T. C.

Marmara Üniversitesi

Eğitim Bilimleri Enstitüsü

Yabancı Diller Eğitimi Ana Bilim Dalı

İngilizce Öğretmenliği Bilim Dalı

A CASE STUDY ON THE HIDDEN CURRICULUM OF A UNIVERSITY FOREIGN LANGUAGES PREPARATORY SCHOOL THROUGH PERCEPTIONS

BİR ÜNİVERSİTE YABANCI DİLLER HAZIRLIK OKULUNUN ÖRTÜK PROGRAMININ ALGILAR YOLUYLA İNCELENMESİ ÜZERİNE BİR VAKA ÇALIŞMASI

Yüksek Lisans Tezi

Özlem SEZEN

İstanbul, 2011

T. C.

Marmara Üniversitesi

Eğitim Bilimleri Enstitüsü

Yabancı Diller Eğitimi Ana Bilim Dalı

İngilizce Öğretmenliği Bilim Dalı

A CASE STUDY ON THE HIDDEN CURRICULUM OF A UNIVERSITY FOREIGN LANGUAGES PREPARATORY SCHOOL THROUGH PERCEPTIONS

BİR ÜNİVERSİTE YABANCI DİLLER HAZIRLIK OKULUNUN ÖRTÜK PROGRAMININ ALGILAR YOLUYLA İNCELENMESİ ÜZERİNE BİR VAKA ÇALIŞMASI

Yüksek Lisans Tezi

Özlem SEZEN

Danışman: Yrd. Doç. Dr. Kamile HAMİLOĞLU

İstanbul, 2011

T. C.

Marmara Üniversitesi

Eğitim Bilimleri Enstitüsü

Yabancı Diller Eğitimi Ana Bilim Dalı

İngilizce Öğretmenliği Bilim Dalı

ÖZLEM SEZEN tarafından hazırlanan "BİR ÜNİVERSİTE YABANCI DİLLER HAZIRLIK OKULUNUN ÖRTÜK PROGRAMININ ALGILAR YOLUYLA İNCELENMESİ ÜZERİNE BİR VAKA ÇALIŞMASI" başlıklı bu çalışma 2.02.2011 tarihinde yapılan savunmada başarılı bulunarak jürimiz tarafından Yüksek Lisans tezi olarak kabul edilmiştir.

Danışman: Yrd. Doç. Dr. Kamile HAMİLOĞLU

Üye: Yrd. Doç. Dr. Hatice Gülru YÜKSEL

Üye: Dr. Zeynep ÇAMLIBEL

ACKNOWLEDGEMENTS

There are a number of people whom I am really grateful for their invaluable support during my graduate study. I was unable to achieve this project without their precious contribution.

In the first place, I would like to express my deepest gratitude to my advisor, Assist. Prof. Kamile Hamiloğlu. She supported me with her foresight and guidance in realizing this project. Apart from her revision and criticism of my work with her endless patience, her insightful comments and suggestions always enlightened me throughout my study. Beyond her great professional advice, her intellect and her work ethic will always inspire me in my future life.

I express my gratitude to my family. I am grateful to my husband Engin Sezen, for both his psychological and technical support. Without him, I was unable to manage my work with the computer. I would like to express my special thanks to my daughter, Yaren Sezen, who also supported me with her patience during my study. Last of all, I would also like to thank to my brother Assist. Prof. Dr. Özhan Özatay since he encouraged me to complete my study and he opened the academic resources for me that he was able to reach.

I am also grateful to my colleague and my friend, İlknur Karadağlı Dirik who supported me with her precious academic resources in every step of my graduate study at Marmara University. She made a great contribution to my whole graduate life at Marmara University with her valuable suggestions.

During my graduate study, there were some other people whom I feel that I am very lucky to have such wonderful friends. First of all, I am grateful to my colleague, Zülal Gümüşay, for her great afford to support me during my thesis study. Her overloading my courses where I was working as an instructor for one whole semester made me feel safe about my graduate study. Also, I would like to thank to Özge Gezerler who also shared the work load with Zülal Gümşay. Again, I would like to express my special thanks to my colleagues and roommates, Serap Alıcı and Özge Gürbüz for being always by my side in all steps of this project.Apart from my colleagues, my classmates also provided me with their great support. I would like to express my special thanks to Çiğdem Bak and Osman Çeviktay who turned my graduate life at Marmara University to be an enjoyable and fruitful experience.

Finally, I would like to thank the members of my master thesis committee Assist. Prof. Dr.Hatice Gülru Yüksel and Dr.Zeynep Çamlıbel, as they made great contributions with their invaluable suggesstions to the development of the final document of my thesis.

TABLE OF CONTENTS

ACKNOWLEDGEMENTS i
TABLE OF CONTENTS ii
LIST OF TABLES vi
KISA ÖZET xiii
ABSTRACT xiv
ABBREVIATIONS xix
I. INTRODUCTION 1
1.1. BACKGROUND OF THE STUDY 5
1.2. THE CONTEXT OF THE STUDY 7
1.3. PURPOSE OF THE STUDY 8
1.4. RESEARCH QUESTIONS 9
1.5. SIGNIFICANCE OF THE STUDY 9
1.6 LIMITATIONS OF THE STUDY 10
1.7. KEY CONCEPTS OF THE STUDY 11
1.8. THEORETICAL FRAMEWORK 13
II. REVIEW OF THE RELATED LITERATURE 14
2.1. THE BASIC CONCEPTS IN THE ISSUE OF CURRICULUM 15
2.1.1. The Definition of Terms: Curriculum And Syllabus 15
2.1.2. The Definitions of the Term Curriculum 15
2.1.3. Curriculum Models 17
2.1.3.1. The Tyler Model 17
2.1.3.2. The Johnson Model 18
2.1.4. Curriculum Types 19
2.1.5. EFL Curriculum Types 25
2.1.5.1. Product-Oriented (Traditional) Approach To Curriculum 25
2.1.5.1.1. Synthetic Curriculum 25
2.1.5.1.2. Structural (Formal) Curriculum 25

2.1.5.1.3. Grammatical Curriculum.....25
2.1.5.2. Process-Oriented (Modern) Approach to Curriculum.....26
2.1.5.2.1. Analytic Curriculum.....26
2.1.5.2.2. Functional Curriculum.....26
2.1.5.2.3. Content Curriculum.....26
2.1.5.2.4. Communicative Curriculum.....26
2.1.5.2.5. Semantic Curriculum.....26
2.1.5.3. EFL Curriculum Types on the Basis of Format.....27
2.1.5.3.1. The Linear Format.....27
2.1.5.3.2. The Modular Format.....27
2.1.5.3.3. Cyclical Format.....27
2.1.5.3.4. Matrix Format.....27
2.1.5.3.5. Story-line Format.....28
2.1.5.4. EFL Curriculum Types According to Content.....28
2.1.5.4.1. Situational Curriculum.....28
2.1.5.4.2. Functional-Notional Curriculum.....28
2.1.5.4.3. Mixed Curriculum.....28
2.1.5.4.4. Skill-based Curriculum.....29
2.1.5.4.5. Task-based Curriculum.....29
2.1.5.4.6. Layered Curriculum.....29
2.2. THE BASIC CONCEPTS IN THE ISSUE OF HIDDEN CURRICULUM.....29
2.2.1. The Concept of Hidden Curriculum.....29
2.2.2. Theoretical Foundations of Hidden Curriculum.....31

2.2.2.1 Functionalist Approach 32

2.2.2.2. Neo-Marxist Approach.....36

2.2.2.2.1. Conflict Theory 36

2.2.2.2.1.1. The Economic-Reproduction Model 37

2.2.2.2.1.2. The Cultural -Reproduction Model and British Neo-Markism 39

2.2.2.2.1.3. The Hegemonic-State Reproductive Model ...42

2.2.2.2.2. Resistance Theory &Neo-Marxism in Britain 44

2.2.2.3. Alternative Approaches to the Issue of Hidden Curriculum 53

2.3. RECENT STUDIES IN THE FIELD OF HIDDEN CURRICULUM.....61

III.METHOD.....66

3.1. PARTICIPANTS.....66

3.2. INSTRUMENTS.....72

3.2.1. Interview Questions Administered to the Participant Students.....74

3.2.2. Interview Questions Administered to the Participant Instructor 76

3.2.3. Interview Questions Administered to the Participant Administrators.....77

3.2.4. Formal Assessments for the Students' Academic Achievement.....79

3.2.5. Content Analysis of the Official Curriculum Document of BED-PDQEC....82

3.3. DATA COLLECTION PROCEDURE.....85

3.4. DATA ANALYSIS.....90

IV. RESULTS 92

4.1. THE INTERVIEW RESULTS....92
4.1.1.The Results of the Interviews with the Participant Students....93
4.1.2. The Results of the Interviews with the Participant Instructors....133
4.1.3. The Results of the Interviews with the Participant Administrators....155
4.2 THE RESULTS OF SPEARMAN'S RANK CORRELATION COEFFICIENT TEST....166
4.3. THE ANALYSIS OF THE OFFICIAL CURRICULUM DOCUMENT PDQEC IN TERMS OF JOHNSON'S MODEL OF CURRICULUM....169
V. DISCUSSION....176
VI. IMPLICATIONS....206
VIII. REFERENCES....210
8.1 ARTICLES....210
8.2 BOOKS....212
8.3 ON-LINE SOURCES....218
8.4. ASSIGNMENTS & DISSERTATIONS....224
8.5. ENCYCLOPEDIA & DICTIONARIES &OTHER OFFICIAL DOCUMENTS....225
IX. APPENDICES....226
APPENDIX A....226
APPENDIX B....227
APPENDIX C....229
APPENDIX D....231
APPENDIX E....232
APPENDIX F....234
APPENDIX G....235
APPENDIX H....238

