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EVALUATION OF ENGLISH CURRICULUM IN 9TH GRADE OF SECONDARY SCHOOLS THROUGH TEACHERS' VIEWS

ABSTRACT

The main purpose of this research was to evaluate secondary school 9th grade English Curriculum according to teachers' views.

The descriptive analysis was used in this study. In the research, mixed method including quantitative and qualitative data collecting techniques was applied. Survey was used for quantitative data while interview was used for qualitative data. 53 schools were selected for quantitative sample and 12 students were selected by sampling objectively for qualitative data. For quantitative data's analysis frequency and percentage were calculated and chi-square test was done in order to calculate whether data's undergone a significant change according to the types of schools. As for the qualitative data, interviews were recorded by paper and pencil. The interviews were transferred to the computer, and content analysis was done.

Looking at the overall results it was seen that according to teachers' views, approach of the curriculum couldn't be applied in the classrooms and it needs to be improved through the help of consultants. According to the research results, the aims of four skills couldn't be reached at a desired level during the teaching and assessment. So, assessment sources on four skills should be prepared. Insufficient time was seen one of the main barriers of not being able to finish the programme. This problem can be solved by increasing the number of classes. As for the content dimension, the subjects of the programme were seen as difficult. The content of the programme should be revised along with the other dimensions. Looking at the results of questions about learning and teaching process, most of the methods and techniques put by the programme couldn't be applied in the classrooms. In order to realise this, teachers should be encouraged to implement these methods and techniques in the classrooms. Also, the course book should be revised and the use of materials suggested for teaching English should be encouraged. As for the assessment dimension, assessment of four skills couldn't be realised but the assessment of grammar structures was applied. In order to supply the missing information about assessment, teachers can be participated in the inservice education programmes.

KEYWORDS: Curriculum Evaluation, English Course, Secondary School 9th Grade, Teachers' Views