



## TÜRKİYE İLKÖĞRETİM TÜRKÇE DERSİ ÖĞRETİM PROGRAMI İLE ABD MASSACHUSETTS İNGİLİZCE EĞİTİMİ ÇERÇEVE PROGRAMI'NIN KARŞILAŞTIRILMASI

Yrd. Doç. Dr. Ahmet Çebi  
Ondokuz Mayıs Üniversitesi Eğitim Fakültesi  
[cebia@omu.edu.tr](mailto:cebia@omu.edu.tr)

Arş. Gör. Tuğba Durmuş  
Ondokuz Mayıs Üniversitesi  
Eğitim Bilimleri Enstitüsü  
[tugbad@omu.edu.tr](mailto:tugbad@omu.edu.tr)

### Abstract

In international comparative program studies, the focal point is restricted with the investigation that to which valid factors similarities and differences of native language education pertaining to different cultural contexts are based on. The main purpose of this study is to compare the Primary Education Turkish Language Teaching Program in Turkey (2005) and English Language Teaching Framework Program (2001, 2004) in Massachusetts, USA in terms of acquirements (1) structure, (2) general aims /standards, (3) content, (4) teaching-learning process, (5) learning standards and to identify the similarities and differences between these two programs. In the comparison of Primary Education Turkish Language Teaching Program and English Education Framework program in Massachusetts, U.SA, descriptive definitions and content analysis methods were used. A gradual study was conducted in the analysis of the data; First, Turkish Language Teaching Program and English Teaching Framework Programs were compared in terms of program components. Second, both programs were analyzed comparatively at the class levels in terms of some acquirements prioritizing the child's mental development and finally appropriateness of these programs to the child's developmental characteristics were examined in the context of Piaget's theory.

**Key Words:** Language Education Programs, Acquisitions / Learning Standards, Child's Mental Development Properties.