MULTI-ANALYSIS OF ENGLISH CURRICULUM THROUGH BLOOOM'S EVALUATION MODEL BASED ON PROGRAM ITEMS

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Abstract

The aim of this study is to examine the 5th, 6th, 7th and 8th grades English Curriculum through an evaluation model based on program items considering multi-analysis. Including both quantitative and qualitative aspects, multi-analysis consists of a variety of statistical programs in order to examine a certain subject matter. As for descriptive analysis, Rasch evaluation model and SPSS program are used in the quantitative aspect while for thematic analysis Maxqda in the qualitative aspect. The working group consists of English teachers working at secondary schools in Elazığ during 2016 and 2017 academic years, 42 of whom are selected for Rasch and 78 are for SPSS analyses randomly. Also, 27 of these teachers are selected for thematic analysis through maximum variation sampling. As a result of Rasch and SPSS analyses, it is recorded that the 7th grade English Curriculum is the most qualified while the 5th one is the least.

Keywords: Evaluation model based on program items, English curriculum, multi-analysis.