



## Evaluation of the Adequacy of Listening Contents in the 7th Grade English Curriculum in Türkiye, Portugal and Poland in Acquiring This Skill

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### Abstract

This research aims to reveal the differences and similarities between the countries in English listening skill, one of the four basic language skills within the scope of secondary school seventh grade English teaching programs in practice in Türkiye, Portugal and Poland in the 2021-2022 academic year. The study data were obtained by interview, document analysis and online survey application. Mixed method research design was used in the research, including both quantitative and qualitative data collection methods. The determination of the participants was based on voluntariness and criterion sampling methods. The opinions of six English teachers from Türkiye, two from Portugal and three from Poland, who participated voluntarily within the scope of the qualitative sample, were sought. In the quantitative sample, eighty one English teachers working at secondary school level in Salihli, Manisa, Türkiye, participated in the questionnaire prepared by the researchers. The opinions of Portuguese and Polish English teachers were taken in writing due to the distance of the countries. Descriptive and content analysis were used to analyze the data. According to the data obtained from the research, compared to the English teachers in Türkiye, Portuguese and Polish English teachers stated that they can be more comfortable and flexible in educational situations and choose their own textbooks while achieving the objectives of the English curriculum. While there are no listening tests for listening content in Türkiye during the evaluation of listening skills learning outcomes, listening tests are conducted in Portugal and Poland in order to see whether the objectives of listening skills are achieved. As a result of the interviews with the teachers, Turkish and Polish English teachers found the listening content insufficient, while Portuguese English teachers stated that the listening content was sufficient. As a result of the document analysis, it has been determined that the Polish English textbook has a richer scope compared to the Turkish and Portuguese English textbooks in terms of content and redundancy of units.

### Key Words

English language  
Listening skill  
Language acquisition  
Comperative analysis

### About Article

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## Introduction

With the effect of globalization, countries and societies are getting closer to each other, the process of getting to know each other is accelerating with technological developments, we are in an age where cultures are intertwined, different languages are integrated with the concept of "global village" and different linguistic concepts are integrated into the languages of different countries, and the function of educational institutions in such a period; is to create the manpower that will build the ways to bring our country to the level of developed societies (Şimşek, 1999). The important factor that carries countries forward, shapes them, creates the philosophy of education, political view and the conditions they are in is the curriculum that constitutes the content of education. In addition to academically developing individuals involved in the education and training process, curricula equip students with various knowledge, skills and attitudes required by the age, and enable them to take place as useful individuals in the society they live in as qualified individuals (Filiz & Yıldırım, 2019).

One of the reasons for the emergence of educational institutions is to provide societies and intercultural interaction. The most important factor in ensuring this interaction is undoubtedly language. As stated by Seçkin (2011), the English language has been a compulsory course in Türkiye since the 1950s, and it is the foreign language taught as an elective course with a rate of 98.4% and the most taught foreign language among other languages. According to Eurostat (2021) data, English is the most learned language in the European Union with a rate of 96.4%. Following the English language, 26.4% Spanish, 21.8% French, 20.3% German, 3.4% Italian, 2.6% Russian languages are learned. As can be seen in Figure 1, the dominant language in Europe is English.

The English language consists of four basic skills: Speaking, reading, writing and listening. In order for students to use the target language to meet their communicative needs, they need to develop in all areas of communicative competence (Breen & Candlin, 1980). However, despite the necessity of presenting educational situations in a way that supports the development of each other in the teaching of the English language in Türkiye, the teaching process is built on gaining only one skill due to the exam-based education system (Erdem, 2016).

The most important element of the language acquisition process is the degree of exposure to the target language. As Lenneberg (1967) stated in his "Acquisition threshold" hypothesis (critical age), English teaching has been included in the 2nd grade curriculum in order to increase the level of exposure from an early age, when people are most prone to acquire English in Türkiye. It is emphasized that despite the eleven years and more than a thousand hours of English teaching process, the targeted level of English language could not be reached (Şahin, 2018).

Four basic skills should be given equal importance in the language learning process and also, they should be employed in the teaching process. While the teaching process carried out for exams such as grammar-based high school entrance exam (Lgs) and foreign language proficiency exam (Yds), giving importance to exams, causes the ignoring of the four basic skills of listening, speaking and writing. Akbaş (2020) mentions that the four language skills are interrelated, and each skill supports the development of the other. The reasons why the listening objectives in the English curriculum cannot be achieved are the crowded classrooms, lack of teaching materials, the textbooks are not interesting, the classrooms where listening activities can be done, the absence of equipment, the lack of technological infrastructure, the intensive information load in the English education curriculums, the grammar-based exams in our country. These are the sources of problems expressed by teachers, where the situation worsens with skill-based questions called new-generation questions (Çelebi & Narinalp, 2020; Güçlü & Uçar, 2019). In the research conducted by Erdem (2016) based on the perspectives of students and teachers at the secondary and high school level, it was concluded that the English language teaching of both secondary and high school students was carried out mainly on grammar.

In Portugal, it is seen that there are studies which were carried out and inquired French, Spanish, English, and Portuguese languages' listening skill's effect on word knowledge, oral skills and reading comprehension (Magalhães, 2022; Mendes, 2021; Oliveira, Castro & Sousa 1997; Rodrigues at al., 2020; Soares at al., 2022). In accordance with Santos's (2018) research, attendees' word improvement and oral skill development greatly improved with the help of listening skill. Castro and

Cary (2003) carried out study “Speaking and listening: Their role in learning how to read and spell”, in this research it is stated that listening improves students’ oral skills and word knowledge. Another study held with the participation of second grade students, the study dealt with whether listening skill has a positive effect on word recognition and reading skill, the findings showed that listening skill enhance reading comprehension and word recognition (Ribeiro, Rodrigues, Santos, Cadime & Viana, 2016). In Poland, it is possible to come across studies that discuss the benefits of using audiobooks to improve listening skill (Vélez & Osorio 2011), “A behavioral and event-related potential (ERP) study examined the effect of phonotactic cues on native English and native Polish listeners’ perception of the consonant cluster /pt/”(Wagner, Valerie, Martin & Steinschneider, 2012). Malarski and Jekiel (2016) expresses that Polish language is a “Rhotic” language, and English is not a “Rhotic” language, in their study they research if there is favourable influence of listening to English music, the findings put forth that students with better musical ear developed better understanding English language (Santos 2018). The new possibilities, tools, and their consequences on English listening abilities are primarily the subject of research being conducted in Türkiye. In addition to the “mobile comprehensive listening” studies (Şendağ, Gedik, Caner & Toker, 2017), there are studies investigating the contribution of internet-based video applications to listening skills (Kaynar & Sadık, 2020). One of the best ways to improve listening skills in a foreign language is to watch songs in that language (Putri, Bunau & Rezeki, 2018), and there are studies that emphasize the positive effects of movies with English subtitles (Felek Başaran, 2011). In the study carried out by Taşci (2018), it was stated that the students were not actually bored during the listening activities, but their interest was short-lived, and the listening activity was negatively affected due to the behaviors of their friends that negatively affected the lesson. Arono (2014). There are studies investigating the effect of simultaneous presence of visual and auditory elements on listening skills (Göktürk & Altay, 2015; Sari & Sintia, 2021), there are resembling findings on the same subject (Balaban, 2016).

