Deconstruction and Reconstruction Attempts:

The Curriculum of Turkish Ministry of National Education and

the Sixth Grade English as a Foreign Language Program

Hümeyra Genç

Süleyman Şah University, Istanbul, Turkey

Curriculum development efforts are widely investigated and studied by many researchers in the world. However, there are only few studies in number that specifically deal with curriculum development in the field of English language teaching and its implementation in the Turkish context. Hence, the present study was designed to investigate Turkish national education curriculum and the sixth grade EFL (English as a foreign language) curriculum in Turkey through analyzing the documents belong to Turkish MoNE (ministry of national education). This study first presents what national education and the sixth grade EFL curriculum involve, and then investigates the drawbacks of them based on the predetermined criteria. Finally, this study concludes with suggestions to overcome the mentioned shortcomings.

Keywords: curriculum development, curriculum goals and objectives, instructional goals and objectives

Introduction

The definition of curriculum is very complex and annoyingly broad. It is defined in different ways. It depends on writers, educators, politicians, and different ideologies. According to the broad definition, curriculum is a Latin originated word which means running the track which refers to something to follow. Curriculum is a set of subjects, a list of content, a set of materials, and everything that goes on within the school, including extra class activities, guidance, and interpersonal relationship, that which an individual learner experiences as a result of schooling. Curriculum is the planning of a nation, deciding on the kind of citizen we want. Ronald C. Doll (1996, p. 15, as cited in Oliva, 1997, p. 5) defined the curriculum as the formal and informal content and process by which learners gain knowledge and understanding, develop skills, and alter attitudes, appreciations, and values under the auspices of that school. Daniel Tanner and Laurel N. Tanner (1995, p. 189, as cited in Oliva, 1997, p. 5) defined curriculum as the reconstruction of knowledge and experience that enables the learner to grow in exercising intelligent control of subsequent knowledge and experience.

Curriculum has been one of the most important components of a successful education system. The components of the curriculum must be dealt with very carefully so that the nation can be able to raise the citizens desired and to compete with other nations in order to develop the country. This study aims to analyze the Turkish national education curriculum and the curriculum of the English lesson for the sixth grade according to its components and find the strengths and weaknesses of the current curriculum. In

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Hümeyra Genç, Ph.D. candidate, Department of Foreign Languages, Süleyman Şah University.

addition, this study aims to make the necessary suggestions to change and improve the weak points of the curriculum. The present study deconstruct the national curriculum based on the predetermined criteria such as the theoretical background (aim, psychology, and philosophy of Turkish national education), the curriculum model used, the needs analysis, the curriculum goals and objectives, the instructional goals and objectives, syllabus, and assessments of EFL (English as a foreign language) program, evaluation models used one by one in a detailed way, and states the current situation of the curriculum together with its strengths and weaknesses

Methodology

Document analysis was made to collect data from several sources including curriculum handbook, the sixth grade EFL curriculum, the program development models handbook, and performance evaluation handbook prepared by MoNE (ministry of national education), the EARGED (Education Research and Development Directorate) and TTK (Board of Education and Discipline). As one requirement of a Ph.D. course on ELT (English language teaching) curriculum development and evaluation, a group of students and one instructor gathered for one session every week for a total of 12 weeks. In every session, one part of this report was discussed and criticized along with other reports on other Turkish EFL curriculum prepared by the students in the aforementioned Ph.D. program.

The analysis included four stages. In the first stage, the context was determined. For this purpose, curricula of four different subjects at different levels were selected by six Ph.D. students. Everyone was responsible for reading and examining the curricula. In the second step, the aim of the document analysis was determined. In fact, the aim of the analysis was to deconstruct and reconstruct MoNE curriculum, to determine weaknesses of the curriculum, and to make appropriate recommendations. In the third stage (deconstruction stage), the course instructor determined the criteria to be used for document analysis, i.e., underlying educational philosophy, curriculum model, educational aims, curriculum goals, objectives, instructional goals and objectives, and strengths and weaknesses of the curriculum. She assigned the students to examine the curricula in accordance with the predetermined criteria and present what national education and selected grade level EFL curriculum involve. In the fourth stage, the instructor asked the students to reconstruct the curriculum. To this aim, the students were required to eliminate the weaknesses of the curriculum and write a report including the deconstruction stage and appropriate recommendations about deficiencies of the curriculum they selected. They met on Wednesdays, in the fall academic term of 2010, every week and discussed what they had done about the document analysis since their last meeting. The meetings usually lasted for about four hours. At each session, the students also discussed the relevant literature under the guidance of the instructor.

The deconstruction of the curriculum will be presented in the "Findings" section. The suggested recommendations, that are the reconstructions of the components of the current curriculum, will be displayed in the "Discussion" section.

Findings (Deconstruction Process)

Theoretical Background (Philosophy, Psychology, and Aims of the Ministry of National Education)

Since the development of a statement of aims, psychology and a philosophy of education are the first components of curriculum development, in the present study, the researcher would like to start to analyze these parts in curriculum document designed by Ministry of National Education first.

