



**EXPLORING CURRICULUM LITERACY LEVEL OF ENGLISH
LANGUAGE TEACHERS IN TURKEY**

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Dedicated to the memory of my father

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EXPLORING CURRICULUM LITERACY LEVEL OF ENGLISH LANGUAGE TEACHERS IN TURKEY

(M.A. Thesis)

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ABSTRACT

In the educational context of the global world, English as a foreign language is getting more important, accordingly, it is requisite that English language teachers are equipped with skills and competencies to underpin their teaching. One of the most vital competencies is that English language teachers should have curriculum literacy since curriculum literacy plays a critical role in interpreting curriculum remarkably and in applying it at the classroom level with regard to the guidelines of it. In this vein, curriculum literacy has been an object of research currently; nonetheless, curriculum literacy of English language teachers has not been investigated yet. To address this gap in the literature, this study, therefore, aims to explore curriculum literacy level of English language teachers in Turkey. The current study, which has a quantitative research design, was carried out with 804 English language teachers who work at public schools controlled by General Directorate of Basic Education and General Directorate of Secondary Education under the Ministry of National Education (the MoNE). To collect data, Curriculum Literacy Inventory for Language Teachers (CLILT) was developed by the researcher as a data collection instrument and piloting of the instrument was accomplished. Thanks to the pilot study, validity and reliability of the inventory were ensured and CLILT was administered to gather the actual data. The findings of the study revealed that English language teachers have a moderate level of curriculum literacy with a mean score of 63.80 out of 100. In addition, it was indicated that female teachers are better than male teachers at CLILT. It was also found that English language teachers who graduated from English Language Teaching (ELT) program are moderately curriculum literate; in contrast, those who graduated from non-ELT programs have a low level of curriculum literacy. In addition, the findings showed that English language teachers

who have many years of teaching experience are less curriculum literate than novice teachers. It was seen that there is a significant difference between teachers with a high score and the ones with a low score on any of language proficiency exams compared to their scores on CLILT. It was deduced that the more language proficiency teachers have, the more curriculum literate teachers are. The findings of the study provide insights for English language teachers, teacher educators, institutions of the MONE and further researchers who want to increase the level of curriculum literacy of teachers.

Key Words : Curriculum, Curriculum development, Curriculum literacy, English language teacher

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TÜRKİYE’DEKİ İNGİLİZCE ÖĞRETMENLERİNİN ÖĞRETİM PROGRAMI OKURYAZARLIKLARININ İNCELENMESİ

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ÖZ

Dünya, hızla küreselleşmeye devam ederken ülkelerin eğitim sistemleri içinde yabancı dil olarak İngilizcenin önemi her geçen gün artmaktadır. Bu sebeple İngilizce öğretmenlerinin, öğretilmelerini destekleyecek beceri ve yeterliliklere sahip olmaları gerekir. İngilizce öğretmenlerinin sahip olması gereken en önemli yetkinliklerden biri, öğretim programı okuryazarı olmaktır çünkü öğretim programı okuryazarı olmak; programın belirli bir ölçüte göre yorumlanmasında ve kılavuz ilkelere göre sınıf düzeyinde programın uygulanmasında kritik öneme sahiptir. Bu bağlamda "öğretim programı okuryazarlığı" yeni yeni, araştırmaların konusu hâline gelmiş fakat "İngilizce öğretmenlerinin öğretim programı okuryazarlığı" henüz, bir araştırmaya konu olmamıştır. Alandaki bu boşluğu doldurmak amacıyla bu çalışma, Türkiye'deki İngilizce öğretmenlerinin öğretim programı okuryazarlık seviyelerini tespit etmek için yapılmıştır. Nicel bir araştırma tasarımına sahip olan bu çalışma, Milli Eğitim Bakanlığı bünyesinde yer alan, Temel Eğitim Genel Müdürlüğü ve Ortaöğretim Genel Müdürlüğüne bağlı devlet okullarında çalışan 804 İngilizce öğretmeni ile yürütülmüştür. Veri toplamak için araştırmacı tarafından Dil Öğretmenleri için Program Okuryazarlığı Envanteri veri toplama aracı olarak geliştirilmiş ve bu aracın pilot uygulaması gerçekleştirilmiştir. Pilot çalışma sayesinde envanterin geçerliliği ve güvenilirliği sağlanmış, böylece asıl verileri toplamak için, bu veri toplama aracı uygulanmıştır. Çalışmanın bulguları, İngilizce öğretmenlerinin 100 üzerinden ortalama 63.80 puan alarak orta derecede bir öğretim programı okuryazarı olduklarını ortaya koymuştur. Buna ek olarak kadın öğretmenlerin program okuryazarlığı envanterindeki performansının erkek öğretmenlere göre daha yüksek olduğu görülmüştür. Ayrıca İngilizce öğretmenliği programından mezun olan İngilizce öğretmenlerinin program okuryazarlığının orta seviyede olduğu, buna karşın İngilizce öğretmenliği haricinde farklı bölümleri bitirip İngilizce öğretmeni olarak atanmış katılımcıların program okuryazarlığının düşük seviyede olduğu tespit edilmiştir. Ayrıca, bulgular analiz edildiğinde uzun yıllar öğretme tecrübesine sahip olan İngilizce öğretmenlerinin öğretim programı okuryazarlığı oranının, az deneyime sahip İngilizce

öğretmenlerine göre daha düşük seviyede olduğu görülmüştür. Veri toplama aracı kullanılarak elde edilen puanlarla karşılaştırıldığında, herhangi bir dil yeterlilik sınavında yüksek puan alan öğretmenler ile bu sınavlardan düşük puan alan öğretmenler arasında anlamlı bir fark olduğu görülmüştür. İngilizce öğretmenlerinin dil yeterliliği arttıkça öğretim programı okuryazarlığı oranlarının da arttığı sonucuna varılmıştır. Çalışmanın bulguları; İngilizce öğretmenleri, öğretmenlerin müfredat okuryazarlık seviyesini artırmak isteyen öğretmen eğiticileri, Millî Eğitim Bakanlığı birimleri ve diğer araştırmacılar için açıklayıcı ve yol gösterici bilgiler sağlamaktadır.

Anahtar Kelimeler : Öğretim programı, Öğretim programı geliştirme, Öğretim programı okuryazarlığı, İngilizce Öğretmeni

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İÇİNDEKİLER

TELİF HAKKI VE TEZ FOTOKOPİ İZİN FORMU	i
ETİK İLKELERE UYGUNLUK BEYANI.....	ii
JÜRİ ONAY SAYFASI.....	iii
ACKNOWLEDGEMENT	v
ABSTRACT	vii
ÖZ	ix
İÇİNDEKİLER.....	xi
LIST OF TABLES	xiv
LIST OF ABBREVIATIONS.....	xvi
CHAPTER I.....	1
INTRODUCTION.....	1
Statement of the Problem	3
Purpose of the Study	5
Significance of the Study	5
Assumptions.....	6
Limitations	7
Definitions	7
CHAPTER II	9

LITERATURE REVIEW.....	9
Education Policies: Curriculum Policy, Language Education Policy, Foreign Language Education Policy.....	9
Curriculum Development.....	13
Curriculum Literacy	19
Studies on Curriculum Literacy in Turkey	21
CHAPTER III.....	25
METHODOLOGY.....	25
Context	25
Research Design	26
Participants.....	27
Data Collection Instrument.....	32
Piloting of CLILT.....	35
Data Collection	50
Data Analysis	51
CHAPTER IV	53
FINDINGS AND DISCUSSIONS.....	53
Factor Analysis and Item Analysis of CLILT	53
Reliability of CLILT	57
RQ1: To what degree do English language teachers have curriculum literacy in Turkey?.....	58
RQ2: With regard to the curriculum literacy level of English language teachers, is there a significant difference in certain variables?	60
The Interpretation of the Findings Related to Curriculum Literacy Level of English Language Teachers	70

The Interpretation of the Findings Related to Curriculum Literacy Level of English Language Teachers in Relation to Certain Variables.....	75
CHAPTER V.....	80
CONCLUSION.....	80
Summary of the Study	80
Implications of the Study	83
Suggestions for Further Studies.....	85
REFERENCES	87
APPENDICES	99
Appendix A. The MoNE Approval Form of Research Implementation	99
Appendix B. Informed Consent Form.....	100
Appendix C. Curriculum Literacy Inventory for Language Teachers.....	101

LIST OF TABLES

Table 1. <i>The Distribution of the Participants (Gender)</i>	28
Table 2. <i>The Distribution of the Participants (Age)</i>	29
Table 3. <i>The Distribution of the Participants (Experience)</i>	29
Table 4. <i>The Distribution of the Participants (Programs)</i>	30
Table 5. <i>The Distribution of the Participants (Region)</i>	31
Table 6. <i>The Distribution of the Participants (School Types)</i>	31
Table 7. <i>The Distribution of the Participants (English Language Proficiency Scores)</i>	32
Table 8. <i>Content Table of CLILT (pre-piloting)</i>	34
Table 9. <i>Content Table of CLILT (final version)</i>	36
Table 10. <i>Kaiser-Meyer-Olkin (KMO) test results of CLILT (before item reduction)</i>	36
Table 11. <i>Factor Analysis of CLILT (before item reduction)</i>	38
Table 12. <i>Kaiser-Meyer-Olkin (KMO) test results of CLILT (after item reduction)</i>	40
Table 13. <i>Factor Analysis of CLILT (after item reduction)</i>	41
Table 14. <i>Reliability of CLILT (with 51 items before item reduction)</i>	43
Table 15. <i>Item Analysis of CLILT (with 51 items before item reduction)</i>	44
Table 16. <i>Reliability of CLILIT (with 25 items after item reduction)</i>	45
Table 17. <i>Item Analysis of CLILT (with 25 items after item reduction)</i>	46
Table 18. <i>Standards and Cut Scores of CLILT</i>	48
Table 19. <i>Final Factor Analysis of CLILT</i>	54
Table 20. <i>Final Factor Loadings of CLILT</i>	55
Table 21. <i>Final Item Analysis of CLILT</i>	56

Table 22. <i>Reliability of CLILT</i>	57
Table 23. <i>Descriptive Statistics of Total Score</i>	58
Table 24. <i>Descriptive Statistics of Total Score with CLILT Standards</i>	58
Table 25. <i>Independent Sample t-test of Total Scores and Gender</i>	60
Table 26. <i>One-way ANOVA of Total Score and Age</i>	61
Table 27. <i>Tukey's Post-hoc Test for Total Score and Age</i>	62
Table 28. <i>Independent Sample t-test of Total Scores and Program of Graduation</i>	63
Table 29. <i>One-way ANOVA of Total Score and Year of Experience</i>	64
Table 30. <i>Tukey's Post-hoc Test for Total Score and Year of Experience</i>	65
Table 31. <i>One-way ANOVA of Total Score and Language Proficiency</i>	66
Table 32. <i>Tukey's Post-hoc Test for Total Score and Language Proficiency</i>	68
Table 33. <i>One-way ANOVA of Total Score and Regions</i>	69

LIST OF ABBREVIATIONS

the MoNE	The Ministry of National Education
ELT	English Language Teaching
CLILT	Curriculum Literacy Inventory for Language Teachers
CEFR	The Common European Framework of Reference for Language
CoE	The Council of Europe
LP	Language Policy
LEP	Language Education Policy
FLEP	Foreign Language Education Policy
NATO	The North Atlantic Treaty Organization
EU	The European Union

CHAPTER I

INTRODUCTION

Recent innovations in education have heightened the need for effective curricula for every country. As designing curricula is considered, new policies have been embraced for the curricula to keep up with the requisites of the global world and English language curriculum has become an accentuated subject in non-English-speaking countries accordingly. To better comprehend how policies are determined and how English language curricula are structured on the basis of these policies, the term 'curriculum policy' is needed to be identified. Curriculum policy can broadly be defined as "the formal body of law and regulation that pertains to what should be taught in schools" (Elmore & Sykes, p. 186). These policies provide every curriculum with the basic structure of how curricula are shaped. In this vein, English language curriculum is designed with respect to the curriculum policies countries have exploited.

In addition to the curriculum policy, the language policy of a country is also taken into consideration when the English language curriculum is developed. A language policy is "a policy mechanism that impacts the structure, function, use, or acquisition of language" (Johnson, 2013, p. 9). Language policies deal with the languages that people use in their societies. On the other hand, to define the decisions about educational context, a language education policy is concerned. That is to say, it is through the language education policy of a country that "decisions are made with regard to the preferred languages that should be legitimized, used, learned and taught in terms of where, when and in which contexts" (Shohamy, 2006, p. 45).

Accordingly, the language education policy of every country identifies the foreign language education policy which decides which language is taught and how it is taught in educational contexts. Teaching and learning foreign languages are primarily governed around these

policies. Furthermore, these policies offer the general framework for curriculum design, teacher training and textbook choice (Hu, 2007). For instance, the Common European Framework of Reference for Language (CEFR), which yields common and fundamental basis for the organization of language curriculum guidelines, syllabuses, textbooks, and evaluation, presents the language for communication and this framework has been laid in the English language curricula in Turkey since 2001. It may be stated that being aware of the requisites of CEFR means getting familiar with the foreign language policy in Turkey, which presides over teaching a foreign language. In this sense, to be able to be conscious of teaching a foreign language, English language teachers should have a grasp of the curricula with CEFR or any other frameworks.

The policies about education like curriculum policies and foreign language education policies are ruled by the authorities including governments, ministries of education and education specialists. In Turkey, the authorities decide foreign language education policy at the macro level and teachers are responsible for its implementation (Köksal & Şahin, 2012). In other words, the decisions on the policies for the English language curriculum in Turkey are reached at the macro level by the Ministry of National Education and English language teachers apply them at the micro level. There may be a gap between macro and micro levels because teachers may not implement what is intended by the policy makers in a satisfactory way. Therefore, to make sense of the decisions that determine the principals for the curriculum at the macro level and to be able to apply these principles properly at the micro level, English language teachers should have curriculum literacy.

In the light of both curriculum policies and language policies, English language curricula have been developed to be put into practice in schools for a long time. Kırkgöz (2009) noted that "English language policy adjustments were motivated mainly by the prevailing political agenda of the time" (p. 667) in Turkey. For instance, after World War II, English was given more attention as a foreign language in Turkey (Demirel, 1990). The changes in these policies affect English language curriculum designs. While there was the curriculum focusing on the structure of English in the past, today there is the curriculum based on developing communication skills in English in Turkey (Haznedar, 2012) thanks to the integration of CEFR into the foreign language education policy. What policies and approaches were employed into curriculum in the past may not stay same, therefore, as curriculum implementers, English language teachers should move with the times. There has

been a need for English language teachers to have curriculum literacy in order to interpret the modifications, to adapt to curriculum reform movements and to apply them at the micro level effectively.

In addition to the fact that teachers should be curriculum literate to be update about changes in curriculum, Ben-Peretz (1990) stated that "curriculum literacy is deemed necessary for freeing teachers from the bondage of textbooks and guidelines" (p. 112). Since the interrelationship among curriculum policies, language policies, foreign language policies and textbooks used in classes, the change appearing in one of them may influence the others. If English language teachers have curriculum literacy, they may not see textbooks as the most powerful sources while putting curricula into practice. To better understand, being cognizant of the fact that textbooks are not curricula themselves but they are means of presenting the curricula in classes enables English language teachers to realize the principles behind the textbooks. In this way, the teachers may not get stressed and confused when the textbooks are changed in Turkey because they know that the curricula including aims and goals, content, learning experiences and finally evaluation stay the same. For that reason, the level of English language teachers' curriculum literacy should be explored to enlighten the road that policy makers and curriculum developers have built interchangeably so as to prevent the failure in the micro level implementations. On that account, the purpose of this study is to spot the level of curriculum literacy English language teachers have in Turkey.

The first chapter of this study is concerned with statement of the problem, purpose of the study, significance of the study, assumptions, and limitations of the study.

Statement of the Problem

Foreign language education policies have been shaped by several parameters such as language policy factors, psychological factors, linguistic factors and educational factors (Els, Bongaerts, Extra, Os & Dieten, 1984). Turkey has formed foreign language policy in accordance with language policy factors that are about political movements in the country. For example, with "the establishment of the Turkish Republic in 1923, the nation's desire to modernize and maintain stronger ties with the West helped influence profoundly the foreign language teaching policy, thereby increasing the spread of English Language Teaching in the country" (Kırkgöz, 2009, p. 664). Then, the Ministry of National Education announced that English became a compulsory course for 4th and 5th grade in 1997. The MoNE (1997)

noted that knowing English is necessary for the relationship with all countries, especially with European countries. Next, the Council of Europe (CoE) released the Common European Framework of Reference for Languages in 2001 and language teaching curricula of countries in Europe like Turkey have been designed with respect to the guidelines of the CEFR. The constant shifts in the foreign language policy have also caused the changes in English language curricula. These changes in English language curricula have required different implementations in classes.

In these rapidly changing and expanding times, teaching English has been one of the most crucial educational areas in which various curriculum implementations have emerged. Researchers have been carrying out studies to reveal the underlying factors that affect English language teachers' curriculum implementations (Adams, 2000; Carless, 1998; Dönmez, 2010; Fullan, 2001; Tyler, 1969). In the light of the studies, it can be said that teachers are the implementers of the curriculum and therefore their knowledge of the curriculum must be taken into consideration initially to understand how successfully they apply the curriculum into their classrooms. As noted by Carless (1998), when the teachers are to apply novelty effectively, it is fundamental that they have knowledge of the theoretical principles as well as classroom implementations of these innovations. If English language teachers have a low curriculum literacy level, they may fall apart in curriculum implementation with what is intended.

Concerning the studies on English language curriculum, there are many reasons behind this situation such as teachers' beliefs, teachers' professional development, students' level, allocated time for English lessons and classroom size (Bennet, 2007; Byrne, 2015; Cho, 2000; Fives & Buehl, 2016; Kaya, 2018). However, no previous study has investigated the teachers' curriculum literacy. This gap points to conduct a study on English language teachers' curriculum literacy. Although it is claimed that teachers must be considerably literate about the curriculum content in order to implement curriculum (Ornstein & Hunkins, 2018), English language teachers in Turkey may suffer from the lack of curriculum knowledge in teaching. A need, therefore, arises to investigate the curriculum literacy level of English language teachers for better curriculum implementation.

Purpose of the Study

The factors that play roles in curriculum implementation have been defined and categorized by the researchers. As internal factors, Wang (2010) includes teachers' beliefs, attitudes, knowledge, understanding of curriculum, and involvement in curriculum. Whilst some research has been carried out on teachers' beliefs about curriculum, and attitudes toward curriculum deeply in Turkey (Dinç & Doğan, 2010; Kambur, 2018; Karaer, 2012; Yapıcı & Leblebiciler, 2007), up to now there has been no detailed investigation of English language teachers' curriculum knowledge as an internal parameter. To fill this gap in the literature, the overall purpose of the study is to identify English language teachers' curriculum literacy in Turkey.

The study will be guided by the following research questions:

1. To what degree do English language teachers have curriculum literacy in Turkey?
2. With regard to the curriculum literacy level of English language teachers, is there a significant difference in certain variables:
 - 2.1. gender?
 - 2.2. age?
 - 2.3. year of experience?
 - 2.4. the program of graduation?
 - 2.5. level of language proficiency?
 - 2.6. the region they work in?

Significance of the Study

Of particular concern in most of the previous studies has been English language teachers' view about the curriculum they have encountered (Cheung & Wong, 2002; Günal & Demir, 2012; Jenkins, 2009; Tılfarlıoğlu & Öztürk, 2007). Nonetheless, very little attention has been paid to describe to what degree they can read and understand the curriculum. Every teacher may express an opinion on the curriculum but the reliability of the opinion should be taken into consideration. If teachers do not have adequate curriculum literacy, they may not put forward sufficient opinion and their negative opinions may mislead the results of the studies. Besides, Rudduck (1987) believes that teachers should have the curriculum literacy that is necessary for the confident critique. Teachers who have a high level of curriculum literacy

may present a high level of trust in their teaching and implementation of curriculum. Thus, curriculum literacy is at the heart of the understanding of how English language teachers carry through the curriculum in their classes.

The current study offers several important insights into the curriculum literacy level of English language teachers. As stated by Richards (2001, p. 209), "good teachers can often compensate for deficiencies in the curriculum, the materials, or the resources they make use of in their teaching". The teachers having a high level of curriculum literacy can handle the elaboration of the curriculum implementation and arrange suitable materials for their students in accordance with the curriculum. Furthermore, whether the teachers are curriculum literate or not plays a crucial role in what and how they teach, what students learn, and the way they use coursebooks (TED, 2009). The importance and originality of this study are that it explores the level of English language teachers' curriculum literacy, which can provide an opportunity to better understanding of the reasons for the weakly implemented curriculum.

In addition, the current study may make a contribution to the teachers' professional development by offering them to gain awareness of curriculum literacy. When there is an update in curricula, if teachers are knowledgeable of curricula, they can handle the changes with no trouble. Wang (2006) suggests that continuous in-service training on curriculum is essential to make teachers get used to new curricula and fully implement it. Ongoing in-service training for the teachers may be arranged in accordance with the results of the study. Therefore, the current study makes a major contribution to the field by demonstrating the curriculum level of English language teachers in Turkey.