LIST OF TABLES

Tables in Review of the Related Literature Section

Table 1 Summary of Types Curriculum by Weber (2008) 20

Tables in Method Section

Table 1 Age and Background of Participant Students 67

Table 2 Course Distributions for All Levels of Classes in BED.....69

Table 3 Age, Experience and Educational Background Distribution of the Participant Instructors.....70

Table 4 Age, Experience and Educational Background Distribution of the Participant Administrators.....71

Table 5 Distribution of the Number of Participants.....71

Table 6 Distribution of the Questions in the Interviews 78

Table 7 Develeopmental Stages, Decision-Making Roles and Products 83

Table 8 The Collection of the Data 86

Table 9 Durations of Interviews with the Students.....88

Table 10 Durations of Interviews with the Instructors.....89

Table 11 Durations of Interviews with the Administrators.....89

Tables in Results Section

Table 1 Distributions of Participants and the Number of Questions 92

Table 2 Distributions of the Table Numbers According to the Results 93

The Results of the Interviews with the Participant Students

Table 3 The Answers Given to Question 1 94

Table 4 Percentages of the Answers to Question 1 94

Table 5 The Answers Given to Question 2 96

Table 6 Percentages of the Answers to Question 2 97

Table 6a Subcategories for Positive Answers 97

Table7 The Answers Given to Question 3 98

Table 8 Percentages of the Answers to Question 3 99

Table 9 The Answers Given to Question 4 100

Table 10 Percentages of the Answers to Question 4 101

Table 11 The Answers Given to Question 5 102

Table 12 Percentages of the Answers to Question 5 102

Table 13 The Answers Given to Question 6 104

Table 14 Percentages of the Answers to Question 6 104

Table 15 The Answers Given to Question 7 105

Table 16 Percentages of the Answers to Question 7 106

Table 17 The Answers Given to Question 8 107

Table 18 Percentages of the Answers to Question 8 108

Table 19 The Answers Given to Question 9 109

Table 20 Percentages of the Answers to Question 9 110

Table 21 The Answers Given to Question 10 111

Table 22 Percentages of the Answers to Question 10.....112

Table 23 The Answers Given to Question 11.....113

Table 24 Percentages of the Answers to Question 11.....114

Table 25 The Answers Given to Question 12.....115

Table 26 Percentages of the Answers to Question 12.....116

Table 27 The Answers Given to Question 13.....117

Table 28 Percentages of the Answers to Question 13.....118

Table 29 The Answers Given to Question 14.....119

Table 30 Percentages of the Answers to Question 14.....119

Table 31 The Answers Given to Question 15.....120

Table 32 Percentages of the Answers to Question 15.....121

Table 33 The Answers Given to Question 16.....122

Table 34 Percentages of the Answers to Question 16.....122

Table 35 The Answers Given to Question 17.....123

Table 36 Percentages of the Answers to Question 17.....124

Table 37 Percentages of Subcategories of Yes Answers on the Basis of Their Effect....124

Table 38 The Answers Given to Question 18.....125

Table 39 Percentages of the Answers to Question 18.....126

Table 40 Subcategories for the Positive Answers to Question 18.....126

Table 41 The Answers Given to Question 19.....127

Table 42 Percentages of the Answers to Question 19.....128

Table 43 The Answers Given to Question 20.....129

Table 44 Percentages of the Answers to Question 20.....130

Table 45 Subcategories of the Preference of Writing What Instructors' Taught 130

Table 46 The Answers Given to Question 21 131

Table 47 Percentages of the Answers to Question 21.....131

Table 48 The Answers Given to Question 22.....132

Table 49 Percentages of the Answers to Question 22.....133

The Results of the Interviews with the Participant Students 133

Table 50 The Answers Given to Question 1.....134

Table 51 Percentages of the Answers to Question 1.....134

Table 52 The Answers Given to Question 2.....135

Table 53 Percentages of the Answers to Question 2.....135

Table 54 The Answers Given to Question 3.....136

Table 55 Percentages of the Answers to Question 3.....136

Table 56 Subcategories of the Positive Answers to Question 3 137

Table 57 The Answers Given to Question 4.....137

Table 58 Percentages of the Answers to Question 4..... 138

Table 59 The Answers Given to Question 5.....138

Table 60 Percentages of the Answers to Question 5.....139

Table 61 The Answers Given to Question 6.....139

Table 62 Percentages of the Answers to Question 6.....140

Table 63 The Answers Given to Question 7.....140

Table 64 Percentages of the Answers to Question 7.....141

Table 65 The Answers Given to Question 8.....141

Table 66 Percentages of the Answers to Question 8.....142

Table 67 The Answers Given to Question 9 143
Table 68 Percentages of the Answers to the First Part of the Question 9 143
Table 69 Percentage of the Answers to the Second Part of the Question 9 144
Table 70 The Answers Given to Question 10 144
Table 71 Percentages of the Answers to the Question 10 145
Table 72 The Answers Given to Question 11 145
Table 73 Percentages of the Answers to the Question 11 146
Table 74 The Answers Given to Question 12 147
Table 75 Percentages of the Answers to the Question 12 147
Table 76 The Answers Given to Question 13 148
Table 77 Percentages of the Answers to the Question 13 148
Table 78 The Answers Given to Question 14 149
Table 79 Percentages of the Answers to the Question 14 149
Table 80 The Answers Given to Question 15 150
Table 81 Percentages of the Answers to the Question 15 150
Table 82 The Answers Given to Question 16 151
Table 83 Percentages of the Answers to the Question 16 151
Table 84 Percentages of the Subcategories to the Answers of Question 16 152
Table 85 The Answers Given to Question 17 152
Table 86 Percentages of the Answers to the Question 17 153
Table 87 The Answers Given to Question 18 154
Table 88 Percentages of the Answers to the Question 18 154
The Results of the Interviews with the participant Administrators 155

Table 89 The Answers Given to Question 1 155
Table 90 Percentages of the Answers to the Question 1 155
Table 91 The Answers Given to Question 2 156
Table 92 Percentages of the Answers to the Question 2 156
Table 93 The Answers Given to Question 3 157
Table 94 Percentages of the Answers to the Question 3 157
Table 95 The Answers Given to Question 4 158
Table 96 Percentages of the Answers to the Question 4 158
Table 97 The Answers Given to Question 5 159
Table 98 Percentages of the Answers to the Question 5 159
Table 99 The Answers Given to Question 6 160
Table 100 Percentages of the Answers to the Question 6 160
Table 101 The Answers Given to Question 7 161
Table 102 Percentages of the Answers to the Question 7 161
Table 103 The Answers Given to Question 8 162
Table 104 Percentages of the Answers to the Question 8 162
Table 105 The Answers Given to Question 9 163
Table 106 Percentages of the Answers to the Question 9 163
Table 107 The Answers Given to Question 10 164
Table 108 Percentages of the Answers to the Question 10 164
Table 109 The Answers Given to Question 11 165
Table 110 Percentages of the Answers to the Question 11 165

The Results of Nonparametric Spearman's Rank Correlation Tests

Table 111 Spearman's Rank Correlation Coefficient Test Applied to Identify the Correlation Between the Proficiency Test Scores and the points of Students' Declaration About the Effects of Hidden Messages for Question 17 166

Table 112 Spearman's Rank Correlation Coefficient Test Applied to Identify the Correlation Between the Proficiency Test Scores and the Points of Students' Opinion About the Effects of Obedience for Question 10 167

Table 113 Spearman's Rank Correlation Coefficient Test Applied to Identify the Correlation Between the Proficiency Test Scores and the Points of Students' Opinion About the Inference of the Important Parts for the Exam for question 19.....168

Table 114 Spearman's Rank Correlation Coefficient Test Applied to Identify the Correlation Between the Proficiency Test Scores and the Points of Students' Preference of Writing What was Taught by the Instructors for Question 20.....169

