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DEVELOPING A SCALE TO EVALUATE TURKISH PRIMARY SCHOOL SECOND GRADE ENGLISH LANGUAGE TEACHING PROGRAM

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ABSTRACT

In Turkey, three major English Language Teaching Program (ELTP) changes have taken place since the first ELTP introduced in 1997. Following the 2006 ELTP, a new program was launched in 2013 with the common name known as 4+4+4 education system with which English Language Teaching Program was started from the 2nd grades in primary schools. Due to lack of a valid and reliable evaluation tool in literature, this study aims to develop and validate a scale to evaluate the 2nd grade ELTP that is currently in use in the Turkish education system. The scale development steps of De Vellis (2003) were followed and 84 items were pooled via conducting a literature review and document analysis, surveying the opinions of 15 primary school language teachers and utilizing interviews with 5 teachers. With the participation of 118 teachers, the first version of the scale was submitted to exploratory factor analysis, which yielded a five-factor solution with 34 items. This revised version was then administered to 85 teachers to conduct confirmatory factor analysis and reliability analysis. In its final form, the scale consisted of 28 items with 5 factors, the Cronbach's alpha reliability coefficients of which ranging from .86 to .93. The results indicate that the scale can be used to evaluate the 2nd grade ELTP.

Keywords : 2nd Grade ELTP; Evaluation; Program; 4+4+4 Education System

İLKOKUL İKINCI SINIF İNGILIZCE ÖĞRETIM PROGRAMI DEĞERLENDIRME ÖLÇEĞI GELIŞTIRME ÇALIŞMASI

ÖZ

İlk İngilizce Öğretim Programının ortaya koyulduğu 1997 yılından bu yana, Türkiye'de başlıca üç İngilizce Öğretim Programı (İÖP) değişikliği meydana gelmiştir. 2006 İngilizce Öğretim Programını takiben, sonuncu program bilinen ismiyle 4+4+4 eğitim sistemi ile 2013 yılında ortaya koyulmuş ve bu programla birlikte ilkokullarda İngilizce öğretimi 2. Sınıftan uygulamaya koyulmuştur. Alan yazında 2.Sınıf İngilizce Öğretim Programının değerlendirilmesinde ihtiyaç duyulan ölçme aracı eksikliğinden dolayı, bu çalışma mevcut olarak Türk Eğitim Sistemi'nde kullanılan 2. Sınıf İngilizce Öğretim Programı'nı (İÖP) değerlendirmek üzere bir değerlendirmeölçeği geliştirmeyi ve geçerlilik analizlerini yapmayı amaçlamaktadır. DeVellis'in (2003) ölçek geliştirme adımları takip edilmiş; literatür taraması ve doküman analizi vasıtasıyla 15 ilkokul yabancı dil öğretmeninin görüşlerini alarak ve 5 öğretmen ile yüz yüze görüşme yapılarak 84 maddelik bir madde havuzu oluşturulmuştur. 118 2. Sınıf İngilizce öğretmeninin katılımıyla ölçeğin ilk hali üzerinde faktör analizi uygulanmış ve 5 faktörlü ve 34

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maddeden oluşan bir sonuç elde edilmiştir. Ölçeğin bu yeni versiyonu, doğrulayıcı faktör analizi ve güvenirlik analizi yapılması amacıyla 85 2. Sınıf İngilizce öğretmeninden veri toplanarak yeniden uygulanmıştır. Ölçeğin son hali ise, Cronbachalfa güvenirlik katsayısına göre. 86ve. 93 değerleri arasında seyreden 5 faktörlü 28 maddeden oluşmaktadır. Sonuçlar göstermektedir ki, oluşturulan bu ölçek 2. Sınıf İngilizce Öğretim Programını değerlendirmede geçerli ve güvenilir bir ölçme aracı olarak kullanılabilecektir.

Anahtar Kelimeler: 2. Sınıf İÖP, Değerlendirme, Program, 4+4+4 Eğitim Sistemi

Introduction

Turkey has gone through many social, economic, political and cultural changes since its establishment in 1923 (Gök, 2007). In the field of education there have also been constant efforts to improve the education system in the country (Başol & Bardakci, 2008). Especially major shifts in perspectives regarding educational theories such as constructivism, the use of technology, societal as well as individual needs and so on have instigated greater curricular changes.

While the Turkish education system has undergone these changes, the unprecedented spread of English as the lingua franca of international communication, coupling with globalization, has generated considerable impact on language policies of Turkey (Kirkgoz, 2009) propelling 3 major program reforms in English language (EL) teaching in primary education. The first one took place in 1997, in which the compulsory education was increased from 5 to 8 years and EL teaching started from 4th grade of primary state schools. The next comprehensive change came in 2003 and introduced constructivist and cognitive approaches to the curriculum. The final change was made with the 4+4+4 system in 2013, which lowered the starting grade to EL teaching and learning to 2nd grade.

Despite these rapid changes experienced in the language learning and teaching at primary school level and several evaluation studies on ELTPs, it is seen that a great majority of these studies were small scale ones (see Aybek, 2015; Bayraktar, 2014; Bozavli, 2015; Celik & Kasapoglu, 2014; Coşkun, Küçüktepe, & Baykın, 2014; Ekuş & Babayiğit, 2014; İyitoglu & Alci, 2015; Merter, Şekerci, & Bozkurt, 2014); thus, these evaluation studies generally aimed at collecting data from a small number of participants. Also, there is still a dearth of evidence to inform future curricular reforms and revisions based on large scale evaluations which require, among many others, the utilization of appropriate data collection technique, one of which is survey. As one of the most efficient tools, surveys help to investigate most areas of social inquiry and have a wide variety of domains to collect data especially from large-scale samples; thus, they enable researchers to gather data from large masses in a short period of time by accessing various stakeholders given the domain of inquiry (Nunan, 1992). In this sense, for the evaluations of education programs too, surveys provide making use of large scale evaluation studies through scales and questionnaires which indicates to a need for this current study.

