SECONDARY ENGLISH TEACHING PROGRAMS IN TURKEY AND KOSOVO: A COMPARISON IN TERMS OF THE ITEMS OF THE CURRICULUM[1]

Adile OSMANI SHEHU [iD] [1*]

H. Şenay ŞEN [iD] [2]

1 *University of Gazi, Faculty of Education, Educational Sciences, Division of Curriculum and Instruction,* *adileosmani91@gmail.com*
*Correspondent Author.

2 *University of Gazi, Faculty of Education, Educational Sciences, Division of Curriculum and Instruction,* *senay@gazi.edu.tr*

A b s t r a c t

The study was carried out in order to compare the sixth grade English curriculum in Turkey and Kosovo in terms of similar and different aspects. The research is a case study from qualitative research designs. The English course curriculum taken from the web pages of the Ministries of National Education of Turkey and Kosovo were analyzed in detail and interpreted by comparing the objectives, content, teaching learning process and evaluation. According to the findings obtained; It has been seen that most of the objectives in the curriculum of both countries are cognitive whereas affective objectives are limited in number. On the other hand, there are more practical objectives in the curriculum implemented in Kosovo. When the teaching programs of both countries are considered according to the units, it is noteworthy that the selected topics are similar in that they contain information that can be used in daily life and are chosen to develop the imagination of the students. When the curriculum is analyzed in the context of teaching-learning process; It can be said that teaching methods such as student-centered and fun learning through games, motivating students and active use of audio-visual media tools are similar for both countries. It is also similar to the fact that there are activities and alternative evaluation methods that encourage formative assessment instead of summative evaluation in case of testing in the curriculum. On the other hand, different from Kosovo, it has been observed that detailed information about the testing situation is given to teachers in the English language curriculum in Turkey, and there are some recommendations in this context with effective assessment and evaluation techniques.

1. Introduction

The learning process for human beings needs to be planned, organized and monitored very well. Because human is an entity that can think, assign meaning to what they think and organize what they learn. In addition, continues to learn at every stage of her life, voluntarily or involuntarily, throughout her life (Author & Karataş, 2018, 3). In fact, learning is the occurrence of some changes in behavior as a result of interaction with the environment (Senemoğlu, 2012, 4), and therefore learning is the accumulation of our own lives and past experiences. The need for learning begins with life and continues in different dimensions. In our age, the social and economic conditions surrounding the individual are changing rapidly and create the need for more learning. Therefore, the search for formulas for lifelong learning has begun. Along with environmental factors, rapid changes in the global scale are effective on the increase in the need for

---

[1] The article was produced from Adile Osmani Shehu's master's thesis titled "Comparison of the 6th grade English curriculum applied in Turkey and Kosovo", conducted under the supervision of H. Şenay Şen.

learning. In order to keep up with the developing technology and to follow the current information and developments, inter-communal communication and interaction has increased, and this process has brought 'global communication' with it. English, which is the global communication language of our age, has thus gained a universal dimension and learning this language has become one of the important needs today. The English language appears in all areas of life. For example; technological devices we use, cars, movies we watch, music we listen to, social media, etc., it is used in every field. In addition, English has become the universal language of publication and science. According to Ammon, English is the most widely learned foreign language in the world. In addition, the English language is spoken in more than a hundred countries and spread over a wide geography. The fact that English is the first language in the list of the most learned foreign language clearly shows the global dimension this language has reached (Noack & Gamio, 2015). Therefore, the way and success of countries in teaching English to children is important both in terms of competition and sustainable development.

Communicating with other people from past to present, getting to know them, trading etc. For many reasons, getting together has been both a necessity and a matter of great desire and curiosity. Therefore, the need to learn the other person's language arose and these were sometimes local and sometimes international languages. Learning and teaching the languages of communication used globally has also gained importance (Altan, 2017). Even today, learning a foreign language has naturally become a necessity rather than a need. The desire to learn a foreign language is increasing day by day. Especially in recent years, English lessons in public and private institutions are among the courses that are given great importance by both students and parents. With the changes in the education system from the past to the present, innovations have been made in English education. For example, since the 1997-1998 academic year, foreign language courses have been made compulsory starting from the fourth grade of primary education. With the English curriculum introduced in Turkey in 2006, it is aimed to build English teaching on more contemporary foundations. With the changes made with the transition to the (4+4+4) education system in 2012, English lessons have been made compulsory since the second grade of primary school. With the emergence of new, contemporary approaches and techniques in foreign language education, the English course curriculum was updated in this direction in 2013 (Demirtaş & Erdem, 2015). In addition, the English course curriculum was updated again in 2017 and 2018, taking into account the opinions, suggestions and contributions of the stakeholders and the public. On the other hand, changes in curriculum continue by focusing on social studies, mathematics,

science and modern languages. However, all countries are now making radical changes in their secondary education programs (Türkoğlu, 2012, 3). Because the curriculum includes all the activities related to the teaching of a lesson that are thought to be taught to students inside or outside the school (Demirel, 2015, 6). On the other hand, education systems are undoubtedly affected by changes in politics, economy, culture and social areas. At the same time, in this age where science and technology are changing rapidly, with the effect of social demands, countries seek solutions to their problems in their education systems and conduct many researches. Especially after the second world war, the changes in the international dimension brought some new problems with it. Some organizations have been established for the solution of similar and different problems in countries, international cooperation, consensus of views and ideas, and planning of the common future. In this context, the United Nations and its subsidiaries UNESCO, UNICEF, WHO, Council of Europe, Geneva International Education Office, OECD and many other organizations have started to work together to find solutions to economic and social problems in the world. Through international congresses and conferences held every year, scientists and teachers go to different countries to exchange ideas and participate in various discussions to find solutions to common problems. In addition, international organizations prepare and publish documents that analyze the differences and similarities between countries in detail. For this reason, studies based on comparison between countries have great importance. Of course, it is seen that comparative education studies will help to produce solutions for national education systems by focusing on the international dimensions of education (Türkoğlu, 2012, 4).

Comparative education facilitates the comparison of education systems in a particular society and region or within different regions and societies in terms of specific focal points. It also enables the evaluation of education systems in terms of common criteria, and the determination of similar and different elements, strengths and weaknesses between them (Ergün, 1985). For example, according to the "English Proficiency Index" report published by "Education First" in 2019, when we look at the studies in the field of English language, Turkey ranks 79th among 100 countries participating in the research. In addition, Turkey ranks 32nd among 33 European countries. In the first five of the research, respectively; Netherlands, Sweden, Norway, Denmark and Singapore. The last country in the index is Libya. Estonia, Latvia, Kosovo, Moldova and Armenia are not included in the research index (Education First, 2019). Cause-effect relationships and solution-oriented studies to be established based on this can make a difference. In addition, it is observed that comparisons of English proficiency levels between countries are rare and young countries such as Kosovo are still not sufficiently included in the

studies. In this study, the curricula of both Turkey and Kosovo were compared, taking into account the elements. It is thought that the obtained results will be a source for similar researches to be done in the field and also be an example for new studies to be done with different countries.

