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Assessment of the 9th Grade English Curriculum in Secondary Education

Suna Yaşar[a] and Hasan Hüseyin Şahan[b]

Abstract

This study aims to evaluate the 9th-grade English curriculum in terms of its core components, based on teachers' perspectives. A mixed-methods design, combining quantitative and qualitative approaches, was adopted. Quantitative data were collected from 250 English teachers using the "Curriculum Evaluation Scale," while qualitative data were obtained through semi-structured interviews with 12 English teachers. Frequency, arithmetic mean, and standard deviation values were calculated for the quantitative data; independent samples t-test and one-way ANOVA were used to determine whether there were significant differences between variables. Qualitative data were analyzed using descriptive and content analysis methods. The findings revealed that teachers' perceptions of the 9th-grade English curriculum were generally neutral or moderately positive. Gender did not have a significant effect; however, the length of professional experience led to statistically significant differences in teachers' evaluations.

Keywords: English course curriculum, teacher opinions, curriculum evaluation.

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Introduction

Language is one of the most fundamental tools that enable individuals to express their thoughts, emotions, and desires through a system of commonly shared sounds and meanings governed by specific linguistic rules (Aksan, 2000). It serves as a crucial medium of communication that has connected people from the past to the present. Beyond its role as a means of communication, language also reflects the cultural, intellectual, and social development of societies. As language evolves within its own structure, it simultaneously mirrors the progress of the community in which it is used. Accordingly, as societies advance, the need for a more effective, nuanced, and functional use of language becomes increasingly evident (Yaşar-Sağlık & Yıldız, 2021).

English is widespread in almost every field today and is considered the primary language of global communication, commerce, and diplomacy (Crystal, 2003). Therefore, English language teaching is not only a significant investment that contributes to the personal and professional development of individuals but also plays a substantial role in the build of today's societies and the sustainable development processes of countries (Coleman, 2010). English language teaching at the secondary level is of particular importance because the language skills acquired to communicate with the global world support personal development, lay the foundation for further education, and contribute to enhancing career opportunities.

The introduction of English as a subject in secondary education in Türkiye dates to the aftermath of the Law on the Unification of Education in 1924. In the early years of the Republic, English was included as an elective foreign language in secondary education, and the teaching process was largely structured around grammar and translation. The 1973 secondary education English curriculum replaced the traditional grammar-translation method with a modern method aimed at developing communicative skills (listening-speaking). In 1997, secondary education English programs were restructured in line with the communicative language teaching approach (Kırkgöz, 2007). Starting in the 2005-2006 academic year, programs based on the constructivist approach, which adopts a student-centered approach, have been implemented in Türkiye (Kırkgöz, 2008). In 2011, the secondary education English curriculum was completely revamped to be level-based and student-centered, in accordance with the CEFR for Languages. With the 4+4+4 education system reform implemented in 2013, a compulsory

[a] *Ministry of National Education, sunaysar35@gmail.com, ORCID: 0009-0002-6393-3556*
[b] *Corresponding author, Balıkesir University, Educational Psychology, Educational Sciences, hhsahan@gmail.com, ORCID: 0000-0003-0180-4812*

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education model lasting a total of 12 years was implemented and the English language curriculum was arranged accordingly (Ministry of National Education [MoNE], 2012).

The English language curriculum, implemented in the 2017-2018 academic year, was designed in accordance with language proficiency levels determined within the framework of the European Language Portfolio and aimed to integrate language use into real-life contexts (MoNE, 2018). In the information age, rapid developments—particularly in the field of technology—have profoundly influenced education and instructional practices (Can & Keleş, 2024). These transformations have necessitated comprehensive revisions in educational systems and models, making curriculum reform an inevitable outcome of this process. In response to these evolving needs, the Ministry of National Education revised its preschool, primary, secondary, and high school curricula within the scope of the "Century of Türkiye Education Model" (Yurdakal, 2024). Announced on May 23, 2024, this model embodies a student-centered philosophy that integrates 21st-century skills, technological literacy, interdisciplinary perspectives, and multifaceted learning approaches (MoNE, 2024). Through this reform initiative, the Ministry aims to align educational practices with contemporary global trends and to cultivate individuals who can effectively adapt to the dynamic demands of the modern world.

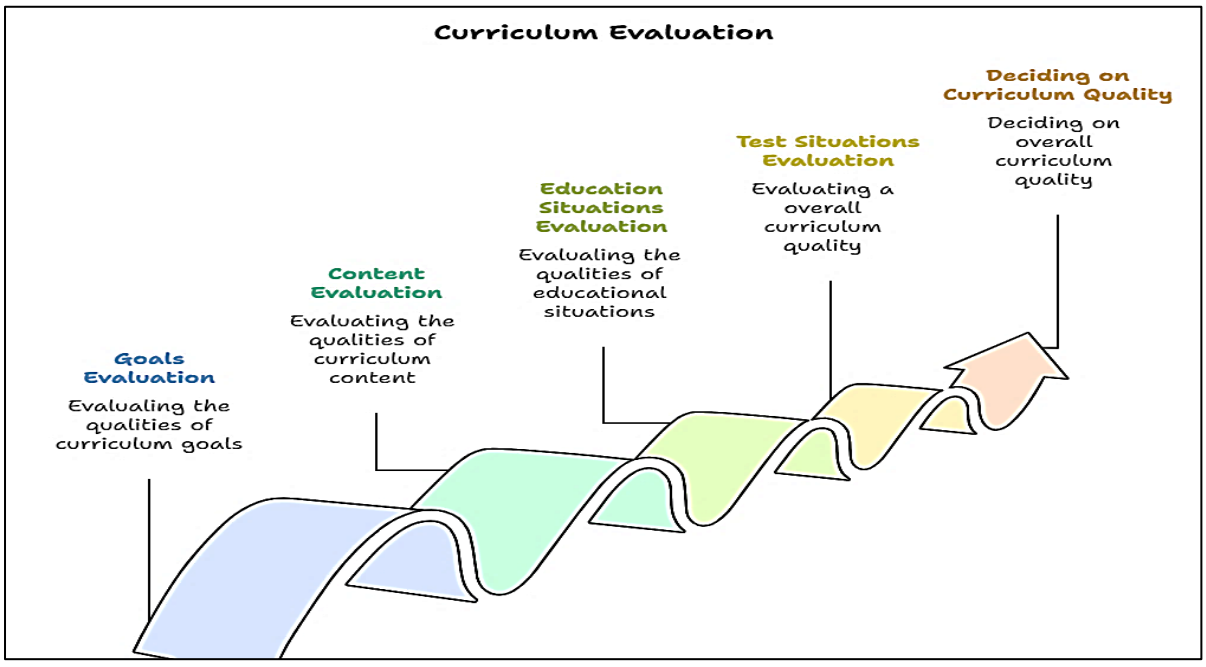
Recent English curricula in Türkiye aim to enhance students' competencies in all four core language areas—listening, speaking, reading, and writing—without prioritizing one over the others. Ninth-grade English, the first year of secondary education, represents a critical step in the secondary education process by reinforcing the fundamental knowledge students acquired in middle school and establishing a solid foundation for advanced language learning, thus providing the prerequisites for English language acquisition in subsequent years (Yücel et al., 2017).

