

Evaluation of the Secondary Education English Course Curriculum in Terms of Differences between the Formal Program and the Implemented Program

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Research Article

Info

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History

Received: 03.10.2024

Accepted: 10.12.2024

Published Online: 30.04.2025



This paper was checked for plagiarism using intihal.net during the preview process and before publication.

ABSTRACT

The aim of the study is to evaluate the secondary school English curriculum in terms of the differences between the formal curriculum and the implemented curriculum. The research was conducted with a case study design from qualitative research methods. The study group was carried out with the voluntary participation of nine secondary school English teachers working in public schools in Afyonkarahisar province. The data collection tool is a semi-structured interview form created to examine the secondary English curriculum in the focus of the views and experiences of secondary English teachers. The data obtained were analysed using the descriptive analysis method. The study revealed that the official curriculum was above the students' levels and that the type of school played a significant role in its implementation. It was found that teachers used short videos as visual and auditory materials in their lessons and frequently engaged students in everyday dialogue practices. Many teachers fostered classroom interaction through games. It was also observed that teachers followed the book in progressing the four language skills in an interconnected manner. However, students were reluctant in the speaking and writing sections of these language skills. Regarding assessment and evaluation, it was noted that teachers primarily used project-based evaluation.

Keywords: Formal program, implemented program, secondary education, English language teaching

Ortaöğretim İngilizce Dersi Öğretim Programının Resmi Program ile Uygulanan Program Arasındaki Farklar Açısından Değerlendirilmesi

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Süreç

Geliş: 03.10.2024

Kabul: 10.12.2024

Yayınlanma: 30.04.2025

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Öz

Araştırmanın amacı, ortaöğretim İngilizce dersi öğretim programının resmi program ile uygulanan program arasındaki farklar açısından değerlendirilmesidir. Çalışma grubu, 9 ortaöğretim İngilizce öğretmeninin gönüllü katılımı ile yürütülmüştür. Veri toplama aracı; ortaöğretim İngilizce öğretmenlerinin görüş ve deneyimleri odağında ortaöğretim İngilizce dersi öğretim programını incelemek amacıyla oluşturulan yarı yapılandırılmış görüşme formudur. Elde edilen veriler betimsel analiz yöntemi çözümlenmiştir. Araştırma bulguları resmi programın genel özellikleri ve araştırmanın problem cümlesinden yola çıkarak 8 tema belirlenmiştir. Çalışmanın sonucunda; resmi programın öğrenci seviyelerinin üzerinde olduğu ve okul türünün uygulamada önemli olduğu; öğretmenleri görsel ve işitsel materyallerden kısa videoları derslerinde kullandıkları; en fazla günlük hayattaki diyalog çalışmaları yaptırdıkları; öğretmenlerin bir çoğunun oyunlarla sınıf içi etkileşimi sağladıkları; programdaki dört dil becerisinin birbirine bağlantılı olarak ilerlemesi hakkında kitabı takip ettikleri ortaya çıkmış, ayrıca bu dil becerilerinde konuşma ve yazma bölümlerinde öğrencilerin isteksiz olması; ölçme ve değerlendirme boyutunda öğretmenlerin en çok proje değerlendirme yaptığı ortaya çıkmıştır.

Anahtar Kelimeler: Resmi program, uygulamadaki program, ortaöğretim, İngilizce dersi

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Atf: Acar, U.D., & Ocak, G. (2025). Ortaöğretim İngilizce Dersi Öğretim Programının Resmi Program ile Uygulanan Program Arasındaki Farklar Açısından Değerlendirilmesi. *Academia Eğitim Araştırmaları Dergisi*, 10(1), 1-17. <https://doi.org/10.53506/egitim.1560368>

Cite: Acar, U.D., & Ocak, G. (2025). Evaluation of the Secondary Education English Course Curriculum in Terms of Differences between the Formal Program and the Implemented Program. *Academia Journal of Educational Research*, 10(1), 1-17. <https://doi.org/10.53506/egitim.1560368>

Introduction

Education has always been a cornerstone of individual development and societal progress, remaining a vital issue from the past to the present. Ertürk (2017) provided the most widely accepted definition of education as "the process of deliberately and intentionally bringing about the desired change in an individual's behaviour through their own experiences." As a general definition, a program is a plan that indicates the purpose, parts, methods, and processes of a study. The Education Evaluation Standards Joint Committee (2010) defined a program as "a set of resources directed by a single administrator or management team to achieve objectives." An educational program is a program used at any stage of an educational institution encompassing the goals, teaching and lesson plans, activities, processes, and assessment activities of the Ministry of Education and the institution. When the literature regarding the definition of an educational program is examined, Bobbit (1924) defined an educational program as a system of planned and unplanned experiences necessary to reveal individuals' abilities. Posner (2004) defined it as a series of learning products that enable both the teacher and the assessment process to make decisions. According to Demirel (2010), it is a system of learning experiences provided to learners through planned activities both inside and outside the school. Based on these definitions, An educational program can be defined as the comprehensive set of activities carried out by an educational institution or social environment to structure and enhance individuals' experiences. In a broader definition, it can be defined as a comprehensive and multidimensional concept that encompasses all experiences acquired by individuals both within and outside the school. While education is an abstract process, an educational program is concrete; furthermore, while education is an indefinite process, an educational program is a definite one. Programs serve as a bridge for the realization, dissemination, and reaching of National Education policy, based on the unity and solidarity of the Turkish nation, to the farthest corners of the country.

Types of Educational Programs

Program Types in Terms of Content

Education Programme: Curriculum, educational branch activities, celebration of special days, health services, artistic activities, special courses, excursions, observation examinations, guidance services and cultural activities are all included in the education programme.

Instructional Programme: It includes all activities related to the objectives of a course aimed to be gained by students at school or out of school in line with the objectives of the education programme and all activities related to the teaching of that course.

Curriculum development refers to the process of creating curricula. Instructional programmes include all elements from the purpose of the courses to their content, teaching-learning processes and evaluation. The education programme, on the other hand, covers the

education that the school wants to offer in general. Teachers should consider the curriculum when preparing annual, unit and daily plans.

Curriculum: The curriculum includes all elements of a course, from its purpose to its content, teaching-learning processes, and assessment. The syllabus includes the details needed for planning, implementing and evaluating a lesson. The curriculum determines the objectives of the course, defines its content, directs the teaching-learning processes, and includes methods of evaluating student performance (Oral & Yazar; 2020).

Unit Plan: The curriculum includes all the elements of a course from its objectives to its content, teaching-learning methods and evaluation processes. This programme includes the details required to plan, implement and evaluation of a course. The curriculum sets the objectives of the course, defines the content of the subjects, guides teaching strategies and provides methods for the assessment of student performance.

Lesson Plan: A lesson plan is a plan for a course that includes the student learning outcomes related to the curriculum, subject pattern, experiments, discussion questions, projects and assignments, application studies, course tools and materials. This plan is prepared in advance by the course teacher with the joint contribution of the class teachers and branch teachers of the relevant course. The lesson plan is prepared in accordance with the education programme, syllabus, and unitised annual plan. When the programmes are examined in terms of their scope, the curriculum is the broadest concept that also includes teaching and curriculum. It plans all aspects of education and training and ensures that it is implemented all over the country according to the National Education policy. While the education programme includes all kinds of learning activities, the curriculum includes only what will be taught at school. The syllabus is the detailed version of course that makes up the curriculum.

Education Programme According to Its Purpose And Function

The formal curriculum refers to the written program that outlines the objectives, guidelines, lesson plans, sequence of subjects, instructional materials, and assessment methods. It encompasses what the teacher teaches in the classroom, how it is taught, and the learning outcomes achieved by the students.

Implicit Curriculum is a curriculum that is not specified in the formal curriculum but affects the lives of the students and includes the norms and values of the society. This programme covers knowledge, thoughts, values, attitudes, beliefs and practices that emerge in the teaching-learning process. The school's order, rules, physical and psychological environment, and the messages of administrators and teachers are also included in this programme. The implicit curriculum may support or contradict the formal curriculum by encompassing ancillary and informal learning. It includes learning that occurs through the social and psychological interactions of learners and influences behaviour, attitudes and values.

Neglected curriculum is a curriculum that includes subjects not taught in the formal or Work-based curriculum and the reasons why they are not taught in these curricula.

Extra programme (extra programme) includes planned social, cultural, sportive and artistic activities outside the formal programme. These activities consist of activities such as school choir, school band, school orchestra, drama activities, student communities and clubs, workshops, and conferences. Extra programme activities take place outside the formal programme, but they are planned under the supervision and guidance of teachers. This programme is open to all students, but participation is optional and voluntary.