Since programs shape teaching, materials production and assessment procedures and their quality is directly linked to pupils' learning and development, all program components require close monitoring to detect their strengths and

weaknesses. Therefore, this study focuses on the 2nd grade ELTP with the aim of developing a scale to evaluate it from the perspectives of the first-hand users of it, i.e. language teachers. Apart from the rationale given above, the scale development steps followed in this study may provide other researchers with a guideline that they may use in developing similar program evaluation tools.

2013 ELTP change in Turkey

To improve the quality of education and increase student participation rates, legislation was introduced in 2012, which increased the compulsory education from eight to twelve years. The education system was redefined into three levels: primary, secondary and high school, four years each. The 4+4+4 system launched in 2013 lowered the starting age for learning English to 6.6 years of age being implemented from second grade (MoNE, 2013). Together with these changes the ELTP for primary school level was also changed and designed in 2013.

In designing the new ELTP, the principles and descriptors of the Common European Framework of Reference for Languages: Learning, Teaching, Assessment (CEFR) were closely followed (MoNE, 2013). As stated by the Council of Europe (CoE), the CEFR particularly stresses the need for students to put their learning into real-life practice in order to support fluency, proficiency and language retention (2001). Accordingly, the new curricular model emphasizes language use in an authentic communicative environment. Besides, as no single language teaching methodology is flexible enough to meet the needs of learners at various stages and to address a wide range of learning styles, an eclectic mix of instructional techniques is adopted, drawing on an action-oriented approach in order to allow learners to experience English as a means of communication rather than focusing on the language as a topic of study. Therefore, in this new program the use of English is emphasized in classroom interactions of all types, supporting learners in becoming language users rather than students of the language, as they work towards communicative competence (CoE, 2001). This curricular model has three pillars of focus: language uses, functions and learning materials. At the earliest level comprising grades 2 through 4, the main emphasis is on listening and speaking. In terms of communicative functions, the 2nd Grade ELTP highlights the importance of language functions such as being able to introduce oneself, apologizing, asking for permission, describing things, weather, people and expressing feelings and basic needs etc., which are directly linked to daily life as also expressed in the program book provided by MoNE (2013). The material use of the 2nd Grade ELTP is divided into three as narrative materials, informative materials and finally interactive materials. Narrative materials are cartoons, chants and songs, fairy tales, rhymes etc. Informative materials are listed as charts, instructions, menus, notices, picture dictionaries, products (as labels, boxes and adverts) and signs. Among interactive materials are postcards, illustrations, conversations as well as cards, messages, notes and memos.

As can be understood, this 2013 curriculum change that introduced new concepts and ideas to EL learning and teaching and shifted language learning to the 2nd grade is a radical one and how it is perceived and implemented needs to be

analyzed owing to the fact that how a teaching program is perceived and implemented may actually be different from what it is actually intended to perform. Thus, evaluation of any program from the perspectives of different stakeholders may shed light on different features of them and their intentions, functions, implementations and outcomes.

Evaluation of teaching programs

Evaluation is one of the essential elements of the educational process (Musal et al., 2014) and contributes to various dimensions related to education programs or namely teaching programs. Teaching programs have a dynamic structure and they constantly change and evolve depending on the global and local needs of individuals, communities and countries. Thus, they need to be flexible. In line with this, in most cases, evaluation of a teaching program is related to its improvement, which aims to give an insight into how an increase may occur in the quality or effectiveness of it (Brown, 1995). In short, evaluation of a teaching program gives feedback on its effectiveness, accountability, strengths and weaknesses so that those stakeholders responsible for its development and implementation can make the necessary changes (Alderson & Beretta, 1992; Küçük, 2008).

There are four basic components of teaching programs, namely aims, outcomes, content and assessment (Demirel, 2013), all of which need to be identified while developing teaching programs. Therefore, depending on the aim of the evaluation, program goals or aims, outcomes to value the impact of the program, teaching strategies, materials used to deliver the content and assessment procedures as well as other factors such as policies, program philosophy, physical conditions of the classrooms or the district where the school is in etc., are the major areas of concern for educational evaluation (Agrawal, 2004; Adair-Hauck, MacLain, & Youngs, 1999; Phelps, 2011).

There are several studies conducted both abroad and in Turkey, where the above mentioned aspects, together or separately, have been taken as the foci of the evaluation of primary school English language teaching curricula (see Anghel, Cabrales, & Carro, 2012; Chen, 2013; Hammat, 2014; Min, 2007;Qi, 2016). Of these, Min evaluated the English language teaching curriculum implemented in primary education schools in Korea from two points; the first as an overview of the country's language teaching history based on curriculum changes, and the second as the implementation of English language teaching in primary schools. Evaluating the attainability of the English curriculum outcomes and the effect of English instruction on the other school subjects, Anghel et al. (2012) evaluated a bilingual primary education program offering both English and Spanish education in some public schools in Madrid, Spain. Similarly, Chen (2013) evaluated the Taiwanese primary English education from the perspective of language policy. Focusing on the EL teachers' opinions related to material aspect of the primary school EL curriculum, Hammad (2014) conducted an evaluation study to explore the different aspects of the materials used in the first three grades of elementary schools in Gaza. Finally, a very recent study conducted by Qi (2016) examined China’s current primary school EL education policy and the

implementation of the primary school curriculum from the lenses of the students. As is seen, the different components of teaching programs have come under the microscope of researchers around the world.

