

A COMPARATIVE ANALYSIS OF NATIONAL AND  
INTERNATIONAL ENGLISH LANGUAGE CURRICULA FOR  
HIGH SCHOOLS IN TURKEY

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Bilkent University

by

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A COMPARATIVE ANALYSIS OF NATIONAL AND INTERNATIONAL  
ENGLISH LANGUAGE CURRICULA FOR HIGH SCHOOLS IN TURKEY

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June 2014

I certify that I have read this thesis and have found that it is fully adequate, in scope and in quality, as a thesis for the degree of Master of Arts in Curriculum and Instruction.

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## **ABSTRACT**

### **A COMPARATIVE ANALYSIS OF NATIONAL AND INTERNATIONAL ENGLISH LANGUAGE CURRICULA FOR HIGH SCHOOLS IN TURKEY**

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June 2014

This research study comparatively analyses five national and international high school English language curricula implemented in Turkey. These curricula are the Turkish Ministry of National Education (MONE) High School English Language curriculum, International Baccalaureate Diploma Programme (IBDP) Language A: Language and Literature curriculum, International Baccalaureate Diploma Programme (IBDP) Language B curriculum, Advanced Placement (AP) English Language and Composition curriculum, and Advanced Placement (AP) English Literature and Composition curriculum. The study uses content analysis to explore how the Turkish MONE English language curriculum for high schools compare and contrast with the English language curriculum in the two international programs, namely International Baccalaureate Diploma Programme (IBDP), and Advanced Placement (AP), in terms of educational philosophies, intent, content, approaches to design, approaches to implementation, approaches to assessment, and approaches to evaluation.

Key words: English language curriculum, high school, International Baccalaureate Diploma Programme, Advanced Placement

## ÖZET

### TÜRKİYE’DEKİ LİSELER İÇİN ULUSAL VE ULUSLARARASI İNGİLİZ DİLİ MÜFREDATLARININ KARŞILAŞTIRILMASI

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Bu araştırma Türkiye’de uygulanan ulusal ve uluslararası toplam beş lise İngilizce müfredatını çeşitli boyutlarda karşılaştırmalı olarak analiz etmektedir. Bu müfredatlar Türk Milli Eğitim (MEB) Lise İngilizce müfredatı, Uluslararası Bakalorya Diploma Programı (IBDP) Dil A: Dil ve Edebiyat müfredatı, Uluslararası Bakalorya Diploma Programı (IBDP) Dil B müfredatı, İleri Düzey Yerleştirme Programı (AP) İngiliz Dili ve Kompozisyon müfredatı ve İleri Düzey Yerleştirme Programı (AP) İngiliz Edebiyatı ve Kompozisyon müfredatıdır. Bu araştırma Türk Milli Eğitim Lise İngilizce müfredatının, Türkiye’de uygulanan uluslararası programların İngilizce müfredatları ile nasıl benzeştiğini ve farklılaştığını araştırmak için içerik analizi yöntemini kullanmaktadır. Kıyaslama boyutları olarak müfredatların eğitim felsefeleri, amaçları, içerikleri, tasarım yaklaşımları, öğretim yaklaşımları, öğrenci değerlendirme yaklaşımları ve müfredat değerlendirme yaklaşımları belirlenmiştir..

Anahtar Kelimeler: İngilizce müfredat, lise, Uluslararası Bakalorya Diploma Programı, İleri Düzey Yerleştirme Programı

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## **CHAPTER 1: INTRODUCTION**

### **Introduction**

A number of international educational organizations offer international curricula, allowing schools to use external benchmarks to measure their performance. Included in these international educational programmes are International Baccalaureate Diploma Programme (IBDP), International Baccalaureate Middle Years Programme (IBMYP), International Baccalaureate Primary Years Programme (IB PYP) and Advanced Placement (AP). International Baccalaureate (IB) programmes are implemented in 50 schools (June, 2014) in Turkey, and AP Programs are used in 11 schools (June, 2014). In most cases, these programmes are administered along with the national educational programme. The focus of this research is to compare and contrast the English language curricula in the Turkish Ministry of National Education (MONE), IBDP, and AP.

This chapter provides information about the International Baccalaureate Diploma Programme (IBDP), Advanced Placement (AP) and the national curriculum of the Turkish Ministry of National Education (MONE). The chapter proceeds with the problem, the purpose of the research, the research question and the significance of the research. The chapter ends with the definitions of some key terms.

The international educational programmes provide learners with an internationally recognized diploma or exam score. For instance, “more than 90 percent of four-year colleges and universities in the United States grant students credit, placement or both

on the basis of successful AP exam scores” (College Board, 2010, p. 1). As for IB, there are IB schools in 145 countries (IBO, 2013). The graduates of IBDP schools have internationally recognized high school diplomas. For this reason, some schools in Turkey offer these international educational programmes as well.

### **Background**

There are a number of international educational programmes that are implemented in some high schools along with the curriculum of the Ministry of National Education (MONE) in Turkey. Some of these programmes are International Baccalaureate Diploma Programme (IBDP), and Advanced Placement (AP).

### **International Baccalaureate Diploma Programme-English**

The International Baccalaureate Organization is a non-profit educational foundation founded in 1968 (IBO, 2014). It offers programmes at primary, middle and high school levels to 3848 schools in 148 countries. The programmes are Primary Years Programme (PYP), Middle Years Programme (MYP), and Diploma Programme (DP). There are 50 (June, 2014) IB schools in Turkey. Thirty five of these schools offer IBDP. All of these schools offer the DP together with the curriculum of Turkish MONE with the exception of two schools. These two schools are Bilkent International Laboratory School (BLIS) and Bilkent Erzurum Laboratory High School (BELS). These laboratory schools are allowed to implement the IBDP only.

The IBDP is a two-year pre-university course for learners at the ages of 16-19 (IBO, 2011b). The programme aims to prepare learners for their higher education. “The aim of all IB programmes is to develop internationally minded people who,



recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world” (IBO, 2011b). The IBO has defined a learner profile to reach this aim. According to this learner profile, the IB programmes aim to raise people who are inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced, and reflective.

The curriculum of the programme includes six academic areas with a central core. The academic areas are: group one-studies in language and literature, group two-language acquisition, group three- individuals and societies, group four- sciences, and group five- mathematics, and group six- the arts. Learners are required to select one subject from each academic area. They can select a second subject from groups one to five instead of a sixth group subject. Learners are also required to complete the core subjects of the curriculum to get the diploma. The core subjects are theory of knowledge (TOK); extended essay (EE); and creativity, action, service (CAS).

Group one subjects are: *Language A- literature*, *Language A- language and literature*, and *Literature and performance* (IBO, 2011a).

All three courses are designed for students who have experience of using the language of the course in an academic context...Group 1 courses are designed to support future academic study by developing a high social, aesthetic and cultural literacy, as well as effective communication skills. (IBO, 2011a, p. 4)

Group two subjects are two modern languages and a classical languages course (IBO, 2011b). The modern languages courses are *Language ab initio* and *Language B*. These courses are provided in a variety of languages.

Language ab initio and language B are language acquisition courses designed to provide students with the necessary skills and intercultural understanding to enable them to communicate successfully in an environment where the language studied is spoken...The classical languages course focuses on the study of the language, literature and culture of the classical world. (IBO, 2011b, p. 4)

## **Advanced Placement-English**

The Advanced Placement (AP) Program is designed by the College Board. The College Board was founded in 1900 (College Board, 2013). It is a non-profit educational organization. It aims to provide high school learners an equal chance to be academically prepared for their college level studies. There are 11 schools (June, 2014) in Turkey which implement the AP along with the curriculum of Turkish MONE.

The AP Program offers more than 30 courses in a wide variety of subject areas (College Board, 2010). The AP teachers are required to develop their own course syllabus. The AP Program provides AP teachers with a set of expectations that must be fulfilled while preparing the course syllabus. AP exams are an essential part of the AP Program if learners want to demonstrate their mastery of college-level work. The placement and credit policies to attend colleges are decided by each college separately. There is not a certain set of criteria that is prescribed by the College Board. Therefore, learners are expected to read the placement and credit policies of the colleges that they want to attend to decide which AP courses and exams to take.

The AP Program offers two parallel exams in English. One of them is in *Language and Composition* and the other one is in *Literature and Composition*. Consequently, two courses are designed for these exams. “The purpose of the AP English Language and Composition course is to enable students to read complex texts with understanding and to write prose of sufficient richness and complexity to communicate effectively with mature readers” (College Board, 2010, p.7). The aim of the AP Literature and Composition course is to study “representative works from

various genres and periods concentrating on works of recognized literary merit...”  
(College Board, 2010, p. 49).

### **Ministry of National Education-English**

The MONE English language curriculum is implemented in different kinds of high schools in Turkey (TTKB, 2011). These high schools are categorized as Anatolian high schools, non-Anatolian high schools, and high schools with preparatory classes in terms of their weekly language lesson hours. The language proficiency levels are based on the Common European Framework of Reference (CEFR). They are defined as A1, A2, B1, B2, C1, and C2. The objectives are defined for each language level in terms of four language skills. The curriculum also defines 22 themes with their suggested topics. The number of themes and topics that should be studied at each language level is also stated in the curriculum guide.

This research focuses on how the English language curriculum of Turkish MONE compares and contrasts with the English language curricula of international programmes implemented in Turkey. The comparison is based on their educational philosophies. There are four major educational approaches described by Ornstein and Behar-Ornstein (1999). These are *Perennialism*, *Essentialism*, *Progressivism*, and *Reconstructionism*. *Perennialism* and *Essentialism* are regarded as traditional philosophies while *Progressivism* and *Reconstructionism* are regarded as contemporary ones. Schiro (2008, p.1) further conceptualizes these “four visions” under the following four curriculum ideologies, or philosophies: *Scholar-Academic*, *Social Efficiency*, *Learner-Centered* and *Social Reconstruction*. “An ideology is a collection of ideas, a comprehensive vision, a way of looking at things, or a

worldview that embodies the way a person or a group of people believes the world should [be] organized and function” (p.8). Each of these visions, philosophies, or ideologies has its own distinctive belief system concerning intent, content, design, implementation, assessment and evaluation.

### **Problem**

There are a number of international programmes that are offered at some high schools along with the MONE curriculum in Turkey. Few studies have compared and/or contrasted such international curricula with the national curricula in Turkey. Saglam (2012) made a comparative analysis of quadratics in mathematics textbooks in Turkey, Singapore, and the IBDP. Yilmaz (2005) focused on comparing MONE high school one to three Biology curricula and IB Biology curriculum. Cam-Aktas (2013) made a comparison of mother tongue teaching courses in the IBDP and Turkish MONE program in terms of critical thinking skills. Nevertheless, there is not any research comparing the language acquisition curriculum of IB with the English language curriculum of Turkish MONE. While there is a limited number of research on IB, there is no research conducted on AP in Turkey. Therefore, there is a need in Turkey to conduct a comparative analysis with reference to the curricula of IB and AP and the curriculum of MONE.

### **Purpose**

There are a number of international educational programmes that are implemented in high schools in Turkey such as IBDP and AP. These programmes are implemented along with the curriculum of Turkish MONE except for two laboratory schools in Ankara and Erzurum. There is a growing interest in these programs in Turkey, and

there is a need to know more about them, and how they compare and contrast with the MONE curriculum.

The purpose of this research is to use Schiro's four curriculum ideologies as lenses for exploring the similarities and differences between the MONE English language curriculum, and the English language curricula of AP and IBDP. It is also the intention of this study to compare and contrast the English language curricula with regard to the following aspects of curriculum embedded in each ideology: intent, content, design, implementation, assessment and evaluation embedded.

### **Research question**

How does the Turkish MONE English language curriculum for high schools compare and contrast with the English language curriculum in the International Baccalaureate Diploma Programme (IBDP), and Advanced Placement (AP)?

### **Significance**

This study provides an insight into the similarities and differences between the English language curriculum of Turkish MONE and the English language curricula of IBDP and AP, which are implemented in some high schools in Turkey. This research is beneficial for researchers in their future studies in terms of producing a framework to compare and contrast the language curricula of different educational programmes. It is also beneficial for teachers who implement any of the international curricula and the national curriculum in Turkey in terms of identifying and understanding the educational philosophies of these educational programmes. The research is most beneficial for curriculum developers of MONE, IBDP, and AP. They may find the research useful when they want to revise their curricula in

comparison with the other educational programmes that are implemented in the same context.

### **Definition of key terms**

**International Baccalaureate:** The International Baccalaureate Organization is a non-profit educational foundation founded in 1968 (IBO, 2014). It offers programmes at primary, middle and high school levels to 3612 schools in 145 countries.

**Diploma Programme:** The International Baccalaureate Organization offers programmes at primary, middle, and high school levels (IBO, 2014). These programmes are Primary Years Programme (PYP), Middle Years Programme (MYP), and Diploma Programme (DP). The Diploma Programme is offered at high school level.

**Advanced Placement:** The Advanced Placement Program is designed by the College Board (College Board, 2013). It aims to provide high school learners an equal chance to be academically prepared for their college level studies. The programme offers more than 30 courses in a wide variety of subject areas (College Board, 2010).

**Language A:** The International Baccalaureate Diploma Programme has a curriculum composed of six academic areas (IBO, 2011a). The first one of these areas is language and literature. Language A is the common name of the courses in this area. Language A refers to the language that learners have experienced in an academic context.

Language B: The International Baccalaureate Diploma Programme has a curriculum composed of six academic areas (IBO, 2011b). The second one of these areas is language acquisition. Language B is the common name of the courses in this area. Language B refers to the language that learners learn as a second or foreign language.

Common European Framework of Reference (CEFR): It is a framework of reference of language levels designed by the Council of Europe (Council of Europe, 2013). It was designed to provide a transparent system of teaching and assessing a foreign language. It describes foreign language proficiency in six levels: A1, A2, B1, B2, C1, and C2. It is mostly used in Europe, but it is also available in other continents.

## CHAPTER 2: REVIEW OF RELATED LITERATURE

### Introduction

The aim of the study is to analyse English language curricula of three educational programmes comparatively. The curricula selected to analyse are the English language curriculum of the Ministry of National Education (MONE) in Turkey, IBDP English language curriculum, and AP English language curriculum. This chapter provides brief information about major educational philosophies, Schiro's corresponding curriculum ideologies, and an overview of the three selected curricula.

### Major educational philosophies

Ornstein and Behar-Ornstein (1999) categorized educational philosophies into two main types: traditional philosophies and contemporary philosophies. Traditional philosophies include *Perennialism* and *Essentialism* while contemporary philosophies mainly focus on *Progressivism* and *Reconstructionism*.

According to Ornstein and Behar-Ornstein (1999), traditional philosophies:

- are concerned with past and cultural heritage, and fixed and absolute values.
- emphasize the subject matter.
- regard learners as minds and wish to fill them with knowledge.
- give more importance to some subject matters.
- view the teachers as the authority figure that puts the rules and lectures.
- view education as a means of maintaining the current social pattern.

Contemporary philosophies, on the other hand:

- focus on the present and the future.
- regard facts and events as relative. There are not fixed and absolute values.
- emphasize problem solving abilities.
- give importance to learner interests and needs.



- give equal importance to most of the subject matters. They consider subject matters as a medium to teach skills and attitudes.
- view the teacher as a facilitator who guides learners.
- believe in individual modifying and even social reconstruction.

### **Perennialism**

*Perennialism* is called as *Scholar Academic Ideology* by Schiro (2008). According to the *Scholar Academic Ideology* formal education is a process through which children become good citizens. It is a way of acculturating children into society. Curriculum is created according to the academic disciplines in this educational approach. The claim is that curriculum must both convey the knowledge of academic disciplines and the way of thinking of the academicians. According to this approach academic discipline knowledge is of primary importance while society, learner, and learning processes are of secondary importance.

Schiro (2008) stated that the intent of the Scholar Academics is to extend the academic disciplines by transmitting their essence to students. Accordingly academic disciplines are of first importance, whereas society, learner, and learning processes come later in the *Scholar Academic Ideology*. Child is regarded as a mind and the aim of education is to cultivate the mind. Education should transmit the academic discipline knowledge to learners in such a way that knowledge ends up in their minds.

Schiro (2008) claimed that the content of education in the *Scholar Academic Ideology* is the knowledge that academic disciplines contain. Education is seen as an extension of academic disciplines. School subjects are defined as academic disciplines in the *Scholar Academic Ideology*. That kind of classification of school

subjects makes it easy to claim that the *Scholar Academic Ideology* has subject-centred curriculum designs. As cited in Ornstein and Hunkins, a subject-centred curriculum includes: “(1) language and its uses (reading, writing, grammar, literature); (2) mathematics; (3) sciences; (4) history; (5) foreign languages” (p. 247). That kind of organization also assumes that the teacher has an active role and lecture, recitation, and large group discussions are major instructional techniques.

Curriculum creation consists of four steps in the *Scholar Academic Ideology* (Schiro, 2008). The first one is that the knowledge exists in the objective reality. Then academicians discover it. Curriculum developers decide to include it in the curriculum and thus it is transmitted into students’ minds through instruction. Therefore, the teacher is expected to obey strictly to the curriculum guide in instruction period. This kind of approach in implementation of curricula is called fidelity approach (Colin & Willis, 2007). Fidelity approach in implementation “treats teachers as passive recipients of the wisdom of the curriculum developers” (p. 223).

Gronlund and Waugh (1998) defined two major types of assessment methods. Those were testing and performance assessments. Testing referred to traditional paper -and- pencil tests. Linn and Gronlund (2000) stated that performance assessments were also called as *authentic assessment* or *alternative assessment* although there is a difference between the usages of these terms. Linn and Gronlund (2000) disclose the difference as “Alternative assessment highlights the contrast to traditional paper-and-pencil tests; authentic assessment emphasizes the practical application of the tasks in real world setting” (p. 260). Therefore, they declared that preferred to use the term

*performance assessment* to be more descriptive and less pretentious. Thus, *performance assessment* is used to refer to non-traditional assessment in this research as well.

Gronlund and Waugh (1998) state that an objective test is used to measure knowledge of how to drive while performance assessment is used to measure driving skills in practice. While contrasting traditional and contemporary educational philosophies, one may claim that traditional philosophies put emphasis on acquiring knowledge, whereas contemporary philosophies put emphasis on skills and attitudes. Traditional philosophies mostly favour paper-and-pencil tests while contemporary philosophies prefer performance assessment. Traditional tests include multiple choice, true-false, matching items, and short answer questions. The *Scholar Academic Ideology* generally uses those assessment types.

The scientific-positivistic curriculum evaluation model which was developed between 1933 and 1941 are organized in seven sequential steps (Ornstein & Hunkins, 2004): “focusing on the goals and objectives of the programme, classifying objectives, defining objectives in *behavioural* terms, finding situations in which achievements can be shown, developing or selecting measurement techniques, collecting student performance data, and comparing data against objectives” (p. 340). The statement presents that the objectives are defined in behavioural terms to evaluate curricula with scientific-positivistic evaluation model. Ornstein and Behar-Ornstein (1999) claim that changing behaviour is important in traditional educational philosophies since learning conforming behaviours are important for the good of society. Therefore, the objectives of traditional philosophies are written in terms of

acquired behaviours, which means the *Scholar Academic Ideology* is appropriate to be evaluated by scientific-positivistic evaluation model.

### **Essentialism**

According to Ornstein and Behar-Ornstein (1999), *Essentialism* is based on Idealism and Realism. It aims to teach skills which are needed in adult life. It focuses on academic subjects and explicit teaching. Schiro (2008) regarded *Essentialism* as *Social Efficiency Ideology*. Schiro also noted that according to this educational philosophy, education prepares children for adult life. Education is a process of changing behaviour of learners so that they can confirm society. Education is a means of social progress. The philosophy adopts behaviourism as its main learning theory. Therefore, the objectives are described as observable skills and behaviour. These objectives are mainly performances that are needed in the adulthood. Learning takes place through active participation and experience, so learners have to carry actions themselves in their learning processes.

Bobbitt, as cited in Schiro, made an analogy between the *Social Efficiency Ideology* and a factory, which reflected the working of schools according to the *Social Efficiency Ideology*.

The school is a factory. The child is the raw material. The adult is the finished product. The teacher is an operative, or factory worker. The curriculum is whatever processing the raw material... The curriculum developer is a member of the research department who investigates what the consumer market (society) wants in terms of a finished product and finds the most efficient way of producing that finished product. (2008, p. 59)

The intent of the *Social Efficiency Ideology* is to prepare people to operate productively in adult life (Schiro, 2008). According to this philosophy, education

has two basic functions in society: (1) continuing the functioning of society, (2) preparing individuals to lead a meaningful and productive adult life in society.

The primary aim of the *Social Efficiency Ideology* is to form a future society superior to the existing one. As it was quoted in Schiro, Gagne stated that:

It is this social organization that must transform the highly dependent young children into the adult who, in his own individual manner, lives a life that is satisfying to himself largely because it contributes to the goals of his society. (2008, p.63)

Knowledge is behaviour and skills in the *Social Efficiency Ideology* (Schiro, 2008).

These skills should be observable. For this reason, the focus is on the possession of observable behaviour. In this respect, only active learners are thought to be successful learners.

The *Social Efficiency Ideology* is appropriate for adaptation of fidelity approach or mutual adaptation approach in implementation. In mutual adaptation “adjustments are made to both the innovative curriculum and the institutional setting” (Colin & Willis, 2007, p. 225). Since 1970s, some researchers have argued that mutual adaptation is the most effective way to implement a new curriculum. It represents an agreement between the curriculum developers and the users. As the *Social Efficiency Ideology* does not have strict rules of following the contents of an academic subject like the *Scholar Academic Ideology* does, it is appropriate to adopt either fidelity approach or mutual adaptation approach.

The *Social Efficiency Ideology* defines two key concepts in assessment which are accountability and standards (Schiro, 2008). Standardized tests are used as evidence of success or failure. These tests certify if students are qualified enough to graduate

from school or to enter another school. Gagne, as it is quoted in Schiro, asserts that the purpose of assessment according to the *Social Efficiency Ideology* is compare students' performance with an external standard which represent the defined objectives of the curriculum. In other words, the *Social Efficiency Ideology* reveals an approach in favour of traditional paper-and- pencil tests.

Standardized tests are used to evaluate the success of the curriculum in the *Social Efficiency Ideology* (Schiro, 2008). The standardized test scores determine the educational success of students, which is an indication of the success of the curriculum. The standardized tests determine if the defined objectives are reached. The scientific- positivistic curriculum evaluation model also focuses on the objectives of the educational programme, defines them in behavioural terms, and compares the data about student achievement against the defined objectives (Ornstein & Hunkins, 2004). On that account, one can claim that *the Social Efficiency Ideology* adopts the scientific- positivistic curriculum evaluation model.

### **Progressivism**

According to Walker and Soltis (2004), *Progressive* education, which meant the opposite of traditional education, began to take shape between 1875 and 1950s in the United States. They claim that although *progressive* education movement is seen as a single entity, there are varied views about it. Some regard it as a more scientific approach to education while some others regard it as a way of social reforms. Furthermore, some others believe in the importance considering the child's feelings in education. Ellis (2004) also treats *Progressivism* as an umbrella term which means the opposite of *traditional* as well. Schiro (2008) prefer to use *Learner-Centred*

*Ideology* to refer to the ideology which considers the needs of learners as of first importance. *Learner-Centred Ideology* is used in this study in order not to allow for any conceptual confusion by using the umbrella term of *Progressivism*.

According to Ornstein and Behar-Ornstein (1999) the *Learner-Centred Ideology* is based on *Pragmatism*. It aims to improve social life. It focuses on development and life-long learning. There is a focus on active learning as well. According to the *Learner- Centred Ideology*, the needs and interests of learners are of primary importance, rather than those of others like teachers, parents, principals, and school subjects (Schiro, 2008). The approach adopts constructivism as the main learning theory. On that account, it claims that learning is a result of meaning making process that a child has. Accordingly, experience is the medium that a child can learn. The role of the teacher is not teaching, but diagnosing and facilitating learning and growth. Teaching consists of three steps: (1) observation of students' needs and interests, (2) creating physical, social, emotional, intellectual learning environment, (3) facilitating growth. As learning is a meaning making process, knowledge is unique to individuals. For that reason, learning objectives are not expressed in terms of knowledge, but in terms of experiences that learners will have.

