

Analysis of English Language Teaching Programmes Course Syllabus at ELT Departments in Turkey

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Abstract:In Turkey, foreign language teaching has been one of the most popular education subjects. Of its importance and given credits, English is Turkey's main compulsory foreign language. Therefore, the domains and characteristics of English Language Teaching Programmes (ELTPs) have a vital role in education programmes. This study aims to find the most preferred topics in English Language Teaching programmes course syllabi in English language teaching departments of 58 state universities. The study follows a qualitative research method and adopts a document analysis. In this regard, 58 state universities' education programmes were analysed, and 91 topics were listed. These 91 topics were reduced to 35 because of having the same content with different titles. Then these 35 topics were listed, and their frequency tables were constructed. The findings of the study show that the most preferred topics are the teacher competencies, historical development and learning outcomes of ELTPs. Meanwhile, the least preferred ones are foreign language teaching in today's school curriculum, system thinking and instructional design, and learner strategy training.

Keywords: English Language Teaching Programmes, curriculum, syllabus.

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INTRODUCTION

In today's world, learners need to adapt cognitive, social, and emotional skills which will enable them to succeed in school, in jobs, and as active citizens in their communities and societies (OECD, 2021). Education outcomes are interpreted as predictors of occupational and social activities. Therefore, education can be defined as a social activity legitimised by society and directed towards society (Mano & Rizzo, 2021). According to one of the most recent definitions, education is the transmission of a society's principles and gained knowledge to future generations (Huq et al., 2022). In other words, education aims to equip a nation with a well-educated workforce and pass on the nation's culture, language, and national identity to the next generation. The dual goals of education are more at odds with each other as the world becomes more competitive (Hargreaves, 1994). This means that reforming teacher education is more vital than ever before, both theoretically and politically.

The revisions in the EFL curriculum over the previous decade have impacted both students and teachers (Gürsoy et al., 2013). In addition to these revisions, EFL teacher education programmes have also revised their curricula (Gürsoy & Eken, 2018). The relationship among EFL students, EFL teachers and EFL teacher education programmes necessitates a strong and intercorrelated perspective. Considering all these domains, this study aims to focus on the ELT departments in Turkish state universities which have ELTP course syllabi and the most preferred topics in these ELTP course syllabi.

LITERATURE REVIEW

To talk about education outcomes, it is necessary to know and learn about the roles of its components, especially the components which directly affect education environments, outcomes, processes, and systems. When describing the structure of education, the inner components such as education and training levels, educational institutions, curricula and differentiation, students, teachers, and the language of learning and teaching should be included (Hudson et al., 2020).

This research focuses on teacher and curriculum as these are the most related elements that shape all educational environments. Rinehart (2021) states that curriculum is a term used to refer to the official content, which is documented for establishing teaching and learning objectives. It includes strategies to achieve desired goals or ends (Ornstein, 1987). The curriculum serves the learners as a facilitator, as in the definition that a curriculum is a framework to give students various learning opportunities (Saylor et al., 1981). According to Topkaya-Zehir and Küçük (2010), the curriculum is a broad phrase that refers to "what schools teach" and encompasses philosophical, sociological, and administrative decisions that help create an educational program. It is essential to clarify the need to develop officially documented content to create and improve teaching and learning goals. Cuban (2012) claims that practitioners want to standardise the curriculum for learners. The curriculum gives us the content, and teachers build a relationship between the students and the content. When the

curriculum is transformed into content, it becomes a living organism for the students. Learners in the twenty-first century should equip themselves with the following skills: (1) life and career skills, (2) learning and innovation skills, and (3) information, media, and technology skills (Trilling & Fadel, 2009).