Parallel to the curriculum changes, several evaluation studies have also been conducted in Turkey. For example, İğrek (2001) and Büyükduman (2005) evaluated the 1997 curriculum through the lenses of teachers while Tok (2002) focused on the perceptions of students. These studies showed that the planned and actual implementation of the curriculum had differences due to the reasons such as crowded classes, inadequacy of classroom resources and limited class hours. Tok (2002) compared Key Stage I English curriculum by comparing its implementation in state and private schools reporting that students in private primary schools had higher (92.4%) interest in language learning than those in state primary schools (83.4%). Evaluation studies conducted related to 1997 ELTP showed that it did not yield the desired results indicating major changes needed to be done. In terms of 2006 program, on the other hand, Zincir (2006) elicited the 5th grade EL teachers' opinions on the objectives of the program. The results of the study showed that teachers were not content with the objectives of the curriculum stating that they needed to be revised and changed. Similarly, Topkaya and Küçük (2010) conducted an evaluation study on the 4th and 5th grade ELTP with regard to its general characteristics, aims, outcomes and content. Their findings revealed that teachers had positive opinions related to program components. However, the study also showed that there were some inefficient points which required to be revised.

Related to 2013 ELTP, there are a number of studies conducted (Alkan & Arslan, 2014; Aybek, 2015; Bozavli, 2015; Bulut & Atabey, 2016; İyitoglu & Alci, 2015; Merter et al., 2014; Yıldıran & Tanrıseven, 2015). Among the earliest conducted studies in terms of the 2nd Grade ELTP, Alkan and Arslan (2014) in their study aimed at evaluating the 2nd Grade ELTP based on the opinions of English teachers implementing the program. They focused on different components as objectives, content, teaching and learning process of the program in their study and results of the study revealed that while the teachers had positive opinions about the different components of the program, they stated negative opinions related to the course book, class hours and physical conditions in terms of the implementation of the 2nd grade ELTP. The study conducted by İyitoglu and Alci (2015) also elicited teachers' views of the 2nd grade ELTP. The results of their study showed that the participant teachers had positive opinions about the needs analysis, evaluation and assessment, age and level relevance, teaching techniques and vocabulary teaching; on the other hand, insufficient materials, class size, lack of necessary learning techniques and lower student and parent motivation were regarded as the negative issues in implementation. Yıldıran and Tanrıseven (2015) in their study also asked the opinions of English teacher implementing the program. Similar to the findings of the previous studies, they found that the participant teachers had positive opinions and that they believed program was appropriate to students' level and students had positive attitudes towards language learning. On the other hand, the course book, class size, class hours and in-service training opportunities were stated as the negative aspects of the program, which are more relate to the implementation practices. In another

study, Bozavlı (2015) investigated the 2013 ELTP from the lenses of the teachers implementing the program based on the 2nd grades. Focusing mainly on the implementation practices of the teachers as well as the starting age to the instruction of EL from 2nd grades onwards, Bozavli highlighted that children at 2nd grade were willing to learn the language and teachers of English found the use of communicative skills relatively easy in 2nd grades compared to higher ones. However, Bozavlı (2015) also found that lack of appropriate use of games as well as inefficiency of classroom materials were among the major drawbacks of for the implementation of the program.

When these above-mentioned studies on the 2013 ELTP are analyzed from a methodological perspective, it can be seen that while some of them used quantitative methodologies (Alkan & Arslan, 2014; Özüdoğru & Adıgüzel, 2015; Tosuncuk, 2016)), some relied on qualitative ones (Aybek, 2015; Bayraktar, 2014; Bozavli, 2015; Celik & Kasapoglu, 2014; Coşkun et al., 2014; Ekuş & Babayiğit, 2014; İyitoglu & Alci, 2015; Yıldıran & Tanrıseven, 2015). To illustrate, Alkan and Arslan (2014) utilized a quantitative methodology by collecting data using a questionnaire while İyitoglu and Alci (2015), Yıldıran and Tanrıseven (2015), Bozavlı (2015), Ekus and Babayiğit, 2014 and Celik and Kasapoğlu (2014) made use of qualitative methods. It seems quite clear that when new programs are put into practice, there is a definite need to make use a valid and reliable tool to collect data covering the aspects of a teaching program. However, when the literature is reviewed based on the existing studies which evaluated the 2013 ELTP in the context of 2nd grades, most of these studies made use of qualitative means to collect data; on the other hand, the ones had quantitative approach to their studies used the previously constructed data collection tools by adopting them to their own contexts. Thus, there is a need for a standardized scale to evaluate the 2nd Grade ELTP and, this study aims to fulfill this gap by developing a scale for the evaluation of the 2nd Grade ELTP.

Method

To achieve the aim of the study, both qualitative and quantitative approaches were employed. While the former one included document analysis, literature review and interviews with stakeholders for item pooling, descriptive statistics, exploratory factor analysis (EFA), confirmatory factor analysis (CFA), and Cronbach's Alpha reliability analysis comprised the latter one. The Statistical Package for Social Sciences (SPSS) 20.0 was employed for the EFA and reliability analysis while the Statistical Package Analysis of Moment Structure (AMOS.21) was utilized for the CFA.

Samples

To develop the scale, three different samples were included in the study. All participants voluntarily participated in the study.

Sample 1 consisted of 15 (10 Female, 5 Male) 2nd grade primary school EL teachers working at different schools in the city center of Denizli, Turkey. The age range of them was between 28 and 38 and they had an average of 8 years of teaching experience. All these participants were the graduates of English Language Teaching

except for one of the participants as a graduate of Economics. The participants in Sample 1 participated in the study during the item pooling stage of the scale.

Sample 2 included 118 (98 Female, 20 Male) 2nd grade teachers from different schools across Turkey. Their ages ranged from 25 to 45 with an average teaching experience of 10 years. A great majority of them graduated from EL Teaching Departments (78 %) and the rest (22 %) were graduates of Linguistics and English Language Literature. Almost all teachers (97.5 %) reported not to have attended a seminar, conference or workshop related to 2013 ELTP change. They completed the first version of the scale online which was generated from the item pool and the data were used for EFA.

Lastly, to validate and confirm the factor structure that emerged from the EFA, a third sample, Sample 3, was used comprising 85 (65 Female, 20 Male) 2nd grade EL teachers from different schools across Turkey. Their ages ranged between 25 and 30. While 68 (80 %) teachers were the graduates of EL Teaching Departments, 17 of them (20 %) were graduates of EL and Literature and American Language and Literature departments. The CFA was run following the data collection from this sample.