Assumptions

For this study, it is primarily expected that the inventory of curriculum literacy will be given out the participants and returned without any loss in number. Secondly, it is assumed that the items in the inventory written in English can be comprehended by English language teachers as the participants of this study and functioned nimbly.

Limitations

There are several limitations for this study. First of all, the number of participants is narrowed because there are thousands of English language teachers in Turkey and it is hard to include all of them in the current study. Therefore, the number of participants is limited to the number of voluntary English language teachers who work in public schools in Turkey. Next, since the data collection instrument was designed by the researcher due to the lack of the instrument related to language curriculum literacy as well as the researcher had limited time to conduct the study, some types of validity and reliability such as criterion-related validity, reliability as equivalence and reliability as stability could not be ensured. Finally, it is beyond the scope of this study to observe the curriculum implementations of English language teachers even though there may be a link between the curriculum literacy levels and the implementations since the aim of the study is to identify to what degree English language teachers have curriculum literacy as well as there is a need for extra time to conduct this complex study.

Definitions

Activity refers to “a reasonably unified set of student behaviors, limited in time, preceded by some direction from the teacher, with a particular objective” (Brown, 2001, p. 129).

Approach refers to “theoretically well-informed positions and beliefs about the nature of language, the nature of language learning, and applicability of both to pedagogical settings” (Brown, 2001, p. 16).

Assessment is “a systematic procedure for eliciting test and nontest for the purpose of making inferences or claims about certain language-related characteristics of an individual” (Purpura, 2016, p. 191).

Curriculum is described as “a development process that (1) identifies a philosophy; (2) assesses student ability; (3) considers possible methods of instruction; (4) implements strategies; (5) selects assessment devices; and (6) is continually adjusted” (Wiles & Bondi, 2014, p. 142).

Curriculum literacy refers to “the combination of learning about theoretical choice points and actively participating in curriculum analysis” (Ben-Peretz, 1990, p. 112).

Function refers to “communicative purpose for which language is used” (Nunan, 1996, p. 32).

Learning outcome means that “after instruction, the student gives some kind of performance as an outcome of the instructional process” (Biggs & Collis, 1982, p. 10).

Lesson plan is “a unit in which it is a sequence of correlated lessons around a particular theme or it can be specified as a systematic record of a teacher’s thoughts about what will be covered during a lesson” (Farrell, 2002, p. 30).

Methodology refers to “pedagogical practices in general (including theoretical underpinnings and related research). Whatever considerations are involved in how to teach are methodological” (Brown, 2001, p. 15).

Syllabus is “a specification of what is to be taught in a language programme and the order in which it is to be taught” (Nunan, 1996, p. 159).

CHAPTER II

LITERATURE REVIEW

Related to the topic of this study, education policies, curriculum development, components of language curriculum, curriculum literacy and studies conducted on curriculum literacy in Turkey were explained in this chapter.

Education Policies: Curriculum Policy, Language Education Policy, Foreign Language Education Policy

Curriculum policies provide curriculum developers with the framework of the curricular structure. Curriculum policy can broadly be defined as “the formal body of law and regulation that pertains to what should be taught in schools” (Elmore & Sykes, p. 186). Curriculum policy may affect the type of the curriculum such as centralized curriculum and decentralized curriculum. If the curriculum policy of a country is shaped in a top-down way, the curriculum choice of a country may be a centralized one (Kerr, 1968). The curriculum policy which is ruled by government, ministry of education, education specialists, and other stakeholders may lead to the occurrence of the centralized curriculum. These authorities also determine the content of curriculum, organization of instruction, employment of the staff, educational facilities, the budget, discipline policies, and many others (Brennen, 2002). Conversely, the decentralized curriculum requires the involvement of local administrators, teachers, students and parents more, which shapes the process in a bottom-up way (Galton & Blyth, 1989). One outstanding feature of the decentralized curriculum design is that subjects studied in schools could be the same; however, the content may differ from school to school as well as district to district as in most of the European countries like Finland, Germany, Portugal and Netherlands and Sweeden. As far as English as a foreign language is concerned, it can be offered in all schools but what is taught to students can be different. For

example, the function “talking about traffic jam” can be more emphasized for the schools in urban areas whereas the function “talking about farming” can be more focused for the schools in rural areas. Therefore, the local communities including school principals and teachers can make necessary changes and apply them into the curriculum design of the decentralized system. They can make adaptations for curricula which can be convenient for their needs and aims since every community or district has its own unique needs. On the other hand, in the centralized curriculum design, the decisions and the policies about the educational instructions are made by the top authorities and should be implemented by the bottom levels as in Turkey. In addition, what is taught is determined at the national level. In this type of curriculum, a well-structured and detailed syllabus besides all textbooks which are checked by the Ministry of National Education are prepared to be used in the schools. For instance, English as a foreign language is compulsory for every student and they are exposed to the same syllabus and textbooks no matter what they need or what the district needs. Nevertheless, according to Nunan (1988), decentralized curricula are “capable of being much more responsive than centralized curricula to the needs and interests of the learners they serve. The learner-centered movement in ESL/EFL is partly an offspring of the school-based curriculum movement” (p. 21). It can be said that a decentralized curriculum is more suitable for teaching English because it is not like other subjects like history and mathematics; it requires learners' interaction and experience to be acquired. That's why, the curriculum should be designed or adapted in accordance with learners' needs and interests at the bottom level. To manage this, English language teachers are able to interpret the guidelines of the curriculum and then practice in their classes by taking their students' backgrounds, needs and interests into consideration.

Other policies that have an impact on language curricula are language policy and language education policy of every country. A language policy is generally defined as “the deliberate choice(s) made by governments or any other authority with regard to the relationships between language and social life” (Dje, 1994, p.64). It means that language policy is for everything about social constructs like education, beliefs, ideas, attitudes and religious strictures (Schiffman, 2012). Besides, Kaplan and Baldauf (1997) state that "a language policy is a body of ideas, laws, regulations, rules and practices intended to achieve the planned language change in the society, group or system" (p. xi). It can be said that there is a need for language policy in order to plan language activities in a country, especially in education because a language policy is a kind of decision making about which form of

language will be used as an official language as well as taught in schools (Schiffman, 2012). On the other hand, a language education policy deals with the choice of medium of instruction which prescribes the language(s) to be learned, arranges the lecturing time, establishes the teaching environment and so on. (Gorter & Cenoz, 2017). That is to say, a language education policy shaped principally by a language policy has a decisive impact on language teaching.

Shohamy (2003) identifies the difference between language policy (LP) and language education policy (LEP):

LP is concerned with the decisions that people make about languages and their use in society, whereas LEP refers to carrying out such decisions in the specific contexts of schools and universities in relation to home languages (previously referred to as "mother tongues") and to foreign and second languages. These decisions may include which language(s) should be taught, when (at what age), for how long (number of years and hours of study), by whom and for whom (who is qualified to teach and who is entitled or obligated to learn), and how (which methods, materials, tests, etc.) (p. 279).

It can be deduced that LP is broadly for society, on the other hand; LEP is for the educational context in which the languages to be taught, the age of learners, the extent of study, teaching and learning materials, the qualification of teachers and the learner profile are taken into consideration. LEP may address students' competence in their mother tongue and new languages as a second language or a foreign language. As a subpart of LEP, a foreign language education policy (FLEP) is ruled to deal with citizens' need for foreign languages by defining the guidelines related to foreign language education in schools such as the context, the methods and the content (Els, 1994). FLEP concerns how foreign languages are taught, where and when they are introduced to students as well as which parts of the foreign language are emphasized. Besides, countries determine the aim of learning and teaching foreign languages with their FLEP by scrutinizing their needs. Hu (2007) noted that "a country may update its foreign language policies with the goal of equipping citizens with foreign language skills necessary to handle growing demands for cross-linguistic and cross-cultural communication resulting from globalization" (p. 12). As a result of globalization, most countries view English as a foreign language. The position of English as a lingua franca in the world plays an important role in foreign language education policy. Likewise, Turkey's foreign language policy is generally on English. Kırkgöz (2007) offers the reasons for the choice of English as a foreign language:

The strategic and geopolitical status of the country makes the learning of English, the main language for international communication as well as the world's lingua franca of science, technology and business, particularly important for Turkish citizens to enable the nation to

pursue its international communication and keep up with developments in many fields in which English is the most widely used language (p. 217).

There are political grounds for choosing English as a foreign language in Turkey, as well. Being a member of The North Atlantic Treaty Organization (NATO) and an associate member of the European Union (EU), Turkey has been giving importance to English in foreign language education policies. The introduction of English as a foreign language into the Turkish education system goes back to the eighteenth century, which presents the dawn of the westernization movements in the education system (Kirkgoz, 2005). With the establishment of the Turkish Republic in 1923, there were widespread modernization and westernization movements, which increased the spread of English language learning and teaching in Turkey (Kırkgöz 2007) since there was an urgent need to open up to the western world to keep up with technological developments and to have an international attitude. One of the modernization movements is an alphabet reform to diminish the illiteracy of Turkish citizens by employing the Latin alphabet in order to remove the unconformity between spoken and written language. By the 1950s, a large number of the citizens were literate in Turkish and some English-medium schools were founded in the major cities in Turkey, sometimes with American financial and personnel aid then the spread of English went on through schooling. (Doğançay-Aktuna, 1998). In 1955, the first Anatolian High school where English is a compulsory foreign language was launched (Kırkgöz, 2007). In 1997, there were crucial changes regarding foreign language education in the Turkish educational system (Sarıçoban, 2012). First of all, the duration of compulsory education was extended from 5th to 8th grade and English as a foreign language was included in the 4th-grade program. Secondly, it was officially noted that “Turkey’s political and economic commitments and the nation’s eagerness to keep up with foreign countries using English, especially with the countries of the European Union, are the prime stimulating forces emphasizing the decision to introduce English to young learners” (MEB, 1997, p. 606). It means that teaching English to young learners became a fundamental concern of the MoNE. Next, the objectives for learning English in primary education were formed in the frame of a communicative approach to engage students into activities to use the language for communication, which created a shift from teacher-centered model to learner-centered model of education in English language teaching. In 2001, the MoNE started to apply the Common European Framework of References for Languages (CEFR) developed by the Council of Europe by conducting pilot studies. CEFR has been used as a guide to develop the English language curricula by the Turkish Ministry of Education Board of Education

since then (Mirici, 2015). In the 2013-2014 education year, duration of compulsory education was increased from 8 to 12 year, and English as a foreign language was started to teach for 2nd graders. New syllabi were designed for the 2nd and 3rd grade for the first time by the MoNE. Today, English language curricula for both basic and secondary education have been developed following CEFR and its principals.

To sum up, several educational policies have vital effects on designing English language curricula. Curriculum policies, language education policies and foreign language education policies of countries determine the principals and aims of the English language curricula. In Turkey, English language has undergone various processes in education. Being a member of the Council of Europe has altered implications about English language at schools from traditional models to communicative models.

Curriculum Development

Curriculum development studies have been conducted in educational context. Among the studies on curriculum development, Tyler (1949) suggests that curriculum should contain the answers to these questions:

1. What educational purposes shall the school seek to attain?
2. What educational experiences can be provided that are likely to attain those purposes?
3. How can these educational experiences be effectively organized?
4. How can we determine whether these purposes are being attained? (p.7)

The first question is related to aims, goals and objectives of the subject. In short, this stage is about answering the question “Why to teach?”. The second stage includes the content, organization of the topics to teach by matching up to the question “What to teach?”. The third inquiry is connected with the methods of teaching, classroom activities and materials, broadly “How to teach?”. The last stage is in accordance with the assessment of learning to check whether the goals and objectives of the curriculum are succeeded or not by fulfilling the question “What and how to evaluate?”.

Hilda Taba, another pioneer in the field of curriculum development, notes that:

All curricula, no matter what their particular design, are composed of certain elements. A curriculum usually contains a statement of aims and specific objectives; it indicates some selection and organization of content; it either implies or manifests certain patterns of learning and teaching, whether because the objectives demand them or because the content organization requires them. Finally, it includes a program of evaluation of the outcomes (1962, p. 10).

In the light of this statement, it can be said that Taba's curriculum development embraces the stages as aims and objectives, content, learning experiences and evaluation. In addition, Nunan (1988) claims that a curriculum includes four elements, that is, planning (need analysis, goals, objectives), implementation (methodology, materials, activities), evaluation (assessment of goals). Doll (1996) utters elements of a curriculum by defining it 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" (p.15). Likewise, Wiles and Bondi (2007) refer a curriculum and its constituents as that "which is taught and instructions as the means used to teach that which is taught" (p.7). They clarified both relationships and distinctions between curriculum and instruction in their definition by stating curriculum as content and instruction as teaching methodologies or more broadly, teaching process. Ornstein and Hunkins (2018) also propose that objectives and goals, subject area, learning experience and evaluation approaches are the constituents of the curriculum. In their study on curriculum literacy, Sural and Dedebali (2018) state that a curriculum "covers and introduces general approach, general objectives, specific objectives (achievements), skill and values associated with specific objectives, instruction model, strategy, methodology and techniques, sense of measurement and assessment as well as the expected role of teacher for a specific course" (p. 302). Accordingly, from the statements above, it can be deduced that the basic elements of the curriculum are objectives, subject matters (content), learning experiences (teaching instructions) and evaluation.

Throughout studies on curriculum designs, various curriculum development models have been suggested. One of the most popular curriculum development models is Tyler's deductive model offered in 1949. It has a four-step process: explaining objectives, choosing what is taught, organizing learning experiences, and finally evaluating the curriculum, which constitutes Tyler's conceptual framework. He suggests that curriculum planners should firstly state general objectives by collecting data from the society, learners and the experts of the subject matter. Secondly, he proposes that learners' previous knowledge, interests and needs as well as knowledge about learning and human development should be taken into account while selecting subject content (Ornstein & Hunkins, 2018). Next, Tyler defines the organization of the learning experiences. Learning experiences should be continuously repeated and sequenced in the light of human development in learning. Furthermore, these learning experiences should be related to other subjects. Tyler's last key element is about the

evaluation of the curriculum, which is about whether the process of identifying the objectives of the curriculum are fulfilled or not. Hence, “curriculum evaluation is the process of matching initial expectations in the form of behavioral objectives with outcomes achieved by the learner” (Lunenburg, 2011a, p. 3).

Taba suggested another curriculum development model, Grassroots Model in 1962. As opposed to Tyler, she points out that teachers should have a word while designing the curriculum, which makes the curriculum development inductive, beginning with the specifics and setting up to a general plan. She suggests that curricula should be developed by the teachers rather than higher authority (Olivia, 2009). Taba (1962) proposes seven steps of curriculum development: (1) identification of needs, (2) construction of objectives, (3) choice of content, (4) arrangement of content, (5) choice of learning experiences, (6) arrangement of learning experiences, (7) specification of what to evaluate and tools of evaluation. At the first step, teachers identify their students' needs and then delineate objectives. Next, they select what is taught with relevance to objectives by including the validity and the importance of the contents. After teachers put the contents in an order keeping learners' development, interests and success in their mind, they accept teaching methods to make their students engage in the activities. Then, they arrange learning activities based on the contents. Finally, to what extent curriculum objectives are succeeded is evaluated with the help of both teachers and students.

Saylor, Alexander and Lewis introduced an administrative curriculum development model in 1981. “The selection of educational goals and objectives is influenced by (1) external forces, including legal requirements, research data, professional associations, and state guidelines, and (2) bases of curriculum, such as society, learners, and knowledge” (Lunenburg, 2011b, p. 6). These goals and objectives favor personal development, continuous learning skills, social abilities, and expertise. After goals and objectives are identified by the curriculum developers, they handle curriculum design which is the process of planning and sequencing what is taught in the light of the studies on the subject area. Next, the design is implemented by teachers. They specify the goals and objectives for their context and then they select instructional methods, strategies, and materials in relevance to the design of the curriculum. Finally, both teachers and curriculum designers take part in evaluation process. Evaluation can be done either during curriculum development at every stage or at the end of the process in order to check goals and objectives are accomplished or not.

Another curriculum development model offered is Hunkins' model. The themes of curriculum design should be subject-centered, learner-centered, and problem-centered. The model involves steps of curriculum conceptualization, diagnosis, selection of subject, learning experience selection, implementation, evaluation and maintenance (Ornstein & Hunkins, 2009). The first stage identifies the philosophy of the curriculum, values and norms of culture, which affects the whole curriculum. At the stage of diagnosis, teachers decide what the curriculum should involve by analyzing needs and tasks. This analysis can display gaps in students' learning so that the needed objectives and content are revealed (Ornstein & Hunkins, 2018). For the selection of content, the model suggests that there are some criteria to take into consideration such as significance, validity, students' interests, utility, learnability and availability. The next stage is about how the content determined by teachers will be taught. Also, the importance of the choice of educational environments is clarified in this model. Educational environments should be organized so that students can be encouraged for purposeful activities (Hunkins & Hammill, 1994). Besides, this model allows curriculum designers to make changes at every stage. For example, if they have trouble in selecting instructional methods at learning experience selection stage, they may go back to the previous stage about content selection or they may return to the beginning stage to reorganize objectives. The reversible form of the model may provide an evaluation of curricula with continuity. In the maintenance stage of this model, supporting teachers with training and materials is essential to provide continuity of the curriculum.

In Turkey, the studies of what curriculum model is employed and curriculum development have been carried out by the group including curriculum development specialists (generally invited from universities), the participants from the MoNE and several teachers. This group has been gathered by the MoNE. Once the group members develop a curriculum together, Turkish Educational Board members start to examine the first draft of the curriculum. Then, the curriculum is sent back to curriculum designers by giving feedback if there are any corrections and suggestions. After feedback and a betterment process, the Turkish Educational Board approves the curriculum to put it in use. The curriculum is published or announced on the official website of the Turkish Educational Board for teachers' use. Therefore, the curriculum development studies conducted by the MoNE in Turkey are centralized. It means that curricula are designed at the macro level and served to be applied by all the schools at the micro level. Furthermore, the curriculum development model adopted by the MoNE involves four parts which are goals and aims, content, learning

experiences and evaluation (Demirel, 2015). In the first part, general goals and aims of the subject are introduced as well as how values and norms can be related to the subject is included. In the second stage, the content is given within the syllabus of the subject. Themes of units, functions, and learning outcomes are all defined in detail, so teachers do not need to create syllabi for their schools. Next, curriculum cover teaching methods and strategies for teachers as well as student-related information like motivation and learning strategies. As a final part of the model, teachers are informed with various assessment tools from tests to portfolios by giving tips about how to use them. Thus, it can be said that the curriculum in Turkey is prepared point by point and teachers have the responsibility of taking and applying it at the classroom level.

As far as English language curriculum in Turkey is concerned, it is pretty clear that the components of the curriculum are same. As goals and aims are considered, what is expected at the end of the program is defined clearly in the language curriculum. The content, language functions and forms, is included in the curriculum. As learning experience, language teaching methodologies and activities are given in the curriculum as well. Finally, there are types of assessment and assessment tools for language teaching in the curriculum and the syllabus for each grade is also included in it. Therefore, English language teachers in Turkey do not need to develop the curriculum or syllabus at school or district level. They need to have understanding of the curriculum (what is intended) and apply it in their classes by making some adaptation for their students. On the other hand, Nunan (1996) supports the idea that curricula should be dealt with general statements about language learning, learning experience, the purpose of language learning and evaluation whereas syllabi should be more localized and derived from accounts of what happens at the classroom level.

In addition, Richards (2013) reveals the differences between forward design and backward design for language curriculum development. Forward design refers that curriculum development follows the sequence: input, process, and output while backward design is based on the order: output, process, and input. In forward design, once what to teach as input (linguistic content of course) is determined, learning experiences as process (language teaching methodologies) are arranged. Finally, the statements of what students are able to do as output (objectives-learning outcomes) are defined. On the contrary, backward design of language curriculum development begins with statements of objectives, then suitable teaching activities and linguistic content are obtained from the objectives. Moreover,

Richards (2013) offers that forward design for curriculum development should be used in situations where centralized curriculum is implemented, where teachers have limited voice over what and how to teach along with where course books are determined at the macro level. Yet, in Turkey, the MoNE applies Tyler-Taba curriculum development model (Demirel, 2015) which has backward design. Richards (2013) suggests that backward design should be preferred when curriculum is more localized in order to enable teachers to do need analysis of their schools or districts and organize content, learning experiences and assessment process. Additionally, he believes that teachers should be more involved in language curriculum development to make it local. Thus, Richards (2001) suggests that language curriculum development should revolve around these questions:

- What are learners' needs?
- How can learners' needs be analyzed?
- What procedures should be followed to determine the content of a language program?
- What is the essence of aims and objectives in language teaching?
- How can aims and objectives be developed?
- How can syllabus and units in it be organized?
- How can instructions be determined for effective teaching?
- How can the success of language curriculum be evaluated?

The questions above can be seen as the frame for language curriculum development to support English language teachers' engagements in curriculum development process because the answers of the questions that constitute language curriculum can be changed from school to school, from district to district and from country to country.

