



T.C.

**AKDENİZ UNIVERSITY**

**THE INSTITUTE OF EDUCATIONAL SCIENCES**

**DEPARTMENT OF FOREIGN LANGUAGE EDUCATION**

**MA**

**THESIS**

**INVESTIGATING ANATOLIAN HIGH SCHOOL  
STUDENTS' AND ENGLISH TEACHERS'  
PERCEPTIONS OF ENGLISH LANGUAGE  
ORIENTED COURSES CURRICULUM**

**Özge BAKAY**

**ENGLISH LANGUAGE TEACHING MASTER'S PROGRAM**

**Antalya, 2020**

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**Supervisor: Assist. Prof. Dr. F. ÖZLEM SAKA**

**Antalya, 2020**

## DOĞRULUK BEYANI

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Özge BAKAY'a ait bu çalışma tarihinde jürimiz tarafından Yabancı Diller Eğitimi Ana Bilim Dalı İngiliz Dili Eğitimi Tezli Yüksek Lisans Programında **Yüksek Lisans Tezi** olarak **oy birliği/oy çokluğu** ile kabul edilmiştir.

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Başkan

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**YÜKSEK LİSANS TEZİ ADI: Investigating Anatolian High School Students' and English Teachers' Perceptions of English Language Oriented Courses Curriculum**

**ONAY:** Bu tez, Enstitü Yönetim Kurulunca belirlenen yukarıdaki jüri üyeleri tarafından uygun görülmüş ve Enstitü Yönetim Kurulunun tarihli ve sayılı kararıyla kabul edilmiştir.

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## ABSTRACT

### INVESTIGATING ANATOLIAN HIGH SCHOOL STUDENTS' AND ENGLISH TEACHERS' PERCEPTIONS OF ENGLISH LANGUAGE ORIENTED COURSES CURRICULUM

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MA, Foreign Language Teaching Department

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The present study attempts to find out how the implementation of English language-oriented courses' curriculum (ELOCC) in the 11<sup>th</sup> and 12<sup>th</sup> grades is viewed by English teachers and students of the field. The major areas of investigation were the teachers' and students' perceptions of the overall curriculum implementation, coursebooks, and methodology of the teachers. 568 students and 31 English teachers from Anatolian high schools that have English language-oriented classes in Antalya took part in this study. The research was conducted through a mixed method. While the data were collected from students through a questionnaire and analysed through descriptive statistics, English teachers' semi-structured interviews, as well as students' focus-group interviews, were administered and examined by content analysis. Items of both interviews were in line with research questions: items about overall English language-oriented classes' curriculum, coursebooks, and methodology of the teachers. The main purpose to be achieved was to reveal in-depth data about this matter. With all the research completed, this study established an understanding of how the English language-oriented courses' curriculum is being applied. At the end of this study, it was concluded that neither teachers nor students were satisfied with overall curriculum implementation, coursebooks, and the methodology preferred. It was pointed out that the university entrance examination has a direct impact on methodology and curriculum, which also results in disfavour of coursebooks. In consideration of the data, some preventative and analytical suggestions were recommended.

**Keywords:** *English language curriculum, English language teaching, curriculum implementation, teacher perceptions, student perceptions, English language-oriented classes, methodology, coursebook*

## ÖZET

### ANADOLU LİSELERİ İNGİLİZCE DİL SINIFLARINDAKİ ÖĞRENCİ VE ÖĞRETMENLERİN YABANCI DİL PROGRAMINA İLİŞKİN GÖRÜŞLERİNİN İNCELENMESİ

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Bu çalışma, 11. ve 12. Sınıf düzeyinde uygulanan İngilizce dil bölümü sınıfları müfredatının (ELOCC), İngilizce öğretmenleri ve bölüm öğrencileri tarafından nasıl algılandığını bulmaya çalışmaktadır. Başlıca araştırma alanları; genel olarak dil sınıfları müfredatı, ders kitapları ve öğretim yöntemleri hakkında; öğrenci ve öğretmenlerin algılarıdır. Çalışmaya Antalya il merkezinde bulunan Anadolu liselerinden, İngilizce dil sınıflarında okuyan 568 öğrenci ve bu sınıflardan sorumlu 31 İngilizce öğretmeni katılmıştır. Araştırma karma yöntemle yürütülmüştür. Elde edilen veriler öğrencilerden bir anket aracılığıyla toplanıp tanımlayıcı istatistikler yoluyla analiz edilirken, İngilizce öğretmenleriyle gerçekleştirilen yarı yapılandırılmış görüşmeler ve öğrencilerin odak grup görüşmeleri içerik analizi ile yorumlanmıştır. İki görüşmede de araştırma sorularıyla uyumlu olacak şekilde genel dil sınıfı müfredatı, ders kitapları ve öğretmenlerin öğretim yöntemleri hakkında sorular yer almaktadır. Ulaşılabilecek temel amaç, ilgili konu hakkında detaylı veriler ortaya koymaktır. Bu çalışmanın sonunda, İngilizce dil sınıfları müfredatının nasıl uygulandığına dair bir anlayış ortaya koyulmakla beraber, ne öğretmenlerin ne de öğrencilerin müfredattan memnun olduğu, ders kitapları ve tercih edilen yöntemlerin öğrenci beklentilerini karşılamadığı sonuçlarına varılmıştır. Üniversite giriş sınavının yöntem ve müfredat üzerinde güçlü ve olumsuz etkilerinin olduğu, bu etkinin ders kitaplarının reddedilmesine yol açtığı bağlamına ulaşılmıştır. Veriler dikkate alınarak, bazı önleyici ve çözümcül öneriler yapılmıştır.

**Anahtar Kelimeler:** İngilizce müfredatı, İngilizce öğretimi, müfredat uygulaması, öğretmen algıları, öğrenci algıları, İngilizce dil dersleri, yöntem, ders kitabı, dil sınıfları, üniversite sınavı

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## LIST OF ABBREVIATIONS

AOBP	: (Turkish abbr.) Weighted Secondary School Achievement Score
ARGEM	: (Turkish abbr.) Research, Development, and Education Centre
AYT	: (Turkish abbr.) Field Proficiency Test
CEFR	: Common European Framework
EBA	: (Turkish abbr.) Educational Information Network
ELT	: English Language Teaching
ELOC	: English Language Oriented Courses
ELOCC	: Curriculum of English Language Oriented Courses
GPA	: Grade Point Average
MoNE	: Ministry of National Education
OKS	: (Turkish abbr.) High School Entrance Examination
OÖKY	: (Turkish abbr.) Regulation of Secondary Education Institutions
ÖSYM	: (Turkish abbr.) Measuring, Selection, and Placement Centre
ÖSS	: (Turkish abbr.) Student Selection Examination
TTK	: (Turkish abbr.) Board of Education and Discipline
TYT	: (Turkish abbr.) Basic Proficiency Test
UEE	: University Entrance Examination
YDS	: (Turkish abbr.) Foreign Language Examination
YDT	: (Turkish abbr.) Foreign Language Test
YKS	: (Turkish abbr.) Higher Education Examination

# **CHAPTER I**

## **INTRODUCTION**

### **1.1. Introduction**

This chapter provides information about the study along with a summary of the goals, content, and suggested instructional and evaluation procedures of the English language curriculum offered at 11<sup>th</sup> and 12<sup>th</sup> grade levels. It also presents the research question, sub-questions, and the significance of the study. Finally, the chapter discusses the limitations of the study.

### **1.2. Statement of the Problem**

The present study attempts to find out how English oriented courses' curriculum is implemented and experienced as it has been accepted as one of the major effects on students' career choices. The areas of problem to be studied include curriculum implementation, coursebooks, and the methodology employed in classes. In accordance with the regulations, guidelines, and studies, the focus of this study is to investigate the implementation of English language-oriented courses' curriculum (ELOCC) is viewed by English teachers and experienced by the 11<sup>th</sup> and 12<sup>th</sup>-grade students of the public Anatolian high schools in central districts of Antalya/Turkey.

Pursuing a career can be defined as a kind of lifestyle, a workplace atmosphere that is formed through this lifestyle, and lastly the use and improvement of various related skills of the career (Kuzgun, 1986). It is incredibly important to select a career for one's life as its effects will last lifelong. The process of selection can be changed or upgraded with the interaction of personal factors and on-going social relations. When considered from this point of view, it also can be defined as the final product of a dynamic process (Deniz, 2001). As the use of mass media becomes widespread and easier with each passing day in the globalizing world, political, social, cultural, and commercial relations have gained another dimension among communities. Therefore, the need for learning the language of other nations has emerged as a result of these multidimensional relations.

Becoming a common language tool all over the world, English is the most economical way of

meeting through this need (Taşlı, 2003). Thus, the field of English Language Teaching has become an important occupation in the changing society and has started to become a more eligible option in the decision making of individuals. Individuals tend to make decisions about their professional choices with the help of various factors in different periods of their education. Secondary education level is the most concentrated period for this selection process. It is seen that students make more decisions and take steps at this stage (Deniz, 2001). The high school from which students have been graduated at the secondary level is one of the factors affecting this choice. It can be seen in the studies conducted that students direct their career path according to the type of high school graduated (Ayık, Özdemir, and Yavuz, 2007). According to the Regulation on Secondary Education Institutions by Ministry of National Education (MoNE); 'Field includes more than one profession with common characteristics in secondary education institutions and states any of the programs that provide knowledge, skills, attitudes, behaviour and employment opportunities (Ortaöğretim Kurumları Yönetmeliği (OÖKY), 1961: item 4).

Besides, the following two definitions are important for the study:

'Curriculum consists of joint courses, field and branch courses, and elective courses in accordance with the students' interests, desires and abilities as well as their differences and the characteristics of the field they will be directed to.' (OÖKY, 2013: item 10b)

'Field and branch courses are the courses that lead the student to the higher education programs or profession, business fields that he/she aims for, and lastly provide opportunities for development in this direction (OÖKY, 2013: item 10ç).

When the Measuring, Selection, and Placement Center (ÖSYM) guidelines are examined over the years, it is noticeable that the selection of the field in high school necessitates the student to choose a profession from the same field in higher education during the transition to a single-step university in 1998. Thus, if a student who studies in the language field wants to go for a program at university from the mathematics/science field, while calculating the weighted secondary school achievement score (AOBP), the coefficient was being multiplied by 0.2 instead of 0.5. This was causing the students to have a decrease in their scores. However, as of 2011, the AOBPs of the students have been started to be calculated separately for each field.

Starting from 2012, the application AOBP calculation was completely abolished and a new

coefficient multiplication of 0.12 was introduced for all with the term ‘secondary school achievement score’. With the new application, an equal score calculation method was adopted for each student in terms of studying the programs they wanted to go for at the university.

Nevertheless, students continue to move towards a specific field with the ‘optional courses’ item in OÖKY at the secondary level and add the courses of their choice to the curriculum they prefer to study for the academic year (OÖKY, 2013: item 10d). Therefore, it seems clear that the removal of fields at secondary schools is not being applied in practice. The students still prefer to choose the courses which are related to the programs they are going to attend at the university, which means the former regulation informally continues with the application of studying in a specific field at 11<sup>th</sup> and 12<sup>th</sup> grade.

Savran, Sert, and Uzun (1999) found in their study that the two most important factors that affect the foreign language ability related scores in the Student Selection Examination (ÖSS) are the general ability of the student and school achievement score. Also, Korkut-Owen, Kepir, Özdemir, Ulas, and Yilmaz (2011) revealed and listed findings for why students choose the program they study at the university. Among these findings, ‘My university entrance exam score is sufficient for this program.’ is the second item on the table with a rate of 46.6% and field preferences in high school 'with a rate of 30.6%. This shows that the choice of field in high school and the success of the education program applied are two major factors that reveal the reflection on the Higher Education Examination (YKS) scores.

Therefore, the present study will focus on ELOC in general.

### **1.3. Purpose of the Study**

The present study attempts to find out how the application of English language-oriented courses’ curriculum (ELOCC) is viewed by English teachers and students of the field. Also, the purpose of the current study is to present a profile of how English language-oriented courses’ curriculum is implemented.

#### **1.4. Research Question and Sub-questions**

This study aims to answer the following research question and sub-questions:

1. What are the perceptions of students and teachers towards English language-oriented curriculum implementation in the 11<sup>th</sup> and 12<sup>th</sup> grades of public high schools?
  - 1.2. Which factors (school achievement, school counselling service, family, teacher, and school administration, etc.) are affecting the students in the stage of selecting the English language-oriented courses?
  - 1.3. What are the students' perceptions of the coursebooks which are being used?
  - 1.4. What are the students' perceptions of the methodology of their teachers?
  - 1.5. What are the teachers' perceptions of the English language-oriented courses' curriculum implementation?
  - 1.6. What are the teachers' perceptions of the coursebooks for the 11<sup>th</sup> and 12<sup>th</sup> grades?
  - 1.7. What are the teachers' perceptions of the methodology of themselves?

#### **1.5. Significance of the Study**

This study hopes to establish an understanding of how the English language-oriented courses' curriculum (ELOCC) is being applied in the 11<sup>th</sup> and 12<sup>th</sup> grades. Therefore, the results of the present study will be of great benefit to everyone related to the field in many ways considering that English has been and still is the most widely spoken and preferred language all around the world. First and foremost, it provides feedback about the implementation of the English language-oriented field's curriculum of public Anatolian high schools in Antalya/Turkey. In other words, it provides feedback about how the implemented curriculum is experienced by the students in the classroom as well as how the planned curriculum is perceived and implemented by the English teachers of the field. As a result, it helps the curriculum developers to visualize how their decisions on this curriculum are interpreted and practiced by the teachers and experienced by students in the classroom. It also serves the teachers to better understand how their implementation of the curriculum is being experienced by the students.

The findings related to the problems in curriculum implementation can also assist teachers to improve their future performance and methodology as well as being used as a reference study



in not only pre- and in-service training programs offered by the Ministry of National Education (MoNE) but also English language teaching program's courses in universities. Becoming one of the few studies of English language curriculum implementation at 11<sup>th</sup> and 12<sup>th</sup> grade of public Anatolian high schools in Antalya/Turkey, the present study hopes to shed light on the ongoing situation.

This study also contributes to identify the problems encountered in reaching the goals of the present English language-oriented courses' curriculum from the perspectives of teachers and students. This way, the authorities might have a chance to reconsider their decisions by considering these issues in their attempts to improve a new curriculum. This study is also going to be a great benefit if the Ministry of National Education (MoNE) attempts to reconsider and make changes in the present English language curricula at the secondary level. Consequently, the difficulties faced, and suggestions made by the teachers, the results taken about the present implementation process, and how the students' experiences are assumed to serve useful information for the program development specialists when they have future attempts to upgrade.

This study also contributes to the literature. In that sense, an examination of the English language-oriented courses' curriculum implementation in the Turkish context and the identification of the issues can provide perspectives for other similar education systems.

### **1.6. Limitations of the Study**

This study is limited to the English language-oriented courses' curriculum implementation offered for the students studying at the eleventh and twelfth grades of public Anatolian high schools in Turkey during the 2018-2019 academic years. Considering the time and cost issues, in a study like this where there are students and teachers included, the researcher could not have control over the application and especially the interviews all around Turkey. Therefore, it is limited to the English teachers and students who were available and a part of language-oriented courses from all over central Antalya and who were voluntary to took part in the qualitative section of the study. The other reason for including all central Antalya Anatolian High schools is that having a sample size around 360 and 1000 is seen suitable for making the sample representative of the actual population in survey studies (Fraenkel and Wallen, 2000; Jaeger, 1997). Lastly, the teachers and students were listed by the Educational Directorate of

Antalya after requested by the researcher. Even though the criteria for selection were explained to them, they stated that they could not find out in which Anatolian high schools there are English language-oriented courses. Therefore, they listed the number of Anatolian high schools as well as the total number of 11<sup>th</sup> and 12<sup>th</sup>-grade students. As a result, the researcher has had to visit all Anatolian high schools in central Antalya to plan the study with definite numbers and clear information.

Although an almost equal number of participants from each grade level (315 for 11<sup>th</sup> grade and 253 for 12<sup>th</sup> grade) participated in the study, the numbers of students were unequal if it is considered that their achievement levels were different. That is why; it is possible to say that not having an equal number of participants from a variety of achievement levels is a limitation of this study. The place where the questionnaires were applied and the time and duration of the application of the questionnaires were under the control of the researcher. But the type of assistance provided was one of the conditions which were beyond the control of the researcher. Therefore, other constraints are also assumed to exist as these conditions may differentiate teachers' and students' responses. Especially, the responses of teachers during the interview are assumed to be constrained with time as the duration was limited to the break-times by some of the headmasters at some schools.

This survey is based on the teachers' and students' perceptions collected directly from them, and other people who took part in the design and implementation of the curriculum such as administrators are excluded. Moreover, the information collected from the participants was triangulated utilizing other instruments such as focus-group interviews (with students) when seen necessary. By doing so, the objectivity of the study is assumed to be more controlled. Furthermore, by using open-ended questions and by employing an appropriate data analysis procedure, the constraints to the objectivity of the study are less limiting. Lastly, to sustain the reliability and validity of the data collection instruments before all the applications, some measures are taken, which also excludes the other possible threats.

## 1.7. Definitions of Terms

**Anatolian High School:** It refers to the institution where teenagers in Turkey receive the third stage of compulsory education. Teenagers attending the Anatolian high schools are from around the age of 15 to the age of 20.

**Curriculum Implementation:** It is the process of implementation of English language-oriented courses' curriculum including not only the instructional practice but the curriculum itself as well.

**English Language-Oriented Courses:** This term refers to the 11<sup>th</sup> and 12<sup>th</sup>-grade courses where all the students have willingly chosen to focus more on the English language.

**English Language-Oriented Curriculum:** This term refers to the curriculum that has been designed by the Ministry of National Education (MoNE) specifically for English Language oriented courses.

**English Language Teaching:** It is the process of teaching and learning English as a foreign language in public Anatolian high schools in Turkey.

**Ministry of National Education (MoNE):** This term refers to the government minister which is responsible for education and training services all around Turkey.

**Students' Perceptions:** They are the opinions of students at 11<sup>th</sup> and 12<sup>th</sup> grades of public Anatolian high schools' English oriented courses in Antalya/Turkey about the English language-oriented curriculum.

**Teachers' Perceptions:** They are the opinions of English language teachers at 11<sup>th</sup> and 12<sup>th</sup> grades of public Anatolian high schools in Antalya/Turkey about the English language-oriented curriculum.

**University Entrance Exam:** This term refers to the examination prepared and applied by ÖSYM in Turkey to select successful students for available placements at universities.

## **CHAPTER II**

### **LITERATURE REVIEW**

#### **2.1. Introduction**

An overview of the thesis is going to be included in this chapter where the key issues and assumptions of the study are going to be focused on. Also, the primary purpose of the current study which is to investigate Anatolian high school English language courses' curriculum implementation will be discussed. Starting from the subject of English language teaching and its curricula in Turkey, deciding on a career, the factors that have a role in choosing a career, whether secondary education as a whole has a significant influence on this career decision path and lastly the impact of university entrance exams in the process are going to be comprehensively explored in order to reveal their essential roles in students' growth. In this respect, all the defined concepts regarding the subjects mentioned above are going to form the theoretical framework of the current study.

#### **2.2. Overview of Foreign Language Teaching in Turkey**

Starting from the foundation of the Turkish Republic in 1923, reforms in the field of education have taken place, which also affected foreign language teaching and learning in all levels of schools. One of the most notable reforms was to send tertiary-level students to Western countries to complete different academic studies. With this reform, students not only had a chance to expertise more on their academic lives but also learn different languages such as English, French, and German. Another notable reform was the foundation of 'education colleges' (renamed as 'Anatolian lycées' in 1974) (Alptekin and Tatar, 2011). These education colleges were prestigious public schools that provide the students with dual-language education in subjects such as Maths, Biology, and Physics, etc. in addition to the intensive language and literature teaching as a separate subject. The education colleges are now run by a national foundation, The *Turkish Education Foundation* (T.E.D) (Sarıçoban, G. and Sarıçoban, A. 2012). Similar developments also occurred in tertiary education to meet the standards. Although the medium of language stayed Turkish in almost all the state universities in Turkey, two English-medium state universities, namely; Middle East Technical University (METU) in 1956 and Boğaziçi University (formerly Robert College) in 1971 were created as a model. Through time, this type of university model has become quite popular, and later on

private universities have been founded with a similar teaching model.

Once in every four years, the Board of Education and Discipline (TTK) organized meetings and discussed all the issues about Turkish education nationwide. Foreign language teaching did not have the priority as the problem of illiteracy was more urgent to focus on in the first decades of Republic. Still, it was the first mention in the National Education Summit in 1943. In the year of 1988, the first foreign language policy was established by TTK. "Level System for language teaching" in foreign schools were started to be used in the 1988-1989 academic year. In this system, while foreign language courses were compulsory in 1<sup>st</sup> year of middle school, 2<sup>nd</sup>, and 3<sup>rd</sup> years of middle school, they were optional in second and third grades in high school. When a student preferred to have optional foreign language courses added to his/her curriculum, the score taken at the end of the year wasn't affecting the GPA of the student. After a year of application, this system was abolished and English as a foreign language became a mandatory class in the schedule again (Çelebi, 2006).

Haznedar (2004) stated that the studies on foreign language teaching in Europe had led to similar studies to be worked on in Turkey and from 1997-1998 onwards, Turkey got in force the Law No. 4306, which is '4+4 School Reform'. After this educational reform in 1997-1998, foreign language teaching was suggested to be added to the primary schools' curriculum as it was thought to be more beneficial for young learners. Çakır (2007) provides the following information about those years; starting with the reform, 2 hours (per week) of foreign language courses were placed into the 4<sup>th</sup> and 5<sup>th</sup> grades' curriculum. Also, 4 hours (per week) of foreign language courses were added to the 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grades' curriculum. From 6<sup>th</sup> grade to the end of 11<sup>th</sup> grade, the students started to have 4 hours per week then. Besides, in this same educational reform, public high schools' schedule was also renovated by adding 2 hours of optional foreign language courses if the students are not studying ELOC in 11<sup>th</sup> and 12<sup>th</sup> grades (Demirpolat, 2015).

With the announcement of Law No. 184; 'Re-structuring the secondary education' on 07/06/2005, regarding foreign language teaching, the following changes were made. The public high schools will be phased out and re-named as 'Anatolian high schools'.

- Starting from the year 2005, the duration of education for high schools will be 4 years and this change will be gradual from 9<sup>th</sup> grade onwards.

- Foreign language-oriented high schools will re-structure their 4 years of education according to the new regulations. After all the students from the former regulations graduate these schools will also be renamed as ‘Anatolian high schools’.
- From primary education to the end of secondary education, the number of foreign language courses will be determined by adopting the European Union’s foreign language ‘Levels System’.

Although these changes were affectless at the beginning, in 2007, foreign language-related multiple-choice questions were involved in High School Entrance Examination (OKS), which resulted in a greater interest in foreign language learning (Akdoğan, 2010).

From 2005-2006 onwards, teaching methods and techniques started to be based on Constructivism in foreign language teaching. And with the new curriculum implemented, in order to improve the methodology, all English teachers in Turkey were invited to in-service training for a week (Demirpolat, 2015).

As Çarıkçioğlu (2019) stated, after the preparatory courses were removed from practice, the number of high school foreign language courses was frequently changed. For example, in the 2006-2007 academic year, ten hours of compulsory English lessons were taught in the 9th grade, while in 2014-2015, 9 hours of compulsory English lessons were re-arranged as six hours (MEB, 2006; 2014b).

Various changes were made in Turkey to transform the national education system to a more qualified one and catch up with the standards of the European Union. With “Primary Education Law no. 6287” adopted on 30 March 2012, and also publicly known as “4+4+4”, a radical decision is made in the Turkish education system and put into practice. 8 years of compulsory education were abolished and an extended version of 12 years of compulsory education came in force. This Law brought along changes regarding foreign language teaching. It was determined that the grade where foreign language education begins will be the 2nd grade of primary school (MEB, 2012). Change concerning school hours made in foreign language education in Turkey and the necessary steps were taken regarding the content regulation.

### **2.3. Overview of Secondary Foreign Language Teaching Curricula of 2014 and 2017 in Turkey**

In this part, an overview of 2014 and 2017 curricula will be mentioned here with the following sub-topics; objectives, content, learning, and teaching and measurement/assessment dimensions, which are the main elements of the program development process.

Board of Education and Discipline (TTK) accepted Education Law no. 103 on 26 November 2014, which is the new foreign language teaching curriculum for high schools (9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup>, and 12<sup>th</sup> grades). This new curriculum was going to be gradually in use starting from the 2015- 2016 academic year (MEB, 2014). Then, it was decided by MoNE again that the redeveloping foreign language curriculum by TTK was going to be in force starting from 2017- 2018 academic year first in 9<sup>th</sup> grades and then in the 2018-2019 academic year in all grades with Rule No. 40 (MEB, 2017).

With regards to their objectives and content, when basing philosophies both in 2014 and 2017 Secondary Education English Curricula are examined, the content appears to be similar. Both curricula define English as a bridge between people whose mother tongue is different. Also, they view language as a means of communication but not a lesson to be learned. Highlighting why and how to teach a subject; both curricula associates four basic skills with achievements and states that a spiral structure based on repetitions should be followed in order to achieve this. Adopting the ‘Level System’ in Common European Framework (CEFR), the curricula have got following proficiency levels: 9<sup>th</sup>-grade students at A1 / A2 level, 10<sup>th</sup>-grade students at A2 + / B1 level, 11<sup>th</sup>-grade students at B1 + / B2 level, 12<sup>th</sup>-grade students at B2 + level (MEB, 2014-2018). Aksoy Şimşek (2018) indicates that the 2014 curriculum adopted an eclectic approach while the 2018 curriculum was based on a holistic approach, an action-oriented approach, and an eclectic approach. Both programs have similar general objectives. English teaching should be encouraging and fun for individuals who can use English effectively and fluently in learning environments. However, in the 2017 curriculum, the ‘independent learner’ and ‘Education of values’ features were emphasized in the goal part of the curriculum for the first time.

When the program designs are analysed, in 2014, the sub-content of the program is presented as ‘functions, skills, exemplary use, suggested materials and tasks’ while in the 2017 curriculum, ‘functions and useful language examples, language skills and learning outcomes,

recommended materials and tasks'. In both Curricula, in parallel to the CEFR, the same acquisitions covering skills/ functions were included in the same grades. As to the themes of the Curricula, it can be said that some of the existing themes in the 2014 curriculum were changed with more functional ones and some themes regarding the teaching of values were also added. It is possible to see the themes in grades 11<sup>th</sup> and 12<sup>th</sup> as it relates to the present study in Table 2.1. below:

*Table 2.1 The themes in 2014 and 2017 Curricula for 11th and 12th grades*

2014	2017
<p>Grade 11</p> <ol style="list-style-type: none"> <li>1. What A Life!</li> <li>2. Hard Times</li> <li>3. Future Jobs</li> <li>4. Back to the Past</li> <li>5. Hobbies and Skills</li> <li>6. Open Your Heart</li> <li>7. Facts from Turkey</li> <li>8. What if</li> <li>9. My Friend</li> <li>10. Habits: Now and Then</li> </ol>	<p>Grade 11</p> <ol style="list-style-type: none"> <li>1. Future Jobs</li> <li>2. Hobbies and Skills</li> <li>3. Hard Times</li> <li>4. What A Life!</li> <li>5. Back to the Past</li> <li>6. Open Your Heart</li> <li>7. Facts about Turkey</li> <li>8. Sports</li> <li>9. My Friend</li> <li>10. Values and Norms</li> </ol>
<p>Grade 12</p> <ol style="list-style-type: none"> <li>1. Music</li> <li>2. Friends</li> <li>3. Jobs</li> <li>4. Coming Soon</li> <li>5. Psychology</li> <li>6. Favours</li> <li>7. News Stories</li> <li>8. The Environment</li> <li>9. Technology</li> <li>10. Manners</li> </ol>	<p>Grade 12</p> <ol style="list-style-type: none"> <li>1. Music</li> <li>2. Friendship</li> <li>3. Human Rights</li> <li>4. Coming Soon</li> <li>5. Psychology</li> <li>6. Favours</li> <li>7. News Stories</li> <li>8. Alternative Energy</li> <li>9. Technology</li> <li>10. Manners</li> </ol>

Considering the methodology, both of the curricula favoured the following approaches: cooperative learning, task-based learning, project-based learning, experiential learning, computer-assisted language learning (CALL), mobile-assisted language learning (MALL), and blended learning. The focus was on the interactive side of the Curricula and while preparing activities, the teachers were recommended to consider students' ages, interests, proficiency levels, the learning outcomes of the unit, and the themes.



The suggested materials for classroom use were also vary depending on the approach adopted in the class. The list provided in both curricula were as follows: written materials, pictures and graphics, real person, real objects or realia and models, sound records, television programs, and videos. The criteria for the material choice were that it should be dynamic, interesting, include language from real life, enable students to experience a sense of discovery, and address multiple senses at the same time. In the curriculum of 2017, in line with the newly added 'values education' principles, the materials to be used also depended on the age group, culture, ethics, and moral values of the students (Aksoy Şimsek, 2018).

In both curricula, measurement and evaluation were not seen as merely a purpose, but a tool in the process. The tools of measurement were not negative reinforcements in learning English, but only conducted to better supervise learning. Instead of traditional evaluation methods such as multiple-choice, true/false, and space-filling, it was suggested to evaluate the natural use of language with activities that emphasize communication.

Also, self-evaluation, peer evaluation, multiple feedback providers such as computer-aided materials were recommended for supervising. The selection of methods and tools appropriate for the nature of the skill to be assessed was of primary importance. In addition to written exams, exams that measure listening and speaking skills were added. Lastly, materials using information technology such as forums, video blogs, and electronic portfolios were introduced.

#### **2.4. Overview of Laws and Regulations regarding ELOC in Turkey**

In this section, some of the related regulations and laws described by the MoNE and ÖSYM will be overviewed.

#### **2.4.1. MoNE**

The most related and important regulation described by the MoNE is Regulation of Secondary Education Institutions (OÖKY). According to OÖKY which was last modified on the 5<sup>th</sup> of October 2019, there are some items regarding ELOC courses and the present study. These items will be defined in this section to deepen the understanding of the literature review. The following items are retrieved from Ortaöğretim Kurumları Yönetmeliği (2013). While referring to the items; only the ones related to the study have been stated.