Tables in the Analysis of the Official Curriculum Document PDQEC in Terms of Johnson's Model of Curriculum.....169

Table 115 The Key Words/Concepts and Their Categories in the Official Curriculum Document PDQEC 175

KISA ÖZET

Bir Üniversite Yabancı Diller Hazırlık Okulunun Örtük Programının Algılar Yoluyla İncelenmesi Üzerine Bir Vaka Çalışması

By

Özlem Sezen

Bu tezin amacı örtük progamın, İstanbul Türkiye'de yer alan bir devlet üniversitesinin Yabancı Diller Hazırlık Okulunda var olup olmadığını saptamaktır. İkincil olarak, var olması durumunda kurumun örtük programının öğrencinin akademik başarısına etkisinin ortaya çıkarılması hedeflenmiştir. Çalışma aynı zamanda örtük progamın öğrenci algıları üzerinde olan etkisini de irdelemeyi amaçlamaktadır. Araştırma İstanbul'da bir devlet üniversitesinin Yabancı Diller Hazırlık Okulunda, rastgele seçilmiş katılımcı 8 öğrenci, 4 öğretim görevlisi ve 2 yönetici ile gerçekleştirilmiştir. Tezin amacını gerçekleştirmek için adı geçen kurumun resmi müfredat belgeleri alınarak analiz edilmiş ve böylece örtük program öğeleri saptanmaya çalışılmıştır. Buna ek olarak, örtük programla ilgili algıları ortaya çıkarmak için, rastgele seçilmiş öğrenciler, öğretim görevlileri ve yöneticiler ile ayrı ayrı görüşmeler yapılmıştır. Son olarak, öğrencilerin akademik başarılarını gösteren belgeler okul yönetiminden alınmış, öğrencilerin başarı durumlarıyla aynı öğrencilerin örtük program ile ilgili ifadelerinin arasındaki ilişki, Spearman Sıra Farkları Korelasyonu testi uygulanarak saptanmaya çalışılmıştır. Sonuçta, adı geçen devlet üniversitesinin yabancı diller hazırlık okulunda 2009-2010 öğretim yılında örtük programın var olduğu ve buna bağlı olarak, örtük program öğelerinin neler olduğu saptanmış, örtük programın öğrenci başarısına yüksek oranda etki ettiği görülmüştür.

Anahtar Kelimeler: Üniversite Yabancı Dil Hazırlık Okullarında Örtük Program, Örtük Program ve Öğrenci Algıları, Örtük Program ve Akademik Başarı.

ABSTRACT

A case study on the hidden curriculum of a university foreign languages preparatory school through perceptions

by

Özlem SEZEN

The purpose of this thesis is to find out whether a hidden curriculum exists or not in the preparatory school of a state university, in İstanbul Turkey in 2009-2010 academic year. Then in the case of existence, it was aimed to reveal the effect of the hidden curriculum of the institution on the academic achievement of the students. The study also aims to examine the impact of a hidden curriculum on the perceptions of the students. The research was conducted with randomly chosen 8 participant students, 4 instructors and 2 administrators of a state university preparatory school in İstanbul. In order to achieve the purpose of the thesis, the official curriculum document of the institution was analyzed to identify the hidden curriculum elements that were likely to emerge. Secondly, the randomly chosen participant students, instructors and the administrative staff were interviewed separately in order to reveal their perceptions on the hidden curriculum. Thirdly, the document which showed the academic success of the students was obtained from the school administration and nonparametric Spearman's Rank Correlation Test was applied to see the correlation between the hidden curriculum perceptions of the students obtained from the interview results and their academic achievement. In conclusion, it was found that the hidden curriculum existed in the foreign language education of the preparatory school of a state university in 2009-2010 academic year. Accordingly, the elements of the hidden curriculum were identified and analysed. Then, it was seen that the hidden curriculum of the institution affected the students' academic achievement.

Key Words: Hidden Curriculum in University Foreign Languages Preparatory School, Hidden Curriculum and Student Perceptions, Hidden Curriculum and Academic Achievement.

ABBREVIATIONS

BA	Bachelor of Arts
BED	Basic English Department
CT	Correspondence Theory
EFL	English as a Foreign Language
EKSİP	Eğitimde Kaliteyi Sürekli İyileştirme Projesi
ELT	English Language Teaching
EU	European Union
HEC	Higher Education Council
ISA	Ideological State Apparatus
MANOVA	Multiple-Variable Variance Analysis
MLD	Modern Languages Department
MONE	Ministry of National Education
MPO	Macmillian Practice Online
MT	Metacognition-Training
PDQEC	Project of Developing the Quality of Education Constantly
QSLS	Quality of School Life Scale
SFL	School of Foreign Languages
TEFL	Teaching English as a Foreign Language

I. INTRODUCTION

The issue of hidden curriculum has always been investigated by many researchers from different fields of social sciences such as education, psychology, anthropology, politics or history. The present study primarily intends to investigate whether a higher education institution, a state university preparatory school in Istanbul where English is taught as a Foreign Language (hereafter EFL) and is used as the medium of instruction in this particular case. Secondly, the study aims to reveal the impact of the hidden curriculum on the academic achievement of university preparatory school students. While investigating these two issues, students', instructors' and administrators' perceptions; students' academic achievements and the content of the preparatory school's official curriculum documents were examined and evaluated.

The term hidden curriculum was first used by Jackson (1983) in order to identify the situation that the information which was aimed to be transferred in the education process was not achieved. As in accordance with Jackson's definition For Margolis, Soldatenko, Acker & Gair (2001) education is accepted as a socialization process. In this process, not only the scientifically accepted information but also socially accepted values and norms are transferred to the students (Margolis, Soldatenko, Acker & Gair, 2001). In other words, students learn what they are expected to learn in reality besides formal curriculum. Similarly, according to Banathy (1968), as schools are the subsystems of society, they are influenced by the other agents of the society such as government, economy, traditions, values and so forth. As seen, it might be considered that schooling or education systems can be means of transferring the goals of the society in terms of leading future generations through overt or hidden curricula. Referring to the relationship between social systems and educational systems, foreign language education has been one of the highly demanded aspects in higher education in Turkey which emerged from the social needs of the society in technologically, academically

and economically changing world. Many sociologists agree with this need emerging from the rapidly changing urbanization process, social, economic and cultural infrastructure of Turkey (Kongar, 2001). Some educators urged that there should be drastic changes in the educational system of Turkey to adapt young generations to such developments (Ereş, 2005).

The increasing demand for better foreign language education in Turkey is found to be connected with the criteria for employment of the European Union (hereafter EU) which urge high profile educated and qualified business people by some academics (Çelebi, 2006). As Çelebi (2006) suggests, with the influence of such expectations, some elements of education have gained importance and have become the ultimate goals of the whole educational system, such as foreign language education.

According to Köksal (2000), with the rising expectations of business life in Turkey, universities have undergone a series of developmental and fundamental changes within their infrastructure and curricula to meet the needs of business life (Korkmaz, 2001 as cited in Çelebi, 2006). According to official reports, twenty-eight universities out of seventy-two have dare medium of instruction partially or totally foreign language based education (Korkmaz, 2001 as cited in Çelebi, 2006). As known, beginning from 1996, many universities have begun to renew their curricula and the infrastructure depending on the changes in the regulations of Higher Education Council (hereafter HEC) in Turkey (HEC, 2008). The universities such as the Ortadoğu Technical University and Boğaziçi University (which have American origins) have been instructed in foreign language hundred percent. In such universities, the schools of foreign languages or preparatory schools provide one academic year with all courses conducted in a foreign language (Çelebi, 2006 as cited in Işık, 2008). After some changes in the regulations about higher education, some other state universities, such as the Yıldız Technical University, did have the same thing (Official Public Newspaper, 1997).

Regarding the changes considered above, foreign language curricula used in higher education institutions have often been changed in accordance with the goals of the higher education system. According to Serengil (2009), they seem to be aiming to educate their students in order to provide them not only communicate in foreign language but also follow up the literature of the academic field that they will study at university.

In order to achieve its goals, an institution needs to organize the educational facilities around a well-defined logical map, in other words the curriculum. In that sense, such a curriculum can be defined as what is expected to be learned as well as how it is taught including all educational experiences students face with through their school life and formally prepared or hidden aspects (Posner, 1992). In addition to this definition, according to Tyler (1949), four fundamental questions should be answered to obtain a well-defined curriculum (Posner, 1992). They can be expressed as:

> What educational purposes should the school seek to attain? What educational experiences can be provided that are likely to attain these purposes? How can these educational experiences be effectively organized? How can we determine whether these purposes are being attained?
>
> (Tyler, 1949 as cited in Posner, 1992, p.13).

