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A STUDY ON THE APPLICATION OF THRESHOLD LEVEL
IN VIEW OF THE SCHOOL INFRA-STRUCTURE AND
TEACHER OPINIONS IN VAN

YÜKSEK LİSANS TEZİ

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important, aspects of the system are explained. Chapter IV briefly explains the research method. In Chapter V, analysis of the results and accordingly the steps to be taken concerning the system take place. Chapter VI relays conclusions obtained as a result of this study and recommendations for further research are pointed out. Chapter VII is related to discussion and suggestions for further research. And, the last chapter deals with public opinion on Threshold Level.

ABSTRACT

The Ministry of Education decided to adhere to the "Application of Threshold Level in foreign language education and teaching in secondary schools". The Threshold Level is a newly-applied system in Turkey and is not known so familiar to date. There haven't been many written studies on the subject matter. Thus, the aim of this study is to introduce the new system descriptively and to show the situation of the infra-structure at the schools applying the system and accordingly to express the opinions and recommendations of the teachers applying the system at the schools in Van. In this way, if the results obtained from the study can be generalized over all the secondary schools applying the system throughout Turkey, a general view concerning the system can be obtained. Besides, the opinions of the teachers, recommendations and ideas of the experts and of some others which appeared in the press, on T.V and other mass media are included to give a general outlook on the subject. In Chapter I, background to the problem, the problem, the purpose of the study, research criteria, hypotheses, importance of the study, scope and the limitations of the study are given.

In Chapter II, a literary review on the application of Threshold Level in Europe is presented and in Chapter III, the historical progress of foreign language teaching and learning up to date, the principles and application of Threshold Level in Turkey, and some other

ÖZET

1988-89 öğretim yılında Milli Eğitim Bakanlığı bazı derslerin öğretimini yabancı dilde yapan orta dereceli okullarda "Yabancı Dil Eğitim ve Öğretiminde Basamaklı Kur Sistemi Uygulaması'na geçme kararı almıştır. Bu sistem Türkiye'de resmi ortaöğretim kurumlarında ilk defa uygulanmaktadır. Bu yüzden pek fazla tanınmamaktadır.

Bu tezin amacı Basamaklı Kur Sistemi'ni öncelikle tanıtmak, Van'daki ortadereceli okullarda alt yapının durumu hakkında bilgi vermek ve uygulayan öğretmenlerin sistemle ilgili uzman görüşlerini ve kitle iletişim araçlarını kullanarak genel görünüm hakkında bilgi vermek amaçlanmıştır.

Birinci bölümün ilk biriminde , sistemin ilk olarak kim tarafından oluşturulduğu, uygulanış şekilleri ve Türkiye'deki mevcut durum hakkında kısaca bilgi verilmiştir. Diğer birimlerde ise sırasıyla problem, çalışmanın amacı, denenceleri, sayıltıları, önemi, alanı

ve sınırlılıkları ele alınmıştır.

İkinci bölümde çalışmayla ilgili kaynak taraması yapılmıştır. Üçüncü bölümde Türkiye’de günümüze kadar ki yabancı dil öğrenim ve öğretiminin tarihsel gelişimi ele alınmıştır. Dördüncü bölümde araştırma modeli ve uygulanışı hakkında bilgi verilmiştir. Beşinci bölüm bulgulara ayrılmıştır. Bu bölümde gözlem ve anket yoluyla elde edilen bulguların çözümlenmesi ve yorumlanması ayrıntılı olarak ele alınmıştır. Altıncı bölümde ise bu çalışmayla ulaşılan sonuçlar ve ileriye yönelik araştırmalar için öneriler ve yönlendirmeler söz konusudur. Yedinci bölümde bakanlığın önerilerininin haricinde, araştırmacı yapılması gerekenlerle ilgili kendi önerilerini belirtmiştir. Son bölüm konuyla ilgili halkın yaklaşımını değerlendiren bölüm olarak ele alınmıştır.

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CHAPTER I

INTRODUCTION

1.1. Background to the problem

Foreign language teaching has been one of the most important problems in Turkey. This problem has its validity for almost all parts of society. Indeed, some parts of society may be influenced more than others. But the need of foreign language especially in the recent years is the necessity of the present age. This is an inevitable reality which is accepted by all of society. Thus, this extremely important need has been felt in almost all of the educational establishments.

If we take a look at the conditions of the secondary educational establishments, it is possible to see that foreign language teaching has not been successful up to the present time. As it is known, foreign language teaching takes places during a six-year period, from the first year of secondary school to the last year of high school. But,

because of some problems like having insufficient teachers- both qualitatively and quantitatively- the inadequacy of the teaching materials, some deficiencies in the educational infra-structure of schools etc., foreign language teaching was not able to achieve its goal. To give an example-perhaps an extreme one- after six years of foreign language learning, a student cannot tell his-her name in that language.

The Ministry of Education has decided to implement the "Threshold level " in foreign language teaching for the first time in Turkey. Threshold Level has been applied in Europe within the framework of O.E.C.D. But, this system has been used for the adult education. It possesses some rather important principles to be obeyed when teaching certain groups. The founder of the system is Dr.j.A.van Ek, a Dutch instructor. He was put in charge of rearranging the system for school-children education, and a new book concerning this matter was published in 1976 with contributions from L.G.Alexander.

The researcher's aim is to introduce the system in Europe firstly and then in Turkey. The researcher's other important aim is to reflect the opinions of the teachers applying the system in their schools and to find out if the educational infra-structure in Van is appropriate to the system. A comparison of Threshold Level applied in Europe and Threshold Level in Turkey with respect to its principles is made by the researcher. While analysing the

threshold level for modern language learning in schools apart from that of adult education, the rearranger of the system, van EK, leads the research with the principles of the newly-applied system.

In evaluation of the new system, the differences between the previous system for adult education and the newly-applied type of the same system are taken into consideration in Chapter II. Additionally, all the definitions concerning the new application take place in the same chapter. As it is definitely a new subject and a brand-new foreign language teaching method in Turkey, there have not been many books written on the application of the system. Thus, the researcher does not have the chance to compare the new-applied system with previously used system.

Almost all foreign language teaching methods are bound to the teachers as well as other factors in order to be successful. And so are the language teaching and learning systems. Thus, the researcher tries to show how the teachers who will be held responsible for the success of the system were informed of the system. The way of informing the teachers of the system was that the teachers (English teachers) were invited to a seminar at the beginning of the academic year, 1987-88 in Izmir and the experts of language teaching methods gave some information about modern language teaching approaches to the teachers and charged them to give the same information to the other English teachers about the new methods, not about the new langu-

age teaching system, in their schools holding seminars and meetings. This study has also the aim to point out the problems with the system in application, if they have got any and the probable solutions. In this way, it will help the further research to have an idea on the matter.

In the course of those seminars, the focus was on the application of the methods, "Communicative and Functional/Notional Approaches" with Threshold Level.

1.2. Problem

The Ministry of Education has decided to implement the Threshold Level in secondary schools, general and vocational high schools, excluding English media schools starting the academic year, 1988-89. In the institutions of secondary education in Turkey, some debates have been made on the teaching of foreign languages as it must be. In order to find out a solution to this problem, the goal of the Ministry of Education is to use the Threshold Level in Turkey and to constitute a young generation using and speaking foreign languages.

The reason for carrying out this study is to find out if the infra-structure in the secondary schools in Van is adequate to apply Threshold Level and to determine opinions of English teachers on the system.

The basic goal is to show the existing conditions of Threshold Level which was applied in the academic year, 1988-89 and to be able to show its deficiencies and inadequacies in application.

When the researcher was preparing this study, which was to be made a reality soon after the official decision of the Ministry on the implementation of Threshold Level all over Turkey, many discussions and comments were going on by means of the press and other massmedia. A quite clear uncertainty was the first point to be mentioned about the newly-applied system in Turkey.

Thus, this study is expected to show the way to potential changes and decisions related to the system which, is subject to great changes because of its application for the first time in Turkey.

1.3.Purpose of the study

The purpose of this study, as it was stated before in this chapter, is to state the conditions of the infrastructure in secondary schools in Van for the application of Threshold Level and, within this framework, to determine the opinions of the teachers who are held responsible for the reliable application of the system in the first step.

The researcher aims to state that if the educational tools or equipment(textbooks,supplementary textbooks,hardware or software etc.) are available for Threshold Level to do its function exactly compared to the original type of the system in Europe, after analysing the present conditions of the schools, all the deficiencies and inadequacies will be cleared up.By means of the findings and the results of the observation, it will be clear what to do and how to do in

order to succeed in teaching language within the present principles of the system.

The goal to be reached by the researcher is to conduct further studies concerned with Threshold Level reflecting the present condition without analysing the system from any viewpoint.

All the findings and results of the observation are specific to the first year application only.

There have been no comments on the potential applications for the following years. Recommendations and proposals for the system were considered basic points to be determined by the researcher.

1.4. Importance of the study

Threshold Level is a system of teaching language which has been applied for the first time in Turkey. Therefore, the system has been unfamiliar to most of the people, both the teachers and the students related to language teaching in one way or another. Very few people are believed to know what to do or how to do with the system. So, this study is supposed to provide a feedback for this sort of need in the future.

The researcher expects to introduce the system with its basic points, to provide the educators and teachers with a general idea for the system and to show the potential weaknesses of the system in application.

The introduction, characteristics and feasibility of a system which has been planned to be applied in teaching

foreign languages gradually at universities in the future are expected to be obtained through this study. Therefore, it is assumed that at the end of this study, it will be clear if the same language teaching system can be applied at universities.

Although all the results and findings in this study are related to the definite region, Van, the comments and opinions related to the system can be generalized from some viewpoints such as the needs of the educational infrastructure and almost the same conditions of the teachers with respect to the information of the system. Any researcher having the intention of studying the same subject all over Turkey is expected to get use of this study at least to make a comparison with his or her own findings.

In any case, the researcher has got the intention of expanding the horizons of his comments for all the potential various applications of the same system all over Turkey, taking the results of this study into consideration.

As the last reason for the importance of the study, the researcher expects that this study will be useful for the Ministry of Education in order to learn the present conditions of the secondary schools in Van and to attempt to equip the schools with the necessary tools.

1.5. Hypotheses

All the English teachers participating in the questionnaire are assumed to have answered all the questions sincerely in this study.

All the findings and results were analysed considering the first hypothesis. The educational background of the teachers are beyond the evaluations. It is assumed that the educational background does not affect getting objective results from the questionnaire.

1.6. Scope and limitations of the study

The observation and questionnaire forms which have constituted the origin of the study were benefited by in order to analyse what has been required. The number of participants was quite low. So, it has prevented the questionnaire results from being more consistent and providing the opportunity to evaluate what has been required inclusively.

The comments and opinions of the teachers on the application of Threshold Level, even in the same school, were found different from each other. So, the analyses and evaluations strayed from the framework of the questionnaire results. This is why, the personal opinions of people from various parts of society had to be stated in a different section.

The number of the schools in Van is quite restricted. So, it was only possible to reflect those schools and their teachers.

In sum, the limitations can be stated as following:

1- Inadequacy of the number of participant teachers resulted in difficulty in reflecting the common opinion in Van

2- The teachers who were responsible for the classrooms not adhering to the application of Threshold Level in the schools in charge of Threshold Level stated that they had no interest in the system, did not know the system and would not participate in the questionnaire.

3- The teachers in the same schools even have commented and evaluated the system differently because they have been using different materials and documents individually. So, it caused differing evaluations of the infra-structure opportunities of some schools. That is, even the use of the existing materials are subject to the aptitude of the teacher. Thus, adequacy of the infra-structure may not be able to provide the system to do its function exactly.

4- Since the great majority of the school administrators knew very little about Threshold Level, (it's based on the results of conversations between and the authorized persons of the schools and observations) the reflection of the opinions of school administrators, which was planned before, was not able to be carried out.

5- In the same way, the opinions of parents concerning the system were required to be reflected but, the parents complained about inadequate activities in introducing

Threshold Level and not being informed exactly. Thus, they did not express any ideas about the system.

6- And, finally, the educational background of the teachers is not known. Consequently, the effects of the background in the administration of the questionnaire are beyond evaluation.

1.7. Research criteria

The research aims to reveal some points in the application of Threshold Level. The points to be observed and determined are as follows:

1. Firstly, the study has got a descriptive characteristic. That's why it has got the aim of showing the present situation of the schools applying Threshold Level in foreign language education and teaching. Thus, "the present situation of the educational infra-structure at the schools subject to Threshold Level "is the first point. It can be divided into two basic groups:

- 1.1. Determining the basic points dealing with the infra-structure such as the number of the schools in Van and that of the English teachers and students subject to Threshold Level in these schools etc.

- 1.2. Determining if the educational aids and materials exist and are used in foreign language teaching in these schools.

2. Stating opinions and recommendations on the system

given by English teachers applying the system in their schools .

While evaluating the present situation of the infrastructure, which is vital for the system, the findings obtained as the result of observations, the criteria of the Ministry for the system and adequacy of modern foreign language teaching methods were aimed at being reflected as they were without any comments on any subject. The researcher has not got any comments except evaluation of the concrete findings resulting from the research (observation , questionnaire) and has reflected everything - without changing anything. The research occurred neither in order to evaluate success of Threshold Level nor to state if the teachers were adequate to the system qualitatively or quantitatively.

CHAPTER II

REVIEW OF LITERATURE

2.0. Chapter overview

This chapter contains an overview of Threshold Level in Europe. This overview includes nine sections, each of which constitutes another basic point involving the system. In all these sections almost all aspects and a general outlook is provided for adequate knowledge of the system.

Although at times it may seem as if the European

community is characterized by diversity rather than unity, there are broad areas where an increasing convergence of views and attitudes may be observed. In these areas the same ideas tend to develop simultaneously and in similar fashion in several places in different countries, so that it would seem to be justified to speak of a European development rather than of a multitude of national ones. One of these areas is education. Although emphases may differ from one country to another, there is a remarkable degree of agreement as to the roles of education and the forms in which educational opportunities are to be offered.

Educational reforms in several countries tend to follow parallel lines and there is a growing awareness of the benefits to be derived from mutual consultation, exchange of views and experiences, and intensified collaboration. It is not surprising that, in an endeavor to promote European unity and coordination in the field of education, foreign language learning should have been given special attention.

So, because of the principle of "the achievement of a greater unity between the members of the Council of Europe", the Threshold Level system of foreign language teaching was applied within the framework of the Council of Europe for adult education.

But, the same system was renewed to fit the needs of the pupils in school education. The researcher has the intention of introducing the new and rearranged type of Threshold Level with its basic principles, similarities and differences

with respect to that of adult learning of language. In each section, comparisons of the two systems are made according to the new variations and renewals. The sections in this chapter are devoted in turn to the topics of "Definitions, Language learning objectives, relevance, Feasibility, The Development of the objective and the Description of the objective". After the comparison between the two types of Threshold Level, the researcher makes another comparison of the differences and similarities of the application of Threshold Level in Europe and in Turkey.

2.1. Definitions

Threshold Level : The specification made for the Council of Europe of the minimum level of attainment in a language for adequate communication. (Finocchiaro-Brumfit: 1983)

Function : The broadly-defined language act which is to be taught:e.g. apologizing:

Notion : The general and/or specific application of the function:e.g. apologizing for failing to meet you at a station.

The Setting : The precise location which provides the general physical background of the situation. Setting may be concrete or nonspecific.

Topic Area : The subject-matter to be dealt with derived from such general themes as the family, the home, work, entertainment, travel etc.

Social Role : The relationship between the

speakers, (buyer/seller; colleague; husband/wife; native/non-native etc.)

Exponents : The utterances (sentences, patterns idioms, interjections, structural and lexical items) which stem from the factors itemized above. (" English Teaching Perspectives, p:57)

Unit/Credit System : A scheme devised by the Council of Europe to enable language learners to acquire credits through completing a series of units which are standardized across languages. (" The Functional-National Approach From Theory to Practice p:221 ")

2.2. Language learning objectives

It is first necessary to express the place of language learning objectives. It would seem that much depends on the kind of situations in which the learner may be expected to need the ability to use the foreign language. Will it be in the situation of an interpreter in a law-court or in that of a casual tourist?

In order to define the learning objective for a target group we first have to specify the " situation " in which they will need a foreign language. Specifying means stating the " roles " a language user has to play and the " topics " he will have to deal with.

After specifying the situations, now, we can try to specify just what they will have to be able to do in those situations.

First, we specify the "language activities" the learner will be likely to engage in. These may be as comparatively 'simple' as understanding the weather forecast on the radio or as complex as summarizing in a foreign language a report written in one's native language.

Having determined the nature of the language activities we try to specify for what general purposes the learner will have to use the foreign language, what "language functions" he will have to fulfill. To give an example, he may have to give information about acts, he may wish to apologize.

But, the learner will have to do more than fulfill such general language functions. He will not only have to give information about "something"; he will wish to express certainty or uncertainty with respect to something.

In other words, he will need the ability to refer to something, to people, to events etc. or to talk about them. In order to do all these functions, he will have to be able to handle a large number of "notions" in the foreign languages. What notions he will need depends, to a large extent, on the topics he will deal with. If he is dealing with the topic "weather", he will have to handle notions such as "fair, sunshine, to rain etc. ; when dealing with a menu, the notions of "meat, ice-cream, coffee " would be required.

To sum up; the model for the definition of language learning objectives specifies the following components:

1- "The situations" in which the foreign language will be used including the topics which will be dealt with.

2- "The language activities "in which the learner will engage.

3- "The language functions" which the learner will fulfill;

What the learner will be able to do with respect to "each topic";

5-The "general notions" which the learner will be able to handle;

6-The "specific (topic-related) notions " which the learner will be able to handle;

7-The "language forms" which the learner will be able to perform.

8-The "degree of skill "with which the learner will be able to perform.

In a paper discussing the aims of the Council's team (Council of Europe), Trim (1973) notes that it is " common practice " to recognise five levels of language proficiency which he calls:

1-Threshold

2-Basic

3-General Competence

4-Advanced

5-Full Professional Standard

As it is pointed out in "Communicative Syllabus Design and Methodology ",Keith JOHNSON (1982:50-52) the team decided

that it should be the Threshold Level which received the first priority, and van EK was given the task of providing a common core syllabus inventory for this level. The finished specification appears in the form of a book called "The Threshold Level (van EK, 1975). Equivalents have since appeared for European languages rather than English and " a Threshold Level for Schools " was produced by van EK (1978). Because that book is the only and original study by the author, van EK in this matter, all the necessary and principal parts were taken from his book, "The Threshold Level for Modern Language Learning in Schools, 1976". As it is known, van EK who is the founder of Threshold Level for School Education, was made responsible for the development of the new system by the Council of Europe. That is why the researcher has taken this book into consideration as the main criteria.

Van EK (1973) defines the Threshold Level as " a minimum level of foreign language competence". It is a level "below which no further levels can be usefully distinguished" "Later however, it was decided that a lower level would indeed be useful, and a specification known as "Waystage"(van EK and Alexander, 1977) was therefore produced.

The procedure suggested by van EK's Threshold Level is the one that has been described here, though he considers one further variable (degree of skill) which has not been discussed. This procedure is summarized in Table 4:

TABLE 4

-
- 1-Specification of "Situations"
 - a.Roles (Social and Psychological)
 - b.Settings
 - c.Topics
 - 2-"Language activities"specified in terms of the four skills
 - 3-"Language functions"
 - 4-"Notions"
 - a.Related to Particular Topics
 - b.General
 - 5-"Language forms" specified according to;
 - a.Functions
 - b.Topic-Related Notions
 - c.General Notions
 - 6-"Degree of skill" specifies how well the students must be able to speak,listen,write and read.
-

2.3.European background

As it is pointed out in the Threshold Level for Modern Language Learning in Schools, 1976 van EK", even as early as 1954, when the European Cultural Convention was signed in Paris by the representative of the member states of the Council of Europe, it was agreed that foreign language study was to be promoted because "a greater understanding of one another among the peoples of Europe "would further the Council's aim, which was the achievement of "a greater unity

between its members". Since then, successive conferences of the European Ministry of Education have reaffirmed this decision stating that knowledge of foreign languages is to be considered "indispensable" for the individual and for Europe as a whole "and emphasizing" that ways and means should be devised of extending the teaching of modern languages to the greatest extent possible to children and adults to whom it is not given."

It is possible to conclude that foreign language teaching is one of the priorities of European governments. At the same time, it is the "par excellence" subject for international cooperation in education. Whatever the ulterior aims of foreign language teaching, all member states of the Council of Europe recognize at least one common aim, which is the ability to "use" the foreign language in one way or another. Moreover foreign language teachers are, by virtue of their subject, more apt to look beyond national boundaries for enlightenment, guidance and teaching materials than teachers of many other subjects.

2.4. Concretization

The implementation of the decisions made by the European Educational Ministers concerning foreign language teaching became possible with the constitution in 1971 by the Council for Cultural Cooperation. This council was made up of a small multinational group of experts. They were invited to examine the feasibility of the development of a unit/credit

system for foreign language learning by adults as proposed by a Council of Europe symposium held in the same year. This group's studies have meanwhile resulted in a number of fundamental studies and practical applications. As it is known objectives in any learning system have the fundamental place. Therefore the highest priority was given to the development of a model for the specification of the objectives of foreign language learning and to the application of this model in the construction of at least one objective.

Later on, it was decided to choose the objective appealing to the largest single group of potential adult learners. They would wish to be able to communicate non-professionally with foreign language speakers in everyday situations on topics of general interest. They would require the ability to establish and maintain the social relations, however superficial, together with being able to survive as tourists in a foreign country or being in contact with foreign visitors to their own country.

As the author van EK points out, the attempt to define for this class of learners what they would minimally need to be able to do in the foreign language resulted in the specification of what has since come to be known as the "threshold level", developed by van EK and exemplified for English. (1976 :2)

2.5 Application to school education

According to the statements of van EK(1976:3), et. seq after publication of the "Threshold Level" the Committee for General and Technical Education convened a meeting of experts on foreign language learning and teaching with the purpose of examining the potential of this objective for school education. The meeting resulted in a request to van EK to develop an objective for foreign language learning and teaching in compulsory education comparable to the threshold level previously developed for adult education. This objective would,

1. be such as to enable the great majority of pupils to reach it;

2. correspond to a minimum level of proficiency;

3. make possible communication, especially oral communication, with children or adults in the language studied;

4. be based on the exploitation of everyday real-life situations;

5. include a methodological initiation which would, on the one hand, make it possible to acquire a sufficient understanding of the learning-processes used, so that these may be profitably applied to the study of the other languages.

2.6. Relevance

The relevance would serve a variety of purposes, because it would prove to be possible to define, in terms of

the model constructed for the unit/credit system for adult education, a basic objective acceptable to the various member states of the Council of Europe. Here are the specifics of the relevance as to van EK, 1976:3 et. seq.

1- It would provide the great majority of pupils in a very large part of Europe with an objective in terms of the practical communicative ability;

2- It would give meaningful direction to foreign language teaching and contribute to increase efficiency and motivating power;

3- It would be a basis for the harmonization of foreign language teaching in the member states of the Council of Europe;

4- It would form a foundation for international cooperation in educational innovation, the production of learning-materials, tests, the exchange of experiences, the conducting of experimentation, etc., etc., on a hitherto unprecedented scale;

5- It would fall within the same system as the one developed for adult education and thus fulfill an essential condition for the implementation of any scheme of permanent education or recurrent education;

6- As a low-level objective in its own right, it would provide a useful learning aim for pupils unable to receive more than a minimum-say three years-of instruction in a foreign language;

7- It would enable curriculum-planning, particularly the

definition of successive ,terminal objectives, to start at the logical end, i.e at the lowest objective, rather than starting at the highest-academic-objective and derive lower objectives by means of a process of elimination.

2.7. Feasibility

One of the most important questions with the threshold level for school education was that of feasibility. Would it be feasible to define one single foreign language learning objective being equally relevant to countries as far as Norway and Italy, England and Austria? It would have to be possible to make a principled selection of situations, topics etc. which might be acceptable in each of these countries as probably the most useful choice for their learners. The objective would have to be formulated in such a way that it would apply to a variety of languages, at least the languages most commonly used in the member states of the Council Europe. Finally, it would have to be relevant to children of various age groups.

One and the same provisional list of selected items was devised by the language teaching experts from about ten countries eliciting their reactions. The only negative reaction which could be considered almost general was that the flexibility inherent in the model should be made more explicit, which is a more difficult requirement. It has been attempted to satisfy this requirement by introducing the possibilities of strictly controlled adaptation of the objective, so that it may be adapted to the needs and

increase of different age-groups without affecting the general communicative ability which is the essential aim of the specification.

2.8. The Development of the objective

2.8.1. The Model

2.8.1.1. Behavioral objectives

According to van EK et. seq. (1976:3), the basic characteristic of the model is that it tries to specify foreign language ability as "skill" rather than "knowledge". It analyses what the learner will have to be able to do in the foreign language and determines only in the second place "what" language forms" (words, structures etc.) the learners will have to be able to handle in order to "do" all that has been specified. In accordance with the nature of verbal communication as a form of "behaviour" the objectives defined by means of this model are therefore basically "behavioral" objectives.

2.8.1.2. Explicitness

The same author claims that objectives defined by means of the present model have a high degree of "explicitness". But, as a matter of fact, language learning objectives can never be defined with absolute explicitness because they are neither fully predictable (except perhaps in the most restricted situations) nor fully describable. Nevertheless, definitions based on the model are more explicit than most definitions of language learning

objectives.

2.8.1.3. Functions and notions

In fact, the model separates verbal behaviour into only two components; the performance of "language functions" and the expression of, or reference to "notions". What people do by means of language can be described as verbally performing certain "function". By means of language people assert, question, command, expostulate, persuade, apologize etc. In performing such functions, people handle -a more general term- certain functions.

What should be done in defining a language learning objective is to determine what language-functions the learners will have to be able to perform and what notions they will have to be able to handle.

2.8.1.4. Determining factors

The first step towards the specification of an objective as to the author, is the selection of a target-group and a general characterization of the type of foreign language contacts its members may be expected to engage in. Subsequently, it's attempted to describe the nature of these contacts more precisely.

As Van Ek et. seq. (1976:7) points out, it's possible to determine what language-functions the learner will have to be able to handle on the basis of:

-a general characterization of the type of language-contacts which, as a member of a certain target-group, he will

engage in;

- the language activities in which he will engage;

- the settings in which he will use the foreign language;

- the roles (social and psychological) he will play;

- the topics he will deal with;

- what he will be expected to do with regard to each topic.

The specification is learner-oriented in that, in each decision we make, we ask ourselves what is most appropriate to a particular class of learners, what will most adequately satisfy their individual foreign language communication needs. The factors will be handled in turn in the following parts.

2.8.1.5 Common core and specific notions

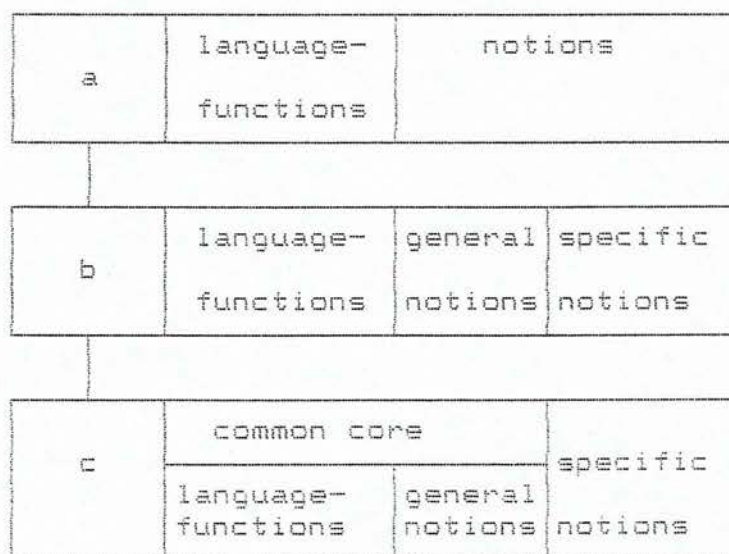
Van Ek points out that the linguistic needs for asking, inviting, apologizing—in short, for the functions—will be less stringently determined by the choice of a particular topic than those for expressing certain concrete notions. Whether the learner will need to be able to express the notion "peanut-butter" or the notion "airport" will depend more directly on the situations he will find himself in, particularly the topics he will deal with, than the need to refer to past, future, present or to say whether something is located before, behind, under or above something else. This is a reason for making another division in the specification. The

notions are subdivided into general notions and specific notions.

The specific notions are those that are directly determined by our choice of individual topics.

The general notions are appropriate to a large variety of topics, to a large variety of situations. This generality with respect to the topics also characterizes the language-functions. The author therefore groups the language-functions and the general notions together and refers to them as "Common core" to distinguish them from the strictly topic-related specific notions.

The subdivision is in the following way:



2.8.1.6 Variability

The organization of large-scale learning systems is, on the whole, only practically viable if the potential learners can be grouped together into large target-groups. The larger the target group, the greater the differences in specific

needs and interests will be.

The overall communicative ability as specified in the objective will be common to all learners, both in level and in range, but certain sub-groups will be more competent in dealing with certain topics than other sub-groups, and the reverse; we shall make use of this feature of our model in the development of one single objective for our target-population, pupils in compulsory education, exploiting those needs they have in common and simultaneously making full allowance for the heterogeneity of various sub-groups within our target population .

2.8.2. The application

2.8.2.1. Task

The application of the model in the construction of an objective involves making a number of successive choices. These choices have to be made with regard to;

- target groups
- language activities
- settings
- roles
- topics
- language-functions
- general notions
- specific notions
- exponents

The target-group was to be "the great majority of pupils in compulsory education". The language activities were

to be especially oral communication. The specification was to be "based on the exploitation of everyday real-life situations" which places constraints on the selection of topics. The level of the objective was to be "a minimum level of proficiency". Finally, the objective was to be "comparable to the threshold level previously developed for adult education".

2.8.2.2. Procedure

What was to be done for the new objective was to examine the threshold level for adult education and to determine to what extent it could be copied in the specification of the new objective.

Target-group

In the "threshold level for adults" the members of the target group were characterized as follows;

1- They would be temporary visitors to the foreign country (especially tourists) or,

2-They would have temporary contact with foreigners in their own country;

3-Their contact with foreign language speakers would on the whole, be of a superficial, non-professional type;

4-They would primarily need only a basic level of command of the foreign language.