#### **Item No.10: Curricula in secondary education**

- a) Curricula prepare the students for higher education, the profession, the life, and Curricula are approved by the Ministry of National Education. According to the characteristics of secondary education institutions, whichever courses will be started are stated in the weekly course schedule and program descriptions.
- b) Curriculum consists of common courses, field and branch courses, and elective courses in accordance with the students' interests, wishes, and abilities, as well as their differences and characteristics of the area they will be directed to and lastly school and program types.
- c) The common course is that each student must take until graduating from the secondary education institution. Moreover, it provides a minimum common general culture, is sensitive to social problems, aims to gain the awareness and power of contributing to the economic, social, and cultural development of the country and prepares the students for higher education programs.
- d) The field and branch courses direct the student to the higher education programs and /or profession and business areas they target and provide opportunities for development in this direction.

#### **Item No.11: The selection of courses**

- 1) The selection of the courses and explanations related to this are announced to the students by the school directorate in the first week of the second semester.
- 2) Course selection is made by the student in February, within the knowledge of the parents, class teacher, and counsellor teacher depending on the opportunities of the school. Then, the information will be entered into the e-School system and the number of coursebooks needed is also entered into the Book Selection Module. The courses

that cannot be opened because the group cannot be formed are announced by the school administration. Students who choose these courses are directed to elective courses opened according to their preferences. The program of the students who do not choose any courses within the expected period is determined by the school administration.

- 3) The elective course can be opened if there are at least 10 student requests. Even if the number of students decreases during the school year, the course continues to stay open. In common courses, class integrity is essential. These conditions are not sought in Research, Development, and Education Centre (ARGEM), where private education institutions, official private education institutions, special education classes, and special secondary education programs are implemented.
- 5) Elective courses that cannot be opened due to lack of demand can be opened in a central school/schools upon the approval of the national education directorates, and it can be ensured that students take the elective courses in these schools / but their registers remain in the same school.

**Item No: 13: Coursebooks, educational materials**

- 1) Textbooks are determined by the Ministry of National Education and published in the Journal of Notices and / or electronically.

**Item No.45: Written and practice exams**

- h) Examinations of foreign language lessons are completed in a written way and applied to measure listening, speaking, reading, and writing skills.

**Item No: 51: Grade regulation**

- h) It is essential that students gain listening, speaking, reading, and writing skills in a foreign language course. Knowledge and skills are evaluated with written or applied exams, performance studies, and projects depending on their characteristics by using various measurement tools. If the course is taught by more than one teacher, the semester score of the foreign language course is determined according to the weighted average of the points given. When necessary, evaluation of skills can be made jointly with the decision of the council of teachers.

**Item No: 55: Year-end average point**

- 2) The year-end success point is taken as the basis for calculating the graduation score.

**Item No: 64: Determination of the top students**

- 1) In the course, the student with the highest graduation score for the four-year education and training years is determined as the top of the school by the council of teachers. However, those who do not complete their internship despite all the courses are successful, and those who do not study at the school where they graduated, cannot be the top student.

**Item No: 78: The responsibilities of the director**

- 4) The duties, powers, and responsibilities of the director are:
  - a) Before the academic year begins, he/she divides the workload and informs by formal documents. He/she distributes the tasks related to the lessons that teachers will take by taking their opinions when necessary.
  - k) He/she ensures the organization of weekly course schedules, approves, and implements them.

**2.4.2. ÖSYM**

The measurement and evaluation process carried out through the exams in Turkey is implemented in two ways: central and school exams. Central exams are generally developed and administered by the MoNE or ÖSYM. The concept of “high-stake exams” for central exams in the literature is also used (Kumandaş, H., & Kutlu, Ö., 2010)

According to Gurbuzturk and Kincal (2018), as to the connection between secondary education and higher education, one of the goals of secondary education can be stated as to train students for higher education. What the students are going to learn in higher education is largely build on the knowledge, skills, and experience gained in secondary education. For this reason, the success of students who have reached higher education depends on the quality of education in secondary education institutions. In terms of student abilities and preferences in the transition to higher education, whether they make appropriate choices and the programs they are placed are suitable for these abilities is a crucial problem. Repeatedly entering UEE might cause the problem that the population entering the exam gets larger. In the secondary

education level, as well as the compulsory basic courses, elective courses should also be included in the field in which the individuals will study in the programs of the school type they choose. Sub-areas where students' interests and abilities are more concentrated can be identified. According to these areas, those who will continue higher education with the guidance of secondary education institutions can be suggested what the areas they should choose in higher education (Gurbuzturk & Kincal, 2018).

The good image of the teacher depends on the success of students in the UEE (Ünsal, 2015). The expectation to make students turn into successful narrows has become one of the teachers' professional roles. As defined by Yıldırım (2011), it is the real reason why the teaching profession turned into being a “technician teacher”.

With the regulation that started to be implemented since 1999, the ÖYS (Student Placement Examination) was abolished and the university exam was based on ability-based ÖSS (Student Selection Examination). Secondary education GPA coefficient was increased from 10% to 20%. And the students had to select the field which was related to higher education programs during secondary education (Eşme, 2014).

Starting from 2006, one-step exam practice with the name of ÖSS continued, but some of the questions were similar to the ones in the ÖSS in previous years; while some others were prepared with the scope of the high school curriculum (ÖSYM, 2018).

As of 2010, a new two-stage examination system has been launched. The first stage consists of questions assessing the adequacy of candidates for higher education in the YGS (Transition Exam to Higher Education). In the second stage exam LYS (Bachelor's Placement exam), the level of knowledge and skills are tried to be measured and points will be taken as the basis for placement in formal undergraduate programs except from open universities.

In our country, the system was developed with changes in the historical process of the university entrance system and in 2017 the university entrance system has been finalized. (ÖSYM, 2018-a). In this framework in 2018 the name of the exam was determined as ‘Higher Education Institutions Exam’ (YKS). In YYS, which will consist of one-stage but different sessions; TYT, AYT, and YDT. Verbal and numerical knowledge, language skills, and logic skills will be measured depending on the exam taken. The Basic Proficiency Test (TYT), which is the 1<sup>st</sup> session of YYS, is mandatory for all candidates and the second session Field

Proficiency Tests (AYT) and 3rd session Foreign Language Test (YDT) is optional. But, a candidate, who wants to enter either or both of AYT and YDT, was required to enter TYT. Turkish, Social Sciences, Basic Mathematics and Science content were an existing source of questions in TYT. Questions related to students' field were also included. Turkish Language and Literature in AYT- Social Sciences-1, Social Sciences-2, Science questions were also included in different divisions available in the examination. Regardless of the type of score, TYT's contribution to placement score was determined as 40%; AYT / YDT as 60% (ÖSYM, 2018-b; YÖK, 2018).

In section two, it's clearly stated that 'Those with a 2018-TYT score of 200 or above can attend other sessions of YKS without entering the 2019-TYT if they wish. For those who want to settle in an undergraduate program with SAY (Mathematics-Science), SÖZ (Turkish-Social Sciences), EA (Turkish-Maths) or English Language field points in 2019 YKS (Even if 2018-TYT score is 200 or above); it is mandatory to participate in 2019-AYT and/or 2019-YDT sessions.

In the YKS guide published every year, it is possible to see that, the fields are stated in Table 4 where the information about universities is stated (ÖSYM, 2020). Besides, when Table 7 in the same guide is examined, it is possible to see that English Field is coded with no. 6311 although the official application of English Field was abolished by MoNE. Documents such as "Frequently asked questions for higher education institutions exams" have been prepared and announced by the ÖSYM and the Higher Education Council (YÖK) to inform about changes on their website.

The central exams held in Turkey are applied to select and place the students from different backgrounds in a higher education institution (Secondary-University). For that purpose, the central exams are important for teachers, students, and parents (Çetin and Ünsal, 2019). Also, Köse (1999: 52) states that pre-higher education and education, efforts of all stakeholders i.e. students, parents, teachers, etc. in this process are fully oriented towards the university entrance exam.

To sum up, it can be stated that ÖSYM is one of the forthcoming institutions in Turkey as it has a role in high school students' career choice with its regulations and announcements.

## **2.5. The Concept of Career Choice with Theoretical Bases**

This concept can be defined as a process rather than being a final decision. Although the process itself aims to arrive at a final decision, it can be broadly defined as a long-term process that involves different stages in which psychological, sociological, physical, economic, and educational factors extensively contribute (NCDA, 2008). There are various theoretical approaches for career choice and even though these were developed from different theoretical bases, they were still used in either combined way or along with others. Holland's (1959, 1997) Personality Types and Work Environment, Schein's (1978) Career anchors, Bandura's (1997) Self-efficacy, Krumboltz's (1979) Social Learning Theory of Career Counselling and Lent, Brown and Hackett's (1994, 2000) Social Cognitive Career Theory are some of the prime approaches mentioned above. The current study embraced Krumboltz's Social Learning Theory and Lent, Brown, and Hackett's Social Cognitive Career Theory that anchored in Bandura's (1986, 2001) general Social Cognitive Theory while examining the factors that have an influence on career choice among high school students. Therefore, those two theories were specifically considered to show their relevance to career development. Both include not only social and cognitive factors but also, they stay sensitive to cultural aspects. Living in a social world, students tend to interact with their environment while seeking guidance for their career choice. In this way, having sociological backgrounds, both Bandura and Krumboltz emphasizes the importance of behaviour and cognition.

### **2.5.1. Lent, Brown, and Hackett's Social Cognitive Career Theory (SCCT)**

Social Cognitive Career Theory (SCCT) by Lent et al. (1994, 2000) gained prominence as a framework to investigate the reasons for career-related decisions of different kinds of populations. The theory itself states that career development and decisions can be best explored through the complex interaction among individual factors (i.e., self-efficacy, outcome expectancies, interests, and goals), personal factors (e.g., ethnicity, predispositions, and gender), and prior learning and achievement, that are all examined through the lens of Social-Cognitive Theory (Bandura, 1986, 2001). Lent et al. (2000) suggest that their theory has roots in Albert Bandura's social cognitive theory (1986, 2001) and that it explores basic academic and career interests' development, how educational and career choices are made, and lastly how academic and career success is achieved. To simply define SCCT, it can be said that people have a tendency to be interested in, perform better and pursue a career path

according to the areas where they have stronger self-efficacy beliefs and outcome expectations. Moreover, the other important aspect is that they need to be surrounded by environmental support and equipped with the necessary skills to continue pursuing their career paths (Lent et al., 2000). Self-efficacy beliefs are dynamic and may be changeable in different occupational domains. For example, one might feel very confident about scientific tasks whereas he feels less confident when it comes to social tasks. There are four ways of developing self-efficacy; personal performance accomplishments (successes and failures), vicarious experiences (e.g. observing others similar to you), social/verbal persuasion (i.e. encouragement from other people), and physiological (e.g. stress levels) and emotional states (e.g. moods and personal reactions). As for the term 'outcome expectations', it is possible to define as one's beliefs about accomplishing behaviours, choosing to engage in an activity, effort, and persistence. It is basically the question of 'What is going to happen if I do this?' to self. Both Bandura (1986) and Lent et al. (2000) state that people's interest in engaging in an activity, staying persistent, and finally having success is partly determined by these two terms: self-efficacy and outcome expectations. Another term that is focused on by both Bandura and Lent et al. is 'personal goals'. These goals are categorized into two: choice goals and performance goals. SCCT asserts that choice goals and performance goals are strongly linked to self-efficacy and outcome expectations. That is, people are more dedicated to succeeding in any activity where they feel they are closer to achieve their goals, which results in boosting their self-efficacy and realizing their outcome expectations. In other words, success and failure are the primary determiners for people while altering or confirming their expectations, self-efficacy, and lastly goals. SCCT is composed of three models: interest model, choice model, and performance model.

#### **2.5.1.1. Interest Model**

SCCT model of interest development (Lent et al. 1994, 1996) emphasizes how social cognitive variables contribute to a person's formation of interests. Interests may be shaped through either direct or vicarious exposure to a variety of activities. Aptitudes/abilities are the centre to one's interest, but perceived abilities surprisingly precede one's actual abilities. The formulation between these terms is as follows; abilities impact self-efficacy beliefs and anticipated outcome results thereby play an important role in the formation of a stronger interest for the action (Smith, M. S. 2002). While people keep developing their interests in a special activity, they also tend to put some goals for either sustaining or increasing their



involvement in the action. Then, with further involvement, they are likely to experience mastery as well as failure. In turn, this revises their self-efficacy, outcome expectations, and finally their interests through this on-going feedback procedure. Formation of interests will generally be complete around the time of late adolescence when the general interests in art, science, or social activities, etc. become more stable. But data on the stability of interests also show that there is a chance for further development or revision of interests in post-adolescent years due to the changes in self-efficacy beliefs or/and outcome expectations. To explain it more precisely, in these years people might get new learning experiences such as marriage, parenting, new job training, technological advances, etc. (Lent et al. 2002)

In sum, it can be said that interests are likely to blossom when people feel themselves competent at performing in an activity and thereby have positive outcomes at the end of it. Even though one might have actual capabilities for a certain activity, when their environment does not provide them with enough exposure to direct or vicarious experience, these interests may end up with impedance of development.

#### **2.5.1.2. Choice Model**

SCCT model of choice development (Lent et al. 1994, 1996) builds on the interest model. Having set self-efficacy beliefs as well as outcome expectations, people are likely to follow certain career-related interests, which results in putting specific occupational and educational choice goals. If these choice goals are strongly held, known by others, supported by others, clear and specific, people become more dedicated to seeking to enter a major, university, job, or program. With the help of their subsequent failures and success, ultimately their further choice goals are revised or formed.

Although academic and occupational choice goals are expected to be under the impact of interests, such constraints as family pressure, economic needs, educational limitations cause people to compromise their interests and revise their choice goals with the basis of more pragmatic considerations. These constraints, that are supported (financially and emotionally), barriers and opportunities, can be collectively labelled as ‘environmental influences’. To sum up, it’s possible to state that interests can be a better predictor of one’s choices only when ‘environmental influences’ do not have a negative influence on the person. If not, people will have to bypass their interests to pursue a more pragmatic and culturally accepted

consideration (Lent et al. 2002).

### **2.5.1.3. Performance Model**

SCCT's performance model tries to predict and explain two prime aspects of performance: the level of success in one's educational or occupational pursuits and the degree of persistence of one's against the obstacles (Lent et al., 2002). From this point, SCCT will review the influence of self-efficacy, outcome expectations, and performance goals on success and persistence. According to Lent et al. (2002), ability, as mentioned above, is assumed to affect performance directly and indirectly. For instance, students with higher aptitude are more likely to succeed in and persist longer in an activity than the ones with lesser aptitude. To put it another way, students with higher aptitudes are also more motivated to persist, in turn, more possible to do better. Self-efficacy beliefs, outcome expectations, and abilities are the components of a concert and they influence performance goals. To explain it more simply, it can be said that people tend to set higher performance goals when they have a strong self-efficacy belief of themselves (e.g. I can do this just like my friends.), positive outcome expectations, and area-related aptitudes. Otherwise, they are more likely to set lower-level goals, experience anxiety due to poorer performance, give up more quickly after facing obstacles, and consequently challenge themselves less academically as well as having less academic success. Regarding this, Bandura (1986) notes that a large overestimation of self-efficacy may bring about the same results. For example, job trainees with overestimated levels of self-efficacy drastically set unrealistic goals and take on responsibilities that are beyond their capabilities, which results in failure and discouragement. Hence, Bandura (1986) states that performance goals that modestly exceed their current grasp are more optimum because this makes people to set high but attainable goals. Also, this leads people to stretch their current level and by this means to strengthen their self-efficacy beliefs and outcome expectations.

### **2.5.2. Krumboltz's Happenstance Learning Theory**

The Happenstance Learning Theory (HLT) is the revised and improved version of the rather old theory "The Social Learning Theory of Career Decision Making" again proposed by Krumboltz in 1979. The most important concept in this theory is that through a variety of learning experiences, people can acquire different preferences for a variety of activities in their lives. This is the way of making sense of their activities due to the ideas they have

learned or taught through a long and complete series of learning experiences. According to Krumboltz (2009), these ideas can be acquired through both direct and indirect learning experiences. As to the learning experiences mentioned above, and to further explain why people behave the way they do, some concepts are identified within the theory; genetic influences, learning experiences in 2 sub-categories: instrumental learning experiences and associative learning experiences, environmental conditions and events, structured educational settings and the imperfect world.

#### **2.5.2.1. Genetic Influences**

According to HLT (2009), it can be concluded that there is nothing one can do to alter genetic inheritance after birth though Krumboltz accepts the fact that genetics plays a role in career assessment and choice. Therefore, people had better focus more on what they have a degree of control in their lives, which are environmental factors and events. Krumboltz supported these ideas with what he found out in Bouchard's study (2004). In this study, the results revealed that even vocational interests were of a substantial genetic basis. The heritability coefficients range from a low of .31 for the enterprising interest to a high of .39 for the Artistic interest. Schizophrenia has a heritability coefficient of .80, and the coefficient for intelligence at age 26 is .88.

#### **2.5.2.2. Learning Experiences**

Learning is an ongoing process that might occur in a glance or a split-second. In daily life, people develop feelings towards others depending on their observations and generalizations. It is possible to have an impression of someone or an environment with a glance. Also, people learn quickly from other people's reactions if any action they take pleases or displeases them. Yet, this does not mean that new learning is all accurate, but they are learned, nevertheless. Krumboltz (2009) categorizes learning experiences in two categories: instrumental learning experiences and associative learning experiences.

#### **2.5.2.3. Instrumental Learning Experiences**

Krumboltz focuses the same term in his former study (1976) by emphasizing the importance of reinforcements. He posits that both positive and negative reinforcements influence people's life choices. For a high school student, these feedbacks can either be the disappointment right after s/he fails to solve a difficult problem, not praised or a look from one of the friends or

vice versa. These feedbacks may be verbal (“Good job!”) or physical (a pat on the back). These reinforcements always can arise a future dream career vision or failure in people’s minds.

## **2.6. High School and Career Choice**

There are different applications of university entrance examinations in the world. Higher education board published the regulation of 1999 with these following items:

- a. Increasing the weight of success in secondary education and removing the second phase exam, students are out of school unhealthy a large number of environments based on patterns, there will be the purification of the negative effects of memorization and solving multiple-choice questions
- b. Applying the field coefficients between secondary and higher education in order to remove the disconnection and also removing the obstacles against the graduates of vocational and technical high school students
- c. Higher Education Board tried to encourage individuals to choose suitable programs with their fields in secondary education. Weighted Secondary School Achievement Score (AOBP) was multiplied with 0.50 but multiplied with 0.20 when different fields than theirs are selected. Then they were added to the standard scores of the Student Selection Examination (ÖSS).

Higher Education Board considered the reports prepared by ÖSYM in 2002 and increased the coefficients to which AOBP will be multiplied from 0.50 to 0.80 for candidates applying in their field. secondary education. The reason why the score points are added to students' ÖSS scores by increasing their weights is that students who are successful in secondary education are also more successful in higher education, which was proven by a couple of researches (Tavşancıl, 1989; Yağımlı, 2004).

In our country, the latest system was shaped after numerous changes through the process in 2017 when it has been finalized (ÖSYM, 2018-a). Within this framework, the name of the exam was determined as “Higher Education Institutions’ Exam (YKS)” which consists of one-phase but different sessions (TYT, AYT, YDT) where verbal, numerical and foreign language skills that are logic and reasoning oriented will be measured.

The Basic Proficiency Test (TYT), which is the 1<sup>st</sup> Session of YKS, is mandatory for all candidates. The second session: Field Proficiency Tests (AYT) and 3rd session: Foreign Language Test (YDT), on the other hand, are optional. But it is required that one enters TYT to be able to take part in AYT and YDT. The subjects included in TYT are Turkish, Social Sciences, Basic Mathematics, and Science. All the questions are related to a field in AYT (Turkish Language and Literature, Social Sciences-1, Social Sciences-2, and Sciences). Regardless of the type of score, TYT's contribution to the final placement score was determined as 40% and to AYT / YDT 60% (ÖSYM, 2018-b; YÖK, 2018)

Students in Turkey who study at high school are generally young people between the ages of 14-18. According to Super (1957), students between the ages of 14-18 are in the experimental stage of the research phase of professional development. Students start their higher education after graduating from high schools, which puts them charged with the responsibility to prepare students for the university. The fact that high schools need to achieve such a goal depends on their ability to provide their students with the necessary knowledge in order to have a high score from the university entrance exam. In a way, high schools are expected to educate their students and increase their level of readiness required for the university and the best predictor of the skills tried to be measured in university entrance examinations is the level of success achieved in high schools.

## **2.7. Related Studies Abroad**

The study of Intansari (2013) investigated teachers' theories (beliefs) about teaching and learning English. In this cross-sectional survey study involving forty-two English teachers of fifteen Secondary Schools in the city of Sukabumi, West Java, the data from an open-ended questionnaire were obtained. A total of 3696 raw data items were collected and analysed both qualitatively and quantitatively. The relevant findings regarding the implementation of the curriculum in the daily process of teaching and learning English showed that there were gaps between the compulsory curriculum developed by the government and the curriculum applied at the classroom level. This departure from the compulsory curriculum guided the curriculum implementation process and led to the achievement of the basic goals of teaching and learning English, which were different from those specified in the compulsory curriculum.

Habeeb (2013) explored the curriculum in the context of perceptions and opinions of teachers. The questionnaires for this study were distributed to kindergarten teachers charged with teaching English in 30 kindergartens in five different districts in Kuwait. By completing 631 questionnaires, information was provided on teachers' perceptions and views were based on 1) learning English at an early age, 2) the current English curriculum, 3) the teacher's need for effective training and 4) the difficulties faced by teachers. The results were subjected to one-way variance tests to determine differences based on the school district, educational institution, and length of teaching experience. The results showed that teachers often agreed with the idea of introducing children to English at an early age. Their agreement with the curriculum designed with this purpose was rather weak. At the same time, the results show that teachers generally understood that they need to teach English and that they face significant difficulties in this role. Improvements in pre-service and in-service training were recommended as the most important caution if the Kuwait Ministry of Education were going to continue the application of the current curriculum.

Indonesia and Turkey have experienced many educational reforms of EFL curricula development for decades. The study of Sari and Wardani (2018) focused on analysing the EFL curriculum designed for secondary schools in both countries to identify similarities and differences that were considered for a better improvement of quality in education. Therefore, the researchers sought to analyse the EFL curriculum of Indonesia in 2013 and the English National Curriculum for Secondary Schools in Turkey: rationale, objectives, and organization (instructional design, teaching materials, and evaluation). In the study, a qualitative descriptive design was used through document analysis of some curriculum documents. Findings revealed that the common aspects were the view of being student-centred and the main purposes of the EFL curriculum. However, the differences lied in instructional design, materials, and assessment. Indonesia was recommended to adapt technology-assisted tools for a better assessment. In order to obtain more data in further studies, it is recommended to conduct interviews and surveys as well as observations with teachers and students so as to find out their perceptions.

## **2.8. Related Studies in Turkey**

Demirel (1979) evaluated secondary education foreign language programs by taking the opinions of teachers. Findings dealing with the program dimensions showed the importance of giving the necessary importance to teaching basic skills in the language. Besides, content should be created according to the principle from easy to difficult, concrete to abstract, known to unknown. It was observed that the level of motivation varies according to school types. The teachers agreed that the class hours should be five hours at the 9<sup>th</sup>-grade level. Also, the class sizes should be arranged as 20-24. Assessment and evaluation of student success throughout the year and ensuring that teachers improve their profession by participating in domestic and international seminars as well as taking part in in-service trainings were among the recommendations made in the study.

In Arslan's research (2005), the relation between 2004 Foreign Language Exam (YDS) prepared by the Measuring, Selection and Placement Centre (ÖSYM) and the Ministry of National Education's Board of Education and Discipline and the English program target behaviours applied in foreign language-oriented High Schools were measured. It was revealed that the objectives of the High School Foreign Language program contradict the behaviours. In other words, the cognitive domain taxonomy was not complied with while writing the target behaviour. It was stated that the content of foreign language-oriented high school is arranged according to the principle of learning from simple to complex, which is a spiral programming approach, and a student-centred approach. When the opinions of the English teachers about the foreign language-oriented high school English program and YDS were examined, it was concluded that the English teachers generally neither had enough information about the program development and its concepts, nor were attached to the program.

In the doctorate's thesis carried out by Ersen Yanık (2007) she investigated the implementation of the English language curriculum of the 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> grades of public primary schools by teachers and how the students experienced the curriculum. The investigation mainly focused on the teachers' and students' perceptions of the curriculum goals and content, instructional strategies, evaluation and assessment procedures, learner attitudes as well as the problems the teachers faced during the curriculum implementation. Through a questionnaire for 368 teachers and 1235 students, the results revealed that the

implementation process of the curriculum was different depending on the facilities of schools and classrooms, teacher and student characteristics, and perceptions. The curriculum goals were achieved at a moderate level but there were some problems with the selection and organization of content. Instructional strategies such as teacher-centred and learner-centred were employed depending on the language skill, which the students had positive attitudes towards. The main problems faced during the process was due to the lack of materials and resources, the course-book, the learners, the classroom environment, and the curriculum. There was a difference in teachers' perceptions of curriculum goals and content regarding the school location, age, teaching experience, and educational background. Similarly, there was a difference with students' perceptions of the curriculum concerning their grade levels, gender, parents' educational and English level, and their previous English grade.

In his research, Kefeli (2008) evaluated the English program prepared for the new four-year Anatolian High Schools. A qualitative study by taking the opinions of teachers was implemented. According to the findings obtained in this study, it was revealed that the preparatory class was recommended to be both after 5 years and 8 years of compulsory primary education to learn English. The findings also showed that the vast majority of the participants had a positive perspective on English education and trainings. It was understood from the opinions of the participants that the materials provided by MoNE were inadequate in their language teaching and the implementation of the language teaching methods in the program. Besides, it was revealed that most of the participants required support regarding the European Language Portfolio. Another result obtained from the research was that the methods (communicative approach, student-centred education, and multiple intelligence theory) envisaged to be used in English teaching were not sufficiently applied in the classroom.

Yel (2009) aimed to evaluate the English lessons in her research conducted with the participation of 200 students studying at 9<sup>th</sup>- 12<sup>th</sup>-grade levels in Anatolian high schools and 20 teachers teaching English. At the end of the study, the researcher revealed that the lessons were not effective enough to reach the goals of the program. Also, the materials were not sufficient to create a ground for communication and provide opportunities for learning-centred activities. Lastly, the materials did not vary in the learning/teaching processes, and the evaluation was not compatible with the goals of the lesson.



Yaman's research (2010) was carried out to evaluate the dimensions, deficiencies, and issues encountered in the implementation of the English curriculum for Primary Schools 4th and 5th grades. The purpose, content, learning-teaching process, assessment of dimensions, deficiencies, and subjects were evaluated by getting opinions and impressions of teachers about the English Curriculum for primary education. For this reason, 121 participants of the study, who teach English in some elementary schools in Gaziantep Şahinbey and Şhitkamil districts, were chosen randomly in the 2009-2010 academic year. In order to examine the applicability of the program, teachers were given a questionnaire containing seven questions about the demographic distribution of teachers, objective, content, teaching-learning process, evaluation of the curriculum dimensions, a question about five questions in general, and a final open question. At the end of this research, the teachers participating in the survey indicated positive views and impressions about the program and its applicability was understood. According to the data obtained at the end of the research, some important differences were revealed depending on the gender of the teachers, their graduation fields, employment status, the classes they teach, the participation in the in-service training, or the new curriculum and a seminar about these trainings.

In her master's thesis, Aslantürk (2011) thought that the changes in the English lesson being taught in Anatolian High Schools were affecting students' achievement. That is why, the investigation of the new English curriculum implemented in Anatolian High Schools was of great importance. As the teachers were seen at the core of the education, hearing teachers' views on the subject matter was significant. In this study, the mixed-method research design was employed in order to reveal how the new Anatolian High School English curriculum affects students' achievement from the teachers' perspective. The ex-curriculum was compared to the new curriculum. Questionnaires were the main tools to obtain data about perceptions of the English teachers about curriculum and coursebooks. With the aim of better explaining the quantitative data acquired, qualitative data were collected through the semi-structured interviews. This way, quantitative data were used to support qualitative data. The researcher found out that teachers found neither the coursebook nor supplementary materials sufficient to be used in Anatolian high schools.

In a study conducted by Çağlar and Merter, Kartal (2012), the opinions of English teachers on secondary education English curriculum in 2011 were examined in two provinces. The study group of the research consisted of 115 English teachers. After the analysis of the findings, the

results revealed that it was believed there was not a strong connection between the achievements in the program, content, and assessment, and the teachers had generally negative thoughts about learning-teaching situations and content. The teachers stated that the activities in the program were not learner-oriented, their applicability in the classroom environment was low and the lesson time was not sufficient for the related activities.

In her study, Demirbulak (2016) aimed to investigate the opinions of the students and teachers about their English language curriculum applied in AÖL (Anatolian Teacher High Schools). It was also aimed to reveal the perceptions and thoughts about the teaching of English. The data were collected from 38 teachers through face-to-face interviews and from 3168 students studying in teacher high schools through a questionnaire developed by the researcher. Participants' perceptions of the applied English language curriculum were found negative. The student participants stated that they were afraid of the English course and therefore did not want to be an English teacher. It was claimed that a curriculum to be developed can reach more efficient results with teachers' and students' contributions.

In his master's thesis, Erdem (2016) determined the problems encountered in English language learning/teaching as expressed by secondary school students and English teachers. In the research, a descriptive research method was used. The target audience of the research consisted of 24,850 secondary school students in Istanbul Sultanbeyli district and 143 English teachers working in the same region. The sample of the research consisted of 126 English teachers and 1261 secondary school students, of which 1201 students were selected by the proportional sampling method. Student and teacher surveys were used as data collection tools. Techniques of "frequency analysis", "percentage analysis", "average", "standard deviation", "independent samples t-test", "one-way variance analysis (ANOVA)" and "Tukey test" were used to analyse the quantitative data collected from the research. Findings in the research that are related to the current study can be briefly summarized as follows: According to secondary school English teachers; lack of English lessons and library in schools, insufficient technological resources, unattractive textbooks, the chance of practicing English for students, insufficient lesson evaluation of students, are the most effective factors affecting the problems encountered in the process of learning and teaching English.