Every curriculum development efforts in a nation begins with an examination of the aims—national or international purposes of education—of education in society. These aims must be based on not only the needs of the society but also theoretical assumptions. Therefore, each aim of the education derives from educational philosophies that reflect the ideas of a society on education. When we look at the components of the curriculum design in accordance with the underlying theoretical background, various possible philosophies are emerged in order to make the curriculum development and education itself more meaningful to the society. From four main philosophies—reconstructionism, progressivism, essentialism, and perennialism—essentialism and progressivism are the most widely accepted and used ones in most of the schools in the world today.

When the situation is examined in Turkey, it is found that the accepted educational philosophy is not mentioned explicitly in the handbook of Turkish curriculum. However, it is inferred from the teachers' experiences that eclecticism, which is the combination of essentialism and progressivism is the prevailing philosophy of the education system. The curriculum is essentialist because: (1) Transmission of our cultural heritage and adjusting our students to the society are very important; (2) Somehow it is teacher-centered. The large number of students in the classrooms prevents education to be student-centered. Teachers' needs sometimes are more important than students' needs in order to teach something; (3) Generally, teachers are well-disciplined. Some of them believe that being harsh and well-disciplined provide good education; (4) Sometimes education is seen as a product to be learnt. Because of the poor physical conditions such as lack of enough classrooms or teachers, and growing number of students per classrooms and teachers, the emphasis should be on how to teach rather than how to learn; and (5) Most of the time subject matter, knowledge, and information are essential.

On the other hand, according to the stated aims, visions, and goals of the Turkish education system written in the curriculum handbook, the education system is also based on the idea of progressivism because: (1) Students' needs and interests are emphasized for providing the best education; (2) Students learn best when actively experiencing their world; (3) Education should provide knowledge and skills necessary for full participation in our changing society; (4) The responsibility of education in a democracy is to make it possible for all citizens to understand themselves and the world; (5) Individual differences are taken into consideration during learning because each students is unique; (6) Critical thinking, questioning, and problem solving are the key elements during the learning process; (7) There should be equal educational opportunities for all students; (8) Development of individual values, mutual respect and ethical values are important; (9) Education should provide learning how to learn rather than teaching directly; and (10) In the learning process, students should use their experience to get in touch with the environment.

It can be concluded that the statements, which are implicitly mentioned in the handbook of Turkish curriculum, above show the philosophy of Turkish Ministry of National Education about the education system in Turkey.

Every education system is based on a psychology to construct its own curriculum development in the world. According to the literature, constructivism complements progressive philosophy, and it holds that the teacher is the facilitator of students' learning and students must be taught to take responsibility for their own learning. Students' learning is in active process and they learn by doing. Moreover, learning must be present in ways meaningful to students, basic skills will be learned in authentic situation in constructivist schools. When the documents of Turkish national education were analyzed, explicitly defined and explained psychology were not seen. However, the essence of the documents reflected that our education system was derived from the idea

of constructivist psychology, because instructional methods stated in the documents encourage students to construct their own learning. The following statements, which show how constructivism is the basis of Turkish national education system, were taken from the curriculum handbook:

Students should take responsibility for their own learning and realize their increased responsibilities with increasing grade level. Students are expected to be individuals who develop their scientific and technological concepts, ask questions, set up and solve their own problems, discuss the issues, and evaluate the learning opportunities outside the classroom. In addition, for themselves and their environment, they should develop their group-work skills. At the same time, the teachers should guide their students to be grown up as individuals who explore, question, and are curious about the events around them.

It is also mentioned in the curriculum handbook that critical thinking, creative thinking skills, communication skills, problem solving skills, and entrepreneurial skills are the important skills that each students should have them through education.

Every curriculum is aimed at developing in the learners certain competencies or abilities. The curriculum process must therefore clearly identify the aims that the curriculum is intended to achieve. This statement and identification of aims are very important for curriculum decision making, because all other actions in the curriculum must be guided by a consideration of these aims. The aims of education are derived from several resources involving examining the needs of the students, analyzing the culture and the history of the society, and studying the various needs of it. When the documents related with curriculum development in Turkish education system were analyzed, the aims of the Turkish National Education were found. According to 1739 numbered law of Turkish National Education, general aims of Turkish national education include the following:

(1) Raising citizens who adhere to Ataturk's reforms and principles; adopt and embrace cultural, moral humanitarian and national values of Turkish society; love and uplift their families, country and nation; acknowledge their duties for democratic, secular, social constitutional Turkish republic.

(2) Raising citizens who: (a) have intellectual, bodily, morally, spiritually balanced character; can power to think in a free and scientific way; a wide world vision, respect for human rights; responsibility against the society, (b) value individuality, and (c) are creative, constructive, and beneficial for the society.

(3) Providing individuals with opportunities of training to have a job by improving individuals' interest, talent, and capabilities, as well as providing them with the habit of working in order to prepare them for life. This will contribute to happiness of individuals and add up to the happiness of the society.

It is generally acknowledged that a curriculum model should flow from the most general (aims of education) to the most specific component of the design (evaluation techniques). The above stated general aims of Turkish national education seem to meet the criteria of what the aim of an education system needs.

