



HACETTEPE ÜNİVERSİTESİ
EĞİTİM BİLİMLERİ ENSTİTÜSÜ

Department of Foreign Language Education
Program of English Language Teaching

EVALUATION OF THE HIGH SCHOOL 9TH GRADE ENGLISH LANGUAGE
CURRICULUM OF TURKEY IN RELATION TO THE CEFR PRINCIPLES

Erkan YÜCE

Ph.D. Dissertation

Ankara, 2018



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TÜRKİYE'DEKİ LİSE 9. SINIF İNGİLİZCE ÖĞRETİM PROGRAMININ AVRUPA
DİLLERİ ÖĞRETİMİ ORTAK ÇERÇEVE PROGRAMI İLKELERİNE GÖRE
DEĞERLENDİRİLMESİ

Erkan YÜCE

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Acceptance and Approval

To the Graduate School of Educational Sciences.

This thesis entitled "**Evaluation of the High School 9th Grade English Language Curriculum of Turkey in Relation to the CEFR Principles**" has been approved as a thesis for the Degree of **Ph.D.** in the **Program of English Language Teaching** by the members of the Examining Committee.

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Abstract

This study tried to find out the compatibility of the Secondary Education 9th Grade English Language Teaching Program, which was proposed in 2017 and finalized in 2018, to the principles of the Common European Framework of Reference for Languages (CEFR). Qualitative research method was implemented through document analysis, interview and observation techniques in this study. The CEFR, Breakthrough, Waystage, EAQUALS-Bank of Descriptors as Checklists documents and Secondary Education 9th Grade English Language Teaching Program were compared in the document analysis process. An interview form was developed for the interviews, and an observation checklist was developed for the observations. The data of the study were collected from the participants and schools, chosen purposefully, with the data collection instruments in the spring term of 2017-2018 academic year. The data were analyzed through descriptive analysis. The researcher followed several strategies to enhance the trustworthiness of the study. The results of the study, in general, showed that the outcomes stated in the 9th Grade English Language Teaching Program were not completely compatible with the proficiency descriptors of the CEFR, the pedagogical principles of plurilingualism and pluriculturalism of the CEFR were not covered in the 9th Grade English Language Teaching Program, the issues such as course materials, course hours, self-assessment and in-service training activities to the teachers affected the implementation of the program negatively; however, the activities of the EFL program were appropriate to the students' language levels and ages, the EFL program was appropriate to the students' communicative needs and levels, and it addressed the students' communicative problems through intercultural and task-based activities. At the end of the study, several suggestions with regard to course materials, course hours, self-assessment, and in-service training activities for teachers were proposed in parallel with the results.

Keywords: CEFR, program evaluation, 9th grade

Öz

Bu çalışmada, 2017’de önerilen ve 2018’de son şekli yayımlanan Ortaöğretim 9. Sınıf İngilizce Öğretim Programının Avrupa Dilleri Öğretimi Ortak Çerçeve Programı (ADOÇEP)’na uygunluğu araştırılmıştır. Nitel yöntemin kullanıldığı bu çalışmada verileri toplamak için doküman analizi, görüşme ve gözlem teknikleri kullanılmıştır. Doküman analizi için ADOÇEP (CEFR), Başlangıç Düzeyi (Breakthrough) and Ara Düzey (Waystage) dokümanları, Avrupa Dil Eğitimi Kalite Denetim Konseyi tarafından önerilen kontrol listeleri olarak betimleyiciler dizisi (EQUALS-Bank of Descriptors as Checklists) ve Ortaöğretim 9. Sınıf İngilizce Öğretim Programı karşılaştırılmıştır. Katılımcılarla görüşmek için bir görüşme formu, gözlem yapmak için ise bir gözlem kontrol listesi geliştirilmiştir. Veriler, geliştirilen araçlar kullanılarak amaçlı yöntemle belirlenen katılımcılar ve okullardan 2017-2018 akademik yılı bahar döneminde toplanmıştır. Elde edilen veriler betimsel analiz kullanılarak çözümlenmiştir. Çalışmanın inandırıcılığını artırmak için çeşitli stratejiler takip edilmiştir. Araştırma sonucunda, genel olarak Ortaöğretim 9. Sınıf İngilizce Öğretim Programında belirtilen kazanımların ADOÇEP yeterlilik tanımlayıcılarına tam olarak uymadığı, ADOÇEP’in çok dillilik ve çok kültürlülük eğitimsel ilkelerinin programda yansıtılmadığı, ders materyalleri, ders saatleri, öz-değerlendirme, öğretmenlere hizmet-içi aktiviteler gibi konuların 9. Sınıf İngilizce Öğretim Programının uygulanmasını olumsuz yönde etkilediği; bununla birlikte aktivitelerin öğrencilerin dil seviyelerine ve yaşlarına uygun olduğu, programın öğrencilerin iletişimsel ihtiyaçlarına ve seviyelerine uygun olduğu, kültürlerarası ve göreve dayalı etkinliklerle öğrencilerin iletişimsel problemlerine çözümler sunduğu belirlenmiştir. Elde edilen sonuçlardan hareketle, ders materyalleri, ders saatleri, öz- değerlendirme, öğretmenlerin hizmet-içi ihtiyaçlarına yönelik bazı tavsiyelerde bulunulmuştur.

Anahtar sözcükler: ADOÇEP, program değerlendirme, 9.sınıf

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Symbols and Abbreviations

AP: Advanced Placement

ASEAN: Association of Southeast Asian Nations

BoE: Board of Education

CAE: Cambridge English: Advanced

CCTDI: California Critical Thinking Disposition Inventory

CEFR: Common European Framework of Reference for Languages

CoE: Council of Europe

EAQUALS: Evaluation and Accreditation of Quality Language Services

EF: Education First

ELP: European Language Portfolio

EPI: English Proficiency Index

EU: European Union

FCE: First Certificate in English

IBDP: International Baccalaureate Diploma Program

LLP: Lifelong Learning Program

L2: Second Language

MoNE: Ministry of National Education

OECD: Organization for Economic Co-operation and Development

RTDI: Reflective Thinking Disposition Inventory

SNTU: Statistics for Nomenclature of Territorial Units

TOEFL: Test of English as a Foreign Language

TOEIC: Test of English for International Communication

UK: United Kingdom

UKIERI: UK–India Education and Research Initiative

USA: United States of America

Chapter 1

Introduction

Foreign language learning has a crucial place in the world where transnational relations are developing day by day by affecting the individuals even in the remotest parts of the life both socially and technologically. The influences of globalization across the world necessitate 21st century individuals equip themselves with basic skills in order to overcome the new obstacles stemming from these developments, which occur in our daily lives without decelerating just a second. For this reason, the issues such as lingua franca, globalization, education, medium of instruction, foreign language education either as a competition or survival skill, language policy and the situation of Turkey will be discussed respectively and deeply in this part of the thesis not only to highlight the importance of the study but also to provide the theoretical and general bases for the thesis within the light of developments across the globe.

The power of English language is worldwide because of the colonialism in the previous centuries, the interdependence among countries, the influence of United States of America (USA) because of the revolution in science and technology, transportation opportunities of our century (Philipson, 1992). It is now obvious that English has grown into a lingua franca throughout Europe by fostering communication across communities in 'the outer' circle to accomplish the intelligibility and by bridging gaps among individuals caused by miscommunication problems as a result of different language backgrounds (Canagarajah, 2006; Seidlhofer, Breitender and Pitzl, 2006). English has long been accepted as a lingua franca in our contemporary days by leaving behind the other dominant languages such as French or German, and holds a significant place in indispensable domains of the public and individual lives being acknowledged as a means of international communication tool from business to education (Crystal, 1997; Earl, 2016; Graddol, 1997; House, 2005; Jenkins, 2014; Seidlhofer et al., 2006). English language knowledge at basic level has become a survival skill in numerous parts of the world, in which it is extensively used for essential purposes by the large portion of population, thus, rationally calling attention to the idea of "macro acquisition" (Seidlhofer, 2011).

Since the last quarter of the 20th century, the world has been experiencing dazzling change in all aspects of the life. While the learning age of a foreign or a second language has decreased, the number of the people learning at least one additional language increased drastically. Being multilingual or at least being bilingual has become a common benchmark in the postmodern competitive nature of nowadays. The European countries are not leading the pace in this race any longer as the other countries adapting their human resources and policies to this rapid shift. The governments in China, Malaysia, Chili, Mongolia, Colombia, Taiwan and South Korea have been developing plans or heading for public opinions to foster their countries becoming at least bilingual. Monolingual identities are no longer acceptable to the multilingual context of new age of exploration, in which the number of people living in the rural areas moving to urbans and the number of middle-class families are rising and contributing to the need for a more prosperous life that necessitates learning an additional language as a key component of the order in this new world (Graddol, 2006). Bolton (2008) points out that while it is quite difficult to follow the developments in the field of linguistics because of various social factors more than four decades, English language knowledge exceeds the number of 800 million people in south and east parts of Asia continent, in other terms 'outer-circle', nowadays. Irrepressible expansion of English language through the education systems around the continent over the past years is an indisputable fact; although, it is quite difficult to give exact statistics related to the figures of the regions such as Hong Kong, India and Singapore etc. because of various factors (Bolton, 2012). Similar to the other parts of the globe, many reasons of social, economical, geopolitical, technological etc. have contributed to this expansion over the past decades among the countries of Asia such as China, Philippines, Japan, Taiwan, India etc. (Graddol, 2006). Both appearance and acceptance of some forms of English in the continent have fostered the imperative role in the worldwide history of language over the years, and the number of the people who possess the knowledge of language has risen dramatically over the last 4 decades in the continent (Bolton, 2012). The number of people who speak English as a second language in the outer circle exceeds the number of people who speak it as a native language while the most widely spoken as a first language is Chinese (Pennycook, 2012).

The parameters, affecting profoundly every aspect of individuals' lives previously, have been under transformation at both national and international levels nowadays. Today, a transition from conventional programs to the programs, which comprise dynamic social nature of public through psychology and modern theories, can be observed. The modern and policy-driven approaches to program development involve many complex variables affecting lives of individuals profoundly (Kiely & Rea-Dickens, 2005).

Various social, political and economical points influence policy makers and experts of education when it comes to learning and teaching of a foreign or second language, and the best ways to be successful in these issues in a wider context as a country. Scholars attempt to clarify the cultural and social features of learning and teaching a language, which can introduce modern perspectives on the identity and context affairs in learning and teaching a foreign or second language (see Block, 2003; Cook, 2000; Kramsch, 2002; Lantolf, 2000; Wells & Claxton, 2002). Towards the end of the 20th century, developments in the international areas such as economy or communication etc. forced the countries to follow advances in technology and science in order to implement them to their contexts. As a consequence of international developments, English language gained a linguistic triumph and assured its place in the international community (Gill, 2012).

Education has a crucial role as a fundamental driving force among the member states of the Organization for Economic Co-operation and Development (OECD) for the economy of knowledge (OECD, 2005). The role of education in the public life is indisputable as there has been a transition among countries across the globe to an economy, which is based on the knowledge (OECD, 1999). The bases of the idea stem from the fact that national education quality of a country determines its place among other countries in the competition at an international level. The role of English, which is growing each other day from the primary level to the tertiary level in education system of Europe, is an undeniable fact within this context (Aubrey-Douglass, 2006; Coleman, 2006; Wastiau-Schlüter, 2005). According to the reports of Eurostat (2016), English dominance is confirmed by the fact that nearly 18 million pupils, (at this level, 97% of all the pupils) living in the European Union (EU), were learning English as a foreign language in 2014. Today, English is the most widely used language in the

discourses and in the issues of education policy or language policy in the EU by leaving French and German behind (Eurostat, 2016). Moreover, it has become the preferred language either as a foreign or an additional language in the world without limiting its scope from macro-level such as international affairs to micro-level such as mobility of individuals (Clyne, 1995; Crystal, 2003; De Swaan, 1998; Extra & Gorter, 2008; Graddol, 1997).

Globalization and internationalization are among the hotly debated issues of our modern days. They are closely bounded to each other, and they show indispensable effects in shaping societies. The globalization has dominated all aspects of life such as trade, political issues, educational and cultural dimensions of societies in the 21st century. In our age, its effects can be observed in nearly all spheres of life; and, the technology of our day contributes to the extension of these influences (Altbach, 2007). Based on the developments in economy and culture, globalization aims to design international corporations using the same systems and grounds on communication and knowledge systems, which are interdependently directed by the leading countries in the direction of becoming a distinct community in the world (Marginson & Van der Wende, 2006). Likewise, internationalization is accepted as another one of the most important factors for countries, which want to integrate into the contemporary societies in our developing world, in which borders are disappearing rapidly in terms of education, science, technology etc. among countries. Then, it becomes crucial to come over the obstacles resulting from linguistic disadvantages in order to be competitive globally either for non-native speakers of English or for the countries, in which English language is used as a foreign language, (Brumfit, 2004; Coleman, 2006; Doiz, Lasagabaster & Sierra, 2013; Hedges, 2008; Maiworm & Wächter, 2008). As this is the case, many European countries (Scandinavian countries, Netherlands, Germany etc.) have started to apply programs in various disciplines at different levels that are conducted in English as a medium of instruction (Coleman 2006; Doiz, Lasagabaster & Sierra, 2011; Earl, 2016; Maiworm & Wächter, 2008). Globalization, transnationalization and mobility issues related to the nations within wider unions address the importance of languages. Even though national languages keep their places as the identity fostering languages in an international union, a lingua franca serves as a communication tool among the other nations.

(Shain, 1999; Shohamy, 2006; Warriner, 2007). Language policy and language planning connected with learning English and other widely spoken languages are the contemporary issues of nations that desire to integrate into international community (Bamgboṣe, 2003; Hornberger, 2006). Countries, either solely or as members of larger unions such as the Association of Southeast Asian Nations (ASEAN) and the European Union (EU), invest profoundly from their national budgets in improving their infrastructures in order to integrate into the global communities of our century and in the long race for the future centuries. Either through their own facilities or with the help of other organizations such as British Council, national states try to develop their quality of education systems at different levels to become competitive at their regions. For example, the UK–India Education and Research Initiative (UKIERI) was founded by the collaboration of Indian government, the United Kingdom (UK) and the British Council to support the cooperation and partnerships both in education and industry (British Council Annual Report, 2016).

Language and education are two critical fields affecting each other. The decisions taken in language policy or education are impossible to implement without considering this dichotomy. Education, as other basic institutions, is one of the cornerstones of a country; so, social and educational organizations mutually influence each other's practices conducted for the primary purpose of welfare of citizens of a country (Cenoz & Gorter, 2010; Walter & Benson, 2012). When it comes to language teaching and learning contexts in education environments, the power of language aforementioned is left outside as the language teaching and learning pedagogy engages in specific pedagogical matters (Philipson, 1992).

Education opportunities are turning into more transferable day by day around the world and students are now aware of the opportunities of commanding a foreign language professionally, and they are able to choose programs in order to accomplish their purposes according to their career needs, which is a situation drawing attention to the place of English globally by leaving the other languages behind (Bourdieu, 1986; De Swaan, 1998; Heller, 2003; Powell, McGuire, Crawford, 1999; Rahman, 2009; Rickwood & Goodwin 1999). The programs, which use English as a medium of instruction, provide bases for reaching the aforementioned career objectives by presenting systems that give learners the

ability and the opportunity of mobility at an international level so that they can easily choose and access to the valuable information related to their interests (Doiz et al., 2011; Truchot, 2002; Van Leeuwen, 2003; Verbik & Lasanowski, 2007).

The rapid change in the globalized world has affected the education systems of countries as it has affected the other sides of life. The unescapable race observed among the countries has necessitated betterment efforts by the authorities in charge of the legislation to renovate the skills, which are necessary for the qualified labor force through contemporary education systems. In order to overcome the obstacles caused by the never-ending advances, the education systems attempt to equip individuals with necessary skills, one of which is commanding a foreign or second language, that increase the flexibility and productivity of participants to these continual innovations. Most of the countries improve their curricula and technological infrastructures to adapt these changes in line with the improvements of methodology, especially related to the language learning and teaching (Öz, 2014; Sarıgöz, 2016). As Graddol (2006) stated, obtaining a proficiency in English at a desired level constitutes one of the primary objectives of education in many countries. English is one of the key components of basic education systems in many countries, in which bilingualism is fostered through the policies of states.

Today, it is a fact that English is also regarded as the language of academy as the most of the current materials related to education or research are prepared in English; accordingly, a transition towards education systems, which adapts English as a medium of instruction seems necessary for the bodies that inquire to follow the developments in the area (Graddol, 2006; House, 2003; Truchot, 2002). The supremacy of English is not restricted to the domain of academy. As a lingua franca, not only it affects the education systems of countries but also it becomes the dominant language in areas such as trade, communication, mass-media or international boards or organizations (Phillipson, 2006). Following the developments in a global scale, which stem from the revival of concern for internationalization and its effects grounded in political and educational environments, is closely connected with rising consciousness of the global aspect of our century. Thus, pursuing globally the significant advances and their

directions that have effects on the lives of individuals of a country comes into prominence (Altbach, Reisberg & Rumbley, 2009).

Today, there is a transition from the production of financial assets to the economies, which are based on the production of valuable knowledge, as the economies of growing countries have reached the ultimate limits that can be obtained from the production of classical methods (Greenwood, 1999; Lundvall & Johnson 1994; OECD, 1996;). Traditional investment methods have made transitions to international investment areas, in which wages are low and qualified workforce is high, as a consequence of modern transportation systems and communication tools through the internet; thus, the qualified individuals, who have basic skills and can integrate with the global community through the advantage of commanding a foreign language or lingua franca, do not come across any problems stemming from the location of their cities, which in turn increases the demand to be able to command several languages. Similarly, learner autonomy is accepted as a significant skill to be provided by the education to bring up students flexible enough to adapt to the innovations occurring continuously around them. In our postmodern world, the number of basic skills to survive in a constant changing environment increases every new decade. In the first quarter of the 21st century, in which we live, it is obvious that English proficiency is regarded one of the basic skills in the international community. The students are no longer adhere to the facilities of their national universities, as the international campuses in overseas appear more and more in number each other day, which is a situation that enables the international student mobility to become easier day by day. At this point, the foreign language proficiency, which is regarded as a basic skill prompts the desires of students, who want to reach the communities of international students, by providing autonomy.

Another important point to be mentioned here is the indispensable relationship between language and culture. Language policy and culture are closely integrated into each other and the language plays an important role in carrying and shaping the culture; so, its effects are indifferent to any other construct with its ideological aspects in a nationwide way (Earl, 2016; Schiffman, 2006). Then, we see at this point that a language policy needs to be compatible with the norms of a country, in which it is applied in order to be successful

(Pennycook, 2006; Romaine, 2002; Spolsky, 2004; Trim, 2002). The applicability of a language policy competently and efficiently in real life outside the classroom is a fact, which determines the quality of a policy. For this purpose, some bodies affiliated to states, which are responsible from the processes of implementations, managements or evaluations have been established. While local or regional, national language centers can be sequenced among the governmental bodies, centers related to stakeholders or specific associations can be sequenced among the non-governmental bodies. In our country, for example, the Board of Education (hereafter, BoE) is an affiliated body of the Ministry of National Education (hereafter, MoNE), and it is officially responsible from designing the national education, decision making, education policy development, cooperating with governmental and non-governmental organizations, developing and implementing curricula processes for all levels or fields of national education (visit, <https://ttkb.meb.gov.tr/>).

Although intentions of the authorities can be seen as the reflections of language policies, the implementations of those reflections in real education environments are questionable. It is common to observe that even if the policy principles are directly stated, it does not promise that practices of the implementations are carried out in accordance with the principles of the stated policy. For this reason, the extent of implementation or adaption of a policy by the authorized bodies within a country is a critical issue for the authorities, which are responsible from language policy (Shohamy, 2006). Grin (2008) calls attention to the mutual relationships among policy, language education and economy in a country and highlights the critical importance of selecting the most appropriate language policy for the accomplishment of objectives at the end of the implementation processes.

The terms of language policy and language planning have undergone many different positions throughout years as a result of the consequences of implementations and theoretical points of departures (Earl, 2016). Here, understanding the phases of these developments holds an important place to clarify the points affecting the practices of language teaching and learning resulting from these developments. Language engineering, language development, language regulation are some of the terms in the literature used

over the years in order to highlight the same phenomena and to bring solutions to the problems arising from the practices (Ferguson, 2006; Gorman, 1973; Miller, 1950; Noss, 1967). Nowadays, it is clear that the terms of language policy and language planning are used interchangeably by the researchers in the area although they outline two separate aspects of language processes (Earl, 2016; Ferguson, 2006). While the term 'language policy' points out the policy in a linguistic area of communication such as context independent decisions, principles and positions taken by the authorities and open to the manipulation through various mechanisms; the term 'language planning' refers to the attempts directed by the governing bodies to change and control the practices of language implementation in specific contexts without leaving any chance to individual decisions (Shohamy, 2006). The languages either as foreign or as second to be taught in the education system of a country, school etc. are determined through language planning by the authorities, which participate in the process of planning, such as political or nonpolitical organizations, official bodies, stakeholders, educational institutions and experts that are profoundly effective in language planning (Jernudd & Nekvapil, 2012; Kaplan & Baldauf, 1997; Shohamy, 2006). As aforementioned in the previous page, the BoE of the MoNE is formally in charge of carrying out these kinds of affairs by running all related governmental and non-governmental bodies in our country.

It is obvious that indifferent to the long lasting decisions taken for the other areas regarding the issues of internal or external affairs of states, the decisions taken for the language learning and teaching necessitate to be flexible in a greater extent to follow the developments in a globalized world where new developments connected with all aspects of life appear every day. The projection of long standing, but at the same time, applicable decisions in a wider context regarding the language education becomes a critical issue as these kinds of operations require substantial efforts.

Formations of nation states or unions have effects on the development of language policy and language planning as becoming a member or an affiliated body to such bodies necessitates some concerns or criteria in order to function more effectively within a larger group. The existence of such larger bodies depends on some criteria developed by the dominant members in order to accept

new members to the union. In such formations, culture and language, as they are inseparable, play significant role for the eligibility to get or communicate information among the members (Scollon, 2004; Shohamy, 2006; Warner, 2011; Wrigth, 2012). For example, the Association of Southeast Asian Nations (ASEAN) was established by five states (Indonesia, Singapore, The Philippines, Thailand and Malaysia) after the Bangkok Declaration in 1967, and the association has been expanded as new members such as Brunei, Cambodia, and Vietnam etc. joined to the union over the next years. The ASEAN Charter was signed by the ten members in 2009, and English was accepted as the official language of the association. English is used as a lingua franca by Asian people who come from different language backgrounds within this union (Kirkpatrick, 2012). Clearly, it seems that the place of English language at an international level could not be replaced by any other language, which causes critical outcomes in nearly all aspects of the life from politics, trade, science, technology and education to tourism and entertainment (Philipson, 1992).

When it comes to language policy, it is obvious that it is an issue of high importance affecting wide arrays of society from individuals to groups of people. While it affects the children at school contexts and their families or companies operating local level of a nation at a small scale; it affects organizations, institutions, economy, technology or science as an international communication tool within a country at a larger context (Bamboşe, 2003; Spolsky, 2004). Thus, learning English has come into question in policies of the countries whose focus is to follow the improvements closely happening around them in order to provide their citizens with modern facilities and opportunities for a better life since the acceptance of English as a Lingua Franca. Schools, without classifying either governmental or private, have leading roles in learning a foreign language. For this reason, the development and application of new and up-to-date curricula have been the duty of policy makers, who intend to supply their human resources with contemporary language learning materials and to maintain the outcomes of language learning permanently. Within these contexts, a curriculum aims to teach English as a lingua franca has different linguistic goals from a curriculum that handles the target language as a second or foreign language. Here, the curriculum designed for the users of a lingua franca requires learners to become

communicatively competent in the international community rather than sound like native speakers (Aktaş, 2005; Kirkpatrick, 2012).

When it comes to our local context, Turkey has a critical location that bridges the two continents, Asia and Europe, and it is located in the crossroads of indispensable and various aspects of the international affairs. The geopolitical position of Turkey, which connects Asia and Europe culturally and economically, ascribes the country an international mission. The aforementioned reasons highlight the crucial importance of education in Turkey. Education opportunities and the quality of education accessed by the individuals help them to integrate into both local and global society by increasing their standards; thus, society may become wealthier either in macro or micro levels in turn. In our country, in which the number of young people has an undeniable place in the population, the steps to follow social, technological, educational etc. trends and affairs around the world hold a significant role to respond to the demands of this human power in order to keep the desired and long expected place of the country among the prosperous and developed countries of the world as indicated by the foundation principles of the country proposed by the founder father of Turkish Republic, Atatürk. Economic and social developments against the problems occurred globally are succeeded only through cooperation with the international community. Within this context, the best ambassadors of the country are the individuals who can communicate successfully with their foreign counterparts by using their foreign language knowledge. For this purpose, the foreign language education policy of our country, which is located at the crossroads of the continents, countries and cultures, has a significant place among the long term plans of our MoNE. The recent updates, which were implemented in the foreign language curriculum of Anatolian high schools in 2011, 2014, 2017 and 2018, reflected the intentions of the MoNE to follow the most contemporary applications followed by the other countries. With these updates, the MoNE aimed not to fall behind contemporary foreign language curricula of other nations and to succeed the latest developments of our age; accordingly, these updates were handled mostly in the light of the principles of the Common European Framework of Reference for Languages (CEFR), which was released by the Council of Europe (CoE) in 2001. Though not being a member of the European Union, Turkey closely follows the contemporary documents released

by the official bodies in the union connected with the standardization of education from different perspectives (Arıkan, 2016).

The new EFL curriculum for Secondary Education of the MoNE was proposed on 17.07.2017 with the Article Number of 83 by the BoE and the finalized version was declared with the Article Number of 40 on 19.01.2018. It was decided that the new curriculum would be applied at all grades in academic year of 2018-2019. The MoNE had already started to implement the 9th Grade EFL program in 2017-2018 academic year before that announcement.

The new curriculum of foreign language teaching was designed in accordance with the general goals of National Education, which were spelled out in the National Education Basic Law No. 1739, along with the Main Principles of Turkish National Education (9th - 12th Grades English Curriculum, 2018, p.5). Providing inspiring, motivating and entertaining language learning environments for the language learners is the primary purpose of the new 9th -12th Grades English Curriculum. By this way, it aims to bring up language learners who are efficient, fluent and authentic communicators in the target language (9th - 12th Grades English Curriculum, 2018, p.4).

The new curriculum of foreign language education of Secondary Schools, which was developed within the body of the MoNE and launched officially in 2017 (finalized in 2018), claims to have adapted the descriptive and pedagogical principles and proficiency descriptors of the CEFR. The curriculum states comprising A1, A2, A2+, B1, B1+, B2, B2+ levels from 9th Grade to 12th Grade, and is organized accordingly. According to the programme, A1, A1+ and A2 levels of the CEFR are implemented for 9th Grade students; A2+ and B1 levels of the CEFR are implemented for the 10th Grade students; B1+ and B2 levels of the CEFR are implemented for the 11th Grade students; B2+ and above levels (depending on the context) of the CEFR are implemented for the 12th Grade students throughout their high school education. The organization of the English language curriculum is clearly depicted in the following table (Table 1) and the researcher dealt only with the referenced levels of the CEFR for 9th Grade within the scope of this thesis.

Table 1

Organization of the High School English Curriculum in Terms of the CEFR Levels

9th Grade	10th Grade	11th Grade	12th Grade
A1 and A2	A2+ and B1	B1+ and B2	B2+ and...

The new English curriculum for 9th - 12th grades claims to be organized in line with the pedagogical and descriptive principles of the CEFR. The application of action-oriented approach, learner autonomy, task-based activities, and authentic assessment tools and language proficiency descriptors (A1, A2, A2+, B1, B1+, B2, B2+, and further levels) is strongly emphasized during the process of curriculum and related materials development. It claims to have adapted an action-oriented approach basically during the curriculum development process in order to come over the insufficient communicative competence problems of learners both in the language classroom context and in real life. For this purpose, it claims to have addressed the language functions and the four language skills integratively by focusing on the communicative competence with its all facets. Learner autonomy is another principle claimed to be adapted in designing the curriculum and it is stated that the students at 9th-12th Grades are encouraged to become autonomous learners through task-based activities. Similarly, students are claimed to assess their communicative competences with authentic assessment tools and techniques provided in the English curriculum (9th -12th Grades English Curriculum of the MoNE, 2018).

Themes, language functions and approach are indispensable elements in designing a language curriculum. The curriculum states that the themes for units were chosen in line with the desires of learners as a result of a focus group interview; and, the functions were defined in line with the descriptors of the CEFR. Likewise, the elements of functional syllabus and skill-based syllabus are claimed to be adapted through eclectic approach (9th -12th Grades English Curriculum of the MoNE, 2018). This research focused on the investigation of the extent of these claims proposed by the curriculum. For this purpose, the curriculum was analyzed holistically by incorporating basic counterparts and by implementing different

instruments to obtain a clear picture of the phenomenon from theory to implementation in the classroom context.

The evaluation of foreign language education programs is a compelling issue in Turkey, a country which is located at the crossroads of the continents and aims to emerge as a part of the European Union (EU) in foreseeable future after the negotiations; so, it closely follows the international developments at every stage of life. Based on this fact, this research holds a significant place in program development studies carried out in our country.



Statement of the Problem

The MoNE of Turkey proposed the latest foreign language curriculum for high schools very recently to be implemented in academic year of 2017- 2018, and, it declared the finalized version of the curriculum on 19.01.2018. The compatibility between the 9th Grade EFL Program of the MoNE with the CEFR may become a major problematic issue from the perspectives of proficiency descriptors and pedagogical principles. The discrepancy that may appear between the two programs' constituents may affect all the stakeholders. Such possible problems may affect the efficiency of the implementations intended.

The investigation of the new foreign language curriculum arouse as a significant issue to get the best results from the implementation. For this reason, many questions came out to be investigated such as; 'What do the teachers experience during the implementation of the foreign language curriculum?', 'What does the new foreign language curriculum mean to the teachers?', 'Do the updates carried out by using the resources, both economic and human power of the MoNE make sense or contribute better to the development of qualified labor force of our country?'. Answering these kinds of questions necessitates comprehensive and analytic descriptions by focusing on the documents and the experiences of the participants to get reliable data and minimizing the problems regarding with the implementation of the foreign language curriculum.

Hypothesis

Designing the compatibility between the CEFR and 9th Grade EFL Program of the MoNE can be an extremely complicated instructional process due to the approaches of stakeholders. For this reason, the correspondence between the two programs requires detailed expertise, piloting, drafting, implementation, evaluation and a well-designed end product.

Aim and Significance of the Study

The British Council's research showed the fact that about 2 billion adults will try to learn a foreign language, English, by 2020. According to the Eurobarometer results, 65% of the citizens of Europe learn a foreign language at school; at least one foreign language can be spoken by 56% of the Europeans; and most of the Europeans want to learn a foreign language to benefit from it either for leisure such as holiday or for professional purposes such as business travels (Mirici, 2015). Turkey's ranking of English Proficiency Index (EPI) is one of the lowest ones (51 out of 72 countries) among the ranking of the countries by English skills according to the data revealed by Education First (EF) Turkey (<http://www.ef.com.tr/epi/>). The results also showed that Turkey has very low proficiency level in terms of EPI score of those 47.89% and 26 out of 27 countries in Europe (<http://www.ef.com.tr/epi/regions/europe/turkey/>). For this reason, the adaptation and application of the European foreign language teaching policy in an effective way into the curriculum of Secondary Education of MoNE hold a crucial importance for our country, which aims at becoming a member of the EU in foreseeable future. EF, an international organization for language learning and teaching, carries out large scale classifications based on the databases of their worldwide branches and classifies the English proficiencies of the countries in five scales ranging from very high to very low. According to one of the classifications, the average score of European countries is 53.49 and with this score they have the moderate level of English proficiency. When we analyze the same data, we see that Turkey is one of the countries, whose EPI score is among the very low ones (Table 2).

Table 2

Average Regional Ranking of English Proficiency Index of Countries across Globe

Region	Average	Region	Average	Region	Average	Region	Average
Europe	53.49	Asia	55.94	Latin America	50.54	Middle-East and North Africa	44.92
Nether.	72.16	Singapore	63.52	Argentina	58.40	Morocco	49.86
Denmark	71.15	Malaysia	60.70	Dom. Rep.	57.24	U.A.E.	49.81
Sweden	70.81	Philippin.	60.33	Uruguay	51.63	Tunisia	47.70
Norway	68.54	India	57.30	Brazil	50.66	Egypt	47.32
Finland	66.61	S. Korea	54.87	Chile	50.10	Qatar	46.57
Spain	56.66	Indonesia	52.94	Mexico	49.88	Iran	46.58
Italy	54.63	Japan	51.64	Peru	49.83	Jordan	45.85
France	54.33	China	50.94	Ecuador	49.13	Kuwait	42.98
Russia	52.32	Thailand	47.21	Colombia	48.41	Algeria	41.60
Turkey	47.89	Sri Lanka	46.58	Panama	48.08	Saudi Arabia	40.91
Azerbaijan	46.90	Mongolia	42.77	Venezuela	46.53	Libya	37.82

Source: <http://www.ef.com.tr/epi/> (Date accessed and adapted, 18.06.2017).

The table (Table 2) indicates Turkey's ranking among European countries; and, it was found that Turkey's EPI score is 47.89. According to the same data, several countries such as Finland, Norway, Sweeden, Denmark, Netherlands have scores higher than 65. This rating shows that Turkey's situation is far behind the countries. When we look at the table (Table 2) for Asian countries, the situation for our country is nearly the same. The average score obtained from Asian countries' classification index is 55.94, and, Turkey holds at 51st place among the other countries. The table (Table 2) also shows the ranking of the countries in Latin America. According to the data, Argentina has the highest EPI score (58.40) and El Salvador has the lowest EPI score (43.83). When we analyze the situation in Middle-Eastern countries and North African countries, it is obvious from the

comparison with other countries in different parts of the world that the situation of their foreign language learning is not promising, as well (Table 2). The average EPI score of Middle Eastern and North African countries is 44, 92. When we reconsider the scores obtained by the developed countries (Netherlands, 72.16; Denmark, 71.15; Sweeden, 70.81); the regional average ranking of Middle-Eastern and North African countries is relatively quite low. The opportunity of accessing to a foreign language learning equally in terms of gender is another critical issue for the countries that equip their citizens equally with necessary requirements of the changing world. The following table (Table 3) shows the average EPI scores of both female and male categories in Turkey, Europe and across the world.

Table 3

Comparison of the English Proficiency Index in Terms of Gender

Region	Male	Female
Global	52.38	53.97
Europe	54.65	57.33
Turkey	46.28	49.94

Source: <http://www.ef.com.tr/epi/regions/europe/turkey/> (Date accessed and adapted, 18.06.2017).

According to the table (Table 3), Turkey's average EPI score for the male population is 46.28 while the average EPI score for the male population is 54.65 in Europe and 52.38 at a global scale. Turkey's foreign language proficiency index of male manpower is far behind both European and many other global counterparts. When it comes to the female population, it is obvious that the situation is similar to the male population. Turkey's average EPI score for the female population is 49.94 while the average EPI score for the female population is 57.33 in Europe and 53.97 at a global scale. Likewise, the female proficiency index of foreign language shows that Turkey falls obviously behind its counterparts globally.

It is important for governments, stakeholders, funders of both state sectors and private sectors, providers of services and public to know that to what extent the resources they invested in are beneficial and effective for their people. Accomplishing results and reaching plans are issues of high importance for those

who devote their efforts for both economic reasons and timing reasons. At this point, the issue of 'evaluation research' becomes crucial for the bodies, which give importance to their qualified human power. In education, the researchers extensively apply evaluation researches in order to find out the performance of different teaching programs.

The importance of the current study stems from the fact of its being the first research at the doctoral level that investigates analytically and holistically the recently proposed foreign language curriculum for high schools and implemented in the academic year of 2017- 2018 by the MoNE. After complete implementation of the program, understanding the extent of effectiveness and the processes of the program is very significant; nevertheless, the explanation of such a question is strictly connected with understanding the issue of 'to what extent the program was really implemented'. Obtaining comprehensive and expressive results about what it is actually doing in the classroom is an essential way of analyzing the program implementation. Questions related to the experiences of the applicants, staff behaviors, feelings of the program on the applicants, and issues about the organization of the program are the examples of the questions to be investigated by the program evaluators. It can be stated that the evaluation of implementations consists of thinking about the inputs, activities, and frameworks carried out during the application process. The evaluations regarding the implementations report the authorities, such as decision makers, about the actual performance of the program, the development of program, and the reasons of deviations from the original plans and assumptions (Creswell, 2007; Patton, 2002).

Research Questions

The major problem which the current study aims to investigate is as follows:

“To what extent does the High School English Language Curriculum approved by the Board of Education of the MoNE correspond to the CEFR?”

Sub research questions. Based on the aforementioned major problem, the sub-research questions of current study can be sequenced as follows:

- 1- What are the descriptive and pedagogical principles of the CEFR?
- 2- To what extent does the High School 9th Grade English Language Curriculum of the MoNE correspond to the CEFR principles in terms of the needs of the students related to their competence levels?
- 3- To what extent does the High School 9th Grade English Language Curriculum of the MoNE correspond to the principles of the CEFR in terms of the needs of the students related to the education and teaching practices?
- 4- What are the opinions of the teachers in terms of the application of the High School 9th Grade English Language Curriculum of the MoNE in accordance with the principles of the CEFR?
- 5- To what extent do the course materials prepared in line with the High School 9th Grade English Language Curriculum of the MoNE correspond to the principles of the CEFR?
- 6- To what extent do the assessment tools based on the High School 9th Grade English Language Curriculum of the MoNE correspond to the proficiency descriptors of the CEFR?
- 7- Is the High School 9th Grade English Language Curriculum of the MoNE appropriate for the students studying at these classes according to the principles of the CEFR?

Assumptions

The present study has some assumptions that need to be taken into consideration. First, it is assumed that all the participants in the research answered the interview questions honestly. Second, it is assumed that the participants provided deep and necessary information representing the research area. Third, it is assumed that the views of the experts consulted for the trustworthiness of the research were sufficient enough to carry out the research. Last, it is assumed that the researcher behaved in accordance with the ethical issues during the research process.

Limitations

The current study also has several limitations. First, the research is limited to the Anatolian high schools of the MoNE. Second, the interview part in the research is limited to the teachers who teach in the English language classes of 9th Grade. Third, the research is limited to the academic year of 2017-2018. Last, the research is limited to the 9th Grade EFL Program of Secondary Education of the MoNE.

Operational Definitions of Terms

CEFR: A standard framework which was designed elaborately to provide common guidelines for language teaching and learning components in Europe. It depicts the language skills and knowledge for effective communication for individuals (CoE, 2001).

Curriculum: Curriculum can be defined as a general plan of a course for learning and teaching to reach the objectives intended (Richards, 2013).

Language Policy: Refers to the policy in a specific linguistic region of communication such as point of views, regulations and decisions determined by the authorities and can be manipulated by the different mechanisms (Shohamy, 2006).

Language Planning: Refers to the efforts led by governmental bodies on changing and directing the processes of language implementations in predetermined contexts by disregarding any personal decisions (Shohamy, 2006).

Program Evaluation: Program evaluation is to collect data systematically about content, features and objectives of a program to reach conclusions about efficiency of the processes for future program development activities (Patton, 2002).

Qualitative Methods: Indifferent to quantitative inquiry, statistical approaches are not implemented to collect data in a qualitative inquiry. Instead, the researcher follows several techniques such as documents analysis, interviews and observations. Through these techniques, the researcher analyzes texts, observes events in their contexts or carries out interviews with individuals to reach meaningful conclusions (Creswell, 2011).

Chapter 2

Literature Review

In this part of the thesis, the researcher introduced and discussed the relevant studies carried out at both national and international scales in order to outline the theoretical bases of the thesis. By reviewing the previous studies, the researcher also intended to develop the methodology part of the thesis on sound bases in terms of trustworthiness.

The Common European Framework of Reference for Languages

The CoE publicized the CEFR in 2001. Although English and French were the original languages of the CEFR, now it is available in 40 languages. The CEFR has affected education contexts in relation to standards, curriculum designs and examination developments at a global scale (Argentina, Colombia, USA, China, Japan, Taiwan, New Zealand etc.) by crossing the borders of Europe since its first appearance in the arena (Alderson, 2007; Byram & Parmenter, 2012; Hulstijn, 2007; Khalifa & French, 2008; North, 2014). The CEFR was developed not only as a standard frame of reference for learning and teaching foreign languages but also as an assessment tool for language proficiency (CoE, 2001). Based on the establishment principles of mutual understanding and appreciation of the other cultures and languages in Europe, the CoE (2001) set forth the CEFR to provide general and international standards to be followed in foreign language learning and teaching (CoE, 2001; Çelik, 2013; Girard & Trim, 1998).

The CEFR explains the communicative proficiencies of second and foreign language learners in relation with what they “can-do” in the target language and helps the language curriculum designers in designing, implementing language programs and assessing the outcomes of L2 learning. The CEFR affects the curriculum design in two ways. Firstly, the outcomes of a L2 learning process can be referenced with the CEFR’s common levels. Secondly, it can be used to determine the L2 needs of learners by indicating some pedagogical implications related to the background knowledge of learners. It has affected the language learning in classrooms through the implementation of European Language Portfolio (ELP) proposed by the CoE (Little, 2007).

The European Center for Modern Languages in Graz, Austria and Language Policy Division in Strasbourg, France of the CoE organize cooperatively issues, activities, projects regarding foreign language education within Europe (Mirici, 2014). Waystage, Threshold and Vantage levels were published by Cambridge University Press as the reference resources of the CEFR descriptors and they provide the components of language for the proficiency levels in the CEFR in a detailed way. Language functions, components of specifications, themes and specific notions and strategies etc. are presented for English language learners, language teachers and language testers in these reference resources (Van Ek & Trim, 1991a, 1991b, 2003). The CEFR as a framework has two functions; one of them is to outline six levels (A1, A2, B1, B2, C1, C2) for language proficiency at under broader categories (Basic User, Independent User, Proficient User) as indicated in the following figure (Figure 1):

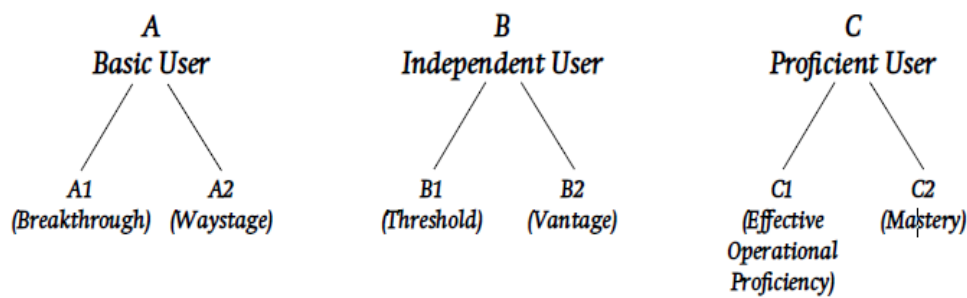


Figure 1. Common reference levels: Global scale (CoE, 2001; p.23)

There are verbal descriptors provided for each level in the form of “can do” statements regarding the five language skill areas of spoken production, spoken interaction, listening, reading and writing. The following figure (Figure 2) shows the scales of the CEFR in a global sense:

Proficient User	C2	Can understand with ease virtually everything heard or read. Can summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.
	C1	Can understand a wide range of demanding, longer texts, and recognise implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.
Independent User	B2	Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
	B1	Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.
Basic User	A2	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 background, immediate environment and matters in areas of immediate need.
	A1	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.