In the study of Yücel, Dimici, Yıldız, and Bümen (2017), in which English curriculum for the last 15 years were examined within the framework of various criteria, it was aimed to

understand the developments in the programs. A document analysis method was used in the study. Two elementary (2006 and 2013) and four secondary education (2002, 2011, 2014, and 2016) English curriculum was evaluated according to the program design principles in literature (scope, progressivity, continuity, integrity, balance, usefulness and flexibility) within the framework of the analysis. According to the findings, it was observed that the developments in the field of language education in the primary and secondary education English curriculum were followed and the innovations are tried to be included in the programs. It was concluded that primary education programs are generally in compliance with the design principles except for the flexibility principle, but the recommended periods were insufficient. Findings obtained from the analysis of secondary education programs showed that the communicative approach was adopted in the programs, but according to the researches, this approach was not fully understood by teachers and therefore could not be applied. However, it was determined that progress and continuity was paid attention to the design principles, but the scope, balance, usefulness, and flexibility were neglected. Especially in the 2011 secondary education curriculum, the interests, needs and readiness levels of the students were not taken into account in determining the objectives and content, the program was too long and complex, and the recommended time was insufficient, which suggested that the principles of balance, usefulness and flexibility were neglected. Based on the findings, suggestions for theory and practice were presented.

The purpose of Özkan, Karataş, and Gülşen (2018)'s research was the analysis of the foreign language education policies in Turkey between the years 2003-2013. The research was a descriptive study, and the document analysis method, one of the qualitative research methods, was used in the research. The data obtained were analysed through content analysis. Documents forming the working group of the research; development plans prepared and implemented between 2003 and 2013 were limited to national education councils, government programs, action plans, MoNE strategic plans, and related legislation. As a result of the research; amendments to the law on foreign language education and teaching, Turkish preparation of the regulation on the learning of different languages and dialects traditionally used by citizens in their daily lives, opening the course for the languages used by Turkish citizens in their traditional lives, opening the preparatory class in high schools, closing high schools, regulation on foreign language education and teaching reorganization of the curriculum, making curriculum changes in foreign language teaching, asking questions in the

field of foreign language in exams applied in the transition to secondary education were revealed. In primary education; it has been observed that the applications of foreign language lessons starting from the 2nd grades and gradual implementation, the Council of Europe and the European language development file, and textbooks have been put into practice since 2013-2014 academic year. In order to measure the effectiveness of foreign education policies implemented between 2003-2013 years in Turkey, research based on the analysis of the opinions of the practitioners is recommended to be conducted.

Aksoy Tosun (2018) studied the English language curriculum by basing it on the blended learning approach. This study aimed to determine teachers' views on the applicability of the 2017 Secondary Education English Curriculum prepared based on the blended learning approach. It was a case study with a qualitative research design and content analysis as a data analysis method was employed. In the research, 20 English teachers from Anatolian high schools in Kocaeli were interviewed using the interview form developed by the researcher. Besides, to confirm the data obtained during the interviews, 2014 and 2017 Secondary Education English Curriculum, reports and studies of the Ministry of National Education, and the strategic plans of the schools included in the study were examined. According to teacher opinions, they neither had the necessary in-service training nor does MoNE supported course materials blended learning approach as well as Educational Information Network (EBA) and DynEd not containing content suitable for secondary school English lessons. Students' technology literacy was low, and they did not have the IT tools and internet connection. It was concluded that the inadequacy of providing computer support and expert support were obstacles to the implementation of the 2017 English Course Curriculum based on the blended learning approach.

Another study which is related to the literature is conducted by Çarıkçıoğlu (2018). This master's thesis aimed to investigate the problems regarding ELT encountered at secondary school institutions in Çankırı. The target population of the study was students and English teachers from secondary schools that have English lessons as a foreign language. The researcher employed the qualitative method. The interviews for students and language teachers provided data that were analysed through content analysis. The open-ended questions prepared by the researcher are categorized into school administration, student, teacher, course materials, learning environment, and second language curriculum. This study was assumed to present in-depth data about the matter. It was concluded that teachers were not content with

students' motivation and English coursebooks but, they were pleased with foreign language policy and school administration. Another finding is that students know the importance of learning English. Yet, they have difficulty in communicating in the target language. Two of the solutions were recommended for the problems encountered were as follows: Teachers' participation in choosing coursebooks and technological equipment is crucial. An effective learning environment for students should be created.

Gurbuzturk and Kincal (2018) aimed to analyse the transition to higher education in Turkey. In this framework, the structure of the selection exams from past to present, the effective use of physical capacity according to the conditions of the day, and educational arrangements and suggestions were discussed. The study was based on a descriptive model and was carried out through the examination of available print and electronic resources. This investigation was made starting from the 1970s till the time when the applications related to the transition to higher education became institutional with the establishment of ÖSYM. The data obtained were analysed by considering the changes in the selection exams, proposed models and practices and the points reached today in the transition to higher education. The findings obtained regarding the transition to higher education in Turkey until the 1970s showed that universities prepared their exam. Then, it was seen that in 1974, ÖSYM (as it was called as ÜSYM) took over the responsibility of selection and placement through the central examination. These exams were single stage in some years; in other years it was implemented in two stages. In cases where the demand increases in the transition to higher education, there were models and applications such as more student intake and dual education in universities with suitable physical capacity. In educational terms, models, and practices such as effective guidance starting with primary education and determining higher education programs that can be attended through multi-purpose programs in secondary education were observed. As a result of developments in the transition to higher education in Turkey and as long as the model and applications were evaluated as a whole, the quest for new models and practices of the supply-demand imbalance was predicted to continue.

Türkarşlan (2019) studied the attitudes of students and teachers' opinions for the English course in secondary education. The study population included 977 students studying at 3 public secondary schools and 6 English teachers working in these schools in the 2017-2018 academic year in Zonguldak/Ereğli. The explanatory design of the mixed research method was preferred in this study. The data were collected through 3 collection tools: the

demographic information form, attitude scale for students, and structured interviews with the teachers. In brief, it was revealed that students' attitudes towards English did not meaningfully change according to gender, class level, having a family member knowing English at home, but there was a meaningful change according to study fields. Considering the sub-dimensions of the attitudes, girls' attitudes towards English were higher than boys; boys' attitudes towards the interestingness of the subjects and teaching style of the teacher were higher than the girls. It was found out that the students' attitudes towards general characteristics and importance of the course, the novelty of the subjects, and the methodology of the teacher did not change according to class level. Yet, the study field of the students was a meaningful factor. Having structured interviews with students was a suggestion made for future research studies.



## **CHAPTER III**

### **METHODOLOGY**

#### **3.1. Introduction**

This study aimed to investigate students' perceptions in English language-oriented courses (ELOC) at Anatolian public high schools as well as their English teachers' perceptions of the English curriculum implementation for the 11<sup>th</sup> and 12<sup>th</sup> grades' curriculum. In this chapter, the overall research design, sampling and participants, data collection tools, data collection procedure, and data analysis procedure are going to be explained in detail.

#### **3.2. Overall Research Design**

The present study employed the mixed method (Creswell, 2006) since combining qualitative and quantitative research components strengthen a study's results section (Fitzpatrick, Sanders and Worthen, 2004). The overall aim of this study was to find out how the students' and teachers' perspectives are over the English language curriculum for English language-oriented courses of 11<sup>th</sup> and 12<sup>th</sup> graders.

For this purpose, the present study seeks to determine: (a) Students' perceptions of factors affecting English language-oriented course choice, the methodology of their English teachers and their current coursebooks; (b) English teachers' overall perceptions of the overall English curriculum, methodology of themselves, and lastly the coursebooks. The ultimate aim of this study is to allow researchers, teachers, and curriculum developers to obtain information on the effectiveness of English language courses' curriculum currently followed in public Anatolian high schools in Antalya/Turkey. In accordance with all these mentioned purposes, the current study was designed and conducted through mixed method which includes both qualitative and quantitative data collection tools. This study aims to search the teachers' and the students' views on the available ELOC's curriculum which is implemented at 11<sup>th</sup> and 12<sup>th</sup> grades descriptively and not to attempt to influence it. That is why a 'survey' design is preferred as the research design. "Teachers' perceptions interview form"(see Appendix D) was conducted to collect qualitative data while the 'Students' perceptions questionnaire form" (Appendix C) as well as 'focus-group interviews' are conducted to gather quantitative and qualitative data. 'Focus group interviews' (see Appendix E) were also employed to assess and improve the credibility and validity of the data collected by both of the tools used. The interviews for

teachers have been conducted by the researcher herself as she is also a teacher, which makes other teachers trust her more and open their ideas in a broader way. In this design, teachers' perceptions, implementations, and problems together with students' perceptions and problems are examined and explained through descriptive statistics and content analysis.

The quantitative and qualitative data were collected in the second term of the 2018-2019 academic year, in March and May, so that the learning outcomes included in the questionnaires could be evaluated correctly.

### **3.3. Sampling and Participants**

The actual population of this study was all the English teachers implementing and all the students studying the English language-oriented courses' curriculum offered at the eleventh and twelfth grades of public Anatolian high schools in Turkey during the 2018-2019 academic school year. Yet, as the actual population cannot be known and the information about the numbers cannot be shared by MoNE, a sample group has been decided to conduct the study. As mentioned before, students are not officially choosing a field anymore, which means there aren't officially titled English language-oriented courses, but they are formed according to the dynamics of each school, which means MoNE cannot obtain the information and share it with the researcher through formal documents. Therefore, the researcher had to choose non-probability sampling design; 'convenience design'. In the beginning, the researcher requested the number of English language-oriented courses all over Antalya but MoNE stated that the researcher must visit each school to find out whether they own these courses. That is why the current research population has been limited to the five central districts of Antalya where researchers can visit all the schools having English language-oriented courses. Although generalizing to a larger population was not the primary consideration in this study, to understand the intricacies of the sample and the topic deeply, the researcher has visited all the public Anatolian high schools in central Antalya instead of the available ones.

#### **3.3.1. Student Participants**

The student participants of the present study consist of 11<sup>th</sup>-grade students (253) and 12<sup>th</sup>-grade students (315) studying in public Anatolian high schools in the city centre of Antalya province in Turkey. They are a mixed group in terms of backgrounds and linguistic competency. The background information of the participants is shared in Tables 3.1, 3.2, and 3.3.



*Table 3.1 Background information of student participants*

<b>Background Variables</b>	<b>Group</b>	<b>F</b>	<b>%</b>
<b>Gender</b>	Female	230	40.5
	Male	338	59.5
	N	568	100
<b>Grade</b>	11 <sup>th</sup> Grade	315	55.5
	12 <sup>th</sup> Grade	253	44.5
	N	568	100
<b>Mother's Education Level</b>	Primary School	122	21.5
	Middle School	105	18.5
	High School	209	36.9
	Associate Degree	30	5.3
	Bachelor or Master's Degree	102	17.8
	N	568	100
<b>Father's Education Level</b>	Primary School	87	15.3
	Middle School	94	16.5
	High School	208	36.6
	Associate Degree	42	7.4
	Bachelor or Master's Degree	137	24.1
	N	568	100
<b>Number of Siblings</b>	No sibling	83	14.6
	One sibling	283	49.8
	Two siblings	120	21.1
	Three or more siblings	82	14.5
	N	567	100
<b>Monthly Income</b>	2200□ or less	101	25.9
	2200-6499 □	216	55.4
	6500□ or more	73	18.7
	N	390	100

Table 3.1 provides the demographic information of students. It shows that 40.5% of students are female (n=230) and 59.5% males (n=338), which makes 568 students in total. These students are from different grades, that is; 55.5% (n=315) of them are 11<sup>th</sup> graders and 44.5% (n=253) of them are 12<sup>th</sup> graders. When their mothers' educational levels are considered, 21.5% of them (n=122) are graduates of primary school, 18.5% (n=105) middle school, 36.9% (n=209) high school, 5.3% of them (n=30) hold an associate degree, 17.2% of them (n=102) hold a bachelor or master degree. When their fathers' educational levels are considered, %15.3 of them (n=87) are graduates of primary school, %16.5 (n=94) middle school, %36.6 (n=208) high school, %7.4 of them (n=42) have an associate degree, %24.1 of them (n=137) have a bachelor or master degree. When students' number of siblings considered, it seems that 14.6% (n=83) of them have no siblings, 49.8% (n=283) of them have one sibling, 21.1% (n=120) of them have two siblings, 14.5% (n=82) of them have three or more siblings. Lastly, when the parents' monthly income is considered, 25.9% (n=101) have an income of 2200□ or less (hunger threshold), 55.4% (n=216) have an income between

2200-6499□ (poverty threshold) and 18.7% (n=73) of them have an income of 6500□ or more (welfare level).

*Table 3.2 Findings of whether or not students have private rooms for themselves for studying*

<b>Choices</b>	<b>F</b>	<b>%</b>
I have a private study room at home.	425	74,8
I share the study room with my sibling(s).	100	17,6
I study in a room like a kitchen or living room which is commonly used.	30	5,3
I study only in the living room because of the heating.	8	1,4
I do not have a proper space for studying.	5	0,9
<b>N</b>	<b>568</b>	<b>100</b>

Table 3.2 includes information about the study spaces of students. When they are asked to choose one of the options to define their study spaces, 74.8% (n=425) of them answered with “I have a private study room at home”. Also, 17,6% (n=100) of them answered the item with “I share the study room with my sibling(s).”, %5,3 (n=30) “I study in a room like a kitchen or living room which is commonly used.” ,1,4% (n=8) of them stated that “I study only in the living room because of heating.” and lastly 0.9% (n=5) of them stated that “I don’t have a proper space for studying.” According to this information, it can be said that most of the students have their own private spaces for studying and a considerable number of students either share their study spaces or haven’t got a proper space in order to study.

*Table 3.3 Findings of students’ responses to “Economy” themed items*

<b>Item</b>	<b>Choice</b>	<b>F</b>	<b>%</b>
Do you work after school?	Yes	54	9,5
	No	514	90,5
	<b>N</b>	<b>568</b>	<b>100</b>
Do you think that your parents’ economic condition has affected your field choice?	Yes	69	12,2
	No	497	87,8
	<b>N</b>	<b>568</b>	<b>100</b>

Table 3.3 includes the findings of “Economy” themed items. When the choices of students on the question of “Do you work after school?” are analysed, it can be seen that 90.5% (n=514) of them said “No.” and 9.5% (n=54) of them stated “Yes.” When the answers to the other

item of “Do you think that your parents’ economic condition has affected your field choice?” analysed, it seems that 87.82% (n=497) of them chose “No.” and 12.2 (n=69) of them chose “Yes.”. Regarding these findings, it can be said that a great number of students do not work after school and that their parents’ economic conditions have no effect on their field choice.

### 3.3.2. Teacher Participants

The teacher participants of the study consist of 31 English language teachers teaching 11<sup>th</sup> and 12<sup>th</sup>-grade students in Anatolian high schools. Table 3.4 below shows their background characteristics to have a deeper understanding of their content analysis of interviews.

*Table 3.4 Background information of teacher participants*

Code of the Participants	Gender	Age	Year of Experience
T1	Male	42	16
T2	Female	35	6
T3	Female	38	4
T4	Female	46	23
T5	Female	47	24
T6	Female	46	23
T7	Female	50	28
T8	Male	45	21
T9	Male	30	6
T10	Female	44	20
T11	Female	55	30
T12	Female	42	20
T13	Male	60	35
T14	Female	48	25
T15	Female	36	15
T16	Female	33	10
T17	Female	31	8
T18	Female	41	19
T19	Female	41	20
T20	Female	38	12
T21	Female	39	10
T22	Female	51	23
T23	Male	37	17
T24	Female	45	18
T25	Female	49	18
T26	Female	43	22
T27	Female	37	12
T28	Male	36	15
T29	Female	33	23
T30	Male	45	15
T31	Female	42	21

Table 3.4 shows that 22.6% of teachers are male (n=7) while 77.4% of them are females (n=24), which makes 31 teachers in total. To represent all the views, teachers from different ages and years of experience are preferred in this research. The teacher participants' ages ranged from 30 to 60 years, and they had 4 to 35 years of teaching experience.

*Table 3.5 Educational background information of teacher participants*

Bachelor's degree	30
Master's degree	1

In response to the item of their last graduation degree; all the participants except one reported that they hold a bachelor's degree. The remaining one holds a master's degree. All the participants also reported that they were graduated from English Language Teaching (ELT) department, which is why it is not added to Table 3.5 above.

### **3.4. Data Collection Instruments**

The current study has been designed to be conducted with mixed method as it has been mentioned before. The mixed-method design includes both quantitative and qualitative data in the process. Creswell (2013) stated that concurrent procedures where the researcher employs both quantitative and qualitative analysis of the research problem enables the researcher to integrate the information during the interpretation procedure of overall results. Also, with this design, the researcher can either sequentially or simultaneously make use of numeric information (e.g., on instruments) as well as text information (e.g., interviews) to represent both qualitative and quantitative information in the final database. Two types of data collection tools were employed in this study. Table 3.6, which is presented below, lists the research question and the data collection tools which intend to find answers to the research question.

*Table 3.6 Research question and data collection tools*

1. What are the perceptions of students and teachers towards English language-oriented curriculum implementation in the 11 <sup>th</sup> and 12 <sup>th</sup> grades of public high schools?	Students' Perceptions Questionnaire Form
	Students' Focus Group Interviews
	Teachers' Perceptions Interview Form

### **3.4.1. The Pilot Testing of Students' Questionnaire/Interview and Teachers' Interview Forms**

The validity of the items in Student Questionnaire and Teacher Interview was sustained in two ways: by expert opinion and by pilot-testing.

While designing the Students' Questionnaire Form and Teachers' Interview Form that were developed by the researcher, the related literature about the English curriculum and the theories and practices in English language teaching, in general, were considered. Before the actual questionnaire and interview items were formed, the researcher visited 3 different Anatolian high schools from 3 different districts of Antalya to have an interview with students and teachers to design the items. Furthermore, the questionnaires and interview forms used in several master theses that focused on various English Language Curricula were also analysed (Yanık, 2007; Şavran, 2017).

Prior to the actual administration, the student questionnaire and interview form were submitted to a group of three experts in the fields of 'Curriculum Implementation', 'Educational Sciences' and 'English Language Teaching.' They reviewed and evaluated the items and statements in the questionnaire and interview forms. After all the suggestions, the forms were revised and pilot-tested to 4 students and 3 teachers from 3 schools. Teachers and students were explained the purpose and significance of the present study. At the end of the pilot-testing; group interviews were carried out to determine students' problems while replying to the questions. The questions below were directed:

- ✓ How long did it take to complete the form?
- ✓ What kind of problems did you face while completing the form?
- ✓ Do you have any suggestions to add in or take out some parts on the forms?

According to the answers given, the researcher updated the questionnaire and interview forms.

### **3.4.2. Students' Questionnaire Form**

The questionnaire was not been designed as a scale. It was in Turkish (while applying) and later was translated into English by the researcher. All the 568 questionnaire forms were self-administered by the researcher with the permission by MoNE (see Appendix B). Questionnaires involved not only close-ended but also open-ended items. The purpose of

involving open-ended questions was to get in-depth information that might not be possible to obtain by close-ended items. The first set of questions in the questionnaire was about the students' background characteristics such as their gender, grade level, parents' educational level, parents' economic situation, whether they have study rooms, etc. These items were added to determine the general profiles of the students to better relate the respondents with the responses. The second section's items were about the students' perceptions of the overall curriculum and coursebooks as well as their thoughts on the methodology of their teachers. As to students' responses to the items regarding coursebooks and methodology and some items regarding the curriculum were open-ended to have depth information. As choosing a field at high school is a huge step in career development for the students, the motive for choosing to study in ELOC was questioned in different ways multiple times with different items. Lastly, the problems they encountered and revealed in questionnaire form were further resulted in being questions of focus group interviews. The student questionnaire was formed by considering pilot interviews with teachers and focus group interviews with 3 ELOC courses. Once again, the English language curriculum of MoNE could not be referred to (MEB, 2004a) as it was irrelevant with the actual applications and experiences of the students.

### **3.4.3. Teachers' Perceptions Interview Form**

The one-on-one semi-structured interview is one of the most common data collection methods in qualitative researches and a quite flexible and preferable way of asking people about their opinions and experiences (Harrell, Margaret & Bradley, and Melissa, 2009). Semi-structured interview has been conducted in the study as demographic data were also intended to collect. Since teachers were low in number compared to students, the researcher completed the interviews by herself to get the depth of detail from respondents. 'The Teachers' Perceptions Interview Form' was prepared by the researcher based on the research questions and then the research questions are divided into sub-headings accordingly with additional questions to have a more detailed description of the context. The first section titled 'Personal Information' involves open-ended questions and items about the teachers' background characteristics such as age, gender, educational background, and experience. The reason for asking this personal information is to provide a detailed profile to better understand the content analysis of the interview forms.

The actual items of the questionnaire, which were 5 in total, were derived from the pilot one-on-one in-depth interviews with 3 English language teachers from different Anatolian high schools in different districts and by receiving relevant expert opinions from three different academicians who work in the faculty of educational sciences. Although the questions were in order on the form, the teachers preferred to answer each question by connecting it to another question to form a reason-result relation. To have a wider context on how the situation is with English language-oriented courses, teachers were also asked how their school management acts for them and what they think about teaching English language-oriented courses. As there is no curriculum specifically designed for ELOC (as stated by the teachers), the question regarding the curriculum in this section couldn't be related to the goals and purposes of the English Language Curriculum of Ministry of Education (MEB, 2004a). Therefore, the curriculum itself was being designed and applied by the English teacher herself/himself, which results in different ways of applications in each of the schools visited. Once again, since there are no specific coursebooks prepared for ELOC, the teachers had to either prepare their material or accept the fact that students study whatever outside source of coursebook they would like to use. As there were no common coursebooks (sometimes none) being taught in these schools, the researcher had to ask their common thoughts on provided state coursebooks and whether they would be willing to have another source of coursebooks designed specifically for them by MoNE. The form itself was in Turkish and the interview was carried out in Turkish language one-on-one. All legal permissions were taken from MoNE before. All the interviews were recorded and then transcribed into texts for content analysis.

#### **3.4.4. Focus-Group Interviews**

As Krueger suggested (1998, 2000), focus group interviews include in-depth group interviews where participants are selected as they are sampling a specific population that is going to be focused on a given topic. Also, its participants are selected on the criteria that they will have something to say on the topic chosen, are within the age-range, and are more comfortable while talking to the interviewer and each other (Richardson & Rabiee, 2001). After the questionnaires were administered, the researcher has decided to carry out a focus group interview, rather than individual interviews. It was important to complete the focus group interviews after the Students' Perceptions Questionnaire is carried out to increase the reliability of the study. The questions of the focus group interview, which were all open-

ended, were derived from the open-ended items of the Students' Perceptions Questionnaire after analysing them and so the researcher needs more information to elaborate the items.

The focus-group interview was carried out in the Turkish language with four students (two 11th graders and two 12th graders) and the interviewer took notes for the analysis. The students did not consent to be recorded.

Four students from six schools were invited to the teacher's office to create a relaxed atmosphere for the interviewers. All the students were chosen randomly, and they were asked if they are voluntary. The interviewer asked additional open-ended questions when necessary not only to obtain more detailed information from the participants and to encourage them to speak their minds freely and clearly. The participants were not provided with any pre-set answers but rather were promoted to express their ideas in their own words.

### **3.5. Data Collection Procedure**

The present study was carried out in the second term of 2018-2019 academic years, in the months of March-April-May. The study was conducted with 11<sup>th</sup> and 12<sup>th</sup>-grade students studying in public Anatolian High Schools and EFL teachers teaching 11<sup>th</sup> and 12<sup>th</sup>-grade ELOC students in these schools. There were 17 public Anatolian High Schools in the five central districts of Antalya province at the time of data collection (Antalya Provincial Directorate of National Education, 2018), all of which were used as a research setting in this study. The sample of EFL teachers in this research includes all the EFL teachers teaching 11<sup>th</sup> and 12<sup>th</sup>-grade ELOC students in public Anatolian High Schools in the city centre of Antalya at the time of data collection. Moreover, The Students' Perceptions Questionnaire was carried out with 568 11<sup>th</sup> and 12<sup>th</sup>-grade ELOC students, which is the total number of the 11<sup>th</sup> and 12<sup>th</sup>-grade ELOC students studying in public Anatolian High Schools at the time of data collection. The ethical approval (see Appendix F) was received from Research Ethics Committee at Akdeniz University. Moreover, Before the questionnaires and focus-group interviews were conducted, necessary legal permission was received from Antalya Provincial Directorate of National Education (see Appendix B).

During the data collection procedure, first, the questionnaires were applied, then focus group interviews with students were conducted, and lastly the interviews with teachers were completed.



### **3.6. Data Analysis Procedure**

All the data collection tools; The Teachers' Perception Interview Form, The Students' Perceptions Questionnaire Form, and Focus-Group Interview notes were analysed separately. Because there is no purpose in this study to interfere or relate thoughts with each other but rather describe the existing situation, descriptive statistics; frequency distributions, percentages, total numbers were calculated.

To analyse the qualitative data obtained from the interviews and open-ended questions, first of all, the data were given codes under named themes by considering the research questions and the sections in both of the forms. As the themes were pre-determined, attention was given to make the identified codes place in the suitable themes. After that, with computations that were made, all the coded data under thematic categories were converted into frequencies and percentages. The data that is related to each open-ended item and obtained from each group of participants were displayed in separate tables. Moreover, all the sentences that are seen significant and noteworthy were directly added at the end of the analysis to further see the respondents' thoughts with their own words.

Lastly, focus group interviews' data were also analysed descriptively with content analysis.

## CHAPTER IV

### FINDINGS

#### 4.1. Introduction

In this chapter, the findings of the study are going to be stated after explaining the objectives and research questions. In the light of the research questions, ‘Students’ Perceptions Questionnaire Form’, follow-up focus group interviews’ and lastly ‘Teachers’ Perceptions Interview form’ results are to be examined in detail, item by item so as to obtain teachers’ and students’ opinions on English language-oriented courses’ curriculum for 11<sup>th</sup> and 12<sup>th</sup> grades.

This chapter presents the findings of the research which are going to be discussed in detail. The findings of the two of the data collection tools aimed at students will be provided in the same section.

#### 4.2. Findings of the Research SubQ1.1, 1.2, and 1.3

*Table 4.1 Research SubQ1.1, 1.2, 1.3*

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SubQ1.1: Which factors (school achievement, school counselling service, family, teacher, and school administration etc.) are affecting the students in the stage of selecting the English language-oriented courses?

SubQ1.2: What are students’ perceptions of the coursebooks which are being used?

SubQ1.3: What are students’ perceptions on the methodology of their teachers?

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The first research question aimed to reveal public Anatolian high schools’ 11<sup>th</sup> and 12<sup>th</sup>-grade students’ perceptions of their field in general by asking general questions regarding school achievement, school counselling service, family, teacher, and school administration. To find out these students’ perceptions of their field, the Students’ Perceptions Questionnaire Form was first used in this research. Then focus group interviews were completed. The findings are discussed according to their order in the questionnaire that was submitted to the students. The tables are named according to the statements in the research instrument so that the findings revealed can be understood clearly.

#### 4.2.1. Findings of SubQ1.1

Concerning the first research question, sub-question 1.1 has been asked in the questionnaire form to better depict the current situation of the ELOC selection process. As many of the students mostly complained about how difficult for them to select a field for their future, this question has been formed as stated here; “Which factors (school achievement, school counselling service, family, teacher and school administration, etc.) are affecting the students in the stage of selecting the English language-oriented courses?”.

*Table 4.2 Findings of who is the most influential for students while deciding on their field*

<b>Choice</b>	<b>F</b>	<b>%</b>
Me	484	85,2
Teacher(s)	26	4,6
Father	15	2,6
Friends	14	2,5
Relatives	9	1,6
Sibling(s)	8	1,4
Mother	5	0,9
Counsellor	4	0,7
School management	3	0,5
N	568	100

Table 4.2 includes findings of students' choices on the item of ‘Who was the most influential person while deciding on your field?’ 85.2% (n=484) of them chose the item of “Me”, 4.6% (n=26) of the students chose the item of “Teachers”, 2.6% (n=15) of them chose “Father”, 2.5% (n=14) of them chose “Friends”, 1.6% (n=9) of them chose the item of “Relatives”, 1.4% (n=8) of them chose “Siblings”, 0.9% (n=5) of them chose “Mother”, 0.7% (n=4) of them chose the item of “Counsellor” and lastly 0.5% (n=3) of them chose the item of “School management”. As stated in the table, it can be noted that while students are making decisions about their field choice for the 11<sup>th</sup> and 12<sup>th</sup> grades, the most influential person is the student himself/herself.

*Table 4.3 Findings of why students decide on studying at English language field*

<b>Choice</b>	<b>F</b>	<b>%</b>
This field contributes to me as I want to live abroad.	288	50,9
This field provides me with professional advantages	121	21,4
This field helps me understand foreign films/TV series/books/music etc.	110	19,4
This field contributes to me because I live in a tourist area.	37	6,5
This field helps me become more active on social media (Instagram, Facebook, Twitter vb.).	10	1,8
<b>N</b>	<b>566</b>	<b>100</b>

Table 4.3 consists of findings from the item of “Why students decide on studying at the English language field?” 50. 9% (n=288) of them chose the item of “This field contributes to me as I want to live abroad.”, 21.4% (n=121) of them selected the item of “This field provides me with professional advantages.”, 19.4% (n=110) of them selected the item of “This field helps me understand foreign films/TV series/books/music, etc.”, 6.5% (n=37) of the students chose the item of “This field contributes to me because I live in a touristic area.” and lastly 1.8% (n=10) chose the item of “This field helps me become more active on social media (Instagram, Facebook, Twitter vb.)”

*Table 4.4 Findings of where/from whom students get information while choosing English language field*

<b>Choice</b>	<b>F</b>	<b>%</b>
Nobody	<b>150</b>	<b>26,7</b>
Internet/social media	148	26,4
Field teachers	114	20,3
Family	56	10
Friends	41	7,3
Class teacher	30	5,3
Counselling services	16	2,9
Private teaching institution	6	1,1
<b>N</b>	<b>561</b>	<b>100</b>

When students have been asked, “Where or from whom did you get information while choosing the English language field?” 26.7% (n=150) of them selected the item of “Nobody” 26.4% (n=148) of them selected the item of “Internet/social media”, 20.3% (n=114) of them selected the item of “Field teachers”, 10% (n=56) of them selected the item of “Family”, 7.3% (n=41) of them selected the item of “Friends”, 5.3% (n=30) of them selected the item of

“Class teachers”, 2.9% (n=16) of them selected the item of “Counselling services” and lastly 1.1% (n=6) of the students selected the item of “Private teaching institution”.