As a result of the literature review, it was determined that there is a need for this study due to the inadequacy of the studies on listening skills content in the secondary school English language curriculum and especially the study which compares countries’ listening contents are rare in researches. In investigations, concerning English language listening there are numerous studies that examine the contribution of podcasts to speaking and listening skills (Abdi & Makiabadi 2019), incorporate online English language listening sources by means of websites to classrooms, thus trying to develop listening skill (Rahmaningtyas & Mardhiyyah 2021), research teacher candidates’ listening skills growth whereby benefiting google audio blogs (Naeem, 2022), assess the value of techniques introduced in L2 English listening courses for students (Yeldham, 2016), involves history of listening and listening studies (Rost 2002), integrate online applications to teach listening (Kim, 2013), inquire importance of listening skill in English language teaching (LeLoup & Ponterio 2007), investigate English, Polish, Arabic, and Mandarin understandable speech in various room acoustic situations (Galbrun & Kitapci 2016). Vandergrift’s (2006) “Listening is an ability or proficiency” study, the attendees of the research were 8th grade students who were learning English and French language at the same term and in the study, it is questioned whether English listening skill is a talent or a competence.

In this investigation, listening skill contents were examined in Türkiye, Portugal and Poland, and how the listening skill was handled in three countries and whether the listening content was sufficient to gain this skill was the subject of the study. According to the EF English Proficiency Index (2021) report, Portugal and Poland have higher English language skills than many other countries in the world, and they were included in the study due to their very high proficiency in Portugal and high proficiency in Poland. With the study carried out, differences between countries in English language teaching of English listening skills will be revealed. It is thought that together with the opinions of the teachers who have achieved their education in the field, it will give ideas to the curriculum designers about the future improvements and updates in the English language teaching curriculum on behalf of our country and will also inspire the studies to be carried out in different language teaching curriculums field.

## Method

This study was carried out with a mixed method. Having Gained benefit from both the specific, contextualized insights of qualitative data as well as the generalizable, externally valid insights of quantitative data through the combination of the two forms of data. The advantages of one form of data frequently balance out its disadvantages. To be able to utilize these favorable aspects, in the research mixed method was preferred, the results of the data obtained in a purposeful and systematic way by considering the qualitative and quantitative methods together, provide a holistic perspective and result in single research (Maxwell, 2016). According to Creswell (2017), the researcher brings together qualitative and quantitative data in order to make sense of the problems within the scope of the study. Thus, using both methods get rid of the constraints that can be caused by using a single method.

### *Study group*

The quantitative study group of the research consists of secondary school seventh grade English teachers determined by criterion sampling and easily accessible sampling methods in Salihli, Manisa, in the 2021-2022 academic year. Convenience sampling is one of the most preferred methods; The reason for this is that it gives speed and practicality to the research, but it can be used in both qualitative and quantitative studies (Yıldırım & Simsek, 1999). According to Yağar and Dökme (2018), there are criteria determined before the study is carried out in the criterion sampling method and these criteria can be determined by the researcher in advance. In the study carried out, the criteria in the selection of the participants and from which country they would attend were that the individuals were working as English teachers at the secondary school level and that the countries had "high" and "very high" levels of English proficiency in the Epi English index. Within the scope of quantitative data, data were obtained with the participation of eighty-one English teachers working at secondary school level. In the qualitative aspect of the research, there are data obtained with the voluntary participation of three English teachers from Poland, two from Portugal, and five from Türkiye, who work at secondary school level in Türkiye, Portugal and Poland.

### *Data Collection Process*

Before the data were collected, the participants were reminded that their participation in the study was on a voluntary basis, and they were informed that they could withdraw from the study at any stage. In order to obtain the quantitative data for the research, the listening content questionnaire in the secondary school English curriculum created by the researchers was used. In order to ensure the validity and reliability of the questionnaire, the opinions of twenty English teachers, who are still working as English teachers, were consulted, and the questionnaire was applied to the participants after the necessary corrections were made. In order to obtain the qualitative data of the research, data from interviews with secondary school English teachers in Türkiye, Portugal and Poland are included, as well as document analysis of secondary school English teaching curriculums in Türkiye, Portugal and Poland in the qualitative dimension has been carried out.

### *Data Collection Tool*

In the quantitative dimension of the research, online survey application was carried out. There were eight questions, two of the questions were demographic questions which teachers should give knowledge about their gender and professional experience as an English teacher, and in addition to this there were two yes, no questions, four questions were open-ended questions. Survey was applied to the secondary school English language teachers who were actively working at the seventh-grade level, and it was announced to the participants in the introduction part of the survey that participation in the survey was completely voluntary, and the confirmation part was included at the beginning of the survey, as "I approve or not approve" that their participation in the survey is of their own accord. The answers of the participants who accidentally ticked "I do not approve" but continued to answer the questions were not taken into account. The survey was designed by the researchers, the opinions of 20 English teachers who are still working as English teachers were consulted and necessary grammatical and semantic errors were resolved, after the necessary corrections were made, the questionnaire was first applied to 10 English teachers in order to see if it was understood as expected and to determine whether there was any problem in the questionnaire. After the questionnaire was ready to be applied, it

was announced to English teachers on online platforms, and necessary information was given on these platforms that participation was voluntary. Having announced the survey, eighty-one, seventh grade English language teachers participated. In the qualitative aspect of this study, in which the secondary school English teaching curriculums in Poland, Türkiye and Portugal were examined, documents such as thesis, articles, documents that are important in terms of data, statistics were examined. According to Özkan (2019), document review can be defined as accessing, examining, and questioning various documents that are considered as primary or secondary sources that constitute the data of the study. Document review covers not only printed materials, but also online materials that can be accessed with technological tools today, and the systematic of these materials to handle, evaluate and make sense of both printed and electronic materials. In order to obtain the qualitative data of the research, data were also obtained by accessing the online documents of OECD and CEDEFOP from the central education institutions of three countries, the Ministry of National Education of Türkiye, Poland and Portugal, and the Eurydice-Education in Europe Network education portal. In order to support the data obtained, interviews were conducted with English teachers working in Polish and Portuguese secondary school English classes, and semi-structured interview questions were asked to the teachers. There are three types of interview techniques in studies conducted in the field of educational science: unstructured interview, semi-structured interview and structured interview (Gubrium & Holstein, 1997). Since semi-structured interview, one of the interview types, offers a certain level of norms, standards and flexibility to the researcher, there are no restrictions like writing, filling-in questions and questionnaires in accessing data; it helps to access comprehensive information about a specific subject (Yıldırım & Şimşek, 1999). Semi-structured interviews differ from structured interviews as they are not as rigid as structured interviews and from unstructured interviews because they are not very flexible. The reason for using the semi-structured interview technique in the study is that it gives this flexibility to the researcher. It is fundamental to acquire validity and reliability measurements for the two paradigms when using the mixed research approach, which integrates the qualitative and quantitative paradigms (Creswell, 2013). Within the scope of the validity of the study, diversification was made, and more than one data collection tool and data collection method were used. The assumptions and limitations of the study were given, and the researchers contributed equally to accessing the data, data collection was continued at the point where it was thought that data saturation was reached in the data. Within the scope of the reliability of the study, the aid of professionals who had worked in the field for many years and had professional experience in developing the questionnaire and eliminating grammatical and semantic errors were sought. In the interviews held with the seventh grade English teachers abroad, it was ensured that the interviews were conducted by different experts, thus preventing abstaining answers to the questions posed by the researchers, and it was ensured that the teachers answered the interview questions in a comfortable way.