The Curriculum Model Employed by the Ministry of National Education

Models, which are the guidelines to an action, can be found for almost every form of educational activity. "Models can help us to conceptualize a process by showing certain principles and procedures" (Oliva, 1997, p. 159). Besides, the models show phases and components of an activity. Purpose of application of a model is to make a complex process comprehensible and applicable (Özdener & Bıyık, 2007). Every curriculum planners and designers must follow either previously developed models mentioned in the literature or design their own model according to their expectations. From the most well-known models, Turkish National Education curriculum is based on Taba and Tyler Models.

Taba Model: The Taba Model assumes the induction approach and suggests performance of the program development in eight stages.

Tyler Model: Tyler Model consists of targets obtained from students, society and subject field resources, and includes their filtering through philosophy and psychology to reach the education purposes (Özdener & Bıyık, 2007).

The main difference between Tyler and Taba is Tyler Model (deductive) decides on theoretical background at the very beginning, but in Taba Model, (inductive) theoretical background is based on the classroom paractice or implementation. Tyler and Taba outlined certain steps to be taken in curriculum development. As Oliva (1997) stated: "Models are inevitably incomplete, they do not and cannot show every detail and every nuance of a process as complicated as curriculum development" (p. 153).
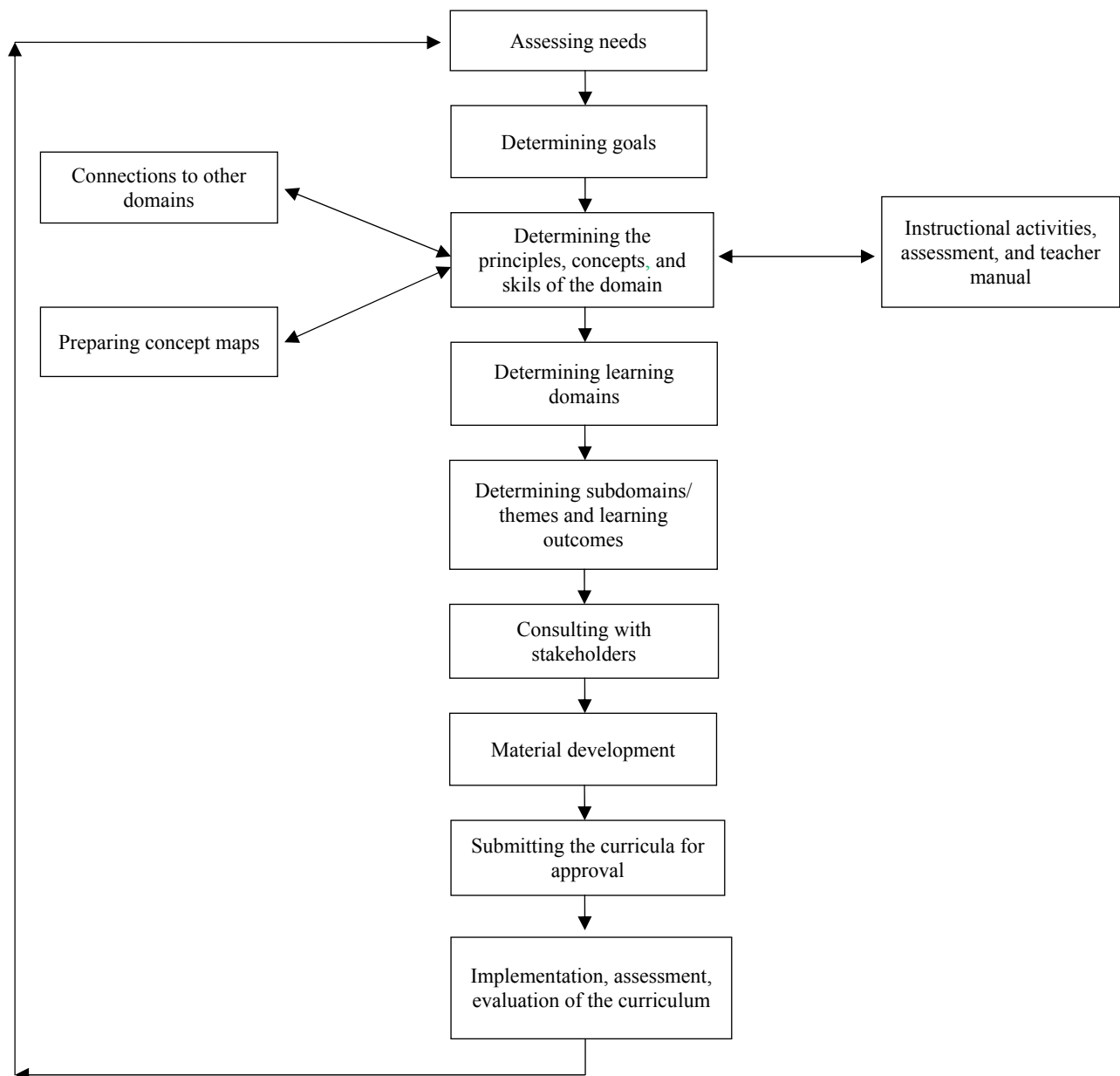

Figure 1. The program development model of the new curriculum (The MEB Model).