This characterization seemed to fit the new target group. Perhaps, the parenthetic addition to the first characterization could be omitted. Apart from this, it seemed

to apply to the large majority of school-children and adolescents as well as adults. In both cases, in fact, they are the beginners needing a minimum general proficiency in a foreign language with strong emphasis on oral communication.

The main difference between the two groups is that probably the school-pupils are in the process of receiving a general education and hence, foreign language learning would function in a wider educational context.

The threshold level is a level of "communicative ability". The definition of this objective specifies what the learner can do at this level and which "language forms" he will be able to handle.

One further characteristic to the description of the new target group was added:

5- Their contact with foreign language speakers will not only be oral contacts but, to a greater or lesser extent, also written contact.

The difficulty of oral contact in more isolated areas of Europe was the reason for taking the last additional characterization into consideration.

Since the ability to establish and maintain social contact in the foreign language is an essential part of the threshold level objective, the ability to read and write at least that which the pupils learn for purposes of oral communication must be included even in the minimum objective.

2.8.2.3. Language activities

Because the present target-population differs only in

characterization 5, there will be no further major difference in the specification of language-activities. The minor difference could be as a result of a slightly less heavy emphasis on the adult tourists needs. To give an example, "the ability to read road signs texts" which is required for adult education could be optional in the corresponding objective for schools.

Oral communicative ability is essential for the objective. Reading and writing will be more summarily dealt with and related to the specifications for oral ability.

The ability to carry on a conversation involves two skills; speaking and understanding. It is obvious that the pupils will have to be able to understand much more than what they can say themselves. They can try to express themselves within the limitations of their linguistic command but, they have no such control over what is said to them by others.

Speaking

The learners will be able to fulfill the language-functions specified in division I of the content-specification later on. In doing so they will be able to express the general and specific notions, listed in those sections later on in this study.

Listening

The learners will be able to understand:

-The most likely answers to the questions asked by themselves.

-The most likely responses to matters raised by

themselves or to answers given by themselves.

-Questions asked by others with in the topics listed in the section of "topic-related behaviour" which will be handled later on.

-Information given by others with in the topics listed in the some section.

-Warnings such as "look out", "be careful", "stop", "hurry".

The learners will be expected to understand only those utterances which

-can be easily understood on the basis of a command of vocabulary and structure not exceeding that specified in the exponents of language functions and of general and specific notions.

-are spoken in the standard dialect with either the standard accent or accents which have a slight regional, foreign and/or social economic coloring.

-are produced at a speech-rate which lies in the lower range of what is considered normal.

Writing

The learners will be able to write both formal and informal letters in accordance with the following specifications:

Formal letters

Accomodation

Recreation

Employment

Courses

Informal letters

Reading

The learners will be able to read:

-Letters and simple brochures sent in return for formal letters written by the learners themselves

-Informal letters from friends and relatives within the topics specified in the section of "topic-related behaviour".

-(Optionally:generally used texts on road-signs)

-(Optionally:generally used public notices and announcements.)

The learners will be expected to understand only those texts:

-which can be easily understood on the basis of a command of vocabulary and structure not exceeding that specified in the exponents of language-functions and of general and specific notions.

-which have the general legibility of type script or point.

2.8.2.4. Settings

The members of the target-group will learn the foreign language for general purposes. This means that the specification of what they will have to learn will not be particularly geared to any special setting or type of setting (as might be the case in specifications for professional

purposes)apart from that of adults. The learner will be expected to use his foreign language ability in such a variety of settings, ranging from a family living-room to an open-air swimming pool, from a post-offices to a friend's bedsitter. Thus, an attempt to enumerate them more or less exhaustively is useful. Anyhow, the settings for the threshold level for adult education can be expressed as follows;

1-Geographical Location

2-Place

2.1 Outdoors

1.street

2.terrace

3.park,garden etc.

2.2 Indoors

2.2.1 1.house

Private 2.apartment etc.

Life

2.2.2 Public life

2.2.2.1 purchases

1.shop

2.supermarket etc.

2.2.2.2 Eating and drinking

1.restaurant

2.cafe etc.

2.2.2.3 Accommodation

1.hotel

2.camping site etc.

2.2.2.4 Transport

1. railway-station.
2. bus-station etc.

2.2.2.5 Religion

1. church

2.2.2.6 Physical services

1. hospital
2. surgery etc.

2.2.2.7 Learning

1. school
2. classroom etc.

2.2.2.8 Displays

1. museum
2. art gallery etc.

2.2.2.9 Entertainment

1. theatre
2. cinema etc.

2.2.2.10 Communication

1. post-office
2. telephone-booth etc.

2.2.2.11 Finance

1. bank
2. money exchange office etc.

2.2.2.12 Work

1. office
2. factory, etc.

2.2.2.13 Means of transport

1. bus
2. train
3. tram, etc

2.8.2.5. Roles

It would be both unrealistic and unnecessary to require that at a minimum level the learner should be able to play anything other than the more neutral roles. This is something obviously to be aimed more at the higher levels than at the minimum level.

That's why the roles which, at this level, the learner may be expected to play are same as those selected for the adult target-group. The principal social roles he should be prepared for are those of "stranger/stranger and friend /friend; the psychological roles those of "neutrality, equality, sympathy, antipathy". This selection is made as to a study of "Richterich" on the basis on the characteristic of the target-group in 1972. The importance of social roles is that it will prepare the learner for the establishment and maintenance of social relationships with foreign language speakers, and will enable the learner to cross the threshold into the foreign-language community. The importance of psychological roles is that they are the more neutral roles and they are appropriate in a large variety of types of linguistic interaction.

2.8.2.6. Topics

It's believed that the main difference between the threshold level for adults and the corresponding objective for the school population will be found in the selection of topics and the specification of what the learners will have to be able to do with regard to each topic. It's impossible to determine which topics general learners will be most likely to deal with in a foreign language. Teaching would not be possible unless such a selection were made.

It appears that where efforts have been made to draw up lists of topics for general learners the results have, on the whole, been very similar in each case. Such lists have been made on the basis of common sense, intuition, introspection, experience. It consequently seemed to be an appropriate procedure to examine the topic-specification for adults, to beginners, to modify, replace or eliminate what might be to younger learners and to add any further elements which might be particularly useful them.

If a major aim of foreign language teaching is to enable learners to establish direct contact with foreign language communities, visits to the foreign country should be encouraged and the pupils should be as well-prepared for them as possible. It means that the topics in question may be considered indispensable even in school-education. (2.8.2.6)

2.8.2.7. Language functions

The specification of language-functions forms the first part of what is referred to as the "common core". The

distinction between the common core and the category of topic-derived specific notions was implicitly present in the threshold-level specification for adults, but not had been worked out with full consistency. Full consistency was achieved before developing the present specification for examining its relevance to younger learners and no changes were required apart from marking one or two elements as optional. The list of language-functions is added to the end of this chapter. (2.8.2.7)

2.8.2.8. General notions

What was said in 2.8.2.7 with regard to "language-functions" applies equally the second part of common core, the general notions. The list is added to the end of this chapter.

2.8.2.9. Specific notions

The specific notions are derived from the "topic-specification" "Consequently, what was said in 2.8.2.6 forms the basis for the adaptation of the lists of specific notions to the estimated needs and interests of the school-population.

The variability of the objective is especially apparent in this component. It contains a considerable number of replaceable elements, marked O (-optional), and is, to this extent, open-ended. Particularly the interests may be expected to differ considerably with age and social or regional background. That is why all the differences make it necessary to allow teachers and pupils a certain amount of freedom to vary

the content of the objective to suit their own interests.

Consequently, there can be no objection to including certain elements that some pupils may be unfamiliar with but which may, nevertheless, be considered to be of importance in the framework of a general education. The list is presented at the end of this chapter.

2.8.2.10. Exponents

The major part of the present specification (not in bulk but in importance) is non-language-specific. It specifies what the learner may be expected to be able to do in a foreign-language, what language-functions he will be able to fulfill and what notions he will be able to handle. In order to make the specifications sufficiently explicit, we have to determine which exponents, or language-forms, are commonly used for each function and for each notion and then select those which we consider to be the most appropriate forms for our target-population. This selection has been made for English for now. The criteria for English are as follows:

1-The total learning-load must be kept as small as possible. This means that preferably those forms are to be chosen which can serve more than one purpose, which can be used in more than one language-function, or for more than one notion.

2-The total set of exponents selected should be as coherent and as well balanced as possible.

3-The learner will, at this level, be expected only to

play the more neutral social and psychological, roles. This means that the exponents selected are to be, on the whole, socially and psychologically "unmarked". Extremes of formality, informality etc. must be avoided.

4-The learner will have to be able to understand more than he can produce himself. It's obviously impossible, at this level, to prepare the learner for the full range of language he may be confronted with, but it should be attempted to prepare him at least for what he is most likely to be confronted with. In addition to exponents marked P, which the learner would be expected to be able to produce himself, further exponents marked R (receptive use only) may be included in cases where they are very likely to be used by foreign language speakers. Some specific examples are written at the end of this chapter.

2.8.2.11. The adaptation and the original compared

As far as content-specifications are concerned, the objectives are identical with respect to the language-functions and general notions and only differ in the choice of specific notions. This means that the two objectives have the same common core and that, consequently, they are not really two different objectives but two versions of one and the same objective. We may consequently regard the threshold level as a master-objective for oral communication designed for the overall target-population of general beginners, with versions for various sub-groups.

2.8.3. Place in a curriculum

2.8.3.1. In a wider context

In most, if not all, countries the ability to communicate orally is recognized as an essential objective of foreign language teaching. Very rarely, however, is it regarded as the only objective of this kind of instruction. Almost invariably the ability to read is included in the objective, often the ability to write is given much more weight than in the present specification.

It is obvious that the present objective cannot be offered as the objective of foreign language teaching. It is merely offered as "the minimum objective for the teaching of (mainly oral) foreign language communication." Therefore, it is offered for incorporation into any teaching curriculum which individual countries may favour. As such it can, in most cases, only be one part of a more comprehensive foreign language curriculum.

2.8.3.2. In its own right

If more ambitious objectives are set from the beginning for these pupils, the usual result seems to be that nothing is learnt well enough to serve any practical purpose and that the learner is left at the end of his studies with a sense of frustration.

2.8.3.3. Incorporation

It is a far from common experience after the first few years of foreign language learning that secondary school

pupils can cope reasonably well with all sorts of practical situations, but that after continued learning they seem to have lost much of their practical ability and are only capable of performing more specialized or academic tasks. But, some would expect the teachers to spend part of the learning time for a well-planned expansion of the pupils practical ability. The present objective would involve an increase number of exponents of various language-functions and general notions. It would also involve an addition of further topics, an enrichment of the vocabulay for a number of topics and greater behavioural ability with regard to each of them. In this way, it might be possible to define a second level of practical communicative ability, thus ensuring that when the pupils leave school they are fully prepared not only for further studies or vocational work but also for contact with foreign language speakers in everyday situations.

2.8.3.4. Height

The present objective would have to be attainable by "the great majority of pupils". The trouble is, of course, that we do not know what constitutes a minimum level of proficiency nor what is attainable by the great majority of pupils. It was generally agreed by all the people involved and consulted that in order to function satisfactorily in our modern society one should at least be able "to survive, linguistically speaking, in temporary contact with foreign language speakers in everyday situations, whether as visitors

to the foreign country or to one's own country, and to establish and maintain social relations."

Some sort of indication of the height of an objective--although one-provided by counting all the different lexical items in the context-specification. In the present objective, their total number amounts to ca-1100 for productive use and receptive use another 480 for receptive use alone. This seems to correspond to what is often aimed at in courses of two years (for weekly periods) for more gifted children and in three-year courses for slower learners.

The threshold level is a level of communicative ability and not a level of foreign language perfection. This means that the main criterion in assessing the learner's success is whether communication takes place with some degree of efficiency. That constitutes one of the most important parts of the objective, "the degree of skill".

If the objective is communicative ability and if the great majority is to be given a chance to reach it, we should perhaps be prepared to introduce the same sort of flexibility into our assessment procedures that most of us so eagerly desire to find in syllabus-contents.

2.8.4. Methodological implications

2.8.4.1. Disposition to further learning

In the brief given to the author it was stipulated that the objective should "include a methodological initiation which would, on the one hand, facilitate continued study

of the language and, on the other hand, make it possible to acquire a sufficient understanding of the learning-processes used so that these may be profitably applied to the study of other languages".

In spite of all this there can be no doubt that foreign language teaching can and should in some way or another prepare the student for continued study of the same foreign language and facilitate the acquisition of other foreign languages.

2.8.4.2. No privileged method

There is no royal door to foreign language ability, and methodological choices will have to vary in accordance with the characteristics of the learners and those of the teachers and also in accordance with the circumstances under which the learning/teaching process has to take place. The present objective is meant for learners of different age-groups, from a large variety of social and regional backgrounds, with many different educational backgrounds and learning-habits, showing great differences in learning-ability

One consequence of reaching the objective will be the satisfaction provided by successful learning. This satisfaction may be induced by any kind of educational success and by any recognition of this success in the form of a diploma, a certificate, or the teacher's praise. In this sense the present objective should have the desired consequence, because it is directly derived from the learners' estimated needs. And, aiming at maximum ability with minimum means, it

is calculated to meet the learners' needs in the most efficient way possible.

2.8.4.3. Orientation

If the teaching reflects the emphasis in the objective, it will be strongly functional and situational. The learning syllabus will be functional in the sense that right from the first lesson the pupils will acquire the ability to function in the foreign language, to do something practical with it, and the learning-process will have a clearly situational character in the sense that practice will, to a large extent, take place in simulated real-life situations.

2.8.4.4. Receptive range

A further methodological implication on the receptive side is the need for intensive listening-practice with a wide variety of foreign languages speakers. The objective cannot be reached unless the learner is confronted with many more voices than that of his teacher; in other words, intensive practice with recorded material will be essential.

2.8.4.5. Productive ability

On the productive side the principle of maximum effect with minimum means will have significant implications. They should be made aware, therefore, of the possibilities of functioning adequately in many situations with a highly restricted language code. In other words, the ability they had

as very young children in their own language should be as much as possible revitalized.

2.8.4.6. Course-construction

An adequate course will have to be based, to certain extent, on a functional/notional syllabus, i.e. the learner will have to be systematically trained to fulfill the various language functions and to handle the various notions. Lesson one, to give an extreme but significant example, will not deal with "the simple present of to be" but with "introducing oneself", "identifying object", or some such communicative activity. Of course, this does not exclude in any way at all that the language-forms which the learner is made familiar with in lesson one might be especially the present tense of "to be". In other words, a functional/notional emphasis does not preclude the possibility of well-considered structural grading. Certain functions will naturally appear to favour certain structures and it would seem to be possible to gradually introduce the structural framework of a language into a basically functional/notional syllabus as well as to gradually increase the pupils' ability to function in the language on the basis of a structurally graded syllabus.

The distinction between a common core and a category of topic-related notions would also seem to have implications for the construction of course-materials. The common core provides the pupil with the essential and indispensable components of his linguistic ability—the topics and specific

notions derived from them may be important but they are by comparison incidental. They are to a certain extent interchangeable or replaceable. They may be selected, reduced or expanded, to fit the needs and interests of individual groups of learners. The first step in this selection of items would be a choice from the common core, with an obvious priority for language-functions, and only then would he go to the topics and select from the topic-specifications and the specific notions those elements which he considers best suited for situationalizing the selected common-core elements and simultaneously for sustaining the interest of his target-group.

2.9. The Description of the objective

2.9.1. General description

The learners will be able to survive (linguistically speaking) in temporary contacts with foreign language speakers in everyday situations, whether as visitors to the foreign country or with visitors to their own country, and to establish and maintain social contacts.

Language-functions and topic areas described in turn are listed in Appendix-A.

CHAPTER III

OVERVIEW OF FOREIGN LANGUAGE TEACHING AND LEARNING IN TURKEY

In this chapter the historical progress of language teaching and importance of learning foreign languages are examined in detail. While analysing the process of teaching and learning foreign languages in Turkey, various linguists are presented with their opinions on the importance of learning foreign languages.

The following sections are devoted to, in turn, the

topics of "Importance of learning foreign language, the Historical progress of language teaching in Turkey, Position of foreign language teaching in the present curricula in implementation of Threshold Level Application in Turkey, Principles of Threshold Level and its application in Turkey, Principles of the application of Threshold Level, the examination system in Threshold Level and finally the last decisions of the Ministry of the Education on the Threshold Level in Turkey".

3.1. Importance of foreign language learning

Firstly, the problem of language is going to be handled with its basic points is general.

There are numerous approaches to the importance of foreign language learning. Some could be stated as the following way:

Aksan, (1977) states that language is a communication aid among people. So, it shows that language has a social function and moreover plays a part as the bridge between that society and its culture.

Each society manages to establish relations among people by means of the concept of language.

Another opinion about language learning belongs to Russel, (1973). He points out that language is a means of thinking. People express their thoughts, feelings, and wishes using language.

Demirel, (1987) points out that animals also communicate with one another, and even succeed in solving

problems and using aids; but they are not able to be as successful as human-beings are. It is a special ability of human-beings to obtain the communicative aid.

As to Dilacar, (1968), at the present time ,it's impossible to point out the exact number of spoken language which have been used by different societies on earth, but the average number is between 3000-5000.

From all these opinions and realities, although there have been so many languages on earth, gradually increasing international relationships make nations inadequate to communicate with their native languages. Thus, the necessity of learning other countries' languages appears. However the number of languages which are learned as second languages is quite low.

As Demirel, (1987)et.seq. points out, one of the most important criteria for a particular language to be learnt by other nations is the political and economic condition of those nations speaking that language. That is then followed by the military contracts and historical, cultural and commercial relations. These relations bring about double-trible contracts continental blockings and even world-wide organizations.

At the present time, Turkey is a member-country of, at first, United Nations, Council of Europe, NATO, O.E.C.D and many other international establishments.

Many nations languages have been used as the common communicative means in these international establishments, such as Chinese, English, French, Russian and Spanish.

In the international establishments important for Turkey, just like NATO, English has been used in the western ones.

Other languages, especially those which are regarded as official languages, became a necessity to learn in Turkey because of the intensities of the international relationships. As a result of this situation, foreign languages teaching has taken place in the curriculum of schools.

3.2. The Historical progress of foreign language teaching in Turkey

In this section, most of the data collected belong to Demirel, (1987). et. seq. As he points out, in the period of Administrative Reforms, during the years 1839-1876 in Ottoman history, which is regarded as the beginning of the westernization movement in our history, foreign languages teaching has taken place in the schools curriculum with the opening of "Sultani", of which the counterpart and essence is now "High schools". That's why the opening of Galatasaray Sultanisi (High School) on 1st, September, 1868 has become a turning point with respect to teaching foreign languages in Turkey. One characteristic of Galatasaray High School is that it is the first official school teaching foreign languages at the level of secondary education.

As a matter of fact, the activities of teaching languages have taken from in the direction of those languages being authentic in Turkey.

Teaching French has become current and obtained priority with the pressure of France after Administrative Reforms and so has German in the period of constitutional Monarchy; finally English has obtained currency and effectiveness after the World War II. (Dem, 1978)

After the revolution in 1908, foreign language teaching was considered especially important; French became the compulsory course in all the schools and it's accepted that English and French were equal alternative.

The years after the declaration of the Republic were the years in which rapid developments occurred in the fields of science and technology in the world. The rapid technological developments of travelling to space and increasing mass media all over the world made nations closer to each other and increased the intensity of relations proportionally.

There has been also a considerable increase in the number of schools teaching in foreign language because of the great importance of the youth's growing up by learning foreign language in Turkey which has been making efforts of keeping pace of rapid progresses, improving relationships with other nations and speeding up the process of civilization, and in order to cover the increasing requirement of parents involving this matter.

The private foreign high schools teaching in foreign language were not closed in the Republican period, but the new

high schools were not permitted to open. That's why there has not been a quantitative increase in these schools.

The private schools which have been teaching the reinforced foreign language were opened, especially in the regions of settlement in which the schools age children were high.

The sample of the Reinforced Foreign Language Teaching which has been carried out by Ankara Collage up the academic year of 1951-52 became widespread throughout the country in the following years.

The reasons for these schools to come up and increase was based on covering the increasing requirements of parents because of the importance of the youth learning at least one foreign language.

At the present time, all the Turkish, foreign and minority schools are going on the activities of education and teaching dependent on Directorate of Private Teaching Institutions of the Ministry of National Education as to the law with the date 8.th.June.1985 and the number of 625.

3.3. Position of foreign language teaching in the present curriculum

As Demirel (1987) et.seq. pointed out, at the present time , foreign language teaching is compulsory in the organic educational institutions.This sort of obligation was begun in the first year of high school.

Foreign language teaching in Turkey has been considered fundamental in the level of secondary education. Therefore

while considering foreign language teaching a problem, it would be helpful to examine the problem of the secondary education the unity of secondary education.

We are able to group the secondary school in different ways:

- 1-The Schools of Usual Foreign Language Teaching
- 2-The School of Developed Foreign Language Teaching
- 3-The School Teaching in Foreign Language

1-The School of Usual Foreign Language Teaching:

The foreign language class in this sort of school's curriculum has taken place as a normal class in the time table and has not passed over three class-hours at the minimum and five class-hours at the maximum weekly. Within this framework all the official secondary schools are contained in this group.

English, German and French have been taught as compulsory courses in these schools' curriculum.

2-The School of Developed Foreign Language Teaching:

Foreign language class in the curriculum of this sort of school has taken place as a normal class and the weekly class-hours have been more than of official schools, eight hours at the minimum and ten hours at the maximum.

In these schools, the curriculum which has been followed in the official secondary and high schools has been the same and followed in Turkish. The only difference was that the class-hours of foreign language were more.

In all of these schools, English was taught as the

developed foreign language and German and French were taught as the auxiliary or optional classes.

3-The School of Teaching in Foreign Language

Teaching foreign language has been emphasized more than the other schools and the courses of psychology, logic, philosophy, science and mathematics have been taught in the foreign language, the others in Turkish in the curriculum of these sorts of schools. One of the characteristics of these schools is that they begin to teach foreign language in the preparatory classes before the beginning class of secondary school.

The school of teaching in foreign language are subdivided as three groups:

a-The official school teaching in foreign language:

These schools which have been continuing the activities of education and instruction dependent on the General Directorate of Secondary Education, the Ministry of National Education, have been teaching in English, French and German.

b-The Private Turkish schools teaching in foreign language:

These schools which have been continuing the activities of education and instruction dependent on the Directorate of Department of Private Instruction Institution of National Educational Ministry have been teaching in French and English.

c-The Private foreign schools teaching in foreign

language:

These schools which have been continuing the activities of education and instruction dependent on the Directorate of Department of Private Instructions of National Education Ministry have been teaching in English, French, German and Italian.

The tendency of foreign Language teaching and curriculum in the national and international establishments came up especially after the World War II. The rapid improvements and progress in the fields of Science and Technology after the War intensified international relations.

The necessity and importance of the youth's learning at least one foreign language increased at the same rate. For that reason, the ways of learning foreign language effectively were researched and the school curricula were reviewed again, the studies of curriculum development were speeded up.

The studies concerned with foreign language curriculum development began as a result of cooperation with O.E.C.D. in Turkey.

The studies of improving and modernizing foreign language teaching in the secondary schools began with founding of "Centre of Developing Foreign Language Teaching" dependent on the Department of Teaching and Education (Talism Terbiye), the Ministry of National Education with the approval of the Ministry involving the date of 11 th.

February , 1972 and the number 693.

The curriculum of English, German , and French and educational aids were being tried for the first time in the official schools. This (experimentation) trial was continued in 32 schools in the academic year of 1972-73 and, meanwhile, the studies of preparing curriculum for foreign language teaching were speeded up.

The foreign language curricula were published in the magazine of Notifications with the date and number of 4 th. June 1973 and 1747.

This curriculum which has been regarded as adequate to implement in secondary and high schools points out foreign language principles, educational aids to be used in every class, teaching methods, the subject contents and the learning steps. It was decided, in the academic year, 1974-75, that foreign language textbooks written in terms of the previous curricula were gradually going to be abrogated. (The Ministry of National Education, the magazine of Notifications, 1973.)

Foreign language curriculum of high schools teaching in foreign language were kept beyond these studies and no study was carried out on the curricula of these institutions. There have been no formal requests involving their curricula from the Ministry of National Education in these institutions which have been carrying out their foreign language curricula independent of the central system and application of the one-book system.

But, the studies concerned with foreign language teaching and curriculum development carried out by the Ministry were speeded up during the 1980s.

A commission has been formed within the framework of the Presidency of Education and Teaching, the Ministry of National Education in order to prepare the English curriculum of Anatolian High Schools in December, 1983.

The original (basic) remark of the new curriculum is based on the idea that this curriculum will be helpful to foreign language teaching in Turkey and will be subject to the progress and changes all the time. (Demirel, 1987)

As a matter of fact, the studies of curriculum development and increasing the quality of teaching should be continuous and directed towards research-development.

3.4. Implementation Of Threshold Level Application in Turkey

According to the Report of Foreign Language Education and Teaching Commission which has been brought up as the result of the XII,th National Education Council to be held within the dates of 18th-22nd July, 1988, the Ministry of National Education, the reasons for the implementation of Threshold Level Application and its principles were pointed out in the following way:

The first important changes in foreign language teaching in the West have been seen since 1950s, Especially as a result of the development of Linguistics as a new teaching and research field; scientific study and research of languages in terms of structure, words, meanings, phones and

many other points, new language theories and teaching methods were developed and parallel to these developments, conventional language teaching obtained fundamental changes.

The Ministry of National Education which examined the developments in foreign language teaching in the world has developed foreign language teaching carried out by the wholly classical methods up to 1970s in our country continuously having a close and long-term cooperation with the Council of Europe and the member countries ever since that date.

In spite of the helpful approach of the state to the subject matter, the increasing public interest in foreign language teaching more and more, all the precautions and studies, it was witnessed that even at the secondary, high and equivalent schools which have been continuing their activities under the best conditions, it was not possible to learn foreign language at the required level of proficiency.

What is expected of any pupil under the optimal conditions is not to learn all the language he has been dealing with and to use that language fluently, but to obtain a communicative competence at the required level of the instruction curriculums individually.

On the other hand, as a result of the following reasons in our country, it becomes impossible even to be able to reach this level, mostly. These reasons usually result from the deficiencies of the infra-structure economically.

Some of the reasons in terms of learning-teaching and class media are pointed out in the following:

a) Pupils have generally not been able to acquire the importance of foreign language.

b) Foreign language teaching has been considered a means of developing culture rather than "Utilitarianism".

c) Since many pupils have not known how to learn a foreign language, they have not been able to succeed sufficiently in courses and personal studies.

d) Because of the distance to the countries whose languages have been taught, students have hardly been able to use the language they've been learning in verbal communication.

e) The conveniences concerned with promotion have been affecting learning negatively.

f) The pupils who have been nervous about passing the university entrance exam during the high school year have not considered foreign language important, which has affected the total point very marginally in the exam.

g) The mistakes have not been tolerated within the framework of contemporary language teaching methodologies.

h) The group work has been arranged as dual and individual work during lessons, and the communicative exercises have not been considered adequately.

i) Giving knowledge rather than causing pupils to acquire abilities directed towards providing communicative power has been emphasized during the classes.

j) There have not been aids and equipment, such as, which are necessary for an effective foreign language

teaching, radio, cassettes, players, projection machines, video, flannel boards, overhead projections etc. in most of our schools.

k) Since the number of classrooms is not sufficient, it becomes impossible to provide the adequate classroom arrangement and necessary teaching media (the arrangement of the classroom in the figure of "V" or "O".)

l) The rapid increase of having schools proportion has made the educational infra-structure inadequate and, as a result of this situation, the classizes have increased abnormally.

3.4.1. Reasons from the preservice and inservice training viewpoints

a) Pedagogical applications during the preservice training has not been adequate. Besides, the satisfactory education on measurement and evaluation has also not been given in foreign language teaching.

b) Generally, since foreign language teachers have not had the facilities to use the languages they have been teaching, they have not been able to master sufficiently the language in foreign language teaching.

3.4.2. Reasons from "curriculum viewpoint"

a) Foreign language Curricula have needed to be developed.

b) Vocational schools have been in need of special intentional curricula to be developed.

3.4.3. Conclusion: In spite of all the problems, it's a

necessity to carry on the studies with the purpose of increasing the productivity in foreign language education interruptedly, consistently and sufficiently from the quantitative point of view, It has taken time and has necessitated great financial resources to keep the language to be taught alive in the pupil and accordingly to provide the extra documents in order to continue the interest to equip the schools with the new technology: to rearrange the preservice and inservice curricula: shortly, to place new approaches with all their dimensions and to reach the required results throughout the country exactly.

3.5. Principles of Threshold Level and its application in Turkey

The principles have been determined according to the Report of Council of National Education, XII.nd .1989.,

"The Ministry, considering the negative reasons which have affected foreign language education, and having the goal of taking the existent and limited resources to the willing and talented students without bruising the equality of opportunity in education, has decided to pass to Threshold Level in the secondary schools, general and vocational high schools excepting the ones teaching some classes in foreign language beginning in the academic year of 1988-89. (The approval taken by the Presidency of Education and teaching with the date of 20 th June 1988 and the number 3235) ".

3.5.1. Principles

a) Each class will be accepted as a step from the first class of secondary school to the last class of high school and in this way, the system will be made up of six steps.

b) Threshold Level will be compulsory in the first class of secondary school, and optional in the rest of the classes.

c) A central evaluation exam will be held soon after each step.

d) The student who has been successful in this exam will be given a certificate affirming that he's been successful in that exam.

e) The teacher will do some examinations aimed at training and developing the students in order to observe the conditions of development and accordingly to direct him during an academic year.

f) The number of weekly foreign language class in the system will be five for each step.

g) The system will be applied gradually.

h) The students having been unsuccessful at the end of the step will be able to go out of the system or continue the system again if they really want to.

i) The grades taken in the final examination of each step will affect passing the class in no way.

3.5.2. Application

a) The application will be fulfilled in the first year of secondary school in the academic year of 1988-89. The application of Threshold Level will be carried out gradually and the students in the other classes will be subject to the previous application.(1)

b) On an average, 25 pupils in each class will be the class sizes.

c) The foreign language teachers who will participate in the application will have an inservice seminar. Seminars for the school administrators will also be held within this framework.