The intent of the *Learner-Centred Ideology* is to help learners to create meaning for themselves (Schiro, 2008). The ideology has a holistic view of education. It regards learners as whole people with their intellectual, social, psychological, and physical needs. Therefore, the aim of education is to develop learners in all these aspects. Children are regarded as different than adults and they are treated differently.

There is not a certain set of knowledge that must be learnt according to the *Learner-Centred Ideology* (Schiro, 2008). Individuals construct meaning in their unique ways through their personal interaction with their environment; therefore, interaction with peers and adults is important in learning. There is an interdisciplinary approach to knowledge. Separate school subjects are rejected. Experience is the medium of learning in this ideology. Accordingly, an ideal school is a school full of activity. Many different activities go on simultaneously in these schools.

Learner-centred curriculum design is employed in the *Learner-Centred Ideology*. In this ideology, students are independent, and are trusted and treated as responsible people (Schiro, 2008). Curriculum developers, therefore, create curriculum in such a way that learner autonomy is preserved, and also learner growth is achieved. Their curriculum has also an interdisciplinary approach. Ornstein and Hunkins (2004) state that advocates of learner-centred design believe in optimum learning when learners are active in the learning environment. They claim that a curriculum should be based on learners' needs and interests. According to Ornstein and Hunkins, this view also puts this approach in the constructivist camp, which advocates learners' active participation and constructing their own meaning.

As regards to implementation, curriculum enactment approach is adopted in the *Learner-Centred Ideology*. Synder, Bolin, and Zumwalt (as cited in Pinar, Reynolds & Slattery, 1996) define curriculum enactment as:

Externally created curricular materials and programmed instructional strategies at the heart of the fidelity and mutual adaptation perspectives are seen as tools for students and teacher to use as they construct the enacted experience of the classroom. (p. 701)



As the *Learner-Centred Ideology* gives importance to learners' needs and interests, it requires implementing the curriculum by making an agreement with learners. As a consequence, the *Learner-Centred Ideology* adopts the curriculum enactment approach in implementation. As the mutual adaptation approach allows making an agreement with the curriculum developers and the users, it is also an appropriate implementation approach for the *Learner-Centred Ideology*.

The *Learner-centred Ideology* suggests that teachers continually assess students' development (Schiro, 2008). It is a way to define students' needs and facilitate learning. The ideology is opposed to standardized testing for it includes questions whose answers are either right or wrong. It mostly measures students' ability to recall things like when Columbus discovered America. However, the *Learner-centred Ideology* is not interested in memorizing knowledge, but in constructing knowledge in one's unique context. For this reason, the *Learner-centred Ideology* describes students' performance through performance assessment. Portfolio assessment, teacher observation notes, teacher diaries, developmental checklists, learning logs and journals, student self- assessment and student peer assessment play an important role in the assessment approach of the *Learner-centred Ideology*.

Humanistic and naturalistic curriculum evaluation models developers believe that "evaluators [of the scientific- positivistic evaluation model] have become too much concerned with observing or measuring specific behavioural objectives" (Ornstein & Hunkins, 2004, p. 345). This new approach to evaluation supports the idea that evaluators personally involve in arguing the values of the new programmes and cases with colleagues. Contemporary educational philosophies do not define the objectives

of curricula in terms of behaviours. In these philosophies, there is a shift from behaviourism to constructivism. On that account, the *Learner-Centred* ideology is more appropriate for humanistic and naturalistic evaluation models.

### **Reconstructionism**

According to Ornstein and Behar-Ornstein (1999) *Reconstructionism* is based on *Pragmatism* as well. It aims to reconstruct society. There is a focus on skills and subjects needed to solve problems of society. Schiro (2008) called *Reconstructionism* as *Social Reconstruction*. According to Schiro, the *Social Reconstruction Ideology* has two basic assumptions: society is unhealthy and education can save society from destroying. The *Social Reconstruction Ideology* deems education is a means of reconstructing society and schools as places that an action can be initiated the reconstruction. Although society is of primary importance, individuals are not totally ignored. Individual is also important since individuals create society and society creates individuals. It is seen as a cyclical process. For that reason, individuals must reconstruct themselves to reconstruct society. Learners are members of society and the role of education is to guide them in a way that they can contribute to the functioning of good society. This philosophy adopts constructivism as its main learning theory like the *Learner-centred Ideology* does. Learning is a process of meaning making and learners learn through experience. Discussions are the other main instructional methods.

The intent of the *Social Reconstruction Ideology* is to eliminate the undesirable aspects from the culture and to substitute them with the desirable ones (Schiro, 2008). Children are regarded as products of society. If children are reshaped, society

can be reshaped. Thus, schools are places to initiate social reconstruction. Learners are viewed as meaning-makers and active learners. As a result, experience and interaction with the environment are considered to be important in learning.

The *Social Reconstruction Ideology* questions the categories of academic disciplines that are studied at schools (Schiro, 2008). According to this ideology, knowledge is interdisciplinary in nature. As the main aim of the philosophy is to solve problems the society faces, knowledge of various academic disciplines is respected to be useful to solve the problems. Therefore, the Social Efficiency Ideology asserts that the objective of the learning process is to reach a consensus upon which the group can act to reconstruct society.

The *Social Reconstruction Ideology* mainly adopts problem-centred curriculum designs. According to this ideology, the society is threatened by many problems such as political corruption, sexism, poverty, pollution, and worker exploitation (Schiro, 2008). The intent is to educate people to reconstruct the current society superior to the existing one. For this reason, problem-solving skills of individuals should be developed to overcome the existing problems in the society.

The *Social Reconstruction Ideology* aims to reconstruct culture so that the material, social, cultural and spiritual needs of the members of the society are met (Schiro, 2008). As the needs of the members of the society are considered in the *Social Reconstruction Ideology*, curriculum enactment seems an appropriate approach for implementation. Curriculum enactment permits students and teachers to utilize educational tools to construct their own enacted experience. On that account,

curriculum enactment allows forming the curricula in accordance with the need of the society.

The primary concern of the *Social Reconstruction Ideology* in terms of assessment is “How does curriculum z or student y measure up to standard in a particular circumstance?” (Schiro, 2008, p. 172). It is because of the fact that the circumstances in which social crises are faced are continually in change. As a consequence, the *Social Reconstruction Ideology* believes in the validity of assessment made in real-life situations. Therefore, student assessment is taken outside of school. Accordingly, it can be inferred that the *Social Reconstruction Ideology* mostly favours performance assessment.

As the *Social Reconstruction Ideology* adopts constructivism as its main educational approach, it does not define the objectives of curricula in behavioural terms (Schiro, 2008). As a result, it discards the scientific-positivistic evaluation model which compares data obtained from students’ performance against pre-defined behavioural objectives. In this respect, the humanistic and naturalistic curriculum evaluation model seems to be more appropriate for the *Social Reconstruction Ideology*. This respectively new evaluation model advocates that evaluators discuss the values and experiences of an educational programme with their colleagues (Ornstein & Hunkins, 2004).

## Overview of selected English language curricula

### Overview of Turkish Ministry of National Education English language curriculum

The Ministry of National Education (MONE) high school English language curriculum is implemented in different kinds of high schools in Turkey (TTKB, 2011). These high schools are Anatolian High Schools, Non-Anatolian High Schools, Anatolian High Schools with prep classes, Science High Schools, Social Sciences High Schools, Arts and Sports High Schools, Religion High Schools, Religion High Schools with prep classes, Anatolian Teacher Education High Schools, Medical Vocational High Schools, Anatolian Medical Vocational High Schools, Technical High Schools, and Anatolian Technical High Schools. These high schools are classified according to their language learning hours into 3 categories: (1) Non-Anatolian High Schools, (2) Anatolian High Schools, (3) high schools having prep classes. Table 1 shows the weekly foreign language lesson hours for different kinds of high schools (TTKB, 2013).

Table 1  
Weekly language lesson hours for different kinds of high schools

Grades	Non-Anatolian	Anatolian	With prep classes
Prep:			20 hours
Grade 9:	3 hours	6 hours	6 hours
Grade 10:	2 hours	4 hours	4 hours
Grade 11:	2 hours	4 hours	4 hours
Grade 12:	2 hours	4 hours	4 hours

The table shows that Non-Anatolian high schools have 2-3 lesson hours for English language education while Anatolian high schools have twice as many lesson hours in their weekly schedules. High schools with prep classes have the same amount of

language lesson hours with Anatolian high schools. They have, however, one year of preparatory language education with 20 lesson hours per week.

The curriculum is based on the language levels of Common European Framework Reference (CEFR), which are defined as A1, A2, B1, B2, C1, and C2 (TTKB, 2011). The objectives for each level are given in tables in terms of four language skills. The language levels of A1, A2, B1, B2, C1, and C2 are divided into smaller units as A1.1.1 and A1.1.2 in the curriculum guide to be able to identify the objectives more precisely for each level. If schools have enough classrooms and teachers, they give a pre-test to students starting grade 9 to understand students' level of readiness for language learning at the beginning of each school year. The test is based on the objectives of levels A1 and A2. Students having 60 out of 100 for each language level can continue with the higher level. So, students can, at most, begin with level B1. Table 2 shows language levels that are studied at different kinds of high schools.

Table 2  
Language levels that are studied at different kinds of high schools

Grades	Non-Anatolian	Anatolian	With prep classes
Starts with: A1			
Prep:			A1-B1.1.2
Grade 9:	A1.1.1-A1.1.2	A1.1.1-A1.2.3	B1.1.3-B1.1.8
Grade 10:	A1.2.1-A1.2.2	A2.1.1-A2.1.4	B1.2.1-B1.2.4
Grade 11:	A1.2.3-A2.1.1	A2.2.1-A2.2.4	B1.2.5-B1.2.8
Grade 12:	A2.1.2-A2.1.3	A2.3.1-A2.3.4	B2.1.1-B2.1.4
Total lesson hours	324	648	720+648
Starts with: A2			
Prep:			A2-B1.1.8
Grade 9:	A2.1.1-A2.1.3	A2.1.1-A2.2.2	B1.2.1-B1.2.6
Grade 10:	A2.1.4-A2.2.1	A2.2.3-A2.3.2	B1.2.7-B2.1.2
Grade 11:	A2.2.2-A2.2.3	A2.3.3-B1.1.2	B2.1.3-B2.1.6
Grade 12:	A2.2.4-A2.3.1	B1.1.3-B1.1.6	B2.1.7-B2.1.10
Total lesson hours	324	648	720+648
Starts with: B1			
Prep:			B1-B2.1.4

Table 2 (cont'd)

Language levels that are studied at different kinds of high schools

Grade 9:	B1.1.1-B1.1.3	B1.1.1-B1.1.6	B2.1.5-B2.1.10
	B1.1.4-B1.1.5	B1.1.7-B1.2.2	B2.2.1-B2.2.4
Grade 11:	B1.1.6-B1.1.7	B1.2.3-B1.2.6	B2.2.5-B2.2.8
Grade 12:	B1.1.8-B1.2.1	B1.2.7-B2.1.2	B2.2.9-C1.1.2
Total lesson hours	324	648	720+648

The table shows that learners who study at Non-Anatolian high schools have 324 total number of lesson hours of English language, while learners at Anatolian high schools have 648 total number of lesson hours. High schools with prep classes have even a higher number of lesson hours. They study English language for 720 lesson hours at prep level. Then, they have 648 lesson hours of English language lesson for the rest of their high school studies. The table also shows that a learner studying at a Non-Anatolian high school can at most study English at B1.2.1 level. A learner studying at an Anatolian high school can at most study English at B2.1.2 level. A learner studying at a high school with prep class can at most study English at C1.1.2 level. This means none of the high school students in Turkey can study English at C2 level.

The curriculum contains a table (Table 3) which shows 22 themes and suggested topics for each theme. Any theme from that table can be chosen according to the objectives of each language level (TTKB, 2011). Suggested topics are not compulsory to use. The themes are: Individual and Society, Values, Education, Jobs, Dreams and Plans, Youth, Sports, Personality, Health and Nutrition, Environment and Nature, Communication, History, Tourism, Our Country, Our World, Feelings, Art, Science and Technology, Economics, Design, Success and Failure, Security. The table below shows the number of themes and topics that are taught at each level.

Table 3

The number of themes and topics that are taught in each level

Language Level	Number of Themes	Number of Topics
A.1.1	6 themes	18 topics
A.1.2	6 themes	18 topics
A.2.1	8 themes	24 topics
A.2.2	8 themes	24 topics
A.2.3	8 themes	24 topics
B.1.1	8 themes	24 topics
B.1.2	8 themes	24 topics
B.2.1	10 themes	30 topics
B.2.2	10 themes	30 topics
C.1.1	-----	-----

The learners studying English at A.1.1 and A.1.2 levels are expected to cover six themes and 18 topics. Learners studying English at A.2.1, A.2.2, A.2.3, B.1.1, B.1.2 levels are expected to cover eight themes and 24 topics. Learners studying English at B.2.1 and B.2.2 levels are expected to cover 10 themes and 30 topics. The curriculum guide does not include any explanation about the number of themes and topics that are expected to be covered at the level of C.1.1.

### **Overview of International Baccalaureate Diploma English language curriculum**

The International Baccalaureate Organization was founded in 1968 (IBO, 2013). It is a non-profit educational foundation. It offers programmes at primary, middle, and high school levels to 3612 schools in 145 countries. There are 50 (June, 2014) schools in total in Turkey which implement the curricula of the IB at primary years, middle years, and high schools. Thirty five of those schools implement International Baccalaureate Diploma Programme (IBDP).

The IBDP is a pre-university course offered by the IB for learners at the ages of 16 to 19 (IBO, 2011b). It is a two-year programme which prepares learners for higher education. The curriculum of the programme includes six academic areas with a



central core. The academic areas are called by group names: Group one is called studies in language and literature, group two - language acquisition, group three - individuals and societies, group four - experimental sciences, group five - mathematics and computer science, and group six - the arts. Learners are expected to choose one subject from each of those academic areas. They can choose a second subject from groups one to five instead of a group six subject. Courses can be taken at higher level (HL) or standard level (SL). Learners are required to study at least three, at most four subjects at HL. The other subjects are taken at SL. The higher level courses require 240 hours while standard level courses require 150 hours of study. In the core of the curriculum, there are three compulsory subjects. They are theory of knowledge; extended essay; and creativity, action, service (CAS).

Group one subjects are *Language A: Literature*, *Language A: Language and Literature*, and *Literature and Performance* (IBO, 2011a). The courses of *Language A: Literature*, and *Language A: Language and Literature* are available at both SL and HL while the course of *Literature and Performance* is available at SL only. The courses are designed for learners who have experienced the language in an academic context. The aim of the courses is to support future academic study of learners through developing a social, aesthetic and cultural literacy along with effective communication skills.

Group two subjects are two modern languages courses and a classical languages course (IBO, 2011b). The modern languages courses are *Language ab initio* and *Language B*. They are offered in a variety of languages. The aim of these courses is

to enable learners to communicate successfully in the target culture. They also aim at developing intercultural understanding of learners.

*Language ab initio* course is for learners with no or little previous learning of the target language (IBO, 2011b). The course is available at SL only. It is organized into three themes: individual and society, leisure and work, urban and rural environment. Each of those themes has a list of prescribed topics as well.

*Language B* course is designed for learners with some prior knowledge of the target language (IBO, 2011b). It is available at SL and HL. The core topics of the course are communication and media, global issues, and social relationships. Those are studied at both SL and HL. In addition to those core topics, teachers select from five options at both SL and HL. The options are cultural diversity, customs and traditions, health, leisure, science and technology. Besides, HL learners study two works of literature.

The aim of *Classical languages* course is to introduce learners to the languages and cultures of ancient Rome and Greece (IBO, 2011b). The course is available at SL and HL. The course is comprised of three parts: study of the language, genre study, and individual study. The courses are designed for learners with some previous learning of the target language and culture.

### **Overview of Advanced Placement English language curriculum**

The Advanced Placement (AP) Program is designed by the College Board, which was formed in 1900 by 12 colleges and universities coming together (College Board,

2013). The aim of the board is to prepare all learners for their college years equally. The program is an international one that is offered in 180 countries and territories. There are 11 schools (June, 2014) in Turkey which implement the AP.

The AP Program supports that each individual school develops its own curriculum instead of mandating any curriculum (College Board, 2010). So it provides each AP teacher with a set of expectations that must be fulfilled while preparing the course syllabus. AP teachers are expected to develop their own curriculum and these courses are authorized by the AP Program.

The AP English Development Committee offers two exams in English: one in *Language and Composition* and the other one in *Literature and Composition* (College Board, 2010). Thus, two courses are designed for these exams. The *Language and Composition* course aims at enabling learners “to read complex texts with understanding and to write prose of sufficient richness and complexity to communicate effectively with mature readers” (p. 7). The aim of the *Literature and Composition* course is to study “representative works from various genres and periods concentrating on works of recognized literary merit...” (p. 49).

## **CHAPTER 3: METHOD**

### **Introduction**

The purpose of this study is to explore how the Turkish MONE English language curriculum for high schools contrasts and compares with the English language curricula in the international programs implemented in Turkey using Schiro's curriculum ideologies, and the following aspects of curriculum embedded in each ideology: intent, content, design, implementation, assessment and evaluation. This chapter provides information about the research design, and the method of data collection and analysis.

### **Research design**

This study uses content analysis to compare and contrast the Turkish MONE High School English Language Curriculum with the AP English Language curriculum and the IBDP English Language curriculum.

According to Fraenkel and Wallen (2009), content analysis is a technique by means of which researchers gain an insight into human behaviour through an analysis of their communication. It is an indirect way of researching human behaviour. The research is conducted through developing appropriate categories to use for subsequent comparison so that the researcher can illuminate what he or she is investigating. Content analysis is widely applicable in educational research. Some applications of content analysis in educational research involve describing trends in schooling, gaining an insight in how teachers feel about their job, and understanding

organizational patterns of a school. The aim of this study is to provide an insight into the English language curricula of IBDP and AP in comparison with the English language curriculum of Turkish MONE. Therefore, content analysis method is preferred for this study to analyse the written English language curricula of these programmes.

### **Context**

There are 35 IBDP schools in Turkey (June, 2014). All of these schools are private schools except for Istanbul Prof. Dr. Mümtaz Turhan Social Sciences High School . These schools implement the IBDP curriculum together with the curriculum of the Turkish MONE. Only two schools are allowed to implement the IBDP curriculum without having to implement the national curriculum alongside. These two schools are Bilkent International Laboratory School (BLIS) and Bilkent Erzurum Laboratory School (BELS). The AP curriculum is implemented in some private high schools including Robert College, TED Istanbul College, Irmak Schools and Hisar Schools. These schools implement the AP curriculum together with the national curriculum as well.

### **Method of data collection and analysis**

Information about each of the following curriculum was collected from the web-sites of the institutions whose curriculum the study explores.

- Turkish MONE High School English Language Curriculum
- IBDP Language A Curriculum
- IBDP Language B Curriculum
- AP English Language and Composition Curriculum

- AP English Literature and Composition Curriculum

The researcher used Schiro's curriculum ideologies (2008) as lenses to analyse the philosophies of the selected curricula, and to describe the following aspects of curriculum embedded in each ideology: intent, content, design, implementation, assessment and evaluation.

To this end, the researcher carefully analysed each curriculum, paying special attention to statements, phrases, words used, within the framework of Schiro's curriculum ideologies, and the characteristics of the following aspects of curriculum embedded in each ideology: intent, content, design, implementation, assessment, and evaluation.

The researcher arranged Microsoft Excel sheets to identify, sift and sort statements, phrases and words with reference to corresponding ideologies, and characteristics of each aspect of curriculum. Figure 1 exemplifies how the researcher arranged the columns of an Excel sheet to analyse data related to the AP Program.

	A	B	C	D	E	F	G	H	I	J	K
101	AP	ElanC	INTENT				PHIL	S.A.		help the performance on the exam	8
102	AP	ElanC	INTENT				PHIL	S.A.		to become acquainted with a variety of prose styles from many disciplines and historical	8
103	AP	ElanC	INTENT				PHIL	S.A.		to understand connections between writing and interpretive skills in reading	8
104	AP	ElanC	INTENT				PHIL	S.A.		to reflect the importance of graphics and visual images in texts published in print and elec	8
105	AP	ElanC	INTENT				PHIL	S.A.		to analyze how such images relate to written texts and serve as alternative forms of text t	8
106	AP	ElanC	INTENT				PHIL	S.A.		the informed use of research materials	8
107	AP	ElanC	INTENT				PHIL	S.A.		researched argument paper	9
108	AP	ElanC	INTENT				PHIL	S.A.		sort through interpretations to analyze, reflect upon and write about a topic	9
109	AP	ElanC	INTENT				PHIL	S.A.		bring experience and opinions of others into the essays	9
110	AP	ElanC	INTENT				PHIL	S.A.		enter into conversations with other writers and thinkers	9
111	AP	ElanC	INTENT				PHIL	S.A.		understand and use standard English grammar	9
112	AP	ElanC	INTENT				PHIL	S.A.		multiple choice questions on usage to reflect the link between grammar and style	9
113	AP	ElanC	INTENT				PHIL	S.A.		use grammatical conventions appropriately	9
114	AP	ElanC	INTENT				PHIL	S.A.		develop stylistic maturity in their prose	9
115	AP	ElanC	INTENT				PHIL	S.A.		writers' linguistic choices	9
116	AP	ElanC	INTENT				PHIL	S.A.		development of interpretive skills	9
117	AP	ElanC	INTENT				PHIL	S.A.		analyze and interpret samples of good writing, identifying and explaining an author's use	10
118	AP	ElanC	INTENT				PHIL	S.A.		apply effective strategies and techniques in their own writing	10
119	AP	ElanC	INTENT				PHIL	S.A.		create and sustain arguments based on readings, research and/or personal experience	10
120	AP	ElanC	INTENT				PHIL	S.A.		write for a variety of purposes	10
121	AP	ElanC	INTENT				PHIL	S.A.		produce expository, analytical and argumentative compositions that introduce a complex	10
122	AP	ElanC	INTENT				PHIL	S.A.		demonstrate understanding of the conventions of citing primary and secondary sources	10
123	AP	ElanC	INTENT				PHIL	S.A.		move effectively through the stages of the writing process	10
124	AP	ElanC	INTENT				PHIL	S.A.		write thoughtfully about their own process of composition	10

Figure 1. Sample Microsoft Excel sheet

To ensure consistency, the researcher checked and verified her choices with her supervisor on a regular basis, making adjustments as necessary. When she finalised the arrangement of spread-sheets, she turned them into tables (Table 4).

Table 4  
Sample Microsoft Word table related to implementation

Fidelity	<ul style="list-style-type: none"> <li>• teachers will find that certain assessment deadlines will affect the decisions regarding the sequence</li> <li>• teachers should consider the learning outcomes</li> <li>• teachers should consider the type and range of texts</li> <li>• teachers should consider the time required for each part of the course</li> <li>• ...</li> </ul>
Mutual Adaptation	<ul style="list-style-type: none"> <li>• teachers are strongly encouraged to design their own course of study by taking into account needs and interests of students and school</li> <li>• should be flexible enough to accommodate students differing linguistic profiles</li> <li>• should be flexible enough to accommodate students differing interests</li> <li>• should be flexible enough to accommodate students differing talents</li> <li>• learning through cross-curricular links to other subjects, especially TOK</li> <li>• does not require four parts of the course to be taught in a particular order</li> <li>• a broad range of texts and text types should be included in the study of topics chosen by the teacher</li> <li>• ...</li> </ul>

Phrases and words identified in relation to *Learner-centred Ideology* included learner choice; learner needs; learner interests; social, emotional, and spiritual development;

learner autonomy; active learning; meaning making; self-evaluation, peer-evaluation; interdisciplinary approach; assessment to facilitate learning; and teacher as a facilitator.