### ***Data Analysis***

After the quantitative data of the research was obtained through a questionnaire, it was turned into an excel table, and then it was loaded into the SPSS 23 package program and the percentage and frequency information was obtained, and then it was converted into tables to be used in the research. Interview and document analysis data collection techniques were used to obtain the qualitative data of the study. First of all, six items were created for the interview, and then the interview questions were asked to five teachers with more than ten years of experience in the field of English. In addition, for the Turkish version of the questions to be directed to the teachers in Türkiye, for the correct understanding of the questions, factors such as the proper use of semantic conceptual and misspelling punctuation marks were asked to five Turkish teachers who are experts in their fields. Interview questions were made into an interview form and then the participants were asked to answer the questions by writing on their own. Finally, the obtained data were analyzed by content analysis. In document analysis, which is another data collection tool used in the research, primary data, sources documents, statistics were taken from the websites of the Ministry of National Education of the relevant countries, not only that information, but also Eurydice, OECD, Cedefop, Timss, Pisa, Epi index and the data obtained as a result of the examining were included in the study and the accessed data were analyzed through descriptive analysis.

## Findings

### *Document Review Findings*

#### **Textbooks/Resources Recommended by the Ministry of National Education of Türkiye in Language Teaching**

The Turkish Ministry of National Education sends English textbooks to schools to be used at the whole country before the 1st semester starts, and these books are distributed to the students at the beginning of the 1st semester. Although English subject teacher's book was distributed to English teachers in the past, teachers' books are not distributed to schools anymore. Ministry of National Education (<https://tegm.meb.gov.tr/www/ileşce-3-4-5-6-7-ve-8-sinif-ders-kitaplari-etkilesimli-hale-getirildi/icerik/569>) publishes English textbooks on the online platform and English teachers download books from the online platform. In addition to English textbooks, the Ministry of National Education publishes tests for each unit on the Educational Informatics Network Platform (EIN – in Turkish EBA), which is an online platform opened within the scope of the FATİH project (Movement of Enhancing Opportunities and Improving Technology) in 2010 in order to increase the educational bond between teachers and students, to support the development of students and to follow their development processes in a healthy way (Kuloğlu & Erdal, 2019). So Turkish Ministry of National Education contribute to the textbooks through the EIN. Resources published on the EIN network only includes tests in the field of English grammar. Besides these resources, the Ministry of National Education publishes an additional supplementary book on the online platform. Resources published on the EIN network only include tests in the field of English grammar. Besides these resources, the Ministry of National Education publishes an additional supplementary book on the online platform. (<https://odsgm.meb.gov.tr/www/e-kitaplar/icerik/605.html>) but the supplementary books are only one at each grade level. It also shares helpful resources under the name of acquisition comprehension tests, worksheets, and skill-based tests on the website of the Ministry of National Education (<https://odsgm.meb.gov.tr/>). All of these resources consist of grammar tests.

Turkish English teachers, who were volunteer participants of the study, stated that they used the 7th grade English book published by Science and Culture Publications, the author of which was Ferahnaz Tan, and this book was examined in the study.

#### **Textbooks/Resources Recommended by the Polish Ministry of Education in Language Teaching**

- \* (Materiały Edukacyjne) Lesson materials: Burgess S., Thomas A. Gold Advanced, Pearson Central Europe Sp. z o.o. Maris A., Outcomes Upper-Intermediate. Workbook
- \*Cengage Learning Evans V., Upstream Advanced. Wyd. 2, Express Publishing Evans V.
- \*Upstream Proficiency, Express Publishing Dellar H., Walkley A., Outcomes Upper-Intermediate Student's Book National Geographic Learning Boyd E., Edwards L.,
- \*Gold Experience 2nd edition C1 Pearson Latham-Koenig Ch., Oxenden C., English File 4th edition Oxford University Press Capel A., Sharp W., Objective First Student's Book
- \*Cambridge University Press Broadhead A., O'Dell F., Objective Advanced Student's Book
- \*Cambridge University Press Sunderland P., Whettem E., Objective Proficiency Workbook
- \*Cambridge University Press Bell J., Gower R., First Expert Pearson Bell J., Kenny N., Advanced Expert Pearson Soars L., Soars J., Hancock P., Headway Advanced
- \*Oxford (I Liceum Ogólnokształcące im. Księżnej Elżbiety w Szczecinku, 2022)

A list of textbooks that can be used in the lesson is published by the Ministry of National Education for Polish English teachers every year, but English teachers have the flexibility to use English books of their own choice. Polish English teachers who were volunteers of the study stated that they used the 7th grade English book, which was published by Macmillan Education, authored by Malcom Mann and Steve Taylore Knowles.

### Textbooks/Resources Recommended by the Portuguese Ministry of National Education in Language Teaching

The Portuguese Ministry of National Education publishes the list of books to be used in the courses on its website every year. However, the published list is advisory. The teacher who is responsible for the education and training process can use and select any source that he or she prefers. The English book that is recommended to be used in the 2021-2022 academic year on the website of the Ministry of National Education (<https://www.dge.mec.pt/lista-de-manuais-escolares-adoptados>) is the book called “Engaging 7”. But the Portuguese English teachers, who were volunteer participants of the study, stated that they used the 7th grade English book, which was written by Isabel Teixeira and Paula Menezes, published by the editorship of Texto, and this book was examined in the study.

**Table 1.** Distribution of the themes and units of the secondary school 7th grade english course book in Türkiye, Poland and Portugal

Türkiye English Textbook Distribution of Themes	Portugal English Textbook Distribution of Themes	Poland English Textbook Distribution of Themes
Theme 1 Appearance and Personality	Theme 1-2 Introducing; families and jobs	Theme 1 Czlowiek (Human Being)
Theme 2 Sports	Theme 3 Everyday actions, unusual routines	Theme 2 Miejsce Zamieszkania (Dwelling-place)
Theme 3 Biographies	Theme 4 Friends and neighbours	Theme 3 Edukacja (Education)
Theme 4 Wild Animals	Theme 5 Welcome home	Theme 4 Praca (Job)
Theme 5 Television	Theme 6 School life	Theme 5 Zycie Prywatne (Private life)
Theme 6 Celebrations	Theme 7 City	Theme 6 Zywienie (Nutrition)
Theme 7 Dreams	Theme 8 Shopping	Theme 7 Zakupy I Uslugi (Shopping and Services)
Theme 8 Public Buildings		Theme 8 Podrozowanie I Turystyka (Traveling and Tourism)
Theme 9 Environment		Theme 9 Kultura (Culture)
Theme 10 Planets		Theme 10 Sport
		Theme 11 Zdrowie (Health)
		Theme 12 Nauka I Technika (Science and Technology)
		Theme 13 Swiat Przyrody (The world of nature)
		Theme 14 Zycie Spoleczne (Social life)

When we examine the themes of the English textbooks of the three countries in Table 1, it is seen that the theme names of Türkiye and Portugal are in English, while the theme names of the English textbooks of Poland are written in their mother tongue. While Poland (N=14) has the highest number of themes, Türkiye's 7th grade English textbook consists of (N=10) themes, and Portugal has the least 7th grade English textbook (N=8) was determined.