Instrumentation

To construct the scale, the eight-step scale development scheme offered by DeVellis (2003) was followed which includes *determining clearly what to measure,generating an item pool,determining the format for measurement,having initial item pool reviewed by experts,considering inclusion of validation items,administering items to develop a scale*, *evaluating the items, optimizing scale length*. These steps can also be grouped under three phases as the theoretical phase, the representativeness and appropriateness of data collection phase, and the statistical analysis of the construct phase (Slavec & Drnovesek, 2012). The first phase represents the construct's theoretical significance and existence while the second one involves determining the data collection in terms of representativeness and appropriateness of the construct. The final phase deals with the implementation of the construct through administration and evaluation of the items for optimization (Slavec & Drnovesek, 2012). These steps and phases are illustrated in Figure 1.

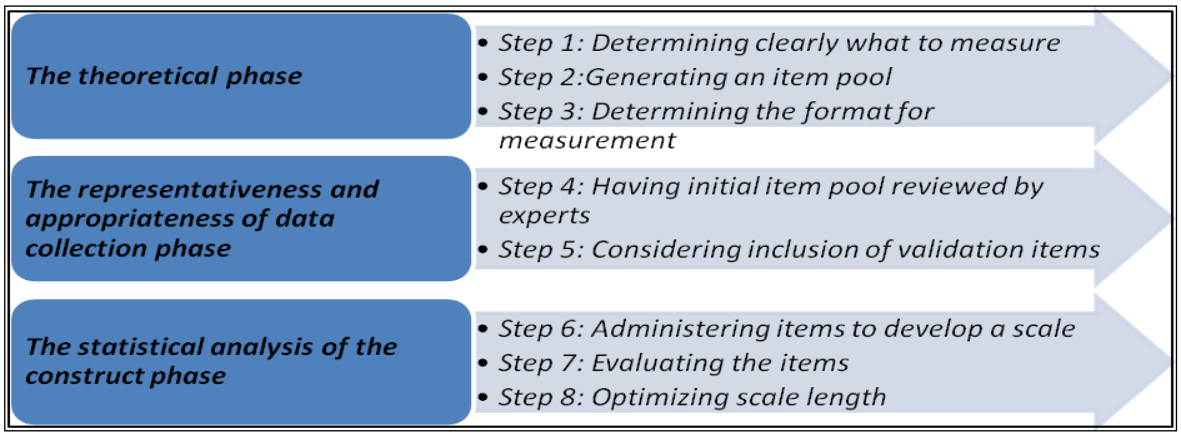

Figure 1. Phases and steps followed in the development of the scale

Presented below is the information about what was done with regard to each step given in Figure 1.

Step 1: Determine clearly what to measure

This step involved the clarification of the aspects of the program to be included in the evaluation. After reviewing the literature and analyzing the primary school curriculum carefully, a framework including the aims, outcomes, content, teaching activities (methods) as well as materials of the 2nd Grade ELTP was defined for the development of the scale.

Step 2: Generate an item pool

Then the researchers worked together on analyzing the program documents, known as document analysis, to generate the item pool. As Lynch (1996) states, in most program evaluation studies, one of the data gathering techniques is to collect available documents for the program. In this step, the philosophy of the program features, aims, outcomes, content, teaching activities and materials suggested to be used in the implementation of the 2nd grade ELTP were carefully analyzed and depending on the purpose of the study, the important statements were extracted and a total of 33 items were written.

In addition to document analysis, earlier evaluation studies related to primary school ELTPs were reviewed for the data collection instruments they utilized and 18 more items from the studies of Erdoğan (2005), Er (2006), Yanık (2007), Küçük (2008), Sak (2008) and Seçkin (2010) were chosen and cross-checked in terms of their appropriateness to our context. To finish the item pooling step, lastly, a questionnaire with 18 open-ended questions were given to 15 2nd grade EL teachers to elicit their opinions related to different aspects of the program. Then, 5 of these teachers were interviewed using the questions of the questionnaire to gain a deeper understanding of their perceptions. The questionnaires and interview data were then analyzed and 33 new items were added to the pool. As a result of these steps, an item pool consisting of 84 items was created which were roughly grouped under five parts representative of different aspects of the 2nd grade ELTP (see Table 1).

Table 1. Number of the items and their initial distributions according to different aspects of the program

Parts of the scale	Number of Items
A- General Features	18 Items
B- Program Aims	10 Items
C- Program Outcomes	18 Items
D- Program Content	18 Items
E- Teaching Methods and Materials	20 Items

Step 3: Determine the format for measurement and Step 4: Have the initial item pool reviewed by experts

In the following two steps, firstly a 5-point Likert type scale was chosen as the format of the measurement, ranging from *completely agree* to *completely disagree.* Then, this first version of the scale with 84 items was submitted to 3 experts working at EL Teaching departments of education faculties in two different universities in Turkey and they were asked to assess the relevancy of the items with regard to the aim of the scale, to comment on wording and clarity and to make suggestions for those parts that the researchers might have failed to include. As a result of this external reviews for content and construct validity, 6 items were revised and the scale was given its final form for the administration step.

Step 5: Consider inclusion of validation items

This step involves checking whether the respondents really read and answer the items truthfully. According to DeVellis (2003) there are two ways of doing this: adding a social desirability scale and adding a similar scale that aims to measure the same construct. Since the scale already included a large number of items, no validation items or scales were added in the initial administration of the scale.

Step 6: Administer items to develop a scale

After giving its final form according to the feedback of the experts, the first version of the scale was transferred to online professional platforms and was publicized in all English teachers' groups in Turkey. Those who taught 2nd graders were invited to take part in the study. Administering the scale took 4 weeks and 118 teachers (Sample 2) voluntarily responded the scale. The data obtained in this stage were subjected to the EFA.