Tyler (1949 as cited in Posner 1992) also proposes that the curriculum should achieve significant changes in the students' pattern of behaviour as "the criterion for success is behavioural evidence that the objectives of the curriculum have been attained" (p.14).

Yet, how the foreign languages schools of these universities of which curricula are in English will achieve this behavioural change is a matter of research. Likewise, the question whether the planned curriculum of an institution can achieve this goal should be answered as well. If the institution has a coherent and planned curriculum these questions can be answered as 'yes'

to some extent. However, as Posner (1992) identifies, curriculum covers not only a planned design but also some hidden aspects through which some other messages are transmitted to the target learner group. These hidden messages are not only the products of the curriculum but also partially the product of the institution or the school life, the teacher's behaviour, and some other outside factors such as the socio-cultural structure, economy and policy of the country (Posner, 1992).

There are many definitions of hidden curriculum such as the one proposed by Garnet, 1984; Hemmings, 2000; Jackson, 1968; Kanpol, 1989; Myles&Duncan, 2009; Myles, Trautman,&Schelvan, 2004 (as cited in Myles, 2005, p.1). The hidden curriculum is the presumed knowledge, which means, the expectations, rules or guidelines of it are not taught directly. However, they are known by the practitioners (Myles, 2005). "It is an important issue because it can have an impact on social interactions, school performance and even safety. However, despite its remarking effect, it has only drawn the attention only after a hidden curriculum error has occurred" (Myles, 2005, p.1).

As Myles & Smith (2005) urged, it can be noted that the hidden curriculum may differ across many variables. These variables may include ages and culture. In the university context, for instance, different aspects of curriculum such as perceived targets or outcomes might also be in action.

Therefore, in this thesis, the effect of hidden curriculum is analyzed from the perspective of students', administrators' and instructors' perceptions and its impact on the academic achievement of the students. This thesis is based on eight main parts. In the first part, which is the 'introduction', the background information for the thesis is provided as well as the context of the study, the purpose of the study, the research questions of the study, the significance of the study, the key concepts and the theoretical framework of this study have been identified.

In the second part, which is the review of the literature, ground theories concepts and research studies take place. In the third part, which is allocated to the method, the participants of the study, the instruments of the study, data collection procedure and the data analysis of the study are presented. In the fourth part the results of the study are submitted. In the fifth part, the discussion of these results take place. In the sixth part, the implications of the study for further research are provided. In the seventh part, references are given and in the eighth part appendices are displayed.

BACKGROUND OF THE STUDY

Some educators, such as Kılıçkaya (2007), claim that together with the target language, its culture should also be taught. By emphasizing the same fact, the content, the material and the curriculum do not serve for the aim of merely teaching a foreign language but they directly or indirectly communicate some sets of social and cultural values which are in their structure (Hurst, 2008). In that sense, it can be inferred that curriculum cannot be neutral as it must, either implicitly or explicitly, reflect a view of social order and describe a value system (Cunningsworth, 1995 as cited in Hurst, 2008). Thus, hidden curriculum exists in all types of teaching environments.

The concept of hidden curriculum, which was first introduced by Jackson (1968), who accepts education as a socialization process in which not only the scientifically accepted information but also socially accepted values and norms are transferred to the students is also redefined in the same way by Lynch (1989) (as cited in Margolis, Soldatenko, Acker & Gair, 2005). Therefore, according to their description, students learn what the society wants them to learn in reality rather than what the formal curriculum urge them to learn.

When the relationship between the formal curriculum and the hidden one is in question, it can be observed that sometimes mismatches as well as juxtapositions occur (Johnson, 1989). For

example, Schimmel (2003) found out that there was a mismatch between the formal and the hidden curriculum by his research that he conducted on the codes of conduct in American secondary education. The formal curriculum was emphasizing the importance of free thinking and creativity. However, the schools were teaching obeying the rules and accepting the authority.

There are many similar research findings which support such results. Under the light of those research findings in the field, the idea that hidden curriculum can be observed in various countries although standardization of the formal curriculum design has been one of the most important concerns in plenty of the countries in the globe.

Referring to the situation in Turkey, the curricula of the whole educational system have tried to be standardized by the Ministry of National Education (hereafter MONE) since the declaration of Tevhid-i Tedrisat Kanunu (The Law of Unification of Education) in 1924 (Hamiloğlu, 2001). However, according to Yüksel (2004) and Veznedaroğlu (2007),

> It is not possible to say that the same standardization can be achieved throughout the whole country. The curricula of the institutions are affected by some factors such as the schooling life within the institution, teacher and administrative expectations and beliefs and the students' behaviour.
>
> (Yüksel, 2004 as cited in Veznedaroğlu, 2007, p.1)

As a result of this, some mismatches may appear between the targets and outcomes of the programme. For example, Ministry of National Education (MONE) stresses that the students should acquire some qualifications like creative, critical and analytical way of thinking in the English Language Curriculum for Primary Education (MONE, EFL Curriculum, 2006). However, it has been reported by many educators that the school may give opposite the messages (Paykoç&Gündoğdu, 2002 as cited in Veznedaroğlu, 2007). The school may have a

powerful influence on children and sometimes the hidden messages. Despite the diagnosed mismatches between the formal and the hidden curriculum and despite the presence of the studies about the results of the learning processes in terms of the application of the formal curriculum, there is not much research in the field of hidden curriculum in Turkey. Some researchers such as Hümeyra Türedi, Meliha Sarı and Levent Veznedaroğlu carried out some research studies in terms of hidden curriculum in the primary school context. Yet, such kind of research study in terms of foreign language teaching at university level in Turkey should be carried out to enlighten the vague parts of the EFL setting in higher education.

1.2. THE CONTEXT OF THE STUDY

At a Turkish state university, where the present study is conducted, at the beginning of the each academic year, all new students take a proficiency exam to display if their English level is sufficient enough to continue their formal education where they have to take advanced English classes along with other courses related to their own academic subjects. Ones who fail in the exam continue compulsory preparatory classes for one year. They are given a placement test to determine their English level and to distribute them to different classes with different levels. During the academic year, they have both formal and alternative evaluation procedures. As formal evaluation they take mid-term exams, quizzes and final exams. As alternative assessment types, they have reading practices (circles), vocabulary practices (circles), debates, portfolios and in-class performance assessments. Even if the students fail at preparatory class at the end of the academic term, they are allowed to attend their own departments with the condition that they can take all of their departmental courses except for the advanced English class. They have to take a proficiency examination and succeed in it along with 6 advanced English courses throughout their education at the university. On the contrary, they cannot graduate.

In the 2009-2010 academic year, Basic English Department (hereafter BED) had 2500 students whose 740 students, that are not included in this study, were attending the school at night time and 1860 students were regular, attending the school in day time and they would undergo the foreign language curriculum under the stated circumstances when the research study was conducted.

1.3. PURPOSE OF THE STUDY

The purpose of this study is primarily to investigate the presence of the hidden curriculum in the EFL preparatory school of a Turkish state university and, the effects of the hidden curriculum from the perspective of students', administrators' and instructors' perceptions as well as its impact on the academic achievement of the students in 2009-2010 academic year. In doing so, the content of the official curriculum of the Turkish state university was analysed and the cohesion between the statements of the curriculum and participants' perceptions were also investigated, secondarily. The research was conducted with the participant students, instructors and administrators of a Turkish State University, School of Foreign Languages, Basic English Department, preparatory classes in 2009-2010 academic year. In order to achieve this goal, after examining the formal curriculum of the institution through content analysis, the participant students, randomly chosen instructors and the administrative staff were interviewed. The perceptions of the participants on the hidden curriculum were studied. After the analysis of the interview results, the effects of the hidden curriculum on the academic success of the students were investigated and then, the findings from the content analysis of the formal curriculum document were compared to the findings from the interviews of the participants in terms of their perceptions and opinions.

At this point, it is possible to declare that the basis in conducting such a research is to contribute both to the field of language teaching and to her own institution where she has been working in terms of the description of the perceived hidden elements and their effect on the

students' achievement in order to help the restructuring and renewal process of the institution.

1.4. RESEARCH QUESTIONS

1. Does a hidden curriculum exist in the English as a Foreign Language (EFL) programme of the preparatory school in a state university?
2. If it exists, what are the reported elements of the so called hidden curriculum in the EFL programme of the preparatory school in a Turkish state university?
3. What are the reported student opinions related to the presence of the hidden curriculum? Are the students aware of the hidden curriculum in the programme?
4. If they are aware of it, what are the students reported assumptions revealing their awareness related to the presence of a hidden curriculum in the institution effects of the hidden curriculum on students' academic achievement?
5. If it exists in what ways does the hidden curriculum affect the academic achievement of the students of EFL programme of the preparatory school in a Turkish state university?
6. What are the reported views of the university teaching staff and administrative staff on the effects of hidden curriculum in the institution?