An examination of the "Common Text of the Turkey Century Maarif Model Curriculum" (MEB, 2024) dated May 23, 2024, reveals that no updates have been included in the 9th-grade English curriculum. Therefore, the 2017-2018 updated 9th-grade English curriculum is still in effect.

To assess the quality and effectiveness of a curriculum that has been implemented, programs must be evaluated systematically and continuously (Marsh & Willis, 2007; Wiles & Bondi, 1993). Different evaluation models can be adopted in the curriculum evaluation process, depending on the objectives of the evaluation. One of these models is Bloom's curriculum component-based evaluation model, which was also adopted in this study. According to this model, evaluation is carried out within the framework of criteria structured according to the qualities that curriculum elements should possess (Bloom et al., 1971). The evaluation model based on the elements of the curriculum is visualized as a diagram in Figure 1.

Figure 1

Component-Based Curriculum Evaluation Model



Although the advantages and disadvantages of the models used in curriculum evaluation may vary depending on the purpose of the study, it can be stated that Bloom's element-based curriculum evaluation model is employed more frequently than other models. Bloom's model is often preferred in literature because it enables a systematic analysis of educational programs. This model allows for holistic evaluation by establishing consistent relationships among the fundamental components of the curriculum objectives, content, teaching/learning processes, and evaluation procedures (Demirel, 2012; Ornstein & Hunkins, 2018). By clearly defining objectives, examining the alignment of content with these aims, assessing the effectiveness of instructional processes in practice, and analyzing the extent to which assessment procedures correspond to the objectives, concrete and measurable data can be obtained regarding both the design and implementation dimensions of the curriculum. In this respect, the model transforms evaluation from a purely outcome-oriented activity into a systematic framework that encompasses all stages of the educational process (Posner, 2004). Furthermore, since it allows for the examination of coherence among curriculum components, it provides more reliable results regarding the internal consistency and effectiveness of the curriculum (Bloom, 1956; Tyler, 1949). In this regard, compared to the CIPP (Context–Input–Process–Product) model, which offers a managerial and multidimensional framework, Bloom's model can be considered a more advantageous option for analyzing curricula in terms of objectives. The model developed by Bloom is regarded by some researchers as more suitable than the CIPP model because it focuses on the direct relationships among the curriculum elements objectives, content, instructional activities, and assessment procedures. While the CIPP model provides a comprehensive and administrative perspective on curriculum evaluation (Stufflebeam, 2000), it remains relatively limited in analyzing objectives at the cognitive level and in focusing on the alignment between objectives, instruction, and assessment. In contrast, Bloom's model explicitly defines the interactions among curriculum elements, thereby making it more feasible to evaluate the internal consistency of the curriculum and the alignment between its objectives, instruction, and assessment (Demirel, 2012; Ornstein & Hunkins, 2018). This feature allows researchers not only to examine how a curriculum is implemented but also to analyze to what extent learners acquire the intended behaviors and competencies. Therefore, as it ensures clarity, measurability, and comparability for both practitioners and researchers, Bloom's element-based curriculum evaluation model can be regarded as a classical and reliable framework frequently adopted in curriculum evaluation studies. Within this framework, the existing 9th-grade English curriculum should be assessed through a curriculum element-based evaluation model, taking teachers' perspectives into account.

A review of the related literature indicates that a range of theoretical models and research methodologies have been employed to evaluate the secondary-school English curriculum. Çelik and Büyükalan Filiz (2018) examined the curriculum through Eisner's Educational Connoisseurship and Criticism Model, adopting a qualitative perspective. Civriz (2019) utilized an element-based curriculum evaluation model and investigated teachers' views using both quantitative and qualitative data collection tools. In a similar vein, Taşdemir, İzci, and Kara (2019) employed a quantitative approach grounded in the same model, whereas Civriz and Gelmez Burakgazi (2021) implemented a qualitative design to assess the 9th-grade English curriculum in terms of students' expectations, the extent to which these expectations were met by the end of the semester, and their academic achievement. The literature further includes studies that apply distinct evaluation frameworks and methodological orientations. For example, Gürel and Demirhan İşçan (2020) conducted a qualitative evaluation within the framework of Stake's Responsive Evaluation Model, while Aslan, Yağızel, Aydın, and Yağızel (2023) adopted Tyler's Goal-Based Curriculum Evaluation Model, employing a mixed-methods design. Moreover, Aslan and Bağçeçi (2024) carried out a qualitative study that provided additional insights into the evaluation of the English curriculum. Collectively, these studies illustrate the diversity of approaches adopted in curriculum evaluation and underscore the need for continued research integrating multiple models and methodologies to achieve a more comprehensive understanding of curriculum effectiveness.

These studies indicate that diverse evaluation models and methodological approaches have been used in assessing the English curriculum. However, research structured within the framework of Bloom's Elements-Based Curriculum Evaluation Model and implemented through a mixed-methods design remains limited in the existing literature. In this context, the present study aims to fill this gap and make a significant contribution to the field. By systematically analyzing the objectives, content, teaching-learning process, and measurement-evaluation dimensions of the curriculum and integrating teachers' perspectives through both quantitative and qualitative data, this study provides a holistic and multidimensional evaluation of curriculum effectiveness. Therefore, it holds the potential to advance the national discourse on curriculum evaluation and to inform evidence-based practices in the ongoing development of English language education in Türkiye.