2. Aim

The research was carried out in order to compare the similar and different aspects of the 6th grade English curriculum elements (objectives, content, teaching learning process and evaluation) in Turkey and Kosovo.

1.   What are the features of the 6th grade English curriculum elements (objectives, content, teaching learning process and evaluation) in Turkey?

2.   What are the characteristics of the 6th grade English curriculum elements (objectives, content, teaching learning process and evaluation) applied in Kosovo?

3.   What are the similarities and differences of the 6th grade English curriculum elements applied in Turkey and Kosovo in terms of their general characteristics?

3. Method

The research is a qualitative study and document analysis has been done. In qualitative research, different data collection methods such as interview, observation and document analysis are used for the solution of a problem (Seale, 1999). In comparative education studies, the horizontal approach technique is mostly preferred (Erdoğan, 2015, 38) and it was also used in this study. Because in the horizontal approach, the elements of different education systems are examined separately but in parallel and at the same time holistically. In the horizontal approach, all parameters are brought side by side and the differences are tried to be determined (Aynal, 2012, 217). In this context, the curricula of both countries were analyzed and interpreted with their general characteristics.

4. Data Collection

The document analysis method, which is frequently used in qualitative research, is also used as a stand-alone data collection method in cases where direct use of data collection methods such as observation and interview is not possible. Document analysis includes a detailed examination of written documents containing information about the event or phenomena discussed in the research and the creation of a new integrity from the information obtained (Creswell, 2002, 180). In the research, Turkey and Kosovo were examined in terms of 6th grade English course curriculum elements and findings were created. The steps followed in this process are as follows:

1. Accessing documents,
2. Checking the originality of documents,
3. Making sense of documents,
4. Analyzing data,
5. Use of data (Yıldırım & Şimşek, 2018, 194).

The documents examined in the research are the sixth grade English language teaching programs implemented in Turkey and Kosovo and taken from the official web pages of the Ministries of National Education of both countries.

5. Analysis of Data

Content analysis was performed for the data obtained in the research. Because it is desired to classify the document content by placing it in appropriate categories, to analyze the data obtained objectively, and to create concepts and connections that will explain these data. While performing content analysis, first data sets are created and codes created from frequently repeated and emphasized facts and events are processed here. Categories are created from these codes and themes are created from categories. Then, the codes created from the data determined to be similar and related are combined and interpreted within the framework of certain categories and themes (Bengtsson, 2016). The same steps were followed for the analysis of this research data. For the created data set, first a literature review was made and then expert opinion was taken. Research reliability is related to the fact that the research gives the same or similar results when it is repeated in the same way by a different researcher (Yıldırım & Şimşek, 2018, 272). In this context, the analyzes were controlled separately by two researchers and compared again at different times.

5.1. Findings

The findings of the research conducted in order to compare the features of the sixth grade English curriculum elements in Turkey and Kosovo with respect to similar and different aspects are given below, respectively.

1. '**What are the characteristics of the 6th grade English curriculum elements (objectives, content, teaching learning process and evaluation) in Turkey?**' Findings for the question are shared in Table 1 and Table 2.

Table 1. Objectives and topics in the Turkish sixth grade English curriculum

UNITS	OBJECTIVES	CONTENT
1- Life	Students will be able to recognize phrases, words, and expressions related to repeated actions. Students will be able to talk about repeated actions. Students will be able to use a series of phrases and simple expressions to express their repeated actions. Students will be able to tell the time and dates. Students will be able to understand short and simple texts, such as personal narratives about repeated actions. *(5 Cognitive objectives)*	Describing what people do regularly (Making simple inquiries),Telling the time and dates
2- Yummy Breakfast	Students will be able to identify the names of different food in an oral text. Students will be able to ask people about their food preferences. Students will be able to express their opinions about the food they like and don't like. Students will be able to understand short and simple texts about food and preferences. (*4 Cognitive and 1 Affective objective*)	Accepting and refusing, Describing what people do regularly, Expressing likes and dislikes
3- Downtown	Students will be able to identify expressions and phrases related to present events. Students will be able to pick up the expressions in a dialogue comparing things. Students will be able to ask people questions about what they are doing at the moment. Students will be able to ask people to compare things. Students will be able to describe people doing different actions. Students will be able to make comparisons between two things. Students will be able to understand visually supported, short and simple texts. *(5 Cognitive and 2 Affective objectives)*	Describing places, Describing what people are doing now (Making simple inquiries)
4- Weather and Emotions	Students will be able to pick up specific information from short oral texts about weather conditions and emotions. Students will be able to ask people about the weather. Students will be able to talk about the weather and their emotions in a simple way. Students will be able to understand short and simple texts about the weather, weather conditions and emotions. (*3 Cognitive and 1 Affective objective*)	Describing the weather, Making simple inquiries Expressing emotions
5- At the Fair	Students will be able to recognize the words related to the expression of emotions. Students will be able to talk about and express the feelings and personal opinions about places and things. Students will be able to use various simple expressions to state the feelings and personal opinions about places and things. Students will be able to understand general meaning in simple texts related to the feelings and personal opinions about places and things. Students will be able to read specific information on a poster about a certain place. (*5 Cognitive objectives*)	Describing places, Expressing feelings, Expressing likes and dislikes Stating personal opinions
6- Occupations	Students will be able to understand familiar words and simple phrases concerning people's occupations in clear oral texts. Students will be able to understand the time, days and dates. Students will be able to talk about occupations. Students will be able to ask personal questions. Students will be able to state the dates. Students will be able to understand familiar words and simple sentences about occupations and the dates. Students will	Talking about occupations, Asking personal questions, Telling the time, days and dates