Phrases and words identified with respect to the *Scholar Academic Ideology* included intellectual development; academic disciplines; academic needs; academic success; acquiring knowledge; teacher as a transmitter of knowledge; testing to assess academic performance; high-stakes testing; and testing to rank learners.

Phrases and words identified in relation *Social Efficiency Ideology* included social progress; perpetuating existing social system; learners as members of society; changing behaviour; assessment to determine behaviour change; observable skills; teacher as a supervisor; learning experience; child as a future adult; prepare children for productive adult life; compare learner performance with external standards; and assessment in pass/ fail boundaries.

Phrases and words identified considering *Social Reconstruction Ideology* included reconstructing society; keep society from destroying; problem-solving; learners as members of society; reconstruct individuals; meaning-making; performance assessment outside of school; feedback for improvement; and teacher as a colleague.

As for *content*, the focus was on themes, topics, language content and suggested reading lists.



Approaches to *design* took into consideration the subcategories of three major design types which are subject-centred, learner-centred, and problem-centred designs (Ornstein & Hunkins, 2004), the subcategories of which are subject design, discipline design, broad fields design, correlation design, process design, child-centred design, experience-centred design, romantic (radical) design, humanistic design, life-situations design, and social problems and Reconstructionist design.

*Implementation* was analysed according to three major implementation approaches: fidelity approach, mutual adaptation approach and curriculum enactment approach (Pinar, Reynolds, Slattery, & Taubman, 1996).

As regards approaches to *assessment*, the focus was on performance assessment and traditional assessment (Gronlund & Waugh, 1998).

Finally, approaches to *evaluation* primarily considered two major evaluation models which are humanistic and naturalistic evaluation models and scientific-positivistic evaluation models (Ornstein & Hunkins, 2004).

## **CHAPTER 4: THE RESULTS**

### **Introduction**

This study explores the similarities and differences of three educational programmes implemented in Turkey- the Ministry of National Education (MONE) high school English language curriculum, Advanced Placement (AP) English Language curriculum and International Baccalaureate Diploma Programme (IBDP) English language curriculum within the framework of Schiro's curriculum ideologies, and the following aspects of curriculum embedded in each ideology: intent, content, approach to design, approach to implementation, approach to assessment, and approach to evaluation. This chapter begins with the overview of the IBDP and continues with the IBDP *Language A: Language and Literature* curriculum, which is followed by the analysis of the IBDP *Language B* curriculum. Afterwards, the overview of the AP is presented, which is followed by the analysis of AP English *Language and Composition* curriculum, and AP *English Literature and Composition* curriculum. Finally, the chapter presents the analysis of the Turkish MONE high school English language curriculum.

### **Programmes at a glance**

This study analyses three curricula implemented in Turkey: International Baccalaureate Diploma Program (IBDP) English language curriculum, Advancement Placement (AP) English language curriculum, and Turkish Ministry of Education (MONE) High School English language curriculum.

The IBDP is a two-year pre-university course designed for students at the ages of 16 to 19 (IBO, 2011b). It aims at preparing students for their higher education. The curriculum includes six academic areas accompanied by a core of three courses. Students choose one subject from each of six academic areas and take the core courses to complete the programme. The courses chosen from the six academic areas can be taken at either higher level (HL) or standard level (SL). The HL courses require 240 hours of study, whereas the SL courses require 150 hours of study.

The AP program is also a pre-university course designed by the College Board (College Board, 2013). The College Board was formed by 12 colleges and universities coming together. The program aims to grant all students an equal chance to prepare for their university studies. It offers more than 30 courses. The College Board sets some expectations for each course. AP teachers design their courses according to these expectations and send their syllabi to the College Board to receive AP authorization. Students sit an exam for each course they take at the end of the course. The exams are held by the College Board. Students use their AP exam results during their college applications.

The Turkish MONE high school curriculum is the mandated curriculum implemented in Turkish schools. It aims at raising students as responsible citizens for the Turkish Republic and the Turkish nation (TTKB, 2011). It puts emphasis on the well-being of the Turkish nation through economical, social, and cultural improvement. It tries to maintain the national, ethical, spiritual, and cultural values of the society.

## **International Baccalaureate Diploma Programme**

The IBDP curricula start with the overview of the IBDP. The programme is described as a pre-university course designed for students at the ages of 16-19 (IBO, 2011b). The curriculum of the programme consists of six academic areas with a core of three other interdisciplinary areas. The six academic areas are:

- group one: studies in language and literature,
- group two: language acquisition,
- group three: individuals and societies,
- group four: experimental sciences,
- group five: mathematics and computer science, and
- group six: the arts.

The three compulsory subjects in the core are theory of knowledge (TOK); extended essay; and creativity, action, service (CAS). The mission of the programme is to raise learners according to the IB learner profile which is also given place at the beginning of each of the IBDP curriculum. According to the IB learner profile, IB learners strive to be inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced, and reflective.

### **IBDP overview: Philosophies**

The IBDP curriculum starts with an overview section introducing the aims, the mission statement, the learner profile, the academic subject areas and how to choose the right combination of these areas. When they are analysed using Schiro's (2008) conception of curriculum, one starts identifying its philosophical orientations. Table 5 presents the philosophies the IBDP curriculum overview section focuses on.

Table 5  
IBDP overview: Philosophies

Learner-centred	<ul style="list-style-type: none"> <li>• intercultural understanding</li> <li>• open-mindedness</li> <li>• respect and evaluate a range of points of view</li> <li>• in each of the academic areas flexibility in making students' choices</li> <li>• students' interest</li> <li>• students' wish to study further at university</li> <li>• students can choose a second subject from groups 1 to 5 instead of a group 6 subject</li> <li>• 240 teaching hours for HL and 150 hours for SL (choice of HL or SL)</li> <li>• to reflect on the process of learning</li> <li>• to make connections across the academic areas</li> <li>• creativity, action, service</li> <li>• CAS-involves experiential learning through a range of artistic, sporting, physical and service activities</li> <li>• inquiring</li> <li>• caring</li> <li>• compassionate</li> </ul>
Scholar-Academic	<ul style="list-style-type: none"> <li>• think about the nature of the knowledge</li> <li>• skill of independent research</li> <li>• IBDP aims to develop in students the knowledge</li> <li>• study of a broad range of academic areas</li> <li>• students can choose a second subject from groups 1 to 5 instead of a group 6 subject (some subjects are considered to be more important)</li> <li>• 240 teaching hours for HL and 150 hours for SL (certain teaching hours)</li> <li>• critical thinking and analysis</li> <li>• knowledgeable</li> </ul>

As Table 5 shows, there are considerably more words, phrases or statements related to the *Learner-centred Ideology*, which not only places emphasis on cognitive but also affective skills. The *Learner-centred Ideology* believes that individuals grow not only intellectually, but also socially, emotionally, and physically (Schiro, 2008).

Words like *caring* and *compassionate* in Table 5 are the ones that put emphasis on the emotional and social development of learners. The table also shows that there is a strong emphasis on learners' choice in the IBDP curriculum. Learners can choose which subjects they want to study according to their own interests and future academic plans. They are also free to choose a second subject from groups 1 to 5 instead of a group 6 subject. Furthermore, they are free to choose to study a subject at high level (HL) or at standard level (SL). The same item of "240 teaching hours for HL and 150 hours for SL" is shown in the table twice because it may be considered to fit into either the *Learner-centred Ideology* or the *Scholar Academic*

*Ideology* depending on the point of view. It gives a choice of studying any subject at standard level (SL) or at high level (HL), which makes it fit more into the *Learner-centred Ideology*. On the other hand, it suggests certain teaching hours for both standard level and high level, which makes it fit more into the *Scholar Academic Ideology*.

The IBDP Language curricula have a section describing assessment in the diploma programme. The section consists of general information about assessment in the programme besides methods of assessment. The section is analysed according to Schiro's (2008) conception of educational philosophies and the results are presented the following table.

Table 6  
IBDP overview: Philosophies regarding assessment

Learner-centred	<ul style="list-style-type: none"> <li>• encourage appropriate student learning</li> <li>• provide feedback to help students develop understanding and capacity</li> <li>• improve teaching quality</li> <li>• monitor progress towards meeting the course aims and objectives</li> <li>• assessment criteria</li> <li>• encourage a variety of responses</li> </ul>
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Table 6 shows that the phrases and statements are rather related to the *Learner-centred Ideology* in the IBDP curriculum in terms of general information about assessment. The *Learner-centred Ideology* regards assessment as a way to facilitate learners' growth and revise the existing curriculum (Schiro, 2008). Therefore, statements about developing learners' understanding and capacity, improving teaching quality, encouraging appropriate student learning, and monitoring progress towards meeting the course aims and objectives are included in the *Learner-centred Ideology* part of the table. The *Learner-centred Ideology* is also opposed to the

standardized objective testing in which there are either right or wrong answers.

Therefore, the *Learner-centred Ideology* encourages open-ended questions and the use of assessment criteria rather than a certain answer key. The *Learner-centred Ideology* is not interested in whether students pass or fail, but in students' growth in order to facilitate better learning.

### **IBDP overview: Evaluation**

The IBDP curriculum states that formative assessment is an essential part of the assessment in the programme (IBO, 2011b). Formative assessment is used to improve teaching quality as well as monitoring progress towards meeting the course aims and objectives. Table 7 shows words, phrases and statements that are related to the evaluation of the IBDP curriculum.

Table 7

#### **IBDP overview: Evaluation**

Scientific- Positivist	<ul style="list-style-type: none"><li>• improve teaching quality</li><li>• monitor progress towards meeting the course aims and objectives</li></ul>
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Monitoring progress towards meeting the course aims and objectives is more related to the scientific- positivistic evaluation model(Ornstein & Hunkins, 2004). That model identifies the goals and objectives of the curriculum, defines the objectives in behavioural terms, collects student performance data, and compares data against objectives. As the IBDP curriculum monitors whether the aims and objectives are reached, one may claim that it benefits from the scientific-positivistic evaluation model.

### **IBDP Language A: Language and literature**

*Language A: Language and Literature* is a group one subject in the IBDP (IBO, 2011a). The course is designed for learners who have experienced the language in an academic context. That course is available for learners in Turkey both in Turkish and in English. Learners who are considered to have high achievement in English language are encouraged to take this course instead of *Language B* English course (which is a foreign language acquisition course). Therefore, the curriculum of this course is analysed in this research besides IBDP *Language B* course curriculum.

#### **Language A: Language and literature: Philosophy**

The *Language A: Language and Literature* curriculum focuses on both literary and non-literary texts (IBO, 2011a). Its main concern is exploring culture, language and how language is used to create meaning. When it is analysed in terms of educational philosophies, the following table is reached.



Table 8  
Language A: Language and literature: Philosophy

Learner-centred	<ul style="list-style-type: none"> <li>• understanding of how language works to create meaning in a culture</li> <li>• contextualization (e.g. social, historical, cultural, workplace)</li> <li>• understanding of how language sustains or challenges ways of thinking and being</li> <li>• all students must study a group 1 subject <b>selected</b> from one of the courses</li> <li>• the course is offered at SL and HL</li> <li>• high social, aesthetic and cultural literacy</li> <li>• effective communication skills</li> <li>• understanding the constructed nature of meanings generated by language</li> <li>• understanding the function of context</li> <li>• engagement with language and culture</li> <li>• how we see and understand the world in which we live</li> <li>• question the meaning generated by language and texts</li> <li>• become aware of text's wider context in shaping its meaning</li> <li>• culturally defined reading practices</li> <li>• developing transferable skills</li> <li>• circumstances of production and reception</li> <li>• critical literacy</li> <li>• intercultural understanding</li> <li>• global perspective</li> <li>• influence of culture on life experiences common to all humanity</li> <li>• flexible design</li> <li>• teachers can construct the course to reflect interests and concerns of students</li> <li>• students' interests</li> <li>• students' future educational plans</li> <li>• appreciation of nature, power, and beauty of language and literature</li> <li>• imagination and creativity</li> <li>• self-expression</li> <li>• language acquisition</li> <li>• developing students' power of expression</li> <li>• generate the meaning of a text</li> <li>• link with TOK</li> <li>• intercultural perspective</li> <li>• reflect on and think beyond cultural assumptions</li> <li>• reflect critically on knowledge issues</li> <li>• course is available in a number of languages</li> </ul>
Scholar-Academic	<ul style="list-style-type: none"> <li>• experience of using the language in an academic context</li> <li>• study of texts, both literary and non-literary</li> <li>• understand texts according to form, content, purpose, audience</li> <li>• <b>all students must study</b> a group 1 subject selected from one of the courses</li> <li>• support future academic study</li> <li>• study of language</li> <li>• study of literature</li> <li>• develop skill of textual analysis</li> <li>• understanding texts</li> <li>• formal elements of texts</li> <li>• textual analysis</li> <li>• teachers' interests</li> <li>• linguistic understanding and skills</li> <li>• literary understanding and skills</li> <li>• broad range of genres</li> <li>• world literature</li> </ul>

In Table 8 there are considerably more phrases/statements of the *Learner-centred Ideology*. The *Learner-centred Ideology* underlines needs and interests of students, rather than those of teachers, parents, and the wider society (Schiro, 2008). In this

respect, students' choice gains importance in the *Learner-centred Ideology*. In Table 8, the sentence which says "all students must study a group 1 subject **selected** from one of the courses" announces that students can make choices. That claim is supported later by phrases like "students' interests, students' concerns, students' future educational plans" which explain how the selection is made. The expression "the course is offered in HL and SL" also provides another chance of choice for students. The *Learner-centred Ideology* assumes that growth and education are synonyms. Students are thought to self-actualize themselves through education. Self-actualization encompasses social, emotional, physical, and intellectual development. That developmental growth takes place naturally for each individual regardless of external demands. The IBDP curriculum holds many phrases including "culture, cultural understanding, intercultural understanding". These phrases are related to the social development of students. They are expected to understand the values of their society as well as the values of the other societies. The statement "self-expression" is also directly related to the concept of self-actualization. The *Learner-centred Ideology* takes an interdisciplinary approach to knowledge. It expects students to understand knowledge as a whole, rather than to atomize it into separate academic subjects. IBDP curriculum suggests a link between *Language A* and one of the core subjects Theory of Knowledge (TOK), which indicates an interdisciplinary approach to knowledge.

The *Scholar Academic Ideology* aims to transmit the essence of academic disciplines to students in order to extend the knowledge of the discipline (Schiro, 2008). The IBDP curriculum expects students to understand and analyse literary and non-literary texts in terms of "form, content, purpose, audience". That expectation highlights the

academic aspect of language usage. Phrases such as “formal elements of texts, textual analysis, linguistic understanding, broad range of genre, experiencing language in an academic context” support that aspect of the curriculum. The sentence “**all students must study** a group 1 subject selected from one of the courses” is repeated in the *Scholar Academic Ideology* part of the table. The IBDP curriculum is composed of six academic areas and students are expected to study one subject from each academic area. From that point of view IBO holds a *Scholar Academic* approach to knowledge.

### **Language A: Language and literature: Intent**

The *Language A: Language and Literature* curriculum lists the learning outcomes that are aimed. These outcomes are analysed according to Schiro’s (2008) educational philosophies to find their philosophical tendencies.

Table 9  
Language A: Language and literature: Intent

Learner-centred	<ul style="list-style-type: none"> <li>● students explore how language develops in specific cultural contexts, how it impacts on the world, how language shapes both individual and group identity</li> <li>● analyse how audience and purpose affect the structure and the content of texts</li> <li>● analyse the impact of language changes</li> <li>● demonstrate an awareness of how language and meaning are shaped by culture and context</li> <li>● students consider the relationship between literature and issues at large, such as gender, power and identity</li> <li>● students consider how texts build upon and transform the inherited literary and cultural traditions</li> <li>● students reflect on their own cultural assumptions through an examination of work produced in other languages and cultures</li> <li>● consider the changing historical, cultural and social contexts in which particular texts are written and received</li> <li>● understand the attitudes and values expressed by literary texts and their impact on readers</li> <li>● examine different forms of communication within the media</li> <li>● show an awareness of the potential for educational, political or ideological influence of the media</li> <li>● show the way mass media use language and image to inform, persuade or entertain</li> <li>● develop students’ power of expression, both in oral and written communication</li> <li>● encourage students to recognize the importance of context in which texts are written and received</li> <li>● encourage an appreciation of different perspectives of people from other cultures, how these perspectives construct meaning</li> <li>● promote in students an enjoyment of and lifelong interest in language and literature</li> <li>● develop in students an understanding of how language, culture and context determine ways in which meaning is constructed in texts</li> </ul>
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Table 9 (cont'd)  
 Language A: Language and literature: Intent

Learner-centred	<ul style="list-style-type: none"> <li>• encourage students to think critically about the different interactions between text, audience and purpose</li> </ul>
Scholar-Academic	<ul style="list-style-type: none"> <li>• demonstrate how the formal elements of the text, genre and structure can not only be seen to influence meaning but can also be influenced by context</li> <li>• explore literary works in detail</li> <li>• analyse elements such as theme and the ethical stance or moral values of literary texts</li> <li>• understand and make appropriate use of literary terms</li> <li>• introduce students to a range of texts from different periods, styles and genres</li> <li>• develop in students the ability to engage in close, detailed analysis of individual texts and make relevant connections</li> <li>• encourage students to appreciate the formal, stylistic and aesthetic qualities of texts</li> </ul>

In Table 9, there are considerably more phrases/statements related to the *Learner-centred Ideology*. There are many items related to the culture and contextual understanding of the language. The *Learner-centred Ideology* asserts that the holistic development of students as social, emotional, intellectual and physical beings is the main goal of education (Schiro, 2008). Phrases and statements related to culture, cultural understanding and intercultural awareness underlines the social development of students. Students are supposed to relate themselves to their own culture and to the cultures of other nations, which represents a wider society. The phrases and statements that are related to the formal elements of language fit more into the *Scholar Academic Ideology* as they suggest a formal analysis of language. The idea turns the language into an academic subject that should be atomized and investigated closely.

The *Language A: Language and Literature* curriculum includes another section of objectives which presents only the assessment objectives. These objectives are analysed according to their educational philosophies and the following table is created.

Table 10

Language A: Language and literature: Intent part focusing on assessment

Learner-centred	<ul style="list-style-type: none"> <li>• demonstrate a critical understanding of the various ways in which the reader constructs meaning and of how context influences this constructed meaning</li> <li>• demonstrate an understanding of how different perspectives influence the reading of a text</li> <li>• demonstrate an awareness of the ways in which the production and reception of texts contribute to their meanings</li> <li>• demonstrate an ability to evaluate conflicting viewpoints within and about a text</li> <li>• produce a critical response evaluating some aspects of text, context and meaning</li> <li>• demonstrate an ability to express ideas clearly and with fluency in both written and oral communication</li> <li>• demonstrate an ability to use the oral and written forms of the language, in a range of styles, register and situations</li> </ul>
Scholar-Academic	<ul style="list-style-type: none"> <li>• demonstrate knowledge and understanding of a range of texts</li> <li>• demonstrate a understanding of the use of language, structure, technique and style</li> <li>• demonstrate an ability to choose a text type appropriate to the purpose required</li> <li>• demonstrate an ability to use terminology relevant to the various text types studied</li> <li>• demonstrate an ability analyse the effects of language, structure, technique and style on the reader</li> <li>• demonstrate an ability to substantiate and justify ideas with relevant examples</li> <li>• demonstrate an ability to compare and contrast formal elements, content and contexts of texts</li> <li>• discuss the different ways in which language and image may be used in a range of texts</li> <li>• demonstrate an ability to discuss and analyse texts in a focused and logical manner</li> <li>• demonstrate an ability to write a balanced, comparative analysis</li> </ul>

In Table 10, there are considerably more phrases/statements related to the *Scholar Academic Ideology*. Phrases such as “language structure, technique, style, formal elements of language” are put into the *Scholar Academic* part because they represent an academic approach to language study. Close analysis of text through technical, stylistic and structural elements is suggested in the curriculum, which highlights the view of language as an academic subject. The phrases that are related to the cultural and contextual understanding of the language fit more into the *Learner-centred Ideology* since they put emphasis on the social development of students. Students are expected to understand the culture of the society and use the language according to that context. Table 10 also contains some phrases related to “constructing meaning”. The *Learner-centred Ideology* adopts constructivism as its main learning theory (Schiro, 2008). In that respect, it suggests that each individual constructs meaning through his/her experiences in his/her unique way. Therefore, phrases about constructing meaning are put under the title of *Learner-centred Ideology*.

## **Language A: Language and literature: Assessment**

The *Language A: Language and Literature* course has two kinds of assessment: external assessment and internal assessment (IBO, 2011a). External assessment is composed of three parts. These are:

- Paper 1: Textual analysis (1 hour 30 minutes for SL/ 2 hours for HL): It consists of two unseen texts. SL students write an analysis of one of these texts while HL students write a comparative analysis of one pair of texts.
- Paper 2: Essay (1 hour 30 minutes for SL/ 2 hours for HL): Students write an essay based on the literary texts studied in the course. Students answer a question out of six questions. The questions are the same for HL and SL students, but the assessment criteria are different.
- Written task: SL students produce at least three tasks based on the material studied in the course. They submit one of their works for external assessment. HL students produce at least four tasks based on the material studied in the course. They submit one of these works for external assessment as well.

The internal assessment component is assessed by the course teacher and externally moderated by the IB. It is composed of two parts which are the same for both HL and SL students. These are:

- Individual oral commentary: Students comment on an extract from a literary text studied in the course. The teacher is responsible for the choice of the extract. Students do not know which text will be asked in advance. The extracts do not exceed 40 lines. Students have a preparation period of maximum of 20 minutes. Students are given two guiding questions at the

beginning of the preparation time. The commentary last about 10 minutes. At the end of the commentary, teachers ask questions to start a discussion. The discussion last about 5 minutes.

- Further oral commentary: Students complete at least two further oral activities. One of the activities is submitted for final assessment. Examples of further oral activities are structured group discussion, role play, dramatic presentation, and oral presentation. After the activity, students complete a reflective statement commenting on their performance and progress.

Table 11

Language A: Language and literature: Internal and external assessment

External	Learner-	<ul style="list-style-type: none"> <li>• teacher guidance</li> </ul>
	Scholar-academic	<ul style="list-style-type: none"> <li>• authenticity</li> <li>• the references cited</li> </ul>
Internal	Learner-centred	<ul style="list-style-type: none"> <li>• application of skills and knowledge</li> <li>• part of normal classroom teaching</li> <li>• demonstrate listening and speaking skills in an integrated manner and in different contexts</li> <li>• teachers should not think in terms of a pass or fail boundary, but should concentrate on identifying the appropriate descriptor for each assessment criterion</li> <li>• the highest level descriptors do not imply faultless performance but should be achievable by the student</li> <li>• it is recommended that the assessment criteria be made available to students</li> </ul>

In Table 11, there are considerably more phrases/statements related to the *Learner-centred Ideology*. The *Learner-centred Ideology* is opposed to the standardized testing (Schiro, 2008). It believes in the development of each student in his/her unique way and unique pace. However, standardized testing expects all students to reach the same pre-determined objectives at the same time. It is mainly adopted in the *Social Efficiency Ideology*. Nevertheless, when the phrases are analysed according to their philosophical tendencies, it is seen that they are mostly related to the academic achievement of students. Consequently, they are put under the title of the *Scholar Academic Ideology*. The internal assessment, on the other hand, seems to be more related to the *Learner-centred Ideology*. The *Learner-centred Ideology*

regards assessment as an integrated part of the classroom teaching. The aim is not to determine whether students pass or fail, but to assess students' growth to facilitate learning. Therefore, phrases related to classroom teaching and not thinking in terms of pass/fail boundaries are put in the *Learner-centred* part of Table 11.