In the past, teacher education debates have been viewed as a national issue. The education and training of teachers and the establishment of a national compulsory education system are frequently linked (Garm & Karlsen, 2004). In Turkey, Council of Higher Education (CoHE) has investigated the English language teaching programmes (ELTP) and updated teacher education programmes considering the ELTP's outcomes and other related components (Cesur & Bulanık, 2020). The teacher education programmes have focused on two major systems, the European Credit Transfer and Accumulation System (ECTS) and modularisation, during the Bologna process from 2003 to 2006 (Jakku-Sihvonen et al., 2012). Universities have the right to implement their teaching programmes, yet they still must adapt and apply some national regularity regarding the programme and course contents. The ELT programmes have a vital role in deciding the quality of language education in Turkey and, without a doubt, Turkey's place in future English proficiency indexes (Asmalı, 2020). The Turkish Ministry of Education (MNE) oversees making sure that the English language curriculum/education programmes (which are used interchangeably) and the syllabi for primary and secondary schools all run together (Kirkgöz, 2008). By the 1997 education reform in Turkey, English became a compulsory course in primary schools in the 4th and 5th grades (Haznedar, 2004; Erarslan, 2019). However, the 6th, 7th, and 8th-grade teaching programmes continued to be implemented without any changes as renewed in 1991 (Topkaya-Zehir & Küçük, 2010). This education programme, including many repetition drills, had seen English as a habit formation. The following programme was implemented in 2006, in which the students were expected to be more active. In 2013, with the transition to the 4+4+4 education system, the National Ministry of Education (MNE) re-prepared the curriculum. 2013 ELTP covered the 2nd and 3rd grades and, accordingly, updated the programs of the upper classes to ensure continuity in the program (Yücel et al., 2017; Erarslan, 2019).

There are many studies about the changes made in EFL teacher education programmes regarding programme evaluation. Yavuz and Topkaya-Zehir (2013) stated that teacher education programmes are the indicators of an influential teacher community. Demir (2015) claims that the programme evaluation provides data about whether the expectations of teacher candidates are met or not. In her comparative research paper, Sanlı (2009) reports the primary outcomes of the courses included in ELT departments' programmes in Turkey. She stated the similarities and differences among these departments' course choices. The curriculum changes in 2006 provided more practicality regarding course contents, hours, and implementation (Uztozun & Troudi, 2015). As stated, the research papers presented several details about the courses in ELT departments. However, these research papers did not give enough information about the course contents and how these contents are

organised, or the basic topics included. Improvement in ELT is frequently three-fold, considering an EFL teacher's competencies, which are English proficiency levels (knowledge of the language in general and knowledge of English in particular), language learning philosophies and methods, and finally, language teaching philosophies and methods (Norton & Wu, 2001).

This study will serve the researchers, administrators, policymakers, and other education programme developers engaged in the relationship between the teacher education programmes and ELTPs' implementation success in Turkey by pointing at the contents of ELTP courses in state universities in Turkey. Therefore, the study aims to find answers to the following questions:

1. How many state universities have an ELTP course syllabus in their education programmes?
2. What are the most preferred topics included in the syllabi for the ELTP courses at the ELT departments?

METHODOLOGY

This research was conducted by the document analysis method. Document analysis entails the examination of written documents conveying information regarding the case or cases to be examined (Yıldırım & Şimşek, 2013). Document analysis is also a systematic procedure for reviewing or evaluating both printed and electronic documents (Bowen, 2009). In qualitative research, document analysis can be used as a stand-alone data collection method. Specific aspects must be followed while adapting the document analysis methodology in research. Yıldırım and Şimşek (2013) define these aspects as 1) reaching the documents, 2) evaluating the reliability of the documents, 3) comprehending the documents, 4) analysing the data, and finally, 5) using the data. According to O'Leary (2014), there are mainly three types of documents. This study analysed the "public records," which include official records such as reports, annuals, transcripts, and syllabi. The data was collected by analysing the ELT departments' and ELTP course content.

The researchers analysed 58 state universities' (See Appendix A for the codes) ELT curriculums. Considering the aspects of document analysis methodology, this research paper followed the action steps to gather the relevant data and type them into Microsoft Excel (Meyer & Avery, 2009). The steps were carried out as outlined below.