Since the establishment of Modern Turkish Republic in 1923, many curricular reforms have been implemented in schools and various attempts have been made to design an appropriate model (Babadogan & Olkun, 2006). Results of a research conducted to seek an answer to the question as to how a program development model for the Turkish education system should look like suggested a model similar to that of Taba-Tyler approach (Demirel, 1997, p. 72, as cited in Babadogan & Olkun, 2006). This new program development model is called "MEB (Ministry of National Education) Model". This framework developed by the TTKB (Educational Board of Turkey) includes a total of 12 stages. The process of program development in Turkey is summarized in Figure 1. As seen in Figure 1, it starts and ends with assessing the needs of the individual and/or society.

Current program development models applied in developed countries have been examined by domestic and foreign experts and also by experts from the EARGED, and a modern "program development model" has been developed in our country for the first time (Özdener & Bıyık, 2007).

When the program model developed for Turkish education system is considered, it is clear that the first half of the model is taken from the Tyler Model that focuses on the needs of students and society. The other half of the model shows the steps of Taba Model that focuses on implementation.

The Curriculum Goals Employed by the Ministry of National Education

Oliva (1997) defined "curriculum goal" as "a curriculum goal is a purpose or end stated in general terms without criteria of achievement" (p. 237). Additionally, goals, which can be derived from the aims of education, are permanent desired outcomes that provide a direction for system improvement. Curriculum goals should be periodically written on a national basis as proposals for consideration by schools through the country. Since goals are statements of a broad direction or general intent, they are not concerned with a particular achievement within a specified time period. Goals should be adopted that are appropriate to the total learning environment (Wulf & Schave, 1984).

Goals of education based on the aims of Turkish National Education are also provided in Turkish national curriculum handbook under four main headings. The first one is called "Social and Civic Goals", including the essential values, which Turkish citizens should have through education in the Turkish society. For example, develop the ability to be sensitive to the goals and concerns of others; learn to form productive relationships with others based on respect, trust, cooperation, consideration, and care; develop an awareness on human rights; and develop an awareness on the problems of gifted and disabled students.

Moreover, Personal Goals stated in the curriculum involves the values that each person should demonstrate by means of education. For instance, learn to accept each person as a unique person who knows one's self, learning is the first and the foremost for each individual, goals are defined as a guide that shows a path to individuals for future, individuals are sensitive to the importance of the knowledge and the different ways of gaining a knowledge, and students must be raised as healthy individuals in terms of physically and psychologically.

The next goals mentioned in the document is Vocational Goals that explains how individuals can be productive in increasing the welfare of the society. These goals are mentioned as learners can make decisions based on an awareness and knowledge of career options, productivity is put in forward in human life, education adopts the realization of sustainable economic development, and education takes precautions to meet the demands for the qualified men power.

The last goal that Turkish national education curriculum emphasize is Historical and Cultural Goals. This goal aims to improve cultural, historical, and moral values of the individuals. For example, it aims to develop historical, cultural, and societal perspectives, to see our history as a means of future planning, and to adopts Turkish identity and customs.

Although the goals of a curriculum must have academic goals which emphasize the importance of learning and teaching in a society, Turkish curriculum documents do not state the academic goals under the title of the curriculum goals. However, academic goals are itemized under the title of "Elements That Program Focuses on". These are: learn to use of Turkish language correctly and effectively, like to learn and read, learn to express ideas and feelings easily, and learn to use at least one foreign language.

The Curriculum Objectives Employed by the Ministry of National Education

According to Oliva (1997), curriculum objectives, which are measurable, specific, and programmatic targets with criteria of achievement and mastery, stem from the curriculum goals. Both curriculum goals and curriculum objectives trace their sources to the schools' philosophy and the statement of aims of education. Based on the analysis of the documents getting from the websites of the Ministry of National Education and EARGED, curriculum objectives of Turkish education system are not defined or explained explicitly like curriculum goals.

The Needs Assessment

Curriculum development begins with needs analysis or needs assessments. According to Richards (2001) in curriculum development, needs analysis serves the purposes of providing a mechanism for obtaining wider range of into the content, design, and implementation of a program through involving such people as learners, teachers, administrators, and employers in the planning process; identifying general or specific needs which can be addressed in developing goals, objectives, and content; and providing data which can serve as the basis for reviewing and evaluating an existing program. The needs assessment data are essential for making decisions about curriculum development and specifying the goals of the curriculum. Therefore, curriculum makers must carry out systematic needs assessment to identify gaps, discrepancies, and unmet needs. The analyzing the needs help school to discover their deficiencies in curriculum.

When the documents related with Turkish education system were analyzed, it is clearly seen that the opinions were collected from several sources such as teachers, academicians, publishers, nongovernment organizations, and inspectors of MoNE for determining the needs of the society. Although the information was found regarding who participated in needs assessment process, there is no information regarding how it was conducted. However, the curriculum documents explained that preparing the programs based on contemporary needs is a priority in terms of establishing the ground to other requirements. Head of the Board of Education has been working on the renewal of primary and secondary education programs in line with the developments in Turkey and in the world.