The application necessitates short and long term studies. These studies are going to be written later on. (1): "Two months" after the application's beginning, all the other classes' students were made to be subject to the new "optional" system.

3.6. Principles of the Application of Threshold Level

(These principles also were determined in the same report of the XII. National Education Council.)

1) The number of the classrooms, teaching methods, the number of branch offices of the second and third classes, and the number of students in the first year and foreign language teachers of 3088 secondary schools and 694 primary education schools dependent on the General Directorate of Primary Education in the school year of 1987-88, were determined one by one.

2) The schools having foreign language teachers and whose physical situations were appropriate were determined and the number of students who would begin the second year in the 1988-89 school year was assumed equal to that of 1987-88 school year, at these schools.

3) It was claimed that the classrooms in the first year would be made up of 50 pupils and foreign language classes would be taught in classes of 25 pupils at these schools.

4) Student number for the normally teaching schools

a) One teacher for 0-50 pupils.

b) Two teachers and one free place for 51-250 pupils.

c) Three teachers and one free place for 251-300 pupils.

d) Four teachers and two free places for 301-500 pupils.

e) Five teachers and two free places for 501-550 pupils.

f) Six teachers and three free places for 551-750 pupils.

g) Seven teachers and three free places for 751-800 pupils.

h) Eight teachers and four free places for 801-1000 pupils.

i) Ten teachers and five free places for 1001-1250 pupils.

(One free place for 51-500 pupils and two free places for 501-1000 pupils are adequate for dual teaching schools

subject to the condition that the teaching number remains the same as above.)

5) The principles of learning foreign language for 5 class-hours and teaching 25 class-hours weekly for a teacher were taken into consideration.

6) The need for teachers was calculated in terms of number of student learning in the first year, because foreign language class is optional in the second and third years of secondary school.

7) According to these evaluations, it would be possible to pass to the application of Threshold Level together with 245921 students at 1126 schools in the school year of 1988-99 charging 824 English, 23 French and 27 German teachers in addition to the previous teachers.

3.7. The Examination system in Threshold Level

(The rules and regulations were taken from the Instructions of Turkish Republic, the Ministry of National Education, General Directorate of Secondary Education with the date of 4 th October 1988 and number, 23488.)

"Second Part "

Principles concerning Threshold Level

"ITEM 5:" In application of Threshold Level, the following principles are applied:

a) An examination with the central evaluation is given at the end of each step(level). Additionally, the teachers evaluations during the schools year and the results of the verbal examination which is given by the committee are taken

into consideration while determining the success.

b) The certificates showing that they've completed that step are given to the successful students at the end of each step.

c) It's optional for the successful students to repeat the same Level (step) or the unsuccessful students to repeat the same level or go out of the system at the end of the semestre.

d) The students who want to continue the upper level, repeat the same level or go out of the system completely or the students who went out of the system before but now want to come back to the system again should apply to the schools administration with the application form with in the period of registration-acceptance. If the students do not apply to within that period properly, they are considered out of the system.

e) The students continuing the same system twice and being unsuccessful are considered to have used and completed their rights to study in that level in a certain foreign language.

f) It's possible to transfer to the education and instruction of another language applying to the school administration within the period of registration-acceptance, if it's required to.

g) In the case that the students parents express that student's knowledge of foreign language at the adequate level to be able to continue the upper level during the time of

registration-acceptance, these students are given "The Examinations for Determining Level in Foreign Language" in terms of the principles of repeat examinations in the first week of the academic year. The students who get 70 marks out of 100 marks or higher in this exam are considered successful.

i) The students coming from a school not applying Threshold Level are given an examination in order to determine their levels and their levels are determined through this exam, if they really want to.

The principles are pointed out according to the official measures by the researcher in order to evaluate the results and comment on the system in the last chapter. That is why no changes and suggestions were needed for now. The form of the central evaluation examination prepared by the Ministry is presented at Appendix-E as the sample.

"THIRD PART"

3.7.1. "Examinations and determining the success"

"Examinations"

"ITEM 6 : " In the schools in which Threshold Level has been applied, the teachers check to see continuously if the students have obtained the behaviours aimed at in the curriculum through all kinds of examinations and homeworks to be prepared with the appropriate intervals in foreign language classes.

In foreign language classes,

a) At least four written and four oral examinations by the teachers in the period of academic year.

b) An oral examinations by the committee which is established in terms of the principles of repeat examinations at the end of the schools year.

c) After completing the classes, a central evaluation exam are given. Each of these examinations is evaluated out of 100 marks.

3.7.2 The Success mark

"ITEM 7:" The students success mark of the year end final is evaluated in the following way:

a) The arithmetic mean of the evaluations which are brought up by the teacher during the academic year and the arithmetic mean of the mark which is given in the oral exam, given by the committee after completing the classes is the final mark. The mark 5 and higher marks than 5 are transmitted to the whole. The marks lower than 5 are not taken into consideration.

b) 70 percent of the mark obtained in the central evaluation exam and 30 percent of the final mark are added up "The Success Mark of Level End" is brought up.

3.7.3. The Right to continue the upper level

"ITEM 8:" The students whose success marks at the of level end are 70 and higher than 70 are considered successful in foreign language and obtain the right to continue to the upper level.

3.7.4. Time of the final oral examination

"ITEM 9:" The final oral exam is given to the students in the first week after completing the classes.

3.7.5. Principles of repeat examinations one class and obstacle examination

"ITEM 10:" Repeat, one-class and obstacle exams are not given for the students whose success marks of the level at the are lower than 70.

3.7.6. Continuity-lack of continuity

"ITEM 11:" The decisions concerning the written regulations of the exam and promotion deal with the continuity and lack of continuity for the first level in the schools in which Threshold Level is applied. The continuity condition of the students attending to the foreign language classes in the other levels are discriminated for this course. The students who do not attend foreign language class more than 20 class-hours without any excuse in a school year are taken out of the system for that academic year.

"Fourth Part"

3.7.7. "Other decisions"

"The Characteristic of the Examinations"

"ITEM 12:" The decisions concerning the written regulations of promotion and examinations are applied to the students and concern the characteristic and time of written examinations, the ways to give the oral examinations, and the students who do not participate in the examination.

"ITEM 13:" The other laws and decisions, for the matters not written in this directive, which have been applied at secondary high and equivalent schools are regarded as the basic rules to be obeyed.

"Temporary Item 1": Threshold level is applied gradually beginning in the first classes of the secondary schools determined by The Ministry Of Education in the academic year 1988-89.

The schools which will be taken into the framework of the application are determined by the Ministry at the very beginning of each academic year.

"Temporary Item 3:"The present equality procedures are continued until completing 6 levels and Threshold Level's becoming a united whole.

3.8. The Last decisions of the Ministry of Education on Threshold In Turkey

The Ministry of National Education has decided to abolish the application of Threshold Level in foreign language education and teaching at all the secondary schools except a few pilot schools which will be chosen by the Ministry (not chosen yet). The decisions of the Ministry are as follows :

1- A questionnaire related to "Threshold Level in foreign language education and teaching "which was applied in the academic year 1988-89 was given to the teachers, administrators, parents and students at the end of the

academic year. Additionally the application of Threshold Level was evaluated by linguist and pedagogues.

2-At the end of all these studies ,it was decided that a-Threshold Level is going to be continued to be tested progressively at a few schools which will be determined by the Ministry.

b-Foreign language class will be considered among the compulsory classes at all the other secondary ,high and equivalent schools beginning in the academic year 1989-90.

3-Foreign language class will be applied in weekly class- course as stated in the magazine of Notifications with the number, 2240 and the following issues at all the secondary schools and secondary educational establishment except those which will apply Threshold Level.

4- Both the pupils attending the schools applying Threshold Level who are subject to the system and those attending to the schools no applying Threshold Level will follow the foreign language curriculum of the class they have been attending for the academic year 1989-1990 without considering whether or not they have been successful in foreign language class or if they have participated in the class in the academic year 1989-90.

But, while preparing the annual planning of foreign language classes, the group of foreign language teachers will take the levels of the pupils into consideration and in curriculum planning, the subjects of lower classes will be able to be reviewed properly.

5-The directive of "Threshold Level in foreign language education and teaching" and all the other related laws have been abolished at the schools dependent on the Ministry of National Education except those schools at which Threshold Level will be tested.

All these decisions were determined at the meeting held on August , 10 th, 1989 with the number, 102 by the Directorate of the Committee of Instruction and Education, and Ministry of Education.

According to the decisions, all the rules were determined in the magazine of Notifications with the number 2240 and the following issues. In this issue and the others, all the class-hours and other rules are the same as that of the previous application. Thus, the Ministry returned to the previous application before Threshold Level with all its principles.

CHAPTER IV

METHOD

In this chapter, "Sample", "Research design" and "Data collection" are presented.

4.1. The Sample

The research is based on data collected from 7 secondary in Van and 18 English teachers implementing the system.

4.1.1. Schools

Total number of schools subject to the system is 7. Three of the schools have both secondary and high schools together in the same building. The other three schools are secondary schools and the last one is a high school. They are all placed in the centre of Van and subject to Threshold Level. Two of the schools have two teachers, one for each, on the system by means of the seminars held at this beginning of the first term of 1988-89 Academic Year. The others do not have any teachers who know the system well. The other seminar was held at the British Council in Istanbul during February, 1989 in collaboration with the Ministry of Education, and YADEM, the unit set up within the Ministry to implement the reform of English language teaching in secondary schools by the then Minister Hasan Celal Guzel. More information related to the schools is given in Chapter VI in detail.

4.1.2. Teachers

The English teachers include the ones using the system in their schools only. Their educational backgrounds are beyond the evaluation, so no comments are made on their competence or proficiency. The questionnaire was given to the teachers related actively to the system. In addition, a few other teachers related to Threshold Level through the seminars, conferences etc. also participated in the questionnaire with their opinions and recommendations.

Six of the teachers are female and twelve are male. They are all middle-aged except a few who have just graduated

from the faculties and have between 3-4 years teaching experience. Two of the participant teachers have been abroad before and the other sixteen participant teachers have not been abroad. The period of residency of the teachers abroad varies among the teachers.

Eight English teachers participating in the questionnaire participated in the workshops, conferences, meetings and the other ten English teachers have not been to the conferences, workshops etc. before. Only two of the teachers went to the seminars and meetings Izmir and Istanbul and were charged to inform the other teachers through two-day local seminars. The first seminar was held in Izmir during 22-26, th August 1988. Foreign language teachers coming from various cities participated in this seminar. Six instructors informed 140 English teachers of the "Functional-Notional Approach" which is one of the latest modern methods, and the "Communicative Approach" which was recommended to be used in the classroom teaching by the experts of the Ministry. Practical and applied studies were made having the goal of applying and rearranging present textbooks of the first year in secondary schools appropriately to the new methods.

4.2. Research design

Techniques of observation and questionnaire were used to collect data as the tools. However, the researcher used the technique of interview additionally in order to collect data. The researcher participated in the classes before developing

a questionnaire form and an observation form, and studied the basic points of Threshold Level and both on the criterias of the Ministry and the necessary conditions of the schools for the proper application of the system. While developing the forms, "Scientific Research Method" of Niyazi Karasar, 1986 and "Scientific Research Techniques and Statistical Methods" of Saim Kaptan were considered basic references.

4.2.1. Questionnaire

Before developing a questionnaire form, many questions were determined and the questions which would give light to the basic points to be revealed were chosen carefully. The form was developed with systematic arrangement of the questions in mind and the questions were specifically and purposefully made to be quite clear, comprehensive and less time-consuming. After completing the development of the questionnaire form, it was examined and reviewed thoroughly.

The main points to be considered essential were that;

1- Each question had to include whole subject,

2- The questionnaire had to be clear and

comprehensible,

3- The questions had to be related to the subject to be examined, in developing the questionnaire form, as it was pointed out in the study of Saim Kaptan.

The questionnaire type is a close-ended one, and it consisted of seventeen questions. The last question remained open-ended for the purpose of providing an opportunity to mention other probable points for the participants. An

explanation showing the purpose of the questionnaire was placed at the very beginning of the form.

In the first part of the questionnaire, the age, sex, length of profession, place of graduation, experience abroad were asked by the appropriate questions and besides questions showing if the teachers participated in any meeting, seminar etc. related to Threshold Level were placed.

The questionnaire forms were delivered to the participants individually by hand by the researcher and taken back one day later in the same way.

The participants were not required to write down their names, for the purpose of evaluating the results objectively. The sample of the questionnaire was introduced in the section of Appendices. The questionnaire results were evaluated statistically. Information about the method of evaluation was given previously in this chapter.

4.2.2. Observation

The observation form was developed in terms of the same principles as that of the questionnaire form. The principles of developing the form, the criteria for modern teaching of foreign languages in schools and other important points were aimed at to be revealed. It was developed to collect data related to the media. The form consisted of fourteen basic questions.

After completing the development properly, the observation form was filled in one by one by the researcher

visiting the schools. While developing the form, each question was chosen and placed in the form to reveal another important factor related to the media. Besides, interviews with the school administrators and teachers were used to collect data.

The form had the goal of revealing if the schools had, at first, the necessary authentic materials, visual aids, auditory aids and audiovisual aids. Additionally, if the schools owned these aids, it was also determined if they were appropriate to their functions and were used properly in teaching.

According to the data obtained as the result of the observation, the number of English teachers, pupils and classrooms to the system, conditions of the classrooms, the number of weekly class-hours totally and finally the arrangement of timetable were the basic points to be revealed.

A few remarkable points such as some materials which existed in the schools were added at the end of the data analysis but were not used in teaching foreign language.

CHAPTER V

ANALYSIS OF THE RESULTS

5.1. Analysis of the questionnaire results by interrelated choices of each question.

The researcher has concluded the administration of the questionnaire and analysed the results considering the statistical principles of evaluation. In this way, it became possible to evaluate the opinions of the teachers on a particular matter and their general tendency on the matter as well. The researcher has interpreted the opinions of the

teachers as to the results of statistics.

A group of 18 persons participated in this study. And since this group of professionals may represent the population sufficiently, if we take the limited number of people having this profession into consideration, the statistic of the Normal Distribution, Z, is used while a comparison between two ratios. The formula is

$$Z = \frac{P_1 - P_2 - 0}{\sqrt{\frac{P_1 q_1}{n_1} + \frac{P_2 q_2}{n_2}}}$$

$$H_0: P_a = P_b$$

$$H_1: P_a > P_b$$

While making a comparison, it is accepted that P 0,05 and the differences are tested as to importance level of 95 percent and it is decided if the difference between the ratios is significant.

H_0 , which is one of the hypotheses to be proposed for this decision means that there is no difference between the ratios. That is, two ratios are equal to each other, and represent the same population.

But, the alternative hypothesis of H_1 proposes that one of the ratios is larger than the other and does not represent the same population. Since the hypothesis (H_1) is one way, the critical value of P 0,005 (1-0,95) in the Z tabulated list is considered "1,645".

For each question, the percentages of the choices were determined. It was decided that if the value calculated

according to the above formula is larger than the critical value of 1,645, the difference between the ratios is significant, if smaller than the critical value, the difference between the ratios is insignificant. The values were compared to each other interchangeably and evaluated as to the same formula.

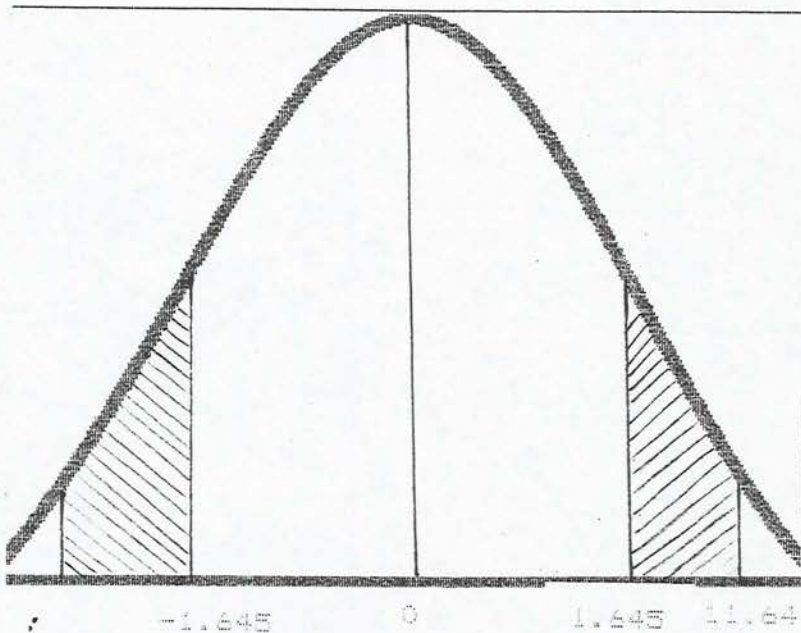
Question 5.1.

5.1.1. $H_0: 0.0556 = 0.9444$

$H_1: 0.0556 > 0.9444$

ab A: %5.56

B: %94.44



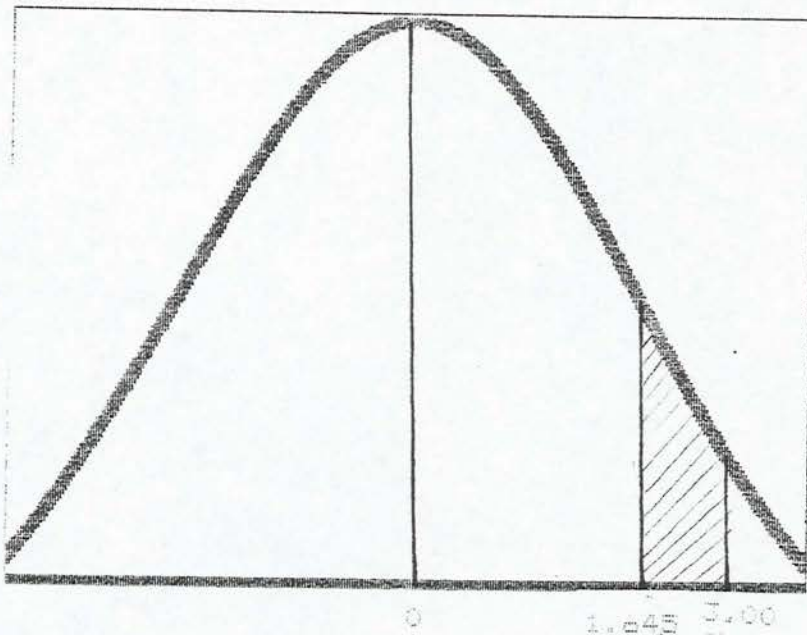
The first evaluation was written as an example showing how to do the statistics.

The difference between the two values in the first question is significant. So, it is possible to conclude that a considerable number of the teachers believe that there are not sufficient teachers knowing Threshold Level. If we consider and evaluate this result throughout Turkey, it is possible to find that most of English teachers think that most English teachers do not know Threshold Level. The teachers claiming that there are enough teachers knowing Threshold level make up the minority.

Question 5.2.

5.2.1. ab A:%66.67

B:%22.22



The difference between a and b is significant statistically, as is seen above. This means that most of the

teachers believe that sufficient knowledge about Threshold Level was not given to knowledge of the teachers, compared to the ones believing that adequate knowledge was given to the teachers.

5.2.2. bc B:%22.22

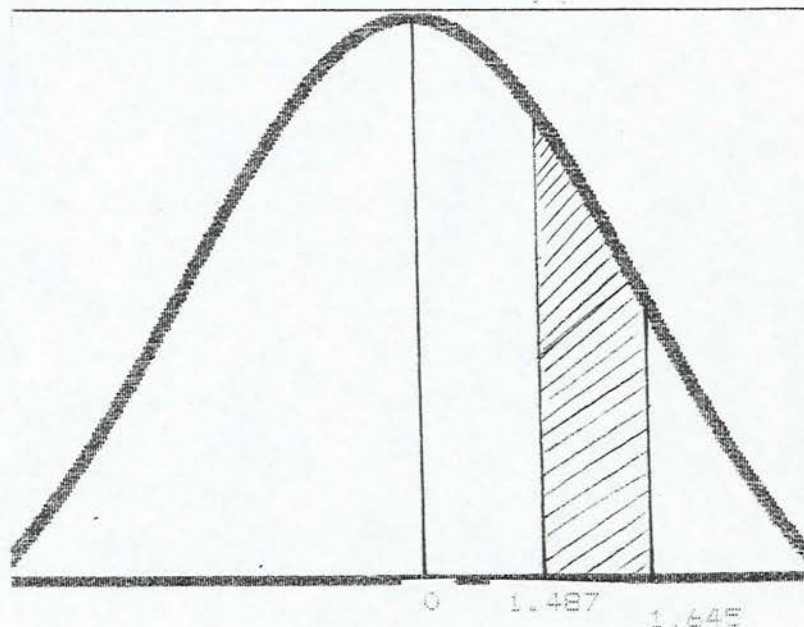
C:%5.56

In the second step, the second and third choices are compared to each other.

$$H_0: 0.2222 = 0.0556$$

$$H_1: 0.2222 > 0.0556$$

$$Z: \frac{0.1666}{0.112} = 1.487$$



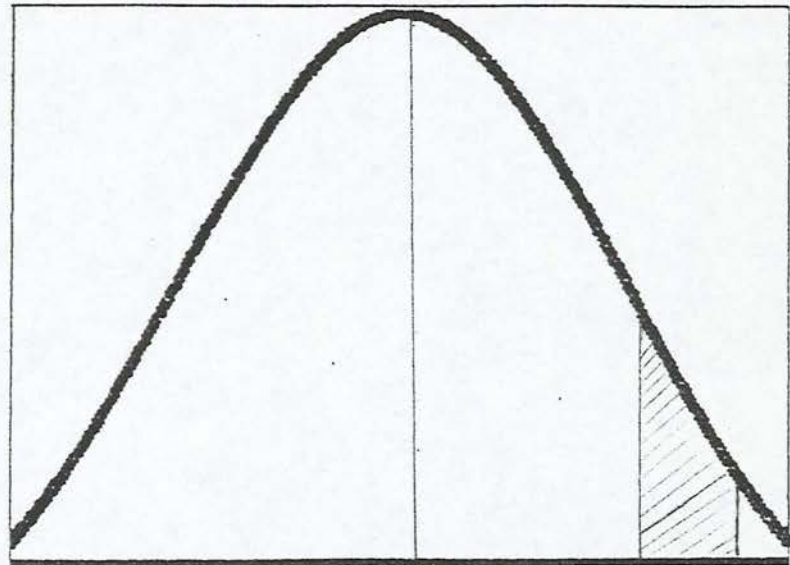
The difference between the ratios of b and c is insignificant. That is, the teachers believing that adequate knowledge was given to the teachers are more or less the same

compared to the ones claiming that no knowledge was given. Some of the teachers believe that adequate knowledge was given and some others claim that no knowledge was given. There is no clear difference between the percentages of teachers having these two different opinions.

In the third step, the first and third choices are compared to each other. The teachers believing that the teachers weren't informed of Threshold Level adequately make up 66.67 percent of the whole and the teachers believing that the teachers weren't informed of Threshold Level at all make up 5.56 percent of the whole.

5.2.3. ac A:%66.67

C:%5.56



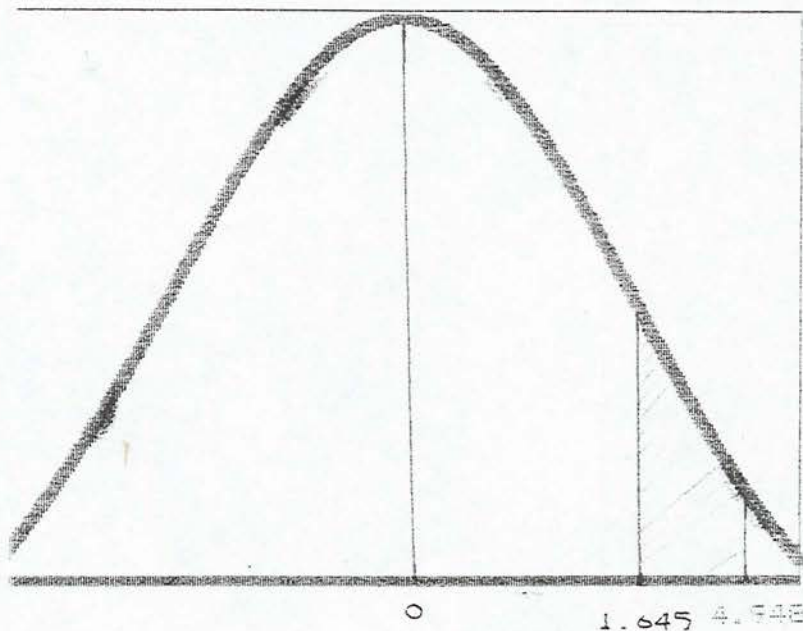
So, the difference between the ratios is significant statistically. It is concluded that a remarkable number of the teachers believe that the teachers weren't informed of

Threshold Level adequately instead of not being informed at all.

The teachers having the idea that the teachers weren't adequately informed of Threshold Level make up 66.67 percent of the whole. And the other teachers having the idea that the teachers were informed of Threshold Level adequately but this information was not necessary make up 5.55 of the whole.

5.2.4. ad A:%66.67

B:%5.55

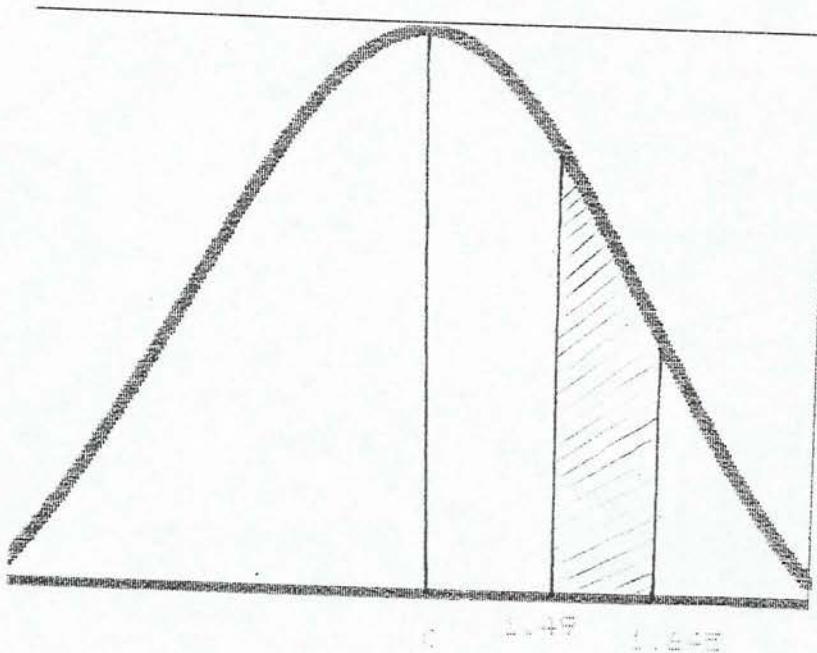


The difference between the ratios is significant. It may be concluded that the number of teachers believing that the teachers weren't informed of Threshold Level adequately

is more than that of the teachers who were informed of Threshold Level adequately but this information was not necessary.

5.2.5. bd B:%22.22

D:%5.55

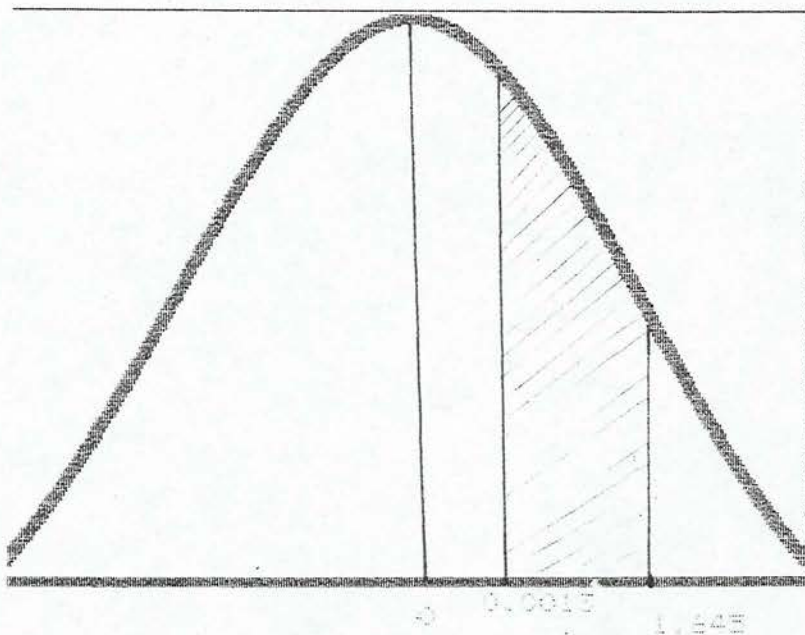


The difference between the ratios of these two choices is significant statistically. So, it is possible to conclude that the teachers believing that the teachers were informed of Threshold Level adequately are more than the ones believing that the teachers were informed of Threshold Level

adequately but this information was not necessary. So some teachers claim that the teachers were informed of Threshold Level. But it is not a general idea statistically.

5.2.6. cd C:%5.56

D:%5.55

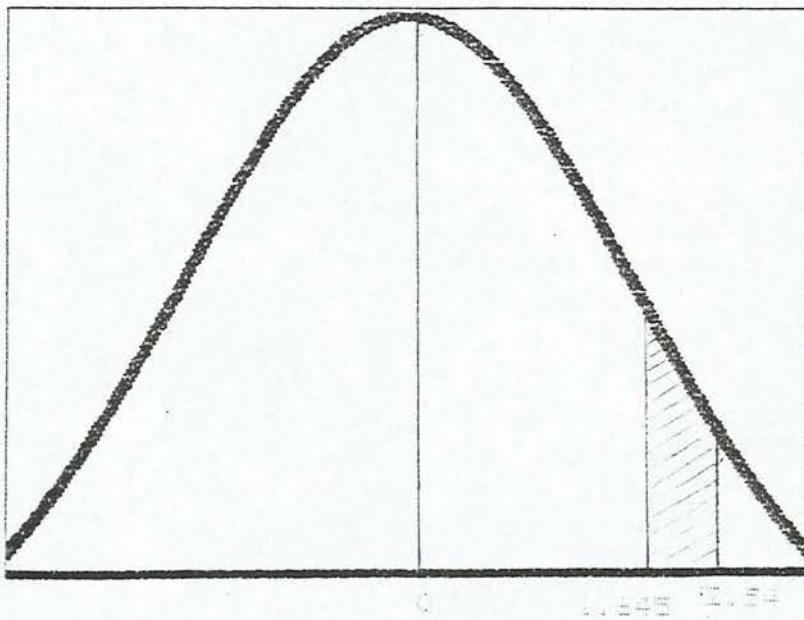


The difference between the ratios of the c and d choices is insignificant. So, it is concluded that there is no significant difference between the number of the teachers having the ideas that the teachers weren't informed of Threshold Level but this information was not necessary.