1. Reaching the course content using the related state universities' education catalogues: The researchers constituted a list of web addresses and shortened web links.
2. Cross-checking the education catalogues with a peer researcher: The researchers cross-checked the education catalogues and course contents.
3. Coding the universities with ELTP courses: The state universities with ELTP courses were listed and coded.

4. Defining the most preferred topics in ELTP courses of each state university: The researchers investigated the course contents and listed the most preferred topics with the related university codes.
5. Composing the relevant data, including graphics about their frequency: The researchers formed tables including content topics' preference frequencies using thematic Analysis.

The researchers defined and listed 91 topics in the first phase of the analysis. Almost 50% of the topics had the same learning outcome with different identification. Therefore, appropriate topics were merged and listed again. In the last phase, there were 35 topics listed.

FINDINGS

The findings of the data collected from the 58 state universities' education catalogues are displayed considering the study's research questions. The first research question focuses on the ratio of the state universities with ELTPs (English Language Teaching Programmes) course syllabi in their teaching curriculum.

RQ 1: How many state universities have an ELTP course syllabus in their education programmes?

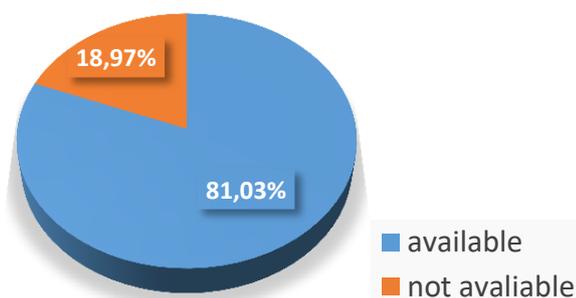


Figure 1. Availability of ELTP course syllabi in state universities.

As shown in Figure 1, 47 (81,03%) state universities have an ELTP course syllabus on their education programmes. It is also reported that 11 (18,97%) state universities, two of which founded ELT education departments this year, do not have an ELTP course syllabus on their education programs.

RQ2: What are the most preferred topics included in the syllabi for the ELTP courses at the ELT departments?

Table 1 presents the most preferred topics for ELTP course syllabi.

Table 1. Appearance Frequency and Percentage of the Topics in the Syllabi of 47 State Universities

		<i>f</i>	% <i>f</i>
1	Teacher competencies required in English curriculum	30	63,8
2	Historical development of ELTPs.	28	59,6
3	Learning Outcomes of English Language Curriculum.	27	57,4
4	Introducing and analysing the equipment and the materials used in implementing the English curriculum.	25	53,2
5	Basic terms related to teaching programs.	25	53,2
6	Assessment and evaluation of learning	24	51,1
7	Introducing curriculum content	20	42,6
8	Introduction to the course	19	40,4
9	Introducing curriculum approaches	18	38,3
10	Introducing the learning subdomains (subdivisions) of the present-day English curriculum	17	36,2
11	Investigating the distribution of learning outcomes by grades and limits.	16	34,0
12	Introducing contemporary approaches in language teaching.	16	34,0
13	Understanding ELTPs	16	34,0
14	Relation between English language curriculum and other courses	15	31,9
15	Studying 2nd-4th grade English Language Education Programs.	14	29,8
16	Studying 5th-7th grade English Language Education Programs.	11	23,4
17	Studying the 8th-12th grade English Language Education Program.	11	23,4
18	Situation Analysis- Societal, Institutional Factors, and Providing for Effective Teaching	11	23,4
19	Syllabus Design and Curriculum Development	10	21,3
20	Course Planning.	10	21,3
21	CEFR- Common European Framework of Reference for Languages	9	19,1
22	Language teaching theories	9	19,1
23	Analysing English language teacher education programmes	8	17,0
24	Types of language learning activities	5	10,6
25	Class management	4	8,5
26	Values education in the curriculum.	4	8,5
27	From Syllabus Design to Curriculum Development. CLT, The Social Turn in ELT & Historical development of ELT in Turkey.	4	8,5
28	Discussing the concepts of approach, method, and design.	4	8,5
29	Language skills teaching techniques	4	8,5
30	Using technology in the classroom	3	6,4
31	Classroom dynamics	3	6,4
32	Design Thinking and Multiliteracies Perspective.	2	4,3
33	Foreign language teaching in today's school curriculum.	2	4,3
34	System Thinking and Instructional Design.	1	2,1
35	Learner Strategy Training	1	2,1