Consequently, there has been a need for curriculum development models with schooling. Although the number of items and the sequence of items in the curriculum development process can be altered, the main components of the curriculum are most common: aims and goals, content, learning experiences and evaluation. Besides, language curriculum has the same components. However, it is preferred that language curriculum should be localized, which means that teachers should have the responsibility of designing curriculum or syllabus since the aim of learning a language and the needs of learners may differ across the whole country. In Turkey, instead of localized language curriculum, the centralized curriculum is implemented, though.

Curriculum Literacy

Teachers have several roles in education context, especially in curriculum development. Olivia (2009) states that teachers have responsibilities of curriculum facilities such as planning what subject they emphasis more, arranging teaching time for topics and units to be taught, analyzing the availability and appropriateness of classroom activities for their students, writing instructional goals and objectives, selecting effective teaching strategies for the class as well as choosing and developing suitable assessment tools. In addition, Demirel (2015) indicates that teachers must have up to date knowledge of curriculum and their students' level of development. Additionally, they should have a positive attitude toward the process of curriculum development. They need to work with other teachers in order to determine the objectives of the subjects, the way they apply curriculum in the classes and measurement tools. Besides, they need to develop and adapt teaching materials in accordance with both curriculum and students' needs, backgrounds and interests. They should keep in touch with other schools' teachers to identify the deficiencies of curriculum to enhance it. Besides, they should participate in in-service training about curriculum development. Olivia (2009) notes that “only the teachers, by their presence at the classroom level, can ensure that curricular plans are carried out” (p. 95). Therefore, it can be deduced that one of teachers' most crucial roles is implementing curricula of their subject area.

Moreover, Kırkgöz (2008) states that "teachers' understandings of the principles of innovation and their background training play a significant role in the degree of implementation of a curriculum innovation" (p. 1860). To understand the curriculum better and to apply it perfectly, teachers should have curriculum literacy. There is probably a gap between what is intended and practice without sufficient understanding of the curriculum and theory behind it (Taba, 1962). Understanding of curriculum may occur when there is “a combination of learning about theoretical choice points and actively participating in curriculum analysis” (Ben-Peretz, 1990, p. 112). That is to say, if teachers have the competence of the components of the curriculum (the goals and objectives, the contents, the learning experiences and the evaluation), they may be called curriculum literate teachers. In addition, Carless states that:

If teachers are to implement an innovation successfully, it is essential that they have a thorough understanding of the principles and practice of the proposed change. It is desirable that they understand both the theoretical underpinnings and classroom applications of the innovation, but it is the latter that tends to prove most essential, especially in contexts where teachers are not well-trained and/or lack sound subject knowledge (p. 355).

The need of theoretical knowledge behind curriculum also emphasized by Wiles and Bondi (2007) through proposing that “covering the information in a textbook may not relate to objectives in a curriculum or to a school’s standardized achievement tests” (p. 212) and thereby suggesting a six-step cycle of instructional delivery requiring that teachers should be familiar with the theoretical basis for the implementation of the curriculum at the classroom level:

1. Determine teaching tasks and student outcomes.
2. Match objectives to student abilities.
3. Design the instructional process.
4. Deliver the planned curriculum.
5. Use feedback to analyze curriculum and instruction.
6. Adjust instructional delivery (p. 177).

In the first step, teachers should be aware of teaching tasks and learning outcomes. Teachers have responsibility of getting students to master the outcomes by the end of the year. In the second stage of the cycle, teachers should adapt the curriculum by questioning student interest, motivation, ability, and background. In the third step at the classroom level, teachers organize the whole instructional process by taking advantage of their professional knowledge and experiences. They should have a rich literature of teaching strategies for their students. In the fourth phase of the cycle, when teachers deliver curricula at the classroom level, they should be aware of the fact that there are countless possibilities of intended curricula in terms of students, time, materials, equipment and teaching environment. They should be ready for the possibility of the dysfunction of the objectives through contingency plans. In the fifth stage, teachers need to measure both students’ learning and their strategies for their future teaching. They should have knowledge of various testing devices and how to apply them. The last step is to adjust the way of curriculum implementation for future teaching episodes by getting data from the previous stage.

Furthermore, curriculum literate teachers are capable of interpreting curriculum materials, which helps them explicit their individual strategies and meet the needs of their students (Ben-Peretz, 1990). No matter how excellent the curriculum is, “it is teachers who ultimately determine the success of a program. Good teachers can often compensate for deficiencies in the curriculum, the materials, or the resources they make use of in their teaching” (Richard, 2001, p. 209). In a similar vein, Wiles (2009) indicates that there can be some factors to prevent good teachings such as a noisy environment, inadequate materials, and vague curriculum. However, even if all preconditions are sufficient, the lack of understanding curriculum or the skills to apply the curriculum causes a teacher to fail. Teachers need to be

curriculum literate to be a good teacher. Fullan asserts that “teachers frequently take and teach the textbook” (Fullan, 1982, p. 118), but what is taught is much broader than the textbook. Here, teachers can make a mistake. They may think that if they follow textbooks, they can accomplish the requirements of each component, aims and goals, content, learning experience, and evaluation, in language curriculum; nonetheless, it is just a material as a part of the learning experiences. If they have curriculum literacy, they may not insist on the textbooks since they can realize that curriculum is far beyond the materials since having curriculum literacy may support teachers to deal with:

1. Concerns related to the subject matter content of curriculum materials,
2. Concerns related to the adaptability of materials to divergent student audiences,
3. Concerns related to the dilemma between broad coverage of themes versus in-depth learning of chosen topics,
4. Concern about lack of the curricular knowledge which is required for the use and creation of curriculum materials,
5. Concerns about autonomy in decision making related to curriculum (Ben-Peretz, 1990, p. 118).

Thanks to being curriculum literate, English language teachers can increase their self-confidence in curriculum implementation since they have better understanding of what is intended when developing language curriculum through getting rid of these concerns. In Turkey, centralized English language curriculum is employed; therefore; it is crucial that teachers need to interpret the lines of the curriculum correctly and decisions made at the macro level.

Studies on Curriculum Literacy in Turkey

Curriculum literacy is one of the fields that attract researchers' attention recently, so there has been some research conducted on curriculum literacy in Turkey.

Firstly, Yavuz Bolat (2017) developed Curriculum Literacy Scale which consists of two sub-dimensions called *reading* and *writing*. In Curriculum Literacy Scale, there are four subtitles which are the basic components of a curriculum as goals-objectives, content, learning-teaching process, and evaluation-assessment. The scale consisting of 32 items in the first draft is a 5 point likert type scale from “totally disagree” to “totally agree”. He first applied the scale to 313 student teachers at Mustafa Kemal University. After factor analysis, he omitted 3 items from the scale and asked 215 student teachers to fill the scale with 29 items. As the reliability coefficient of the items, the reading part is 0.88 and the writing part is 0.907. The reliability coefficient of the total items is 0.94.

Sural and Dedeali (2018) conducted a quantitative study aiming to define both information literacy and curriculum literacy levels of student teachers. The participants of the study include 890 student teachers who are the third and the fourth grade of Pamukkale University and Sinop University. To gather data about curriculum literacy level, they used Curriculum Literacy Scale (Bolat, 2017). In regard to the findings, it is concluded that curriculum literacy levels of student teachers of Sinop University are higher than the ones studying at Pamukkale University. In addition, the fourth-grade student teachers' level of curriculum literacy is higher than the third-grade student teachers'. In general, the student teachers have curriculum literacy.

Erdem and Eđmir (2018) conducted a quantitative study to investigate 210 student teachers' levels of curriculum literacy and examine the findings in terms of gender, age, type of education, department and academic achievement. As a data collection tool, they used Curriculum Literacy Scale developed by Bolat (2017). The participants are in fourth grade at the education faculty of a state university and prospective teachers registered in the pedagogic formation program of the same faculty. As to findings, the student teachers' level of curriculum literacy is 3.72 (quite agree) in the total scale. Student teachers are more successful in 'reading' factor than 'writing' factor. Consequently, the prospective teachers' level of curriculum literacy does not differ significantly by gender, age and type of education in the total scale.

Kana, Aşçı, Zorlu and Elkıran (2018) carried out a quantitative study to identify the opinions of curriculum literacy of 155 student teachers in Turkish language teaching department. Researchers applied Curriculum Literacy Scale developed by Bolat (2017) to collect the data from 1st, 2nd, and 3rd grade students in Turkish language teaching department. The reliability coefficient of the inventory is 0.93. They concluded that student teachers believe that they have curriculum literacy with the mean 3.87 out of 5. The findings also show that student teachers have literacy of the content part at most (3.95) while they have literacy of the evaluation part at least (3.79).

Gömlüksiz and Erdem (2018) undertook a quantitative study to express the opinions of both student teachers registered at teacher training departments of faculty of education and teaching certificate program for the ones from non- teacher training departments towards curriculum literacy in terms of gender, grade, and department. As a data collection instrument, Curriculum Literacy Scale developed by Bolat (2017) was used. There are 753

student teachers from teacher training departments and 908 student teachers including graduate students and students from non-teacher training departments as the participants of the study. Findings show that female student teachers are more literate (4.01) than male student teachers (3.60). In addition, fourth-grade student teachers are more literate (4.10) than third graders (3.86). Graduates are less literate (3.68) than fourth grade student teachers (3.82). The ones who study in any department of educational sciences have more literacy (3.98) than the ones who take part in teaching certificate program (3.78).

Aslan and Gürlen (2019) conducted a quantitative study on teachers' literacy level of curriculum. The study aimed to explore literacy level of the teachers of Mathematics, Social Studies, Science and Turkish and to reveal whether there is a meaningful difference among teachers' gender, subject area, experience, and type of departments they graduated. As participants of the study, 80 Turkish language teachers, 97 teachers of Mathematics, 52 teachers of Social Studies and 82 teachers of Science, totally 311 teachers working at lower secondary schools in Ankara. Data collection tool was developed by the researchers. The 5 point likert type scale from "strongly disagree to strongly agree" is composed of three parts: knowledge of curriculum, planning, and application. It includes 18 items and the reliability coefficient of items is 0.77. As to findings, the mean of all participants' answers is 4.35, that is, teachers have a high level of curriculum literacy. However, it is found that there is no significant difference among teachers' gender, subject area, experience and departments of graduation.

Kızılaslan Tunçer (2019) had a study to develop "Education Program Success Test" in order to find out the level of teachers' curriculum knowledge. Once the success test with 29 items was developed, the pilot study with 150 student teachers was held. After the analyses of item discrimination and difficulty, 9 items were eliminated from the test. In addition, the reliability of the test was found as 0.84. The test is composed of five parts: (1) the relationship among program, syllabus and curriculum, (2) the components of curriculum, (3) the features of education program, (4) the benefits of education program and (5) Posner's definitions for education program.

Aslan (2019) carried out a quantitative study that aimed to determine curriculum literacy level of student teachers. The sample of the study was composed of 383 fourth grade student teachers. As a data collection instrument, Curriculum Literacy Scale developed by Bolat (2017) was employed. As a result, student teachers have high curriculum literacy with a

mean of 3.96. Besides, he concluded that there is no significant difference across reading and writing parts of the scale with regard to student teachers' gender and department.

CHAPTER III

METHODOLOGY

This chapter introduces the description of the process and methods exploited in the present study. Accordingly, the information about participants, settings, data collection instrument, and data analyses are depicted in detail.

Context

The context of the current study encompasses English language teachers who completed a four-year bachelor's degree program in Turkey. To work as English language teachers in schools, teachers need to graduate from English language teaching programs of universities. Besides, those who graduate from English language and literature program, American language and literature, linguistics, translation and interpreting studies may be recruited as English language teachers provided that they acquire a teaching certificate program, provided by certain faculties of education across the country. At the end of the certificate program, it is supposed that the candidate teachers are able to attain success in the courses, such as educational sociology, classroom management, introduction to educational sciences, educational psychology, Turkish educational system and school management, testing and evaluation in education, teaching principles and methods, instructional technology and material design as well as they need to complete one term school experience, a typical practicum phase. Both English language teachers who graduated from ELT programs and those who hold pedagogic formation certificate are obliged to take the Public Personnel Selection Exam to be employed by the state at public schools. This exam includes three sections to test teachers' level of general skills, world knowledge, and content knowledge. According to teachers' results of the exam and the announcements about the number of teachers as well as announcements from the MoNE about the number of teachers to be

employed and schools' names, English language teachers make a list of selection at the online platform of the MoNE. Then, the results are shared on the official website and they can start working at public primary schools, lower secondary schools, and upper level secondary schools in Turkey.

English language teachers in Turkey are expected to use the centralized curricula developed by the MoNE. It means that the same curriculum is used in public schools from all over Turkey. There are two English language curricula in Turkey. The first one is for primary and lower secondary education context which includes students from 2nd to 8th grade. The second is for upper secondary education context from 9th to 12th grade. In addition, the textbooks designed in accordance with the curricula have been prepared and distributed by the MoNE to the students free of charge and English language teachers are responsible for the use of the textbooks in the classes.

The two English language curricula are developed by the group consisting of education specialists from the MoNE, academicians from universities and several English language teachers affiliated to the state schools. The current English language curricula were firstly approved in 2017, and then piloting studies were held. On January 20, 2018, both of them were revised with respect to the results of piloting studies and released to be implemented for the 2018-2019 education year. In designing these English language curricula, "the principles and descriptors of the Common European Framework of Reference for Languages: Learning, Teaching, Assessment (CEFR) were closely followed" (MEB, 2018, p. 3). Both curricula enable learners to use English by way of communication, rather than concentrating on the language as a subject. In the curricula, there are functional syllabi consisting of ten units that include functions, learning outcomes for listening, speaking, reading and writing skills and suggested tasks and activities for each grade. Moreover, it involves information about major philosophy, general objectives, testing and evaluation approach, organization of the curriculum, key competences in the curriculum, and guide for the application of the curriculum in detail.

Research Design

Different methods and approaches are used by the researchers to conduct their studies effectively. In general, there are three methods that have been used nowadays; quantitative, qualitative and mixed methods. Since this study aims to describe English language teachers'

level of curriculum literacy, it was carried on with the help of quantitative research design in order to investigate the phenomenon. A quantitative research method includes a data collection process that provides researchers with numerical and descriptive data which can be analyzed through statistical methods (Dornei, 2007). In addition, relationships among measurable variables can be explained and generalized as well as the hypothesis, the level of curriculum literacy of English language teachers in Turkey may not be enough for the effective implementation of the English language curriculum, put forward by the researcher can be tested thanks to a quantitative research method. As to Cresswell (2012), there are some distinctive characteristics of quantitative research methods:

- Describing a research problem through a description of trends or a need for an explanation of the relationship among variables
- Providing a major role for the literature through suggesting the research questions to be asked and justifying the research problem and creating a need for the direction (purpose statement and research questions or hypotheses) of the study
- Creating purpose statements, research questions, and hypotheses that are specific, narrow, measurable, and observable
- Collecting numeric data from a large number of people using instruments with preset questions and responses
- Analyzing trends, comparing groups, or relating variables using statistical analysis, and interpreting results by comparing them with prior predictions and past research
- Writing the research report using standard, fixed structures and evaluation criteria, and taking an objective, unbiased approach (p.13).

The features written above are closely related to this study. The study itself was shaped within the frame of a qualitative research method. Moreover, the current study was carried out employing a survey design of quantitative research methods. “Such studies look at individuals, groups, institutions, methods and materials in order to describe, compare, contrast, classify, analyze and interpret the entities and the events that constitute their various fields of inquiry” (Cohen, Manion & Morrison, 2002, p. 205). The data were collected and the research questions of this study were answered through a survey design.

Participants

In this study, participants are composed of English language teachers in public schools in Turkey. Palys (2008) states that “there is no one best sampling strategy because which is best will depend on the context in which researchers are working and the nature of their study” (p. 697). Accordingly, in determining of sampling of this study, simple random sampling was employed, which is “the selection is based entirely on probability and chance, thus minimizing the effects of any extraneous or subjective factors” (Dörnyei, 2007, p. 97)

as a type of probability sampling. In simple random sampling, everyone who belongs to the universe of a study has an equal chance to participate in the study, and so the interference of the researcher in the sampling process is at the minimum level. As the universe of the study, there have been 72.236 active English language teachers and 2.435 English language teachers as school administrators in public schools under the both of General Directorate of Basic Education and General Directorate of Secondary Education with regard to the recent data taken from the MoNE. Firstly, the pilot study was conducted with 96 English language teachers for the development of the data collection instrument. The sample of the pilot study was constructed considering research questions. The variables like gender, age, year of experience, program of graduation, and the region they work in were taken into consideration to make it representative. Next, the actual data collection instrument of the study was open to each English language teacher at public schools but because of the time limitation and accessibility issues, the sample size was shaped according to the number of participants who answered the curriculum literacy inventory voluntarily. Identifying a sample size can be quite a controversial issue. To decide on the sample size from the universe of the study, Krejcie and Morgan (1970) suggest that 382 participants are enough for the universe with 75.000 people in their table of the sample size. Accordingly, the data were collected from 804 English language teachers working at public schools in every region of Turkey, which is much more than their suggestion. The statistical distributions related to gender, age, experience, graduation program, region and school types of the participants of this study are shown through tables. Table 1 is about gender distributions of the English language teachers in the current study.

Table 1

The Distribution of the Participants (Gender)

Gender	Frequency	Percent	Valid Percent	Cumulative Percent
Female	586	72.9	72.9	72.9
Male	218	27.1	27.1	100
Total	804	100	100	

As seen above, the participants of this study were composed of 586 female teachers out of 804 English language teachers and 218 male English language teachers. The number of female teachers is about 2.5 times more than the number of male teachers. In addition, the age ranges of the participants are given in the table below.

Table 2

The Distribution of the Participants (Age)

Age	Frequency	Percent	Valid Percent	Cumulative Percent
21-30	340	42.3	42.3	42.4
31-40	369	45.9	45.9	88.3
41-50	78	9.7	9.7	98.0
51-60	17	2.1	2.1	100
Total	804	100	100	

It is apparent from the table that the most of the participants belonged to the age range 21-30 and 31-40. The age of only 17 the participants was over 51 years. Moreover, the following table illustrates the years of experience belonging to the participants.

Table 3

The Distribution of the Participants (Experience)

Experience	Frequency	Percent	Valid Percent	Cumulative Percent
1-5 years	311	38.7	38.7	38.7
6-10 years	198	24.6	24.6	63.3
11-15 years	161	20.0	20.0	83.3
16-20 years	95	11.8	11.8	95.1
21-25 years	24	3.0	3.0	98.1
more than 25 years	15	1.9	1.9	100.0
Total	804	100.0	100.0	

It can be deduced from the table that 311 participants are novice English language teachers. More than half of the teachers have 10 years of experience or less. There are 295 English language teachers who have more than 10 years of experience in the sample of the study. Besides, Table 4 shows the information about the participants' programs of graduation.

Table 4

The Distribution of the Participants (Programs)

Programs	Frequency	Percent	Valid Percent	Cumulative Percent
English Language Teaching	610	75.9	75.9	75.9
English Language and Literature	140	17.4	17.4	93.3
American Culture and Literature	21	2.6	2.6	95.9
Linguistics	3	.3	.3	96.2
Translation and Interpretation	17	2.1	2.1	98.3
Other	13	1.7	1.7	100.0
Total	804	100.0	100.0	

From the table, it can be seen that 610 of the participants graduated from ELT programs of the universities while 194 of the participants graduated from non-ELT programs such as English Language and Literature, American Culture and Literature, Linguistics, Translation and Interpretation, the programs related to Western Language and Literature as well as English medium programs of Engineering, Social Sciences in Turkey. It can be reported that almost a quarter of the participants did not take any courses which are unique to ELT program such as English language teaching approaches and methodologies, material development, language assessment, teaching language skills, and language syllabus and lesson planning. It seems possible that they have difficulties in implementing language curriculum as well as teaching listening, reading, speaking and writing. Furthermore, Table 5 reveals Turkey's geographical regions in which the participants of this study work.

Table 5

The Distribution of the Participants (Region)

Regions	Frequency	Percent	Valid Percent	Cumulative Percent
The Aegean Region	110	13.7	13.7	13.7
The Black Sea Region	94	11.7	11.7	25.4
The Central Anatolia Region	156	19.4	19.4	44.8
The Eastern Anatolia Region	70	8.7	8.7	53.5
The Marmara Region	178	22.1	22.1	75.6
The Mediterranean Region	119	14.8	14.8	90.4
The Southeastern Anatolia Region	77	9.6	9.6	100.0
Total	804	100.0	100.0	

Most of the participants work in one of the Marmara, Central Anatolia, Mediterranean and Aegean regions which host a large population in Turkey. There are probably more English language teachers than the other regions. Next, Table 6 gives information about the number of English language teachers who work under General Directorate of Basic Education or General Directorate of Secondary Education.

Table 6

The Distribution of the Participants (School Types)

General Directorates	Frequency	Percent	Valid Percent	Cumulative Percent
General Directorate of Basic Education	524	65.2	65.2	65.2
General Directorate of Secondary Education	235	29.2	29.2	94.4
Both	45	5.6	56.6	100
Total	804	100	100	

As seen, 524 of the participants work at public schools under General Directorate of Basic Education and 235 of them work at public schools under General Directorate of Secondary Education. In addition, the number of the teachers who work at both types of school is 45. It can be concluded that most of the participants teach English to the students between 2nd and

3rd grades. The following table represents whether the teachers took any English proficiency exam in five years and if they did, what their scores are out of 100.