After the first phase of the item reduction and factor analysis, the second version of the scale comprising 34 items was applied online to Sample 3. The CFA was done on the data collected to confirm the initial factor structure and perform reliability analysis.

Step 7: Evaluate the items

The data collected from Sample 2 were analyzed using SPSS version 20.0 for factor analysis. The EFA with Principal Axis Factoring (PAF) extraction method was chosen to analyze structural validity since the data were non-normally distributed (Costello and Osborne, 2005) and the skewness and kurtosis values were found to be -.35 (*SE*=0.22) and .05 (*SE*=0.44) (Shapiro-Wilk test, $p < .01$). The reliability was assessed by using Cronbach's Alpha technique. Initially, KMO and Bartlett's Sphericity Test were conducted to check the sampling adequacy, and following these, factor analysis was done. As Yong and Pearce (2013) state, factor analysis is based on the fact that measurable variables can be reduced to fewer latent variables under a common variance. As also suggested by Williams, Brown and Onsman (2012), to reduce the number of the items, the items with a factor loading of .30 should be retained and they need to load only in one factor and in case items fall into more than

one factor, the difference between the two loadings should be at least .10. These parameters were also followed during the data reduction stage of this study.

The next procedure was to conduct the CFA. It is based on structural equation modeling; an analysis utilized to validate the factor structure emerged through the EFA. Before conducting the CFA, however, the data obtained from Sample 3 were checked for normal distribution since one of the assumptions of this analysis is that the data is normally distributed (Andreassen, Lorentzen, & Olsson, 2006). The data from Sample 3 was found to be normally distributed with Skewness -.59 (*SE*=0.26) and Kurtosis .19 (*SE*=0.52) (Shapiro-Wilk test, p> .01), which meant that the CFA could be conducted.

Step 8: Optimize scale length

DeVellis (2003) states that the number of the items and their covariance affect the reliability of a scale since high number of items may place a burden on the participant; in contrast, the longer scales may provide higher reliability. Thus, the alpha, which is affected from the item correlation and item number, can be increased by dropping the bad items which have lower correlations with other items.

Similarly, following the statistical analyses, to increase the internal consistency, the items with low correlations were dropped and 28 items remained in the final structure following the reliability analyses and item evaluations.

Results

The EFA: Factor structure of the scale

To understand the factor structure of the scale, the EFA was run using the data from Sample 2. As a first step, Kaiser Meyer Olkin (KMO) and Bartlett's Sphericity test were conducted to check whether the data were suitable for factor analysis (see Table 2).

Table 2. Kaiser Meyer Olkin (KMO) and Bartlett's Sphericity test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy		.933
Bartlett's Test of Sphericity	**Approx. Chi-Square**	3.032E3
	Df	561
	Sig.	.000

According to KMO, sampling adequacy in the study was .933 and it was in the accepted level since the world-over accepted index is over 0.6 (Williams et al., 2012; Yong & Pearce, 2013). Also, Bartlett's Test of Sphericity indicates whether the relationship among variables is strong or not. As the table shows, the observed significance level was $p < 0.001$, indicating a strong relationship. These analyses confirmed the suitability of the data for factor analysis.

In the next step, 50 items with initial communalities less than .30 were removed and the remaining 34 were further analyzed to determine the number of significant

factors. To do this, principal axis factoring (PAF) extraction method was employed. The analysis yielded a five factor solution with eigenvalues over 1.0, which accounted for 60.87 % of the total variance. In order to determine where the factors leveled off, the scree plot was also inspected, which supported the decision to retain the factors (see Figure 1).

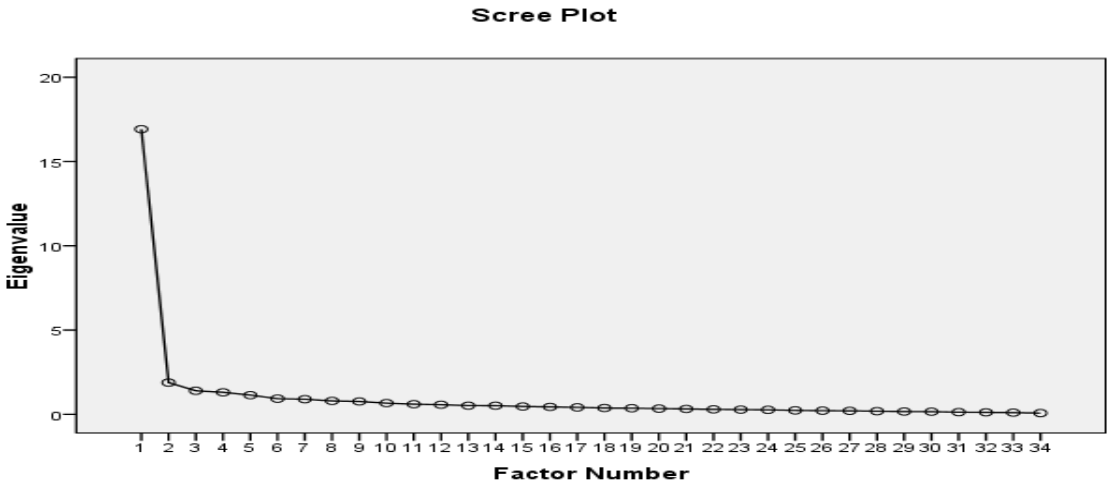

Figure 1. The scree plot of factor loadings

Next, to determine what items were loaded under what factors, promax rotation (oblique) was conducted since underlying structures were expected to be correlated. Table 3 shows the rotated factors with their loadings.