DISCUSSION AND CONCLUSION

It is essential for people who want to learn English to adapt the programs to their specific socio-economic, cultural, and linguistic contexts (Bowers, 1986). While designing an effective curriculum, it must be considered that negotiation and implementation of the curriculum take place in the classroom, all the way from the policy-making offices to the school levels (Rinehart, 2021). Some researchers claim that the most crucial part of curriculum development is determining the needs, purposes, and reasons (Tomlison, 2000; Csikszentmihalyi, 2004). Prapaisit de Segovia and Hardison (2009) claim there are necessities to adopt and implement effective language teaching. These necessities are research on language teaching and learning, transferring theory into practice, designing communicative curricula, identifying students' needs, diagnosing learning problems, using techniques such as role play and language games, and constructing communicative tests.

These necessities are included in most of the ELT departments' teacher education programmes. As Richards (1998) states, continuing teacher education programmes and institutional strategies for student teachers' professional development are inseparable from curriculum innovation. Both teacher education programmes and institutions must provide appropriate circumstances and contexts in which teacher candidates can better understand language teaching (Cumming, 1993).

As stated before, teacher education programmes and institutional strategies are some of the key elements in curriculum innovation and implementation at general education levels. Therefore, this study aims to determine the most preferred topics of ELTPs' course syllabi in ELT departments. The most preferred topics in 47 state universities were determined and listed.

The results of this study show that the topics included are mainly based on understanding the ELTPs' domains, namely the introduction of the basic terms and concepts of ELTPs. Carless (1998) defines the importance of understanding the curriculum innovation's theoretical foundations in addition to its implementation in the classroom. Teachers who want to adopt a new idea in the classroom must be well-versed in its theory and practice. This can be seen as a sign of curriculum literacy among lecturers and students (Wyatt-Smith & Cumming, 2003).

The findings present that the most preferred topic is the teacher competencies required in ELTPs. As Wang and Cheng (2009) point out, teachers' roles in implementing ELTPs are crucial. Therefore, teachers must analyse, learn, and comprehend the domains of a teaching curriculum. It is stated that despite using the same curriculum, some learners do well, but others do not. Shawer (2010) explains the reason for this situation and claims that some instructors continue to progress while others stagnate. Teachers have the potential to influence the teaching environments and the students, and they can transform the acquired curriculum into something very different from the official one.

Another finding shows that most lecturers prefer identifying the equipment and materials used in implementing the curriculum. English curriculum implementation can be hindered by a lack of resources, such as materials and physical circumstances (O'Sullivan, 2002). Curriculum implementation requires authentic materials and the appropriate use of these materials in EFL classes. Wang and Han (2002) state that inexperienced teachers struggle with material implementation in large-sized classes. Therefore, it is compulsory to learn more about the material used to implement the EFL curriculum (Wang & Cheng, 2009). It is also stated that inexperienced teachers need assistance with material implementation, especially while implementing innovative and reformed curricula (Roehrig & Kruse, 2005).

Teachers must know how to implement a curriculum in the classroom (Hongboontri, 2020). It is stated that after developing and adapting a new curriculum, the focus shifts to tracking its effects (Fullan & Pomfret, 1977). The effects mean here are the outcomes of a curriculum. If so, evaluation and learning assessment are inseparable parts of curriculum implementation. The findings in this study

present that the evaluation and the assessment of learning is one of the most preferred topics in ELT departments. Finally, a teacher must focus on two domains while evaluating language skills. These domains are 1) curricular competencies and 2) the standards for evaluating language ability (Grose et al., 2009).