Table 7

The Distribution of the Participants (English Language Proficiency Scores)

Scores (out of 100)	Frequency	Percent	Valid Percent	Cumulative Percent
No.	294	36.6	36.6	36.6
Yes and my score is between 0-49.	1	.1	.1	36.7
Yes and my score is between 50-59.	5	.6	.6	37.3
Yes and my score is between 60-69.	13	1.6	1.6	38.9
Yes and my score is between 70-79.	85	10.6	10.6	49.5
Yes and my score is between 80-89.	173	21.5	21.5	71.0
Yes and my score is between 90-100.	233	29.0	29.0	100.0
Total	804	100.0	100.0	

It is rather remarkable that more than one-third of the participants did not take any English language proficiency exams. There are 19 English language teachers who scored below 70 in language proficiency exams. In addition, there are 85 teachers with the scores between 70 and 79, and 173 teachers with the scores between 80 and 89. Accordingly, 233 of the participants, which equals to 29 percent of the sample group, have the scores between 90 and 100.

Data Collection Instrument

In this present study, data were gathered through the inventory to identify the level of English language teachers' curriculum literacy. Curriculum Literacy Inventory for Language Teachers (CLILT) including multiple choice questions was developed by the researcher. CLILT includes two parts. In the first part, it has some demographic questions related to gender, age, year of experience, program of graduation, grade levels to which the participants teach, regions in which they teach and language proficiency level of them. In the second part, CLILT comprises the five components related to the language curriculum: language skills, functions and learning outcomes, activities, assessment as well as theoretical knowledge to interpret the curriculum. First of all, before the items of the inventory were written, literature about language curriculum was deeply examined to obtain theoretical domains of language curriculum. Next, the interviews were held with the two professors who have studies on English language curriculum and then the focus group interview was

conducted with five English language teachers who have experience of English language curriculum design to determine the content of CLILT. The outline of the inventory was shaped through both the related literature review and the interviews. After that, the items were written with the frame of the outline. Once, the items were analyzed and approved by three experts whose interest is language curriculum development, the first version of CLILT with 51 items was ready for piloting of the inventory. The pilot study was conducted with 96 English language teachers to see which items functioned and needed to be improved. Since CLILT was designed as a criterion referenced test, scores can be interpreted with the frame of definite criteria. As to Tuckman (1999), there are four principals of criterion referenced test:

1. They are constructed to measure specific sets of operationally or behaviorally stated objectives.
2. They attempt to maximize content validity based on that set of objectives.
3. They are considered to represent samples of actual performance.
4. Performance on them can be interpreted by reference to predetermined cutoff scores (p. 212).

As stated, validity is a primary need not only for CLILT showing the features of a criterion referenced test but also for other data collection instruments. “Validity is probably the single most important aspect of the design of any measurement instrument in educational research” (Muijs, 2010, p.66). Broadly, it refers to whether an instrument measures what it tends to measure (Ary, Jacobs, Razavieh & Sorenson, 2006). In the current study, content validity and construct validity establish the overall validity of the CLILT and the data.

To present content validity, “the instrument must show that it fairly and comprehensively covers the domain or items that it purports to cover” (Cohen, Manion & Morrison, 2002, p. 137). It does not mean that there is a need for a large number of items in the instrument. In this step, researchers should include items by taking their representativeness into consideration through a careful sampling of items. Content validity must be initiated deductively by defining the universe of items and sampling in an organized way within the universe to develop the test (Cronbach & Meehl, 1955). In the current study, the literature about curriculum design, especially language curriculum design was initially reviewed and then the interviews with the experts of language curriculum development and English language teachers were held to set the content of the instrument. Once the content and the number of items for each part of the content were examined by the academicians from the field, the items of the inventory were written. After several feedback sessions for writing items, the inventory with 51 items was developed and the content table of the inventory was

prepared to conduct a pilot study. Thus, having benefit from the related literature, holding interviews, getting experts' approval and construct content table were steps to ensure content validity. The following table shows the content of CLILT and items that represent each component of the content before conducting the pilot study.

Table 8

Content Table of CLILT (pre-piloting)

Content	Item numbers
Language Skills	Listening: 12, 22, 43
	Reading: 13, 21, 47
	Speaking: 18, 29, 38, 51
	Writing: 33, 44, 49
Functions and learning outcomes	3, 8, 15, 19, 20, 25, 27, 32, 34, 36, 37, 40, 46, 50
Activities	4, 6, 10, 11, 24, 39, 42, 48
Assessment	2, 9, 16, 23, 28, 35, 41
Theoretical Knowledge	Lesson Plan: 1, 31, 45
	Syllabus: 5, 14, 26
	Teaching approaches and methods: 7, 17, 30

As seen above, language skills, functions and learning outcomes, activities, assessments and theoretical knowledge composes the content of CLILT. Firstly, 13 items related to language skills seek answers about teaching four language skills within English language curriculum context. Next, there are 14 items about functions and learning outcomes that can be seen in English language curriculum. The items were designed to find out whether language teachers relate functions with their learning outcomes, interpret written learning outcomes correctly and recognize the language uses for given functions or learning outcomes. In the third part, items are about the activities and their aims in EFL context. Then, items related to assessment were written to define whether language teachers recognize different types of assessment tools and their use. The last part includes items that try to reveal English language teachers knowledge about lesson plan, syllabus and teaching approaches and methods, which is crucial for understanding and implementing the language curriculum precisely. After the pilot study, there were several processes to analyze the inventory such as seeking factor loadings of each item, item discrimination, and item difficulty. The number of CLILT was reduced after each process and final version of CLILT with 25 items was reordered to carry out the study. The content table of the CLILT for the study is illustrated in Table 9.

Table 9

Content Table of CLILT (final version)

Content	Item numbers
Language Skills	Listening: 10, 25
	Reading: 13, 19
	Speaking: 6, 22
	Writing: 3, 16
Functions and learning outcomes	1, 8, 15, 21, 24
Activities	5, 11, 23
Assessment	2, 12, 18
Theoretical Knowledge	Lesson Plan: 4, 14
	Syllabus: 7, 17
	Teaching approaches and methods: 9, 20

After item reductions resulted from the pilot study, CLILT has 25 items to identify curriculum literacy level of English language teachers. The component of language skills has eight items for listening, reading, speaking and writing. There are five questions related to functions and learning outcomes. Each component of activities and assessment has three questions. Theoretical knowledge part has lesson plan, syllabus and teaching approaches and methods sub-categories each of which is represented with two questions.

Final values of CLILT related to validity and reliability were explained in the next chapter with the sample size of the actual study (804 English language teachers). On the other hand, since CLILT was developed by the researchers, it was necessary to conduct the pilot study to ensure validity and reliability of both data collection instrument and results coming from the actual study.

Piloting of CLILT

The pilot study was carried out with 96 English language teachers. Their responses on CLILT were used to determine construct validity by factor analysis, reliability by item analysis, and content validity by establishing cut scores and standards.

To provide construct validity of CLILT, factor analysis was implemented via FACTOR program. “Factor analysis can sort indicants related to a theoretical concept by verifying (1) whether indicants are sufficiently associated with one another to form a construct, and (2) which indicants correspond to each dimension” (Thorkildsen, 2005, p. 84). In other words,

factor analysis is a procedure of categorizing items that possess something in common. The aim of factor analysis to diminish a large number of items, identifying a sophisticated issue with the purpose of creating a clear understanding via simplification. The coefficients for each item refer to the loading of each item on the factor (Martella, Nelson, Morgan, & Marchand-Martella, 2013). By analyzing factor loadings of items, researchers can realize that which items are to constitute which factors. There are two fundamental ways of factor analysis: exploratory and confirmatory. The latter can be used if the data collection instrument of the study was developed and applied in other studies. However, when researchers begin a new area of investigation, they need to use exploratory factor analysis to find out the factor loadings of the items in order to construct the components of data collection tools. Therefore, in the current study, exploratory factor analysis was applied for each item. Moreover, there are numerous types of factor analysis but in the present study, tetrachoric correlation coefficient (factor analysis) was employed since tetrachoric factor analysis is suggested when researchers have binary data (Lord & Novick, 1968). “Tetrachoric correlation describes the linear relation between two continuous variables that have each been measured on a dichotomous scale” (Bonnet & Price, 2005, p. 213). As CLILT has multiple choice questions and one correct answer to each question, true answers are represented by 1; on the other hand, false answers are shown by 0, which makes the data binary.

Prior to starting factor analysis of items, Keiser-Meyer-Olkin (KMO) Measure of Sampling Adequacy and Bartlett's Test of Sphericity must be taken into account to measure the acceptability of the data gathered from the participants for factor analysis. KMO value is between 0 and 1. If this value is .6 and above, it is enough for factor analysis. Bartlett's Test of Sphericity needs to be lower than .05 (Tabachnick & Fidell, 2013). Table 10 reveals the factorability of the first draft of CLILT.

Table 10

Kaiser-Meyer-Olkin (KMO) test results of CLILT (before item reduction)

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.	.712
Bartlett's Test of Sphericity	1533.2
Df	.741
Sig.	.000

As can be seen from the table above KMO value is .712 and Bartlett's Test of Sphericity is .0, which means that the respondent data is suitable for factor analysis. After getting results of KMO and Bartlett's Test of Sphericity, the first draft of CLILT with 51 items undergone factor analysis via FACTOR program to see factor loadings of each item. Tetrachoric factor analysis was employed because of having binary data. Five components of inventory were defined beforehand and each component constructed one factor to which items of the inventory belonged. The factor loadings of each item are shown in Table 11.

Table 11

Factor Analysis of CLILT (before item reduction)

Content	Item number	Components				
		1	2	3	4	5
Functions and Learning outcomes	3	.348	.048	.202	.547	.533
	8	.002	.569	.027	.457	.661
	15	.515	.262	.472	.431	.221
	19	.775	.394	.236	.020	.387
	20	.603	.217	.240	.160	.385
	25	.671	.242	.322	.194	.146
	27	.232	.011	.683	.032	.182
	32	.625	.168	.267	.317	.164
	34	.169	.186	.578	-.236	.040
	36	.502	.015	.419	.011	-.093
	37	.388	.064	.369	-.023	.559
	40	.501	.113	.147	.186	.337
	46	.229	.270	.220	.418	.386
	50	.053	.499	.155	.366	.407
Assessment	2	.057	.241	.027	.551	.141
	9	.320	-.155	.525	.360	.713
	16	.474	-.195	.309	.569	.201
	23	-.067	.496	-.151	-.068	-.392
	28	.274	.653	.194	.291	.098
	35	.143	.483	-.226	-.465	-.353
	41	.318	.553	-.119	-.053	-.251
Language Skills	18	.019	.320	.602	.131	.233
	29	.257	.046	.684	.200	.094
	38	-.376	-.239	.368	.514	.279
	51	.512	.080	.056	.138	.309
	33	.205	.195	.586	-.059	.204
	44	.288	.015	.866	.013	.169
	49	.138	.033	.283	.516	.257
	13	.064	.126	.548	-.005	.172
	21	-.004	.102	.332	.602	.483
	47	.083	.093	.572	.205	.126
	12	.317	.186	.732	.071	.210
	22	.147	.176	.620	.195	.026
	43	.086	.207	.534	.132	.326
Theoretical Knowledge	1	.400	.265	.505	.238	.056
	31	.234	.294	.035	.608	.108
	45	.044	.192	.156	.557	.196
	5	.095	.320	.175	.648	.148
	14	.203	.052	.109	.531	.108
	26	.155	.331	.074	.252	.609
	7	-.010	.079	.003	.597	.203
	17	.061	.137	.394	.640	.351
	30	.057	.301	.122	.730	.229
Activities	4	-.414	.048	-.122	-.030	.514
	6	.457	.270	.629	.277	.316
	10	.203	.455	.185	.038	.564
	11	.269	.033	.083	.377	.633
	24	.347	.607	.228	.431	.345
	39	.042	.509	.301	.513	.412
	42	.173	.164	.059	.207	.558
	48	.225	.218	.130	.401	.618

To reduce items, it is underlined that (1) the communalities must be greater than .40, (2) each row must have at least one loading near to 0, and (3) items should not have cross-loaded factor loadings. In addition, it is suggested that researchers can keep (a) four or more items with factor loadings that are higher than .60, regardless of the sample size, (b) three or more items with factor loadings that are higher than .80, regardless of the sample size, and (c) ten or more items with factor loadings that are about .40 if the sample size is greater than 150 (Thorkildsen, 2005). As seen in Table 3. 2, functions and learning outcomes part had fourteen items and seven of them had high factor loadings under the first component (15, 19, 20, 25, 32, 36, 40). Nonetheless, items 15 and 16 had cross factor loadings, which means that the items have factor loadings more than .40 under other components as well as the secondary loading is not at least .20 smaller than the primary loading. Therefore, these two items were removed from the inventory. In addition, since the items 3, 8, 27, 34, 37, 46, 50 showed their factor loadings under different components and their factor loadings under the first component were lower than .40, they were eliminated. Next, the assessment part had seven items, four of which represented high factor loadings corresponding to the second component. Item 35 showed cross factor loading and the items 2, 9, 16 had high factor loadings under different components. Therefore, these four items were taken out of the inventory. The part of language skills owned 13 items. It was divided into four sub-categories: listening skill, reading skill, writing skill and speaking skill. Each language skill had three questions except speaking skill. The items 12, 13, 18, 22, 29, 33, 43, 44 and 47 had high factor loadings constructing the third component. By contrast, the factor loadings of the items 21, 38, 49 and 51 appeared under other components, so they were eliminated. There were nine items left but to ensure equal representativeness of content, item 43 related to listening skill was omitted. Thus, each language skill had two items. The fourth part, theoretical knowledge, had nine items, each of which corresponds to language teaching approaches and methodologies or language syllabus or lesson plan. Besides, three items correlated with each of these three domains. The high factor loadings of the items 5, 7, 14, 17, 30, 31, 45 gathered under the fourth component. On the other hand, items 1 and 26 had high loading under the other components, which caused them to be removed. To establish equality between domains, item 7 belonging to language teaching approaches and methodologies was deleted. Final part, activities, had eight items. The items 4, 10, 11, 42, 48 owned high factor loadings; however, the items 6, 24 and 39 had low factor loadings under the fifth component. Therefore, these three items were abolished form the inventory.

In addition, the items 4 and 10 revealed cross factor loadings, and so they were cut off. While doing item reduction, it can be notable that items with low or cross factor loadings were not eliminated directly. With the help of experts' judgements, default items were deleted one by one and tetrachoric factor analysis was employed in every item reduction to determine the most valid construct. After demanding item reduction process, KMO and Bartlett's Test of Sphericity values were identified again (Table 12).

Table 12

Kaiser-Meyer-Olkin (KMO) test results of CLILT (after item reduction)

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.	.780
Bartlett's Test of Sphericity	945.6
Df	.325
Sig.	.000

It can be deduced that KMO value after item reduction increased because the number of items was reduced from 51 to 25. In addition, Bartlett's Test of Sphericity value is acceptable. Therefore, it can be said that factor analysis process was managed functionally. Table 13 illustrates the final factor loading of each item.

Table 13

Factor Analysis of CLILT (after item reduction)

Content	Item number	Component				
		1	2	3	4	5
Functions and Learning outcomes	19	.771				
	20	.646				
	25	.885				
	32	.660				
	40	.542				
Assessment	23		.486			
	28		.733			
	41		.602			
Language Skills	18			.698		
	29			.594		
	33			.844		
	44			.896		
	13			.885		
	47			.833		
	12			.813		
	22			.552		
Theoretical Knowledge	31				.649	
	45				.636	
	5				.595	
	14				.474	
	17				.831	
	30				.636	
Activities	11					.850
	42					.796
	48					.691

After item reductions, it can be seen that factor loadings of items changed as the inventory composes 25 items. There are:

- two items whose factor loadings are between .40 and .50,
- four items whose factor loadings are between .50 and .60,
- eight items whose factor loadings are between .60 and .70,
- three items whose factor loadings are between .70 and .80,
- eight items whose factor loadings are between 0.80 and .90.

Moreover, reliability of any data collection instruments must be ensured since reliability is “consistency and replicability over time, over instruments and over groups of respondents” (Cohen, Manion, Morrison, 2002, p.117). In the literature, the main types of reliability are internal consistency, equivalence, and stability. Because of the time limitation of the study and lack of a similar type of data collection instrument in related literature, equivalence and stability types of reliability could not be defined. Instead, reliability as internal consistency was administered for CLILT. Internal consistency is the most preferred type of reliability since it can be calculated from handing out an instrument once (McMillan & Schumacher, 2014). In the current study, Kuder-Richardson (KR) formula was used in order to explore the internal consistency of CLILT. KR-20 formula is administered when each item of an instrument is marked right and wrong (Ding & Beichner, 2009). Since CLILT has multiple choice questions, each of which has one right answer, KR-20 is more suitable than other formulas like Cronbach that is used when answers are given for a scale. Test Analysis Program (TAP) powered by Ohio University was used to define KR20, item difficulty and item discrimination values of the inventory. Table 14 reveals the extent of reliability of CLILT with 51 items.

Table 14

Reliability of CLILT (with 51 items before item reduction)

Number of Examinees	96
Total Possible Score	51
Minimum Score	11
Maximum Score	48
Median Score	36.5
Mean Score	35.125
Standard Deviation	7.498
Variance	56.214
Skewness	-1.329
Kurtosis	1.783
Mean Item Difficulty	0.689
Mean Discrimination Index	0.314
KR20	0.859

KR20 value is ranging between 0 and 1. “A rule-of-thumb commonly applied in practice is that 0.7 is an acceptable value or 0.8 for longer tests of 50 items or more” (Salkind, 2010, p. 2). KR20 value of the first draft of CLILT (.859) is sufficiently good as it has 51 items. Another point for internal consistency is item analysis such as item difficulty (P) and item discrimination (D). Item analysis is done with answers on a multiple choice test to examine the performance of each item. In addition, competent items make a contribution to the reliability of the test (Tuckman, 1999). Item difficulty value, derived from the test takers who give correct answers, should be between .30 and .90 (Ding & Beichner, 2009). As seen from Table 4.1, mean item difficulty value is acceptable. Besides, item discrimination value, obtained from high performers and low performers of test-takers who give correct answers, should be more than .20 (Tuckman, 1999). Mean item discrimination value of CLILT with 51 items is .314, which seems reasonable. Table 15 demonstrates P and D values item by item.

Table 15

Item Analysis of CLILT (with 51 items before item reduction)

Item Number	The Number of Correct Answer	Item Difficulty (P)	Item Discrimination (D)	The Number of Correct Answer in High group	The Number of Correct Answer in Low group
1	72	0.75	0.46	23	12
2	81	0.84	0.1	25	24
3	89	0.93	0.18	26	23
4	23	0.24	0.17	9	5
5	77	0.8	0.21	24	20
6	81	0.84	0.28	25	19
7	58	0.6	0.19	18	14
8	88	0.92	0.14	26	24
9	64	0.67	0.31	22	15
10	50	0.52	0.29	15	8
11	75	0.78	0.42	24	14
12	78	0.81	0.24	23	18
13	85	0.89	0.32	25	18
14	49	0.51	0.52	19	6
15	68	0.71	0.12	18	16
16	61	0.64	0.31	21	14
17	63	0.66	0.6	25	10
18	67	0.7	0.57	24	10
19	86	0.9	0.32	26	19
20	62	0.65	0.64	25	9
21	30	0.31	0.36	13	4
22	48	0.5	0.45	20	9
23	48	0.5	0.48	19	7
24	69	0.72	0.43	25	15
25	85	0.89	0.21	25	21
26	50	0.52	0.44	18	7
27	43	0.45	0.41	19	9
28	84	0.88	0.21	25	21
29	90	0.94	0.18	26	23
30	78	0.81	0.28	24	18
31	76	0.79	0.2	22	18
32	75	0.78	0.42	24	14
33	81	0.84	0.28	24	18
34	51	0.53	0.34	19	11
35	57	0.59	0.37	19	10
36*	16	0.17	-0.1	3	6
37	83	0.86	0.25	25	20
38*	17	0.18	0.16	8	4
39	72	0.75	0.53	25	12
40	46	0.48	0.48	17	5
41	68	0.71	0.46	23	12
42	84	0.88	0.17	24	21
43	57	0.59	0.53	24	11
44	86	0.9	0.32	26	19
45	59	0.61	0.38	20	11
46	87	0.91	0.14	26	24
47	80	0.83	0.39	26	17
48	70	0.73	0.28	23	17
49	53	0.55	0.34	20	12
50	45	0.47	0.37	16	7
51	91	0.95	0.18	26	23

As seen in Table 15, two items, 36 and 38, were marked by TAP program automatically to be eliminated because of the high difficulty and low discrimination values of the items (if $P < 0,2$ or $P > 0,95$, $D < 0$). After item reductions through looking factor loadings of each item, another item elimination would have been made by analyzing the indexes of both item difficulty and item discrimination. However, the values related to item analysis of CLILT with 25 items are acceptable as seen in Table 16.