Figure 2. Common reference levels: Global scale (CoE, 2001; p.24)

The other function is to present some pedagogical implications for analyzing language using and learning, requiring learners to be autonomous, self-assessing their foreign language learning processes and respecting other cultures based on the theory and principles it provides for the users (CoE, 2001; Little, 2005; Little, 2007; Mirici, 2008; Mirici, 2014; North, 2007).

There are three basic pedagogic principles, on which the CEFR rests, and they are autonomous learning, self-assessment and cultural diversity. These principles are handled in the perspective of lifelong learning (Mirici, 2014). Autonomous learners know their needs and they also know how to accomplish their needs; they present personal efforts to reach their needs and don't depend on external factors. They interchangeably use their outside experiences and classroom experiences in different situations to come over assets occurring around them. The new education contexts provide them different strategies for learning and they can easily benefit from them. Self-assessment is another pedagogical principle provided by the CEFR for the users of the framework. Through self-assessment, learners can record their learning steps, experiences related to the foreign language learning via the descriptors, which are globally standardized and determined beforehand. Autonomous language learners monitor their developments through self-assessment. The target culture, emphasized as an indispensable pedagogical principle in the CEFR, cannot be put aside in an ideal language learning environment as the mutual understanding, cooperation and communication are the ultimate purposes of foreign language learners. For this reason, specific cultural aspects, respecting other cultures and benefiting from similarities are presented by the language teachers in a CEFR-based classroom in order to foster the plurilingual identities and multicultural understandings of the foreign language learners (Çelik, 2013; European Commission, 1997; Holec, 1994; Mirici, 2014). Individuals carry out many actions through language use in social life either for general or for specific purposes. They engage in activities, in which specific strategies are followed to accomplish various tasks in particular contexts, by using their linguistic repertoires. They also modify their competences by observing their actions in these contexts (CoE, 2003). By competence, we primarily address communicative competence. Communicative language competence consists of three interrelated competences. Linguistic competence involves the knowledge of vocabulary, phonology and syntax of a language. Sociolinguistic competence involves the knowledge of appropriate usage of a language in different social contexts. Pragmatic competence involves the functional use of linguistic repertoire for various purposes in different contexts (CoE, 2003).

The language activities are classified into four types as interaction, production, reception and mediation in the CEFR. Communicative language competence is used through performance of these activities by the language users. Reception activities do not require physical efforts but they require mental efforts as in reading and listening activities. Production activities require both physical and mental efforts as in writing and speaking. They hold a significant place in academic and social life. Interaction activities require at least two participants engaging in oral or written communication through turn takings. Mediation activities enable the participants, who do not have the chance of direct communication with each other, to communicate with each other through communicative devices such as translations, interpretations or paraphrases (CoE, 2003).

Presenting language items in meaningful contexts via several language domains for learners will help them to conceive the foreign language naturally in a communicative education context (Mirici, 2014). Four broad domains, in which individuals use different linguistic repertoires, are described in the CEFR. Individuals carry out everything related to social life in the public domain. Individual activities and family matters are accomplished in the personal domain. The occupational domain involves all of the activities connected with individuals' professional lives. The educational domain comprises particular learning contexts in which a specific knowledge is acquired (CoE, 2003).

The CEFR demands learners to use foreign language successfully and independently at the end of learning processes. Accordingly, the actual utterances of language learners are given importance prominently by both the teaching environments and the evaluation methods. The CEFR fosters foreign language learning through self-evaluations of the experiences and achievements, and enhances the metacognitive strategies of language learning of learners by enabling them to find their own ways as autonomous learners (Mirici, 2007; Mirici, 2014).

Curriculum and Curriculum Evaluation

It is obvious that we come across various definitions of curriculum in the literature (Brown, 1995; Carl, 2009; Clark, 1987; Dubin & Olshtain, 1987; Johnson, 1994; Mullen, 2007; Nation & Macalister, 2010; Nias, Southworth & Campell, 2005; Norton, 2016; Olivia, 2005; Pinar, Reynolds, Slattery & Tauban, 2008; Slattery, 2006; Wiles, 2009). The term is referred as 'syllabus' in the UK (White, 1988). According to Richards (2013), curriculum is a general plan of a course for learning and teaching to reach the objectives intended. Language curriculum development is one of the subfields of larger area in education regarded as curriculum development. The skills, competences, values provided for the learners in the educational environment, and the experiences presented for reaching the expected outcomes from the learners in these contexts and the other issues within the implementation of these processes such as planning, evaluating are among aspects of curriculum development. It is one of the sub-fields of applied linguistics and focuses on complementary practices such as planning, application or evaluation of language programs in educational contexts (Richards, 2001). Curriculum maintains the whole content to be conducted and intents to be performed within a specific educational context. The curriculum holds a crucial place in achieving the goals of schools as the educational reforms are applied through the objectives which are defined in the scope of a curriculum. For this reason, all parties from teachers to stakeholders need to understand both education reforms and their reflections profoundly either in a nation-wide context or in specific contexts such as classrooms. Reforms in planning and implementation of a curriculum can be challenging as the nature of education environments are constantly changing due to multiple factors (Henson, 2015).

Curriculum addresses the specific details for learning a foreign language that stem from the expected outcomes, which are contents and criteria for performance determined by locally concerned bodies or state affiliated or funded boards. Curriculum steps into action, which is based on the criteria or standards proposed by the outsiders, and it moves forward to organize these criteria or standards into a purposeful plan to carry out efficient foreign language learning and teaching. For this reason, it is more than just sequencing and grading the content. It leads to achieve the outcomes by presenting correct learning

processes for the learners and by enabling correct assessment tools for the learners at the end of these processes. Curriculum can be stated as a specific way to reach the expected results and it provides the best learning experiences and assessment tools to accomplish these outcomes. A good curriculum demonstrates not only what to cover during the processes but also the expected behaviors from learners and teachers during the processes to be accepted as successful; thus, it features the expected outcomes and how to reach these outcomes (Wiggins & McTighe, 2005). When we compare curriculum development and syllabus design, it is obvious that curriculum development comprises more elaborated processes than the processes applied in designing a syllabus. It involves the issues such as defining the learner needs, determining the relevant objectives addressing those needs, determining a correct syllabus, methods and activities to implement in these processes and evaluations of these processes at the end of the implementation. In its current sense, curriculum development dates back to 1960s, at a later time when compared to syllabus design (Nunan, 1988; Richards, 2001).

A foreign or second language curriculum comprises the aspects, all of which have direct effects on each other, and it comprises the basic parts such as needs, objectives, learners and teachers, materials, methods etc. After the implementation of a curriculum, several questions arise regarding the processes. To what extent the curriculum achieved the objectives, which behaviors we observe during the implementation of the program, to what extent the curriculum satisfy the needs of the parties, to what extent the involvers implemented the curriculum effectively, the place occupied by the curriculum among its counterparts are all the critical points to be investigated after the implementation. By focusing on the aforementioned issues, experts try to evaluate a curriculum. Curriculum evaluation deals with gathering data about its applicability in a context in terms of satisfying the learner needs or in-service education needs of the teachers etc. (Richards, 2001). Collecting data systematically on the nature and objectives of a program to reach decisions about effectiveness of the program for forthcoming program development studies can be regarded as program evaluation. Programs can be evaluated from multiple perspectives in terms of participants, policy or organizations to reach judgments on the accomplishment of goals (Patton, 2002).

The bases of program evaluation precede to the beginning of the 20th century with the study of educational testing by Thorndike and his colleagues; and curriculum evaluation after implementation has been on the agenda of the education experts since then (Hewings & Dudley-Evans, 1996; Patton, 1997). The preliminary studies of program evaluation engaged in the activity of defining to what extent the objectives were accomplished and the extent of the accomplishment of the objectives determined the efficacy of the program. This type of evaluation is termed as summative evaluation and formerly based mostly on the quantitative data obtained from the experimental designs. Lately, formative evaluation dealing with how to increase the efficacy of a program became prominent. The processes of planning, the issues related to the implementation and gathering qualitative data regarding the program gained importance in the evaluation (Patton, 1997; Patton, 2002). By analyzing the implementations through the reports of accountability, both governmental and non-governmental organizations try to enhance the quality of projects in educational environments. The curriculum evaluation provides the accountability for the parties participating in the process of implementation as the great sum of efforts and budgets are allocated for the projects developed in this area. It becomes possible for the participants to gather data and reach conclusions for all aspects of the educational processes from organization to implementation through the curriculum evaluation.

The evaluation focuses on how to improve the curriculum by collecting and analyzing the information, by assessing its performance and efficiency, by revealing the attitudes of participants in a specific context of implementation (Brown, 1989). The evaluation aims to influence the planning progresses by gathering information methodologically to highlight the strengths and weaknesses of the program in progress. The information can be gathered from the participants such as teachers and students who can be defined as insiders or from the developers, stakeholders or funding organizations, which can be defined as outsiders. The approaches to a program by the mentioned parties are different from each other; while the insiders closely deal with the process of a program, the outsiders interest in the final products of a program.

Language Education Policy in Europe

European Union has been developing policies, which aim at promoting the language learning among the citizens of the EU as linguistic and cultural diversity across Europe demand citizens' language learning even in the remotest parts of the landscape. Individuals who have the proficiency in an additional language or languages can easily cross the cultural or social borders, and reach the opportunities of living, working or studying in other contexts across the member states of the union (European Commission/EACEA/Eurydice, 2015).

The Committee of Ministers requested member states with the Recommendation No.R (82)18 to benefit from cultural diversity and linguistic diversity through education instead of seeing these differences as barriers to mutual understanding across the continent. The importance of modern languages in enhancing communication and mobility among European people was emphasized; and, coordination in modern language policies for better arrangements was suggested. The committee recommended employing several measures to be followed in schools regarding language teaching and learning with respect to modern languages. Teaching an additional language at an early age at schools, diversifying the languages studied at schools and promoting mobility through international exchange programs were among the recommendations. The committee called for the member states with Recommendation No. R (98)6 to apply the measures regarding language teaching and learning with respect to modern languages at secondary education. The standardization of objectives in communication, the opportunity to reach an additional modern language, the incorporation of different languages in the curriculum, enhancing intercultural awareness through modern languages, developing officially recognized standards, encouraging learner autonomy to meet personal needs and preparing students for professional life were among the measures (CoE, 1982; CoE, 1998; see Appendix-F).

The demanding objectives to be achieved across the continent were arranged by the strategy of Lisbon and these efforts established the critical juncture of education policy development in the EU. After enacting the proposal, a meeting was organized for the official bodies of the EU member states in 2002 in

Barcelona for moving forward in terms of early acquisition of at least two foreign languages and development of an indicator related to linguistic competence before 2003. In the last decade, reforms and decisions regarding the education policy of the EU, mostly on the language education, followed each other and European Indicator of Language Competence defining the linguistic competences were proposed in 2006 (European Commission/EACEA/Eurydice, 2015; Official Journal of European Union, 2006/C 172/01; Presidency Conclusions, 2002).

The meeting, held in Brussels in 2008, required all the member states' support and cooperation to foster the multilingualism among the individuals living across the continent and to take necessary precautions to accelerate influence of additional language education. It highlighted crucial importance on language learning tools developed in the body of the EU such as ELP and cooperation among the international organizations on the issues such as social integration through language learning as well (Council of European Union, 2008).

The CoE highlighted the importance of observing developments and challenges for attaining the objectives by the member states defined before for the 2010 - 2020 period and invited the Commission for cooperation in proposing a benchmark in foreign language education on the language competence studies that were on progress by citing to the Barcelona meeting in 2002 (the Journal of European Union, 2009; Council of the European Union, 2011). The research, which was proposed in 2009 by European Commission comprising 16 EU members, was released in 2012. The language proficiency levels differed to a great extent among the member states, which addressed the policy makers to the issue of urgent need for enhancing attempts in language teaching and learning across the continent (European Commission-Final Report, 2012, European Commission/EACEA/Eurydice, 2015).

The Council of European Union invites members of EU for taking necessary steps in terms of adopting and enhancing multilingualism, efficacy and quality of language learning and teaching, early acquisition of additional languages and the application of innovative methods to contribute the language competence development. It also highlights the importance and potential of mobility programs such as Erasmus+ in learning foreign languages. It stresses that some variations on the levels of language skills are observed among the young people in the EU

based on the fact that diverse linguistic landscape of the countries across the Europe and considers that by developing the language competences, especially for younger generations, they can contribute to their personal developments such as mobility or better job opportunities in different countries of the union, which is one of the objectives of the council to be attained by 2020 (Council Meeting, 2014).



Language Education at Secondary Education in Turkey

Language education has an indispensable role in the school curricula in Turkey; as, Turkish society can be accepted as a transitional society between the western civilizations and the eastern civilizations (Büyükkantarcıoğlu, 2004). In Turkey where Turkish is used as an instruction language in most secondary schools, foreign language courses in English are offered as a compulsory part of the curricula. In this sense, the students studying at the Anatolian high schools or private schools have higher proficiency levels of foreign language when compared to those students studying at the different types of high schools. The level of English proficiency among the students studying at different kinds of high schools, where even two-shift education system is offered in some parts of the country, varies greatly as the time allocated for the foreign language education in the syllabus differs greatly (Kırkgöz, 2007; Kırkgöz, 2009).

Traditional methods such as reading for comprehension or translation into Turkish were preferred at the early years of the Republican period, and speaking practices for interaction at simple level were preferred in later years. Different foreign language teaching methods have been followed as a consequence of acting in accordance with the various education policies in Turkey; still, the students who participate in education from secondary level to tertiary level have not reached the expected performance in foreign language. Necessary educational reforms have been carried out by the official bodies by proposing the importance and essentiality of mastering a foreign language, and, even education institutions either in secondary level or tertiary level, which use a foreign language for instruction tool, have been established by considering that a foreign language can be learned through a foreign language instruction (Çelebi, 2006). English language as a subject is a part of the curricula in most of the state or private secondary schools. Although languages such as German or French can be offered as alternative languages, nearly all of the students choose English for several reasons, one of the most important of which is they have no other options (König, 1990).

Military schools, as leading actors in setting forth the innovations in a country, affected the language education policies in our history of education. The

innovation practices and choosing a foreign language that was appropriate for these movements depending on the political reasons of the time affected the leading military schools in the decision making processes. The historical evolution of foreign language teaching in Turkey is divided into two different periods as the Imperial Period and the Republic Period and they present different features. The period before the Republic comprises the time between the foundation of Ottoman Empire, 1299, and the proclamation of Turkish Republic, 1923. This long period is also divided into two periods. The medium of instruction at madrassahs (a kind of muslim theological schools) was Arabic until the period of Tanzimat; and, Arabic and French, apart from Turkish, were used as medium of instructions at Enderuns (a kind of school in the Ottoman palaces) at the period of Tanzimat (Demirel, 1990).

Westernization movements and foreign language teaching movements connected to these movements initiated at military schools in Turkey, and French language was the first language to be taught at these schools. A foreign language teaching program was introduced at the secondary school curricula at Tanzimat period, which can be regarded as the first movement of westernization. This period witnessed new types of schools both by the foreigners and with the orders of Sultan Abdulhamid. Mülkiye (a kind of school based on political sciences), established in 1859, was rearranged in 1877 and its curricula were revised by comprising modern subjects of the time (Lewis, 2017). Robert College (1863) was the first private school founded by foreigners at this period. The foundation of Galatasaray Lisesi in 1868 is accepted as a milestone in terms of foreign language education in Turkey. The unexpected short term changing nature of political affairs surrounding geography forced the country to adapt its education policies to new situations. As a consequence, different foreign languages became either compulsory or elective depending on international affairs. After the Revolution of 1908, a special importance was given to foreign language teaching, and French language teaching became compulsory at schools while German and English languages became selective. Then, French language left its popularity to German language during the World War I. English as a foreign language gained importance and popularity in Turkey after World War II (Demirel, 1990; Demirel,

2003) and an unexpected rise towards learning English was observed in that period and the inclination has been persisting since that moment (König, 1990).

The renewal processes in education, as in other aspects of the society, continued afterwards the proclamation of Turkish Republic. In order to eliminate the illegal and disturbing actions of foreign and minority schools to the unity of the country, the Law on Unity of Education was legislated in 1924. After closing the Ministry of Foundations to eliminate the economic independence of the madrasahs, all of the scientific and educational institutions were officially attached to the Ministry of Education; and, Atatürk (Founder of Turkish Republic) required the support of the nation for the education of children and enabled the establishment of Turkish state schools. Then, the country witnessed many reform movements in education across the country for all aspects of the education at all levels. The courses of Arabic and Persian languages were abolished after the Reform of Alphabet in 1928 and western languages such as German, French, Italian, English and Latin were preferred at schools. The Turkish Education Association was established at the same year in 1928 in order to cope with the obligation of Turkish children's attending foreign schools to learn a foreign language and TED College was established in 1928. This college conducted assisting courses in English until 1952, and shifted to English as a medium of instruction of curricula later on (Çelebi, 2006; Demircan, 1988; Sezer, 2003). The language of the daily life and literary language of the nineteenth century were different from each other and Arabic and Persian languages had profound effects on the literary language. For this reason, Turkish Language Association with the support of Atatürk, who desired the simplification of language and the unity in written and spoken language of the folk, started studies in 1932 (Akyüz, 1993; Çelebi, 2006; Demircan, 1988).

World War I resulted in many consequences across Europe as well as in our country. Turkey accelerated the processes related to the educational studies after the World War I and invited respected academicians (for example, John Dewey) to investigate the existing situation of education to report the governments of the time. Some precautions related to the reports were taken by the officials but it was concluded that the foreign language teaching had to be focused on as a part of the secondary education (Çelebi, 2006). Based on the previous reports, great

efforts were given to the renovation and development processes in education of the country by the official bodies. Some courses had been carried out completely in a foreign language in various education institutes, which brought about education through a foreign language since 1950s, and this initiated the process of the establishment of Anatolian high schools previously called as colleges (Demirel, 1990). Later on, the sequences of development and renovation processes appeared in different forms and names. While the leading high school, which used a foreign language as a medium instruction, was Galatasaray Lisesi until 1959, then, the new kinds of schools, (firstly named as colleges and later named as Anatolian High School) were brought into service of the public (Demirel, 1990).

International affairs, mostly with European countries, continued to influence the Turkish policies in the education area after World War II. Accordingly, the relations related to the foreign language teaching between European Council and Turkey started in 1968. The education curricula and course materials of MoNE were evaluated by a commission till 1972 and a new curriculum and course materials were implemented in 1974-1975 academic year (Demirel, 2003). It would be impossible for Turkey, as a Eurasian country, not to be affected from the surrounding events without just a second. Towards the 20th century, Turkey has undergone great changes stemming from the globalization caused by the influence of English language. In addition to the international relations with great powers of the world, mostly USA, and developments in the technology and economy, English language dominance as a lingua franca influenced the system of education conducted at the secondary schools in Turkey (Doğançay-Aktuna, 1998; Friedman, 1994; Genç, 1999; Kırkgöz, 2009; Robins, 1996).

The MoNE took several nationwide decisions to regulate the status of foreign languages to be taught at the schools. The Law of Foreign Language Teaching and Learning Act with article number 2923 enacted on 14.10.1983 arranged the status of foreign language education and implementation of foreign language as medium of instruction. The law, abiding by the international treaty provisions, defined the rules to be obeyed by both official and private schools, which were conducting either formal or non-formal education through a foreign language (Official Journal, <http://www.resmigazete.gov.tr/arsiv/18196.pdf>). Likewise, in 1984, the curriculum of foreign language teaching at Anatolian high

schools was reconsidered by the BoE and a tentative curriculum for three years was proposed with the volume number 47, issue 2170 on 13.08.1984 (<http://tebligler.meb.gov.tr/index.php/tuem-sayilar/viewcategory/48-1984>). In the following years, the newer forms of systems and evaluation processes were carried out by the officials. There were nearly 200 secondary schools, which were implementing English as a medium of instruction and 103 of them were private secondary schools and 90 of them were state secondary schools in the academic year of 1987-1988 (Küçükoğlu, 2012). Some changes, named as Graded Education System, were carried out in secondary schools of the time in 1988 - 1989 academic year. According to this system, the foreign language courses were compulsory at the first grade of the secondary schools and they were elective at the following grades and at high schools. The scores taken from these courses would not affect passing or failing the class but this system had lasted in just one year and foreign language courses again became compulsory (Akyüz, 1993). Later on, the directive issued with the article number 32 and dated 30 March 2000 at the Noticing Paper of BoE of MoNE published in April, 2000 with the issue number of 2511 proposed that science and laboratory courses of 1st, 2nd, 3rd, 6th, 7th and 8th grades would be conducted with the support of foreign language (Journal of Directives, 2000).

Turkey joined the Socrates Project, regulating the education applications throughout Europe, with decision of 253/2000/EC taken by the European Council on 24 January 2000 and started to implement the regulations based on the principles of the project in Turkey, as well. As a consequence, foreign language teaching applications in Europe are carried out based on the policies defined by Modern Languages Division of European Council. Similarly, the division proposed CEFR in 2001, and the year was accepted as the Year of Languages. Later on, language teaching programs of countries in Europe have been designed in accordance with the principles of the CEFR (<http://adp.meb.gov.tr/nedir.php>).

Turkey continued to search for the alternative and more prominent ways in order to improve education quality of its citizens to catch up with the standards of its counterparts across the globe in later decades. It put into practice some current innovations related to the policy of language education as in other areas to follow closely the developments in the modern world. For this reason, the curriculum of

secondary education of Anatolian high schools was revised firstly. Because, English was used as a medium of instruction in some courses such as science and math and, this resulted in lower grades in the centralized exams applied in Turkish language. Furthermore, the number of the qualified teachers who could carry out these courses in English was not sufficient. Consequently, the MoNE enacted a law in 2002 stating that science and math courses would be carried out in Turkish while leaving some space for using English as a medium of instruction at these courses depending on the context of education in terms of qualified staff and decisions of the parents (Doğançay-Aktuna & Kızıltepe, 2005; Kırkgöz, 2009). Accordingly, elective courses especially in French or German are offered by the high schools regardless of their types; yet, they are chosen mostly by the students of private schools. According to a law enacted by the MoNE in 2005; learning an additional foreign language became compulsory and 4 or 6 course hours were allotted to them in Anatolian high schools to be compatible with the EU standards. Additionally, an expansion in timing of all kinds of schools at secondary level from 3 years to 4 years was applied as a policy in order to raise well prepared the students for the university education, and the language curriculum of all the secondary schools was proportionated. As a result of this policy, the implementation of 1 year of intensive English preparation classes provided by the Anatolian high schools, super high schools and private high schools was repealed, also the foreign language courses were embedded in the school curriculum of 4 year education in the same year (Doğançay-Aktuna & Kızıltepe, 2005; Kırkgöz, 2009).

Later on, within this scope, the MoNE accelerated the regulations regarding the adaptation process of EU and proposed several foreign language teaching curricula based on the current issues handled in the European counterparts. English language curriculum for high schools, which was accepted on 10.05.1973 with the article number of 380 and the English language teaching curricula for preparation class, 9th, 10th and 11th grades, which were accepted on 02.04.2002/34; 11.10.2007/171; 03.06.2008/139; 17.07.2006/317 were repealed on 24.08.2011/118 by the BoE and the new curriculum for secondary schools was decided for implementation step by step starting with the 9th grade in the academic year of 2011-2012 (<http://ogm.meb.gov.tr/programlar.asp>). The new curriculum of

foreign language teaching for secondary education of the MoNE was issued on 26.11.2014 with the article number of 103 by the BoE soon afterwards the enactment of English language teaching program in 2011. The EFL program would be applied step by step beginning with the 9th grade in the academic year of 2015 - 2016 (<http://ttkb.meb.gov.tr/program2.aspx>). The implementation of the curriculum did not last long and was applied only one year. Lastly, a new curriculum of foreign language teaching for secondary education of the MoNE was issued last year on 17.07.2017 with the article number of 83 by the BoE and it was stated that the new English language teaching curriculum would be applied step by step by beginning with the 9th grade in the academic year of 2017-2018. And, the finalized version of this curriculum was declared on 19.01.2018 and stated that the curriculum would be applied at all grades in the academic year of 2018-2019.

The continuous changes and alternations in the foreign language policy followed by the officials in the education system resulted in many consequences either in private schools or state schools for the attendants. The status of English in private schools enables the various benefits to the attendants financially and academically; so, the number of parents preferring private secondary schools increases year by year (Kırkgöz, 2009). According to the data obtained from the bulletin of MoNE (2016), 5.807.643 students studied at high schools, 3.798.897 (65.4%) studied at state high schools, 1.536.935 (26.5%) studied at distance education high schools, and 472.611 (8.1%) studied at private high schools.

Research Studies Carried out at National Level

Babacan (2016) evaluated the curriculum of 9th grade with reference to holistic education. The research used mixed methods to gather the data. Qualitative and quantitative methods gathered the data of research from the teachers and the students in one of the provinces in Turkey. The research used document analysis and statistical methods to interpret the data. The results showed that the language teaching and learning carried out with the curriculum was affected from the mechanic understanding, and accordingly this affected the classroom contexts negatively. The participants' opinions showed that the process and materials did not contribute to the students' developments holistically. School type, gender of the students, extracurricular activities also affected the levels of the attitudes of the students towards foreign language learning. In conclusion, the study found that the current English language curriculum of the MoNE for 9th grade did not adapt the holistic education; and, some suggestions for the teachers were provided at the end.

Bahadır (2015) investigated the role of the language policy of EU in designing the European identity. It was pointed that the identity of European and the policy of the language have common bases because of the EU's principle of 'unity in diversity', which functions in the resolutions of conflicts, integration and social cohesion. The study indicated that the mentioned concerns connected with EU society and the language policy have both influences in creating a European Identity; because, the European identity is designed socially as a result of the interactions among the individuals of the member states who are supplied with the necessary language resources and developments fostered by the related organizations.

Kondakçı (2014) analyzed five English language curricula applied in Turkey and the curricula were designed for high schools at national and international contexts. One of the curricula was the High School English Language Curriculum of the MoNE and the others were Advanced Placement (AP) English Literature and Composition curriculum, AP English Language and Composition curriculum, International Baccalaureate Diploma Program (IBDP) Language A: Language and Literature curriculum, IBDP Language B curriculum. The study investigated the

compatibility of the English language curriculum of MoNE with the other two international curricula in terms of basic issues such as philosophy, content, design, assessment etc. by using content analysis.

Bayraktar (2014) evaluated the English language curriculum of 2nd grade at primary schools of the MoNE. The study evaluated the curriculum constituents such as goals, content, and processes of teaching, learning, implementation and evaluation. The study benefited from the qualitative research methods and applied interviews to English language teachers at primary schools. The data gathered were evaluated through the content analysis and descriptive analysis. The results indicated that the teachers had positive inclinations towards the curriculum. Focusing only two language skills, starting language teaching at an early age, keeping the development features of the students in mind and designing alternative testing methods were among the positive aspects of the curriculum. However, inadequate guidance and inappropriate organization of the content were among the negative aspects among the curriculum. Some recommendations related to the organization of the curriculum and in-service educations of the teachers were provided at the end of the study.

Sak (2013) tried to determine the similarities and differences between the EFL programs at primary education in Turkey and in Finland and their correspondences to the CEFR in terms of the attainments and skills. The study used qualitative inquiry in nature by implementing document analysis. The research questions were sequenced in the light of the four languages skills that are listening, reading, writing and speaking. The themes were identified after the content analysis process. The data analysis showed that the attainments of the English language curriculum were at A1 level for the 4th grade and A2 level for the 8th grade in Turkey while the attainments of the English language curriculum were at A1 level for the 3rd grade and A2 level and B1 level for the 9th grade. The results also revealed some differences and similarities between EFL programs in Finland and Turkey.

Özer (2012) investigated the compatibility of the 3rd Grade English Language Curriculum of the MoNE with the CEFR. The study, which used the document analysis, compared the curriculum with principles of the CEFR. According to the results showed that while the goals of the curriculum and the

CEFR were similar at a great extent (92%), the similarity was not at a desired level when it comes to the language skills, which means that the curriculum could not deal with the language skills in accordance with the CEFR descriptors in an expected level. According to the results, the curriculum focuses on the Waystage (A2) Level extensively and the other levels such as Breakthrough (A1) and Threshold (B1) are less dealt with in the curriculum. It also showed that the oral production holds the most descriptors in the curriculum when compared to the other language skills and the assessment tools proposed in the curriculum are compatible with the European Language Portfolio.

Yörü (2012) tried to find out the teachers' views about the English language curriculum that was implemented for the first time in the academic year of 2008-2009. The study investigated the teachers' opinions on some features of the program such as goals, content, processes of teaching and learning and testing-evaluation. Descriptive research models were used to gather the data of the study. The data gathered through the questionnaire consisted of the demographic features of the participants and opinions of the participants connected with the EFL program. According to the results, the program was found to be inadequate in terms of four language skills and the teachers had problems in developing students' listening and speaking skills. The time allotted for the lessons and the teachers' backgrounds on the curriculum had also impact on the opinions of the teachers related to the curriculum according to the results.

Zorba (2012) evaluated the 9th grade English language curriculum and course materials of the MoNE in the light of the principles of the CEFR. The curriculum, which was put into practice in 2011, claimed to have adopted the principles of the CEFR and the communicative approach. It was claimed that English language curriculum in Turkey was carried out only through the course books and the evaluation of the related materials had crucial importance in study. For this reason, 9th grade English language curriculum and the course book entitled New Bridge to Success for Grade 9 were evaluated based on the principles of the CEFR. The study benefited from the document analysis and the results were reported at the end of the study.

Şenol (2012) tried to evaluate the newly implemented English language curriculum of the 7th grade for the primary education of the MoNE in terms of the

opinions of the teachers. For this purpose a questionnaire was developed by the researcher and applied to the participants. Statistical methods were used to analyze the data obtained from the questionnaires. Teachers' opinions regarding the positive and inefficient aspects related to the content, materials, evaluation and implementation were discussed; and, several recommendations were provided at the end of the study.

Karcı (2012) tried to evaluate the English language curriculum of 9th grade of the MoNE according to the teachers' opinions. The data were gathered through the application of mixed methods. Statistical methods were employed to analyze quantitative data of the study and content analysis was carried out to analyze the qualitative data of the study. The results regarding to the views of the teachers related to the implementation of the curriculum were reported at the end of the study.

Arslan (2011), in his study, tried to find out the views of the experts and academicians in terms of the applicability of the CEFR to Turkish Higher Education. The study used qualitative methods and purposeful sampling consisting of 22 participants in the academic year of 2010-2011. Interviews with semi-structured questions were conducted with the participants. The data gathered were analyzed through content analysis by using a software program. The results of the analysis showed that foreign language learners want to be capable of communication, reading and writing skills in the target language and the participants think that the activities and the content of the curriculum should be prepared in accordance with the daily life by integrating language skills to communicate in intended language. The study also emphasized the importance of cooperative learning approach, project and problem-based learning; using activities such as drama, discussions, games and case studies during the curriculum development process. The implementation of alternative assessment tools and evaluation methods was suggested at the end of the study.

Büyükkınacı (2011) designed a syllabus for spoken interaction skill at Waystage (A2) Level with reference to the ELP based on the principles of the CEFR. The proposed syllabus consisted of ten units and designed for the primary purpose of developing the skill of spoken interaction. A manual was prepared for the teachers after each unit, which comprises answer keys of the exercises and

directions about the application of the activities. Further ideas related to the activities helping teachers to enlarge the teaching processes were supplied at the end.

Kir (2011) provided a curriculum for foreign language teacher training in terms of the CEFR in the light of the perceptions and suggestions of the foreign language teacher trainers in Germany and Turkey in her study. It was proposed that the results would contribute to the studies related to the EU and fulfill the requirement in foreign language teacher training.

Özel (2011) investigated the views of the teachers about the application of the EFL program designed for the schools at primary level in terms of implementation, challenges and solutions to the problems. The study used descriptive methods and the researcher interviewed with the participants and conducted observations regarding the implementation of the curriculum. The study found that the teachers had deficient knowledge about the curriculum, approaches, theories and the CEFR etc. The study also showed that the teachers had negative attitudes towards the CEFR regarding its content, aim and practices of language learning and teaching. The study indicated that the target language was disregarded in the foreign language courses and the contemporary approaches and methods were not followed in the courses. At the end of the study, some suggestions regarding to the implementation were provided for the teachers.

Mustafa (2011) analyzed the EFL programs of primary schools in Germany, Turkey and Netherlands in order to compare the language teaching processes through document analysis. The data gathered from documents obtained from the official resources of the mentioned countries. The results indicated that Turkey's education system was more organized than the systems of the other two counterparts and the language teaching curriculum of Turkey was designed more comprehensively, as well. The other two countries' curricula of language teaching were found to be more flexible in nature as they enabled the language teachers behave freely in planning the lessons in accordance with needs of the students. The contents of the curricula also were found to be different from each other; while teachers had the opportunity to decide contents of the curricula in Germany and the Netherlands, the content of the curriculum was provided in a detailed way for

the teachers to follow in Turkey. The study also found that the processes and methods to be followed were not provided for the teachers in the German and Dutch curricula for language teaching, which made the teachers more flexible, but, those mentioned areas were provided for the teachers without referencing the exact application points in the curriculum in Turkey.

Ayar (2010) carried out a study, which focused on the self-evaluation during language learning processes and the attitudes of the teachers to the evaluations in terms of the CEFR. The study was carried out in a private school and consisted of 9th grade students and teachers and 11th grade and 12th grade language classes by using qualitative methods. The data were obtained from the students through focus group interviews and from the teachers through individual interviews. It also benefited from the student portfolios. The results of the student interviews showed that students' perceptions related to the portfolio applications and their usefulness in connection with the language skills and learning behavior were different from each other. The researcher attributed this difference to the awareness, the strategies and autonomies during the implementations. According to the results, the students' ideas reveal the fact that the portfolio applications incorporate students' awarenesses connected with language learning problems and solutions to these problems. The results obtained from teacher interviews revealed the students' ways of benefitting from the portfolios. The study concluded that the results of the evaluations of the student portfolios may stem from different teacher attitudes towards portfolio applications.

Üner (2010) investigated the English language curriculum in Turkey, Finland and Holland at primary school level in terms of similarities and differences. The research used a survey method and document analysis was implemented to collect data to compare and contrast the aims, content, processes etc. of the programs in the countries. The study found that student-centeredness, learning processes in terms of documents, using games, motivating the students were among the common points in the curricula of the countries. The curriculum focused on the four language skills in Turkey while listening and speaking skills were given priority in the curricula of Finland and Holland. The results showed that the aspects such as intercultural competence, language proficiency, strategies of communication were integral parts of the curricula in Holland and Finland while

these aspects were deficient in the primary school English language curriculum in Turkey. The research also found some similarities and differences in terms of content and evaluation processes in the curricula.

Dönmez (2010) tried to report the opinions of teachers and students about the implementation of new EFL program for 8th grade at primary schools of the MoNE and to handle the obstacles encountered by both the teachers and students during the implementation process. The data of the study were collected through the qualitative inquiry utilizing in-depth interviews with the teachers and focus group interviews with the students. The data obtained from the participants were interpreted with computer software. The results showed that some aspects of the English language curriculum caused negative views because of the problems faced during the implementation. According to the results, some parts of the curriculum regarding the alternative assessment, evaluation techniques, methods and strategies based on learners were not implemented by the language teachers and it was stated that inadequate implementation of the language curriculum stem from the deficiencies related to the size of the classrooms, course materials, class hours, insufficient guidance for the language teachers.

Seçkin (2010) investigated the fulfilment of the behavioral objectives of 4th grade English language curriculum, the influence of the curriculum of the academic self-confidence of the students and the opinions of the teachers regarding the program. The research used descriptive model and gathered the data through academic self-confidence scale, tests, interviews and observations. Computer software was used to analyze the data obtained from the quantitative instruments and the descriptive methods were utilized to analyze the qualitative data. Some statistical descriptions regarding the results were provided. The study showed that although the teachers had positive opinions regarding the content of the English language curriculum, they thought some revisions and developments were necessary for the inefficient aspects.

Demirlier (2010) searched the English language curriculum applied for the 6th, 7th and 8th grades at primary schools of the MoNE in terms of teacher and students' attitudes. The data of the study collected through questionnaires consisted of two parts descriptively, and it was applied to both teachers and students. The results pointed that the students were positive in terms of English

courses, topics and activities covered in the courses, and evaluation processes through projects, performance tasks and portfolios. The teachers also were found to have positive attitudes towards the curriculum in terms of student-centeredness in classroom performances while they thought negatively in terms of appropriateness of the topics and the processes of the evaluation proposed by the curriculum.

Yaman (2010) investigated the applicability of the English language teaching curriculum of 4th and 5th grades for primary education in terms of content, objectives, processes of application and evaluation and problems faced in the implementation through the views of teachers. To collect the data of the study, a questionnaire was applied to the teachers and the results were defined through some statistical calculations. The results showed that the teachers had positive attitudes towards the implementation of the curriculum. Also, some results about the applicability of the curricula stemming from the demographic features of the participants such as gender, participation to in –service education, graduation fields etc. were provided at the end.

Yiğit (2010) tried to determine the extent of the correspondence of the English language curriculum for 6th grade of MoNE to the CEFR. The data of the study were gathered through qualitative inquiry and used document analysis and case study techniques. The study investigated the differences and similarities between 6th grade English language curriculum and the CEFR in terms of goals, content, processes of learning and teaching and evaluation stages. The study concluded that the English language curriculum of the 6th grade of MoNE was compatible with the CEFR at Waystage (A2) level.

Meral (2009) searched for the critical thinking and the reflective thinking of the teachers related to the application of new EFL program for primary education. Descriptive methods were used to gather the data of the study. Reflective Thinking Disposition Inventory (RTDI) and California Critical Thinking Disposition Inventory (CCTDI) scales were applied to the participants to gather the data. The results were analyzed through computer software. The study showed that the teachers of English who were implementing the new English curriculum of the MoNE thought critically in general sense while they partially thought critically in terms of seeking the truth and systematic factors. The study also showed that the

teachers in general thought reflectively while they partially thought reflectively in terms of looking professional and continuous and intentional thinking.

Sarıca (2009) analyzed the foreign language levels at 8th grade for the primary schools with reference to the criteria and content of the CEFR in Turkey. The data were gathered through a proficiency test prepared in accordance with the CEFR. The data gathered from the participants were analyzed through the computer programs. The results showed that the students were familiar with the failure as only 23% of them thought adequate in reading, writing, grammar and vocabulary in English. The level developed in the curriculum of English language did not conform to the A2 level of the CEFR according to the results. Some recommendations related to the revisions in the English language curriculum in terms of multicultural and multilingual perspectives, course books covered in the courses, methodology and program content, and in-service training activities for teachers were provided at the end of the study.

Güneş (2009) defined the opinions of the teachers about the 5th grade English language curriculum of primary education of MoNE. The data of the study were collected through a questionnaire and an interview form designed by the researcher. The quantitative data of the study were analyzed through computer software and the qualitative data of the study were analyzed through descriptive analysis. The study found that the syllabus was designed in line with the curriculum and the units were both well-organized and interesting for the students. The results also indicated that the materials and activities were effective for the students during the language teaching and learning processes; and, the alternative assessment types suggested by the curriculum were used effectively by the teachers.

Örmeci (2009) tried to evaluate the curriculum of English Language of MoNE implemented at grades of 4th, 5th and 6th at elementary level. The study evaluated the curriculum through the opinions of the teachers in terms of general features, goals, objectives, content, practices of teaching and learning. The data were gathered from the teachers via a questionnaire and were analyzed by using software. The results showed that while teachers held some positive attitudes towards the curriculum, they addressed some weak issues related to the supplementary materials, time span devoted to the implementation, goals,

objectives, course content etc. Some suggestions from the teachers related to the organization of the curriculum to overcome the weak aspects were provided at the end of the study.

Küçükali (2009) tried to figure out the psychometric features of Self-Assessment Grid, which was designed in line with the principles of the CEFR. The study searched the correlation between the results of Self-Assessment Grid and Test of English as a Foreign Language (TOEFL) with regard to reading and listening scores. After the application of the Self-Assessment Grid, the scores obtained from the application were compared with the TOEFL scores of the participants. The Self-Assessment Grid also was applied as a delayed test to participants to investigate the consistency of the results. The data obtained from the participants were analyzed by using computer software. A significant difference between TOEFL scores and Self-Assessment Grid scores was identified. The study also showed a difference between Self-Assessment Grid scores in terms of pre-test and post-test results.

Çil (2008) investigated the language policy implemented throughout the EU in terms of the issues such as multilingualism, globalization, protection of the endangered languages, mother tongue, information society, culture and identity. The place of the Turkish language among other languages, the power of the English language were among the discussed issues in the first section of the study. The historical development of language education policy in the EU, the processes of Lisbon and Bologna, multilingual strategies etc. were discussed in the second section. The programs within the context of Lifelong Learning Program (LLP) such as Comenius, Leonardo da Vinci, and Erasmus were introduced in the next section of the study. Lastly, the activities organized within the union such as European Language Year, European Language Label introduced and comments and recommendations were provided.

Dağ (2008) investigated the performances of Turkish students and the coursebook qualities at 1st grade of secondary level in terms of the principles of the CEFR. She also investigated the hours, content, curriculum of the courses and in-service training needs of foreign language teachers connected with the CEFR and the language policy developments in Europe. The data were gathered through pre-test and post-tests in one of the provinces of Turkey in 2006-2007 school year.

The data obtained from the participants were analyzed by using software. The results showed that although the performances of the students in the target language increased during the year, they did not correspond to the defined level of the CEFR and their self-assessment performances decreased towards the end of the year. The results also showed that course books, course hours, course content and the curriculum do not correspond to the CEFR; so, it was suggested at the end of the study that the necessary precautions must be taken for handling the problems.

Doğan (2007) investigated the compatibility of the language teaching techniques and decisions for the primary schools proposed by the Board of Education of MoNE with the CEFR. The adaptation efforts were assessed by considering the criteria. The techniques and methods considered by the MoNE and the CEFR were determined and the deficient sides of the criteria were indicated. Then, the deficient aspects were discussed and a conclusion was provided to contribute to the efforts related to the foreign language teaching in our country.

Mut (2007) proposed a learner-centered syllabus for reading skill at Vantage (B2) Level based on the principles of the CEFR. The reading syllabus comprised of twelve units with the activities and exercises enhancing the motivations of the students. The other language skills were integrated with reading skills in order to develop the reading skill at the designed units. At the end of the study, answer keys were provided for the teachers and students as a part of the syllabus.

Güneş (2007) investigated the compatibility of the EFL program and Social Sciences program of 4th grade at primary schools in Turkey with regard to methods and approaches through a cross-curricular approach. The study discussed the acquisition of young learners and the applicability of the Content-Based Instruction at this level; then, it provided a cross-curricular model for young learners which focused on the compatibility of topics, activities, skills and strategies. The study analyzed both the curricula of the English Language Education and Social Sciences with regard to the materials utilized in the education environments. It was concluded that while there was not compatibility

among the activities, topics, skills and strategies; there was compatibility among the activities, topics, skills, strategies and the themes.

Yanık (2007) investigated the EFL program of 6th, 7th and 8th grades at primary level of the MoNE. The study primarily targeted to investigate the scope of implementation of the English language programs by teachers and the effects of the experiences of these implementations on students. The perceptions of the teachers and students, goals, content, procedures of strategies, evaluation and assessment, attitudes of the learners and problems of the implementation were investigated in the study. The data of the study were gathered by using a questionnaire. The results showed that the implementation process of the English language curriculum differentiated in terms of the facilities provided by the schools and characteristics and perceptions of the participants. According to the results, most of the EFL programs goals were accomplished moderately, but some problems were found related to the selecting and grading the content of the curriculum. The students were found to have positive attitudes towards the teachers and learner-centered instructional strategies implemented related to the type of the language skill. Inadequate course materials, the features of the learners, the environment of the classrooms etc. were sequenced among the problem causing factors. The study also showed that the perceptions of the teachers and students differed in terms of the demographic features of the participants.