A large part of the curriculum document of *Language A: Language and Literature* contains explanations about the assessment of the course, which gives a more detailed view. The parts of the curriculum related to assessment are analysed and the following table is created. It presents educational philosophies and assessment types.

Table 12

**Language A: Language and literature: Assessment**

Performance Assessment	<ul style="list-style-type: none"> <li>• individual presentations or interactive integrated listening and speaking skills</li> <li>• students are also required to complete a reflective statement on the oral</li> <li>• discussion arising from materials prepared by a small group of people, eg. identifying the social, cultural and economic position taken by a particular text</li> <li>• class discussion where two or three students have been given special responsibilities</li> <li>• presentation of material lending itself to discussion within the class, eg. offering of two opposing readings of a text</li> <li>• formal debate</li> <li>• a dialogue between two public figures with a follow-up discussion highlighting the way meaning is constructed</li> <li>• a public figure interviewed by the student as himself/herself , or in another role</li> <li>• advertising or public relations figures using language in a meeting to shape the view of a product, brand or public figure</li> <li>• writing and performing a scene concerning an issue encountered in the study of part 1 or 2</li> <li>• re-enacting a particular cultural or historical moment with a different focus or interpretation</li> <li>• a formal speech based on an aspect studied in part1 or 2</li> <li>• a report related to an aspect of part 1 or 2, eg. comparing two newspaper articles on the same topic and identifying the stance taken by the newspapers</li> <li>• an introduction to a particular topic, eg. cultural and social contexts of a text</li> <li>• the examination of a particular interpretation of a text or event</li> <li>• setting of a particular writer's text against another body of material, eg. details on social background or political views</li> <li>• a commentary on the use of a particular image, idea or symbol in a text or texts studied</li> <li>• a presentation on image as text</li> <li>• a presentation highlighting the codes used in a particular visual text</li> <li>• when students complete commentary, teacher engage in discussion with students</li> <li>• students analyse context, bias and/or ideological position</li> <li>• a newspaper article in which are shown the dangers of stereotyping particular social groups</li> <li>• an additional episode that takes place before the beginning of a novel and provides context for the opening sequence</li> <li>• a letter from one fictional character to another, which reveals a change in the relationship between the two characters</li> </ul>
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Table 12 (cont'd)

## Language A: Language and literature: Assessment

Performance Assessment	<ul style="list-style-type: none"> <li>• an opinion column that emphasizes the pervasiveness of advertising and how certain brands are promoted for the purpose of raising company profits</li> <li>• a short story exploring a minor character's view of the main action of a literary text</li> <li>• a public information document explaining the effects of new legislation on a community</li> <li>• a diary entry in which a character from a work of fiction reveals his/her true feelings about another character or any aspect of the action of a literary text</li> <li>• an episode from a literary text rewritten to place the action in another setting</li> <li>• an opinion column that emphasizes the pervasiveness of female stereotyping in advertising and how these stereotypes are promoted for the purpose of raising company profits</li> <li>• students consider that a text's meaning is determined by the reader and by the cultural context</li> <li>• students consider how and why social groups are represented in texts in particular ways</li> <li>• an article from a newspaper and how it would be written in a different newspaper</li> <li>• the study and analysis of an author's reworking of fairy tales</li> <li>• the study and analysis of how a particular character from a work of fiction is re-imagined in a song lyric</li> </ul>
Traditional Assessment	<ul style="list-style-type: none"> <li>• students analyse context, bias, ideological position</li> <li>• students write an analysis of one of two unseen passages from non-literary texts</li> <li>• students write an essay based on both the literary texts studied in part 3</li> <li>• students comment on the significance of any possible context, audience, purpose and the use of linguistic and literary devices</li> <li>• students analyse the structure, language and style, text type</li> </ul>

In Table 12, there are considerably more phrases/statements related to the performance assessment. Although it seems like the *Language A: Language and Literature* curriculum puts more emphasis on performance assessment, it is not the case in terms of the weighting of tasks. Paper 1 and Paper 2 of the external assessment compose the traditional assessment component. Each of these papers weights 25 percent, which means they weight 50 percent of the final assessment of the course of *Language A: Language and Literature* (IBO, 2011a). The written tasks, individual oral commentary, and further oral activity compose the performance assessment tasks. Written tasks weight 20 percent while individual oral commentary and further oral activity weights 15 percent each. In total, performance assessment weights 50 percent of the final assessment of the course.

## **Language A: Language and literature: Content**

As for the syllabus content of *Language A: Language and Literature*, students are expected to study at least four literary works at SL and six literary works at HL (IBO, 2011a). The International Baccalaureate Organization (IBO) provides two complementary book lists for the curriculum. These lists are *Prescribed literature in translation (PLT)* and *Prescribed list of authors (PLA)*. SL students study two texts chosen from the PLA and one text chosen from the PLT. The other text can be chosen from the PLA or elsewhere. HL students, on the other hand, study four texts chosen from the PLA and one text chosen from the PLT. The other text can be chosen freely from the PLA or elsewhere. The selected texts for both HL and SL should cover at least two literary genres, two periods, and two places. The language component of the course is composed of two parts: *language in cultural context*, and *language and mass communication*. Some suggested topics are listed for those parts. The suggested topics for *language in cultural context* are:

- Gender (inequality, constructions of masculinity and femininity)
- Sexuality (its construction through language)
- Language and communities (nation/region, subcultures)
- Language and the individual (multilingualism/bilingualism, language profile/identity)
- Language and power (linguistic imperialism, propaganda)
- History and evolution of the language (disappearing and revival languages, Creoles)
- Translation (what is added and what is lost)
- Language and knowledge (science and technology, argot and jargon)
- Language and social relations (social and professional status, race)

- Language and belief (religious discourse, mythology)
- Language and taboo (swearing, political correctness)

The suggested topics for *language and mass communication* are:

- Textual bias (news reporting, sports coverage)
- Stereotypes (gender, ethnicity)
- Popular culture (comics, soap operas)
- Language and presentation of speeches and campaigns (elections, lobbying)
- Language and the state (public information, legislation)
- Media institutions (television channels, internet search engines)
- Role of editing (news bulletins, websites)
- Use of persuasive language (advertising, appeals)
- Arts and entertainment (radio and television drama, documentaries)

A list of text types is also provided in the curriculum for further guidance. The list of suggestions is shown below:

Advertisement	Encyclopaedia entry	Parody
Appeal	Essay	Pastiche
Biography	Film/television	Photographs
Blog	Guide book	Radio broadcast
Brochure/leaflet	Interview	Report
Cartoon	Letter (formal)	Screenplay
Chart	Letter (informal)	Set of instructions
Database	Magazine article	Song lyric
Diagram	Manifesto	Speech
Diary	Memoir	Textbook
Editorial	News report	Travel writing
Electronic texts	Opinion column	

When the content part of the curriculum is analysed according to Schiro's (2008) conception of curriculum, the following table is reached.

Table 13

Language A: Language and literature: Content overview: Philosophy

Learner-centred	<ul style="list-style-type: none"> <li>• four texts chosen from the PLA for the language A</li> <li>• one text in translation chosen from the PLT list for study in part 3</li> <li>• one text chosen freely from the PLA, PLT list or elsewhere and which may be in translation</li> <li>• two texts chosen from the PLA for language A</li> <li>• one text in translation chosen from the PLT list for study in part 3</li> <li>• one text chosen freely from the PLA or elsewhere written in the language A studied</li> </ul>
Scholar-Academic	<ul style="list-style-type: none"> <li>• texts should cover at least two literary genres, two periods and, where appropriate, two places defined in the PLA for the language A</li> <li>• students study a minimum of six literary works</li> <li>• students study a minimum of four literary works</li> <li>• there are two book lists that must be used in conjunction with this guide-PLT and PLA</li> <li>• neither authors nor texts may be repeated anywhere in parts 3 and 4</li> <li>• students taking the course are required to produce a variety of texts</li> </ul>

In Table 13, the phrases/statements related to the *Learner-centred Ideology* and *Scholar Academic Ideology* are equal. The content of the curriculum gives a choice of selecting from a list books and topics. As it gives an opportunity for selection according to the students' needs and interests, it fits into the *Learner-centred Ideology*. However, there is also a certain amount of books and topics that should be covered. In that sense, the curriculum content fits also into the *Scholar Academic Ideology*.

Ornstein and Hunkins (2004) define scope in curriculum design as the breadth and depth of the content. Tyler, as cited in Ornstein and Hunkins, refers to scope as "consisting of all the content, topics, learning experiences, and the organizing threads comprising the educational plan" (p. 241). In that respect, all the suggested lists of topics and lists of books comprise the scope of the course of *Language A: Language and Literature*.

Another element that Ornstein and Hunkins (2004) refer to about curriculum design is sequence. Sequence is the decision of in which order content occurs and reoccurs. The IB does not require that any parts of the course of *Language A: Language and Literature* be taught in a particular order (IBO, 2011a). Teachers are the decision makers at this point. Certain external assessment deadlines and the developmental skills of students should be considered while this decision is made.

Continuity is the vertical arrangement or repetition of curriculum components (Ornstein & Hunkins, 2004). The reappearance of the same kind of skills and knowledge counts continuity. It assures that learners increase breadth and depth of their knowledge over time. The *Language A: Language and Literature* curriculum does not allow the repetition of any authors or texts in the literature part of the course (IBO, 2011a). However, in terms of the language part, any topic may be repeated over time.

Integration refers to the linking of horizontal content topics and themes (Ornstein & Hunkins, 2004). It assures that learners regard knowledge as a whole instead of regarding them as bits and pieces that are not related to each other. The *Language A: Language and Literature* curriculum suggests using short literary texts or extracts from literary works in the language component of the course to complement the study of language with the study of literature (IBO, 2011a).

Articulation is the interrelatedness of vertical and/or horizontal aspects of the curriculum (Ornstein & Hunkins, 2004). It focuses on the whole educational programme rather than on only a course of study. Designing an introductory algebra

class by relating the key concepts to the geometry course is an example of articulation. The *Language A: Language and Literature* curriculum supports the promotion of cross-curricular links to other subjects, particularly to the theory of knowledge (IBO, 2011a).

Designing a curriculum also requires appropriate weight be given to different aspects of the curriculum (Ornstein & Hunkins, 2004). Learners should have enough opportunities to master knowledge and to internalize and utilize it. The *Language A: Language and Literature* curriculum does not only list the topic and texts that are suggested to study, but also the skills that should be developed (IBO, 2011a). These skills are categorized under three sub-titles which are language skills, close analysis of texts, and visual skills. The *Language A: Language and Literature* curriculum shows a balance in terms of acquiring knowledge and utilizing it. The curriculum also underlines social, personal, and intellectual goals of students. The curriculum shows a balance regarding the whole development of students as well.

### **Language A: Language and literature: Design**

The *Language A: Language and Literature* curriculum encourages teachers to design their own courses by considering the needs and interests of learners as well as the needs and conditions of the school (IBO, 2011a). Some guidance is provided for the teachers to design their own course in the curriculum. According to the guide, teachers should consider the following points:

- The learning outcomes
- The type and range of texts
- The time required for each part of the course

- Should be flexible enough to accommodate teacher's goals
- Should be flexible enough to accommodate teacher's areas of expertise
- Should be flexible enough to accommodate teacher's interests
- Should be flexible enough to accommodate specific teaching conditions (eg. class size)
- Should be flexible enough to accommodate availability of resources
- Each of the learning outcomes must be covered
- A broad range of texts and text types should be included in the study of topics chosen by the teacher
- None of the four parts of the course is required to be taught in a particular order, but certain assessment deadlines will affect the decisions regarding the sequence
- When planning the literature part, there are two essential book lists to consider

Ornstein and Hunkins (2004) define three basic curriculum designs: subject-centred designs, learner-centred designs, and problem-centred designs each of which has its sub-categories. When one analyses the design of *the Language A: Language and Literature* curriculum according to Ornstein and Hunkin's approach to design, she may conclude with the following table.

Table 14  
Language A: Language and literature: Design

Broad fields design	<ul style="list-style-type: none"> <li>• students study two (SL)/ three (HL) literary texts, all of which are taken from the PLA for the language A studied (SL)</li> <li>• a broad range of texts and text types should be included in the study of topics chosen by the teacher</li> <li>• learning through cross-curricular links to other subjects, especially TOK</li> </ul>
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In Table 14, there are phrases and statements mostly related to the broad fields design. The broad fields design is a sub-category of subject-centred design (Ornstein & Hunkins, 2004). It is an interdisciplinary design which suggests the fusion of close subject areas. For instance, linguistics, grammar, literature and composition may be collapsed into language arts. The *Language A: Language and Literature* curriculum seems to include all of these studies in one course. Therefore, one may claim that the curriculum utilizes the broad fields design.

### **Language A: Language and literature: Implementation**

The *Language A: Language and Literature* curriculum contains a part which specifically focuses on the approaches to the teaching of the course. That component of the curriculum is analysed under the title of implementation. Table 15 is based on the curriculum approach of Schiro (2008).

Table 15  
Language A: Language and literature: Implementation: Philosophy

Social Efficiency	<ul style="list-style-type: none"> <li>• teachers have freedom and responsibility to interpret the curriculum and to create a course that not only meets the aims and objectives of the course but is also relevant to the situation of the school and its community</li> </ul>
Learner-centred	<ul style="list-style-type: none"> <li>• language competence</li> <li>• communication skills</li> <li>• social, aesthetic and cultural literacy</li> <li>• support lifelong learning</li> <li>• engaging students as actively as possible with texts</li> <li>• promotion of creative-thinking skills</li> <li>• learning how to learn</li> <li>• inquiry-based learning</li> <li>• teacher as supporter rather than a transmitter of knowledge</li> </ul>



Table 15 (cont'd)

Language A: Language and literature: Implementation: Philosophy

Learner-centred	<ul style="list-style-type: none"> <li>• providing an inclusive, positive and safe class ethos</li> <li>• empowering students</li> <li>• recognizing that students learn in different ways</li> <li>• facilitating critical discourse</li> <li>• promoting the appreciation of language as an art form</li> <li>• enabling students to explore a wide variety of texts</li> <li>• providing opportunities for students inquiry into subtleties and implications of cultural contexts</li> <li>• scaffolding is necessary</li> <li>• scaffolding is necessary for making reasonable comparing judgements about texts</li> <li>• ensure students acquire core skills</li> <li>• clarify learning goals for students</li> <li>• provide systematic formative assessment</li> <li>• ensure practice of rhetorical skills</li> <li>• open-mindedness</li> <li>• reflection</li> <li>• inquiry-based learning</li> <li>• ability to express ideas in clear language</li> <li>• beware that images may be analysed for form, content and meaning in the same way as a conventional written text</li> </ul>
Scholar-Academic	<ul style="list-style-type: none"> <li>• providing opportunities for writing about language and literature</li> <li>• detailed critical analysis of texts</li> <li>• production of a range of texts intended for different audiences and purposes</li> <li>• effective use of register and style</li> <li>• developing and informed understanding of links between text and its context</li> <li>• support future academic study</li> </ul>

In Table 15, there are considerably more phrases/statements related to the *Learner-centred Ideology*. The *Learner-centred Ideology* is less interested in acquiring knowledge than growth (Schiro, 2008). The supporters of the *Learner-centred Ideology* believe in facilitating learning through learning experiences. Individuals create meaning out of their experiences. Therefore, the ideology assumes that students learn in different ways with a teacher holding the role of a supporter rather than a transmitter of knowledge. In that respect, exploration and inquiry are encouraged to create meaning out of experiences. For that reason, phrases such as “supporting learning, inquiry-based learning, students learning in different ways, exploration” are put into the *Learner-centred Ideology* part in Table 15. Strikingly, there is also one statement in the table related to the *Social Efficiency Ideology*. The main aim of the *Social Efficiency Ideology* is “to perpetuate society by providing people with the skills needed to productively function within society” (Schiro, 2008,

p. 65). Regarding that quote, the idea of creating a course that is relevant to the situation of the school and its community seems like fitting into the *Social Efficiency Ideology*.

Table 16 presents the results of the analysis based on the three implementation approaches.

Table 16  
Language A: Language and literature: Approach to implementation

Fidelity	<ul style="list-style-type: none"> <li>• teachers will find that certain assessment deadlines will affect the decisions regarding the sequence</li> <li>• teachers should consider the learning outcomes</li> <li>• teachers should consider the type and range of texts</li> <li>• teachers should consider the time required for each part of the course</li> <li>• a broad range of texts and text types should be included in the study of topics chosen by the teacher</li> <li>• when planning part 3-4, there are two essential book lists to consider</li> <li>• teachers should consider students must produce 3 written tasks that must relate to different parts of the course</li> <li>• teachers should consider students must produce 4 written tasks that must relate to different parts of the course</li> </ul>
Mutual Adaptation	<ul style="list-style-type: none"> <li>• teachers are strongly encouraged to design their own course of study by taking into account needs and interests of students and school</li> <li>• should be flexible enough to accommodate students differing linguistic profiles</li> <li>• should be flexible enough to accommodate students differing interests</li> <li>• should be flexible enough to accommodate students differing talents</li> <li>• learning through cross-curricular links to other subjects, especially TOK</li> <li>• does not require four parts of the course to be taught in a particular order</li> <li>• a broad range of texts and text types should be included in the study of topics chosen by the teacher</li> <li>• one text can be freely chosen-from the PLA, the PLT list or elsewhere- and may be in translation (HL)</li> <li>• one text can be chosen freely-from the PLA or elsewhere- and must written in the language A studied (SL)</li> <li>• the examples provided are not prescriptive but are intended to provide guidance</li> <li>• teachers are strongly encouraged to design their own course of study by taking into account needs and interests of students and school</li> <li>• should be flexible enough to accommodate teacher's goals</li> <li>• should be flexible enough to accommodate teacher's areas of expertise</li> <li>• HL students study five literary texts, chosen from the PLA and the PLT</li> <li>• SL students study three literary texts chosen from the PLA and the PLT</li> <li>• teachers have freedom and responsibility to interpret the curriculum and to create a course that not only meets the aims and objectives of the course but is also relevant to the situation of the school and its community</li> </ul>

In Table 16, there are more phrases/statements related to the mutual adaptation approach. Mutual adaptation is described as the process of making adjustments in a curriculum by curriculum developers and users (Pinar, Reynolds, Slattery, &

Taubman, 1996). The *Language A: Language and Literature* curriculum provides opportunities for the users to adapt the course by encouraging them to design their own course of study. Accordingly, statements containing words like “flexibility, choice, and freedom” are deemed to be related to the mutual adaptation approach. However, there are still some points that should be taken into consideration while designing the course. These points are learning outcomes, time constraints, text types, and book lists, which confines the boundaries of a course design. For that reason, these points are thought to be more related to the fidelity approach.

### **IBDP: Language B**

*Language B* is a group two- language acquisition subject which is designed for students with some prior knowledge of the language (IBO, 2011b). The course is composed of three topics at the core with five additional selective topics. The core topics are communication and media, global issues, and social relationships while the selective ones are cultural diversity, customs and traditions, health, leisure, and science and technology. The course is available at both high level (HL) and standard level (SL). In both levels, the core topics are compulsory and two additional topics are chosen out of five selective topics. HL students study two works of literature as well.

#### **Language B: Philosophy**

The *Language B* curriculum opens with an introduction to the nature of the subject. When one analyses that part according to Schiro’s (2008) conception of curriculum, they may come up with the following table which presents the philosophical inclination of the curriculum.

Table 17  
Language B: Philosophy

Learner-centred	<ul style="list-style-type: none"> <li>• provide students with the necessary skill</li> <li>• intercultural understanding</li> <li>• enable students to communicate successfully</li> <li>• in an environment where the language studied is spoken</li> <li>• go beyond the confines of the classroom, expanding the awareness of the world</li> <li>• students needs</li> <li>• independent and collaborative learning</li> <li>• may be studied at either SL or HL (choice)</li> <li>• competence in a modern language</li> <li>• balanced bilingualism</li> <li>• holistic development of students</li> <li>• metalinguistic skills and competencies</li> <li>• sociolinguistic skills and competencies</li> <li>• intercultural skills and competencies</li> <li>• pragmatic skills and competencies</li> <li>• the relationship between TOK and group 2 (interdisciplinary approach)</li> <li>• international understanding</li> <li>• concern for global issues</li> <li>• awareness of students' own responsibility at a local level</li> </ul>
Scholar Academic	<ul style="list-style-type: none"> <li>• linguistic skills and competencies</li> <li>• appropriate academic challenge</li> </ul>

In Table 17, there are more phrases and statements that are related to *the Learner-centred Ideology*. The curriculum mainly focuses on the mastery of the linguistic skills. In the *Learner-centred Ideology*, the focus is not on knowledge since knowledge is unique to individuals, but it is rather on the skills which are gained through experience (Schiro, 2008). On that account, phrases like “communicative skills, metalinguistic skills, and sociolinguistic skills” are put in the *Lerner-centred Ideology* part of the table. Other elements that the curriculum emphasizes are a holistic view of personality and interdisciplinary approach to knowledge. As it is cited in Schiro, Hein asserts that *the Learner-centred Ideology* “does not see skill development as a separate activity which can be isolated, studied, and improved independent of the rest of the child” (2008, p. 100). Therefore, the statement related to the “holistic development of students” is put in the *Learner-centred Ideology* part as well. As for interdisciplinary approach, Schiro states that the *Learner-centred Ideology* does not view knowledge as separate subjects. Thus, it adopts a holistic

approach towards knowledge which aims that students understand the link between knowledge of separate subject areas. Emphasis on international/ intercultural understanding also derives from that holistic view of knowledge. The *Language B* curriculum does not regard language acquisition separate from culture and gives special emphasis on intercultural/ international understanding. Phrases such as “intercultural understanding and international understanding” indicates that aspects of the *Language B* curriculum.

### **Language B: Intent**

The introduction section of the *Language B* curriculum lists the aims of the course. That section is analysed according to the major educational philosophies and the following table is created.

Table 18  
Language B: Intent

Learner-centred	<ul style="list-style-type: none"> <li>• intercultural understanding</li> <li>• understand and use language in a range of contexts for a variety of purposes</li> <li>• social interaction</li> <li>• awareness and appreciation of different perspectives of people from other cultures</li> <li>• role of language in relation to other areas of knowledge</li> <li>• relationship between languages and cultures</li> <li>• a basis for further study, work, and leisure through the use of an additional lang. (interdisciplinary)</li> <li>• provide opportunity for enjoyment, creativity and intellectual stimulation</li> </ul>
Scholar-Academic	<ul style="list-style-type: none"> <li>• study of texts</li> </ul>

In Table 18, there are more phrases/statements related to the *Learner-centred Ideology*. Interdisciplinary nature of the course and intercultural/ international understanding are the most prominent ones. The *Learner-centred Ideology* views knowledge as a whole (Schiro, 2008). When knowledge is atomized into different subject areas, students cannot comprehend the link between these separate areas. Therefore, an interdisciplinary approach is adopted to comprehend knowledge as a

whole. International/ intercultural understanding is also a part of the interdisciplinary approach to knowledge. The *Language B* curriculum regards language acquisition related to the intercultural understanding. As a consequence, these phrases are constantly repeated in the curriculum document.

The *Language B* curriculum presents the assessment objectives as a separate list. The following table presents the philosophical tendency of the assessment objectives based on Schiro's (2008) conception of educational philosophies.