Table 16

Reliability of CLILIT (with 25 items after item reduction)

Number of Examinees	96
Total Possible Score	25
Minimum Score	4
Maximum Score	25
Median Score	20
Mean Score	18.917
Standard Deviation	4.692
Variance	22.014
Skewness	-1.706
Kurtosis	2.696
Mean Item Difficulty	0.757
Mean Discrimination Index	0.344
KR20 (Alpha)	0.848

As regards the table above, KR20 value of CLILT is fairly adequate for the internal consistency of the inventory. Both item difficulty and item discrimination values are satisfactory for overall the inventory, which contributes to the reliability of CLILT. In addition, Table 17 shows values the item analysis of CLILT after reduction.

Table 17

Item Analysis of CLILT (with 25 items after item reduction)

Item Number	The Number of Correct Answer	Item Difficulty	Item Discrimination	The Number of Correct Answer in High group	The Number of Correct Answer in Low group
1	62	0.65	0.51	25	12
2	48	0.5	0.56	24	9
3	81	0.84	0.32	29	23
4	76	0.79	0.28	27	22
5	84	0.88	0.21	29	27
6	67	0.7	0.46	27	16
7	77	0.8	0.23	28	25
8	85	0.89	0.17	28	27
9	63	0.66	0.52	27	14
10	78	0.81	0.28	27	22
11	75	0.78	0.31	26	20
12	68	0.71	0.51	26	13
13	85	0.89	0.29	29	24
14	59	0.61	0.38	22	13
15	91	0.95	0.12	29	30
16	86	0.9	0.26	29	25
17	48	0.5	0.5	23	7
18	84	0.88	0.26	28	24
19	80	0.83	0.32	28	22
20	78	0.81	0.25	27	23
21	46	0.48	0.55	22	7
22	90	0.94	0.18	29	28
23	70	0.73	0.4	26	17
24	86	0.9	0.29	29	24
25	48	0.5	0.33	19	11

As illustrated in the table, there is no marked item to be problematic with respect to TAP program. Therefore, there was no need to delete or rewrite the items. There are high values belonging to item difficulty index, which make the items easier, as well as low values belonging to item discrimination index which make the items non-selective. By contrast, it can be also seen that there are low values for item difficulty and item discrimination. Nonetheless, the aim of CLILT is to gather total scores of the participants rather than getting scores from each component. Accordingly, items with varied distributions of the values and

mean values of item difficulty and discrimination were taken into consideration. Mean difficulty and discrimination values of CLILT can be interpreted as reasonable, and as to McMillan and Schumacher (2014), if a test has satisfactory level of difficulty and items discriminating high and low groups, reliability of the test increases. Moreover, since CLILT is a criterion referenced test, which defines participants' scores within groups, it needs to include the items having low difficulty value for knowledgeable groups (less than .30) and very high difficulty value for unknowledgeable groups (more than .80) (McCowan & McCowan, 1999).

Following data gathered from the pilot study were analyzed to verify factor loadings, difficulties and discriminations of items and the reliability of CLILT, the scale of standards was developed to be analyzed English language teachers' scores on it consistently. Identifying whether the participants' mastery of curriculum literacy fulfills the pre-established requirements can be ensured through criterion-referenced standards (Norcini, 2003). Setting standards and cut scores with the judgements of subject matter experts is related to criterion referenced tests developed and explained according to defined levels of abilities (Hambleton, 1990). The judgements of the experts define that cut scores match the pre-set standards. For instance, the examinees with higher scores than cut scores are probably to meet the standards; in contrast, the ones with the scores below the cut scores are not presumably to fulfill the standards. "When a criterion referenced approach is used, the level of knowledge, skill, or ability necessary for some purpose is the basis for standard setting judgement and a cut score is established with respect to that level" (Cizek, 2012, p. 8). Therefore, setting the standards and the cut scores for CLILT was carried out by the subject matter experts in the light of the aim and the content of CLILT as well as the item analysis derived from the pilot study. Table 18 introduces the cut scores and standards for each score range.

Table 18

Standards and Cut Scores of CLILT

<i>(0-59) A low level of curriculum literate English language teacher can</i>
<ul style="list-style-type: none"> • define language forms and their functions in a simple way. • recite learning outcomes in a plain way. • notice simple types of assessment and assessment tools. • recognize limited syllabus activities, steps of lesson planning and approaches of foreign language teaching. • realize the small number of activities for learners' language skills.
<i>(60-79) A moderate level of curriculum literate English language teacher can</i>
<ul style="list-style-type: none"> • identify the relationship between language forms and their functions in a modest way. • interpret learning outcomes fairly. • realize the differences between language forms, their functions and learning outcomes in a simple way. • notice adequate types of assessment and assessment tools regarding their aims. • define a reasonable number of syllabus activities, steps of lesson planning and approaches of foreign language teaching as well as the relationship among them in an acceptable way. • identify the moderate number of activities for learners' language skills and their aims.
<i>(80-100) A high level of curriculum literate English language teacher can</i>
<ul style="list-style-type: none"> • analyze the relationship between language forms and their functions in an advanced way. • interpret learning outcomes effectively. • judge the differences between language forms, their functions and learning outcomes in detail. • determine the learning outcomes by associating language usage and their functions in language conclusively. • integrate approaches and methodologies of teaching foreign language into facilitating sophisticated syllabus activities and steps of lesson planning precisely. • identify a large number of activities for learners' language skills regarding their aims. • apprehend numerous types of assessment and assessment tools regarding their aims to evaluate learners' progress in language learning appropriately.

Setting cut scores includes sophisticated judgements and computational procedures to make the opinions of the individual experts more generalizable and objective (Kaftandjieva, 2010). After examining P and D values of each item, the reliability of CLILT and the number of correct answers in both high and low groups, the standards categorizing English language teachers as low, moderate and high level of curriculum literate teachers by establishing two cut scores, which are 60 and 80. When defining the number of correct answers that teachers need to have at least, item difficulty values and the judgements of subject matter experts were taken into consideration. Since the more questions examinees are able to answer correctly, the higher passing score is established (Livingston & Zieky, 1989), it was decided by the experts and the researcher that English language teachers need to have competence to answer at least 15 questions in CLILT correctly if they are called as curriculum literate teachers. As seen in Table 17, there are 15 questions having item difficulty values more than .75. These items can be labelled as quite easy questions (Cohen, Manion & Morrison, 2002). In addition, setting two cut scores rather than one cut score was applied to identify the standards as differences between moderate and high level of curriculum literate English language teachers. The reliability of CLILIT is high enough to set two cut scores since the reliability value with $<.80$ enables test score to be divided into three categories with two cut scores (Kaftandjieva, 2010). With respect to standard scale of CLILT, English language teachers who have 20 correct answers out of 25 questions are called as high level of curriculum literate while the ones who have fewer than 15 correct answers are classified as low level of curriculum literate.

To sum up, the data collection instrument of the study was developed by the researcher with the help of experts' judges in every step. Firstly, the content of both the inventory and the item pool generated from the literature and the interviews with academicians and English language teachers was established before getting experts' points of view for the content and the items. With feedback sessions, the content table and CLILT with 51 multiple choice questions were prepared for conducting a pilot study. The pilot study was carried out with 96 English language teachers. Standards and cut scores of CLILIT were defined with the judgements of experts. Thus, content validity of the CLILT was ensured. Factor analysis of each item was done to identify factor loadings of items and to eliminate items that did not work, which contributes to construct validity. After a step-by-step item reduction, it was approved by the experts that the values of KR20, item difficulty and item discrimination were satisfactory for the reliability and CLILT including 25 items was ready to collect actual

data from English language teachers (Appendix C). The final versions of CLILT's factor loadings, reliability, item difficulty and discrimination indexes derived from the data of 804 English language teachers were given in the next chapter.

Data Collection

This study seeks to obtain data which helps to determine the curriculum literacy level of English language teachers and to analyze the results according to gender, age, the year of teaching experience, the programs of graduation, English proficiency level and working region of the participants. In order to attain differences among these variables, participants are asked to respond to CLILT developed by the researcher with the guidance of expert teacher trainers participating in English language curriculum design studies. CLILT comprises five parts to test teachers' knowledge on functions and learning outcomes, skills, activities, assessments, which are also the components of language curriculum, and some theoretical knowledge which is essential for interpreting guidelines of language curriculum.

The content of CLILT was constructed with the help of three sources: literature, experts' views, and interviews. To begin with, the literature related to language curriculum development was examined to outline the components of CLILT. Next, it was decided on the five components through experts' judgements. Then, the interviews with the academicians who have experience of designing English language curriculum and the focused group interview with English language teachers were held to design items under each component. It was determined that the inventory includes multiple choice questions and it is designed as a criterion referenced test to assess knowledge of English language teachers on curriculum. The pool of item for CLILT was established by the researcher. After experts' judgements on each item in the pool, the content table for CLILT with 51 items was organized. The table was made up of the five components and item numbers corresponding to each component.

Next, the pilot study with 96 participants was conducted for ensuring validity and reliability of CLILT. Firstly, to set construct validity, factor analysis was employed and the items with low factor loadings were detected, which resulted in some item reduction. The reduction was carried out step by step and 26 items were eliminated from CLILT. Then, the analyses for reliability of CLILT were performed. It was found out that KR20 value for reliability is quite satisfactory. Item difficulty and discrimination indexes of CLILT with 25 items were

quite reasonable for a criterion referenced test. As a criterion referenced test, the cutoff scores and the standards for CLILT were defined to analyze the respondents' test scores. Ultimately, CLILT was run for the actual study to answer the research questions.

Data collection was undertaken through both the informed consent form for participants (Appendix B) and the MoNE consent (Appendix A). The scope and the aim of the study were declared to the participants with the given consent form in which it is stated that the participants' identities are kept confidential, and only the researcher can access the data gathered from the participants. In addition, the participants do not get any harm or benefit for participating in the study as well as they have a right of withdrawal from the study at any time they want to. The MoNE consent form for the study implementation enabled the researcher to reach English language teachers working in public schools under the both of General Directorate of Basic Education and General Directorate of Secondary Education. The data were collected from English language teachers from each geographical region of Turkey with the help of the MoNE consent.

Data Analysis

Data analysis of the current study was performed with three statistical programs. First of all, after getting results from the pilot study with 96 participants, FACTOR program was applied to obtain factor loading of each item in CLILT and to reduce items that did not work. The program is designed for tetrachoric factor analysis, which is suitable for binary data. The program also shows the appropriateness of the data for factor analysis by giving KMO value. To decide what items were deleted, it was analyzed whether there were items with low factor loadings ($<.40$) and items with cross-loaded factor loadings under two or more factors. After analyzing these items, the reduction process was applied item by item rather than eliminating all the default items at once because there were changes in factor loadings of items in each item reduction. At the end of the reduction process, 26 items were eliminated and 25 items were left. Secondly, because CLILT comprises multiple choice questions, there is a need for analyzing the level of item difficulty and discrimination of CLILT. Therefore, TAP program was employed to define item difficulty and discrimination and KR20 value, which makes a contribution to the reliability of CLILT. The program marked two problematic items with the items which were not between the value of .20 and .95. After item reduction resulted from factor analysis, CLILT with 25 items undertook the item analysis via TAP again.

Accordingly, it was seen that there were not any problematic items for CLILT as a criterion referenced test. Besides, the results given by TAP provided the experts and the researcher with evidence for setting cutoff scores and standards. Then, the actual data were gathered from 804 English language teachers. To answer the research questions, Statistical Package for the Social Sciences (SPSS) was used for descriptive statistics and parametric statistical tests for participants' test scores. For the first research question to explore the curriculum literacy level of English language teachers, descriptive statistics were applied. They gave the results of the mean of 804 English language teachers' scores on CLILT and how many of them were categorized as low, moderate and high level of curriculum literacy. For the second research question to find out whether there is a significant difference in participants' test scores on CLILT in relation to certain variables such as gender, age, year of experience, program of graduation, language proficiency test result, and region in which English language teachers work, parametric tests were employed as normality of data distribution was ensured by the sample size of the study. Therefore, the test of normality was not applied because in case of a large, the researcher can use parametric tests since the sampling distribution is apt to be normal, which is not threat for validity, no matter whether the data are normally distributed or not (Altman, 1991; Black, Babin & Anderson, 2014; Elliott & Woodward, 2007; Field, 2009; Ghasemi & Zahediasl, 2012; Hair; Pallant, 2007). Thus, independent sample t test was applied for the variables gender and the program of graduation since these independent variables have two categories. The variable gender can be labelled as female or male and the variable program of graduation has two categories: ELT program and non-ELT program. For the other variables, one way ANOVA was performed to compare the means of test scores from each group under the variable having more than two independent groups. However, one way ANOVA cannot give results about which specific groups were significantly different from each other. It shows whether there is a difference among groups or not. Because of having more than two groups, identifying which of these group are different from each other is essential for this study. To explain this, Tukey as a post hoc test was implemented, which resulted in multiple comparison tables illustrating the groups that differed from one another.

CHAPTER IV

FINDINGS AND DISCUSSIONS

In this chapter, the findings of the study in the light of the data coming from 804 English language teachers' scores on CLILT are explored through tabulations and figures. In addition, they are examined for each research question guiding the study:

1. To what degree do English language teachers have curriculum literacy in Turkey?
2. With regard to the curriculum literacy level of English language teachers, is there a significant difference in certain variables:
 - 2.1. gender?
 - 2.2. age?
 - 2.3. year of experience?
 - 2.4. the program of graduation?
 - 2.5. level of language proficiency?
 - 2.6. the region they work in?

Prior to comparing the total scores on CLILT with the variables, the factor loading of each item in CLILT, item difficulty index and item discrimination index of CLILT as well as the reliability (KR20 value) of CLILT are defined again since the sample size is much larger than the one in the pilot study. Thus, more valid and reliable values are likely to be obtained.

Factor Analysis and Item Analysis of CLILT

Once the pilot study was carried out with 96 English language teachers, factor analysis for each item in CLILT was conducted to see what items gathered under what factors (components) and to eliminate items with low factor loadings. The number of items in CLILT was reduced from 51 to 25. Then, item analysis was carried out to define the reliability (KR20) of CLILT, and the item difficulty and discrimination of CLILT. It was

found that KR20 value was 0.84. The mean item difficulty and item discrimination index were 0.75 and 0.34 respectively. These results were satisfactory, so there was no item reduction again. Eventually, the actual study was conducted via CLILT with 804 English language teachers and final factor analysis was computed with the results of the 804 participants. The table below presents the factor analysis results of CLILT.

Table 19

Final Factor Analysis of CLILT

Variable	Eigenvalue	% of variance	Cumulative %
1	9.393	37.574	37.574
2	1.846	7.388	44.962
3	1.301	5.205	50.166
4	1.153	4.615	54.781
5	1.090	4.362	59.143

In factor analysis, each variable (component) has eigenvalue which refers to the weight of variance considered for by a factor and eigenvalue needs to be higher than 1 to be accounted as significant (Hair, Black, Babin & Anderson, 2014). CLILT has five components and as seen above each component owns eigenvalue greater than 1. Besides, the cumulative percentage of variance explains to what extent components explain the variance. Five components of CLILT explain a total of 59.14 per cent of the variance, which is reasonable since Hair et al. state that “in the social sciences, where information is often less precise, it is not uncommon to consider a solution that accounts for 60 percent of the total variance (and in some instances even less) as satisfactory” (p.107). It is proven that eigenvalues of components in CLILT and cumulative percentage of variance are quite acceptable. Another part of the factor analysis is examining the factor loading of each item. Factor loadings belonging to items in CLILT listed in Table 20.

Table 20

Final Factor Loadings of CLILT

Content	Item number	Component				
		1	2	3	4	5
Language Skills	6	.563				
	22	.871				
	3	.608				
	16	.827				
	13	.692				
	19	.623				
	10	.750				
	25	.652				
Theoretical Knowledge	4		.689			
	14		.442			
	7		.596			
	17		.725			
	9		.524			
	20		.692			
Functions and Learning outcomes	1			.448		
	8			.845		
	15			.803		
	21			.565		
	24			.777		
Activities	5				.782	
	11				.657	
	23				.669	
Assessment	2					.672
	12					.824
	18					.735

As illustrated, factor loadings of items in CLILT are above the bottom value of .40. It can be deduced that the item reduction process after the pilot study is effective. Therefore, construct validity of CLILT is ensured again. After factor analysis, there is a need to explore

item difficulty and item discrimination of CLILT, which makes contributions to reliability. The table below illustrates the results of the final item analysis.

Table 21

Final Item Analysis of CLILT

Item Number	The Number of Correct Answers	Item Difficulty	Item Discrimination	The Number of Correct Answers in High group	The Number of Correct Answers in Low group
1	392	0.49	0.42	176	68
2	233	0.29	0.31	120	41
3	489	0.61	0.58	219	70
4	554	0.69	0.48	217	92
5	645	0.8	0.47	234	108
6	453	0.56	0.47	196	74
7	479	0.6	0.65	222	58
8	679	0.84	0.46	239	116
9	421	0.52	0.51	200	69
10	603	0.75	0.57	232	84
11	528	0.66	0.66	222	56
12	459	0.57	0.65	216	52
13	556	0.69	0.66	225	59
14	355	0.44	0.44	164	52
15	646	0.8	0.44	231	112
16	665	0.83	0.53	242	102
17	342	0.43	0.47	175	55
18	651	0.81	0.5	237	104
19	501	0.62	0.66	220	54
20	556	0.69	0.59	225	74
21	454	0.56	0.35	174	81
22	700	0.87	0.45	244	123
23	538	0.73	0.4	26	17
24	625	0.9	0.29	29	24
25	351	0.5	0.33	19	11

As seen in Table 21, there is no problematic item in terms of difficulty and discrimination. It can be concluded that Item 2 is the most difficult question for the participants while item 24 is the easiest question for the participants. Furthermore, items 7, 11, 12, 13, 19 are the most discriminative questions whereas item 24 is the least selective question in CLILT. Ultimately, the reliability of CLILT is established with more satisfactory values resulted from item analysis and it may be inferred that variance in item difficulty and item discrimination is suitable for CLILT as a criterion referenced test.

Reliability of CLILT

Since the data collection tool of this study provides binary data, KR20 formula is employed to ensure reliability as internal consistency. KR20 value of the pilot study was acceptable but it is necessary to reveal KR20 value of the actual study to set stronger evidence for reliability. Results related to reliability are displayed in Table 22.

Table 22

Reliability of CLILT

Number of Examinees	804
Total Possible Score	25
Minimum Score	4
Maximum Score	25
Median Score	17
Mean Score	16.014
Standard Deviation	5.299
Variance	28.081
Skewness	-0.631
Kurtosis	-0.566
Mean Item Difficulty	0.641
Mean Discrimination Index	0.511
KR20 (Alpha)	0.849

As regards the table above, KR20 value of CLILT is fairly adequate for the internal consistency of the inventory (0.849). Both item difficulty and item discrimination values are quite satisfactory for overall the inventory on account of the fact that the mean difficulty value is close to .50 and mean discrimination value is much higher than .30. It means that CLILT is not too difficult or too easy and it is discriminative in assessing language teachers' curriculum literacy levels.

After factor analysis and item analysis processes, it is seen that CLILT as a data collection instrument has validity and reliability and the findings obtained from the research questions of this study by CLILT are likely to be valid and reliable accordingly.

RQ1: To what degree do English language teachers have curriculum literacy in Turkey?

CLILT has 25 multiple choice questions based on knowledge of English language curriculum. Each correct answer is graded by four points, and so CLILT is a hundred point inventory. Mean of 804 English language teachers' scores on CLILT is calculated via SPSS to identify the curriculum literacy level of them. The mean of the respondents' total scores on CLILT is illustrated in the table below.

Table 23

Descriptive Statistics of Total Score

	N	Minimum	Maximum	Mean	Std. Deviation
Score	804	16.0	100.0	63.80	21.1519
Valid N (listwise)	804				

As can be seen from the table, the minimum point the participants scored is 16 whereas the maximum point is 100. It means that four questions were answered at least and all the 25 questions were answered at most. In addition, it is apparent from the table that the mean of the total scores is 63.80 out of 100. This finding reveals that English language teachers had approximately 16 correct and 14 incorrect answers out of 25 in total. Accordingly, English language teachers have a moderate level of curriculum literacy with the frame of pre-set standards of CLILT. Nonetheless, they are close to the cutoff score of 60, which corresponds to 15 correct answers, and it can be inferred that English language teachers may not fulfill every requirement stated in the table of the standards belonging to CLILT as moderately curriculum literate teachers. Besides, Table 24 illustrates how many of the respondents are grouped as low, moderate and high literate with respect to the standards of CLILT.