The formal curriculum is prepared and approved by formal units and sent to schools; the formal curriculum includes what and how the teacher teaches; the implicit curriculum includes the knowledge, attitudes and values acquired by the students outside the formal curriculum; it includes the subjects that are neglected, omitted, not included, left incomplete, not taught in the curriculum; extra, voluntary programmes according to the interests of the students. For example: A teacher's annual plan that includes a visit to Anıtkabir on 10 November represents the formal programme. This plan includes an formally documented activity. When the teacher takes his/her students to Anıtkabir as specified in the plan, this is the programme in practice. This represents the implementation of the formal programme. When the Atatürkism club of the school visits Anıtkabir on any date, this is an extra programme. This programme includes activities planned outside the formal programme and in which students participate voluntarily. In a trip to Ankara organised by the class or school, visiting Anıtkabir, although it was not in the plan, can be considered within the context of the implicit programme. This can be seen as an activity that is not specified in the formal programme but affects the lives of the students. Although it was included in the plan, the fact that this activity was not included due to weather conditions is the neglected programme. In this case, it can be said that the planned activity did not take place and the formal programme was incomplete.

Curriculum: Curricula are the guides that show the objectives, weekly course hours, contents, durations, teaching methods/techniques, educational experiences and evaluation processes of the classes and courses in a certain educational level (primary school, secondary school, high school, associate degree, undergraduate and so on). These programmes cover the totality of all courses at a teaching level and are often referred to as 'school programmes'. For example, primary school programme, secondary school programme, etc. An education programme consists of four interconnected elements. These elements are; objective, content, learning-teaching process and evaluation. Although these elements are not independent from each other, they complement and influence each other.

Curriculum type is a comprehensive concept that different people attribute different meanings to. According to Posner, five different types of programmes take place simultaneously. These are formal/written curriculum, implemented curriculum, neglected curriculum, implicit curriculum and extra curriculum. Teachers tend to interpret the formal programme according to their own knowledge, beliefs, and attitudes, so the implemented programme may contradict the formal programme. The implicit programme may have deeper effects on students than the formal and implemented programme. The extra curriculum can be distinguished from the formal curriculum because it has a structure that can respond to student interest and volunteerism.

Since the formal programme can change according to the knowledge, beliefs and attitudes of teachers, it sometimes contradicts the formal programme. For this reason, there are differences between the implemented programme and the formal programme. In addition, due to the flexibility of the teacher in the implementation of the curriculum, extra programmes may be implemented to respond to student interests and vice versa, neglected programmes. The impact of the implicit curriculum on students can create depth between the formal and implemented curriculum. Many studies have shown that formal programmes are not implemented as planned (Bümen & Yazıcılar, 2020; Dönmez, 2010; Drake & Sherin, 2006; Hall, Chai, & Albrecht, 2016). In addition, there are many studies on implicit curriculum (Adıay, 2011; Bolat, 2014; Çengel, 2013; Gün, 2018; Koç-Akran & Koyuncu, 2018; Kuş, 2009; Saldıray & Doğanay, 2017; Serhatlıoğlu, 2012; Sezen, 2011; Şenyüksel, 2019; Tuncel, 2008; Veznedaroğlu, 2007; Yeşilyurt & Kurt, 2012). Apart from these one-dimensional studies, this study focuses on a two-dimensional examination to determine how and to what extent the formal curriculum is implemented, what is ignored during its implementation, and curriculum activities to support the formal curriculum. The first dimension involves examining how the formal curriculum is implemented. This includes factors such as how teachers plan their lessons, the use of teaching methods and techniques, material selection, and the organization of the classroom environment. Additionally, the extent to which the learning objectives outlined in the formal curriculum are achieved should also be assessed. The second dimension focuses on what is overlooked during the implementation of the formal curriculum. This may refer to certain content or objectives of the curriculum being skipped, inadequately covered, or neglected. At this point, the reasons for and consequences of these omissions should be analyzed. This process allows for a more detailed evaluation of the implementation of the formal curriculum and helps identify its shortcomings. As a result, corrective measures can be taken to ensure the effective application of the curriculum and to support students in achieving the desired objectives. A phenomenological study based on the views and experiences of secondary English teachers aims to examine the differences between

the formal secondary English curriculum and the curriculum in practice and how teachers interpret them. The aim of this study is to obtain deeper and more detailed information about the curriculum and to contribute to the literature on the secondary English curriculum. Issues such as how teachers interpret and implement the curriculum, and which elements are ignored in the process of realising the curriculum will be addressed within the scope of the research. In this way, the reflections of the formal curriculum in practice and how teachers put the curriculum into practice will be better understood.

The aim of the study was to evaluate the secondary school English curriculum in terms of the differences between the formal curriculum and the implemented curriculum. The other aim of the study was to elicit the opinions of English language teachers working at the secondary level about the curriculum and to reveal the teachers' commitment to the curriculum and the problems they encounter while implementing the curriculum. Therefore, the problem statement of the study is: What are the differences between the secondary English curriculum and the curriculum in practice?

Sub-problems:

Secondary English teachers;

1. What are the opinions of secondary school English teachers in terms of the language proficiency of the formal curriculum and the curriculum in practice?
2. What are the opinions of secondary school English teachers in terms of the use of visual and auditory elements in the formal curriculum and the curriculum in practice?
3. What are the opinions of teachers in terms of the formal secondary English curriculum and the curriculum in practice being interesting, including themes related to daily life and being up-to-date?
4. What are the teachers' views in terms of emphasising the communicative approach in the formal secondary English curriculum and the curriculum in practice?
5. What are the views of teachers in terms of focusing on the four basic skills in the formal curriculum and the curriculum in practice?
6. What are the views of teachers in terms of the fact that the formal secondary English curriculum and the curriculum in practice propose a process-oriented assessment-evaluation approach?
7. What are the views of secondary school English teachers about the commitment to the programme?
8. What are the problems of secondary school English teachers in the implementation of the English curriculum?

Method

The aim of the study is to evaluate the secondary school English curriculum in terms of the differences between the formal curriculum and the implemented curriculum. The other aim of the study is to elicit the opinions of English teachers working at the secondary level about the curriculum and to reveal their

commitment to the curriculum and the problems they encounter while implementing the curriculum. Therefore, this research was designed as a qualitative research. The qualitative research method, among its main features, is that it is conducted in a natural environment, it is descriptive, it takes into account the process as well as the product, it is inductive and it deals with meaning. In this regard, this study in which the views and experiences of English language teachers were analysed and described in line with the research problem and sub-problems was conducted in phenomenology design, one of the qualitative research designs. Phenomenology design is a study that focuses on 'phenomena that we are aware of but do not have an in-depth and detailed understanding' (Yıldırım & Şimşek, 2016, p. 69). In this study, the purpose of choosing the phenomenological design is to obtain in-depth information by examining the opinions and experiences of English teachers about the programme they implement and to reveal in detail what the teachers experience and the problems they experience while implementing the programme.

Study Group

This study was conducted with the voluntary participation of nine secondary school English teachers working in public schools in Afyonkarahisar province and central district in the academic year 2022-2023. In this context, the criterion sampling method was used because the participants in the study should have experiences related to the phenomenon. Criterion sampling is a sampling method that ensures that predetermined criteria are met in order to obtain in-depth information about the phenomenon under investigation (Patton, 1990). In addition to being volunteers, the participants were selected based on their experience with the formal 2018 secondary English curriculum and their employment in various types of public high schools. The demographic characteristics of the study group are presented in Table 1.

Data Collection Tool

It consists of a teacher interview form designed to examine the secondary school English curriculum based on the opinions and experiences of secondary school English teachers, focusing on semi-structured program types. Data collection tool in phenomenological studies is interview. Interviews can provide easier and more accurate information through interviews from individuals who are more successful in expressing themselves verbally than in writing (Yıldırım & Şimşek, 2016). For this reason, a semi-structured interview form was prepared in this study to examine the secondary English curriculum in the focus of secondary English teachers' views and experiences. However, it is important to ensure that the interviewees give answers without consulting others in order to protect the individuality of the answers (Karasar, 2009). For this reason, the semi-structured interview form developed by the researcher based on the literature review on the subject consisted of three introductory questions, three questions each according to the levels the

teachers entered, five questions about the learning-teaching process of the programme, and two questions about the measurement and evaluation dimension. In the semi-structured interview form, teachers were reminded of the practices in the formal programme and asked about their practices. There are also questions about teachers' commitment to the curriculum. The interview form was designed to obtain the participants' views and experiences about the English curriculum in line with their own statements. The semi-structured interview form was examined by an expert to ensure content validity and finalised. Since the questions were prepared in a semi-structured style, probe questions were asked to the participants when necessary. During the interview, permission was obtained from the participants to audio record the interview and the interview was audio recorded. The voice recordings were then transferred to the computer in a way that the data would not be lost. In addition, the studies in the literature on Posner's curriculum types consisted of documents within the scope of the English curriculum and unitised annual plans for English lessons. In this study, in order to provide data diversity, document analysis was used in addition to interviews.