	be able to produce a piece of writing about occupations and the dates.(*6 Cognitive and 1 Affective objective*)	
7- Holidays	Students will be able to spot the activities about holidays in oral texts. Students will be able to talk about their holidays. Students will be able to describe past activities and personal experiences. Students will be able to understand short, simple sentences and expressions related to past activities. Students will be able to write short and simple pieces in various forms about holidays. (*5 Cognitive objective*)	Talking about past events (Making simple inquiries)
8- Bookworms	Students will be able to listen to the instructions and locate things. Students will be able to understand past events in oral texts. Students will be able to talk about the locations of people and things. Students will be able to talk about past events with definite time. Students will be able to describe the locations of people and things. Students will be able to describe past events with definite time. Students will be able to understand short, simple sentences and expressions about past events with definite time. Students will be able to write about past events with definite time. Students will be able to write about the locations of people and things. (*9 Cognitive objective*)	Talking about locations of things and people Talking about past events
9- Saving the planet	Students will be able to recognize appropriate attitudes to save energy and to protect the environment. Students will be able to understand suggestions related to the protection of the environment in simple oral texts. Students will be able to give each other suggestions about the protection of the environment. Students will be able to talk to people about the protection of the environment. Students will be able to understand the texts about the protection of the environment. Students will be able to follow short, simple written instructions. Students will be able to write simple pieces about the protection of the environment. (*6 Cognitive and 1 Affective objective*)	Giving and responding to simple suggestions
10- Democracy	Students will be able to recognize some key features related to the concept of democracy. Students will be able to talk about the stages of classroom president polls. Students will be able to give short descriptions of past and present events. Students will be able to talk about the concept of democracy. Students will be able to recognize familiar words and simple phrases related to the concept of democracy. Students will be able to write simple pieces about concepts related to democracy. (*5 Cognitive 1 Affective objective*)	Talking about stages of a procedure Making simple inquiries Talking about past events

When the English course curriculum is examined; It is seen that there are six objectives in Bookworms 9, Occupations, Saving the Planet and Democracy units. There are five objectives in Life, Downtown, At the Fair, Holiday, 4 in Yummy Breakfast, and 3 in Weather and Emotions. Accordingly, it is seen that there are a total of 60 objectives in the units, the majority of which are cognitive and six of them are affective. When the curriculum is examined in terms of content, there are 10 units in total. Topics; daily activities, delicious breakfast, food and drink, life, fair, emotions, holidays, protecting the planet, democracy, etc. dispersed in the form. These include information that students can use in their daily lives and draw attention in terms of improving their imagination.

Table 2. Teaching learning process and evaluation of the sixth grade English curriculum in Turkey

UNITS	TEACHING LEARNING PROCESS	EVALUATION
1- Life	Chants and Songs, Drama (Role Play, Simulation, Pantomime), Games, Information Transfer, Labeling, Matching, Questions and Answers, Reordering, True/False/No information	Self-assessment (self - evaluation), Group assessment (group evaluation), Individual assessment (evaluation), Combination of group and individual assessment, The use of work samples, portfolios and projects. Rubric, Peer assessment, Performance task
2- Yummy Breakfast	Games, Drama (Role Play, Simulation, Pantomime), Information Transfer, Labeling, Questions and Answers, True/False/No information	It repeats with the first unit.
3- Downtown	Drama (Role Play, Simulation, Pantomime), Information/Opinion Gap, Information Transfer, Games, Labeling, Matching, Question and Answers, True/False/No information	It repeats with the first unit.
4- Weather and Emotions	Drama (Role Play, Simulation, Pantomime), Find Someone Who …, Games, Information/ Opinion Gap, Information Transfer, Labeling, Matching, Question and Answers, True/False/No information	It repeats with the first unit.
5- At the Fair	Chants and Songs, Drama (Role Play, Simulation, Pantomime), Find Someone Who… Games, Information/ Opinion Gap, Information Transfer, Labeling, Matching, Question and Answers, True/False/No information	It repeats with the first unit.
6- Occupations	Drama (Role Play, Simulation, Pantomime), Find Someone Who. Games, Information/Opinion Gap, Information Transfer, Matching, Labeling, Questions and Answers, Reordering, Storytelling True/False/ No information	It repeats with the first unit.
7- Holidays	It repeats the same with the sixth unit.*Making Puppets (different)	It repeats with the first unit.
8- Bookworms	Drama (Role Play, Simulation, Pantomime) Find Someone Who… Games, Information/ Opinion Gap, Information Transfer, Matching, Labeling, Questions and Answers, Reordering, Storytelling, True/False/No information	It repeats with the first unit.
9- Saving the planet	It repeats the same with the eighth unit.	It repeats with the first unit.
10- Democracy	It repeats the same with the ninth unit.	It repeats with the first unit.

When Table 2 is examined, it is seen that there are many methods and techniques in the curriculum and these are repeated in each unit. Differently, there are 'Chants and Songs' in the Life and at the Fair units, and 'Making Puppets' in the Holidays unit; Except for the first three units, the game 'Find Someone Who?' is seen in the program. In general, many methods such as songs, drama, games, information transfer, matching, labeling, question-answer, rearrangement and true-false are suggested and thus many alternatives are offered to teachers. In addition, it is noteworthy that more students are tried to be kept active in these methods and techniques. On the other hand, there are stories, paintings, short poems, nursery rhymes, posters, dialogues, songs, cartoons, cartoons, postcards, short messages and notes etc. in the curriculum. When the evaluation of the English lesson curriculum is examined; It was found that assessment methods such as summative and formative assessment techniques, self-assessment, group assessment, peer assessment, portfolio, performance task, rubric, and written exams were predominant.

2. **What are the features of the 6th grade English curriculum elements (objectives, content, teaching learning process and evaluation) implemented in** **Kosovo?** Findings related to the question are shown in Table 3 and Table 4.

Table 3. Objectives and topics in the Kosovo sixth grade English curriculum

UNITS	OBJECTIVES	CONTENT
1-All About Me	Understands simple yes/no and wh-questions and responds to simple yes/no wh-questions with a simple response. Explores structures and vocabulary used in describing people (present simple tense, adjectives) and practices their use in context. Produces short texts of description of a person's appearance and character using appropriate vocabulary and structures. Expresses present activities and notes the difference between present simple and continuous. Express likes and dislikes on a variety of everyday topics. (5 Cognitive objectives)	Asking for and giving personal information Vocab. field-countries Food and cooking In, on, at How do you live? Positives and negatives
*2-*Having Fun	Asks and answers about the way they live including clothes, activities, free time and people. Identifies and uses count and non-count nouns and common quantifiers. Gives and receives information about quantities, numbers, prices etc. Identifies the types of foods found in grocery stores. Identifies and classifies foods in each group. Listens about food and discusses information regarding health, diet, recipe and countries. (6 Cognitive objectives)	Countable and uncountable Expressions of quantity Offering food and drink Food around the world Being healthy
*3-*Past Times	Produces short texts of description of a person's physical appearance and character's using appropriate vocabulary and structures. Demonstrates awareness of connections, similarities and differences between people and reacts in positive ways. Discusses with peers and teacher regarding travel and transport. Understands short simple descriptions of known people including how they met, place and time. Gets information about things around them. Uses words that signal differences between present and past in simple statements related to common activities. Identifies the correct form of a verb to convey the meaning of a completed past event. Applies the pronunciation rules for (-ed) endings in past forms of regular verbs in aural discrimination activities. (8 Cognitive objectives)	A famous movie star Hobbies and interests An exciting journey A famous inventor Past actions
*4-*It's a Musical World	Express likes and dislikes on a variety of everyday topics. Completes most forms related to personal information on daily routines. Asks questions to clarify when information is not making sense. Composes clear and coherent sentences using appropriate grammatical structures: aspects of verbs. Asks questions to clarify or provide further understanding on the topic. Makes suggestions about places to go. Understands short simple descriptions of people and places and reflect on them. Recognizes basic prepositions in contextualized speech. Composes clear and coherent sentences using appropriate grammatical structures: prepositions. (7 Cognitive and 2 Affective objectives)	At home At school Question words Travelling In, on, at
	Responds to simple conversation in familiar contexts with familiar vocabulary. Gives purposes about activities. Completes	Sports and equipment Giving a purpose Travelling around the world