Table 24

Descriptive Statistics of Total Score with CLILT Cut Scores

Cut Score	Frequency	Percent	Valid Percent	Cumulative Percent
0-59	260	32.3	32.3	32.3
60-79	303	37.7	37.7	70.0
80-100	241	30.0	30.0	100.0
Total	804	100.0	100.0	

As shown in the table above, 260 English language teachers whose scores are between 0 and 59 have a low level of curriculum literacy. They have 14 correct answers or less. It can be inferred that about one-third of the teachers cannot interpret language curriculum sufficiently. With respect to the standards of CLILT, they can:

- define language forms and their functions in a simple way.
- recite learning outcomes in a plain way.
- notice simple types of assessment and assessment tools.
- recognize limited syllabus activities, steps of lesson planning and approaches of foreign language teaching.
- realize the small number of activities for learners' language skills.

Next, 303 out of 804 English language teachers can be called moderately curriculum literate. This finding can be generalized as that approximately 38 in 100 English language teachers have a moderate level of curriculum literacy in Turkey. Besides, they can:

- identify the relationship between language forms and their functions in a modest way.
- interpret learning outcomes fairly.
- realize the differences between language forms, their functions and learning outcomes in a simple way.
- notice adequate types of assessment and assessment tools regarding their aims.
- define a reasonable number of syllabus activities, steps of lesson planning and approaches of foreign language teaching as well as the relationship among them in an acceptable way.
- identify the moderate number of activities for learners' language skills and their aims.

What is more, 241 English language teachers whose scores are between 80 and 100 have a high level of curriculum literacy. However, the least percentage belongs to this group. 70 percent of the respondents are not highly curriculum literate and only 30 in 100 English language teachers perform a high level of curriculum literacy. Accordingly, they can:

- analyze the relationship between language forms and their functions in an advanced way.
- interpret learning outcomes effectively.
- judge the differences between language forms, their functions and learning outcomes in detail.
- determine the learning outcomes by associating language usage and their functions in language conclusively.

- integrate approaches and methodologies of teaching foreign language into facilitating sophisticated syllabus activities and steps of lesson planning precisely.
- identify a large number of activities for learners' language skills regarding their aims.
- apprehend numerous types of assessment and assessment tools regarding their aims to evaluate learners' progress in language learning appropriately.

To wrap up, the findings of the current study show that English language teachers in Turkey has a moderate level of curriculum literacy with regard to the standards of CLILT. However, that the mean score of the teachers is close to cutoff score 60 may lead the teachers to have a lack of knowledge related to language curriculum.

RQ2: With regard to the curriculum literacy level of English language teachers, is there a significant difference in certain variables?

Gender

The number of female English language teachers is 586 and the number of male teachers is 218 in the sample of the study. Independent sample t-test was employed to explore if there is a significant difference between females and males in terms of English language teachers' curriculum literacy level (Table 25).

Table 25

Independent Sample t-test of Total Scores and Gender

	Gender	N	Mean	Std. Dev.	t	sd	p
Score	Female	586	66.683	19.7069	6.494	1.6366	.000
	Male	218	56.055	22.9332			

From the table, it can be presumed that there is a significant difference between female and male in terms of total test score because p value is lower than .05. The mean of the female teachers' total scores on CLILT is 66.683 while the mean of the male teachers' total score on CLILT is 56.055. Between two genders, there is the difference with roughly 10.5. However, as the standard deviation (1.63) is considered, it can be deduced that the scores of male and female teachers tend to be close to the mean, therefore, it cannot be inferred that

female English language teachers are more curriculum literate than male ones. Instead of this, it can be ascertained that female teachers scored more than male teachers did on CLILT.

Age

In the sample of the study, there are 340 teachers whose age range is 21-30, 369 teachers whose age range is 31-40, 78 teachers whose age range is 41-50 and 17 teachers whose age range is 51-60. Since age variable is divided into five groups: 21-30, 31-40, 41-50 and 51-60, one way ANOVA was computed to find out if the dependent variable differs significantly in the age variable as seen in the table below.

Table 26

One-way ANOVA of Total Score and Age

Factor	Age	N	Mean	Std. Dev.	f	p
Score	21-30	340	66.800	21.7178	9.319	.000
	31-40	369	63.339	20.0964		
	41-50	78	56.718	20.3322		
	51-60	17	46.353	20.4479		

The difference between the dependent variable of total score and age groups is significant ($p < .05$). Moreover, when examining the means belonging to each age range, it can be inferred that English language teachers whose ages are between 21 and 30 have the highest mean of total scores while the ones whose age is between 51 and 60 have the lowest mean of total scores. Accordingly, two results can be approached from the table. First, English language teachers with the age range 21-40 are moderate level of curriculum literate. Second, the ones with the age between 41 and 60 can be grouped as low level of curriculum literate. Nevertheless, to reach these two results beyond the shadow of a doubt, Tukey's post-hoc test was performed because it is essential to know whether there is a statistically significant difference among age groups at a significant level (Table 27).

Table 27

Tukey's Post-hoc Test for Total Score and Age

(I) Age:	(J) Age:	Mean Difference (I-J)	Std. Error	Sig.
21-30	31-40	3.4612	1.5657	.121
	41-50	10.0821 [*]	2.6148	.001
	51-60	20.4471 [*]	5.1762	.000
31-40	21-30	-3.4612	1.5657	.121
	41-50	6.6208	2.5956	.053
	51-60	16.9858 [*]	5.1665	.006
41-50	21-30	-10.0821 [*]	2.6148	.001
	31-40	-6.6208	2.5956	.053
	51-60	10.3650	5.5749	.247
51-60	21-30	-20.4471 [*]	5.1762	.000
	31-40	-16.9858 [*]	5.1665	.006
	41-50	-10.3650	5.5749	.247

*The mean difference is significant at the 0.05 level.

As seen in the table above, there is a significant difference between the 21-30 age group and both the 41-50 and the 51-60 ($p < .05$). The 21-30 age group scored more than these age groups. The 21-30 age group scored about three points more than the 31-40 age group did, roughly ten points more than the 41-50 age group did and about twenty points more than the 51-60 age group did. Next, there is a difference between the 31-40 age group and the 51-60 age group ($p < .05$). It can be also said that there is a difference between the 31-40 age group and the 41-50 age group because p value is .053. The 21-30 age group scored more than these age groups. The 30-31 age group achieved approximately seven points more than the 41-50 age group did and about seventeen points more than the 51-60 did. In addition, there is a significant difference between the 41-50 age group and the 21-30 age group in a negative way. It can be also inferred from the table that there is a difference between the 41-50 age group and the 31-40 age group negatively because p value is very little higher than 0.05. The 41-50 age group got fewer scores than both the 21-30 and the 31-40 age groups did. Besides, there is a significant difference between the 51-60 age group and both the 21-30 and the 31-40 age groups ($p < .05$) negatively. The 51-60 age group had fewer scores than the other age groups. Eventually, it can be concluded that English language teachers at a young age are more curriculum literate than the ones at an older age.

Program of Graduation

The sample size of the study is composed of 610 English language teachers who graduated from ELT program and 187 English language teachers who graduated from non-ELT programs such as English language and literature program, American language and literature, translation and interpreting studies, linguistics and English medium programs. Independent sample t-test was performed to find out whether there is a significant difference between graduates of ELT and non-ELT programs with respect to total scores.

Table 28

Independent Sample t-test of Total Scores and Program of Graduation

	Program	N	Mean	Std. Dev.	t	sd	p
Score	ELT	610	65.692	19.7069	4.549	1.7225	.000
	Non-ELT	194	57.856	22.9332			

As presented above, there is a significant difference in the mean of total scores achieved by the teachers' programs from which they graduated ($p < .05$). The average CLILT score of English language teachers who graduated from ELT program is 65.692, and the average CLILT score of the ones who graduated from non-ELT programs is 57.856. This result indicates that the graduates of ELT program scored about eight points more than the graduates of non-ELT programs. Accordingly, English language teachers with an ELT diploma have a moderate level of curriculum literacy while English language teachers with a non-ELT diploma have a low level of curriculum literacy.

Year of Experience

The data were also analyzed with regard to English language teachers' years of experience. In the sample of the study, there are 311 English language teachers who have 1-5 years of experience, 198 teachers who have 6-10 years of experience, 161 teachers who have 11-15 years of experience, 95 teachers who have 16-20 years of experience, 24 teachers who have 21-25 years of experience, and 15 teachers who have 26-30 years of experience. As there are six groups categorizing years of experience. One way ANOVA was computed to probe if the mean of total scores differs in teachers' years of experience or not (Table 29).

Table 29

One-way ANOVA of Total Score and Year of Experience

Factor	Experience	N	Mean	Std. Dev.	f	p
Score	1-5 years	311	64.129	22.3378	5.215	.000
	6-10 years	198	67.818	18.9524		
	11-15 years	161	64.050	20.1989		
	16-20 years	95	58.189	20.5852		
	21- 25 years	24	57.333	20.5208		
	26-30 years	15	47.200	23.3825		

The table displays a significant difference among English language teachers' years of experience in relation to the mean of total scores on CLILT. The highest mean of total scores of the teachers with 6-10 years of experience is 67.818; on the contrary, the lowest mean of total scores, which is 47.2 points, belongs to those with 26-30 years of experience. This means that the ones with 6-10 years of experience had approximately seventeen correct answers while those having 26-30 years of experience answered roughly twelve questions correctly. The difference between these two groups is five questions, which corresponds to one-fifth of CLILT. The data also shows that the ones with one to fifteen years of teaching experience are moderately curriculum literate whereas those with sixteen to thirty years of teaching experience are low curriculum literate. To better understand whether there is a significant difference among year of experience groups, Tukey's post hoc test was employed to compare the means of the scores within the groups (Table 30).

Table 30

Tukey's Post-hoc Test for Total Score and Year of Experience

(I)Year of experience	(J)Year of experience	Mean Difference (I-J)	Std. Error	Sig.
1-5 years	6-10 years	-3.6896	1.8983	.376
	11-15 years	.0789	2.0272	1.000
	16-20 years	5.9391	2.4476	.148
	21- 25 years	6.7953	4.4234	.641
	26-30 years	16.9286*	5.5196	.027
6-10 years	1-5 years	3.6896	1.8983	.376
	11-15 years	3.7685	2.2158	.532
	16-20 years	9.6287*	2.6059	.003
	21- 25 years	10.4848	4.5130	.186
	26-30 years	20.6182*	5.5916	.003
11-15 years	1-5 years	-.0789	2.0272	1.000
	6-10 years	-3.7685	2.2158	.532
	16-20 years	5.8602	2.7013	.253
	21- 25 years	6.7164	4.5687	.684
	26-30 years	16.8497*	5.6367	.034
16-20 years	1-5 years	-5.9391	2.4476	.148
	6-10 years	-9.6287*	2.6059	.003
	11-15 years	-5.8602	2.7013	.253
	21- 25 years	.8561	4.7701	1.000
	26-30 years	10.9895	5.8011	.406
21-25 years	1-5 years	-6.7953	4.4234	.641
	6-10 years	-10.4848	4.5130	.186
	11-15 years	-6.7164	4.5687	.684
	16-20 years	-.8561	4.7701	1.000
	26-30 years	10.1333	6.8723	.681
26-30 years	1-5 years	-16.9286*	5.5196	.027
	6-10 years	-20.6182*	5.5916	.003
	11-15 years	-16.8497*	5.6367	.034
	16-20 years	-10.9895	5.8011	.406
	21- 25 years	-10.1333	6.8723	.681

*The mean difference is significant at the 0.05 level.

When the results displayed in the table are considered, it can be firstly said that there is a significant difference between 1-5 years of experience and 26-30 years of experience in terms of the mean score ($p < .05$). English language teachers with five or fewer years of experience scored approximately seventeen points more than the ones with twenty-six or more years of experience. Secondly, the mean score of those with 6-10 years of experience differs significantly from the mean score of English language teachers with 16-20 and 26-30 years of experience. The mean score of the respondents with 6-10 years of experience is 9.62 points higher than the ones with 16-20 years of teaching experience and 20.61 points

higher than the ones with 26-30 years of experience. Thirdly, there is a significant difference between English language teachers having 11-15 years of experience and 26-30 years of experience. The teachers with 11-15 years of experience scored 16.84 points, which equals to roughly four questions, more than the ones with 26-30 years of experience. Fourthly, a significant difference occurs between the teachers with 16-20 years of experience and 6-10 years of experience. The ones with 16-20 years of experience scored 9.62 less than the ones having 6-10 years of experience. Additionally, the data shows no difference between the group of 21-15 years of experience and the others. Next, the teachers with 25-30 years of experience differ significantly from the ones with 1-5 and 6-10 and 11-15 years of experience in a negative way in terms of the mean scores on CLILT.

Language Proficiency

One of the variables compared with the mean of total scores belonging to English language teachers is the range of their language proficiency score. The score range consists of five groups, and one group for the ones who have not taken any language proficiency exam in five years. There are 294 English language teachers who do not have valid language proficiency score, 6 teachers whose score range is 0-59, 13 teachers whose score range is 60-69, 85 teachers whose score range is 70-79, 173 teachers whose score range is 80-89 and 233 teachers whose score range is 90-100. The table below illustrates one-way ANOVA results within the comparison between the mean score and the score range of English language teachers' language proficiency.

Table 31

One-way ANOVA of Total Score and Language Proficiency

Factor	Scores	N	Mean	Std. Dev.	f	p
Score	Not have	294	59.755	20.0162	9.592	.000
	90-100	233	71.279	20.8152		
	80-89	173	62.312	20.7940		
	70-79	85	62.635	21.9745		
	60-69	13	53.538	21.6972		
	0-59	6	53.333	9.0037		

Regarding the table, there is a significant difference between total scores of CLILT and score range of language proficiency exam English language teachers have taken in five years. Surprisingly, there are 294 out of 804 English language teachers claiming that they have not sat for a valid language proficiency exam. The average of their scores on CLILIT is 59.75, which means that they are on the edge of a low level and a moderate level of curriculum literacy. The highest mean score (71.27) belongs to the ones with 90-100 points, by contrast, the lowest mean score (53.33) belongs to those with 0-59 points. Moreover, it can be a remarkable result that English language teachers scoring 70 or more on language proficiency exams have a moderate level of curriculum literacy whereas the ones with 69 or fewer points and those who do not have a valid language proficiency score are a low level of curriculum literate. Additionally, Tukey's post hoc test was performed to examine the differences within the score ranges as regards the mean of total scores on CLILT.

Table 32

Tukey's Post-hoc Test for Total Score and Language Proficiency

(I)Scores	(J)Scores	Mean Difference (I-J)	Std. Error	Sig.
Not have	90-100	-11.5239*	1.8075	.000
	80-89	-2.5570	1.9747	.788
	70-79	-2.8802	2.5379	.867
	60-69	6.2166	5.8406	.895
	0-59	6.4218	8.4985	.975
90-100	Not have	11.5239*	1.8075	.000
	80-89	8.9668*	2.0682	.000
	70-79	8.6437*	2.6113	.012
	60-69	17.7405*	5.8729	.031
	0-59	17.9456	8.5207	.285
80-89	Not have	2.5570	1.9747	.788
	90-100	-8.9668*	2.0682	.000
	70-79	-.3232	2.7297	1.000
	60-69	8.7737	5.9264	.677
	0-59	8.9788	8.5578	.901
70-79	Not have	2.8802	2.5379	.867
	90-100	-8.6437*	2.6113	.012
	80-89	.3232	2.7297	1.000
	60-69	9.0968	6.1371	.676
	0-59	9.3020	8.7050	.894
60-69	Not have	-6.2166	5.8406	.895
	90-100	-17.7405*	5.8729	.031
	80-89	-8.7737	5.9264	.677
	70-79	-9.0968	6.1371	.676
	0-59	.2051	10.1710	1.000
0-59	Not have	-6.4218	8.4985	.975
	90-100	-17.9456	8.5207	.285
	80-89	-8.9788	8.5578	.901
	70-79	-9.3020	8.7050	.894
	60-69	-.2051	10.1710	1.000

*The mean difference is significant at the 0.05 level.

It is indicated in the table that there is a significant difference between English language teachers who do not have a valid language proficiency score and the ones in 90-100 score range in terms of the mean score on CLILT. The mean CLILT score of the teachers in 90-100 score range of language proficiency is 11.52 points greater than those who have not sat for a language proficiency exam in five years. In addition, the ones with 90-100 score of language proficiency exams differ significantly from the ones in 80-89, 70-79 and 60-69 score range by 8.96, 8.64 and 17.74 points respectively. Furthermore, it can be seen from the table that there is no significant difference between 0-59 score range and the others with

respect to the mean score on CLILT. It can be surmised that language proficiency of English language teachers plays a vital role in their curriculum literacy because it is seen that the teachers who have 70 or more points on language proficiency exams are moderately curriculum literate while the ones who have points lower than 70 on language proficiency exams are low curriculum literate.

Regions

The data also include information about English language teachers' working regions. There are 178 English language teachers from the Marmara Region with the highest participation and 70 English language teachers from the Southeastern Anatolia Region with the lowest participation. Since there are 7 geographical regions of Turkey, one-way ANOVA was computed to find out whether there is a significant difference between the mean score on CLILT and the dependent variable of the region in which the teachers work.

Table 33

One-way ANOVA of Total Score and Regions

Factor	Regions	N	Mean	Std. Dev.	f	p
Score	the Aegean R.	110	61.891	21.1709	1.341	.236
	the Central Anatolia R.	156	65.692	20.2030		
	the Marmara R.	178	63.236	21.0622		
	the Mediterranean R.	119	62.420	20.3243		
	the Black Sea R.	94	68.043	21.7235		
	the Eastern Anatolia R.	70	63.886	21.2750		
	the Southeastern Anatolia R.	77	60.883	23.2752		

As presented in the table, the highest average score (68.04) belongs to those who work in the Black Sea region while the lowest average score (60.88) is owned by the ones working in the Southeastern Anatolia Region. It can be also interpreted from the table that there is no significant difference in the mean score on CLILT achieved by the region variable because p value is .23, that is, greater than .05. Therefore, it is unnecessary to perform Tukey's post hoc test because it is used to check out the significant differences among the groups of the variable.

The Interpretation of the Findings Related to Curriculum Literacy Level of English Language Teachers

Under this title, the findings of first research question were discussed with regard to the findings in the literature. There are some studies on curriculum implementations in the literature (Altaieb, 2013; Dönmez-Günel & Engin- Demir, 2012; Metzger, 1995; Sun, 2007; Wang, 2006) to reveal the factors that affect the curriculum implementation of language teachers at classroom level. Teachers' knowledge on curriculum is widely reported to be one of the factors affecting curriculum implementation. In the light of the findings of the studies, it can be interpreted that teachers are the implementers of the curriculum and therefore their knowledge of the curriculum must be taken into consideration to understand how successfully they apply the curriculum into their classrooms. In these studies, it is also found that there are other factors having influence on curriculum implementation such as teachers' beliefs about curriculum, classroom size, students, and time. Nonetheless, curriculum literacy of English language teachers has not been investigated so far. There are numerous studies conducted on curriculum literacy in Turkey (Aslan, 2019; Aslan & Gürlen, 2019; Bolat, 2017; Erdem & Eğimir, 2018; Gömleksiz & Erdem, 2018; Kana, Aşçı, Zorlu & Elkıran, 2018; Kızılaslan-Tunçer, 2019; Sural & Dedebali, 2018). However, these studies were carried out mostly with student teachers studying at different departments of education faculties. In addition, these studies focused on common curriculum components such as goals and aims, content, learning experiences, and evaluation to measure what student teachers can do for each component to reveal their curriculum literacy as well as to compare the results gathered from student teachers studying at different departments with 5 point likert scale as the data collection instrument developed by Bolat (2017). These studies showed that student teachers have high curriculum literacy. Since the sample and the data collection instrument of these studies are different from the present study, and there is a gap in exploring curriculum literacy level of English language teachers in the literature, interpretations of the findings were made within the current study and related literature was benefited to express the results.

First of all, the necessity of curriculum literacy is emphasized in literature. Shulman (1986) noted that knowledge teachers should have can be separated into three: “(a) subject matter content knowledge, (b) pedagogical content knowledge, and (c) curricular knowledge” to be an effective teacher (p. 9). He defined subject matter knowledge as the knowledge of facts

and domains in the field, pedagogical content knowledge as the dimension of the subject matter knowledge for teaching and curricular knowledge as the combination of subject matter knowledge and pedagogic knowledge (Shulman, 1986). In addition, Berliner (1986) stated that expert teachers are good at “how the goals for the lesson, the time constraints, and the curriculum itself were blended to direct the activity” (p. 6). Aiming to explore how knowledgeable English language teachers are about curriculum, this study illustrates that English language teachers in Turkey have a moderate level of curriculum literacy. Their curriculum literacy level was measured with CLILT which is comprised of 25 multiple choice questions related to five domains, namely skills, activities, functions and learning outcomes, assessment, and theoretical knowledge related to lesson planning, language syllabus and language teaching approaches and methods. The mean of total scores on CLILT of English language teachers is 63.80 out of 100 and the cut score distinguishing between low literate and moderately literate is 60 according to the pre-determined standards of CLILT. Regarding the total number of correct answers of English language teachers on CLILT, it is seen that the average number of correct answers of the teachers is 15.95 out of 25 questions. “The teachers tended to interpret the concepts partially according to the teachers’ level of understanding and procedural knowledge” (Ahmad, 2010, p. 10), namely curriculum knowledge. It can be interpreted that English language teachers are not so good at understanding language curriculum, they are not so knowledgeable about skills, functions and learning outcomes, activities, assessment, and theoretical knowledge related to lesson planning, language syllabus and language teaching approaches and methods. Nevertheless, it is necessary to analyze each domain of CLILT to understand better how knowledgeable English language teachers are to be curriculum literate.