Question 5.3.

5.3.1. ab A:%66.67

B:%27.78

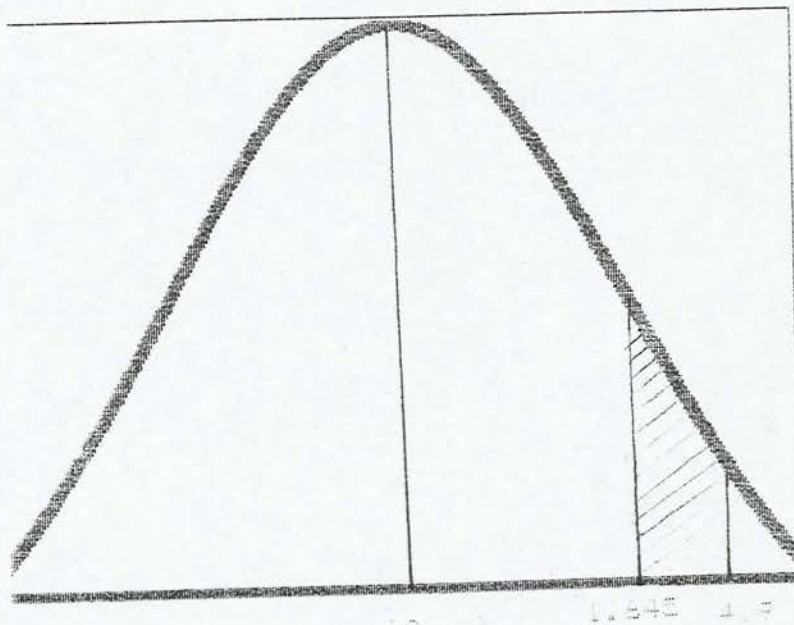


The difference between the ratios of the choices a and d is significant. So it is possible to have the conclusion that the number of the teachers believing that the appropriateness of the infra-structure affects the process of the system positively which is the choice a is more than that of believing that the appropriateness of the infra-structure affects

the process of the system partly in a positive way which is the choice b.

5.3.2. ad A:%66.67

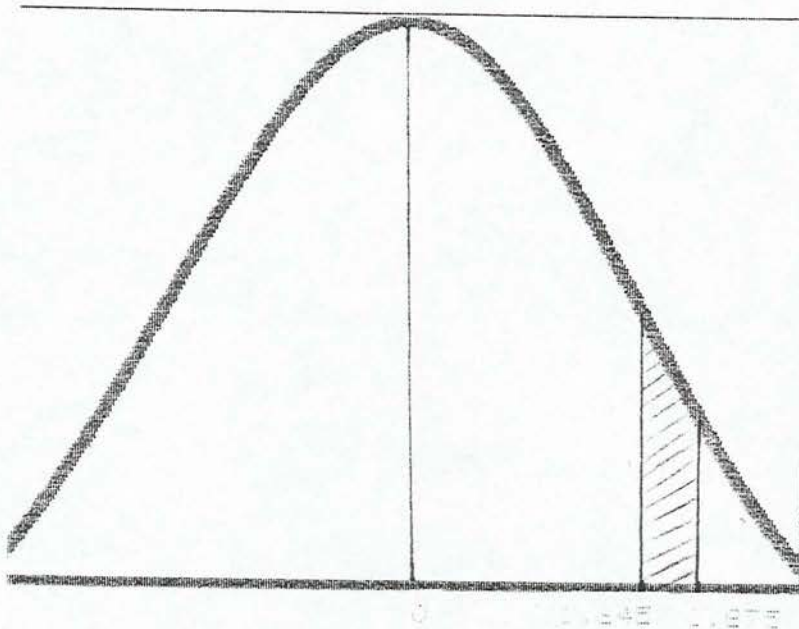
D:%5.55



The difference between the ratios of a and d is significant, statistically. It is concluded that if the two are compared to each other, most of the teachers believe that appropriateness of the infra-structure affects the process of the system not at all positively which is the choice d.

5.3.3. bd B:%27.73

D:%5.55



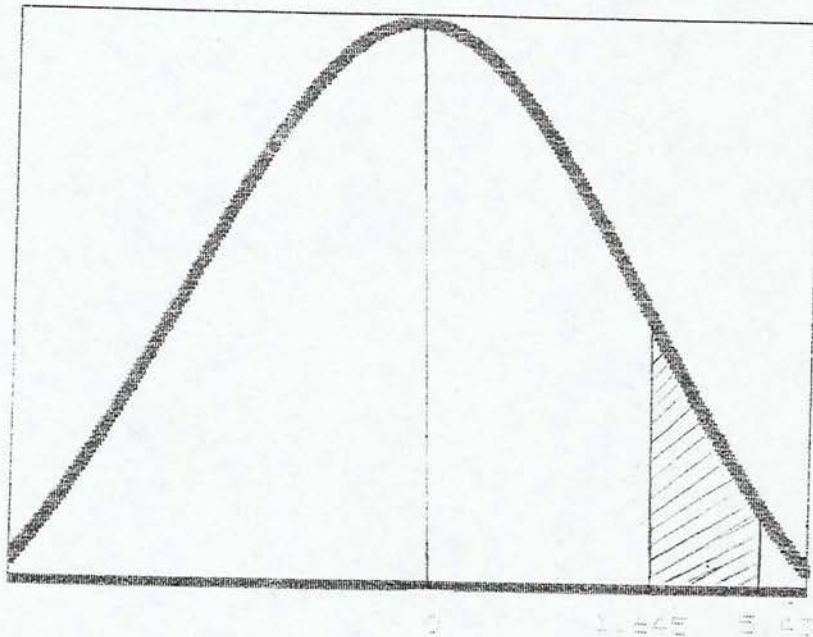
The difference between the ratios of b and d is significant statistically. So, it is possible to have the conclusion that the teachers believing that the appropriateness of the infra-structure affects the process of the system partly in a positive way are more than the teachers having the idea that the appropriateness of the infra-structure affects

the process of the system not at all positively.

Question 5.4.

5.4.1. ab A:%77.78

B:%11.11



The difference between these two ratios is significant statistically. So it's possible to conclude that remarkable number of the teachers believe that the teachers being harmonious with the school administrators affect the reliable process of the system positively (the choice, a) rather than

the idea that the teachers being harmonious with the school administrators affects the reliable process of the system partly positively. (the choice,b)

5.4.2. ac A:%77.78

C:%11.11

The difference between these two ratios is the same as that of a and b. So, it's also significant statistically.

So, the teachers agree that the teachers being harmonious with the school administrators affects the reliable process of the system positively rather than very little positively.

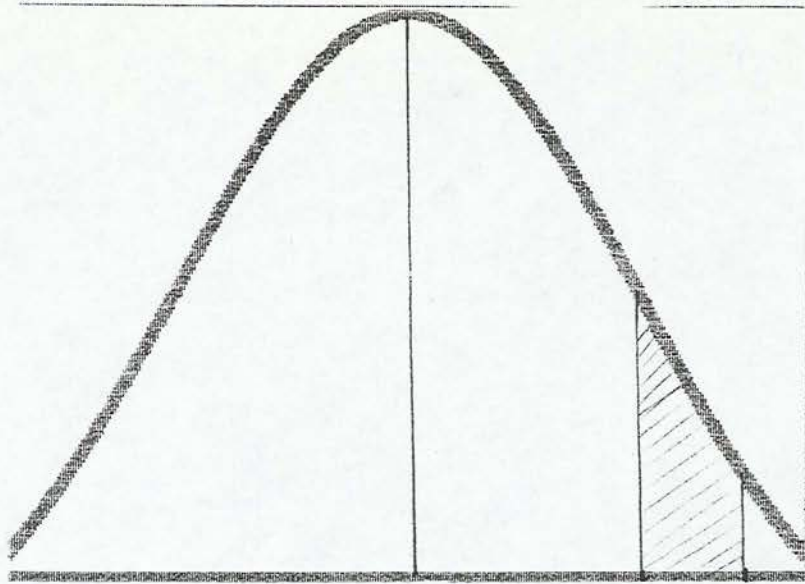
5.4.3. bc B:%11.11

C:%11.11

As it's seen, there is no difference between the ratios. So it's insignificant statistically. And it's clear that numbers of the teachers believing that the teachers being harmonious with the school administrators affect the reliable process of the system partly positively or none are equal to each other. There is no remarkable difference in the teachers having these two different ideas.

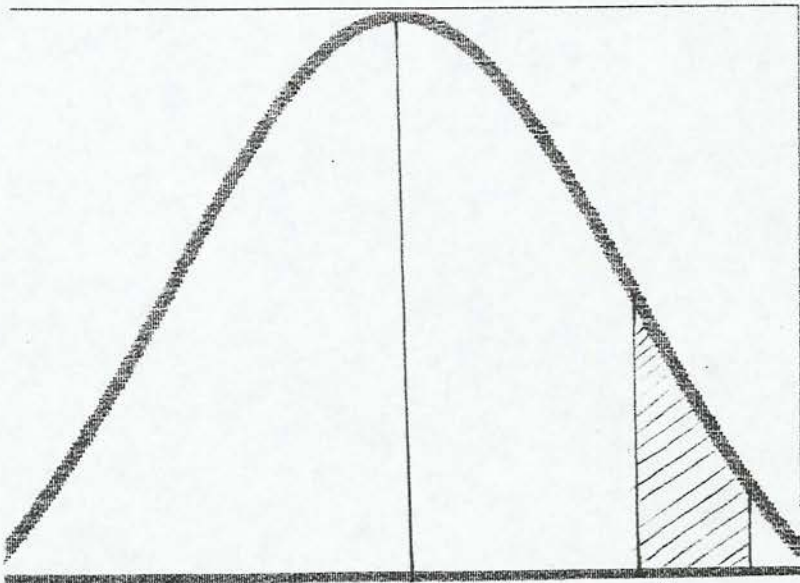
Question 5.5. ab A:%16.67

B:%83.33



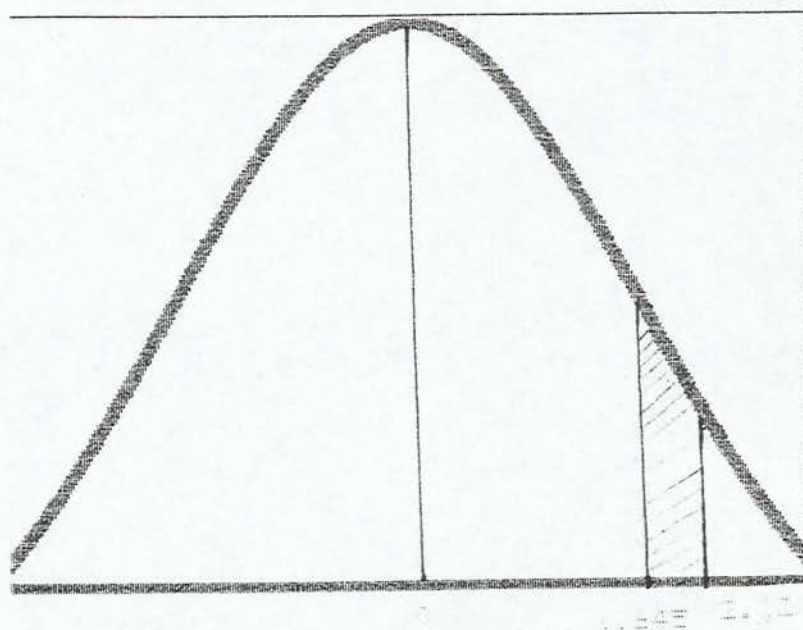
As it's understood from the ratios, there is a considerable difference between the ratios. The difference between the ratios is significant statistically. So, it's possible to conclude that the teachers having the opinion that there is a unity of method among the teachers in the application of Threshold Level are less than the ones claiming that there is not a unity of method among the teachers in the application of Threshold Level. So, most teachers believe there is no unity of method among the teachers in the application of Threshold Level.

Question 5.6. ab A:%88.89
B:%11.11



The difference between the ratios is significant statistically. So, the great majority of the teachers claim that a unity of method among the teachers in the application of Threshold Level should exist on a large scale (the choice, a) rather than partly which is the choice b. Additionally no teacher claims that that is unnecessary and it should not exist.

Question 5.7. ab A:%33.33
B:%66.67

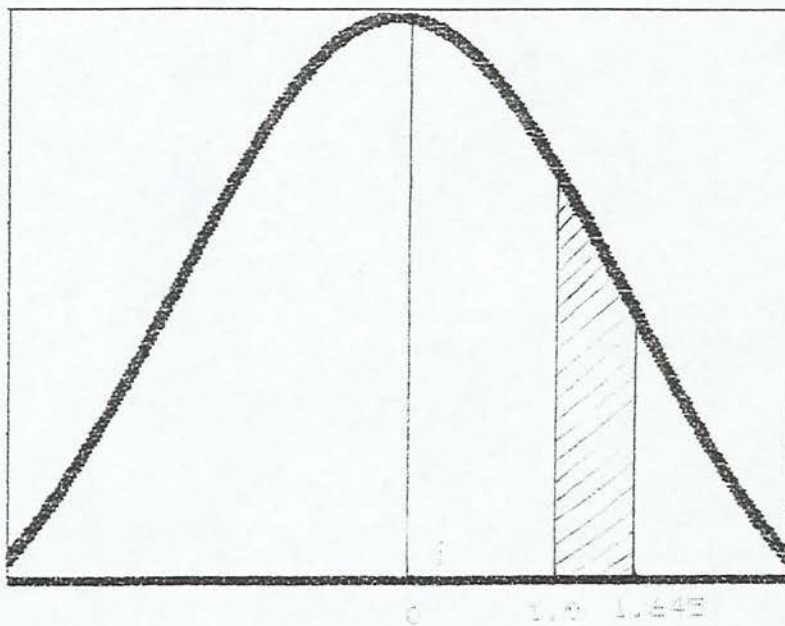


The difference is significant statistically. Most of the teachers find the application "according to the system, foreign language teaching is compulsory in the first year of secondary school and optional in the rest of years", wrong rather than correct.

Question 5.8.

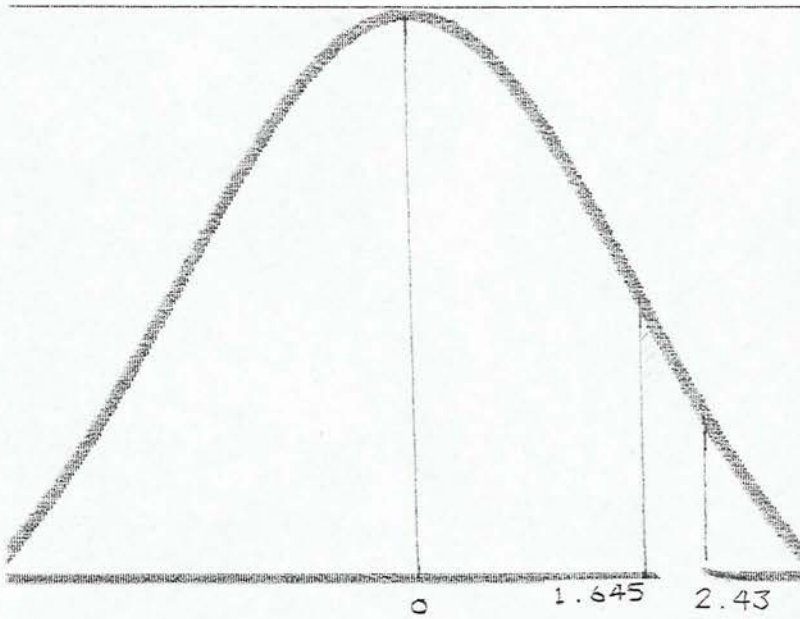
5.8.1. ad A: %38.89

B: %55.56



The difference is not significant statistically. So, there is no clear difference between the teachers claiming that foreign language teaching through Threshold Level should begin at Primary school (the choice, a) and the others claiming that it should begin at secondary school. (the choice, b)

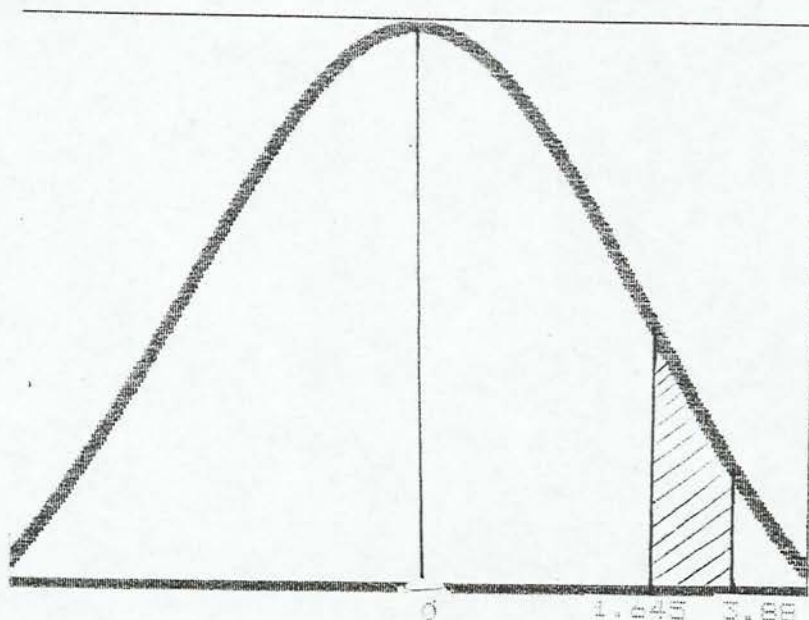
0.0.2. 8d A: %38,89
D: %5,88



The difference is significant statistically. The teachers having the idea that foreign language teaching through Threshold Level should begin in primary school are more than the ones having the idea that foreign language teaching through Threshold Level should begin at the university. (the choice, d)

5.8.3. bd B: %55,56

D: %5,56

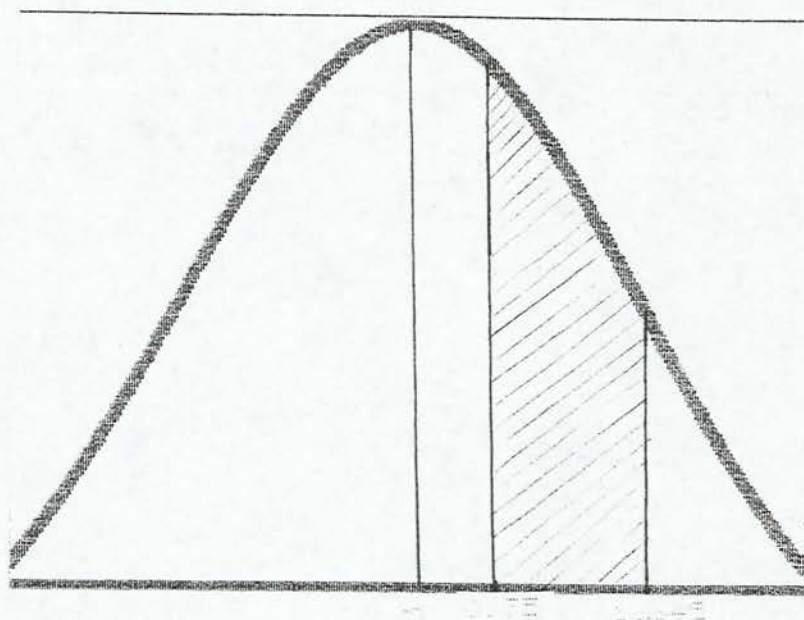


The difference is significant statistically. Thus, it's possible to claim that the great majority of the teachers believe that foreign language teaching through Threshold Level should begin in secondary school rather than at the university.

Question 5.9.

5.9.1. ab A: %33,33

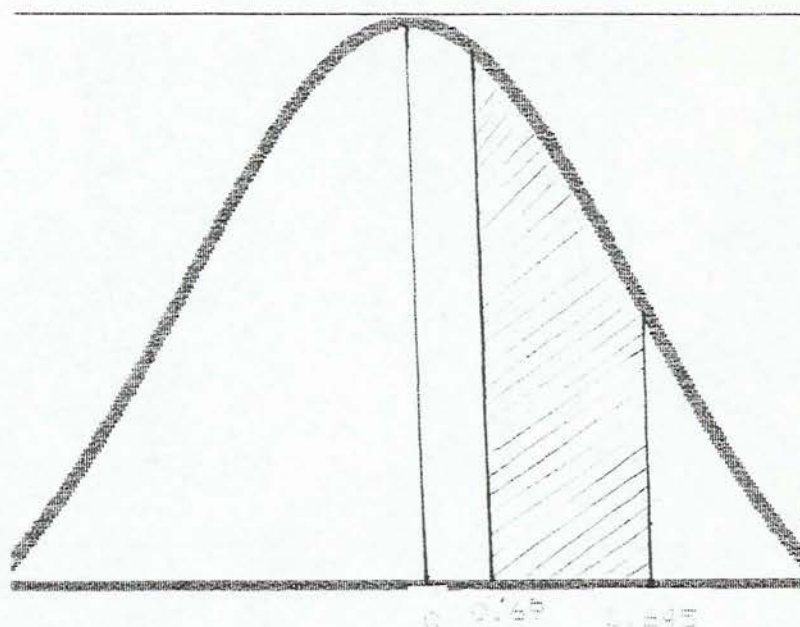
B: %22,22



The difference is insignificant statistically. So, it's possible to have the conclusion that there is no considerable difference between the numbers of the teachers having two different ideas. One is that our country has been late in foreign language teaching through Threshold Level (the choice, b) it that our country has made a decision on time in the same subject matter. Shortly, they're undecided on this matter in general.

5.9.2. ac A:%33,33

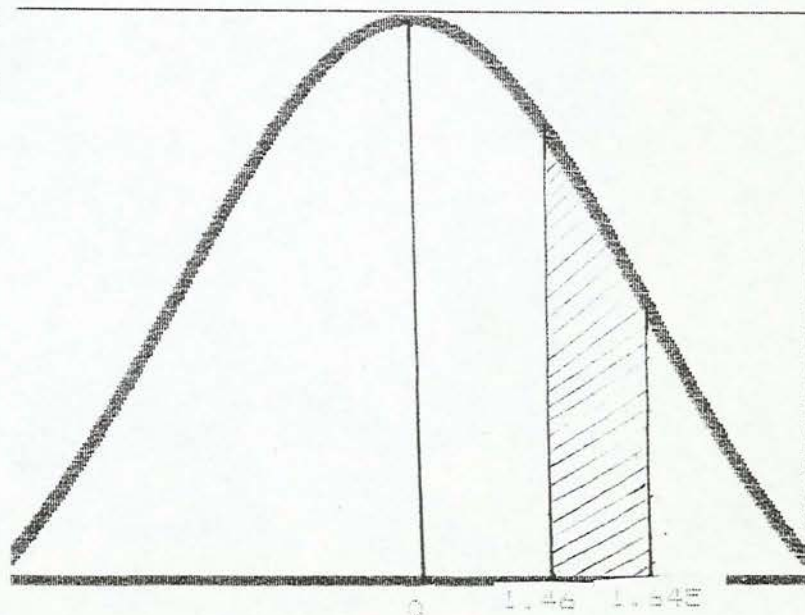
C:%44,45



The difference between the ratios, as is understood from the diagram, is insignificant statistically. So this means that there is again no remarkable difference between the teachers' various opinions that our country in the same matter has been late or has made a wrong decision (the choice c). The ideas of the teachers in this matter can not be generalized for the whole as a common opinion.

5.9.3. bc B:%22,22

C:%44,45

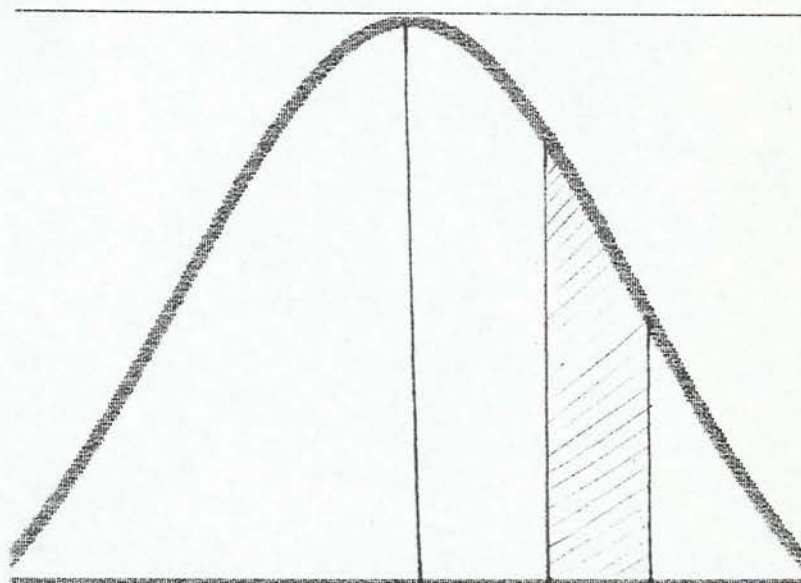


As it's seen in the diagram, the difference is insignificant from the statistical viewpoint. Thus it is possible to claim that the numbers of two groups teachers believing that our country has made a decision on time or made a wrong decision are more or less close to each other. There is no clear idea in this matter among the teachers.

Question 5.10.

5.10.1. bc B:%44.44

C:%27.78



As is seen in the diagram, the difference is insignificant statistically. So it's possible to claim that the teachers believe that the arrangement and context of a teachers' book is both inappropriate for the function of the system and has been tried to be put into the appropriate form for the function of the system. There is no clear difference in the numbers of the teachers.

5.10.2. cd A:%27.78

C:%27.78

As it's seen above, the ratios of the choices, c and d are equal to each other. So the difference is insignificant naturally. Thus, it's concluded that an equal number of teachers believe that the arrangement and context of a teachers' book has been tried to be put into the appropriate form for the function of the system or the arrangement, and the context of a teachers' book may be appropriate or inappropriate for the function of the system. It's dependent on the teacher applying the system.

5.10.3. bd B:%44.44

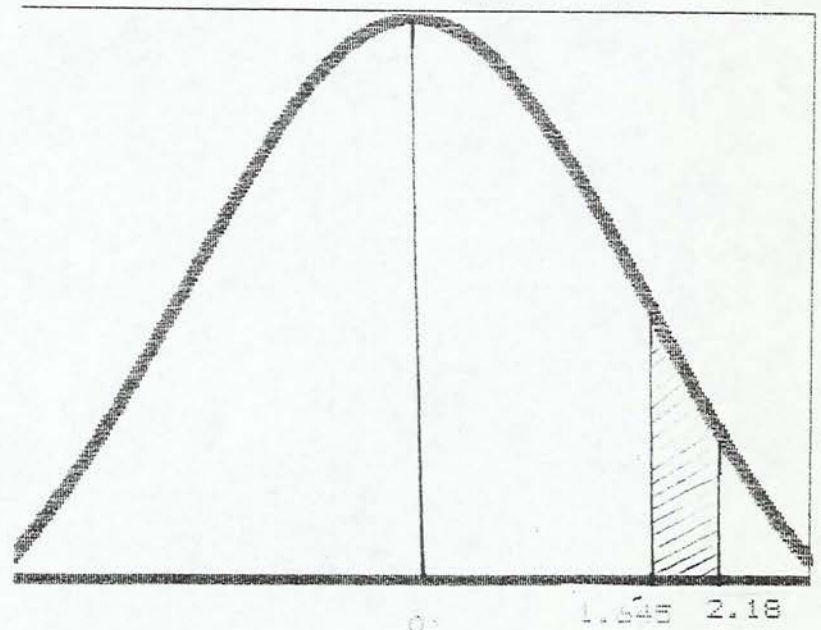
D:%27.78

They are also equal to the choice bc. So, there is no difference in the number of the teachers having the same ideas as the previous ones.

Question 5.11.

5.11.1. bc B:%55.56

C:%22.22



The difference is significant statistically. So, it's possible to evaluate the conclusion in such a way that the teachers believing that the arrangement and content of students' textbook is inappropriate for the function of the system are more than that of believing that the arrangement and content of students' textbook has been tried to be put on into the appropriate form this matter.

5.11.2. bd B:%55.56

D:%22.22

As it's understood from the ratios of bd, it's the same as that of bc. So, it's also significant statistically. The researcher concludes that number of the teachers believing that the arrangement and content of students' textbook may be appropriate or inappropriate for the function of the system being dependent on the teacher applying it. Shortly, they believe that the books are not adequate at the present time and the teacher applying the system can not remove this inadequacy individually.

5.11.3. cd C:%22.22

D:%22.22

As is seen above, the ratios are equal to each other. So, because there is no difference at all, the result is insignificant statistically.

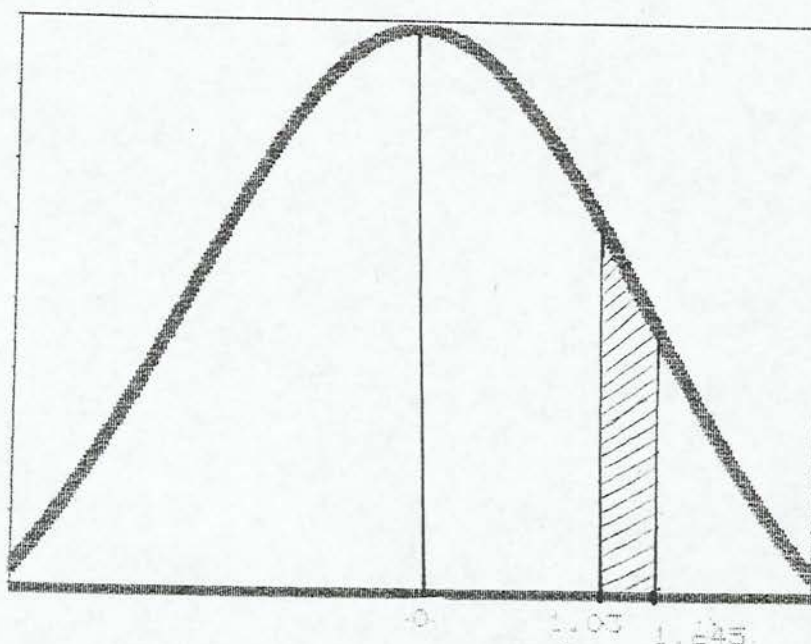
Thus, the researcher concludes that there is an equal number of the teachers applying the system and having both ideas that the content and arrangement of students' textbook

has been tried to be put into the appropriate or inappropriate for the function of the system being dependent on the teachers applying the system.