5-Things I Like	most forms related to people's personal information. Uses speaking to explore and refine their own ideas and opinions, and begin to respond to the ideas of others. Uses a particular kind of sentence for a specific purpose and audience - expressing opinions, emotions, preferences. Writes short, simple informal notes or messages about themselves, stores, eating, shopping, preferences, likes and dislikes. Explores structures and vocabulary used in describing people (present simple, adjectives) and practices their use in context. Identify adjectives and use correctly in their writing. Discuss family members using a variety of adjectives to describe personality. (9 Cognitive objectives)	An exciting journey Awonderful world The place where I live Where I would like to go Describing words
6-Day by Day	Uses quantifying expressions (much / many, a lot of, too, not enough) to talk about quantity. Expresses obligations and responsibilities using have to. Asks and answers about obligations and responsibilities at home and school. Asks and answers about the way they live including clothes, activities, free time and people. Describes activities using adjectives. Understands short simple descriptions of people and places and the relationship with them. Gets information about things and buy something in a shop. (5 Cognitive and 2 Affective objectives)	Expressions of quantity Expressing obligation (have to) How do you live Positives and negatives Describing activities Working together Shopping
7-Out and About	Asks and answers questions using the present, past and future tenses. Uses going to/present continuous to express future plans and fixed future arrangements. Takes part in discussions to express inevitable events in the future. (2 Cognitive and 1 Affective objective)	Future plans Expresing voluntary actions will Relaxing activities
8-Happy Holidays	Uses going to/present continuous to express future plans and fixed future arrangements. Explores differences in words that represent people, places and things (nouns including pronouns), happenings and states (verbs) qualities (adjectives) and details such as when, where and how (adverbs). Explores structures and vocabulary used in describing people (present simple tense, adjectives and possessive nouns) and practices their use in context. Express likes and dislikes on a variety of everyday topics. Expresses ideas and feelings and understands and respects the perspectives of others. Uses vocabulary related to holiday and vacation. (6 Cognitive objectives)	Future plans Expressing possession Opposites (big-small) Describing people and their relations Describing feelings and things Vocabulary field holidays and travelling Feelings

Table 3 shows that there are 8 units in the sixth grade English curriculum in Kosovo. In the distribution of the objectives according to the units; There are nine objectives in the units 'Things I Like and It's a Musical World'. There are 8 objectives in the 'Past times' unit. There are 7 objectives in the 'Day by Day' and 'Happy Holidays' units. There are 6 objectives in the 'Having Fun' unit and 5 in the 'All About Me' unit. The least objective is in the 'Out and About' unit. It was found that there are 53 objectives in total in the English curriculum units, and only 6 of them are affective and the remaining majority are cognitive objectives, and the practical objectives are noteworthy.

Table 4. Teaching learning process and evaluation in Kosovo sixth grade English curriculum

UNITS	TEACHING LEARNING PROCESS	EVALUATION
1-All About Me	Matching, Memory games, filling in crosswords, grids, and diagrams. Problems and puzzles, Drilling, Open dialogues, Substitution tables, Guided writing. Drama activities, Projects, Quizzes	Self-assessment (self – evaluation), Group assessment (group - evaluation), Individual assessment (evaluation), Combination of group and individual assessment, The use of work samples, portfolios and projects, Checklist
*2-**Having Fun**	* It repeats with the first unit.	It repeats with the first unit.
*3-**Past Times**	It repeats with the first unit.	It repeats with the first unit.
*4-**It's a Musical World**	It repeats with the first unit.	It repeats with the first unit.
*5-**Things I Like**	It repeats with the first unit.	It repeats with the first unit.
*6-**Day by Day**	It repeats with the first unit.	It repeats with the first unit.
*7-**Out and About**	It repeats with the first unit.	It repeats with the first unit.
*8-**Happy Holidays**	It repeats with the first unit.	It repeats with the first unit.

There are 8 units in the 6th grade English curriculum in Kosovo and when the distribution is considered according to the topics; students learn about communication skills such as interpreting, expressing, negotiating meaning, and patterns of ideas, behaviors, cultural artifacts and symbols, sounds, vocabulary, grammar, cognitive, socio-emotional and meta-cognitive etc. acquire skills such as In the case of testing the curriculum; It is seen that there are techniques and methods such as matching, memory games, puzzles, repetition, dialogue, writing, drama, project and quiz in the units. In addition, it is seen that alternative evaluation methods such as self-assessment and process evaluation are emphasized. Self-assessment, group evaluation, portfolio, project and checklist etc. Evaluation methods such as these are applied for all units.

3. **What are the similarities and differences of the 6th grade English curriculum elements applied in Turkey and Kosovo in terms of their general characteristics?** Findings for the question are presented below.

It is seen that cognitive objectives are predominant and affective objectives are limited in 6th grade English curriculums in Turkey and Kosovo. Achievements determined according to an action-oriented teaching model; It aims to enable students to express themselves and their thoughts with the necessary simple and useful language functions in everyday language. While the objectives in the English curriculum in Turkey are given by emphasizing the four basic language skills (Listening, speaking, reading, writing); Separate chapters have not been opened in Kosovo. In addition, listening and speaking skills are defined as primary skills in Turkey.

Table 5. Units in the English Curriculum of the Countries of Turkey and Kosovo

Turkey (Units)	Kosovo (Units)
Unit 1 – Life	Unit 1 – All About Me
Unit 2 – Yummy Breakfast	Unit 2 – Having Fun
Unit 3 – Downtown	Unit 3 – Past Times
Unit 4 – Weather and Emotions	Unit 4 – It's a Musical World
Unit 5 – At the Fair	Unit 5 – Things I Like
Unit 6 – Occupations	Unit 6 – Day by Day
Unit 7 – Holidays	Unit 7 – Out and About
Unit 8 – Bookworms	Unit 8 – Happy Holidays
Unit 9 – Saving the planet	
Unit 10 – Democracy	

When Table 5 is examined, it is seen that there are 10 units in the 6th grade English curriculum in Turkey and 8 units in the Kosovo curriculum, and the unit names are similar. For example, there is a 'Holidays' unit in Turkey's curriculum and a 'Happy Holidays'

in Kosovo. Looking at the topics in the units; Students are expected to learn about the past and present, such as occupations, food, personal tastes, daily life, emotions, telling the time, dates, ordinals and weather. In addition to all these, it is aimed to raise

students as responsible individuals towards the environment and society in which they live, with the themes of environment and democracy. In addition, a short word list is given at the end of each unit/theme in Turkey. In Kosovo, similarly, there are topics such as food, personal tastes, daily lives, emotions. Different from the curriculum of the two countries; In Kosovo, there are antonyms, future tense, prepositions of time, countable and uncountable nouns.

