening skill, which is one of the skills that form the basis of the primary school second grade curriculum. According to Bayyurt (2012), teachers stated that they mostly use teacher observation forms because they are easy, convenient and accessible when necessary. It is concluded that the teachers participating in the research are not sufficiently informed about measurement and evaluation and that there is not sufficient guidance in the guide prepared about the program. Alkan and Arslan (2015), on the other hand, reached the conclusion in their research that the second grade primary school English curriculum in the dimension of measurement and evaluation is not at a sufficient level to measure how much students have achieved with the methods and techniques it offers and the way it is applied.

When the views of the teachers on the 'achievements and content' of the program are examined by gender, it is observed that there is a significant difference in favor of male teachers. According to gender, it is seen that male teachers who participated in the research reported mostly positive opinions about 'achievements and content'. It is seen that this data obtained was also reached in the research conducted by Yaman (2010). Considering the views of teachers on the 'assessment and evaluation' of the program by gender, it is observed that there is a significant difference in favor of male teachers. It is seen that our male teachers who participated in the research mostly gave positive opinions about 'assessment and evaluation'. When we look at the teachers' views on the 'learning-teaching process and environmental dimension' of the program by gender, it is observed that there is no statistically significant difference. This result shows that there is no significant difference of opinion regarding the views of our teachers regarding the 'learning-teaching process and environmental dimension' of the program (Çelik & Filiz, 2018).

It is observed that teachers with 0-5 years of seniority, who participated in the research according to professional seniority, generally reported positive opinions on "achievements and content" and "assessment and evaluation". These results show that, according to professional seniority, especially teachers with 0-5 years of seniority have the idea that the content of the program, the measurement and evaluation methods and techniques in the content, are compatible with the acquisitions, in addition, the content and acquisitions are understandable and they are ordered from easy to difficult. is seen. It is seen that this data obtained was also obtained in the research conducted by Solak and Semerci (2012). Similarly, in another study conducted, it is observed that there is no statistically significant difference when examining the views of teachers on the 'learning-teaching process and environmental dimension' of the program according to professional seniority (Sedef et al., 2019).

It is observed that there is no statistically significant difference when the views of the teachers on the curriculum's 'achievements and content', 'assessment and evaluation' and 'learning-teaching process and

environmental dimension' of the program are examined according to the graduation area. These results show that the teachers participating in the research do not disagree about the goals, achievements and other sub-dimensions of the second grade English curriculum. According to the results, it is observed that the teachers participating in the research agree that the program is inadequate in addressing students' psychomotor skills and does not pay enough attention to individual differences (Sedef et al., 2019).

When the views of the teachers on the 'achievements and content', 'assessment and evaluation' and 'learning-teaching process and environmental dimension' of the program are examined according to the settlement area where they work, it is observed that there is no statistically significant difference. These results suggest that the teachers participating in the research are qualified to implement the second grade English course curriculum (Yaman, 2010).

According to the average number of students in the class, it is observed that there is no statistically significant difference when the views of the teachers on the curriculum's 'achievements and content', 'assessment and evaluation' and 'learning-teaching process and environmental dimension' are examined. It is possible to state that the teachers participating in the research did not have any negative effects on the number of students in the classroom in the application of the program, and that they had the idea that the program could reach the level of every student (Kandemir, 2014).

It is observed that there is no statistically significant difference when the views of the teachers on 'acquisitions and content', 'assessment and evaluation' and 'learning-teaching process and environmental dimension' of the program are examined according to age. These results did not differ in the opinions of the teachers participating in the research about the second grade English curriculum in terms of experience in their profession and annual seniority differences (Çelik & Filiz, 2018).

It is observed that there is no statistically significant difference when the views of the teachers on the curriculum's 'achievements and content', 'assessment and evaluation' and 'learning-teaching process and environmental dimension' are examined according to the number of lessons taken per week. These results show that the teachers participating in the research mostly gave positive opinions about the number of lessons they take per week, the implementation of the second grade English lesson curriculum, its effectiveness and the sub-dimensions of the program (Özüdogru, 2019).

It is observed that there is no statistically significant difference when the views of the teachers on the 'achievements and content' and 'assessment and evaluation' of the program are examined according to the socioeconomic level of the school. However, depending on the variable of the socioeconomic level of the school, there is a significant difference between the teachers' views on the "learning-teaching process and the environmental dimension" of the program, and the direction of this significant difference is between the teachers with the upper socioeconomic level of the school and the teachers with the lower socioeconomic level of the school. It is seen that there is a significant difference and this difference is in favor of the teachers with

the higher socioeconomic level of the school. From this, it is understood that the program allows students to use technology by giving importance to technological developments and meeting the needs of the age (Özüdögrü, 2019). In addition, it is concluded that the program gives importance to making the lesson more effective and fun by providing activities such as English songs and games. However, it is possible to reach the conclusion that schools with higher socioeconomic levels give more positive opinions than other schools, and that the technological infrastructure and materials provided to teachers or schools are not sufficient and equally distributed to all regions (Yaşar, 2015).

SUGGESTIONS

In this section, some suggestions have been developed in order to contribute to the implementation and development of the second grade English curriculum based on the enlightening curriculum evaluation model, in line with the opinions of the teachers of the second grade English curriculum.

✓ Enlightening curriculum evaluation model requires taking the opinions of all stakeholders in the education system. In our research, the opinions of teachers were taken, and the opinions of administrators, students and parents can be taken for researchers who will use the enlightening curriculum evaluation model.

✓ Education is an important building block for society. For this reason, an effort can be made to inform all stakeholders in the education system, especially teachers, about the English lesson curriculum.

✓ The research shows that the necessary tools, materials and materials are not delivered to our teachers on time, and they do not receive enough support at this point. Especially for this age group, the provision of tools, equipment and materials is very important.

✓ In order to gain speaking skill, which is one of the basic skills targeted by the program, the coursebook, activities, school and classroom environment can be organized in a way that encourages and facilitates foreign language learning, and speaking English in the lesson can be given importance.

✓ Measurement and evaluation is an important step that shows how far the students have achieved the curriculum goals. Measurement and evaluation and content must be compatible with each other and can be updated again.

✓ Content should be transformed into a form that can be applied in all parts of Turkey, taking into account individual differences and our country's social, cultural and geographical characteristics. At the same time, the content can be updated again in line with student needs and wishes.

✓ The weekly course hours offered for the English course in the program can be increased.

✓ Considering that students in this age group are active and energetic, new acquisitions that will appeal to students' psychomotor skills can be added.

✓ In order to enrich the course content and to appeal to different learning styles and levels as much as possible, different materials other than the course book should be used, and our teachers can be left flexible in this regard.

This subject can be studied in more detail with different populations and samples by using quantitative, qualitative or mixed methods.

Ethics Text

“In this article, journal writing rules, publication principles, research and publication ethics rules, journal ethics rules were followed. Responsibility for any violations that may arise regarding the article belongs to the authors.” In addition, the date and number of Mardin Artuklu University documents for the research to be carried out: 23/03/2021-8574 with the letter an application was made to the Ethics Committee and 25/03/2021-8614 with the letter dated and numbered the necessary permissions were obtained. On 06.05.2021, the necessary permissions were obtained within the framework of the Circular on Research Application Permits (Circular No. 2020/2) from the Kilis Provincial Directorate of National Education in Schools/Institutions affiliated to the Ministry of National Education, and the data of the study were collected.

Statement of Contribution of Authors: Each of the authors contributed 50% to this study.

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