Bakla (2006) tried to design a reading syllabus that focused on the language learner and was organized in accordance with the CEFR. The teacher and student questionnaires prepared beforehand were applied to the participants as the pretests. Then, the syllabus designed was implemented to the experimental group. After the implementation process, the post-tests were applied to both control and experimental groups. The study found a meaningful difference between the aforementioned groups. The study suggested that the syllabus, which was designed in terms of the principles of the CEFR, proved efficient in enhancing the reading skills of the students on daily basis.

Barışkan (2006) suggested a syllabus for writing skill at Waystage (A2) level designed according to the proficiency descriptors of the CEFR for the language courses in preparatory courses at universities in Turkey.

Öztürk (2006) analyzed the perceptions of the English language teachers about the problems related to the implementation of the EFL program at elementary schools. The data of the study were gathered from teachers of English serving for the 4th and 5th grades in the elementary schools and the data were collected by using a questionnaire. The study concluded with the suggestions to the practices of English language teaching in elementary schools.

Tok (2006) investigated the differences and similarities in EU countries and Turkey in terms of the English language curricula implemented at primary and lower secondary levels. The study, which used survey method, analyzed the English language curricula of eight European countries (Czech Republic, Germany, Netherlands, France, Italy, Sweden, Greece, and Hungary) and Turkey. The objectives, contents, learning and teaching processes and the evaluation of the curricula were the aspects addressed in the study. The results showed that listening and speaking skills were focused primarily in the curricula of EU countries while four language skills were focused in the curriculum of Turkey in the primary education. Secondly, the differences between the curricula were identified in terms of socio-cultural and inter-cultural elements as these aspects did not exist in the curriculum of primary education of Turkey. Thirdly, the content and the methodology of the curricula were handled similarly both in Turkey and European countries. Fourthly, the curriculum of English language of Turkey was organized in accordance with the descriptors of the CEFR. Fifthly, the issues related to the learning situations and the materials to be benefited in these situations, the processes of evaluation shared the common features in the curricula.

Erdoğan (2005) evaluated the English language curriculum applied for the 4th and 5th grades at the primary level through the views of the students and teachers. A research instrument consisting items regarding the curriculum was applied to the teachers and the researcher also interviewed the students. A computer program was used for analyzing the data obtained from the teachers and the interview results were classified according to the themes. The results revealed that the teachers had similar opinions about the content of the curriculum but had different opinions about sequencing of the content. The results also indicated that some modifications were required to efficiently implement the

curriculum and time span devoted to the language courses were not sufficient to accomplish the objectives of the curriculum.

Mersinligil (2002) explored the perceptions of the administrators, learners and teachers about the English language curriculum for the 4th and 5th grades for the primary education of the MoNE implemented with the law regarding the eight year compulsory education prior to the high school education in Turkey. Mixed methods were applied to gather the data through the study. Questionnaires were used to gather quantitative data regarding the content, objectives, processes of learning-teaching and evaluation. Interviews and observations were utilized to the qualitative data of the study. The statistical methods were implemented to analyze the quantitative data and the content analyses were conducted to interpret the qualitative data. The study provided some recommendations regarding the utilization of the new EFL program. Revisions on main parts related to the students' needs and interests; the compatibility with the other curricula such as social sciences and Turkish language were among the recommendations regarding the curriculum. In-service training for teachers was also recommended for attaining the objectives of the curriculum.

Research Studies Carried out at International Level

Wisniewski (2017) stated that there was little knowledge about the relationship between the CEFR levels and the languages of empirical learners. The study summarized the update inclinations to cover the need for the research of empirical CEFR levels, in which analyses of learner corpuses had an important role. The study firstly focused on the research, which addressed the levels of the CEFR through the evaluation of the texts rated by learners. The study also presented the research, which dealt with the disentangling the validity of the CEFR scales empirically by implementing the descriptors. The discussions related to the area of the study were provided at the end.

Danies and Janssen (2016) discussed the results of a study regarding the self-assessments of more than 22,500 students through the implementation of can-do statements, which were 12 in total and gathered from the CEFR. The reactions of the students to the items showed their understanding of the self-efficacy in reading, listening and writing in English. The results obtained from the implementation were compared to their levels that they obtained from the European Survey on Language Competences. The statistical calculations showed that there were positive correlations between the results but the gender of the participants and their countries affected the patterns related to the results.

Huy, Hamid and Renshaw (2016) investigated the relationship between the language policy and planning in terms of individual bases and its reflections during the process of the application of English language teaching policy at a Vietnamese state university in Vietnam. The effects of the globalized frameworks on local systems of language education were exemplified through the policy. The study aimed at proposing a program of national language in Vietnam in connection with the principles of the CEFR in terms of the processes of curriculum development, design of the course materials and evaluations. The results obtained from the in-depth interviews with the administrators at the universities showed that they had opposing views against the professionals of teaching in terms of policy development. The study showed that the administrators' being indifferent and unmotivated to the policy development processes put the barrier to the

implementation of the CEFR principles at the institute and suggested that precautions at macro levels help the policy developments at local bases.

Runnels (2016) investigated the language learning context in Japan and studied the relations between the self-assessment and language proficiency as a result of the increasing demand in the application of the CEFR as a tool for assessing in Japan. The correlations between the scores of self-assessment regarding with the listening and reading based on the can-do statements of Japanese version of the CEFR and the scores obtained from the Test of English for International Communication (TOEIC) of Japanese EFL learners were investigated. Although the scores obtained two different tools correlated moderately in terms of listening skill, the scores for the reading were not correlated. Self-assessment inclinations of the learners, efficiency of the self-assessment systems for the learners and interpretability based on the scores of the TOEIC were discussed at the end of the study.

Ilic and Stopar (2015) reported the results of a study dealing with the process of aligning the national examinations carried out in English to the proficiency descriptors of the CEFR in Slovenia. The researchers adopted the socio-cognitive validation model (Weir, 2005; Khalifa & Weir, 2009) to externally validate the standard setting procedures in analyzing the validity of three tests that are the national examination of Slovenian B2, international examinations of Cambridge English: Advanced (CAE) and First Certificate in English (FCE). The results were obtained through the results of the implementations of the three exams to a participant group of 80 examinees who were supposed to be B2 level of the CEFR. The results revealed that the extent of the compatibility of the Slovenian experts' judgements with the levels indicated for CAE and FCE. The study also indicated that the correlations between the attributions of the judges on the panel of alignment and clear comprehension of the descriptors of the CEFR during the process of scoring the items and the correlations related to their cultural, educational and national backgrounds. The study addressed to the importance of the process as the extent of the comprehension of the descriptors of international frameworks as in the CEFR affects profoundly the language education policies of the countries.

Taylor (2015) investigated the pedagogical changes as result of the efforts of a high school teacher in Canadian French immersion context. To evaluate the processes the teacher experienced, a framework was utilized. The teacher implemented technology based applications by taking the attention of the students to implement the plurilingualism proposed by the CEFR into the content-based courses, which used French as a medium of instruction. The data were obtained from classroom-observations, documents and interviews. The results showed that she came across some problems during the process of implementation of the new pedagogical practices. The results also showed that the students were enthusiastic to use their digital knowledge in reflecting their linguistic identities as opposed to the presuppositions of the teacher about this new perspective. Further studies were suggested exploring the effects of the information-technology enabled plurilingualistic pedagogy based on the CEFR.

Harsch and Hartig (2015) investigated the judgements validity during the process of alignment the tests to the CEFR. They tried to align the listening tests, which had problematic aspects, to the levels of the CEFR and implemented a modified method regarding the items and descriptors. The statements of the ten judges regarding the levels and the descriptors were compared with each other and the results were used for other criteria. The judges' perceptions about the procedure of alignment were triangulated through the interviews for the reliability and validity of the process. They found that different criteria and descriptors of the CEFR were applied by the judges, which indicated that the judges had different perceptions about the level of the CEFR.

Huy and Hamid (2015) reported a study regarding the process of adaptation and accommodation of the CEFR in Vietnam context. The data of the study were obtained from the doctoral project that aimed at clarifying the stakeholders' receptions, interpretations and responses during the implementation process of the CEFR in a public university in Vietnam. The study, which was organized as qualitative case research, collected the data through the document analysis, observations and in-depth interviews; and, it continued more than 6 months with 21 participants including administrators of the schools, teachers of English language, students. The study claimed that it was possible to come over the problems stemming from several reasons in foreign language learning and

teaching by adapting the CEFR at education in Vietnam. The study suggested the adaptation of global contemporary policies and the implementation of the CEFR in the developing countries.

Torrano, Mujika and Casanovas (2014) stated that more than 140000 people certified their proficiency in Euskara (Language of Basque) in the country of Basque and some official bodies affiliated to the government of Basque issued the these accredited qualifications. They stated that although these qualifications were provided by the official bodies, their validations were completed very lately. They stated that the government of Basque had commissioned a group of specialists to align these qualifications to the standards provided by the CEFR. In their study, they presented the methodology implemented during the validation process and reported the results.

Casas-Tost and Roviera-Esteva (2014) stated that the CEFR was applied to the Chinese language within the standards of the other languages in Spanish context. They indicated that the strict implementation of the Chinese within the standards of the CEFR in the curricula caused some problems stemming from the particular features of the Chinese language. For this reason, they discussed the implementation of the universal models to the Chinese as their principles propose general criteria for all languages. They also discussed the contemporary adaptations of the CEFR principles to the Chinese language in Spain and recommended some important issues on the linguistics of Chinese for highlighting the features of Chinese.

Shaarawy and Lotfy (2013) reported a quasi-experimental study connected with proficiency descriptors of the CEFR and the blended learning approach in Egyptian context. The skill of writing was dealt with as an integral part of other language skills in daily life contexts and the non- synchronic online activities were expected from the students away from the class hours. The participants of the study were freshmen from one of the private university in Egypt. The participants were divided as experiment group and control group. The first group consisted of 21 students at pre-intermediate level and the CEFR based course was applied to them while the control group consisted of 26 students at the same level and the traditional contextualized course was applied to them. The pretests and posttests regarding the writing skill were applied to the groups before and after the

implementations. A profound difference was found between the results of the tests and the experiment group over scored the control group by indicating an important development in the proficiency of writing. The peculiarity of the study in Egyptian context was discussed at the end of the study.

Lim, Geranpayeh, Khalifa and Buckendahl (2013) focused on the standard setting theory and its outcomes in relation with the frameworks developed for international reference purposes. They described their study on the standard setting theory and another study on the validation of criterion. They indicated that the results of the findings reconciled as in other connected studies. The implications regarding the standard setting and the CEFR were provided at the end of the study.

Nakatani (2012) investigated the effect of the communication strategy presented in the CEFR on the proficiency levels connected with the communicative tasks of the EFL students in Japan. The data of the study were collected from Japanese students after participation of 3 months of communication strategy training through the pretests, posttests and transcriptions from the tests. The results showed that students had improvements in terms of strategy use and awareness after the implementation.

Hulstijn, Schoonen, De Jong, Steinel and Florijn (2011) used oral production proficiency descriptors the CEFR overall to investigate between the learners' linguistic competences and their proficiencies of speaking of Dutch. The study comprised of 181 Dutch learners as a second language. A communicative adequacy scale was used to rate the performances of the learners in 8 speaking tasks; then, the compatibility process of overall oral production descriptors with the CEFR was carried out. The results showed that 80 participants were suitable for B1 level while 30 participants were suitable for B2 level with regard to the scale. Linguistic competences of the learners were evaluated through non-communicative tasks and these comprised of knowledge of productive vocabulary, knowledge of productive grammar, pronunciation skills, and retrieval of lexical speed, articulation speed, and sentence building speed. The data analyses of participants showed that the participants were divided into two oral production levels in all linguistic competences apart from articulation speed. The results also showed that the distance between the two levels is bigger in low and medium

prevalent vocabulary knowledge than in high prevalent vocabulary knowledge. These results indicated that Dutch learners had an estimated number of 4000 vocabulary items knowledge at B1 level and the other group at B2 level had an estimated number of 7000 vocabularies knowledge. According to the grammar tests carried out at 10 domains, the learners at B2 level outscore the other learners at B1 level in all tests. They stated that the results indicated a degree instead of domain in terms of the lexical and grammatical differences between the learners. They suggested further studies based on the CEFR be carried out at the end of the study.

Faez, Majhanovich, Taylor, Smith and Crowley (2011) reported a study regarding the CEFR application in Canadian educational context. They studied perceptions of the teachers about the CEFR implementations in French as a second language classes in Ontario. They also discussed views of the teachers about merits and drawbacks the CEFR practices in the classrooms of French as a second language. The data were gathered from the 93 teachers and 943 students from elementary and secondary schools in the province. After the teachers were presented with the necessary knowledge regarding the CEFR and the CEFR based processes of language teaching, three months of implementations in the classrooms were carried out. Then, the teachers were interviewed and focus group discussions were conducted to gather the data about the perceptions of the teachers about the action-oriented approach based on the principles of the CEFR. According to the results, the teachers were in the opinion that the CEFR not only increased the students' motivations, self-confidences and authenticity in the classrooms but also fostered the autonomy of the learners. They provided some suggestions for second language programs in Canada.

Navas de Pereira (2011) analyzed the effects and consequences of implementation of the CEFR into the context of School of Modern Languages at Universidad Central de Venezuela in Venezuela in its tenth years after the first publication and criticized the underestimation of the CEFR at a local level while its effects related to the activities carried out professionally on daily bases were profound. The researcher tried to indicate their approaches in the education environment realistically and to present reflections of the CEFR outside European context. The practices related to the language teaching carried out in the school of

the university, the curriculum of the school and the CEFR were analyzed to highlight anticipated problems in their educational context. The difference between the global principles of the CEFR and local needs of the institution were found; while communicative orientations were fostered by the CEFR in the European context, academic orientations were fostered in the curriculum of the school. Some suggestions in light of the CEFR were provided at the end of the study.

Ulanska, Kirova, Petkovska and Koceva (2010) reported that compulsory classes of English language designed in line with proficiency descriptors of the CEFR were initiated for implementing in the elementary education contexts of Macedonia; and, socio-cultural competences, intercultural competences and reading were added to oral and written competences in the foreign language teaching processes of the pupils attending to elementary education through the new implementation. They stated that the language competence levels of the students were aligned to the levels defined in the CEFR. They presented the requirements of the students at different levels of this obligatory education at their study.

Bechger, Kuijper and Maris (2009) reported two interrelated studies conducted for the purpose of connecting the central exam of Dutch as a second language for the foreigners desiring to stay in the Netherlands for several reasons to the CEFR. Firstly, the minimal language levels required for the beginners were identified through assistance of the experts from related institutions. Secondly, the compatibility of levels of the examinees who participated in the central exam to expected level was identified by a standard setting method. A correlation between results of the exam and the CEFR descriptors were indicated and the results related to speaking and writing exams were reported at the end of the study.

Tarnanen and Huhta (2008) reviewed language policy, planning and assessment in terms of developments and expected challenges in the future of Finland, in which major developments were proposed regarding with the systems of legislation, curricula and assessments. Within these proposals, the requirement of language proficiency for immigrants and civil servants were determined once again. The curricula of schools were redesigned and contemporary language examinations were developed accordingly. The CEFR was at the center of these developments. For this reason, they investigated the reactions related to the

modern implementations of curricula, examination, assessments and teaching processes in the educational context of Finland.

A Summary of the Research Studies

A detailed analysis of the studies discussed at this part showed that various methodological approaches from quantitative ones to the qualitative ones were utilized to evaluate the relationships between the CEFR based applications and foreign language curricula both nationally and internationally. The abundance of the studies in evaluation of foreign language curricula processes including from policy decision to implementation indicated the crucial importance of the foreign language curricula for the countries that intend to come up with the standards of the developed countries in terms of qualified human sources.

Chapter 3

Methodology

Research Method

This study which seeks an answer to the research problem is a qualitative research in nature. Though the researcher benefited from some percentages in order to better clarify the results described for the second research question, this is just for depicting the case obtained from the analyses of the documents and does not affect the whole framework of the research. In the following headings, the researcher tried to explain analytically the reasons lying behind following a qualitative design.

Reasons for Qualitative Research. In this research, the researcher followed a qualitative research design as the nature of this research is more conformed to the qualitative tradition. The quantification of the programs, which stem from the humanistic affairs and doctrines, refuses to use numbers and graded classifications as they are raw, tough and impersonal to evaluate the subject matter. The evaluations that are carried out through the quantification may be refused because the staff responsible from the application of the program, the funders of the program as well as the participants to the program can disregard the convenience of the results obtained from the measurements (Patton, 2002). The qualitative research processes, as distinct from the quantitative ones, are more flexible, returnable and re-evaluable; the results are open to interpretations and it is possible to conclude with new concepts and data (Bal, 2013). The qualitative approach has a flexible and open-ended nature, which gives the researcher chance of conducting in-depth analyses or observations of cases or a program by communicating with the participants about their experiences, ideas or feelings to make use of them as the significant source of data or by incorporating multiple methods keeping in mind their advantages and disadvantages that can be useful in highlighting the research questions (Creswell, 2011; Patton, 2002; Yıldırım & Şimşek, 2013). All of the aforementioned reasons indicated the necessity of following a qualitative inquiry in this research.

Qualitative Research. The primary purpose of researchers in a qualitative inquiry, as opposed to a quantitative inquiry that seeks for reliable overgeneralizations to the population, is to obtain a general overview of the situations by including varieties, differences, richness and inconsistencies (Goetz & LeCompte, 1984). The qualitative inquiry aims to investigate the subject matter under the study in a detailed way with its all possible details to provide a holistic image (Yıldırım & Şimşek, 2013). The main purpose of the researcher in a qualitative inquiry is to approach to context and culture in a holistic way (Shaw, 1999). The qualitative researchers, as opposed to the quantitative researchers, think that the quantitative research methods detract the data from the realities of the social life focusing on the objectivity. Researchers can reach valuable information through direct interactive relations and experiences during the phases of unstructured, ordinary life. The qualitative researcher deals closely with the perspectives of the individuals experiencing the cases and how they make sense of the events surrounding them (Bal, 2013). Based on the reasons explained here, the process of gathering data in a qualitative research is substantially different from the ones applied in quantitative research. Researchers in a qualitative study employ three basic techniques to gather data: they observe activities of the agents by recording their behaviors; they carry out interviews with people on particular issues; they analyze documents (Fraenkel, Wallen and Hyun, 2011).

The researcher followed a qualitative research design in accomplishment of the steps to be investigated in this study. The data gathering process for the research questions to be investigated here comprised the application of document analysis, interview and observation techniques. The researcher aimed at increasing the trustworthiness of the research by gathering data through different techniques in a systematic way.

Phenomenology. In phenomenological understanding, the data related to the experiences, obtained from different people, are classified to analyze and compared to clarify the nature of the phenomenon, for example, the essence of participating in a program designed for particular purposes. The phenomenon under the investigation can be feelings, issues related to life such as relationships, marriages, professions or can be a program, a culture and an organization; experiencing the phenomenon as directly as possible is the only way to

understand what the other people feel or perceive about the phenomenon, which highlights the significance of in-depth interviewing and observation (Creswell, 2007; Patton, 2002).

The phenomenology as concept originated from the study of Edmund Husserl, and then Maurice Merleau – Ponty and Alfred Schutz broadened and clarified the term (Scott & Morrison, 2006; Vanderstoep & Johnston, 2009). Learning the essence or giving interpretations to the daily experiences of people can be stated as the aim of phenomenology. Everything that can be sequenced as interesting points of consciousness is among the research topics of phenomenology, whether they are subjective or objective. People understand the world or events surrounding them through consciousness, whatever we know must reach to our consciousness in order to be understandable. If they fail in reaching to our consciousness, they cannot be accepted as experiences. Being retrospective is the main feature of phenomenology, which means that lived experiences of people are implicative; they are collections of experiences acquired through living consciously (Van Manen, 1990). Phenomenological psychology engages in the cases that we know their presence but we do not have knowledge in a detailed way about their existence. We come across phenomena in different ways in our environments such as incidents, experiences, perceptions, situations and concepts. However, this acquaintance does not mean that we accomplish a clear view of the phenomenon. The studies related to the cases that we are not totally indifferent to but have some problems in understanding their essences constitute an area of research for phenomenology. The relevant sources of data are the groups of people or the individuals who experience the situations and who can reflect their experiences related to the situations in phenomenological understanding (Creswell, 2007; Yıldırım & Şimşek, 2013).

Analyzing the reflections of experiences on human beings and how these experiences pave the way to conscious knowledge both subjectively and objectively is the typical point of phenomenological approaches. The process of analyzing the reflections that arise from experiences demands grasping and expressing of the phenomena methodologically, deliberately and comprehensively that is how they are perceived, described, judged or shared with other people. The interviews conducted with the members who experienced the phenomenon

precisely under investigation are ways of gathering data and the data obtained this way can be stated as authentic data (Creswell, 2007; Patton, 2002). In order to highlight the experiences and interpretations related to a phenomenon, it is necessary to benefit from advantages such as interaction, flexibility and probes presented by interviews. Here, it is important to provide an environment that is based on trust and empathy so that participants can express and reveal the experiences and thoughts, which have never come to the fore before. The interviews carried out in phenomenology are generally longer than the other interviews because the interviewer needs to engage in profound interactions with the individuals in order to clarify and describe the experiences. It is probable to carry out several interviews in phenomenology so that the validity and reliability of the interviews increase as the inquirers have confirmation chance of the explanations from the interviewees (Yıldırım & Şimşek, 2013).

The researcher handling a phenomenological inquiry process may not come up with some certain results, which are generalizable related to the essence of the experience. Instead, the researcher can reveal some beneficial results, examples and descriptions, which highlight the situation and help others to understand the experience comprehensively. These aspects of the phenomenological inquiry can contribute significantly both to the literature and the application (Yıldırım & Şimşek, 2013).

In this research, the researcher dealt with conscious experiences of the participants related to the implementation of 9th Grade EFL Program of the MoNE and tried to avoid the presuppositions regarding the program. The researcher tried to analyze the events and experiences resulting from the implementation of the program in the classroom contexts. For this reason, the researcher undertook the role of foreigner to the environment. The researcher started to investigate experiences of the participants after suspending his presuppositions. The researcher suspended the knowledge or experiences acquired previously in order to approach the cases objectively. By this way, the researcher disregarded previous situations related to the events and tried to learn the essence of the cases as an outsider.

Setting and Participants

A sampling addresses to the procedure of choosing individuals who will engage in a research (Frankel et al, 2011). Creswell (2011) points out to the process of collecting samples as exploring a phenomenon thoroughly instead of intending to generalize the results to a population. For this reason, the individuals or cases are defined purposefully.

In this qualitative research, the researcher benefited from purposeful sampling, convenient sampling and redundancy criterion to find out the views of the participants, teachers, related to the extent of reflections of the pedagogical principles of the CEFR in 9th Grade EFL Program of the MoNE. The researcher deliberately decided to the participants which to include in the course of data collection to clarify the basic phenomenon under the study (Creswell, 2011). Purposeful sampling is also referred as judgment or purposive sampling. You decide the scope of your research and you find participants accordingly (Bernard, 2000). Rich and informative cases such as people, institutions, cultures, situations are chosen in order to conduct a research as they provide practical explanations related to the phenomenon under the research, indifferent to the generalizations obtained from the empirical study of a sample for a whole population (Patton, 2002). The researcher also applied convenience sampling in addition to the purposeful sampling in this research. It has been mentioned in the literature as the most prevalent strategy of sampling by choosing rapid and accessible participants. This strategy of sampling enables researchers to be fast and practical as they select the most appropriate ones in hand and this type of sampling is generally preferred when other sampling methods are not available for the application of a study (Yıldırım & Şimşek, 2013). The individuals who are available for the research are defined as convenient samples (Frankel et al, 2011). Convenience sampling occurs when the researcher selects participants as a subgroup as they are easily accessible while purposeful sampling occurs when the researcher selects the participants in accordance with predetermined criteria (Scott & Morrison, 2006).

In this research, the criterion of redundancy was applied during the data gathering process. The purpose of a researcher in a qualitative study is to gather

various viewpoints or information related to the study. According to Vanderstoep and Johnston (2009), the redundancy criterion is accomplished if the inclusion of new participants does not contribute much to the collected data.

Last but not least, in a qualitative research, there are not specified rules for the number of samples as this kind of research doesn't aim to generalize some results to whole population. The sample doesn't have to represent the population in qualitative research. It means that sampling is open, closely connected with the nature of the study and on what we want to know with the accessible resources and time restrictions. In quantitative research, statistical calculations (such as confidence level of 95%) are used to find out the sample size and the researchers have to know the precision of the results obtained from the calculations. However, interviews carried out profoundly with a convenient number of participants can yield similar results with the results obtained from a large number of samples through quantitative inquiry (Bal, 2013; Creswell, 2011; Patton, 2002; Yıldırım & Şimşek, 2013). For all above the reasons, the researcher determined the participants in accordance with the purposeful sampling and convenient sampling for the interviews, and applied redundancy criterion for the number of the participants during the data gathering process of this research.

The researcher visited five different conventional Anatolian high schools in one of the provinces in Turkey to carry out the face-to-face interviews with the participants. Three of the schools were in the center of the province and two of the schools were in different counties of the province. The schools were conventional Anatolian high schools comprising 9th, 10th, 11th and 12th grades. The number of the classrooms changed in accordance with the population of the neighborhood in the district, in which the schools were located. There were several 9th grade classrooms identified as 9-A, 9-B, 9-C and so on in each of the schools. After necessary official permissions were taken from both the local authorities of the MoNE (Appendix-L) and the directors of the Anatolian high schools, the researcher carried out prestudies to identify the participants to be included in the research without hindering their schedules. The researcher also identified the classrooms in two of these Anatolian high schools, in which the observations were carried out. The observers conducted 20 class hours of observations in total, 10 class hours of observations were in one of the schools (S1), and the last 10 class hours of

observations were in the other (S2). The classrooms were traditional classrooms decorated with the necessary education equipment from smart boards to white boards etc. The population of the classrooms ranged from 30 to 35 students, and the distribution of the students in terms of gender was nearly equal for both of the classrooms, in which the observations were carried out. The role of the researcher during the observations was complete outsider (non-participant observer) as sitting behind the classrooms in the role of teacher trainee and did not contribute to or interfere in any activities. As the schools and classrooms were often visited by the teacher trainees from the university in the province, the students were familiar with the foreigners sitting behind in their classrooms, and they did not mind the researcher in their classrooms during the observations.

Features of the Participants. The researcher carried out face-to-face interviews with 11 participants. The participants were chosen purposefully and conveniently; and, the redundancy criterion was applied when data gathered from the participants started to fall in repetition. The number of the participants with whom the researcher carried out the face-to-face interviews corresponds to the recommendation provided by the literature (Polkinghorne, 1989). The researcher collected background information from the participants in terms of gender, age, educational background, department of graduation and teaching experience before conducting the interviews. These criteria were defined through the analysis of the previous studies. To provide the confidentiality of the participants, the researcher labelled each interviewee with an alphabetical code like “P-A, P-B, P-C”. Here, P stands for the ‘participant’ and the other letters stand for different participants. The demographic profiles of the participants were summarized in the following table (Table 4):

Table 4

Demographic Profiles of the Participants

Participants	Gender	Age	Educational Background	Department of Graduation	Teaching Experience
1. P-A	Female	38	Bachelor's Degree	Eng. Language Teaching	16 Years
2. P-B	Female	33	Bachelor's Degree	Eng. Language Teaching	11 Years
3. P-C	Female	42	Bachelor's Degree	Eng. Language Teaching	17 Years
4. P-D	Female	41	Bachelor's Degree	Eng. Language & Literature	20 Years
5. P-E	Female	30	Bachelor's Degree	Eng. Language Teaching	6 Years
6. P-F	Female	34	Bachelor's Degree	Eng. Language Teaching	12 Years
7. P-G	Female	52	Bachelor's Degree	Eng. Language Teaching	30 Years
8. P-H	Female	38	Bachelor's Degree	Eng. Language Teaching	17 Years
9. P-I	Female	37	Bachelor's Degree	Eng. Language Teaching	15 Years
10. P-J	Female	40	Bachelor's Degree	Eng. Language Teaching	17 Years
11. P-K	Female	42	Bachelor's Degree	Eng. Language Teaching	20 Years

According to Table 4, all of the participants were female (f=11) and nearly all of them (f=10), except for one participant (f=1; P-D), graduated from the English Language Teaching departments of the faculties. P-D expressed that she had graduated from English Language and Literature department. Similarly, all of the participants (f=11) expressed that they hold a Bachelor's Degree. Results also showed that all of the participants (f=11) above age of 30, and nearly all of them (f=10) had more than 10 years of teaching experience. Only one of the participants (f=1; P-E) had 6 years of teaching experience. P-A was 38 years old and had 16 years of teaching experience, P-B was 33 years old and had 11 years of teaching experience, P-C was 42 years old and had 17 years of teaching experience, P-D was 41 years old and had 20 years of teaching experience, P-E was 30 years old and she had 6 years of teaching experience, P-F was 34 years old and had 12 years of teaching experience, P-G was 52 years old and had 30 years of teaching experience, P-H was 38 years old and had 17 years of teaching experience, P-I

was 37 years old and had 15 years of teaching experience, P-J was 40 years old and had 17 years of teaching experience, and lastly, P-K was 42 years old and had 20 years of teaching experience. In conclusion, the participants' ages ranged from 30 to 52 with an average of 39, and they had an average of 16 years of teaching experience.

Data Collection

Five sub-research questions (1, 2, 5, 6, and 7) were answered through the application of document analysis; 3rd sub-research question was answered through the application of document analysis and observations, and 4th sub-research question was answered through the application of face-to-face interviews with the participants in this study. The researchers analyzed the documents of CEFR (2001), Breakthrough (1990), Waystage (1990), EAQUALS (Evaluation and Accreditation of Quality Language Services) Bank of Descriptors-As Checklists (2008) and 9th Grade EFL Program approved by the BoE (2018) for the document analysis processes of the related questions. The researcher answered the 3rd research question through the document analysis by the implementation of aforementioned documents; also, an Observation Checklist (Appendix- C) developed by the researcher. The researcher answered the 4th research question through the implementation of Participant Information Form (Appendix-A) and Individual Interview Form (Appendix-B) developed by the researcher. The observations were conducted by the researcher in two 9th grade classes of Anatolian high schools of the MoNE. The interviews with the teachers were carried out through the implementation of the aforementioned forms by the researcher in one of the provinces in Turkey.

Instruments

Three separate data collection instruments were employed in this research to enhance the trustworthiness of the study by diversifying the instruments. The

data collection instruments (document analysis, face-to-face interviews and observations) of this research were described below in a detailed way.

Document Analysis. Documentary research rests on the materials, which are already available or may be obtained by researchers in education environment (Scott & Morrison 2006). Documents are among the ways that can be used as sources of information to gather data of in a qualitative inquiry. Qualitative researchers can reach the data about the phenomenon under study related to scenes or people through the documents such as proceedings of meetings, official documents, letters or personal journals. Through these documents, the qualitative researchers comprehend the essence of the phenomena under exploration. Different kinds of documents are available to the researcher during the inquiry process. Pole and Lampard (2002) proposed a list of documents, which can be useful for researchers. Written, visual, physical artifacts, primary, secondary, tertiary, private documents can be classified as the types of the documents. Proceedings of meetings, official journals, and records concerning public domain, materials archived in libraries are the examples of public documents. Diaries, personal journals, personal notes, notes written for personal purposes, letters are the examples of private documents. E-mails and web sites also serve as source of data for qualitative researchers (Creswell, 2011). In a document analysis, one of the roles of a researcher is to define the purpose of document in order to decide whether it is helpful for the process (Scott & Morrison, 2006).

In education inquiry, there are four purposes that the documents are primarily used for. Firstly, by presenting research problems and research designs, they bring a point of departure for the researcher. Secondly, they contribute to the progress of the evaluation of the main concepts and the design of the research instruments. Thirdly, they present a source of raw data, which can be comparable with other data sources. Fourthly, they are used in the process of evaluation, assessment and analysis of the newly obtained data by depicting a wider context (Scott & Morrison 2006). Analysis of the document comprises the systematic study of documents that consist of the information related to the situation, program or phenomenon. Documents are the source of valuable information that must be used effectively in qualitative inquiries. This kind of analysis provides the researcher the advantage of obtaining the necessary data without conducting

interviews and observations and contributes to the researcher in terms of both economy and time (Yıldırım & Şimşek, 2013).

In this research, the researcher implemented the document analysis in order to investigate the correspondence of the 9th Grade EFL Program of the MoNE (2018) to the pedagogical principles and proficiency descriptors of the CEFR. The documents of the CEFR (2001), Breakthrough (1990), Waystage (1990), EAQUALS Bank of Descriptors as Checklists (2008) released by the CoE and 9th Grade EFL Program released by the MoNE (2018) were analyzed carefully and systematically. The researcher aimed at finding out the compatibility of the 9th Grade EFL Program of the MoNE with the proficiency descriptors and pedagogical principles of the CEFR.

Interviews. The researcher carried out face-to-face interviews with the teachers of Anatolian high schools chosen purposefully and conveniently in order to respond to the fourth sub-research question of the research. The researcher investigated the perceptions of the teachers about the applicability of 9th Grade EFL Program of the MoNE in the classroom setting through the application of Participant Information Form (Appendix-A) and Individual Interview Form (Appendix-B) developed by the researcher.

Reviewing the previous studies and consulting the experts for this kind of study helped the researcher to have a general idea about designing the instruments. Firstly, the researcher designed the Participation Information Form. The purpose designing such a form was to inform the participants about the scope of the research. The researcher informed the participants about the identity of the researcher, title and purpose of the research, the confidentiality of the participants' identities and their rights throughout the interview process. Secondly, the researcher designed the Individual Interview Form. The form consisted of two parts. The first part included 5 questions related to the demographic profiles of the participants such as gender, age, educational background, department of graduation and teaching experience. The second part consisted of 10 semi-structured questions prepared in accordance with the objectives of the research. The first 7 questions investigated the participants' opinions about the reflections of

pedagogical principles of the CEFR in the new 9th Grade EFL Program, and the last 3 questions investigated the participants' general opinions about the appropriateness and applicability of the new 9th Grade EFL Program in terms of strengths, weaknesses, needs and levels of the students, and whether they attended a seminar or in-service training. The first 7 questions were designed in line with the predetermined themes that were investigated in the 1st research question of this research, and the last three questions were developed by the researcher after reviewing the previous studies.

Interviewing engages in the activity of revealing the thoughts and actions of the interviewees on a topic or situation. Different types of data can be gathered through interviews depending on the objectives of a research and the interviews rest upon the verbal communication of the parties (Aziz, 2015; Silverman, 2001). Interviews carried out in a deep way, which is called in-depth interviewing, are practical methods for analyzing the social world from the viewpoints of individuals who participated in the research (Miller & Glassner, 2016). According to Fetterman (2009), interviewing is the most influential technique in the data collection process for a qualitative researcher. Interviews give importance to what the participants want to express rather than actually what they do. Here, the researcher's sensitivity and awareness about the ethical issues in the communication process hold a critical value (Pole & Morrison, 2003). Interviews necessitate a problem or situation that engages the researcher. This problem is analyzed and the previous studies are searched by the researcher. Open-ended or general questions are directed to participants by researchers and interview is carried out in an appropriate place, in which the interviewees don't get disturbed psychologically. After taking permission for recording the interview with equipment, their responses are recorded. Then, the data obtained from the responses of participants are transcribed, analyzed, and summarized with reports to reach a conclusion. Interviewing is as popular as observation in qualitative tradition. There are three features of a qualitative interview: they are in the style of conversation, they aim to acquire the view point of the participants, the flexibility of the interview. The ultimate aim of qualitative evaluation interviews is to obtain data about the success or the failure related to a project or a program (Bal, 2013; Creswell, 2011).

The researcher also benefited from the probes when necessary. The probes can be defined as the sub questions related to the main questions developed in order to extract more information and to highlight the points or to enable the interviewee widen on the issues. They can range from analyzing the content in detailed way which is called elaboration to requesting the interviewee to clarify the responses in a more detailed way (Aziz, 2015; Creswell, 2011).

This research, by conducting face-to-face interviews through the implementation of Participant Information Form (Appendix-A) and Individual Interview Form (Appendix-B) developed by the researcher with the teachers chosen in accordance with the aforementioned principles, aimed to find out the views of the participants about the applicability of the 9th Grade EFL Program of the MoNE in the light of the pedagogical principles of the CEFR. The researcher used semi-structured interview questions and the probes during the interviews to gather detailed information about the applicability of the 9th Grade EFL Program of the MoNE in consideration of the pedagogical principles of the CEFR in the classroom setting.

Observations. Observations are sequenced among the most used techniques in qualitative research and provide the advantages of direct interaction with phenomena, reaching comprehensible data at different times (Bal, 2013). In an observation, the researcher investigates a phenomenon under consideration in its natural environment without the interference of subjective view of the individuals in the setting. It enables researchers to record and find out what the extent of the responses in their real environment and what they actually mean through their responses obtained from interviews (Aziz, 2015; Meriam, 2009; Scott, 2006). Observations make it possible to answer various research questions through the systematic examinations of participants and agents in their natural settings. The researcher may undertake different roles depending on being a participant or an observer in line with the nature of research (Frankel et al., 2011). In this research, the researcher observed two 9th grade EFL classrooms of two Anatolian high school of the MoNE to find out the extent of the reflections of the pedagogical principles of the CEFR in the classroom settings. The researcher carried out structured observations as an outsider. As a complete outsider, the

researcher observed the classrooms without participating in any of the activities conducted by the teachers and students. For this purpose, an Observation Checklist (Appendix-C) was developed by the researchers and applied by one of the researchers in terms of the predetermined criteria. The Observation Checklist consisted of 20 statements in line with the pedagogical principles and proficiency descriptors of the CEFR. The statements reflected the questions described in document analyses and face-to-face interviews parts of this research. The aim of carrying out observations was to see the correspondence of the data, which were obtained through aforementioned two instruments, to the real classroom environment. In addition to the questions part in the Observation Checklist, the researcher also designed a part reflecting the observers' opinions about the statements. This part included sub-parts such as 'Yes', 'Partly', 'No' and 'Notes'. The observers were expected to indicate their opinions about the reflection of the observed item in the classroom through one of the three options (Yes, Partly, No) and took fieldnotes at the last part (Notes) for the observed behaviours when necessary. Lastly, two experts concurrently observed the same classroom by implementing the Observation Checklist designed by the researchers and reported their results. The correlation between the experts was calculated through the formula of " $\Delta = C \div (C + \partial) \times 100$ " proposed by Miles & Huberman (1994). 'Δ' stands for the credibility coefficient, 'C' stands for the agreed number of the items and '∂' stands for the disagreed number of the items; and, '80%' percent of agreement is expected between the experts for credibility of a research. 95% percent of agreement was found between the experts after following the steps here. This shows that the Observation Checklist (Appendix-C) has a high credibility and gives nearly the same results when applied by different observers. The following table (Table 5) summarizes the credibility of the checklist:

Table 5

Credibility of the Observation Checklist

Total number of the items	Agreed number of the items	(%)
20	19	95

Pilot Study

Conducting a pilot study before the implementation of data collection tools enhances the reliability and validity of a research by eliminating possibility of problems, which may arise from intelligibility and structures of the tools. Piloting is a significant way of understanding interview setting, intelligibility and efficiency of interview questions and group of participants. In some cases, this kind of processes cannot be planned due to the restrictions caused by participants or time restrictions. Necessary data and documents for a study are gathered through predetermined or on site data collection tools. The implementation of different instruments (interviews, documents analysis, observation etc) enables researchers to figure out various aspects of a study (Bal, 2013).

In this study, initial implementations of the Individual Interview Form and Observation Checklist were regarded as piloting studies by the researcher to conform to the fundamental aspects of a qualitative inquiry. The pilot studies enabled the researcher to reconsider the data gathering instruments to eliminate the weaknesses due to the structures of the questions or other unexpected problems. The pilot studies showed that the instruments were up to the point and did not cause any misunderstandings or misinterpretations. For this reason, the researcher did not change any parts of the instruments. After carrying out the piloting, the researcher followed the predetermined steps in the implementation of the instruments.

Data Analysis

This research surveyed the existing situation about the compatibility of the 9th Grade EFL Program for Anatolian high schools with the pedagogical principles and proficiency descriptors of the CEFR by implementing three data collection instruments: document analyses, face-to-face interviews and observations through the phenomenology. Looking through the previous qualitative studies enabled the researcher to see the other researchers' way of facing the challenges in the process of conducting these kinds of inductive analyses to present the situations in a holistic way (Patton, 2002; Taylor, Bogdan & DeVault, 2016). Reviewing the

literature (Baltacı, 2017; Creswell, 2007; Creswell, 2009; Flick, 2009; Karasar, 2011; Miles & Huberman, 1994; Moustakas, 1994; Patton, 2002; Palmer & Bolderston, 2006; Polkinghorne, 1989; Rossman & Rallis, 2016; Saldaña 2009; Taylor et al. 2016; Wolcott, 1994; Yıldırım&Şimşek, 2013) and the previous studies (Alagözlü, 2006; Arslan, 2011; Dağ & Sarı, 2017; Dönmez, 2010; Güneş, 2009; Kandemir, 2016; Karıcı, 2012; Kır, 2011; Kondakçı, 2014; Mersinligil, 2002; Mustafa, 2011; Sak, 2013; Seçkin, 2010; Şad, 2011; Üner, 2010; Yiğit, 2010) showed that descriptive analysis is the most appropriate way to analyze the data collected through the instruments. Because, this research by implementing survey method (Karasar, 2011) tried inductively to portray the phenomenon stemming from the application of the 9th Grade EFL Program prepared in line with the pedagogical principles and proficiency descriptors of the CEFR.

The researcher did not implement a content analysis process as the overall aim of this survey was not to propose a theory but to provide a description of the existing phenomenon. There are also several fundamental reasons to carry out a descriptive analysis. Firstly, the items to be compared and contrasted in the documents (CEFR, 2001; Breakthrough, 1990; Waystage, 1990; EAQUALS Bank of Descriptors - as Checklists, 2008; 9th Grade EFL program of MoNE) were already presented in categories as language skills, language functions, pronunciation; and, the data investigating the availability of the pedagogic principles of the CEFR in the EFL program was obtained through the descriptive themes defined in the first research question of this study. Secondly, the interview questions were designed in line with the predetermined descriptive themes. The face-to-face interviews with the participants did not attempt to propose a theme or category that would lead to a theory; but, they aimed at describing the existing phenomenon reflecting the experiences of the participants stemming from the implementation of the 9th Grade EFL Program. Thirdly, the observations were carried out to supplement the data collected through the other two main data collection instruments (document analysis, face-to-face interviews) and tried to describe the implementation of the 9th Grade EFL Program in the classroom context. All the reasons mentioned here directed the researcher to carry out a descriptive analysis.

Descriptive Analysis. The researcher implemented a descriptive analysis process to the data that were gathered through the data collection instruments in this study. Description is the key element in a qualitative study, in which the researcher needs to be flexible in order to cope with the dynamic processes faced throughout the research procedure (Cresswell, 2009; Wolcott, 1994).

The researcher followed the steps proposed by Yıldırım & Şimşek (2013; p.256) to implement a descriptive analysis process to the data obtained through document analyses, face-to-face interviews and observations. The steps followed by the researcher sequenced holistically as follows:

1. *Forming a frame for descriptive analysis:* The researcher defined the themes to analyze systematically the compatibility of the 9th Grade EFL Program of the MoNE with the pedagogical principles and proficiency descriptors of the CEFR.
2. *Data analysis according to the thematic schemata:* The researcher analyzed the data according to the predetermined themes and defined what sort of data would be included or excluded in the research. Also, direct quotations to be referred were determined at this stage.
3. *Defining the results:* The researcher described the results of the analyses for each sub-research problem in terms of predetermined themes. The direct quotations were presented to support the results.
4. *Interpreting the results:* The researcher explained and associated the results through the comparisons.