Data Collection Process

In the data collection phase, a semi-structured interview form was prepared as a result of literature review and expert opinions. The interview form was prepared, and participants suitable for the purpose of the research were determined in order to collect data. The purpose of the research was explained to the determined group, and they were informed that the study would be

used for scientific purposes. In this context, voluntary participants were included in the study. The participants were told that the interview would last approximately 30 minutes and that they could finish the interview whenever they wanted. The data were audio recorded. The interviews were recorded and then transcribed by the researcher and sent to the researchers for confirmation.

Ethical Approval

Ethics committee approval was obtained from Afyon Kocatepe University Social and Human Sciences Scientific Research and Publication Ethics Committee (Decision Date: 16.08.2023; Session: 10; Decision: 2023/248).

Analysing the Data

In this research which was conducted in a case study design the data obtained through semi-structured face-to-face and telephone interviews with secondary school English teachers were analysed using the descriptive analysis method. The data obtained in the descriptive analysis are summarised and interpreted according to predetermined themes' (Yıldırım & Şimşek, 2016, p. 239). The data obtained in the descriptive analysis are summarised and interpreted according to predetermined themes' (Yıldırım & Şimşek, 2016, p. 239). Descriptive analyses are used in research where the conceptual structure of the research is clearly determined in advance. Descriptive analysis consists of four stages: (1) creating a framework for descriptive analysis, (2) processing the data according to the thematic framework, (3) describing the findings, and (4) interpreting the findings (Yıldırım & Şimşek, 2016).

Table 1. Demographic characteristics of the study group

Code	Gender	Educational level	Professional experience	Professional experience	Grade level	Location of the school	Type of the school
1	Female	Undergraduate	12	12	9-11	Centre	Vocational High School
2	Female	Undergraduate	12	8	12	Centre	Vocational High School
3	Female	Undergraduate	12	11	11	Centre	Anatolian High School
4	Female	Undergraduate	12	12	9-10	County	Science High School
5	Male	Undergraduate	9	9	9-12	Centre	Vocational High School
6	Female	Undergraduate	10	7	9-10	County	Anatolian High School
7	Female	Undergraduate	20	20	10-11-12	County	Anatolian High School
8	Male	Undergraduate	13	11	10-11	County	Social Sciences High School
9	Female	Undergraduate	6	6	9-10-11-12	County	Vocational High School

Findings

In this study, an attempt has been made to examine the differences between the secondary English curriculum and the curriculum in practice.

Examination of the secondary English curriculum in terms of language proficiency and teachers' opinions

When the general features of the Secondary School English Curriculum are examined, it is seen that the

repetition of the themes in the curriculum continues in a spiral manner from A1 level to B2+ level and the topics and applications continue to expand. English proficiency levels determined in the Common Framework Programme for the Teaching of European Languages (CEFRP) are reflected in the programme as A1, A2 (basic user) and B1, B2 (independent user).

These levels progress gradually in the programme. These language proficiencies show that the programme is spiral.

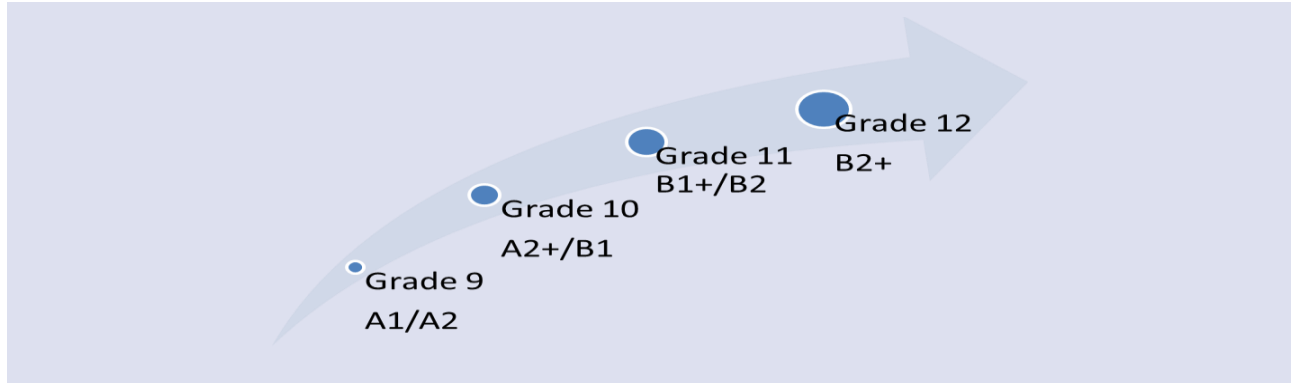


Figure 3. Common Framework Programme for the Teaching of European Languages Language Competences

Teachers' Opinions on the Language Proficiency of Secondary English Curriculum

When the teachers' views on the implementation of the secondary school English programme are examined, it is seen that the programme is too heavy for student levels (T1, T2, T3, T5, T6, T9), the importance of school type (T1, T2, T3, T5, T8, T9), students' readiness is not at an appropriate level to implement the programme (T2, T3, T5, T6, T9), students' attitudes towards the course (T9, T7, T5, T2), that they did not fully implement the programme, for example they could only do one of the two reading parts (T3, T5, T9), that the books were not interesting (T8, T7). In addition to these, there are teachers who stated that the books and subjects are especially suitable for ninth grade students levels (n=T6, T7), the activities in the books are low for students' levels (T4) and for these reasons they carry out additional studies or international projects (T4, T7).

Sample answers of the teachers about language proficiency;

T1: "Since I work in a vocational and technical high school, generally the level of all students is low, A1, and we

go more on vocabulary. We also have speaking activities, but we have to spend a little less time on them because they are at a slightly higher level. Even Turkish is not at the level ofB1 because there are students who cannot make creative criticising comments. It is not possible for us to realise the acquisitions required by the book or the curriculum in 11th grade, we simplify them".

T2: "... 12th grade subjects are heavy for our students, so I have to unintentionally cover certain things and remove certain things in terms of using time and in accordance with the academic readiness of the student. They are not very willing and they are not very successful... They do not have enough knowledge to express themselves, unfortunately... I mean, the school I am in my environment has the lowest student population in terms of the lowest score, so we are not very successful in those subjects, so no matter how much guidance I give, even if I say let's do this and let's do that, both because the readiness of the students is not enough and because there is not much of such an initiative, for example in our school..."

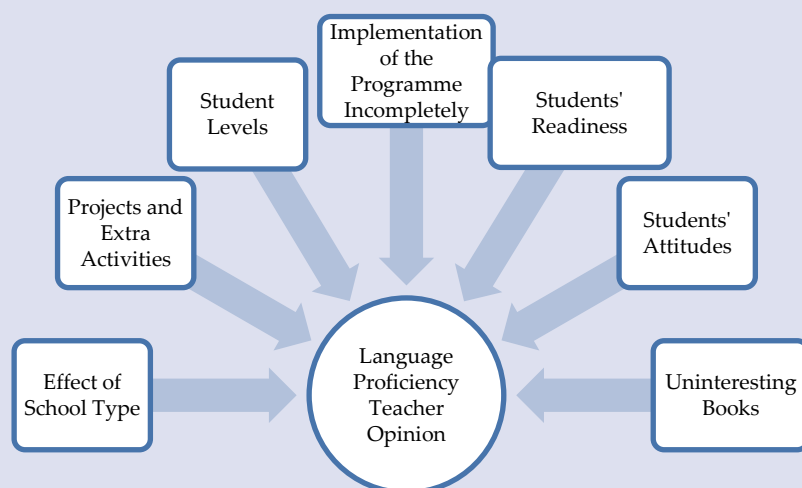


Figure 4. Teacher Opinion on Language Proficiency

Examination of the Secondary School English Curriculum in terms of the Use of Audio-Visual Elements and Teachers' Opinions

The formal programme emphasises the use of audio-visual elements and aims to implement a learner-centred approach. 'Instead of using only auditory materials in listening, films or short documentaries are recommended in the curriculum to provide students with non-verbal communication as well as verbal communication in

English. In addition, the teachers were directed to the statements such as The teaching materials preferred in the new 9th-12th Grade English Curriculum are engaging in terms of presentation, authentic in terms of content/use, culturally sensitive, neutral towards the cultures/genders of learners/others (Tomlinson, 1998) and multisensory in terms of design. The answers given by the teachers regarding the use of audio-visual elements are given in Figure 5.