Table 6. Comparison of Turkey and Kosovo English Curriculum Teaching Learning Process

Turkey *(Units 1-10)*	**Kosovo** *(Units 1-8)*
Chants and Songs; Drama; (Role Play, Simulation, Pantomime); Find Someone Who; Games; Information/Opinion Gap; Information Transfer; Matching; Labeling; Questions and Answers; Reordering; Storytelling; True/False/No information; Making Puppets.	Matching; Memory games; filling in crosswords, grids, and diagram; Problems and puzzles; Drilling; Open dialogues; Substitution tables; Guided writing; Drama activities; Projects; Quizzes.

When Table 6 is examined, it is seen that there are similar methods related to English language teaching in the curriculum of both countries and very similar techniques are used. However, there are more listening and speaking activities in the curriculum in Turkey.

Table 7. Comparison of Turkey and Kosovo English Curriculum Evaluation Process

Turkey *(Units 1-10)*	**Kosovo** *(Units 1-8)*
* which is different	
Rubric	Checklist
Peer assessment	
Performance task	
* similar to	
Self-assessment (self – evaluation)	Self-assessment (self – evaluation)
Group assessment (group - evaluation)	Group assessment (group - evaluation)
Individual assessment (evaluation)	Individual assessment (evaluation)
Combination of group and individual assessment	Combination of group and individual assessment
The use of work samples, portfolios and projects	The use of work samples, portfolios and projects

There are evaluation methods such as product and process evaluation, self-assessment, group evaluation, portfolio and written exams in the curricula of the two countries. Differently, performance task, rubric and peer assessment are applied in the English curriculum in Turkey. There is also a checklist in the Kosovo English curriculum.

6. Conclusion, Discussion and Suggestions

1. Results regarding the objectives of Turkish and Kosovo English curriculum:

In both countries, it is seen that the curriculum objectives are predominantly in the cognitive field. According to Bloom (1956), cognitive steps are classified as high-level analysis, evaluation and creation, and low-level recall, understanding and application (p.35). The main difference between high-level and low-level cognitive stages is that high-level cognitive stages are more generalizable cognitive processes and include all types of knowledge. Therefore, high-level cognitive steps can be used to facilitate learning in low-level cognitive steps (Anderson et al. 2001) and structuring information is possible with the acquisition of higher-order thinking skills (Çiftçi, 2010). In order for learning to take place effectively, the objectives should vary according to grade levels and subject areas. The fact that the achievements in the curricula are at low level also causes teachers to provide education at a low level cognitive level (Gökler, Aypay, & Arı, 2012). According to Demir (2008)'s research, it is necessary to make significant changes in the content of English textbooks taught in primary education classes to improve high-level thinking skills. When the two countries are considered in terms of affective objective steps, it is seen that there are a total of 6 affective objectives. In addition, the objectives in the 6th grade English curriculum applied in Kosovo include more than one action. This is thought to be due to time constraints. Çıray, Küçükyılmaz, and Güven (2015) state that there are teachers' opinions in their studies that the objectives contain uncertainties. The objectives of the Turkish English curriculum are presented by emphasizing four basic language skills. The affective objectives of the Turkish and Kosovo English curriculum have been limited. Because it is difficult to evaluate affective goals at

the end of teaching (Tahiroğlu & Çetin, 2019). Listening and speaking skills are defined as primary skills in the curriculum in Turkey, and there is no such definition in Kosovo. However, researches show that the main purpose of language learning is communication skills; emphasizes that verbal communication skills such as listening and speaking are at the core of communication (Efe, Demiröz, & Akdemir, 2011). The listener can understand and speak long and complex sentences spoken. All these constitute the relationship between speaking and listening (Aldyab, 2017). Haznedar and Uysal (2010) emphasize that priority should be given to listening and speaking skills and that the main focus in teaching should be on meaning rather than form. In addition, they draw attention to the importance of exemplifying the use of language by using visual sources, objects, movements or mimics, and that it is necessary to try as much as possible to carry out the lessons in a foreign language (p.7). In his study, Yılmaz (2005) reveals the necessity of giving importance to communicative skills such as speaking and listening in English learning and teaching planning. Speech as a means of communication is very important in terms of communication. Kaçar and Zengin (2009) also reveal that speaking skill should be the primary target skill in language learning. In line with this information, it is possible to deduce that speaking skill is a very important part in English education. Yıldırım and Doğan (2010) state that speaking a language is the biggest indicator of mastery of that language. One of the points to be considered while learning the mother tongue is to ensure the development of listening, in other words, the production, that is, speaking, along with comprehension in the first place. Because this process is also a normal function of the human brain and this order must be preserved in the language teaching process (Taşer, 1996, p.61). İşisağ and Demirel (2010) emphasize the importance of learning language and developing speaking skills in order to communicate. Rosio (2012) states that speaking and listening skills in a language different from the mother tongue are complex and need to be specially developed. According to Robertson (2008), the connection between listening skill and degree of success is stronger than the connection between the degree of success and intelligence level of a person (p.51). Students who have developed their listening skills facilitate their learning and can keep the information they have learned in their memories for a long time. The duration of the course is equal to at least three course hours and may vary according to the content of the course (Uluğ, 1996, p.70). Most of the educator's state that listening skill is of critical importance in foreign language learning, especially for children (Rost, 2014). It is stated that it is important for students to acquire speaking skills at an early age, as well as listening skills, so that they can acquire the pronunciation of the language more effectively and easily (Flege, Munro, & Mackay, 1995). Therefore, it is supported by related studies that defining

listening and speaking skills as primary skills in the 6th grade English curriculum implemented in Turkey contributes to language learning at an early age.