Trustworthiness

The reliability and validity issues in quantitative research studies are addressed in a different way in qualitative research studies (Arıkan, 2018; Creswell, 2009; Creswell & Miller, 2000; Erlendson, Harris, Skipper & Allen, 1993; LeCompte & Goetz, 1982; Lincoln & Guba, 1985; Lincoln, 1995; Schwandt, 2007). In qualitative research, the researchers try to set meaningful bases for all of the processes, which are implemented during the investigation for the readers, and this is termed as trustworthiness (Schwandt, 2007). To increase the trustworthiness of a study, the qualitative inquiry proposes four criteria, which are the counterparts of the validity and reliability in a quantitative inquiry. Credibility in a qualitative research refers to internal validity in a quantitative research; transferability in a qualitative research refers to external validity in a quantitative research; dependability and confirmability in a qualitative research refer respectively to reliability and confirmability in a quantitative research (Erlendson et al, 1993; Lincoln & Guba, 1985; Schwandt, 2007; Yıldırım & Şimşek, 2013). The researcher defined several strategies to be followed throughout this research to meet the criteria expressed here. The strategies implemented by the researcher are described as follows:

Triangulation. Triangulation refers to comparing the data by implementing multiple sources, and it enables researchers to investigate a problem from different standpoints (Given, 2015; Palmer & Bolderston, 2006). The researcher benefited from three separate data sources: document analysis, face-to-face interviews and observations in this research. The believability of the data was ensured and checked by implementing different research instruments.

Peer review. Peer review refers to the review of the processes and the data by another researcher who has knowledge or experience of the subject being studied (Creswell & Miller, 2000). The researcher shared and discussed ideas with the peers who were conducting qualitative research studies to gain insight on the issues that arouse throughout the research.

Member checking. Member checking enables the researchers to review credibility of the conclusions (Creswell, 2007). The researcher shared the transcriptions of the interviews and his conclusions on the responses with the

participants to prevent any semantic loss and to strengthen the credibility of the results.

External audits. External audit refers to a reviewer who provides comments about the processes and results of the study (Erlandson et al, 1993).The researcher consulted the experts who had not direct connection with the research about the appropriateness of the processes to be followed throughout the research.

Thick description. Thick description allows the readers to benefit from the research results by giving details about the implementation of the program (Patton, 2002).The researcher tried to describe the setting of the observations and the participants who attended to the interviews in a detailed way to enable the transferability of the results to further studies.

Intercoder agreement. Intercoder agreement refers to the agreement of the multiple experts on the same data set (Creswell, 2007). The researcher sought agreement among the experts who were unaware of each other on the themes and categories to analyze the data in this research.

Chapter 4

Findings and Discussion

At this part of the thesis, the results obtained from the application of the three research instruments (document analysis, interviews and observation) were reported and the evaluations based on the results were discussed respectively in line with the sub-research problems.

The Results of the First Research Question

The first research question to be investigated was '*What are the descriptive and educational principles of the CEFR?*'. The first research question constituted the backbone of this research to a great extent and shaped the paths to be implemented for the next research questions. The researcher followed the descriptive steps proposed by the Yıldırım & Şimşek (2013) to answer this research question. The first step was identification of the themes. As there was not a similar study on the pedagogical principles of the CEFR, except from Zorba (2012), the researcher followed Miles & Huberman (1994) to identify the pedagogical principles of the CEFR. Miles & Huberman (1994) proposed three concurrent activities to define themes in a qualitative analysis. The first activity is data reduction, the second activity is data display, and the last activity is conclusion drawing/verification. These three main interrelated procedures are applied in identification of themes in a qualitative analysis. This model is schematized as follows:

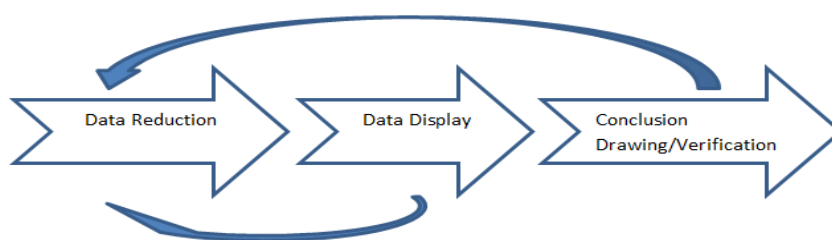


Figure 3. Miles & Huberman Model (Adapted from Miles& Huberman, 1994; Baltacı, 2017)

Firstly, the researcher systematically analyzed the CEFR document (CoE, 2001) and reduced the themes (Strauss, 1987). In order to reduce the misconceptions, the researcher took notes related to the themes, summarized them and consulted the experts (Baltacı, 2017). Secondly, the researcher presented the themes through a schema to provide a clear interrelated description of the themes (Baltacı, 2017; Seale, 2001). Data display helped the researcher to shape the further analyses of the study. Lastly, drawing and verification of the descriptive themes was the last process carried out by the researcher; and, the researcher also consulted different experts to verify the results (Baltacı, 2017; Creswell, 2003; Patton, 2002). The researcher applied the formula of $\Delta = C \div (C + \partial) \times 100$ proposed by Miles & Huberman provide the internal validity of the descriptive themes, which were agreed on by different experts, and found an 88.88% agreement among the experts (Baltacı, 2017; Miles & Huberman, 1994; Patton, 2002).

The results of the descriptive analyses to define the themes related to the pedagogical principles of the CEFR are figured and explained as follows:

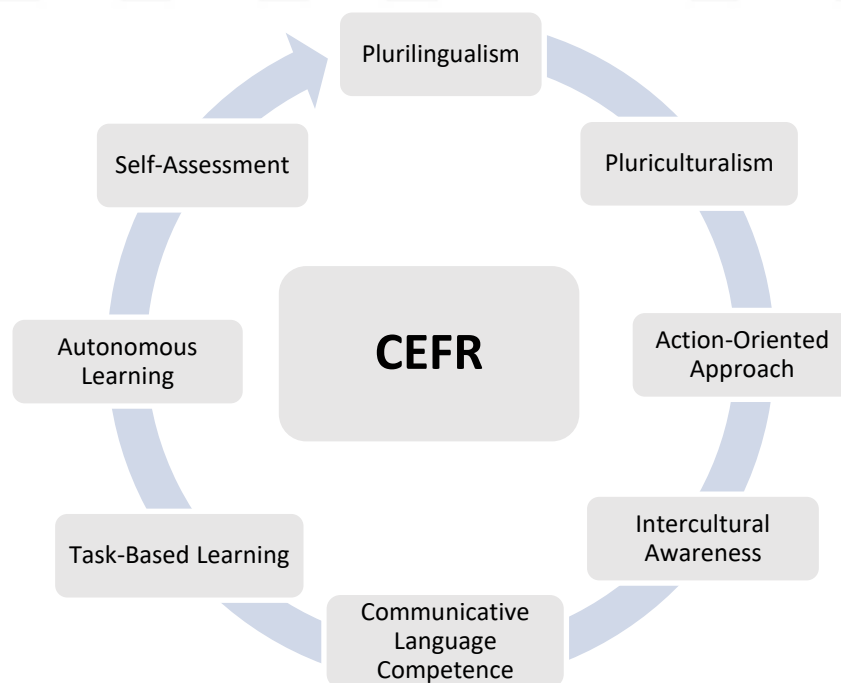


Figure 4. Pedagogical principles of the CEFR

The first pedagogical principle proposed by the CEFR is plurilingualism. Plurilingualism aims to bring up learners who are competent in several languages in a way that is not separate and in different sections but in interrelated and interdependent sections so that the language user can easily communicate in several languages depending on the situation or people without exploiting the meaning. By using their repertoires in languages, they can easily switch from language to language in order to keep the communication. Also, they can easily guess new words, items or statements in texts or speech by benefitting from their flexible language repertoires. The plurilingual individuals can easily express themselves in different languages either written or spoken by calling upon their linguistic repertoires which are interrelated. They can also employ paralinguistic features in communication when necessary to overcome linguistic barriers (CoE, 2001).

The second pedagogical principle proposed by the CEFR is pluriculturalism. Pluriculturalism aims to bring up individuals who have competent in several cultures at various degrees. Plurilingual individuals have the flexibility of communicating in several cultures not only by using several languages but also by maintaining the contextual meaning. A pluriculturally competent individual can participate in intercultural interactions which necessitate having competency and experience in a number of cultures (CoE, 2001).

The third pedagogical principle proposed by the CEFR is to adopt an action-oriented approach. Action-oriented approach enables an individual as a member of the society in which he/she lives to come over problems, which are possible to arise in a daily life by using his/her own language resources. In a language classroom, which adopts an action-oriented approach, the particular tasks are designed and presented for the language learners to reflect the real life outside. Language users as social agents need to accomplish specific tasks in particular contexts and they perform these actions by calling upon their competences and employing their skills (CoE, 2001).

The fourth pedagogical principle proposed by the CEFR is communicative language competence. The language learners are expected to communicate actively with other language learners in the target language to enhance their spoken production and spoken interaction skills in a CEFR-based language

classroom in contrast to the traditional language classrooms where the teachers present the language item samples and the students listen to these samples passively. According to the CEFR, a language user who is communicatively competent in a target language can interact easily with the other language users by activating his/her linguistic repertoire for functional purposes in social environments. Linguistic competence comprises the knowledge of lexical, phonological and syntactical features of a language. Sociolinguistic competence comprises the knowledge of different language use depending on different sociocultural contexts. Pragmatic competence involves functional use of language in various interactional situations (CoE, 2001).

The fifth pedagogical principle proposed by the CEFR is task-based learning. We come across many and various tasks from private life to professional life in an ordinary day. The accomplishment of tasks is only possible with the activation of many strategic skills interdependently. For this reason, a CEFR-based language classroom equips the language learners for the real-life beyond the classroom by presenting meaningful tasks for them (CoE, 2001).

The sixth pedagogical principle proposed by the CEFR is self-assessment. European Language Portfolio (ELP) users can follow their own language developments and achievements in the target language(s). The language users can easily describe their proficiency levels in different languages. International recognition of the ELP provides a common basis among different countries; so, the language users express their competence levels by referring to predetermined criteria in order to address various purposes (educational, occupational etc.) (CoE, 2001).

The seventh pedagogical principle proposed by the CEFR is intercultural awareness. This principle tries to highlight the distinction between native culture of the language users and the other cultures in a wider context. A language user knows that his/her country/culture is just a part of a broader context, in which there are numerous nations and countries. The individuals who are aware of the intercultural differences not only know the regional stereotypes, similarities and differences but also have the ability of appraising themselves with others' perspectives (CoE, 2001).

The eighth, last but not least, pedagogical principle proposed by the CEFR is to become an autonomous learner. Autonomous learners are generally aware of their needs and they know how to fulfil their needs. They consciously strive for the accomplishment of their needs by benefiting from their own resources strategically in a life-long basis. In a CEFR-based language classroom, one of the primary purposes of language teaching and learning is to guide learners to become autonomous. Thus, the language learners can expand their learning experiences outside of the classroom. Without direct teacher support, autonomous learners develop their survival skills; and, in turn, they apply their learning experiences to real life occasions throughout their lives (Mirici, 2014).

In conclusion, the researcher defined 8 main pedagogical principles proposed by the CEFR (CoE, 2001) by following the Miles & Huberman (1994) for identification of the themes in a qualitative study and these themes are sequenced as plurilingualism, pluriculturalism, action-oriented approach, task-based learning, communicative language competence, self-assessment (ELP), intercultural awareness, and autonomous learning. In a similar study, Zorba (2012) defined 9 main pedagogical principles to evaluate the coursebook of the MoNE suggested for the 9th grade high schools. It can be stated that the pedagogical principles defined in this study are nearly the same with the ones suggested by the previous study, except for learner-centeredness. The results, obtained from the first research question, outlined bases for the next research questions to be investigated within the scope of this study.

The Results of the Second Research Question

The second research question to be investigated was *‘To what extent does the High School 9th Grade English Language Curriculum of the MoNE correspond to the CEFR principles in terms of the needs of the students related to their competence levels?’*. This research question was answered through the implementation of document analysis as a research instrument. The researcher and experts as outsiders compared and contrasted the documents (Breakthrough, Waystage, EAQUALS Bank of Descriptors-As Checklists and 9th Grade EFL Program of the MoNE). The analysis was carried out item by item and the compatibility of the items in the 9th Grade EFL Program of the MoNE with the CEFR related documents was reported. The categories for the descriptors were already defined in the documents, so the researcher did not carry out a theme or category defining process as in the previous research question. The 9th Grade EFL Program of the MoNE was divided into 10 main units and each unit was divided into 3 main sections as functions and useful language, language skills and learning outcomes, suggested materials and tasks. The functions and useful language part provides the functions to be focused on through the unit and presents some sample sentences for the users. The language skills and learning outcomes part is divided into 5 headings as listening, pronunciation, speaking, reading and writing; and, the learning outcomes, which are expected from the students to fulfill at the end of covering the unit are presented at this part. Suggested materials and tasks part presents some useful and various materials and tasks for the teachers and students to cover the units for the accomplishment of the units and the users can choose the most appropriate ones in line with the objectives of the units to be covered. For this reason, the researcher implemented document analyses to language functions, pronunciation, listening, speaking, reading and writing parts as categories within the scope of this research question of the study.

The first category to be investigated was language functions. The compatibility of the language functions of 9th Grade EFL Program with the CEFR proficiency descriptors was defined by comparing and contrasting the documents of Breakthrough, Waystage and 9th Grade EFL Program of the MoNE. The items proposed by the program were compared to the language functions defined in the

Breakthrough and Waystage documents suggested for the levels. The number of the items in the program that are compatible with the descriptors in the CEFR is reported in Table 6. The following table (Table 6) indicates the compatibility of the language functions proposed in the program with the CEFR descriptors item by item.

Table 6

Compatibility of the 9th Grade EFL Program with the CEFR in Terms of Language Functions

Units	Descriptors for Language Functions	CEFR
Unit 1	Meeting new people and introducing oneself and family members	A1
	Talking about possessions	A2
	Asking for and giving directions	X
	Talking about locations of things	A2
Unit 2	Asking about and describing neighborhood	X
	Making comparisons	X
	Talking about likes/ dislikes, hobbies and free time activities	A2
	Expressing opinions	A1-A2
Unit 3	Making preferences	A1-A2
	Asking about and telling the time and the date	A2
	Inviting and refusing/accepting an invitation	A1-A2
	Describing daily routines	X
Unit 4	Talking about abilities	A1/A2
	Talking about frequencies of activities	X
	Asking about and describing people's appearances and characters	X
	Comparing characteristics and appearances.	X
Unit 5	Expressing opinions (Agreeing, disagreeing, etc...)	A1/A2
	Talking about current activities	X
	Asking about and describing cities	X
	Identifying cultural differences	X
Unit 6	Talking about travel and tourism	X
	Ordering food	A1/A2
	Talking about past events	A2
	Making inquiries	A1/A2
Unit 7	Asking and answering questions in an interview	X
	Asking for and giving advice	A1/A2
	Giving and understanding simple instructions in case of emergency	X
	Talking about something that has happened recently	X
Unit 8	Expressing obligations and prohibitions	A1/A2

Unit 9	Asking for and giving suggestions	A1/A2
	Doing shopping	X
	Making requests	A1/A2
	Talking about future plans	X
	Making and answering phone calls	A1-A2
Unit 10	Making predictions about the future	X
	Asking for and giving opinion (agreement, disagreement, etc...)	A1-A2
	Interrupting someone in a conversation	A1/A2
	Gaining time in a conversation	A1-A2
TOTAL	38	21

* Descriptors for language functions were taken from 9th Grade EFL Program of the MoNE (2018).

According to Table 6, the program proposed 38 language functions to be covered in 10 units for the 9th grade and the document analysis results showed that only 21 of the language functions are compatible with the descriptors proposed by the CEFR. It was also found that some of the items were compatible with two levels (A1 and A2) proposed by the CEFR. The results show that only half of the language functions proposed by the EFL program of 9th grade are compatible with the CEFR descriptors as depicted in the following table (Table 7). In other words; when we look at the table (Table 7), we see that only 55.26 % of the language functions proposed in the 9th Grade EFL Program of the MoNE are compatible with Breakthrough and Waystage levels (A1 and A2) of the CEFR descriptors.

Table 7

Compatibility with the CEFR in Terms of Language Functions

The number of the items in total	The number of the compatible items	Compatibility (%)
38	21	55.26

The second category to be investigated was pronunciation. The compatibility of pronunciation descriptors of 9th Grade EFL Program with the CEFR descriptors was defined by comparing and contrasting the documents of Breakthrough, Waystage and 9th Grade EFL Program of the MoNE. The pronunciation descriptors proposed by the program were compared to the pronunciation descriptors defined in Breakthrough and Waystage documents

suggested for the level. The number of the pronunciation items in the program that are compatible with the descriptors in Breakthrough and Waystage documents was reported in Table 8. The following table (Table 8) indicates the compatibility of the pronunciation items proposed in the program with the CEFR descriptors item by item.

Table 8

Compatibility of the 9th Grade EFL Program with the CEFR in Terms of Pronunciation

Units	Descriptors for Pronunciation	CEFR
Unit 1	Students will be able to recognize contracted forms of “am, is, are” and have/has.	X
Unit 2	Students will be able to differentiate /ɪ/ and /i:/ sounds. Eg. sit /sɪt/ seat /si:t/	X
Unit 3	Students will be able to differentiate /t/ and / θ / sounds. Eg. ten /ten/ thin / θɪn/	X
Unit 4	Students will be able to pronounce /s/ , /z/ and / ɪz/ sounds. Eg. runs /rʌns/ brings /brɪŋz/ watches /wɒtʃɪz/	X
Unit 5	Students will be able to practice /ŋ / sound. Eg. Bringing /brɪŋɪŋ/	X
Unit 6	Students will be able to differentiate /v/ and /w/ sounds. Eg. Very /veri/ well /wel/	X
Unit 7	Students will be able to sound natural producing –ed sounds in regular past verbs and the pronunciation of /wəz/ and /wɒz/.	X
Unit 8	Students will be able to notice sentence intonation. Eg. Where is the nearest hospital?(falling intonation) Is that the new doctor? (rising intonation)	A1
Unit 9	Students will be able to practice "yod coalescence". (Could you...? Would you ...?).	X
Unit 10	Students will be able to practice /d/ and /ð/ sounds. Eg. Day /deɪ/ They / ðeɪ /	X
TOTAL	12	1

* Descriptors for pronunciation were taken from 9th Grade EFL Program of the MoNE (2018).

According to Table 8, the program proposed 12 pronunciation items to be covered in 10 units for the 9th grade and the document analysis results showed that only 1 of the items for pronunciation is compatible with the descriptors proposed by the documents of Breakthrough and Waystage of the CEFR. In other words; when we look at the table (Table 9), we see that only 8.3 % of the items for

pronunciation proposed in 9th Grade EFL Program of the MoNE are compatible with Breakthrough and Waystage levels (A1 and A2) of the CEFR descriptors.

Table 9

Compatibility with the CEFR in Terms of Pronunciation

The number of the items in total	The number of the compatible items	Compatibility (%)
12	1	8.3

The third category to be investigated was listening skill. The compatibility of listening skill descriptors of 9th Grade EFL Program with the CEFR descriptors was defined by comparing and contrasting the documents of EAQUALS Bank of Descriptors-As Checklists for Breakthrough and Waystage Levels and 9th Grade EFL Program of the MoNE. The descriptors for listening skill proposed by the program were compared to the listening skill descriptors described by EAQUALS Bank of Descriptors-As Checklists suggested for these levels. The number of the items for the listening skill in the program that are compatible with the descriptors in the checklist document was reported in Table 10. The following table (Table 10) indicates the compatibility of the items for listening skill proposed in the program with the descriptors in EAQUALS Bank of Descriptors-As Checklists item by item.

Table 10

Compatibility of the 9th Grade EFL Program with the CEFR in Terms of Language Listening Skill

Units	Descriptors for Listening Skill	CEFR
Unit 1	Students will be able to identify frequently used vocabulary for greetings and conversations in a simple recorded text.	A1
	Students will be able to detect specific information about jobs/countries/ nationalities.	A1
Unit 2	Students will be able to respond to the questions related to the topic of a recorded text/video.	X
	Students will be able to locate the things as they listen to information about the instructions.	A1+
Unit 3	Students will be able to detect familiar words/phrases about likes/dislikes and hobbies in a recorded text or video.	A2
	Students will be able to reorder a recorded conversation about making invitations/ offers.	X
Unit 4	Students will be able to identify the subject of a text with the help of familiar words.	X
	Students will be able to identify time expressions of daily routines.	A1
Unit 5	Students will be able to identify the descriptions of people's appearances in a recorded text.	X
	Students will be able to detect specific information in public announcements at the airport / train station etc.	A1/A2
Unit 6	*Students will be able to identify the most frequently used expressions to order food in a restaurant.	A2+
	Students will be able to organize information on world heritage in a recorded text/video.	X
Unit 7	Students will be able to respond to simple questions/ statements in a recorded interview.	X
	Students will be able to identify the most frequently used expressions about health problems.	X
Unit 8	Students will be able to fill in the missing parts in a dialogue about invitations and apologies on a phone call.	X
	Students will be able to recognize the most frequently used expressions related to shopping in a recorded text.	A1+
Unit 9	Students will be able to put the events in a TV broadcast in order.	A2
Unit 10		
TOTAL	17	9

* Proficiency descriptors are for A2+ level of language learners.

** Descriptors for listening skill were taken from 9th Grade EFL Program of the MoNE (2018).

According to Table 10, the program proposed 17 items for listening skill to be covered in 10 units for the 9th grade and the document analysis results showed that only 9 of the items for listening skill are compatible with the descriptors proposed by the checklist of EAQUALS-BANK for Breakthrough and Waystage

levels. In other words; when we look at the table (Table 11), we see that only 59.94 % of the items for listening skill proposed in 9th Grade EFL Program of the MoNE are compatible with Breakthrough and Waystage levels (A1 and A2) described in the checklist, which is based on the CEFR descriptors.

Table 11

Compatibility with the CEFR in Terms of Language Listening Skill

The number of the items in total	The number of the compatible items	Compatibility (%)
17	9	59.94

The fourth category to be investigated was reading skill. The compatibility of reading skill descriptors in 9th Grade EFL Program were defined by comparing and contrasting the documents of EAQUALS Bank of Descriptors-As Checklists for Breakthrough, Waystage levels and the 9th Grade EFL Program of the MoNE. The items for reading skill proposed by the program were compared to the reading skill descriptors described by the checklists of EAQUALS Bank suggested for this level. The number of the items for the reading skill in the program that are compatible with the descriptors in the checklist document was reported in Table 12. The following table (Table 12) indicates the compatibility of the items for reading skill proposed in the program with the descriptors in the checklist of EAQUALS Bank item by item.

Table 12

Compatibility of the 9th Grade EFL Program with the CEFR in Terms of Language Reading Skill

Units	Descriptors for Reading Skill	CEFR
Unit 1	Students will be able to recognize familiar names, words and very basic phrases in simple texts such as postcards, greeting cards and emails.	A1/A1+
	Students will be able to find specific information in a simple text about jobs/nationalities/countries.	A1
Unit 2	Students will be able to read a simple text for specific information about their neighbourhood/city etc	A2
Unit 3	Students will be able to scan film reviews on blogs to decide which movie to see.	A1+
	Students will be able to find the main idea of a text about movies.	A2
Unit 4	Students will be able to identify specific information in a simpler written material such as short newspaper articles on effects of natural events.	A2
	Students will be able to scan reading passages about people to find out different/unusual abilities.	X
Unit 5	Students will be able to scan a text for specific information.	A1+/A2
	Students will be able to guess the meanings of unknown words from the contexts.	X
Unit 6	Students will be able to scan short texts describing some famous cities in the world for specific information.	A2
	Students will be able to get the main points of the informative texts related to intercultural differences.	A2
Unit 7	Students will be able to ask and answer the questions about a text related to the world heritage.	X
	Students will be able to reorder the events in a short story.	A2
Unit 8	Students will be able to find the main idea of a text about health problems/emergency situations that happened recently.	A2
Unit 9	Students will be able to find the supporting ideas in a text.	X
Unit 10	Students will be able to skim short and simple texts to draw a conclusion in terms of social media.	X
TOTAL	16	11

* Proficiency descriptors are for A2+ level of language learners.

** Descriptors for reading skill were taken from 9th Grade EFL Program of the MoNE (2018).

According to Table 12, the program proposed 16 items for reading skill to be covered in 10 units for the 9th Grade EFL Program and the document analysis results showed that only 11 of the items for reading skill are compatible with the descriptors proposed by checklist of EAQUALS Bank of Descriptors-As Checklists for Breakthrough and Waystage levels. In other words; when we look at the table

(Table 13), we see that only 68.75 % of the items for reading skill proposed in the 9th Grade EFL program of the MoNE are compatible with Breakthrough and Waystage levels (A1 and A2) described in the checklist, which is based on the CEFR descriptors.

Table 13

Compatibility with the CEFR in Terms of Language Reading Skill

The number of the items in total	The number of the compatible items	Compatibility (%)
16	11	68.75

The fifth category to be investigated was writing skill. The compatibility of writing skill descriptors of 9th Grade EFL Program with the CEFR descriptors was defined by comparing and contrasting the documents of EAQUALS Bank of Descriptors-As Checklists for Breakthrough, Waystage levels and 9th Grade EFL Program of the MoNE. The items for writing skill proposed by the program were compared to the writing skill descriptors described by EAQUALS Bank of Descriptors-As Checklists for Breakthrough, Waystage levels suggested for this level. The number of the items for the writing skill in the program that are compatible with the descriptors in the checklist document was reported in Table 14. The following table (Table 14) indicates the compatibility of the items for writing skill proposed in the program with the descriptors in the checklist of EAQUALS Bank item by item.

Table 14

Compatibility of the 9th Grade EFL Program with the CEFR in Terms of Language Writing Skill

Units	Descriptors for Writing Skill	CEFR
Unit 1	Students will be able to write simple sentences and phrases (a postcard, an e-mail or a hotel registration form).	A1+/A2
Unit 2	Students will be able to fill in a chart comparing cities in different countries/Turkey.	A2
	Students will be able to describe different environments in simple sentences and phrases.	A2
	*Students will be able to write their opinions on a blog.	A2+
Unit 3	Students will be able to write short text messages to invite their friends for a movie.	A2
Unit 4	Students will be able to write about their friend's daily life and the frequencies of their activities.	A2
	Students will be able to write a short paragraph about love for nature.	X
	*Students will be able to write a text comparing characteristics of people by giving their opinions.	A2+
Unit 5	Students will be able to write a text describing their inspirational character.	A2
Unit 6	Students will be able to write a short message to leave at the reception desk for their parents.	A2
	Students will be able to write a series of sentences about the city that they would like to visit by indicating reasons.	X
Unit 7	*Students will be able to write a series of sentences about historical places they visited in the past.	A2+
Unit 8	*Students will be able to prepare posters/leaflet/brochures about safety and health at work.	A2+
Unit 9	Students will be able to write simple invitation letters.	A2
	Students will be able to write a short paragraph about their future plans.	X
Unit 10	Students will be able to write a comment on a topic via social media.	X
TOTAL	16	12

* Proficiency descriptors are for A2+ level of language learners.

**Descriptors for writing skill were taken from 9th Grade EFL Program of the MoNE (2018).

According to Table 14, 9th Grade EFL Program proposed 16 items for writing skill to be covered in 10 units and the document analysis results showed that only 12 of the items for writing skill are compatible with the descriptors proposed by the checklist of EAQUALS-BANK for Breakthrough and Waystage levels. In other words; when we look at the table (Table 15), we see that only 75 %

of the items for writing skill proposed in 9th Grade EFL Program of the MoNE are compatible with Breakthrough and Waystage levels (A1 and A2) described in the checklist, which is based on the CEFR descriptors.

Table 15

Compatibility with the CEFR in Terms of Language Writing Skill

The number of the items in total	The number of the compatible items	Compatibility (%)
16	12	75

The last category to be investigated was speaking skill. The compatibility of descriptors for speaking skill in 9th Grade EFL Program with the CEFR descriptors was defined by comparing and contrasting the documents of EAQUALS Bank of Descriptors-As Checklists for Breakthrough, Waystage levels and 9th Grade EFL Program of the MoNE. The items for speaking skill proposed by the program were compared to the speaking skill descriptors described by the checklists of EAQUALS Bank of Descriptors-As Checklists suggested for these levels. The number of the items for the speaking skill in the program that are compatible with the descriptors in the checklist document was reported in Table 16. The following table (Table 16) indicates the compatibility of the items for speaking skill proposed in the program with the descriptors of EAQUALS Bank of Descriptors-As Checklists item by item.

Table 16

Compatibility of the 9th Grade EFL Program with the CEFR in Terms of Language Speaking Skill

Units	Descriptors for Speaking Skill	CEFR
Unit 1	Students will be able to introduce themselves and their family members.	A1 / A1+
	Students will be able to ask and answer about their personal belongings.	A1+
	Students will be able to ask for and give simple directions in simple phrases.	A2
Unit 2	Students will be able to ask about and describe their neighbourhood.	A2
	*Students will be able to compare people, places and objects around them.	A2
	*Students will be able to ask and answer questions about location of things and places.	A2
Unit 3	Students will be able to express their opinions about free time activities.	A2
	Students will be able to ask and tell the time and the date.	A1+
	Students will be able to talk about their preferences of hobbies and free time activities.	A2
Unit 4	Students will be able to act out a dialogue about accepting and refusing an invitation.	A2
	Students will be able to talk about their abilities.	A1+
	*Students will be able to talk about their daily activities and the frequencies of those activities.	A2+
Unit 5	Students will be able to compare characteristics of different well-known people by expressing opinions.	X
	Students will be able to describe current actions in pictures.	A1+
Unit 6	Students will be able to take part in a dialogue about ordering food in a restaurant/cafe.	A2
	*Students will be able to take part in conversations in the situations that can occur while travelling.	A2
	Students will be able to use the most frequently used expressions to buy a flight/ bus/train ticket.	A2
Unit 7	Students will be able to talk about some basic cultural differences of places they have visited.	A2
	Students will be able to ask and answer simple questions in an interview about past times and past events.	A2
	Students will be able to give a short simple presentation about an ancient civilization they have searched before.	A2
Unit 8	*Students will be able to ask for help from the emergency services in areas of immediate need.	A2+
	Students will be able to ask for and give advice about health problems.	X
	Students will be able to express obligations, responsibilities and prohibitions in social life.	X

	Students will be able to make and respond to suggestions/ requests.	A2
Unit 9	Students will be able to describe future plans and arrangements.	A2
	Students will be able to give and receive information about quantities, numbers, and prices in conversations about shopping.	A2
	Students will be able to make predictions about the future.	X
Unit 10	*Students will be able to agree or disagree with others by giving their opinions.	A2+
	Students will be able to act out a dialogue using the expressions and phrases to interrupt and gain time in a conversation.	A2
TOTAL	29	25

* Proficiency descriptors are for A2+ level of language learners.

** Descriptors for speaking skill were taken from 9th Grade EFL Program of the MoNE (2018).

According to Table 16, the program proposed 29 items for speaking skill to be covered in 10 units and the document analysis results showed that only 25 of the items for speaking skill are compatible with the descriptors proposed by the checklists of EAQUALS-BANK for Breakthrough and Waystage levels. In other words; when we look at the table (Table 17), we see that only 86.20 % of the items for speaking skill proposed in 9th Grade EFL Program of the MoNE are compatible with Breakthrough and Waystage levels (A1 and A2) described in the checklist, which is based on the CEFR descriptors.

Table 17

Compatibility with the CEFR in Terms of Language Speaking Skill

The number of the items in total	The number of the compatible items	Compatibility (%)
25	29	86.2

The following table (Table 18) summarizes the overall compatibility of the items in 9th Grade EFL Program of the MoNE with proficiency descriptors of the CEFR. According to the results, 9th Grade EFL Program proposed 128 items (language functions, pronunciation, listening skill, speaking skill, reading skill and writing skill) in total, and only 79 of these items are in line with the proficiency descriptors of the CEFR suggested for Breakthrough and Waystage levels. The results, also, showed that the descriptors suggested in the program are not equally distributed when they are compared with each other. Similarly, one of the previous studies (Özer, 2012) showed that the language skills were not handled equally in

the EFL program for 3th grade students at primary schools. These results may indicate that the processes of designing and proposing outcomes for EFL programs of different grades were long standing problems for the BoE. The outcomes of speaking skill outnumbered the outcomes in other categories in 9th Grade EFL Program, and, this can not be considered as an issue of controversy to the previous study when we consider the general purpose of the program as 9th Grade EFL Program intended to overcome communication problems of EFL learners in our country. The following table (Table 18) summarized the distributions of outcomes and their compatibility with the CEFR.

Table 18

Overall Compatibility of the 9th Grade EFL Program of MoNE with the CEFR

	2018 9th Grade EFL Program	CEFR Correspondence
Language Functions	38	21
Pronunciation	12	1
Listening Skill	17	9
Reading Skill	16	11
Writing Skill	16	12
Speaking Skill	29	25
TOTAL	128	79

The following table (Table 19) shows the overall compatibility of the items in 9th Grade EFL program of the MoNE with proficiency descriptors of the CEFR in percentage to better reflect the results. According to Table 19, 61.71 % of the items proposed by the EFL program (language functions, pronunciation, listening skill, speaking skill, reading skill and writing skill) in total are in line with the proficiency descriptors of the CEFR suggested for Breakthrough and Waystage levels.

Table 19

Overall Compatibility of the 9th Grade EFL Program of MoNE with the CEFR

The number of the items in total	The number of the compatible items	Compatibility (%)
128	79	61.71

The Results of the Third Research Question

The third research question to be investigated was *‘To what extent does the High School 9th Grade English Language Curriculum of the MoNE correspond to the principles of the CEFR in terms of the needs of the students related to the education and teaching practices?’*. Based on the themes defined in the first research question, the compatibility of the items stated in the 9th Grade EFL Program of the MoNE with the pedagogical principles of the CEFR was defined through document analysis by the researcher. Each heading including the items that they comprised in the program were evaluated in terms of correspondence to the pedagogical principles indicated in the CEFR. 9th Grade EFL Program for Anatolian high schools consisted of 10 units. Each unit comprised of three parts as ‘Functions and Useful Language’, ‘Language Skills and Learning Outcomes’ and ‘Suggested Materials and Tasks’. These parts also consisted of items from objectives including language skills to the suggestions of the tasks to be benefited in language classes. To gather and analyze data, the researcher prepared a table (Table 20; see Appendix- D) and divided it into four columns as Unit, Items in the Program, the Pedagogical Principles of the CEFR and Compatibility with the CEFR. The items stated in the units were sequenced in “Items in the Program” part and the pedagogical principles of the CEFR defined in the first research question were sequenced in “the Pedagogical Principles of the CEFR” part. Cross-checks of the items in the EFL program related to their correspondence to the pedagogical principles of the CEFR were conducted by different experts in the area in order not to miss any detail.

The analysis of the Unit 1 in 9th Grade EFL Program of the MoNE showed that the unit comprised six of the pedagogical principles of the CEFR (communicative language competence, action-oriented approach, self-assessment, task-based learning, intercultural awareness and autonomous learner) and disregarded two of the pedagogical principles of the CEFR (plurilingualism and pluriculturalism) as indicated in Table 20 (see Appendix- D). The samples of items provided for the pedagogical principles of the CEFR in the program were indicated in the following table (Table 21):

Table 21

Compatibility of the Unit 1 of the EFL Program of 9th Grade with the Pedagogical Principles of the CEFR

The Samples of the Items in the Program	The Pedagogical Principles of the CEFR
Ordering food	Communicative Problem (Action-Oriented Ap.)
Students will be able to take part in conversations in the situations that can occur while travelling	Communicative Language Competence
Students will be able to leave a short written message for their parents at the reception desk.	Task-Based Learning
E-Portfolio Entry	Self-Assessment, Autonomous Learner
Identifying cultural differences	Intercultural Awareness

* Items were taken from 9th Grade EFL Program of the MoNE (2018).

The analysis of Unit 2 in 9th Grade EFL Program of the MoNE showed that the unit comprised five of the pedagogical principles of the CEFR (communicative language competence, action-oriented approach, self-assessment, task-based learning, and autonomous learner) and disregarded three of the pedagogical principles of the CEFR (plurilingualism, pluriculturalism and intercultural awareness) as indicated in Table 20 (see Appendix- D). The samples of items provided for the pedagogical principles of the CEFR in the program were indicated in the following table (Table 22):

Table 22

Compatibility of the Unit 2 of the EFL Program of 9th Grade with the Pedagogical Principles of the CEFR

The Samples of the Items in the Program	The Pedagogical Principles of the CEFR
Making comparisons	Communicative Problem (Action-Oriented Ap.)
Student will be able to ask and answer questions about location of things and places.	Communicative Language Competence
Students will be able to fill in a chart comparing cities in different countries/Turkey.	Task-Based Learning
E-Portfolio Entry	Self-Assessment, Autonomous Learner

* Items were taken from 9th Grade EFL Program of the MoNE (2018).

The analysis of Unit 3 in 9th Grade EFL Program of the MoNE showed that the unit comprised five of the pedagogical principles of the CEFR (communicative language competence, task-based learning, action-oriented approach, self-assessment, and autonomous learner) and disregarded three of the pedagogical principles of the CEFR (plurilingualism, pluriculturalism and intercultural awareness) as indicated in Table 20 (see Appendix- D). The samples of items provided for the pedagogical principles of the CEFR in the program were indicated in the following table (Table 23):

Table 23

Compatibility of the Unit 3 of the EFL Program of 9th Grade with the Pedagogical Principles of the CEFR

The Samples of the Items in the Program	The Pedagogical Principles of the CEFR
Inviting and refusing/accepting an invitation	Communicative Problem (Action-Oriented Ap.)
Student will be able to ask about and tell the time and the date	Communicative Language Competence
Students will be able to write short text messages to invite their friend for a movie.	Task-Based Learning
E-Portfolio Entry	Self-Assessment, Autonomous Learner
ELP Self-Assessment	Self-Assessment

* Items were taken from 9th Grade EFL Program of the MoNE (2018).

The analysis of Unit 4 in 9th Grade EFL Program of the MoNE showed that the unit comprised five of the pedagogical principles of the CEFR (communicative language competence, task-based learning, action-oriented approach, self-assessment, and autonomous learner) and disregarded three of the pedagogical principles of the CEFR (plurilingualism, pluriculturalism and intercultural awareness) as indicated in Table 20 (see Appendix- D). The samples of items provided for the pedagogical principles of the CEFR in the program were indicated in the following table (Table 24):

Table 24

Compatibility of the Unit 4 of the EFL Program of 9th Grade with the Pedagogical Principles of the CEFR

The Samples of the Items in the Program	The Pedagogical Principles of the CEFR
Describing daily routines	Communicative Problem (Action-Oriented Ap.)
Students will be able to talk about their daily activities and the frequencies of those activities.	Communicative Language Competence
Students will be able to scan reading passages about people to find out different/unusual abilities.	Task-Based Learning
E-Portfolio Entry	Self-Assessment, Autonomous Learner

* Items were taken from 9th Grade EFL Program of the MoNE (2018).

The analysis of Unit 5 in 9th Grade EFL Program of the MoNE showed that the unit comprised five of the pedagogical principles of the CEFR (communicative language competence, task-based learning, action-oriented approach, self-assessment, and autonomous learner) and disregarded three of the pedagogical principles of the CEFR (plurilingualism, pluriculturalism and intercultural awareness) as indicated in Table 20 (see Appendix- D). The samples of the items provided for the pedagogical principles of the CEFR in the program were indicated in the following table (Table 25):

Table 25

Compatibility of the Unit 5 of the EFL Program of 9th Grade with the Pedagogical Principles of the CEFR

The Samples of the Items in the Program	The Pedagogical Principles of the CEFR
Expressing opinions	Communicative Problem (Action-Oriented Ap.)
Talking about current activities	Communicative Language Competence
Students will be able to write a fan social media message to a well-known person.	Task-Based Learning
E-Portfolio Entry	Self-Assessment, Autonomous Learner
ELP Self-Assessment	Self-Assessment

* Items were taken from 9th Grade EFL Program of the MoNE (2018).

The analysis of Unit 6 in 9th Grade EFL Program of the MoNE showed that the unit comprised six of the pedagogical principles of the CEFR (communicative language competence, task-based learning, action-oriented approach, intercultural awareness, self-assessment, and autonomous learner) and disregarded two of the pedagogical principles of the CEFR (plurilingualism, pluriculturalism) as indicated in Table 20 (see Appendix- D). The samples of the items provided for the pedagogical principles of the CEFR in the program were indicated in the following table (Table 26):

Table 26

Compatibility of the Unit 6 of the EFL Program of 9th Grade with the Pedagogical Principles of the CEFR

The Samples of the Items in the Program	The Pedagogical Principles of the CEFR
Ordering food	Communicative Problem (Action-Oriented Ap.)
Identifying cultural differences	Intercultural Awareness
Students will be able to take part in conversations in the situations that can occur while travelling	Communicative Language Competence
Students will be able to write a series of sentences about the city that they would like to visit by indicating reasons.	Task-Based Learning
E-Portfolio Entry	Self-Assessment, Autonomous Learner

* Items were taken from 9th Grade EFL Program of the MoNE (2018).

The analysis of Unit 7 in 9th Grade EFL Program of the MoNE showed that the unit comprised five of the pedagogical principles of the CEFR (communicative language competence, action-oriented approach, task-based learning, self-assessment, and autonomous learner) and disregarded three of the pedagogical principles of the CEFR (plurilingualism, pluriculturalism and intercultural awareness) as indicated in Table 20 (see Appendix- D). The samples of items provided for the pedagogical principles of the CEFR in the program were indicated in the following table (Table 27):

Table 27

Compatibility of the Unit 7 of the EFL Program of 9th Grade with the Pedagogical Principles of the CEFR

The Samples of the Items in the Program	The Pedagogical Principles of the CEFR
Making inquiries	Communicative Problem (Action-Oriented Ap.)
Students will be able to ask and answer simple questions in an interview about past times and past events	Communicative Language Competence
Students will be able to reorder the events in a short story.	Task-Based Learning
E-Portfolio	Self-Assessment, Autonomous Learner

* Items were taken from 9th Grade EFL Program of the MoNE (2018).

The analysis of Unit 8 in 9th Grade EFL Program of the MoNE showed that the unit comprised five of the pedagogical principles of the CEFR (communicative language competence, task-based learning, self-assessment, action-oriented approach, and autonomous learner) and disregarded three of the pedagogical principles of the CEFR (plurilingualism, pluriculturalism and intercultural awareness) as indicated in Table 20 (see Appendix- D). The samples of items provided for the pedagogical principles of the CEFR in the program were indicated in the following table (Table 28):

Table 28

Compatibility of the Unit 8 of the EFL Program of 9th Grade with the Pedagogical Principles of the CEFR

The Samples of the Items in the Program	The Pedagogical Principles of the CEFR
Giving and asking for advice	Communicative Problem (Action-Oriented Ap.)
Students will be able to ask for and give advice about health problems.	Communicative Language Competence
Students will be able to prepare posters/leaflets/brochures about safety and health at work.	Task-Based Learning
E-Portfolio Entry	Self-Assessment, Autonomous Learner
ELP Self-Assessment	Self-Assessment

* Items were taken from 9th Grade EFL Program of the MoNE (2018).