Last but not least, to implement a curriculum successfully, teachers must understand the domains and the characteristics of a curriculum. This understanding will shape the teachers' approach to curriculum implementation. Therefore, the targeted outcomes of a curriculum, the approach that curriculum has, the relationship between that curriculum and others in the education programme, the sections serving different education stages, the related activities which teachers will hold, the materials that teachers will adopt, the evaluation techniques, and the overall approach of language teaching standards must be an ELT education programme's focus (El-Okda, 2005; Fullan & Pomfret, 1977; Gultom, 2016; Hongboontri, 2020; Young & Lee, 1984). The quality and amount of teacher training, teachers' attitudes toward the innovation, teachers' comprehension of the invention, and teachers' judgments of the innovation's feasibility and practicality are all factors that have been linked to the implementation of a curriculum (Karavas-Doukas, 1995).

IMPLICATIONS

There is an evolving and ongoing education perspective in the world. This evolution and development have become more practical considering the communicative goals and thus language teaching and learning. Therefore, it is more important than ever to have an effective and inclusive education programme to catch up. In this context, deficiencies and faults in the elements of the program should be determined to judge its effectiveness. Administrators and teachers are becoming increasingly conscious that teachers are the key to reform and, by extension, to the success of ELT. This study may help and give an idea to ELTPs course lecturers to adopt a syllabus that includes the most preferred and appropriate topics. These topics will help future teachers to implement an EFL curriculum more effectively. As the findings present, these topics are the most preferred; therefore, they can also be named the most related topics to EFL curriculum implementation.

There are potential limitations to this study. The research has used a document analysis methodology. If ELT professionals' suggestions and experiences are considered and incorporated, it may be more effective and provide more comprehensive data. Therefore, the researchers may consider including other methods, such as interviews and implementation journals. The implications of this study necessitate further research into the effects of each domain on a teacher's curriculum implementation strategy to develop more generalisable curricula and outcomes in ELT education programmes.

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Appendix A: State University Codes Having ELTP Course Syllabi