*Table 4.5 Findings about which factor was outstanding while deciding on English language field*

<b>Choice</b>	<b>F</b>	<b>%</b>
I like the English language.	305	53,7
I am good at English.	101	17,8
I have not got any reason.	41	7,2
The career I want to have in the future is English language related.	38	6,7
The higher education program I want to study is English language related.	27	4,8
My grade-point average is only enough for this field.	22	3,9
My family wants me to choose the English language field.	10	1,8
My best friend has chosen the English language field.	8	1,4
The quality of the education in this field is high.	8	1,4
All other fields have been full.	5	0,9
School’s management wanted me to study in this field.	3	0,5
<b>N</b>	<b>568</b>	<b>100</b>

Information about which factor was outstanding while deciding on English language field is displayed in Table 4.5. The findings from the item of “Which factor was outstanding while deciding on English Language field” has revealed that 53.7% (n=305) of the students selected “I like the English language.”, 17.8% (n=101) of the students selected the item of “I am good at English lessons.”, 7.2% (n=41) of the students has selected the item of “I haven’t got any reason.”, 6.7% (n=38) of the students has selected the item of “The higher education program I want to study is English language-related.”, 4.8% (n=27) of the students selected the item of “The career I want to have in the future is English language-related.”, 3.9% (n=22) of the students selected the item of “My grade-point average is only enough for this field.”, 1.4% (n=8) of the students selected the item of “The quality of the education in this field is high.”, 1.4% (n=8) of the students selected the item of “My best friend has chosen the English language field.”, 0.9% (n=5) of the students selected the item of “All other fields have been full.” and lastly 0.5% (n=3) of the students selected the item of “School’s management wanted me to study in this field.”.

An item has been added to the questionnaire to find out the characteristics of the occupational groups that the students want to pursue. The findings are shown in Table 4.6 below.

*Table 4.6 Findings about the characteristics of the occupational groups that the students want to pursue*

<b>Choice</b>	<b>F</b>	<b>%</b>
Having a profession that I dream about	306	54,7
Having a profession financially strong	110	19,7
Having a profession that is easy to find a job	57	10,2
Having a profession providing me a status in the society	42	7,5
Having a profession that will be a top career in the future	29	5,2
Having a profession that can make me find a job in my neighbourhood	7	1,3
Having a popular profession	5	0,9
Having a profession that my parents wished but could not have	3	0,5
N	559	100

Table 4.6 displays data about the characteristics of the occupational groups that the students want to pursue. The close examination of the “What is the most important quality of the profession you want to have in future?” item reveals that more than half of the students (54.7%) want to have a profession that they dream about. Besides, close to one-fourth of the students (19.7%) stated that having a financially strong job matter to them. A small percentage of the students (10.2%) want to have a profession that is easy to find a job, whereas some (7.5%) of the students wish to have a profession providing them a status in the society. Another group of students (5.2%) state that having a profession that will be top careers in the future is the most important to them. Lastly, 1.3% of the students want to have a profession that can make them find a job in their neighbourhood, whereas (0.9%) of them wish to have a popular profession and only a few of the students (0.5%) state that having a profession that their parents wished but they couldn’t have is the most important thing for them in this process.

A group of items that also questions students’ motivations have been added to the questionnaire to reveal students' opinions on their preference of field and aspects of the transition to university. The findings of the items have been depicted in Table 4.7 below.

*Table 4.7 Findings about students' opinions on their preference of field and aspects of transition to university*

<b>Item</b>	<b>Choice</b>	<b>F</b>	<b>%</b>
While choosing your field, did you think about how it is going to be one of the top careers in the future?	Yes	385	67,8
	No	183	32,2
	N	568	100
Do you think you have been informed enough about your field by your teachers?	Yes	249	43,8
	No	319	56,2
	N	568	100
Do you think you have made a mistake with your field choice?	Yes	72	12,7
	No	496	87,3
	N	568	100
Do you think it is important to see how successful the English language field is in your high school before you choose that field?	Yes	384	67,7
	No	183	32,3
	N	567	100
Do you plan on studying a degree at any university?	Yes	537	94,9
	No	29	5,1
	N	568	100
Do you think you would choose the English language field anyways even if you will not study a degree at any university?	Yes	460	84,4
	No	85	15,6
	N	545	100
Do you think you will need help from a private teaching institution to pass the university entrance exam?	Yes	373	68,6
	No	171	31,4
	N	544	100
Did you search on which programs you are interested in at university?	Yes	332	61,1
	No	211	38,9
	N	543	100

Table 4.7 displays data about students' preferences of field and transition to university. After closely examining the students' responses about the item of "While choosing your field, did you think about how it is going to be one of the top careers in the future?" it seems that majority of the students (67.8%) responded positively while almost one-third of them (32.2%) responded negatively. Another item that is "Do you think you have been informed enough

about future careers by your teachers?” reveals that more than half of the students (56.2%) responded with ‘No’ while a considerable percentage of respondents (43.8%) claimed ‘Yes’. When the responses to the item of “Do you think you have made a mistake with your field choice?” is considered, approximately 87% of the students claimed that they didn’t make any mistake with their choice of field though students were claiming that they did make a mistake with their field choice.

One other item that is “Do you think it’s important to see how successful the English language field is in your high school before you choose that field?” reveals more than two-thirds (67.7%) of the students think that it’s important to see how good your high school is with university entrance exams before they choose a field there whereas almost one-third of the students (32.3%) state that it’s not important for them to see how good the school is with university entrance exams. When students have been asked “Do you plan on studying a degree at any university?” a great amount of them (94.9%) responded positively while a few from the group (5.1%) responded negatively. The item of “Do you think you would choose English language field anyway even if you won’t study a degree at any university?” shows that a great majority of the students (84.4%) stated that they would choose language field even if they do not study a degree at any university whereas, 15.6% of the students responded negatively. Another item of “Do you think you will need help from a private teaching institution to pass the university entrance exam?” reveals that more than two-thirds of the students (68.6%) think they will require private teaching institution to pass the university entrance exam, while almost one-third of the students (31.4%) believe that what their school offers to them is enough to pass the university entrance exam.

Lastly, the responses to the item of “Did you search on which programs you are interested in at university?” reveals that the majority of the students (61.1%) have stated that they have been searching on university programs and that they did make a choice accordingly. Yet, more than one-third of the students (38.9%) have stated that they have not searched on any program or any university before they decide on their field.

Three more items have been added to the questionnaire to find out if there were counsellors at school in the process of selecting a field. The findings are stated in Table 4.8 below:



*Table 4.8 Findings about high school counselling services*

<b>Item</b>	<b>Choice</b>	<b>F</b>	<b>%</b>
Is there a counsellor at your school?	Yes	522	93,11
	No	46	6,89
	N	568	100
Have you been applied an 'aptitude test'?	Yes	98	17,3
	No	470	82,7
	N	568	100
Have you been applied an 'interest test'?	Yes	54	9,5
	No	514	90,5
	N	568	100

Table 4.8 displays data about counselling services at Anatolian high schools in Antalya. The first item questioned was “Is there a counsellor at your school?” The responses of the students show that almost all the schools (93.11%) have a counselling service and a counsellor, still, there are a few numbers of students (6.89%) stated that they have not got any counsellor in their school. Another item that is questioned is that “Have you been applied an ‘aptitude test’?” a majority of the students (82.7%) responded that they haven’t been applied an aptitude test by their school (teachers or counsellors). Also, a small amount of the students (17.3%) stated that they have been applied an aptitude test, not from their counsellor but their class teachers. The students who have been applied an interest test are low in percentage (9,5%) compared to the ones applied an aptitude test.

*Table 4.9 Students' overall perception of contentedness with their field choice*

<b>Item</b>	<b>Choice</b>	<b>F</b>	<b>%</b>
Is the fact that you are studying in the English language field content you?	Yes	527	92,8
	No	41	7,2
	N	568	100

When the questionnaire item of “Is the fact that you are studying in English language field content you?” analysed, as displayed in Table 4.9, 92.8% (n=527) of the students chose “Yes” whereas 7.2% (n=41) of the students chose “No” as an answer. This indicates that almost all the students are content with ELOC selection.

#### 4.2.2. Findings of SubQ1.2

Regarding the research sub-question 1.2 of ‘What are students’ perceptions of the coursebooks for 11th and 12th grades?’, the students are asked the item of ‘Are you pleased with the coursebooks provided by the government for English language field?’. After the analysis of the answers to this item, it has been revealed that most of the students are not pleased with the coursebooks provided. Therefore, students are asked to define their reasons briefly in a focus-group interview conducted with 4 students. Table 4.10 below shows the results taken after the questionnaire.

*Table 4.10 The perceptions of the students regarding the coursebook*

<b>Item</b>	<b>Choice</b>	<b>F</b>	<b>%</b>
Are you content with the current state coursebooks which you are using in your field?	Yes	103	18,1
	No	465	81,9
	N	568	100

The findings of the other item that “Are you content with the current state books which you are using in your field?” show that more than three fourth of the students (81.9%) responded “No.” and almost one-fourth of the students (18.1%) responded “Yes.” This reveals the fact that the students are not pleased with the current coursebooks provided by the government.

The brief focus-group interview with the students after the application of the questionnaire, such themes as ‘internal evaluation’ and ‘external evaluation’ have been formed. These mentioned themes are shown in Table 4.11 with their codes and frequency.

*Table 4.11 The perceptions of the students regarding the coursebook*

<b>Sub-theme</b>	<b>Code</b>	<b>Frequency</b>
<b>Internal Evaluation</b>	It does not help us get ready for the university entrance exam.	24
	The content does not interest me.	17
	It is an inadequate book for our department.	13
	It is not favourable.	7
	I do not think it serves to me.	5
	There are too many mistakes inside.	3
	It is above my level.	2
<b>External Evaluation</b>	We do not even use it.	11
	All the other additional source of books is too expensive.	6
	We are still waiting for the MoNE to deliver us those coursebooks.	4
	We prefer to use internationally published coursebooks.	3
	I am fed up with photocopying the coursebook all the time.	2

When Table 4.11 is examined, it is clear that the perceptions of the students regarding the coursebook they prefer to use have been listed and summarized under two themes. Students' perceptions regarding the coursebooks are predominantly under the "Internal Evaluation" theme with 75 frequencies. The other theme of "External Evaluation" consists of 26 frequencies. When the codes under the "Internal Evaluation" theme have been analysed, it can be viewed that the most recurring codes are; "It doesn't help us get ready for the university entrance exam.", "The content does not interest me." , "It's an inadequate book for our department", "It's not favourable", "I don't think it serves to me." and the others. When the codes under the "External Evaluation" theme have been analysed, it can be observed that the most recurring codes are; "We don't even use it.", "All the other additional source of books are too expensive.", "We're still waiting for MoNE to deliver us those coursebooks." and the others. Some of the views of the students taken from the themes are written below:

S1, who is the student who does not think that the books are adequate for their department, put her thoughts into words with these sentences:

*“The books provided by the government are of no use to us. It is not even adequate for the university entrance exam. We had to buy another source of coursebook, but it also includes many mistakes inside. What is more shocking is that it is so much expensive.*  
(S1)

Stating that she is not using the coursebook the government (MoNE) provided them with, S2 believes that the current additional coursebook they bought is too low with its level and not helping them get better for the university entrance exam.

*“We don’t even use the book MoNE provided us for free! But the other book we prefer to use is too easy for us. I believe we made the wrong choice while buying this additional book.”* (S2)

Stating that internationally published coursebooks instead of local coursebooks would be more beneficial for them, S9 expressed his ideas as given below:

*“I find it better when English coursebooks are international publications while learning the English language. Unfortunately, all the local English coursebooks provided us by the government are not good enough to learn English.* (S9)

Asserting that local English coursebooks provided by MoNE have no function for and connection with the university entrance exam, S13 thinks that all the alternative sources of coursebooks are too much expensive for them to buy. Yet, they must buy them anyways. S13 stated:

*“The local English coursebooks provided by the government are completely irrelevant to the university entrance exam. Therefore, I had to go and buy a set of alternative local English coursebooks, which cost me a fortune!”* (S13)

Asserting that no local coursebooks arrived in their school, S19 puts her thoughts into words like below:

*“Yes, we are employing all the coursebooks provided by the government and we have to! Yet, where is the coursebook? Is it okay that sometimes it is delivered on time and other times we must wait for it for 2 months? The worst thing is that when they arrive,*

*all I have is a disappointment. It is not good enough and has so many mistakes inside!  
No need to mention it is completely irrelevant to the exam!* (S19)

Believing that the coursebooks they have are irrelevant with the current university entrance exam, S40 states:

*“I don’t think that these books are relevant to the exam I am going to take at the end of the year. Why do I bother to learn it then?”* (S40)

The other views existing in the themes are stated below:

*“It’s already obvious that the governmental coursebook is irrelevant. That’s why I prefer to use an additional source of local coursebook even though I had to pay a lot.”* (S22)

*“The book we have wasn’t related to the university entrance exam. All my friends in the class had to buy an additional source of local coursebook except me. I did not have enough money for that. Therefore, I had to photocopy some of the tests and subjects to study for the exam.”* (S25)

*“It’s irrelevant with the current university entrance examination.”* (S31 and S32)

*“I have been studying for three years now. Still, it is like every year the coursebook is the same. It is like a recurring unit of subjects. What is more, it’s stressing that the coursebooks are not related to the university entrance examination.”* (S39)

*“If somebody asks me whether I have ever used the local coursebook provided by the government, I can give them a negative reply. This fact never changes. Students at high schools have to buy an additional source of local coursebook to prepare for the university entrance exam.”* (S44)

*“Our coursebook is completely irrelevant to our university entrance examination. The other books I bought are too expensive.”* (S49)

*“This coursebook we have is not specifically designed for the English language department.”* (S50)

*“The coursebooks we are using now does not include all the information we need to learn for the university entrance examination. There are not enough tests and quizzes inside. Therefore, I had to buy an additional source of local coursebooks for the exam It’s obvious that they need to upgrade their coursebooks for the English language field or they need to have a change of examination design.” (S52)*

*“My friends and I didn’t want the governmental English coursebooks to be taught in the courses. Hence, we requested our teacher to buy an additional source of English coursebooks. Yet, we did not buy the book we asked for, either. It was too expensive and not comprehensive enough for the current university entrance examination.” (S57)*

*“I think that our coursebooks cannot be useful for anyone in the English language field. It’s not comprehensive, quality or relevant.” (S58)*

#### **4.2.3. Findings of SubQ1.3**

Regarding the research sub-question 1.3, students’ perceptions of satisfaction on their field and methodology of the English teachers have been revealed with two of the items in the questionnaire. The findings of these items have been shown in Table 4.12 below.

*Table 4.12 Findings from students’ perceptions of satisfaction on their field and methodology of the English teachers*

<b>Item</b>	<b>Choice</b>	<b>F</b>	<b>%</b>
Are you content with the way English field lessons are being taught?	Yes	420	73,9
	No	148	26,1
	N	568	100
Do you think the number of English field related lessons is enough in the curriculum per week?	Yes	478	84,2
	No	90	15,8
	N	568	100

The findings from the item of “Are you content with the way English field lessons are being taught?” reveals that 73.9% (n=420) of the students chose “Yes”, and 26.1% (n=148) of them chose “No”. And the last item of “Do you think the number of English field related lessons is enough in the curriculum per week?” reveals that 84.2% (n=478) of the students chose the option of “Yes” while 15.8% (n=90) of the students chose the “No” option. In agreement with the previous findings, it is possible to say that a great number of the students are content with their teachers’ methodology and the number of English courses. After being asked what the

reason is in the focus-group interview, they stated that being taught by one teacher for 15-18 hours a week gets them to be bored sometimes. Therefore, this question has been linked to the Research Sub-question 3 since they find the number of English courses enough due to having a single teacher for all field related English courses.

Students (only the ones who responded negatively to the related questionnaire item) are asked in the focus-group interview “Can you briefly describe the way you wanted to be taught your field related lessons?”. Based on students’ responses, such themes as ‘Classroom atmosphere’ and ‘Curriculum/educational system’ have been formed and listed in Table 4.13 below with their codes and frequencies.

*Table 4.13 Perceptions of students on the methodology of English teachers*

<b>Sub-theme</b>	<b>Code</b>	<b>Frequency</b>
<b>Classroom Atmosphere</b>	Courses should be more interesting.	15
	There should be different methodologies used.	14
	Courses should be taught with the focus on speaking.	13
	There should be various activities.	8
	Teachers should mind us more.	8
	We should be more active.	7
	We should solve more tests.	5
	The courses should be more instructive and organized.	5
	The courses should be taught more explicitly.	4
	Technological devices (Smartboard, projector etc.) in class should be used more.	3
	There should be less homework.	2
<b>Curriculum/Educational system</b>	All 4 skills (Listening, Speaking, Reading, and Writing) should be taught.	24
	Grammar-based teaching should come to a stop.	9
	Exam-oriented teaching should come to a stop.	7
	British Literature classes should not be a substitute for solving tests.	5
	Different languages like Russian, French should be added to the curriculum.	4
	There is not enough	2
	The instruction is poor.	2
Field related lessons should be taught by different teachers.	2	

After the close examination of Table 4.13, the perceptions of the students on the methodology of English teachers have been listed under two themes: 'Classroom atmosphere' and 'Curriculum/educational system'. Under the first theme 'Classroom Atmosphere' the students have mainly stated their thoughts on this subject with 84 times of frequency. On the other hand, the second theme "Curriculum/educational' have shown 55 frequency with different codes. When the codes under the theme 'Classroom atmosphere' have been analysed, it can be seen that the most recurring codes respectively are 'Courses should be more interesting.', 'There should be different methodology use.', 'Courses should be taught with the focus on speaking.', 'There should be various activities.', 'Teachers should mind us more.' 'We should be more active.' After the thorough examination of the codes under the theme 'Curriculum/educational', it can be stated that the most recurring codes respectively are; 'All four skills (Listening, Speaking, Reading and Writing) should be taught.', 'Grammar-based teaching should come to a stop.', 'Exam-oriented teaching should come to a stop.', 'British Literature classes shouldn't be a substitute for solving tests.', and the others listed above. Some of the views of the students taken from the themes are worded as follows:

S1, who thinks that speaking should be given more importance states as follows:

*"I wish the courses would be taught by focusing more on spoken production and interaction rather than English grammar." (S1)*

S2 expresses that Grammar has been overtaught and other skills are completely ignored by saying as follows:

*"We are learning about the grammar rules repeatedly. And what is worse is that we hardly ever learn anything about speaking, listening, reading, or writing. How is it possible for me to have a better command of English when there is not enough exposure? I am completely fed up with being taught English grammar 15 hours every week. The fact that I am doing my best to improve my speaking does not mean that the rest of my friends will go to different universities without mastering the English language. I am fully unhappy with the way I am being taught right now. I prefer more interactive skills rather than merely taught explicit grammar rules. There is this fact of the university entrance examination. It is like a huge dilemma. What should we do: prepare for university entrance examination or have fun and focus on the English language as a whole?" (S2)*



S7, who found it more logical to have a speech-based teaching environment than a grammar-based one, states as follows: “

*“It would be more helpful and pragmatic to integrate speech-based activities to the courses for people to overcome the fear of speaking.” (S7)*

Expressing the lack of smartboard, S10 and S29 said:

*“I don’t get it! We are living in a world where people are fully equipped with technological devices as well as with the knowledge to use this technology. Yet, we have smartboards here in courses for nothing! Our teacher is completely ignoring the smartboard use during courses.” (S10)*

*“I would rather my teachers to teach any subject matter through the use of smartboards.” (S29)*

S15 and S16, who made recommendations about the enrichment of the teaching environment, transferred their thoughts about the English language-oriented courses as follows:

*“Entertaining as possible, not bothering, using relevant, visual, and auditory materials, my friends’ teachers are making their courses more entertaining and enjoyable. They don’t bother their students.” (S15)*

*“I would like to be taught with visual and auditory materials by focusing on speaking and writing. We were like robots for the school, yet, it would not work. Teachers should teach these courses interchangeably. Hours are not enough because the lessons are not efficient. I don’t think it’s my fault when choosing a department because no other space has been opened.” (S16)*

Stating that learning a foreign language is important, S17 states as follows:

*“More attention should be paid to the students and I wish the MoNE could give more importance to second foreign language learning.” (S17)*

Referring to the inconsistency between the curriculum and the university examination system, S51 asserts as follows:

*“It’s obvious that the university entrance examination is irrelevant to the curriculum we have been using.” (S51)*

Other students’ views of the themes are as follows:

*“Unfortunately, theoretical education, which is embedded throughout our education system, remains in theory in the English language-oriented courses. The number of students who can use the language is low in number.” (S37)*

*“I am very bored of this rote-learning based education. I’m not happy with my teacher’s methodology.” (S38)*

*“I would like the lessons to be taught to me with the help of smartboard, digitally on the internet.” (S39)*

*“I want to practice English more in class. The teacher herself is not even speaking any English with us. It would be so much fun if we also have speaking activities. (S40)*

*“I hate the fact that we are only solving multiple-choice questions in class. There is no other way for us to be successful. Still, I would prefer my teachers to focus on the tips and explain to us all the subject matters in a more detailed way.” (S56)*

*“I am aware that we have to focus on the way the university entrance examination is. Therefore, I expected my teachers to teach us the tips and techniques of solving multiple-choice questions. Also, I guess some of us are quicker learners than others, which means we need special and more attention. We are getting bored while the others try to catch up with us.” (S70)*

*“There are different types of multiple-choice questions in the university entrance examination. Therefore, the teachers must explain to us how to solve different types of questions with techniques. Well, I wish the other lessons such as Turkish, Geography, History, etc. would be given more attention and the teachers of these subjects would care more about ELOC. The last thing I want to say is that I would prefer my English teachers to provide us with more assignments.” (S72)*

*“The only thing I can ask for is that our teachers should carry out their activities focusing more on speaking.” (S74)*

*“I can’t understand my friends. How can we focus on speaking? They complain about how much we need speaking based activities in class. How is it possible when we are up against a huge exam? We cannot implement the current school curriculum. We must concentrate on memorizing all the information and vocabulary and accept the fact that studying in an Anatolian high school means getting prepared for the university entrance examination. Still, I would love to have more equipment at school available only for ELOC.” (S76)*

*“There are no speaking related activities employed in our courses. I heard from my friends that they do focus on speaking sometimes. I would rather have speaking-based activities rather than solely focus on the upcoming university exam. I must admit that I have started to think about changing my school only because of this reason. I feel like I will have difficulty in studying at the university with my current level of speaking.” (S79)*

*“I would love to be in a class full of entertaining activities.” (S85)*

*“The courses should be more entertaining, highlighted with short films, songs or stories. They also should be more appealing and grab our attention.” (S87)*

*“Speaking as a skill is completely ignored. All the time, we only focus on the memorization of the grammar rules as well as vocabulary. I am about to be a graduate, but my knowledge of English is only limited to English grammar.” (S88)*

*“I am happy with the way I am being taught right now. If there were speaking based activities during class, it would be a lot better, but we do not have enough time for that. Sometimes, when I subsequently learn new grammar topics and techniques for solving questions, I am getting extremely bored. Yet, I cannot decide what is normal and what is not. Our whole life depends on the university entrance examination.” (S89)*

*“I am studying English here, but I don’t use the language itself for communication. I do not find it amusing. I do not like to learn grammar all the time. It is not fun.” (S92)*

*“I am quite content with the way I am being taught. What else can they do? We cannot just focus on speaking when we must get ourselves prepared for a highly difficult*

*university entrance examination. We have two types of English in high school: English as a means to pass the university entrance examination and English as a dream defined in the curriculum. (S94)*

*“I don’t think my teachers are equipped and skilled. I haven’t upgraded my English knowledge with what I am taught until today.” (S3)*

*“I would like to have courses which are fun and without the stress of university entrance examination. Learning anything right now is making me nervous and bored. I feel like I am detached from English that is going to be my major at university. I think the current system is a failure. The English language-oriented courses and the curriculum are ineffective.” (S12)*

*“To have a greater command of the English language, our studies should include more speaking-based activities.” (S21)*

*“I would like my courses to be taught in a way that is not boring, clear, comprehensible, briefly and to the point.” (S32)*

#### **4.3. Findings of the Research SubQ1.4, 1.5 and 1.6**

*Table 4.14 Research SubQ1.4, 1.5, 1.6*

- 
1. SubQ1.1: What are the perceptions of students and teachers towards English language-oriented curriculum implementation in the 11<sup>th</sup> and 12<sup>th</sup> grades of public high schools?
- 
- 1.4. What are the teachers’ perceptions of the English language-oriented courses’ curriculum implementation?
  - 1.5. What are the teachers’ perceptions of the coursebooks for the 11<sup>th</sup> and 12<sup>th</sup> grades?
  - 1.6. What are the teachers’ perceptions of the methodology of themselves?
- 

The first research question aimed to reveal public Anatolian high schools’ 11<sup>th</sup> and 12<sup>th</sup>-grade ELOC teachers' perceptions of their overall curriculum. To find out these teachers' perceptions of ELOCC, the Teachers' Perceptions Interview Form was conducted in this research. The findings are discussed according to the same order in the questionnaire that was

submitted to the students. The tables are named according to the statements in the research instrument so that the findings revealed can be understood clearly.

#### **4.3.1. Interview Warm-up Items to Depict the ELOC Context from the Teachers' perspectives**

In relation to the SubQ1.4, 1.5, and 1.6, two sub-items have been directed to the teachers in the interview form to better depict the current situation of ELOC. The second item has been given importance as it also provides perceptions of teachers towards their teaching.

*Table 4.15 Interview warm-up questions*

---

**A.** What is the attitude of school management towards ELOC?

---

**B.** What are your views on teachers who will take part in language courses?

---

As many of the teachers mostly complained about how negative their school administrations are in the pilot interviews, the following item has been formed as stated here; "What is the attitude of school management towards ELOC?" Table 4.15 demonstrates 2 items extracted from teachers' interview form to enlighten the context to better understand the background of ELOC.

Regarding item A in the interview form, themes of 'Positive Attitude', 'Negative Attitude', and 'Neutral Attitude' have been formed and demonstrated in Table 4.16 with their name of theme, codes, and frequency number.

Table 4.16 Attitudes of the school management towards ELOC

Sub-Theme	Codes	Participants' information	Frequency
<b>Positive Attitude</b>	They support us	T4, T5, T8, T9, T10, T11, T12, T26, T27, T28, T29, T30	12
	They are positive	T3, T4, T6, T7, T13, T15	6
	They care about us	T18, T19, T24, T25	4
	They are helpful	T13, T24, T25	3
	If students want ELOC, they support us.	T14, T16	2
	They are encouraging	T28, T30	2
<b>Neutral Attitude</b>	They are neutral	T22, T23	2
<b>Negative Attitude</b>	They have prejudgements	T1, T2, T20, T21	4
	They prioritize other fields.	T1, T20, T24	3
	They do not want ELOC.	T1, T12	2
	ELOC is an alternative class for Turkish-Social Sciences field for them.	T1, T20	2
	They let us have ELOC because they must.	T1, T20	2

When Table 4.16 is examined, the opinions of teachers about the school administration's attitudes towards ELOC are summarized under 3 themes. The number of themes of 'Positive attitude' that teachers expressed the approaches of school administration consists of 31 times of frequency. The three repeating codes included in this theme are 'They support us', 'They are positive', 'They care about us' and lastly 'They are helpful'.

When the other themes are examined, it is seen that the codes under the 'negative attitude' include the most repeating codes respectively are 'They have prejudgements', 'They prioritize other fields' and lastly 'They don't want ELOC'. When it comes to the last theme 'neutral attitude', it can be seen that the only recurring code is 'They are neutral'. Some of the views regarding all those abovementioned codes are stated as below.

The views regarding the theme ‘positive attitude’.