The analysis of Unit 9 in 9th Grade EFL Program of the MoNE showed that the unit comprised five of the pedagogical principles of the CEFR (communicative language competence, action-oriented approach, task-based learning, self-assessment, and autonomous learner) and disregarded three of the pedagogical principles of the CEFR (plurilingualism, pluriculturalism and intercultural awareness) as indicated in Table 20 (see Appendix- D). The samples of items provided for the pedagogical principles of the CEFR in the program were indicated in the following table (Table 29):

Table 29

Compatibility of the Unit 9 of the EFL Program of 9th Grade with the Pedagogical Principles of the CEFR

The Samples of the Items in the Program	The Pedagogical Principles of the CEFR
Doing shopping	Communicative Problem (Action-Oriented Ap.)
Students will be able to make and respond to suggestions/requests.	Communicative Language Competence
Students will be able to write simple invitation letters.	Task-Based Learning
E-Portfolio Entry	Self-Assessment, Autonomous Learner

* Items were taken from 9th Grade EFL Program of the MoNE (2018).

The analysis of Unit 10 in 9th Grade EFL Program of the MoNE showed that the unit comprised five of the pedagogical principles of the CEFR (communicative language competence, task-based learning, self-assessment, action-oriented approach, and autonomous learner) and disregarded three of the pedagogical principles of the CEFR (plurilingualism, pluriculturalism and intercultural awareness) as indicated in Table 20 (see Appendix- D). The samples of items provided for the pedagogical principles of the CEFR in the program were indicated in the following table (Table 30):

Table 30

Compatibility of the Unit 10 of the EFL Program of 9th Grade with the Pedagogical Principles of the CEFR

The Samples of the Items in the Program	The Pedagogical Principles of the CEFR
Interrupting someone in a conversation	Communicative Problem (Action-Oriented Ap.)
Students will be able to agree or disagree with others by giving their opinions.	Communicative Language Competence
Students will be able to put the events in order in a TV broadcast.	Task-Based Learning
E-Portfolio Entry	Self-Assessment, Autonomous Learner
ELP Self-Assessment	Self-Assessment

* Items were taken from 9th Grade EFL Program of the MoNE (2018).

The implementation of document analysis process on 9th Grade EFL Program through the themes, which were defined in the first research question, showed that 9th Grade EFL Program disregarded the principles of pluriculturalism and plurilingualism of the CEFR. This result supported the previous studies (Dağ, 2008; Sarica, 2009; Zorba, 2012). Dağ (2008) suggested the implementation of multicultural and multilingual aspects in the curricula for secondary schools in her study. Sarica (2009) suggested plurilingual and pluricultural language programs for the 8th grade students. Zorba (2012) found that plurilingualism was disregarded in the program of 9th grade students. From the results, it can be stated that plurilingualism and pluriculturalism are two controversial issues within program development processes in terms of foreign language teaching and learning in our national education system.

After completing the document analysis process, Observation Checklist (see Appendix-C) was also implemented by the researcher to answer this research question. The researcher designed Observation Checklist by consulting experts in the area and by reviewing previous studies to enhance the acceptability of items to gather reliable data from the observations. The first purpose of designing Observation Checklist was to increase the believability of research by diversifying the data collection instruments. Secondly, the researcher aimed at observing the implementation of 9th Grade EFL Program in real classroom environments of Anatolian high schools in terms of education and teaching

practices. Observation Checklist consisted of 20 statements designed mainly in line with descriptive and pedagogical principles of the CEFR regarding the language teaching and learning practices. Observation Checklist was implemented in two traditional Anatolian high schools by three different experts. 9th Grade EFL classes were observed 20 course hours during the spring term of 2017-2018 academic year. Each course lasted 40 minutes and the observations took 40 minutes x 20 observations in total. After carrying out the observations, the researcher reported data obtained from the real-time implementations of 9th Grade EFL Program. For reporting the data, the researcher benefited from coding. The schools were coded as S1 and S2; and classes and observation orders were coded as O1, O2 so on. For example, the code of “S1-O3” addresses the third observation, which was conducted in the first school and “S2-O4” refers to the fourth observation, which was conducted in the second school. The results of observations were presented in the following table (Table 31) as follows:

Table 31

Overall Result of the Observations

Observation Checklist Items		Yes	Part.	No
1	The themes of the units in the English lesson are attractive for the students.	✓		
2	The listening activities applied in the English lesson are appropriate to the language levels of the students.	✓		
3	The speaking activities applied in the English lesson are appropriate to the language levels of the students.	✓		
4	The reading activities applied in the English lesson are appropriate to the language levels of the students.	✓		
5	The writing activities applied in the English lesson are appropriate to the language levels of the students.	✓		
6	The pronunciation activities applied in the English lesson are appropriate to the language levels of the students.	✓		
7	Example situations which students may come across in an ordinary day and how to come over these situations are presented in the English lesson.	✓		
8	The English lesson provides activities for the students to become plurilingual.			✓
9	The English lesson provides activities for the students to become pluricultural.			✓
10	The English lesson presents example problems and their solutions which students may come across in an ordinary day.	✓		
11	The English lesson presents activities which students can develop their communicative competences in the foreign language.	✓		
12	The English lesson presents sample tasks which students need to accomplish in personal, public, educational and occupational domains.	✓		
13	The English lesson presents self-assessment tools which students can evaluate themselves.	✓		
14	The English lesson presents samples of intercultural similarities and differences to students.	✓		
15	The English lesson presents activities for the students which foster autonomous learning.		✓	
16	The materials implemented in the English lesson are appropriate for students' language levels.	✓		
17	The materials implemented in the English lesson are appropriate for students' age groups.		✓	
18	The activities applied in the English lesson, in general, improve communicative competences of the students.	✓		
19	The activities applied in the English lesson, in general, are appropriate for the students' linguistic and intercultural needs.	✓		
20	The English lesson, in general, is applicable in the classroom environment.	✓		

The first observation item was *'The themes of the units in the English lesson are attractive for the students.'* The results of observations by different observers showed that the themes, which are proposed by 9th Grade EFL Program, are attractive for the students. The result for this observation item supports the findings obtained from the face-to-face interviews with participants. Similar results were obtained from the evaluations of EFL programs for different grades proposed by MoNE (Demirlier, 2010; Güneş, 2009). Demirlier (2010) found that EFL programs of Primary Education covered interesting topics for language learners. Güneş (2009) indicated that the content of 5th Grade EFL Program appealed to students' interests. Considering the results, it can be stated that EFL programs of the MoNE are successful in terms of defining themes, which are appropriate to students' interests. Some of the field notes taken by the researchers during the observations for the first observation item are as follows:

- *The participation to the activities is high. (S1-O1)*
- *The students actively engage in the exercises. (S1-O3)*
- *Nearly all of the students raised their hands to do the activity. (S1-O5)*
- *Life-based topics are provided for the students.(S1-O4)*
- *Students follow the exercises and take notes. (S2-O1)*
- *Most students were interested and tried to participate. (S1-O2)*
- *They are engaged in the activities. (S2-O3)*
- *Theme: Emergency Situations. (S2-O4)*

The second observation item was *'The listening activities applied in the English lesson are appropriate to the language levels of the students.'* The observation results showed that the listening activities are appropriate to students' levels. The result for this observation item supports the previous findings obtained from the face-to-face interviews with participants. Some of the field notes taken by the researchers during the observations for the second observation item are as follows:

- *Simple, understandable language.(S1-O2)*
- *The students can understand the interactions.(S2-O1)*
- *They can follow the activities.(S1-O2)*
- *They can easily understand what the teacher says. (S1-O3)*
- *They can understand the listening audios.(S1-O4)*

The third observation item was 'The speaking activities applied in the English lesson are appropriate to the language levels of the students.' The observation results showed that the speaking activities are appropriate to students' levels. The result for this observation item supports the previous findings obtained from the face-to-face interviews with participants. Some of the field notes taken by the researchers during the observations for the third observation item are as follows:

- *Focused on functional grammar structures.(S1-O2)*
- *The students replied to the questions asked by the teacher.(S1-O2)*
- *They respond to the questions orally.(S1-O3)*
- *They practiced the dialogues.(S1-O1)*
- *All of the students prepared dialogues and practiced them.(S1-O4)*
- *The teacher asks questions and the students try to answer. (S2-O1)*
- *Role playing activity. Firstly they wrote their sample dialogue. Then, they practiced the dialogue in the classroom.(S2-O3)*
- *They replied to the teacher's questions without any difficulty.(S2-O4)*

The fourth observation item was 'The reading activities applied in the English lesson are appropriate to the language levels of the students.' The observation results showed that the reading activities are appropriate to students' levels. The observation result for this item supports the data obtained from the face-to-face interviews with participants. Some of the field notes taken by the researchers during the observations for the fourth observation item are as follows:

- *They are eager for the reading activities.(S1-O1)*
- *One of the students read a paragraph about Buenos Aires.(S1-O4)*
- *They can easily read the sentences.(S1-O3)*
- *Peer corrections are provided during the reading activities when necessary.(S1-O2)*
- *One of the students was volunteer to read. (S2-O2)*
- *They have no difficulty in reading sentences or paragraphs. (S2-O4)*

The fifth observation item was 'The writing activities applied in the English lesson are appropriate to the language levels of the students.' The observation results showed that the writing activities are appropriate to students' levels. The result for this observation item supports the previous findings obtained from the

face-to-face interviews with participants. Some of the field notes taken by the researchers during the observations for the fifth observation item are as follows:

- *They wrote a short message to their families.*(S1-O5)
- *They prepared a dialogue by following the example in order to practice in the classroom.* (S1-O4)
- *Writing activities are mainly focused on vocabulary writing.*(S1-O2)

The sixth observation item was 'The pronunciation activities applied in the English lesson are appropriate to the language levels of the students.' The observation results showed that the pronunciation activities are appropriate to students' levels. The results for this observation item are in line with the previous findings obtained from the face-to-face interviews with participants; while it contradicts the results indicated in the literature for the evaluations of EFL program proposed by the MoNE for 8th grade students (Yörü, 2012). Yörü (2012) observed that the teachers had negative views in terms of pronunciation. Some of the field notes taken by the researchers during the observations for the sixth observation item are as follows:

- *Mistakes were easily corrected by themselves or by the other students.*(S1-O4)
- *Peer corrections were provided for the pronunciation of 'customer, spicy, sour, delicious'.*(S1-O1)
- *'Chocolate, only' peer corrections.*(S1-O2)
- *'Magnificant' student pronounced correctly after the teacher.* (S2-O2)

The seventh observation item was 'Example situations which students may come across in an ordinary day and how to come over these situations are presented in the English lesson.' According to the observation results, the EFL program provides examples of the situations which they may come across in an ordinary day and which can be handled through foreign language knowledge. The result for this observation item supports the previous findings obtained from the face-to-face interviews with participants. Some of the field notes taken by the researchers during the observations for the seventh observation item are as follows:

- *Ordering foods and drinks.*(S1-O2)
- *Would you prefer aisle seat or window seat?*(S1-O3)

- *Students discussed which foods are healthy or unhealthy.*(S1-O3)
- *Visiting a place and importance of visiting a place were discussed.*(S2-O1)
- *Ordering food in a restaurant (in line with functional syllabus).*(S1-O2)
- *How is the weather in ...?* (S1-O5)
- *A mixture of modern and ancient (introducing famous cities).*(S1-O5)
- *Travelling and holiday issues. Describing the last holiday.* (S2-O2)
- *“What do you have in your first aid kit? Bandages, medicine, antibiotics”* (S2-O4)

The eighth observation item was ‘The English lesson provides activities for the students to become plurilingual.’ According to the observation results, the researchers did not come across any activity, which fosters plurilingualism among 9th grade EFL learners. This result supported the findings of interview question collected through the face-to-face interviews with EFL teachers. Similarly, the ninth observation item was ‘The English lesson provides activities for the students to become pluricultural.’ The observation results showed that the researchers did not come across any activity, which enhances pluriculturalism among 9th grade EFL learners. This observation result supported the findings of interview results gathered from EFL teachers during the face-to-face interviews. The results obtained for these observation items were also in line with the aforementioned results (Dağ, 2008; Sarıca, 2009; Zorba, 2012). Dağ (2008), Sarıca (2009) and Zorba (2012) proposed plurilingual and pluricultural elements in EFL programs and course materials. It can be stated that plurilingualism and pluriculturalism are neglected issues in EFL programs of the MoNE.

The tenth observation item was ‘The English lesson presents example problems and their solutions which students may come across in an ordinary day.’ According to the observation results, EFL program for the 9th grade students provides the examples of problems and the ways of overcoming these problems by using foreign language knowledge on daily bases. The results of observations for this item are in line with the results obtained from the participants through face-to-face interviews. Some of the field notes taken by the researchers during the observations for the tenth observation item are as follows:

- *One of the students: “I like having ... in breakfast/lunch”.*(S1-O2)
- *One of the students: “Let me check” (in assistant role).* (S1-O5)

- *One of the students: "Could I leave a message?" (in customer role).(S1-O5)*
- *Teacher: "Who did get lost? How did you find your way?"*
One of the students: "I got lost in Konya."(S2-O1)
- *Teacher: "Who solves puzzles?"(S2-O1)*
- *Booking a hotel room through the Web was discussed. (S2-O3)*
- *Buying tickets at a travel agency: "How much is the ticket?", " One-way trip or round trip", "Economy class" (S1-O3)*
- *Visiting a museum. (S2-O2)*
- *Health services, first aid applications. (S2-O4)*

The eleventh observation item was 'The English lesson presents activities which students can develop their communicative competences in the foreign language.' According to the observation results, the EFL program provides activities for students to promote communicative competences in the target language. The observation results for this item supported the results obtained from the participants through face-to-face interviews. Some of the field notes taken by the researchers during the observations for the eleventh observation item are as follows:

- *Asking and answering questions about their favorite foods.(S1-O2)*
- *One of the students walks in the classroom and asks questions about the topic: "Who likes...?" (S1-O3)*
- *Role playing (customer& assistant). (S1-O5)*
- *Conversations with the teacher about breakfast, likes/dislikes.(S1-O1)*
- *Teacher directed questions to the students to start a conversation: "Have you ever visited a museum?" (S2-O2)*
- *Conversations about visiting a museum. (S2-O4)*

The twelfth observation item was 'The English lesson presents sample tasks which students need to accomplish in personal, public, educational and occupational domains.' The observations for this item in the checklist showed that the EFL program presents task samples for the students to accomplish in their personal, public, educational and occupational domains by using foreign language knowledge. The results for this observation item are in line with the results of corresponding interview question. Some of the field notes taken by the researchers during the observations for the twelfth observation item are as follows:

- *Waiter or waitress / role playing.* (S1-O5)
- *Ordering food, paying bill.* (S1-O1)
- *Leaving a message for family.* (S1-O4)
- *Buying a ticket at a travel agency.*(S1-O4)
- *Airport attitudes, getting a boarding pass, boarding the plane.*(S1-O3)
- *Emergency service attitudes.* (S2-O4)

The thirteenth observation item was 'The English lesson presents self-assessment tools which students can evaluate themselves.' The observation results showed that the coursebook provides self-assessment checklist in the form of 'can do' statements. One of the researchers observed that the teacher skipped to the next unit when they finished activities in the unit without filling 'Check Yourself' part. This observation result confirmed the findings of face-to-face interviews obtained from the participants. It was also supported by the previous studies indicated in literature for the evaluations of EFL programs for different grades (Dönmez, 2010; Karcı, 2012). Dönmez (2010) stated that the alternative assessment tools and evaluation techniques were not implemented by 8th grade EFL teachers. Karcı (2010) also mentioned some problems regarding assessment parts with EFL program for 9th grade. For this reason, it can be stated that presentation and implementation of self-assessment tools are problematic issues both for language teachers and language learners.

The fourteenth observation item was 'The English lesson presents samples of intercultural similarities and differences to students.' The observation results showed that the EFL program provides activities based on intercultural similarities and differences, which support the interview results obtained from the participants. Some of the field notes taken by the researchers during the observations for the fourteenth observation item are as follows:

- *Feijoada (traditional Brazilian food).*(S1-O4)
- *Drinking habits of Brazilians.*(S1-O4)
- *Reading passages concerning Lisbon, Shanghai, Buenos Aires.* (S1-O4)
- *Matching the countries with the traditional dishes.*(S1-O2)
- *Traditional Japanese breakfast, English breakfast.*(S1-O2)
- *Some examples of the popular buildings around the world were discussed.* (S2-O3)

The fifteenth observation item was 'The English lesson presents activities for the students which foster autonomous learning.' The observation results showed that 9th Grade EFL Program partially provides activities enabling the students to become autonomous learners. Some of the activities may seem to foster autonomous learning by inviting students to do their own research or investigation; however, considering the fact that those activities were initiated by the teacher rather than the students, they do not completely represent autonomous learning. This result was supported by the results obtained from the interviews with participants. The field notes taken by the researchers during the observations for this observation item are as follows:

- *Searching some topics on the Net.*(S2-O3)
- *Homework about a famous city.*(S1-O5)
- *They prepared a dialogue with their peers.*(S1-O3)
- *Application of of the Web 02 tools for language learning.*(S2-O4)

The sixteenth observation item was 'The materials implemented in the English lesson are appropriate for students' language levels.' According to the results obtained from the observations, the materials used in the language courses correspond to the language levels of students. This observation result conforms to the results obtained from the face-to-interviews. Some of the field notes taken by the researchers during the observations for this item are as follows:

- *Students know and use the basic words in the unit.*(S1-O1)
- *Students can easily understand the new vocabulary items (e.g. enough).*(S1-O2)
- *They have no difficulty in following the lesson.*(S1-O5)
- *Most of the students can easily participate in the activities.*(S1-O4)
- *Students can easily express their ideas on the topic.* (S2-O3)

The seventeenth observation item was 'The materials implemented in the English lesson are appropriate for students' age groups.' The observation result for this item showed that the materials applied in the language lessons are partly appropriate for the students. The participants of face-to-face interviews expressed that they had difficulties with the design of course materials, and, this observation result confirmed the opinions of participants. However, the literature presented

contradicting results on this issue (Güneş, 2009; Örmeci, 2009). Güneş (2009) reported that materials implemented at 5th Grade EFL classes were appropriate to students' age groups, while Örmeci (2009) reported that materials implemented at 4th, 5th and 6th grades were not appropriate to students' age groups and language levels. This result can indicate the problem of designing course materials, which are appropriate to students' levels and age groups. Some of the field notes taken by the researchers during the observations are as follows:

- *Visuals were not attractive (animated).(S1-O2)*
- *Considering they are teenagers, the animated pictures (most of the book consist of them) are not appealing to students.(S1-O2)*
- *Visuals and audios are not professional.(S1-O1)*
- *Drawings are very simple for students' age levels.(S1-O3)*
- *Visuals are not clear enough. One of the students: "Is this passenger?!" (S1-O3)*

The eighteenth observation item was 'The activities applied in the English lesson, in general, improve communicative competences of the students.' This observation item tried to observe whether the activities develop students' communicative competences in the target language. According to the observations, the activities found to be communicative for the students and, this result supports the findings of interviews. Some of the field notes are as follows:

- *There is an activity called 'Speaking Time'.(S1-O2)*
- *'Choose your favorite food and drink. Give your order.'(S1-O5)*
- *Buying a ticket.(S1-O5)*
- *One of the students: "I like ... but ..."(S2-O1)*
- *Asking and answering questions.(S2-O1)*
- *Dialogues at a restaurant.(S1-O1)*
- *Interaction-oriented.(S1-O2)*
- *Teacher: "Who did visit Grand Bazaar in İstanbul?"(S2-O2)*
- *Conversations about types of illnesses and incidents. (S2-O4)*
- *One of the students talked about his experiences in Topkapı Palace. (S2-O3)*

The nineteenth observation item was 'The activities applied in the English lesson, in general, are appropriate for the students' linguistic and intercultural needs.' According to the observation results, the activities provided by the course materials for 9th grade students appeal to students for their linguistic and

intercultural needs. The observations results supported the interview results for this observation item. Some of the field notes taken by the researchers during the observations for this item are as follows:

- *Information about other cultures is included.*(S1-O2)
- *Conversations on Great Wall of China, Nevşehir Castle and Ephesus Ruins.* (S2-O1)
- *One of the students: "I tried Sushi with soy sauce, but I did not like it".*(S1-O3)
- *Athens, Paris, Lublin, Nairobi, Ottawa etc. / Descriptive adjectives were used to introduce the cities around the world.*(S1-O4)
- *The title of the unit was "The Four Corners of the World".*(S1-O5)
- *There was a sentence read by one of the students: "Shanghai is a busy city."*(S1-O5)
- *Many examples about eating habits of different nations (Chinese, Brazilians etc.) are provided for the students in the lesson.*(S1-O2)
- *"Archeologists discovered a ...in Mexico last year." (Conversation)* (S2-O2)
- *Conversations on UNESCO, Göbekli Tepe, London Tower.* (S2-O4)

The twentieth observation item was 'The English lesson, in general, is applicable in the classroom environment.' The overall observations during the classes showed that the English lessons designed in accordance with the new EFL program for 9th grade students are applicable in language classes. The literature provided contradicting results on the applicability of EFL programs for different grades proposed by the MoNE (Güneş, 2009; Karcı, 2012; Örmeci, 2009; Yaman, 2010; Yörü, 2012). While Örmeci (2009), Karcı (2012) and Yörü (2012) expressed negative results on the applicability of EFL programs at different grades; Güneş (2009) and Yaman (2010) expressed positive results on the applicability of EFL programs. The field notes, which were taken by the observers, supported the views collected from the participants through the interviews. Though the English classes are applicable in the classroom environments, some outside factors such as time allocated for lessons prevent teachers from reaching all of students in classroom equally. Some notes during the observations for this observation item as follows:

- *The students can easily follow and participate in the activities.*(S1-O4)
- *The activities and topics are applicable in the classroom.*(S1-O3)

- *Considering that a CLT approach is followed, students could have been given more chance to speak through more group activities. (S1-O2)*

To sum up, it was observed that the EFL classes for 9th grade students provide interesting themes for students to take part in the activities. Four language skills are presented in an integrated way and appeal to the students' levels. The examples of tasks or problems and their solutions, which students may come across in their daily lives, are provided for the language learners. It was also observed that the activities fostering intercultural awareness are presented through communicative activities. However, it was observed that the observers did not come across any activity or statement dealing with the plurilingualism and pluriculturalism principles of the CEFR. It was also observed that while the language levels of course materials were appropriate for the students, the design of materials were not appropriate for the students' age group. Overall, the observations carried out by two different observers at two conventional Anatolian high schools showed that the EFL program designed by the BoE for 9th grade students conforms mostly to the criteria investigated through Observation Checklist.

The Results of the Fourth Research Question

The fourth research question to be investigated was *'What are the opinions of the teachers in terms of the application of the High School 9th Grade English Language Curriculum of the MoNE in accordance with the educational and descriptive principles of the CEFR?'*. This research question was investigated through face-to-face interviews with English language teachers attending 9th grade classes of Anatolian high schools in one of the provinces in Turkey. After completing formal processes from the national directorate of education in the province, the researcher visited the high schools to meet the teachers, who were carrying out English language courses. Then, the researcher arranged appropriate interview dates and times with the teachers in accordance with their schedules. Finally, the face-to-face interviews with teachers were performed by implementing Participant Information Form (Appendix- A) and Individual Interview Form (Appendix- B) designed by the researchers. The purpose of Participant Information Form was to inform the participants comprehensively about the background and nature of the study. After informing the participants, the researcher implemented Individual Interview Form. Individual Interview Form consisted of 10 semi-structured interview questions; apart from these, the researcher used probes when necessary to get further information regarding the research questions and noted interviews in a detailed way during the interviews. Each interview lasted in one course hour. The researcher did not use a recording device due to the restrictions from the authorities, and noted the important points and examples provided by the participants. After noting the answers, the researcher checked the notes with the participants to prevent any misunderstanding or semantic loss. After collecting the data, the researcher followed the strategy proposed by Akşit (Akşit, 1998 in Yıldırım & Şimşek, 2013, p.281) for the quantification of qualitative data. Finally, the responses from the participants for each question were reported descriptively and sample comments from the interviews were provided respectively in the following paragraphs.

The first interview question was *'Does the program enable your students to become plurilingual and pluricultural? Does it give your students opportunities to find solutions stemming from the differences between mother language and culture and target language and culture by enabling them to make transitions*

between mother language and culture and target language and culture in daily life?'. This interview question investigated the opinions of participants on whether the program comprises the descriptive and educational principles of 'plurilingualism and pluriculturalism' emphasized in the CEFR. Participants think (f=9) that the program does not enable the students to become plurilingual and pluricultural. The following table (Table 32) shows the quantified distributions of the participants' views on the availability of plurilingual and pluricultural principles of the CEFR in 9th Grade EFL Program.

Table 32

Views of the Participants Regarding Plurilingualism and Pluriculturalism

Theme	Category	Participants	f	Total
Plurilingualism	Available	P-B, P-C	2	11
	Not Available	P-A, P-D, P-E, P-F, P-G, P-H, P-I, P-J, P-K	9	
Pluriculturalism	Available	P-B, P-C	2	11
	Not Available	P-A, P-D, P-E, P-F, P-G, P-H, P-I, P-J, P-K	9	

They were of the opinion that although there was a part which comprised characters that were from different countries and nationalities and greeted each other in their own languages in the coursebook at the beginning of the term, they did not come across such examples in the forthcoming weeks throughout the coursebook prepared in line with the program. Some of the sample extracts gathered from the participants for the first interview question during the interviews are presented below as follows:

P-A: *"...No, it does not. It does not enable our students to become plurilingual or pluricultural. Though there are elements like 'hello' in different languages at the beginning of the term, it does not provide further samples for our students to become plurilingual or pluricultural. For example, it does not provide detailed items or samples of 'breakfast' to our students in different cultures. They do not know how to say a proper name in French or in Spanish. The activities does not teach samples of usages in different languages."*

P-C: *“...There are not pluricultural or plurilingual elements in the program. As our students have not formed understanding about their own cultures and languages, they have not sense of wonder about other cultures and languages. The program does not enhance their curiosity about other cultures and languages apart from English as well.”*

P-D: *“...There are only expressions regarding ‘greeting’. We tried to pronounce names of the characters and tried to guess their countries. It was all this. The other activities or samples do not enable our students to improve themselves in different languages and cultures.”*

P-E: *“...Only ‘greetings’ expressions. We have covered 5 units so far and we did not come across such activities or exercises.”*

P-F: *“...It does not have plurilingual or pluricultural contributions to the students.”*

P-G: *“...It does not. It does not comprise plurilingual or pluricultural elements apart from a few words or expressions.”*

P-H: *“...Although they may learn a bit about different cultures, it does not teach different languages. Though ‘greeting’ expressions are available in the introduction part, the other parts do not comprise similar activities.”*

P-I: *“... There was only ‘greeting’ expressions in several languages in the 1st unit for this issue. It did not continue in the next units. There are characters from different countries but we cannot say there is pluriculturalism. I did not come across that kind of activities so far.”*

The responses of participants to the first interview question indicated that the program and the course materials developed in accordance with the outcomes expressed in the program do not provide plurilingual and pluricultural elements. This result supported the previous studies (Dağ, 2008; Sarica, 2009; Zorba, 2012). For example, Dağ (2008) recommended the inclusion of multicultural and multilingual elements in EFL programs for secondary schools. Sarica (2009) called for plurilingual and pluricultural language programs for 8th grade EFL students. Zorba (2012) discussed that plurilingualism was neglected in EFL program for 9th grade students. From the results, it can be stated that plurilingualism and pluriculturalism are two controversial issues within program development

processes in terms of foreign language teaching and learning in our national education system. Although the participants stated that the first unit of the coursebook gives some examples of salutation in different languages, it does not provide further or elaborative examples in different situations or subjects. Based on the responses of participants, it can be concluded that EFL program does not comprise plurilingual and pluricultural outcomes for the students studying at 9th grade of Anatolian high schools. Plurilingualism and pluriculturalism are two of those strongly recommended descriptive and pedagogic principles in the CEFR for language learners.

The second interview question was *‘Does the program equip your students with the skills which enable them to solve the problems that may arise in daily life as social individuals of the society (e.g. accepting or refusing an invitation, ordering foods or drinks etc.)?’*. This interview question investigated the participants’ views on whether the program comprises the ‘action-oriented approach’, which is one of the descriptive and educational principles emphasized in the CEFR. The program asserts that it adapts an action-oriented approach to solve the communicative problems of Turkish EFL learners (MoNE, 2018). The participants think (f=10) that the program provides activities and examples for the students to solve daily communication problems, which may occur in an ordinary day in a social context. Only one of the participants (f=1) did not want to express her opinion about this issue. The following table (Table 33) shows the quantified distributions of participants’ views on the availability of action-oriented approach principle of the CEFR in 9th Grade EFL Program:

Table 33

Views of the Participants Regarding Action-Oriented Approach

Theme	Category	Participants	f	Total
Action-Or. App.	Available	P-A, P-B, P-C, P-D, P-E, P-G, P-H, P-I, P-J, P-K	10	10
	Not Available		-	

Some of the sample extracts gathered from the participants for the second interview question during the interviews are presented below as follows:

P-A: *"...Yes, it does. We are at the fifth unit of the coursebook, we have learned 'asking for and giving directions, describing people etc.'"*

P-B: *"...Yes. There are samples of the elements from the daily English."*

P-C: *"...The program comprises such kinds of activities and elements."*

P-D: *"...There are subjects regarding this issue. The subjects regarding 'accepting or refusing invitations, introducing yourself, expressing likes/dislikes, free time activities' have been covered."*

P-E: *"...The activities related to solving the communicative problems are exceedingly provided. For example, we taught the expressions like 'I'd love to but I can't, shall we'."*

P-G: *"...The activities of communicative problems for the interested students are available."*

P-H: *"...There are dialogue activities for solving this kind of communicative problems and they are presented in patterns."*

P-I: *"... For me, it provides. The program addresses to daily life. For example, the students introduce their families. The topics are the sort of that can be used in daily life. There are idioms that students can use practically such as 'make yourself at home'. They can describe their possessions and ask for or give directions etc."*

According to the responses of participants to the second interview question, it can be stated that the program tries to equip students with necessary skills to overcome the communicative problems that are possible to arise in daily life as social individuals of society. The answers of participants showed that the program and course materials prepared in line with the program provided communication examples in an ordinary day and they are presented in speech patterns through the dialogues. According to the responses of participants, it can be concluded that English language program comprises the action-oriented approach principle of the CEFR to help the communicative problems of students studying at 9th grade of Anatolian high schools. It can also be concluded that as there were not similar or contradicting results which were suggested by literature review, the MoNE began

to take Turkish EFL learners' communicative problems into consideration. An action-oriented approach is one of the recommended descriptive and pedagogic principles of the CEFR for language learners.

The third interview question was *'Do you think the program develops students' communicative language competences (linguistic, social, and pragmatic)?'*. This interview question investigated the participants' opinions on whether the program comprises the 'communicative language competence' principle of the CEFR. The participants (f=8) agreed on that the program and the course materials based on the program help students to develop their communicative language competences. Only one of the participants (f=1) did not want to express her opinion about this issue; and, 2 participants (f=2) expressed negative opinions about the availability of communicative language competence in the EFL program. The following table (Table 34) shows the quantified distributions of participants' views on the availability of communicative language competence principle of the CEFR in 9th Grade EFL Program.

Table 34

Views of the Participants Regarding Communicative Language Competence

Theme	Category	Participants	f	Total
Com.Lan.Comp.	Available	P-A, P-B, P-C, P-D, P-E, P-G, P-H, P-I	8	10
	Not Available	P-J, P-K	2	

Some of the sample extracts gathered from the participants for the third interview question during the interviews are presented below as follows:

P-A: *"...The new program and course materials are better than the previous ones when we compare them in terms of developing students' communicative competences. Especially speaking activities are up to the point. Describing a picture, their homes or close friends in a detailed way are some of the examples of speaking activities presented in the course materials based on the program and they help students to develop their communicative competences."*

P-B: *"...The program was designed primarily for developing students' communicative competences."*

P-C: *“...There are activities to develop students’ communicative competences. We try to develop their communicative competences with warm-up activities. There are many pronunciation and intonation activities for the students.”*

P-D: *“...There are activities for developing communicative competences of students. We do listening and speaking activities together. For example, the students send messages to a celebrity or they talk about the details of concert such as when or where it takes place.”*

P-E: *“...In fact, communicative competences can be developed easily with this program...”*

P-G: *“...Listening and speaking activities are available for the students.”*

P-H: *“...Speaking activities which can develop students’ communicative competences are available in the courses. The activities such as ‘what would you do’, ‘designing dialogues’ or ‘writing an e-mail’ are presented in the courses.”*

P-I: *“...Yes. It is more speaking-based when compared to the previous programs. It is not grammar based and there are pronunciation activities for the first time.”*

The responses of participants to the third interview question showed that the program tries to develop students’ communicative competences by emphasizing the language skills. According to the interview results, the participants (f=8) think that the course materials designed in line with the language functions in the program especially focused on improving students’ speaking and listening skills by presenting practical language samples from daily life for students. According to the results, it can be concluded that the English language program comprises the communicative language competence principle of the CEFR to enhance the communicative language competences of students studying at 9th grade of Anatolian high schools. It can also be stated that the MoNE began to give importance to communicative problems of Turkish EFL learners in Secondary Education as there were not any confirming or contradicting results suggested by the literature. Communicative language competence is one of the

highlighted descriptive and pedagogic principles of the CEFR for language learners.

The fourth interview question was *‘Does the program develop your students in the foreign language regarding the tasks that they have to accomplish in daily life (personal, public, educational, and occupational domains e.g. reading and responding an e-mail, carrying out a routine process, planning the steps of an event, undertaking a role in a conversation or joining a conversation etc.)?’*. This interview question investigated the participants’ opinions on whether the program comprises the descriptive and educational principle of ‘task-based learning’ of the CEFR. The participants (f=9) think that the program develops students in the tasks, which they have to accomplish by using the foreign language in an ordinary day. The following table (Table 35) shows the quantified distributions of participants’ views on the availability of task-based learning principle of the CEFR in 9th Grade EFL Program.

Table 35

Views of the Participants Regarding Task-Based Learning

Theme	Category	Participants	f	Total
Task-Bas.Lear.	Available	P-A, P-B, P-C, P-E, P-F, P-G, P-H, P-I, P-J	9	10
	Not Available	P-K	1	

Only one of the participants (f=1) expressed negative views about the availability of task-based learning principle in 9th Grade EFL Program. Sample extracts from the interviews with participants for this interview question are presented below:

P-A: *“...Yes, it does. Reading or responding to an e-mail, sending a fan message to a celebrity through social media are examples of the tasks which are appropriate to the interests of the students.”*

P-C: *“...At the beginning of each unit, there are activities for speaking or expressing opinion on an event. There were subjects related to letters in previous years but now we come across subjects such as e-mails, blogs and attending to meetings etc. It presented skills for student such as maintaining a conversation in daily life. Discussion activities or expressions such as like/dislike are provided for students.”*

P-E: *“...Yes, it does. It develops students. For example, they know how to respond an e-mail or write a postcard.”*

P-G: *“...There are activities comprising expressions which they use in daily life to accomplish tasks.”*

P-H: *“...Especially the last subject (writing an e-mail to an inspirational character) we covered in the course is a sample for this kind of task.”*

P-J: *“...Yes. There are parts related to the tasks. As the students are interested in the topic such as ‘sending messages’, they are available in the course material and the course material addresses to the students’ needs.”*

The responses of participants for the fourth interview question showed that the program tries to develop the students in the foreign language regarding the tasks-based learning that they have to accomplish in personal, public, educational, and occupational domains by presenting age-appropriate attractive topics or activities for them. The teachers provided wide variety of examples of such tasks, which they dealt with in the courses as indicated by the extracts above. From the results, it can be concluded that the English language program comprises the task-based learning principle of the CEFR to enhance the learners studying at 9th grade of Anatolian high schools in accomplishing the task that they may come across in an ordinary day by using the foreign language.

The fifth interview question was ‘Does the program enable your students assess themselves in the foreign language? What kind of assessment tools do you use for this (Do you use unit based self-assessment tools, product files, self-assessment check lists, European Language Portfolio (ELP) etc. at the end of the units)?’ This interview question investigated the participants’ opinions on whether the program comprises the ‘self-assessment’ principle of the CEFR. The interview results for this research question showed that the program enables the students to assess themselves in the foreign language and they evaluate themselves through the ‘Check Yourself’ parts at the end of units. The following table (Table 36) shows the quantified distributions of participants’ views on the availability of the self-assessment principle of the CEFR in 9th Grade EFL Program:

Table 36

Views of the Participants Regarding Self-Assessment

Theme	Category	Participants	f	Total
Self-Assessment	Available	P-A, P-B, P-C, P-D, P-E, P-F, P-G, P-H, P-I, P-J, P-K	11	11
	Not Available		-	

The participants (f=11) agreed on the availability of the self-assessment principle of the CEFR in 9th Grade EFL Program. Sample extracts taken from the interviews with participants are provided below as follows:

P-A: *"...Yes, it does. There are 'check yourself' parts at the end of each unit..."*

P-C: *"...There are self- assessment activities at the end of units..."*

P-E: *"...There are unit based self-assessment activities containing 'can do statements' at the end of the units."*

P-F: *"...There are practices of this type and they have the students review themselves."*

P-G: *"...Yes, it does. We have our students fill in the 'check yourself' parts."*

P-H: *"...These kinds of self-assessment tools are provided for the students."*

P-J: *"... They can assess themselves by using 'Check Yourself' parts..."*

The interview results with participants for the fifth interview question showed that the program enables the students to evaluate themselves through unit based self-assessment tools at the end of each unit. This result showed that the newly proposed EFL program by the BoE (2017/2018) was successful in terms of renewing itself in terms of self-assessment when we look at the contradicting

findings of previous studies (Karcı, 2012; Örmeci, 2009; Zorba, 2012). Zorba (2012) expressed that 9th grade EFL coursebook did not comprise self-assessment parts for language learners. Likewise, Karcı (2012) mentioned problems on evaluation aspect of EFL program for 9th grade students. The result can suggest that the MoNE paid attention to self-assessment needs of language learners within the new EFL program. The participants also expressed that they have the students review themselves in the foreign language topics, which they have learned through the units by filling in the ‘Check Yourself’ parts. According to the results, it can be stated that the EFL program comprises the self-assessment educational principle of the CEFR to enhance the learners studying at 9th grade of Anatolian high schools in assessing themselves in ‘what they can do’ or ‘what they can not do’ in the foreign language through the self-assessment tools.

The sixth interview question was ‘*Does the program upskill your students with intercultural awareness? (Does it provide them to learn the similarities and differences between their cultures and foreign cultures?)*’. This interview question investigates the views of participants on whether the program involves the ‘intercultural awareness’ principle of the CEFR. The responses of participants (f=11) to this research question showed that the program enables the students to learn differences and similarities across cultures. Their comments regarding the question indicated that interesting topics, which may awake their curiosity on cultural issues, are provided for the students. The following table (Table 37) shows the quantified distributions of participants’ views on the availability of intercultural awareness principle of the CEFR in 9th Grade EFL Program.

Table 37

Views of the Participants Regarding Intercultural Awareness

Theme	Category	Participants	f	Total
Intercul.- Awaren.	Available	P-A, P-B, P-C, P-D, P-E, P-F, P-G, P-H, P-I, P-J, P-K	11	11
	Not Available		-	

According to the table (Table 37), all of the participants (f=11) agreed on the availability of the intercultural awareness principle of the CEFR in 9th Grade EFL

Program. Sample extracts gathered from the participants for the sixth interview question during the interviews are presented below as follows:

P-A: *"...The program enables our students to make comparisons. The differences are especially based on eating and drinking habits and, generally, our students fall into disfavour on the differences."*

P-C: *"...Yes. The program provides this awareness. For example, our students learned the celebrations such as 'Thanksgiving Day', 'Halloween Day' and 'Christmas Day'."*

P-D: *"... Yes, it does. For example, students from different countries describe their rooms and we learned a traditional Japanese room."*

P-E: *"...We read a paragraph about Japan. There was a passage describing the culture, life and foods in Japan. Also, there was a passage called 'Hollywood & Bollywood' and our students learned the differences between American movies and Indian movies."*

P-F: *"...Our students gain insight into intercultural awareness. For example, our students learned that Japanese students clean the classrooms themselves before the courses."*

P-G: *"...There are activities regarding the cultures. For example, it provides examples related to the 'nature' from different countries. 'Hollywood vs. Bollywood' is another example."*

P-H: *"... Festivals, especially, are described for the students and 'Easter Day' is one of them."*

P-K: *"... It presents intercultural basics such as names of people and dishes."*

The interview results gathered from the participants for the sixth interview question revealed that the program comprises the intercultural awareness principle of the CEFR by providing various examples for the students. The participants provided diverse examples such as traditional rooms, festivals, American and Indian film sectors that they covered and learned in the language courses so far. It

can be concluded that 9th Grade EFL Program aimed at enhancing communicative competences of EFL learners through the activities, which comprise intercultural aspects in language learning.

The seventh interview question was *‘Does the program equip your students with the skills which enable them to reach the information they need by taking the responsibility of their own learning without direct support of teacher?’*. This interview question inquired about whether the program involves the ‘autonomous learning’ principle of the CEFR. The interview results with the participants (f=7) showed that the program tries to equip the students with necessary skills to become autonomous learners by monitoring their own learning. The participants stated, for example, that there are assignments of research and projects provided for the students in the course materials. The following table (Table 38) shows the quantified distributions of participants’ views on the availability of the autonomous learning principle of the CEFR in 9th Grade EFL Program.

Table 38

Views of the Participants Regarding Autonomous Learning

Theme	Category	Participants	f	Total
Auton. Learning	Available	P-B, P-C, P-D, P-E, P-G, P-H, P-J	7	10
	Not Available	P-A, P-I, P-K	3	

According to the results, only three of the participants (f=3) expressed negative opinions about the availability of the autonomous learning principle of the CEFR in 9th Grade EFL Program. Sample extracts taken from the interviews with participants for this research question are provided below as follows:

P-C: *“... The program provides this. For example, there are parts regarding idioms/proverbs in the coursebook, and I give research assignments about these idioms before the courses....”*

P-D: *“...Yes. It equips the students with the skills that they need to reach the information.”*

P-E: *“...There are statements supporting this issue. For example, we give assignments to the students to search on the Internet before the courses.*

There are some parts regarding world knowledge that we do not know, and we assign these parts to students for searching before the courses.”

P-G: *“...These kinds of activities are available. There are project parts.”*

P-H: *“...We give project assignments to the students...”*

P-I: *“No, I did not come across this case. I did not come across an activity which evoked students’ interests to search.”*

The interview results regarding the seventh interview question indicated that the autonomous learning principle of the CEFR was comprised by the new EFL program. The participants (f=7) are of the opinion that the students are fostered to become autonomous learners through activities and project assignments presented in the coursebook to be searched prior to classes. As the researcher did not come across any results on autonomus learning in program evaluation studies provided in the literature, it can be concluded that the MoNE tried to include aspects, which attempted to bring up autonomous language learners, in 9th Grade EFL Program.