Purpose of Research

The main purpose of this study is to assess the English curriculum for students in the 9th grade, which has been in effect in the Turkish education system since 2017-2018, based on teachers' opinions within the framework of the evaluation model based on the objectives, content, teaching-learning process and measurement-evaluation dimensions. For this purpose, answers to the following questions were sought in the research:

1. What are teachers' opinions about the objectives dimension of the 9th-grade English curriculum? Do these opinions differ significantly based on gender and the years of professional experience?
2. What are teachers' opinions on the content aspect of the 9th-grade English curriculum? Do these opinions differ significantly based on gender and the years of professional experience?
3. What are teachers' opinions on the teaching-learning process aspect of the 9th-grade English curriculum? Do these opinions differ significantly based on gender and the years of professional experience?
4. What are teachers' opinions on the measurement-evaluation aspect of the 9th-grade English curriculum? Do these opinions differ significantly according to gender and the years of professional experience?

Methodology

Research Model

This descriptive study adopted a mixed method involving both quantitative and qualitative data. The mixed method is an investigative method purposing to reach holistic and in-depth information through the combined use of quantitative and qualitative research methods. With this study, a mixed method design, the sequential explanatory design, which is based on collecting quantitative data first and then collecting qualitative data to better explain this quantitative data (Creswell and Creswell, 2018) was used. In addition, in the qualitative dimension of the research, the case study design, which purpose to examine a phenomenon, event, or social unit in a comprehensive and in-depth manner (Yin, 2018), and the holistic single-case design, which is one of the case study designs, were adopted. The holistic single-case design, as in this study, is a research design in which a single unit of analysis is studied (Yıldırım and Şimşek, 2021).

Population and Sample

The purpose of the present study was to evaluate the 9th-grade English curriculum based on its key components, and both quantitative and qualitative data were collected from English teachers.

For the quantitative dimension of the study, the population consisted of English teachers working in a specific province and its districts during the 2023–2024 academic year. According to the information provided by the Provincial Directorate of National Education, a total of 250 teachers were randomly selected from a population of 1374 teachers. This sample represents approximately 18.2% of the entire population. The selected sample size is close to the minimum recommended sample size of 300 for a 95% confidence level and a 5% margin of error (Yamane, 1967), thereby supporting the statistical generalizability of the study findings to the overall population.

Study Group

For the qualitative dimension, criterion and convenience sampling methods were employed to determine the study group. The qualitative study group consisted of 12 English teachers who participated voluntarily, met the inclusion criteria, and were readily accessible in terms of time and location. These teachers were selected among those who had previously responded to the questionnaire, allowing for a more in-depth exploration of their perspectives on the curriculum.

Techniques for Gathering Data

The information for this research was obtained by using the "Curriculum Evaluation Scale" in the quantitative dimension and the "Interview form" in the qualitative dimension, within the framework of the Ethics Committee Approval dated 04.01.2024 and numbered 19928322/050.04/334564 and the research permit dated 10.07.2023 and numbered E-20381301-302.14.02-272144 of the Provincial Directorate of National Education, where the study was conducted.

The research involved gathering quantitative data using the "Curriculum Evaluation Scale" developed by Baş (2016). This scale, consisting of 35 items in total, was structured using a five-point Likert-type rating system to allow participants to express their opinions. According to the study carried out by Baş (2016), the findings showed that all scale items held factor loadings above 0.40. In this study, factor analysis was performed on the items again, and the Kaiser-Meyer-Olkin (KMO) coefficient was measured to be 0.94, indicating excellent sample adequacy.

To determine the reliability of the scale, the Cronbach's Alpha coefficient and the Spearman–Brown split-half test method was employed. The analyses revealed that the Cronbach's Alpha value of the scale was 0.92, and the Spearman–Brown split-half correlation coefficient was also found to be satisfactory (Baş, 2016). As the instrument had been previously validated and shown to be highly reliable, no additional confirmatory factor analysis was conducted; instead, reliability coefficients were recalculated to confirm its internal consistency for this study. As a result of the reliability calculations made for the scale in this study; for 10 items in the aims dimension, it was .93, for 10 items in the content dimension, it was .94, for 10 items in the teaching-learning process dimension, it was .96, for 10 items in the measurement-evaluation dimension, it was .89, and the Cronbach's Alpha reliability value calculated for the 35 items forming the whole scale was .98. Since these values obtained were in the range of "$0.80 < \alpha < 1.00$", it was concluded that both the overall scale and its sub-dimensions were highly reliable (Taber, 2018). While the obtained alpha value demonstrates a high level of internal reliability, it may also suggest redundancy due to the large number of similar statements. This limitation has been acknowledged and considered in interpreting the results.

To collect qualitative data, the researchers developed a semi-structured interview form. The initial draft of the form was reviewed by field experts to ensure content validity, and necessary revisions were made in line with their feedback. Subsequently, pilot interviews were conducted to assess the clarity and comprehensibility of the questions, and the final version of the form was refined accordingly. The interview form included open-ended questions designed to elicit teachers' in-depth perspectives on various components of the curriculum. Examples of these questions include: "How do you evaluate the objectives in the 9th-grade English curriculum in terms of the qualities they should possess?" and "How do you evaluate the content of the 9th-grade English curriculum in terms of the characteristics it should demonstrate?" The actual interviews were conducted face-to-face with 12 English teachers. With the participants' consent, the interviews were audio-recorded and subsequently transcribed in full for analysis.

Analysis of Data

In this study, a sequential explanatory design, one of the mixed-method research designs, was adopted. Within this framework, the research process consisted of two main phases. In the first phase, quantitative data were collected and analyzed using statistical methods. In the second phase, qualitative data were collected and analyzed to gain a deeper understanding of the quantitative findings. In the final stage, the results of both datasets were interpreted in an integrated manner to ensure data integration. This approach enables the use of the explanatory power of qualitative data to elaborate on quantitative findings, thereby allowing for a more comprehensive examination of the research problem (Creswell and Creswell, 2018; Tashakkori & Teddlie, 2010). Accordingly, the study first aimed to reveal numerical trends and relationships, and subsequently to explain the underlying factual and contextual dynamics of these results through qualitative data.

The first stage of quantitative data analysis involved calculating skewness and kurtosis values for each sub-dimension of the scale. Based on the findings, skewness and kurtosis values for each dimension and its items were found to range from -1.96 to +1.96, indicating a normal distribution of the data. Thus, descriptive statistics and parametric tests were employed to analyze the quantifiable information acquired in the study. Teachers' opinions on the aims, content, teaching-learning process, and measurement-evaluation dimensions of the curriculum were summarized using descriptive statistical values namely arithmetic mean ($\bar{X}$), standard deviation (SD), and skewness and kurtosis coefficients (Büyüköztürk et al., 2023). The scores reflecting the teachers' evaluations of the 9th-grade English curriculum were interpreted in line with predetermined criterion ranges. The criteria for reference score ranges used in the interpretation of quantitative data are shown in Table 1.