**Table 2.** Distribution of the secondary school 7th grade english textbook listening contents in Türkiye, Portugal and Poland

Türkiye Listening Contents	<ul style="list-style-type: none"> <li>*Listen and circle the correct word, option (Unit 1, 3, 4)</li> <li>*Listen and write (Unit 1, 2, 5, 6, 7, 8, 10)</li> <li>* Close your books. Listen to the CD and answer the questions (Unit 1, 2, 3, 4, 5, 6, 7, 8, 9, 10)</li> <li>* Open your books. Listen again and read the text. Then do the exercises. (Unit 1, 2, 3, 4, 5, 6, 7, 8, 9, 10)</li> <li>* Listen and fill in, complete the blanks, tables, and charts (Unit 1, 2, 3, 5, 6, 7, 8, 9, 10)</li> <li>*Listen and number (Unit 2, 6, 8, 9, 10)</li> <li>* Listen again and write, answer (Unit 3, 4, 7)</li> <li>*Listen and put, name the sentences in chronological order. (Unit 3, 4)</li> <li>*Listen and tick (Unit 5, 7)</li> </ul>
Portugal Listening Contents	<ul style="list-style-type: none"> <li>*Listen to the text about ... (Test 1, 2, 3)</li> <li>*Listen to the part 1 and tick true or false (Test 1, 2, 3)</li> <li>*Listen to part 2 and tick the correct pictures and cross the wrong ones. (TEST 1, 2, 3)</li> <li>* Listen to part 2 and correct the wrong information. (Test 1)</li> <li>* Listen again and fill in the blanks. (Test 1, 2, 3)</li> </ul>
Poland Listening Contents	<ul style="list-style-type: none"> <li>*Listen to the talking, conversation, dialogue, people, students, someone and write, match answers (Unit 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 13)</li> <li>*Listen and complete (Unit 10, 11, 12, 14)</li> <li>*Read then listen and check (Unit 4, 5, 12)</li> <li>*Uslyszysz dwukrotnie ogłoszenie dotyczące kolka kulturowego.Uzupelnij luki 1-4 w ponizszym ogłoszeniu zgodnie z trescia nagrania.Odpowiedzi zapisz w zeszytcie.(Listen, fill in the gaps and write- Unit 1, 3, 5, 9, 11, 14)</li> <li>*Uslyszysz dwukrotnie piec tekstow. Na podstawie uslyszanych informacji w zadaniach 1-5 wybierz wlasciwaodpowiedz (A-C). Odpowiedzi zapisz w zeszytcie. (Listen, choose the correct answer and write-Unit 1, 2, 3, 4, 5, 6, 8, 10, 12, 14)</li> <li>*Uslyszysz dwukrotnie cztery wypowiedzi na Temat noszenia mundurkowszkolnych. Na podstawie informacjizawartych w nagraniu do kazdej wypowiedzi (1-4) dopasuj wlasciwe zdanie (A-E). Jedno zdanie zostalopodane dodatkowo i nie pasujedo zadnej wypowiedzi. Odpowiedzi zapsz w zeszytcie. (Listen and match then write-Unit 3, 5, 7, 9, 12, 14)</li> <li>* Zapoznaj sie z tekstem z ramki TIP. Uslyszysz dwukrotnie piec tekstow. Na podstawie uslyszanych informacji wybierz w zadaniach 1-5 wlasciwa odpowiedz (A-C). Odpowiedzi zapisz w zeszytcie. (Read the text, choose the correct answer and write- Unit 13)</li> </ul>

When we examine the listening contents of the secondary school English curriculum in Türkiye, Poland, and Portugal in Table 2, it is seen that the listening contents of Türkiye and Portugal are entirely written in English, but the listening contents of the Polish English curriculum are written both in English and in Polish, which is the mother tongue. In the Turkish and Polish English curricula, the books include four competencies in each unit; reading, writing, grammar, and listening are included in each unit, In Portugal's English curriculum, primarily reading and writing contents are included as the main contents, followed by the contents of listening and speaking skills at the end of the eight units. The common activities of the listening content of the three countries include gap-filling activities, talking about the situation after the listening activity, matching activities, reading activities related to the listening content. Unlike the other two countries, Portugal has a listening test after the listening activity. In the Polish English language book, there are tests and review activities for four skills in every two units, but there is no content related to testing and evaluation of listening content in the Turkish English language curriculum. Polish listening content contains more information about emerging and emerging technologies. And also, in the unit under the title of "KULTUR", which introduces their own culture. While it is seen that the Turkish and Polish English curriculum is more intensive, it has been determined that the Portuguese English curriculum has a more flexible curriculum. Another important point that has been determined is that grammar content is more common in Polish and Turkish English language curricula.

**Table 3.** Survey findings of Türkiye English teacher attendees' gender variable data of the research

		<i>f</i>	%
Valid	Male	16	19.8
	Female	65	80.2
Total		81	100.0

According to Table 3, while female participants ( $f=65$ ) constitute the highest participant group, male participants constitute the least participant group ( $f=16$ ).

**Table 4.** Survey findings of Türkiye English language teachers' professional seniority frequency data

		<i>f</i>	%
Valid	1-10 years	25	30.9
	11-20 years	34	42.0
	21-30 years	19	23.5
	31 years and over	3	3.7
Total		81	100.0

According to Table 4, 42% of the study group consists of teachers with professional seniority in the range of 11-20, and the highest percentage of participation belongs to this group. The second most participating group is the teachers with 30.9% of professional seniority between 1-10 years. Following this group, 23.5% of them have professional experience in the range of 21-30 years. The group that participated the least in the study with a rate of 3.7% is those who have a professional seniority of 31 years or more. When the data in the table are examined, it is seen that a total of 80 participants participated in the study, and those with 11-20 professional seniority made up the majority of the study participants ( $f=34$ ). English teachers ( $f=25$ ) with 1-10 years of professional experience form another participant group. The third most participating group in the study ( $f=19$ ) is English teachers with 21-30 years of seniority. The least participation ( $f=3$ ) group is the group consisting of those who have 31 years and more professional seniority.

**Table 5.** According to the opinions of secondary school 7th grade English Teachers in Türkiye, "Do you think the Listening Contents in the 7th Grade English Curriculum meet the wishes and needs of the students?", "Do you think that the Content of Listening Skills in the Secondary School 7th Grade English Curriculum is Sufficient in its Current Form?" survey findings of the 4<sup>th</sup> and 5<sup>th</sup> item data

		I never agree	I do not agree	I'm undecided	I agree	Absolutely I agree	Total
4	I do not think that the Listening Contents in the 7th Grade English Curriculum meet the wishes and needs of the students	4,9	19,8	27,2	35,8	12,3	100
5	I think that the Content of Listening Skills of the Secondary School 7th Grade English Curriculum is Sufficient in its Current Form	11,1	56,8	16	14,8	1,2	100

As it is clearly seen in the data of item 4 in Table 5, 35.8% replied to the item "I do not think that the listening content in the English curriculum meets the needs of the students". The rate of those who say they strongly agree is 12.3%, and with a total rate of 48.1%, approximately half of the teachers state that the "Listening content does not meet the needs of the students". Although the rate of undecided participants in this item is 27.2%, it is seen that they are not sure about the listening content meeting the needs of the students. I do not agree 19.8%, who expressed negative opinions and stated that the listening content meets the needs of the students and the rate of those who say they do

not agree at all is 4.9%, in total, with a rate of 24.7%, the teachers stated that the listening content met the needs. When the data of item 5 in Table 5 is examined, more than half of the participants do not find the current state of the listening content of the English curriculum sufficient, with the answer of "I disagree" by 56.8%. She also states that she does not agree at all with a rate of 11.1%. With the 16% indecisive answer, it is seen that they are not sure whether their listening content is currently sufficient. 14.8% of the teachers, who gave a positive opinion, found the listening content sufficient and gave the answer i agree, and 1.2% of the teachers who gave positive answers said that they absolutely agree.