The eighth interview question was ‘*Did you get a seminar or in-service training on the new program? (Yes / No) If you got, do you think that it was beneficial for your professional development? (Yes / No) If you did not get, do you think that it would be beneficial for your professional development? (Yes / No)*’. According to the interview results, it was found that all of the participants (f=11) attended to a seminar related to the new EFL program. According to the results, the most of the participants (f=8) think that the seminar was not beneficial for them for various reasons. The following table (Table 39) shows the quantified distributions of participants’ views on the seminar prepared for the teachers:

Table 39

Views of the Participants Regarding Seminar or In-Service Training

Theme	Category	Participants	f	Total
Seminar or In-Serv.Training	Beneficial	P-E, P-J, P-K	3	11
	Not beneficial	P-A, P-B, P-C, P-D, P-F, P-G, P-H, P-I	8	

According to the results, only three of the participants (f=3) expressed positive opinions about the seminar prepared for them. Some of their reasons why they think the seminar was not beneficial for them are presented below in the extracts:

P-C: *"...Well, the new program was described theoretically but some useful examples regarding the application in the classroom environment were not presented for us."*

P-D: *"...The training was not favourable at all. I do not think that it provided new ideas or information for us."*

P-F: *"... It was not beneficial for my professional development."*

P-G: *"...As it was very fast, it was not effective."*

P-H: *"...It did not provide new ideas or methods for me."*

P-I: *"... No, it was not beneficial for me because it did not present new activities for me to be applicable in the classroom. They only provided information theoretically which I had already known."*

The results for this interview question indicated that the seminar did not contribute much to the professional developments of participants for various reasons. According to the results, it can be stated that the seminar regarding the new EFL program for the participants was not effective in terms of its scope and application. This result was in line with the results of the previous studies, which were carried out for the program evaluations of different grades (Bayraktar, 2014; Dağ, 2008; Doğan, 2007; Karıcı, 2012; Özel, 2011; Öztürk, 2006). They also reported the negative views of the participants who attended in-service training activities or seminars for EFL programs of different grades from Primary Education to Secondary Education. It can be concluded that the MoNE did not take necessary steps for this problematic issue so far, though it had been reported many times with different studies.

The ninth interview question was *‘What are your opinions about the appropriateness of the learning and teaching processes (objectives, activities and outcomes etc.) to the levels and needs of the students?’* The interviews with the participants (f=9) showed that they agreed on the idea of appropriateness of the new EFL program to the students’ levels and needs. Only one of the participants (f=1) did not want to express her views about this question. The following table (Table 40) shows the quantified distributions of participants’ views on the appropriateness of 9th Grade EFL Program to the students’ levels and needs:

Table 40

Views of the Participants Regarding the Appropriateness of the EFL Program to the Student Levels and Needs

Theme	Category	Participants	f	Total
Approp. Stu. Lev.	Appropriate	P-B, P-C, P-D, P-E, P-G, P-H, P-I, P-J, P-K	9	10
	Not appropriate	P-A	1	
Approp. Stu. Needs	Appropriate	P-A, P-B, P-C, P-D, P-E, P-H, P-I, P-J, P-K	9	10
	Not appropriate	P-G	1	

According to the table (Table 40), one of the participants (f=1) expressed negative views about the appropriateness of 9th Grade EFL Program to the students’ levels and needs. Sample extracts gathered from the interviews for the ninth interview question during the interviews are presented below as follows:

P-A: *“...I think the new EFL program is appropriate for the students’ needs. There are up-to-date themes and activities designed for the students’ interests. There are some problems which we come across in the classroom but they arise from different reasons... When we consider the students’ levels, the situation is somehow different. We have been using the coursebook for the first time this year. The students had not any problems though the level was higher in the previous years. Because of the reasons stemming from the TEOG Exam of the previous year, we have difficulties in carrying out the courses...”*

P-C: *“...The program is appropriate for the students’ levels. The English language programs of the previous years already prepares our students up to this level. Here, we resume everything with a new method... The students can satisfy their needs with this program, if we can carry out the*

courses satisfactorily. They can fulfil their daily needs such as ordering food, asking for and giving directions, meeting new people..."

P-D: *"...I do not think that the level is hard for students. But, we do not observe the expected performance from the students as it is a period after the TEOG Exam. Students still think exam-based about the courses... When it comes to the needs of the students, I think the program equips the students with the necessary communication skills that they can satisfy their needs on daily bases..."*

P-E: *"...It is quite appropriate for their levels. We restart to teach everything. We review everything taught at previous stages. Although they already know everything, we have some problems based on the previous practices... It is appropriate for their needs. There are situations which they may come across in dail life from the very beginning of the term. There are exercises appealing to their daily needs such as ordering food at a restaurant, buying tickets at cinema or asking for or giving directions..."*

P-G: *"...It is appropriate for their levels and it is even easy for them. However, our students are indifferent to the program as they are used to TEOG system..."*

P-H: *"...The program is appropriate for the students' levels... It is also appropriate for the students' needs. It reflects the subjects which they are interested in daily life in the classroom environment."*

P-J: *"... It is appropriate to their levels. It starts with the basic subjects. It is also appropriate to the student needs at our school."*

According to the data obtained from the interviews, the participants (f=9) think that the EFL program is appropriate to the students' both levels and needs. The participants expressed that the program reviews previous grades in a diffent way. They stated that the design of program focuses on the communicative practices, which help the students to satisfy their needs on daily bases. They also expressed that they come across some problems in during the implementations, but these problems may stem from study habits of the students which they acquired during the implementations of previous years.

The tenth interview question was *'What are your opinions about the applicability of the foreign language teaching program designed in accordance with the CEFR (Common European Framework of Reference for Languages:*

Learning, Teaching, Assessment) in the classroom environment? What do you think about the weaknesses and strengths of it?'. The face-to-face interviews with participants showed that there are several factors, which affect negatively and positively the applicability of the program. While the course hours, the previous learning experiences of the students, and quality of the course materials are among factors affecting applicability of the program in a negative way; comprising interesting themes, being skill-based, focusing on communicative needs, interculturality are among the factors affecting applicability of the program in a positive way. The researcher followed a different strategy to categorize the responses as the nature of this interview question is different from the previous ones that were discussed so far. After multiple readings of the responses and consulting experts, the researcher defined categories as indicated in the following table (Table 41). The following table (Table 41) shows the quantified distributions of participants' views about the strengths and weaknesses of 9th Grade EFL Program in application processes:

Table 41

Views of the Participants Regarding the Strengths and Weaknesses of the EFL Program

Theme	Category	Participants	f
Strengths	Communicative	P-A, P-D, P-E, P-H, P-I, P-J, P-K	6
	Interesting topics	P-B, P-C, P-E, P-H	4
	Interculturality	P-D, P-G, P-I,	3
Weaknesses	Course hours	P-A, P-B, P-C, P-D, P-E, P-G, P-H, P-I, P-J	9
	Course materials	P-B, P-C, P-F, P-G, P-H, P-I, P-J, P-K	8

Being communicative (f=6), comprising interesting topics (f=4) and activities, which enhance intercultural awareness (f=3) were among the strengths of 9th Grade EFL Program during the applications while course hours (f=9) and course materials (f=8) were among the weaknesses of 9th Grade EFL Program during the applications according to the results obtained from the interviews. Example extracts from the participants for this interview question are presented below as follows:

P-A:

Strengths:

"...There were not skill-based course materials in the previous years. Students were used to come across grammar structures such as 'used to' in the very beginning of the terms. But now, it is not the case. The program looks more like foreign resources. Listening activities are appropriate for students' levels... and, writing activities do not require direct composition writing. The simple and beneficial expressions on daily bases which students use in their ordinary lives enhance the writing skills of the students."

Weaknesses:

"...I can not deal with all of the students in the classroom for speaking activities, because 4 hours of language courses are not sufficient to involve all of the students in the activities. There must be more course hours allotted weekly for us."

P-C:

Strengths:

"...Themes of the units attract the interest of the students. It is more current, and the methods and techniques are more useful on daily basis... Being communicative and student-based make it more favourable..."

Weaknesses:

"... The course hours are not sufficient for the application of the program. The crowded classrooms prevent us to comprise all of the students to the listening and speaking activities... There must be 6 hours of courses at least every week... Although the program is better than the previous ones, it can be improved."

P-D:

Strengths:

"...It refers different cultures in the course materials... It focuses on developing students' communicative skills... Student participation is emphasized in comparison to the previous ones."

Weaknesses:

"...Well, I always feel that I am behind the program. The course hours prevent me to reach equally to all of the students in the classroom."

P-E:

Strengths:

“...Abundance of the communicative activities is an advantage... Attractive unit themes make our works easier.”

Weaknesses:

“...We can not spare enough time for all of the students in the classroom... We can not cover satisfactorily the language skills in the classroom as the course hours are not sufficient...”

P-G:

Strengths:

“...Intercultural activities...”

Weaknesses:

“...Insufficient course hours... Nonprofessional course materials.”

P-H:

Strengths:

“...It is rich in terms of content... The topics are interesting for the students and a different idiom is presented for the students in each unit.”

Weaknesses:

“...Our course materials are not professional as foreign sources for us to cover the four language skills satisfactorily... The design of the materials are too poor... The decrease in the course hours from 6 hours to 4 hours prevents us from teaching the four language skills.”

P-K:

Strengths:

“... We can see that this program is more communicative than the previous ones.”

Weaknesses:

“...Course materials are weak in quality and unattractive, and they discourage our students. The visuals used are not serious and they are seen childish for the students as they are not adapted from the real photos. They are not realistic for the students. We need to supply extra course materials as the activities are not sufficient. The sequence of the topics is problematic and we sequence them ourselves. The listening activities are too monotonous. It would be better, if they provided the activities that we can watch at the same time with the listening activities.”

The interview results showed that the applicability of the program is negatively affected by outside factors, not the program itself. The participants stated that the design of course materials, the course hours and the study habits of students are among factors, which prevent the application of the program at a desired level. As can be seen from the extracts, they think that the course materials were not designed professionally and they are not appealing enough for both the teachers and students. The probe questions showed that the course materials do not have multimedia tools as in foreign resources. For example, they said that the listening activities are not integrated into the materials, and, they have to carry an extra flash memory to open the listening audios. Moreover, it was found out that the pictures or photos in the coursebook are not appropriate for the students' age group and they seem quite simple for the students. This prevents some of them to take courses seriously. The negative opinions of participants towards course materials for different grades were raised in the previous studies as well (Dağ, 2008; Karıcı, 2012; Sarıca, 2009). The results of interviews also showed that the course hours (f=9) allotted weekly (4 hours) were not sufficient to reach all of the students in the classrooms in terms of participation to activities equally, and it was one of the factors affecting the implementation of the program negatively. This issue was discussed in the previous studies as a disincentive for implementation of language programs for different levels (Bayraktar, 2014; Dağ, 2008; Karıcı, 2012; Örmeci, 2009; Yörü, 2012). Besides, they asserted some positive aspects of the program in terms of application as well. They think (f=6) that the program is more communicative and skill-based than the previous ones and they can easily cover the four language skills in the courses. They also think that the program raise awareness among the students on cultural differences (f=3), and it catches the attention of students through interesting themes and topics (f=4) contrary to the previous programs which made it difficult to include the students to courses for the teachers.

According to the results gathered from the face-to-face interviews, the participants think that the new EFL program for 9th grade students studying at Anatolian high schools comprises 'communicative language competence, intercultural awareness, task-based learning, action-oriented approach, autonomous learner and self-assessment' principles, which are among the

descriptive and educational principles of the CEFR. Nonetheless, the participants think that plurilingualism and pluriculturalism principles of the CEFR are not reflected in the program. They think that the program corresponds to the students' levels and needs while they come across several problems described above during the implementations. They also think that the seminar on the new EFL program was not beneficial for their professional developments.



The Results of the Fifth Research Question

The fifth research question to be investigated was ‘*To what extent do the course materials prepared in line with the High School 9th Grade English Language Curriculum of the MoNE correspond to the educational and descriptive principles of the CEFR?*’. This research question was investigated through the themes, which were defined in the first research question. The first research question defined the pedagogical principles of the CEFR as plurilingualism, pluriculturalism, communicative language competence, intercultural awareness, action-oriented approach, autonomous learning, task-based learning, and self-assessment through the document analysis. The researcher analyzed the coursebook “Teenwise” (Bulut, Ertopçu, Özadalı & Şentürk, 2017) of the MoNE for the 9th grade of high schools within the scope of these themes. The MoNE prepares and distributes coursebooks for all grades and levels of state schools from primary schools to high schools in our country. The symbol of “✓” indicates that principle is presented in unit and the symbol of “X” indicates that principle is not presented in unit. The analysis of each unit was reported in the following table (Table 42).

Table 42

Compatibility of the 9th Grade EFL Coursebook with the Principles of the CEFR

Units	Plurilingualism	Pluriculturalism	Action-Oriented Approach	Communicative Language Competence	Task-Based Learning	Intercultural Awareness	Autonomous Learning	Self-Assessment
Unit 1	X	X	✓	✓	✓	✓	X	✓
Unit 2	X	X	✓	✓	✓	✓	X	✓
Unit 3	X	X	✓	✓	✓	✓	X	✓
Unit 4	X	X	✓	✓	✓	✓	✓	✓
Unit 5	X	X	✓	✓	✓	X	✓	✓
Unit 6	X	X	✓	✓	✓	✓	✓	✓
Unit 7	X	X	✓	✓	✓	✓	✓	✓
Unit 8	X	X	✓	✓	✓	X	✓	✓
Unit 9	X	X	✓	✓	✓	✓	X	✓
Unit 10	X	X	✓	✓	✓	X	X	✓
Total	-	-	10	10	10	7	5	10

According to the table (Table 42), the analysis of units in the coursebook indicated that the activities fostering plurilingualism and pluriculturalism principles of the CEFR were not included in the units while the activities fostering the principles of action oriented-approach, task-based learning, communicative language teaching and self-assessment were included in all units from Unit 1 to Unit 10 of the coursebook. The principle of intercultural awareness of the CEFR was presented in 7 units (Unit 1, Unit 2, Unit 3, Unit 4, Unit 6, Unit 7, Unit 9) of the coursebook and the principle of autonomous learning of the CEFR was presented only in 5 units (Unit 4, Unit 5, Unit 6, Unit 7, Unit 8) of the coursebook. The samples from the units in the coursebook regarding the principle of action-oriented approach of the CEFR were presented in the following table (Table 43). According to the table (Table 43); introducing yourself, asking for and giving directions, issues regarding invitation, ordering foods and drinks, doing shopping and agreeing or disagreeing an opinion can be sequenced among the examples of activities presented in the coursebook prepared in line with communicative problems of Turkish EFL learners regarding with the principle of action-oriented approach. The next principle of the CEFR which was investigated in the coursebook was communicative language competence. The detailed analysis of the units showed that all of the units from Unit 1 to Unit 10 in the coursebook comprised activities regarding the communicative language teaching principle of the CEFR. The samples from the units in the coursebook which are in line with the principle of communicative language teaching of the CEFR were presented in the following table (Table 43). According to the table (Table 43); asking and answering questions or giving students' opinions, interviewing with their partners, sharing their opinions, role-playing activities can be sequenced among samples of the activities presented in the units of the coursebook. The fifth principle of the CEFR which was investigated in the coursebook was task-based learning. The detailed analysis of the units found out that there are activities, which were prepared with regard to the task-based learning principle of the CEFR in all of the units from Unit 1 to Unit 10 in the coursebook. The following table (Table 43) presents some of the samples of activities designed in connection with the task-based learning principle of the CEFR in the units of the coursebook. According to the table (Table 43); designing posters on specific topics, preparing presentations, accepting or refusing an invitation through letters can be sequenced among the samples of

task-based activities provided in the units of the coursebook. The sixth principle of the CEFR which was searched in the coursebook was intercultural awareness. The detailed analysis of the activities in the units of the coursebook showed that 7 units out of 10 units in the coursebook comprise activities, which were designed in line with the intercultural awareness principle of the CEFR. According to the table (Table 42, above); Unit 5, Unit 8 and Unit 10 do not present activities based on the intercultural awareness principle of the CEFR for students. The following table (Table 43) presents some of the samples of activities, which were designed in relation with the intercultural awareness principle of the CEFR in the units of the coursebook. According to the table (Table 43), guessing countries and nationalities, reading passages related to different cultures, examples of the festivals or famous places across the world are among the activities presented in the units that aim to enhance the intercultural awareness principle of the CEFR. The seventh principle of the CEFR which was investigated in the coursebook of 9th grade of the high schools was autonomous learning. The detailed analysis of activities in the units of the coursebook resulted in that only 5 units (Unit 4, Unit 5, Unit 6, Unit 7 and Unit 8) out of 10 units in the coursebook include activities, which are based on the intercultural principle of the CEFR. The following table (Table 43) presents some of the samples of activities designed in relation with autonomous learning principle of the CEFR in the units of the coursebook. According to the table (Table 43), fostering students to use searching engines on the Internet or to use some web oriented tools for the accomplishment of tasks are among the samples of activities, which aim to encourage students to become autonomous learners within the light of autonomous learning principle of the CEFR. The last principle of the CEFR that was questioned in the coursebook of 9th grade of high schools was self-assessment. The analysis of activities in the units of the coursebook indicated that all of the units from Unit 1 to Unit 10 comprised activities regarding the self-assessment principle of the CEFR. Each unit in the coursebook of 9th grade for high schools provided a part that enables students to check themselves. The pages of samples connected with the self-assessment principle of the CEFR in the coursebook are provided in the following table (Table 43).

Table 43

Samples of the Items in the 9th Grade EFL Coursebook for the Pedagogic Principle of the CEFR

The Pedagogical Principles of the CEFR	Samples of the Items in the Coursebook***
Action-Oriented Approach	'Introduce yourself to...' (p.15) *(Communicative problem)
	'Ask for and give directions...' (p.30) *(Communicative problem)
	'Making, accepting & refusing an invitation' (p.39) *(Communicative problem)
	'...Customer (C) or waiter (W).' (p.74) *(Communicative problem)
	'...shopping in different stores...' (p.116) *(Communicative problem)
	'Agreement & disagreement' (p.123) *(Communicative problem)
	'...ask and answer questions about the things in your bags.' (p.16)
Communicative Language Competence	'Give your ideas...' (p.44)
	'...interview your partner...' (p.51)
	'...Share your opinions.' (p.64)
	'Imagine you are at a café. Make a dialogue.' (p.75)
	'...Role-play the dialogue.' (p.111)
Task-Based Learning	'Write your opinion about a movie on a blog using the cues.' (p.42)
	'Prepare a poster about an inspiring character.' (p.72)
	'...prepare a presentation of it.' (p.90)
	'Prepare a poster about safety and health...' (p.108)
	'...Accept and refuse the invitation.' (p.114)
	'...Guess their countries and nationalities.' (p.14)
Intercultural Awareness	'Different Shelters Different Cultures' (p.31)
	'...we give female names to our hurricanes...' (p.52)
	'...match the international dishes with the countries...' (p.76)
	'Match the Seven Wonders of the Ancient World with the countries.' (p.86)
	'...the Basant Panchami Festival in India.' (p.118)
Autonomous Learner	'Search an explorer on the Net...' (p.60)
	'Search the Net to get more information about them.' (p.70)
	'Search the Net for two countries.' (p.78)
	'Use Web 2.0 tools to prepare it.' (p.90)
	'Search the Net for the emergency service numbers in the UK...' (p.104)
Self-Assessment	**'Check yourself' (p.24,36,48,60,72,84,96,108,120,132)

* Communicative problems were reflected through language functions.

** See the related pages in the coursebook (Teenwise, 2017) for further details.

*** Items were taken from the coursebook (Teenwise, 2017).

The researcher analyzed the coursebook prepared for the students unit by unit through the criteria (themes) defined in the first research question. The

detailed analysis of the coursebook in accordance with the principles of the CEFR proposed by the results of the first research question in the previous part came up with nearly the same results as indicated in the literature. The principles of plurilingualism and pluriculturalism were found to be not included in the coursebooks of 9th grade (Zorba, 2012). This result may suggest that the implementation of these principles of the CEFR in our context may have been neglected due to various social, cultural and educational reasons.



The Results of the Sixth Research Question

The sixth research question to be investigated was *'To what extent do the assessment tools based on the High School 9th Grade English Language Curriculum of the MoNE correspond to the proficiency descriptors of the CEFR?'.* This research question investigated the compatibility of assessment tools, which were designed in line with 9th Grade EFL program of the MoNE, with the proficiency descriptors of the CEFR. The compatibility analysis of items was carried out by several experts in the area in order not only to miss any details and but also to increase the trustworthiness of the research. For this reason, the self-assessment items proposed at 'Check Yourself' parts of each unit in 9th grade coursebook for students were compared to the descriptors of EAQUALS Bank based on the proficiency descriptors of the CEFR. The correspondence analysis of 'Check Yourself' parts to the descriptors of EAQUALS Bank was carried out item by item. Each item regarding with the self-assessment at 'Check Yourself' parts was compared to the descriptors according to the language levels of A1, A1+ and A2 depicted in EAQUALS Bank. The analyses showed that there are 63 items in total (within the units) regarding self-assessment at 'Check Yourself' parts of the coursebook. The researchers agreed on 18 items at these parts, which are compatible with the descriptors of EAQUALS Bank provided for A1, A1+ and A2 levels. 15 items were found to be compatible with the descriptors of EAQUALS Bank provided for A2+ level, which is above the level expected for 9th grade students. Only Unit 1 comprised self-assessment items, which are compatible with A1 level. A1 level proposes some simple and short proficiency descriptors for users at this level for example; 'introducing yourself and your family members', 'understanding familiar names or words in a postcard', 'writing simple phrases on a postcard', or 'understanding vocabulary for greetings in a recorded text' etc. Unit 1, Unit 2, Unit 3 and Unit 4 comprised 8 self-assessment items in total which are compatible with A1+ level of EAQUALS Bank based on the proficiency descriptors of the CEFR. At this level, A1+, language users can apply strategies such as asking interlocutors speak slowly or repeat last utterances or invite them to help with gestures. They can also use simple conjunctions such as "and, or, but" to join utterances (EAQUALS, 2008). 'Asking for or giving simple directions', 'describing neighbourhood' and 'describing the location of the things' are some examples in

aforementioned units that comprise A1+ level descriptors of the self-assessment items. Unit 2, Unit 3 and Unit 9 comprised 6 self-assessment items in total that are compatible with A2 level of the proficiency descriptors proposed by the CEFR. The language users of this level, A2, are expected to be able to start a conversation, ask for clarification or to have sufficient vocabulary knowledge communicate in simple daily settings (EAQUALS, 2008). 'Inviting friends to the cinema', 'talking about free time activities' and 'describing future plans' are some examples taken from the self-assessment items designed at the end of the related units and which are compatible with the proficiency descriptors of the CEFR. Lastly, each unit, except for Unit 1 and Unit 8, comprised self-assessment items, which correspond to A2+ level proficiency descriptors proposed by the EAQUALS Bank based on the proficiency descriptors of the CEFR. At this level, language users are expected to have sufficient vocabulary knowledge for daily issues and take part in conversations about familiar circumstances and they can use simple general expressions efficiently (EAQUALS, 2008). 'Understanding public announcements', 'writing a short message', 'agreeing and disagreeing with friends' and 'talking about daily activities' are some examples proposed in the self-assessment parts of the units and which are compatible with A2+ level descriptors of EAQUALS Bank based on the proficiency descriptors of the CEFR.

The following table (Table 44) clearly indicated the compatibility analyses of the self-assessment items, which are based on 9th Grade EFL Program of the MoNE, and which are presented in the coursebook of students in the Anatolian high schools of the MoNE.

Table 44

Self-Assessment Items in the 9th Grade EFL Coursebook

Units	Descriptors for Self-Assessment**	CEFR
Unit 1	I can introduce myself and my family members.	A1+
	I can ask and answer about my personal belongings.	A1+
	I can ask for and give simple directions in simple phrases.	A1+
	I can understand familiar names, words and basic phrases in a postcard or e-mails.	A1
	I can write simple sentences and phrases in a postcard or an e-mail.	A1
	I can understand vocabulary for greetings and conversations in a recorded text.	A1
Unit 2	I can ask about and describe my neighbourhood.	A1+
	I can tell the location of things and places.	A1+
	I can describe different environments in simple sentences. *	A2+
	I can read a simple text for specific information about a neighbourhood or a city.	A2
	I can locate the things as I listen to information about the instructions.	A1+
	I can talk about my free time activities.	A2
Unit 3	I can tell the time and date.	A1+
	I can invite my friend to the cinema.	A2
	I can read movie reviews on blogs.	X
	I can write about a movie on my blog.	X
	I can understand what I hear using my background knowledge. *	A2+
	I can identify the subject of a text with the help of familiar words while listening.*	A2+
Unit 4	I can identify time expressions of daily routines while listening.	A1+
	I can talk about my abilities.	A1+
	I can talk about my daily activities and frequencies of them. *	A2+
	I can identify specific information in an article on effects of natural events.	X
	I can scan reading passages about people to find out different abilities.	X
	I can write an opinion paragraph about love for nature.	X
Unit 5	I can match description of people in a recorded text with appropriate pictures.	X
	I can compare characteristics of different people by expressing opinions.	X
	I can describe current actions in pictures.	X
	I can scan a text for specific information. *	A2+
	I can guess the meanings of unknown words from the contexts.	X
	I can prepare a poster about an inspirational character.	X
Unit 6	I can write a fan social media message to well-known person.	X
	I can understand public announcements at the airport/train station, etc. *	A2+
	I can identify the expressions to order food in a restaurant while listening. *	A2+
	I can order food at a restaurant / café. *	A2+
	I can use the expressions to buy a flight / bus / train ticket. *	A2+

	I can read and understand informative texts. *	A2+
	I can write a short message. *	A2+
	I can organise information on world heritage in a recorded text.	X
	I can respond to simple questions / statements in an interview.	X
Unit 7	I can make a presentation about an ancient civilization.	X
	I can ask and answer the questions about a text related to the world heritage.	X
	I can reorder the events in a short story. *	A2+
	I can write sentences about historical places I visited in the past.	X
	I can describe my health problems and symptoms.	X
	I can ask for and give advice about health problems.	X
	I can write to a magazine about my health problem.	X
Unit 8	I can talk about emergency situations.	X
	I can ask for help from the emergency services.	X
	I can talk about obligations, responsibilities and prohibitions.	X
	I can give information about safety / health.	X
	I can fill in the missing parts in a dialogue about invitations on a phone call.	X
	I can make and respond to suggestions / requests.	A2
	I can describe future plans and arrangements.	A2
Unit 9	I can give and receive information about quantities, numbers and prices while shopping.	A2
	I can find the supporting ideas in a text.	X
	I can write simple invitation letters. *	A2+
	I can write a short paragraph about my future plans. *	A2+
	I can say what will happen in the future.	X
	I can agree or disagree with my friends. *	A2+
Unit 10	I can talk about social media and TV programmes with my friends.	X
	I can read and understand the texts about social media and TV programmes.	X
	I can write my ideas about social media and TV programmes.	X
	I can listen and understand the people talking in a TV broadcast.	X
TOTAL 63		18

* Proficiency descriptors are for A2+ level of language learners.

** Descriptors were taken from the coursebook (Teenwise, 2017).

The Results of the Seventh Research Question

The seventh research question to be investigated was *'Is the High School 9th Grade English Language Curriculum of the MoNE appropriate for the students studying at these classes according to the educational and descriptive principles of the CEFR?'*. This research question was a summary of the results obtained through document analyses, face-to-face interviews and observations indicated in the previous research questions. Firstly, the document analyses showed that 61.71 % of the outcomes (Table 19) stated in 9th Grade EFL Program of the MoNE are compatible with the proficiency descriptors of the CEFR for A1, A1+ and A2 levels of learners; and, six of the pedagogical principles (action-oriented approach, task-based learning, intercultural awareness, self-assessment, autonomous learner, communicative language competence) of the CEFR, defined in the first research question, are reflected in 9th Grade EFL Program (the third research question). These results suggested that 9th Grade EFL Program is compatible with the CEFR at a large extent. Secondly, the data collected through the face-to-face interviews with the participants resulted in that the participants were of the opinion (f=10; 10th interview question) that 9th Grade EFL Program is applicable in EFL classes in terms of students' needs and levels. Thirdly, the observation results obtained in two different traditional Anatolian high schools found out that the English lessons designed in accordance with the new EFL program for 9th grade students are applicable in the language classes (Item 20 / Observation Checklist). In conclusion, it can be said that 9th Grade EFL Program of the MoNE is appropriate for the students studying at these classes in terms of the educational and descriptive principles of the CEFR according to the results discussed above.

Chapter 5

Conclusion and Suggestions

This part of the thesis summarizes the results discussed in the previous part and put forwards some recommendations based on the results concerning the implementation of 9th Grade EFL Program of the MoNE within the light of educational principles and proficiency descriptors of the CEFR.

Conclusions

Program evaluation is a dynamic process comprising different procedures with the active participation of various internal and external stakeholders. Program evaluation refers to data collection about the components and objectives of a program systematically to reach conclusions on efficiency of the program and to make suggestions for future program designs (Patton, 2002). Within this scope, the current study tried to find out the compatibility of the EFL program for 9th grade students of high schools, recently proposed by the BoE of the MoNE, with the CEFR by implementing several research tools. The researcher systematically implemented document analyses, face-to-face interviews and observations to collect data about the applications, the views of participants, who have a key role in conducting all of the language teaching and learning processes in real classroom environments, and the outcomes presented for the language learners in order not only to describe the present situation of the implementations but also to guide forthcoming program development efforts of this kind with its findings.

The researcher tried to approach the processes in a phenomenological way as the nature of this study conforms extensively to the features of phenomenological inquiry. The researcher attempted to describe the experiences (Creswell, 2007; Moustakas, 1994) of the participants stemming from the implementations of 9th Grade EFL Program for students in the classroom, and also tried to observe the implementations of the program in the classroom contexts to reach credible results. The conclusions drawn from the results and the suggestions based on these conclusions were discussed in following paragraphs.

Firstly, the results showed that the outcomes defined in 9th Grade EFL Program for the students' competence level to be attained were not compatible with the proficiency descriptors (A1, A1+, A2) proposed by Breakthrough and

Waystage levels. The detailed analyses of documents (9th Grade EFL Program, EAQUALS BANKS of Descriptors-As Checklists, Breakthrough and Waystage documents) by different experts in terms of language functions, pronunciation, speaking skill, listening skill, reading skill and writing skill showed that the compatibility of outcomes suggested in 9th Grade EFL Program with the proficiency descriptors of the CEFR is 61.71%. There are 128 outcomes in total suggested for 9th grade EFL students in the program and only 79 outcomes are compatible with the proficiency descriptors of the CEFR. It was found that some of the outcomes suggested for students are above the levels proposed in the program by conforming to A2+ level. It can be concluded from the results that the outcomes of 9th Grade EFL Program do not completely correspond to the CEFR in terms of proficiency descriptors suggested for the language learners at A1, A1+ and A2 levels.

Secondly, the detailed analysis of 9th Grade EFL Program in terms of the descriptive and pedagogical principles of the CEFR showed that the program comprises the principles of action-oriented approach, communicative language competence, task-based learning, autonomous learning, intercultural awareness, self-assessment while it disregards the principles of plurilingualism and pluriculturalism. This result obtained from the document analysis was supported by the results obtained through face-to-face interviews and the real-time observations carried out in the EFL classrooms. The participants stated that they had not covered any activity regarding plurilingualism and pluriculturalism. The observations conducted in the EFL classes contributed to the findings of interviews, and, the observers did not come across any plurilingual and pluricultural activities during the observations in different classes in different schools.

Thirdly, the interviews and observations showed that the activities presented in the course materials were appropriate to the students' language levels while the design of the course materials was not appropriate to the students' age groups. The interview results and observation results were in line with each other on this issue. The texture of materials, drawings in the activities, the sound quality of audios and the smartboard format of materials were among the issues, which were discussed during the interviews and observations. These were all

among the factors affecting the EFL classes negatively in terms of language teaching and learning processes according to the views of participants as insiders and according to the views of observers as outsiders.

Fourthly, the data obtained from document analyses, face-to-face interviews and observations showed that there were problems in the self-assessment parts provided for the students in terms of design and implementations. It was found that the coursebook provided self-assessment parts in the form of 'Check Yourself' at the end of each unit but the proficiency descriptors were found to be above the students' levels. There were 63 proficiency descriptors at the end of ten units in total which were presented for the students, but, only 18 of them were compatible with the proficiency descriptors of the CEFR and 15 of them were compatible with A2+ level, which was suggested for 10th grade students. The teachers expressed that they skipped these parts during the classes as they were above the students' levels, and this expression was observed during one of the classes. It was also found that ELP, one of the aspects strongly suggested by the CEFR, was not implemented as an integral part of the classes.

Fifthly, the seminars or in-service training activities organized for teachers by the authorities were not found to be appealing to the professional needs of teachers. Most of the participants (f=8; see p.134) expressed negative views on the efficacy of seminars or in-service training activities on the scope and implementation of the newly proposed EFL program for 9th grade students by the BoE.

Lastly, the interviews conducted with the participants asserted that the course hours allotted by the MoNE for EFL classes at 9th grade of high schools were insufficient both for teachers and learners. The participants expressed that they had 6 hours of EFL classes in the previous years for the same level, and they could reach all of the students in classrooms in terms of activities, especially in terms of speaking activities. Most of them (f=9; see p.138) complained that they could not reach all of the students in terms of practice, and they mostly had to include the students who were eager to do activities. As a consequence, the insufficient course hours can be sequenced among the factors affecting the implementation of new 9th Grade EFL Program at Anatolian high schools.

However, the results obtained from multiple data sources showed that the new EFL program appealed to students' communicative needs and levels. Teachers expressed that the current program was more communicative when compared to the previous programs. According to the participants of the face-to-face interviews, the themes and activities fostering the intercultural awareness among the students were positive aspects of the program which helped the students to develop their communicative competences. The observations confirmed the data obtained from the teachers. The experts observed that the activities based on intercultural factors were presented in an integrative way in terms of four language skills for the students, and this aspect affected students' participations to EFL classes. It was also found that the current EFL program focused on the communicative problems of 9th grade students of Anatolian high schools by providing task-based activities. The tasks to be accomplished in personal, public, educational and occupational domains were presented in a meaningful way through communicative activities. Being 'customer & waiter' or 'leaving a message for the family' can be sequenced among the task-based activities developing communicative competences of students.

Uniqueness of the Study: With this research, the compatibility analysis of the two programs, 9th Grade EFL Program of the MoNE and the CEFR, appears in the most detailed fashion. The consistency has been researched using a qualitative inquiry through phenomenology. Since the appearance of the 9th Grade EFL Program of the MoNE is very new, this study contributes to the instructional domains of program evaluation, program design, and finally foreign language teaching.

Suggestions

Based on the conclusions drawn from the application of multiple data sources, several suggestions regarding further efforts on program developments of this kind for high schools can be provided. It is hoped that the following suggestions may contribute to forthcoming studies.

Firstly, the outcomes stated in the EFL program can be designed more in line with the proficiency descriptors of the CEFR. Thus, the expected educational attainments from language learners at the end of teaching and learning processes can be more standardized with respect to the criteria followed by the international counterparts. In turn, this can help Turkish EFL learners to keep track of their learning experiences and to describe their proficiency levels in the target language in a variety of contexts from education to business life without any difficulty.

Secondly, the plurilingualism and pluriculturalism pedagogical principles of the CEFR can be included in EFL programs of Anatolian high schools by beginning from 9th Grade EFL Program. The EFL programs applied in Anatolian high schools can focus on a third language and culture along with the target language. For example, 9th Grade EFL Program can consistently provide examples from Italian language and culture in all of the units throughout the year; 10th Grade EFL Program can consistently provide examples from Spanish language and culture in all of the units throughout the year; 11th Grade EFL Program can consistently provide examples from French language and culture in all of the units throughout the year and, lastly, 12th Grade EFL Program can consistently provide examples from German language and culture in all of the units throughout the year. This kind of revisions can pave the way for students studying at Anatolian high schools to become plurilingual and pluricultural at the end of Secondary Education. This was just an example, more suggestions can be provided on this issue.

Thirdly, designing user-friendly and more professional course materials by considering students' age groups can enhance the success of EFL program. The course materials can be reconsidered by the authorities in terms of texture, visuals, smartboard versions and audios. Using authentic photos instead of animated drawings in the course materials may lead students to take EFL classes

more seriously as suggested by one of the participants (P-K; see p.140). The smartboard versions of the course materials can be improved in terms of sound quality, visuals and transitions between the activities as revealed by the interviews and the observations.

Fourthly, 'Check Yourself' parts at the end of the units designed for the students to assess themselves can be prepared more compatible with the proficiency descriptors of the CEFR. This way, the application of self-assessment parts proposed by course materials can be fostered both for language teachers and language learners in Anatolian high schools. The application of English Language Portfolio (ELP) found to be missing during the EFL classes according to the interviews and observations. The ELP application in EFL classes can provide internationally recognized bases for language learners in which they can describe their achievements and levels for their future lives in terms of aforementioned aspects.

Fifthly, the scope of the seminars or in-service training activities, prepared for the teachers, on the new EFL program can be developed in terms of theory and practice. The theoretical bases, which the EFL program rests on and the practical tips regarding to implementations in classrooms, can be presented by professionals or can be discussed among teachers to enhance the awareness on the program.

Lastly, the course hours allotted for the EFL classes of 9th grade students at Anatolian high schools can be increased to an expected level by taking teachers' advice into consideration on the issue. This may contribute to success of the EFL program in terms of implementation by enabling teachers to reach all of the students in classrooms with regard to the activities.

Suggestions for Further Studies. The researchers can analyze the implementations and efficacy of programs for 10th grade, 11th grade, 12th grade proposed by the BoE for Anatolian high schools. As the newly released 9th Grade EFL Program began to be implemented in 2017-2018 academic year, the programs for the next grades will be respectively implemented in the forthcoming years.

Ethnographic studies based on classroom observations and exceeding several academic terms can be implemented to see the applications and efficacy of EFL programs proposed by the BoE for 10th grade, 11th grade and 12th grade.

Getting permission from the local authorities affiliated to the MoNE for this kind of study can be problematic and can exceed predetermined schedule. For this reason, preparing a flexible schedule for research steps by considering the unexpected problems that may stem from external factors such as authorities or updates on a language program itself can prevent unfavorable issues to the research studies of this kind.

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APPENDIX-A: Participant Information Form
PARTICIPANT INFORMATION FORM

Dear Colleague,

I am currently a PhD candidate at Graduate School of Educational Sciences of Hacettepe University. I am conducting a research to evaluate the 9th grade English language program of secondary education. Within the scope of my thesis “Evaluation of the High School 9th Grade English Language Program of Turkey in Relation with the CEFR Principles”, your knowledge and views stemming from your experiences in the classrooms as a teacher who applies, practices this program will contribute to the accomplishment of this research. Necessary permissions were given by the Ethical Committee of Hacettepe University for this research.

The participation to this interview rests completely on a voluntary basis. There will not be any statement of identification on the Individual Interview Form and Observation Form. You can quit the interview whenever you want. You can notify us later, if you do not want your answers to be used. As there is no right or wrong answer to the questions of this interview, your sincere answers based on your experiences from the application of the program will contribute to the validity and reliability of the research. All the data obtained from the research will be kept confidential and will just be used for this study. You can skip any questions which you do not want to respond; you can ask about anything without any hesitation and you can quit the interview whenever you want. I would like to thank you for your interest and contribution to this research by participating voluntarily, and I wish you success in your professional life.

Supervisor

Prof.Dr.İsmail Hakkı MİRİCİ
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Date:
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Researcher

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E-mail: erkanyuce@nevsehir.edu.tr
Date:
Signature:

APPENDIX-B: Individual Interview Form

INDIVIDUAL INTERVIEW FORM

PART 1: PARTICIPANT PROFILES

Educational Background : 1. Bachelor's Degree..... 2. Master's Degree..... 3. PhD.....

Department of Graduation: 1. Eng. Lan. Teaching 2. Eng. Lan.&Literature
3. Eng. Linguistics 4. Trans.& Interpreting 5. Other.....

Teaching Experience:Year (s)

Age:

Gender: Female / Male

PART 2: INTERVIEW QUESTIONS

1. Does the program enable your students to become plurilingual and pluricultural? Does it give your students opportunities to find solutions stemming from the differences between mother language and culture, and target language and culture by enabling them to make transitions between mother language and culture, and target language and culture in daily life?

2. Does the program equip your students with the skills which enable them to solve the problems that may arise in daily life as social individuals of the society? (Accepting or refusing an invitation, ordering foods or drinks etc.)

3. Do you think the program develops students' communicative competences (linguistic, social, and pragmatic)?

4. Does the program develop your students in the foreign language regarding the tasks that they have to accomplish in daily life (personal, public, educational, and occupational domains)?

5. Does the program enable your students to assess themselves in the foreign language? What kind of assessment tools do you use for this (Do you use unit based self-assessment tools at the end of the units, product files, self-assessment check lists, European Language Portfolio (ELP) etc.)?

6. Does the program upskill your students with intercultural awareness? (Does it enable them to learn the similarities and differences between their own cultures and foreign cultures?)

7. Does the program equip your students with the skills which enable them to reach the information they need by taking the responsibility of their own learning without direct support of teacher?

8. Did you get a seminar or an in-service training on the new program? Yes / No

If you got,

Do you think that it was beneficial for your professional development? Yes / No

If you did not get,

Do you think that it would be beneficial for your professional development? Yes / No

9. What are your opinions about the appropriateness of the learning and teaching processes (objectives, activities and outcomes etc.) to the levels and needs of the students?

10. What are your opinions about the applicability of the foreign language teaching program designed in accordance with the CEFR (Common European Framework of Reference for Languages: Learning, Teaching, Assessment) in the classroom environment? What do you think about its weaknesses and strengths?

APPENDIX-C: Observation Checklist

9TH GRADE ENGLISH LESSON OBSERVATION CHECKLIST

Observation Date: Observation Duration and Time:		Yes	Partially	No	NOTES
1	The themes of the units in the English lesson are attractive for the students.				
2	The listening activities applied in the English lesson are appropriate to the language levels of the students.				
3	The speaking activities applied in the English lesson are appropriate to the language levels of the students.				
4	The reading activities applied in the English lesson are appropriate to the language levels of the students.				
5	The writing activities applied in the English lesson are appropriate to the language levels of the students.				
6	The pronunciation activities applied in the English lesson are appropriate to the language levels of the students.				
7	Example situations which students may come across in an ordinary day and how to come over these situations are presented in the English lesson.				
8	The English lesson provides activities for the students to become plurilingual.				
9	The English lesson provides activities for the students to become pluricultural.				
10	The English lesson presents example problems and their solutions which students may come across in an ordinary day.				
11	The English lesson presents activities which students can develop their communicative competences in the foreign language.				
12	The English lesson presents sample tasks which students need to accomplish in personal, public, educational and occupational domains.				
13	The English lesson presents self-assessment tools which students can evaluate themselves.				
14	The English lesson presents samples of intercultural similarities and differences to students.				
15	The English lesson presents activities for the students which foster autonomous learning.				
16	The materials implemented in the English lesson are appropriate for students' language levels.				
17	The materials implemented in the English lesson are appropriate for students' age groups.				
18	The activities applied in the English lesson, in general, improve communicative competences of the students.				
19	The activities applied in the English lesson, in general, are appropriate for the students' linguistic and intercultural needs.				
20	The English lesson, in general, is applicable in the classroom environment.				