Stating that their school administration is mostly positive, T3 asserts as follows:

*“My school is really supportive and mostly positive about English courses. We have had an ELOC or more every year till now.” (T3)*

Believing that school administration is the leading factor to their success with their support, T4 states as follows:

*“They are extremely supportive, and this is one of the reasons that we are motivated and successful in ELOC. If we were not supported by them, we could not have been dealing successfully with this much intensive working environment. If the students and teachers are willing to have ELOC for 11<sup>th</sup> and 12<sup>th</sup> grades, it is really important that the school administration to fully support this as the schedule is being prepared by them and also the permission to increase the number of English language-oriented courses is again up to school administration to decide. As they have witnessed that we are successful in ELOC with high rates of university exam grades, we have had no problems until now.” (T4)*

One of the teachers (T19) stated again that they have got the full support of their school’s administration, remarks as follows:

*“We have an English teacher among the staff of the school administration. He is the assistant headmaster. This means that he can understand what we are trying to achieve and how much effort we are putting in these courses. Thanks to him and of course the other staff again, we have a chance to focus more on informing and raising awareness of our ELOC students. We have no doubt that we will always be fully supported by them, which matters a lot.” (T9)*

Stating that their school administration is extremely helpful and supportive, T10’s and T11’s thoughts are as follows:

*“They support us. Sometimes some problems are coming up regarding the profile of the students in ELOC but they still back us up all the time. But they do not accept any behavioural problems of the students.” (T10)*

*“They were quite supportive. They made sure that we have an ELOC at school. They always supported our ELOC students with everything they needed.” (T11)*

Some other participants’ thoughts on the positive attitude of school administration are stated as follows:

*“Our school is positive and supportive of ELOC. Whatever happens, they believe that ELOC should take place in our school as long as we want it. They believe our teachers are well-equipped and have got high standards for these ELOC courses. Having enough English teachers at school is another factor leading to this. Well, I can admit the fact that they are more voluntary and willing than us teachers to have this ELOC at school.” (T15)*

*“In this school, they highly give importance to have ELOC. They want to open up ELOC and they always are supportive. We have enough English teachers, which is another important reason for that. It’s possible to say that we have too many teachers who are willing to teach these courses because it is highly preferred.” (T19)*

*“They are doing whatever possible they can. Yet, it is a pity that they do not have enough knowledge of ELOC, and they believe it is not necessarily needed and should be preferred less. They have little idea about what the profile of an ELOC student is or what kind of exams these students are going to take for the university, which causes some problems. Still, they are aware that ELOC students generally have successful results from the university entrance exam that’s why they try to let us have ELOC when we request.” (T24)*

*“We haven’t encountered any serious problems before. They generally try to support us. Especially the headmaster at school encourages us to teach those courses. If English teachers request conferences for students to get to know about universities and programs in them, they are helping us to find an instructor from the university to do so. They try to be as supportive as possible.” (T26)*

*“Yes, we have never had any serious problems before. They generally supported us to have these courses at school. That matters a lot because when there is enough support, students feel more motivated.” (T27)*



*“It changes from one year to another depending on who your headmaster is. I can say that this year we are more supported than ever. This is of course all due to our headmaster. He closely is interested in ELOC. He tries to participate and help out in everything we are doing.” (T29)*

The views regarding the theme ‘negative attitude’:

Stating that their school administration is mostly negative, T1 asserts as follows:

*“In our school, they are mostly unwilling to have ELOC courses. They have to let the students study in the English field as it’s the law to accept students’ applications if there are enough (at least 10). Unfortunately, I can clearly say that the school is not positive about ELOC.” (T1)*

During the interview, mentioning that the school administration staff are quite prejudiced about ELOC and that they think the other courses (Mathematical-Science oriented courses and Turkish-Mathematics oriented courses) are to be given priority as they supposedly have a richer list of programs that can be chosen after the university exam, T20 states as follows:

*“They are completely prejudiced against ELOC. If the final decision was in their hands, they would not allow us to teach ELOC, but it is not, and they have to formally put the applications into the process. It is a real pity to accept the fact that they care more about Mathematical-Science oriented courses and Turkish-Mathematics oriented courses. They are leaving the students with one option as there are no Turkish-Social studies-oriented courses at school: ELOC.” (T20)*

Some other views expressing that school administration has got a negative attitude are as follows,

*“They believe that ELOC students choose these courses because they cannot achieve Mathematical-Science oriented or Turkish-Mathematics oriented courses. Thus, they are mostly the most undisciplined, unsuccessful, and potentially problematic students at school. To them, these students believe that ELOC is the only place they can graduate from high schools. Even many of the teachers except English at school agree with the school administration on this.” (T21)*

*“As Mathematical-Science oriented and Turkish-Mathematics oriented courses are more well-known and accepted as a path to have a good profession, they don’t know about what kind of an examination system it is for ELOC or how many questions we need to solve for a good grade. They have no idea how challenging it is to study in ELOC, and this results in being kept at the background all the time. The students also feel that and feel less motivated.” (T24)*

The views regarding the theme ‘neutral attitude’,

Stating that their school administration is completely neutral and the views of T22 and T23 are stated below:

*“They are completely neutral. They don’t oppose to the idea of having ELOC at school, but they do not try to motivate us, either.” (T22)*

*“They are mostly neutral, and we are happy with the way they are. We are doing the best we can do. We have never requested anything from them. This might be the reason that they are always neutral.” (T23)*

Regarding the second sub-item of the interview: “What are your views towards teachers who will be responsible for language-oriented courses?” the themes, codes, and participant information formed according to the answers to the interview item are shown in Table 7. After a thorough analysis of their answers, themes of ‘Teacher’, ‘Educational system’, and ‘Students’ have been determined. All the mentioned themes and their codes have been stated with the number of their frequency in Table 4.16 below.

*Table 4.17 English teachers' views regarding a person who will be in charge of ELOC*

<b>Sub-Theme</b>	<b>Codes</b>	<b>Participants' information</b>	<b>Frequency</b>
<b>Teachers</b>	Voluntariness	T1, T2, T3, T5, T6, T8, T9 T10, T11, T12, T14, T18 T19, T23, T26, T27, T28 T29, T30, T31	19
	Experience	T1, T2, T5, T6, T8, T12, T13, T14, T22, T24, T29, T30, T31	13
	Dedicatedness	T4, T15, T16, T17, T29	5
	A good command of English	T2, T20, T30	3
	A teacher who is renovative	T10, T11, T13	3
	Responsible	T7	1
	Mastery of university entrance examination	T4	1
<b>Educational System</b>	Need for taking language proficiency tests	T2, T3, T5, T9, T12, T14, T18, T19, T30, T31	10
	No need for taking language proficiency tests	T1, T4, T8, T11, T25	5
	Final decision made by administration	T14, T18, T19, T20, T29	5
	Two teachers for one class	T2, T11, T24	3
	Need for an ELOC curriculum	T1, T3	2
<b>Students</b>	Profile of the students	T1, T15, T16, T17, T21	5
	Dialogue with the students	T2, T24	2

When Table 4.17 was examined, it is seen that the views regarding the teachers who are going to be responsible for ELOC have been listed under three themes: 'Teachers', 'Educational system', and 'Students'. According to the information stated above, the theme of 'Teachers' outnumbers the other themes with the most frequency number. The other themes of 'Educational system' and 'Students', on the other hand, can be seen with differing frequencies. After a close examination of the theme 'Teachers', the most recurring codes are 'Voluntariness', 'Experience', 'Dedicatedness', 'A good command of English', and the others. As to the theme of 'Educational System,' the most recurring codes are 'Need for taking language proficiency tests', 'No need for taking language proficiency tests', and 'Final decision made by administration', and the others. The codes regarding the theme 'Students' seem to be split in halves: 'Profile of the students' and 'Dialogue with students' Some of the views regarding all items in Table 4.17 are stated as below.

Thinking that volunteer and experienced teachers are important in language courses, T1's thoughts are as follows:

*“We also have very good language class teachers. We are three persons managing the language field as we like to do so. It is a cycle; we take turns in order. If the language class is started in 11th grade, my colleague takes 11<sup>th</sup> graders and continues to 12<sup>th</sup> grade. Then he waits in the line for another turn. Those who are volunteers should have experience in language proficiency exams in Turkey. (T1)*

Listing the features that the teacher should have, T4 stated the following in his views:

*“First of all, the teacher must be equipped. He/she must be equipped in terms of using the technology and must be competent in the language field. I do not think evaluation with exams is a real success sign. First, a serious dedication is required to teach a language class.*

*It is a little more tiring than working in other fields. You must be more disciplined. First, you are the key point of the child's whole life about the future.” (T4)*

Expressing that volunteering is the most important criterion for teachers teaching the language courses, T8 also states that the language exams to be applied to teachers are not needed:

*“Volunteering is more forthcoming here. Let us say I have a lot of experience in this field, so I start the language courses. Also, you should save your face at the end of these 2 years. If you are preparing for the language field, children will have to enrol in the universities they aimed to. The entering rate to the university has a huge effect. A volunteer teacher accepts that he/she will succeed in doing so.’ (T8)*

Stating that success will result from willingness and experience, T10 stated that putting language proficiency exams as a condition is alright, as follows:

*“We were chosen because we are volunteers. In terms of taking a language exam, we are graduates of Hacettepe University, meaning we are teachers who have taken the necessary exams before. Volunteering should be the first thing in this job. The teacher can be very successful, but if he does not want to, you cannot make him do anything. But if the demand is too high among the teachers, then some criteria can be set. These*

*criteria are governed not by teachers. What brings success is a willingness in the first place, then there may be an obligation to take the language exam.” (T10)*

Considering that two teachers should share the English courses, T2 and T11 also look positively at taking language proficiency exams. They state their thoughts as follows:

*“It is very important to master the language. Therefore, the requirement to enter YDS can be sought. I think it might be important in my experience. I think that two teachers should share the load, because there might be points missing from a single teacher, or something that they cannot teach quite well. That is why there is a need for the other teacher’s support. I am in favour of two teachers sharing the load.” (T2)*

*“I agree. Different teachers should enter the same class. There is no rule that a single teacher will always be assigned to the whole courses. Anyone volunteer can do it. The teacher should also renovate himself/herself. He/she must take language exams. But the score received cannot be a criterion.” (T11)*

The thoughts of T9 and T19 who gave a positive opinion about the exam are as follows:

*“A teacher who wishes to teach in language courses can be subjected to a language exam to see if he/she is academically qualified. Successful results can be obtained. If possible, they can take this exam every year. In this way, it keeps both their knowledge fresh and proves their willingness to work.” (T9)*

*“I think it should be a criterion, too. Because the teacher who will prepare the students for the exam needs to keep their knowledge at a certain level. When they cannot answer even the easiest, simplest questions, the students lose their respect for the teacher. YDS has got questions that are almost the same level as the university entrance exam. They must take the exam because this test measures the English knowledge of the teacher.” (T19)*

Stating that the presence of an authority is important in determining the teachers who will teach the language courses, T20 states:

*“The head of the English department or the competent person should evaluate the teacher, look at his/her motivation to work, strategies and principles. According to*

*this, if a person can teach the language courses, he/she should be assigned and guided. Apart from that, I do not want any teacher to be assigned to the language field. Taking the language proficiency exams means spending money and studying for it, that's why they don't want to.” (T20)*

Those who thought that the student profile would affect the quality of the language courses and the attitude of the teacher, T1 also said:

*“The student profile is also very important. As a teacher, if you can determine the student's needs by seeing the profile, you will be ready for it. With your preparation, you see the deficiency and prepare yourself in that direction and then prepare the student. To my idea, this brings success. There may be situations that it does not depend on the student's learning capacity, special conditions, success in other lessons but failure in English, etc. I think, they all change depending on who you are. Because all of them are individuals, their needs therefore their preparation is different.” (T1)*

Addressing issues such as two teachers for one class, willingness, and experience, T24 has also identified dialogue with students as an important criterion:

*“If everyone is willing, students will somehow find their way to success. Two teachers can teach the same class. One of them will be a teacher who has been working for years and has a lot of courses. You can learn to teach better with the guidance of an experienced teacher. Apart from proficiency, the communication of the teacher with the other teachers and the dialogues with the students is very important.” (T24)*

Other views on the themes are as follows:

*“I think first of all experience, then willingness and lastly exam.” (T5)*

*“Volunteering is important in this job. I don't know how accurate it is to take the language proficiency exams because language exams are not evaluating the four skills anyway.” (T8)*

*“It is based on the principle of voluntariness. Experience is also important. There are no inexperienced teachers in our school right now. But I still think that any teacher*

*who wants can overcome this. Lastly, I think that language exams should be taken.”*  
(T12)

*“I think anyone that has studied English language teaching can become a teacher in the language field. However, after a few years, a difference emerges: As you get involved, you get to know more and more of the details. Therefore, people who volunteer to follow them should aspire to this job. I say volunteering is in the first place.”* (T19)

*“Not everyone can be a language field teacher. It is necessary to love rather than being experienced, to be very devoted. It is not like an ordinary class; they must be very attentive to them. Of course, to be experienced matters, too. Language exams are important, but I do not think there is much difference between those who take the exam and those who do not. The teacher does not have the choice to say I do not want to. He/she must fulfil the given task. However, it is very important that he/she is someone that loves those courses and spends time on them.”* (T29)

*“The important thing is the experience and teacher standards.”* (T13)

*“I think there should be a selection system. The teacher, who will teach the language field, should have a good command of grammar. For example, let us imagine that he/she was a teacher who had worked in primary school for 10-15 years. I think he/she should not teach the language class right after he/she was relocated to a high school after 15 years. After a couple of years, maybe. In my opinion, not only the language field, but also the teacher who entered the 9th grade should have certain features. Teachers should be placed in courses according to the level of the child. Experienced people who do not want to take the language exam are also existing.”*  
(T21)

*“I think volunteering should be essential. I do not think it will be very useful if somebody forced. The experience is of course important, but I think someone new to the profession will be more enthusiastic.”* (T26)

### 4.3.2. Findings of the items regarding ‘SubQ1.4, SubQ1.5 and SubQ1.6’

Although the sub-questions have been planned to ask separately, the teachers preferred to answer all three sub-questions together. During the flow of the semi-structured interview, the researcher decided not to stop them as the concepts of ‘curriculum’, ‘coursebooks’ and ‘methodology’ are closely connected in teaching. Therefore, regarding the study’s research question; ‘What are the perceptions of students and teachers towards English language-oriented curriculum implementation in 11<sup>th</sup> and 12<sup>th</sup> grades of public high schools?’, the participant teachers were asked to talk about their formal curriculum provided by the MoNE and their actual applications of the curriculum in detail (the number of the each subject matter provided in the curriculum, planned materials for ELOCC, recommended methodology, learning outcomes, the number and the style of examination, etc.). After a thorough analysis of their answers, themes of ‘Methodology’, ‘Curriculum in general’, ‘Other sources of coursebooks’, ‘The number of the English courses’ and ‘Recommendations’ have been determined, which consists of all the necessary answers of sub-questions. All the mentioned themes and their codes have been stated with the number of their frequency in Table 4.18 below.

*Table 4.18 Perspectives of teachers on curriculum, coursebooks and methodology*

<b>Sub-Theme</b>	<b>Codes</b>	<b>Participants’ information</b>	<b>Frequency</b>
<b>Methodology</b>	I focus mainly on grammar.	T1, T2, T4, T5, T6, T9, T10, T17 T18, T19, T20, T21, T22, T23, T24, T25	16
	My focus is on the university entrance examination.	T2, T4, T5, T6, T9, T13, T19, T20 T22, T24, T25, T29, T31	13
	I do not focus on skills.	T2, T4, T5, T6, T10, T19, T20, T22, T29, T30	10
	I do not teach literature in Literature courses.	T1, T2, T10, T16, T15, T17 T19, T20	8
	I focus mainly on pilot university entrance examinations	T1, T19	2
	I am elective depending on my students' needs.	T8, T29	2
	I assign my students with specific and periodic homework.	T24, T25	2
	I teach the subjects repeatedly for my students not to forget.	T10	1



*Table 4.18 continued*

<b>Curriculum in general</b>	I develop/adapt my curriculum.	T1, T2, T7, T10, T13, T19	6
	There is no ELOC curriculum offered by the MoNE.	T1, T3, T9, T13, T14, T24, T25, T31	8
<b>Another source of coursebooks</b>	The coursebooks provided by MoNE is inefficient.	T2, T10, T14, T17, T15, T16, T19, T24, T25, T26, T27, T28, T31	13
	I must use other sources of coursebooks as my students prefer them.	T1, T8, T15, T16, T17, T26, T27, T28, T29, T30	10
	I must create my coursebook.	T14, T25, T26, T27, T28, T29	6
<b>The number of English courses</b>	The number of English courses is not enough.	T1, T2, T10, T19, T24, T25, T29, T31	8
	The number of English courses is enough.	T11, T12, T22, T26, T27, T28	6
<b>Suggestions</b>	The students should decide which department they want to study in 10 <sup>th</sup> grade	T2, T3, T4, T5, T6, T7, T11, T12, T13, T15, T16, T19, T21, T26, T29, T30, T31	17
	The MoNE should provide specifically designed ELOC coursebooks.	T1, T2, T20, T22, T25, T26, T27, T28, T29, T31	10
	The MoNE should provide us with an appropriate curriculum developed for ELOC.	T4, T5, T6, T7, T13, T20, T26	7
	The MoNE should let us order another source of coursebooks.	T3, T4, T5, T6, T12	5
	If the curriculum will be re-developed, teachers' opinions should be taken.	T11, T19, T26, T27, T28	5
	A series of coursebooks designed for ELOC should be provided by the MoNE	T9, T10, T13, T19	4
	At least 2 teachers should teach ELOC at the same time by sharing English courses.	T18, T26, T29, T30	4
	In 12 <sup>th</sup> grade, students should be directed to solve multiple-choice questions to score better in university examination.	T1, T3	2

When Table 4.18 is examined, the opinions of teachers about the teaching methodology and curriculum of the ELOC have been summarized under 5 themes. Accordingly, the teachers

who expressed their thoughts under the theme of 'Methodology' recurring 54 times outbalanced under this theme.

When the other themes are analysed, a total of 14 codes under the theme of 'Curriculum in general', a total of 29 codes under the theme of 'Another source of coursebooks', a total of 14 codes under the theme of 'The number of English courses' and lastly 54 times of 'Suggestions' can be defined.

After a closer look at the theme 'Methodology' (Also the sub-question 1.6), it can be understood that the teachers do not follow the methodology coherent with the curriculum provided by the MoNE. When the codes in the theme of the 'Methodology' are analysed, it is seen that the most repetitive codes are 'I focus mainly on grammar' and respectively, 'My focus is on university entrance examination.', 'I don't focus on skills.', 'I don't teach Literature in Literature courses.' and others. When the codes in the 'Another source of coursebooks' theme are examined (Also the sub-question 1.5), it is possible to see that the most repetitive codes are 'The coursebooks provided by MoNE is inefficient', 'I must use other sources of coursebooks as my students prefer them' and lastly 'I must create my coursebook.'. When the codes in the theme of 'the number of English courses' are examined, it is obvious that the teachers were split almost in halves with disagreement. The most repeated codes are 'The number of English courses is not enough.' With 8 times of frequency and 'The number of English courses is enough.' with 6 times. After the codes in the theme of 'Suggestions' are examined, the most repetitive codes show that teachers mostly agree on the fact that the students should select which department they want to study in 10<sup>th</sup> grade instead of 11<sup>th</sup> grade. Also, they think that 'MoNE should provide specifically designed ELOC coursebooks.', 'MoNE should provide us with an appropriate curriculum designed for ELOC.', 'MoNE should let us order another source of coursebooks.', 'If the curriculum will be re-designed, teachers' opinions should be taken.' and others. It can be understood that a considerable number of teachers would like to have a complete change in curriculum and coursebooks.

Some views of the codes in the themes are expressed in detail as follows:

Stating that 'the curriculum' should be elaborated, and that 'the curriculum' is not suitable for ELOC, T1 also stated that MoNE should do something in terms of other sources of coursebooks and reference books by uttering these words:

*“If we consider the 11<sup>th</sup>-grade curriculum for other courses, it is not completely irrelevant to the 11<sup>th</sup> grade ELOC curriculum. Still, I prefer it to be more elaborate by specifically focusing on the university entrance examination. During my 12-hours courses, I mainly focus on the subjects in the 11<sup>th</sup>-grade curriculum and start by teaching grammar and sometimes focus on vocabulary range as well as reading skills. It is not possible to focus on other skills defined in the curriculum as we only can aim the best score for the university exam. Our students would rather buy other sources of coursebooks than provided government coursebooks as they do not find them relevant to their studies. I am trying my best to help them guide their studies with those coursebooks, too as this is their request. We are doing the yearly plan with my students by negotiating at the beginning of the year. We try to stick with the current provided curriculum. Yet, I also try to respect my students’ choices of using another source of coursebooks while planning the educational year. Although the British Literature class is present in their weekly program, my students and I agree that the number of English lessons is inefficient, so we must focus on the exam subjects as much as possible. As a result, we do not teach British Literature courses but must focus more on university entrance examinations. Though we must assess our students with regular exams aiming to reveal the achievement of the curriculum, our students are preparing themselves for a language-proficiency kind of a test, which means we are contradicting ourselves. The MoNE should do something in terms of resources and coursebooks.’ (T1)*

Stating that a mostly Grammar-based course is being taught, T2 stated that the number of ELOC hours may be increased and that field selection should be taken back to the 10<sup>th</sup> grade again.

*“We are free to design the ELOC curriculum ourselves, but it's not something we wrote down. You are asking if you can see it, but I cannot tell you that it is something I am planning and writing day by day like a yearly schedule. Based on any existing English curriculum provided by the MoNE, we are adapting our curriculum to be applied in English language-oriented courses. Of course, we are having difficulty in adapting it as we do not have enough time or the motivation to focus on skills. As the books submitted for this curriculum did not serve the exam, my students wanted to employ other resources to prepare themselves for the university entrance examination.*

*As to the literature courses, I can't focus on literature due to two reasons: first, it's not existing in the examination system with its subjects and second, we don't even have enough time to teach exam-related skills. As my students complain all the time how behind the planned schedule they are, the main objective during both the planning and the courses is always on mastering English grammar. Therefore, I assume I always teach my lessons with the aim of exam preparation as it serves more to the students. As a result, we are ignoring the importance of skills taking part in the actual curriculum. It is like we have an exam ahead us that we need to run as fast as we can. Having an increase in the number of English courses would make it much easier. Also, having other resources for teaching would be more fruitful for my students. I completely agree with my friends that the selection of a field had better start around 10<sup>th</sup> grade again. When it is 11<sup>th</sup> grade, it's too late for my students to get prepared well for the university examination.” (T2)*

T3, who thinks that the syllabus to be created should be prepared specifically for the English language-oriented courses and that the field selection should be taken to the previous year, as T2 suggested, expressed his thoughts as follows:

*“We (English teachers) employ the resources the students share with us. We help our students solve the multiple-choice questions. Since there is no specific curriculum designed for us, we have no other choice to do so. I wish the curriculum would be created specifically for the English language field. Yet, if the MoNE is not going to create enough resources like 9<sup>th</sup> and 10<sup>th</sup> grades, it is better to request a private publishing company to create resources for us. I remember the times when students were choosing the English language field after the end of 9<sup>th</sup> grade. It was much better that way. We had 18 hours of English courses and there was also English preparatory year for them to power up their English knowledge.” (T3)*

*“We have rules governed by MoNE not to use any other resources. This is the way we must live on. We are not allowed to buy any other books than the ones provided by the MoNE. If we are asked which books would be more helpful for the university entrance examination, we suggest the one we find the most useful to our students. Of course, they are completely free to decide which book they are going to use in this procedure. In our school, my students prefer to use the book provided by the MoNE. Therefore,*

*they are finding it difficult to catch up with the other students in different schools.”*  
(T8)

*“Since the English language field neither has a book, nor has a curriculum, as a school, we create our curriculum based on YDS Publishing's annual plan and curriculum, which is compatible with the EBA platform. In our university preparatory courses, we emphasize the explicit presentation of the English grammar. Students are expected to gain the skills for the university entrance examination. The MoNE does not offer any ELOC curricula. But the province of Antalya offers a plan for ILBAP (The project of Increasing Primary and Secondary Schools' Academic Achievement). It would be nice to have a coursebook which is designed and published for English language-oriented courses.”* (T9)

*“When I was teaching 11<sup>th</sup> graders, I mainly emphasized the English grammar. Generally, I try to ignore the skills defined in the curriculum as we do not have enough time for them. Towards the end of the second term in 11<sup>th</sup> grade and at the beginning of 12<sup>th</sup> grade, I revise all the grammar subjects available in the exam again. I highly prioritize revisions as the students tend to forget about everything you teach through time. Especially revising the grammar subjects by dividing them into units is a necessity. Therefore, it is possible to say that I mainly teach grammar explicitly. The coursebooks provided by MoNE are coherent with the curriculum but completely irrelevant to the examination for university entrance. How can I employ the curriculum and the coursebook provided when my students are completely demotivated? As a result, we design and plan our curriculum by sticking to the functions of MoNE. I cannot teach British Literature subjects, either. As studying in ELOC or any other field has become optional, we cannot always have enough hours of courses for English. Lastly, I must mention the need for a new coursebook designed only for ELOC.”* (T10)

Stating that the number of English courses is enough and if a new curriculum possibly is going to be designed, teachers' opinions should be taken, T11 speaks as follows:

*“The number of English lessons (15 hours) is more than enough. If we had more courses with them, our students would be tired out and bored of us. I completely agree with my friends on taking the opinions of the teachers is important for a real and*

*functioning curriculum. Additionally, such the applications we had before as having English preparatory courses at the beginning of high school education and choosing a field at the end of 9<sup>th</sup> grade should be brought back to the agenda again.” (T11)*

Criticizing about not having a specifically designed curriculum for ELOC, T13 indicates his expectation of having a new coursebook and curriculum designed specifically for them by MoNE by saying as follows:

*“I am preparing all the necessary material I am going to employ throughout the school year by myself. I must consider my students’ economic conditions. MoNE does not serve us with a specifically designed ELOC curriculum. The university entrance examinations: especially English, do not evaluate the four skills as defined in CEFR (2011) and our current curriculum. That is why we must put other resources that are published with the aim of university preparation to use. As English teachers, we are developing a new curriculum by planning out all two years; 11<sup>th</sup> and 12<sup>th</sup> grades. There should be a change with the timing of field selection, too. While all my friends are using what is provided by MoNE, I have to re-plan, re-develop, and put so much thought into what I am going to do all two years for my students. I hope there will be a change soon.” (T13)*

Emphasizing the importance of having two different English teachers responsible for ELOC, T18 states her ideas as follows:

*“Having two different English teachers teach ELOC is more advantageous. It helps both the teachers and the students to benefit more from the educational activities. If I fail to teach a topic as my methodology and character are different, or simply I am just not motivated, I request my friend to continue where I left last. Or, I simply do not like focusing on reading and my friend is very good at it. This means my students learn better and entertain English courses more. Can you think of teaching the same kids 15-18 hours a week all alone? It is mutually boring.” (T18)*

Defending that MoNE should enter an agreement with private publishing companies, thereby provide ELOC with better resources, T20 also suggests that ÖSYM (Measuring, Selection, and Placement Centre) should start measuring all four skills defined by CEFR (2011) and the curriculum. T20 states as follows:

*“We have got 14 hours of English courses. Generally, the focus is on teaching grammar, which is essential for the university exam. There should be an agreement with a private publishing company for more resources. The only thing my students are requesting is to solve multiple-choice questions every day. I cannot be able to centre upon four skills defined in the curriculum but does not exist in the university entrance examination. I would prefer one teacher for all 14 hours as the students tend to compare both teachers, which causes unease. Lastly, I would like to have an actual yearly and daily plan ready for use and published on EBA.” (T20)*

Other views regarding the themes are stated as follows:

*“We would expect MoNE to not only have a study on British literature and serve us with a newly developed curriculum and coursebooks. This helps both the students and the teachers a great deal. I am not sure why they officially decided to change the regulations of choosing a field at high school (though it still exists in practice). The number of English related courses is enough. There is not an exact number set for English language-oriented courses, but it all depends on the administration. We used to have 10 hours, but we increased the number to 18 hours now. With the official change in field selection, the students started to study in a field starting from 11<sup>th</sup> grade now. This should be brought back to how it was. I am not defending or expecting of developing a new curriculum, but they need to find a solution to the problem of inconsistency between the curriculum and the university examination system. Thus, English teachers may proceed to teach more professionally by not being bothered with all these extra stuff (photocopying, planning, solving multiple-choice questions, etc.). Having an agreement with any private publishing company would be alright for us.” (T26)*

*“This is a dilemma. We have the book sent us by MoNE. The students have other books they wanted to buy as it serves to them more. We would like to stick up with the curriculum. Whereas, the students prefer to solve multiple-choice questions. No teaching through the use of English while the courses are English-oriented. I do not know what to say about this. At least they had better bring back the former regulation of choosing a field at the beginning of 10<sup>th</sup> grade. This way we can load our students with more grammar and techniques for the university entrance examination.” (T30)*

*“I have started to teach this class starting from 11<sup>th</sup> grade. My colleague and I have decided to teach this class together. What we aimed at the very beginning was to handle the grammar knowledge part in 11<sup>th</sup> grade. When they start 12<sup>th</sup> grade, the only thing we were going to only solve multiple-choice, exam-related questions. We partially could achieve what we planned. We had to use British Literature courses as a replacement for solving questions. Nearly 4-5 years ago, the kids were choosing the field when they start 10<sup>th</sup> grade, which was much better. The whole thing I just mentioned is what we call the curriculum. There is no way we can motivate our students by focusing only on four skills as defined in the curriculum. There should be a new curriculum specifically designed for us. An increase in the number of English related lessons and an agreement with a private publishing company are two other things I really would be happy to hear.” (T31)*

*“What we try to achieve here is to get the students to be prepared well for the university entrance exam. This is the definition of being a favourable teacher for my students now. I start with a class when they are in 11<sup>th</sup> grade and first handle the grammar part quickly. With loads of revision and assessment, I am dividing months to the weeks by focusing on the grammar subjects. Also, I am trying to focus on the special techniques of solving different types of multiple-choice questions. All the teaching is aiming to achieve the university exam. Before the change with field selection starting in 10<sup>th</sup> grade, we used to have more time and could focus on skills. Now, the students are changing their field in 11<sup>th</sup> grade, which makes us teachers be in a hurry to complete all the topics existing in the exam. The other thing I want to mention here is that as we are not allowed to use any resources that are not provided by MoNE, we expect them to send us some quality resources for use.” (T4)*

*“There should be a more quality and exam-related coursebook for use. Secondly, they had better bring back the former regulation of choosing a field at the beginning of 10<sup>th</sup> grade.” (T7)*

*“Field selection is to start when the students are 10<sup>th</sup> graders. We do have enough number of English-oriented courses. I want to have resources that are specifically designed for us.” (T12)*



*“Our priority is on the English part of the university entrance examination. In this exam, the types and content of the questions tend to change every year. This means a constant change with your plans and a continuous preliminary preparation. Not everyone is voluntary to teach ELOC as it also means a continuous process of preparing your material. I am not sure if MoNE is going to do anything about it, but this is the system we are in right now.” (T14)*

*“I try to organize myself and create materials and resources for my students. Yet, it is not always enough as the students want to solve as many questions as possible to get prepared for the exams. Therefore, they order some other resources and bring them to class to ask me to explain all the subjects and questions they could not understand. Having a curriculum irrelevant to the current exam system, I have no other choice but to use the resources my students provide me with. There is a necessity for an effective and relevant to the exam coursebook and other resources. Some time ago, we have had English preparatory courses. It was truly blissful. After a whole year of English preparatory class, even my former students would teach my current students now.” (T25)*

## **CHAPTER V**

### **DISCUSSION AND RESULTS**

#### **5.1. Introduction**

This chapter presents the findings of the research. The teachers' and students' perceptions of which were collected through the Students' Perceptions Questionnaire, Teachers' Perceptions Questionnaire and a focus-group interview are going to be discussed in a detailed way. The discussion of the findings is made within the scope of the research questions and presented separately under relevant sub-sections. In this section, a summary of the problems faced in the curriculum are also going to be presented. The brief information about the differences between teachers' and students' perceptions of their background characteristics is also provided. The results are going to be discussed considering the relevant theories and research. The findings of the two research questions will be discussed interrelatedly. To attain the answers to the research questions presented in chapter I, the literature review and the findings revealed in the previous chapters will help this chapter to be discussed and concluded.

Although some studies related to English as a foreign language were found on Anatolian high schools (Tosun, 2007; Demir Ayaz, Ozkardas, Ozturan; 2019), on the evaluation of the English curriculum implemented at the 4th and 5th-grade primary state schools (Erdoğan, 2005), on English language curriculum implementation in 6th, 7th and 8th grades of public primary schools through teachers' and students' perceptions (Ersen-Yanık, A. 2011), on teachers' perceptions about the new English curriculum and coursebooks used in Anatolian high schools (Aslantürk, S. 2011) and some were on prep courses of Anatolian high schools (Şahin, 2005; Yiğit, 2003), no study was found on the perceptions of students and teachers about the Anatolian High School English language-oriented courses' curriculum implementation. Besides, among those mentioned studies and others, none of them was found related to what is currently being researched.