Instructional Goals in the Sixth Grade EFL Program

The 1997 curriculum has been redesigned, necessitating a number of further innovations in the language policy in Turkey. This was principally due to Turkey's enduring efforts to join the EU. In order to conform to the ELT standards set by the EU, the MoNE has undertaken some policy changes to be reflected at different levels of education. The MoNE gave the current ELT curriculum its final form in 2008. With the 1997 reform, the duration of compulsory primary education was increased to eight years while the secondary education was

four years with the latest reform in schooling that took place in 2005. Currently, English is a compulsory subject both in primary and secondary levels of education in Turkey. English is taught starting from the fourth grade in state schools. The MoNE requires a minimum of two hours of English teaching for primary grades four and five. From grades six to eight, five to six hours of English teaching is recommended. Since the present study aims to analyze the documents belong to the sixth grade English language teaching, analyzing of the instructional goals, objectives, syllabus, and assessments are going to be explained in this perspective.

Although curriculum goals and objectives are formulated by school system, instructional goals and objectives are specified by classroom teacher, who is sometimes assisted by other teachers. Oliva (1997) explained that an instructional goal is a statement of performance expected of each student in a class without criteria of achievement. The instructional goals and objectives are derived from curriculum goals and objectives. Therefore, it must be correlation between the curriculum goals and objectives and instructional goals and objectives.

MoNE (2001) stated that the main goal of the secondary level English education is to improve the basic communicative skills of the learners through the integration of the four skills so that learners can be engaged in successful communication in the target language. When the sixth grade English language documents were analyzed, the instructional goals of the program are clearly seen. It is stated that students who complete the sixth grade are expected to show the following linguistic and sociolinguistic competence levels:

Students will (1) have a limited repertoire of short memorized phrases covering predictable survival situations; frequent breakdowns and misunderstandings occur in non-routine situations; (2) have a sufficient vocabulary for the expression of basic communicative needs; (3) have a sufficient vocabulary for coping with simple survival needs; (4) control a narrow repertoire dealing with concrete everyday needs; (5) show only limited control of a few simple grammatical structures and sentence patterns in a learnt repertoire; (6) copy familiar words and short phrases, e.g., simple signs or instructions, names of everyday objects, names of shops, and set phrases used regularly; (7) spell his/her address, nationality, and other personal details; (8) establish basic social contact by using the simplest everyday polite forms of greetings and farewells; introductions; saying please, thank you, sorry, etc.; (9) manage very short, isolated, mainly pre-packaged utterances, with much pausing to search for expressions, to articulate less familiar words, and to repair communication; (10) pronounce a very limited repertoire of learnt words and phrases where pronunciation can be understood with some effort by native speakers used to dealing with speakers of their language group; (11) expand learned phrases through simple recombination of their elements; (12) tell a story or describe something in a simple list of points; (13) link words or groups of words with very basic linear connectors like "and", "then", and "but"; and (14) communicate what they want to say in a simple and direct exchange of limited information on familiar and routine matters, but in other situations they generally have to compromise the message.

Instructional Objectives in the Sixth Grade EFL Program

Instructional objectives tend to be more specific than the curriculum goals and objectives because they focus on what takes place in the classroom and come to pass as a result of the individual teachers' effort. Based on the analysis of the documents getting from the websites of the Ministry of National Education and EARGED, instructional objectives of the sixth grade are not defined or explained explicitly like instructional goals in English language program. However, few statements, which presented under the title of "Functions" look like instructional objectives, but actually they are not because of their format, in the

sixth grade curriculum. Therefore, these statements urgently need to be restated again based on what format of instructional objectives require.

The Syllabus Designed in the Sixth Grade EFL Program

Syllabus is regarded as the content of a course or the subject matter to be covered. It covers the selection and ordering of linguistic data. In short, a syllabus provides information about what should be studied and how that particular content should be selected and sequenced. It must have a starting point which must be exactly where the students actually are and an end point which must be where the students will be at the end of the course. A complete syllabus specification will include all aspects: structures, functions, situations, topics, skills, and tasks. Since the aim is to promote the learner's ability to use the language correctly and appropriately, all types of syllabuses can be integrated by bringing the strengths of all of them together.

According to the sixth grade EFL curriculum document, Turkish national education policy and curriculum adopt a topic-based approach where topics are selected in a cross-curricular manner. The goals and objectives should be set on a functional-notional and skills-based model. The cyclical format, which enables teachers and learners to work with the same subject matter more than once, also adopted for the sixth grade English language teaching. In the cyclical shape, the concept is that new subject matter should not be introduced once in a syllabus and then be dropped; rather, it should be reintroduced in different manifestations at various times in the course.

The Assessment and Evaluation Models Employed in the Sixth Grade EFL Program

At the sixth grade in Turkish school system, a minimum two written examinations and one oral examination are administered for each course. At the secondary level, the number of examinations cannot be less than three per term for the subjects taught for three or more hours per week, and cannot be less than two for those courses taught for one or two hours per week. In addition to the examinations, students' achievement is evaluated through their performance in projects, assignments, skill training in enterprises, and training and education activities in and out of the classroom (UNESCO, 2001).