Question 5.12.

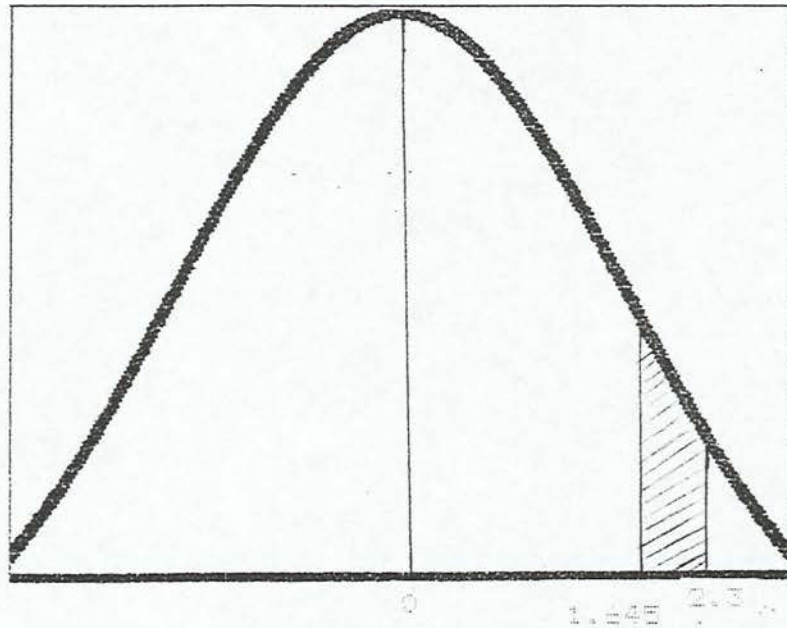
5.12.1. ab A:%50

B:%33,33



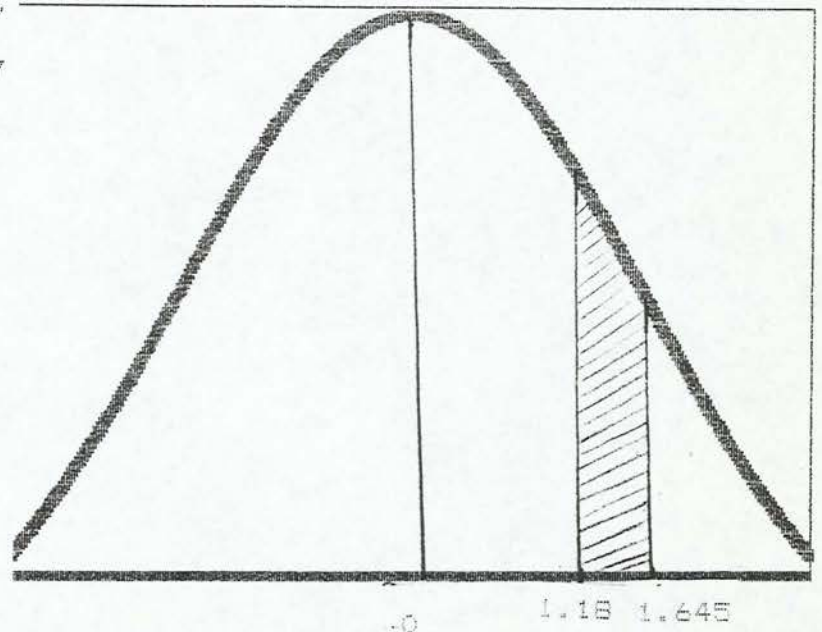
The difference between the ratios is insignificant statistically. So it's concluded that the existing way of the application of Threshold Level does not inspire anyone with hope with respect to the future and its establishing the basis for university at all is the idea of some teachers and "the existent way of the application of Threshold Level inspires some with hope with respect to the future and its establishing the basis for university partly" is the idea of some other teachers. There is no clear and remarkable difference in number of the teachers having these two different ideas.

5.12.2. ac A:%50
B:%16,67



The difference is significant statistically. So, it's possible to conclude that most of the teachers agree that the existing method of application of Threshold Level does not inspire anyone with hope with respect to the future and it's being the basis for university at all, rather just the opposite claim.

5.12.3. bc B:%33,33
C:%16,67

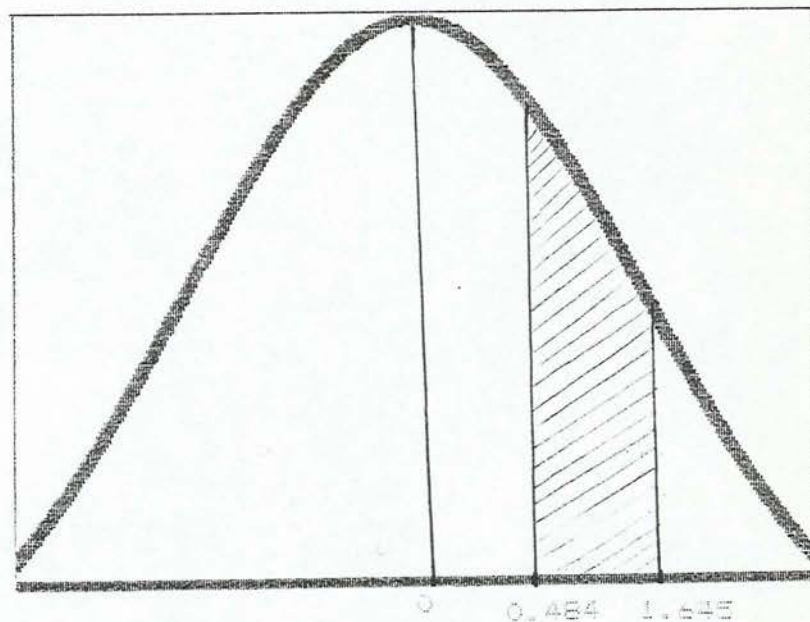


The difference is insignificant statistically. So, it's possible to conclude that the teachers believing that the existing way of the application of Threshold level inspires some, with hope with respect to the future and its becoming the basis for university partly aren't more than the teachers having the idea that it will inspire some with hope with respect to the future and its becoming the basis for university.

Question 5.13.

5.13.1. ab A:%11.11

B:%16.67

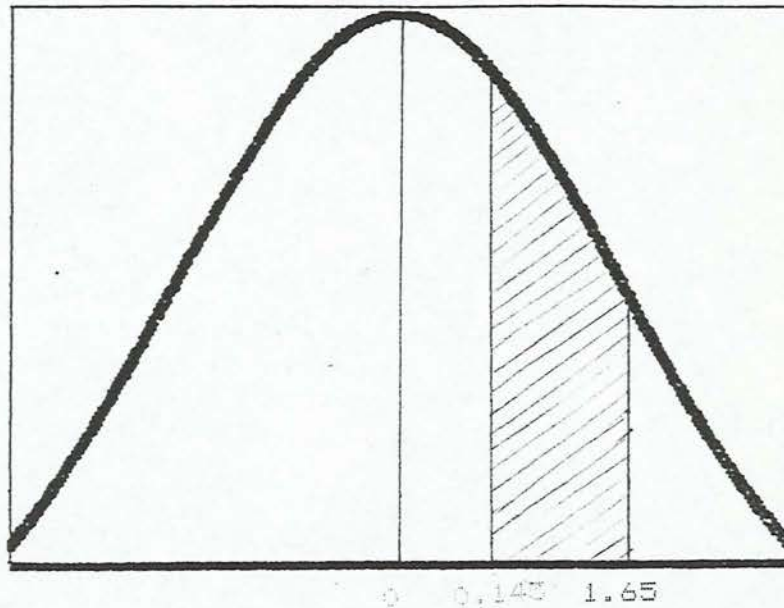


The difference between the ratios is insignificant. So, the researcher concludes that there is no considerable difference between the numbers of teachers having two different ideas. One is that Threshold Level which has been applied in European countries within the framework of O.E.C.D., I believe,

will also be successful in Turkey and another one is that Threshold Level which has been applied in European Countries within the framework of O.E.C.D., I believe ,will not be successful in Turkey.

5.13.2. ac A:%11.11

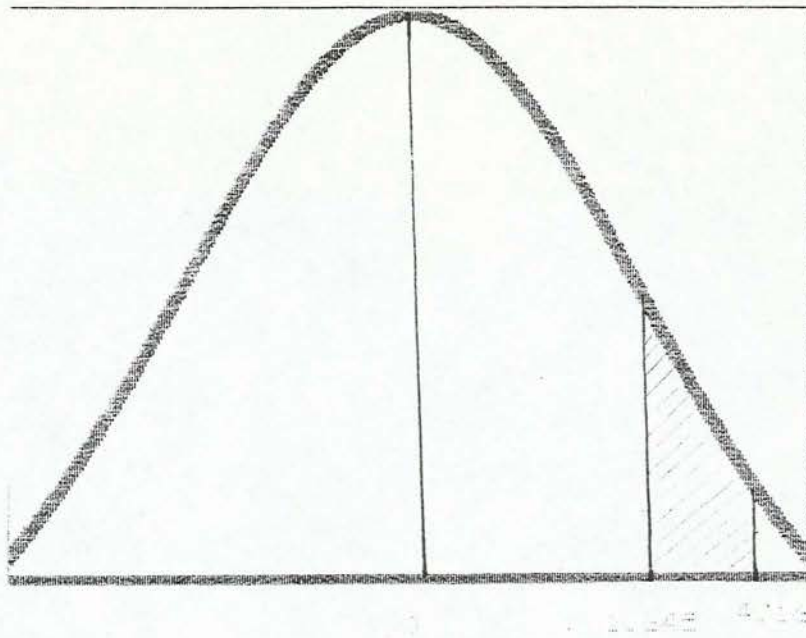
C:%55.55



The difference is insignificant statistically. So, it's possible to claim that there is no remarkable difference between the teachers believing that Threshold Level will be successful in Turkey just like it was in Europe and some others believing that Threshold Level is certainly impossible to be successful in Turkey. In short, they are in disagreement with one another in this subject matter in general.

5.13.3. ad A:%11.11

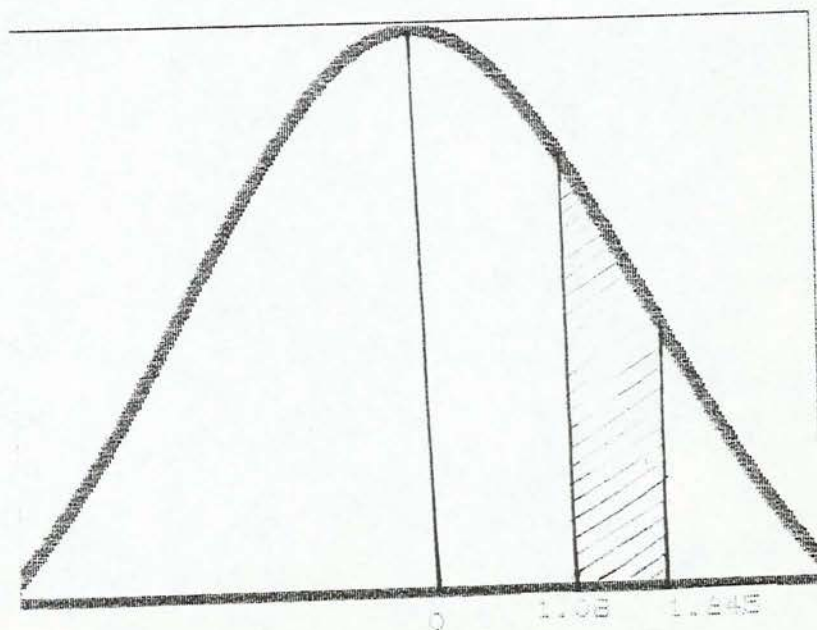
D:%66.67



The difference is significant statistically. So, it's possible to conclude that most of the teachers believe that the success of Threshold Level depends greatly on many conditions to be realised rather than just being successful in Turkey at present.

5.13.4. bc B: %16.67

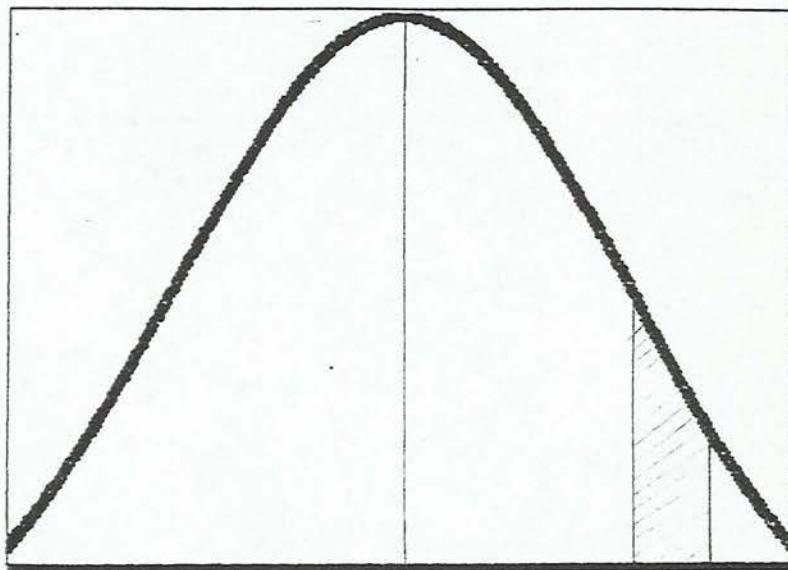
C: %5.55



The difference is insignificant. Thus, the researcher has the conclusion that there is no clear-cut difference in the numbers of teachers believing that Threshold Level will not be successful in Turkey and some other teachers believing that Threshold Level is definitely impossible to be successful in Turkey.

5.13.5. bd B:%16.67

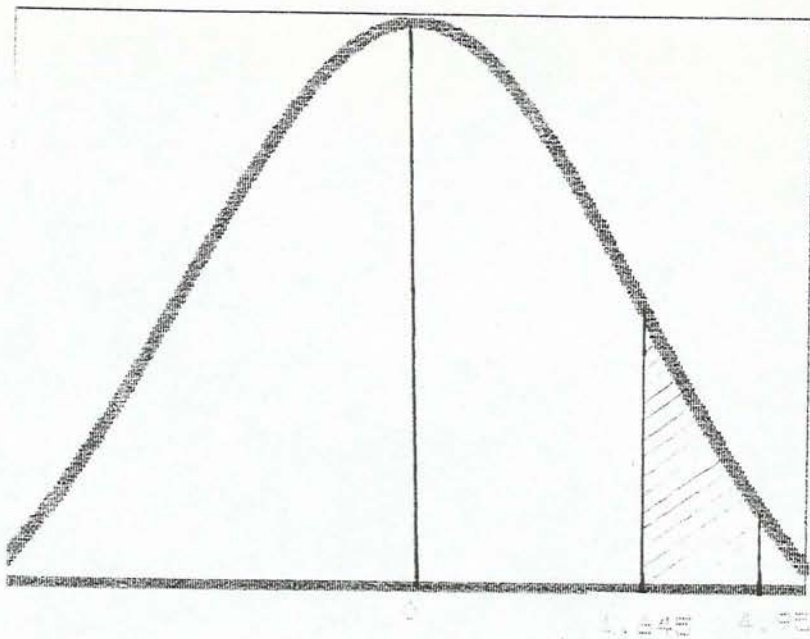
D:%66.67



Because the difference is significant, as is seen in the diagram above, the researcher claims that the great majority of the teachers believe that Threshold Level's success depends on many conditions to be realised in Turkey compared to the teachers claiming that Threshold level will not be successful in Turkey.

5.13.6. cd C:%5.55

D:%66.67

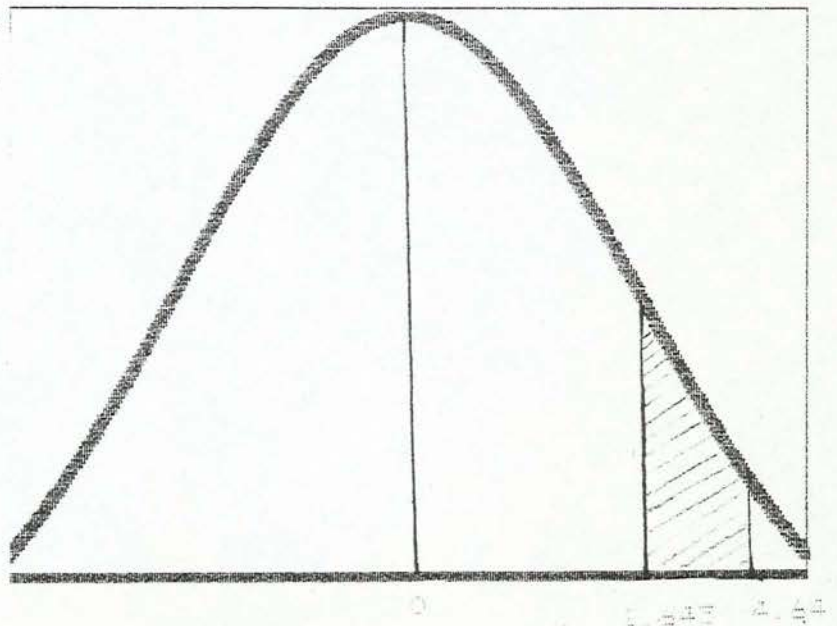


Since the difference between the ratios is significant, it's possible to claim that many teachers believe that Threshold Level success depends on many conditions to be realised in Turkey compared to the teachers believing that Threshold Level is definitely impossible to be successful in Turkey.

Question 5.14.

5.14.1. ac A:%77.73

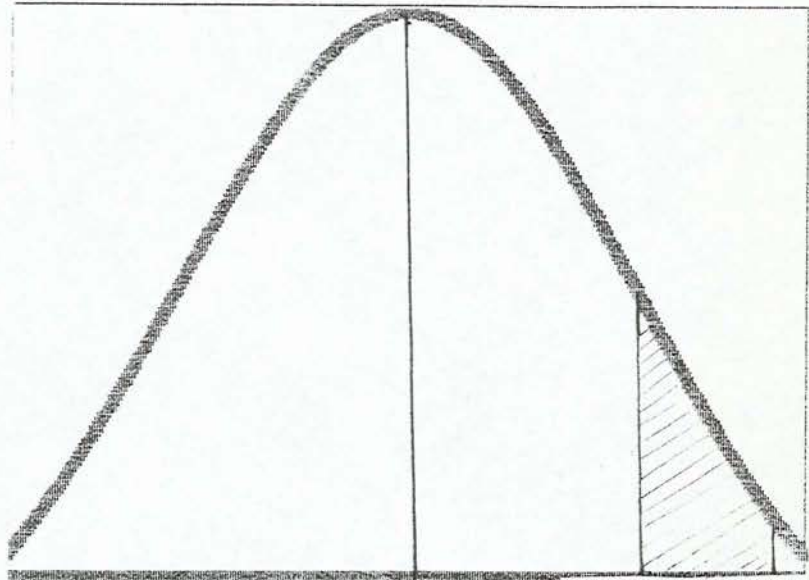
C:%16.67



Because of the difference between the ratios of the choices a and b, it's possible to conclude that many of the teachers believe that the success of Threshold Level changes a lot according to the regions compared to the teachers believing that success of Threshold Level changes a little bit according to the regions.

5.14.2. ad A: 77.72

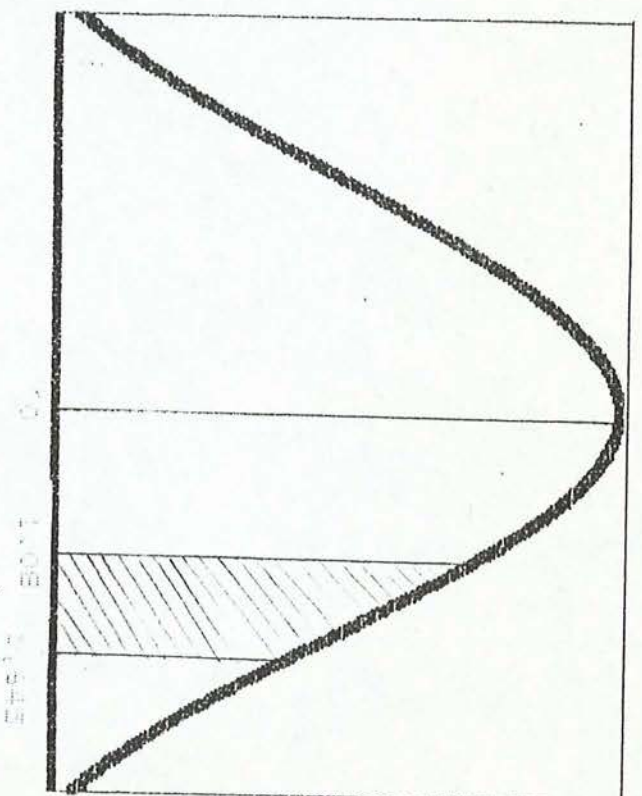
D: 5.55



As the difference between the ratios is significant statistically, the researcher has the conclusion that a great majority of the teachers believe that Threshold Level's success changes a lot according to the regions compared to the other teachers believing that it does not change at all according to the regions.

5.14.3. ad D: 16.67

D: 5.55



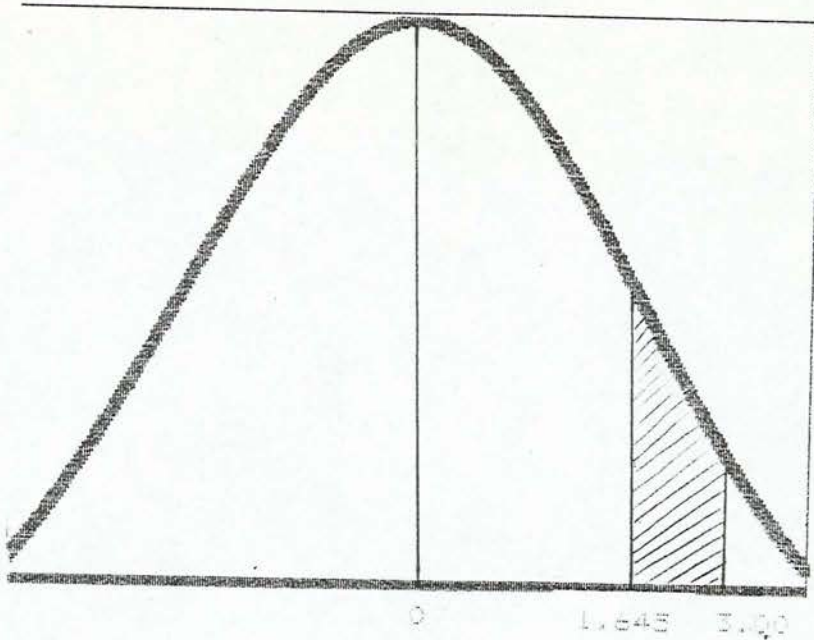
The difference is insignificant statistically. So, it's possible to have the conclusion that there is no remarkable difference in number of the two groups of teachers. One group believes that the success of Threshold Level changes a little bit according to the regions and the other group believes that the success of Threshold Level does not change at all according to the regions.

Question 5.15.

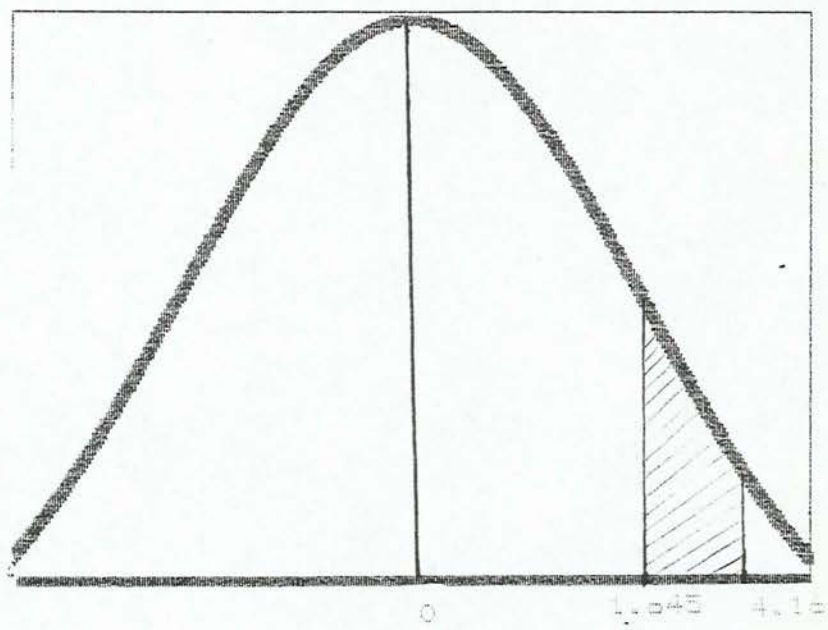
5.15.1. ab A: %66.67

B: %22.22

The difference is significant. So, the research concludes that the teachers believing that the aptitudes of parents for Threshold Level affect the success of the system on a large scale are more than the teachers believing that the aptitudes of parents for Threshold Level affect the success of the system partly.



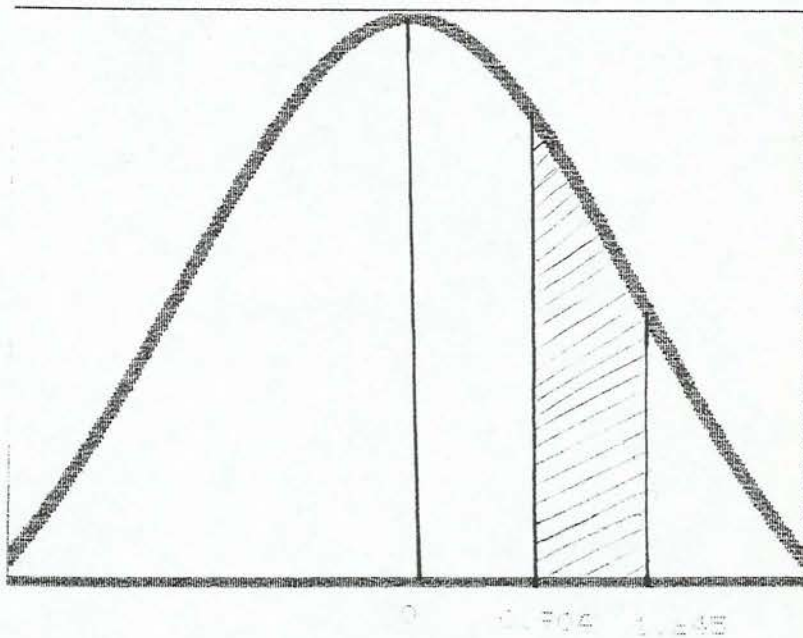
5.15.2. ad A:%66.67
D:%11.11



As is seen above, the difference is significant statistically. Thus, the researcher concludes that most of the teachers believe that the aptitudes of parents for Threshold Level affect the success of the system on a large scale compared to the ones believing that the aptitudes of parents for Threshold Level affect the system's success very little.

5.15.3. bd B:%22.22

D:%11.11

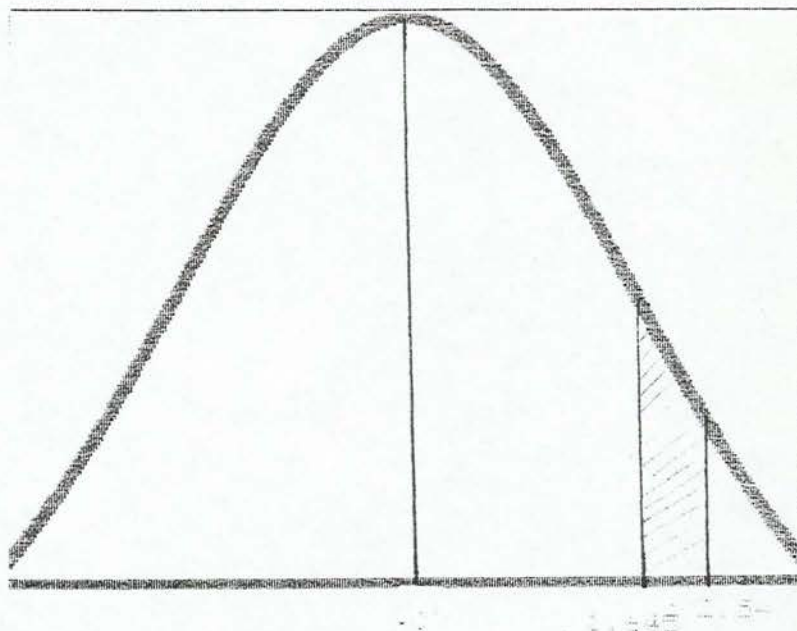


The difference is insignificant statistically. For that reason, the researcher concludes that two groups of teachers having the ideas that the aptitudes of parents for Threshold Level affect the success of the system partly or not at all are more or less equal to each other in number. This means that there is no clear numerical difference and there is no common opinion among the teachers in this matter.

Question 5.16.

5.16.1. bc B:%66.67

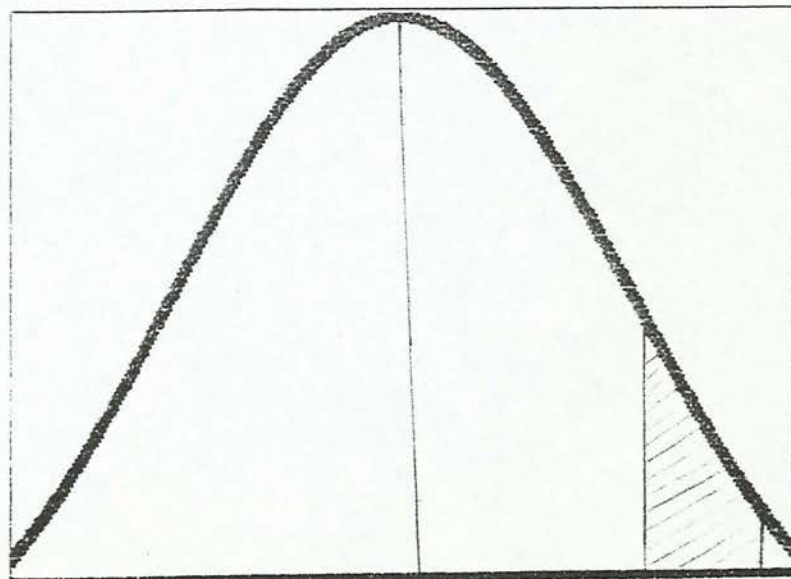
D:%27.78



According to the significant difference between the ratios, the researcher claims that most of the teachers believe that there is no authority controlling the system. The teachers having this idea are more than the ones believing that there is an authority in charge of the system but that authority does not have the necessary capacity.