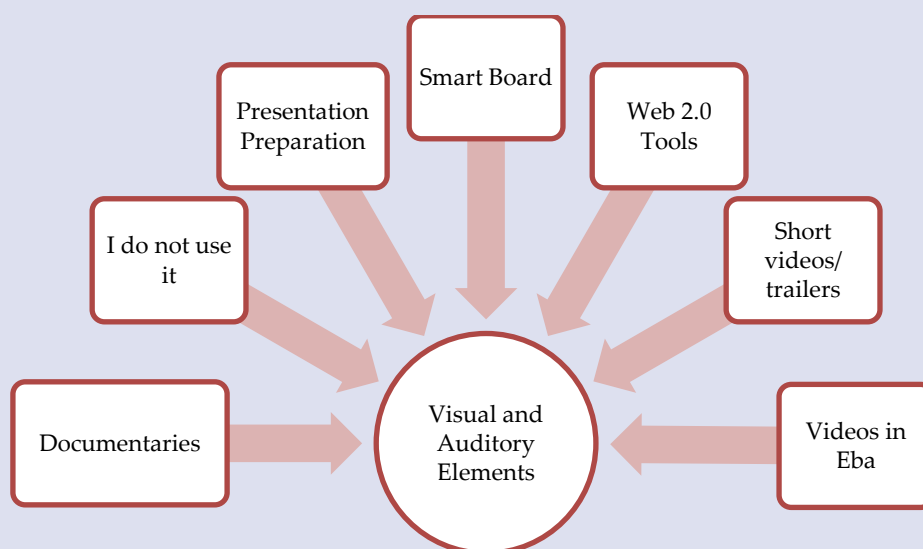


Figure 5. Teachers' answers about the use of visual and auditory elements

When the teachers' views on the implementation of the secondary school English programme are examined, it is seen that most of the teachers attach importance to audio-visual materials in the theme of the use of audio-visual elements. It is seen that there are teachers who show short videos (T1, T4, T5, T6, T8, T9) and trailers (T5, T9), use smart board (T3, T2, T4, T7), use Web 2.0 tools frequently (T1, T2, T4, T7), show documentaries (T5, T9), and EBA videos (T1), and prepare presentations (T3). It is seen that the teachers who did not use audio-visual

elements (T2, T3, T6) stated that their time in the lessons was not enough even to do all the activities.

Sample answers given by the teachers about the use of audio-visual elements are as follow:

T3: "Unfortunately, I have never used visuals so far. We have progressed only by listening in the lessons."

S4: "At the end of each unit, we definitely watch one episode of the series. We make critiques about that series, we ask questions about it in the written exam from time to time, so that the students can be a little more motivated,

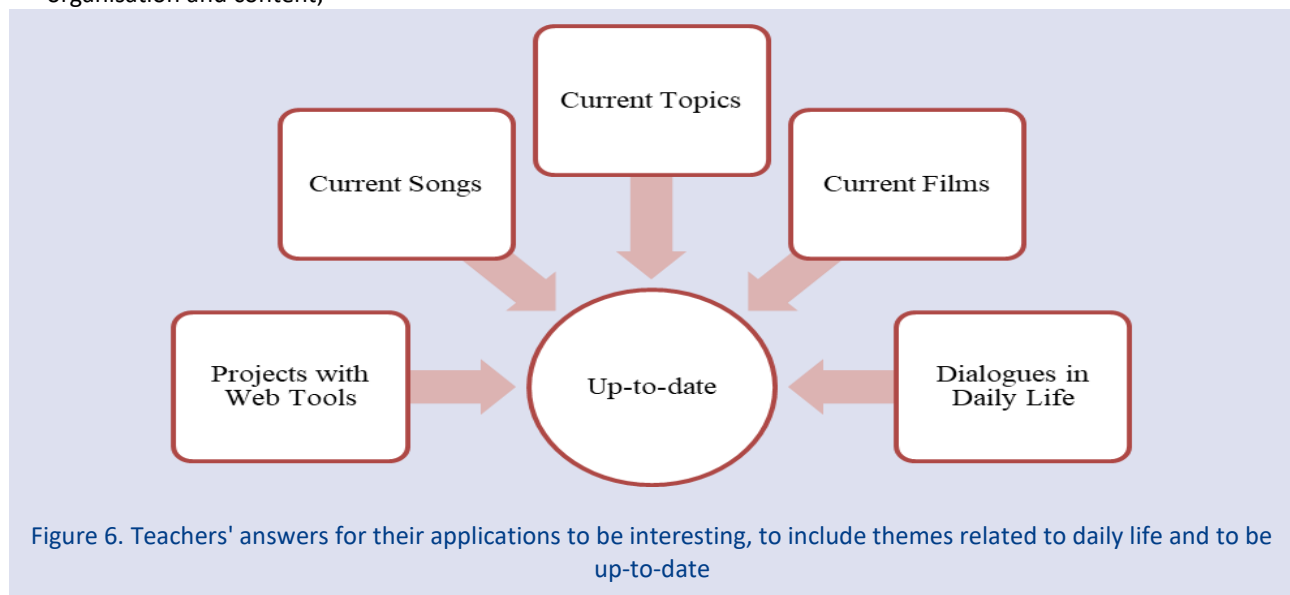
because it is a series that appeals to their age, they like it very much and they want to watch it as soon as possible, they want the subject to end as soon as possible, apart from that, as I said from time to time, I make great use of short videos, we stop and ask questions about it or we talk about it..."

Examination of the Secondary School English Curriculum in Terms of Being Interesting, Including Themes for Daily Life and Being Up-to-Date and Teachers' Opinions

In the Secondary English Curriculum for being up to date, it is stated that 'materials and tasks are as realistic as possible in terms of arrangement and content;

- are as close to reality as possible in terms of organisation and content;

- appeal to students' different senses enabling language learning through different channels;
 - are orientated to learners' real-life language needs and interests (e.g. survival English, academic English, and so on);
 - is supported by multimedia and technology to enable real-life language use;
- is designed to include more characters and places that students are likely to encounter in their daily lives. These statements are included. When the teachers were asked about the current and realistic content of the materials they use in the lessons, the responses were grouped under the theme of being interesting, including themes related to daily life and being up-to-date in Figure 6.



When the teachers views on the implementation of the secondary school English curriculum are examined, it is seen that most of the teachers in the theme of actuality-oriented practices, do dialogue activities in daily life (T4, T5, T6, T7, T8), do projects that will help them learn not only their own culture but also the cultures of others through active projects with Web 2. 0 tools and active projects to help students learn not only their own culture but also the cultures of others and to raise individuals who can use technology appropriately in the digital world (T1, T4, T7), students follow current songs (T1, T6), current issues (T2, T7), current films (T5) and try to enrich the content by following them in order to attract the students' attention and motivate them.

Sample answers given by the teachers for including interesting, daily life themes and current practices are as follows:

T1: *".....11 Since I have two hours in classes, it is restrictive for us, we can apply it in 9 classes where we usually have five hours of lessons, and in 11 classes, in order to motivate them, I try to support some weeks with current songs suitable for their age."*

T4: *"As for listening skills, as I said, listening activities are not only from the book, but especially listening texts*

on the British Council website, which include dialogues in daily life..."

Examination of Secondary School English Curriculum in terms of Emphasising Communicative Approach and Teachers' Opinions

In terms of emphasising the communicative approach in the secondary English curriculum, the formal curriculum states:

- 'Students actively participate in the lesson by constantly interacting with each other during communicative activities.'
- they act as role models for their students by continuously speaking English in the classroom;
- use different types of communication such as individual work, pair work, group and class work;
- emphasise communicative activities to measure the actual use of the language.' There are statements such as.

Furthermore *"a secondary school student studying a foreign language in grade eleven consolidates his/her understanding of foreign cultures and societies through this education so that he/she can predict the distinctions between his/her own culture and other cultures. In addition to developing speaking, listening, reading, and writing skills through the study of language and culture,*

the student also gains the skills to make him/herself an independent and fluent language user. The eleventh grade English programme aims to develop students' ability to express themselves in English, cooperate with others, and solve problems together".