CLILT is composed of five domains related to language curriculum to measure English language teachers’ curriculum literacy level in Turkey. Each domain was asked through multiple choice questions and the teachers needed to answer at least 60 percent of the questions for each domain to be moderately curriculum literate. One of the domains in CLILT is teaching language skills, namely reading, listening, speaking and writing. Brown (2001) states that it is essential for teaching English through focusing on skills. Questions written for skills endeavor to find out teachers’ knowledge of how to teach these language skills. The findings of this study showed that English language teachers answered 67.12 percent of the questions related to skills correctly. It can be said that English language teachers have knowledge of how to teach language skills but their knowledge of language

skills is not at high level to improve learners' skills expressed in language curriculum. Harmer (2007) notes that "different skills need to threaded through a sequence of lessons so that writing, for example, does not get forgotten and reading does not predominate" (p. 377). In accordance with Harmer's statement, the reason of the fact that English language teachers are not so knowledgeable about how to teach language skills can be that they may not give equal importance to each language skill although the language curricula of Turkey is based on the development of learners' language skills.

Second domain included in CLILT embraces functions and learning outcomes. Questions written for this domain seek whether English language teachers can identify language functions and match functions with suitable learning outcomes. According to Wiles and Bondi (2007):

There is regularly a discrepancy between the intentions of the curriculum and what teacher accurately delivers to students. This disorder is a result of not refining goals and objectives, not specifying what teacher is to do with the student, or not defining what the student is to do after having been taught (p. 80).

The findings of this study, in line with what Wiles and Bondi propose, revealed that English language teachers responded 69.4 percent of the questions related to this domain accurately. It can be inferred that English language teachers have a moderate level of knowledge about functions and learning outcomes, yet teachers lack knowledge about this domain to identify functions and learning outcomes in language curriculum. Since functions and learning outcomes are used to define and arrange all the teaching activities (Brown, 1995), teachers not having knowledge of functions and learning outcome may have difficulties in other parts of language teaching.

Third domain in CLILT is defining activities. Questions written for this domain search for whether teachers can identify the aim of classroom activities and relate a given content with an activity. Harmer (2007) states that "one of the most important tasks teachers have to perform is organizing students to do various activities" (p. 111). However, the findings exhibited that English language teachers answered 70 percent of the questions related to activities correctly. It can be interpreted that English language teachers have a moderate level of knowledge about activities, even so, there is an absence in their knowledge about activities suggested in language curriculum.

Fourth domain of CLILT is assessment. Questions written for this domain try to find out whether English language teachers can identify types of assessment and aims of assessment tools. Cohen (2001) proposes that "assessment is perhaps one of the least understood areas

of language teaching and learning. In accordance with this statement, the findings of this study presented that English language teachers were able to answer 54 percent of the questions related to assessment correctly. It can be said that English language teachers have a low level of knowledge about assessment. Ahmad (2014) noted that:

The teachers probably misunderstood in interpreting the policy of the assessment. As the assessment process had also been described in the syllabus, all the teachers needed to do was suited the assessment and all its components with the competence of today the teachers planned the students to achieve (p. 11).

They may experience difficulties in defining various types of assessment tools and aims of assessment tools suggested in language curriculum.

The last domain in CLILT comprises theoretical knowledge that English language teachers need in order to interpret language curriculum. Questions written for this domain seek whether teachers can identify steps of lesson planning, certain types of language syllabus and basic approaches and methodologies of teaching English. As far as lesson planning is considered, Jensen (2001) utters that “the lesson serves as a map or checklist that guides us knowing what we wanted to do next; these sequences of activities remind us of goals and objectives of our lessons for our students” (p. 403). That is, English language teachers need to have knowledge of lesson planning to achieve goals and objectives stated in a language curriculum. Next, knowledge of language syllabus is also essential for language teachers to be curriculum literate because Nunan (2001) states that “syllabus design is a part of curriculum development which is concerned with selecting, grading, integrating, and justifying the content of the curriculum” (p. 63). As the third sub-domain of theoretical knowledge, the approaches and methods of ELT are needed to interpret a language curriculum. Celce-Murcia (2001) says that English language teachers should follow approaches and methods to organize their language courses and so they should be familiar with language teaching approaches and methods. Nonetheless, the findings of the study showed that English language teachers answered 56 percent of the questions related to theoretical knowledge accurately. It can be inferred that English language teachers have a low level of theoretical knowledge. This low level of theoretical knowledge may lead teachers to implement curriculum in a wrong way since Celce- Murcia (2001) notes that “teachers will be in a position to select the most useful techniques or principles and to design a productive course of study by drawing from available approaches, syllabus types and existing research types (p.10). Therefore, English language teachers may face difficulties in understanding the guidelines and principles of language curriculum.

All in all, with regard to the findings of the study, it is obvious that English language teachers in Turkey have a lack of knowledge about language curriculum and this lack of knowledge results in limited understanding language curriculum. To improve their knowledge of language curriculum, English language teachers may be in need of in-service training about how to teach language skills, theories and principles of language teaching, classroom activities, decision making on lessons, understanding of different styles of assessment (Richards & Farrell, 2015; Korkmazgil, 2015) to interpret language curriculum sufficiently. Improving curriculum literacy level of English language teachers from moderate level to high level can be achieved by in-service training which embraces the topics about subject matter, curriculum and teaching environment (Johnson, 2006). However, the subjects of in-service training for language teachers held in Turkey have been foreign language teaching methods and integration of technologies in teaching, as well as the types of the in-service training, are mostly short-term courses and seminars (Özer, 2004). Therefore, it can be concluded that the lack of in-service training about language curriculum results in low or moderate level of curriculum literacy level of English language teachers in Turkey. Furthermore, Organization for Economic Co-operation and Development (OECD) published the report on basic education in Turkey in 2007 and OECD suggested that the MoNE should “examine current curricula and training of teachers in foreign languages and make changes to increase performance to internationally accepted standards” (p. 158). On the other hand, in-service training may not be only solution for teachers to improve their curricular knowledge. Harmer (2007) offers that “at the beginning of our careers we go on teacher training courses where we are taught what to do. It is as our careers develop, however, that instead of being trained, we should seek to develop ourselves and our teaching” (p. 140). It can be interpreted that teachers need to search the opportunities for their professional development besides in-service training. Moreover, to improve one’s understanding of the teaching-learning process Murphy (2001) suggests that “gaining teaching experience, participating teacher development courses, thinking about and discussing published scholarship, attending conferences, consulting colleagues and getting to know students better are some of many ways that English language teachers can grow as professionals” (p. 499). Crandall (2001) adds that one of the ways in which teachers can do for their professional development is “working on curriculum and textbook development” (p. 536). It can be inferred from the statements that except in-service training, there many ways for teachers to have more subject knowledge and one of them is participating in curriculum designing and

textbook writing studies to be curriculum literate. In addition, since CLILT includes items related to subject knowledge of teaching English, the findings also show that English language teachers have moderate level of subject knowledge. According to Tsui (2003) “teachers with less subject knowledge tend to be more prescriptive, closely following text books, in contrast, those with more subject knowledge are able to reject unsuitable aspects of the textbook and offer alternative activities for development and practice”(p. 54). This statement is consistent with that curriculum literate teachers do not depend on coursebooks (Ben-Peretz, 1990). It can be deduced that the more subject knowledge English language teachers have, the more they have curriculum literacy, which enables them to design and adapt materials to underpin their teaching.

To sum up, English language teachers have a moderate level of curriculum literacy with regard to the findings of the current study. However, as five domains of language curriculum, namely skills, functions and learning outcomes, activities, assessment and theoretical knowledge, are considered, it can be seen that there is a lack in English language teachers’ knowledge about language curriculum. Therefore, there is a need for in-service training and teachers’ willingness to seek opportunities to enlarge teachers’ understanding of language curriculum.

The Interpretation of the Findings Related to Curriculum Literacy Level of English Language Teachers in Relation to Certain Variables

In this part, certain variables which may affect the level of the teachers’ curriculum literacy such as gender, their age range in accordance with year of teaching experience, the programs they graduated from, and their levels of language proficiency were examined with regard to the findings coming from the second research question. The findings illustrate that there is a statistically significant difference in each variable, so interpretation of each variable was made one by one.

As the gender variable in data is considered, the findings of the current study present that female teachers (66.68) scored more than male teachers did (56.05) on CLILT; nonetheless, it may be misleading to say that female teachers are more curriculum literate than male ones because of a low standard deviation. As CLILT is a kind of verbal test depending on understanding what you have read, it is not surprising that female teachers scored more. This result is in agreement with the studies (Awan, Azher, Anwar, & Naz, 2010; Fakeye, 2010;

Kobayashi, 2002; Mahyuddin, Elias, Cheong, Muhamad, Noordin & Abdullah, 2006; Pajares, 1996) revealing that females show greater performance than males in language achievement tests. The reason behind this result can be explained that females have less language anxiety. In accordance with the current study, the studies (Awan, Azher, Anwar, & Naz, 2010; Fakeye, 2010; Gardner, Day & MacIntyre, 1992) conducted on language anxiety showed that female learners of English have a low level of language anxiety, which results in a high level of language achievement. On the other hand, these studies presented that male learners of English showed higher level of language anxiety than females and their language achievement is lower than females accordingly. Another reason of the fact that female English language teachers have higher scores than the males can be self-efficacy levels of teachers. In the literature, the studies (Mahyuddin, Elias, Cheong, Muhamad, Noordin & Abdullah, 2006; Pajares, 1996; Schunk, 1995) revealed that learners' level of self-efficacy has an impact on their language achievement. These studies showed that female learners who have a high level of self-efficacy are more successful at language achievement than male learners who have a lower level of self-efficacy than females. Therefore, it can be inferred that female English language teachers who may have high level of self-efficacy and less language anxiety are more successful than male teachers who may not have less anxiety and high self-efficacy in answering CLILT.

As far as teachers' year of experience is concerned, one can easily see that curriculum literacy level of English language teachers can be influenced by teachers' year of experience in accordance with teachers' age range. The findings of the study reveal that more experienced teachers are less curriculum literate than novice teachers. It also means that younger teachers have more curriculum literacy than the older ones. The reason behind this result can be explained that teachers are prone to forget what they learned from university education as they are getting older (Stevens, 1999) if they have no opportunity to receive in-service training about language teaching and curriculum literacy. Moreover, a language curriculum affected by policies of countries related to foreign language learning, approaches to foreign language teaching as well as the development of technology can be rapidly changed in education. For instance, teacher-centered methods were popular about 20 years ago (Kırkgöz, Çelik & Arıkan, 2016), but learner-centered methods are preferred in relation to language curriculum designed with regard to CEFR. CLILT was also developed in accordance with today's language curricula. That experienced English language teachers have a low level of curriculum literacy may result from the lack of knowledge about changes

in the field and the lack of in-service training which represents these changes. Therefore, the ones with many years of teaching experience need in-service training to keep up with the changes in the field. Although teachers have many years of experience, the low number of in-service training may prevent their professional growth (Osamwonyi, 2016). Another reason why the novice and young English language teachers are more curriculum literate than the many years of experienced and elder ones can be related to Teacher Field Knowledge Test which has been applied since 2013 to be English language teachers in public schools. The test consists of the questions related to English language teaching and as the novice teachers took this test to be English language teachers, it might not be so surprising that their performance on CLILT was better than the experienced teachers who did not take this exam.

Another dimension that was examined is program of graduation. Compared to CLILT score of English language teachers who graduated from ELT program, CLILT score of those who graduated from either English medium universities or English language-specific programs like English language and literature and translation and interpretation studies is quite low. Accordingly, the findings of this study reveal that graduates of non-ELT programs have a low level of curriculum literacy (57.85) whereas graduates of ELT program have a moderate level of curriculum literacy (65.69). The difference between graduates of ELT and non-ELT programs may result from the courses offered by the two programs which are remarkably diverse. ELT program offers courses related to linguistic competence, approaches and methodologies of English language teaching, material adaptation and development, English language testing and evaluation, teaching English to young learners, teaching language skills (listening, reading, speaking, and writing), English literature, English linguistics, translation, pedagogic content knowledge, and school experience. In addition, student teachers have micro-teaching sessions in the courses related to teaching English. However, non-ELT programs do not offer these courses. The ones who graduated from non-ELT programs must enter teaching certificate programs including courses related to pedagogic content knowledge to become English language teachers in Turkey. The graduates of this certificate program take 11 credits of pedagogic content courses related to ELT program (Demiröz & Yeşilyurt, 2015). Additionally, if English language teachers have more subject knowledge including knowledge of second language acquisition, curricular and syllabus knowledge and pedagogical knowledge, they become better at presenting the content of curriculum to the class (McNamara, 1991; Parchler, Evans & Lawes, 2007; Richards, Conway, Roskvist &

Harvey, 2013; Tsui, 2003). Therefore, it can be said that there is a gap between the graduates ELT and non-ELT in terms of knowledge of teaching English and practice of teaching English. This gap may cause English language teachers who graduated from non-ELT programs to have a low level of curriculum literacy. This result is consistent with the results of the study conducted by Mirici and Ölmez-Çağlar (2017). They underlined that the graduates of teaching certificate program need to improve their teaching by having more school experience and knowledge of teaching English. Moreover, as stated before, English language curriculum in Turkey is based on communicative approach and it is expected that English language teachers interpret the curriculum and apply it into their classrooms with this approach. However, Demiröz and Yeşilyurt (2015) argue that those from English language specific programs give more importance to structural activities related to grammar than the activities like an information gap activity. In this respect, that English language teachers graduated from non-ELT programs have a low level of curriculum literacy may stem from that they focus on structural activities more instead of communicative activities defined in the curriculum in Turkey. It can be also inferred that English language teachers from non-ELT programs may misinterpret the language curriculum with the bases of communicative approach in Turkey. On the other side, English language teachers who graduated from ELT program are moderate level of curriculum literate instead of being high level of curriculum literate. It seems that they have a lack of curriculum knowledge even though they took the courses offered by ELT program. Demir (2015) figures out that ELT program is unable to “create a balance between received and experiential knowledge” (p. 161) and it “does not adequately prepare them for classroom teaching” (p. 162). In addition, Seferoğlu (2006) points out that student teachers need more opportunities for teaching practice. Therefore, it can be interpreted that ELT graduates are knowledgeable theoretically but they may have some difficulties in practice, which may be resulted from being unfamiliar with curriculum implementation at the classroom level. To improve ELT graduates’ level of curriculum literacy, OECD suggests that it is essential to “align teacher pre-service education with the primary and secondary education curriculum” (p. 158).

Next variable that may influence curriculum literacy is English language teachers’ proficiency in English. The findings of the current study show that English language teachers having scores between 70 and 100 on language proficiency exams are moderately curriculum literate (65.40) while the ones having scores less than 70 and the ones who do not have a valid language proficiency score are low curriculum literate (55.53). Accordingly, this result

can be interpreted that mastery of English may be a determining factor in the level of curriculum literacy. This result is in line with the findings suggested in Korkmazgil's study (2015) that the teachers with low levels of English language proficiency need in-service training more than the teachers with high levels of language proficiency. It is also stated in the study that English language teachers would like to have in-service training to improve their language skills, especially speaking. Moreover, Harmer (2007) states that teachers are role models for their students because students get exposure of language from their teachers. English language teachers' ability to use the target language may affect their curriculum implementation at the classroom level. It can be concluded that having low proficiency in English may lead to the lack of knowledge related to teaching English and these teachers are in need of in-service training for improving their language proficiency as well as their curriculum literacy. In addition, if English language teachers have limited language proficiency, their teaching practice can be unsatisfactory (Farrell & Richards, 2007). This interpretation is in agreement with the findings of the present study because teaching practice refers to the implementation of curriculum at classroom level. Thus, the teachers with high curriculum literacy level are likely to bring language curriculum into classroom successfully. In accordance with this, the lack of proficiency English may result in difficulties faced by English language teachers in their professional careers (McGee & Phelan, 2004; Butler, 2004), one of which may be weak implementation of curriculum resulted from having a low level of curriculum literacy. Therefore, it can be suggested that improving English language teachers' proficiency level through in-service training may improve teachers' curriculum literacy level and curriculum implementation.

To wrap up, as far as certain variables such as gender, their age range in accordance with year of teaching experience, the programs they graduated from, and their levels of language proficiency are considered, it can be said that these variables have an impact on English language teachers' curriculum literacy level. It is suggested through analyzing each variable that curriculum literacy of English language teachers can be upgraded by in-service training which includes teaching language skills, organizing lessons in accordance with functions and learning outcomes, employing various classroom activities for language skills, presenting theories and principles of language teaching, applying a variety of assessment tools for language skills as well as giving teachers opportunity to improve their own language skills.

CHAPTER V

CONCLUSION

This chapter is concerned with the summary of the study. The summary includes the aim of the study, research design, data collection process and the findings of the current study. Next, implications of the study for both English language teaching and application of language curriculum are presented. Finally, some suggestions for further studies related to curriculum literacy are offered.

Summary of the Study

The primary purpose of the current study is to probe to what extent English language teachers in Turkey have curriculum literacy. The second aim of the study is to find out whether such variables as gender, age, year of experience, program of graduation, language proficiency level and geographical region of workplace are related to the total scores on Curriculum Literacy Inventory for Language Teachers (CLILT). To answer the research questions, the study was carried out within the frame of the quantitative research method. In addition, a survey design of the quantitative research method was employed because the study was based on analyzing, comparing, classifying and interpreting the data collected from English language teachers by CLILT. There were procedures for designing CLILT. First of all, validity and reliability of CLILT were ensured by conducting a pilot study. Before the pilot study, the content table of the inventory was constructed through a literature review, interviews with English language teachers and subject matter experts as well as the judgements of experts. CLILT is composed of five components: language skills, functions and learning outcome, activities, assessment and theoretical knowledge. The type of CLILT was determined as a criterion referenced test in order to group teachers as a low, a moderate and a high level of curriculum literate. In this vein, numerous multiple choice questions were

written for the item pool and item selection was carried out with the experts. Then, the CLILT of 51 multiple questions was prepared for the pilot study. By the data coming from pilot study, factor analysis was performed to examine the factor loading of each item and to eliminate default items accordingly in order to establish construct validity. Next, item analysis of CLILT was computed. Regarding the reliability of the inventory, item difficulty and item discrimination indexes and Kuder-Richardson (KR) formula for internal consistency were taken into account by the researcher. After that, since CLILT was designed as criterion referenced test because of the aim of the study, cut scores and standards were defined with regard to the results of item analysis and the judgements of subject matter experts, which contributes to content validity of the inventory. Accordingly, English language teachers whose total scores on CLILT are between 0 and 59 are called low level of curriculum literate teachers, between 60 and 79 are classified as moderate level of curriculum literate, and between 80 and 100 are called high level of curriculum literate teachers. Eventually, there were 25 questions to explore English language teachers' level of curriculum literacy and the whole process ensuring validity and reliability proved that CLILT was ready for the collection of the actual data. The collection of the actual data was carried out by the approval document taken from the MoNE. Thanks to this consent form, the data was gathered from English language teachers working at public schools. As the sample of the study, there are 804 English language teachers who have been working at public schools under General Directorate of Basic Education or General Directorate of Secondary Education. These teachers' responses on CLILT were used for analyzing factor loadings and items to present the actual values related to validity and reliability. After factor analysis, it was found that eigenvalues of five factors in CLILT are 9.393, 1.846, 1.301, 1.153 and 1.090 respectively. Besides, five components of CLILT explain a total of 59.14 percent of the variance, which is highly satisfactory for social sciences. In addition, it was observed that factor loadings of 25 items are acceptable and there are no cross-loaded factor loadings in CLILT. That is, construct validity of CLILT are maximized. Furthermore, item analysis was conducted to identify difficulty and discrimination values of CLILT. The mean item difficulty value (0.64) and the mean item discrimination value (0.51) reveal that CLILT includes items contributing to reliability with satisfactory values. Besides item analysis, KR20 formula was operated to ensure reliability as internal consistency. It is found that KR20 value is 0.84, which is sufficiently good for internal consistency.

Quantitative data of the study were analyzed through SPSS employing descriptive statistics, independent sample t-test and one-way ANOVA to answer the research questions. With respect to the results derived from descriptive statistics, it is indicated that:

- English language teachers have a moderate level of curriculum literacy with the mean of 63.80. Nonetheless, this mean score is closer to the cut score of a low level of curriculum literacy (60) than the cut score of a high level of curriculum literacy (80). That is, it can be deduced that English language teachers are moderately curriculum literate but they may not fulfill the requirements listed in the table of standards prepared for CLILT and they may perform, to some extent, as low curriculum literate teachers.
- As far as the number of English language teachers who have a low, a moderate or a high level of curriculum literacy is considered, it is found that there are 260 English language teachers who are low curriculum literate. It means that 32.33 % of English language teachers are not able to understand and interpret language curriculum adequately, which may lead to problems and difficulties in classroom. The number of the teachers who have a moderate level of curriculum literacy is 303, which equals to 37.68 % of the sample. It can be said that they are not so good at understanding language curriculum but they are not bad at it. Additionally, there are 241 English language teachers whose total scores on CLILT are in the range of a high curriculum literacy level. It can be surmised that three out of ten teachers are able to comprehend the guidelines and the content of language curriculum.