5.16.2. bd B:%66.67

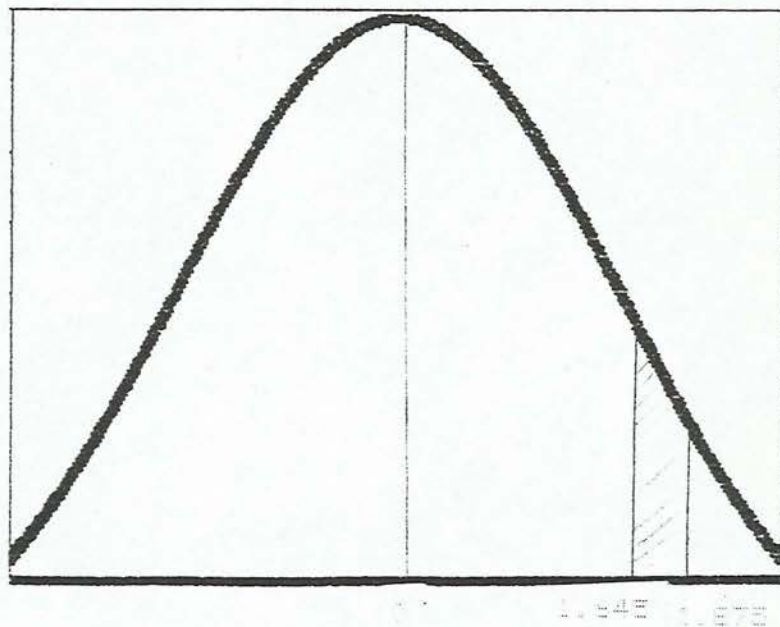
D:%5.55



The difference is significant statistically. So it's possible to conclude that most of the teachers believe that there is no authority controlling the system compared to the teachers claiming that there is an authority controlling the system but this authority is not effective.

5.16.3. cd C:%27.78

D:%5.58



The difference is significant statistically. So, it is possible to have conclusion that the teachers believing that there exists an authority controlling the system but that authority does not have the necessary capacity are more than the teachers believing that there exists an authority but that is not effective.

Open-ended question

5.17. In the last question, a lot of different opinions concerning different aspects of the system were revealed by the teachers, because it is an open-ended question. The researcher collected and selected the individual opinions apart from the main shared points. But these points include those different ideas in the matter and exclude the ideas within the framework of the questions in the questionnaire. The ideas are as follows:

a-) There are some grammatical variances between the textbook and the supplementary textbook. There is no regular arrangement of the books. Both books have been following different subject matters. The planning is neither inductive nor deductive, if compared to each other and to the previous books.

b-) The audio-cassettes are not appropriate for the modern language teaching methods. All are old-fashioned and do not adhere to the needs of the present time. The cassettes are also wholly outdated from the technical point of view.

c-) One of the constructive steps with the system is the increase of the class-hours. That is an undeniable fact that this sort of increase will definitely affect the success constructively.

d-) In the first semestre, the sizes of the classrooms were made up of 25 pupils in general but later on, they were increased to 50 pupils joining two classrooms in one classroom. Thus, it naturally caused a drop in the success

rate. The aim of joining two classrooms in one classroom was to meet the deficit of teachers in those schools, but that did a lot of harm.

e-) The educational aids are inadequate both qualitatively and quantitatively. Schools do not own the necessary aids and these aids are quite difficult to provide in order to use in teaching. Besides, the existing ones are out dated.

f-) It is a necessity to increase the inservice training programmes. In these programmes, it should be the principal aim to be able to inform the teachers of Threshold Level as much as possible by the experts.

g-) One of the remarkable deficits of the system is that the aim of Threshold Level is not certain or clear. Nobody knows how much the students will know or what to perform at the end of each year or by the end of the last year. It was not written in any official document and for that reason, the teacher has trouble giving satisfactory knowledge to the pupil, and is in a dilemma.

h-) Parents should motivate the students positively in order to teach the importance of learning a foreign language. That depends on their aptitudes for that foreign language at the nations speaking that foreign language. Their motivation power affects the success on a large scale.

i-) It should be compulsory to pass the foreign language class for promotion. Because, at the present manner, there is no incentive for learning the language. The

students are not sensible enough to know the importance of foreign language learning at this age.

j-) Most of the students in certain environments are in trouble even with speaking Turkish. So, it's impossible for these students to learn any foreign language. That's why firstly, Turkish should be taught properly, and later on a foreign language.

k-) The learning period of secondary school should be 4 years instead of 3 years. And within this framework, in the first year, only foreign language should be taught in the preparatory year.

l-) Increasing the class-hours as 5 class-hours a week is surely a constructive step but certainly not sufficient in itself. There should be at least 5-8 class-hours weekly.

m-) The system should be introduced to the teachers very well. There should not be one unclear point in the system. There should be an establishment having the duty of informing the teachers when necessary.

n-) Foreign language teaching should begin in the fourth or fifth year of primary school. Either period should include a preparatory time, or there should be one year of preparatory before beginning secondary school.

o-) A long period should be aimed for and curriculum planning should be prepared for a long period.

p-) The efficiency of knowledge on Threshold Level is a big problem for all the teachers. For instance if the teachers of a school applying Threshold Level teach the

students through Threshold Level they know the system more or less.

But, if they don't teach foreign language within the framework of Threshold Level, they do not know anything concerning the system at all.

r-) Before changing over to the application of Threshold Level, pilot schools had to be chosen and the system had to be applied in these schools at least one year and, according to the conclusions, the new decisions should be put into effect.

s-) The aptitudes of the school administrators are very important. Firstly, they should know the system very well and try to meet the deficits and needs of the schools. They should be in harmony with the teachers.

t-) The class-hours should be evaluated very well. The teacher should know what to do and how to do it in the class and all the things well.

u-) The teacher should make the student accept him. He should show his command of the language he's been teaching to be a teacher and a leader at the same time in all the subjects. That does not mean he should make it in a despotic way, but he should do it within the framework of friendship and sincerity.

CHAPTER VI

RESULTS OF THE STATISTICAL EVALUATION IN SCHOOLS APPLYING THRESHOLD LEVEL

6.1. Position of the infra-structure of the schools.

In order to apply the observation and get the results, the researcher has gone to all the schools formally applying Threshold level and observed the facilities of the schools in order to evaluate the conditions sequentially. Here are the results of the observation:

In Van, seven secondary schools have applied the system according to the formal registers of Van Education Directorate. The first result obtained at the end of observation is that:

1-) Three free places were provided at three schools and no free place was provided at four schools having one free the application of Threshold Level. One of the schools having one free place for foreign language teaching with Threshold Level has 180 pupils (English) and three English teachers. So, one free place is sufficient in terms of the criteria of Education Ministry. The second school having one free place has 50 pupils learning English and one English teacher. The former school also has sufficient teachers and free places according to the same criteria. The other school, having one free place, has 300 pupils and one teacher. So it is not sufficient according to the same criteria of the Ministry

2-) Total number of the students learning English with Threshold Level is 2140. Every school out of the seven secondary schools has different number of students. The researcher observed something interesting. That is, some schools have many students but only one or two teachers, and some others have less students than the others relatively but more teachers. That means there is a disproportionate distribution between teachers and students.

3-) Among seven schools, only one school has 25 students at the most in one classroom. All the others have many more than the upper limit of students in one classroom

at the same time. Three of the schools have 50 learning English through Threshold Level in one classroom. One got 54, the other has 40 and the last one has 30 pupils in one classroom at the same time. So, it shows that the student numbers of the schools are not standard and outside the criteria and principle of the Ministry of Education. One interesting aspect of this observation is that there is no school which has classrooms with less than 25 pupils learning in the classroom at the same time.

4-) The arrangement of sitting in the classroom of school is not appropriate to the principle or criteria of the Ministry for Threshold Level at any school. No school arranged the classrooms in the shape of "U" or "O".

5-) Total number of English teachers teaching English through Threshold Level in the first year to the beginning students is just 12 at all the seven schools. If we take the numbers of students into consideration, it's possible to conclude that the number of teachers is absolutely insufficient. Above all, as it's mentioned above, there is no balance between the number of teachers and that of the students, e. g. while one school has three teachers for 180 pupils whereas two teachers would be sufficient, the other school has only one teacher for 300 pupils (whereas three teachers would be sufficient at least).

6-) The teacher's weekly class loads are quite appropriate, according to the criteria of the Ministry. At three of the schools, the teachers have 30 class-hours per

week. At the other schools, it's variable as 10,15,25,27 per week.

7-) Class-hours of English are balanced at two of the schools, conducted during the whole week and are not balanced at the rest of the schools. At the well-balanced schools, the class-hours a day are placed apart from each other. But at the others either three of the five class hours a week are one after the other or four class-hours are in the same day. So, it affects the success of students.

8-) All the schools have textbooks for the students and they are all used in all the schools. The textbooks reached the schools after approximately two months of the beginning of Threshold Level Application.

9-) All the English teachers have their own textbooks, especially for teachers, and they use the books.

10-) Five of the schools have supplementary textbooks for the students but one hasn't got any supplementary textbooks for the students and the other one has got them but they are not used in teaching English.

11-) All the schools have blackboards and they are used in teaching.

12-) Two of the schools have flannel boards and they are used in teaching. One has flannel boards but they are not used in teaching. The other four schools haven't got any flannel boards.

13-) None of the schools have got any magnetboards at all.

14-) None of the schools have got any bulletinboards at all, either.

15-) Only one of the schools has got glassboards and they are used in teaching in their school. The other six schools haven't got any glassboards at all.

16-) One of the schools has pictures but they are not used in teaching in that school. The other six schools have pictures and they are all used in teaching.

17-) Five of the schools have charts and they are used in teaching but the other two schools haven't got any.

18-) Four of the schools have flashcards and they are used in teaching wholly, but the other three haven't got any.

19-) Four of the schools have figurines and they are all used in teaching, but the other three haven't got any.

20-) Three of the schools have wall-pictures and they are all used but the other four haven't got any.

21-) Two of the schools have signs and they are used in teaching but the other five haven't got any.

22-) Two of the schools have posters and they are used in teaching. One of the others has posters but they are not used in teaching. The others four haven't got any.

23-) Six of the schools have real objects and models and they are used in teaching. One of the others has them but they are not used in teaching.

24-) One of the schools has an opaque projector and it's used in teaching. The other six schools haven't got any.

25-) None of the schools have overheads and overhead

projectors.

26-) Two of the schools have slide projectors and dias. They are also used in teaching. The other five schools haven't got any.

27-) Two of the schools have filmstrips and filmstrip projectors and they are used actively. The others five haven't got any.

28-) Three of the schools have radios but they are not used in teaching English. The other four haven't got any.

29-) Two schools have records but do not use them in teaching. The other five haven't got any.

30-) Five schools have tape-recorders and tapes but they are not used. The other haven't got any.

31-) One of the schools has a closed-circuit television system but it is not used in teaching. The other six have not got one.

32-) Five of the schools have television sets and video players but, they are used in teaching only at least for all these materials. The other three schools haven't got any free place for them. They have been used at random.

33-) The existing educational materials have been used for five class-hours weekly at six of the schools. At the last school, they have all been used for just one class-hour weekly.

34-) Four of the schools have at least one free place for all of these materials. The other three schools haven't got any free place for them. They have been used at random.

35-) Four of the schools have free places which were arranged according to their aim of usage. The other three haven't got any places arranged to their aim of usage at all. An ordinary free place is chosen and they are used in that place at random.

36-) The (education) instructive aids and materials are appropriate for their usage aim and function at five of the schools. At two schools, they are out of order and not appropriate for their function and usage aim at all. So, the productivity to be obtained from the materials is at the lowest level and does not respond to the needs at all.

37-) At four of the schools, the materials are appropriate for the characteristics of the method to be recommended. But, at the other three schools, they are inappropriate for the method's characteristics to be recommended.

6.2. The Steps taken by the Ministry of Education

(These steps were determined according to the decisions of the same report of Foreign Language Teaching and Education of the XII. Education Council)

a) A student learning a foreign language by means of Threshold Level should be able to start this learning process at any step and after a few years, should be able to return to the system again.

b) Some regulations concerned with the application of Threshold Level should be made.

c) A cooperation with universities, the countries teach-

hing that language and the Council of Europe should be established.

d) The studies specific to each step should be done continuously in cooperation with parents and students.

e) An itinerant team who is extremely with the familiar progress in contemporary language teaching methodologies and their applications in the class as well should be in charge of watching and evaluating the studies and being a guide.

f) The supervising teachers who have been teaching in secondary schools and have been trained as teaching staff in inservice training activities in the previous years should have the new courses with the advanced level.

g) New courses should be arranged in order to educate the supervising teachers. And in these courses, some knowledge regarding the new system should be transferred to the inspectors.

h) Two expert from the English and French governments should be provided that to participate in long term French and English teaching studies as it is done in German teaching.

i) It should be provided that the schools applying this system and the similar schools in the countries whose languages have been taught should be "brother schools"; in this way, the teaching progress of both foreign languages would be possible.

j) The Examining Regulations of Educational Aids

should be changed to make the application of Threshold Level successful and the participant schools should be able to get the original supplementary materials easily, without writing to each other formally.

k) This system should be introduced to the parents and students, and the necessary publications concerned with this subject matter should be produced.

6.3. The Studies to be done in the short-term

(In this chapter, all the proposals and suggestions were determined according to the Report of Foreign Language Education and Teaching of the XII. Education Council with the date of 18th-22nd July, 1988.)

a) The educational aids and methods for the first year of secondary school should be determined.

b) The existing foreign language teaching curriculum should be reviewed within this framework.

c) The units in the textbooks which have still been used should be rearranged according to the new curriculum.

d) In addition to these units, extra teaching materials should be prepared.

e) Inservice educational courses should be held for the foreign language teachers participating in the application in order to introduce the application of the new curriculum, its target and content.

6.4. The Studies to be done in the long-term

a) The curricula based on "Communicative Approach"

including six step, should be developed in each of the three languages.

b) The textbooks and supplementary materials adequate to these curricula should be used.

c) The samples of measurement and evaluation should be developed in order to be used in in-step teaching, and the students should be prepared for the final examinations of the steps and the certificate exams.

d) The curricula of the institutions training foreign language teachers should be arranged to serve the needs of the new system.

6.5. Results and proposals related to the existing education and teaching.

a) Special methods for teaching in crowded classes should be developed if necessary.

b) Special exercises for various talented students and autonomous studies and supplementary materials should be prepared.

c) Techniques for planned, intensive and continuous study should be taught to the students and teachers.

d) The informative knowledge about the importance of foreign language and professions should be given both to the parents and the students.

e) In spite of establishing foreign language laboratories which have proved to cause a waste of time and physical losses in using within the framework of contemporary teaching methods in foreign language teaching, an adequate number of

portable cassette-players, videos, monitors etc. should be presented for use in foreign language teaching.

f) The necessary step should be taken for foreign language teaching to be carried out by the branch teachers. The textbooks and supplementary materials should be prepared for foreign language classes.

6.6. The Proposals for inservice training

a) Turkey should be divided into regions with the purpose of increasing productivity in language teaching. Branch offices of the Center of Foreign Languages should be opened in these regions. In this way, it would be possible to prepare annual plans holding regional meetings at the beginning of each academic year, to teach as the sample lessons, to progress supplementary materials, to transfere the innovations easily and to provide a new and more economic dimension for inservice training, charging some of the experienced teachers who have completed their education abroad and experts in the field of methodology in these centers.

b) Inservice training should be continued with summer courses, local seminars, instructive teachers education and publication and studies.

c) A Foreign Language Inservice Training School should be opened.

d) Inservice training models for summer courses should be developed.

e) Workshop on the various aspects of foreign language teaching should be arranged for teachers who are training

teachers in cooperating with the Council of Europe and its member states.

f) The Center of Foreign Language should take place actively in the choice of teachers participating in inservice training courses.

6.7. The Proposal related to measurement and evaluation

a) Foreign Language exam should be rearranged first in order to provide the opportunity for measuring the communicative competence of students.

b) An official institution evaluating the degree of foreign language should be established in Turkey.

6.8. The Proposal for international cooperation

a) The long or short-term exchange systems between our country and other countries and international establishments should be developed at the school or nation of level on subject matters of teachers, students curricula, educational materials etc.

b) Workshops, which have been arranged in cooperation with the Council of Europe and its members states should be watched and their results should be published in articles, summaries etc.

c) Scholarships should be provided for foreign language experts to be able to do research and to participate in national and international courses and seminars.

d) An objective for foreign language education in Turkey should be determined and these activities should be

continued in cooperation with the Council of Europe and Institutions of Higher Instruction.

6.9. The proposals for foreign language teachers

a) Foreign language teachers should be able to add something to the subject matters to be studied if necessary during the lesson and be able to be free in choosing the materials.

b) Foreign language teaching should be a well-paid job considering that teaching foreign languages is very popular job at the present time.

CHAPTER VII

DISCUSSION AND SUGGESTIONS

In the previous chapter results of the observation and questionnaire were examined. And, additionally, different opinions of the individuals related to the subject directly or indirectly steps of the Ministry for both the long-term and short-term were given in detail. In this chapter, the researcher aims at showing the conditions and different aspects of the system by taking the results into considera-

tion. Even if the target of the study is to be able to show the condition of the infra-structure and the opinions of the teachers on Threshold Level's application in Van, the researcher attempts to comment on the system wholly-the last decisions support the idea of the necessity of examining the infra-structure of schools with the most common problems of the system. The analysis of data revealed the following points:

1. The educational infra-structure of the schools in Van is not appropriate to the proper application of the system in general.

2. The teachers, school administrators, parents and students do not know much about the system.

3. There are considerable differences between the Threshold Level applied in Europe originally. The concept-specification is not clear and determined by the Ministry.

4. The curriculum planning is not adequate for the general principles of the Threshold Level in Europe originally. The content-specification is not clear and determined by the Ministry.

5. The textbooks have different contents from that of the supplementary textbooks. Arrangements of the books are not at the same level, and not parallel.

6. The purpose of foreign language teaching in term of the classes were not determined by the Ministry.

7. Curriculum planning was not constituted in terms of these purposes.

8. The teachers were not informed of the system adequately by means of inservice training.

9. The teachers were informed of the new foreign language teaching methods by means of workshop and seminars. But, the participant teacher number was quite limited.

10. The number of students subject to the system is definitely more than the recommended or necessary number, 25 at most in one classroom.

11. The educational aids, materials, and the other documents were determined in terms of the needs for modern language teaching methods. It was concluded that the existing aids, materials etc. were not sufficient quantitatively or qualitatively in the schools.

12. The system can not constitute a basis for the universities with its difficulties in application for the future.

The study is limited to observation and questionnaire results obtained in the schools applying the system in Van. If data are collected from a variety of schools in the other cities, more consistent results related to Threshold Level can be obtained.

In sum, it's possible to claim that the decision of the implementation of Threshold Level in foreign language education and teaching is a decision made with goodwill. The basic aim of this decision is "to teach foreign language to the students who are indeed willing to learn". But, it's also a decision made in a hurry. Before switching over to be

application of the system, all the infra-structures of the schools had to be determined properly and the opinions of the teachers on the system were to be determined if the feasibility of the system was found appropriate, then it would be possible to expand the frontiers of application from pilot schools to all schools.

In addition, the increase of class-hours weekly, "Communicative and Functional-Notional Approaches" recommended by the Ministry, the decision of reducing the number of students to 25 at most are the basic points of the system to be much supported in general.

As it was expressed before, the aim of the study has the purpose of showing the problems in the infra-structure of the schools in Van and the opinions of the teachers. The results might help the Ministry of Education to solve the problems as much as possible, even if the system was abolished in this city's secondary schools just like in most of other cities' schools. And, the study might give a general view of the system to the researchers who will probably be interested in this subject in the future with its basic principles and introduction. There is a wide variety of areas for further research. One of these areas could probably be research of the possibilities of gradually expanding the frontiers of Threshold Level application to the official secondary schools

Another study related to the subject could be "showing the attitudes of school administrators about the system".

It should not be forgotten that this system is a newly-applied system in Turkey (within the framework of official secondary schools) and naturally there would be a number of problems in application, but it might open a new era in foreign language teaching. That's why, this attempt should be supported powerfully and the the system should be improved.

CHAPTER VIII

GENERAL OPINIONS ON THRESHOLD LEVEL

8.1. Public Opinion On Threshold Level

As it can possibly understood from the news in the press and other mass-media, the Ministry of Education has decided to implement the decision of Threshold Level Application in foreign language teaching for the 1988-89 Academic year. And the researcher determined the subject of his thesis together with his supervisor almost at the same time as the

starting date of the application, as it can be easily seen at the Appendix-G . Thus, One school-year at least was necessary in order to complete the research while the research has been doing the pre-research for the literary survey and the other necessary affairs, the discussions and comments have continued by means of the press T.V and other mass-media. Almost everybody related to teaching and learning foreign languages, no matter how much he/she knew about the new system, if he/she is an expert of the subject has been talking about the new-system and telling ideas.

There is no doubt that foreign language learning and teaching is quite an important subject to be discussed and also very popular thesedays.

Meanwhile the application of Threshold Level was under way of most of the secondary schools with its problems and day-to-day changing decisions in application. If this term may be used, the matter was in a turmoil, and nobody was sure of the future of the application including the educators, school administrators, parents and of course, teachers and pupils. The researcher was quite sure that in any case, the results of this study would be needed in the future. The happenings related to the system could not affect the completion of the research on a large scale and the researcher kept himself out of the everyday changing decisions. Because, as it was mentioned in the first chapter, the main goal of the study was to be able to introduce the system with its different variations in Europe and Turkey, to show the condition of

the schools in charge of the system in Van and to state teacher opinions related to the system. In this way in any case, the research would reach his goal sooner or later.

Finally, when the research was about to be completed, the application of Threshold Level in all the secondary schools, except a few pilot schools, chosen by the Ministry, was abolished. Thus, the next part was devoted to public opinions about the system which caused the abolishing of the system in the schools in one way or another.

Debates have been made both on the historical aspect of language teaching and learning in school and the application of Threshold Level. Besides the debates, some clippings from the press are presented at the end, of this part.

8.2. Epilogue

This part is devoted to the opinions of the teachers (foreign language teachers mostly), experts in the Ministry of Education and some other individuals having different profession in society on "Threshold Level in foreign language education and teaching". The conversations expressing the opinions were taken from a television programme related to the subject, which was aimed on the, 24 th, of November, 1989.

The master of ceremonies: How can we teach foreign language to our-school children? Were the applications, up to now, successful?. What are your opinions on "Threshold Level in foreign language teaching"?

Participant I (a student): We should train good

teachers, first of all. That is one of our most important problems. Good teachers produce good students. Otherwise it is impossible to be successful with any foreign language teaching system.

Participant 2(a teacher): It is a correct application to abolish the necessity of passing the foreign language course to attend the upper class. As far as I know, Threshold Level is a system directed towards teaching language, but most probably, there will be some problems for the system to be applied in practice. Besides, the lack of motivation of both students and teachers is a big problem. After the first year of secondary school, there is no necessity for learning a foreign language through Threshold Level as advised by the Ministry. Thus, who will motivate the students to continue the system? The Ministry of Education should encourage and award the students within the country and abroad.

Participant 3(the expert): It was decided to switch over to the application of Threshold Level in foreign language as to the recommendatory decision of the Council of Education, the XIIth. The system is a student-oriented one. Students are the tools of encouragement and teachers are the tools of reinforcement. The arrangement of the classroom is in the shape of "O" or "U". The number of pupils in this system is 8 minimum and 25 maximum, just opposite to that of the previous application. And this situation will make it easier for us to deal with the pupils and the activities to them. The "Communicative Approach" is recommended in this sort of

foreign language teaching system. A pupil will find himself in contact with his teacher and friends by means of this approach. The classroom activities will necessitate the pupils activeness. And, naturally he will speak the language he's been continuously learning comfortably and do the application without hesitation or making a mistake. Our groups will be dual, quartet or more in this system. All the foreign language teachers will be participate in the Threshold Level seminars to be successful in this subject. Besides that, the teachers, as small groups, will be sent to the countries whose language they've been teaching and learn Threshold Level in its proper place.

Participant 4(a teacher): Since foreign language education is subject to the long-term investments, and results of these investments are obtained after a long period, the results of changes on this subject should be predicted well. Because, if any change which is made has poor results after many years it's almost impossible to go back in education. At the present time, there is no balance between theory and practise in Turkey, in my opinion. I think there should be a mixed method of theory-orientation and practise-orientation, in my opinion. I'm against foreign language learning being optional.

Participant 5(a teacher): I consider Threshold Level a correct application. But, there are some deficiencies in the system. E.g. if the number of teachers is not sufficient, the priority is given to the first year pupils learning foreign

such as the possibilities of participating in the application of Threshold Level, going out of the system and coming back to the system again and so on. This means that a pupil who will be in need of foreign language learning through this system may participate in the system, if he really wants to.

Participant 10(a teacher): In this system, "learning through desire" is expected. If this is a valid method, we should apply it in all the courses. But I do not agree with this thought, because if there is an authority somewhere, there is also responsibility. The teachers will have no authority in this system. If we want the pupils to learn something, we should apply sanctions to them.

Participant 11(a retired teacher): I believe that this system will succeed. Because, in the previous system, foreign language used to be taught by force to the unwilling pupils.

Participant 12 (a teacher): Parents and pupils should be in agreement with one another in choosing to learn a foreign language through Threshold Level. If they do not agree, the proportion of productivity in learning will decrease.

Participant 13(a parent): The pupils attending the second and third classes of secondary school were brought up as a lost generation in this system. The pupils subject to learning language by the previous system can not learn even if they want to, because all the possibilities are required and presented to the first year's pupils. The upper classes are neglected.

Participant 14 (an educator): Firstly, to whom Threshold

Level applies should be known and made clear. The upper classes pupils would attend private course out of the school system because of not having sufficient education in foreign language. This situation will cause the principle of equality in education to be destroyed. So, it is an objectionable decision to pass to the application of Threshold Level at once. Firstly, pilot schools have to be chosen and after analysing the results of the first application, it will be possible to expand the frontiers of the system.

Participant 15(a businessman): It is quite a democratic application for a student to make up his/her mind in my opinion, for choosing Threshold Level or not. But, a secondary school pupil aged 11 or 12 is not generally expected to make up his/her mind properly and consciously.

Participant 16(the expert): Threshold Level did not create the deficit of teachers in foreign language. This problem existed before Threshold Level. But, Threshold Level was brought in order to be able to solve the problems. We have no time to waste and should apply the system at once and fast. The application should be supported by in-service training, summer course, two-day teacher training course and soon.

Participant 17(a teacher): It's necessary to train and inform the foreign language teachers of Threshold Level. For the realization of this activity regions should be chosen and with support of "Centers of Foreign Education". All the individuals related to the subject should be made aware of the importance of system.

Participant 18(a teacher): Threshold Level in language education and teaching is not a brand-new application in Turkey. We, as the Ministry, just wanted to apply it at the official secondary schools. In private schools, it has been applied for a long time and perhaps not all, but most of the rules of the Ministry for the system are the same as ones at these establishments.

Participant 19 (a teacher): The exam of level-determination might be a problem in the following years, because it's not known what criterion is taken into consideration and how much a pupil should have known by the end of a particular level.

8.3. Beyond Threshold Level

Threshold Level is defined as "the specification of the minimum level of attainment in a language for adequate communication ". Thus, the goal of the Ministry and also the logic of the Ministry experts was to give a minimum level of foreign language competence to the pupils who were really willing to learn. And, in the same way the aim of this study was to introduce the new system with its principles in application and to obtain opinions of teachers who could be regarded as the persons having the appropriate background to tell something about the system. In this respect the researcher considers himself satisfied as having the goal determined at the very beginning.

Anyhow, the application of Threshold Level was abolished through a decision made by the Ministry. So, some could think that "the application of Threshold Level in foreign language teaching became historic in this case, what is the use of this study?" That may seem a reasonable question at first sight. But, as mentioned in the sections, 8.1 and 7.0, the last decisions of the Ministry to abolish the system do not concern the study at all. Above all, this study attempted to show the condition of the infra-structure of the secondary school in Van. If the Ministry is interested in this study and the results to be obtained at the end of this study, the infra-structure problems whose importance should be emphasised for an ideal teaching medium can be solved. That can be regarded as an undeniable and practical use of this study.

8.4. Finale

"The Ministry of Education has decided to abolish the application of Threshold Level in foreign language teaching and learning in schools, except a few schools chosen by the Ministry as the pilot schools in Turkey."

T.C

MILLİ EĞİTİM BAKANLIĞI

Ortaöğretim Genel Müdürlüğü

SAYI:ProG.Gel.ve Ders Kit.inc.Sb.89

A N K A R A

KONU:Basamaklı Kur Sistemi

12 Eylül 1989

İLGİ: a) Milli Eğitim Bakanlığı Talim Ve Terbiye Kurulu başkanlığının 2.9.1989 gün ve MD.BSk.310.Yön.Sb.Md.4254 sayılı yazısı.

b) 2272 Sayılı Tebliğler Dergisinde yayımlanan "Milli Eğitim Bakanlığına bağlı okullarda basamaklı kur sistemi ile Yabancı dil Eğitimi ve öğretimi Yönergesi".

c) Milli Eğitim Bakanlığı Talim ve Terbiye Kurulu Başkanlığının 10.8.1989 gün ve 102 sayılı kararı.

1. 1988-1989 Öğretim yılında uygulanan Yabancı Dil Eğitim ve Öğretimde "Basamaklı Kur Sistemi" ile ilgili olarak Öğretim yılı sonunda,öğretmenlere, yöneticilere,velilere ve öğrencilere anket uygulanmıştır.Ayrıca,"Basamaklı Kur Sistemi

" uygulaması dil ve eğitim bilimcileri tarafından bir değerlendirilmeye tabi tutulmuştur.