Table 19  
Language B: Intent part focusing on assessment

Learner-centred	<ul style="list-style-type: none"> <li>• communicate clearly and effectively in a range of situations</li> <li>• demonstrate intercultural understanding</li> <li>• use language appropriate to a range of interpersonal and/or cultural contexts</li> <li>• understand and use language to express and respond to a range of ideas with accuracy and fluency</li> </ul>
Scholar-Academic	<ul style="list-style-type: none"> <li>• organize ideas on a range of topics, in a clear, coherent and convincing manner</li> <li>• understand, analyse and respond to a range of written and spoken texts</li> <li>• understand and use works of literature written in the target language</li> <li>• demonstrate linguistic competence</li> </ul>

Table 19 contains equal number of phrases/statements related to the *Learner-centred Ideology* and the *Scholar Academic Ideology*. The *Learner-centred Ideology* considers skills development as an integral part of students' growth (Schiro, 2008). For that reason, phrases related to the communication skills are thought to be related to the *Learner-centred Ideology*. The *Scholar Academic Ideology*, on the other hand, prioritizes acquiring knowledge. Therefore, atomizing language and studying its linguistic components are related to the *Scholar Academic Ideology*.

## **Language B: Assessment**

The *Language B* course includes two kinds of assessment (IBO, 2011b). These are external assessment and internal assessment. External assessment is composed of three parts. These are:

- Paper 1: Receptive skills (1 hour 30 minutes): It consists of text-handling exercises on four (for SL)/ five (for HL) written texts based on the core topics.
- Paper 2: Productive skills (1 hour 30 minutes): SL students complete one writing exercise of 250-450 words from a choice of five selective topics while HL students complete two compulsory writing exercises. One of the exercises is writing a text of 250-450 words based on optional topics. Students choose the topic out of a choice of five. The second exercise is writing a response of 150-250 words to a stimulus text based on the core topics.
- Written assignment: Receptive and written productive skills: SL students do an intertextual reading followed by a written exercise of 300-400 words with a 100-word rationale which are based on the core topics. HL students, on the other hand, do a creative writing of 500-600 words with a 150-word rationale which are based on one of the literary texts studied.

The internal assessment part consists of two tasks internally assessed by the teacher and externally moderated by the IB. These tasks are the same for both SL and HL.

- Individual oral (8-10 minutes): Students give a maximum 10-minute presentation and discussion with the teacher based on the optional topics. Students are shown two (for SL)/ one (for HL) previously unseen photos with

a caption. Students prepare a presentation of 3-4-minute which is followed by a 5-6-minute discussion with the teacher. Students have 15 minutes to prepare their presentations.

- Interactive oral activity: Students complete three classroom activities assessed by the teacher. The highest of three marks is submitted for the final assessment. The activities are based on the core topics. A list of suggested activities takes place in the curriculum. These activities include whole-class activities, and group or pair activities.

The following table presents the philosophical inclination of the assessment component based on internal and external assessment.

Table 20  
Language B: Assessment based on internal and external assessment

External	Learner-centred	<ul style="list-style-type: none"> <li>• advice and support from the teacher</li> <li>• application of interactive skills</li> </ul>
	Scholar-Academic	<ul style="list-style-type: none"> <li>• authenticity</li> <li>• intellectual property</li> <li>• the references cited</li> </ul>
Internal	Learner-centred	<ul style="list-style-type: none"> <li>• teachers should not think in terms of a pass or fail boundary, but should concentrate on identifying the appropriate descriptor for each assessment criterion</li> <li>• the highest level descriptors do not imply faultless performance but should be achievable by the student</li> <li>• it is recommended that the assessment criteria be made available to <b>students</b></li> </ul>

In Table 20, there are more phrases/statements related to the *Learner-centred Ideology*. The *Language B* curriculum puts emphasis on the originality of the work and citing references. As for that feature, it prepares students for academic life. Therefore, phrases related to authenticity and proper citations are deemed to fit into the *Scholar Academic Ideology*. On the other hand, students are welcome to get support and advice from their teachers, which indicates a more *Learner-centred* approach. The *Learner-centred Ideology* views teachers as facilitators of learning.



For that reason, phrases related to the teacher support are put in the *Learner-centred Ideology* part. Students also have the opportunity to know the grading criteria. As for Schiro (2008), the *Learner-centred Ideology* claims that whenever possible children should assess themselves. Sharing the criteria gives a chance to students to understand what is expected from them and to evaluate their own performance before teachers do. On that account, the statements which suggest sharing the assessment criteria with students are put under the title of the *Learner-centred Ideology*.

Apart from the general overview of the internal and external assessment, the *Language B* curriculum provides a detailed account of its assessment tasks and procedures (Table 21).

Table 21  
Language B: Assessment

Performance Assessment	<ul style="list-style-type: none"> <li>• student describes the photo relating it to the option and the target culture</li> <li>• a discussion with the teacher follows the presentation</li> <li>• reflect on the culture studied</li> <li>• personal interpretation</li> <li>• demonstrate that student can speak freely and coherently, expressing ideas, opinions and reflection upon what they have learnt about target culture</li> <li>• three interactive activities will be carried out in the classroom</li> <li>• a debate on a particular issue in a film watched in class</li> <li>• a class discussion after listening to a piece of news on the radio</li> <li>• a debate on a particular issue related to the target culture</li> <li>• a presentation of a particular topic followed by a whole-class discussion</li> <li>• a discussion on a video or audio recording of a play or scenes from a play</li> <li>• a discussion of an article or news item</li> <li>• a role play that may involve some element of a decision-making or problem-solving</li> <li>• an interpretation of a silent film</li> <li>• a discussion on the possible conclusion of a film or tv programme</li> <li>• an exchange of info based on a variety of written and visual stimuli</li> <li>• a role-play interview between a character from a work of fiction and a student</li> <li>• creative writing</li> <li>• writing a new ending to a novel</li> <li>• interviewing a character</li> <li>• a diary entry by one character in a story or a play</li> </ul>
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Table 21 (cont'd)  
Language B: Assessment

Traditional Assessment	<ul style="list-style-type: none"> <li>• text-handling exercises on four written texts, based on the core</li> <li>• gap-filling</li> <li>• identifying key phrase or structures</li> <li>• identifying related ideas</li> <li>• identifying specific content items</li> <li>• identifying true sentences according to the text</li> <li>• identifying whether an explanation or definition is true or false</li> <li>• identifying who says what in a text</li> <li>• matching summary sentences with different paragraphs</li> <li>• matching words or phrases from the text with definitions</li> <li>• multiple choice questions</li> <li>• short-answer questions</li> <li>• knowledge of vocabulary relevant to the topic is expected</li> <li>• justifying an interpretation by locating evidence or key phrases</li> </ul>
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In Table 21, there are more phrases/statements related to performance assessment.

However, one should not assume that the *Language B* curriculum gives more importance to performance assessment. The weight of each assessment type is equal.

Paper 1 and Paper 2 are the ones that fit into traditional assessment and they compose 50 percent of the final assessment of the course. Written tasks, individual oral, and interactive oral activity compose the performance assessment part of the course. Written tasks weight 20 percent, whereas individual oral and interactive oral weight 30 percent in total. As a result, performance assessment weights 50 percent of the final assessment of the course.

### **Language B: Content**

The course is comprised of five topics (IBO, 2011b). Three of them are compulsory core topics while two of them are chosen freely from a choice of five topics. Each topic should cover at least two aspects. The curriculum includes a list of possible aspects to cover; however, these aspects are not prescriptive. The core topics and their possible aspects are:

- Communication and media (advertising, bias in media, censorship, internet, mail, press, radio and television, sensationalism in media, telephone)

- Global issues (drugs; energy reserves; food and water; global warming, climate change, natural disasters; globalization; international economy; migration; poverty and famine; racism, prejudice, discrimination; the effect of man on nature; the environment and sustainability)
- Social relationships (celebrations, social and religious events; educational system; language and cultural identity, or self-identity; linguistic dominance; minorities; multilingualism; nationalism, patriotism, fanaticism; relationships; social and/or political structures; taboos versus what is socially acceptable)

There are five options. These options and their possible aspects to cover are:

- Cultural diversity (beliefs, values and norms; culinary heritage; how culture is learned; intercultural assimilation; interlinguistic influence; language diversity; migration; population diversity; subcultures; the concepts of human beauty; verbal and non-verbal communication)
- Customs and traditions (celebrations, social and religious events; dress codes, uniforms; etiquette and protocols; fashion; food; historical events; national costumes; the arts)
- Health (concepts of beauty and health; diet and nutrition; drug abuse; epidemics; health services; hygiene; illnesses, symptoms of good/ill health; mental health; physical exercise; surgery; traditional and alternative medicine)
- Leisure (entertainment; exhibitions and shows; games; hobbies; recreation; social interaction through leisure; sports; travelling)

- Science and technology (entertainment; ethics and science; ethics and technology; impact of information technology on society; natural sciences; renewable energy; scientific research; social sciences)

Additionally, HL students should study two works of literature originally written in the target language. These works may be from any genre. The students should understand the works in depth, but literary criticism is not expected from them.

Ornstein and Hunkins (2004) describe scope, sequence, continuity, integration, articulation, and balance as six basic elements of curriculum design. The core and the optional topics together with the two works of art at HL comprise the scope of the curriculum. As for sequence, the curriculum guide does not give an indication of the sequence in which the topics should be taught (IBO, 2011b). Teachers are free to put the topics in whichever order they wish. In that sense, continuity which means the repetition of curriculum components depends on teachers' choices on the sequence. The *Language B* curriculum highlights the development of the communicative skills. There is a strong emphasis on the integration of receptive, productive and interactive skills in order to develop all of them simultaneously. Articulation is the interrelations of various aspects of the curriculum such as the link between different subject areas. The *Language B* curriculum encourages teachers to ensure that students explore links with the other subject areas. Apart from that, the curriculum especially encourages a link with Information Technology (IT). The *Language B* curriculum asks teachers to consider that a balanced allocation of time is given to tasks and activities related to the options and the core topics. It also asks teachers that a mixture of activities take place in order to develop all the receptive, productive and interactive skills.

Therefore, the curriculum shows a balance in terms of acquiring and utilizing knowledge. The curriculum also highlights social, emotional, and intellectual goals of students. In this respect, the curriculum shows a balance with regard to the holistic development of students.

The philosophical inclination of the content part of the *Language B* curriculum is shown in the following table.

Table 22  
Language B: Content overview: Philosophy

Learner-centred	<ul style="list-style-type: none"> <li>• at least two aspects covered in each of the five topics (choice)</li> <li>• two works of literature (choice)</li> </ul>
Scholar-Academic	<ul style="list-style-type: none"> <li>• at least two aspects covered in each of the five topics</li> <li>• appropriate range of vocabulary</li> <li>• idiomatic expressions</li> <li>• language structures</li> </ul>

In the table, there are more phrases/statements related to the *Scholar-academic Ideology*. The *Language B* curriculum encourages the study of language structures, idiomatic expressions, and a range of vocabulary. In this respect, it underlines acquiring knowledge rather than developing skills. As for Schiro (2008), the *Scholar Academic Ideology* also prioritizes acquiring knowledge over skills development. The curriculum also expects at least two aspects of each topic to be covered. It prescribes how much knowledge to teach. Likewise, the *Scholar Academic Ideology* defines the boundaries of the academic knowledge and expects that knowledge to be transmitted to students' minds. For this reason, phrases related to structural and lexical knowledge of language, and how much knowledge to teach are thought to fit into the *Scholar Academic Ideology*.

## Language B: Design

The *Language B* curriculum encourages teachers to develop their own course design (IBO, 2011b). The curriculum provides examples on how the course can be constructed. Teachers should consider some points while constructing the course. Syllabus content is one of those points to consider. The course comprises of five topics: three core and two optional ones. Each of the topics should cover at least two aspects. In addition, HL students study two works of literature. The other aspects that are related to the design of the course are analysed according to the course designs defined by Ornstein and Hunkins (2004). Table 23 shows the results of the analysis.

Table 23

### Language B: Design

Broad fields design	<ul style="list-style-type: none"><li>• sociocultural components of a language</li><li>• teaching certain aspects of a culture in an explicit manner</li><li>• students' culture and target culture are analysed together</li><li>• develop a sense of their own cultural identity</li><li>• consider and explore links with other areas of knowledge</li><li>• Information technology (IT) support</li></ul>
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The broad fields design suggests a fusion of related subject areas in one course (Ornstein & Hunkins, 2004). For instance, linguistics, grammar, literature, and composition may be fused in language arts. The *Language B* curriculum suggests a study of language through linguistics, literature, grammar, composition and culture. Therefore, one may claim that the *Language B* curriculum embraces the broad fields design as its design approach.

## Language B: Implementation

The *Language B* curriculum states its approach to language acquisition through which the curriculum users learn about the classroom implementation of the

curriculum. Those statements are analysed according to educational philosophies.

Table 24 shows the results of the analysis.

Table 24

**Language B: Implementation: Philosophy**

Learner-centred	<ul style="list-style-type: none"> <li>• teachers are encouraged to design their own course of study</li> <li>• creative thinking</li> <li>• learning how to learn</li> <li>• students' interest</li> <li>• use the language for communication</li> <li>• debate meaning</li> <li>• introduce language appropriate to students' current level</li> <li>• maximum exposure to the language</li> <li>• take an active role in learning process</li> <li>• corrective feedback</li> <li>• given time to absorb, process and benefit from the feedback</li> <li>• receive individual feedback, adapted to the needs of each student</li> <li>• abandon corrective feedback if the process causes anxiety to the student</li> <li>• students are familiar with the aims, objectives, syllabus and the assessment criteria</li> <li>• assessment criteria are used on a regular basis in class activities</li> <li>• students take responsibility for their own language acquisition</li> <li>• suggested aspects (of topics) are neither prescriptive nor exhaustive</li> </ul>
Scholar-Academic	<ul style="list-style-type: none"> <li>• show how form affects meaning</li> <li>• prescribed teaching hours</li> </ul>

In Table 24, there are more phrases/statements related to the Learner-centred Ideology. The *Learner-centred Ideology* is based on prioritizing the needs and interests of students (Schiro, 2008). Therefore, phrases such as “students’ interests and students’ level” fit into the Learner-centred Ideology. Moreover, in the *Learner-centred Ideology* individuals play the main role in constructing meaning and experience is the medium through which individuals construct meaning. Likewise, the *Language B* curriculum emphasizes meaning making and includes phrases like “debating meaning, taking active role in learning, taking responsibility”. Another focus of the *Language B* curriculum is receiving corrective feedback and using it to improve learning. Schiro states that *the Learner-centred Ideology* regards assessment as a way of facilitating students’ growth and learning. Therefore, phrases related to corrective feedback are put in the *Learner-centred Ideology* part.

Pinar, Reynolds, Slattery, and Taubman (1996) define three major approaches in implementation. These approaches are fidelity approach, mutual adaptation approach and curriculum enactment approach. The *Language B* curriculum is analysed according to these implementation approaches. Table 25 shows the results of the analysis.

Table 25  
Language B: Approach to implementation

Fidelity	<ul style="list-style-type: none"> <li>• prescribed teaching hours</li> </ul>
Mutual Adaptation	<ul style="list-style-type: none"> <li>• teachers select two from five options</li> <li>• teachers are encouraged to design their own course of study</li> <li>• the guidance is not prescriptive</li> <li>• students age group</li> <li>• students learning abilities</li> <li>• students cultural background</li> <li>• students interest</li> <li>• order is not an indication of the sequence</li> <li>• suggested aspects (of topics) are neither prescriptive nor exhaustive</li> <li>• teachers are encouraged to teach it in a way that takes into account the schools' ideals</li> </ul>

In Table 25, there are more phrases/statements related to the mutual adaptation approach. Fidelity approach in implementation expects teachers to practice the curriculum as it is (Pinar, Reynolds, Slattery, & Taubman, 1996). “Prescribed teaching hours” directly commands teachers to implement what is expected. Mutual adaptation approach, on the other hand, suggests teachers’ making necessary adjustments on the curriculum prepared by the curriculum developers. On that account, allowing teachers to design their own course, select topics and their suggested aspects encourages mutual adaptation in implementation. The *Language B* curriculum seems to support teachers to adjust the curriculum according to students’ and school’s unique situations.



## Advanced Placement Program

The Advanced Placement (AP) Program is designed by the College Board (College Board, 2013). The College Board was formed in 1900 when 12 colleges and universities came together. The AP Program aims to prepare learners for their college years. Thirty courses are available in the AP Program. AP teachers prepare their own syllabi ensuring that they align with the college-level standards. These standards are defined by the College Board. Teachers submit their syllabi for approval by the College Board. If the syllabi meet or exceed the requirements of the course, they are authorized to have AP labels. Therefore, instead having a developed curriculum, each course in the AP Program presents a set of expectations for teachers to design their own courses.

### AP overview

When the AP Program is analysed regarding Schiro's (2008) curriculum approach, the following table is concluded.

Table 26  
AP overview: Philosophies

Learner-centred	<ul style="list-style-type: none"> <li>• develop and apply skills, abilities</li> </ul>
Scholar-Academic	<ul style="list-style-type: none"> <li>• more than 30 courses in a variety of subject areas</li> <li>• academically prepared high school students</li> <li>• study and learn at college level</li> <li>• content knowledge students will need in college</li> <li>• modelled upon a comparable college course</li> <li>• alignment with college-level standards</li> <li>• AP teachers submit their syllabi for review and approval to college faculty</li> <li>• college-level assessments developed and scored by college and university faculty members as well as experienced AP teachers</li> <li>• students demonstrate mastery of college-level course work</li> </ul>

Table 26 contains more phrases/statements related to the Scholar Academic Ideology. As for Schiro, the *Scholar Academic Ideology* constructs the curricula in a way that they reflect the nature of the discipline and aims at exposing students to the

essence of the discipline (2008). Similarly, the AP Program focuses on exposing students to the college-level knowledge of academic subjects. Phrases such as “alignment with college level standards, modelled upon a comparable college course, review and approval by faculty staff” are indicators of that approach.

The AP Program is also analysed regarding assessment. The analysis is based on the educational philosophies.

Table 27  
AP overview regarding assessment: Philosophies

Scholar-Academic	<ul style="list-style-type: none"> <li>• multiple choice questions scored by machine</li> <li>• free-response questions scored by thousands of college faculty and expert AP teachers</li> <li>• AP scores signify how qualified students are to receive college credit or placement</li> <li>• colleges and universities grant credit, placement or both for qualifying AP Exam scores</li> <li>• college faculty develop exams</li> <li>• college faculty are involved in the evaluation of students responses at the annual AP Reading</li> </ul>
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Almost all the phrases/statements are related to the *Scholar Academic Ideology*. Schiro (2008) states that the *Scholar Academic Ideology* “attempts to measure students’ ability to re-present to members of the discipline that which has been transmitted them through the curriculum” (p. 48). Table 27 shows that the AP Program asks faculty members to develop and score the exams which play an important role in the placement of students in colleges. Therefore, the members of the academic disciplines expect students to demonstrate the extent of their knowledge in a certain academic discipline to continue their education at colleges.

When one analyses the AP Program regarding design, the following table may be concluded.

Table 28

AP overview regarding design: Philosophies

Scholar-Academic	<ul style="list-style-type: none"> <li>• AP Development Committee is a group of subject-matter experts</li> <li>• the experts ensure that AP courses and exams reflect the most up-to-date info</li> <li>• college faculty develop the course descriptions</li> <li>• college faculty are responsible for standard setting</li> <li>• college faculty lead professional development seminars for AP teachers</li> <li>• college faculty ensure that teachers' syllabi meet the curriculum guidelines for courses</li> </ul>
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In Table 28, almost all the phrases/statements are related to the *Scholar Academic Ideology*. Schiro (2008) asserts that the *Scholar Academic Ideology* expects the curriculum developer to be a scholar. If the developer is not a scholar, his/her first task is to consult scholars to gain an understanding of the discipline. Similarly, the AP Development Committee is composed of a group of academic discipline experts. The AP Program also expects college faculty to set the standards, give seminars to AP teachers, and ensure that the design syllabi align with the college-level standards. For that reason, the AP Program seems to adopt a *Scholar Academic* approach towards curriculum design.

The approach to implementation in the AP Program, however, places emphasis on *mutual adaptation* (Table 29).

Table 29

AP overview regarding implementation

Mutual Adaptation	<ul style="list-style-type: none"> <li>• a set of expectations that college and secondary school faculty nationwide have established for college-level courses</li> <li>• AP teachers are encouraged to develop or maintain their own curriculum that either includes or exceeds each of these expectations</li> <li>• such courses will be authorized to use the AP designation</li> <li>• each individual school must develop its own curriculum</li> <li>• not mandating any one curriculum for AP courses</li> </ul>
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This approach (Pinar, Reynolds, Slattery & Taubman, 1996) asserts an agreement between the curriculum developers and the curriculum users. The curriculum allows its users, namely teachers, to make necessary adjustments in the curriculum. The AP

Program presents a set of expectation and requires teachers to develop their syllabi accordingly.

### **AP overview: Evaluation**

The AP Program is analysed regarding evaluation. The following table shows the results which are based on Schiro’s (2008) curriculum approach.

Table 30  
AP overview: Evaluation

Scientific-positivistic evaluation	<ul style="list-style-type: none"> <li>• AP courses and exams are reviewed and updated regularly based on the results of curriculum surveys at up to 200 colleges and universities</li> <li>• courses and exams are updated based on collaborations among the College Board and key educational and disciplinary organizations</li> <li>• courses and exams are updated based on the interactions of committee members with professional organizations in their discipline</li> <li>• periodic college comparability studies- performances of college students on a on a selection of AP Exam is compared with that of AP students to ensure that grades earned by college students are aligned with scores AP students earn on the exam</li> </ul>
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The achievement of the programme is evaluated based on the academic achievement of AP students and the courses are updated according to the thoughts and expectations of the scholars. Ornstein and Hunkins (2004) call that technique scientific-positivistic evaluation model. That model focuses on the objectives of the educational programme, then collects student performance data and compares data against objectives. Likewise, the AP Program compares students’ academic achievement at college with their AP exam scores.

### **AP English**

The AP Program offers over 30 courses in a wide variety of subjects (College Board, 2010). One of these subjects is English. The AP English offers two exams which are *English Language and Composition*, and *English Literature and Composition*. The AP committees intend to keep both of the exams equally rigorous. The committees

recommend that students read the placement and credit policies of the colleges they would like to attend before deciding which exam to take. Students' abilities and interests are also among the points to consider in that decision. Students choosing *English Language and Composition* should be interested in reading and writing a variety of essays on non-literary topics. Students choosing *English Literature and Composition*, on the other hand, should be interested in studying literature of a variety of periods and genres. The overview of the AP English is analysed according to educational philosophies. Table 31 shows the results of the analysis.

Table 31  
AP English overview: Philosophies

Learner-centred	<ul style="list-style-type: none"> <li>• two parallel exams (choice)</li> <li>• course choice- teachers consider the students' abilities and interests</li> <li>• teacher guidance in the choice of reading</li> <li>• teacher guidance in leading discussions</li> <li>• teacher guidance in providing assignments</li> <li>• lists are not meant to be prescriptive</li> </ul>
Scholar-Academic	<ul style="list-style-type: none"> <li>• academically prepared and motivated students</li> <li>• college-level studies</li> <li>• common skills in reading and writing that are necessary for advanced study</li> <li>• each exam represents a year's college-level work</li> <li>• students are taught basic elements of rhetoric</li> <li>• writing with a purpose</li> <li>• addressing and appealing to an audience</li> <li>• creating effective text structures</li> <li>• effecting an appropriate style</li> <li>• instruction in argumentation</li> <li>• skills of synthesizing, summarizing, paraphrasing, quoting and citing secondary sources</li> <li>• introduction to literature</li> <li>• read and write about poetry, drama and fiction</li> <li>• students must read the placement and credit policies published by the college they expect to attend to determine what credit they might expect</li> <li>• course choice- teachers consider their own skills and interests</li> <li>• course choice- teachers consider the AP policies of these colleges</li> <li>• students should read widely and reflect on their reading through extensive discussion, writing and rewriting</li> <li>• each description includes a list of authors</li> <li>• the material for AP English Language and Composition has been selected by the English faculty</li> <li>• the material for AP Literature and Composition has been selected by the English literature faculty</li> <li>• students must read the placement and credit policies published by the college they expect to attend to determine which exam would be most useful for them to take</li> </ul>

Table 31 (cont'd)  
 AP English overview: Philosophies

Scholar Academic	<ul style="list-style-type: none"> <li>• course choice- teachers consider the English programmes offered by colleges that their students generally attend</li> <li>• students choosing AP English Language and Composition should be interested in studying and writing various kinds of analytic or persuasive essays on non-literary topics</li> <li>• students choosing AP Literature and Composition should be interested in studying lit of various periods and genres and using this wide reading knowledge in discussions of literary topics</li> <li>• students should assume considerable responsibility for the amount of reading and writing they do</li> </ul>
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Table 31 contains more phrases/statements related to the *Scholar Academic Ideology*. A certain amount of importance is given to students' interests, needs and skills in the choice of which course to take. However, more importance is put on meeting the college-level standards in the course design. The faculty staff is responsible for choosing the materials for the courses and the exams represent a year's college level work.