1.5. SIGNIFICANCE OF THE STUDY

This study tries to investigate a vague area or aspect of language teaching, namely the hidden aspects of the formal language curriculum in an educational institution, which is an EFL preparatory school in a Turkish state university. Although there are a few studies in the field, none of them has their focus on foreign language teaching in higher education completely. Therefore, this study may contribute to the discussion about the presence of a hidden curriculum in EFL settings in Turkish higher education. One of the strengths of this thesis, as a significant point, might be the inclusion of students', instructors' and administrators' perceptions and ideas about the hidden curriculum. Another significance of this research

might be focusing on the impact of the hidden curriculum on the academic achievement of the students, primarily, from the perspective of the students in the EFL setting together with the views of the instructors and administrators. This thesis examines both the related written documents and also the data emerged from participants' oral reports. Thus, this can also be counted as a significant aspect of this research.

On the other hand, as the present study focuses on the correlation between the views of students', instructors' and administrators' and the academic success of the students, it may provide a significant contribution to the comperative research field.

1.6. LIMITATIONS OF THE STUDY

This study has many limitations in its nature and applications. At the first place, although there were 2500 students in the preparatory school, this study was carried out with randomly selected 8 students as it has a qualitative design and was implemented at a Turkish State University, School of Foreign Languages, Basic English Department (BED), in Istanbul, Turkey. As a result, it is not possible to generalize the findings and the results for all higher education students in all universities. In terms of the quantity of the participants, the number of the participant instructors and administrators were also limited. 4 out of 110 instructors and 2 out of 3 administrators were selected and the findings related to the data emerged from their statements cannot be generalized to all instructors and administrators in higher education.

As a second limitation, it can be noted that no classroom observation sessions were held to see the instructors' implementations and students' practices because this study was implemented to examine and evaluate students', instructors' and administrators' perceptions and to compare those in the light of present official curriculum. This means that the study was carried out at the descriptive level, not at the experimental level to see the factual situation about the hidden curriculum in the institution.

As the third limitation, a pre-training session for the participants of the study on the curriculum practices was not provided since it was not needed because genuine perceptions of the participants were tried to be displayed and examined. Thus, the study was based on the interviews carried out with the administrators, instructors and the students. Therefore, this present study has a descriptive nature.

Moreover, the study took place in the university where the researcher worked as an instructor. Due to this fact, it may carry the danger of being biased.

Additionally, the official curriculum document of the BED was written in Turkish language. Therefore, the analysis was carried out on the Turkish version of the document and then necessary parts which would be examined and included in this study were translated into English by the researcher. Because of this reason, there can be the danger of misinterpretation of the researcher.

Another limitation is that, the institution gave limited permission for using all of the test results of the participant students. Therefore, only the participants' final (proficiency) test results were used to identify the correlation between the effects of hidden curriculum and the achievement of the students.

On the other hand, as the present study focuses on the correlation between the views of students', instructors' and administrators' and the academic success of the students, it provides a significant contribution to the research field.

1.7. KEY CONCEPTS OF THE STUDY

The basic concepts which are used in this study can be interpreted with the definitions as follows.

Curriculum: "It is the sum of processes and products of planning, teaching and evaluating a course of study" (Graves, 2008, 147).

Program: "It refers to the courses and courses of study which are offered in a particular institution" (Graves, 2008, p.147).

Course: "It is the teaching and learning processes that take place over a specific period of time with a specific focus" (Graves, 2008, p.147).

Syllabus: "This term refers to a plan for what is to be taught or learned in a specific course or study "(Graves, 2008, p.147).

Official Curriculum: The curriculum which is described in formal documents (Posner, 1992).

Hidden Curriculum: It can be defined as the assumed knowledge - the expectations, rules or guidelines that are not directly taught because they are universally known since they exist as a result of the transmission of the values and norms of the society implicitly in the school culture (Jackson, 1968).

School Culture: "It is the patterns of communication, decision-making, interactions, role relations, administrative practice and conduct that exist within a school or educational institution "(Longman Dictionary of Language Teaching and Applied Linguistics, 2002, p.470).

Teacher Perceptions/Belief Systems: "They are thought to be stable constructs derived from teachers' experience, observation, training and other sources and serve as a source of reference when teachers encounter new ideas" (Longman Dictionary of Language Teaching & Applied Linguistics, 2002, p.541).

Student Perceptions: They can be defined as the ideas and beliefs that the students develop as a result of their own experiences or a mastery of constructing his/her own social reality of school and classroom within the schooling process (Ames & Archer, 1988).

Schooling: It can be defined a process of structuring minds and behaviour on the basis of the norms, interests and beliefs of some particular group (Schostak, 2008).

Value: "The beliefs people have about what is right and wrong and what is most important in life, which control their behaviour" (Cambridge Dictionaries Online).

Belief: "It is the feeling of being certain that something exists or is true" (Cambridge Dictionaries Online).

Norm: "It is a situation or type of behaviour that is expected and considered to be typical" (Cambridge Dictionaries Online).

1.8. THEORETICAL FRAMEWORK

Since this study basically has four dimensions, which are analysing the content of the official EFL curriculum of a Turkish State University-Basic English Department (hereafter BED); identifying the elements of hidden curriculum from the perspectives of students', instructors' and administrators' perceptions; the effects of these perceptions on students' academic achievement and the cohesion between the statements of the curriculum and participants' perceptions. For each dimension, a different approach is needed to be adopted. In order to analyze the formal curriculum, the Johnson (1989) model, which can be described as "a decision-making framework that consists three sets of constrains" (Johnson, 1989, p.1), namely, policy, pragmatic issues and the participants in the curriculum process, is used. In this model, policy decision-making is analysed in terms of four stages such as "curriculum planning, ends/means specification, programme implementation and classroom implementation" (Johnson, 1989, p.2). Besides, process and product concepts are needed to be identified in each stage of the decision making process as well as the evaluation of them. Thus, the official curriculum is analyzed through the Johnson (1989) model in order to diagnose the matches and mismatches between the official and the hidden curriculum.

On the other hand, for the conceptual theoretical framework which underlies the perceptional part of this study is mainly based on the Functionalist Approach that draws the ideas of Jackson (1968, 1973). The hidden messages that the students reported were analysed in terms of Functionalism, which is the first theoretical framework in this field, that identifies the hidden curriculum of the school as the social requirements of its learning situation. However, as there were matches between some perspectives of the Neo-Marxist approach and some concepts of Functionalism, some of the elements, such as reward, punishment or hierarchy, were also defined in terms of Neo-Marxist theoreticians' ideas like McLaren (1999).

II. REVIEW OF THE RELATED LITERATURE

All educational programmes are supposed to have an ultimate goal that is aimed to be achieved. This ultimate goal is determined by the social values and the norms of the society in order to enable its continuity (Lawton, 1990). Therefore, it can be inferred that schooling period in terms of its curriculum should be professionally planned in order to cater for the needs of the society.

According to Posner (1992), "the curriculum which is considered to be used in an educational system is not a single phenomenon" (p.10). Yet, there are five concurrent curricula which contribute to the educational process (Posner, 1992). These five curricula can be defined as:

> Official Curriculum: The curriculum described in formal documents.
>
> Operational Curriculum: The curriculum embodied in actual teaching practices and tests.
>
> Hidden Curriculum: Institutional norms and values which are not openly acknowledged by teachers or school officials.
>
> Null Curriculum: The subject matters not taught.
>
> Extra Curriculum: The planned experiences outside the formal curriculum."
>
> (p.12)

According to Posner (1992), it is important to take the effects of hidden and extra curriculum over the official curriculum into consideration through the analysis or the evaluation process of the official curriculum.

Likewise, according to Jackson (1968, cited in Overly,1970), non-academic outcomes of the formal instruction generally lead to a deeper impact, or 'side effects' which are not intended in the formal curriculum, on students than the expected outcomes of the formal instruction.

According to Jackson, "the student's appraisals of himself or herself and of the world in general are the secondary consequences of schooling and they can be called as 'evaluative orientations'" (pp.8-9). Due to this reason, it is important to conduct a research to reveal "the relationship between these evaluative orientations and what takes place in the classroom" (pp.9-10). In order to conduct such a research, it is important to focus on the basic concepts,

approaches and theories of the issue of the official curriculum and the hidden curriculum in the first place as it is done in this study.

2.1. THE BASIC CONCEPTS IN THE ISSUE OF CURRICULUM

2.1.1. The Definition of Terms: Curriculum and Syllabus

In many contexts the terms curriculum and syllabus are equated with reference to the same notion. However, these terms are not used in the same way by some of the professionals.