2. Yapılan bütün bu çalışmalar sonucunda:

a) 1989-1990 Öğretim yılında "Basamaklı Kur Sistemi" nin Bakanlığımızca belirlenecek bir kaç okulda geliştirilerek denenmesine devam edilmesi.

b) Diğer bütün ortaokul, lise ve dengi okullarda yabancı dil dersinin 1989-1990 Öğretim yılından itibaren zorunlu dersler arasına alınması.

ilgi(c) kararlar uygun görülmüştür.,

3. "Basamaklı Kur Sistemi" uygulanan okullar dışındaki diğer bütün orta okul ve orta öğretim kurumlarında yabancı dil dersi, Tebliğler Dergisinin 2240 ve müteakip sayılarında yayımlanan haftalık ders saatlerine göre uygulanacaktır.

4. 1988-1989 Öğretim yılında, gerek Basamaklı Kur Sistemine dahil okullar ve sınıflardaki öğrenciler ve gerekse bu sisteme dahil olmayan okul ve sınıflardaki öğrenciler yabancı dil dersinden başarılı olup olmadıklarına ve bu derse katılıp katılmadıklarına bakılmaksızın 1989-1990 öğretim yılında devam etmeye hak kazandıkları sınıfın yabancı dil dersi programını takip edeceklerdir.

Ancak yabancı dil derslerinin yıllık planlarının hazırlanmasında Yabancı Dil zümre öğretmenleri öğrencilerin seviyelerini dikkate alacaklardır. Bu planlar yapılırken alt sınıfların konularına da gereken ölçüde yer verilebilecektir.

5. Milli Eğitim Bakanlığına bağlı Okullarda "Basamaklı Kur Sistemi" ile Yabancı Dil Eğitimi ve Öğretimi Yönergesi ve Basamaklı Kur Sistemi'nin uygulanması ile ilgili diğer mevzuat (Basamaklı Kur Sistemi denemesi yapılacak okullar hariç) yürürlükten kaldırılmıştır.

Gereğini önemle rica ederim.

DAĞITIM

AVNİ AKYOL

Gereği :

Bilgi _____ :

Milli Eğitim Bakanı

F. Puanı

A-B Planı

(imza)

Basamaklı kur baş ağrıtıyor

Yabancı dilde basamaklı kur sistemine geçildikten sonra, lise son sınıf öğrencilerinin büyük bir kısmının üniversiteye hazırlanmalarından yabancı dil derslerini seçmediği öğrenildi.

AA muhabirinin gördüğü lise müdürleri, basamaklı kur sistemine geçilmesinden sonra, lise son sınıf öğrencilerinin yabancı dil derslerine ilgi göstermediklerini belirterek, şu görüşleri dile getirdiler: "Öğrenciler, büyük bir hızla üniversite sınavlarına hazırlanıyorlar. Bu derslerin boş olması da öğrencilerin işine geliyor. Öğrenciler bu saatlerde ya dershanelere gidiyorlar ya da sınavlara hazırlanıyor. Bu derslerin üniversite-

- Lise müdürleri: "Lise son sınıf öğrencileri yabancı dili seçmediler"
- "Yeterli derecede İngilizce öğretmeni bulamıyoruz"
- "Yabancı dilden sınıfta kalma olmadığından öğrenciler ders çalışmıyorlar"

ye girişte faydalı olmadığı görüşü de öğrencilerde çok yaygın. Öğrencilerimiz daha çok matematik ve fen derslerine çalışıyor."

Basamaklı kur sistemine geçildikten sonra okullarda aniden İngilizce öğretmeni açığının başgösterdiğini bildiren yetkililer, şöyle devam ettiler:

"Bu sistemde 25 kişiye bir öğretmen düşmesi gerekiyor. 50 kişilik sınıfları ikiye bölüyoruz ve her gruba bir öğret-

men veriyoruz. Ankara'da bu sıkıntı olursa taşra illerindeki sıkıntıyı varın siz düşünün. İngilizce öğretmenlerimiz büyük sıkıntı içinde."

Sınıfta kalma olmazsa

Okul müdürleri en büyük sıkıntılarının birisinin de yabancı dil dersine giren öğrencilerin disiplinsizliği olduğunu kaydettiler. Öğrencilerin sınıfta kalma olmadığından dersleri

ciddiye almadıklarını ifade eden okul müdürleri, şöyle konuştular:

"Öğrenciler, derslere girmek istemiyor. Sınıfta kalma olmadığından öğrenciler ders çalışmıyor. Öğretmenler sıkıştırınca da dilekçe vererek, derslere girmek istemediklerini söylüyorlar. Not kalkınca öğrenciler disiplinsizleşti. Ödevlerini gününde getirmiyorlar. Sınavlara çalışmadan giriyorlar. Ödev yapmayan, sınava girmeyen öğrenci sınıf geçemiyor. Bu durum da öğretmenlerimizi kızdırıyor. Bu dersler seçmeli yapıp, not sistemi getirilmeli. Bizim öğrencilerimiz modern sistemlere alışık değiller. Bu sistem, mutlaka değiştirilmeli."

15 trilyonluk model

Baştarafı 3. sayfada

Eğitimde olumlu gelişmeler olduğunu ancak sorunların birkaç yıl içinde çözümlenmesinin mümkün olmadığını kaydeden Güzel, "Eğitimde iyi yoldayız ancak sorunlarımız dağ gibi" dedi.

Milli Eğitim Gençlik ve Spor Bakanı Güzel, beş yıl içinde 15 trilyon sağlandığı takdirde yapılacak işlerin eğitim sistemini ileri düzeye getireceğini belirtti. Güzel, bu işleri şöyle sıraladı:

- 1- Bütün eğitim kurumlarını teklil öğretime geçiririz.
- 2- Sınıf mevcutlarını 40 ve daha altına indiririz.
- 3- Eğitimde bilgisayar gibi modern teknolojileri kullanırız.
- 4- Mesleki teknik öğretime, genel öğretimden kaydırmayı tam anlamıyla sağlarız.
- 5- Öğretmene dönük projeleri tam anlamıyla bitiririz.
- 6- Temel eğitimin sekiz yıl olmasını sağlayarak okullaşma oranını artırırız.
- 7- Bütün müfredat ile ders kitaplarını yeniden gözden geçirerek modern bilim ve teknolojiye göre yeniden yazılmalarını sağlarız.
- 8- Okul öncesinden itibaren ölçme ve değerlendirme sistemi kurup öğrenciyi değerlendiririz.

Bakan Güzel, amaçladıkları işlerin yapılması için yılda 3 Trilyon gerektiğini söyleyerek, "Oysa istediğimiz para verilebilir. Çok açığımız var" diye konuştu.

Milli Eğitim Gençlik ve Spor Bakanlığı'nca yabancı dil öğretiminde reform yapmak için kuru-

lan Yabancı Dil Eğitim Merkezi (YADEM) ilk mezunlarını verdi. Yurdun çeşitli illerinden seçilen 82 İngilizce, 47 Almanca ve 19 Fransızca öğretmeni "Öğretmen Yetiştiren Öğretmen" olarak görev yapmak için bir ay süreyle metodoloji kursu gördüler.

YADEM'in yöneticisi Viedan Erkur, ülkemizde yabancı dilde sadece öğretmen eksikliği değil, mevcut öğretmenlerin bilgi açısından yetersiz oluşunun da önemli bir sorun olduğunu söyledi. Erkur, "YADEM'de ilk etapta öğretmenler için öğretmen yetiştiriyoruz. Bu kursumuzu bitirenler, birkaç kez daha hizmetçi eğitimden geçtikten sonra yaz tatilinde 6 ayı merkezde bildiklerini öğretmenlere aktaracaklar" dedi.

Milli Eğitim Gençlik ve Spor Bakanlığı 3 aylık yaz tatili boyunca toplam 900 yabancı dil öğretmenini hizmet içi eğitimden geçirecek 1300 öğretmeni de yurt dışına gönderecek. Halen çeşitli okullarda yabancı dil öğretmeni olarak görev yapan öğretmenlerin gerek yabancı dil, gerekse metodoloji açısından eksikliklerini kapamaları için 6 yıllık bir plan hazırlanacak.

Milli Eğitim Gençlik ve Spor Bakanı Hasan Celal Güzel, kursu tamamlayan öğretmenlerle yaptığı toplantıda "Liselerden 6 yıl sonra mezun olan öğrencilerimiz İngilizceyi öğrenmiş olacaklar. Sizlere güveniyoruz" şeklinde konuştu.

20 TH, FEBRUARY, 1989

25 TH, FEBRUARY, 1989

400 bin liselinin kaderi 8 Haziran'da belli olacak

Basamaklı kur sistemi sınavda

● **YABANCI** dili en iyi şekilde öğretmek amacıyla uygulamaya konan kur sisteminin başarısı 8 Haziran'da yapılacak ikili sınavla ölçülecek. 400 bin öğrencinin kur atlayıp-atlamayacağını belirleyecek sınav sonuçları, sistemin uygulanıp-uygulanmaması konusundaki değerlendirmeye de etki edecek

RESMÎ devlet okullarında okuyan öğrencilere, yabancı dili "en iyi şekilde" öğretmek amacıyla uygulamaya konulan basamaklı kur sistemi kapsamındaki 400 bin kadar öğrencinin başarısı, "ikili sınav"la ölçülecek. Öğrencilerin, kur atlayıp atlamayacaklarını belirleyecek sınav sonuçları, sistemin uygulanıp uygulanmayacağına ait değerlendirme de de etkili olacaktır.

Edinilen bilgiye göre, basamaklı kur sistemi kapsamında olan öğrencilerin, yıl sonu başarılarını ölçmek üzere, yapılacak. "Test" ve "sözlü" sınavları, okullar tatile girmeden bir gün önce 8 Haziran'da gerçekleştirilecek. Soruları, Yabancı Diller Eğitim Merkezi (YADEM) tarafından hazırlanan "test" sınavı, merkezi sistemle ÖSYM tarafından yapılacak ve öğrencilere 50 soru yöneltilen. Öğrenciler, öğleden sonra ise, okullarında kurulacak "komisyon" tarafından, "anlama, konuşma, kelime bilgisi" yönlerinden "sözlü" sınavı alınacaklar. Sözlü sınavda, öğrencilerin bu bilgileri puanlarla ölçülecek.

Merkezi sistemle gerçekleştirilecek "test" sınavının kur atlamada etkisinin "daha fazla" olacağı bildirilen sınavlar sonunda, öğrenci başarısının değerlendirilmesinde şu yol izlenecek:

"Yıl içinde yapılan sözlü ve yazılı sınavlar ile ödevlerin değerlendirmeleri de gözönüne alınarak, öğrencilerin test sınavından aldıkları not ile sözlüden aldıkları puanların ortalaması hesaplanacak. Ortalamaları, kur atlama-

Kamuran ZEREN-ANKARA

da (baraj) olarak belirlenen (70.00) ve daha yukarı olanlar bir üst kura atlayabilecekler. Barajın altında kalan öğrenciler ise, aynı kuru önümüzdeki yıl yeniden tekrarlayacaklar."

ÖNÜMÜZDEKİ YIL NE OLACAK?

Bu arada, sınıf ve öğretmen yetersizliği nedeniyle uygulanmasında güçlük

çekilen ve birçok şikâyetlere neden olan basamaklı kur sisteminin önümüzdeki yıl için yeniden değerlendirilmeye alınacağı öğrenildi. Önümüzdeki yıl öğrenci sayısının iki katına çıkacağı hesaplanarak, sınıf ve öğretmen gereksiniminin de buna paralel olarak artış göstereceği gerçeğinden yola çıkılarak, yapılacak değerlendirmeler sonunda, sistemin nasıl uygulanacağına karar verileceği bildirildi.

Basamaklı kur sistemi kalksın

● Millî Eğitim Bakanlığı'nca yabancı dil derslerinde uygulanan sistem hakkında yapılan ankete göre, öğretmenler ve okul yöneticileri Basamaklı Kur'dan memnun değil. ● 9. SAYFADA

2 ND, AUGUST, 1989

Basamaklı kur sistemi kalksın

ANKARA, (a.a.)- Millî Eğitim Bakanlığı'nın yaptığı ankette, okul yöneticileri ve öğretmenlerin yüzde 75'i basamaklı kur sisteminin kaldırılmasını istedi.

Yabancı dil derslerinde uygulanan "Basamaklı kur sistemi"nin değerlendirilmesi amacıyla yapılan anket sonuçlandı. Yetkililer, anketin son kontrollerinin yapıldığını ve sonuçun bir rapor halinde Millî Eğitim Bakanı Avni Akyol'a sunulacağını söylediler. Akyol'un, öğretmenlerle yaptığı toplantılarda bu konunun sık sık gündeme geldiğini belirten yetkililer, şöyle dediler:

"Toplantılarda öğretmenler basamaklı kur sisteminin kaldırılmasını istediler. Nitekim ankette de okul yöneticileri ve öğretmenlerin yüzde 75'i sistemin kaldırılmasını istiyor. Basamaklı kur sistemine göre yabancı dil derslerine girmeyen öğrenciler ve veliler de sistemin kaldırılmasından yana."

2 ND, AUGUST, 1989

4 TH, MAY, 1989

Gecen yıl okumayanlar bu yıl "Yoğunlaştırılmış kurs" görecek...

Yabancı dil, silbaştan!

★ Yabancı dil eğitiminde eski sisteme dönülmesiyle ilgili bir açıklama yapan Bakan Avni Akyol, "Uygulama, kayıplara yol açtı. Ancak eski bakanı da suçlayamam" dedi

ANKARA (Günaydın)- Milli Eğitim Bakanı Avni Akyol, dil uzmanlarıyla yaptığı toplantılarda zamanların kendisine Biz, basamaklı kur sisteminin pilot proje şeklinde uygulanmasını istedik na, genelleştirdiler" dediklerini ifade ederek, Uygulama, kayıplara yol açtı. Ancak, eski bakanı da suçlayamam. Onun da bilen tam bilsin) gibi önemli bir gerekçesi vardı" dedi.

Akyol, geçen yıl dil eğitimi almayan öğrencilerin bu eğitimi baştan almalarını belirterek "Verilecek yoğunlaştırılmış kurslarla aradaki kaybın telafisine çalışılacak" dedi. Basamaklı kur sisteminin pilot proje şeklinde bu yıl da bazı okullarda uygulanacağını belirten Akyol, şunları söyledi:

"İlk kademedeyiz"

"Basamaklı kur sistemi uygulamasını getiren kararın suçludur, demiyorum. Onun da hakkı gerekçeleri vardı. Uygulama bilen tam bilsin' ilkesine dayanıyordu. Zaten 6 kademededen oluşuyordu. Biz bu anda ilk kademesindeyiz ve ancak onun üzerine konuşabiliyoruz. Belki ikinci kademe uygulansaydı başarı olacaktı. Bunu bilemeyiz. Ancak biz bunnan vazgeçtik. Şimdi tüm öğrenciler yabancı dil derslerine girecekler. Aradaki kayıp yoğunlaştırılmış dil kurslarıyla giderilemeye çalışılacak."

Öte yandan Milli Eğitim Bakanlığı...
•Devamı 9'da•

14 TH, AUGUST, 1989

Yabancı dil kavgasında son durum

2 milyon öğrenci kursa alınacak

● Geçen yıl yabancı dil dersi almayan öğrencilerin, eksikliklerinin kurslarla giderilmesi kararlaştırıldı

ANKARA- Milli Eğitim Bakanlığı'nın yabancı dil öğretiminde "basamaklı kur" sisteminden vazgeçmesi üzerine, geçen öğretim yılında yabancı dil dersi almayan 2 milyonu aşkın öğrencinin, bir yıllık açığının kurslarla kapatılmasına karar verildi.

Geçen öğretim yılında 260 bin kadar öğrencinin basamaklı kur sistemini tercih ettiğini, 2 milyon 200 bin öğrencinin ise, yabancı dil dersi almak istemediğini belirten yetkililer, "Yabancı dil yine zorunlu hale gelince, çok büyük bir sorun ortaya çıktı. 2 milyon 200 bin öğrenci mağdur duruma düştü. Çünkü, eğitimleri aynı durumdakilerden bir yıl geri kaldı. Bu açığı kurslar olarak kapatabiliriz. Ancak, öğrenciye nasıl kurs verilecek, ne zaman verilecek, başarı nasıl ölçülecek, bunlar kararlaştırılmış değil" dedi.

14 TH AUGUST, 1989

Yabancı dilde, silbaştan!

(Başarafa 3. sayfada)- Bakan Avni Akyol düzenlediği basın toplantısında oluşturulan bir komisyon tarafından seçilen 60 okulda bilgisayarlı eğitim verileceğini söyledi. Pilot proje olarak nitelendirilen 60 okulda yapılacak uygulamaların sonucuna göre eğitim yaygınlaştırılacak. Gelişmiş birçok devletin bile bilgisayarlı eğitim konusunda tereddütlü olduğunu ifade eden Akyol, "Biz de eğitime faydası var mıdır, yok mudur, buna bakalım" dedi. Bakanlığın elinde şu anda 40 çeşitten

oluşan 4 bin bilgisayar bulunduğunu belirten Akyol, şunları söyledi:

"Biz, standardizasyona gitmeyi düşünüyoruz. bu nedenle seçtiğimiz 60 okulda 10 firma bilgisayar ve gereçler sağlayacak. Şu anda bakanlığın elinde standartlara uygun bin 905 bilgisayar var. 10 firmadan 400 bilgisayar daha sağlanacak ve bunlarla eğitim verilecek. Daha çok müfredat programı ve programın yazılımına önem veriyoruz. Donanım ve bakım-onarım daha sonraki aşamalar."

14 TH, AUGUST

1989

12 TH, AUGUST, 1989

Öğrenciye yine zorunlu yabancı dil uygulaması

ANKARA- Milli Eğitim Bakanı Avni Akyol dün nihayet dilinin altındaki baklayı çıkardı ve "geçen yıl basamaklı kur sisteminde göre yabancı dil dersi almayan öğrencilerin yeni baştan hiç yabancı dil okumamış gibi yabancı dil dersine girecek" dedi.

Milli Eğitim Bakanı Avni Akyol dün düzenlediği basın toplantısında geçen yıl yabancı dil dersi almayan öğrencilerin bu yıl yabancı dil eğitimine baştan başlayacaklarını açıklarken şöyle konuştu:

"Bu projede amaç doğru olmasına rağmen, uygulamada büyük sıkıntılar doğdu. Bir kere yabancı dil eğitiminin isteğe bağlı olması çocuk psikolojisi için uygun değil. Şimdi tercih etmiyor. Ama 30-35 yaşına gelince öğrenme istiyor."

Appendix-A

Language-function and topic areas

The learners will be able to use the foreign language to fulfill the following (general) functions:

- 1-imperting and seeking factual information
- 2-expressing and finding out intellectual attitudes
- 3-expressing and finding out emotional attitudes
- 4-expressing and finding out moral attitudes
- 5-getting things done (persuasion)
- 6-socializing

They should be able to function particularly in respect to the following topic-areas:

- 1-personal identification
- 2-house and home
- 3-life at home
- 4-education and future career
- 5-free time, entertainment
- 6-travel
- 7-relations with other people
- 8-health and welfare
- 9-shopping
- 10-food and drink
- 11-services
- 12-places
- 13-foreign language
- 14-weather

Topic-related behaviour

1- Personal identification

Learners should be able to give information about themselves, and, if applicable, others and to seek information from others, with regard to:

- 1.1 name
- 1.2 address
- 1.3 telephone-number
- 1.4 date and place of birth
- 1.5 age
- 1.6 sex
- 1.7 marital status
- 1.8 nationality
- 1.9 origin
- 1.10 education
- 1.11 intended profession or occupation
- 1.12 family
- 1.13 religion
- 1.14 likes and dislikes
- 1.15 character, temperament, disposition

2-House and home

Learners should be able to discuss where and under what conditions they and others live, specifically:

- 2.1 types of accommodation
- 2.2 accommodation, rooms
- 2.3 furniture, bedclothes
- 2.4 room
- 2.5 services

2.6 amenities

2.7 region

2.8 flora

3- Life at home

Learners should be able to exchange information about life at home with specific regard to:

3.1 family

3.2 occupation of parents

3.3 daily routines

3.4 money

3.5 pets

4-Education and future career

Learners should be able to exchange information about:

4.1 schooling

4.2 daily routines

4.3 school-year

4.5 recreation

4.6 examinations, diplomas

4.7 future career

5- Free time, entertainment

Learners should be able to exchange information about:

5.1 hobbies

5.2 interests

5.3 radio

5.4 cinema, theatre, opera, concert, etc.

5.5 sports

5.6 intellectual pursuits

- 5.7 artistic pursuits
- 5.8 museums, galleries, exhibitions
- 5.9 press
- 6- Travel

Learners should be able to deal with various aspects of travelling:

- 6.1 travel to school
- 6.2 holidays
- 6.3 countries and places
- 6.4 public transport
- 6.5 private transport
- 6.6 entering and leaving a country
- 6.7 nationalities
- 6.8 languages
- 6.9 hotel, youth-hotel, camping-site, ect
- 6.10 travel-documents
- 6.11 fares
- 6.12 tickets
- 6.13 luggage
- 6.14 traffic

7-Relations with other people

Learners should be able to deal with various aspects of social life:

- 7.1 friendship, aversion
- 7.2 invitations and appointments
- 7.3 correspondence
- 7.4 club-membership

7.5 politics (and optional: social security)

8- Health and welfare

Learners should be able to deal with various aspects of health and welfare:

- 8.1 parts of the body
- 8.2 ailments, accidents
- 8.3 personal comfort
- 8.4 hygiene
- 8.5 insurance
- 8.6 medical services
- 8.7 emergency services

9- Shopping

Learners should be able deal with various aspects of shopping:

- 9.1 shopping facilities
- 9.2 foodstuffs
- 9.3 clothes, fashion
- 9.4 smoking
- 9.5 household articles
- 9.6 medicine
- 9.7 prices
- 9.8 weights and measures

10- Food and drink

Learners should be able deal with some aspects eating and drinking:

- 10.1 types of food and drink
- 10.2 places where you eat and drink

11- Services

Learners should be able to make use of a number of important services and help others to use them:

- 11.1 post
- 11.2 telephone
- 11.3 telegraph
- 11.4 bank
- 11.5 police
- 11.6 hospital surgery
- 11.7 repairs
- 11.8 garage
- 11.9 petrol-station

12- Places

Learner should be able to ask the way and to give strangers directions; they should be able to refer to a map, and to state and inquire about distances.

13- Foreign language

Learners should be able to discuss the use of a foreign language:

- 13.1 ability
- 13.2 understanding
- 13.3 correctness

14- Weather

Learners should be able to discuss the weather:

- 14.1 climate
- 14.2 weather-conditions

Degree Of skill

An objective is not complete unless we include an indication as to the degree of skill that will be expected of the learner. In other words, we have to specify how well the learner will be required to do all that has been described if he is to be considered to having reached the objective.

Moreover, even if we did include a sample test, it would be no more than what it is called here.

For productive skills we still have to be satisfied with either global tests of reduced reliability or tests of high reliability and some what doubtful validity. These limitations must be borne in mind, even though sample tests for threshold level will become available in the near future.

In the present study, of which the aim is primarily to define the threshold level in non-language-specific term, and where consequently it is impossible to have recourse to a particular test which would necessarily be language-specific, we shall have to content ourselves with an attempt to characterize, rather than define, the degree of skill required in fairly general terms. This characterization can serve as a guideline to those who will construct tests and to those who will evaluate the scores.

In whatever way we evaluate a learner's ability the main criterion will have to be whether communication takes place. If a speaker does not succeed in making himself

understood, he has not reached the objective, nor has a listener who cannot make sense of what is said to him.

A second requirement must be that communication takes place with some degree of efficiency.

Our criteria for efficiency of communication will be:
a-that as a speaker the learner can make himself easily understood by a listener with native or near-native command of the language;

b-that as a listener the learner can understand the essence of what is said to him by a speaker with native or near-native command of the language without obliging the speaker to exert himself unduly.

Both criteria apply, of course, exclusively within the behavioural specification and the content specification of the objective.

At least two key-words in the formulation of the above criteria are subject and vague: "easily" in criterion a, and "unduly" in criterion b. We can not make them fully explicit, but we can at least attempt to characterize them some what more closely.

A speaker may be considered to make himself "easily" understood if he expresses himself:

- a- at a reasonable speed
- b- with sufficient precision

c- with reasonable correctness (grammatically, lexically, phonetically)

A listener may be considered to save a speaker "undue" exertion if he understand the essence of the speaker's utterances :

a- without frequent repetition

b- at a speech-rate which is not below the lower range of what is "normal"

c- with an accent which is either the standard accent or a variant close to the standard accent.

The degree of skill which will be needed in reading and writing is similar to that in speaking and oral understanding:

a- what the learners are expected to be able to write must be easy to read:

b- of what the learners expected to be able to read they must understand the essence.

The most obvious risk is that language -teaching practice may be adversely affected. If learners wish to take a test at the end of a course the techniques used in the test will almost certainly influence the nature of the instruction they get. It is therefore very important that testing-procedures should be selected which correspond very closely to what are considered to be the most useful teaching techniques. Consequently, tests of abilities which are less directly related to the objective should be used sparingly. Ideally, only lifelike, overall tests should be used.

Appendix-B

Index of language-function for threshold level

- 1- Imparting and seeking factual information
 - 1.1 identifying
 - 1.2 reporting (including describing and narrating)
 - 1.3 correcting
 - 1.4 asking
- 2- Expressing and finding out intellectual attitudes
 - 2.1 expressing agreement or disagreement
 - 2.2 inquiring about agreement or disagreement
 - 2.3 denying something
 - 2.4 accepting an offer or invitation
 - 2.5 declining an offer or invitation
 - 2.6 inquiring whether offer or invitation is accepted or declined
 - 2.7 offering to do something
 - 2.8 stating whether one knows or does not know something or someone
 - 2.9 inquiring whether someone knows or does not know something someone
 - 2.10 stating whether one remembers or has forgotten something or someone
 - 2.11 inquiring whether someone remembers or has forgotten something or someone
 - 2.12 expressing whether something is considered possible or impossible

- 2.13 inquiring whether something is considered possible or impossible
- 2.14 expressing capability and incapability
- 2.15 inquiring about capability or incapability
- 2.16 expressing whether something is considered a logical conclusion(deduction)
- 2.17 inquiring whether something is considered a logical conclusion
- 2.18 expressing how certain/uncertain one is of something
- 2.19 inquiring how certain/uncertain others are of something
- 2.20 expressing one is/is not obliged to do something
- 2.21 inquiring whether one is obliged to do something
- 2.22 expressing others are/are not obliged to do something
- 2.23 inquiring whether others are obliged to do something
- 2.24 giving and seeking permission to do something
- 2.25 inquiring whether others have permission to do something
- 2.26 stating that permission is withheld
- 3-Expressing and finding out emotional attitudes
- 3.1 expressing pleasure, liking
- 3.2 expressing displeasure, dislike
- 3.3 inquiring about pleasure, liking, displeasure, dislike

5-Getting things done(persuasion)

5.1 suggesting a course of action(including the speaker)

5.2 requesting others to do something

5.3 inviting others to do something

5.4 advising others to do something

5.5 warning others to take care or to refrain from doing something

5.6 instructing or directing others to do something

5.7 offering assistance

5.8 requesting assistance

6-Socializing

6.1 to greet people

6.2 when meeting people

6.3 when introducing people and when being introduced

6.4 when taking leave to attract attention

6.5 to attract attention

6.6 to propose a toast

6.7 to congratulate

6.8 when beginning a meal

Index of general notions

The general notions are listed under the following categories:

1. existential

2. spatial

3. temporal
4. quantative
5. qualitative
 - 5.1 physical
6. mental
7. relation
 - 7.1 spatial relations
 - 7.2 temporal relation
 - 7.3 action/event relation
 - 7.4 contrastive relations
 - 7.5 possessive relations
 - 7.6 logical relations
8. deixis

Under the above categories following notions have been listed:

- 1-Existential
 - 1.1 existence/non-existence
 - 1.2 presence/absence
 - 1.3 availability/non-availability
 - 1.4 possibility/impossibility (objective)
 - 1.5 occurrence/non-occurrence
 - 1.6 demonstration
- 2-Spatial
 - 2.1 location
 - 2.2 relative position
 - 2.3 distance
 - 2.4 motion

2.5 direction

2.6 origin

2.7 arrangement

2.8.1 size

2.8.2 length

2.8.3 pressure

2.8.4 weight

2.8.5 volume

2.8.6 space

2.8.7 temperature

3-Temporal

3.1 point of time/period

3.2 priority

3.3 posteriority

3.4 sequency

3.5 simultaneousness

3.6 future reference

3.7 present reference

3.8 past reference

3.9 reference without time-focus

3.10 delay

3.11 earliness

3.12 lateness

3.13 length of time(duration).

3.14 speed

3.15 frequency

- 3.16 continuity
- 3.17 intermittence
- 3.18 permanence
- 3.19 temporariness
- 3.20 repetitiousness
- 3.21 uniqueness
- 3.22 commencement
- 3.23 cessation
- 3.24 stability
- 3.25 change/transition
- 4-Quantitative
- 4.1 number
- 4.2 quantity
- 4.3 degree
- 5-Qualitative
- 5.1 physical
- 5.1.1 shape
- 5.1.2 dimension
- 5.1.3 moisture, humidity
- 5.1.4 visibility
- 5.1.5 opaqueness
- 5.1.6 audibility/hearing
- 5.1.7 taste
- 5.1.8 smell
- 5.1.9 texture
- 5.1.10 colour
- 5.1.11 age

- 5.1.12 physical condition
- 5.1.13 accessibility
- 5.1.14 cleanness
- 5.1.15 material
- 5.1.16 genuineness
- 5.1.17 fullness
- 5.2 evaluative
 - 5.2.1 value, price
 - 5.2.2 quality
 - 5.2.3 rightness/wrongness
 - 5.2.4 acceptability/unacceptability
 - 5.2.5 adequacy/inadequacy
 - 5.2.6 desirability/undesirability
 - 5.2.7 correctness/incorrectness
 - 5.2.8 successfulness/unsuccessfulness
 - 5.2.9 utility/inutility
 - 5.2.10 capacity/incapacity
 - 5.2.11 importance/unimportance
 - 5.2.12 normality/abnormality
 - 5.2.13 facility/difficulty
- 6-Mental
 - 6.1 reflection
 - 6.2 expression
- 7-Relational
 - 7.1 spatial
 - 7.2 temporal relations
 - 7.3 action/event relations

- 7.3.1 agency
- 7.3.2 objective (incl. factitive)
- 7.3.3 dative
- 7.3.4 instrumental
- 7.3.5 benefactive
- 7.3.6 causative
- 7.3.7 place
- 7.3.8 time
- 7.3.9 manner, means
- 7.4 contrastive relations
 - 7.4.1 equality
 - 7.4.2 correspondence/contrast
- 7.5 possessive relations
 - 7.5.1 ownership/possession
- 7.6 logical relations
 - 7.6.1 conjunction
 - 7.6.2 disjunction
 - 7.6.3 inclusion/exclusion
 - 7.6.4 cause
 - 7.6.5 effect
 - 7.6.6 reason
 - 7.6.7 purpose
 - 7.6.8 condition
 - 7.6.9 focussing
- 8-Deixis

Appendix-C

THRESHOLD LEVEL AND METHODOLOGY

1-Introductory Remarks

Threshold level Specifications have profound implications for language course design and by extension, for language teaching and learning. While we must accept without question that there is no single best method, we must allow that not all methods are of equal value.