The answers given by the teachers to the questions asked to emphasise the communicative approach are given in Figure 7.

When the teachers' views on the implementation of the secondary school English programme are examined; in

the theme of communicative approach in their practices, it is seen that most of the teachers provide classroom interaction with games (T1, T2, T4, T6, T7, T8), games are followed by pair work (T1, T6, T7, T8, T9); group work (T2, T4, T6, T7); role-play (T2, T8, T9); and (T1, T6) who stated that they do not apply them. The teachers who could not apply communicative activities in the classroom stated that it was because they were in vocational high schools and the course hours were limited.

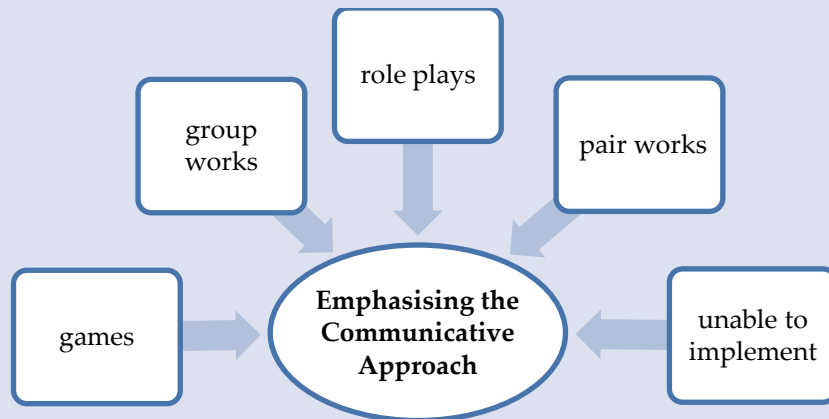


Figure 7. Teachers' Responses Regarding Communicative Approach in Their Practices

Sample answers given by the teachers about their communicative activities in their practices are as follows:

T1: "Individual pair work is usually done, if we are going to do role play, if we are going to do dialogue exercises, they work in pairs. The frequency of this is once a week, sometimes once every two weeks, sometimes once every two weeks, but I can say that mostly students work individually. I do not use other techniques."

T2: "Unfortunately, we cannot do role-playing, and the peer evaluations you just mentioned. As I said, I cannot do this, I am currently going to my lesson and explaining my lesson as soon as possible..."

Examination of the Secondary English Curriculum in terms of Focusing on Four Basic Skills and Teachers' Opinions

In examining the secondary English curriculum in terms of its focus on the four basic skills; the statements in the formal curriculum,

Materials/ tasks

- It includes guiding materials such as rubrics and assessment forms for assessing the four basic language skills in line with the principles of the ECCP;

- supports the integrated presentation of the four language skills in order to reflect the complex, dynamic and holistic structure of language;
- is designed to include pre-activities, process activities, and post-activities in the presentation and application of the four language skills.

Assessment

- It aims to develop language comprehension, production, and analytical skills rather than memorising structures and words.

In addition, among the features of the 12th grade curriculum; "In the twelfth grade curriculum which combines four language skills, students' ability to communicate effectively orally and in writing in different contexts is emphasised. 'In accordance with the requirements of function and communication-oriented syllabuses, the communicative functions expected to be realised and the words/phrases and grammatical structures expected to be assimilated are determined within a subject integrity and presented in a contextualised manner". The answers given by the teachers in this direction are given in Figure 8.

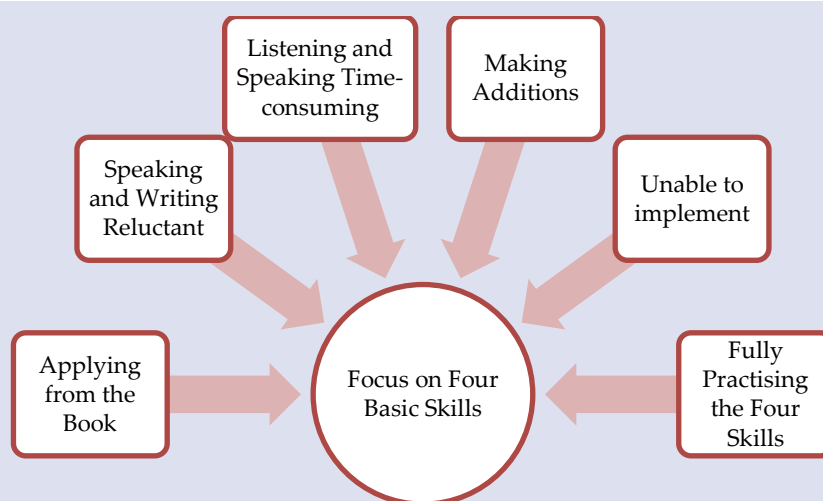


Figure 8. Teachers' Responses Regarding Language Skills

It has been revealed that the teachers implementing the secondary school English programme follow the book about the progression of the four language skills in the programme in relation to each other (T1, T6, T9); there are also teachers who state that students are reluctant in speaking and writing sections of these language skills (T2, T3, T8), as well as teachers who do not apply listening and speaking activities because they are time-consuming or they assign homework (T2, T3, T8), and teachers who do not apply them fully (T5, T2). On the contrary, there are teachers who fully apply four skills (T6, T7, T9) and make additions (T4).

Some interview responses of the teachers are given below;

T9: "... the book gave a good listening text. I think the book is enough, so I do what the book gives me...."

Examination of the Secondary School English Curriculum in terms of Proposing a Process-Oriented Measurement-Evaluation Approach and Teachers' Opinions

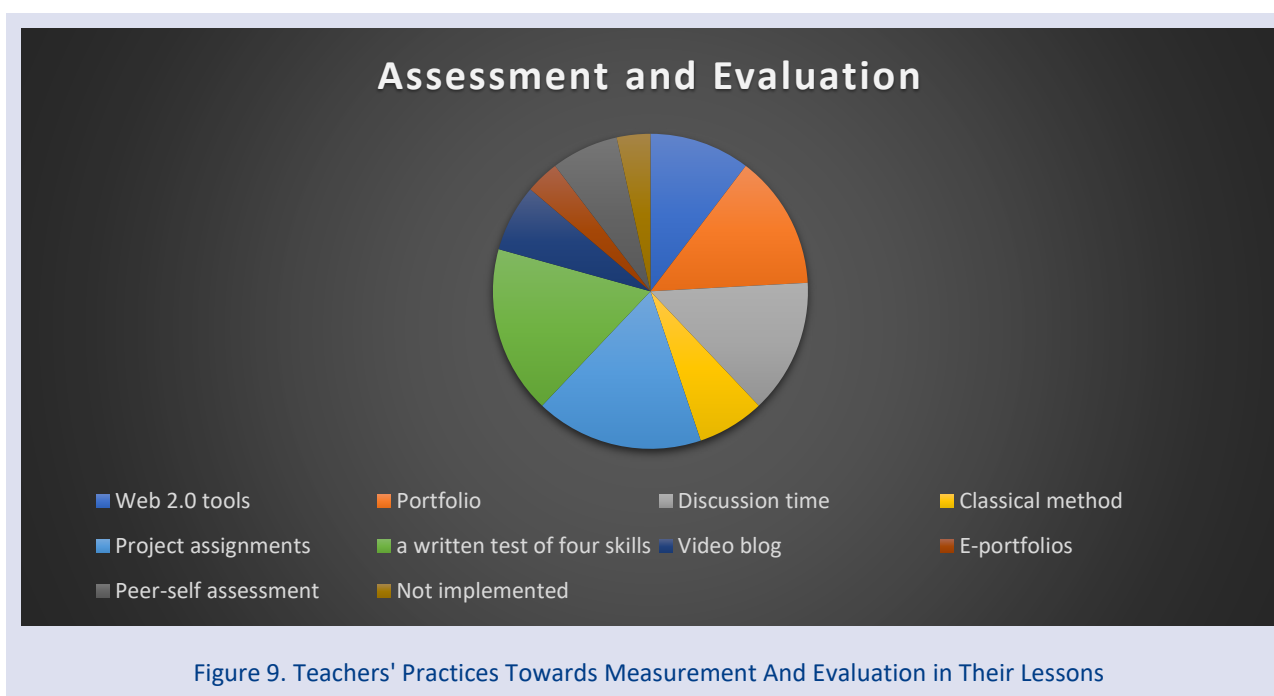
From the point of view of the Secondary English Curriculum Proposing a Process Oriented Assessment and Evaluation Approach, the formal curriculum;

"Assessment in the Grade 9-12 English Curriculum is also a mix of alternative, traditional, and electronic forms of assessment. In order to assess the complex nature of learners' language outcomes, assessment types are also inherently varied across the curriculum. All types of student outcomes can be assessed in language classes, but

the main types of assessment recommended in the syllabus are assessing listening/speaking skills through Discussion Time activities and/or Video Blogs (V-logs) and assessing the integration of all four language skills, as well as other components of language such as vocabulary, structure and pronunciation through Tech Pack, in-class pencil exams or E-portfolios. The use of E-portfolios was chosen as one of the assessment strategies because E-portfolios broaden the range of materials and activities that can be included to assess learners performance in language (Walker & White, 2013)."