2. Results regarding the content of Turkish and Kosovo English course curriculum:

There are a total of 10 units in the English curriculum in Turkey, and the topics are covered as themes to develop students' imaginations. Cameron (2001) states that theme-oriented teaching is suitable for students' natural learning process and also contributes to students' meaningful learning and motivation (p.191). Scott and Ytreberg (1990) state that theme-based instruction improves students' critical thinking skills. In addition, they state that theme-oriented teaching helps to establish a relationship between the learned words, structures and situations and the learned theme, and therefore enables students to store and recall information more easily (p.85). There are 8 units in the English curriculum in Kosovo. The Kosovo English curriculum combines topics such as culture, art, history, geography, media literacy, personal education and topics directly related to them (EBTB, 2018). In language teaching, determining the most used and necessary words of the language to be taught is an important factor in the success of language teaching. In order to determine the most necessary words for the learner, studies based on frequency counts are carried out (Aksan, 2009, p.17). In the curriculum, plans are made to enable students to communicate using their language skills on subjects such as daily life, emotions, personal tastes, professions, weather, dates, time information, food, numbers. In addition, with the themes of environment and democracy, it is aimed to educate students as individuals who are responsible for their environment and society (MEB, 2018). Similar to Turkey, also in Kosovo there are topics such as food, personal tastes, daily life, emotions. Different from Turkey is that, in Kosovo there are antonyms, future tense, prepositions of time, countable and uncountable nouns. Units related to the environment and democracy are not included. The programs implemented in both countries are prepared in a way that allows for a spiral content arrangement approach and are used separately for each class and together with the theme-subject heading.

3. Results regarding the teaching learning process of Turkish and Kosovo English curriculum:

In the Turkish English course curriculum, texts that children in this age group can come across frequently in daily life are suggested, such as stories, paintings, short poems, nursery rhymes, posters, dialogues, songs, cartoons, postcards, text messages and notes. There are activities in which students actively participate, share their ideas and participate actively in the learning process. Mayer and Harris (2010) state that the use

of activities such as playing games while learning a foreign language contributes positively to the classroom environment, and that games also provide significant benefits in teaching the subject in terms of enriching the subject content (p.11). In the Kosovo English course curriculum, it is aimed to provide students with the necessary qualifications and equipment, and to achieve the planned goals and achievements, by encouraging new approaches and improvements in language teaching and learning. The reason why the learning-centered approach is preferred over traditional approaches is that it encourages goal-oriented and project-based learning, adopts communicative approaches to develop student creativity and autonomy, and most importantly facilitates student cooperation and interaction (EBTB, 2018). Kosovo 6th grade English curriculum includes methods such as matching, memory games, puzzles, repetition, dialogue, writing, drama, projects and quizzes. The curricula of the two countries are similar in terms of student-centered learning through play, high motivation, and the use of audio-visual media tools.

However, Seçkin (2011) concluded from his study that teachers are not sufficiently informed and guided about teaching techniques and methods, when, where and how to use them. However, in order to be successful in language teaching, there is a need for methods that not only provide information about the language, but also aim to provide understandable and rich input to the student, and adopt the language as a learning and communication tool (Krashen, 2000). Therefore, the most important aspect of the program is its targeting of active participation of students in learning and teaching processes (Seçkin, 2011).

4. Results regarding the evaluation process of Turkish and Kosovo English curriculum:

The explicit philosophy of the Turkish English curriculum for testing includes the implicit evaluation of both product-oriented and process-oriented assessment tests and all other test methods, as well as four language skills (reading, writing, speaking, listening) and language components (MEB, 2018). However, it is important to diversify the teaching methods in the curriculum as much as possible and to offer various and multiple assessment opportunities in which students can present their knowledge and skills within the scope of measurement and evaluation (MEB, 2006). Evaluation methods such as self-assessment, group evaluation, peer evaluation, portfolio, performance task, rubric, written exams are applied in Turkey. Evaluation methods such as self-assessment, group evaluation, portfolio and project are applied in Kosovo. Curriculum include activities and alternative evaluation methods that encourage process evaluation rather than product-oriented evaluation. Differently, performance task, rubric and peer assessment are applied in the 6th grade English

curriculum applied in Turkey. The most widely used measurement tool in performance evaluation is the rubric assessment. With its structure consisting of performance levels and criteria, rubric assessment provides the opportunity to provide more accurate and detailed information about students' performance by minimizing the biases that may occur in the scoring process. An effectively defined rubric assessment can prevent reliability problems that may occur in scoring (Parlak & Doğan, 2014). With peer and group evaluations, active participation of students in the evaluation process can be ensured and students can be informed that their opinions are considered important. In addition, peer and group assessments allow students to interact with their peers and contribute to the development of students' cognitive skills as well as their social aspects (Öztürk & Şahin, 2014). Knowing students' thoughts, experiences, attitudes and answers about assessment is important for understanding students (Brown & Wang, 2011). A checklist is used in the assessment field in the Kosovo curriculum. While it is seen that Turkey includes very detailed measurement techniques and recommendations on evaluation, it has not been seen in Kosovo. In addition, alternative evaluation is also included in both programs as well as classical evaluation approaches. According to Wiggins (1993), alternative assessment does not aim to reach a conclusion at the end of the teaching process, but to provide versatile and rapid feedback for the development of the stakeholders of the system within the learning process (p.11).

With this aspect, it is stated that alternative assessment completes learning, which is one of the main purposes of education, and contributes to learning action (Broadfoot & Black, 2004). Alternative assessment practice is characterized by student-centered educational approaches. Because it provides feedback to the system by addressing students' previous knowledge, experiences, individual differences and needs, different learning styles, cultural and language differences (Hammond, 1994). Examples of alternative assessment techniques are performance-oriented assessment, self-assessment, peer and group assessment practices, as well as portfolios and diaries. In the alternative assessment technique, it is aimed that the learners feel the responsibility of learning by ensuring that they take an active role in the learning process. In line with this purpose, active participation of students is ensured in areas such as creating rubrics, self- and peer-assessment, and in reaching the goals of measurement and evaluation practices and determining their characteristics (Smith, 2000, p.59). Özdemir (2010) states that the alternative assessment technique highlights the high-level cognitive skills, problem-solving skills and creativity of the learners, and also draws attention to the evaluation of the process along with the result. In a study conducted on teachers, it is seen that the majority of teachers rate their own levels as partially

sufficient in planning, preparing and applying alternative assessment and evaluation techniques (Kanatlı, 2008). In a study conducted in Turkey, it is seen that most of the active teachers have not reached the desired level and equipment regarding alternative assessment and evaluation techniques (Çakan, 2004). The elements that show similarities in the assessment and evaluation approaches of the curricula of the two countries are the use of evaluation methods such as product evaluation, process evaluation, self and group evaluation, portfolio and written exams. Fer (2015) states that process assessment, known as formative assessment, facilitates, improves and makes teaching more effective, and also contributes to taking necessary precautions (p.240).