#### **5.2. Teachers' and Students' Perceptions**

Teachers' and students' perceptions are going to be discussed under four sub-sections: factors affecting the students while selecting ELOC, overall curriculum, coursebook, and

methodology. The students' answers in the following section are given priority and discussed first as it will provide a broad understanding of the context.

### **5.2.1. Factors affecting the students while selecting ELOC**

The findings of SubQ1.1 with the headings of the selection of language field, school achievement, and school counselling service, family, teacher, and school administration are going to be discussed separately.

While selecting the English language field, the most influential person is stated as the student herself/himself. It is possible to say that teachers are secondly influential on students' choices. Although it is also possible to assume that family members and friends are slightly influential, school management and counselling services seem to have almost no influence on this process. Counselling services were expected to be more active in the process by being more informative and directive about field choice. Finding that student herself/himself is the most influential was surprising.

According to the findings again, the most influential motivation while students are deciding on the English language field can be assumed as the wish to live in another country. At the same time, it can be said that whether the field they chose provides them with professional advantages is another motivation source they consider while making up their minds. The third factor which was important for them was their effort to understand foreign films/TV series/books/music etc.

With the findings regarding the field selection as well as transition to university, it's possible to say that most of the students in 10<sup>th</sup> grade find it significant to get informed about the universities and their programs although they are not provided enough support by their schools. Yet, these students still believe that they did not make any mistakes with their field choice. Also, it is possible to accept that majority of the students are planning to continue higher education. Surprisingly, the students stated that they would still be happy with their field choice even if there was not an exam to take for university, which means no source of stress. Another thing revealed is that how former English language graduates performed with university entrance exams were a factor that affected students' field choice. The last information revealed is that more than two-thirds of the students believe the current curriculum being applied, teaching methodology and the coursebooks being employed are not

enough for them to pass the university entrance exam, which results in enrolling an additional source of educational help from a private teaching institution.

Regarding the source of information in the stage of field selection, it can be presumed that a great number of students have had nowhere to get information from while they are deciding on their field at high schools. The rest of the students have got information firstly and mostly from the internet/social media and then with the order of field teachers, family, friends, and class teachers. It is also possible to assume that counselling services at the mentioned school have not provided the students with necessary information about the English language field.

As regards to the most outstanding reason for the selection, it is probable to say that it was that students have got a liking for English. Likewise, the idea that they are skilled at learning English has been the second outstanding factor for students while making a choice. Looking at the data analysed, it was surprising that the item of 'I haven't got any reasons' has been considerably chosen by the students. Hereby, it is possible to say that a small amount of the students has randomly chosen the English language field although they have not got any reasons to do so.

According to the findings about students' ideal profession choices, it can be said that the most significant reason while making a professional choice for the future is to have the job that is dreamed about. The second most significant reason for the students is to have a job that will provide them with a financially strong life. And some other reasons that are of importance for the students are having a profession that is easy to find a job, having a profession providing somebody a status in the society and lastly having a profession that will be a top career in the future.

Lastly, the students are asked whether they are content with their choice of ELOC to reveal their overall perception of contentedness. The analysed information about students' overall perception of contentedness with their field choice shows that almost all the students are content with ELOC selection.

### **5.2.2. Perceptions of Overall Curriculum**

After the codes in the theme of 'Curriculum in general' and 'Suggestions' were examined, the most repetitive codes were found: 'I design my curriculum.' and 'There is no ELOC curriculum offered by the MoNE.' These codes were referred to by 26 teachers out of 31. In

the light of the data above, the teachers were asked why they do not prefer to use the provided current curriculum. Then, they clearly stated that the students want their studies to focus mostly on the subjects existing in the university entrance examination. Therefore, it is clear that teachers were having difficulty in implementing the available curriculum since the students were reluctant to learn any other irrelevant subject matter with the university entrance examination. From this point of view, it can be said that teachers require flexibility in choosing what subject matters they think the students benefit the best. Also, the results in this study surprisingly revealed that when teachers refer to their curriculum, they think it as the yearly plans and the coursebook.

As stated in the English curriculum for Secondary schools, the 9<sup>th</sup>-12<sup>th</sup> grade English curriculum (See Appendix A) has been designed in accordance with the descriptive and pedagogical principals of The Common European Framework of Reference for Languages (CEFR). On the other hand, the students are going to participate in the university examination, the second part of which will be in the English language. The teachers indicated that the university exam selects students according to how good of a grammar command they own.

The present findings confirm that teachers are not content with the present curriculum. This finding appears quite consistent with Çarıkçioğlu's study (2018) on perceptions of teachers and students on high school English curriculum. In her study she also confirmed that both the teachers and their students find the current curriculum for 9<sup>th</sup> to 12<sup>th</sup> grades inefficient and the curriculum needs more development by considering the faced problems.

The findings also partially agree with Ersen-Yanık's MA (2007) thesis. She also found out that teachers were not happy with curriculum implementation due to certain factors that can be divided into categories: school-level factors, coursebook(s), students, the curriculum itself, and the classroom environment. It is also partially compatible with Şavran's study (2017). He revealed that English teachers perceive the Vocational and Technical Anatolian High School (VTAHS) English curriculum as ineffective.

It was revealed that both the teachers and the students lack of confidence in the present curriculum. This affects their desire in different ways. The same finding can be seen in Kefeli's study (2008). She stated that neither students nor teachers believe English can be

learned with such a program, which resulted in a lack of confidence in the current program. This seemed to affect students in terms of their desire, and motivation in class.

Similarly, questionnaire items revealed that students are not content with the current curriculum implementation, either. This finding was also proved to be true by Demir Ayaz et al. (2019). The themes extracted from focus-group interviews were, 'All four skills (Listening, Speaking, Reading and Writing) should be taught.', 'Grammar-based teaching should come to a stop.', 'Exam-oriented teaching should come to a stop.' and the others. The remaining students were aware that they must study grammar if they want to score high in the university entrance examination. Another problem that came up here was that students have got an intense number of English in ELOC. This means English will have a higher effect on their report card. Therefore, English not only will shape the time they spend but also affect their grades when entering a university. From this point of view, it is possible to see them more frustrated when there is not a connection between the high school examinations and UEE. It was surprising to see that some of the students complained about entering the university with no actual skills knowledge of English.

Students' success in the UEE does not fulfil their requirements for the university program they will study. In our country, the system of student selection and placement exam is not very effective; Candidates who answer a certain part of the questions correctly can be placed directly in the higher education programs they wish to enrol (Gurbuzturk, O. & Kincal, R.Y., 2018). The students directly stated that their biggest source of motivation is entering a university. This forces them to accept/ask for grammar-based teaching instead of the communicative method defined in the curriculum and coursebook. Also, they sometimes feel demoralized due to the contradiction between school exams and UEE.

On the other hand, it's possible to assume that the teacher will have difficulty in teaching ELOC courses as the motivation to study in ELOC differs among students, but the school administration and families expect the teachers to make their students enrol in a university after graduation.

As can be seen in the findings section, the teachers specified that the available curriculum does not serve the university entrance examination. So, English teachers try to employ the resources the students share with them.

Lastly, the needs analysis conducted by the British Council and TEPAV (2014), reported relevant findings to the present study. When teachers were inquired about their methodology, they stated that they are in favour of communicative language methodology; however, some institutional factors were withholding them from employing this methodology. One and foremost of these factors was the necessity to get students to be ready for the upcoming UEE.

Two other codes under the theme of ‘Suggestions’ were “MoNE should provide us with an appropriate curriculum designed for ELOC.”, and “If the curriculum will be re-designed, teachers’ opinions should be taken.”. This indicates that teachers are looking for ways of finding a solution to their curriculum problems. Also, they emphasize the importance of involving teachers actively in curriculum development. British Council and TEPAV (2014) also suggested that the present grammar-based curriculum should be redeveloped by considering the teachers’ capabilities and lower level motivation of students after graduating from primary schools. Although the curriculum development has been completed during these years, UEE still is the same, which results in a disharmony.

The teacher participants stated that having English preparatory courses was truly blissful. They had 18 hours of English courses and there was also English preparatory year for the students to power up their English knowledge. This is a finding which came out in the flow of the study but completely unseen. This finding provides additional information about Aslantürk’s study (2011) on preparatory courses. In her study, she found out that teachers were negative about not having prep courses as it also decreases the number of English lessons. But for the English field, the teachers were on agreement that English preparatory courses are necessary, and it helps the students a lot.

### **5.2.3. Perceptions of Coursebooks**

This part will be discussed connectedly through the results of the sub-questions of teachers and students.

According to the results obtained in this research, the common problems about ELOC come up since the coursebooks do not meet the criteria in the literature. Also, they are not able to meet the expectations of the students and teachers in the language teaching and learning process. Only 18.1% of the students stated that they are happy with the available coursebook. Surprisingly, 69% of the teachers stated they are okay with the coursebooks, but they also clarified themselves by saying that it is now allowed to use any other source of coursebooks. The idea in common is that it affects the learning process negatively. These findings for

coursebooks point out that students and teachers need a new source of coursebooks. 29 teachers out of 31 asserted that they were dealing with the stress of creating the best source of class material for their students as the coursebook provided by MoNE was irrelevant to the current university entrance examination. Also, the questionnaire findings of the item that “Are you content with the current state books which you are using in your field?” showed that more than three-fourths of the students (81.9%) were not content with the coursebooks they were expected to study. Similarly, students stated in the interview that they were not pleased with the current coursebooks provided by the government as it does not serve their purposes of passing the university entrance examination. A great many of the students also mentioned that the free coursebooks were being delivered after weeks the term started. This causes the students to wait for the teacher to create more materials for class, which means more workload for the teacher, too. Both students and teachers commented in the same way on coursebooks. Demir Ayaz et al. found corresponding results with the current study. They revealed that the students were suggesting the coursebooks to be revised.

Although students/teachers have been complaining about the irrelevancy of their coursebooks with UEE, the UEE itself is supposed to be relevant to the coursebooks taught in schools.

The results of Kefeli’s study (2008) are correspondent with the present study. The materials provided by MoNE were lacking to practice student-centred lessons. Therefore, insufficient materials resulted in more workload on the shoulders of the teachers. Although this finding is similar to the present study, there are also some contradictions. The teachers in Kefeli’s study (2008) were not preparing extra materials by themselves, instead, they were preferring to use MoNE’s materials, which causes the lessons to become more teacher centred. In the present study, teachers prepare extra materials almost every school day for the students as they believe it is better if students solve multiple-choice questions from different publishing houses. Another fact revealed is that teachers tend to equate their students’ success with themselves, which resulted in putting more effort into preparing materials to motivate students.

It was promising to see that while forming or choosing a substitute for the coursebooks, the teachers let the students have a say. In literature, Weimer (2002) suggests that if students are engaged, involved, and connected with a class, they feel motivated to work harder, and it can be seen in so many studies that working harder on task results in more learning. Nunan (1988) also stated it is important to get students to be involved directly in the decision-making



process of the content of the curriculum and methodology in order to achieve a learner-centred classroom. Although most of the classroom teaching is still teacher-centred, this allows students to become partly involved and more motivated while learning. Therefore, contrary to Kefeli's study (2008), teachers partially achieved to have learner-centred courses by letting the students decide how to adapt to the current curriculum. This way, the students not only were included in the curriculum, but also took place in the preparation or selection of the materials. The results of the present study also provide evidence for the finding in Kefeli's study (2008) about students' diversion of their importance towards university entrance examination.

Kaplan (2013), in his master's thesis, also revealed that the coursebooks were not qualified for teachers and students. The present study confirmed that the coursebooks need to be re-developed according to students' and teachers' needs just as Kaplan's study.

Similarly, O'Neill (1982) and Cunningsworth (1985) also highlighted that while choosing coursebooks, teachers should consider their students' needs and preferences, which results in better communication among them. This was a positive outcome of not having ready-to-use and quality coursebooks in class. The proposed methods in the curriculum by MoNE lack materials supporting those methods. As a result, the teacher must let students partly involved in the process of choosing/creating materials after having a conversation with them.

It was revealed that neither teachers nor students found the coursebooks good and that additional or alternative resources were needed. This also confirmed the findings of Çarıkçioğlu (2019). She concluded that since the same coursebooks have been sent to all types of High schools (Social sciences high school, Anatolian high school, Vocational-technical high schools etc.), the needs of students were completely neglected. Thus, it is clear from both studies that a single type of coursebook cannot be used to teach all types of high schoolers.

#### **5.2.4. Perceptions of Methodology**

This part will be discussed connectedly through the results of the sub-questions of teachers and students.

As to the methodology of their English language field related lessons, there is a slight decrease with the contentedness of the students although almost all stated that they are happy

with their field choice. 73.9% of them stated that they are happy with the way they are taught. At the same time, the students stated their dissatisfaction with the current state books they are provided with for their English courses. As the teachers could not be able to follow the present methodology available in the curriculum, the students were asked what specifically they were pleased with the methodology. The results demonstrated three topics to be discussed.

First, they were okay with the methodology as this was what they requested from their teachers. The way the teachers teach is simply grammar-based. Most of the time the students are expected to memorize grammar rules and solve multiple-choice questions in a limited time. Skills defined in CEFR and in the National ELOCC's curriculum are mostly ignored with a common agreement between teachers and students. This is a result of UEE's irrelevancy with curriculum and coursebooks.

Second, they still would prefer the teachers to involve more technological applications. Not utilizing technology in class might mean the teachers are lacking the knowledge to use this technology or they simply do not prefer to. Yet, the students stated they have smartboards in classes ready to use. This partly means the classes are teacher-centred as the teacher is the only source of teaching except the coursebooks. Bağçeci & Yaşar (2007) also revealed that students in Anatolian high schools find the methodology of their English teachers insufficient as their teachers were not integrating technological applications for instructional purposes. Han and Okatan (2016) also found out that the teachers were positive about using interactive whiteboards during courses, yet, they were not fully capable of. Kaplan's (2013) results also lead to similar conclusions with the present study on methodology. In his thesis, Kaplan found out that teachers' methodology of English teaching needed updates with in-service trainings according to teachers themselves and parents.

The last topic to be discussed is that the students are bothered by the fact that they cannot use the language itself to practice. They find themselves short of speaking English but there seems to be nothing they can do to fix it when they have an upcoming UEE. In a way, the students accepted this situation, but they still feel inadequate.

The findings from focus group interviews show that the students could not agree among themselves. Some of them favoured the methodology defined in the curriculum while others

found their teachers' exam-oriented methodology okay. And some others were worried about not integrating technological devices and materials inside the class. These results here provide evidence of the previous results about the curriculum. Seen as a guide, the curriculum can be shown as the reason for this disagreement. That is why it needs to be developed again with views of teachers and students as well as considering the challenges they both faced.

After a closer look at the theme 'Methodology' extracted from teachers' interviews, it can be understood that the teachers do not follow the methodology coherent with the curriculum provided by MoNE. When the codes with the theme of the 'Methodology' in Teachers' interview were analysed, it can be seen that the most repetitive codes were 'I focus mainly on grammar' and respectively, 'My focus is on university entrance examination.', 'I don't focus on skills.', 'I don't teach Literature in Literature courses.' and others. The most significant point to be focused here is that although the curriculum provided by the MoNE (provided in Appendix A) focuses mainly on skills as designed according to CEFR, the teachers clearly stated that they cannot focus on skills as the university entrance examination is completely different. When the codes in the theme of 'Curriculum in general' were examined, it was visible that the most repetitive codes respectively were 'I design my curriculum.' and 'There is no ELOC curriculum offered by the MoNE.' When the teachers were asked why they do not prefer to use the provided current curriculum, they clearly stated that the students want their studies to focus mostly on the subjects existing in the university entrance examination. Therefore, they reject to learn any other irrelevant subject matter taking part in the curriculum. Çetin, A., & Ünsal, S. (2019) revealed in their study that two teachers asserted that central examinations negatively affected their personal and professional development. It was underlined that central examinations prevented them to be socialized and robotized them. Similarly, these examinations were increasing the teachers' workload.

### **5.3. Pedagogical Implications and Suggestions for Further Studies**

Suggestions for further studies are offered in this section regarding the English language-oriented curriculum development, school and classroom contexts, and teacher methodology development based on the major findings of the study. Despite the limitations of the present study such as the length of the implementation period and the limited sample size, the results provide several implications and suggestions for further research.

- 1.** The most important implication which can be grasped from this study is the necessity of English language-oriented courses' curriculum implementation evaluation. The researcher had difficulties in finding previous studies of ELOC curriculum or ELOC in any other way, which shows a deficiency of studies of curriculum evaluation in public Anatolian High Schools on English language-oriented courses.
- 2.** Although the target population appears to be the public Anatolian high school English teachers, English language-oriented courses' students in central Antalya, the accessible population was all the Anatolian high school English teachers and English language-oriented courses' students in Turkey. Therefore, the research results cannot be generalized to private high schools or other public Anatolian high schools because those schools might have different settings. Further study is necessary to reveal their situation.
- 3.** Both students and teachers asserted that there needs to be a new curriculum developed specifically for ELOC. Using the same curriculum for all types of high schools and being partly or mostly irrelevant to the UEE causes a lot of challenges to teachers and students. MoNE is suggested to first take a step by conducting a needs analysis in Turkey. Then, it is recommended to have interviews with teachers around Turkey on developing a specified curriculum for ELOC. If interviews are not possible to make, a more economical way of realizing this might be applying questionnaires uploaded on MoNE's website with time intervals and collect teachers' views on the topic. This way, the feedbacks and recommendations coming from them would be the real source of the curriculum to be developed. Also, the results in this study revealed that what teachers think as their curriculum is the yearly plans and the coursebook. Therefore, they should be provided with a written curriculum specifically designed for ELOC.
- 4.** It can also be suggested that teachers receive in-service trainings on upgrading their methodology and use of technological materials in class as well as creating their materials. This can be completed with the support of MoNE. Higher education institutions might also involve in the process of teacher trainings.
- 5.** While the formal process of field selection was abolished, students were still placed into field-oriented courses. Yet, the process itself is being completed without enough guidance and support from the school. Therefore, some students find themselves unhappy with their choice while some others did not even know the upcoming results of this choice. This process should be carried out with attention and more support. The

deeper understanding of how this process is fulfilled can be revealed through further researches.

6. The findings of the study partly confirmed the inadequacy of counselling services in the process of field and career selection. Counselling services are supposed to play a significant role in this process and is recommended to be more actively involved by informing them and providing guidance when needed. Starting from 9<sup>th</sup> grade, counsellors can take a vital part in students' lives by periodically seeing them and shaping their dreams for future careers.
7. It was revealed in the study that the same books designed by MoNE were sent to all Anatolian high schools and all fields. The students in different fields have different schedules where the number of English courses also differs. Therefore, the same book cannot be used for English language-oriented courses while it might be used in the Maths-Science field. Since the focus is on English with ELOC, specifically designed English coursebooks should be sent to these courses. Otherwise, students cannot be motivated to learn, and the workload of the teachers becomes too heavy. MoNE has been recommended acting upon this problem.
8. Although the present curriculum consists of all four skills and is mainly communicative methodology based, the university entrance examination does not involve questions regarding skills in language teaching. This causes confusion and complexity among the teachers and students. There is an emergent necessity for this confusion to end. The teachers are having challenges in adapting themselves to students' needs but also having to catch up with the curriculum that must be taught throughout the year. MoNE either should have an agreement with ÖSYM on designing a new system of university entrance examination or should investigate the fact that UEE focuses on grammar-based multiple-choice questions.
9. Regarding the UEE, again, MoNE should provide the teachers with an additional source of test books and mock exam books with the intention of preparing the students better for the UEE that involves grammar-based multiple-choice questions (if not changed). Or, if they cannot prepare these materials, they should allow teachers to agree with a private publishing company to order books for exam preparation. Yet, it is important to consider this only a small part of the standard curriculum. Classroom teaching can be organized by dividing into skills (75%) and exam preparation (25%) courses.

**10.** The public Anatolian high schools do not have a standardized division of class hours. This results in different applications among Anatolian high schools. Some schools have 18 hours of English while others have 14 hours. This is a disadvantage for students who have got 14 hours of English compared to others. Therefore, the decision of the number of English courses per week should be definite and not up to what the administration decide in order to be fairer.



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**APPENDIX A: ENGLISH LANGUAGE CURRICULUM FOR 11TH GRADE AND  
12TH GRADE**

T.C.  
MİLLÎ EĞİTİM BAKANLIĞI

ORTAÖĞRETİM  
**İNGİLİZCE DERSİ**  
(9, 10, 11 VE 12. SINIFLAR)  
**ÖĞRETİM PROGRAMI**



2018



## 1. FOREWORD

### 9<sup>th</sup>-12<sup>th</sup> Grades English Curriculum

This curriculum has been designed in accordance with the descriptive and pedagogical principals of **The Common European Framework of Reference for Languages (CEFR)**. Therefore, the language proficiency levels are reflected as A1, A2 (Basic Users) and B1, B2 (Independent Users). The approach adapted is an action-oriented approach since in this curriculum, the target language (English) is seen as a vehicle for communication rather than a lesson to study. The main goal of the new 9<sup>th</sup>-12<sup>th</sup> grades English Curriculum is to engage learners of English in stimulating, motivating, and enjoyable learning environments so that they become effective, fluent, and self-directed users of English. In order to achieve the goals of the curriculum and for successful implementation, it's of great importance that all the leading stakeholders (learners/users, teachers, administrators, material designers) in education collaborate.





## 2. MAJOR PHILOSOPHY AND GENERAL OBJECTIVES OF THE 9<sup>th</sup>-12<sup>th</sup> GRADES ENGLISH CURRICULUM

This curriculum has been prepared in line with the general goals of Turkish National Education as defined in the Basic Law of the National Education No. 1739, along with the Main Principles of Turkish National Education.

The updates and revisions done in the new 2<sup>nd</sup> – 8<sup>th</sup> Grades English Curriculum (MEB-TTKB, 2013) have called for an update in the 9<sup>th</sup>-12<sup>th</sup> Grades English Curriculum. In this sense, the 9<sup>th</sup>-12<sup>th</sup> Grades English Curriculum can be seen as a continuum of the 2<sup>nd</sup>-8<sup>th</sup> Grades English Curriculum. Following the same communicative focus in the 2<sup>nd</sup>-8<sup>th</sup> Grades English Curriculum, the curriculum designed for the 9<sup>th</sup>-12<sup>th</sup> Graders is intended to foster communicative skills in English among learners. However, due to the different age ranges and language needs of students in the 9<sup>th</sup>-12<sup>th</sup> Grades, gradually increasing emphasis on the integration of four language skills is incorporated in this curriculum. Students in the 9<sup>th</sup>-12<sup>th</sup> Grades English classes also have several academic English needs. In addition, students at this age are expected to be more conscious about the language learning process in their native language which can be transferred to the second language learning experience. Therefore, limited study of some complex language structures are dispersed within the curriculum. In addition, considering the real-life experiences of learners, more instructional technology tools are used across all grades in the 9<sup>th</sup>-12<sup>th</sup> grades English curriculum.

There are several interdependent language teaching and language principles reoccurring in the 9<sup>th</sup>-12<sup>th</sup> Grades English Curriculum. First of all, English is seen as a **lingua franca** and **international language** used in today's global world. As travel has become more common in the last decade, different cultures are in constant contact and use of English as an international language "involves crossing borders literally and figuratively" (McKay, 2002, p. 81). English is also used mostly as the language of science and technology. In order to share their ideas and culture with other people from different cultures and countries, our learners need to use English actively, productively, and communicatively. **Communicative competence** has four main aspects: a) grammatical competence, b) discourse competence, c) sociolinguistic competence, and d) strategic competence. (Canale & Swain, 1980). It has been over four decades since Dell Hymes (1972) coined the term "Communicative Competence" and more than three decades since Canale and Swain (1980) elaborated it. Nevertheless, lack of effective communicative competence has remained to be the problem of many learners in English language classes in Turkey. It is often stated that in Turkish EFL education context, priority has been given to grammatical competence with too much focus on teaching and assessing grammatical structures in English. To take a step in overcoming this problem, the new 9<sup>th</sup>-12<sup>th</sup> Grades English Curriculum was designed to take all aspects of communicative competence into consideration in English classes by addressing **functions** and **four skills of language** in an **integrated** way and focusing on "How" and "Why?" in language rather than merely on "What?".

In addition, in the 9<sup>th</sup>-12<sup>th</sup> Grades English Curriculum **collaboration** among students is encouraged more than competition because collaborative activities are more in line with the natural process of language learning in which learners have to interact with each other to negotiate meaning and practice interpersonal skills that are necessary to become effective communicators (Crawford, 2007). Collaboration also meets the affective needs of **adolescent learners** more than

11<sup>th</sup> Grade

## ORTAÖĞRETİM İNGİLİZCE DERSİ 11. SINIF ÖĞRETİM PROGRAMI (CEFR "B1+ , B2" SEVİYELERİ)

On birinci sınıf İngilizce dersi öğretim programı Avrupa Dilleri Öğretimi Ortak Çerçeve Programında (ADOÇP) açıklanan B1+ ve B2 seviyelerine denk gelmektedir. 11. sınıfta yabancı dil eğitimi gören bir ortaöğrenim öğrencisi, bu eğitim yoluyla yabancı kültürler ve toplumlar hakkındaki anlayışını pekiştirir, böylece kendi kültürü ve diğer kültürler arasındaki ayrımları yordayabilir. Dil örüntüleri, sözcük bilgisi, biçem bilgisi, sözdizim yapıları ve metinlerin organizasyonu hakkındaki bilgilerini geliştiren öğrenci İngilizceyi yaratıcı ve eleştirel bir şekilde kullanabilir. Öğrenci dil ve kültürü araştırarak konuşma, dinleme, okuma ve yazma becerilerini geliştirmenin yanı sıra kendini bağımsız ve akıcı bir dil kullanıcısı yapacak becerileri kazanır. İngilizce programının bu seviyedeki amaçlarından bazıları öğrencilerin hedef dili konuşan ülkelerin kültür değerlerini tanımalarına ve ayırt etmelerine olanak tanımak, kendi kültürlerinin ve diğer kültürlerin değerlerini fark ederek farklı olana saygı göstermelerini sağlamak ve diğer kültürleri öğrenme ile kendi kültürünü başka kültürlerdeki insanlara aktarmada akıcı iletişim becerilerine sahip olmalarına yardımcı olmaktır. Bunlara ek olarak 11. sınıf İngilizce programı öğrencilerin İngilizce kullanarak kendilerini ifade etme, başkalarıyla iş birliği yapma ve birlikte problem çözme becerilerini geliştirmeyi amaçlamaktadır. Bu genel amaçların çerçevesinde 11. sınıf programında İngilizce dinleme, konuşma, okuma, yazma becerilerini etkileşimli olarak geliştirmek ve sözcük bilgisini zenginleştirmek hedeflenmektedir.

**B1 (Bağımsız Kullanıcı)**

Okul, iş, ve boş zamanlar gibi bilindik konularda, standart dil net bir şekilde kullanıldığında konunun ana noktalarını anlayabilir. Hedef dilin konuşulduğu bir bölgeye yapılan yolculuk sırasında karşılaşılan durumların çoğunda sorunların üstesinden gelebilir. Yaşadığı olay ve deneyimleri, hayallerini, umutlarını ve hedeflerini anlatabilir, görüşlerini kısa olarak gerekçelendirebilir ve açıklama yapabilir. Açık ve standart bir dil söz konusu olduğunda ve iş, okul, eğlence, vs. bildik şeyler söz konusu olduğunda ana konuları anlayabilir. Bilindik ve ilgi alanına giren konular üzerine yalın ve tutarlı bir söylem üretebilir. Bir olayı, bir deneyimi ya da bir düşüneyi anlatabilir, bir beklentiye betimleyebilir ve bir projeye veya bir düşünceye ilişkin gerekçeler ya da açıklamaları kısaca dile getirebilir.

**B2 (Bağımsız Kullanıcı)**

Somut ve soyut konulardaki zor metinlerin içeriğini ve kendi branşındaki tartışmaları anlayabilir. Sıradan bir sohbette hedef dili anadili olarak konuşan birisi ile her ikisinin de fazla zorluk çekmeyeceği şekilde spontane ve akıcı konuşup anlaşabilir. Geniş bir konu yelpazesinde net ve detaylı bir şekilde kendini ifade edebilir. Güncel bir konuda kişisel fikrini dile getirebilir, farklı seçeneklerin avantaj ve dezavantajlarını sıralayabilir.