Assessment

- serves learning objectives, materials and tasks.
 - It is used to enhance and control English language learning, not as a negative reinforcement tool,
 - provides a measure of the actual use of language by emphasising portfolios, projects and communicative activities rather than traditional assessment tools such as multiple choice, true/false, fill-in-the-blank;
 - aims to develop language comprehension, production and analytical skills rather than memorisation of structures and vocabulary;
 - allows for different feedback providers for different assessment tasks (self-assessment, peer, teacher, computer and parental assessments).'
- Based on the programme, teachers were asked which of the measurement tools they use in assessment and evaluation and how they make assessment during the process. According to the answers received from the teachers.



When Figure 9 is analysed, it is seen that the teachers stated that they mostly gave project assignments (T3, T4, T6, T8, T9), and that they gave written exams to measure four skills (T3, T8, T5, T6, T9). They stated that they used portfolio (T1, T3, T6, T8), discussion time (T3, T4, T6, T7), Web 2.0 tools (T1, T2, T4, T7), classical method (T2, T6), video blog (T5, T6) peer-self assessment (T4, T7), and E-portfolio (T7). In addition, (T3) stated that they could not do evaluation projects, portfolios, peer assessment, self-assessment, teacher observations, and so on in the process.

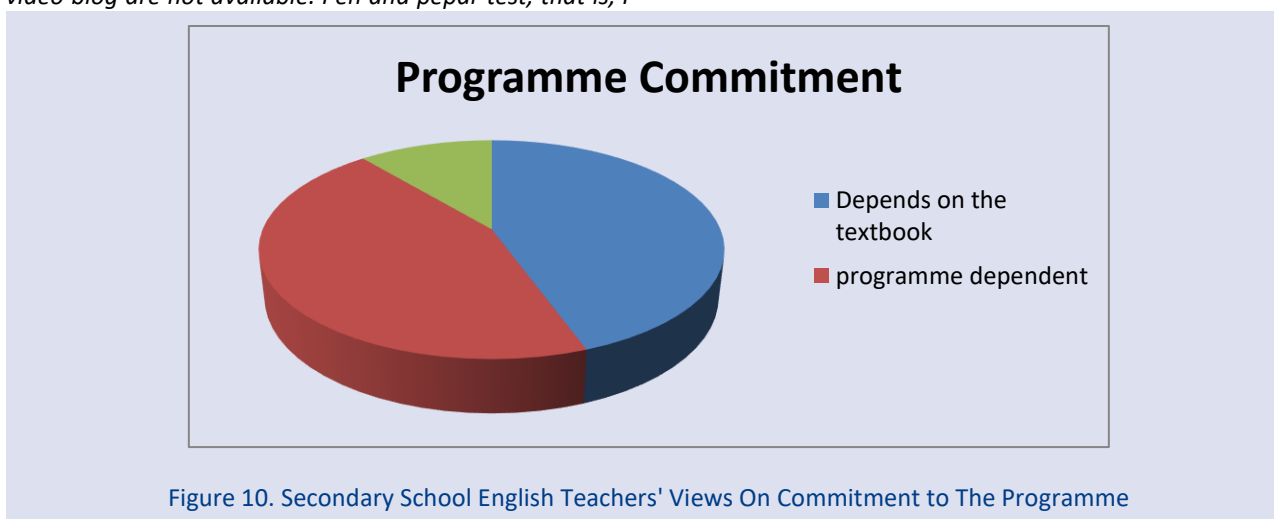
T2: "As I said, unfortunately, discussion, E-portfolio, video blog are not available. Pen and paper test, that is, I

use the classical method, we do our classical exams just like before. I wish we had the opportunity to use all the skills."

T3: "We do the portfolio in general. Apart from that, I don't apply the others or there are discussion times, sometimes we do discussion times, sometimes they can sometimes attract the student's interest. Different things can come out. I apply the two so far."

What are the views of secondary school English teachers about the commitment to the programme?

Secondary school English teachers' views on commitment to the programme are given in Figure 10.



When asked whether they conduct their lessons depending on the textbooks or the programme, the teachers answered as depending on the textbook (T1, T3, T5, T6), depending on the plan (T4, T7, T8, T9), depending on both the programme and the textbook (T2). Secondary school English teachers' answers to the question "Do you

conduct your lessons depending on the textbooks or the programme?"

T1: "I usually conduct my lessons depending on the textbook"

T2: "well, I teach depending on both of them, actually they are compatible with each other."

T6: "textbook is a must for me."

Conclusion and Discussion

The aim of the study was to evaluate the secondary school English curriculum in terms of the differences between the official curriculum and the implemented curriculum. The other aim of the study was to reveal the opinions of English teachers working at the secondary level about the curriculum and to reveal the teachers' commitment to the curriculum and the problems they encounter while implementing the curriculum. When the literature is examined, there are studies on curricula (Aksoy-Tosun, 2018; Arslan-Çelik, 2020; Aydoğan, 2021; Demirtaş & Erdem, 2015; Küçük, 2008; Meral, 2009; Özudoğru, 2016). In line with this purpose, six themes were examined in the official programme and opinions on teachers' implementation of the programme were taken according to these themes.

The first sub-problem of the study was determined as 'What are the teachers' opinions in terms of the language proficiency of the official curriculum of the secondary school English course and the curriculum in practice?'. Regarding this problem, in the theme of the spiral of the programme in the official programme, it was stated that the themes in the programme continue in a spiral manner from A1 level to B2+ level and the topics and applications continue to expand. In the opinions of the teachers about language proficiency, it can be said that the programme is heavy for student levels (n=6), the importance of school type (n=6), students' readiness is not at an appropriate level to implement the programme (n=5), students' attitudes towards the course (n=4). Based on the complete curriculum, it can be said that the language proficiency that students should gain from the previous level is appropriately passed to the next skill. It is understood that the type of school has a great effect on language proficiency, especially in vocational high schools. The English lesson, which is five hours in the ninth grade, is reduced to two hours in the tenth, eleventh and twelfth grades. Teachers stated that they could not apply most of the learning outcomes. In addition, it can be said that the profile of the students coming to vocational high schools is low, and the lack of both the readiness of the students and the students' attitudes towards the course and their lack of interest in it causes their competencies to be low. In vocational high schools and Anatolian high schools, it can be said that the fact that the programme is heavy for 11th and 12th grade students and that the books and reading passages are not interesting affect their language proficiency levels. In addition, the situation in science and social sciences high schools or high schools with a certain average is very different from vocational high schools. Teachers found out that the students coming to these schools had a certain level of language proficiency and they did not have any problems neither in the book nor in the implementation of the programme. There are no studies in this direction, but in studies that examine the programme in a single dimension, it is stated that the programme is spiral. Karaca (2022) interviewed 6 secondary school English teachers about their opinions

and experiences regarding the secondary school English curriculum according to Posner's curriculum types and found that the official curriculum is spiral. In order to compare the official secondary school English curriculum and the English curriculum in a practice, in the content dimension, the official curriculum has a content that is generally used in accordance with the requirements of the curriculum. It may offer a holistic curriculum covering topics such as grammar rules, vocabulary, reading, writing, and listening techniques. Programmes in practice may focus on a more specific or narrowed subject or skill. Based on this information, it can be said that although the official secondary school English curriculum is structured in a spiral manner and aims to develop language skills gradually, the readiness levels of students, the types of schools, and their attitudes towards the course significantly affect the feasibility of the curriculum. Particularly in vocational high schools, the low language proficiency of students prevents the learning outcomes from being achieved at the desired level. On the other hand, in schools such as science high schools and social sciences high schools, which have students with a higher academic profile, no issues are encountered regarding the implementation of the curriculum. This situation highlights that, alongside the curriculum content, factors such as student profiles and learning environments play a decisive role in achieving success.