Table 1

Educational Programs Evaluation Scale Average Score Range Values

Scoring Range	Score	Proficiency Level
1.0 -1.79	1	I totally disagree
1.80 - 2.59	2	I disagree
2.60 - 3.39	3	I'm undecided
3.40 - 4.19	4	I agree
4.20 - 5.00	5	I totally agree

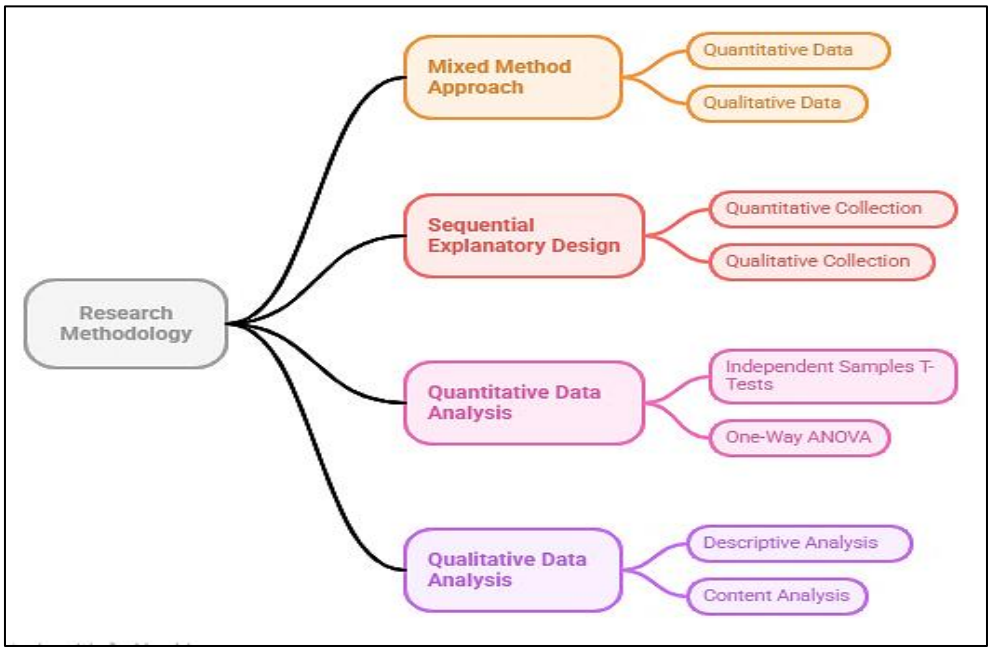
To investigate whether gender led to statistically significant differences in participants' opinions, an independent samples t-test was used. To examine whether opinions differed significantly based on the length of service variable, a one-way analysis of variance (ANOVA) was used. For variables with significant differences identified as a result of the ANOVA, the LSD (Least Significant Difference) post hoc test was used to determine the direction of the difference between the groups (Büyüköztürk et al., 2023). A significance level of .05 was used in the analysis.

Descriptive and content analysis methods were used to analyze the qualitative data. The primary reason for using both descriptive and content analysis in the study was to comprehensively examine both the superficial tendencies and the deep structure of teachers' views. Descriptive analysis aimed to group teachers' statements according to predetermined themes, while content analysis aimed to reveal the underlying meanings in detail. Information obtained from the interviews was analyzed in line with the research sub-problems, and the resulting codes were grouped under common themes and described. The data were interpreted using direct quotes. To maintain the anonymity of the teachers and to present the data in an orderly manner, each teacher was coded as "T1, T2, T3..."

To test consistency in the analysis of data, the "percentage of agreement formula" suggested by Miles and Huberman (1994) [Reliability = Consensus / (Consensus + Disagreement)] was used. As a result of the calculation, the agreement rate between the coding made by the two researchers was determined to be .89. As stated by Yıldırım and Şimşek (2021), a rate of 70% or above is considered sufficient for the reliability of the study. A summary of the research method is presented visually in Figure 2.

Figure 2

Method Summary



Findings

In this section, the findings obtained from the data analysis within the framework of the research's sub-problems are tabulated and interpreted. First, the findings and interpretations obtained from the analysis of data collected using the curriculum evaluation scale for the quantitative dimension of the research are presented, followed by the findings and interpretations obtained from the analysis of data obtained using the interview form for the qualitative dimension.

Teachers' Opinions Obtained from the Curriculum Evaluation Scale

Within the scope of the curriculum evaluation scale, the opinions of the teachers regarding the sub-dimensions of the curriculum (aims, content, teaching-learning process, measurement-evaluation) and the findings and comments regarding whether these opinions differ significantly according to the variables considered are presented below.

The descriptive analysis results of teachers' views on the aim components of the curriculum are visualized in Table 2.

Table 2

Descriptive Analysis of Opinions on the Aim Item

N	$\bar{X}$	*SS*	Skewness	Kurtosis
250	3.41	.98	-.25	-.51

When Table 2 is examined, the overall average score for the aim dimension is seen as ($\bar{X}$ = 3.41). Based on this finding, it can be said that teachers' views on the aim dimension are positive; in other words, teachers think that the aims have the necessary qualities.

The results of the comparison of teachers' views on the aim element of the curriculum in terms of gender variable are showed in Table 3.

Table 3

Comparison of Opinions on the Aim Item in Terms of the Gender Variable

Gender	*N*	$\bar{X}$	*SS*	Levene's Test for Homogeneity of Variances		*t*	*p*
				F	*p*		
Female	189	33.98	.80	.35	.55	-.49	.62
Male	61	34.54	.68				

As seen in Table 3, a comparison of teachers' views on the aim dimension of the English curriculum by gender revealed no statistically significant difference between the views of female and male teachers (t = -0.49; p = .62). This result suggests that teachers, regardless of their gender, have similar perceptions and evaluations of the aim dimension of the curriculum. In other words, it can be said that the gender variable has no decisive influence on teachers' views on the aim dimension of the curriculum.

The results of the comparison of teachers' views on the aim element of the curriculum in terms of experience in the teaching profession variable are presented in Table 4.