The current curriculum for the sixth grades proposes the use of performance-based assessment in English classes. This is achieved through the practice of "portfolio assessment". As opposed to "paper and pencil" tests that cause anxiety in students, portfolios appear to be more authentic and realistic, and they are also claimed to be more harmonious with the principles of communicative language teaching. Portfolio assessment focuses on documenting the student's progress. It also emphasizes what students know and what they can do rather than what they do not know or cannot do. Unlike standardized tests, students are evaluated on what they integrate and produce rather than on what they are able to recall and reproduce.

According to the MoNE, although there is no single definition of portfolio assessment, the main goal is to gather evidence about how students are approaching, processing, and completing real-life tasks in a particular domain.

The MoNE reveals that evaluation procedures must be in line with the teaching methods and techniques. Hence, the suggested evaluation devices are all taken from the ELP (European Language Portfolio). The *Principles* and *Guidelines* approved by the Council of Europe (DGIV/EDU/LANG, 2000) defined the three components of the ELP as follows:

(1) The Language Passport: This section provides an overview of the individual's proficiency in a foreign language (English in our case) at a given point in time. The overview is defined in terms of skills and the

common reference levels in the Common European Framework. It records formal qualifications and describes language competencies and significant language and intercultural learning experiences. Furthermore, it includes information on partial and specific competence. The Language Passport allows for self-assessment, teacher assessment and assessment by educational institutions and examinations boards. It requires that information entered in the Passport states on what basis, when and by whom the assessment was carried out.

(2) The Language Biography: This facilitates the learner's involvement in planning, reflecting upon, and assessing his or her learning process and progress. It encourages the learner to state what he/she can do in each language and to include information on linguistic and cultural experiences gained in and outside formal educational contexts. It is organized to promote plurilingualism, i.e., the development of competencies in a number of languages.

(3) The Dossier: This offers the learner the opportunity to select materials to document and illustrate achievements or experiences recorded in the Language Biography or Passport. Along with this proposal, the school or institution may choose different models when recognizing such an evaluation device. For the sixth grade, learners can stick to dossier as they will not have sufficient linguistic and educational experience to move on to the biography or the passport (MoNE, 2008, p. 24).

The Curriculum Evaluation Model

Curriculum evaluation is an ongoing cycle of (formative and summative) evaluation of all aspects of the curriculum in order to understand how the program works, how successfully it works, and whether it, in all its complexity, is responding to students' needs, teachers' abilities, etc.. In order to evaluate the curriculum development process in Turkey several research projects were conducted. For example, the first one was "Evaluation of The Curriculum Development Studies in the MoNE", which began on October 11, 1998 and ended on November 9, 2000. The aim of the research was to evaluate the way how the development process was handled, conformity of the studies executed by the commissions with the principles of curriculum development, and to determine if there were any differences between the curriculum development studies of the commissions of Central Organization and the Local Units.

The second one was "Performance Evaluation of the Teachers and Records", which was conducted between January 5, 1995 and January 31, 2000. This survey has been carried out in order to form an evaluation model which depends on scientific measures and methods, to prepare a confidential records and to evaluate teacher performance in primary schools; and to determine the offers and recommendations of provincial directors and assistants of National Education, district directors of National Education and directors of schools, branch teachers, inspectors, and class teachers who work in primary education schools. This survey focused on insufficiency of the records in use to evaluate the teacher performance and thus a new model for performance measurement basing on survey findings were developed (UNESCO, 2001).

When the documents were analyzed regarding the model which was used for evaluating the curriculum development process in Turkey, it was found that 360-degree evaluation model was used. This model is a method of collecting input from many sources in an employee's environment. Moreover, it is a mechanism for evaluating someone's performance based on feedback from everyone with whom the individual comes in contact—supervisors, coworkers, partners, subordinates, teachers, students, and the general public. It is very powerful, because each of the participants wants to know how we are doing in our work. This method of collecting evaluative input is an excellent source of motivation for teachers, because it provides a truly

honest assessment of how the employee and his/her performance are viewed by a variety of constituents. The 360-degree method uses confidential input from many people who can truly respond to how teachers perform in the school. The supervisor and employee meet to discuss the feedback received. This type of feedback helps employees see themselves as others see them and allows them to seriously examine their behavior. It can reveal areas in which employees are performing particularly well and those areas in which there is room for improvement (EARGED, 2006).

Discussion (Reconstruction Process)

In the previous chapters of this report, deconstruction of the Turkish national curriculum and the sixth grade EFL curriculum documents were presented by analyzing the each issues based on the predetermined criteria. Since the drawbacks of both documents were identified, in this chapter, a reconstruction of the problematic and flawed areas will be offered.