11<sup>th</sup> Grade

THEME 1: FUTURE JOBS		
Functions and Useful Language	Language Skills and Learning Outcomes	Suggested Materials and Tasks
<p>1. Making plans and predictions 2. Making an appointment 3. Talking on the phone</p> <p>Some students are going to be teachers, some are going to be doctors and some are going to be fashion designers.</p> <p>What are you going to do in your future career?</p> <p>I'm going to study bio-genetic engineering.</p> <p>I guess I'll study mechatronics engineering.</p> <p>Is five o'clock tomorrow a good time for you?</p> <p>Can we meet at three o'clock?</p> <p>-Is it possible for you to see me next week for a short meeting? -Yes, sure. -I'm afraid I'll be in another meeting.</p> <p>I am free after nine a.m.</p> <p>"No wind favors he who has no destined port." Michel de Montaigne</p>	<p><b>Listening</b> B1.1.1.L1. Students will be able to detect factual information about job related topics in a recorded text.</p> <p><b>Pronunciation</b> B1.1.1.P1. Students will be able to practice contraction of "will" and "am/is/are, going to" in positive and negative sentences.</p> <p><b>Speaking</b> B1.1.1.S1. Students will be able to talk about future plans and predictions. E1.1.1.S2. Students will be able to make an appointment on the phone.</p> <p><b>Reading</b> E1.1.1.R1. Students will be able to analyze different job ads from newspapers/websites to match them with CVs. E1.1.1.R2. Students will be able to find the main idea of a text on successful entrepreneurs of the 21st century.</p> <p><b>Writing</b> E1.1.1.W1. Students will be able to write CV's/Letters of intent for different job applications.</p>	<p>Videos of Job Interviews Job Ads Job Application Forms CV Samples Time-tables Interviews Communicative Games Information Gap Activities</p> <p><b>IDIOMS/PROVERBS OF THE WEEK</b> <b>DISCUSSION TIME</b> <b>TECH PACK</b> <b>E-PORTFOLIO ENTRY</b> <b>VIDEO BLOG ENTRY</b> <b>ELP Self-Assessment</b></p>

THEME 2: HOBBIES AND SKILLS		
Functions and Useful Language	Language Skills and Learning Outcomes	Suggested Materials and Tasks
<p>1. Expressing likes, dislikes and interests 2. Expressing preferences 3. Talking about present and past abilities</p> <p>I enjoy hanging out with my friends. I am good at computer skills. I want to learn how to play chess. I am good at... She is gifted in... I am good at fixing things such as toys and gadgets.</p> <p>How about you? Do you also...? Do you want to specialize in Turkish Calligraphy Art? I am keen on helping the poor in my neighbourhood and all over the world. What I like most is to spend time with my friends and relatives. Stephan Hawking could walk when he was young. I'd rather buy a sports car than a sedan.</p>	<p><b>Listening</b> E11.2.L1. Students will be able to build relationships between the conversations in a recorded text and pictures about the people's likes, dislikes, interests and preferences.</p> <p><b>Pronunciation</b> B11.2.P1. Students will be able to pronounce plural and third person "-s" sounds. <i>E.g. drinks / dri:ks / wishes / wɪʃz</i></p> <p><b>Speaking</b> E11.2.S1. Students will be able to take part in a dialogue about likes dislikes, interests and preferences. E11.2.S2. Students will be able to ask and answer questions about their present and past abilities.</p> <p><b>Reading</b> E11.2.R1. Students will be able to identify texts and expressions related to past abilities in a text. E11.2.R2. Students will be able to paraphrase information in a text about people's choices.</p> <p><b>Writing</b> E11.2.W1. Students will be able to write a paragraph about their interests and abilities.</p>	<p>Movies Posters Dialogues Interviews Surveys Jeopardy Game Pictures on fashion/pets/cuisines/sports <b>IDIOMS/PROVERBS OF THE WEEK</b> <b>DISCUSSION TIME</b> <b>TECH PACK</b> <b>E-PORTFOLIO ENTRY</b> <b>VIDEO BLOG ENTRY</b></p>

THEME 3: HARD TIMES		
Functions and Useful Language	Language Skills and Learning Outcomes	Suggested Materials and Tasks
<p>1. Describing events happening at the same time in the past</p> <p>2. Explaining people's habits in the past</p> <p>As there was no electricity, people used to use candles at home.</p> <p>A couple of decades ago, people used to wash their clothes in river.</p> <p>My brother was riding his bike when he broke his leg.</p> <p>As/While I was driving in India a few years ago, I found myself in the tiger area.</p> <p>When my grandparents were young, there were no mobile phones.</p>	<p><b>Listening</b>                      E11.3.L1. Students will be able to recognize vocabulary indicating the sequence of events in a recorded text/v.ideo.                      E11.3.L2. Students will be able to identify the events happening at the same time in the past in a recorded text/v.ideo.</p> <p><b>Pronunciation</b>                      E11.3.P1. Students will be able to differentiate between rising and falling intonation.                      Eg. <i>It rained every day in the first week. (falling and rising intonation)</i></p> <p><b>Speaking</b>                      E11.3.S1. Students will be able to talk about past habits.                      E11.3.S2. Students will be able to talk about a personal experience in the past.</p> <p><b>Reading</b>                      E11.3.R1. Students will be able to answer the questions about a text on people's habits and experiences in the past.                      E11.3.R2. Students will be able to analyze a short story (plot, setting, climax, characters etc.) to summarize it.                      E11.3.R3. Students will be able to identify thesis statement, topic sentences, supporting points and examples in a given sample essay about a challenge.</p> <p><b>Writing</b>                      E11.3.W1. Students will be able to complete the missing parts of a short story with their own words.</p>	<p>Posters</p> <p>Age-appropriate literature such as myths, stories, rhymes</p> <p>English Monolingual Dictionaries</p> <p>Roleplay</p> <p>Conversations</p> <p>Surveys</p> <p>Survey Reports</p> <p>Interviews</p> <p>Communicative Games</p> <p>Information Gap Activities</p> <p>Songs</p> <p><b>IDIOMS/PROVERBS OF THE WEEK</b></p> <p><b>DISCUSSION TIME</b></p> <p><b>TECH PACK</b></p> <p><b>E-PORTFOLIO ENTRY</b></p> <p><b>VIDEO BLOG ENTRY</b></p> <p><b>ELP Self-Assessment</b></p>



THEME 4: WHAT A LIFE		
Functions and Useful Language	Language Skills and Learning Outcomes	Suggested Materials and Tasks
<p>1. Describing places, people, and events in the past 2. Ordering events 3. Talking about personal experiences in the past</p> <p>Before he gained his fame in art, Mimar Sinan had built many masterpieces all around the empire.</p> <p>After I had graduated from high school, I entered the university.</p> <p>When I went home, she was cooking dinner.</p> <p>He got married at the age of fifty and had five children.</p> <p>Before the Independence War started, Turkish people had had a hard life.</p> <p>Alija Izetbegovic became the first president of the Bosnia-Herzegovina.</p>	<p><b>Listening</b> E11.4.L1. Students will be able to identify expressions related to ordering past events in a recorded text. E11.4.L2. Students will be able to put the past events in order in a recorded text/video.</p> <p><b>Pronunciation</b> E11.4.P1. Students will be able to practice pronunciation of <i>ed</i> sounds following voiced and unvoiced consonant sounds and following /i:/-<i>ed</i>/ sounds. Eg. <i>Blowed /vownd/ injured /ɪndʒəd/</i></p> <p><b>Speaking</b> E11.4.S1. Students will be able to share their personal experiences in the past. E11.4.S2. Students will be able to describe places, people and events in the past.</p> <p><b>Reading</b> E11.4.R1. Students will be able to order the events in the biography of a famous person/ inventor/ scientist/ celebrity.</p> <p><b>Writing</b> E11.4.W1. Students will be able to write an essay about a well-known figure from Turkish history.</p>	<p>Time Lines</p> <p>Graphic Organizers</p> <p>Biographies</p> <p>Literature, such as Short Stories and Poetry</p> <p>Completing a Story</p> <p>Roleplay</p> <p>Communicative Games</p> <p>Information Gap Activities</p> <p>Songs</p> <p>IDIOMS/PROVERBS OF THE WEEK</p> <p>DISCUSSION TIME</p> <p>TECH PACK</p> <p>E-PORTFOLIO ENTRY</p> <p>VIDEO BLOG ENTRY</p>

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THEME 5: BACK TO THE PAST		
Functions and Useful Language	Language Skills and Learning Outcomes	Suggested Materials and Tasks
<p>1. Expressing wishes and regrets for past events 2. Talking about unreal past events</p> <p>If I had been more hardworking during my high school years, I could have studied at a better university.</p> <p>If he hadn't been addicted to alcohol, he wouldn't have lost his family.</p> <p>I wish I hadn't had an accident. I wish you had seen Dr. Green.</p> <p>I wish you hadn't moved to another city. I wish I had helped my friend study for his exams.</p>	<p><b>Listening</b> E11.5.L1. Students will be able to identify expressions related to unreal past events in a recorded text. E11.5.L2. Students will be able to determine relevant or/and irrelevant information in a recorded text/video about wishes and regrets.</p> <p><b>Pronunciation</b> E11.5.P1. Students will be able to practice contraction of had/would. <i>E.g. I'd / I would</i></p> <p><b>Speaking</b> E11.5.S1. Students will be able to talk about their regrets and wishes about past events. E11.5.S2. Students will be able to ask and answer questions about unreal past events.</p> <p><b>Reading</b> E11.5.R1. Students will be able to analyze a text to distinguish the expressions used to express wishes, regrets and unreal past.</p> <p><b>Writing</b> E11.5.W1. Students will be able to write their opinions and regrets according to #Iwish.</p>	<p>Letters E-mails Online Chat Roleplays</p> <p>Historical and Cultural Figures Communicative Games Information Gap Activities Songs</p> <p><b>IDIOMS/PROVERBS OF THE WEEK</b> <b>DISCUSSION TIME</b> <b>TECH PACK</b> <b>E-PORTFOLIO ENTRY</b> <b>VIDEO BLOG ENTRY</b> <b>ELP Self-Assessment</b></p>

THEME 6: OPEN YOUR HEART		
Functions and Useful Language	Language Skills and Learning Outcomes	Suggested Materials and Tasks
<p>1- Expressing degrees of certainty in the past 2- Expressing the criticism for the events in the past</p> <p>You should have done your homework. I could have studied more for the exam. They could've been nicer to the new student. He must have sent the letter to a wrong address. She might have gone to downtown. I could have been hurt more badly, thank God I wasn't. You should have been more patient in the traffic jam yesterday.</p>	<p><b>Listening</b> E11.6.L1. Students will be able to find out the speakers' moods and purposes (deduction or criticism) by using the contextual clues in a recorded text or video.</p> <p><b>Pronunciation</b> E11.6.P1. Students will be able to practice the pronunciation of "contraction in past modals". Eg. <i>could have - could've</i>.</p> <p><b>Speaking</b> E11.6.S1. Students will be able to criticize an action in the past. E11.6.S2. Students will be able to express their inferences from the results of events in the past.</p> <p><b>Reading</b> E11.6.R1. Students will be able to draw conclusions for the past events in a text.</p> <p><b>Writing</b> E11.6.W1. Students will be able to write a letter to criticize an event/organization.</p>	<p>Movies</p> <p>Short Stories</p> <p>Matching</p> <p>Criticism with Suggestions</p> <p>Personal Diary Entry</p> <p>Reflective Paragraphs</p> <p>Advice Columns</p> <p>Call Center Dialogues</p> <p>Roleplays</p> <p>Dialogues</p> <p>Self-evaluation Checklists</p> <p>IDIOMS/PROVERBS OF THE WEEK</p> <p>DISCUSSION TIME</p> <p>TECH PACK</p> <p>E-PORTFOLIO ENTRY</p> <p>VIDEO BLOG ENTRY</p>



THEME 7: FACTS ABOUT TURKEY		
Functions and Useful Language	Language Skills and Learning Outcomes	Suggested Materials and Tasks
<p>1. Talking about landmarks and monuments 2. Describing cities and historic sites 3. Asking for and giving more detailed information</p> <p>What are the must see attractions in Istanbul/around here?</p> <p>Anıtkabir is located in Ankara.</p> <p>Several castles in Anatolia were built by the Romans.</p> <p>Pamukkale hot springs and travertines are one of the most popular destinations for tourists in Turkey.</p> <p>Ephesus was founded in the 10<sup>th</sup> century BC.</p> <p>Süleymaniye Mosque was designed by Sinan, The Great Architect.</p> <p>Gelibolu (Gallipoli) is worth seeing.</p> <p>Ramadan in Turkey is a social ritual to revive the communal relationship apart from a spiritual practice.</p>	<p><b>Listening</b> E11.7.L1. Students will be able to recognize information about the description of a monument or a historic site in a recorded text.</p> <p><b>Pronunciation</b> E11.7.P1. Students will be able to practice the pronunciation of /wəz/ and /wɪz/.</p> <p><b>Speaking</b> E11.7.S1. Students will be able to give a presentation on a monument or historical site. E11.7.S2. Students will be able to interview with a friend to get detailed information about places he/she has visited.</p> <p><b>Reading</b> E11.7.R1. Students will be able to find out specific information in a text describing historical sites in Turkey.</p> <p><b>Writing</b> E11.7.W1. Students will be able to write a blog post recommending places to visit in Turkey.</p>	<p>Short Documentaries</p> <p>Historical Figures and Monuments</p> <p>Pictures</p> <p>Posters</p> <p>Travel Guides</p> <p>Roleplays</p> <p>Information Gap Activities</p> <p>Songs</p> <p><b>IDIOMS/PROVERBS OF THE WEEK</b> <b>DISCUSSION TIME</b> <b>TECH PACK</b> <b>E-PORTFOLIO ENTRY</b> <b>VIDEO BLOG ENTRY</b></p>

THEME 8: SPORTS		
Functions and Useful Language	Language Skills and Learning Outcomes	Suggested Materials and Tasks
<p>1. Reporting news 2. Making interview 3. Talking about sports</p> <p>Yasemin Dalkılıç says that all the women can achieve their goals. Atatürk says that he likes sportsmen who are smart, agile and also well-behaved. Many psychologists say that doing sports helps teens develop and maintain friendships. The Paralympic Games is a major international multi-sport event of athletes with a range of physical disabilities. Cliff diving is defined as the acrobatic perfection of diving into water from a cliff. Wingsuit fliers wear parachute equipment specially designed for sky diving. FILA has announced that Hamza Yerlikaya is the wrestler of the century.</p>	<p><b>Listening</b> E11.8.L1. Students will be able to identify the lexis and jargon about extreme sports in a recorded text.</p> <p><b>Pronunciation</b> E11.8.P1. Students will be able to practice rising and falling intonation in questions. <i>E.g. Would you like another coffee? (rising and falling intonation)</i></p> <p><b>Speaking</b> E11.8.S1. Students will be able to exchange opinions about outdoor/extreme sports. E11.8.S2. Students will be able to ask questions to make an interview with a sportsperson.</p> <p><b>Reading</b> E11.8.R1. Students will be able to analyze a text involving different kinds of extreme sports to reorder the scrambled paragraphs.</p> <p><b>Writing</b> E11.8.W1. Students will be able to write a report on the interview they have made.</p>	<p>News websites Blogs Reflective Paragraphs Matching Sentences with Pictures Conversations Interviews Roleplays Simulations Peer Evaluation Checklists Information Gap Activities Communicative Games IDIOMS/PROVERBS OF THE WEEK DISCUSSION TIME TECH PACK E-PORTFOLIO ENTRY VIDEO BLOG ENTRY ELP Self-Assessment</p>

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THEME 9: MY FRIENDS		
Functions and Useful Language	Language Skills and Learning Outcomes	Suggested Materials and Tasks
<p>1. Describing events, places and people 2. Asking for and giving clarification</p> <p>The man you saw ... The place where we went on picnic.... Mr. Richardson, (who is) our teacher of physics, is a .... Find the student who is the most easygoing. True companions are those who keep promises, show respect...</p>	<p><b>Listening</b> E11.9.L1. Students will be able to organize specific information in a narrative about a person or an event.</p> <p><b>Pronunciation</b> E11.9.P1. Students will be able to practice the pronunciation of assimilation-elision. Eg. <i>Good boy- gabboi</i> <i>The conjunction "and" is pronounced as /and/ by itself, but in the normal use of the phrase you and me, we usually say /ən/, as in /ənuən/ / friendship freɪnʃɪp/.</i></p> <p><b>Speaking</b> E11.9.S1. Students will be able to ask and answer questions to clarify a well-known / common person or a place.</p> <p><b>Reading</b> E11.9.R1. Students will be able to scan online and printed newspaper articles about well-known people to find out personal details.</p> <p><b>Writing</b> E11.9.W1. Students will be able to write a text about their teachers and friends for a school magazine. E11.9.W2. Students will be able to write a booklet to describe their hometown.</p>	<p>News Websites Online Newspapers Print Media Roleplays Debates Surveys Graphs/Charts</p> <p>IDIOMS/PROVERBS OF THE WEEK DISCUSSION TIME TECH PACK E-PORTFOLIO ENTRY VIDEO BLOG ENTRY</p>



THEME 10: VALUES AND NORMS		
Functions and Useful Language	Language Skills and Learning Outcomes	Suggested Materials and Tasks
<p>1. Expressing opinions 2. Exchanging ideas 3. Making comments</p> <p>Turkish people are not only hospitable but also...</p> <p>Nasreddin Hodja is not only a great humorist but also a great philosopher and a man of wisdom.</p> <p>I think that all societies... What do you think about the values of the modern World? I believe...</p> <p>Good company supports both good morals and humanity. Neither men nor women deserve inequality. "We love all the created for the sake of the Creator." Yunus Emre "Either seem as you are, or be as you seem" Mevlana Celaleddin-i Rumi Peace begins within each one of us.</p> <p>How do people feel when they are exposed to discrimination, humiliation, violation...?</p>	<p><b>Listening</b> E11L0.L1. Students will be able to identify the topic and the main idea of a recorded text/video.</p> <p><b>Pronunciation</b> E11L0.P1. Students will be able to practice the sounds of /i:/ and /a/. e.g. <i>neither</i> /ni:ðər/, <i>either</i> /i:ðər/</p> <p><b>Speaking</b> E11L0.S1. Students will be able to exchange ideas about values and practices. E11L0.S2. Students will be able to make comments about moral values and norms in different cultures.</p> <p><b>Reading</b> E11L0.R1. Students will be able to distinguish the main idea from supporting details in a text about the effects of values on societies.</p> <p><b>Writing</b> E11L0.W1. Students will be able to write an essay about the importance and effects of values and norms in society. E11L0.W2. Students will be able to write slogans about spiritual, moral and social values.</p>	<p>Movies Interviews Roleplays Family Albums Pictures of the past and present Surveys Debates</p> <p>IDIOMS/PROVERBS OF THE WEEK DISCUSSION TIME TECH PACK E-PORTFOLIO ENTRY VIDEO BLOG ENTRY ELP Self-Assessment</p>

12<sup>th</sup> Grade**ORTAÖĞRETİM İNGİLİZCE DERSİ 12. SINIF ÖĞRETİM PROGRAMI (CEFR "B2, B2+" SEVİYELERİ)**

On ikinci sınıf İngilizce dersi öğretim programı, Avrupa Dilleri Öğretimi Ortak Çerçeve Programında (ADOÇP) belirlenen düzeylerden B2 ve B2+ (Bağımsız Kullanıcı) düzeylerine denk gelmektedir. Bu düzeydeki öğrenci grubunda geliştirilmesi beklenen öncelikle konuşma ve tartışma ortamında öğrencinin kendini rahat ve etkili bir şekilde ifade edebilme becerisidir. 12. sınıf programının genel hedeflerini, 11. sınıf programında olan Avrupa Dilleri Öğretimi Ortak Çerçeve Programının (ADOÇP) B2 düzeyi için belirlediği kazanımların yanı sıra B2+ düzeyi için belirlenen kazanımlar oluşturmaktadır. Dört dil becerisini birleştiren 12. sınıf öğretim programında, öğrencilerin farklı bağlamlarda etkili sözlü ve yazılı iletişim kurabilmeleri ön plana çıkarılmıştır. İşlev ve iletişim odaklı izlencelerin gereklerine uygun bir biçimde, gerçekleştirilmesi beklenen iletişimsel işlevler ve özümsemesi beklenen sözcükler/sözcük öbekleri ile dilbilgisi yapıları bir konu bütünlüğü içinde belirlenmiş ve bağlandırlarak sunulmuştur. Programın içeriği belirlenirken ergenlikten yetişkinliğe geçişin ilk aşamasını deneyimleyen 12. sınıf öğrencilerinin genel özellikleri öncelikli olarak dikkate alınmıştır. 12. sınıf öğretim programında sıklıkla yer bulan iletişimsel görevler ve proje çalışmaları bu yaş grubundaki bireylerin İngilizce'yi eğlenerek ve severek öğrenmelerini hedeflemektedir.

**B2 (Bağımsız Kullanıcı) Ortak Yeti Açıklamaları**

Kendi alanındaki teknik bir tartışma dâhil, somut ve soyut konulardaki karmaşık metinlerin özünü ve içeriğini anlayabilir. Hedef dili ana dili olarak konuşan bir kişiyle belli bir doğallık ve akıcılık derecesinde iletişim kurabilir. Geniş bir konu yelpazesinde net ve detaylı bir şekilde kendini ifade edebilir. Güncel bir konuda kişisel fikrini dile getirebilir, farklı olasılıkların fayda ve sakıncalarını açıklayabilir.

**B2 + (Bağımsız Kullanıcı) Ortak Yeti Açıklamaları**

Sohbet esnasında karşısındaki konuşmacının açıklama ve çıkarımlarına dönüt vererek tartışmanın gelişmesine katkıda bulunur. Diğer konuşmacıların açıklama ve çıkarımlarına ustalıkla katkı sağlar. Düşünceler arasındaki uyum ve ilişkiyi sağlamak için gerekli olan bağlaçları etkili bir şekilde kullanır. Önemli noktaların üzerinde durarak ve ilgili detayları vererek iddiasını geliştirir.

THEME 1: MUSIC		
Functions and Useful Language	Language Skills and Learning Outcomes	Suggested Materials and Tasks
<p>1. Expressing opinion (agreeing, disagreeing, etc.)</p> <p>2. Expressing preferences</p> <p>What do you think about...?                      What are your feelings about...?                      Don't you think...?                      Why do you think that...?                      I believe/think/suppose...                      In my opinion...                      according to...                      My idea/swe/explanation is similar to/related to...                      He doesn't agree with him because...                      I agree/disagree with...that/on...                      I tend to agree with you.                      The majority believe that...</p>	<p><b>Listening</b>                      E12.1.L1. Students will be able to detect the embedded information in songs/media tools.</p> <p><b>Pronunciation</b>                      E12.1.P1. Students will be able to practice intonation in sentences.  <i>E.g. Is this your camera? (raising and falling intonation)</i></p> <p><b>Speaking</b>                      E12.1.S1. Students will be able to exchange ideas about their music preferences.                      E12.1.S2. Students will be able to agree or disagree with others by sharing their opinions about music.</p> <p><b>Reading</b>                      E12.1.R1. Students will be able to infer people's music preferences from their ideas about music in a reading text.                      E12.1.R2. Students will be able to analyze surveys/interviews to answer related questions.</p> <p><b>Writing</b>                      E12.1.W1. Students will be able to write a survey report on their friends'/teachers' music preferences.</p>	<p>Conversations</p> <p>Songs</p> <p>Interviews / Surveys</p> <p>Survey Report</p> <p>Argumentative / Descriptive Texts</p> <p>TV / Radio Recordings</p> <p>Games</p> <p>Project</p> <p>(music contest e.g. karaoke, music quiz)</p> <p><b>IDIOMS/PROVERBS OF THE WEEK</b></p> <p><b>DISCUSSION TIME</b></p> <p><b>TECH PACK</b></p> <p><b>E-PORTFOLIO ENTRY</b></p> <p><b>VIDEO BLOG ENTRY</b></p>



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THEME 2: FRIENDSHIP		
Functions and Useful Language	Language Skills and Learning Outcomes	Suggested Materials and Tasks
<p>1. Describing personal features 2. Making conclusions 3. Stating reasons</p> <p>What does she look like? What kind of a person is...?</p> <p>He can't be in his 60s. He looks much younger. ...who behaves like a child... ...as handsome as...</p> <p>Kyle and Randy are similar because they are both... Claire and Vivian are similar in that ... The twins differ in their attitude towards animals. One similarity between Trevor and John is... What do you have in common with...? She writes to him every day. She must be... A good friend is generous, supportive, helpful and patient.</p>	<p><b>Listening</b> E12.2.L1. Students will be able to extract specific information from a conversation between friends. E12.2.L2. Students will be able to make inferences about the qualities of a good friend through a recorded text.</p> <p><b>Pronunciation</b> E12.2.P1. Students will be able to practice syllable/ word stress. Eg. <i>Edgweer' / endʒɪnra(r)ʃ/</i></p> <p><b>Speaking</b> E12.2.S1. Students will be able to ask and answer questions about personal features. E12.2.S2. Students will be able to state reasons while giving clear detailed descriptions about physical appearances. E12.2.S3. Students will be able to interpret information from graphic features (graphs, charts, tables, etc.)</p> <p><b>Reading</b> E12.2.R1. Students will be able to find irrelevant content about the descriptions of the people in a text. E12.2.R2. Students will be able to identify the main conclusions in argumentative texts.</p> <p><b>Writing</b> E12.2.W1. Students will be able to write an opinion essay about qualities of a good friend by stating reasons.</p>	<p>Conversations Information Gap Graphics /Charts/ Tables Games Poems Songs /Chants Posters Argumentative/Descriptive Texts Project (e.g. Survey)</p> <p><b>IDIOMS/ PROVERBS OF THE WEEK</b> <b>DISCUSSION TIME</b> <b>TECH PACK</b> <b>E-PORTFOLIO ENTRY</b> <b>VIDEO BLOG ENTRY</b></p>

THEME 3: HUMAN RIGHTS		
Functions and Useful Language	Language Skills and Learning Outcomes	Suggested Materials and Tasks
<p>1. Expressing ideas on human rights (gender equality, children rights...)</p> <p>2. Making suggestions</p> <p>3. Discussing problems</p> <p>Look after those who looked after you.</p> <p>Everyone deserves equal rights.</p> <p>Do the educational opportunities for disabled young people grow rapidly?</p> <p>Every child has the right to get health services, food, education, etc.</p> <p>Freedom of expression is a basic human right.</p> <p>All the governments should do their best to meet the needs of disabled people.</p>	<p><b>Listening</b>                      E12.3.L1. Students will be able to guess the meaning of lexis and jargon about human rights in a recorded text/video.                      E12.3.L2. Students will be able to distinguish the positive and negative expressions about human rights in a recorded text/video.</p> <p><b>Pronunciation</b>                      E12.3.P1. Students will be able to practice syllable/word stress.                      Eg. <i>Disability /disəˈbɪləti/</i></p> <p><b>Speaking</b>                      E12.3.S1. Students will be able to make suggestions about improving human rights.                      E12.3.S2. Students will be able to discuss the problems/difficulties of the disadvantaged people in the world.</p> <p><b>Reading</b>                      E12.3.R1. Students will be able to find the supporting ideas in a text about good practices on human rights around the world.                      E12.3.R2. Students will be able to match the paragraphs with the correct phrases/visuals (children rights/gender equality/animal rights/the rights of disadvantaged people, etc.).</p> <p><b>Writing</b>                      E12.3.W1. Students will be able to write mottoes/slogans about human rights.                      E12.3.W2. Students will be able to write an argumentative essay including solutions for disadvantaged people's problems.</p>	<p>Conversations</p> <p>Games</p> <p>Songs</p> <p>Real-life tasks</p> <p>Note-taking (e.g. an agenda)</p> <p>Descriptive Texts</p> <p>Project (e.g. comparing jobs)</p> <p>Interviews</p> <p>Roleplay</p> <p><b>IDIOMS/PROVERBS OF THE WEEK</b></p> <p><b>DISCUSSION TIME</b></p> <p><b>TECH PACK</b></p> <p><b>E-PORTFOLIO ENTRY</b></p> <p><b>VIDEO BLOG ENTRY</b></p>



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THEME 4: COMING SOON		
Functions and Useful Language	Language Skills and Learning Outcomes	Suggested Materials and Tasks
<p>1. Making predictions 2. Expressing degrees of certainty and uncertainty 3. Receiving instructions about cyber games</p> <p>I imagine driverless cars will be common in the near future. I guess there won't be cars running with petrol in the future. Next century is going to be very hi-tech, I believe. He is going to buy a high-mileage gas car in order to reduce carbon footprints. What do you think will happen in the year 2030? There won't be ... any more in the future. I think air pollution is going to decrease due to the usage of bio-energy until 2030. Please verify your e-mail... Choose your avatar. If people use natural sources excessively, the world will not let human survival. Did you mean this petrol-free car will reduce costs? Many children cannot differentiate between reality and computer games. Cyber and cyborg figures will be around us in near future.</p>	<p><b>Listening</b> E12.4.L1. Students will be able to take notes during an informal debate/poster presentation/seminar in a video. E12.4.L2. Students will be able to match the topics with recorded passages corresponding to virtual reality and imaginary world.</p> <p><b>Pronunciation</b> E12.4.P1. Students will be able to pronounce reduced forms (e.g. 'I, won 't).</p> <p><b>Speaking</b> E12.4.S1. Students will be able to talk about predictions and plans. E12.4.S2. Students will be able to participate in an informal debate about virtual reality and imaginary world/ cyber games to share ideas.</p> <p><b>Reading</b> E12.4.R1. Students will be able to read (aloud) a text about cyber crimes and rights to distinguish the lexis and jargon. E12.4.R2. Students will be able to reorder the scrambled steps of a cyber game in a text.</p> <p><b>Writing</b> E12.4.W1. Students will be able to write detailed descriptions of an imaginary future. E12.4.W2. Students will be able to compose a cyber game scenario.</p>	<p>Games Flashcards Posters Note-taking</p> <p>Having an informal debate Project (e.g. Future Cities) Drawing (e.g. Future Cars)</p> <p><b>IDIOMS/PROVERBS OF THE WEEK</b> <b>DISCUSSION TIME</b> <b>TECH PACK</b> <b>E-PORTFOLIO ENTRY</b> <b>VIDEO BLOG ENTRY</b></p>

THEME 5: PSYCHOLOGY		
Functions and Useful Language	Language Skills and Learning Outcomes	Suggested Materials and Tasks
<p>1. Describing mood</p> <p>2. Making suggestions to change negative mood</p> <p>3. Following and giving instructions</p> <p>-I feel exhausted and I can't concentrate. -Let's take a break. -I suggest that you take a nap. -I suggest going for a walk.</p> <p>I'd rather have tickets for the opera. If I had a choice, I would go for...</p> <p>Why don't you join a music club?</p> <p>What do you do to clear your mind after school?</p> <p>Close your eyes! Breathe deeply!</p>	<p><b>Listening</b> E12.5.L1. Students will be able to list the suggestions to change mood given by a psychologist friend in recorded text. E12.5.L2. Students will be able to identify the speaker's mood, tone, etc in a recorded text.</p> <p><b>Pronunciation</b> E12.5.P1. Students will be able to practice sentence intonation and stress. <i>E.g. Let's take a break. (rising and falling intonation)</i></p> <p><b>Speaking</b> E12.5.S1. Students will be able to make a Roleplay between a psychologist/school counsellor and a client. E12.5.S2. Students will be able to make comment on moods by looking at flashcards. E12.5.S3. Students will be able to use different voice levels, phrasing and intonation to give and follow instructions in different moods.</p> <p><b>Reading</b> E12.5.R1. Students will be able to read a poem loudly by reflecting its tone. E12.5.R2. Students will be able to identify specific information in a real-life text.</p> <p><b>Writing</b> E12.5.W1. Students will be able to describe their current mood / mood reflected in a song/ painting/photograph through creative writing.</p>	<p>Conversations</p> <p>Real-life texts (Colors and moods)</p> <p>Songs/Poems</p> <p>Pictures/Flashcards Editing</p> <p>Oral retelling</p> <p>Drama/Miming/ Roleplay</p> <p>Project (e.g. Art the psychologist/Relaxation techniques/Meditation)</p> <p><b>IDIOMS/PROVERBS OF THE WEEK</b></p> <p><b>DISCUSSION TIME</b></p> <p><b>TECH PACK</b></p> <p><b>E-PORTFOLIO ENTRY</b></p> <p><b>VIDEO BLOG ENTRY</b></p>