**Table 6.** According to the opinions of secondary school 7th grade English Teachers in Türkiye, "How Many Years Should the Secondary School 7th Grade English Curriculum be Revised and Updated?" survey findings of the open-ended question

1 per year	Once in two years	every 3 years	every 4 years	every 5 years	every 2-4 years	every 3-4 years	every 3-5 years	Invalid answer	total
29	22	14	4	8	1	1	1	1	81

According to the data in the table 6, it is seen that the majority of those expressing the opinion that the listening content of the English curriculum should be updated every year (f=29), it is seen that those who advocate the opinion that it should be updated every 2 years (f=22), those who think that it should be renewed every 3 years (f=14), those who say it should be renewed every 4 years (f=4), those who say it should be renewed every 5 years (f=8), trying to give an average value differently from other participants 2-4; those who say that it should be renewed every 3-4 and 3-5 years (f=1), there are invalid answers (f=1). From the table, it can be concluded that teachers have a demand for frequent renewal and updating of listening content.

**Table 7.** According to the opinions of secondary school 7th grade English Teachers in Türkiye, "What Content Deficiency Does the Content of Listening Skills in the 7th Grade Curriculum of the Secondary School English Course Have?" survey findings of the open-ended question

	f
Suitability for daily life, Current issues, dialogues, and words	21
Above-student level and abstract topics	14
Lack of context, inadequacy (word, dialogue, text)	9
Doesn't interest students and their speaking speed is too fast	9
Equipment, Lack of equipment, the inadequacy	5
Invalid answer (every year, 1, . answers)	5
Contextually very intense (excess of content such as grammar, speaking)	4
At the listening record having been spoken too fast and thus can't have understood	3
Listening activities should be supported by video or visual material.	3
There should be different listening contents according to school types.	2
Native speaker need	1
Not parallel to gains	1
Measuring size insufficient	1
Not culturally appropriate	1
Not enough time	1
No idea	1
Total	81

The deficiencies in terms of suitability for daily life, current issues, dialogues, and words (f=21), which the teachers emphasized the most, for the item "Which content deficiencies have the listening contents of the secondary school English curriculum" in Table 7, then listening content does not consist of concrete content, abstract content is predominantly (f=14), dialogue, text, words, etc. Contextual deficiencies, inadequacies, and the fact that the vocalization of the contents used during listening is very fast (f=9) were expressed. The lack of hardware, equipment, and inadequacy (f=5)

that cause the disruption of the implementation phase of the listening content is one of the important deficiencies emphasized by the teachers. Some teachers write "Every year, 1" or punctuation marks (f=5) gave invalid answers. One of the important answers stated in Table 7 as a content deficiency is that skills such as speaking, and grammar are included more than listening proficiency (f=4) instead of listening contents. A content deficiency, teachers emphasize that the fact that the listening content is too fast prevents students from understanding (f=3) and that listening activities should be supported with visual and auditory content (f=3). There are some English teachers (f=2) who state that different types of listening content should be developed for different school types as a lack of listening content. Compared to the others, the ones that are less emphasized as the lack of listening content (f=1) are: The need for a native speaker of the English language, the fact that the listening content is not in line with the achievements, the measurement dimension is insufficient, the lack of conformity with the culture, insufficient time and have no idea.

**Table 8.** According to the opinions of secondary school 7th grade English Teachers in Türkiye, "What are the Positive Aspects of the Listening Skills Content of the 7th Grade Curriculum of Middle School English Lesson?" survey findings of the open-ended question

	<i>f</i>
Positive in teaching pronunciation (pronunciation)	19
Thanks to their listening skills, they have the opportunity to develop their 4 basic skills (multi-dimensional).	8
Motivating the student to listen	8
Native speaker (target language native speaker) listening opportunities	7
The comprehensiveness of the content (vocabulary, grammar, etc.)	7
Ease of understanding and grasping	5
Developing and having listening proficiency	5
Topics, content interesting	4
Increasing the intelligibility of the content	4
Invalid answers such as (-), (.)	3
Having current issues	2
Be compatible with the gains and be integrated with the units	2
Easily accessible	1
Very positive, there is not enough listening.	1
Being applicable directly in the classroom with smart board integrations	1
I don't think so	1
I have no idea	1
I didn't know	1
Helps in practice exams	1
Total	81

According to the survey data in Table 8, the most important component that English teachers emphasized as a positive aspect of the listening content in the English curriculum is that it increases the pronunciability of English words (f= 19), in addition to the contribution of listening content to pronunciation, the second most frequently mentioned factor is that it contributes to four basic skills and allows for versatile development and providing motivation for the student's listening activity (f=8), following this positive aspect, the opportunity to listen to the speech of "Native speakers", that is, native English speakers, and vocabulary, grammar, etc. The comprehensiveness of the content in the fields (f=7), to facilitate understanding and comprehension of listening contents and to improve listening proficiency (f=5), to increase the intelligibility of the content and to make the topics and content remarkable (f=4), some participants of the study gave an invalid answer to the item "What are the positive aspects of listening content" by only answering with punctuation marks (f=3), as a positive contribution of the listening content, the content should have current topics and be integrated with the units (f=2), the least expressed opinions about the positive aspects of listening content are: It is easily accessible, can be applied directly in the classroom with the integration of the smart board,

contributes to the practice exams, there are not many positive aspects, the listening is not done enough, i think there is no positive side, i have no idea, i do not know (f=1).

**Table 9.** According to the opinions of secondary school 7th grade English Teachers in Türkiye, “What additional qualifications do you think can be added to the 7th grade English curriculum for a more effective acquisition of listening skills?” survey findings of the open-ended question

	<i>f</i>
Content should be enriched with text, images, stories, videos and student motivation should be increased.	25
Must have up-to-date and interesting content	16
Content should be taught by associating it with different skills such as speaking and reading.	6
Equipment, equipment infrastructure and materials should be improved	6
Punctuation marks such as an invalid answer (.,)	4
Voices of native English speakers should be included.	3
It should be appropriate for the level of the students.	3
The competences of teachers in the field of listening should be developed through vocational training.	2
It should be taught as a separate course in education and training planning.	2
Contents should be made more compatible with technology and technological applications should be included.	2
Lesson hours should be increased	2
Listening tests can be	2
It should take place in voiceovers in different accents	1
Post-listening activities should be included	1
Being more understandable and slower, not using too long sentences	1
Class sizes should be reduced	1
Excursions can be arranged	1
Sufficient	1
No idea	1
I'm undecided	1
Total	81

In Table 9, the most expressed qualitative requirement for the item "What other additional qualifications can be gained to the 7th grade English listening content" is to enrich the educational situation of the listening content with various texts, visuals, videos, and to make the students more willing to listen to the content (f= 25), the second most frequently stated (f=16) is the requirement for the listening content to be up-to-date and interesting. It was also expressed that the listening content should be taught in connection with other skills of the English language such as reading and speaking, and that it should be improved in the written material as well as the hardware and equipment infrastructure (f=6). Following these views, it was seen that some participants gave invalid answers (f=4) by writing punctuation marks such as semicolons. As additional qualifications that can be gained in English listening content, the content should be suitable for the level of the student, and the need for native speakers (native speakers) to be vocalized (f=3) was emphasized by the teachers. Teachers do not find the teachers sufficient for listening skills (f=2) and the need to provide vocational training to teachers in this field is suggested by teachers. In addition, there are also opinions (f=2) that mention the importance of technology in the teaching of listening content, find the course hours insufficient, and that the teaching of listening skills can be taught as a separate course. The additional qualifications that are least mentioned by the teachers are the necessity to include voiceovers with different accents, including post-listening activities, the need for slower vocalization of listening texts, reducing class sizes, trips can be made, in addition to the opinions of “I have no idea and I am undecided”, there are opinions (f=1) expressing the opinion that there is no need to add additional qualifications to the listening content by thinking differently from other teachers.