The second sub-problem of the study was determined as 'What are the teachers' views on the use of audio-visual elements in the secondary English curriculum?'. Teachers were reminded of the statement in the official curriculum that 'The teaching materials preferred in the new ninth-twelfth Grade English Curriculum are interesting in terms of presentation, authentic in terms of content/use, culturally sensitive, neutral towards the cultures/genders of learners/others and multisensory in terms of design' and teachers were asked about their practices in this direction. It is seen that most of the teachers attach importance to audio-visual materials. It is seen that there are teachers who watch short videos (n=6) and trailers (n=2) on the subject, use the smart board (n=4), use Web 2.0 tools frequently (n=4), watch documentaries (n=2), and EBA videos (n=1), and prepare presentations (n=1). It is seen that the teachers who do not use audio-visual elements (n=3) stated that their time in the lessons is not enough even to do all the activities. It can be said that teachers try to attract students' attention by using audio-visual materials and make the lesson more enjoyable instead of teaching boring lessons to motivate them to the lesson. Gümüş Mattıusı and Baş (2020) aimed to determine the effect of listening texts with different stimuli that can be used in teaching Turkish as a foreign language on the listening skills of B1-level students. In this study, it was found that audio stimulus-based listening texts were more effective with other stimulus supports (visuals) and subtitled listening texts created a limited teaching environment in terms of comprehension. These findings support the results of the study. Akçay (2014), in his study titled 'The effect of original audio-visual

materials on listening skills in teaching Russian as a foreign language', concluded that the use of original audio-visual materials in listening activities in Russian as a foreign language lessons affected students' listening skills more positively than the use of audio materials. In the dimension of materials for comparing the official secondary school English curriculum with the English curriculum in practice, official curricula usually guide teaching methods. These materials provide the teacher and his/her students with a framework to help them learn effectively. Programmes in practice, on the other hand, can often provide more customisation or interactive learning tools. Based on this information, it can be said that the majority of teachers emphasize the use of audio-visual materials in their lessons, as these materials help capture students' attention and make the lessons more engaging. However, some teachers noted that they are unable to use such materials due to time constraints. Research shows that the combined use of audio and visual elements is more effective in improving students' listening skills. While the official curriculum encourages the use of these materials, it appears that programs in practice often offer more flexible and interactive tools.

The third sub-problem of the research is "what are the teachers' opinions in terms of the up-to-dateness of the secondary school English curriculum?". Based on this sub-problem, the official curriculum 'aims to make the materials and tasks as close to reality as possible in terms of arrangement and content. It provides access to language learning through different channels by appealing to students' different senses. They are also designed to address learners' real-life language needs and interests. For example, it can focus on areas such as survival English or academic English. It is supported by multimedia and technology tools to encourage language use in real life. It is also enriched with examples involving characters and places that students may encounter in their daily lives.' statements were reminded. Teachers were asked about their practices in this regard. Most of the teachers stated that in order to attract students' interest and motivate them, they mostly made them do dialogue studies in daily life (n=5); they made active projects with Web 2.0 tools to help them learn not only their own culture but also the cultures of others and to raise individuals who can use technology appropriately in the digital world (n=3), students followed current songs (n=2), current issues (n=2), current movies (n=1) and tried to enrich the content by following them. In this context, it is seen that the teachers implemented many activities recommended in the official programme. This feature of the programme overlaps with the principle of vitality (closeness to life, relevance), which is one of the teaching principles. In the principle of vitality, lesson topics, problems, tools, equipment and examples should be taken from the immediate environment, that is, from life. We should bring life to the classroom. 'In the teaching process, teaching useful and usable information that the individual will need has an important place.' Tamo (2009) stated that it is more motivating as it contributes to the student's learning

experience through objects from real life. Based on this information, it can be said that the majority of teachers align their lessons with the principle of relevance stated in the official curriculum by connecting them to daily life and organizing various activities to capture students' interest and increase their motivation. Integrating elements such as dialogue exercises, projects with Web 2.0 tools, and current songs, movies, and topics into lessons supports the creation of a learning environment that addresses students' real-life language needs. These practices demonstrate alignment with the principles of relevance and applicability in education.

The fourth sub-problem of the research is "What are the teachers' opinions in terms of the secondary school English curriculum emphasising the communicative approach?". It is in the form. The official programme gives great importance to the communicative approach. In particular, they use different types of communication such as individual work, pair work, group and class work; it provides to measure the actual use of language by emphasising communicative activities. Most of the teachers stated that they provided classroom interaction with games (n=6), followed by pair work (n=5); group work (n=4); role-play (n=3); and those who stated that they did not apply games (n=2). Teachers who could not apply communicative activities in the classroom stated that it was because they were in vocational high schools and the course hours were limited. In his study, Soğuksu (2013) examined the reflection of the communicative approach in the secondary school English curriculum on classroom practices. According to the results of the study, it was found that classroom practices did not serve the purpose of teaching students basic language skills in an integrated way and gaining communicative competence. In addition, a comprehension-oriented approach was adopted in classroom practices and a learner-centred learning environment reflecting real-life situations could not be created. These results show that the curriculum is not adequately reflected in classroom practices and does not fully support the development of communicative skills. However, at the end of the study, similar to this study, it was concluded that the communicative approach in the curriculum was not effectively reflected in classroom practices. In this study, it can be said that teachers aim to teach their lessons with the communicative approach in their lessons, but the target group does not participate in the practices as the teachers want. Bu bilgiler doğrultusunda, öğretmenlerin çoğunluğunun iletişimsel yaklaşımı benimseyerek oyunlar, ikili ve grup çalışmaları gibi yöntemlerle sınıf etkileşimini sağlamaya çalıştığı, ancak özellikle meslek liselerinde ders saatlerinin sınırlı olması ve öğrencilerin yeterince katılım göstermemesi nedeniyle bu yaklaşımın uygulamada istenilen düzeyde gerçekleşmediği söylenebilir. Bu durum, müfredatın iletişimsel becerileri geliştirme hedefine sınıf uygulamalarıyla tam olarak ulaşmadığını göstermektedir.

The fifth sub-problem of the study was determined as 'What are the teachers' views in terms of the focus on the four basic skills in the official curriculum and the

curriculum in practice?'. In the official curriculum, it is stated that 'Materials/tasks the CEFR (The Common European Framework of Reference for Languages) provide comprehensive guiding materials for assessing the basic skills of language (listening, speaking, reading, writing). These materials address the four skills in an integrated way in order to reflect the complex and holistic nature of language. The assessment process aims at understanding and producing language and developing analytical skills rather than simply memorising structures and vocabulary. In this way, it is ensured that students can develop their language skills effectively.' It was stated that it was expressed as follows. In the answers received from the teachers about their own practices, it was revealed that they follow the book about the progression of the four language skills in the programme in relation to each other (n=3); in addition, there are teachers who stated that students are reluctant in speaking and writing sections of these language skills (n=3), as well as teachers who stated that they do not apply listening and speaking activities because they are time-consuming or they assign homework (n=3), and teachers who cannot apply them fully (n=2). On the contrary, there are teachers who fully apply four skills (n=3) and make additions (T4). It can be said that these results emphasise that when teachers cannot fully implement the four language skills and students' readiness is important in implementing these skills. Similar to this study, Karakoyun (2008) found in his study that the four basic language skills in the foreign language course curriculum at the second level of primary education were not given equal weight and reading skill was focused on the most. In Küçük's (2008) study, it was concluded that reading and writing skills were supported more in the first and second level English language course curricula in line with teacher opinions. In Kambur's (2018) study, it was determined that the four basic language skills could not be fully acquired due to the inadequate equipment of the classrooms. In the studies of Çankaya (2015) and Gül (2019), it was emphasised that listening skills were ignored and the lack in ready-made audio files for listening activities. Based on this information, it is evident that while the official curriculum aims to develop the four basic language skills in an integrated and holistic manner, teachers face challenges in fully implementing these skills in classroom practices. Factors such as students' reluctance in speaking and writing, the time-consuming nature of listening and speaking activities, and the adequacy of classroom resources influence this situation. Additionally, the readiness of students and the sufficiency of teachers and classroom equipment play a significant role in ensuring a balanced development of the four skills.