Table 4

Comparison of Opinions on the Aim Item in Terms of Professional Experience Variable

Experience in the Teaching Profession	*N*	$\bar{X}$	*SS*	Sum of Squares	KT	*SD*	KO	*F*	*p*	Difference
1-5 (1)	17	4.03	6.79	Between G.	18.31	4	6.10	1.14	.00	1 > 2 1 > 4
6-10 (2)	43	3.21	7.71	Inside G.	131.59	246	.53			
11-16 (3)	90	3.64	8.38	Total	149.91	249				
16 and over (4)	100	3.18	6.08							
TOTAL	250	3.41	7.75							

*$p < .05$

According to the data in Table 4, teachers' views on the aim dimension of the curriculum were examined using one-way analysis of variance (ANOVA) to determine whether there were significant differences based on their length of experience in the teaching profession. The analysis revealed a statistically significant difference between teachers' views based on the experience variable ($F = 1.14$; $p = .00$). The findings revealed that faculty members with 1–5 years of experience had higher mean scores on the aim dimension of the curriculum than faculty members with 6–10 years and 16 years or more of experience. This suggests that faculty members new to the profession may have a more positive or idealistic perspective on the program, while this perception may tend to decrease relatively as experience increases.

The results of the descriptive analysis of teachers' views on the content elements of the curriculum are shown in Table 5.

Table 5

Descriptive Analysis of Opinions on the Content Item

N	$\bar{X}$	*SS*	Skewness	Kurtosis
250	3.37	.99	-.31	-.46

As seen in Table 5, the average score for the content dimension was calculated as $\bar{X} = 3.37$. This result shows that teachers' views on the content dimension were at the level of indecision, and therefore they did not express a clear opinion on this dimension.

The results of the comparison of teachers' views on the content element of the curriculum in terms of the gender variable are presented in Table 6.

Table 6

Comparison of Opinions on the Content Element in Terms of the Gender Variable

Gender	*N*	$\bar{X}$	*SS*	Levene's Test for Homogeneity of Variances		*t*	*p*
				F	*p*		
Female	189	3.28	.83	.98	.55	1.63	.10
Male	61	35.21	.67				

As seen in Table 6, an independent samples t-test was conducted to determine whether perceptions of the content dimension of the curriculum differed based on the gender variable. According to the analysis results, no statistically significant difference was found between female and male teachers' perceptions of the content dimension ($t = -1.63$; $p = .10$). However, an examination of the mean scores reveals that male teachers' perceptions of the content dimension were slightly higher than female teachers'. However, the lack of statistical significance suggests that this difference may be due to random variation and that gender does not have a decisive effect on content perception.

The results of the comparison of teachers' views on the content element of the curriculum in terms of the experience in the teaching profession factor are shown in Table 7.

Table 7

Comparison of Opinions on the Content Item in Terms of the Professional Experience Variable

Experience	*N*	$\bar{X}$	*SS*	Sum of Squares	KT	*SD*	KO	*F*	*p*	Difference
1-5 (1)	17	4.03	7.07	Between G.	14.23	3	4.74	7.92	.00	1 > 2 1 > 3 1 > 4
6-10 (2)	43	3.12	7.14	Inside G.	147.35		.59			
11-16 (3)	90	3.52	9.04	Total	161.59					
16 and over (4)	100	3.23	6.75							
Total	250	3.37	8.05							

*$p < .05$

An examination of Table 7 reveals that teachers' evaluations of the content dimension of the curriculum show a statistically significant difference based on their experience in the teaching profession ($F(3.24) = 7.92$; $p < .05$). This finding suggests that teachers' perceptions of the content dimension are influenced by their level of professional experience. An examination of the means across groups reveals that teachers with 1-5 years of professional experience have more positive views of the content dimension of the curriculum compared to teachers in other experience groups. This suggests that novice teachers find the curriculum more up-to-date, applicable, and more suitable for their needs. Conversely, the lower opinions of teachers with 6-10 years, 11-16 years, and 16 years or more of experience regarding the content dimension indicate that experienced teachers find the curriculum content inadequate in terms of implementation processes or limited in meeting their expectations.

Table 8 includes the descriptive analysis findings regarding teachers' views on the teaching-learning process of the curriculum.

Table 8

Descriptive Analysis of Opinions Regarding the Teaching-Learning Process Element

N	$\bar{X}$	*SS*	Skewness	Kurtosis
250	3.28	1.04	-.26	-.44

Inspection of Table 8 demonstrates that the general average for the teaching-learning process dimension ($\bar{X} = 3.28$) is in the "undecided" category. Accordingly, it can be said that teachers do not have a clear view of their teaching-learning process.

Table 9 displays the outcomes of evaluating the gender factor in relation to the educational status component of the curriculum, as perceived by teachers.

Table 9

Comparison of Opinions on the Teaching-Learning Process Element in Terms of the Gender Variable

Subdimension	Gender	*N*	$\bar{X}$	*SS*	Levene's Test for Homogeneity of Variances		*t*	*p*
					F	*p*		
Educational Status	Female	189	32.26	.91	.013	.91	1.68	.09
	Male	61	34.51	.86				

An independent samples t-test was conducted to determine whether teachers' opinions regarding the teaching-learning process dimension of the curriculum differed based on the gender variable. The analysis results indicated that there was no statistically significant difference between female and male teachers' perceptions of the teaching-learning process dimension ($t = -1.68$; $p = .09$). This finding suggests that the gender variable had no significant

impact on teachers' assessments of the teaching-learning process dimension. In other words, it can be said that female and male teachers' perceptions of the teaching-learning process dimension of the curriculum were similar.

The results of the comparison of teachers' views on the teaching-learning process of the curriculum in terms of the seniority year variable are presented in Table 10.

Table 10

Comparison of Opinions on the Teaching-Learning Process Element in Terms of the Professional Experience Variable

Experience	*N*	$\bar{X}$	*SS*	Sum of Squares	KT	*SD*	KO	*F*	*p*	Difference
1-5 (1)	17	3.97	8.16	Between G.	21.23	3	7.07	9.42	.00	1 > 2 1 > 3 1 > 4
6-10 (2)	43	2.98	9.16	Inside G.	184.86	246	.75			
11-16 (3)	90	3.52	9.72	Total	206.10	249				
16 and over (4)	100	3.07	7.43							
Total	250	3.28	9.09							

** p<.05*

As shown in Table 10, teachers' mean scores differ according to their professional teaching experience. Specifically, teachers with 1–5 years of experience reported the highest mean score ($\bar{X}$ = 3.97), followed by those with 11–16 years ($\bar{X}$ = 3.52), 16 years and above ($\bar{X}$ = 3.07), and 6–10 years of experience ($\bar{X}$ = 2.98). The results of the one-way analysis of variance (ANOVA) revealed that the differences among these groups were statistically significant (F = 9.42, p < .05). This finding suggests that teachers' perceptions differ meaningfully according to their level of professional experience. In particular, teachers in the early stages of their careers (1–5 years) exhibited more positive evaluations compared to their more experienced counterparts. This may indicate that novice teachers, being closer to recent educational reforms and contemporary pedagogical approaches, tend to perceive their professional preparation and curriculum content as more relevant, current, and effective than those with longer teaching experience.