Regarding the British educational literature, the term curriculum can be defined as a concept which includes the goals, objectives, content, processes, resources, and means of evaluation of all the learning experiences planned for pupils both in and out of the school and community through classroom instruction and related programs (Yalden, 1987). On the other hand, in the same context, the term syllabus can be defined as a plan for an entire course. This plan includes the goals and rationale for the course topics covered, materials used, tasks given and evaluation strategies recommended. Therefore, the syllabus provides the plan for a course, elements of both the ends and the means of the course (Posner, 1992).

In the American educational literature, there exists a single concept for both curriculum and syllabus. Therefore, syllabus refers to not only to broad description of general goals representing an overall educational cultural policy of a nation but this term may also refer to the content of a course or the subject matter to be covered (Yalden, 1987).

In this study, the term curriculum is used as it existed in the literature of the British context. However, it is necessary to focus on the definitions of curriculum in order to build up a sufficient framework for the study.

2.1.2. The Definitions of the Term Curriculum

In terms of the definition of the curriculum, it is possible to adopt three basic approaches around which the definitions are gathered. They are; specific and prescriptive, broad and general, and system and managerial namely.

The first approach is the specific and prescriptive one. At this point, in setting the principles and definition of curriculum the first and the most important concept builder to be mentioned is Tyler (1949). The curriculum might be defined as “a plan for action a written document which includes strategies for achieving desired goals and ends” (Tyler, 1949 as cited in

Ornstein & Hunkins, 1988, p.6). In relation to this definition, there existed relevant definitions coming from different curriculum theoreticians. For example, according to Posner (1992), curriculum is defined as what is expected to be learned as well as how it is taught including all educational experiences students face with throughout their school life and formally prepared and hidden aspects (Posner, 1992). Likewise, "Saylor (1981) defines curriculum as a plan for providing sets of learning opportunities for persons to be educated" whereas Prat (1980) defines it as a "set of formal educational and/or training intentions" (Ornstein & Hunkins, 1988, p.6). Having a similar approach, Wiles & Bondi (1978) suggests that curriculum can be defined as a plan for learning objectives which helps the programmers in determining what is important to be learnt (as cited in Ornstein & Hunkins, 1988).

Apart from these definitions, Johnson's (1967) definition "curriculum is a structured series of intended learning outcomes" is also remarkable (Johnson, 1967 cited in Posner, 1995, p.16). Again, according to Keith Johnson (1989), curriculum is "to include all the relevant decision making, implementation, evaluation processes" (Johnson, 1989, p.1) in the preparation of educational programmes.

However, some theoreticians suggested that curriculum can also be defined in a broader sense – "as dealing with the experiences of the learner" (Ornstein & Hunkins, 1988, p.6). Stemming from Dewey's definition (1938), curriculum can be defined as the sum of all types of experiences children undergo with their teachers' guidance (Ornstein & Hunkins, 1988, p.6). Curriculum should build an orderly sense of the world where the child lives (Dewey, 1938 as cited in Ornstein & Hunkins, 1988). This approach is defined as the broad and general one within the classification of the curriculum definitions around which the humanistic-aesthetic curricularists are gathered (Ornstein & Hunkins, 1988). For instance, Eisner (1994) assumes the curriculum as a programme which consists of a series of pre-planned educational hurdles (Eisner, 1994 as cited in Ornstein & Hunkins, 1988). Likewise, according to Shepherd & Ragan (1977), "the curriculum consists of the ongoing experiences of children under the guidance of the school" as it provides children an opportunity for self-realization (Ornstein & Hunkins, 1988, p.6). Following the same theoretical approach, Hass (1980) views curriculum as the experiences that an individual gains throughout an educational programme (Ornstein & Hunkins, 1988, p.6).

There are also some theoreticians who define curriculum as a combination of these two approaches. For example, according to Orlosky and Smith (1978), curriculum can be defined

as a field of study which has its own foundations of knowledge. Again, Schubert (1980) accepts curriculum as study field which has its own research, theory and principles.

Thirdly, curriculum can be viewed as "a system for dealing with people and processes, or organisation of personnel procedures, for implementing this system" (Ornstein & Hunkins, 1988, p.6). Stemming from this view point Doll (1996) defines the curriculum of a school as the formal and informal content and process in which the learners not only acquire knowledge and understanding but also develop skills, attitudes, appreciations, and values of his or her school.

As it can be seen, there are various types of the definitions of curriculum. As research shows there are as many models of curriculum as the number of definitions as well. Therefore, in the next section the models which dominate the analysis of an official curriculum in terms of providing a framework are discussed.

2.1.3. Curriculum Models

This section summarizes the basic curriculum models which are found to be useful in terms of the analysis of the curriculum that is one of the components of this study.

2.1.3.1. The Tyler Model

According to Tyler (1949) four fundamental questions should be answered to obtain a well-defined curriculum (Posner, 1992, p.13). They can be expressed as:

> What educational purposes should the school seek to attain? What educational experiences can be provided that are likely to attain these purposes? How can these educational experiences be effectively organized? How can we determine whether these purposes are being attained?
>
> (Tyler, 1949 as cited in Posner, 1992, p.13)

In terms of first question Tyler (1949) suggests that the planners should choose their objectives regarding the systematic studies of the learners, studies from contemporary society life and the analyses of the subject matter which are developed by specialists (Posner, 1992). These facts are reflected in the philosophy of the school and the psychology of learning that is implemented in that school (Posner, 1992).

For the second question Tyler (1949) underlines the importance of the consistency of the experiences with the objectives and of the economy (Posner, 1992).

Regarding the third question, "Tyler recommends that experiences build on one another and enable learners to understand the relationships between what they learn in various fields" (Posner, 1992, p.13).Thus, sequence of experience and integration of knowledge through fields, which are regarded as the organising elements, are achieved (Posner, 1992).

Last of all, Tyler (1949) proposes that objective evaluation instruments should be developed in order to see if the educational purposes are fulfilled or not (Posner, 1992).

Thus, defining the 'students' as 'learners' and 'objectives' in terms of 'desired learning elements', evaluating school success over the achievement test scores and distinguishing the 'educational goals' from the 'non-educational' ones, Tyler (1949) identified the schooling concept as a production system in which there is an underlying 'means-end reasoning process' (Posner, 1992).

2.1.3.2. The Johnson's Model

Distinguishing the concept of 'curriculum' from the concept of 'instruction', Johnson (1967) identified the curriculum development issue as a "process which consists of selecting and structuring the intended learning outcomes from the available and teachable culture to produce people with certain intended characteristics" (Posner, 1992, p.17) which are expressed in 'educational goals' (Posner, 1992).

In his model, curriculum is accepted as a guide for the instructional system in which both instrumental and curricular content and strategies which define what the teacher is supposed to do with the content take place (Posner, 1992, p.17).

However, seeing that his model was incomplete, "Johnson (1977) revised his model by adding some aspects" (Posner, 1992, p.17). He distinguished the process from the product. In his point of view, there were various processes such as "goal setting, curriculum development, instructional planning, instruction and development" (Johnson, 1977 cited in Posner, 1992, p.17) together with their corresponding products, namely, "goals, curriculum, instructional plans, learning outcomes and educational results" (Johnson, 1977 cited in Posner, 1992, p.17).

Briefly, regarding the four elements of his model, 'goal setting, curriculum selection and structuring, instructional planning and technical evaluation', Johnson (1977) assumes that 'learning is the primary purpose of schooling' (Posner, 1992).

2.1.4. Curriculum Types

As it can be seen from the previous sections, there are various types of definitions of curriculum. However, in schools "teachers and administrators often focus on the *Big Three*, the written, taught and tested curriculum, in order to maximize the learned curriculum (Glatthorn, 1987 as cited in Weber, 2008). Therefore, this section aims to introduce the curriculum types which can have impact on the students' achievement. The list which has appeared in the work of Weber (2008) can be useful in identifying and raising the students' achievement.

Weber (2008) summarizes the types of curriculum as it can be seen in the following table.

Table 1 Summary of Types of Curriculum By Weber (2008, p. 6-8)

Curriculum Type	Description
Aligned	"Teaching alone will not improve test scores. Teaching has to be ***aligned*** (on task) and purposive (cumulative)" (English, 2000, p. 104). "One of the tasks of curriculum leadership is to use the right methods to bring the written, the taught, the supported, and the tested curriculums into closer ***alignment***, so that the learned curriculum is maximized" (Glatthorn, 1987, p. 4).
Concept-Based	"Teachers in thinking classrooms understand how to use ***concepts*** to integrate student thinking at a deeper level of understanding – a level where knowledge can be transferred to other situations and times" (Erickson, 2007, p. 22). ***Concepts*** are timeless, universal, abstract and broad. The conceptual transfer of knowledge includes the application of concepts or universal generalizations across time, cultures or situations (Erickson, 2007, p. 129).
Differentiated	***Differentiated instruction*** occurs when a teacher proactively plans varied approaches to what students need to learn, how they will learn it, and/or how they can express what they have learned in order to increase the likelihood that each student will learn as much as he or she can as efficiently as possible (Tomlinson, 2003, p. 151). "In ***differentiated classrooms***, teachers provide specific ways for each individual to learn as deeply as possible and as quickly as possible, without assuming one student's road map for learning is identical to anyone else's" (Tomlinson, 1999, p. 2).