**Table 10.** According to the opinions of secondary school 7th grade English Teachers in Türkiye, Portugal and Poland, “Do the Listening Contents in the Secondary School English Curriculum Meet the Wishes and Needs of the Students in Gaining This Skill?” interview question findings

Türkiye	Portugal	Poland
Teacher 1. “No”	Teacher 1. “Yes, they do.	Teacher 1. “In my opinion, there should be more listening practice in the English curriculum”
Teacher 2. “No”	Whenever and the more the students practice this skill, the more they gain, improve and achieve this skill.”	Teacher 2. “Students do the listening skills but they hardly every are really interested in the content of listening. They had to listen; they are on the lesson. But only sometimes the listenings are interesting for them. Their wishes are completed on the internet”.
Teacher 3. “In some units”	Teacher 2. “Yes, most of all!”	Teacher 3. “Yes, they do.”
Teacher 4. “Does not fully meet”		
Teacher 5. “Yes”		
Teacher 6. “No, it does not meet.”		

When the data in Table 10 are evaluated, it can be seen that the majority of the teachers participating in the research from Türkiye think that the scope of the listening skill does not meet the students' wishes and needs. Polish English teachers, on the other hand, are of the opinion that the listening content is insufficient to attract student attention and that more attention-grabbing content can be included. Portuguese English teachers, on the other hand, emphasized that the listening content was sufficient, that it met the expectations of the students, and that what was needed was the need for students to practice more.

**Table 11.** According to the opinions of secondary school 7th grade English Teachers in Türkiye, Portugal and Poland, “Is the Content of Listening Skills in the Secondary School English Curriculum Sufficient in Its Current Form?” interview question findings

Türkiye	Portugal	Poland
T.1. “NO”	T.1. “The curriculum says they have to understand simple speeches, spoken in clear sentences according to the contents they are studying, to identify the main idea of a text or a special information.	T.1. “The curriculum needs more diverse listening practice like real live reports from news, short podcasts, film reviews – in general more everyday situation listening practice.”
T.2. “No”	So, the teachers choose the contents to practice the listening skills according to the pupils and according to the curriculum.”	T.2. “It is not sufficient. Without additional listening at home on their own they can't reach satisfactory level of that skill.”
T.3. “I don't think it's enough; it can be made simpler and more fun.”	T.2. “Yes, we have many and different Listening activities: Texts, songs, pronunciation activities, grammar explanations, etc.”	T.3. “Yes, it is definitely sufficient.”
T.4. "I don't think it's quite enough"		
T.5. “Yes”		
T.6. “No, it's not enough”		

As it has been seen in Table 11, the majority of Turkish and Polish secondary school English teachers in the study state that the listening content of the English curriculum is not sufficient in its current form. Polish English teachers emphasize the need for students to be exposed to listening activities independently at home. Portuguese English teachers find English listening content adequate in its current form and the reason for this is the richness of the listening content and their flexibility in choosing the listening content.

**Table 12.** According to the opinions of secondary school 7th grade English Teachers in Türkiye, Portugal and Poland, “How Often Should the Listening Content of the Secondary School English Curriculum be Reviewed and Updated?” interview question findings

Türkiye	Portugal	Poland
T.1. “Every 2 years”,	T.1. “The listening content curriculum was updated in 2018, and the revision and updating isn’t done by the teachers but by the government. We don’t know when it will be done again. But the teachers adapt it every year according to the pupils they have”	T.1. “All the years. We need more listening practice in general.”
T.2. “Once every 2 years”		T.2. “It depends. But its could be changed every 4 years. To update some information.”
T.3. “Every year”		T.3. “Every 10 to 15 years”
T.4. “It should be updated at most every 2 years”		
T.5. “Every year”		
T.6. “At least once every 2 years”	T.2. “Each four year!”	

It has been seen that the English teachers of the three countries gave similar answers to the English language teachers of Türkiye, when compared to other countries, about the interval at which the English listening content should be updated and it should be updated every two years. Portugal T.2. and P.2 from Poland agree that the listening content should be changed every four years. T.3 from Türkiye the recommendations T.5., T.3. from Türkiye and T.1 from Poland for updating the listening content every year are also similar. From Portugal T.1. the last time the English curriculum was updated in 2018, teachers did not have any contribution to the curriculum update, states that the curriculum change was carried out by the Portuguese government. One of the teachers participating in the study, Polish English teacher T.3. Compared to other teachers, he was the only teacher who replied that the content should be updated every 10-15 years and that teachers can choose their own listening content.

**Table 13.** According to the opinions of secondary school 7th grade English Teachers in Türkiye, Portugal and Poland, “What Content Deficiencies Do the Listening Skills Content of the Secondary School English Curriculum Have?” interview question findings

Türkiye	Portugal	Poland
T.1. “There is a lack of songs and videos that may interest them”	T.1. “There aren’t deficiencies in the content of the listening skills because the teachers can choose how and what to do to develop this skill. They can use different ways, instruments, to practice it—filling in exercise, identifying contents, characters, vocabulary.....”	T.1. “I observed that students have multiple problems in the listening practice. The pace of the speech of the native speakers is too fast for students, they don’t understand the words because of difficult intonation and pronunciation of the speaker. Also, the questions to the spoken texts are misleading and confusing. We need to work more on that skills that students don’t have the above problems in the future.”
T.2. “Daily talk, song”	T.2. “Nothing to mention!”	T.2. “Currently we are using books in which there are only two lecturers man and woman. In my opinion they are not native speakers 😊. I think that more everyday phrases should be used some real language between teenagers. We should have more visual materials. We have some but they are about grammar. On my private lessons I’m using books published by Cambridge. In my opinion, they are much better.”
T.3. “Slightly above the students’ understanding level and not all of the listening texts are spoken by the native speaker”		T.3. “It would be nice if there were more slang/everyday expressions, sentence fillers.”
T.4. “I wish visuals could be added in dialogues in listening texts.”		
T.5. “There could be more songs”.		
T.6. “There are no topics that will interest students, this is why students do not want to listen.”		

While the answers of the Turkish and Polish teachers were similar at some points, the Portuguese English Teachers gave completely different answers on the shortcomings of the listening skills content of the secondary school English lesson listening curriculum of the secondary school 7th grade English teachers of the three countries. Portuguese English teacher T1 stated that there was no deficiency in the content of the listening texts because they determined what they would do and how they would do to improve their listening skills. She also stated that they used different ways such as exercises, filling in the blanks, determining the subject, characters, and vocabulary of the content to improve their listening skills. In fact, Portuguese English Teacher T2 said that there was nothing to say about the subject. However, while T2, one of the Turkish English teachers, said that daily speech texts and songs should be used as listening content, T1 also said that songs and video topics should be chosen that could attract the attention of students. Again, while the Turkish English teacher T5 said that there should be more songs, T6 stated that they did not want to listen because the content topics did not attract the attention of the students. Similar to the views of Turkish teachers, T2 from the Polish English teachers added that daily patterns used in the real-life language they use among adolescents should be used in their listening content, while T3 added that it would be better if there were more daily idioms, phrases and sentence complements in the listening content. In fact, T3 said that she used the books published by Cambridge in her private lessons and they were much better. On the other hand, Polish English Teacher T1 said that he observed that there were many problems in the listening exercises and that since the speaking speed of native English speakers in the listening content was very fast, the students could not understand the words and they could not catch the pronunciation and intonation used by the native speakers in the words. She added that in this case, it caused misconceptions and confusion in the questions in the speech texts. Similar to the opinion of the Polish English teacher, the Turkish English teacher T3 said that the listening contents were performed above the students' understanding level. Again, Turkish English teacher T4 wanted visuals to be added to listening content, while Polish English teacher T2 said that there should be more visual materials in listening content.