Table 11 shows the results of the descriptive analysis regarding the teachers' measurement-evaluation of the curriculum.

Table 11

Descriptive Analysis of Opinions Regarding the Measurement-Evaluation Element

N	$\bar{X}$	*SS*	Skewness	Kurtosis
250	3.29	1.01	-.18	-.56

When Table 11 is examined, the average score calculated for the measurement-evaluation dimension suggests that teachers are undecided in their views on the measurement-evaluation dimension, or in other words, they lack a clear view of the qualities of the measurement-evaluation dimension. The results of the comparison of teachers' views on the measurement-evaluation element of the curriculum in terms of the gender variable are presented in Table 12.

Table 12

Comparison of Views on the Measurement-Evaluation Element in Terms of Gender Variable

Gender	*N*	$\bar{X}$	*SS*	Levene's Test for Homogeneity of Variances		*t*	*p*
				F	*p*		
Female	189	14.68	.46	9.14	.00	-.58	.56
Male	61	15.05	.30				

As presented in Table 12, the independent samples t-test results indicated that there was no statistically significant difference between male and female teachers' views regarding the measurement–evaluation dimension of the

curriculum ($t = –.58$; $p = .56$). This finding suggests that gender does not play a determining role in shaping teachers' perceptions of the measurement–evaluation aspect. In other words, both male and female teachers exhibited similar levels of uncertainty or neutrality toward this dimension of the curriculum, implying that the measurement–evaluation component may not be sufficiently clear or distinctive to elicit differing opinions across gender groups.

The results of the comparison of teachers' views on the measurement-evaluation dimension of the curriculum in terms of experience in the teaching profession variable are presented in Table 13.

Table 13

Comparison of Opinions on the Measurement-Evaluation Element in Terms of the Variable Professional Experience

Experience in the Teaching Profession	*N*	$\bar{X}$	*SS*	Sum of Squares	KT	*SD*	KO	*F*	*p*
1-5	17	3.32	4.27	Between G.	1.37	3	.458	2.54	.56
6-10	43	2.87	4.23	Inside G.	44.22	246	.179		
11-16	90	3.07	4.87	Total	45.60	249			
16 and over	100	2.82	3.57						
Total	250	3.02	4.27						

As shown in Table 13, a one-way analysis of variance (ANOVA) was conducted to examine whether teachers' views on the measurement-evaluation dimension of the curriculum differed significantly according to their professional teaching experience. The analysis results revealed no statistically significant difference among the groups ($F = 2.54$; $p = .56$). This finding suggests that teaching experience does not exert a significant influence on teachers' perceptions of the measurement-evaluation component of the curriculum. In other words, teachers across different experience levels tend to hold similar views regarding this dimension, implying that professional tenure may not be a determining factor in shaping attitudes toward the curriculum's measurement-evaluation practices.

Teachers' Opinions Obtained via Interview Form

Regarding the qualitative dimension of the research, the findings obtained as a result of the analysis of the data obtained through the interview form for the evaluation of the 9th grade English course curriculum are given below.

Table 14 shows teachers' opinions on the evaluation of the objectives of the current 9th grade English curriculum at the secondary education level.

Table 14

Opinions on the Evaluation of the Objectives in the 9th-Grade English Curriculum

Theme	Code	Teachers	*f*
Accessibility	Suitable	T2, T3	2
	Partially suitable	T4, T8, T11	3
	Not suitable	T5, T6, T9	3
Consistency	Suitable	T1, T4, T7, T10, T11	5
	Partially suitable	T9	1
Clarity and understandability	Suitable	T1, T5, T11, T12	4
	Not suitable	T3	1
Suitability to student level	Suitable	T1, T4, T5, T6, T7, T10	6
	Partially suitable	T2, T8, T9	3
Cohesion	Appropriate	T1, T2, T3, T5, T7	5
	Not appropriate	T8	1
Generality -Limitation	Suitable	T1, T2, T3, T5, T6, T10, T11	7
	Not suitable	T9, T12	2
Contiguity	Suitable	T1, T2, T3, T5, T6, T8, T12,	7
	Not suitable	T7	1

As is seen on Table 14, more than half of the teachers who expressed their opinions evaluated the objectives as achievable, some partially, and the majority adopted the view that the objectives possessed the characteristics of consistency, clarity and comprehensibility, suitability for the student level, generality and limitation, and contiguity. Direct quotes reflecting teachers' opinions on the evaluation of objectives are provided below.

T2 **"…** The *objectives are achievable. The fact that our subjects are a continuation of middle school and the students have the necessary infrastructure makes it easier for us to achieve the objectives …"*

T9 "*... We cannot achieve the program's objectives. Factors such as the level of our students and insufficient time prevent us from achieving the objectives*..."

T1 "… *The objectives in the 9th grade English curriculum do not contradict each other. Therefore, we can easily provide each objective to the student* …"

T5 "… *The objectives in the current curriculum are appropriate for the student level. We can easily reach every objective. We have no problems* …"

T7 *"...Our go objectives are linked to the content. It also becomes better because they complement each other..."*

T10"… *Curriculum prepared with due regard to the principles of generality and limitation ...*"

T3"… *The 9th grade English curriculum is contiguous and sequential in terms of objectives* …"

Teachers' opinions on the evaluation of the content of the 9th grade English course curriculum are given in Table 15.

Table 15

Opinions on the Evaluation of the Content in the 9th-Grade English Curriculum

Theme	Code	Teachers	*f*
Suitability for objectives	Suitable	T3, T4, T5, T9, T10, T11, T12	7
	Partially suitable	T1, T2, T6, T7, T8	5
Suitability to student level	Suitable	T1, T3, T5, T6, T11	5
	Partially Suitable	T2, T4, T5, T6, T8	5
Relevance and usefulness to daily life	Suitable	T1, T2, T3, T4, T5, T10, T12	7
	Partially suitable	T6, T7, T8, T9, T11	5
Consistent	Suitable	T1, T2, T3, T4, T5, T7, T8, T10, T12	9
	Not suitable	T9, T11	2
Validity and up -to-dateness	Suitable	T1, T2, T3, T4, T5, T6, T10, T12	8
	Partially suitable	T8, T9, T10	3

As seen in Table 15, when teachers' opinions on the evaluation of the curriculum content are examined, it is seen that the teachers who expressed their opinions adopted the view that the content was appropriate for the objectives and student level, relevant to daily life, and internally consistent. Direct quotes reflecting teachers' opinions on the evaluation of the content are provided below.