Table 3. Results of the rotated factor analysis and factor loadings

Items	**Factor**				
	Factor 1	**Factor 2**	**3**	**Factor 4**	**Factor 5**
Factor I	**Teaching Methods and Materials**				
E10	.873				
E20	.733				
E14	.630				
E3	.564				
E9	.564				
E11	.551				
D19	.540				

D2	.471			
E1	.452			
E5	.400			
Factor II	**Program Outcomes**			
A17	1.009			
A16	.811			
C3	.722			
C11	.627			
C10	.525			
C2	.436			
A18	.436			
Factor III	**Program Aims**			
B5	.635			
C13	.623			
B1	.578			
C7	.511			
C8	.302			
Factor IV	**General Characteristics**			
A6	.784			
B2	.590			
A10	.580			
B7	.536			
A2	.473			
D4	.384			
Factor V	**Program Content**			
D13	.871			

A15					.508
D15					.498
D12					.401
D1					.333
D8					.313
Eigenvalues	16.921	1.881	1.398	1.304	1.137
Variance explained	48.684	4.264	2.982	2.628	2.310
Total variance	60.868				

The first factor with 10 items was the largest factor, which accounted for 48.684 % of the variance. The items in this factor mainly referred to the 2nd grade ELTP Teaching Methods and Materials and thus the factor was labeled as "Teaching Methods and Materials". The second factor with 7 items explained 4.264 % of the variance and was named as "Program Outcomes" since the items in this factor were related to the learning outcomes of the program. The third factor with 5 items accounted for 2.982 % of the variance and the items under this factor sought teachers' opinions about the aims of the program. Thus, this factor was named as "Program Aims". The fourth factor with 6 items accounted for 2.628 % of the variance. The items in this factor mainly referred to the general characteristics of the program. Hence, the factor was labeled as "General Characteristics". The fifth and the final factor with 6 items accounted for 2.310 % of the variance and was labeled as "Program Content" since the items in this factor were all related to the content of the 2nd grade ELTP.

The CFA

Apart from the EFA, the CFA with AMOS.21 program was conducted using the data from Sample 3 to verify the factor structure extracted by the EFA. In literature, it is usually considered to be unnecessary and unrealistic to report every index included in the program "as it will burden both a reader and a reviewer" (Hooper, Coughlan, & Mullen, 2008, p. 56). Yet, a variety of indices should be used so that different aspects of model fit can be reflected. In this study, the goodness-of-fit indices that were chosen to assess the fit are the Chi-square statistic, Comparative Fit Index (CFI), Goodness-of-Fit Index (GFI), and Root Mean Square Error Approximation (RMSEA).

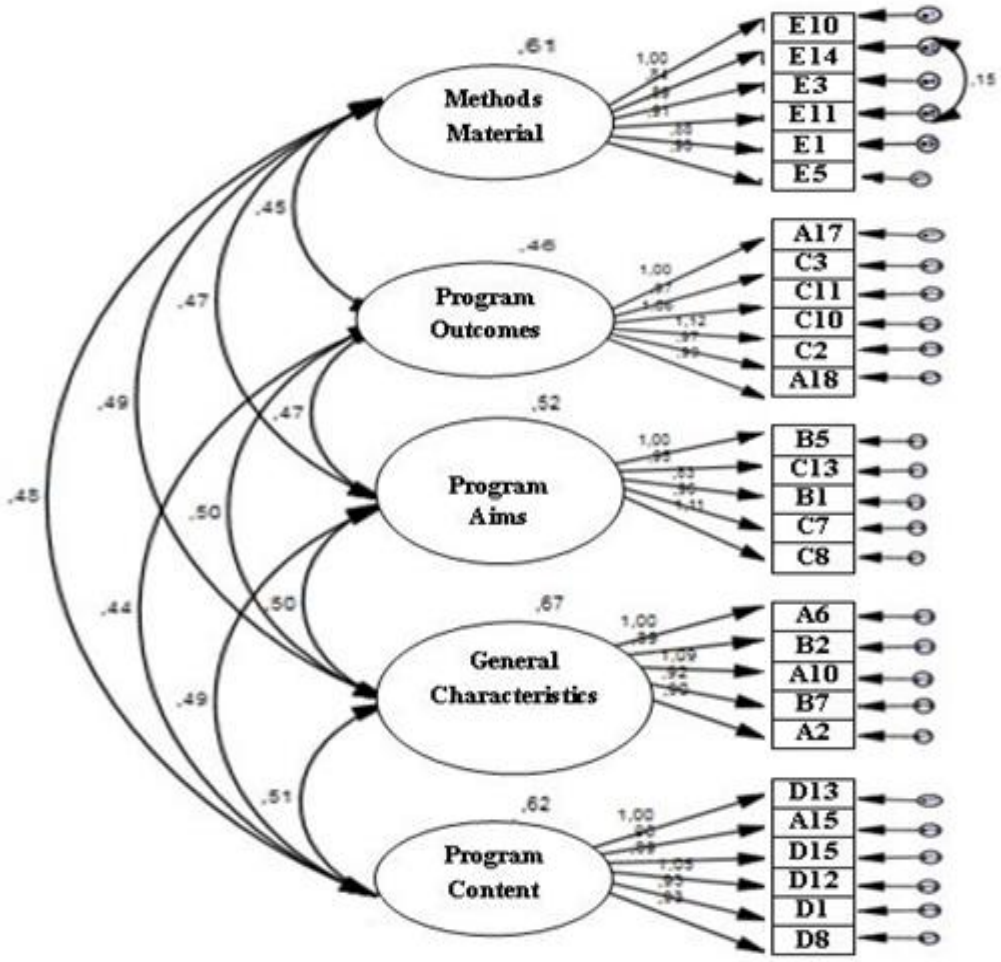

Figure 2. Standardized coefficients

The first analysis yielded an insignificant chi-square result (p>.05) and an acceptable fit index for RMSEA (RMSEA=.06) indicating that the model had a good fit to the data from Sample 3. Yet, the GFI and CFI tests with values .89 and .88 respectively suggested that the fit of the model was questionable since the criterion for a good model fit to the data for the CFI and GFI are values exceeding .90.