Hidden	The messages of ***hidden curriculum*** may support or contradict each other as well as the written curriculum. For example, while school social studies curriculum typically emphasizes and even celebrates democratic political systems and principles, such as one person-one vote, majority rule and minority rights, separation of church and state, equality before the law, and due process, these principles are not always practiced in public school classrooms and corridors.
Guaranteed and Viable	"If teachers can lay out a sound – a viable – set of standards and can then guarantee (more or less) that these standards actually get taught, we can raise levels of achievement immensely" (Schmoker, 2006, p. 36). In his book *What Works in Schools*, Robert Marzano (2003) shares research that affirms the fact that the number one factor that increases levels of learning is what gets taught. Marzano calls this a ***"guaranteed and viable curriculum."***
Learned	The ***learned curriculum*** is what the students actually learn from the taught curriculum. Common formative assessments assist educators in monitoring the written and taught curriculum while assessing student understanding. "The gap between what is taught and what is ***learned***—both intended and unintended—is large" (Cuban, 1992, p. 223).
Null	The ***null curriculum*** is that which is not taught in schools.Eisner (1994) suggests that what curriculum designers and/or teachers choose to leave out of the curriculum—the ***null curriculum***—sends a covert message about what is to be valued (p. 96-97).

	"What children don't learn is as important as what they do learn. What the curriculum neglects is as important as what it teaches" (Eisner). **"**Curriculum design has become more an issue of deciding what you won't teach as well as what you will teach. You cannot do it all. As a designer, you must choose the essential" (Jacobs, 1997, p. 27). Although educators must choose the essential, their choices about what is left out of the curriculum becomes the ***null curriculum***.
Purposeful	"All learners benefit from and should receive instruction that reflects clarity about ***purposes*** and priorities of content" (Tomlinson & McTighe, 2006, 6). "Many educational programs do not have ***clearly defined purposes***" (Tyler, 1949, p.1). "Schooling at its best reflects a ***purposeful*** arrangement of parts and details, organized with deliberate intention, for achieving the kinds of learning we seek" (Wiggins & McTighe, 2007, p. 9).
Received	The ***received curriculum*** is not always the intended or taught curriculum. Each student brings their own background and prior knowledge to the classroom. Student understanding is impacted by each student's perception of the aligned, hidden, null, spiral, and tested curricula. Understanding of the ***received curriculum*** is critically important as it guides the curriculum and instruction decisions made by teachers and administrators. Just because content was *taught* does not necessarily mean it was *caught*. In a Professional Learning Community educators meet on a regular basis to assess the received curriculum and to provide information on student understanding to teachers and administrators at the next grade level.

Rigorous	"Academic ***rigor*** is an essential characteristic of effective curriculum, instruction and assessment. Students learn when they are challenged to use the full range of their talents and intellectual abilities to address authentic and complex academic tasks in professional and real-life events. All students should have the opportunity to participate in qualitatively different academic environments that build upon their interests, strengths and personal goals" (NCDPI).
Spiral	Bruner (1960) wrote, "A curriculum as it develops should revisit this basic ideas repeatedly, building upon them until the student has grasped the full formal apparatus that goes with them" (p. 13). Analyzing curriculum maps allows teachers and administrators to reflect upon the ***spiral curriculum***. Another strategy for analyzing the ***spiral curriculum*** is called vertical alignment. Sergiovanni (1990) wrote, "Schools have multiple and often conflicting purposes that make exact alignment of structure and purpose difficult, if not impossible" (p. 27).
Taught	The ***taught curriculum*** is what teachers actually teach in the classroom. Traditionally, the written curriculum (state and local documents) has not matched the taught curriculum among teachers within a school. Jacobs (1997) wrote, "If there are gaps among teachers within buildings, there are virtual Grand Canyons among buildings in a district (p. 3).

Tested	The ***tested curriculum*** provides valuable feedback about each student's understanding of essential content, concepts and skills. If the ***tested curriculum*** is not aligned with the written curriculum then teachers, students and parents will have a difficult time assessing the student understanding. "The extent to which any test is useful in reteaching any given curriculum is the extent to which that test does indeed measure the curriculum in the first place" (English, 2000, p. 65).
Timeless & Timely	As curriculum developers we are required to make ongoing decisions about curriculum. Heidi Hayes Jacobs said, "There's a need for both ***timeless*** curriculum content and ***timely*** content. What seems to be falling by the wayside is timely content. We have to make decisions about what we shed and what we keep—and some of what we're holding on to is predicated on outdated ideas" (Perkins-Gough, 2003, pp. 12-17).
Written	The ***written curriculum*** specifies what is to be taught and is produced by the state, the school system, the school, and the classroom teacher. The ***written curriculum*** will have little impact on student achievement unless it becomes the taught curriculum or more importantly a 'guaranteed and viable' curriculum, which is agreed upon by a team of teachers.

2.1.5. EFL Curriculum Types

This section aims to cover the EFL Curriculum types on the basis of their background approaches as it appeared in Bak's (2009) unpublished assignment. There are basically two approaches namely product and process. The curricula which are designed on the basis of product oriented approach can be analyzed within the broad category traditional curricula which include sub-categories such as synthetic, formal/structural and grammatical. In addition, the second approach, which is process oriented, proposes modern curricula as the broad category and this category includes sub-categories such as analytic, functional, content communicative and semantic curricula (Bak, 2009).

2.1.5.1. Product-Oriented (Traditional) Approach to Curriculum

2.1.5.1.1. Synthetic Curriculum: The language courses which are planned with this curriculum offers a presentation of language items in an ordered way in which there are lists of grammatical structures and a list of lexical items. In such curricula, the learner focuses on a limited sample of the target language at one time, which is carefully controlled by the teaching situation. Therefore, the learners' duty is assumed to re-synthesize language items that has been taken apart and presented to the learner in small pieces. This type of curriculum can be seen in the traditional grammar-translation approach and also in the audio-lingual approach (Yalden, 1987).

2.1.5.1.2. Structural (Formal) Curriculum: The content of language teaching consists of a collection of the forms and structures, usually grammatical, of the language being taught, in this type of curriculum. These structures may include nouns, verbs, adjectives, statements, questions, complex sentences, subordinate clauses etc. However, formal curricula may also include other aspects of language form such as pronunciation or morphology (Krahnke, 1987).

2.1.5.1.3. Grammatical Curriculum: In grammatical curriculum, the input content is selected and graded according to the grammatical notions of simplicity and complexity. The underlying assumption of most grammatical curricula is that language consists of a fine set of rules that can be combined in different ways to make meaning. Furthermore, it is suggested that these rules can be learned one by one by mastering each item on its own before being assimilated into the learners' already existing knowledge. According to this

view, the main purpose of language teaching is to assist learners to crack the code (Nunan, 1988).

2.1.5.2. Process-Oriented (Modern) Approach to Curriculum

Basically there are five different types of curriculum can be defined under this heading.

2.1.5.2.1. Analytic Curriculum: This curriculum introduces chunks of language that include structures of varying degrees of difficulty to the learners. The curriculum design has a starting point which is the communicative purpose for which the language is used, not the grammatical system of the language (Nunan, 1988).

2.1.5.2.2. Functional Curriculum: Functional curriculum developed together with the *Notional Curriculum* with various attempts to combine the two. In this curriculum, the social functions of language which can be considered as the central unit of organisation are the main focus. Therefore, language functions such as inviting, suggesting, apologizing, refusing etc exist in this type of curriculum (Wilkins, 1976; McKay, 1980 as cited in Dubin & Olshtein, 1986). " For this type of curriculum, objectives are stated primarily in terms of communicative functions, not in terms of linguistic items or in terms of ideational content, although these components often are included and sometimes obscure the purpose of the curriculum design"(Yalden, 1987, p. 114-115).

2.1.5.2.3. Content Curriculum: Another type of process-oriented natured curriculum is content curriculum. As it has an experiential content, it provides the starting point for the curriculum which is usually derived from some fairly well-defined subject area. The subjects defined in the curriculum can be science or social studies in a school curriculum or specialist subject matter related to an academic or technical field such as medicine or computing (Nunan, 1988).

2.1.5.2.4. Communicative Curriculum: A classroom experience which closely approximates an environment of real language use can be described through use of the term 'communicative'. Curricula designed for such situations are called as *communicative curriculum* (Yalden, 1987).

2.1.5.2.5. Semantic Curriculum: The aim of this curriculum is to lead to communicative competence in a broad sense, rather than to linguistic competence

alone. In addition, it consists of two broad categories; situational and notional which are discussed in curriculum types on the basis content (Yalden, 1987).