T3 "… *I think the content is compatible with the objectives. However, I think the content and objectives should be updated according to the type of school..."*

T11 *"... The content of the 9th-grade English curriculum is very appropriate for the student's level. We don't encounter any questions about student level during the course*.

T2 *"...Since the terms, idioms, and structures used in the units are current and functional, the content is relevant to daily life and useful. …"*

T4" *...Yes, the topics and units in the content are interconnected and supportive. The topics are built upon each other* …

T12 "*... The curriculum is current and valid. There have been many developments in technology and social media in recent years. Updates have been made regarding it ...*"

Table 16 presents teachers' opinions regarding the evaluation of the teaching-learning processes included in the curriculum.

Table 16

Opinions on the Evaluation of the Teaching-Learning Process in the 9th-Grade English Curriculum

Theme	Code	Teachers	*f*
Suitability for objectives	Suitable	T1, T7, T10,	3
	Partially suitable	T2, T4, T5, T11	4
	Not suitable	T3, T9	2
Suitability to student level	Suitable	T1, T2, T4, T5, T9, T10, T12	7
	Partially suitable	T3, T7, T8	3
	Not suitable	T5, T6, T11	3
Suitability for the information in the content	Suitable	T1, T2, T5, T6, T10, T11	6
	Not suitable	T3, T7	2
Consistency (method-technique, material-tool compatibility)	Suitable	T1, T2, T4, T5, T6, T8, T10, T12, T3,	7
	Not suitable	T6, T9	4

As seen in Table 16, when the students' opinions regarding the evaluation of the teaching-learning process of the curriculum are examined together as "appropriate" and "partially appropriate," it is seen that the teachers evaluated the educational context components as appropriate for the outcomes, student level, and content, and also as internally consistent. Direct quotes reflecting the teachers' opinions on the teaching-learning process of the curriculum are provided below.

> T7 "… *Listening texts and activities are suitable for the objectives compared to previous years in terms of tools, materials, methods and techniques..."*
>
> T4"… *It is appropriate for the student level. The activities in the 9th Grade English Curriculum are especially ideal and suitable for our students…* "
>
> T1 "… *There are activities that are appropriate to the content of the program. We can teach by using the smart board and different tools…"*
>
> T5 "… *The techniques, methods and materials we use within the curriculum are compatible and consistent…"*

Table 17 shows the teachers' opinions on the general evaluation of the measurement-evaluation in the 9th grade English course curriculum.

Table 17

Opinions on the Evaluation of the Measurement-Evaluation in the 9th-Grade English Curriculum

Theme	Code	Teachers	*f*
Validity	Suitable	T1, T2, T4, T5, T7 T8, T10, T11	8
	Not Suitable	T3, T6, T7, T9, T12	5
Suitability of the basic understanding of the curriculum	Suitable	T1, T2, T4, T5, T8, T12	6
	Not Suitable	T3, T6, T7	3
Usefulness	Suitable	T1, T4, T5, T11	4
	Not Suitable	T2, T3, T6, T7, T8, T9, T10, T12	8

When the opinions regarding the validity of the measurement-evaluation in analysis of Table 17 reveals that most of the instructors who expressed their opinions stated that the measurement-evaluation were in compliance with the principle of validity and the basic understanding of the curriculum, while they expressed the opinion that they were not in compliance with the principle of usability. Direct quotes reflecting teachers' opinions regarding the evaluation of the measurement-evaluation are given below.

T2 "*... It is valid and serves the objectives. We are acting in accordance with the latest changes in measurement and evaluation. Measuring listening, writing, speaking, and listening skills separately provides much more reliable results...*"

T8 "*... We used to measure all four skills together. But now it is much better to measure the four skills separately. It is in line with the basic understanding of the curriculum ...*"

T2 *" … It would be much more practical for me if I collected all four skills at the same time and allocated two lesson hours to them. However, since there is a common exam in separate crowded classes, measurement and evaluation becomes a very challenging process. It is not useful…."*

Discussion, Conclusion and Recommendations

The current study, undertaken to analyze the 9th-grade English course curriculum in secondary school within the framework of an evaluation based on the basic components of the curriculum and aligned with the perspectives of the teachers, found that in the quantitative dimension, teachers were of the opinion that the objectives had the necessary qualities. While the gender variable was not a determining factor in the teachers' opinions on this dimension, it was observed that experience in the teaching profession was an effective variable on the opinions. From the qualitative perspective of the research, beyond the results that generally supported the positive opinions emerging from the quantitative dimension, negative evaluation results regarding the objective components were also obtained. Upon reviewing the literature, it was discovered that several studies reported positive results for the objective components of the evaluated curriculum (Çelik & Büyükalan Filiz, 2018; Demirel, 2012; Tekel et al., 2025; Yakar, 2016), there were also studies that reached negative results (Au, 2022; Kara & Kara, 2023; Şahin & Aykaç, 2019).

According to the data gathered in the quantitative component of the research, after careful consideration, it was found that teachers were uncertain about the caliber of the content in the 9th grade English curriculum for secondary education. In the research, it was concluded that the gender-based dimension was not a crucial determinant on teachers' opinions regarding this dimension, but on the other hand, professional experience was an effective factor on teachers' opinions. According to the qualitative findings, teachers expressed the view that the curriculum content was suitable, or at least partially suitable, for the required characteristics. The literature review indicated that, in addition to studies reporting positive evaluation results regarding the content components of the evaluated curriculum (Demirel, 1994; Kaçar, 2024; Korucuk, 2023; Kandemir & Tok, 2017; Yücel et al., 2017), other studies were identified that reported negative evaluation results (Kalender & Baysal, 2021; Karsantık & Yağcı, 2021).