To understand the reasons for this poor fit, firstly the factor loadings for all items were examined, which showed that they were all above 0.6. In literature, 0.5 is generally considered as a cut-off for acceptable factor loadings (Hair Jr, Black, Babin, & Anderson, 2014). Next, modification indices (MI) were considered to improve the model fit. The correlated measurements for six pairs of items (E10-E20, E3-E9, E11-D19, E1-D2, A17-A16, B7-D4) were found to be high and thus, indicated that there were some redundancies between the items. After a careful examination of the content of the items, six of them, i.e. E20, E9, D19, D2, A16, and D4, were removed from the model and a second CFA with 28 items was run. The analysis confirmed the hypothesized factor structure with goodness of fit indices within acceptable limits. The

chi-square test revealed an acceptable fit between the hypothesized model and the sample data ($\chi 2$ (339, N=81)=561.764, p> 0.01). The $\chi 2/df$ was 1.657. The RMSEA, GFI and CFI values were 0.91, 0.92 and 0.05 respectively. Figure 2 illustrates the standardized coefficients for the final model.

As a final step, the whole scale and its subfactors were analyzed for reliability using the Cronbach's Alpha technique (see Table 4). The analysis showed that the internal consistency of the total scale was .96.

For each factor within the scale the Cronbach's Alpha values range from .86 lowest to .93 highest, which indicated a high reliability score for each factor in the scale. The high reliability values confirmed that the instrument is quite reliable for data collection since the values are in the accepted level of reliability (Pallant, 2002).

Table 4. Reliability values for the factors and the total scale

Factor label	**Cronbach's Alpha**	**N of Items**
Methods and Materials	.89	6
Program Outcomes	.89	6
Program Aims	.89	5
General Characteristics	.86	5
Program Content	.93	6
Total scale	.96	28

In the final version of the scale, there were 28 items left and as the final process, the scale was named as "2nd Grade ELTP Evaluation Scale" (see Appendix A for the final version of the scale).

Conclusion

English teaching programs in Turkey have gone through significant changes since 1997. In 2013 a new ELTP was launched and students started to learn English in primary schools beginning from the 2nd grade. Since new programs as well as the ongoing ones require evaluation in order to achieve a clear understanding related to their effectiveness, implementation, strengths and weaknesses, more evaluation studies are needed that use different evaluation designs with different methodologies and data collection instruments. Following this understanding, this study aimed to contribute to evaluation studies by attempting to develop an evaluation scale specifically designed for 2nd grade ELTP.

In order to develop the scale, eight steps offered by DeVellis (2003) were followed. After the item pooling stage described in detail above 84 items were put

together as the first version of the scale. After piloting this first version with the participation of 118 EL teachers, the data obtained were analyzed to explore the factor structure of the scale and its reliability. As a result of the EFA, 84 items were decreased to 28 and the reliability analyses yielded high values for all the components of the scale, which indicate that the scale can be used for the evaluation of the 2nd grade ELTP. The future use of this scale and the results of these studies may help program designers make informed decisions regarding up-dating and revising program components.

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APPENDIX A

2. Sınıf İngilizce Öğretim Programı Değerlendirme Ölçeği **2nd GRADE ELTP EVALUATION** **SCALE**	**Kesinlikle Katılmıyorum** **Strongly Disagree**	**Katılmıyorum** **Disagree**	**Kısmen Katılıyorum** **Partly Agree**	**Katılıyorum** **Agree**	**Kesinlikle Katılıyorum** **Strongly Agree**
1. 2. Sınıf İngilizce Öğretim Programı öğrencilerin görsel / işitsel materyallerle (fotoğraf, gerçek nesneler, vs) çalışmalarını teşvik etmektedir.	1	2	3	4	5
The 2nd Grade ELTP encourages students to work with visual / audio materials (photographs, real objects, etc.).	1	2	3	4	5
2. **2. Sınıf İngilizce Öğretim Programı'nda önerilen ders araç-gereçleri, programın gerektirdiği yöntem ve tekniklere uygundur**.	1	2	3	4	5
The course materials recommended in the 2nd Grade ELTP are suitable for the methods and techniques required by the program.	1	2	3	4	5
3. 2. Sınıf İngilizce Öğretim Programı'nda önerilen yöntem ve teknikler öğrencilerin derslere aktif katılımlarını sağlayıcı özelliktedir.	1	2	3	4	5
The methods and techniques recommended in the 2nd Grade ELTP enable students to participate actively in classes.	1	2	3	4	5
4. 2. Sınıf İngilizce Öğretim Programı'nda önerilen ders araç-gereçleri programın etkili bir şekilde uygulanması için yeterli niteliğe sahiptir.	1	2	3	4	5
The course materials recommended in the 2nd Grade ELTP are sufficient for the effective implementation of the program.	1	2	3	4	5
5. 2. Sınıf İngilizce Öğretim Programı'nda İngilizce öğretimi için önerilen yöntem ve teknikler programın amaçlarına uygundur.	1	2	3	4	5
The methods and techniques recommended for teaching English in the 2nd Grade ELTP are suitable for the program aims.	1	2	3	4	5
6. 2. Sınıf İngilizce Öğretim Programı'nda öğretme ve öğrenme etkinlikleri, ünitelerin amacı ile öğrenci kazanımlarını gerçekleştirici niteliğe sahiptir.	1	2	3	4	5
The teaching and learning activities in the 2nd Grade ELTP have the feature of realizing student outcomes with the aim of units.	1	2	3	4	5
7. 2. Sınıf İngilizce Öğretim Programı öğrencilere İngilizce iletişim kurmaları	1	2	3	4	5