	Name of the University	Code	Educational Catalogues
1	AFYON KOCATEPE UNIVERSITY	U1	https://bit.ly/3oli5d2
2	AKDENİZ UNIVERSITY	U2	https://bit.ly/3C2VgzH
3	AKSARAY UNIVERSITY	U3	https://bit.ly/3wzuy0C
4	ALANYA ALAADDİN KEYKUBAT UNIVERSITY	U4	https://bit.ly/30popZ6
5	AMASYA UNIVERSITY	U5	https://bit.ly/3oqDCRP
6	ANADOLU UNIVERSITY	U6	https://bit.ly/305S5Kq
7	ATATÜRK UNIVERSITY	U7	https://bit.ly/3C2VYgo
8	AYDIN ADNAN MENDERES UNIVERSITY	U8	https://bit.ly/3kz1bXo
9	BALIKESİR UNIVERSITY	U9	https://bit.ly/2YlmgGq
10	BARTIN UNIVERSITY	U10	https://bit.ly/3BYmzLl
11	BAYBURT UNIVERSITY	U11	https://bit.ly/3CbPFau
12	BOĞAZİÇİ UNIVERSITY	U12	https://bit.ly/2YI4CmV
13	BOLU ABANT İZZET BAYSAL UNIVERSITY	U13	https://bit.ly/3knrSxZ
14	BURDUR MEHMET AKİF ERSOY UNIVERSITY	U14	https://bit.ly/3Hj9noo
15	BURSA ULUDAĞ UNIVERSITY	U15	https://bit.ly/3Df3ZjA
16	ÇANAKKALE ONSEKİZ MART UNIVERSITY	U16	https://bit.ly/3wJW9vP
17	ÇUKUROVA UNIVERSITY	U17	https://bit.ly/3c63z38
18	DİCLE UNIVERSITY	U18	https://bit.ly/3nbpZpZ
19	DOKUZ EYLÜL UNIVERSITY	U19	https://bit.ly/3bYgi7T
20	DÜZCE UNIVERSITY	U20	https://bit.ly/3c60lgf
21	ERCİYES UNIVERSITY	U21	https://bit.ly/3qwO4K7
22	ERZİNCAN BİNALİ YILDIRIM UNIVERSITY	U22	https://bit.ly/3DhJcMn
23	ESKİŞEHİR OSMANGAZİ UNIVERSITY	U23	https://bit.ly/3G1vwAX
24	FIRAT UNIVERSITY	U24	https://bit.ly/30iLsVz
25	GAZİ UNIVERSITY	U25	https://bit.ly/3kypQeq
26	GAZİANTEP UNIVERSITY	U26	https://bit.ly/3c72tnE
27	GİRESUN UNIVERSITY	U27	https://bit.ly/31MisWn
28	HACETTEPE UNIVERSITY	U28	https://bit.ly/3cai9GM
29	HAKKARİ UNIVERSITY	U29	https://bit.ly/3ky4KNu
30	HARRAN UNIVERSITY	U30	https://bit.ly/30omAvv
31	HATAY MUSTAFA KEMAL UNIVERSITY	U31	https://bit.ly/3Ip6TW7
32	İNÖNÜ UNIVERSITY	U32	https://bit.ly/3lCb27
33	İSTANBUL MEDENİYET UNIVERSITY	U33	https://bit.ly/3DxA9Gy
34	İSTANBUL UNIVERSITY-CERRAHPAŞA	U34	https://bit.ly/335dVPP
35	İZMİR DEMOKRASİ UNIVERSITY	U35	https://bit.ly/3Gt9mx3
36	KAHRAMANMARAŞ SÜTÇÜ İMAM UNIVERSITY	U36	https://bit.ly/32Xwe9e
37	KOCAELİ UNIVERSITY	U37	https://bit.ly/3lDZtxx
38	MARMARA UNIVERSITY	U38	https://bit.ly/3lD3lt5
39	MERSİN UNIVERSITY	U39	https://bit.ly/3DrP4BT
40	MUĞLA SITKI KOÇMAN UNIVERSITY	U40	https://bit.ly/34Bf2HB
41	MUŞ ALPARSLAN UNIVERSITY	U41	https://bit.ly/3dAeh2t
42	NECMETTİN ERBAKAN UNIVERSITY	U42	https://bit.ly/3GDik6f
43	NEVŞEHİR HACI BEKTAŞ VELİ UNIVERSITY	U43	https://bit.ly/3lSfCqs
44	NİĞDE ÖMER HALİSDEMİR UNIVERSITY	U44	https://bit.ly/3f92HfM
45	ONDOKUZ MAYIS UNIVERSITY	U45	https://bit.ly/3lCHC9W
46	ORTA DOĞU TEKNİK UNIVERSITY	U46	https://bit.ly/3Gnvadj
47	PAMUKKALE UNIVERSITY	U47	https://bit.ly/3y7BTvJ
48	SAKARYA UNIVERSITY	U48	https://bit.ly/3dxR9lw
49	SİİRT UNIVERSITY	U49	https://bit.ly/3dtr5HV
50	SİNOP UNIVERSITY	U50	https://bit.ly/3ydcZhq
51	SİVAS CUMHURİYET UNIVERSITY	U51	https://bit.ly/3GjnY23
52	SÜLEYMAN DEMİREL UNIVERSITY	U52	https://bit.ly/33ghiDx
53	TOKAT GAZİOSMANPAŞA UNIVERSITY	U53	https://bit.ly/3lyux2g
54	TRABZON UNIVERSITY	U54	https://bit.ly/3lKeQLV
55	TRAKYA UNIVERSITY	U55	https://bit.ly/3pAPG3i

56	VAN YÜZÜNCÜ YIL UNIVERSITY	U56	https://bit.ly/3f4LUdB
57	YILDIZ TEKNİK UNIVERSITY	U57	https://bit.ly/3EAcPZP
58	YOZGAT BOZOK UNIVERSITY	U58	https://bit.ly/3y5eCUI