The results of the quantitative dimension of the research indicated that teachers' opinions regarding the teaching-learning process dimension were in the undecided category; in other words, teachers demonstrated an incomplete awareness of the process of instruction and learning. The research revealed that gender was not a significant determinant in teachers' opinions regarding the teaching-learning process dimension of the 9th-grade secondary school English curriculum, while the variable of experience in the teaching profession had a significant impact on their opinions. In the qualitative dimension of the research, similar to the results obtained in the quantitative dimension, it can be said that teachers' opinions regarding the characteristics required to embody the teaching-learning process components of the curriculum were balanced between positive and negative. When reviewing the literature, it becomes evident that prior studies reported both supportive (Kızılhan, 2020; Yeter Ataman, 2007) and critical outcomes (Acar, 2007; Çelenk, 2009; Gömleksiz & Dilci, 2007; Güven, 2008; Karacaoğlu & Acar, 2010; Korkmaz, 2006; Üstün, 2008) pertaining to the educational aspects of the curriculum, which are in accordance with the findings of this research.

The results obtained regarding the quantitative dimension of the research show that teachers are testing the curriculum's (measurement-evaluation) quality. As a result of the research, it was determined that the variables of gender and experience in the teaching profession were not significant determinants in teachers' opinions regarding the measurement-evaluation of the 9th-grade English course curriculum in secondary education. In the qualitative dimension of the research, like the results obtained in the quantitative dimension, it was revealed that teachers' opinions regarding the features that the measurement-evaluation of the curriculum should have had a balanced distribution between the themes of appropriate and not appropriate. In the relevant literature, as in this study, studies that reached both positive evaluation results regarding the measurement-evaluation of the curriculum (Aykaç, et al., 2011; Şişman & Kerkez, 2009; Üzümcü & Abanoz, 2024) and negative evaluation results (Koca, Karabulut & Türkoğlu, 2021; Tokur Üner & Aşılıoğlu, 2022; Türkben, 2022) were found.

Given that language is the primary means of communication, it is crucial to include more daily speaking activities in the curriculum. Furthermore, linking the curriculum to current events and developments will make the learning process more engaging and increase student active participation. Furthermore, increasing the number of digital resources, in line with today's current era, can contribute to students' effective use of technology in their learning processes, which in turn can contribute to retention. The problem of assessing all four language skills (listening, speaking, reading, and writing) within the same exam, which fails to accurately measure the proficiency level, validity, and reliability of each skill, can be addressed by assessing each skill individually at different times. By diversifying the assessment tools and conducting validity and reliability studies, problems in this area can be significantly reduced.

The finding that the 9th-grade English curriculum was generally evaluated positively by teachers, while certain weaknesses were also identified, indicates that there remain areas for improvement across the domains of curriculum design, teacher education, and instructional practice. This result suggests that although the theoretical framework and structural integrity of the curriculum are aligned with contemporary curriculum development principles, the challenges encountered in classroom practice point to a possible misalignment between the program's theoretical assumptions and the realities of instructional settings. Therefore, in terms of curriculum design, it is essential to strengthen the coherence among objectives, content, the teaching-learning process, and measurement-evaluation, and to ensure that the curriculum is more responsive to contextual factors such as school resources, student profiles, and teacher competencies.

The findings also bear significant implications for teacher education. The effective implementation of the curriculum largely depends on teachers' ability to integrate pedagogical and linguistic competencies with current instructional paradigms. Accordingly, both pre-service and in-service teacher education programs should emphasize practice-oriented training in communicative language teaching, assessment literacy, material design, and differentiated instruction strategies. From a policy perspective, it is recommended that educational policymakers establish sustainable mechanisms for continuous monitoring and feedback between teachers and curriculum authorities. Such a system would enable ongoing curriculum refinement based on empirical classroom evidence and teacher input. Furthermore, implementing resource allocation policies that address regional disparities could promote more equitable and effective curriculum implementation across schools. For curriculum developers, the systematic analysis of both quantitative and qualitative data gathered from the field is crucial for maintaining the internal consistency of the curriculum and for ensuring its adaptability through evidence-informed revisions. Additionally, practicing teachers should be supported in contextualizing curriculum objectives, experimenting with innovative teaching strategies, and engaging in professional learning communities that encourage collaboration and reflective practice. Overall, these implications underscore the importance of adopting a participatory, feedback-oriented, and flexible approach to curriculum development—one that bridges the gap between design and implementation and contributes to a more effective and sustainable model of English language education in Turkey.

Because this study is limited to 9th-grade English, it is important to support it with similar research on English curriculum at the 10th, 11th, and 12th-grade levels. Evaluations conducted at different grade levels will contribute to a more holistic and in-depth examination of the overall curriculum structure. Another limitation of this study is that the data were obtained from only one province in Türkiye. Conducting a more comprehensive study and collecting the opinions of teachers in different provinces will yield more realistic results regarding the quality of the curriculum nationwide. The study relied solely on teacher opinions. However, including the views of students, parents, and administrators—all stakeholders in the curriculum—will contribute to the evaluation of the curriculum from different perspectives.

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Code of Ethics

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Ortaöğretim 9. Sınıf İngilizce Dersi Öğretim Programının Değerlendirilmesi

Öz

Bu çalışma, 9. sınıf İngilizce dersi öğretim programının, programın temel bileşenlerine dayalı olarak öğretmen görüşleri doğrultusunda değerlendirilmesini amaçlamaktadır. Araştırmada nicel ve nitel yöntemlerin birlikte kullanıldığı karma yöntem yaklaşımı benimsenmiştir. Nicel veriler, 250 İngilizce öğretmeninden "Eğitim Programlarını Değerlendirme Ölçeği" kullanılarak, nitel veriler ise 12 İngilizce öğretmeniyle gerçekleştirilen görüşmeler aracılığıyla elde edilmiştir. Nicel verilerin çözümlenmesinde frekans, aritmetik ortalama ve standart sapma değerleri hesaplanmış, değişkenler açısından anlamlı bir fark olup olmadığını belirlemek amacıyla bağımsız gruplar t-testi ve tek yönlü varyans analizi (ANOVA) uygulanmıştır. Nitel veriler ise betimsel ve içerik analizi yöntemiyle analiz edilerek yorumlanmıştır. Öğretmenlerin 9. sınıf İngilizce dersi öğretim programının değerlendirilmesine ilişkin araştırmanın nicel boyutunda genel olarak tarafsız oldukları ya da programı orta derecede olumlu değerlendirdikleri görüşleri ile nitel boyutta elde edilen sonuçlar benzerlik göstermektedir. Diğer yandan genel olarak cinsiyet değişkeni görüşler üzerinde belirleyici bir etkiye sahip değilken, hizmet süresinin değerlendirmeye görüşler arasında istatistiksel olarak anlamlı farklara neden olduğu saptanmıştır.

Anahtar kelimeler: İngilizce dersi öğretim programı, öğretmen görüşleri, program değerlendirme.