için gerekli dil bileşenlerini sağlamaktadır.					
The 2nd Grade ELTP provides students with the necessary language components to communicate in English.	1	2	3	4	5
8. 2. Sınıf İngilizce Öğretim Programı'nın kazanımları bireyin günlük hayatında işine yarayacak türdendir.	1	2	3	4	5
The outcomes of the 2nd Grade ELTP are useful for the daily lives of the individuals.	1	2	3	4	5
9. 2. Sınıf İngilizce Öğretim Programı kazanımları, öğrencilerin günlük iletişimde basit cümle yapılarını kullanabilmelerini sağlayıcı niteliktedir.	1	2	3	4	5
The outcomes of the 2nd Grade ELTP enable students to use simple sentence structures in daily communication.	1	2	3	4	5
10. 2. Sınıf İngilizce Öğretim Programı'nın konuşma becerisi kazanımları öğrencilerin konuşma becerisini geliştirebilecek niteliktedir.	1	2	3	4	5
Speaking skill outcomes of the 2nd Grade ELTP are able to improve students' speaking skills.	1	2	3	4	5
11. 2. Sınıf İngilizce Öğretim Programı'nın kazanımları gözlenebilir niteliktedir.	1	2	3	4	5
Outcomes of the 2nd Grade ELTP are observable.	1	2	3	4	5
12. 2. Sınıf İngilizce Öğretim Programı öğrencilerin ihtiyaçları göz önüne alınarak hazırlanmıştır.	1	2	3	4	5
The 2nd Grade ELTP was designed taking the students' needs into account.	1	2	3	4	5
13. 2. Sınıf İngilizce Öğretim Programı'nın amacı öğrencilerin yabancı dile ilişkin öğrenme motivasyonlarını arttırmaktır.	1	2	3	4	5
The aim of the 2nd Grade ELTP is to increase students' motivation for learning the foreign language.	1	2	3	4	5
14. 2. Sınıf İngilizce Öğretim Programı'nın kazanımları öğrencilerin duyuşsal gelişimlerine (ilgi, istek, olumlu tutum vb.) uygundur.	1	2	3	4	5
The outcomes of the 2nd Grade ELTP are appropriate for the students' affective development (interest, desire, positive attitude, etc.).	1	2	3	4	5
15. 2. Sınıf İngilizce Öğretim Programı'nın amacı İngilizceyi öğrencilere sevdirmektir.	1	2	3	4	5
The aim of the 2nd Grade ELTP is to make students love English.	1	2	3	4	5

16. 2. Sınıf İngilizce Öğretim Programı'nın konuşma becerisi kazanımları öğrencilerin ulaşabileceği düzeydedir.	1	2	3	4	5
The speaking skill outcomes of the 2nd Grade ELTP can be attained the students.	1	2	3	4	5
17. 2. Sınıf İngilizce Öğretim Programı'nın kazanımları öğrenci merkezli eğitim-öğretim ilkelerine uygundur.	1	2	3	4	5
The outcomes of the 2nd Grade English Program are in accordance with the student-centered educational principles.	1	2	3	4	5
18. 2. Sınıf İngilizce Öğretim Programı ülkemizin her yerinde İngilizce öğretimine uygundur.	1	2	3	4	5
The 2nd Grade English Program is suitable for teaching of English all over the country.	1	2	3	4	5
19. 2. Sınıf İngilizce Öğretim Programı'nın amaçları 2. sınıf öğrencilerinin hazır bulunuşlukları ile örtüşmektedir.	1	2	3	4	5
The aims of the 2nd Grade ELTP are consistent with the 2nd grade students' preparedness to learn.	1	2	3	4	5
20. 2. Sınıf İngilizce Öğretim Programı'nı uygulamada kılavuz kitapları öğretmene yol gösterici yeterliliğe sahiptir.	1	2	3	4	5
The Teachers' Book provided for English teachers can guide them in the implementation of the 2nd Grade ELTP.	1	2	3	4	5
21. 2. Sınıf İngilizce Öğretim Programı öğrencilerin İngilizceyi kendilerine güvenerek öğrenmeleri amacını taşımaktadır.	1	2	3	4	5
The 2nd Grade ELTP aims to help students learn English with confidence.	1	2	3	4	5
22. 2. Sınıf İngilizce Öğretim Programı öğretmenlerin dersleri planlamasına kolaylık sağlamaktadır.	1	2	3	4	5
The 2nd Grade ELTP makes it easy for teachers to plan their lessons.	1	2	3	4	5
23. 2. Sınıf İngilizce Öğretim Programı'nın içeriğinde yer alan konular öğrencilerin yaşına uygun konulardan oluşmuştur.	1	2	3	4	5
The subjects included in the content of the 2nd Grade ELTP are appropriate to the age of the students.	1	2	3	4	5
24. 2. sınıf İngilizce Öğretim Programı'nın kapsamı (öğrenciye sunduğu kelime-dilbilgisi-söz öbekleri bağlamında) bu seviyedeki öğrenciler için uygundur.	1	2	3	4	5

The scope of the 2nd Grade ELTP (in the context of the vocabulary-grammar-phrases provided to the student) is suitable for students at this level.	1	2	3	4	5
25. 2. Sınıf İngilizce Öğretim Programı'nın içeriğinde bulunan kelime bilgisi öğrencilerin öğrenebileceği temel kelimelerden oluşmaktadır.	1	2	3	4	5
The vocabulary of the 2nd Grade ELTP is composed of basic words that students can learn.	1	2	3	4	5
26. 2. Sınıf İngilizce Öğretim Programı'nın içeriği 2. sınıf öğrencilerinin ihtiyaçlarına cevap verecek nitelikte düzenlenmiştir.	1	2	3	4	5
The content of the 2nd Grade ELTP is designed to meet the needs of Grade 2 students.	1	2	3	4	5
27. 2. Sınıf İngilizce Öğretim Programı'nın içeriği, öğrencilerin günlük yaşamı (ev, okul, yakın çevre vb.) ile ilişkilendirilmiştir.	1	2	3	4	5
The content of the 2nd Grade ELTP is related to the daily life of the students (home, school, neighbourhood, etc.).	1	2	3	4	5
28. 2. Sınıf İngilizce Öğretim Programı'nın içeriği, programın amaç ve kazanımlarının ulaşılmasını gerçekleştirecek şekilde düzenlenmiştir.	1	2	3	4	5
The content of the 2nd Grade ELTP is designed to achieve the aims and outcomes of the program.	1	2	3	4	5

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