### **AP: English language and composition**

The *English Language and Composition* course focuses on reading in a variety of contexts and writing for a variety of purposes (College Board, 2010). It expects students to demonstrate an awareness of audience and purpose in their writings. Some formulaic approaches such as five-paragraph essay set minimal expectations. However, the *English Language and Composition* course encourages students to move beyond such programmatic essays since such kind of essays mostly fail to engage the reader because of unnecessary repetitions. The course emphasizes content, purpose and audience to achieve this goal.

### **AP English language and composition: Philosophy**

The overview of the course results in the following table when one analyses it according to Schiro's (2008) conception of curriculum.

Table 32

AP English language and composition: Philosophies

Scholar-Academic	<ul style="list-style-type: none"> <li>• become skilled readers of prose written in a variety of rhetorical contexts</li> <li>• become skilled writers who compose for a variety of purposes</li> <li>• writer's purposes</li> <li>• audience's expectations</li> <li>• subjects</li> <li>• genre conventions</li> <li>• resources of language</li> </ul>
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All the phrases/ statements in Table 32 are related to the *Scholar Academic Ideology*. The *English Language and Composition* course focuses on the form of the language. It regards the language as an academic subject to study its structure. Moreover, it asserts the language as a medium to transmit knowledge in any academic discipline. It is clearly stated in the curriculum document that “the overarching objective in most first-year writing course is to enable students to write effectively and confidently in their college course across the curriculum... (College Board, 2010, p. 7)”.

**AP English language and composition: Intent**

The learning objectives of the course of *English Language and Composition* results in the following table when one analyses it according to Schiro’s (2008) conception of curriculum.

Table 33

AP English language and composition: Intent

Learner-centred	<ul style="list-style-type: none"> <li>• personal reflective writing</li> <li>• personal experience</li> <li>• personal observation</li> <li>• awareness of their own composing process</li> <li>• self-aware and flexible writers</li> </ul>
Scholar-Academic	<ul style="list-style-type: none"> <li>• to write about a variety of subjects from a variety of disciplines</li> <li>• to demonstrate an awareness of audience and purpose</li> <li>• to enable students to write effectively and confidently in their college courses across the curriculum</li> <li>• to enable students to write effectively and confidently in their professional and personal lives</li> <li>• emphasis on the expository, analytical and argumentative writing that forms the basis of academic and professional communication</li> </ul>

Table 33 (cont'd)

AP English language and composition: Intent

Scholar-Academic	<ul style="list-style-type: none"> <li>• foster the development of writing facility in any context</li> <li>• reading</li> <li>• read primary and secondary sources</li> <li>• synthesize material from the texts in their own composition</li> <li>• cite sources using conventions (MLA, APA, CBE, The Chicago Manual of Style)</li> <li>• read complex texts with understanding</li> <li>• write prose of sufficient richness and complexity to communicate effectively</li> <li>• move beyond such programmatic responses as the five-paragraph essay</li> <li>• place emphasis on content, audience and purpose</li> <li>• organization of writing</li> <li>• help the performance on the exam</li> <li>• to become acquainted with a variety of prose styles from many disciplines and historical periods</li> <li>• to understand connections between writing and interpretive skills in reading</li> <li>• to reflect the importance of graphics and visual images in texts published in print and electronic media</li> <li>• to analyse how graphics and visual images relate to written texts and serve as alternative forms of text themselves</li> <li>• the informed use of research materials</li> <li>• researched argument paper</li> <li>• sort through interpretations to analyse, reflect upon and write about a topic</li> <li>• bring experience and opinions of others into the essays</li> <li>• enter into conversations with other writers and thinkers</li> <li>• understand and use standard English grammar</li> <li>• multiple choice questions on usage to reflect the link between grammar and style</li> <li>• use grammatical conventions appropriately</li> <li>• develop stylistic maturity in their prose</li> <li>• writers' linguistic choices</li> <li>• development of interpretive skills</li> <li>• analyse and interpret samples of good writing, identifying and explaining an author's use of rhetorical strategies and techniques</li> <li>• apply effective strategies and techniques in their own writing</li> <li>• create and sustain arguments based on readings, research and/or personal experience</li> <li>• write for a variety of purposes</li> <li>• produce expository, analytical and argumentative compositions that introduce a complex central idea and develop it with appropriate evidence drawn from primary and/or secondary sources, cogent explanations and clear transitions</li> <li>• demonstrate understanding of the conventions of citing primary and secondary sources</li> <li>• move effectively through the stages of the writing process</li> <li>• write thoughtfully about their own process of composition</li> <li>• revise a work to make it suitable for a different audience</li> <li>• analyse image as text</li> </ul>
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Table 33 contains more phrases/statements related to the *Scholar Academic Ideology*.

The *Scholar Academic Ideology* involves helping students learn how to “do” something (Schiro, 2008). For example, one might learn how to do multiplication in order to gain an understanding of multiplication. Learning the process is as important as learning the content of the discipline. The *English Language and Composition* course also focuses on how to write effectively in English language. The statements



such as “write thoughtfully about their own process of composition, revise a work to make it suitable for a different audience, apply effective strategies and techniques in their own writing, write for a variety of purposes, move effectively through the stages of the writing process” are the ones that stand out the most.

### **AP English language and composition: Implementation**

One can analyse the implementation of the course of *English Language and Composition* according to the implementation approaches described by Pinar, Reynolds, Slattery and Taubman (1996). Table 34 shows the results of the analysis.

Table 34

#### **AP English language and composition: Approach to implementation**

Mutual adaptation	<ul style="list-style-type: none"> <li>• no recommended or required reading list for the course</li> <li>• the list suggests the range and quality of reading expected in the course</li> <li>• teachers may select authors from the list or may choose others of comparable quality and complexity</li> <li>• the course may be organized in a variety of ways</li> </ul>
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Table 34 contains more phrases/statements related to mutual adaptation approach. This approach assumes a negotiation between the curriculum developers and the curriculum users (Pinar, Reynolds, Slattery, & Taubman, 1996). The AP Program mentions some expectations to meet AP standards. Teachers are expected to meet these standards to get AP authorization for their courses, but they are free to choose what to include in their courses from suggested reading lists. Therefore, the AP *English Language and Composition* curriculum demonstrates a mutual adaptation approach in terms of implementation.

### **AP English language and composition: Design**

The curriculum is analysed according to the types of curriculum design defined by Ornstein and Hunkins (2004). Table 35 shows the results of the analysis.

Table 35  
AP English language and composition: Design

Broad fields design	<ul style="list-style-type: none"><li>• linguistic choices</li><li>• rhetorical strategies and techniques</li><li>• literary conventions</li><li>• representative authors</li></ul>
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The table contains phrases/statements related to the broad fields design. In the broad fields design, students may experience the language through the study of linguistics, grammar, literature, and composition (Ornstein & Hunkins, 2004). The *AP English Language and Composition* curriculum focuses on all these aspects. Therefore, the curriculum seems to utilize the broad fields design.

### **AP English language and composition: Content**

As for content, the *AP English Language and Composition* course does not present much. There are two lists of suggested readings (College Board, 2010). The lists show the representative authors of the essay genre. The lists are named as “Pre-20<sup>th</sup> Century” and “20<sup>th</sup> Century to the Present”. They suggest the quality of reading expected in the course. Teachers are free to select authors from the list or any other authors of comparable quality. Apart from the suggested reading lists, the curriculum specifies the points that should be emphasized to develop the stylistic maturity of students' prose. These points are:

- a wide-ranging vocabulary
- a variety of sentence structures; including appropriate use of subordination and coordination

- logical organization, enhanced by specific techniques to increase coherence, such as repetition, transitions and emphasis
- a balance of generalization and specific illustrative detail
- an effective use of rhetoric, including controlling tone, establishing and maintaining voice, and achieving appropriate emphasis through diction and sentence structure

The points above do not include any details about how and through which materials to teach them. These lists of representative authors and focus points to develop students' writing skills compose the scope of the curriculum. As for the sequence, the course may be organized in a variety of ways. Some of the suggested ways are to arrange them thematically or according to the sequence of assignments. The continuity of the content also depends on the organization of the scope. Therefore, each syllabus prepared by different individual teachers will contain a different continuation pattern. As the curriculum does not include much information about content, there is almost no information related to integration and articulation. As for balance, one may claim that the curriculum gives almost equal importance on knowledge and its utilization. A certain amount of reading is expected from students. Besides, they are expected to develop their prose in a variety of ways.

### **AP English language and composition: Assessment**

The main objective of the assessment is to demonstrate the mastery of academic skills and abilities (College Board, 2010). The exam consists of a 60-minute multiple choice questions section followed by a 120-minute essay questions section which also gives another 15-minute plan period. The free-response (essay questions) section counts for the 55 percent of the total score while the multiple-choice section counts

for the 45 percent. The curriculum includes some sample questions for the exam.

These sample questions are also checked in the analysis of the assessment part of the curriculum. When one analyses the assessment of the course of AP *English Language and Composition*, he/she may come up with the following table.

Table 36  
AP English language and composition: Assessment

Traditional Assessment	Scholar-Academic	<ul style="list-style-type: none"><li>• free response questions</li><li>• 15 minutes reading period to read the sources for the synthesis essay and plan a response</li><li>• 120 minutes for essay questions</li><li>• demonstrate mastery of the skills and abilities</li><li>• multiple choice questions</li><li>• 60 minutes for multiple choice questions</li></ul>
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Table 36 contains phrases/statements related to the *Scholar-Academic Ideology*.

Some of these phrases/statements are categorized after a careful study of the sample questions. The questions are generally related to the analysis of textual features which create a certain effect on the reader. Such kind of an approach tends to represent a scholarly approach towards the study of language.

### **AP: English literature and composition**

The AP *English Literature and Composition* course engages students in close reading and critical analysis of literary texts (College Board, 2010). In the course, students are expected to explore the ways authors use to convey a certain meaning as well as to provide pleasure for their readers. The course includes intensive reading of literary works from various genres and periods. A list of suggested reading is provided in the curriculum. Writing plays as an important role as reading does in the course. Students should write about their readings through thoughtful discussion.

## AP English literature and composition: Philosophy

When the overview of the AP *English Literature and Composition* course is analysed according to educational philosophies, the following table is concluded.

Table 37  
AP English literature and composition: Philosophies

Learner-centred	<ul style="list-style-type: none"> <li>• subjective dimension of reading and responding to literary works</li> <li>• well-structured creative writing</li> <li>• to deepen appreciation of literary artistry</li> <li>• including precritical impressions and emotional responses</li> </ul>
Scholar-Academic	<ul style="list-style-type: none"> <li>• critical analysis of imaginative literature</li> <li>• close reading of selected texts</li> <li>• deepen understanding of the ways writers use language to provide meaning and pleasure for readers</li> <li>• consider work's structure</li> <li>• style and themes</li> <li>• use of figurative language</li> <li>• Imagery</li> <li>• Symbolism</li> <li>• Tone</li> <li>• reading is wide and deep</li> <li>• read deliberately and thoroughly</li> <li>• taking time to understand complexity of work</li> <li>• absorb its richness of meaning</li> <li>• analyse how meaning is embodied in literary form</li> <li>• reflect on the social and historical values</li> <li>• attention to textual detail and historical context</li> <li>• experience of literature</li> <li>• interpretation of literature</li> <li>• evaluation of literature</li> <li>• analysis of literary works through close reading to arrive at an understanding of multiple meanings</li> <li>• assessment of the quality and artistic achievement of literary works</li> <li>• a consideration of social and cultural values of literary works</li> <li>• writing response and reaction papers</li> <li>• annotation</li> <li>• writing brief focused analyses on aspects of language and structure</li> <li>• analysis</li> <li>• interpretation</li> <li>• argument</li> <li>• read actively</li> <li>• careful observations of textual detail</li> <li>• establish connections among the observations</li> <li>• draw from those connections a series of inferences leading to an interpretive conclusion</li> <li>• developing and organizing ideas in clear, coherent and persuasive language</li> </ul>

Table 37 contains more phrases/statements related to the *Scholar-Academic Ideology*. The focus of the course of AP *English Literature and Composition* is the critical analysis of literary texts through a detailed study of figurative language, style, themes, symbolism, and imagery as well as the study of social and historical context.

The course views the study of literature from an academic perspective and emphasizes its structural and contextual aspect.

### **AP English literature and composition: Intent**

The specific aims of the AP *English Literature and Composition* course is analysed according to Schiro's (2008) conception of curriculum. Table 38 shows the results of the analysis.

Table 38  
AP English literature and composition: Intent

Scholar-Academic	<ul style="list-style-type: none"> <li>• intensive study of representative works from various genres and periods</li> <li>• concentration on recognized literary merit</li> <li>• thoughtful discussion and writing about books</li> </ul>
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Table 38 contains phrases/statements related to the *Scholar Academic Ideology*. The course focuses on the study of literary works from various genres and periods and on critical analysis of these works. These aims demonstrate an academic approach towards the study of literature.

### **AP English literature and composition: Implementation**

Table 39 shows the results of the analysis based on the implementation approaches.

Table 39  
AP English literature and composition: Approach to implementation

Mutual Adaptation	<ul style="list-style-type: none"> <li>• the actual choice of works to include is the responsibility of AP teacher who should consider the previous courses in the school's curriculum</li> <li>• no recommended or required reading list for the course</li> <li>• the list suggests the range and quality of reading expected in the course</li> <li>• teachers may select authors from the list or may choose others of comparable quality and complexity</li> </ul>
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Table 39 contains phrases/statements related to the mutual adaptation approach, which asserts a negation between curriculum developers and curriculum users,

namely teachers (Pinar, Reynolds, Slattery, & Taubman, 1996). The AP *English Literature and Composition* course presents a suggested reading list. Teachers may either choose from the list or choose any other work of literature of similar quality. The AP Program provides some expectations to meet AP standards. Teachers are expected to meet these standards to get AP authorization for their courses. Therefore, the AP English Language and Composition course seems to adopt the mutual adaptation approach in terms of implementation.

### **AP English literature and composition: Design**

The curriculum is analysed according to the types of curriculum design defined by Ornstein and Hunkins (2004). Table 40 shows the results of the analysis.

Table 40  
AP English literature and composition: Design

Broad fields design	<ul style="list-style-type: none"> <li>• linguistic choices</li> <li>• rhetorical strategies and techniques</li> <li>• literary conventions</li> <li>• representative authors</li> </ul>
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The curriculum seems to suggest the broad fields design approach. That design approach asserts the amalgamation of related subject areas in one course (Ornstein & Hunkins, 2004). In that sense, a language course may be composed of the study of linguistics, literature, grammar, and composition. The *AP English Literature and Composition* course suggests the study of all of them in one course. Therefore, one may claim that the curriculum makes use of the broad fields design.

### **AP English literature and composition: Content**

The *AP English Literature and Composition* curriculum includes lists of representative authors (College Board, 2011). There are four lists which are for

poetry, drama, fiction (novel and short story), and expository prose. These reading lists are not recommended or required. They are presented to suggest the range and quality of reading expected in the course. The course includes literary works from several genres and periods from 16<sup>th</sup> century to 21<sup>st</sup> century. It does not only focus on British and American literature, but all works originally written in English including African, Australian, Canadian, Indian, and West-Indian authors. Some translated works such as Greek tragedies or Russian and Latin American fiction may also be included in the course. As the Western literature owes much to the Bible and Greek and Roman mythology, students should also study them to be familiar with them. Some issues dealt within the course are ethnicities, nationalities, religions, races, dialects, gender, and class although some of them are potentially controversial. The study of literature is composed of three levels: experience of literature, interpretation of literature, and evaluation of literature. Experience of literature involves giving emotional responses to the work of literature while interpretation of literature involves close reading and understanding of multiple meanings. Evaluation of literature, on the other hand, deals with the assessment of quality and artistic achievement of a piece of literature.

The course does not only focus on reading, but also writing. As for the writing component of the course, some elements which are important to develop stylistic maturity of students are listed (College Board, 2011). These elements are:

- a wide-ranging vocabulary
- a variety of sentence structures; including appropriate use of subordination and coordination



- logical organization, enhanced by specific techniques to increase coherence, such as repetition, transitions and emphasis
- a balance of generalization and specific illustrative detail
- an effective use of rhetoric, including controlling tone, establishing and maintaining voice, and achieving appropriate emphasis through diction and sentence structure

As one may notice, these elements are the same which are described in the curriculum of the *AP English Language and Composition* course (College Board, 2011).

The scope of the course is described in two parts (College Board, 2011). These parts are reading and writing. The reading part presents suggested reading lists for the course while the writing part presents some elements to study to develop writing skills. As for the sequence, the curriculum does not give much information. The curriculum of **AP English Language and Composition** suggests various ways in terms of the sequence. One may deduce from this information that the *AP English Literature and Composition* course also offers the same flexibility in terms of sequence. The continuity of the course depends on the sequence. If one assumes that the AP teachers are free to design their courses in a variety of ways, the continuity of the course will be different for each syllabus prepared by individual teachers. The course curriculum does not offer much information about integration and articulation which are about the relatedness of different subjects and different topics of a curriculum. As for balance, the course is composed of two parts which focus on reading and writing. Reading part emphasizes getting knowledge while writing part

puts more importance on utility- how to use that knowledge. The *AP English Literature and Composition* course curriculum states that “The goal of both types of assignments [critical analysis and creative writing assignments] is to increase students’ ability to explain clearly, cogently, even elegantly, what they understand about literary works and why they interpret them as they do” (p. 51). From this statement, one may claim that there is a balance between the knowledge and utility in the course of *AP English Literature and Composition*.

### **AP English literature and composition: Assessment**

The AP English Literature and Composition Development Committee prepare a three-hour exam each year (College Board, 2011). That exam expects students to demonstrate their knowledge and ability to read and interpret literature. The exam consists of a 60-minute multiple-choice questions part followed by a 120-minute free-response questions part. The free-response part counts for 55 percent of the total score while the multiple-choice part counts for 45 percent. The curriculum guide includes sample questions to represent the scope and the difficulty of the exam. When the assessment part of the curriculum is analysed, one may come up with the following table.

Table 41  
AP English literature and composition: Assessment

Traditional Assessment	Scholar-Academic	<ul style="list-style-type: none"> <li>• free response questions</li> <li>• 120 minutes for essay questions</li> <li>• writing as a direct measure of the students’ ability to read and interpret lit and to use other forms of discourse effectively</li> <li>• multiple choice questions</li> <li>• 60 minutes for multiple choice questions</li> <li>• critical reading of selected passages</li> </ul>
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Table 41 contains phrases/statements related to the *Scholar Academic Ideology*.

Some of the phrases/statements are considered to be related to the *Scholar Academic Ideology* after a careful examination of the sample questions. The sample questions are related to the close reading and analysis of literary texts which shows a scholarly approach towards the study of literature.

### **Turkish Ministry of National Education secondary education English language curriculum**

The Turkish Ministry of National Education (MONE) high school English language curriculum is prepared to be implemented in a variety of high schools which include Anatolian high schools, Non-Anatolian high schools, science high schools, social sciences high schools and vocational high schools (TTKB, 2011). The programme aims at increasing the quality of foreign language teaching in Turkey and enabling students to communicate in English language effectively.

### **Turkish MONE secondary education English language: Philosophy**

The programme overview is analysed according to its educational philosophies which are described by Schiro (2008).

Table 42

## Turkish MONE secondary education English language: Philosophies

Learner-centred	<ul style="list-style-type: none"> <li>• make students use the language as means of communication</li> <li>• make students use the technology</li> <li>• related to cognitive, affective and psycho-motor domains</li> <li>• Interculturalism</li> <li>• developing four language skills</li> <li>• self-awareness</li> <li>• self-expression</li> <li>• collaborative learning</li> <li>• learner-centred</li> <li>• sharing responsibility</li> <li>• students' needs</li> <li>• individual differences</li> <li>• various materials</li> <li>• various methods-techniques</li> <li>• effective and interactive classroom environment</li> <li>• individual, social, cultural development</li> </ul>
Scholar-Academic	<ul style="list-style-type: none"> <li>• appropriate to the cognitive level of students</li> <li>• studying skills</li> </ul>
Social Efficiency	<ul style="list-style-type: none"> <li>• getting language education more qualified in Turkey</li> </ul>

Table 42 contains more phrases/statements related to the *Learner-centred Ideology*.

The programme is not only interested in the cognitive development of students, but also affective and psycho-motor development which shows that the programme has a more holistic approach towards children. Schiro (2008) also states that the *Learner-centred Ideology* takes a holistic view of personality. The ideology asserts that intellectual growth takes place with the development of the whole personality. The statement of “individual, social, cultural development” also emphasizes that point. Students’ needs and individual differences are also given importance; therefore creating an interactive classroom environment is aimed. Schiro states that the *Learner-centred Ideology* also gives importance to real social encounters where people work and explore together. The focus of the programme is on using the language as a means of communication; however the importance of culture is not ignored and intercultural understanding is also given priority in the programme. Different from the previous programmes, the Turkish MONE English language curriculum contains an item related to the *Social Efficiency Ideology*. As for Schiro,

the *Social Efficiency Ideology* claims that “Educators, as acting agents of society, must determine the needs of society and the products that fulfil those needs” (p. 60). The curriculum of the Turkish MONE English language also claims that one of the main objectives of the programme is to get language education more qualified in Turkey. Therefore, it aims at fulfil some needs of the society in terms of language education.

### **Turkish MONE secondary education English language: Intent**

The intent of the Turkish MONE English language curriculum is analysed according to the educational philosophies described by Schiro (2008). The following table shows the results of the analysis.

Table 43

Turkish MONE secondary education English language: Intent

Learner-centred	<ul style="list-style-type: none"> <li>● having physical, intellectual, moral, spiritual, and emotional well-balance and a healthy personality</li> <li>● having the power of independent thinking</li> <li>● having a broad view of the world</li> <li>● valuing personality and enterprise</li> <li>● constructive, creative, and productive</li> <li>● learning how to learn and capable of continuous development</li> <li>● being aware of their own abilities and having high individual motivation</li> <li>● applying life-long learning</li> <li>● allow students to recognize and distinguish the cultural values of the countries speaking the target language</li> <li>● enable students to respect and tolerate different values through recognizing their own values</li> <li>● enable students to pass their cultural values to foreigners</li> <li>● develop students’ self-expression, communication, collaboration, and problem-solving skills</li> <li>● enable students to develop personally, socially, and culturally</li> <li>● develop students’ listening, speaking, reading, and writing skills</li> <li>● improve students’ learning skills through taking advantage of information technology</li> <li>● communicative skills</li> <li>● enable students to enjoy learning a foreign language</li> </ul>
Scholar-Academic	<ul style="list-style-type: none"> <li>● having the power of scientific thinking</li> <li>● relating learning to the subject area</li> <li>● enable students to know written and oral products of different cultures</li> <li>● enrich students’ vocabulary in the target language</li> <li>● enable students to understand the importance of learning a foreign language and to be determined to use at least one foreign language</li> </ul>

Table 43 (cont'd)

Turkish MONE secondary education English language: Intent

Social Efficiency	<ul style="list-style-type: none"> <li>• to raise each child as dedicated to Atatürk principles and revolutions, and Atatürk nationalism</li> <li>• protecting and improving moral, humanitarian, spiritual, and cultural values of Turkish nation</li> <li>• glorifying and loving his/her family, country, and nation</li> <li>• knowing his/her responsibilities for the Republic of Turkey</li> <li>• respecting for human rights</li> <li>• having responsibility for the society</li> <li>• developing his/her interests, attitudes, and skills; and acquiring necessary knowledge, skills, and behaviours to work and to be prepared for life</li> <li>• having a job that makes him/her happy and contributes to the general well-being of society</li> <li>• to improve the welfare and happiness of Turkish society and Turkish citizens</li> <li>• to support and accelerate economical, cultural, and social development in national unity and cohesion</li> <li>• to make Turkish nation a constructive, creative and distinguished partner of contemporary civilization</li> <li>• aware of responsibilities for themselves and the others</li> <li>• developing sensibility of social responsibility for themselves, their environment</li> </ul>
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Table 43 contains more phrases/statements related to the *Learner-centred Ideology*.