The Philosophy of Education

It is obvious that the philosophy of Turkish Ministry of National Education about the education system in Turkey is not explicitly mentioned in any documents belong to MoNE. As a suggestion, the philosophy that our education system is based on must be stated explicitly and itemized in the curriculum booklet, because it is the primary component of a curriculum. Furthermore, not having clearly and explicitly stated educational philosophies of Turkish education system can be accepted as a major drawback of our curriculum development process. Therefore, the researcher would like to provide few statements that should be placed in the curriculum booklet based on the philosophy of eclecticism: (1) Education is accepted as a process that continues as long as one lives; (2) All students have a right to be developed educationally, intellectually, socially, ethically, and culturally; (3) Education should provide positive environment in which students learn self-acceptance, mutual trust, differences of others, and to respect to others; (4) All students should gain the understanding of the various subject matter; (5) Education should provide such an atmosphere that students can easily transmit whatever learn in the school to real life situation; (6) Evaluation should be continuous process involving students, teachers and parents; (7) Evaluation of each students should be on an individual basis and not on a comparative basis with other students; (8) Education should stimulate constructive and creative thinking; (9) Education should provide students opportunities for the exploration of interests and abilities; and (10) Education should provide experiences that will enrich career education and career choices.

Curriculum Goals

Although curriculum goals are mentioned in the curriculum handbook, some part of them should be reconstructed to reflect the psychology, philosophy and aim of Turkish national education system. As it was stated in the previous chapter, curriculum goals are itemized as Social and Civic Goals, Personal Goals, Vocational Goals, and Historical and Cultural Goals. However, Academic goals are missing and immediately must be added and explained based on what is expected from education. It may involve; Students who have been between the first and eighth grade (ilkogretim) will: (1) learn to read and write; (2) learn to use Turkish language; (3) learn to communicate ideas and thoughts through writing and speaking; (4) develop positive attitudes towards learning; (5) learn to utilize mathematical concepts; (6) develop to utilize the information in mathematics, Turkish literature, natural science, and social science; (7) develop an understanding of changes in society; (8) develop to gain the fundamental understanding of various subject matter areas; (9) develop and use

skills in the logic process of search, analysis, evaluation and problem-solving, and critical thinking; (10) learn a foreign language; and (11) learn to use computer and information technologies.

Curriculum Objectives

As previously mentioned, national curriculum does not include any curriculum objectives about national education. Therefore, Table 1 recommends few curriculum objectives for Turkish national education curriculum.

Table 1

Recommended Curriculum Objectives

Recommended curriculum objectives
On completion of the secondary school, all the students will adopt and embrace Ataturk's reforms and principles, cultural, moral humanitarian, and national values of Turkish society.
On completion of the secondary school, all students will read and write in Turkish successfully.
On completion of the secondary school, most of the students will use Turkish language effectively in writing and speaking skills.
On completion of the secondary school, 75% of the students will develop positive attitudes towards learning.
On completion of the secondary school, 75% of the students will utilize mathematical concepts correctly.
On completion of the secondary school, 70% of the students will utilize the information in mathematics, Turkish literature, natural science, and social science.
On completion of the secondary school, at least 70% of the students will develop an understanding of changes in society in varying degrees.
On completion of the secondary school, 70% of the students will gain the fundamental understanding of various subject matter areas.
On completion of the secondary school, at least 70% of the students will use skills in the logic process of search, analysis, evaluation, and problem-solving and critical thinking effectively.
On completion of the secondary school, 85% of the students will recognize values of the self and show respect and tolerance to differences.
On completion of the secondary school, 75% of the students will develop study skills by using information technologies efficiently.
On completion of the secondary school, at least 50% of the students will learn to communicate in a foreign language.
On completion of the secondary school, at least 75% of the students will show respect for the rights of others.
On completion of the secondary school, 70% of the students will stimulate critical, constructive, and creative thinking.
On completion of the secondary school, at least 70% of the students will develop an appreciation and an understanding of their own cultures as well as the culture of others.
On completion of the secondary school, at least 50% of the students will understand vocational information and the opportunity to develop occupational skills.
On completion of the secondary school, at least 85% of the students will foster a positive attitude towards enrolling high school.
On completion of the secondary school, at least 60% of the students will develop concern for humanity and an understanding of international relations.
On completion of the secondary school, at least 75% of the students will develop historical perspective of Turkish Republic.
On completion of the secondary school, 65 % of the students will have knowledge of the basic working of the Turkish government.
On completion of the secondary school, 70 % of the students will show an awareness and understanding of cultural heritage, and of achievements of the past.
On completion of the secondary school, most of the students will develop moral integrity.
On completion of the secondary school, 70 % of the students will develop self-confidence.
On completion of the secondary school, 75% of the students will develop skill in selecting some personal and life-learning goals.

Instructional Objectives

Because of not having detailed instructional objectives for the sixth grade English language course, the researcher rewrote the some statements according to the format of writing objectives for the sixth grade EFL curriculum. Table 2 shows the reconstruction of the instructional objectives of the sixth grade EFL curriculum.