12<sup>th</sup> Grade

THEME 6: FAVORS		
Functions and Useful Language	Language Skills and Learning Outcomes	Suggested Materials and Tasks
<p>1. Making requests 2. Accepting and declining requests 3. Asking for and responding to favors</p> <p>Can/ Could I borrow your...? Is it OK if I use your mobile phone? I would be glad to... I need a.../some... I'm really sorry... Would you mind...? Do you mind if I turn on the conditioner? Did you mean you need my laptop the whole day? I was wondering if you'd mind lending me your bike. Sure! Of course! Help yourself! No, I'm sorry. I don't have one.</p>	<p><b>Listening</b> E12.6.L1. Students will be able to identify phrases and the highest frequency vocabulary related to requests in various contexts in a recorded text. E12.6.L2. Students will be able to complete a conversation about favors in a recorded text/video.</p> <p><b>Pronunciation</b> E12.6.P1. Students will be able to practice "yod coalescence" "Would you / wədʒu/ and could you / kədʒu/".</p> <p><b>Speaking</b> E12.6.S1. Students will be able to distinguish between formal and informal language while accepting and declining requests. E12.6.S2. Students will be able to act out a self-prepared dialogue about requests/favors.</p> <p><b>Reading</b> E12.6.R1. Students will be able to scan a text for the specific information about a charity organization/foundation.</p> <p><b>Writing</b> E12.6.W1. Students will be able to write an announcement to invite people for a charity organization. E12.6.W2. Students will be able to write an application letter to an organization for scholarship.</p>	<p>Conversations Flashcards/ Wordcards Roleplay Songs Communicative Tasks Games Competition Project work (Bringing authentic materials such as video scripts into the classroom and focusing on register types)</p> <p><b>IDIOMS/ PROVERBS OF THE WEEK</b> <b>DISCUSSION TIME</b> <b>TECH PACK</b> <b>E-PORTFOLIO ENTRY</b> <b>VIDEO BLOG ENTRY</b></p>



THEME 7: NEWS STORIES		
Functions and Useful Language	Language Skills and Learning Outcomes	Suggested Materials and Tasks
<p>1. Narrating a past event / experience 2. Talking about sequential actions</p> <p>Two people were struck and injured on Monday as they tried to cross the street. When he died, he had already published 20 novels. Fortunately, he survived the accident without a scratch.</p> <p>After, before, first, ...</p> <p>Meanwhile, ... Following this event, ... Unfortunately, I missed the last episode of ...</p> <p>That reminds me of my childhood.</p>	<p><b>Listening</b> E12.7.L1. Students will be able to list the sequences of the past events in a recorded text/video. E12.7.L2. Students will be able to complete a recorded text using cohesive devices.</p> <p><b>Pronunciation</b> E12.7.P1. Students will be able to practice sentence stress appropriately. <i>E.g. I missed the last episode. (rising and falling intonation)</i></p> <p><b>Speaking</b> E12.7.S1. Students will be able to narrate the events in the past. E12.7.S2. Students will be able to make a presentation about unusual/odd news stories.</p> <p><b>Reading</b> E12.7.R1. Students will be able to list vocabulary for narrating and describing events in a text. E12.7.R2. Students will be able to reorder the past events in a news story.</p> <p><b>Writing</b> E12.7.W1. Students will be able to paraphrase news' stories/ past events. E12.7.W2. Students will be able to write a news story/a past experience/an imaginary story.</p>	<p>Conversations</p> <p>Songs</p> <p>Summarizing</p> <p>Preparing a poster or finding headlines for news stories</p> <p>Oral presentation (a news story or a self-made video)</p> <p>Guessing</p> <p>Communicative tasks (e.g. producing a story)</p> <p>Project (e.g. comic strips)</p> <p>Jigsaw puzzle</p> <p><b>IDIOMS/PROVERBS OF THE WEEK</b></p> <p><b>DISCUSSION TIME</b></p> <p><b>TECH PACK</b></p> <p><b>E-PORTFOLIO ENTRY</b></p> <p><b>VIDEO BLOG ENTRY</b></p>

12<sup>th</sup> Grade

THEME 8: ALTERNATIVE ENERGY		
Functions and Useful Language	Language Skills and Learning Outcomes	Suggested Materials and Tasks
<p>1. Describing problems 2. Making complaints 3. Offering solutions</p> <p>Sorry to bother you, but I think there's a problem that requires an urgent solution.</p> <p>We'd like you to...</p> <p>I think we should...</p> <p>In order to solve this problem we must first/ initially....</p> <p>Another way of looking at this problem is...</p> <p>The solution to this problem is...</p> <p>Don't get me wrong, but I think we should....</p> <p>...was a result of...</p> <p>Maybe you forgot to...</p> <p>I think you might have forgotten to...</p>	<p><b>Listening</b> E12.8.L1. Students will be able to note down the solutions to the problems of excessive energy consumption around the world in a recorded text.</p> <p><b>Pronunciation</b> E12.8.P1. Students will be able to use intonation in a sentence appropriately. <i>E.g. I think we're completely lost. (falling intonation)</i></p> <p><b>Speaking</b> E12.8.S1. Students will be able to make complaints and offer solutions to environmental/energy problems. E12.8.S2. Students will be able to participate in an informal debate about alternative energy in the future.</p> <p><b>Reading</b> E12.8.R1. Students will be able to summarize a reading passage about alternative energy. E12.8.R2. Students will be able to analyze a reading passage to find out solutions to environmental problems.</p> <p><b>Writing</b> E12.8.W1. Students will be able to write an email/a letter of complaint to a local authority about an environmental problem to suggest solutions. E12.8.W2. Students will be able to write their opinions about the usage of alternative energy.</p>	<p>Conversations</p> <p>Roleplay/Simulation</p> <p>Summarizing</p> <p>Video project</p> <p>Interviews</p> <p>Outdoor activities</p> <p>Posters (e.g. wildlife protection, public health)</p> <p>E-mails</p> <p>Environmental Project (e.g. Describing animal habitats)</p> <p><b>IDIOMS/PROVERBS OF THE WEEK</b></p> <p><b>DISCUSSION TIME</b></p> <p><b>TECH PACK</b></p> <p><b>E-PORTFOLIO ENTRY</b></p> <p><b>VIDEO BLOG ENTRY</b></p>

THEME 9: TECHNOLOGY		
Functions and Useful Language	Language Skills and Learning Outcomes	Suggested Materials and Tasks
<p>1. Talking about things needed to be done</p> <p>2. Asking and answering questions in interviews</p> <p>What do you think about the future of smart phones?</p> <p>I'll have the computer formatted. She wants her smart phone fixed.</p> <p>The teacher does not let the students use their phones in class.</p> <p>Sorry, I can't talk any longer on this issue.</p> <p>I had Mindy download a movie for me. We'll get the PPP done as soon as possible.</p> <p>The teacher made the class do online research on the topic. Could you please get the warranty approved?</p>	<p><b>Listening</b> E12.9.L1. Students will be able to list the things needed to be done in a recorded text/video. E12.9.L2. Students will be able to find the main idea of a video about technological developments.</p> <p><b>Pronunciation</b> E12.9.P1. Students will be able to practice word stress correctly. <i>Eg. Technology, Ask, nobody!</i></p> <p><b>Speaking</b> E12.9.S1. Students will be able to exchange ideas and feelings such as surprise, happiness, interest, and indifference about technological devices. E12.9.S2. Students will be able to make an interview with a friend about the influence of technology on social life.</p> <p><b>Reading</b> E12.9.R1. Students will be able to identify the written texts and jargon about a web-page on technology. E12.9.R2. Students will be able to categorize information in everyday material, such as websites, brochures and magazines.</p> <p><b>Writing</b> E12.9.W1. Students will be able to write a note asking someone to have something done. E12.9.W2. Students will be able to write a for and against essay discussing technology. E12.9.W3. Students will be able to write a description of a hi-tech product by using linking words.</p>	<p>To do lists Notes and messages Songs Advertisements Illustrations Survey/Tables Techno-Project Roleplay/Simulation Informal Debate Presentation Proverbs Idioms Argumentative/ Descriptive Text Competition (e.g. picture of a hi-tech product)</p> <p><b>IDIOMS/PROVERBS OF THE WEEK</b> <b>DISCUSSION TIME</b> <b>TECH PACK</b> <b>E-PORTFOLIO ENTRY</b> <b>VIDEO BLOG ENTRY</b></p>



12<sup>th</sup> Grade

THEME 10: MANNERS		
Functions and Useful Language	Language Skills and Learning Outcomes	Suggested Materials and Tasks
<p>1. Talking about wishes and regrets 2. Apologizing 3. Giving explanations</p> <p>Please accept my apology/apologizes for yesterday. I shouldn't have said that... I'm terribly sorry to/about/for...</p> <p>It was not my intention to ... If only John knew about it. I wish that someone had told John about it. If only I had woken up early. I wish you wouldn't play with your mobile phone. What I'd like more than anything else is ... Something I have always wanted is ... I didn't mean to hurt you</p>	<p><b>Listening</b> E12.10.L1. Students will be able to identify the phrases about wishes, regrets and apologies in a recorded text. E12.10.L2. Students will be able to classify the manners in a TV or radio program regarding their origin and practice in daily life.</p> <p><b>Pronunciation</b> E12.10.P1. Students will be able to practice sentence stress correctly. <i>Eg. I'll make a pot of tea if you would like some.</i></p> <p><b>Speaking</b> E12.10.S1. Students will be able to express regrets, wishes and apologies. E12.10.S2. Students will be able to discuss manners in different cultures.</p> <p><b>Reading</b> E12.10.R1. Students will be able to identify the main conclusions in argumentative texts. E12.10.R2. Students will be able to organize description of events, feelings and wishes in diaries and personal letters.</p> <p><b>Writing</b> E12.10.W1. Students will be able to write a letter, note or report on wishes, regrets and apology. E12.10.W2. Students will be able to write personal letters describing experiences, feelings and events in detail in relation to the topic.</p>	<p>Conversations Poems Roleplay Games/acting/ Imitation Songs Project (e.g. Shooting a video about wishes, regrets, and apologies) Survey report Pictures/Flashboards Proverbs Idioms Argumentative/Descriptive texts</p> <p>IDIOMS/PROVERBS OF THE WEEK DISCUSSION TIME TECH PACK E-PORTFOLIO ENTRY VIDEO BLOG ENTRY</p>

## APPENDIX B: LEGAL PERMISSION FROM MoNE



T.C.  
ANTALYA VALİLİĞİ  
İl Millî Eğitim Müdürlüğü

Sayı : 98057890-20-E.3942092  
Konu : Anket Uygulaması

22.02.2019

İL MİLLÎ EĞİTİM MÜDÜRLÜĞÜNE  
ANTALYA

Akdeniz Üniversitesi Eğitim Bilimleri Enstitüsü Müdürlüğü, Yabancı Diller Eğitimi Ana bilim Dalı İngiliz Dili Eğitimi Tezli Yüksek Lisans Programı Öğrencisi Özge BAKAY'ın "Investigating The Functions Of High School Language Classes Curriculum In The Process Of English Teachers Training ( İngilizce Öğretmeni Yetiştirme Sürecinde Lisedeki Dil Sınıfları Programının İşlevinin İncelenmesi)" adlı araştırmasını, İlimiz, Kepez, Muratpaşa, Konyaaltı, Döşemealtı ve Aksu İlçesinde Dil Bölümü Mevcut olan Anadolu Liselerinde, uygulama isteği ile ilgili 13/02/2019 tarih ve 4520 sayılı yazıları İl Millî Eğitim Müdürlüğü Araştırma Değerlendirme ve İnceleme komisyonumuz tarafından, 22/02/2019 tarihinde incelenerek "Millî Eğitim Bakanlığına Bağlı Okul ve Kurumlarda Yapılacak Araştırma, Yarışma ve Sosyal Etkinlik İznilerine Yönelik İzin ve Uygulama Genelgesi" esaslarına uygun olduğu tespit edilmiştir.

Komisyonumuzca, "Investigating The Functions Of High School Language Classes Curriculum In The Process Of English Teachers Training ( İngilizce Öğretmeni Yetiştirme Sürecinde Lisedeki Dil Sınıfları Programının İşlevinin İncelenmesi)" isimli araştırmasını, İlimiz Kepez, Muratpaşa, Konyaaltı, Döşemealtı ve Aksu İlçesinde Dil Bölümü Mevcut olan Anadolu Liselerinde 11. ve 12 Sınıf Öğrencilerine, Okul Müdürlüğünün Bilgisi dahilinde, bahse konu Genelge ve çalışma takvimi doğrultusunda, eğitim-öğretim faaliyetlerini aksatmaksızın yapılması,

Söz konusu araştırmanın bitimine müteakip; sonuç raporunun bir örneğinin CD ortamında Müdürlüğümüz Ar-Ge bürosuna gönderilmesi kaydıyla uygulanması, Komisyonca uygun görülmüştür.

Makamlarınızca da uygun görüldüğü takdirde, Valilik Makamının 02/01/2019 tarih ve 149 sayılı yetki devrine göre olurlarınıza arz ederim.

Mehmet KARAKAŞ  
Müdür a.  
Müdür Yardımcısı

OLUR  
22.02.2019

Yüksel ARSLAN  
Vali a.  
İl Millî Eğitim Müdürü

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## APPENDIX C: STUDENTS' PERCEPTIONS QUESTIONNAIRE FORM

### ANKET FORMU

Bu anket formu Akdeniz Üniversitesi Eğitim Bilimleri Enstitüsü'nde yürütülmekte olan "İngilizce Öğretmeni Yetiştirme Sürecinde Lisedeki Dil Sınıfları Programının İşlevinin İncelenmesi" başlıklı yüksek lisans tez çalışması için yapılmaktadır. Anket 2 bölümden oluşmaktadır: 'Kişisel Bilgiler ve Bölümle İlgili Sorular'. Sizlerden edinilecek bilgiler tamamen bilimsel amaçlı kullanılacaktır. Adınıza yazmanıza gerek yoktur. Katkılarınız bizim için önemlidir. Şimdiden değerli katkılarınızdan dolayı teşekkür ederiz.

Dr. Öğretim Üyesi Fatma Özlem SAKA  
Akdeniz Üniversitesi Eğitim Fakültesi  
İngiliz Dili Eğitimi (Tez Danışmanı)

Özge BAKAY  
Akdeniz Üniversitesi  
İngiliz Dili Eğitimi Öğr.

#### A. KİŞİSEL BİLGİLER

Lütfen size uygun cevabı işaretleyiniz.

- Okuduğunuz sınıf düzeyi nedir?
  - 10. sınıf
  - 11. Sınıf
- Cinsiyetiniz nedir?
  - Kız
  - Erkek
- Annenizin eğitim durumu nedir?
  - Okuryazar değil
  - Okuryazar
  - İlkokul mezunu
  - Ortaokul mezunu
  - Lise mezunu
  - Önlisans mezunu (2 yıllık)
  - Lisans mezunu (4 yıllık)
  - Yüksek Lisans/Doktora mezunu
- Babanızın eğitim durumu nedir?
  - Okuryazar değil
  - Okuryazar
  - İlkokul mezunu
  - Ortaokul mezunu
  - Lise mezunu
  - Önlisans mezunu (2 yıllık)
  - Lisans mezunu (4 yıllık)

Yüksek Lisans/Doktora mezunu

5. Siz hariç kaç kardeşiniz bulunmaktadır?

.....

6. Evdeki çalışma ortamınızı nasıl tanımlarsınız?

- Evde ayrı bir çalışma odam var.
- Evdeki çalışma ortamımı kardeşimle paylaşıyorum.
- Herkesin ortak kullandığı alanda (mutfak masası, yemek masası vb.) ders çalışıyorum.
- Kışın tek odada herkesle beraber ders çalışıyorum.
- Ders çalışabileceğim uygunlukta hiçbir ortam mevcut değil.

7. Ailenizin ortalama aylık geliri nedir?

.....

8. Okul dışı zamanlarınızda para kazanma amaçlı bir işyerinde çalışıyor musunuz?

Cevabınız evet ise lütfen nerede olduğunu belirtiniz.

- Evet .....
- Hayır

## B. BÖLÜMLE İLGİLİ SORULAR

Lütfen size uygun cevabı işaretleyiniz.

1) Yabancı Dil Bölümünü seçmenizden en çok hangisi etkili oldu?

- Kendim
- Babam
- Annem
- Kardeş veya kardeşlerim
- Arkadaşlarım
- Öğretmenlerim
- Okul Yöneticileri
- Rehberlik Servisi
- Akrabalarım

2) Yabancı Dil Bölümünü seçerken aşağıdaki nedenlerden hangisi kararınızı daha çok etkiledi?

- Mesleki avantajlarının çok olması
- Sosyal medyada (Instagram, Facebook, Twitter vb.) aktif olma isteğim
- Film/dizi/kitap/müzik anlama çabalarım vb.
- Turistik bir yerde yaşıyor olmam
- Yabancı bir ülkede yaşama isteğim

3) **Yabancı Dil Bölümü seçimi konusunda en çok aşağıdakilerden hangisinden bilgi edindiniz?**

- Hiç kimseden
- İnternette/medya araçlarından
- Arkadaşlarımdan
- Ailemden
- Rehberlik servisinden
- Sınıf rehber öğretmeninden
- Branş öğretmenlerinden
- Dersaneden

4) **Yabancı Dil Bölümünü tercih etmenizden en çok hangisi öne çıkmaktadır?**

- Not ortalamam sadece bu alana tutması
- Öğrenim göreceğim yüksek öğrenim programının Dil bölümünde yer alması
- İlerde sahip olmak istediğim meslek için bu alanı seçmek zorunda kalmam
- Ailem benim dil bölümünde okumamın uygun olacağını düşünmesi
- Diğer alanların kontenjanları tamamen dolu olması
- Okul yönetimi benim dil bölümünde okumamı istemesi
- En yakın arkadaşlarım hep dil bölümümü seçmesi
- Dil bölümünde çok kaliteli bir eğitim verilmesi
- Dil bölümüne ilgi duymam
- Dil derslerinde çok yetenekli olmam
- Özel bir sebebim yok, öylesine

5) **Yabancı Dil Bölümünü tercih etmenizden ailenizin ekonomik durumunuzun etkili olduğunu düşünüyor musunuz?**

- Evet
- Hayır

6) **Gelecekte sahip olmak istediğimiz mesleğin hangi yönü sizin için önemlidir? Size en uygun olanı işaretleyiniz.**

- Hayalini kurduğum meslek olması
- Maddi olarak güçlü bir meslek olması
- Toplumda bana bir statü sağlaması
- İş olanakları açısından zengin olması
- Popülerliğinin olması
- İleride ihtiyaç duyulacak bir meslek olması
- Yaşadığım yerde iş bulabileceğim bir meslek olması
- Annem ya da babamın istedikleri ama kendilerinin sahip olamadıkları bir meslek olması

- Başka özellikler (Belirtiniz )  
.....
- 7) Bölümünüzü tercih ederken, alanınız vasıtasıyla gelecekte ihtiyaç duyulacak bir meslek sahibi olacağınız düşüncesi taşıdınız mı?
- Evet  
 Hayır
- 8) Gelecekte ihtiyaç duyulacak meslek alanları hakkında öğretmenlerinizden yeteri kadar bilgi aldınız mı?
- Evet  
 Hayır
- 9) Bölüm seçimi yaparken bir hata yaptığınızı düşünüyor musunuz?
- Evet  
 Hayır
- 10) Bölüm seçimi yaparken liselerin dil bölümü başarı derecelerine bakmanın önemli olduğunu düşünüyor musunuz?
- Evet  
 Hayır
- 11) Bölüm seçimi yaparken ailenizin ekonomik durumunun etkisinin olduğunu düşünüyor musunuz?
- Evet  
 Hayır
- 12) Yabancı dil bölümünde öğrenim görmek sizi memnun ediyor mu? Cevabınız hayırsa, hangi alanda eğitim görmek isterdiniz?
- Evet  
 Hayır.....
- 13) Bölümünüzde öğrenim amacıyla kullanılan ders kitaplarından memnun musunuz?
- Evet  
 Hayır
- 14) Bölümünüzde derslerin işleniş şeklinden memnun musunuz?
- Evet  
 Hayır
- 15) Bölümünüzde yer alan yabancı dil dersleri sayı bakımından yeterli gelmekte midir? Cevabınız hayırsa, sizin öneriniz kaç saat olmalıdır belirtiniz.
- Evet  
 Hayır .....
- 16) Bir üniversitede öğrenim görmeyi istiyor musunuz?
- Evet  
 Hayır

17) Bir yükseköğretim programına yerleşebilmeniz için ek bir kursa ihtiyaç duyacağınıza inanıyor musunuz?

Evet

Hayır

18) Yabancı dil bölümünü tercih ederken üniversiteye geçişte hangi programları tercih edebileceğinizi araştırdınız mı?

Evet

Hayır

19) Okulunuzda Rehber Öğretmen bulunmakta mıdır?

Evet

Hayır

20) Sınıfınızda rehber öğretmen ya da sınıf rehber öğretmeniniz tarafından herhangi bir 'yetenek testi' uygulandı mı?

Evet

Hayır

21) Sınıfınızda rehber öğretmen ya da sınıf rehber öğretmeniniz tarafından bir 'ilgi testi' uygulandı mı?

Evet

Hayır

## APPENDIX D: TEACHERS' PERCEPTIONS INTERVIEW FORM

### GÖRÜŞME SORULARI

**Form no:**

**Tarih:**

Bu görüşme formu Akdeniz Üniversitesi Eğitim Bilimleri Enstitüsü'nde yürütülmekte olan **A Study on Teachers' And Students' Perceptions of English Language Oriented Courses' Curriculum in Anatolian High Schools'** başlıklı yüksek lisans tez çalışması için yapılmaktadır. Sizlerden edinilecek bilgiler tamamen bilimsel amaçlı kullanılacaktır. Adınızı yazmanıza gerek yoktur. Sonuçlarda sizin kimliğiniz ve kişisel durumunuz belirtilmeyecektir. Bu konudaki yardımlarınızdan dolayı şimdiden teşekkür ederiz.

Aşağıdakilerden konunuza uygun olanı (x) şeklinde işaretleyiniz.							
1- Konunuzuz		2- Cinsiyetiniz		3- Yaşınız		4- Eğitim durumunuz?	
1	Yönetici	1	Kadın	1	18-25 yaş	1	İlköğretim
2	Öğretmen	2	Erkek	2	26-33 yaş	2	Ortaöğretim (lise)
				3	34-41 yaş	3	Yüksek Okul
				4	42-39 yaş	4	Fakülte (Lisans)
				5	50 yaş ve üzeri	5	Yüksek lisans ve üstü

### DİL BÖLÜMÜNE DAİR GÖRÜŞLER

#### OKUL İDARESİ

- A. Okul idaresinin dil bölümü konusundaki yaklaşımı nasıldır?

#### DİL SINIFI ÖĞRETMENLİĞİ

- B. Sizce dil sınıflarına öğretmen olarak atananlar için nasıl kapsama sahip bir eleme sistemi uygulanmalıdır (öğretmen standartları, dil sınavları, deneyim, gönüllülük vb.) ?

#### MÜFREDAT/PROGRAM

1. Dil bölümü müfredatınızdan bahsedebilir misiniz ( yıllık plan, günlük plan, kullanılan/kullanılması planlanan eğitim öğretim materyalleri, ders saatleri, belirlenen yöntem/bilim, kazanımlar, sınav sayısı ve biçimleri vb.) ?  
a. Bu müfredatı siz mi oluşturunuz yoksa Milli Eğitim Bakanlığı (MEB) bu konuda hazır müfredatları sizin düzenlemeniz için sizlere mi sunuyor?

#### DERS KİTABI

2. Dil bölümü 11. ve 12. Sınıfta mevcut olarak kullandığımız ders kitabından bahsedebilir misiniz?

#### SEÇİLEN ÖĞRETİM YÖNTEMİ

3. Dil bölümünde sorumlu olduğumuz derslerde kullandığımız ders öğretim yönteminden bahsedebilir misiniz?

## APPENDIX E: STUDENTS' FOCUS GROUP INTERVIEW FORM

### ODAK GRUP GÖRÜŞME SORULARI

Form no:

Tarih:

Bu görüşme formu Akdeniz Üniversitesi Eğitim Bilimleri Enstitüsü'nde yürütülmekte olan **A Study on Teachers' And Students' Perceptions of English Language Oriented Courses' Curriculum in Anatolian High Schools'** başlıklı yüksek lisans tez çalışması için yapılmaktadır. Sizlerden edinilecek bilgiler tamamen bilimsel amaçlı kullanılacaktır. Sonuçlarda sizin kimliğiniz ve kişisel durumunuz belirtilmeyecektir. Bu konudaki yardımlarınızdan dolayı şimdiden teşekkür ederiz.

#### DERS KİTABI

1. Dil bölümü 11. ve 12. Sınıfta mevcut olarak kullandığımız ders kitabından memnun musunuz? Değilseniz, hangi yönlerinin eksik olduğunu düşünüyorsunuz?

#### SEÇİLEN ÖĞRETİM YÖNTEMİ

2. Dil bölümü derslerinin sizlere nasıl öğretilmesini isterdiniz? Kısaca anlatabilir misiniz?



## APPENDIX F: ETHICAL APPROVAL FROM AKDENİZ UNIVERSITY

T.C.  
AKDENİZ ÜNİVERSİTESİ  
Sosyal ve Beşeri Bilimler Bilimsel Araştırma ve Yayın Etiği Kurulu  
KARAR

Toplantı Tarih : 04/02/2019

Karar Sayısı : 23

Üniversitemiz Eğitim Fakültesi Yabancı Diller Eğitimi Bölümü **Dr. Öğr. Üyesi Fatma Özlem SAKA**'nın danışmanlığını, **Özge BAKAY**'ın araştırmacılığını üstlendiği, *"Investigating the Functions of High School Language Classes' Curriculum in the Process of English Teachers' Training / İngilizce Öğretmeni Yetiştirme Sürecinde Lisedeki Dil Sınıfları Programlarının İşlevinin İncelenmesi"* başlıklı tez çalışması kapsamında kullanılacak olan anket çalışmasının uygunluğunun görüşülmesi istemi.

Üniversitemiz Eğitim Fakültesi Yabancı Diller Eğitimi Bölümü **Dr. Öğr. Üyesi Fatma Özlem SAKA**'nın danışmanlığını, **Özge BAKAY**'ın araştırmacılığını üstlendiği, *"Investigating the Functions of High School Language Classes' Curriculum in the Process of English Teachers' Training / İngilizce Öğretmeni Yetiştirme Sürecinde Lisedeki Dil Sınıfları Programlarının İşlevinin İncelenmesi"* konulu anket çalışmasının, fikri hukukî ve telif hakları bakımından metot ve ölçeğine ilişkin sorumluluğun başvurucaya ait olmak üzere, proje süresince uygulanmasının etik olarak **uygun olduğuna** oy birliği ile karar verilmiştir.

Başkan  
**Prof. Dr. Osman ERAVŞAR**  
(imza)

Üye  
**Prof. Dr. Ahmet BAYANER**  
(imza)

Üye  
**Prof. Dr. Hilmi DEMİRKAYA**  
(imza)

Üye  
**Prof. Dr. Mustafa ŞEKER**  
(imza)

Üye  
**Prof. Dr. Bahattin ÖZDEMİR**  
(imza)

Üye  
**Prof. Dr. Adnan DÖNMEZ**  
(imza)

Üye  
**Prof. Dr. Abdullah KARAÇAĞ**  
(imza)

04.02.2019  
A.A.Dikis  
Bil.İşl.



## **CURRICULUM VITAE**

### **PERSONAL INFORMATION**

Name/Surname : Özge BAKAY  
Birthplace and date : Antalya – 07.11.1990

### **EDUCATIONAL BACKGROUND**

BA : Akdeniz University Faculty of Education, ELT  
MA : Akdeniz University Institute of Educational Sciences,  
Department of Foreign Language Education  
Languages : English (Advanced), German (Beginner), Chinese (Beginner)

### **WORK EXPERIENCE**

Workplaces : Warminster Prep School (2013-2014)  
: Gaziantep Nuriye Vasif Onat Anatolian High School (2014-2015)  
: Antalya Erünal Social Sciences High School (2015-2016)  
: Antalya Fatma Yusuf Bilgiç Primary School (2016-2019)  
: Nursel Ayhan Kadam Middle School (2016-2017)  
: Emine İlhan Kadam Vocational and Technical Anatolian High School (2018-2019)  
: Antalya Provincial Directorate of Ministry of National Education (2019-...)

### **CONTACT**

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## PLAGIARISM REPORT

### INVESTIGATING ANATOLIAN HIGH SCHOOL STUDENTS' AND ENGLISH TEACHERS' PERCEPTIONS OF ENGLISH LANGUAGE ORIENTED COURSES CURRICULUM

ORIJINALLIK RAPORU

% <b>11</b>	% <b>6</b>	% <b>2</b>	% <b>9</b>
BENZERLIK ENDEKSI	İNTERNET KAYNAKLARI	YAYINLAR	ÖĞRENCİ ÖDEVLERİ

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Dr Öğr. Ü. F. Özlem Saka

## BİLDİRİM

Hazırladığım tezin/raporun tamamen kendi çalışmam olduğunu ve her alıntıya kaynak gösterdiğimi taahhüt eder, tezimin/raporumun kağıt ve elektronik kopyalarının Akdeniz Üniversitesi Eğitim Bilimleri Enstitüsü arşivlerinde aşağıda belirttiğim koşullarda saklanmasına izin verdiğimi onaylarım:

- Tezimin/Raporumun tamamı her yerden erişime açılabilir.
- Tezim/Raporum sadece Akdeniz Üniversitesi yerleşkelerinden erişime açılabilir.
- Tezimin/Raporumun 1 yıl süreyle erişime açılmasını istemiyorum. Bu sürenin sonunda uzatma için başvuruda bulunmadığım takdirde, tezimin/raporumun tamamı her yerden erişime açılabilir.

Özge BAKAY