APPENDIX-D: Table 20 Compatibility of the EFL Program of 9th Grade with the Pedagogical Principles of the CEFR

Table 20 Compatibility of the EFL Program of 9th Grade with the Pedagogical Principles of the CEFR

Units	Items in the Program	Pedagogical Principles of the CEFR	Compatibility with the CEFR
UNIT 1	Functions		
	1. Meeting new people and introducing oneself and family members	Plurilingualism	X
	2. Talking about possessions		
	3. Asking for and giving directions		
	Listening	Pluriculturalism	X
	E9.1.L1. Students will be able to identify frequently used vocabulary for greetings and conversations in a simple recorded text.		
	E9.1.L2. Students will be able to detect specific information about jobs/countries/ nationalities.	Action-Oriented Approach	✓
	Speaking		
	E9.1.S1. Students will be able to introduce themselves and their family members.		
	E9.1.S2. Students will be able to ask and answer about their personal belongings.	Communicative Language Competence	✓
	E9.1.S3. Students will be able to ask for and give simple directions in simple phrases.		
	Reading		
UNIT 2	E9.1.R1. Students will be able to recognize familiar names, words and very basic phrases in simple texts such as postcards, greeting cards and emails.	Task-Based Learning	✓
	E9.1.R2. Students will be able to find specific information in a simple text about jobs/nationalities/countries.	Self-Assessment	✓
	Writing		
	E9.1.W1. Students will be able to write simple sentences and phrases (a postcard, an e-mail or a hotel registration form).		
	E-Portfolio Entry	Intercultural Awareness	✓
	ELP Self-Assessment		
		Autonomous Learner	✓
	Functions		
	1. Talking about locations of things	Plurilingualism	X
	2. Asking about and describing neighborhood		
	3. Making comparisons	Pluriculturalism	X
	Listening		
	E9.2.L1. Students will be able to respond to the questions related to the topic of a recorded text/video.	Action-Oriented Approach	✓
	E9.2.L2. Students will be able to locate the things as they listen to information about the instructions.		
	Speaking	Communicative Language Competence	✓

UNIT 3	E9.2.S1. Students will be able to ask about and describe their neighbourhood.		
	E9.2.S2. Students will be able to compare people, places and objects around them.	Task-Based Learning	✓
	E9.2.S3. Students will be able to ask and answer questions about location of things and places.		
	Reading	Self-Assessment	✓
	E9.2.R1. Students will be able to read a simple text for specific information about their neighbourhood/city etc.		
		Intercultural Awareness	✓
	Writing		
	E9.2.W1. Students will be able to fill in a chart comparing cities in different countries/Turkey.		
	E9.2.W2. Students will be able to describe different environments in simple sentences and phrases.	Autonomous Learner	✓
	E-Portfolio Entry		
	Functions		
	1. Talking about likes/ dislikes, hobbies and free time activities	Plurilingualism	X
	2. Expressing opinions		
	3. Making preferences		
	4. Asking about and telling the time and the date	Pluriculturalism	X
	5. Inviting and refusing/accepting an invitation		
	Listening		
	E9.3.L1. Students will be able to detect familiar words/phrases about likes/dislikes and hobbies in a recorded text or video.	Action-Oriented Approach	✓
	E9.3.L2. Students will be able to reorder a conversation about making invitations/ offers.		
	Speaking	Communicative Language Competence	✓
	E9.3.S1. Students will be able to express their opinions about free time activities.		
	E9.3.S2. Students will be able to ask about and tell the time and the date.	Task-Based Learning	✓
	E9.3.S3. Students will be able to talk about their preferences of hobbies and free time activities.		
	E9.3.S4. Students will be able to act out a dialogue about accepting and refusing an invitation.	Self-Assessment	✓
	Reading		
	E9.3.R1. Students will be able to scan film reviews on blogs to decide which movie to see.		
	E9.3.R2. Students will be able to find the main idea of a text about movies.	Intercultural Awareness	X
	Writing		
	E9.3.W1. Students will be able to write their opinions on a blog.		
	E9.3.W2. Students will be able to write short text messages to invite their friends for a movie.	Autonomous Learner	✓

E-Portfolio Entry
ELP Self-Assessment

UNIT 4	Functions 1. Describing daily routines 2. Talking about abilities 3. Talking about frequencies of activities	Plurilingualism	X
	Listening E9.4.L1. Students will be able to identify the subject of a text with the help of familiar words. E9.4.L2. Students will be able to identify time expressions of daily routines.	Pluriculturalism	X
	Speaking E9.4.S1. Students will be able to talk about their abilities. E9.4.S2. Students will be able to talk about their daily activities and the frequencies of those activities.	Action-Oriented Approach	✓
	Reading E9.4.R1. Students will be able to identify specific information in a simple written material such as short newspaper articles on effects of natural events. E9.4.R2. Students will be able to scan reading passages about people to find out different/unusual abilities.	Communicative Language Competence	✓
	Writing E9.4.W1. Students will be able to write about their friend's daily life and the frequencies of their activities. E9.4.W2. Students will be able to write a short paragraph about love for nature.	Task-Based Learning	✓
		Self-Assessment	✓
	E-Portfolio Entry	Intercultural Awareness	X
		Autonomous Learner	✓
	Functions 1. Asking about and describing people's appearances and characters 2. Comparing characteristics and appearances. 3. Expressing opinions (Agreeing, disagreeing, etc...) 4. Talking about current activities	Plurilingualism	X
		Pluriculturalism	X
UNIT 5	Listening E9.5.L1. Students will be able to identify the descriptions of people's appearances in a recorded text.	Action-Oriented Approach	✓
	Speaking E9.5.S1. Students will be able to compare characteristics of different well-known people by expressing their opinions. E9.5.S2. Students will be able to describe current actions in pictures.	Communicative Language Competence	✓
	Reading	Task-Based Learning	✓

UNIT 6	E9.5.R1. Students will be able to scan a text for specific information.		
	E9.5.R2. Students will be able to guess the meanings of unknown words from the contexts.	Self-Assessment	✓
	Writing		
	E9.5.W1. Students will be able to write a text comparing characteristics of people by giving their opinions.	Intercultural Awareness	X
	E9.5.W2. Students will be able to write a text describing their inspirational character.		
	E-Portfolio Entry	Autonomous Learner	✓
	ELP Self-Assessment		
	Functions		
	1. Asking about and describing cities	Plurilingualism	X
	2. Identifying cultural differences		
	3. Talking about travel and tourism		
	4. Ordering food	Pluriculturalism	X
	Listening		
	E9.6.L1.Students will be able to detect specific information in public announcements at the airport / train station etc.		
	E9.6.L2.Students will be able to identify the most frequently used expressions to order food in a restaurant.	Action-Oriented Approach	✓
	Speaking		
	E9.6.S1.Students will be able to take part in a dialogue about ordering food at a restaurant/cafe.	Communicative Language Competence	✓
	E9.6.S2.Students will be able to take part in conversations in the situations that can occur while travelling.		
	E9.6.S3.Students will be able to use the most frequently used expressions to buy a flight/ bus/train ticket.	Task-Based Learning	✓
	E9.6.S4. Students will be able to talk about some basic cultural differences of places they have visited.	Self-Assessment	✓
	Reading		
	E9.6.R1.Students will able to scan short texts describing some famous cities in the world for specific information.		
	E9.6.R2. Students will be able to get the main points of the informative texts related to intercultural differences.	Intercultural Awareness	✓
	Writing		
	E9.6.W1. Students will be able to write a short message to leave at the reception desk for their parents.		
	E9.6.W2. Students will be able to write a series of sentences about the city that they would like to visit by indicating reasons.	Autonomous Learner	✓
	E-Portfolio Entry		

UNIT 7	Functions		
	1. Talking about past events	Plurilingualism	
	2. Making inquiries		X
	3. Asking and answering questions in an interview		
		Pluriculturalism	X
	Listening		
	E9.7.L1. Students will be able to organize information on world heritage in a recorded text/video.		
	E9.7.L2. Students will be able to respond to simple questions/ statements in a recorded interview.	Action-Oriented Approach	✓
	Speaking		
	E9.7.S1. Students will be able to ask and answer simple questions in an interview about past times and past events.	Communicative Language Competence	✓
UNIT 8	E9.7.S2. Students will be able to give a short simple presentation about an ancient civilization they have searched before.		
		Task-Based Learning	✓
	Reading		
	E9.7.R1. Students will be able to ask and answer the questions about a text related to the world heritage.		
	E9.7.R2. Students will be able to reorder the events in a short story.	Self-Assessment	✓
	Writing		
	E9.7.W1. Students will be able to write a series of sentences about historical places they visited in the past.	Intercultural Awareness	X
	E-Portfolio Entry		
		Autonomous Learner	✓
	Functions		
UNIT 8	1. Asking for and giving advice	Plurilingualism	X
	2. Giving and understanding simple instructions in case of emergency		
	3. Talking about something that has happened recently	Pluriculturalism	X
	4. Expressing obligations and prohibitions		
	Listening		
	E9.8.L1. Students will be able to identify the most frequently used expressions about health problems.	Action-Oriented Approach	✓
	Speaking		
	E9.8.S1. Students will be able to ask for help from the emergency services in areas of immediate need.	Communicative Language Competence	✓
	E9.8.S2. Students will be able to ask for and give advice about health problems.		
	E9.8.S3. Students will be able to express obligations, responsibilities and prohibitions in social life.		
UNIT 8		Task-Based Learning	✓
	Reading		
UNIT 8	E9.8.R1. Students will be able to find the main idea of a text about health problems/emergency situations that have happened recently.		
		Self-Assessment	✓

UNIT 9	Writing E9.8.W1. Students will be able to prepare posters/leaflet/brochures about safety and health at work.	Intercultural Awareness	X
	E-Portfolio Entry ELP Self-Assessment	Autonomous Learner	✓
	Functions 1. Asking for and giving suggestions 2. Doing shopping 3. Making requests 4. Talking about future plans 5. Making and answering phone calls	Plurilingualism Pluriculturalism	X X
	Listening E9.9.L1. Students will be able to fill in the missing parts in a dialogue about invitations and apologies on a phone call. E9.9.L2.Students will be able to recognise the most frequently used expressions related to shopping in a recorded text.	Action-Oriented Approach	✓
	Speaking E9.9.S1. Students will be able to make and respond to suggestions/ requests. E9.9.S2. Students will be able to describe future plans and arrangements. E9.9.S3.Students will be able to give and receive information about quantities, numbers, and prices in conversations about shopping.	Communicative Language Competence Task-Based Learning	✓ ✓
	Reading E9.9.R1. Students will be able to find the supporting ideas in a text.	Self-Assessment	✓
	Writing E9.9.W1. Students will be able to write simple invitation letters. E9.9.W2.Students will be able to write a short paragraph about their future plans.	Intercultural Awareness	X
	E-Portfolio Entry	Autonomous Learner	✓
	*Functions 1. Making predictions about the future 2. Asking for and giving opinion (agreement, disagreement, etc...) 3. Interrupting someone in a conversation 4. Gaining time in a conversation	Plurilingualism Pluriculturalism	X X
	Listening E9.10.L1. Students will be able to put the events in a TV broadcast in order.	Action-Oriented Approach	✓
UNIT 10	Speaking E9.10.S1. Students will be able to make predictions about the future.	Communicative	✓

E9.10.S2. Students will be able to agree or disagree with others by giving their opinions.
 E9.10.S3. Students will be able to act out a dialogue using the expressions and phrases to interrupt and gain time in a conversation.

Language
Competence

Reading

E9.10.R1. Students will be able to skim short and simple texts to draw a conclusion in terms of social media.

Task-Based Learning

✓

Self-Assessment

✓

Writing

E9.10.W1. Students will be able to write a comment on a topic via social media.

Intercultural
Awareness

X

E-Portfolio Entry

ELP Self-Assessment

Autonomous Learner

✓

*Items were taken from the 9th Grade EFL Program of the MoNE (MoNE, 2018).

APPENDIX-E: Council of the European Union Report (Brussel) and Official Journal of the European Union



COUNCIL OF
THE EUROPEAN UNION



Conclusions on multilingualism and the development of language competences

*EDUCATION, YOUTH, CULTURE and SPORT Council meeting
Brussels, 20 May 2014*

The Council adopted the following conclusions:

"THE COUNCIL OF THE EUROPEAN UNION,

HAVING REGARD TO

- Articles 165 and 166 of the Treaty on the Functioning of the European Union;
- the conclusions of the Barcelona European Council meeting of 15-16 March 2002, which called for action “to improve the mastery of basic skills, in particular by teaching at least two foreign languages from a very early age”, as well as for the establishment of a linguistic competence indicator¹;
- the Council conclusions of 19 May 2006, which defined the principles for a European Indicator of Language Competence²;
- the Council conclusions of 12 May 2009 on a strategic framework for European cooperation in education and training (*ET 2020*), which highlight the importance of strengthening linguistic competence³;
- the Council conclusions of 28 - 29 November 2011 on language competences to enhance mobility, which highlighted the importance of a good command of foreign languages as a key competence essential to making one's way in the modern world and labour market⁴;

¹ SN 100/1/02 REV 1, p. 19, paragraph 44, 2nd indent.

² OJ C 172, 25.7.2006, pp. 1-3.

³ OJ C 119, 28.5.2009, pp. 2-10.

⁴ OJ C 372, 20.12.2011, pp. 27-30

P R E S S

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- Regulation (EU) No 1288/2013 of the European Parliament and of the Council of 11 December 2013 establishing the *Erasmus+* Programme, which includes the aim of improving the teaching and learning of languages⁵.

AND IN PARTICULAR TO

- the Council conclusions of 22 May 2008 on multilingualism, which called on the Member States to work together to enhance European cooperation on multilingualism and to take appropriate steps to improve effective language teaching⁶;
- the Council Resolution of 21 November 2008 on a European strategy for multilingualism, which invited Member States to promote multilingualism in support of competitiveness, mobility and employability, and as a means of strengthening intercultural dialogue⁷.

CONSIDERING THAT

1. Linguistic diversity is a fundamental component of European culture and intercultural dialogue, and that the ability to communicate in a language other than one's mother tongue is acknowledged to be one of the key competences which citizens should seek to acquire.⁸
2. The linguistic landscape in the EU is complex and diverse, with national factors influencing language learning and teaching, and considerable differences in legislation and practice with regard to these.
3. Language competences contribute to the mobility, employability and personal development of European citizens, in particular young people, in line with the objectives of the *Europe 2020* strategy for growth and jobs.
4. The level of language skills of many young people in Europe could be improved and that, despite some progress in recent decades, there is still considerable variation across countries in terms of access to language learning.
5. Since they are the source of many modern languages, the study of classical languages such as Ancient Greek and Latin can facilitate language learning, as well as contribute to the sustainability of our common heritage.

⁵ OJ L 347, 20.12.2013, pp. 50-73.

⁶ OJ C 140, 6.6.2008, pp. 14-15.

⁷ OJ C 320, 16.12.2008, pp. 1-3.

⁸ See the Recommendation of the European Parliament and of the Council of 18 December 2006 on key competences for lifelong learning [OJ L 394, 30.12.2006, pp. 10-18].

AGREES THAT

1. The EU and the Member States should assess progress in developing language competences, with each country contributing to this progress in accordance with its national context and circumstances.
2. Assessment of language competences could help to promote multilingualism and the effective teaching and learning of languages in school.
3. Such assessment could be conducted on the basis outlined in the Annex hereto and should cover all four language skills: reading, writing, listening and speaking.
4. The assessment could:
 - i) be organised at EU level
 - ii) take account - where available and in accordance with national circumstances - of national data;
 - iii) be organised with the support of a group composed of experts from the Member States and in cooperation with the Standing Group on Indicators and Benchmarks, with a view to ensuring maximum comparability;
 - iv) be funded by the *Erasmus+* Programme - in accordance with the relevant provisions of Regulation (EU) No 1288/2013⁹ and subject to the annual budgetary procedure;
 - v) require minimal resources on the part of schools and reporting efforts on the part of the Member States.

INVITES THE MEMBER STATES, WITH DUE REGARD FOR THE PRINCIPLE OF SUBSIDIARITY AND IN ACCORDANCE WITH NATIONAL CIRCUMSTANCES, TO

1. Adopt and improve measures aimed at promoting multilingualism and enhancing the quality and efficiency of language learning and teaching, including by teaching at least two languages in addition to the main language(s) of instruction from an early age and by exploring the potential of innovative approaches to the development of language competences.
2. Make efforts to develop appropriate methods for assessing language proficiency in accordance with the Annex hereto.
3. Develop measures to support children and adults with migrant backgrounds in learning the language(s) of the host country.
4. Exploit the potential of the *Erasmus+* Programme and the European Structural and Investment Funds to achieve these aims.

⁹ Regulation (EU) No 1288/2013 of the European Parliament and of the Council of 11 December 2013 establishing 'Erasmus+': the Union programme for education, training, youth and sport and repealing Decisions No 1719/2006/EC, No 1720/2006/EC and No 1298/2008/EC.

5. Make greater use of European transparency tools and initiatives designed to support and promote language learning, such as the Common European Framework of Reference for Languages, Europass, the European Language Portfolio and the European Language Label.

INVITES THE MEMBER STATES, WITH THE SUPPORT OF THE COMMISSION, TO

1. Exchange experiences and best practices via the Open Method of Coordination, in order to improve the effectiveness and quality of language learning and teaching.
2. Acknowledge the role which non-formal and informal learning can play in language learning, by exploring ways of recognising and validating language competences acquired in this way, in line with the 2012 Council Recommendation on the validation of non-formal and informal learning¹⁰.
3. Explore ways of increasing the attractiveness of, and ensuring greater commitment towards, language learning, including through the use of ICT and Open Educational Resources, with a view to reducing the number of learners who abandon language studies before attaining an adequate level of proficiency.

INVITES THE COMMISSION TO

1. Explore the feasibility of assessing language competences in the Member States, including by using national data where available, with the support of a group composed of experts from the Member States and in cooperation with the Standing Group on Indicators and Benchmarks.
2. Explore with the Member States and Eurostat, within the framework of the European Statistical System and with a view to improving comparability, ways of complementing existing EU data on the number of pupils in secondary education who are studying a third language¹¹ in line with the ambitions of the Barcelona objective and the *ET 2020* framework.
3. Continue and enhance cooperation with other organisations active in this field, such as the Council of Europe and its European Centre for Modern Languages."

¹⁰ OJ C 398, 22.12.2012, pp. 1-5.

¹¹ This third language may be any modern language taught in school. In addition, Member States may choose to provide the percentage of pupils whose third language is Ancient Greek and/or Latin. Other data which might be gathered include the number of languages taught and whether these are compulsory or optional.

ASSESSMENT OF LANGUAGE COMPETENCES

The assessment of language competences is based on:

The percentage of pupils aged 15 or, where appropriate due to national circumstances, 14 or 16 years old¹², who attain the level of *independent user* in the second language studied.¹³

The term *independent user* corresponds at least to level B1, as defined in the Common European Framework of Reference for language competences (CEFR)¹⁴.

The data could be collected by means of an EU-wide survey assessing proficiency in the second language(s) of education systems and presented in such a way as to ensure maximum comparability. Use may be made of national data instead, providing that these are compatible with the CEFR.

National scores are aggregated as a simple average of the four components: reading, writing, listening and speaking. The result is a weighted average of these national scores which takes national population sizes into account.

¹² Maximum comparability of data will be ensured.

¹³ The main language(s) of instruction is/are considered as the *first* language(s), while amongst additional languages the one which is most widely taught is considered as the *second* language studied. Each Member State shall determine the languages which are to be considered as *first* and *second* languages in its case.

Only official EU languages may be considered as second languages.

¹⁴ B1 (Independent User) is defined as follows: *Can understand the main points of clear standard input in familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.*

I

(Information)

COUNCIL

Council conclusions on the European Indicator of Language Competence

(2006/C 172/01)

THE COUNCIL OF THE EUROPEAN UNION,

— the Barcelona European Council conclusions of 15-16 March 2002 ⁽¹⁾, which:

having regard to:

— the strategic goal set for the European Union by the Lisbon European Council of 23-24 March 2000 and reaffirmed by the Stockholm European Council of 23 and 24 March 2001 *to become the most competitive and dynamic knowledge-based economy in the world, capable of sustainable economic growth, with more and better jobs and greater social cohesion;*

— the mandate from the Lisbon European Council to the Education Council *to undertake a general reflection on the concrete future objectives of education systems, focusing on common concerns and priorities while respecting national diversity* ⁽¹⁾;

— the Council Resolution of 14 February 2002 on the promotion of linguistic diversity and language learning ⁽²⁾ which emphasised, amongst other things, that:

— *the knowledge of languages is one of the basic skills which each citizen needs to acquire in order to take part effectively in the European knowledge society and therefore facilitates both integration into society and social cohesion; and that*

— all European languages are equal in value and dignity from the cultural point of view and form an integral part of European culture and civilisation,

and which invited the Member States to set up systems of validation of competence in language knowledge based on the Common European Framework of Reference for Languages developed by the Council of Europe;

— endorsed the detailed work programme on the follow-up of the objectives of education and training systems ⁽³⁾,

— called for further action to improve the mastery of basic skills, in particular by teaching at least two foreign languages from a very early age; and

— called for the establishment of a linguistic competence indicator in 2003;

— the Council conclusions on new indicators in the fields of education and training of May 2005 ⁽⁴⁾

— the Communication from the Commission to the European Parliament and the Council entitled *The European Indicator of Language Competence* ⁽⁵⁾;

— the draft recommendation of the European Parliament and of the Council on key competences for lifelong learning ⁽⁶⁾, which defines communication in a foreign language as a key competence;

— the Communication from the Commission to the Council, the European Parliament, the European Economic and Social Committee and the Committee of the Regions entitled *A New Framework Strategy for Multilingualism* ⁽⁸⁾,

⁽¹⁾ SN 100/1/02 REV 1.

⁽²⁾ adopted by the Education Council on 14 February 2002 (OJ C 142, 14.6.2002, p. 1).

⁽³⁾ OJ C 141, 10.6.2005, p. 7.

⁽⁴⁾ doc. 11704/05 - COM (2005) 356 final.

⁽⁵⁾ doc. 13425/05 - COM (2005) 548 final.

⁽⁶⁾ doc. 14908/05 - COM (2005) 596 final.

⁽¹⁾ Doc. SN 100/1/00 REV 1, paragraph 27.

⁽²⁾ OJ C 50, 23.2.2002, p. 1.

REAFFIRMS that

- foreign language skills, as well as helping to foster mutual understanding between peoples, are a prerequisite for a mobile workforce and contribute to the competitiveness of the European Union economy;
- periodic monitoring of performance through the use of indicators and benchmarks is an essential part of the Lisbon process, allowing good practice to be identified with a view to providing strategic guidance and steering for both short and long term measures of the 'Education and Training 2010' work programme;

RECOGNISES that

- measures are needed to remedy the current absence of reliable comparative data on the outcomes of foreign language teaching and learning;
- such measures must be based upon the gathering of data through objective tests of language skills, developed and administered in such a way as to ensure the reliability, accuracy and validity of those data;
- such data have the potential to help identify and share good practice in language education policies and language teaching methods through an enhanced exchange of information and experience;
- Member States need a clearer picture of the practical and financial arrangements they will each need to make in order to implement the European Indicator of Language Competence;

STRESSES that

- the development of the Indicator should fully respect the responsibility of Member States for the organisation of their education systems and should not impose undue administrative or financial burdens on the organisation and institutions concerned;
- the method for data-gathering should take account of previous work in the field at international, Union and Member State level, and be devised and implemented in a cost-effective manner;
- the European Indicator of Language Competence shall be put in place as soon as possible, in accordance with the following terms of reference:
 - data should be gathered on competences in first and second foreign languages:

— via a common suite of tests administered to a representative sample of the target population in each Member State;

— from a representative sample of pupils in education and training at the end of ISCED level 2;

— where a second foreign language is not taught before the end of ISCED 2, Member States may, in the first round of data-gathering, choose to gather data for the second foreign language from pupils at the level of ISCED 3;

— for those languages for which there exists a suitable representative sample of learners in a given Member State;

— test scores should be based on the scales of the Common European Framework of Reference for Languages ⁽¹⁾;

— because respect for linguistic diversity is a core value of the European Union, the Indicator should be based upon data concerning the knowledge of all the official languages of the European Union taught as foreign languages in the Union; but for practical reasons it would be advisable, in the first round of data-gathering, for tests to be made available in those official languages of the European Union that are most widely taught in the Member States, to the extent that they provide a sufficiently large sample of testees;

— Member States shall themselves determine which of those official languages are to be tested;

— the Indicator should assess competence in the four productive and receptive skills; but for practical reasons it would be advisable, in the first round of data-gathering, for tests to be made available in the three language skills which may be assessed most readily (i.e. listening comprehension, reading comprehension and writing);

— the testing methodology should be made available to those Member States who wish to use it for their own development of tests in other languages;

— appropriate contextual information to help assess underlying factors should also be gathered;

⁽¹⁾ 'Common European Framework of Reference for Languages: Learning, teaching, assessment', as developed by the Council of Europe.

INVITES the Commission to:

- set up, at the earliest opportunity, an Advisory Board (the 'EILC' Advisory Board) composed of a representative of each Member State and one representative of the Council of Europe, whose mandate shall be to advise the Commission on technical matters, such as:
 - the specification of the tender for the creation of the testing instruments;
 - the assessment of the work of the contractor;
 - the appropriate arrangements, standards and technical protocols for data-gathering activities in the Member States, taking into consideration the need to prevent undue administrative and financial burdens for the Member States;
- in order to assist Member States to define the organisational and resource implications for them, give this Board the initial task of bringing forward a timetable for the work

and a more detailed description of the construction and administration of the tests, including:

- sample size;
- preferred testing method, and
- preferred arrangements for administering the tests, taking the possibilities of e-testing into account;
- the minimum sample size that should determine whether a test for a particular language shall be made available to Member States;
- report back in writing to the Council by the end of 2006 on the progress of work and, if appropriate, on any issues outstanding;

INVITES Member States to:

- take all necessary steps to carry forward the process of establishing the EILC.

APPENDIX-F: Recommendations of the Committee of Ministers to Member States Concerning Modern Languages (82-98)

COUNCIL OF EUROPE COMMITTEE OF MINISTERS

RECOMMENDATION No. R (82) 18

OF THE COMMITTEE OF MINISTERS TO MEMBER STATES CONCERNING MODERN LANGUAGES

*(Adopted by the Committee of Ministers on 24 September 1982
at the 350th meeting of the Ministers' Deputies)*

The Committee of Ministers, under the terms of Article 15.b of the Statute of the Council of Europe,

Considering that the aim of the Council of Europe is to achieve greater unity between its members and that this aim can be pursued in particular by the adoption of common action in the cultural field ;

Bearing in mind the European Cultural Convention signed in Paris on 19 December 1954 ;

Having regard to its Resolution (69) 2 of 25 January 1969 on an intensified modern language teaching programme for Europe ;

Recalling Recommendation 814 (1977) of the Assembly concerning modern languages in Europe ;

Having noted the report "Modern languages : 1971-81" drawn up by Project Group No. 4 of the Council for Cultural Co-operation ;

Having noted the work of the Conference entitled "Across the threshold towards multilingual Europe—Vivre le multilinguisme européen", which was organised by the Council of Europe in Strasbourg from 23 to 26 February 1982 ;

Considering that the rich heritage of diverse languages and cultures in Europe is a valuable common resource to be protected and developed, and that a major educational effort is needed to convert that diversity from a barrier to communication into a source of mutual enrichment and understanding ;

Considering that it is only through a better knowledge of European modern languages that it will be possible to facilitate communication and interaction among Europeans of different mother tongues in order to promote European mobility, mutual understanding and co-operation, and overcome prejudice and discrimination ;

Considering that member states, when adopting or developing national policies in the field of modern language learning and teaching, may achieve greater convergence at the European level, by means of appropriate arrangements for ongoing co-operation and co-ordination of policies,

Recommends the governments of member states, in the framework of their national educational policies and systems, and national cultural development policies, to implement by all available means and within the limits of available resources, the measures set out in the appendix to the present recommendation ;

Requests the governments of member states to convey this recommendation and the reference document which forms its basis,¹ through appropriate national channels, to the attention of competent public and private bodies in their countries.

Appendix to Recommendation No. R (82) 18

**Measures to be implemented concerning
the learning and teaching of modern languages**

A. General measures

1. To ensure, as far as possible, that all sections of their populations have access to effective means of acquiring a knowledge of the languages of other member states (or of other communities within their own country) as well as the skills in the use of those languages that will enable them to satisfy their communicative needs and in particular :

1.1. to deal with the business of everyday life in another country, and to help foreigners staying in their own country to do so ;

1.2. to exchange information and ideas with young people and adults who speak a different language and to communicate their thoughts and feelings to them ;

1.3. to achieve a wider and deeper understanding of the way of life and forms of thought of other peoples and of their cultural heritage.

2. To promote, encourage and support the efforts of teachers and learners at all levels to apply in their own situation the principles of the construction of language-learning systems (as these are progressively developed within the Council of Europe "Modern languages" programme) :

2.1. by basing language teaching and learning on the needs, motivations, characteristics and resources of learners ;

2.2. by defining worthwhile and realistic objectives as explicitly as possible ;

2.3. by developing appropriate methods and materials ;

2.4. by developing suitable forms and instruments for the evaluation of learning programmes.

3. To promote research and development programmes leading to the introduction, at all educational levels, of methods and materials best suited to enabling different classes and types of student to acquire a communicative proficiency appropriate to their specific needs.

B. Language learning in schools

4. To encourage the teaching of at least one European language other than the national language or the vehicular language of the area concerned to pupils from the age of ten or the point at which they enter secondary education (or earlier according to national or local situations) with adequate time allocation and in such a way as to enable them by the end of the period of compulsory schooling, within the limits set by their individual ability, to use the language effectively for communication with other speakers of that language, both in transacting the business of everyday living and in building social and personal relations, on the basis of mutual understanding of, and respect for, the cultural identity of others.

5. To make provision for the diversification of language study in schools :

5.1. by making it possible for pupils, wherever appropriate, to study more than one European or other modern language ;

5.2. by ensuring the availability, according to local circumstances, of facilities for learning as wide a range of languages as possible.

1. Report "Modern languages : 1971-81".

6. To promote international contacts by individual pupils and classes through exchanges, study visits abroad and other means.

C. Language learning in upper secondary school, higher education, further education and adult education

7. To encourage educational institutions to provide facilities for the continuation of language learning by all students in upper secondary, higher and further education, as appropriate to their special fields of work and study, in order to facilitate international professional mobility and co-operation at all levels.
8. To ensure that adequate resources are available to enable students who have completed their full-time education to acquire further knowledge of languages in accordance with their professional, social and personal needs and motivations.
9. To take all the measures necessary to enable adults who have had hitherto little or no chance of learning a modern language to acquire the ability to use a modern language for communicative purposes.

D. Language learning by migrants and their families

10. To promote the provision of adequate facilities for migrant workers and the members of their families :
 - 10.1. to acquire sufficient knowledge of the language of the host community for them to play an active part in the working, political and social life of that community, and in particular to enable the children of migrants to acquire a proper education and to prepare them for the transition from full-time education to work ;
 - 10.2. to develop their mother tongues both as educational and cultural instruments and in order to maintain and improve their links with their culture of origin.
11. To promote the introduction and development of appropriate initial and further training programmes for teachers of languages to migrants, leading to recognised qualifications.
12. To participate in the development of language programmes involving co-operation between authorities or other bodies representing the host community, the migrant community and the country of origin, especially with regard to the production of teaching materials, teacher training and mother tongue development.

E. Initial and further teacher training

13. To promote the development and introduction of methods for such initial and further training of teachers of modern languages as will enable them to develop the attitudes and acquire the knowledge, skills and techniques necessary to teach languages effectively for communicative purposes, for example by :
 - 13.1. considering the extent to which the pattern of modern language studies in higher education provides an adequate preparation for future language teachers ;
 - 13.2. providing facilities through bilateral and multilateral agreements for all future teachers to spend a substantial period of their course of study in a country where the language they will teach is spoken as a mother tongue ;
 - 13.3. contributing to an intensified programme of in-service teacher training, including internationally organised, staffed and recruited in-service courses for language teachers, and facilitating the participation of serving teachers in such courses ;
 - 13.4. promoting stays at regular intervals by serving teachers in the countries whose languages they teach.

F. International co-operation

14. To promote the national and international collaboration of governmental and non-governmental institutions engaged in the development of methods of teaching and evaluation in the field of modern language learning and in the production and use of materials, including institutions engaged in the production and use of multi-media material.
15. To encourage by all appropriate means, taking into account their particular status, radio and television bodies to co-operate with those in other member states in the planning, production and exploitation of modern language learning programmes as well as of documentaries on life, society and culture in the countries where the language being learnt is spoken.
16. To consider means of international co-operation for monitoring the quality of language teaching materials and courses.

17. To take such steps as are necessary to complete the establishment of an effective European system of information exchange covering all aspects of language learning, teaching and research, and making full use of advanced information technology.

18. To ensure, as far as possible, that programmes which implement measures set out in the different chapters of this recommendation are notified to the Council for Cultural Co-operation, and that government-sponsored programmes contain provision wherever possible for consultation and co-operation between the agencies concerned and their counterparts in other member states.

COUNCIL OF EUROPE

COMMITTEE OF MINISTERS

RECOMMENDATION No. R (98) 6

OF THE COMMITTEE OF MINISTERS TO MEMBER STATES CONCERNING MODERN LANGUAGES

*(Adopted by the Committee of Ministers on 17 March 1998
at the 623rd meeting of the Ministers' Deputies)*

The Committee of Ministers, under the terms of Article 15.b of the Statute of the Council of Europe,

Considering that the aim of the Council of Europe is to achieve greater unity among its members and that this aim can be pursued in particular by the adoption of common action in the cultural field;

Bearing in mind the European Cultural Convention signed in Paris on 19 December 1954;

Recognising the progress which member states have made since its Recommendation No. R (82) 18 concerning modern languages, whose principles are today more important and more relevant than ever;

Having noted the final report drawn up by the Modern Languages Project Group of the Council for Cultural Co-operation on its project "Learning for European Citizenship" and the results of the conference entitled "Language learning for a new Europe", which was organised by the Council of Europe in Strasbourg from 15 to 18 April 1997;

Bearing in mind the benefits to member states of the achievements of the Council of Europe in the field of language learning (such as the "Threshold Level" type specifications, communicative methodology, and improved teacher training);

Stressing the political importance at the present time and in the future of developing specific fields of action, such as strategies for diversifying and intensifying language learning in order to promote plurilingualism in a pan-European context, further developing links and exchanges, and exploiting new communication and information technologies;

Aware of the growing need to equip all Europeans for the challenges of intensified international mobility and closer co-operation not only in education, culture and science but also in trade and industry;

Anxious to promote mutual understanding and tolerance and to respect identities and cultural diversity through more effective international communication;

Wishing to maintain and further develop the richness and diversity of European cultural life through greater mutual knowledge of national and regional languages, including those less widely used;

Considering that the needs of a multilingual and multicultural Europe can be met only by appreciably developing Europeans' ability to communicate with one other across linguistic and cultural boundaries and that this requires a sustained, lifelong effort which must be encouraged, put on an organised footing and financed at all levels of education by the competent bodies;

Aware of the dangers that might result from marginalisation of those who lack the skills necessary to communicate in an interactive Europe;

Considering that the formulation and implementation of education and culture policies in the language field may be facilitated through arrangements at European level for closer co-operation among member states and among their education authorities and institutions,

Recommends that governments of member states:

– in accordance with their constitutional set-up, national or local circumstances and their education system, use every available means to implement the measures set out in the appendix hereto in their education policies and systems and their cultural development policies;

– bring this recommendation and the reference documents which form its basis¹ to the attention of the relevant public and private bodies in their countries through the appropriate national channels;

Asks the Secretary General of the Council of Europe to bring this recommendation to the attention of States Parties to the European Cultural Convention which are not members of the Council of Europe.

Appendix to Recommendation No. R (98) 6

Measures to be implemented concerning the learning and teaching of modern languages

A. General measures and principles

1. Pursue education policies which:

1.1. enable all Europeans to communicate with speakers of other mother tongues, thereby developing open-mindedness, facilitating free movement of people and exchange of information and improving international co-operation;

1.2. develop learners' respect for other ways of life and equip them for an intercultural world, in particular through direct links and exchanges and through personal experience;

1.3. ensure that appropriate resources – both human and material – are made available for increased teaching of modern languages throughout the education system so as to meet the growing demands of international communication and understanding.

2. Promote widespread plurilingualism:

2.1. by encouraging all Europeans to achieve a degree of communicative ability in a number of languages;

2.2. by diversifying the languages on offer and setting objectives appropriate to each language;

2.3. by encouraging teaching programmes at all levels that use a flexible approach – including modular courses and those which aim to develop partial competences – and giving them appropriate recognition in national qualification systems, in particular public examinations;

2.4. by encouraging the use of foreign languages in the teaching of non-linguistic subjects (for example history, geography, mathematics) and create favourable conditions for such teaching;

2.5. by supporting the application of communication and information technologies to disseminate teaching and learning materials for all European national or regional languages;

2.6. by supporting the development of links and exchanges with institutions and persons at all levels of education in other countries so as to offer to all the possibility of authentic experience of the language and culture of others;

2.7. by facilitating lifelong language learning through the provision of appropriate resources.

B. Early language learning (up to age 11)

3. Ensure that, from the very start of schooling, or as early as possible, every pupil is made aware of Europe's linguistic and cultural diversity.

1. Final report of the project group (Doc. CC-LANG (96) 21) and report of the final conference (Doc. CC-LANG (97) 7).

4. For all children, encourage and promote the early learning of modern languages in ways appropriate to national and local situations and wherever circumstances permit.
5. Ensure that pupils have systematic continuity of language learning from one educational cycle to another.
6. Develop appropriate forms of evaluation and recognition of early language learning.
7. Devise appropriate policies and methods, based on analysis and comparison of results achieved by modern language programmes for young learners.

C. Secondary education

8. Continue to raise the standard of communication which pupils are expected to achieve so that they can use the language studied to communicate effectively with other speakers of that language in everyday transactions, build social and personal relations and learn to understand and respect other people's cultures and practices.
9. Ensure that pupils have the opportunity to study more than one European or other language.
10. Incorporate a wider range of languages and learning levels into the curriculum.
11. Make sure that all upper secondary school pupils are able to continue learning modern languages, to improve the quality of their use of the language(s) learnt in lower secondary education and to enrich their intercultural understanding.
12. Assist the learning of further European or other languages in upper secondary school through the development, where appropriate, of partial competences, which should then be assessed and officially recognised.
13. Encourage authorities and institutions to enter international networks to promote co-operation between administrators, teacher trainers, teachers and pupils, particularly with a view to setting up joint projects or exchanging experience, ideas and teaching materials.
14. Encourage teaching institutions at all levels to foster the development of student autonomy, that is the capacity to learn more efficiently and independently as a basis for the life-long maintenance, development and diversification of language skills in accordance with changing practical and cultural needs.
15. At a suitable stage in general education, sensitise pupils to the role of languages in working life and prepare them, where appropriate, for vocational contacts in their chosen field.

D. Vocationally-oriented language learning

16. In the period of transition from full-time education to working life, and at all stages of vocational preparation and training, offer all young people language courses wherever possible and appropriate so as to widen their access to information, equip them to participate in international projects, prepare them for taking up an occupation and increase their vocational mobility.
17. Ensure a balance between vocational, cultural and personal development by offering language courses that combine general and vocational components.
18. Promote training courses that use a flexible approach (modules, for example) to meet special vocational needs so that credit is given progressively as competences are built up.

E. Adult education

19. Encourage the development of appropriate facilities to enable adults to maintain and further develop their language skills and to encourage those with little or no previous language learning experience to acquire the ability to use a foreign language for communicative purposes.
20. Promote adult learners' development of both general and vocational language skills on a lifelong basis in order to assist their personal development, facilitate intercultural understanding, mobility and international co-operation at all levels.
21. Support the provision of national and international structures so as to ensure the widest availability of facilities for distance education (including the use of communication and information technologies), in order to promote the development of diversified advanced communication skills, where possible linking autonomous learning to institutionalised learning.

F. Bilingual education in bilingual or multilingual areas

22. Take the necessary steps, particularly – although not only – in bilingual or multilingual areas to ensure that:
 - 22.1. the provisions of the European Charter for Regional or Minority Languages and the Framework Convention for the Protection of National Minorities are taken into account as indicating desirable parameters for policy on regional or minority languages or cultures;
 - 22.2. there is parity of esteem between all the languages and cultures involved so that children in each community may have the opportunity to develop oracy and literacy in the language of their own community as well as to learn to understand and appreciate the language and culture of the other;
 - 22.3. where bilingual and bicultural education is provided, it develops a genuinely intercultural outlook and provides a foundation for the learning of further languages.
23. Continue to promote bilingualism in immigrant areas or neighbourhoods and support immigrants in learning the language of the area in which they reside.
24. Facilitate and promote learning the languages of neighbouring countries in border regions.

G. Specification of objectives and assessment

25. For all European national and regional languages, develop realistic and valid learning objectives – such as are to be found in “threshold level” type specifications developed by the Council of Europe – so as to ensure quality in language learning and teaching through coherence and transparency of objectives.
26. Encourage institutions to use the Council of Europe’s Common European Framework of Reference to plan or review language teaching in a coherent and transparent manner in the interests of better international co-ordination and more diversified language learning.
27. Encourage the development and use by learners in all educational sectors of a personal document (European language portfolio) in which they can record their qualifications and other significant linguistic and cultural experiences in an internationally transparent manner, thus motivating learners and acknowledging their efforts to extend and diversify their language learning at all levels in a lifelong perspective.
28. Encourage institutions engaged in assessment and certification – especially those which award recognised qualifications – to make their objectives, criteria and procedures clear both to candidates and teachers, thus facilitating the comparability of qualifications and European mobility.
29. Promote the development of varied forms of assessment and recognition of plurilingual competences which take into account the considerable diversity of needs, paying particular attention to the definition of objectives for partial competences and the assessment of their attainment.
30. Promote and facilitate the awarding of certificates and diplomas at the end of a course of study followed in more than one language.

H. Teacher training

31. Take steps to ensure that adequate numbers of suitably trained language teachers are available at all levels so that, where appropriate, a wide range of languages may be taught.
32. Provide all future teachers of modern languages with a high standard of training which strikes a proper balance between study of academic subjects and professional preparation.
33. Take steps to ensure close co-operation between education authorities, universities, educational research centres and schools in the training of future teachers.
34. Promote, in the design of teacher training courses, the elaboration of precise and coherent objectives in the form of a set of core competences which include linguistic, intercultural, educational and psychological components.
35. Through bilateral or multilateral agreements, enable intending teachers to spend a part of their degree course in a country where the language they will be teaching is spoken as a language of daily communication.
36. Recommend to institutions responsible for initial and in-service training that their courses take account of:
 - 36.1. the particular importance of the intercultural component in creating awareness of and respect for cultural differences;
 - 36.2. the “learning to learn” dimension, which assists lifelong development of plurilingualism;

APPENDIX-G: EAQUALS Bank of Descriptors – As Checklists

EAQUALS BANK OF DESCRIPTORS - AS CHECKLISTS

A1

LISTENING

I can understand simple words and phrases, like "excuse me", "sorry", "thank you", etc.
I can understand the days of the week and months of the year.
I can understand times and dates.
I can understand numbers and prices.
I can understand basic greetings and leave taking, like "Hello", "good bye", "good morning", etc.
I can understand simple personal questions when people speak slowly and clearly. (e.g. What's your name?", "How old are you?", "What's your address?")
When listening to a conversation, I can understand words and short sentences, provided that people speak very slowly and very clearly.
I can recognise my flight number in short, clear and simple messages at international airports.

READING

I can recognise names, words and phrases I know and use them to understand very simple sentences if there are pictures.
I can understand words and phrases on everyday signs (for example "station", "car park", "no parking", "no smoking", "keep left").
I can understand simple forms well enough to give basic personal details (e.g., name, address, date of birth).
I can understand very simple instructions if they are supported by pictures and if I know this type of instructions.
In everyday situations I can understand simple messages written by friends or colleagues, for example "back at 4 o'clock".

SPOKEN INTERACTION

I can use basic greeting and leave taking expressions.
I can ask how people are.
I can interact in a simple way, asking and answering basic questions, if I can repeat, repair and get help.
I can ask and answer (simple personal) questions, like "What's your name?", "How old are you?" if the other person speaks slowly and is very helpful.
I can ask people questions about where they live, people they know, things they have, etc. and answer such questions addressed to me provided they are articulated slowly and clearly.
I can buy things in shops where pointing or other gestures can support what I say.
I can use and understand simple numbers in everyday conversations (for example in prices or telephone numbers).
I can answer the phone, give my name and answer very simple questions (e.g. "When is Mrs Jones back?").