When discussing methodology, our main concern must be cost effectiveness. as to L.g.Alexander The difficulty of learning language should not be under-estimated and there are no short-cuts, but this realization should not inhibit us from constantly seeking more effective (and therefore less time-consuming) ways of fulfilling this formidable undertaking. It is precisely this search that has led to the formulation of Threshold Level Specifications.

At best, a language course can only lubricate the process of acquisition so that learning is motivated, enjoyable and effective. We must assume that most general courses

will set out to communicate the four skills of understanding, speaking, reading and writing. The challenge to the course designer is to create an integrated and above all teachable system which will develop these skills; the challenge to the teacher is to interpret system creatively and adapt it to suit the need of his class in order to communicate the four skills; the challenge to the learner is to acquire these skills to the limit of his potential in the time available.

Broadly speaking, course design can be considered under three headings: Why?, What? and How?

"Why" refers to the establishment of priorities: Why am I going to do this and not that? We can only arrive at these priorities after we have taken into account all the "constraints" which will influence our decision. "What" refers to "overall framework": What am I going to teach? and "How" refers to "method"

Constraints

The communication need of the learner is established as an important constraint. In the context of possible limitations-which are too numerous to list exhaustively. But, here in random order, are some of the most important ones:

Age range: How old are the learners? Are they all the same age? Are there different age-groups in the same class?

Motivation: Why are they learning the language? Is it to achieve something highly specific, like passing an examination or doing a job? Or is it for some general reason: e.g. to

occupy their spare-time, or because the educational system requires it? Do they want to integrate with a foreign language community or not? Are they attending classes of their own volition or are they a "captive audience"?

Washback: To what extent does an internal syllabus or examination influence the teaching/learning set-up? Is this influence desirable? If it is undesirable, can it be modified or altered, or does it have to be endured?

Student background: Do the learners have roughly the same educational background or not? How do they vary in terms of individual ability? Are they streamed into ability groups? What is their past learning history: are they zero beginners or false beginners?

Teacher background: How fluent is the teacher's command of the language he is teaching? How much training has he had? How many opportunities does he have for retraining the teacher acquire command of the foreign language he is teaching? How does the teacher's learning experience influence his choice of materials?

Opportunity: Will the learners put the foreign language to immediate use while they are still learning? Will they hope to put the language to use after a course of study? Are they unlikely to have any opportunity to use the foreign language foreseeable future?

Materials: Does the teacher have freedom of choice, or does he have to use what is available? What resources are there in terms of hardware (tape-recorders, overhead projectors

etc.) or software (tapes, slides etc.)?

Time (duration): How much time is allocated to language study? Is it a short-term course (e.g. six week) or a long-term course (e.g. up to eight years)? What is the total number of teaching/learning hours available? How much extra time can be assumed for the homework? How much time has to be realistically written off for holidays, etc.?

Time (frequency) How is the time distributed: e.g. how many lessons are there per week and how long is each lesson?

Physical: How many students are there in a class? What are the class conditions? Is there a lot of outside noise? Is the classroom comfortable (not too hot, cold etc.)

Day-to-day: At what time of the day are lessons held: e.g. early in the day or after the students have done a full day's work etc.? How many other commitments (work, study, etc.) has the learner got? How many hours per day is the teacher expected to teach - including extra institutional work?

Threshold Level Specifications indicate for a defined public what has to be taught if effective communication is to be achieved. The problem for the course designer and the teacher is how to manipulate this information, given the constraints which must be taken into account. Teacher and learner must resolve their conflicts together by constantly modifying materials and techniques and by constantly responding imaginatively and intelligently to an ever-changing situation.

Overall framework

In the Threshold Level Specifications the principle of selection has already been applied: "What" we have to teach is clearly defined, but drawing on this definition, the individual user must decide on his own priorities and must develop his own framework for a course, while at the same time ensuring that the specifications are adequately covered the framework that will be required to carry them.

Orthodox specifications compared with Threshold Level
Orthodox specifications (e.g as often defined by Ministries of Education and published as syllabuses in different parts of the world) usually consist of two inventories one grammatical and the other lexical. The implication is that learning a language involves the mastery of a grammatical system and the concurrent factors which are considered indispensable for verbal communication. What we say and how we say it depends on such factors as what the speakers want to do through language, what their relationship is, what the setting is and so on. In Threshold Level Specifications the grammatical and lexical components remain limited, but they are seen as only a small part of the total system of language behaviour: the Specifications set out to identify and describe many of the different factors which influence verbal communication.

Of course, the very best language courses based on Orthodox specifications set out to teach the skills of understanding, speaking, reading and writing, and to that extent they are likely to have much in common with materials based

on a functional/notional course.

Threshold Level Specifications are certain to give rise to a different kind of framework as a basis for course construction because the starting of framework stems from an analysis of language needs in course. By comparison, the main criterion for choosing and teaching an item in a functional/notional approach can only be its communicative validity. In this discussion it is therefore reasonable to consider (together with their advantages and short-comings) the following:

The structural framework

The situational application of the structural framework

Possible alternative framework

The situational application of a functional/notional approach

The structural framework

From the mid 1950s onwards, there has been a move away from formal grammar lessons and the presentation of complete paradigms. Courses have been increasingly based on graded sequences of structures, a form of organization which is known as "structural grading". When one sequence is played out, a new one is taken up until an extensive area of language has been able to see you easier to teach 'I am tired' than rather than I might have been able to see you earlier if you had given me a ring'. Structural grading can be simply described as the steps which link these two poles.

The system has led to a greater efficiency in the classroom and is a considerable improvement on the formal presentation of paradigms. However, constant application has brought many weaknesses to light and this has provided some of the development of alternative functional/notional syllabuses

The main weaknesses can be described as follows:

(a) The student can not always see the practical application of what he is learning to real life.

(b) Structural grading attempts to communicate a large part of the grammatical system, often giving as much emphasis to low frequency ones. Consequently, because of aiming completeness, the buildup is slow.

(c) The definition of what is "easy" and "difficult" is usually made wholly in terms of structural progression. As a result, the student is not generally made aware of the stylistic register and the kind of language that is really appropriate to any given situations.

The situational application of the structural framework.

"Situational teaching" contains, in fact, a variety of approaches which can be described as follows:

Classroom situational

Centre of interest situational

Structurally controlled situational

Story-line situational

Classroom situational

This approach takes the classroom as the basis for language acquisition and is an extremely common way of beginning a language. The approach barely merits the term "situational" at all, for it has little to do with ordinary human situations. It is perhaps inevitable that it often encourages totally absurd use of language (Is this a pen? have you got a nose? etc)

Centre of interest situational

In this form of organization the course designer attempts to predict the kinds of situations the student might encounter in real life and seeks to prepare him for them, taking such obvious themes as "the post-office," "the customs" etc. But this kind of organization can not always be successful because the student might not predict what people will say in each situation.

Structurally controlled situational

This approach takes a structure or a set of structures out of the graded sequence as its starting point, rather than a centre of interest". The structure is then "situationalized" or-to use the accepted term-"contextualized". However, in the real world, situations never develop within the confines of carefully pre-selected structural items.

Story-line situational

The story-line generally falls in the case of adult zero beginners' text-books, the antics of the characters becoming increasingly irrelevant to the needs of the learner as

the course of progresses. While the presentation may be attractive in the first book, it merely becomes irritating when the student has got beyond the elementary level.

Possible alternative framework

Possible forms of organization might be:

A functional framework

A structural/functional framework

A functional/structural framework

Thematic areas

A functional framework

It contains a framework of "language acts". It took functions like identifying, asking, expressing etc. But that is also full of dangers. For example, "It is hot", this expression would be misleading to assume that the student could learn a codified set of exponents for particular functions which would serve in all circumstances.

A structural/functional framework

The biggest challenge facing course designers is to device a framework which makes full use of the communicative potential of a functional/notional approach while at the same time enabling the learner to master and operate the grammatical system. In such an approach it might be possible to retain a structurally graded sequence, but to accrue to it ungraded-but-semantically-related patterns. Thus, if the first lesson were concerned with "personal identification" (in relation to names and jobs) it would be possible to teach What's your name? (structurally graded) and What do you do?

(for a living)?(structurally ungraded) in the same lesson. It could be argued that if the control system is too orderly, the communicative objectives would take second place or get lost altogether.

A functional/structural framework

This might involve setting out with behavioural objectives and driving language from them. The student would learn "a bit of everything at the same time".

Thematic areas

Another possible framework might be to deal with a particular "thematic areas"over a number of lessons. For example, "Finding the way" might be considered a thematic area of this kind.

In this approach the student would be carefully guided through steps involed in this particular area. The problem in this approach is to define thematic areas. There may also be a danger that in isclating particular areas we fall to get continuity in the course as a whole.

The situational/national approach;"situational teaching" can not be so narrowly defined and takes on an altogether different meanings;it is not merely a presentation device for achieving a limited objective, but describes the sum total of all the aspects of communication which occur within any given context. It is used to cover not only grammer and lexis, but functions,notions and their exponents,settings and topics, social and psychological roles, and style and range of expression. Threshold Level Specifications fully indicate

the major factors that come into play in a situation.

Functions, notions and their exponents

Threshold Level concentrates on functions with a wide operational force: that is those which can recur in a large number of different situations. Thus, for example "expressing preference" can figure in any number of different situational contexts: e.g shopping, eating out, hotels, travel etc. A functional/notional awareness makes it possible for the student to realize that an utterance which applies in one situation can arise equally well in another. Language functions may apply to a wide variety of topics and events. For example:

Language functions and general notions, Specific notions, Topic

	size 14	(shopping)
I'd like	a steak	(restaurant)
	a double room	(hotel)
	a return ticket	(travel)

Settings and topics

Two aspects can often be discerned in any setting: the "concrete" and "the "general". The concrete aspect can actually influence and even determine the choice of items the speaker will use. the general aspect, on the other hand, does not necessarily influence the choice of items the speaker will use. For example, a simple setting may be at one and the same time "concrete" and "general".

Settings which act really as a backdrop obviously play a less important role in an open-ended conversation or

argument.

Method ("How?")

Threshold Level Specifications are sufficiently flexible to allow for the development of many parallel and radically different frameworks and methods. However, there are in the specifications which will apply to all kinds of language courses, however diverse the approaches may be. All courses based on functional/notional models must take as their starting point that communication must be taught and is therefore the primary objective, not merely the by-product of other objectives. It is worth considering briefly some of the problems which course designers who are attempting to implement functional/notional principles are likely to have in common. These will include:

Lesson organization

Transfer

Presentation

The teaching of grammar

Receptive and productive skills

Correctness

Testing

Lesson organization

The structural/lexical syllabus has its ultimate aim the acquisition of a grammatical system together with a serviceable vocabulary. The grading sequence itself dictates the pace at which the student will proceed; the course designer is free to speed up or slow down the built-up of structures

in accordance with the type of learner he is addressing.

Transfer

This can be defined as the ability to use language acquired in the classroom to meet actual in real-life situations. It is singly the most important factor in the language learning process, for the learner's success is measured according to the extent he can use language in actual situations.

Actual transfer

Questions can be directed at the learner which relate to his own experience. This means that the student responds truthfully in a conversational context.

Simulated transfer

This involves role playing and improvising in particular situations so that patterns learnt in one context are re-combined to serve the exigencies of another.

A student may be asked to pretend that he is in a particular situation and he has to respond accordingly. He may be required to act in his own persona or someone else. Such a simulated situation can occur very early in a course so it follows that a good deal of scene setting will be in the student's own language.

Presentation

Audio-visual methodology has the great advantage of enabling teachers and students to operate monolingually for the most part right from the beginning of a course. It will

still be possible to present situations audio-visually or audio-lingually according to level. However, as has already been noted role-playing activities will require the use of the student's own language in the classroom for scene-setting purposes. This means that multilingual classes will become more difficult to conduct.

Receptive and productive skills

An attempt is made at Threshold Level to define the student's receptive command of language by marking certain items "R". But it is clear that while the learner may control what he wishes to say he can never have any control over the language other people are saying even at the earliest stages of learning and this is recognized in these specifications.

Correctness

"Defective but effective communication" may be a reasonable aim if it means our students are not to be discouraged and defeated by the demands of perfection.

Testing

Threshold Level Specifications can be manipulated to yield criteria for testing. Ideally, testing objectives should be the same as teaching objectives, so there is no conflict between the two activities. It is possible that entirely new kinds of tests will have to be developed to accompany functionally based courses, for we are ultimately concerned not with how much the student knows, but how well he performs.

Conclusion

Perhaps in the past we over-simplified the business of

language learning teaching and were not particularly intimidated by it. If in the present we are swinging the other way, it is right we should be intimidated any possibly the other challenge. Books like the Threshold Level are intended to be helpful tools for our use. At the same time we should be wary of attaching to them any mystique or regarding them as sacrosanct. Through language may be conveniently codified for reference purposes, it retains that resilient flexibility that made it language in the first place. And this is something we should never lose sight of.

Appendix-D

CHANGING OF WRITTEN REGULATIONS OF PROMOTION AND
EXAMINATION OF SECONDARY, HIGH AND EQUIVALENT SCHOOLS
DEPENDENT OF THE MINISTRY OF NATIONAL EDUCATION.

"ITEM 4:"In secondary high in foreign equivalent schools except the ones teaching some courses in foreign language the success of the students in foreign language classes is determined in terms of the principles of "Threshold Level". The grades taken in foreign language classes do not affect promotion.

"ITEM 30:"The students who passes all the courses in the schools teaching some classes in foreign language and all the courses except foreign language classes in the other schools at the end of the semetre are promoted.

"ITEM 31:"A student fails to have make-up examinations for the unsuccessful courses including foreign language class in the school teaching some courses in foreign language and except foreign language class in the others at the semester.

"TEMPORARY ITEM 31:" The students failing in foreign language classes including previous unsuccessful students are exempted from this course at the end of the school year, 1987,88 in all the schools except the ones teaching some courses in foreign language. The unsuccessful final grades are not taken into consideration just like the other grades taken in the other courses if students or parents apply to with a written from.

"TEMPORARY ITEM 4:" Students success of foreign language course is determined with two oral and two written examination grades at least at the schools not applying "Threshold Level"and at the classes of the schools,passing to Threshold Level but not applying it in foreign language teaching during the academic year,1987,88 and the following ones except the schools teaching some courses in foreign language. The grades do not effect promotion.

Successful final grades are taken into consideration to, calculate the final average of success in case of the written application of the student or his/her parents.

"ITEM 7:" This written regulation comes into force and is applied at the date of publication in order to be applied in the academic year of 1987-88 and the temporary item 3 comes into force and is applied at the end of 1987-88 school year.

"ITEM 8:" Decision of this written regulation are performed by the Ministry of National Education.

Appendix-F

A SAMPLE OF THE OBSERVATION FORM RELATED TO THE MEDIA
OF THE SCHOOLS
QUESTIONS

- 1) How many students have been learning English by means of Threshold Level totally at the schools?
- 2) How many free Threshold Level at the school?
- 3) Is the number of the classrooms is sufficient in terms of the total number of students?
- 4) How many students can have a lesson in the classrooms at the same time?
- 5) Is the sitting arrangement of the classrooms is appropriate for the teaching method used in Threshold Level?
- 6) What is the total number of English teachers teaching English through Threshold Level?
- 7) What is the total class-hours number of the teachers weekly?
- 8) Were the class-hours delivered the whole week balanced ?
- 9) Which of the instructive materials have been existent and used at the schools ?

(X:For the existent materials)

(XX:For both the existent and used materials)

(Put the mark "X" for the existent materials into the bracket and "XX" for both the existent and used materials.)

- 10) How many class-hours have been provided for the usage of the aids weekly?
- ()1 ()2 ()3 ()4 ()5
- 11) Is there a special place for the aids at the school?
- 12) If there is, is it arranged in terms of the aim of the aids appropriately?
- 13) Are the aids to be used appropriate for their functions?
- 14) Are the aids appropriate for the characteristics of the method used in Threshold Level?

A-VISUAL AIDS

a-) Books

- () 1. Textbooks
- () 2. Teachers books
- () 3. Supplementary textbooks

b-) Writing Boards

- () 1. Blackboards
- () 2. Flannelboards
- () 3. Magneboards
- () 4. Bulletinboards
- () 5. Glassboards

c-) Pictures

- () 1. Simple Pictures
- () 2. Charts
- () 3. Flashcards
- () 4. Figurines
- () 5. Wall pictures
- () 6. Signs
- () 7. Posters

d-) Real Objects and Models

e-) Projectors and graphs

- () 1. Opaque projectors
- () 2. Overhead and overhead projectors
- () 3. Slide projectors and slides
- () 4. Filmstrip projectors and films

B-AUDITORY AIDS

- () 1. Radio
- () 2. Radio and records
- () 3. Tape-recorder and audio-cassettes

C-AUDIO-VISUAL AIDS

- () 1. Movie Cameras and Animated Films
- () 2. Covered Circuit Television
- () 3. Video-Television

Appendix-G
QUESTIONNAIRE FORM

Dear Colleague

This questionnaire is a study based on researching the applicability (Feasibility) of Threshold Level and expressing the problems in application. The aim of the questionnaire is to determine the problems in application and accordingly to try to occur the probable solutions. That's why, the recommendations and evaluations of the teachers on the system accepted as the ones knowing Threshold Level very well naturally, are needed in this study. There is a matter especially to be taken into consideration that is, the matter to be examined, researched and, if I may use this expression, to be filtered is absolutely "Threshold Level". This research is certainly not directed towards teachers. That's why, I especially request of you not to write your name. Thanks a lot for your interest.

INFORMATION CONCERNING THE TEACHER

(P.S:While giving knowledge, put the mark "X", into the appropriate bracket, if necessary.)

Sex : Woman Man

Age (date of birth) :/...../.....

Age of profession :

Graduation :

University :

Faculty :

Date of Graduation :/...../.....

Duration of instruction:.....years.

I have been abroad ()

I have not been abroad ()

I have been abroad for.....weeks.....years.

I have been to the meetings, seminars, conferences etc.

related to Threshold Level ()

I have not been to the meetings, seminars, conferences etc.

related to Threshold Level ()

1) Do you believe there are enough English Teachers knowing Threshold Level in general?

Yes

No

2) The teachers

weren't informed of Threshold Level adequately

were informed of Threshold Level at all

weren't informed of Threshold Level at all

were informed of Threshold Level at all

but this information was not necessary.

3) The appropriacy of the infra structure affects

the process of the system positively.

the process of the system partly in a positive way.

the process of the system very little positively.

the process of the system not at all positively.

4) The teachers' being harmonious with the school administrators affects

the reliable process of the system positively

the reliable process of the system partly positively

the reliable process of the system very little positively

the reliable process of the system not at all

5) A unity of method among the teachers in the application of Threshold Level

exists

doesn't exist

6) A unity of method among the teachers in the application of Threshold Level.

- () should exist on a large scale
- () should exist partly
- () is unnecessary
- () should not exist

7) According to the system, foreign language teaching is compulsory in the year of secondary school and optional in the rest. That is

- () a correct application
- () a wrong application

8) Foreign language teaching through Threshold Level

- () should begin at primary school
- () should begin at secondary school
- () should begin at high school
- () should begin at university

9) In foreign language teaching through Threshold Level, our country

- () has been late
- () has made a decision on time
- () has made a wrong decision

10) The arrangement and content of teachers' book

- () is appropriate for the function of the system
- () is inappropriate for the function of the system
- () has been tried to be put into the appropriate form

for the function of the system.

- () may be appropriate or inappropriate for the function

of the system. It depends on the teacher applying the system.

11) The arrangement and content of student's textbooks

() is appropriate for the function of the system

() is inappropriate for the function of the system

() has been tried to be put into the appropriate

form the function of the system.

() may be appropriate or inappropriate for the

function of the system being dependent on the teacher

applying the system.

12) The existent way of the application of Threshold

Level

() does not inspire anyone with hope with respect to

the future and its occurring the basis for university at all.

() inspires some with hope with respect to the

future and its occurring the basis for university partly.

() inspires some with hope with respect to the future

and its occurring the basis for university very much.

13) Threshold Level which has been applied in European

countries within the framework of D.E.C.D. I believe that,

() will also be successful in Turkey

() will not be successful in Turkey

() is certainly impossible to be successful in Turkey

() is dependent on many conditions realising to be

successful in Turkey.

14) The success of Threshold Level

() changes a lot according to the regions

() does not change a lot according to the regions

() does not change at all according to the regions.

15) The aptitudes of parents for Threshold Level

() affect the success of the system on a large

scale

() affect the success of the system partly

() affect the success of the system very little

() affect the success of the system at all.

16) An authority controlling the system

() exists

() does not exist

() exist but does not have the necessary capacity

() exist but is not effective. (influential)

17) Could you please write down what you would like to
add concerning the subject matter?.....

Appendix-H

THE STATISTICAL EVALUATION OF THE QUESTIONNAIRE

The choices are evaluated according to the percentage.

Here are the percentages of the choices in turn
out of %100

1)	a- %5,56	b- %94,44		
2)	a- %66,67	b- %22,22	c- %5,56	d- %5,55
3)	a- %66,67	b- %27,28	c-	d- %5,55
4)	a- %77,78	b- %11,11	c- %11,11	d-
5)	a- %16,67	b- %83,33	c-	d-
6)	a- %88,89	b- %11,11	c-	d-
7)	a- %33,33	b- %66,67	c-	d-
8)	a- %33,33	b- %55,56	c-	d- %5,55
9)	a- %33,33	b- %22,22	c- %27,28	d-
10)	a-	b- %44,44	c- %27,28	d- %27,28
11)	a-	b- %55,56	c- %22,22	d- %22,22
12)	a- %50	b- %33,33	c- %16,67	d-
13)	a- %11,11	b- %16,67	c- %16,67	d-
14)	a- %77,78	b-	c- %16,67	d- %5,55
15)	a- %66,67	b- %22,22	c-	d- %11,11
16)	a-	b- %66,67	c- %27,28	d- %5,55
17)	That is an open-ended question.			

Appendix-I

SOSYAL BİLİMLER ENSTİTUSU MÜDÜRLÜĞÜNE

ESKİŞEHİR

Halen Enstitümüze bağlı olarak İngiliz Dili ve Egitimi Bölümü Yüksek Lisans programına devam etmekteyim. Temmuz 1988'de derslerimi tamamladım. "Yabancı Dilde Basamaklı Kur Sistemi'nin Uygulanması" konulu tez çalışmalarına başladım. Tez danışmanı hocam Sayın, Yrd.Doç.Dr Zülal BALPINAR'dır.

Bilgilerinize saygıyla arz ederim.

05.10.1988

Adresi: Yüzüncü Yıl Üniversitesi
Fen-Edebiyat Fakültesi
Araştırma Görevlisi

Bülent Cencis TANRITANIR
İngiliz Dili Egitimi
Yüksek Lisans Öğrencisi

VAN

T.C
ANADOLU UNİVERSİTESİ
SOSYAL BİLİMLER ENSTİTUSU MÜDÜRLÜĞÜ

Sayı:412/64

Tarih:22.2.1989

İlgili Makama,

Enstitümüz Yabancı Dil Eğitimi Yüksek Lisans öğrencisi Bülent C. TANRITANIR, "Basamaklı Kur Sistemi' nin Uygulanabilirliği ve Karşılaşılan Sorunlar" adlı tezini hazırlamaktadır.

Tezi ile ilgili olarak orta dereceli okullardaki İngilizce derslerini izlemesi, öğrenciler yıl sonu merkezi sınav sonuçlarına ulaşabilmesi ve öğretmenlere bir anket uygulaması gerekmektedir. Bu nedenle çalışmalarının gerçekleşmesi amacıyla Van İli Merkezi'ndeki orta dereceli okullarda söz konusu araştırmayı yapabilmesi için gerekli izin verilmesi ve yardımcı olunmasını arz ve rica ederim.

NOT: Bu çalışmanın bir kopyasında M.E.G ve S. Bakanlığına gönderilecektir.

Prof.Dr. Fazıl TEKİN

Müdür

MILLİ EĞİTİM GENÇLİK VE SPOR MÜDÜRLÜĞÜNE

V A N

Van Yüzüncü Yıl Üniversitesi Fen Edebiyat Fakültesi İngiliz Dili ve Edebiyatı Bölümü'nde Araştırma görevlisi olarak görev yapmaktayım. Halen Eskişehir Anadolu Üniversitesi Sosyal Bilimler Enstitüsü Yabancı Dil Eğitimi bölümüne bağlı olarak Yüksek Lisans çalışması yapmaktayım. "Basamaklı Kur Sistemi ve Karşılaşılan Sorunlar" konulu tez çalışmam nedeniyle Van ili Merkezindeki orta dereceli okullarda İngilizce dersini gözlemem, İngilizce öğretmenlerine konuyla ilgili anket uygulamam ve yıl sonunda merkezi sistemle yapılacak olan sınavın sonuçlarına ulaşmam gerekmektedir.

Bu çalışmalarımın gerçekleşebilmesi doğrultusunda gerekli olan iznin verilmesi için gerekenin yapılmasını arz ederim.

27.2.1989

ADRES _____ :

Bülent Cercis TANRITANIR

Yüzüncü Yıl Üniversitesi

Fen Edebiyat Fakültesi

V A N

EKİ _____ :

1 adet Eskişehir Anadolu Üniversitesi

Sosyal Bilimler Enstitüsü'nde çalışma-

nın kapsamını gösterir makamınıza

yazılmış belge.

T.C.

MILLİ EĞİTİM GENÇLİK VE SPOR BAKANLIĞI

VAN İLİ

MILLİ EĞİTİM GENÇLİK VE SPOR MÜDÜRLÜĞÜ

SAYI : Per.Hiz.II.230.-4646

V A N

KONU : Bülent Cercis

15.03.1989

TANRITANIR :

YÜZÜNCÜ YIL ÜNİVERSİTESİ REKTÖRLÜĞÜNE

V A N

Üniversitenize bağlı Fen-Edebiyat Fakültesi İngiliz Dili ve Edebiyatı bölümünde Araştırma Görevlisi Bülent Cercis TANRITANIR'ın ilimiz ortadereceli okullarında tezi ile ilgili gerekli araştırma yapabilmesi hakkındaki il makamından alınan onayın bir örneği ekte gönderilmiştir.

Gereğini arz ederim.

Nurdoğan İLGÜN

Milli Eğitim

Gençlik Ve Spor

Müdürü

E K İ : Onay Örneği

(1 adet)

T.C.

MİLLÎ EĞİTİM GENÇLİK VE SPOR BAKANLIĞI

VAN İLİ

MİLLÎ EĞİTİM GENÇLİK VE SPOR MÜDÜRLÜĞÜ

SAYI : Per.Hiz.II.230.-4444

V A N

KONU : Basamaklı Kur Sistemi

07.03.1989

İL MAKAMINA

V A N

İlimiz Yüzüncü Yıl Üniversitesi Fen-Edebiyat Fakültesi İngiliz Dili ve Edebiyatı Bölümünde Araştırma görevlisi olarak görev yapan Eskişehir Anadolu Üniversitesi Sosyal Bilimler Enstitüsü Yabancı Dil Eğitimi Bölümüne bağlı olarak Yüksek Lisans çalışmasını yapan "Basamaklı Kur Sistemi ve Karşılaşılan Sorunlar" konulu tez çalışması nedeniyle ilimiz merkez orta dereceli okullarında İngilizce dersini gözlemek, İngilizce öğretmenlerine konuyla ilgili anket uygulanması, yıl sonunda Merkezi Sistemle yapılacak olan sınavın sonuçların ulaşması talebinde bulunan Bülent Cercis TANRITANIR'a ait 27.02.1989 tarihli dilekçesi ile Anadolu Üniversitesi Sosyal Bilimler Enstitüsü Müdürlüğünün 22.02.1989 tarih ve 412/64 sayılı yazıları ilişikte adı geçen, "Basamaklı Kur Sistemi Uygulanabilirliği ve Karşılaşılan Sorunlar" adlı tezini hazırlamak maksadıyla, aşağıda isimleri yazılı ilimiz merkez orta dereceli okullarındaki İngilizce derslerini izlemesi, öğrencilerin; Yıl sonu Merkezi Sınav sonuçlarının ulaşabilme-

si ve öğretmenlere bir anket uygulamasının gerektiği ve bu konularda gerekli araştırmanın yapılması Müdürlüğümüzce uygun görülmektedir.

Makamlarınızca da uygun görüldüğü takdirde, ilimiz Yüzüncü Yıl Üniversitesi Fen Edebiyat Fakültesi İngiliz Dili ve Edebiyatı Bölümünde Araştırma Görevlisi olarak görev yapan Bülent Cercis TANRITANIR'ın aşağıda isimleri yazılı ilimiz orta dereceli okullarında "Tezi" ile ilgili gerekli araştırmanın yapılmasını tasviplerinize arz ederim.

OKULUN ADI _____ :

- 1-Mehmet Akif Ersoy Lisesi
- 2-Ellinci Yıl lisesi
- 3-Yavuz Selim Ortaokulu
- 4-İmam Hatip Lisesi
- 5-Kazım Karabekir Ortaokulu
- 6-Kız Meslek Lisesi
- 7-İskele Yatılı İlköğretim Bölge Okulu

Nurdogan ILGUN

Milli Eğitim Gençlik ve Spor Müdürü

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