The recommendations developed in line with the research findings are as follows:

- The English course curriculum of Turkey and Kosovo countries can be updated by considering both the higher levels of the cognitive domain and the steps of the affective domain.
- Curriculums of countries can be described according to different levels and courses, and various comparisons can be made.
- By using different research designs and data collection tools, new studies related to the curricula of the courses can be designed.
- Up-to-date information on language learning and teaching can be discussed by organizing various seminars, work-shops or activities for teachers who are practitioners of the curriculum.

References

1. Aksan, D. (2009). Her yönüyle dil ana çizgileriyle dilbilim (III. Cilt). Ankara: Türk Dil Kurumu.
2. Aldyab, A. (2017). Dil öğreniminde dinlemenin önemi. International Journal of Cultural and Social Studies, 3(SI), 440-448. https://dergipark.org.tr/en/download/articlefile/388905
3. Altan, M. Z. (2017). Yabancı dil: Neden öğretemiyoruz? Neden öğrenemiyoruz? Eğitime Bakış: Eğitim ve Öğretim Bilim Araştırma Dergisi, 13(39), 12-24. https://www.researchgate.net/publication/324412317_Yabanci_Dil_Neden_Ogretemiyoruz_Neden_Ogrenemiyoruz
4. Anderson, L. W., Krathwohl, D. R., Airasian, P. W., Cruikshank, K. A., Mayer, R. E., Pintrich, P. R., Raths, J. & Wittrock, M. C. (2001). A taxonomy for learning, teaching and assessing: a revision of Bloom's taxonomy of educational objectives. New York: Addison Wesley Longman.
5. Aynal, S. (2012). Karşılaştırmalı eğitim kimliği. S. Aynal (Ed.), Karşılaştırmalı eğitim yansımaları içinde (s.196- 229). Ankara: Pegem.
6. Bengtsson, M. (2016). How to plan and perform a qualitative study using content analysis. NursingPlus Open, 2, 8-14. https://doi.org/10.1016/j.npls.2016.01.001
7. Bloom, B. S. (1956). Taxonomy of educational objectives, the classification of educational goals, handbook I: Cognitive Domain. New York: David McKay.
8. Broadfoot, P. & Black, P. (2004). Redefining assessment? The first ten years of assessment in education. Assessment in Education: Principles, Policy & Practice, 11(1), 7-26. https://doi.org/10.1080/0969594042000208976
9. Brown, G. T. L. & Wang, Z. (2011). Illustrating assessment: How Hong Kong university students conceive of assessment 's purposes. Studies in Higher Education, 39(2), 1-20. https://doi.org/10.1080/03075079.2011.616955
10. Cameron, L. (2001). Teaching languages to young learners. Cambridge: Cambridge University.
11. Creswell, J. W. (2002). Educational research: Planning, conducting, and evaluating quantitative. New Jersey: Prentice Hall Upper Saddle River.
12. Çiftçi, Y. (2010). İlköğretim Türkçe öğretim programında 5. sınıfa ait okuduğunu anlama kazanımlarının bilişsel beceriler yönünden değerlendirilmesi. Türklük Bilimi Araştırmaları, (27), 185-200. https://dergipark.org.tr/tr/pub/tubar/issue/16968/177229
13. Çakan, M. (2004). Comparison of Elementary And Secondary School Teachers in Terms of Their Assessment Practices And Perceptions Toward Their Qualification Levels. Ankara University Journal of Faculty of Educational Sciences (JFES), 37 (2), 99-114. https://doi.org/10.1501/Egifak_0000000101
14. Çıray, F., Küçükyılmaz, E. & Güven, M. (2015). Ortaokullar için güncellenen fen bilimleri dersi öğretim programına yönelik öğretmen görüşleri. Dicle Üniversitesi Ziya Gökalp Eğitim Fakültesi Dergisi, (25), 31-56. https://dergipark.org.tr/tr/pub/zgefd/issue/47936/606382

15. Darling-Hammond, L., (1994), Performance-based assessment and educational equity, Harvard Educational Review, 64(1),1-27.

16. Demir, S. (2008). An evaluation of thinking skills in elt coursebooks at primary and secondary levels. (Yüksek lisans tezi). https://tez.yok.gov.tr

17. Demirel, Ö. (2015). Eğitimde program geliştirme: Kuramdan uygulamaya. Ankara: Pegem.

18. Demirtaş, P. & Erdem, S. (2015). 5. Sınıf İngilizce dersi öğretim programı: Güncellenen programın bir önceki programlar karşılaştırılması ve programa ilişkin öğretmen görüşleri. Sakarya University Journal of Education, 5(2), 55-80. https://dergipark.org.tr/en/download/article-file/192368

19. Education First. (2019). EF English proficiency index. https://www.ef.com/wwen/epi/

20. Efe, H., Demiröz, H. & Akdemir, A. S. (2011). A situated learning practice for language teaching classes: Teaching spoken English with authentic sketches. Sino-US English Teaching, 8(9), 549-555. https://www.researchgate.net/publication/263086364_A_Situated_Learning_Practice_for_Language_Teaching_Classes_Teaching_Spoken_English_With_Authentic_Sketches

21. Erdoğan, İ. (2015). Karşılaştırmalı eğitim sistemleri. İstanbul: Sümer

22. Ergün, M. (1985). Karşılaştırmalı eğitim. https://mustafaergun.com.tr/wordpress/wpcontent/uploads/2015/11/kegitim-1.pdf

23. Fer, S. (2015). Öğretim tasarımı. Ankara: Anı.

24. Flege, J. E., Munro, M. J., & MacKay, I. R. A. (1995). Factors affecting strength of perceived foreign accent in a second language. Journal of the Acoustical Society of America, 97(5), 3125–3134. https://doi.org/10.1121/1.413041

25. Gökler, Z., Aypay, A. & Arı, A. (2012). İlköğretim İngilizce dersi hedefleri kazanımları SBS soruları ve yazılı sınav sorularının yeni bloom taksonomisine göre değerlendirilmesi. Eğitimde Politika Analizi Dergisi, 1(2), 115-133. https://ojer.ogu.edu.tr/Storage/OsmangaziJournalOfEducationalResearch/Uploads/1_2_3_%C4%B0lk%C3%B6%C4%9Fretim-%C4%B0ngilizce-Dersi.pdf

26. Haznedar, B. & Uysal, H. H. (2010). Introduction: Embracing theory and practice in teaching languages to young learners. B. Haznedar & H. H. Uysal (Ed.), Handbook for teaching foreign languages to young learners in primary schools içinde (s.1-20). Ankara: Anı.