SPOKEN PRODUCTION

I can give personal information (address, telephone number, nationality, age, family, and hobbies).
I can very simply describe myself and my family.
I can very simply describe where I live.

WRITTEN PRODUCTION

I can write about myself and where I live, using short, simple phrases.
I can understand a hotel registration form well enough to give the most important information about myself (name, surname, date of birth, nationality).
I can write a greeting card, for example a birthday card.

STRATEGIES

I can establish contact with people using simple words and phrases and gestures.
I can say when I do not understand.
I can very simply ask somebody to repeat what they said.

QUALITY OF LANGUAGE

I have a very basic repertoire of words and simple phrases about family and personal details, plus simple everyday situations.
I can communicate very basic information about myself and my family in a simple way.
I can join simple phrases with words like "and" or "then".
I can use memorised, short phrases for specific purposes with reasonable accuracy.
I can speak in very short phrases and isolated words.
I can use the simplest everyday polite forms of greetings and farewells; introductions; saying "please", "thank you", "sorry", etc.

A1+

LISTENING

I can understand people if they speak very slowly and clearly about simple everyday topics.
I can understand people describing objects and possessions (e.g. colour and size).
I can understand simple questions and instructions addressed carefully and slowly to me.
In a shop I can understand the price of an article, if the salesperson helps me understand.
I can understand when people are talking about themselves and their families if they speak very slowly and clearly, using simple words.
I can understand figures and times given in clear announcements, for example at a railway station.
I can understand simple directions how to get from X to Y, on foot or by public transport, provided that people speak very slowly and very clearly.

READING

I can very slowly read very short, simple texts by understanding familiar names, words and basic phrases.
I can find basic information in posters, adverts or catalogues.
I can understand information about people (place of residence, age, etc.) in a text if there is visual support.
I can follow short simple written directions (e.g. how to go from X to Y).
I can understand short simple greetings and messages e.g. on birthday cards, party invitations or in SMS phone messages.

SPOKEN INTERACTION

I can ask how people are and react to news.
I can ask and answer simple questions and respond to simple statements on very familiar topics (e.g., family, student life), if I can get help.
I can describe clothes or other familiar objects and I can ask about them.
I can indicate time by such phrases as "next week", "last Friday", "in November", "three o' clock".
I can ask where to find a book or other familiar objects and can also answer such questions.
I can ask simply for directions ("Where is the bank?").
I can ask people for things and give people things.
I can understand simple phone messages, e.g. "We're arriving tomorrow at half past four".
On the phone I can provide basic, prepared information, e.g. my name, address, telephone number, my request.

SPOKEN PRODUCTION

I can introduce myself, for example say my name, where I come from and what I do.
I can describe my family simply, for example who the members of my family are, how old they are and what they do.
I can describe where I live.
I can describe what I like and what I don't like (for example with regard to sports, music, school, colours).
I can use simple words to describe something, (for example its size, shape or colour).
I can describe what I can do and can't do and what other people or animals can or can't do.

WRITTEN PRODUCTION

I can write simple sentences about myself, for example where I live and what I do.
I can complete a questionnaire with my personal details.
I can write a simple postcard (for example where I am, how the weather is and my feelings about my holiday).

STRATEGIES

I can very simply ask somebody to speak more slowly.
I can very simply ask somebody to repeat what they said more slowly.
When I don't know a word I can invite help with gesture.

QUALITY OF LANGUAGE

I have a basic repertoire of phrases to talk about myself and communicate in common everyday situations.
I can communicate limited information about myself, my family and my job in a simple and direct exchange.
I can join phrases with words like "and" "but", or "because" "then".
I can use correctly some simple structures that I have memorized.
I can speak slowly in a series of very short phrases, stopping and starting as I try and say different words.
I can greet people, ask for things and say goodbye correctly.

A2

LISTENING

I can understand simple information and questions about family, people, homes, work and hobbies.
I can understand what people say to me in simple, everyday conversation, if they speak clearly and slowly and give me help.
I can understand short conversations about family, hobbies and daily life, provided that people speak slowly and clearly.
I can follow changes of topic in TV news reports and understand the main information.
I can understand short, clear and simple messages at the airport, railway station etc. For example: "The train to London leaves at 4:30".
I can understand the main information in announcements if people talk very clearly. For example: weather reports, etc

READING

I can understand short, simple texts containing familiar vocabulary including international words.
I can find the most important information in advertisements, information leaflets, webpages, catalogues, timetables etc.
I can understand the main points in short, simple news items and descriptions if I already know something about the subject. For example: news about sport or famous people.
I can understand clear instructions. For example: how to use a telephone, a cash machine or a drinks machine.
I can understand the main points in short, simple, everyday stories, especially if there is visual support.
I can understand short simple messages from friends. For example: e-mails, web chats, postcards or short letters.

SPOKEN INTERACTION

I can ask people how they feel in different situations. For example: "Are you hungry?" or "Are you ok?" and say how I feel.
I can ask and answer simple questions about home and country, work and free time, likes, and dislikes.
I can ask and answer simple questions about a past event. For example the time and place of a party, who was at the party and what happened there.
I can make and accept invitations, or refuse invitations politely.
I can make and accept apologies.
I can discuss plans with other people. For example: what to do, where to go and when to meet.
I can ask for and give directions using a map or plan.
I can communicate in everyday situations, for example: ordering food and drink, shopping or using post offices and banks.
I can use buses, trains and taxis ask for basic information about travel and buy tickets.
I can use standard phrases to answer the phone, exchange simple information, and have a short telephone conversation with someone I know. For example to arrange to meet them.

SPOKEN PRODUCTION

I can describe myself, my family and other people.
I can describe my education, my present or last job.
I can describe my hobbies and interests.
I can describe my home and where I live.
I can describe what I did at the weekend or on my last holiday.
I can talk about my plans for the weekend or on my next holiday.
I can explain why I like or dislike something.
If I have time to prepare, I can give basic information about something I know well, for example: a country, a sports team, a band, etc.

WRITTEN PRODUCTION

I can write about myself using simple language. For example: information about my family, school, job, hobbies, etc.
I can write about things and people I know well using simple language. For example: descriptions of friends, what happened during the day.
I can complete a questionnaire with information about my educational background, my job, my interests and my skills.
I can write a simple message, for example to make or change an invitation or an appointment to meet.
I can write a short message to friends to give them personal news or to ask them a question. For example: a text message or a postcard.

STRATEGIES

I can start a conversation.
I can say what exactly I don't understand and ask simply for clarification.
When I can't think of a word in a shop, I can point to something and ask for help.
I can check written sentences to look for mistakes (e.g. subject-verb agreement; pronoun and article agreement).

QUALITY OF LANGUAGE

I have enough vocabulary to communicate in simple everyday situations.
I can communicate what I want to say in a simple and direct exchange of limited information; in other situations I generally have to compromise the message.
I can link ideas with simple connectors. For example: "and", "but" and "because".
I can use correctly simple phrases I have learnt for specific situations, but I often make basic mistakes – for example mixing up tenses and forgetting to use the right endings.
I can make myself understood with short, simple phrases, but I often need to stop, try with different words – or repeat more clearly what I said.
I can talk to people politely in short social exchanges, using everyday forms of greeting and address.

EAQUALS BANK OF DESCRIPTORS - AS CHECKLISTS

A2+

LISTENING

I can understand enough of what people say to be able to meet immediate needs, provided people speak slowly and clearly.
I can understand when people talk to me about everyday things, as long as I can ask for help.
I can generally identify changes in the topic of discussion around me which is conducted slowly and clearly.
I can understand short, simple stories when told clearly and slowly.
I can follow the main points of TV news, if people talk slowly and clearly, if I am familiar with the subject and if the TV pictures help me to understand the story.
I can understand the main point in short, clear, simple messages, announcements and instructions (e.g. airport gate changes).

READING

I can understand short, simple texts on familiar subjects, which consist of high-frequency, everyday or job-related language.
I can use telephone directories and other reference books to find what I want and understand the most important pieces of information, for example price, size (apartments), power (cars, computers).
I can understand the main points in short newspaper / magazine stories, especially when they are illustrated.
I can understand instructions expressed in simple language (for example public telephones, public transport ticket machines, safety information, directions).
I can understand short everyday stories about familiar subjects if the text is written in simple language.
I can understand simple texts, emails and letters from friends or colleagues, for example saying when we should meet for lunch/dinner or asking me to be at work early.

SPOKEN INTERACTION

I can have short conversations with friends and ask and answer simple questions about familiar topics (e.g., weather, hobbies, pets, music, sport).
I can ask and answer simple questions about things in the past. (e.g., yesterday, last week, last year).
I can ask for and give opinions, agree and disagree, in a simple way.
I can discuss different things to do, places to go, etc.
I can give and follow simple directions and instructions, e.g. explain how to get somewhere.
I can handle most everyday situations, e.g. shopping, eating out and checking travel times.
I can get simple information about travel, buying tickets and finding out and passing on information on places, times, costs, etc.
I can ring friends to exchange news, discuss plans and arrange to meet.

SPOKEN PRODUCTION

I can describe places I like (for example towns, holiday resorts).
I can say what I usually do at home, at work, in my free time.
I can describe plans, arrangements and alternatives.
I can describe past activities, events and personal experiences (e.g., what I did at the weekend, on holiday).
I can describe a job or a study experience.
If I have time to prepare, I can briefly explain and give reasons for my actions and plans.
I can briefly present a country, a sports team, a band, etc. to listeners.
I can summarise simple stories I have read, relying on the language used in the story.

WRITTEN PRODUCTION

I can write about my everyday life in simple sentences (people, places, job, school, family, hobbies, etc.).
I can write very short, basic descriptions of past activities, and personal experiences, for example a recent holiday.
I can write a short description of an event.
I can complete a simple questionnaire or standardized report form using short sentences.
I can write messages, short letters and emails making arrangements or giving reasons for changing them.
I can write short letters or e-mails, telling about everyday things to people I know well.

STRATEGIES

I can start, maintain, or end a short conversation in a simple way.
I can ask somebody to repeat what they said in a simpler way.
When I can't think of a word, I can use a "wrong" or simpler word and ask for help.
I can often correct basic mistakes in simple structures I have learnt, if I have time and a little help.

QUALITY OF LANGUAGE

I know enough vocabulary for familiar everyday situations and topics, but I need to search for the words and sometimes must simplify what I say.
I can generally communicate the main points of what I want to say, though I sometimes have to simplify it.
I can use the most important connecting words to tell a story (for example, "first", "then", "after", "later").
I can use some simple structures correctly in common everyday situations.
I can participate in a longer conversation about familiar topics, but I often need to stop and think or start again in a different way.
I can socialise simply but effectively using the simplest common expressions and routines.

APPENDIX-H: The Assizes of the BoE on the New EFL Curriculum

T.C.
MİLLÎ EĞİTİM BAKANLIĞI
Talim ve Terbiye Kurulu Başkanlığı

Sayı	40	Konu: Ortaöğretim İngilizce Dersi (9, 10, 11 ve 12. Sınıflar) Öğretim Programı
Tarih	19/01/2018	
Kurulda Gör. Tarihi	16/01/2018	
Önceki Kararın Tarih ve Sayısı	17/07/2017-83 26/11/2014-103	

652 sayılı Millî Eğitim Bakanlığının Teşkilat ve Görevleri Hakkında Kanun Hükmünde Kararnamenin 28. maddesinin 6. fıkrasının (a) bendi hükmü gereğince Başkanlığımızda oluşturulan komisyon tarafından izleme ve değerlendirme çalışmaları doğrultusunda güncellenen Ortaöğretim İngilizce Dersi (9, 10, 11 ve 12. Sınıflar) Öğretim Programı'nın 2018-2019 eğitim ve öğretim yılından itibaren tüm sınıf düzeylerinde ekli örneğine göre uygulanması,

Söz konusu programa göre hazırlanacak taslak ders kitaplarının Başkanlığa ilk başvurularının 15-28 Şubat 2018 tarihleri arasında alınması, kabul ve duyurusuna ilişkin takvimin ise daha sonra Kurulca belirlenmesi,

Kurulumuzun 17/07/2017 tarihli ve 83 sayılı kararıyla kabul edilen Ortaöğretim İngilizce Dersi (9, 10, 11 ve 12. Sınıflar) Öğretim Programı ile 26/11/2014 tarihli ve 103 sayılı kararıyla kabul edilen Ortaöğretim İngilizce Dersi (9, 10, 11 ve 12. Sınıflar) Öğretim Programı'nın 2018-2019 eğitim ve öğretim yılından itibaren tüm sınıf düzeylerinde uygulamadan kaldırılması

hususunu uygun görüşle arz ederiz.

Dr. Hüseyin KORKUT
Üye

Doç. Dr. Erkan DİNÇ
Üye

Dr. Hasan KAVGACI
Üye

Kâmil YEŞİL
Üye

Dr. Mehmet SÜRMELİ
Üye

Dr. Hüseyin ŞİRİN
Üye

Alpaslan DURMUŞ
Kurul Başkanı

UYGUNDUR
.../.../2018

İsmet YILMAZ
Millî Eğitim Bakanı

APPENDIX-I: The English Language Program of the MoNE for 9th Grade

İNGİLİZCE DERSİ ÖĞRETİM PROGRAMI

9th Grade

ORTAÖĞRETİM İNGİLİZCE DERSİ 9. SINIF ÖĞRETİM PROGRAMI (CEFR “A1-A2” SEVİYELERİ)

Dokuzuncu sınıf İngilizce dersi öğretim programı Avrupa Dilleri Öğretimi Ortak Çerçeve Programında (ADOÇP) açıklanan A1 ve A2 seviyelerine denk gelmektedir. Bu programda öğrencilerin 9. sınıfa kadar edindikleri İngilizce bilgisini pekiştirmek ve üst sınıflara sağlam bir temelle geçişlerini sağlamak amaçlanmıştır. Bu düzeydeki öğrenci grubunda geliştirilmesi beklenen beceriler basit konuşmaları kolaylıkla anlayabilmesi, kendini rahatça tanıtabilmesi ve günlük hayatını hedef dille sürdürebilmesidir. Yaş grubuna uygun olarak güncel konular iletişimsel bir bağlamda sunulmuş, temel fonksiyonlar sık sık farklı bağlamlarda tekrarlanarak kullanımlarının pekiştirilmesi hedeflenmiştir. Her ünite dört dil becerisi birbiri ile bütünleşmiş olarak sunulmuş, içeriğin niceliği yerine niteliğine önem verilmiş, yoğun bir içerik yerine, sade ve sık tekrarlı bir içerik tercih edilmiştir. 9. sınıfa düşük dil yeterliği ile başlayan öğrencilerin dil seviyelerinin iyileştirilmesi amacıyla A1 düzeyinde işlev, kelime bilgisi ve yapıları üzerinde durulabilir. Yüksek dil yeterlilik düzeyi ile başlayan öğrenciler için ise A1 düzeyinde konuşma ve yazma gibi becerilere ağırlık verilerek, A2 düzeyi işlev, kelime bilgisi ve yapılarına daha fazla zaman ayrılabilir.

A1 (Temel Kullanıcı) Ortak Yeti Açıklamaları

Somut ihtiyaçlarını karşılayabilmek için aşına olduğu günlük ifadeleri ve çok basit sözcük öbeklerini kullanır ve anlar. Başkalarına kendini tanıtabilir ve onlara neler bildikleri, nerede yaşadıkları ve nelere sahip oldukları gibi kişisel bilgileri hakkında sorular sorabilir. Karşısındaki kişinin yardımı hazır bir şekilde yavaş ve açık konuşması hâlinde basit yolla iletişim kurabilir.

A2 (Temel Kullanıcı) Ortak Yeti Açıklamaları

Kendisiyle ilgili konularda sık kullanılan ifadeleri ve cümleleri anlayabilir (çok basit ailevi ve kişisel bilgiler, alışveriş, yerel coğrafya, selamlaşma vb.). Günlük hayatta çok karşılaşılan ve sıradan meselelerde dolaysız ve basit bilgi paylaşımında bulunabilir. Basit ve sıradan konular için iletişim kurabilir. Acil ihtiyaçlarını, çevresini ve geçmişini ifade edebilir.

9th Grade

THEME 1: STUDYING ABROAD		
Functions and Useful Language	Language Skills and Learning Outcomes	Suggested Materials and Tasks
1. Meeting new people and introducing oneself and family members 2. Talking about possessions 3. Asking for and giving directions -Hello/Hey/What's up? -Hi, long time no see! -Great to see you again! -Hi, how are you? /Hi, how is it going? -Not bad. -Goodbye -Catch you later! -Who is this in the picture? -This is my... -Is it your schedule? -No, it isn't. / Yes, it is. Meet my friend Tom. You're.....? -What do you do? / -What do you do for a living? -I'm a hairdresser. -Which languages can you speak? / Can you speak any English? -Excuse me! Is there a hospital around here? -Yes, first of all go straight ahead, take the second left... -How can I get to the library?	Listening E9.1.L1.1. Students will be able to identify frequently used vocabulary for greetings and conversations in a simple recorded text. E9.1.L1.2. Students will be able to detect specific information about jobs/countries/ nationalities. Pronunciation E9.1.P1. Students will be able to recognize contracted forms of "am, is, are" and "have/has". Speaking E9.1.S1. Students will be able to introduce themselves and their family members. E9.1.S2. Students will be able to ask and answer about their personal belongings. E9.1.S3. Students will be able to ask for and give simple directions in simple phrases. Reading E9.1.R1. Students will be able to recognize familiar names, words and very basic phrases in simple texts such as postcards, greeting cards and emails. E9.1.R2. Students will be able to find specific information in a simple text about jobs/nationalities/countries. Writing E9.1.W1. Students will be able to write simple sentences and phrases (a postcard, an e-mail or a hotel registration form).	Games/Fun Road Signs Postcards and Greeting Cards Maps Note Taking Spoken Presentations Songs Descriptive/Biographical Texts Comics Survey on Personal Life (find someone who) E-mails DISCUSSION TIME TECH PACK E-PORTFOLIO ENTRY VIDEO BLOG ENTRY ELP Self-Assessment

THEME 2: MY ENVIRONMENT		
Functions and Useful Language	Language Skills and Learning Outcomes	Suggested Materials and Tasks
1. Talking about locations of things 2. Asking about and describing neighborhood 3. Making comparisons - What do you have in your room/kitchen/classroom/lounge/school? Is it a large or a small cellar? There aren't any sport facilities in our school. Do you live in a nice community? This store is cheaper than the previous one. Is there a nice mall in this neighborhood? The one in our neighborhood is the biggest in Ankara.	Listening E9.2.L1. Students will be able to respond to the questions related to the topic of a recorded text/video. E9.2.L2. Students will be able to locate the things as they listen to information about the instructions. Pronunciation E9.2.P1. Students will be able to differentiate /t/ and /i:/ sounds. <i>Eg. sit /sɪt/ seat /si:t/</i> Speaking E9.2.S1. Students will be able to ask about and describe their neighbourhood. E9.2.S2. Students will be able to compare people, places and objects around them. E9.2.S3. Students will be able to ask and answer questions about location of things and places. Reading E9.2.R1. Students will be able to read a simple text for specific information about their neighbourhood/city etc. Writing E9.2.W1. Students will be able to fill in a chart comparing cities in different countries/Turkey. E9.2.W2. Students will be able to describe different environments in simple sentences and phrases.	Product Labels Brochures Discount Banners High-end Flea Market Songs Games Poster Advertisements Note taking Comparing Role play Information Gap Descriptive Text Tables/graphics DISCUSSION TIME TECH PACK E-PORTFOLIO ENTRY VIDEO BLOG ENTRY

9th Grade

THEME 3: MOVIES		
Functions and Useful Language	Language Skills and Learning Outcomes	Suggested Materials and Tasks
1. Talking about likes/ dislikes, hobbies and free time activities 2. Expressing opinions 3. Making preferences 4. Asking about and telling the time and the date 5. Inviting and refusing/accepting an invitation I like/enjoy watching documentaries. Detective film is my thing. I hate watching cookery programs because I think they waste our time. Romantic movies are not very me. Marbling is my favorite art. Let's see/How about going to see a movie tonight? Are you in the mood for a movie/an art exhibition on Saturday? -Why don't we have a cup of coffee after school? -Oh, What a great idea! -Oh, I think it is a fantastic idea! -Cool! -Thanks, that sounds nice! -Oh, I'd love to do that! -Well, I'd love to but I have other plans. I think it was a great movie. I believe this is I suppose.... I guess the actress won the Oscar last year.... If you ask me.... Personally, I think... Can you tell me the time? Do you have the time? I prefer watching documentaries to TV serials	Listening E9.3.L1. Students will be able to detect familiar words/phrases about likes/dislikes and hobbies in a recorded text or video. E9.3.L2.Students will be able to reorder a recorded conversation about making invitations/ offers. Pronunciation E9.3.P1. Students will be able to differentiate /t/ sound from / θ / sound. <i>Eg. ten /ten/ thin / θn/</i> Speaking E9.3.S1. Students will be able to express their opinions about free time activities. E9.3.S2.Students will be able to ask about and tell the time and the date. E9.3.S3. Students will be able to talk about their preferences of hobbies and free time activities. E9.3.S4. Students will be able to act out a dialogue about accepting and refusing an invitation. Reading E9.3.R1. Students will be able to scan film reviews on blogs to decide which movie to see. E9.3.R2.Students will be able to find the main idea of a text about movies. Writing E9.3.W1. Students will be able to write their opinions on a blog. E9.3.W2. Students will be able to write short text messages to invite their friends for a movie.	Self-Prepared Video Competitions Podcasts Magazines Newspapers Movie Tracks Movies Internet Websites Graphics/Charts Jigsaw Puzzle Oral Retelling Narrative Text DISCUSSION TIME TECH PACK E-PORTFOLIO ENTRY VIDEO BLOG ENTRY ELP Self-Assessment

THEME 4: HUMAN IN NATURE		
Functions and Useful Language	Language Skills and Learning Outcomes	Suggested Materials and Tasks
1. Describing daily routines 2. Talking about abilities 3. Talking about frequencies of activities I wake up at seven a.m. every morning when I go camping. He runs a couple of miles every morning to clear his head. Mum grows organic vegetables in her garden. We don't stay in a tent during our summer holidays. -How often do you go trekking? -Sometimes. -Once a week. Robert can cook delicious meals but I can't. How long can you survive without water? I am not sure but I think one or two days. What can Sheila do? What can we do to prevent natural disasters? My friends help the victims/casualties of natural disaster.	Listening E9.4.L1. Students will be able to identify the subject of a text with the help of familiar words. E9.4.L2. Students will be able to identify time expressions of daily routines. Pronunciation E9.4.P1. Students will be able to pronounce /s/ , /z/ and / ɪz/ sounds. <i>Eg. runs /rʌns/ brings /brɪŋz/ watches /wɒtʃɪz/</i> Speaking E9.4.S1. Students will be able to talk about their abilities. E9.4.S2. Students will be able to talk about their daily activities and the frequencies of those activities. Reading E9.4.R1. Students will be able to identify specific information in a simple written material such as short newspaper articles on effects of natural events. E9.4.R2. Students will be able to scan reading passages about people to find out different/unusual abilities. Writing E9.4.W1. Students will be able to write about their friend's daily life and the frequencies of their activities. E9.4.W2. Students will be able to write a short paragraph about love for nature.	Magazines Newspapers Internet websites Graphics/Charts TV news broadcasts Monologues Jigsaw Informative texts DISCUSSION TIME TECH PACK E-PORTFOLIO ENTRY VIDEO BLOG ENTRY

9th Grade

THEME 5: INSPIRATIONAL PEOPLE		
Functions and Useful Language	Language Skills and Learning Outcomes	Suggested Materials and Tasks
1. Asking about and describing people's appearances and characters 2. Comparing characteristics and appearances 3. Expressing opinions (Agreeing, disagreeing, etc...) 4. Talking about current activities Who inspires you most in Turkish history? What is s/he like? What does...look like? How old/tall/long...? What color.....? She has got blonde/wavy hair / a purple headscarf. In the picture Claire's hair is shorter than Hanna's. Who is your favorite sportsman/ sportswoman? S/he is a born singer. He has got a natural talent for sports. -I think George is more emotional than Jay. -I disagree with you, I think vice versa. In my opinion... I totally disagree. / I'm afraid, I disagree... She is getting ready for the shot. Is the producer working on a new film? The famous football player is visiting charity organizations for the refugees now.	Listening E9.5.L1. Students will be able to identify the descriptions of people's appearances in a recorded text. Pronunciation E9.5.P1. Students will be able to practice /ŋ / sound. <i>E.g. Bringing /brɪŋŋ/</i> Speaking E9.5.S1. Students will be able to compare characteristics of different well-known people by expressing their opinions. E9.5.S2. Students will be able to describe current actions in pictures. Reading E9.5.R1. Students will be able to scan a text for specific information. E9.5.R2. Students will be able to guess the meanings of unknown words from the contexts. Writing E9.5.W1. Students will be able to write a text comparing characteristics of people by giving their opinions. E9.5.W2. Students will be able to write a text describing their inspirational character.	TV/Radio/ Podcasts Magazine/Newspaper Games/Fun Comics Songs Videos Poem Note Taking Fan Letters Character Diaries Role Play Survey on Appearances at School Guess Who Interview DISCUSSION TIME TECH PACK E-PORTFOLIO ENTRY VIDEO BLOG ENTRY ELP Self-Assessment

THEME 6: BRIDGING CULTURES		
Functions and Useful Language	Language Skills and Learning Outcomes	Suggested Materials and Tasks
1. Asking about and describing cities 2. Identifying cultural differences 3. Talking about travel and tourism 4. Ordering food Turkish people in general are very hospitable to visitors from other countries. Indian food is spicy, but it's not the same in Australia. What do you think about the social life in the States? People immigrate to.... because there are many job opportunities. What is the weather like in...? It is rainy almost everyday in England. Do you have any suggestion for me? I suggest you visit the Berlin Museum when you take a trip to Germany. I strongly advise you to visit/eat...in ... What is the purpose of your visit? Please don't leave any bags unattended. Flight number TK1987 is now boarding/ has landed. -When is the next flight to London? -On Wednesday at 5.30. -What would you like to have? -I'd like to have/eat a steak and salad. -Would you like to drink something? -Lemonade, please! -What about you, madam?	Listening E9.6.L1.Students will be able to detect specific information in public announcements at the airport / train station etc. E9.6.L2.Students will be able to identify the most frequently used expressions to order food in a restaurant. Pronunciation E9.6.P1.Students will be able to differentiate /v/ and /w/ sounds. <i>Eg. Very /ver/ well /wel/</i> Speaking E9.6.S1.Students will be able to take part in a dialogue about ordering food at a restaurant/cafe. E9.6.S2.Students will be able to take part in conversations that can occur while travelling. E9.6.S3.Students will be able to use the most frequently used expressions to buy a flight/ bus/train ticket. E9.6.S4.Students will be able to talk about some basic cultural differences of places they have visited. Reading E9.6.R1.Students will be able to scan short texts describing some famous cities in the world for specific information. E9.6.R2.Students will be able to get the main points of the informative texts related to intercultural differences. Writing E9.6.W1.Students will be able to write a short message to leave at the reception desk for their parents. E9.6.W2.Students will be able to write a series of sentences about the city that they would like to visit by indicating reasons.	Announcements Newspaper Transportation Schedules Graphics/ Currency Charts Film Comics Maps Road Signs Expository Texts Note Taking Role Play Songs Surveying Guessing DISCUSSION TIME TECH PACK E-PORTFOLIO ENTRY VIDEO BLOG ENTRY

9th Grade

THEME 7: WORLD HERITAGE		
Functions and Useful Language	Language Skills and Learning Outcomes	Suggested Materials and Tasks
1. Talking about past events 2. Making inquiries 3. Asking and answering questions in an interview Why did/was...? Who did/was...? What did/were...? Where did/were...? Did you...? Was she...? Can you tell me what happened? As far as I can remember, s/he was... When the Egyptians built the Great Pyramid of Giza... Before Greeks decided to build... Firstly, they carried... Secondly, they decided on...	Listening E9.7.L1. Students will be able to organize information on world heritage in a recorded text/video. E9.7.L2. Students will be able to respond to simple questions/ statements in a recorded interview. Pronunciation E9.7.P1. Students will be able to sound natural producing “-ed” sounds in regular past verbs and the pronunciation of /wəz/ and /wɒz/. Speaking E9.7.S1. Students will be able to ask and answer simple questions in an interview about past times and past events. E9.7.S2. Students will be able to give a short simple presentation about an ancient civilization they have searched before. Reading E9.7.R1. Students will be able to ask and answer the questions about a text related to the world heritage. E9.7.R2. Students will be able to reorder the events in a short story. Writing E9.7.W1. Students will be able to write a series of sentences about historical places they visited in the past.	Making Timeline Films Literary Texts (poem, story, etc.) Story Boards Summary Writing Oral Retelling Jigsaw Puzzle Compare and Contrast/Narrative Texts Repeating Role Play Song/ Chants DISCUSSION TIME TECH PACK E-PORTFOLIO ENTRY VIDEO BLOG ENTRY

THEME 8: EMERGENCY AND HEALTH PROBLEMS		
Functions and Useful Language	Language Skills and Learning Outcomes	Suggested Materials and Tasks
1. Asking for and giving advice 2. Giving and understanding simple instructions in case of emergency 3. Talking about something that has happened recently 4. Expressing obligations and prohibitions What should I do? In the event of an earthquake, you should take shelter under a table. When you get a cut in your hand, you should put a piece of cloth on it. What causes the flu? You'd better take a long rest when you catch the flu. You should see a doctor when you have a high fever. If/ when someone faints, first of all check if he/she is still breathing, secondly alert medical personnel, and then position the person properly... -What are your symptoms? -I've got a rash on my hand. -Have you eaten anything allergic recently? -Your temperature is normal. -Open your mouth, please. I must see a dentist. You mustn't smoke in this area. Workers have to wear their helmets while working in this workplace.	Listening E9.8.L1. Students will be able to identify the most frequently used expressions about health problems. Pronunciation E9.8.P1. Students will be able to notice sentence intonation. Eg. <i>Where is the nearest hospital?</i> (falling intonation) <i>Is that the new doctor?</i> (rising intonation) Speaking E9.8.S1. Students will be able to ask for help from the emergency services in areas of immediate need. E9.8.S2. Students will be able to ask for and give advice about health problems. E9.8.S3. Students will be able to express obligations, responsibilities and prohibitions in social life. Reading E9.8.R1. Students will be able to find the main idea of a text about health problems/emergency situations that have happened recently. Writing E9.8.W1. Students will be able to prepare posters/leaflet/brochures about safety and health at work.	TV Radio Newspaper Patient Information Leaflets (PILs) Songs/Chants Expository Texts Oral Retelling Spoken Presentation Advice Columns Brochures DISCUSSION TIME TECH PACK E-PORTFOLIO ENTRY VIDEO BLOG ENTRY ELP Self-Assessment

9th Grade

THEME 9: INVITATIONS AND CELEBRATIONS		
Functions and Useful Language	Language Skills and Learning Outcomes	Suggested Materials and Tasks
1. Asking for and giving suggestions 2. Doing shopping 3. Making requests 4. Talking about future plans 5. Making and answering phone calls My family is going to throw a birthday party for me tomorrow. Would you like to join us? Would you like to join us for iftar this evening? Are you good at cooking? Can you help me? Have you got any...that I could borrow? Have you got time to prepare some...? Would you mind making a shopping list for the party? Do you mind if I use your car? -Let's go to the cafe, what do you think? -Let's do that/ I like that idea. -I'd rather not because... -Let's keep thinking. -Hey George, it is Lisa calling. -Is Jackson in? / Can I talk to Jackson? -Just a second, I'll call him. -Can you speak slowly, please? -Thanks for calling, bye for now! Remember/don't forget to do it. How much does this cost? Can I have a kilo of grapes? -Do you have any...? / I'm looking for a... -No, we don't sell them. -How will you pay? -I'll pay in cash/by credit card.	Listening E9.9.I.1.1. Students will be able to fill in the missing parts in a dialogue about invitations and apologies on a phone call. E9.9.I.2. Students will be able to recognise the most frequently used expressions related to shopping in a recorded text. Pronunciation E9.9.P1. Students will be able to practice "yod coalescence". (Could you...? Would you ...?). Speaking E9.9.S1. Students will be able to make and respond to suggestions/ requests. E9.9.S2. Students will be able to describe future plans and arrangements. E9.9.S3. Students will be able to give and receive information about quantities, numbers, and prices in conversations about shopping. Reading E9.9.R1. Students will be able to find the supporting ideas in a text. Writing E9.9.W1. Students will be able to write simple invitation letters. E9.9.W2. Students will be able to write a short paragraph about their future plans.	Games/ Fun Invitation Cards Menus Songs Note Taking Oral Retelling Singing E-mails Invitee Lists Letters Telephone Conversations Coupons Posters Tables DISCUSSION TIME TECH PACK E-PORTFOLIO ENTRY VIDEO BLOG ENTRY

THEME 10: TELEVISION AND SOCIAL MEDIA		
Functions and Useful Language	Language Skills and Learning Outcomes	Suggested Materials and Tasks
1. Making predictions about the future 2. Asking for and giving opinion (agreement, disagreement, etc...) 3. Interrupting someone in a conversation 4. Gaining time in a conversation - What do you think...? / What is your idea ...? - I think/In my opinion/ To me, we won't use television in the near future, because... - I don't think so./ No chance! / Never in a million years! That's for sure! /Absolutely! / I guess so! I'm not so sure about it. I couldn't agree more. / No way! I'd say exactly the opposite. No, I'm not so sure about that. That's not always the case. I think there is no point in sharing private photos in social media. You shouldn't rely on all the news available on the net. I prefer watching quiz shows to talent shows. No doubt about it. You have a point there. I was just going to say that. Do you have anything to say about this? Can I add something here? / If I might add something Sorry to interrupt you. Well/ so/ anyway/ let me think/ let me see/ you know/ like/ umm/ I mean.	Listening E9.10.L1. Students will be able to put the events in a TV broadcast in order. Pronunciation E9.10.P1. Students will be able to practice /d/ and /ð/ sounds. Eg. Day /de/ They /ðe/ Speaking E9.10.S1. Students will be able to make predictions about the future. E9.10.S2. Students will be able to agree or disagree with others by giving their opinions. E9.10.S3. Students will be able to act out a dialogue using the expressions and phrases to interrupt and gain time in a conversation. Reading E9.10.R1. Students will be able to skim short and simple texts to draw a conclusion in terms of social media. Writing E9.10.W1. Students will be able to write a comment on a topic via social media.	TV/Podcasts Magazine/Newspapers Brochures Print Media Comics Internet Websites Graphics/Charts Poems Jigsaw Puzzle Note Taking Summary Writing Spoken Presentation Simple Discussion Poster Advertisements Persuasive Essays Cause and Effect Essays DISCUSSION TIME TECH PACK E-PORTFOLIO ENTRY VIDEO BLOG ENTRY ELP Self-Assessment

APPENDIX-J: Ethics Committee Approval



T.C.
HACETTEPE ÜNİVERSİTESİ
Rektörlük

Sayı : 35853172/

433-4030

30 Kasım 2017

EĞİTİM BİLİMLERİ ENSTİTÜSÜ MÜDÜRLÜĞÜNE

İlgi: 08.11.2017 tarih ve 2325 sayılı yazınız.

Enstitünüz Yabancı Diller Eğitimi Anabilim Dalı İngiliz Dili Eğitimi Bilim Dalı doktora programı öğrencilerinden **Erkan YÜCE**'nin **Prof. Dr. İsmail Hakkı MİRİCİ** danışmanlığında yürüttüğü "**Türkiye'deki Lise 9. Sınıf İngilizce Öğretim Programının Avrupa Dilleri Öğretimi Ortak Çerçeve Programı İlkelerine Göre Değerlendirilmesi**" başlıklı tez çalışması, Üniversitemiz Senatosu Etik Komisyonunun **22 Kasım 2017** tarihinde yapmış olduğu toplantıda incelenmiş olup, etik açıdan uygun bulunmuştur.

Bilgilerinizi ve gereğini rica ederim.

Prof. Dr. Rahime M. NOHUTCU
Rektör a.
Rektör Yardımcısı

APPENDIX-K: Official Permission



T.C.
NEVŞEHİR VALİLİĞİ
İl Millî Eğitim Müdürlüğü

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Konu : Araştırma İzni
(Erkan YÜCE)

09/01/2018

VALİLİK MAKAMINA

İlgi : a)05.01.2018 tarih ve 355208 sayılı dilekçe.

b)Nevşehir Valiliği İl Millî Eğitim Müdürlüğünün 08.01.2018 tarihli ve 533923 sayılı yazısı.

Hacettepe Üniversitesi Eğitim Bilimleri Enstitüsü doktora öğrencisi Erkan YÜCE'nin "Türkiye'deki Lise 9. Sınıf İngilizce Öğretim Programının Avrupa Dilleri Öğretimi Ortak Çerçeve Programı İlkelerine Göre Değerlendirilmesi" konulu doktora tez çalışması kapsamında ilimizde bulunan ilgili okullarda ekli listedeki araştırma araçlarını uygulamak için izin talep etmektedir.

Anılan araştırma izninin 2017-2018 Eğitim-Öğretim yılında, ilimizde bulunan ilgili okullarda, gönüllülük esasına dayalı, eğitim öğretimi aksatmamak şartı ve Okul Müdürlüğünün muvafakatinde yapılması Müdürlüğümüzce uygun görülmektedir.

Makamlarınızca da uygun görüldüğü takdirde olurlarınıza arz ederim.

Murat DEMİR
İl Millî Eğitim Müdürü

OLUR
09/01/2018
Nevzat SİNAN
Vali a.
Vali Yardımcısı

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NEVŞEHİR VALİLİĞİ
İl Millî Eğitim Müdürlüğü

Sayı : 49405861-44-E.848725
Konu : Araştırma İzni

11.01.2018

Sayın: Erkan YÜCE
(Nevşehir Hacı Bektaş Veli Üniversitesi
Yabancı Diller Yüksekokulu/ NEVŞEHİR)

İlgi :Nevşehir Valiliği İl Millî Eğitim Müdürlüğünün 09.01.2018 tarihli ve 594502 sayılı oluru.

Hacettepe Üniversitesi Eğitim Bilimleri Enstitüsü doktora öğrencisi Erkan YÜCE'nin Türkiye'deki Lise 9. Sınıf İngilizce Öğretim Programının Avrupa Dilleri Öğretimi Ortak Çerçeve Programı İlkelerine Göre Değerlendirilmesi " konulu doktora tezini ilimizde bulunan ilgili okullarda gönüllülük esasına dayalı, eğitim öğretimi aksatmamak şartı ve okul müdürlüğünün muvafakatinde uygulama yapabilmelerine dair olur ekte gönderilmiş olup adı geçen araştırma izni sonuçlarından Müdürlüğümüz İnsan Kaynakları (Hizmetiçi) Şubesine bilgi verilmesi hususunda ;

Bilgilerinizi ve gereğini rica ederim.

Murat DEMİR
Millî Eğitim Müdürü

EK:
- Olur (1 Adet)

Güvenli Elektronik İmza
Aşlı ile Aynısı
12.01.2018

Mustafa GÜVEN
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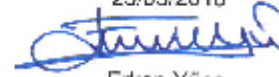
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APPENDIX-L: Declaration of Ethical Conduct

I hereby declare that...

- I have prepared this thesis in accordance with the thesis writing guidelines of the Graduate School of Educational Sciences of Hacettepe University;
- all information and documents in the thesis/dissertation have been obtained in accordance with academic regulations;
- all audio visual and written information and results have been presented in compliance with scientific and ethical standards;
- in case of using other people's work, related studies have been cited in accordance with scientific and ethical standards;
- all cited studies have been fully and decently referenced and included in the list of References;
- I did not do any distortion and/or manipulation on the data set,
- and **NO** part of this work was presented as a part of any other thesis study at this or any other university.

25/05/2018



Erkan Yüce

APPENDIX-M: Dissertation Originality Report

25/05/2018

HACETTEPE UNIVERSITY
Graduate School of Educational Sciences
To The Department of Foreign Language Education

Thesis Title : Evaluation of the High School 9th Grade English Language Curriculum of Turkey in Relation to the CEFR Principles

The whole thesis that includes the *title page, introduction, main chapters, conclusions and bibliography section* is checked by using **Turnitin** plagiarism detection software take into the consideration requested filtering options. According to the originality report obtained data are as below.

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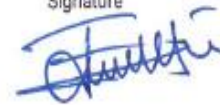
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I declare that I have carefully read Hacettepe University Graduate School of Educational Sciences Guidelines for Obtaining and Using Thesis Originality Reports; that according to the maximum similarity index values specified in the Guidelines, my thesis does not include any form of plagiarism; that in any future detection of possible infringement of the regulations I accept all legal responsibility; and that all the information I have provided is correct to the best of my knowledge.

I respectfully submit this for approval.

Name Last Name: Erkan Yüce
Student No.: N13248510
Department: Foreign Language Education
Program: English Language Teaching
Status: ☐ Masters ☒ Ph.D. ☐ Integrated Ph.D.

Signature



ADVISOR APPROVAL

APPROVED
Assoc. Prof. Dr. Hüseyin ÖZ



APPENDIX-N: Yayımlama ve Fikrî Mülkiyet Hakları Beyanı

Enstitü tarafından onaylanan lisansüstü tezimin/raporumun tamamını veya herhangi bir kısmını, basılı (kâğıt) ve elektronik formatta arşivleme ve aşağıda verilen koşullarla kullanıma açma iznini Hacettepe Üniversitesine verdiğimi bildiririm. Bu izinle Üniversite'ye verilen kullanım hakları dışındaki bütün fikrî mülkiyet haklarım bende kalacak, tezimin tamamının veya bir bölümünün gelecekteki çalışmalarda (makale, kitap, lisans ve patent vb.) kullanım hakları bana ait olacaktır.

Tezin kendi orijinal çalışmam olduğunu, başkalarının haklarını ihlal etmediğimi ve tezimin tek yetkili sahibi olduğumu beyan ve taahhüt ederim. Tezimde yer alan telif hakkı bulunan ve sahiplerinden yazılı izin alınarak kullanılması zorunlu metinleri yazılı izin alarak kullandığımı ve istenildiğinde suretlerini Üniversite'ye teslim etmeyi taahhüt ederim.

☐ **Tezimin/Raporumun tamamı dünya çapında erişime açılabilir ve bir kısmı veya tamamının fotokopisi alınabilir.**

(Bu seçenekle teziniz arama motorlarında indekslenebilecek, daha sonra tezinizin erişim statüsünün değiştirilmesini talep etmeniz ve kütüphane bu talebinizi yerine getirirse bile, teziniz arama motorlarının ön belleklerinde kalmaya devam edebilecektir)

☐ **Tezimin/Raporumun tarihine kadar erişime açılmasını ve fotokopi alınmasını (İç Kapak, Özet, İçindekiler ve Kaynakça hariç) istemiyorum.**

(Bu sürenin sonunda uzatma için başvuruda bulunmadığım takdirde, tezimin/raporumun tamamı her yerden erişime açılabilir, kaynak gösterilmek şartıyla bir kısmı veya tamamının fotokopisi alınabilir).

☐ **Tezimin/Raporumun tarihine kadar erişime açılmasını istemiyorum ancak kaynak gösterilmek şartıyla bir kısmı veya tamamının fotokopisinin alınmasını onaylıyorum.**

☒ **Serbest Seçenek/Yazarın Seçimi:**

İkinci bir başvuru yapana kadar, erişime açılmasını ve fotokopi alınmasını (İç Kapak, Özet, İçindekiler ve Kaynakça dahil) istemiyorum.

25.05.2018

Erkan YÜCE