The table also contains almost an equal number of phrases/statements related to the

*Social Efficiency Ideology*. Schiro (2008) states that according to the *Social*

*Efficiency Ideology* “The aim of education is twofold: first, to perpetuate the

functioning of society and second, to prepare the individual to lead a meaningful

adult life in society” (p. 63). The Turkish MONE English language curriculum

includes some statements related to the perpetuation of the current system of the

Republic of Turkey. It aims to raise children dedicated to Atatürk’s (the founder of

the Republic of Turkey) principles and revolutions. It wants children to glorify and

love his/her family, country, and nation. The programme considers the functioning of

the society and intends to maintain the current system.

**Turkish MONE secondary education English language: Implementation**

The teaching methods and techniques described in the Turkish MONE English

language curriculum are analysed according to the educational philosophies

described by Schiro (2008). Table 44 shows the results of the analysis.

Table 44

## Turkish MONE secondary education English language: Implementation: Philosophy

Learner-centred	<ul style="list-style-type: none"> <li>• oral and verbal communication</li> <li>• comprehension and application</li> <li>• rules not given deductively to students, but students search for and understand when using the language</li> <li>• in-class and out-of-class activities as much as possible based on productive skills</li> <li>• social development</li> <li>• emotional development</li> <li>• creativity in in-class activities</li> <li>• learning through teaching</li> <li>• Personalization</li> <li>• learner autonomy</li> <li>• awareness of learning process</li> <li>• awareness of language</li> <li>• awareness of culture</li> <li>• meaningful learning</li> <li>• students' expectations</li> <li>• students' needs</li> <li>• relate to the target culture</li> <li>• individual responsibility</li> <li>• apply knowledge in different situations</li> <li>• personal development</li> <li>• active learning</li> <li>• relating learning to prior knowledge</li> <li>• transfer of knowledge in different situations</li> <li>• reflect on learning process</li> <li>• evaluate teaching-learning process</li> <li>• systematic feedback</li> <li>• strategies for students to check their language for mistakes</li> <li>• use language to get information</li> <li>• use language to express themselves</li> <li>• interact with people and texts</li> <li>• use language to meet their needs</li> <li>• lifelong learning</li> <li>• learning how to learn and capable of continuous development</li> <li>• applying learning to real life situations</li> <li>• being able to use technology</li> <li>• help for activities if necessary</li> <li>• let students in decision making process</li> <li>• develop collaboratively working skills</li> <li>• focus on strengths and positive sides of students</li> <li>• balance between four language skills</li> <li>• grammar and vocabulary integrated with four language skills</li> <li>• collaboration of teachers from different subject areas</li> <li>• participation of experts and parent in the process</li> <li>• sometimes have courses somewhere except from the classroom</li> <li>• collaboration between students from different classes and grades</li> <li>• take into consideration of different learning styles (visual, audio, kinaesthetic)</li> <li>• students' interest</li> <li>• students' ability</li> </ul>
Scholar-Academic	<ul style="list-style-type: none"> <li>• 18 hours for 1 theme at A1 and A2 levels</li> <li>• 3 aspects for each theme</li> <li>• 6 hours for each aspect</li> <li>• 36 hours for 1 theme at B1 and B2 levels</li> <li>• intellectual development</li> </ul>
Social Efficiency	<ul style="list-style-type: none"> <li>• themes should include Atatürk and his ideas on nationally important dates</li> <li>• social responsibility</li> <li>• aware of responsibilities for themselves and the others</li> <li>• developing sensibility of social responsibility for themselves, their environment</li> </ul>

The table contains more phrases/statements related to the *Learner-centred Ideology*. Some aspects such as using language as a means of communication and the holistic development of students are given importance. These aspects were previously mentioned in the overview of the programme. Other aspects that gain importance in the methods and techniques are students' needs, abilities, interests, and individual learning styles. According to Schiro, the *Learner-centred Ideology* also emphasizes the needs and interests of students, rather than those of teachers, principals, and parents. The programme also demands collaboration of teachers from different subject areas. It takes an interdisciplinary approach to knowledge which also holds an important place in the *Learner-centred Ideology* as it is stated by Schiro.

The methods and techniques described in the Turkish MONE English language curriculum are analysed according to the implementation approaches as well. The following table shows the results of the analysis.

Table 45  
Turkish MONE secondary education English language: Approach to implementation

Fidelity	<ul style="list-style-type: none"> <li>• 18 hours for 1 theme at A1 and A2 levels</li> <li>• 3 aspects for each theme</li> <li>• 6 hours for each aspect</li> <li>• 36 hours for 1 theme at B1 and B2 levels</li> <li>• activities of the book should include speaking and writing activities</li> <li>• information about countries should be included in books</li> <li>• themes should include Atatürk and his ideas on nationally important dates</li> <li>• books should contain contents part</li> <li>• course books must have CDs</li> <li>• native speakers in CDs</li> <li>• different speakers each time</li> <li>• teacher book should include objectives for each theme</li> <li>• the books should take into consideration the study hours for each language level</li> <li>• structure can be changed on condition of keeping content the same</li> </ul>
Mutual Adaptation	<ul style="list-style-type: none"> <li>• objectives and grammatical structures should be thought while choosing themes at each level</li> <li>• appropriate activities for objectives and language levels</li> <li>• texts can be news, interviews, dialogues, stories, songs, poems appropriate to age and developmental stage of students</li> </ul>



Table 45 contains more phrases/statements related to the fidelity approach. Fidelity approach expects teachers to enact the curriculum as it is designed by the curriculum developers (Pinar, Reynolds, Slattery, & Taubman, 1996). It perceives teachers as the passive receivers of the developed curriculum (Marsh & Willis, 2007). The Turkish MONE English language curriculum tends to regard teachers as such. The curriculum prescribes the number of the themes and aspects as well as their teaching hours. The curriculum also prescribes the content of the course books.

### **Turkish MONE secondary education English language: Design**

The Turkish MONE English language curriculum includes a list of suggested themes with their topics (TTKB, 2011). A certain number of themes are expected to be covered in each language proficiency level. Table 46 shows the language proficiency levels and the numbers of themes that should be covered as well as the number of topics. Teachers are expected to take into consideration the objectives of each language proficiency level and the grammar topics while choosing the themes. From that statement, one may conclude that the sequence of the themes and topics depends on the teachers' choice. When the objectives of the course are considered, the course seems to retain subject design. Subject design expects students to acquire essential knowledge of the field (Ornstein & Hunkins, 2004). The objectives of the course of Turkish MONE English language are also to understand the grammatical use of the language, acquire necessary vocabulary and apply them in real life situations.

Table 46

Turkish MONE secondary education English language: Language proficiency levels and the number of themes and topics

Language Level	Number of Themes	Number of Topics
A.1.1	6 themes	18 topics
A.1.2	6 themes	18 topics
A.2.1	8 themes	24 topics
A.2.2	8 themes	24 topics
A.2.3	8 themes	24 topics
B.1.1	8 themes	24 topics
B.1.2	8 themes	24 topics
B.2.1	10 themes	30 topics
B.2.2	10 themes	30 topics
C.1.1	-----	-----

### Turkish MONE secondary education English language: Content

The Turkish MONE English language curriculum defines the content in two levels (TTKB, 2011). The first level is the themes and topics. The themes are compulsory, whereas the topics are only suggested. In the second one, the curriculum lists the language content. The language content is specified according to the language proficiency levels. Teachers are supposed to choose the themes and topics for each language proficiency level by taking the language content into consideration. The following table shows the themes and suggested topics for each theme.

Table 47

Turkish MONE secondary education English language: Themes and suggested topics

Themes	Suggested Topics
Individual and Society	Personal information, biography, school, family, friends, relatives, neighbours, living together, transportation problems, cooperation, etc.
Values	Atatürk, universal values, cultural values, national values, ethical values, social values, democracy and human rights, citizenship, non-governmental organizations, voluntary services, etc.
Education	Courses, university, student clubs, language ability, language learning, personal learning, educational system, examinations, educational technology, distant education, family and education, school and education, environment and education, educational problems, lifelong learning, etc.
Jobs	Job choice, introducing jobs, jobs of the future, extraordinary jobs, etc.
Dreams and plans	Dreams about the future, individual dreams, social dreams, plan of a day, weekend plans, trip plan, holiday plan, etc.

Table 47 (cont'd)

## Turkish MONE secondary education English language: Themes and suggested topics

Youth	Education and youth programmes, voluntary services, youth problems, shopping, fashion, education abroad, youth camps, scouting, computer games, etc.
Sports	Individual sports, fighting sports, sportsmanship and responsibility, sports organizations, Olympics, Olympics for disabled, extreme sports, etc.
Personality	Psychological traits, phobias, personal development, hobbies, knowing oneself, habits, communication /interaction, etc.
Health and nutrition	First aid, curing, medicine, development, personal care, healthy diet, food with genetically modified organisms, healthy lifestyle, sleep, food, etc.
Environment and nature	Seasons, weather, geographical formations, solar system, environmental balance, global warming, natural disasters, environmental problems, hunger, alternative energy recourses, animals, extinct species, endangered species, etc.
Communication	Environment, media, telephone, cyber crimes, language and thought, body language, language, sign language gestures and mimes, etc.
History	Museum, historical artefacts, historical people, monuments, ancient civilizations, ruins, archaeology, written and verbal historical sources, etc.
Tourism	Domestic tourism, international tourism, travel agents, types of tourism, etc.
Our country	Demographic structure, geography, climate, culture, economics, festivals, customs and traditions, etc.
Our world	Countries, neighbouring countries, countries speaking the target language, continents, world population, etc.
Feelings	Positive feelings, negative feelings, dealing with anxiety, anger management, etc.
Art	Literature, theatre, cinema, music, painting, art galleries, hand craft, cultural arts, etc.
Science and technology	Science-fiction, scientific organizations, social sciences, sciences, information era, innovations, etc.
Economics	Trade, productions, consumption, exportation, importation, resource, producer, income, outcome, budget, tax, investment, development, etc.
Design	Architecture, decoration, accessories, devices, automobiles, patterns, colours, etc.
Success and failure	Paths to success, exam anxiety, dealing with anxiety, success stories, time management, study techniques, etc.
Security	Security of the country, security of the society, security of the individuals, special security organizations, security in the traffic, security precautions, etc.

The themes that take place in Table 47 are compulsory, but the topics are suggested.

Teacher may choose these topics or any other topics (TTKB, 2011). The following table shows the language content defined in the Turkish MONE English language curriculum.

Table 48

## Turkish MONE secondary education English language: Language content

A1	Language Content
	<ul style="list-style-type: none"> <li>• "to be" in affirmative, negative and interrogative</li> <li>• "to have" in affirmative, negative, and interrogative</li> <li>• simple imperatives</li> <li>• present continuous</li> <li>• formulaic use of "I like" (+ noun) and "I don't like" (+noun)</li> <li>• articles</li> <li>• singular and plural of countable nouns</li> <li>• demonstratives</li> <li>• subject personal pronouns</li> <li>• possessive adjectives</li> <li>• simple adjectives and adjective/noun phrases</li> <li>• prepositions of time and place</li> <li>• simple sentence structure</li> <li>• capital letters and full stops</li> <li>• present simple in affirmative, negative and interrogative</li> <li>• present continuous in affirmative, negative and interrogative</li> </ul>
A2	Language Content
	<ul style="list-style-type: none"> <li>• countable and uncountable nouns</li> <li>• basic determiners and personal pronouns</li> <li>• possessive adjectives and possessive pronouns</li> <li>• basic question forms</li> <li>• present simple and continuous in affirmative, negative and interrogative</li> <li>• future: present continuous and going to in affirmative, negative and interrogative</li> <li>• modals: ability, possibility, and requests</li> <li>• adverbs of frequency, place and time</li> <li>• order of adjectives</li> <li>• prepositions of place and time</li> <li>• co-ordinating conjunctions</li> <li>• simple sentence structure</li> <li>• compound sentence structure</li> <li>• past simple of regular verbs/high frequency irregular verbs in all forms</li> <li>• present perfect with yet, already, ever, before</li> <li>• comparative and superlative of adjectives</li> <li>• adverb of manner</li> </ul>
B1	Language Content
	<ul style="list-style-type: none"> <li>• past simple and continuous of regular and irregular verbs in all forms</li> <li>• present perfect with since and for</li> <li>• future simple in all forms</li> <li>• modals for polite requests</li> <li>• question tags</li> <li>• comparative of adjectives and adverbs</li> <li>• adverbs of time, place, manner and frequency</li> <li>• zero, first and second conditional forms</li> <li>• relative pronouns intensifiers</li> <li>• simple subordinating conjunctions</li> <li>• compound and multiple compound sentences</li> <li>• some basic uses of present perfect continuous in all forms</li> <li>• future continuous in all forms</li> <li>• comparative and superlative of adverbs</li> <li>• used to in all forms</li> <li>• spelling: spell words in daily use accurately</li> <li>• punctuation: consistent control of capital letters, full stops, question marks, commas for lists and exclamation marks and use of paragraphing</li> </ul>

Table 48 (cont'd)

## Turkish MONE secondary education English language: Language content

B2	Language Content
	<ul style="list-style-type: none"> <li>• all uses of present perfect simple and continuous in all forms</li> <li>• past perfect simple and continuous in all forms</li> <li>• future continuous in all forms</li> <li>• future perfect simple and continuous</li> <li>• familiarity with past, present and future tense forms in active and passive modes</li> <li>• causative (have something done)</li> <li>• a range of model verbs/uses for suppositions</li> <li>• a range of collocations of adjectives and prepositions</li> <li>• a range of collocations of verbs and prepositions</li> <li>• verb patterns, eg. Verb gerund or infinitive, gerund and gerundives</li> <li>• zero, first, second and third conditionals</li> <li>• a range of expressions to indicate possession</li> <li>• reported statements, questions, requests, and instructions</li> <li>• a range of definite and indefinite articles in noun phrases</li> <li>• discourse markers, eg. For addition and cause and effect</li> <li>• clauses of place, time, manner, cause and purpose; as subject or object, participial/defining and non-defining clauses</li> <li>• adverbial clauses</li> <li>• complex and multi-complex sentences</li> <li>• mixed conditionals</li> </ul>
C1	Language Content
	<ul style="list-style-type: none"> <li>• flexible use of mixed conditionals, passives, indirect speech, tense forms and modals</li> <li>• zero, definite and indefinite articles with a range of noun phrases</li> <li>• range of complex noun phrases</li> <li>• collocation of adjectives, verbs and prepositions</li> <li>• awareness of connotations of different adjectives</li> <li>• use of idiomatic expressions and colloquialism</li> <li>• a range of logical markers, eg. in this respect</li> <li>• a range of sequence markers, eg. subsequently</li> <li>• clauses: of place, time, manner, cause and purpose, participle/comparative/defining and non-defining clauses</li> <li>• simple, compound and complex sentences with a wide range of conjunctions and subordinate clauses</li> </ul>

Table 47 and Table 48 show the scope of the Turkish MONE English language curriculum. The curriculum is flexible enough to design the content in any sequence as long as it is in line with the course objectives and takes the language content into consideration (TTKB, 2011). As for continuity, the curriculum includes the recurrence of some of the language content in different language proficiency levels. For instance, A1 level contains *present continuous*, *present simple*, and *going to for future*. The same content is repeated in A2 level. Likewise, A2 level contains *comparative and superlative adjectives* and *adverbs of manner*. The same language content is covered in B1 level. As for integration, the curriculum gives special emphasis on the integration of skills with vocabulary and grammar learning. The

curriculum aims at developing knowledge and skills simultaneously. It is also related to the balance of the curriculum. The curriculum seems to give equal importance on knowledge and its usage. As for articulation, the themes of the curriculum bear interrelatedness with different subject areas such as history, science, social sciences, geography etc.

The Turkish MONE English language curriculum also defines some topics about Kemal Atatürk, the founder of the Turkish Republic. The topics are defined according to the grades and language proficiency levels. These topics are compulsory. The following table shows them.

Table 49  
Topics about Kemal Atatürk, the founder of the Turkish Republic

Grade	Topics
9	Atatürk' life <ul style="list-style-type: none"> <li>• Education</li> <li>• Military life</li> <li>• Political life</li> </ul>
10	Atatürk's principles <ul style="list-style-type: none"> <li>• Republicanism</li> <li>• Nationalism</li> <li>• Populism</li> <li>• Statism</li> <li>• Secularism</li> <li>• Reformism</li> </ul>
11	Kemalist thought system <ul style="list-style-type: none"> <li>• The nature of Kemalism</li> <li>• Derived from the needs of the Turkish people</li> <li>• Based on national culture</li> </ul>
12	Kemalist thought system <ul style="list-style-type: none"> <li>• Based on reason and science</li> <li>• Gives importance to individual rights and freedoms</li> <li>• Based on peace in the country and around the world</li> <li>• Universal</li> </ul>

### **Turkish MONE secondary education English language: Assessment**

The Turkish MONE English language curriculum gives an overview of the assessment approach. When it is analysed, the following table is reached.

Table 50  
 Turkish MONE secondary education English language: Assessment overview:  
 Philosophies

Learner-centred	<ul style="list-style-type: none"> <li>• identify success and areas for development of students</li> <li>• feedback for improvement during the process</li> <li>• evaluate sufficiency and efficiency of teaching methods</li> <li>• learning and assessment take place together</li> <li>• not only results, but also learning processes are evaluated</li> <li>• if necessary teaching methods and classroom activities can be changed</li> </ul>
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The table contains phrases/statements related to the *Learner-centred Ideology*. As for Schiro (2008), the *Learner-centred Ideology* perceives assessment as a tool for growth. The Turkish MONE English language curriculum seems to use assessment to identify the strengths and weaknesses of students. Students get feedback in order to develop themselves in the areas that they are not strong enough. Schiro also states that assessment is important in the *Learner-centred Ideology* to assess the curricula so that they can be revised to meet students' developmental needs. Assessment in the Turkish MONE English language curriculum is used as a tool to evaluate the success of the learning process. The curriculum expects that necessary changes take place in the teaching methods and classroom activities according to the results of the assessment.

Table 51 shows the results of the analysis according to the assessment types and educational philosophies.

Table 51  
 Turkish MONE secondary education English language: Assessment

Performance Assessment	<ul style="list-style-type: none"> <li>• integration with skills</li> <li>• dialogues</li> <li>• conversations</li> <li>• conference</li> <li>• interview</li> <li>• communication with pair</li> <li>• response to audio-visual stimuli</li> <li>• drama</li> <li>• depict a picture</li> <li>• problem-solving (in pairs or groups)</li> <li>• letters</li> <li>• memoir</li> <li>• message</li> <li>• directions</li> <li>• individual differences</li> <li>• open-ended questions</li> <li>• creative thinking</li> <li>• real-life problems</li> <li>• poster</li> <li>• portfolio</li> <li>• pronunciation</li> <li>• stress</li> <li>• imitation</li> <li>• repetition</li> <li>• reading for gist</li> <li>• skimming</li> </ul>
Traditional Assessment	<ul style="list-style-type: none"> <li>• short-answer questions</li> <li>• multiple choice questions</li> <li>• matching questions</li> <li>• true/ false questions</li> </ul>

The table contains more phrases/statements related to performance assessment.

These statements may be subcategorized as extended performance assessment and restricted performance assessment. Linn and Gronlund (2000) state that extended performance tasks require students to search information from a range of sources.

The process may also be a part of the assessment. The product may be in a variety of forms such as presentation of graphs and tables, or use of photographs and drawings.

Restricted- response performance tasks, on the other hand, are more focused. They generally include asking for explanations of short-answer questions. When Table 51 is examined, tasks like “dialogues, communication with pair, depicting a picture, sending messages, telling directions, pronunciation stress, imitation, and repetition” seems to require restricted performance. Those tasks are designed for students with



low language proficiency level. As the language proficiency level of students increase, the complexity of performance assessment tasks increase as well.

### **Turkish MONE secondary education English language: Evaluation**

Table 52 shows the results of the analysis based on the evaluation approach of the curriculum.

Table 52

#### **Turkish MONE secondary education English language: Evaluation**

Scientific/- positivistic	<ul style="list-style-type: none"><li>• if necessary teaching methods and classroom activities can be changed</li><li>• assessment results can be used as feedback to improve learner, teacher, and program implementation</li><li>▪ not only results, but also learning processes are evaluated</li></ul>
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The statements “if necessary teaching methods and classroom activities can be changed” and “assessment results can be used as feedback to improve learner, teacher, and program implementation” indicate the purpose of evaluation. They may be included in the scientific-positivistic evaluation models since they propose changes according to some pre-determined standards. The scientific-positivistic evaluation approach compares students’ performance with curriculum objectives. Therefore, the statement related to the evaluation of learning processes is put under the title of scientific-positivistic evaluation models.

## **CHAPTER 5: DISCUSSION**

### **Introduction**

Chapter five provides a discussion about the major findings of the research. The chapter begins with the overview of the research. A table is provided to summarize the major findings, curricular ideologies and each aspect of curriculum included in the study are discussed. The chapter ends with implications for practice, implications for further research and limitations.

### **Overview of the study**

This research aims to compare five English language high school curricula: International Baccalaureate Diploma Programme (IBDP) *Language A: Language and Literature* curriculum, International Baccalaureate Diploma Programme (IBDP) *Language B* curriculum, Advanced Placement (AP) *English: Language and Composition* curriculum, Advanced Placement (AP) *English: Literature and Composition* curriculum, and the Turkish Ministry of National Education (MONE) High School English language curriculum. The selected curricula are analysed in terms of the following seven aspects: educational philosophies, intent, content, approach to design, approach to implementation, approach to assessment, and approach to evaluation. Content analysis was employed to analyse the curricula.

### **Major findings**

Table 53 represents the tendencies of each curriculum analysed in this study within the framework of the seven aspects of curriculum.

## **Educational philosophies**

The International Baccalaureate Diploma Programme (IBDP) emphasizes both *Learner-centred* and *Scholar Academic* approaches in its overview, but the emphasis on the *Learner-centred Ideology* seems to be more dominant. The same pattern is seen in the curriculum of *Language A: Language and Literature* and *Language B*.

The Advance Placement (AP) *English Literature and Composition* also focuses on *Learner-centred* and *Scholar Academic* approaches; however, this time the main emphasis appears to be placed on the *Scholar Academic Ideology*. The *AP English Language and Composition*, on the other hand, solely adopts a *Scholar-Academic* stance.

Similar to the IBDP English language curricula, the Turkish MONE curriculum mainly adopts the *Learner-centred Ideology*. It also holds some statements related to the *Scholar Academic Ideology*; yet, it includes an additional educational philosophy: the *Social Efficiency Ideology*. This is probably because the Turkish MONE curriculum is prepared to be implemented only in schools in Turkey, and thus aims to perpetuate local and national values, and social needs. The IBDP and AP curricula, on the other hand, are international and mainly aim at developing a respectful attitude towards all cultures, but not perpetuating any cultural/social values of any nation.