Regarding the results obtained from independent sample t test and one way ANOVA, it is found that:

- There is a significant difference between female teachers' scores and male teachers' scores on CLILT. The mean of total score belonging to female English language teachers is 66.68 whereas the mean of the total score belonging to male English language teachers is 56.05. However, it cannot be concluded that male teachers are less curriculum literate than the females due to the low standard deviation.
- There is a significant difference among the age groups in terms of the teachers' scores on CLILT. The teachers in the 21-30 age group scored (66.80) more than the teachers in the 31-40 age group (63.33), the 41-50 age group (56.71) and the 51-60 age group (46.35).

It can be interpreted that young English language teachers are better at understanding curriculum than the older ones.

- The mean of total scores held by English language teachers who graduated from ELT program is different at a significant level from the ones who graduated from non-ELT programs. ELT graduate teachers are more curriculum literate (65.69) than non-ELT graduate teachers (57.85). In fact, English language teachers graduated from ELT program are moderate level of curriculum literate while the ones who graduated from non-ELT programs are low level of curriculum literate.
- There is a significant difference among year ranges of experience in terms of the teachers' scores on CLILT. English language teachers with 6-10 years of experience scored (67.81) more than the teachers with 1-5 years of experience (64.12), 11-15 years of experience (64.05), 16-20 years of experience (58.18), 21-25 years of experience (57.33) and 26-30 years of experience (47.20). It can be also deduced that English language teachers with many years of experience are less curriculum literate than those with fewer years of experience.
- There is a significant difference among score ranges of language proficiency exams English language teachers took with regard to the teachers' scores on CLILT. English language teachers whose language proficiency exam results are between 90 and 100 are the most curriculum literate with the mean score of 71.27. It is also apparent that English language teachers having scores between 70 and 100 on language proficiency exams are moderate level of curriculum literate (65.40) while the ones having scores less than 70 and the ones who do not have a valid language proficiency score are low level of curriculum literate (55.53).
- No significant differences among geographical regions where English language teachers teach with respect to their scores on CLILT have been found. It can be said that teachers from every region of Turkey have a moderate level of curriculum literacy.

Implications of the Study

The current study has significant implications for the field. Regarding the findings of this study, it can be viewed that English language teachers have a medium level of curriculum literacy. To make them more curriculum literate, in-service training related to curriculum

design can be arranged by the MoNE or universities. Academicians, the members of the MoNE and teachers who take part in language curriculum developments can be invited to these in-service training programs to explain what is intended when designing the curriculum. These in-service training programs should include not only informative theoretical contents but also workshops which give teachers opportunity to discuss on and apply what they have learned. They may develop lesson plans and syllabus with regard to language curriculum in these workshops. To enable teachers to access in-service training, they can be organized locally for each region. Beside in-service training, English language teachers can be supported to develop their own professional careers by giving opportunities such as a free entrance to conferences related to language curriculum and language teaching, invitations for language curriculum designing, and online platforms in which they can share their experience of language curriculum.

The results also reveal that English language teachers who graduated from non-ELT programs such as English literature, linguistics, and translation have a low level of curriculum literacy. This result may be explained by the fact that these teachers do not take language curriculum related courses about approaches and methodologies of teaching English, how to teach language skills, language assessment tools, activities for language skills, and arranging lessons with regard to functions and learning outcome. Having knowledge of English may not be enough to interpret language curriculum sufficiently, that is, teachers need to be conversant with methodology courses explained above. Therefore, teaching certificate programs that give non-ELT graduates chance to be English language teachers can be abolished, or methodology courses for English language teaching can be included in teaching certificate programs, which increases the length of the program. In addition, to make ELT graduates more curriculum literate, cooperation between universities and the MoNE can be boosted by sharing experiences in the field from two different perspectives.

Regarding the results of the study, English language teachers who have many years of experience have a low level of curriculum literacy. It seems possible that these results are due to the lack of in-service training. The MoNE should put forward a step to prevent this loss because teachers have a tendency to forget what they learned at their universities as they get older. Thus, planned and local in-service training should be held by reaching experienced

teachers, and it should be ensured that novice teachers and experienced teachers come together and exchange information.

Another result of the study highlights that English language teachers who have high scores on language proficiency exams are more curriculum literate. Having a high level of language proficiency alone is not enough to be curriculum literate but it is essential. When teachers' level of language proficiency increases, their curriculum literacy may be involved too. Therefore, the MoNE should support their teachers by courses and in-service training where teachers can develop their listening, reading, writing and reading skills in English.

Suggestions for Further Studies

The current study can be a fruitful area for further studies because research to date has not yet explored the level of English language teachers' curriculum literacy. However, this can be yielded as the limitation of the study. To identify the level of English language teachers' curriculum literacy, data collection instrument (CLILT) was designed by the researcher considering validity and reliability issues. To ensure validity of CLILT, both content validity and construct validity were provided but criterion-related validity, which is presented by comparing results from different instruments to predict English language teachers' performance in implementing curriculum, could not be achieved. A possible explanation for this may be the lack of the data collection instrument formed like CLILT, which gives no opportunity to compare results. Besides, because of limited time to conduct this study, CLILT could not be employed twice with a long interval. To address criterion-related validity, researchers can use the results of this study to compare the results of their own study by applying CLILT.

As reliability, this study took advantage of internal consistency by measuring KR20 value of CLILT and analyzing items in terms of difficulty and discrimination; nevertheless, this study lacks reliability as stability and reliability as equivalence. Reliability as stability deals with measuring consistency over similar participants and over time. Researchers who want to conduct studies on language curriculum literacy can apply CLILT again and compare the results of their own study to ensure reliability as stability. In addition, reliability as equivalence endeavors to compare the results from two or more similar data collection instruments. If researchers wish to develop their own data collection tool to define

curriculum literacy of English language teachers or to adapt CLILT, they can draw on the results of this study to achieve reliability as equivalence.

In addition to suggestions on validity and reliability, language curriculum implementation can be suggested topic to conduct studies. The fundamental aim of this study is to find out the level of English language teachers' curriculum literacy, so it does not concern about how English language teachers implement curriculum at the micro level. Further studies may usefully aim to explore how English language teachers bring curriculum into their classes by observation. CLILT itself and the data collected via it may provide insights for the researchers to determine the sample of their studies or to design a frame for their observations. Moreover, researchers can employ CLILT to the participants in their studies, then not only may they observe teachers' classes in terms of language curriculum implementation, but they also may try to define the relationship between the results from CLILT and the results from their observations. The table of the standards developed for commenting on CLILT results can be used as a frame or a check list in further studies based on observations. As a result, this study has thrown up many questions to the field in need of further research.

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APPENDICES

Appendix A. The MoNE Approval Form of Research Implementation



T.C.
MİLLÎ EĞİTİM BAKANLIĞI
Yenilik ve Eğitim Teknolojileri Genel Müdürlüğü

Sayı : 81576613-605.01-E.9803634
Konu : Araştırma Uygulama İzin Talebi

17.05.2019

GAZİ ÜNİVERSİTESİ REKTÖRLÜĞÜNE
(Eğitim Bilimleri Enstitüsü Müdürlüğü)

- İlgi: a) Gazi Üniversitesi Rektörlüğü Eğitim Bilimleri Enstitüsü Müdürlüğünün 04/04/2019 tarihli ve 80287700-302.08.01-E.11811 sayılı yazısı
b) Temel Eğitim Genel Müdürlüğünün 09/05/2019 tarihli ve 702297673-605.01-E.8310142 sayılı yazısı
c) Millî Eğitim Bakanlığının 22/08/2017 tarihli ve 35558626-10.06.01-E.12607291 (2017/25) sayılı genelgesi

İlgi (a) yazı ile Gazi Üniversitesi Eğitim Bilimleri Enstitüsü, Yabancı Diller Eğitimi Bilim Dalı, İngiliz Dili Eğitimi Bilim Dalı Yüksek Lisans Programı öğrencisi Nesli Çiğdem SARAL'ın "Exploring Curriculum Literacy Level of English Language Teachers In Turkey" adlı yüksek lisans tezi kapsamında hazırladığı veri toplama aracının 81 il genelinde, Temel Eğitim Genel Müdürlüğü ve Ortaöğretim Genel Müdürlüğüne bağlı okullarda görev yapan İngilizce öğretmenlerine uygulanmasına yönelik izin talebi Genel Müdürlüğümüz ve ilgili Birimlerce incelenmiştir.

Denetimi il/ilçe millî eğitim müdürlükleri ve okul/kurum idaresinde olmak üzere, kurum faaliyetlerini aksatmadan, gönüllülük esasına göre; onaylı bir örneği Bakanlığımızda muhafaza edilen ve uygulama sırasında da mühürlü ve imzalı örnekten çoğaltılan/ elektronik ortama aktarılan veri toplama araçlarının uygulanmasına ilgi (b) yazı ve ilgi (c) Genelge doğrultusunda izin verilmiştir.

Gereğini ve bilgilerinizi rica ederim.

Anıl YILMAZ
Bakan a.
Genel Müdür V.

Ek: Veri Toplama Araçları (11 Sayfa)

Güvenli Elektronik İmza

Aslı ile Aynıdır

20.05.2019

Burhan İNANIR

Emniyet Mahallesi Mülaz Sokak No:8 06560 Sıhhiye/Çankaya
Telefon No: (0 312) 296 94 00 Fax: (0 312) 296 95 82
E-Posta: yegit@meb.gov.tr İnternet Adresi: http://yegit.meb.gov.tr

Bilgi için: Seyda KARABULUT Dr. Atilla DEMİRBAŞ
Öğretmen Koordinatör
Telefon No: (0 312) 296 95 82

Bu evrak güvenli elektronik imza ile imzalanmıştır. <https://evraksorgu.meb.gov.tr> adresinden 37e4-8d7c-3d56-b4ff-d1b2 kodu ile teyit edilebilir.

Appendix B. Informed Consent Form

BİLGİLENDİRİLMİŞ GÖNÜLLÜ KATILIM FORMU

Bu çalışmanın amacı İngilizce öğretmenlerinin, İngilizce dersi öğretim programı okur yazarlık düzeyini ölçmektir. Sizden 25 soruluk bir ölçek formunu cevaplamanız istenmektedir. Bu ölçek formunu doldurmak yaklaşık 20 dakikanızı alacaktır. Kimliğiniz tamamen gizli tutulacaktır ve adınız herhangi bir dokümanda/raporda kullanılmayacaktır. Araştırma verilerine araştırmacı dışında hiç kimse erişemeyecektir. Katılımınızın sonucu beklenen herhangi bir risk ya da doğrudan bir yarar yoktur. Katılım tamamen gönüllülük esasına dayanır. İstedığınız zaman herhangi bir sebep göstermeksizin çekilme hakkına sahipsiniz. Herhangi bir sorunuz varsa ya da araştırmanın sonuçlarını almak isterseniz, lütfen bana n.cigdemsaral@gmail.com adresinden ulaşmaktan çekinmeyiniz.

Kabul: Yukarıda açıklanan prosedürü okudum ve anladım. Bu araştırmaya gönüllü olarak katılmayı kabul ediyorum.

KABUL EDİYORUM

INFORMED CONSENT FORM

The purpose of this study is to identify curriculum literacy level of English language teachers. You will be asked to answer the inventory consisting of 25 questions. Time required for the survey is about 20 minutes. Your identity will be kept confidential and your name will not be used in any reports. No one except from the researcher can reach the collected data. There are no anticipated risks or direct benefits as a result of your participation. Participation is purely voluntary. You have the right to withdraw from the study at any time without consequence. If you have any questions or would like to receive the results of the study, please feel free to contact me via n.cigdemsaral@gmail.com.

Agreement: I have read the procedure described above. I voluntarily agree to participate in the study.

AGREE

Appendix C. Curriculum Literacy Inventory for Language Teachers

CURRICULUM LITERACY INVENTORY for LANGUAGE TEACHERS

The aim of the study is to identify curriculum literacy level of English language teachers. The inventory comprises of two parts. In Part I, there are demographic questions for English language teachers. In Part II, there 25 multiple choice questions about curriculum. Time required for the survey is about 20 minutes. Your identity will be kept confidential and your name will not be used in any reports. No one except from the researcher can reach the collected data.

Thank you for your contribution.

Researcher: Nesli Çiğdem Saral

E-mail: n.cigdemsaral@gmail.com

PART I

Demographic Questions

1. Your gender:

- ☐ Male
- ☐ Female

2. Your age:

- ☐ 21-30
- ☐ 31-40
- ☐ 41-50
- ☐ 51-60

3. How long have you been working as an English language teacher?

- ☐ 1-5 years
- ☐ 6-10 years
- ☐ 11-15 years
- ☐ 16-20 years
- ☐ 21-25 years
- ☐ more than 25 years

4. The program you graduated from:

- ☐ English Language Teaching
- ☐ English Language and Literature
- ☐ American Culture and Literature
- ☐ Translation and Interpretation
- ☐ Linguistics
- ☐ Other

5. The degree you hold:

- ☐ Bachelor degree
- ☐ Master's degree
- ☐ Doctoral degree

6. What grade level(s) are you currently teaching? (You may choose more than one option.)

- ☐ 2-4 grades
- ☐ 5-8 grades
- ☐ 9-12 grades

7. In what region do you teach?

- ☐ Aegean Region
- ☐ Southeastern Anatolia Region
- ☐ Mediterranean Region
- ☐ Marmara Region
- ☐ Central Anatolia Region
- ☐ Black Sea Region
- ☐ Eastern Anatolia Region

8. Have you taken any English proficiency exams such as YDS, YÖKDİL, TOEFL and IELTS in last five years? (ÖSYM equivalency table is referred.)

- ☐ No.
- ☐ Yes and my score is between 90-100.
- ☐ Yes and my score is between 80-89.
- ☐ Yes and my score is between 70-79.
- ☐ Yes and my score is between 60-69.
- ☐ Yes and my score is between 50-59.
- ☐ Yes and my score is between 0-49.

PART II

Curriculum Literacy Questions

There are 25 questions about curriculum. Each question has four choices out of which only one is correct.

1. Which of the following could be the function of the learning outcome "Students will be able to describe past events in a simple way."?

- a. Using simple past tense
- b. Describing simple past tense
- c. Making simple inquiries in the past tense
- d. Talking about past events

2. Which of the following assessment types is used to measure learners' achievement?

- a. formative assessment
- b. summative assessment
- c. diagnostic assessment
- d. self- assessment

3. Which of the following activities is NOT suitable for teaching writing skill?

- a. Preparing an outline
- b. Finding specific information
- c. Rephrasing
- d. Summarizing a text

4. Which of the following relates to the statement from a lesson plan “By the end of the lesson, students will be able to practice looking for specific information in a text.”?

- a. aims
- b. procedure
- c. assumptions
- d. anticipated problems

5. “Learners should be engaged in activities to learn English.”

Which of the following activities best represents this statement above?

- a. taking turns reading a printed dialog from a textbook
- b. creating a game as a group and then playing it with classmates
- c. reciting a memorized list of verb forms
- d. memorizing a dialog to act out in the class

6. Which of the following is suitable for teaching speaking skill?

- a. Information gap
- b. Skimming
- c. Filling in a form
- d. Taking notes

7. “In language learning, accuracy is more crucial than fluency.” Which of the following types of syllabus is used to cater for this statement?

- a. structural
- b. content based
- c. functional
- d. situational

8. Which of the following statements is NOT related to the function “expressing opinions”?

- a. I am afraid I will not pass the exam.
- b. I think Gary is more jealous than Suzan.
- c. In my opinion, robots will conquer the world.
- d. The book that I bought yesterday is about space discoveries.

9. Which of the following is directly related to the learner comment “My teacher prefers activities focusing on drilling and memorization.”?

- a. Audiolingual method
- b. Communicative language teaching
- c. Task-based language teaching
- d. The silent way

10. Which of the following is NOT suitable for teaching listening skill?

- a. Putting into order/reordering
- b. Discriminating between phonemes
- c. Preparing an invitation card
- d. Omitting the irrelevant information

11. Which of the following teaching aims is related to the classroom activity “A group of actors comes to the school to perform a short play in English for the learners.”?

- a. to provide learners with exposure to language
- b. to develop learner autonomy
- c. to increase learners’ participation
- d. to give restricted practice of target language

12. When the assessment and evaluation part of the curriculum is considered, which of the following is NOT true?

- a. A rich variety of testing techniques is necessary to assess and evaluate learners' language proficiency.
- b. It is essential to help students observe their pace and to support instructional process.
- c. Tests should not create a negative washback effect.
- d. Tests should not cover four language skills.

13. Which of the following skills is associated with the learning outcome "Students will be able to understand phrases and statements on posters and advertisements about movies and movie characters."?

- a. listening
- b. speaking
- c. reading
- d. writing

14. Which of the following statements from a lesson plan is associated with "procedure"?

- a. Students will be able to talk about their arrangements.
- b. Students listen to the recording to check their answers.
- c. Students may have difficulty in authentic listening.
- d. Students can be given an extra task if they finish early.

15. Which of the following functions best expresses the statement “Would you like me to bring you anything from Lapland?” ?

- a. expressing opinions
- b. expressing obligations
- c. making an offer
- d. giving suggestions

16. Which of the following skills is associated with the learning outcome "Students will be able to design a brochure about their favorite tourist attractions."?

- a. listening
- b. speaking
- c. reading
- d. writing

17. Which of the syllabus types includes statements like “Apologizing; Introducing family members; Talking about future plans”?

- a. structural
- b. situational
- c. functional
- d. content based

18. What type of assessment enables learners to monitor their own progress?

- a. criterion referenced assessment
- b. norm-referenced assessment
- c. self-assessment
- d. diagnostic assessment

19. Which of the following activities is suitable for teaching reading skill?

- a. Group discussions
- b. Preparing a list
- c. Identifying the gist
- d. Dictation

20. Which of the following is closely related to the learner comment “My teacher focuses on the functional uses of language in various social contexts.”?

- a. Suggestopedia
- b. Audiolingual method
- c. The Direct method
- d. Communicative language teaching

21. Which of the following could be the function of the learning outcome "Students will be able to understand the time, days and dates in clear oral texts."?

- a. Understanding in, at, on
- b. Telling the time, days and dates
- c. Giving information about “in, at, on”
- d. Making a dialogue using prepositions of time

22. Which of the following skills is associated with the learning outcome "Students will be able to ask people questions about what they are doing at the moment."?

- a. listening
- b. speaking
- c. reading
- d. writing

23. Which of the following classroom activities is related to the teaching aim “to focus on fluency”?

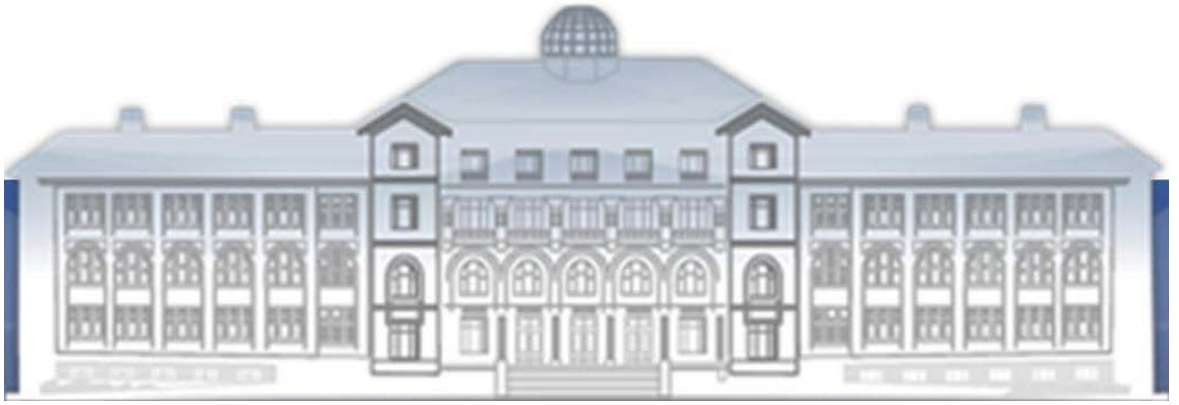
- a. Learners do a grammar exercise on an English learning website.
- b. Learners do a quiz about endangered animals before reading an article about them.
- c. Learners act out their favorite sportsmen/sportswomen by giving information about their likes and dislikes.
- d. Learners read aloud the dialogue about ordering food.

24. Which of the following aims can be associated with “expressions for agreeing and disagreeing”?

- a. to support students to talk about family relationships.
- b. to help students write a set of instructions for a process.
- c. to assist students to hold a discussion on a current topic.
- d. to encourage students to organize a survey about favourite holiday activities.

25. Which of the following skills is associated with the learning outcome "Students will be able to recognize the use of rising intonation to ask for clarification."?

- a. listening
- b. speaking
- c. reading
- d. writing



GAZİLİ OLMAK AYRICALIKTIR...