27. İşisağ, K. U. & Demirel, Ö. (2010). Diller için Avrupa Ortak Başvuru Metni'nin konuşma becerisinin gelişiminde kullanılması. Eğitim ve Bilim, 35(156), 190-204. http://egitimvebilim.ted.org.tr/index.php/EB/article/view/538/25

28. Kaçar, I. G. & Zengin, B. (2009). İngilizceyi yabancı dil olarak öğrenenlerin dil öğrenme ile ilgili inançları, öğrenme yöntemleri, dil öğrenme amaçları ve öncelikleri arasındaki ilişki: Öğrenci boyutu. Journal of Language and Linguistic Studies, 5(1), 0-89. https://dergipark.org.tr/tr/pub/jlls/issue/9928/122860

29. Kanatlı, F. (2008). Alternatif ölçme ve değerlendirme teknikleri konusunda sınıf öğretmenlerinin görüşlerinin değerlendirilmesi. (Yüksek lisans tezi). https://tez.yok.gov.tr

30. Krashen, S. (2000). What does it take to acquire language? ESL Magazine, 3(3), 22-23. http://www.sdkrashen.com/content/articles/what_does_it_take.pdf

31. Mayer, B. & Harris, C. (2010) Libraries got game: Aligned learning through modern board game. Chicago American Library.

32. Millî Eğitim Bakanlığı (2006). İlköğretim İngilizce dersi (4, 5, 6, 7 ve 8. sınıflar) öğretim programı. Ankara: Millî Eğitim.

33. Millî Eğitim Bakanlığı (2018). 6. sınıf İngilizce öğretim programı. http://mufredat.meb.gov.tr/Dosyalar/201812411191321%C4%B0NG%C4%B0L%C4%B0ZCE%20%C3%96%C4%9ERET%C4%B0M%20PROGRAMI%20Klas%C3%B6r%C3%BC.pdf

34. Ministry of Education, Science and Tecnology. (2016). Kurrikula bërthamë për klasën përgatitore dhe arsimin fillor të Kosovës (klasat 0, I, II, III, IV dhe V). Prishtinë.

35. Noack, R. & Gamio, L. (2015, April 23). The world's languages, in 7 maps and charts. The Washington Post. https://www.washingtonpost.com/news/worldviews/wp/2015/04/23/the-worlds-languages-in-7-mapsandcharts/?noredirect=on&utm_term=.ffcf6a156478

36. Özdemir, S. M. (2010). İlköğretim öğretmenlerinin alternatif ölçme ve değerlendirme araçlarına ilişkin yeterlikleri ve hizmet içi eğitim ihtiyaçları. Türk Eğitim Bilimleri Dergisi, 8(4), 787-816. https://dergipark.org.tr/tr/download/article-file/256227

37. Öztürk, Y. A. & Şahin, Ç. (2014). The effects of alternative assessment and evaluation methods on academic achievement, persistence of learning, self-efficacy perception and attitudes / Alternatif ölçme değerlendirme yöntemlerinin akademik başarı, kalıcılık, özyeterlilik algısı ve tutum. Eğitimde Kuram ve Uygulama, 10(4), 1022-1046. https://dergipark.org.tr/en/pub/eku/issue/5462/74156

38. Parlak, B. & Doğan, N. (2014). Dereceli puanlama anahtarı ve puanlama anahtarından elde edilen puanların uyum düzeyleri. Hacettepe Üniversitesi Eğitim Fakültesi Dergisi, 29(2), 189-197. https://dergipark.org.tr/tr/pub/hunefd/issue/7788/10181

39. Robertson, A. K. (2008). Etkili dinleme (E. S. Yarmalı, Çev.). İstanbul: Hayat.

40. Rosio, S. A. (2012). The importance of teaching listening and speaking skills. (Master thesis). Universitas Complutensis Matritensis. https://www.ucm.es/data/cont/docs/119-2015-03-17-12.RocioSeguraAlonso2013.pdf

41. Rost, M. (2014). Listening in a multilingual world: The challenges of second language (L2) listening. International Journal of Listening, 28(3), 131–148. https://doi.org/10.1080/10904018.2014.937895

42. Scott, W. A. & Ytreberg, L. H. (1990). Teaching English to children. New York: Longman.

43. Seale, C. (1999). Quality in qualitative research. Qualitative Inquiry, 5(4), 465-478. https://doi.org/10.1177/107780049900500402

44. Seçkin, H. (2011). İlköğretim 4. sınıf İngilizce öğretim programına ilişkin öğretmen görüşleri. Uluslararası İnsan Bilimleri Dergisi, 8(2), 550-577. http://www.Insan Bilimleri. com sayfasından erişilmiştir.

45. Senemoğlu, N. (2012). Gelişim öğrenme ve öğretim: Kuramdan uygulamaya. Ankara: Pegem.

46. Smith, K. (2000). Negotiated assessment. in classroom decision making: Negotiating and process syllabuses in practice. In M. Breen & A. Littlejohn (Eds.), Classroom decision making: Negotiation and process syllabuses in practice (pp.55–62). Cambridge: Cambridge University.

47. Taşer, S. (1996). Konuşma eğitimi. İstanbul: Papirus.

48. Tahiroğlu, M. & Çetin, T. (2019). Sosyal bilgiler dersinde değerler eğitimi ve diğer duyuşsal süreçlerde ölçme ve değerlendirme: Sorunlar ve çözüme yönelik etkinlik örnekleri. Değerler Eğitimi Dergisi, 17(38), 295-331. https://doi.org/10.34234/ded.577347

49. Türkoğlu, A. (2012). Karşılaştırmalı eğitim nedir. S. Aynal (Ed.), Karşılaştırmalı eğitim yansımaları içinde (s.2-21). Ankara: Pegem.

50. Uluğ, F. (1996). Okulda başarı. İstanbul: Remzi.

51. Wiggins, G. (1993). Assessing student performance: Exploring the purpose and limits of teaching. San Francisco: Jossey-Bass.

52. Yazar, T. & Karataş, K. (2018). Öğrenme - öğretme kuram ve yaklaşımları ile ilgili temel kavramlar. B. Oral (Ed.), Öğrenme öğretme kuram ve yaklaşımları içinde (s.3-41). Ankara: Pegem.

53. Yılmaz, C. (2005). İngilizce öğretmenliği öğrencilerinin yabancı dili iletişim aracı olarak kullanabilme yeterlilikleri. Erzincan Eğitim Fakültesi Dergisi, 7(1), 15-23. https://dergipark.org.tr/en/download/article-file/67177

54. Yıldırım, R. & Doğan, Y. (2010). Young learner English teacher profile from students' perspective. Procedia - Social and Behavioral Sciences, 2(2), 1615-1619. https://doi.org/10.1016/j.sbspro.2010.03.246

55. Yıldırım, A. & Şimşek, H. (2018). Sosyal bilimlerde nitel araştırma yöntemleri. Ankara: Seçkin.

56. Yumuşak, G. K. (2017). Comparative analysis of 2005 science and technology and 2013 science curriculum matter and change learning area achievements. Bartın University Journal of Faculty of Education, 6(2), 596-613. https://doi.org/10.14686/buefad.289474