Table 53  
Comparative summary of results

	<b>IBDP Language A: Language &amp; Literature</b>	<b>IBDP Language B</b>	<b>AP English Language &amp; Composition</b>	<b>AP English Literature &amp; Composition</b>	<b>Turkish MONE English Language</b>
<b>Total teaching hours</b>	<b>HL:</b> 240 hours <b>SL:</b> 150 hours	<b>HL:</b> 240 hours <b>SL:</b> 150 hours	Not available	Not available	<b>Non-Anatolian schools:</b> 324 lesson hours/ app. 216 hours* <b>Anatolian schools:</b> 648 lesson hours/ app. 432 hours* <b>Schools with prep class:</b> 1368 lesson hours/ 912 hours *
<b>Educational Philosophies</b>	Learner-centred/ Scholar Academic	Learner-centred/ Scholar Academic	Scholar Academic	Scholar Academic/ Learner-centred	Learner-centred/ Scholar Academic/ Social Efficiency
<b>Intent</b>	Learner-centred/ Scholar Academic	Learner-centred/ Scholar Academic	Scholar Academic/ Learner-centred	Scholar Academic	Learner-centred/ Social Efficiency/ Scholar Academic
<b>Content</b>	<p>▪ <b>Scope</b> <u>Literature component:</u> At least four literary works (SL) At least six literary works (HL) Two book lists: -Prescribed literature in translation (PLT) -Prescribed list of authors (PLA) SL: 2 texts from PLA&amp; 1 from PLT; 4<sup>th</sup> one either from PLA or PLT HL: 4 texts from PLA, and 1 from PLT SL &amp; HL: texts to cover at least 2 literary genres, 2 periods &amp; 2 places <u>Language component:</u> Topics related to language in cultural context, &amp; language and mass communication -Suggest list of text types</p> <p>▪ <b>Sequence:</b> There is no particular sequence in both</p>	<p>▪ <b>Scope</b> It is comprised of five topics: 3 of them compulsory Each topic to cover at least two aspects given  HL students to study two literary works originally written in the target language from any genre (Literary criticism is not expected)</p> <p>▪ <b>Sequence:</b> There is no particular sequence in both</p>	<p>▪ <b>Scope</b> Suggested readings: -Pre-20<sup>th</sup> century -20<sup>th</sup> century to present includes points to be emphasized for stylistic maturity</p> <p>▪ <b>Sequence:</b> There is no particular sequence in both</p>	<p>▪ <b>Scope</b> Neither required not recommended: List of authors (from 16<sup>th</sup> to 21<sup>st</sup> century) Genres: poetry, drama, fiction (novel &amp; short story), expository prose Mainly British and American authors but also international ones includes points to be emphasized for stylistic maturity</p> <p>▪ <b>Sequence:</b> There is no particular sequence in both</p>	<p>▪ <b>Scope</b> -Compulsory themes, -Suggested topics -Specification of grammar points based on CEFR -Compulsory topics about Atatürk</p> <p>▪ <b>Sequence:</b> There is no particular sequence</p>

Table 53 (cont'd)  
Comparative summary of results

	<ul style="list-style-type: none"> <li>▪ components</li> <li>▪ <b>Continuity:</b> No recycling in literature content, allows recycling in language content</li> <li>▪ <b>Integration</b> of language and literature studies</li> <li>▪ <b>Articulation:</b> cross-curricular links to other subjects, TOK in particular</li> <li>▪ <b>Balance:</b> Gives equal importance to acquiring knowledge and utilizing it, cares for personal, social, intellectual development</li> </ul>	<ul style="list-style-type: none"> <li>▪ components</li> <li>▪ <b>Continuity:</b> Allows recycling</li> <li>▪ <b>Integration</b> of receptive, productive and interactive skills</li> <li>▪ <b>Articulation:</b> cross-curricular links to other subject areas, IT and TOK in particular.</li> <li>▪ <b>Balance:</b> Gives equal importance to acquiring knowledge and utilizing it, cares for personal, social, intellectual development</li> </ul>	<ul style="list-style-type: none"> <li>▪ components</li> <li>▪ <b>Continuity:</b> Allows recycling</li> <li>▪ <b>Integration:</b> Not available</li> <li>▪ <b>Articulation:</b> Not available</li> <li>▪ <b>Balance:</b> Gives equal importance to acquiring knowledge and utilizing it</li> </ul>	<ul style="list-style-type: none"> <li>▪ components</li> <li>▪ <b>Continuity:</b> Allows recycling</li> <li>▪ <b>Integration:</b> Not available</li> <li>▪ <b>Articulation:</b> Not available</li> <li>▪ <b>Balance:</b> Gives equal importance to acquiring knowledge and utilizing it</li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>Continuity:</b> Allows recycling</li> <li>▪ <b>Integration:</b> Integration of language skills and vocabulary and grammar teaching</li> <li>▪ <b>Articulation:</b> Includes topics related to other subject areas such as geography, history, science, economics, sports</li> <li>▪ <b>Balance:</b> Gives equal importance to acquiring knowledge and utilizing it</li> </ul>
<b>Design</b>	Broad fields design	Broad fields design	Broad fields design	Broad fields design	Subject design
<b>Implementation</b>	Mutual Adaptation	Mutual Adaptation	Mutual Adaptation	Mutual Adaptation	Fidelity
<b>Assessment</b>	Performance/ Traditional  External assessment (70%): <ul style="list-style-type: none"> <li>▪ Paper 1: Textual analysis (25%)</li> <li>▪ Paper 2: Essay (25%)</li> <li>▪ Written task (20%)</li> </ul> Internal assessment (30%): <ul style="list-style-type: none"> <li>▪ Individual oral commentary (15%)</li> <li>▪ Further oral commentary (15%)</li> </ul>	Performance/ Traditional  External assessment (70%): <ul style="list-style-type: none"> <li>▪ Paper 1: Receptive skills (25%)</li> <li>▪ Paper 2: Productive skills (25%)</li> <li>▪ Written assignment (20%)</li> </ul> Internal assessment (30%): <ul style="list-style-type: none"> <li>▪ Individual oral (20%)</li> <li>▪ Interactive oral activity (10%)</li> </ul>	Traditional  External assessment: <ul style="list-style-type: none"> <li>▪ Multiple-choice section (45%)</li> <li>▪ Essay questions (55%)</li> </ul>	Traditional  External assessment: <ul style="list-style-type: none"> <li>▪ Multiple-choice section (45%)</li> <li>▪ Essay questions (55%)</li> </ul>	Performance/ Traditional  Internal assessment
<b>Evaluation</b>	Scientific-Positivistic	Scientific-Positivistic	Scientific-Positivistic	Scientific-Positivistic	Scientific-Positivistic

\*IBO prescribes the teaching hours as an hour of 60 minutes. Turkish MONE prescribes teaching hours as lesson hours, which are approximately 40-45 minutes. In order to use the same measure, the lesson hours are converted into an hour of 60 minutes.

## **Intent**

The results related to *intent* demonstrate a parallel approach to the *educational philosophies* in the case of IBDP and AP. Both of the IBDP English language curricula mostly adopt the *Learner-centred Ideology* and also include some statements related to the *Scholar Academic Ideology*. The curricula contain statements related to students' choice, interests, and concerns. There are also references to self-actualization which encompasses social, emotional, and intellectual development of students. The AP curricula dominantly adopt the *Scholar Academic Ideology* including statements related to the *Learner-centred Ideology* as well. The curricula include statements related to college-level standards, preparing students academically, and focusing on content knowledge which students will need in college. These results are consistent with the results discussed in the analysis of *educational philosophies*. However, the dominance of the ideologies changes in the Turkish MONE curriculum: the *Learner-centred Ideology*, the *Social Efficiency Ideology* and the *Scholar Academic Ideology*. This suggests that although there is consistency between philosophy statements and intent when it comes to the *Learner-centred Ideology*, the same tendency does not appear to emerge when it comes to the *Social-Efficiency Ideology*.

## **Content**

The *content* of the selected curricula is described verbally in terms of themes, topics, suggested aspects, suggested reading lists, and language component. The content of each curriculum does not allow analysing it according to the *educational philosophies*. Only the IBDP English language enabled the researcher to create tables. These tables seem to indicate that the IBDP *Language A: Language and*

*Literature* curriculum mainly adopts the *Learner-centred Ideology* and the *Scholar Academic Ideology*, which corresponds with the results of the *educational philosophies* and the *intent*. On the contrary, the IBDP *Language B* curriculum seems to maintain mainly the *Scholar Academic Ideology*. That result challenges the analysis results based on the *educational philosophies* and the *intent*. Those results suggest that the IBDP curriculum focuses dominantly on the *Learner-centred Ideology*.

#### *Elements of curricular content*

Ornstein and Hunkins (2004) define six basic elements related to curriculum content: *scope, sequence, continuity, integration, articulation, and balance*.

The IBDP *Language A: Language and Literature* curriculum presents the scope as suggestions. It includes lists of suggested readings and defines how many of them to study in each part of the course. It also defines topics to study and these are suggestions as well, not compulsory. As a result, teachers are the decision-makers on the scope of their courses. The IBDP *Language B* curriculum also includes lists of topics. However, it defines some topics as the compulsory ones, and allows teachers to choose the others from suggested options. Yet, teachers are free to decide which aspects of the topic to cover.

The AP *English Language and Composition* curriculum also provides lists of suggested readings. These readings are not compulsory; teachers are free to choose any other reading of similar quality. The AP *English Literature and Composition*

curriculum offers the same flexibility. It includes suggested reading lists, but teachers are allowed to choose apart from those lists.

The Turkish MONE English language curriculum also provides lists of themes and suggested topics. The themes are compulsory. Teachers choose from the lists, but they are free to choose the topics about those themes. The curriculum also includes a list of language content, which defines the grammar topics of the English language. That list is arranged according to language proficiency levels and is compulsory to cover throughout the course.

The Turkish MONE English language curriculum also includes a list of topics about Atatürk, the founder of the Turkish Republic, in terms of *scope*. These topics are arranged according to grades, and are compulsory to cover throughout the course as well. In this respect, one may claim that the content of the Turkish MONE English curriculum represents a *Social Efficiency* approach. The life and the ideology of the founder of the country are compulsory to study, which helps to maintain the current social structure. In this respect, the Turkish MONE English language curriculum demonstrates a difference from the IBDP and AP English language curricula with regards to the *educational philosophies*.

To sum up, the IBDP and Turkish MONE English language curricula offer some compulsory content and some suggested content. The AP English language curricula provide more flexibility in terms of *scope*. They provide suggested reading lists, but these are not compulsory.



As for sequence and continuity, the IBDP *Language A: Language and Literature* curriculum does not allow repetition of the literature content, but it provides flexibility in terms of language content. The *Language B* curriculum also provides that flexibility. Teachers are the decision-makers in terms of *sequence*. The AP English language curricula allow teachers to design their courses in a variety of ways, which also makes them the decision-makers of the *sequence*. The Turkish MONE English language curriculum is also flexible enough to allow teachers to decide on the *sequence* of the course. In conclusion, all the curricula allow teachers to decide on the *sequence* of their course. As the curricula allow teachers to decide on the *sequence*, the *continuity* of the courses is also affected from that flexibility. The *continuity* of the course content depends on the *sequence*; therefore, teachers' decisions in each curriculum.

When it comes to *integration* and *articulation*, the IBDP *Language A: Language and Literature* course information suggests *integration* of the study of language and literature. As for *articulation*, it suggests interrelatedness with other subject areas, especially with the course of theory of knowledge (TOK). The IBDP *Language B* course also supports integration of receptive, productive, and interactive skills within the course and interrelatedness with the other subject areas including theory of knowledge (TOK) and information technology (IT) across the curriculum. The AP English language curricula do not offer information related to *integration* and *articulation*. The Turkish MONE English language curriculum advocates *integration* of skills with the study of grammar and vocabulary teaching. Regarding *articulation*, it includes a list of themes which are related to other subject areas such as geography, history, science. In conclusion, the IBDP and the Turkish MONE English language

curricula advocate *integration* and *articulation*, whereas the AP English language curricula do not offer information about them.

All the curricula analysed in the research seem to give equal importance to acquiring knowledge, internalization and utilization. The curricula define both the content knowledge to study and the skills to acquire. Therefore, one may claim that all the curricula show a *balance* in terms of acquiring knowledge and utilizing it. The IBDP curricula also cares for the personal, social, and intellectual goals of students while the other curricula mostly puts emphasis solely on the intellectual goals. For this reason, the IBDP curricula show a *balance* in terms of the holistic development of students as well.

### **Approaches to design**

Approaches to *design* are analysed according to the subcategories of three major design types. These design types are subject-centred design, learner-centred design, and problem-centred design (Ornstein & Hunkins, 2004). When the IBDP *Language A: Language and Literature* and *Language B* curricula are analysed according to their subcategories, the result is *broad fields approach*. The curricula suggest study of language integrated with skills, composition, and literature. *Broad fields design* is a subcategory of subject-centred design. Subject-centred design is generally employed in the *Scholar Academic Ideology*. In this respect, the design approach adopted by the IBDP *Language A: Language and Literature* and *Language B* curricula do not seem to correspond with the analysis results based on *educational philosophies, intent*.

The AP English language curricula contain items related to the *broad fields design* as well, which is a subcategory of subject-centred design. The curricula expect students to study the language through literature and other suggested reading lists, and writing composition. The AP Program mainly adopts the *Scholar Academic Ideology* as their *educational philosophy*. For this reason, a design approach which is a subcategory of the subject-centred design gives the feeling of corresponding with the analysis results of *educational philosophies* and *intent*.

The Turkish MONE English language embraces *subject design*. The curriculum prescribes some essential knowledge to study, which are grammar topics, compulsory themes, and compulsory topics about Atatürk. The curriculum does not include suggested reading lists or anything related to composition. *Subject design* is also a subcategory of subject-centred design, which is generally employed in the *Scholar Academic Ideology*. However, the results of *educational philosophies* and *intent* suggest that the Turkish MONE English language curriculum mostly adopts the *Learner-centred Ideology*. Therefore, the design approach does not sound corresponding with the results of *educational philosophies* and *intent*.

### **Approaches to implementation**

The *educational philosophies* of IBDP Language A: Language and Literature course related to *implementation* centre around the *Learner-centred Ideology* and the *Scholar Academic Ideology*. As for approaches to *implementation*, the curriculum adopts mainly *mutual adaptation* approach. The curriculum encourages teachers to design their own courses. However, there are some points of consideration such as learning outcomes, reading lists, and examination dates. It is appropriate to employ

the *mutual adaptation* in the *Learner-centred Ideology*, although not ideal.

Therefore, as the dominant *educational philosophy* of the curriculum is the *Learner-centred Ideology*, *mutual adaptation* approach corresponds with the dominant ideology of the curriculum to some extent. Technically, enactment is very much in line with the principles of *Learner-centred Ideology*.

The IB DP *Language B* curriculum also mainly adopts the *Learner-centred Ideology* and the *Scholar Academic Ideology* in terms of approaches to *implementation*. These results correspond with the analysis results of the *educational philosophies* and the *intent*. As regards to the *implementation* approaches, the curriculum mainly embraces *mutual adaptation*. The curriculum allows teachers to design their own course on condition that they take some points into consideration such as prescribed teaching hours, compulsory and suggested topics. As the dominant *educational philosophy* of the curriculum is the *Learner-centred Ideology*, similarly, *mutual adaptation* approach seems to be in line with the dominant implementation approach of the curriculum to some extent.

The AP English language curricula mostly utilize the *mutual adaptation* approach. The curricula present a set of expectations. Each AP teacher designs her/his own course meeting these expectations and get AP authorization afterwards to teach the course. In general, the AP Program accepts the *Scholar Academic Ideology* as its dominant ideology. The *fidelity* approach in *implementation* is more appropriate to be used in the *Scholar Academic Ideology*. Nevertheless, *mutual adaptation* approach also seems to be appropriate for the curricula.

The Turkish MONE English language curriculum adopts the *Learner-centred Ideology*, the *Scholar Academic Ideology* and the *Social Efficiency Ideology* in terms of *implementation*. As for approaches to *implementation*, the curriculum mostly uses *fidelity* approach. The curriculum prescribes the teaching hours at each language proficiency level, the number of themes and aspects that should be covered at each level, the book content, and even the content of the CDs that the course books should have. It is surprising that the dominant *implementation* approach is the *fidelity* approach although the dominant *educational philosophy* of the curriculum is the *Learner-centred Ideology*. The *curriculum enactment* and less frequently the *mutual adaptation* approaches are more appropriate for the *Learner-centred Ideology*. In this respect, the dominant *implementation* approach does not correspond with the dominant *educational philosophy* of the curriculum.

### **Approaches to assessment**

Both of the IBDP curricula in this research mostly adopt the *Lerner-centred Ideology* and also include some statements related to the *Scholar Academic Ideology* in terms of *assessment*. With regard to the approaches to *assessment*, they both give equal weight to *performance assessment* and *traditional assessment*. The curricula include two assessment components. The external assessment is carried out by the International Baccalaureate Organization (IBO) and it composes 70% of the final assessment. The internal assessment, on the other hand, is carried out by teachers and externally moderated by the IBO. It composes 30% of the final assessment. Fifty% of the external assessment tasks include *traditional assessment*- paper and pencil exam, whereas 20% of it is a written project which is carried out over a long period by the guidance of teachers. The internal assessment focuses on the oral *performance*

of students. In conclusion, 50% of the final assessment is composed of *traditional assessment* tasks while the other 50% is composed of *performance assessment* tasks. *Performance assessment* is generally employed in the *Learner-centred Ideology* while *traditional assessment* is generally employed in the *Scholar Academic Ideology*. In this respect, as the dominant *educational philosophy* of IBDP English curricula is the *Learner-centred Ideology*, one may expect the dominant assessment approach to be *performance assessment*. Nevertheless, IBDP English curricula do not give more importance to one approach than to the other.

The AP English curricula embrace the *Scholar Academic Ideology* as their *educational philosophy* in terms of *assessment*. As for approaches to *assessment*, *traditional assessment* is employed by them. The AP English language curricula solely make use of external assessment. The assessment includes multiple choice questions and essay questions, which are types of *traditional assessment*. Multiple choice questions compose 45% of the final assessment while the essay questions compose 55% of it. Since the *traditional assessment* is more appropriate to the *Scholar Academic Ideology*, the dominant *educational philosophy* adopted by AP English curricula represents a correspondence with their *assessment* approach.

The Turkish MONE English language curriculum accepts the *Learner-centred Ideology* in terms of *assessment*, which corresponds with its analysis results of the other aspects. Regarding the approaches to *assessment*, the curriculum employs *performance assessment* and *traditional assessment*. In this sense, the approaches to *assessment* seem to correspond with the dominant *educational philosophy* of the curriculum. However, the curriculum document does not specify the weight of each

assessment type in the final assessment of the course. How much to employ each of the *assessment* type depends on teachers' choice. For this reason, it is not appropriate to claim that one *assessment* type is given more importance than the other in the Turkish MONE English curriculum.

### **Approaches to evaluation**

The IBDP English language curricula employ the *scientific-positivistic evaluation models* as their *evaluation* approach. The curricula assert that progress is monitored to find out if the course aims and objectives are reached. The *scientific-positivistic evaluation models* are generally preferred in the traditional philosophies- the *Scholar Academic Ideology* and the *Social Efficiency Ideology*. The dominant *educational philosophy* of the IBDP English language curricula is the *Learner-centred Ideology*. Therefore, the *scientific-positivistic evaluation models* do not seem to correspond with the dominant *educational philosophy* of the curricula.

Similarly, the AP English language curricula employ the *scientific-positivistic evaluation models*. The courses are claimed to be reviewed and updated regularly based on the curriculum surveys and the interactions of curriculum developers with colleges. As the dominant *educational philosophy* of these curricula is the *Scholar Academic Ideology*, the *scientific-positivistic evaluation models* correspond with their dominant *educational philosophy*.

The Turkish MONE English language curriculum also employs the *scientific-positivistic evaluation models*. The teaching methods and classroom activities are evaluated if they meet the standards and changed if necessary. The *scientific-*

*positivistic evaluation models* are mostly preferred by the traditional educational philosophies, which are the *Scholar Academic Ideology* and the *Social Efficiency Ideology*. Nevertheless, the dominant *educational philosophy* embraced by the Turkish MONE English language curriculum looks like the *Learner-centred Ideology*. Therefore, the adopted evaluation models do not look like corresponding with the major *educational philosophy* of the curriculum.

### **Implications for practice**

The Turkish MONE English language curriculum adopts a *Learner-centred* approach as its dominant philosophy. Nevertheless, the approaches to implementation do not correspond with that dominant ideology. The curriculum mostly utilizes *fidelity* approach. The curriculum document needs to provide more flexibility in terms of implementation to make the curriculum more *Learner-centred* as it is intended.

The Turkish MONE English language curriculum does not specify the weight of assessment types in the final assessment of the course. Teachers are decision-makers at this point. However, the curriculum developers need to consider that some teachers may employ *traditional assessment* more than *performance assessment*, which would make the assessment strategy inappropriate for the dominant ideology of the course. For this reason, the curriculum developers should specify the weight of each type of assessment considering the adopted educational philosophies of the course.

The Turkish MONE English language curriculum users, namely teachers, need to consider the dominant educational philosophy of the course while deciding on the



assessment types. The dominant educational philosophy of the course is the *Learner-centred Ideology*. Therefore, *performance assessment* needs to be employed more in the course.

The International Baccalaureate Diploma Programme (IBDP) English language curricula tend to dominantly adopt the *Learner-centred Ideology*. However, the assessment of the curricula contains 70% external assessment, which makes the assessment of the course more *traditional*. Therefore, the approach to assessment of the curricula does not correspond with the dominant educational philosophy. It might be useful to decrease the percentage of the external assessment of the courses.

The Advanced Placement English language curricula do not specify the total teaching hours of the courses. It might help AP teachers during the process of course design if the minimum and maximum teaching hours are specified or suggested in the curriculum document.

### **Implications for further research**

This research analysed and compared five curricula only through content analysis. The curriculum documents were the only data source. Therefore, the focus of the research was the written (formal) curricula. However, the perceived, executed and experienced curricula are also worth studying to gain more insight into these curricula. Potential future research may carry out interviews and surveys with teachers to explore how teachers perceive the curricula. Moreover, lesson observations may be carried out to explore the classroom implementation of the

curricula. Last but not least, interviews and surveys with students may be conducted to explore students' point of view on the experienced curricula.

This research analysed only one curriculum of the International Baccalaureate Diploma Programme (IBDP) group one-studies in language and literature courses and one curriculum of the group two-language acquisition courses. Potential future research may investigate the other group one and group two curricula.

### **Limitations**

To begin with, this study used only content analysis method to explore the ideologies and curricular aspects of the selected curricula. Therefore, the analysis results are only based on the written curriculum documents. More research on the experienced curricula may be useful to explore the selected curricula in more depth.

Secondly, although the written curricula analysed yielded a lot of information, they lacked some in relation to some curricular aspects:

- The content of the *AP English Language and Composition* and the *AP English Literature and Composition* do not provide enough information about the *integration* and *articulation* of the curricula.
- None of the curricula analysed provide enough information about evaluation approaches.

Next, during data analysis, although the researcher checked with her supervisor consistently how she sifted and sorted data to verify choices, she did not use

member-checking technique. Therefore, the results were not checked with another researcher having experience in content analysis.

Finally, the International Baccalaureate Organization (IBO) offers three courses as group one- studies in language and literature subjects: *Language A: Literature*, *Language A: Language and Literature*, *Literature and Performance*. This research only analysed the curriculum of *Language A: Language and Literature*. Also, the International Baccalaureate Organization (IBO) offers two modern languages courses and one classical languages course as group two-language acquisition courses. These courses are *Language B*, *Language ab initio*, and *Latin or Classical Greek*. This study only focused on the *Language B* curriculum.

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