Appendix B: Most Preferred Topic Items and University Codes Table

Item No	University Codes	f	%f
1	U2,U3,U5,U6,U7,U9,U10,U13,U14,U15,U16,U18,U19,U20,U21,U22,U23,U24,U30,U31, U32, U33,U36,U37,U40,U49,U53,U55,U56,U57	30	63,8
2	U6,U7,U9,U10,U13,U16,U17,U19,U20,U21,U22,U23,U24,U30,U32,U35,U36,U37,U40,U41,U45,U48,U49,U50,U53,U55,U56,U57	28	59,6
3	U2,U6,U7,U9,U10,U15,U16,U19,U20,U21,U22,U23,U24,U30,U32,U35,U36,U37,U40,U45,U47,U48,U49,U50,U53,U55,U57	27	57,4
4	U2,U5,U6,U7,U9,U10,U19,U21,U22,U23,U24,U30,U32,U33,U35,U36,U37,U40,U43,U47,U48,U49,U50,U53,U55	25	53,2
5	U5,U6,U7,U8,U10,U16,U19,U20,U22,U23,U24,U30,U31,U32,U33,U36,U37,U41,U45,U49,U52,U53,U55,U56,U57	25	53,2
6	U2,U5,U6,U7,U9,U10,U13,U18,U19,U20,U21,U22,U23,U24,U30,U32,U33,U36,U37,U40,U49,U53,U55,U57	24	51,1
7	U6,U7,U10,U13,U15,U20,U22,U23,U24,U30,U32,U35,U36,U37,U40,U43,U49,U53,U55,U57	20	42,6
8	U3,U4,U9,U13,U16,U18,U31,U32,U33,U40,U41,U43,U45,U47,U48,U50,U52,U53,U55	19	40,4
9	U5,U6,U7,U9,U10,U16,U20,U22,U23,U24,U30,U33,U35,U36,U37,U49,U55,U57	18	38,3
10	U2,U6,U7,U10,U20,U22,U23,U24,U30,U32,U33,U35,U36,U37,U49,U55,U57	17	36,2
11	U6,U7,U10,U20,U22,U23,U24,U30,U32,U33,U35,U36,U37,U49,U55,U57	16	34,0
12	U2,U3,U4,U7,U10,U20,U30,U32,U35,U36,U37,U43,U48,U49,U52,U57	16	34,0
13	U2,U4,U13,U15,U16,U17,U19,U22,U23,U24,U33,U40,U41,U47,U48,U50	16	34,0
14	U2,U6,U7,U10,U14,U22,U23,U24,U30,U32,U35,U36,U37,U49,U55	15	31,9
15	U9,U14,U16,U17,U19,U20,U21,U31,U40,U41,U45,U53,U56,U57	14	29,8
16	U9,U16,U17,U19,U21,U31,U40,U41,U45,U53,U56	11	23,4
17	U9,U16,U17,U19,U21,U31,U40,U41,U45,U53,U56	11	23,4
18	U9,U14,U15,U17,U21,U33,U40,U47,U48,U50,U53	11	23,4
19	U3,U4,U5,U9,U15,U17,U18,U25,U40,U47	10	21,3
20	U3,U5,U9,U18,U20,U21,U43,U45,U47,U57	10	21,3
21	U9,U15,U17,U18,U31,U40,U43,U45,U56	9	19,1
22	U3,U4,U11,U14,U25,U31,U32,U53,U56	9	19,1
23	U2,U15,U19,U31,U41,U48,U50,U56	8	17,0
24	U15,U17,U18,U25,U47	5	10,6
25	U3,U4,U25,U43	4	8,5
26	U16,U21,U31,U56	4	8,5
27	U5,U6,U9,U15	4	8,5
28	U11,U21,U32,U53	4	8,5
29	U4, U14, U25, U47	4	8,5
30	U3, U4, U18	3	6,4
31	U3, U21, U43	3	6,4
32	U5, U9	2	4,3
33	U17, U40	2	4,3
34	U9	1	2,1
35	U11	1	2,1