**Table 14.** According to the opinions of secondary school 7th grade English Teachers in Türkiye, Portugal, and Poland, “What are the Positive Aspects of the Listening Skills Content of the Secondary School English Curriculum?” interview question findings

Türkiye	Portugal	Poland
T.1. “There is a listening activity in each unit.”	T.1. “The positive aspects is the freedom to choose the different ways of practising this skills.”	T.1. “We do a lot of the final exams listening exercisers. That allows students to get used to the types of these exercisers and they gain not only knowledge but also practical skills – “know-how” of doing these types of tasks.”
T.2. "It strengthens the students' perception of pronunciation and enables them to distinguish sounds."	T.2. “Students improve their comprehension and speaking!”	T.2. “They learn different kind of accents, get some knowledge, they learn cultural aspects,”
T.3. “Students gain practice in the sections where native speakers speak”		T.3. “There is a wide variety of recordings covering different everyday situations.”
T.4. "The positive aspects are the acquisition of correct pronunciation, the ability to understand the dialogues by listening and the desire to speak"		
T.5. "When a native speaker speaks, students gain practice"		
T.6. "It is understood easily by good students"		

In Table 14, although the English teachers of the three countries made similar comments on the positive aspects of the listening skills content of the secondary school English curriculum of the 7th grade English teachers, the English teachers of the three countries mentioned different positive aspects both among themselves and from the teachers of other countries. Portuguese English teacher T1 stated that the positive aspects of the studies on listening skills would change depending on the type, while T2 said that the students improved their comprehension and speaking skills. On the other hand, Polish English teacher T1 stated that they did many listening exercises in the final exam and that

this allowed the students to practice different types of exercises, and that the students not only gained knowledge but also gained skills in how to do what is going on while they are working on listening content. The Polish teacher T2 said that the students also learned different accents, some information and cultural aspects. On the other hand, the Polish teacher T3 said that the audio recordings in the listening contents cover many daily situations. When we look at the opinions of the 7th grade English teachers from Türkiye, T1 said that listening activity should be included in each unit, while T2 said that, like the Polish English teacher T2, it strengthens the students' perception of pronunciation and helps them distinguish sounds. Turkish English teachers T3 and T5, on the other hand, stated that students gained practice in parts where native speakers speak, like Polish English teachers T1. The Turkish English teacher T4 expressed a similar view to the Portuguese English teacher T2, saying that students can understand the dialogues by listening and create a desire to speak in the students. Lastly, Turkish English teacher T6 expressed her opinion about listening content, saying that they should be easily understood by good students.

**Table 15.** According to the Opinions of Secondary School 7th Grade English Teachers in Türkiye, Portugal, and Poland, “What Additional Qualifications can be Added to the English Curriculum for More Effective Acquisition of Listening Skills?” Interview Question Findings

Türkiye	Portugal	Poland
T.1. “There can be songs”, nursery rhymes and videos”	T.1. “As it was written” before the teacher can choose what to do.	T.1. “Personaly, from my 20 years of teaching English experience, i believe that to learn foreign language we need to be exposed to the language every day. In typical Polish school we have 3h of English per week in curriculum, what is not sufficient on my opinion. Concerning that, listening should also be included in every lesson.”
T.2. “There should be a separate listening class hour, as students can speak more easily when they are able to understand what they hear.”	In our shool the teachers work together choosing the correct assesment tools to practice this skills.”	T.2. “I don't like songs in English books. In my opinion they are complete crap. Boring, it’s probably the problem with artisc rights but learning real hits the most popular songs would be more effective. Listening might also have some funny aspects. Students could listen jokes for eg. It could be more tongue twisters. Listening short stories. But interesting stories. Mixing activities for eg. listening and drawing. Of course, we can prepare lessons like these ourselves, but these kinds of activities could be also included in the regular books.”
T.3. “Songs that can attract students' attention can be added to each unit”	T.2. “Nothing to mention!”	T.3. “I would love to have a wider variety of accents, regional differences in pronunciation or vocab.”
T.4. “A listening text that can give feedback to children would not be bad”		
T.5. The participant did not answer this question.		
T.6. “It should be interesting by the students and some activities should be much easier considering the intermediate-low levels”		

In Table 15, regarding the qualifications that can be added to the curriculum in order to gain more effective listening skills of secondary school 7th grade English teachers in Türkiye, Portugal and Poland; Portuguese English teacher T1 said that as she stated in the previous articles, since the teachers have already decided what will be done in the listening exercises, the English teachers in the schools decide on the content of the listening exercises that will be used together. T2 has already stated that there is nothing to say about the subject. That is, Portuguese English teachers think that there is nothing that can be added to the curriculum for the acquisition of listening skills more

effectively, while the Polish English teacher T1 based on his 20 years of professional experience that students need to be exposed to that language every day in order to learn a foreign language, but in typical Polish schools there are only three hours of English lessons per week and this stated that it was not enough. Regarding this, she added that listening exercises should be in every lesson. On the other hand, Polish English teacher T2 thinks that she does not like the songs in the English books and that the songs are boring and complete garbage. T2 said that the most popular songs could be more effective and that listening activities should have a fun aspect. And she said that students can listen to jokes, nursery rhymes, and short stories. She also stated that teachers can prepare mixed activities as well as listening and drawing activities together, but such activities are included in quality books. The Polish English Teacher T3 added that she wanted a wider variety of accents and the use of dialects and words from different regions. While the Turkish English teacher T1 said that there could be songs, nursery rhymes, and videos in listening content, like the Polish English teacher T2, T3 stated that songs that could attract the attention of the students could be added in each unit. While the Polish English teacher T2 thought that there should be a listening practice in every lesson, the Turkish English teacher T2 said that there should be a separate listening lesson because students can speak more easily when they are able to understand what they hear. While T4, an English teacher from Türkiye, said that it would not be bad to have a listening text that could give feedback to children, T5 did not answer this question. Finally, Turkish English teacher T6 stated that listening content should attract students' attention and that some activities should be much easier considering medium-low levels.

### **Discussion, Conclusion and Suggestions**

Examining the listening content of the English curriculum adopted and put into practice in our country in 2018 and the listening content of the English curriculum of other countries, comparison of the English curriculum in our country with the curriculums of countries with different levels of practice, educational status, teaching methods and techniques, content, and achievements in different countries, It is of great importance for us to make various adjustments and improvements in our curriculum and to see what our shortcomings are. In this respect, the English teaching curriculums of European countries that have achieved success in English language acquisition are more important. In this context, for the purposes of the research, it is seen that listening content, which is similarly included in the English curriculum of the three countries and aims to activate the students in educational situations, is included. The opinion of English teachers in Türkiye that language content in the curriculum should include more content covering daily life skills, both in the questionnaire and in the interviews, is a shortcoming expressed by the English teachers of Poland. It is possible to come across studies that are in line with the research and emphasize that the inclusion of daily life skills in the language learning environment will contribute to rapid speaking, comprehension competence and spontaneous natural language learning during language use in outdoor environments (Aktaş, 2015; Illes & Akcan, 2017; Bavlı, 2017). It is seen that English teachers have reached the finding that the current content is insufficient even in the content of the curriculum used in undergraduate education. Another important common point expressed by the teachers interviewed from Poland and Türkiye is the need to increase the English listening content and make it more attractive. In the study of Yörü (2018), in which the opinions of English teachers were sought, the teachers' listening content did not attract the attention of the students, and the lack of class hours in the teaching of four language skills were the common problems expressed by the teachers who participated in our study. The emphasis in the interview that the English listening content stated by the Polish and Turkish English teachers is more preferable to native speakers (Lindeman, 2002) is that the listeners expressed a more negative opinion towards native speakers of Korean and native speakers of English in their voice-overs. It is emphasized that the reason for this situation may be that the attitudes of the listeners and the vocalization with a different accent may be effective even though the Korean voice actors perform the correct vocalization. Major, Fitzmaurice, Bunta and Balasubramanian's (2002) native speakers of English, Korean, Chinese, Japanese, and Spanish were given English listening content spoken by non-native speakers, and it was observed that all the participants scored low in the listening content test, which was also emphasized by our study participants. demonstrates the importance of implementation. In fact, in some studies, when listening to the voices of non-native speakers, people focus less on the mistakes of the voice actors, and this negatively affects their capacity to learn words (Lev-Ari, 2015).