Table 2

Recommended Instructional Objectives

Recommended instructional objectives
By the end of the academic year, 85% of the sixth grade EFL students will learn to ask for and give information successfully in English.
By the end of the academic year, most of the sixth grade EFL students will have a limited repertoire of short memorized phrases covering predictable survival situations; frequent breakdowns and misunderstandings occur in non-routine situations.
By the end of the academic year, 75% of the sixth grade EFL students will have a sufficient vocabulary for the expression of basic communicative needs in English.
By the end of the academic year, 75% of the sixth grade EFL students will show only limited control of a few simple grammatical structures and sentence patterns in a learnt repertoire.
By the end of the academic year, all the sixth grade EFL students will copy familiar words and short phrases, e.g., simple signs or instructions, names of everyday objects, names of shops and set phrases used regularly.
By the end of the academic year, all the sixth grade EFL students will spell his/her address nationality and other personal details successfully in English.
By the end of the academic year, 75% of the sixth grade EFL students will establish basic social contact by using the simplest everyday polite forms in English.
By the end of the academic year, 70% of the sixth grade EFL students will manage very short, isolated, mainly pre-packaged utterances, with much pausing to search for expressions, to articulate less familiar words, and to repair communication.
By the end of the academic year, 50% of the sixth grade EFL students will pronounce a very limited repertoire of learnt words and phrases where pronunciation can be understood with some effort by native speakers used to dealing with speakers of their language group.
By the end of the academic year, 50% of the sixth grade EFL students will expand learned phrases through simple recombination of their elements in English.
By the end of the academic year, at least 50% of the sixth grade EFL students will tell a story or describe something in a simple list of points in English.
By the end of the academic year, 70% of the sixth grade EFL students will link words or groups of words with very basic linear connectors like "and", "then", and "but" in writing English.
By the end of the academic year, 50% of the sixth grade EFL students will communicate what they want to say in a simple and direct exchange of limited information on familiar and routine matters, but in other situations they generally have to compromise the message in English.
By the end of the academic year, 60% of the sixth grade EFL students will describe and identify plants in English.
By the end of the academic year, 70% of the sixth grade EFL students will identify options in English.
By the end of the academic year, 50% of the sixth grade EFL students will give instructions for making and doing things in English.
By the end of the academic year, 75% of the sixth grade EFL students will ask people to do and not to do things in English.
By the end of the academic year, 70% of the sixth grade EFL students will express obligation in English.
By the end of the academic year, 70% of the sixth grade EFL students will learn to warn in English.
By the end of the academic year, 70% of the sixth grade EFL students will express decisions and plans in English.
By the end of the academic year, 60% of the sixth grade EFL students will express definite arrangements in English.
By the end of the academic year, 50% of the sixth grade EFL students will learn to seek factual information: identifying, correcting, and asking in English.
By the end of the academic year, most of the sixth grade EFL students will learn to make warning successfully in English.

Conclusions and Recommendations

The present study aimed to analyze Turkish national education curriculum and the sixth grade EFL curriculum in Turkey in order to make suggestions and recommendations about the reconstruction of some part of the curriculum. A document analysis was used for analyzing the data in this study. Although several flaws and weaknesses were discovered during the analysis of the documents, there are few parts that can be kept as it is. The following chapter involves recommendations that are hoped to be taken into consideration.

(1) When the documents were analyzed based on the philosophy and psychology of the Turkish national education, it is realized that they are not stated clearly in the handbook. Thus, they must be rewritten explicitly.

(2) When the curriculum development model that Turkish Ministry of National education is considered, this part of our curriculum should be kept as it is. According to the literature, any one model is inherently superior to all other models. Therefore, the new developed program model, which is the MEB Model, for Turkish education system is suitable and meets the needs of our society.

(3) The curriculum handbook must have a user's guide and glossary for comprehending the involving concepts. On the other hand, the sixth grade EFL curriculum document involves glossary part in which terminologies related with EFL learning and teaching.

(4) The curriculum document and the handbook are not designed for different audiences such as students, parents, and administrators. Therefore, they cannot present the issues that should cater for different stakeholders involved in education.

(5) Terminology conflicts should be explained by providing descriptions, definitions, and examples. The terms such as curriculum, syllabus, educational program, yearly plan, and unit plan sometimes overlap.

(6) Curriculum goals are stated in very complex sentences and are not very extensive. Academic goals also should be involved in the documents. They must be rewritten and some parts must be defined clearly.

(7) Curriculum goals and instructional goals are embedded in the curriculum documents. They should be separated.

(8) Curriculum objectives and instructional objectives are not mentioned in numbers in either document. The author believes that they are written in the documents which are not published by the MoNE on the internet, because every nation must have curriculum and instructional goals and objectives to meet its expectations. Thus, they should be explicitly and separately explained and itemized in the curriculum handbook.

(9) Although it is explained that the needs analysis was conducted with the participation of different parties to reconstruct the national curriculum, and explained in different documents provided by EARGED, the curriculum handbook does not have clear explanation and information about it such as the process and the result of it.

(10) In order to validate curriculum goals and objectives, needs analysis should be repeated every year.

(11) It is very nice to see that the program evaluation and the performance evaluation of different stakeholders were studied by the MoNE. However, they were completed in 2000. Therefore, the new program evaluation studies must urgently be needed to make necessary changes in the program according to the requirements of the new era.

(12) The documents related with national curriculum and the syllabus belongs to different grades and different subjects must be published in the web pages of Turkish national education so that every stakeholder can easily reach and learn what national education involves. During the data collection procedure, the hardest thing that the author met was to find the appropriate documents, because several materials were not shared because of the confidential issues.

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