The other sub-problem of the study is 'What are the Teachers' Opinions in terms of the Proposal of Process-Oriented Assessment and Evaluation Approach in the Secondary School English Curriculum?'. Teachers were reminded of the types of assessment suggested in the official programme and asked about their practices. From the responses regarding the assessment tools used by the

teachers and the language skills they measure, it is possible to understand what assessment tools and language skills are neglected in the assessment-evaluation process. It was stated that the formal assessment methods recommended in the programme (written and oral exams, quizzes, homework and projects) were applied by the teachers. However, it is observed that most of the alternative assessment tools (portfolio, self-assessment, performance, creative drama, class newspaper/social media projects, and so on.) are neglected in the assessment and evaluation process. According to the responses received from the teachers, teachers use many of the suggested types of assessment. Features include project assessment (n=5), written assessment to measure four skills (n=4), portfolio (n=4), discussion time (n=4), assessment with web 2.0 tools (n=4), video blog, peer-self assessment (n=2), e-portfolio and process assessment. According to the results obtained, it was determined that written exams and compulsory project assignment scores were the most commonly used forms of assessment by teachers. These results are supported by some studies (Çetin, 2018; Öztekin-Kaşko, 2017). Teachers stated that they could not apply all of the recommended assessment types according to the type of school, especially in vocational high schools, the assessments they had to do for four language skills, speaking and writing skills, and that they gave students time to study beforehand. In other words, it can be said that assessment and evaluation in such schools do not fulfil their purpose. For this reason, it has been revealed that they make result-oriented evaluations in these skills, not process-oriented, and that they cannot fully realise listening and speaking skills. There are also findings that alternative measurement tools cannot be used in vocational high schools. However, in the study conducted by Dinçer (2016), it was concluded that alternative assessment tools were not used in the reflection of the primary school English curriculum to classroom practices. These findings show that factors such as teachers' insufficient knowledge of using alternative assessment techniques, time constraints and an exam-oriented education system are effective in the application dimension in the measurement and evaluation process. These results are supported by some studies (Çetin, 2018; Öztekin-Kaşko, 2017). Teachers stated that they could not apply all of the recommended assessment types according to the type of school, especially in vocational high schools, the assessments they had to do for four language skills, speaking and writing skills, and that they gave students time to study beforehand. In other words, it can be said that assessment and evaluation in such schools do not fulfil their purpose. For this reason, it has been revealed that they make result-oriented evaluations in these skills, not process-oriented, and that they cannot fully realise listening and speaking skills. There are also findings that alternative measurement tools cannot be used in vocational high schools. However, in the study conducted by Dinçer (2016), it was concluded that alternative assessment tools were not used in the reflection of the primary school English curriculum to classroom practices.

These findings show that factors such as teachers' insufficient knowledge of using alternative assessment techniques, time constraints and an exam-oriented education system are effective in the application dimension in the measurement and evaluation process.

In general, studies in the field of education examine official programmes and practices. It emphasises that official programmes are generally followed more and the advantages of implementing a standardised programme, teacher guidance and learning in the classroom environment. Practices, on the other hand, can provide a more flexible learning experience and are more suitable for individual interests and needs. The implemented programme also shows that it can increase motivation towards some activities offering more interactive and gamified learning experiences that can be achieved.

In conclusion, comparisons between the official programmes and the interventions show that learning time varies depending on the student profile, materials, and learning environment. Thus, the type of schools where secondary school English teachers practice their profession is important in the implementation phase of the programme. While it was easier and more efficient to implement the programme in science high schools, social sciences high schools, and Anatolian high schools which set an average score limit, it was revealed that teachers in vocational high schools had problems in implementing the programme. This difference is more evident at the 12th grade level. The fact that students are in the process of preparing for the exam is seen as an obstacle for teachers to implement the programme. In vocational high schools, the low number of weekly courses and the fact that the programmes are planned as four hours a week cause neglect of some skills. It is an interesting result that although the programme emphasises the communicative approach, this is not done in practice. The situation is different in schools such as science high schools and social sciences high schools where students go to a certain level. It is seen that teachers in these schools make additions to their lessons from every skill, use web 2.0 tools and have international projects. Moreover, although the official curriculum emphasises group work as well as individual work, it is seen that teachers (especially in vocational high schools) give priority to individual work in the teaching-learning process and do group work to a limited extent. In addition, although it was emphasised that the four language skills are connected to each other in a spiral manner at each level, equally from each unit, it was stated that they could not apply speaking and writing skills sufficiently due to both lack of time and student-related reasons. In this regard, it was revealed that the unimplemented programme was more common in vocational high schools.

Recommendations

- When the results obtained from the findings of the study are analysed, this research was conducted with secondary school EFL teachers, and similar studies can be conducted with EFL teachers at primary and higher

education levels. The research was conducted with a qualitative method using a phenomenological design, but it can also be conducted with a larger study group using quantitative or mixed methods.

- The primary data obtained from the research is limited to the verbal expressions of the interviewed participants. However, a more detailed description of teacher experiences may require observation of elements such as activities, behaviours, interpersonal interactions, and institutional processes. In addition, the views and experiences of other educational stakeholders could also be analysed.
- The aim of this study was to conduct studies that focus on comparing the official programme with the programme in practice and to examine curricula on other subjects and programme types. In addition, it is recommended to focus on curriculum development studies to eliminate the limitations revealed in the study.
- Increasing the number of class hours or updating the curriculum, reorganising the content, making the textbooks more interesting, giving equal importance to language skills and learning outcomes, encouraging the use of authentic materials, increasing technology literacy, using alternative tools in the assessment and evaluation process, and preparing appropriate audio-visual media for the lessons can be effective in such areas.
- This research was also based on written data obtained from documents. However, in order to provide a more detailed description of teacher experiences, it is suggested that elements such as activities, behaviours, interpersonal interactions and institutional processes should also be examined through observation. In addition, it may be useful to include the views and experiences of other educational stakeholders in the study.

Ethical Statement of the Study

It has been undertaken by the authors of this study that the scientific, ethical and citation rules have been followed in the writing process of the study titled "Evaluation of the Secondary Education English Course Curriculum in Terms of Differences between the Formal Program and the Implemented Program"; no falsification has been made on the collected data, "Academia Journal of Educational Research and Editor" has no responsibility for any ethical violations to be encountered, all responsibility belongs to the author (s) and the study has not been sent to any other academic publication environment for evaluation.

Conflict of Interests

There is no potential conflict of interest between the authors in the publication of the study.

Author Contribution

Both authors contributed equally to the study.

Funding

The authors did not receive support from any organization for the submitted work.

Data Availability

Data are available upon reasonable request from the corresponding author.

Ethical Approval

Ethics committee approval was obtained from Afyon Kocatepe University Social and Human Sciences Scientific Research and Publication Ethics Committee (Decision Date: 16.08.2023; Session: 10; Decision: 2023/248).

Consent to Participate

The participants all agreed to take part in this study.

Consent for publication

The publication of this study has been approved by all authors.

Araştırmanın Etik Taahhüt Metni

“Ortaöğretim İngilizce Dersi Öğretim Programının Resmi Program İle Uygulanan Program Arasındaki Farklar Açısından Değerlendirilmesi” başlıklı çalışmanın yazım sürecinde bilimsel, etik ve alıntı kurallarına uyulmuş; toplanan veriler üzerinde herhangi bir tahrifat yapılmamış, karşılaşılabilecek tüm etik ihlallerde “Academia Eğitim Araştırmaları Dergisi ve Editörünün” hiçbir sorumluluğunun olmadığı, tüm sorumluluğun yazar(lar)a ait olduğu ve çalışmanın herhangi başka bir akademik yayın ortamına değerlendirme için gönderilmemiş olduğu bu çalışmanın yazar(lar)ı tarafından taahhüt edilmiştir.

Çıkar Çatışması Beyanı

Yazarlar arasında çalışmanın yayınlanmasında potansiyel bir çıkar çatışması yoktur.

Yazar Katkı Oranı

Her iki yazar araştırmaya eşit oranda katkı sunmuştur.

Fon Bildirimi

Çalışmanın hazırlanması, uygulanması ve yayımlanması için herhangi bir kurum ya da kuruluştan fon alınmamıştır.

Veri Paylaşım Bildirimi

Veriler sorumlu yazardan makul talep üzerine temin edilebilir.

Etik Onayı

Araştırma kapsamında Afyon Kocatepe Üniversitesi Sosyal ve Beşeri Bilimleri Bilimsel Araştırma ve Yayın Etiği Kurulu’ndan (Karar Tarihi: 16.08.2023; Toplantı: 10; Karar: 2023/248) etik kurul onayı alınmıştır.

Katılım İzni

Araştırmaya katılan katılımcılardan izin alınmıştır.

Yayın İzni

Yazarlar çalışmanın yayınlanmasını onaylarlar.

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