Portuguese and Polish English teachers stated that they could be more flexible about the listening content of the English curriculum, they could include different content and books from the English books that the Ministry of National Education recommended to be used in the education process, and they could be flexible about the listening content. However, there is not the same level of flexibility for Turkish English teachers. In addition to being flexible with the initiative of the teacher in the English curriculum, it is stated in various studies that learning with students can be carried out in a better way and that it has a very important role in realizing the education process oriented to the interests and needs of the students (Bao, 2018). The finding expressed by Ercan (2019) in his study that English teachers should not be oppressive towards teachers during the implementation of the curriculum and that teachers should be able to act more flexible coincides with the findings of our study. It can be seen that Turkish and Polish English teachers talk more about the shortcomings of English curricula, while Portuguese English teachers speak more positively about English curricula. It is stated that the listening content with which Turkish and Polish English teachers agree is very fast, therefore the students have a hard time understanding what is being said, and therefore the listening content may be slower. In line with the study, it is stated that English listening content is very fast for new learners of the English language, which puts students in stress and anxiety (Maresta, Hayati and Inderawati, 2018). Portuguese English teacher 2 states that the English curriculum was last updated in 2018, but the teachers' opinions were not taken during the updating of the curriculum, and the teachers' knowledge of the content of the curriculum was insufficient. In Türkiye, the participation of English teachers at the updating stage of the English curriculum is very limited (Uztozun & Troudi, 2015), and when the curriculum is put into practice, they have insufficient knowledge about the curriculum like Portuguese English teachers. In Demirbulak's (2016) research in which he consulted with English teachers for their opinions about the English curriculum, it was stated by the teachers that their participation or contribution was not included in the design of the curriculum, such as renewing or updating the English curriculum, adding new content or changing the existing ones. The knowledge of English teachers about the newly implemented curriculum is limited. It can be thought that the fact that the teachers who are personally involved in the education and training process do not take part in the curriculum update process may also have negative effects on the implementation phase. In a similar study, it was found that English teachers do not have knowledge of the curriculum outcome and act only content-oriented, which causes difficulties in reaching the goals (An, 2020). According to Bowers (1991), he emphasizes the importance of teachers' involvement in curriculum change studies by including the finding that the more they contribute to the improvement, renewal and development of the curriculum, the more they tend to implement the curriculum. According to the survey and interview findings of the English teachers participating in the research, it is seen that the teachers stated that the English teaching curriculums should be updated frequently. Although listening content is intended to be taught by connecting it to reading, writing, and speaking abilities, it is stated that the content is insufficient to hold young people's attention because daily life elements are lacking in curriculum, this is one of the positive aspects of the Turkish and Polish English lesson curricula, as stated by English language teachers. There are many studies that emphasize the importance of including cultural elements, metaphors, poems, texts, images, and situations from daily life in the teaching of the English language, and that reach findings in line with our study (Soter, 2014).

In the findings obtained as a result of the document analysis, the English listening contents are included as a chapter in each unit in the Polish and Türkiye English books, while the Portuguese listening contents are included as a separate title apart from 8 main units. While it is stated that assessment and evaluation is given importance but not sufficient in terms of whether English listening skills are acquired in Poland, assessment, and evaluation in English language in Türkiye is carried out only in the field of grammar. It is stated by Portuguese English teachers that the listening content in Portugal is sufficient due to the flexible behavior of the teacher and that the assessment and evaluation processes are carried out at the required level. The content that allows the testing of listening content in the English books of the three countries is mostly found in the Portuguese English book. While it is stated that students often experience anxiety and stress in testing listening proficiency in English, the importance of testing this skill is revealed by various research findings (In'nami, 2006). During testing of listening skills, it was determined that students with low levels of anxiety used more metacognitive thinking skills in listening tests (Chang and Read 2008; Golchi 2012). One of the points emphasized

by the Polish and Turkish English teachers is that visual material should be included while performing the English listening activity. Şahin et al. (2018) focused on the problems and deficiencies in English teaching at secondary school level in their study, and the findings were that the lack of visual elements in English textbooks affects the acquisition of English language negatively, and there are also many resembling studies in the field which mention the importance of increasing the visual content (Akyıldız, 2019; Yafes & Dursun, 2019). In the open-ended questionnaire questions, some teachers stated that pre-listening activities made it easier for the student to acquire this skill, which is difficult to acquire. González Cifuentes (2018) found that pre-listening activities had an important place in the post-listening activities as well as the necessity of pre-listening activities before starting the listening activity.

Although it has been determined that Portugal has a high level of language proficiency in international language proficiency tests, despite the positive data in many areas such as providing flexibility in terms of listening content, fullness of the content, functionality, and up-to-datedness in the findings of the study, Tonoian (2014)'s research shows that Portuguese citizens have daily proficiency. The rate of using the English language in their lives is 7%, the rate of using English in a foreign country is 20%, and the rate of seeing themselves as sufficient in terms of listening to English newspapers, news or understanding a foreigner is 20%. According to the research of Eurobarometer (2009), the rate of those who say they can speak a foreign language in Europe was found to be 50%, this is a high rate in the whole of Europe. It should not be forgotten that the way to change this situation will be with the education and training process and all its components acting as a common whole.

In terms of learning age and grade level, private schools in our country try to teach English language at the kindergarten level, while in public schools it starts from the 2nd grade. It is clearly seen that the 7th grade English book is heavily grammar-based and there are units that do not comply with the interdisciplinary approach, the spiral approach, the principle from simple to difficult. By making improvements in the English curriculum, a curriculum in which the weights of four language skills are equally distributed can be put into practice. It is possible to contribute to the development of this competence by eliminating the deficiencies of technological materials in schools and even by creating listening classes. Examinations involving four language skills, such as exams held abroad, can be put into practice in LGS, YDS, LYS exams held at the country level. Returning to the practice of using the target language books, which was in practice in the past, in order to be exposed to the original English language accent or incorporating these books into the education process in addition to the English books sent by the Ministry of National Education to schools and prepared in our country may have positive outcomes. Efficiency can be increased by ensuring that a different English teacher is involved in the teaching process for each lesson for the four language skills in the planning of English lessons held in our country. In addition, after graduating from the university, English teachers may lose their skills in listening and speaking over time or may experience difficulties in these areas due to the conditions they live in, the weight of the grammar-based exams in the country, the conditions in the schools they work at. To eliminate such situations, English teachers can receive in-service training at certain intervals and be subjected to examinations. In projects such as e-Twinning and Erasmus, which have become more and more popular in recent years, equal opportunities can be created for English teachers and their students so that they are more exposed to the English language. Web2 tools, which are making their impact more and more felt in the field of education, provide promising opportunities to trainers, applications such as PowToon, blender (3D), OpenToonz (2D), Render Forest allow both visual and auditory design to be realized, both in listening and speaking in English can lead to improvements in the field.

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