Apart from these types, EFL curriculum types can be classified on the basis of format and on the basis of content.

2.1.5.3. EFL Curriculum Types on the Basis of Format

Language is infinite but a curriculum must be finite. As a result, this finite or selected content requires some kind of organisation or format is a shape that suits well to the objectives of a particular program (Bak, 2009). In this section, five format types for curricula are presented.

2.1.5.3.1. The Linear Format: The linear format is adopted for discrete element content especially grammar or structures. In this format, issues of sequencing and grading are considered to be quite significant. The order of items are determined by linguistic and pedagogical principles (Dubin & Olshtain, 1986). According to Dubin & Olshtain (1986), in the first place the sequence should be determined, whereas internal grading of each unit and among units should follow it. Finally, it should result in an organisation which has to be structured in its original format (Dubin & Olshtain, 1986).

2.1.5.3.2. The Modular Format: This format is often used for a curriculum designed for a program where the objective is the maximum flexibility in the materials to be used. Moreover, this format is suitable for course that integrates thematic or situational language content including the skills development in relation to the course outcomes (Dubin & Olshtain, 1986).

2.1.5.3.3. Cyclical Format: In this format, the target language topic is presented in a repetitive manner where language teachers and learners work with the same topic more than once. However, each time particular topic reappears at a more complex level. As a result, the new subject matter should not be presented once in a curriculum, rather it should be presented at different times in the course (Dubin & Olshtain, 1986).

2.1.5.3.4. Matrix Format: This format provides users with maximum flexibility to choose topics from a table of contents randomly. Therefore, the format may suit-well to situational content. In a curriculum designed with this format, tasks intersect in the matrix with different situational settings (Dubin & Olshtain, 1986).

2.1.5.3.5. Story-line Format: This format has the effect of ensuring thematic continuity and of helping to resolve questions of the ordering of categories in relation to one another. This format can be considered to be mainly a narrative one (Dubin & Olshtain, 1986).

2.1.5.4. EFL Curriculum Types According to Content

EFL curriculum types are also be classified according to their content. In this section, various curriculum types are examined within the limits of the content.

2.1.5.4.1. Situational Curriculum: This type of curriculum is an outcome of Situational Method in language teaching in which the language items are presented in real-life situation. There is not one type of situational curriculum but there are many types in terms of informational content and the type of linguistic content. In terms of type of information there are limbo, concrete and mythical situations. The limbo situation is the one in which the setting or situation is not important. At this point, the important focus is on the linguistic content. The concrete situation is the one in which both the setting and the language focus are equally important. The mythical situation is the one whish is based on a fictional story line. These situations emphasize the functions of the language. Therefore, both the structure and the function are equally important in this type of curriculum (Krahnke, 1987).

2.1.5.4.2. Functional-Notional Curriculum: As this type of curriculum can be analyzed under the heading of communicative curriculum types, it can be classified not only in terms of curriculum approach categories but also content category of curricula. It can be stated that functional and situational aspects of language use also existed in earlier curricula but for the first time there was a large-scale attempt to incorporate this broader view of language systematically into the language curriculum (Bak, 2009). This gave rise to what is known as functional-notional curriculum design (Nunan, 1988).

2.1.5.4.3. Mixed Curriculum: This type of curriculum can also be called as a text-based curriculum where the organising principle is the study of whole text in context. In this type of curriculum, the selection of curriculum elements are determined by the course objectives and learner needs. Later, these elements are integrated into a format

which can be defined as 'text-based cycle of teaching and learning' (Hall & Hewings, 2001)

2.1.5.4.4. Skill-based Curriculum: Centred around a plan, this type of curriculum enables language learners to use the language in a specific way which combine structural and functional ability but exists independently of specific settings or situations. It can also be called as competency-based instruction where competencies just like skills can be regarded as behavioural objectives in that they define what a learner is able to do as a result of instruction (Krahnke, 1987).

2.1.5.4.5. Task-based Curriculum: This type of curriculum includes activities that the learners are expected to do for non-instructional purposes that take place outside the classroom. These purposes can be regarded as the opportunities for language learning (Krahnke, 1987).

2.1.5.4.6. Layered Curriculum: This type of curriculum can be defined as a blend of other curricula. A reflection of this type of curriculum can be described as follows; in the description of the course or content one can see a specific curriculum type, yet when this content is analysed in detail, the reflections of another curriculum type can be seen. As a result, the surface curriculum does not conform with the underlying one (Bak, 2009).

2.2. THE BASIC CONCEPTS IN THE ISSUE OF HIDDEN CURRICULUM

2.2.1. The Concept of Hidden Curriculum

The concept of hidden curriculum was first identified by John Dewey (Lavoie, 2006). At the beginning of the 20th century, Dewey conducted a research about the hidden curriculum in education and concluded that democratic approach was rising in schools (Lavoie, 2006).

However, the term 'hidden curriculum' was first used by Jackson (1968) in order to identify the situation that the information which was aimed to be transferred in the education process was not transmitted (Margolis, Soldatenko, Acker & Gair, 2001). According to Jackson,education is a socialization process. In this process, not only the scientifically accepted information but also socially accepted values and norms are transferred to the students (Margolis, Soldatenko, Acker & Gair,2001). Thus, students undergo some

unintended learning processes as a result of the communication within the school and the classroom (Veznedaroğlu, 2007).

There are three basic elements in this type of learning process, crowd, praise and power (Jackson, 1968, 1983). According to Jackson, classroom experience teach the students how to live in the crowd by showing the difference between the powerful and the powerless, by teaching to postpone his/ her wishes and desires, obeying the norms and expectations of the class. The elements of praise and power are directly related to the teacher's authority (Jackson, 1968, 1983). The teacher uses his/her power by praising the values and the norms of the society which are aimed to be transferred to the students (Jackson, 1968, 1983). In other words, teacher is the leader or the authority of the class who teaches the students what they are expected to do apart from what is stated in the formal curriculum. According to Jackson (1968), three principles; rules, routines and regulations have to be learned in order to survive in the classroom and this can be achieved through the classroom experience.

Likewise, Postman & Weingartner (1969) argued that hidden curriculum aims to teach the students obey some basic principles. According to this point of view;

> The hidden curriculum consists of discovering that:
>
> Knowledge is beyond the power of students and is in any case, none of their business.
>
> Recall is the highest form of intellectual achievement - the collection of 'facts' is the goal of education.
>
> The voice of authority is to be trusted more than independent judgement.
>
> One's own ideas and those of classmates are inconsequential.
>
> Feelings are irrelevant in education.
>
> There is always a single unambiguous answer to any question.
>
> Passive acceptance is a more desirable response to ideas than active criticism.
>
> **(**Postman & Weingartner ,1969 as cited in www.s-cool.co.uk, p.1).

In 1970, Snyder tried to answer the question of why the students did not show interest in school. Snyder found that the unidentified social and academic norms of the schools were preventing the free way of thinking of the students (Lavoie, 2006).

According to Kathleen Lynch (1989), hidden curriculum is simply to obey the social rules of the school (Lavoie, 2006). If the student obeys the rules, s/he is awarded, yet this is expected to prevent the creativity of the student (Lavoie, 2006). Supporting this idea, Schimmel (2003) suggested that there was mismatch between the official curriculum and the hidden curriculum. Although the concepts of creativity, independence and free thinking are introduced in official curriculum, the schools demand some other actions which are the elements of the hidden curriculum such as obedience to the authority, competing with other students, compatibility with the others, waiting for his/her turn in the classroom activities, showing respect to the authority and giving up his/her own desire (Schimmel, 2003). The student is aware of the fact that the obedience will be rewarded (Jackson, 1968, 1983).

In terms of hidden curriculum, Livesey (2005) states that apart from what was learned at school, it would be necessary to focus on how it was learned. According to Livesey (2005), like all other institutions of the society, school also has its own socialization process which has its own norms and values. These values are transferred to the student via hidden curriculum.

2.2.2. Theoretical Foundations of Hidden Curriculum

In this part of the study, theoretical foundations of the hidden curriculum from sociological perspective are presented.

In generally speaking, it is possible to set two theoretical approaches to the analysis of the hidden curriculum; the Functionalist and the Neo-Marxist (Lynch, 1989). Although Functionalist tradition set the fundamental definitions of the issue of hidden curriculum, later the Neo-Marxist approach, in other words Conflict Theory or the Reproductionist Theory, dominated the research field whereas Resistance Theory, which tries to complete the inappropriate parts of the Conflict Theory, also existed in the field of research stemming from the same Neo-Marxist approach (Lynch, 1989). Apart from these theories, there are some other views which focus on the different side of the hidden curriculum revisiting its relation to

the ethnic background, sexual discrimination, physical environment, teachers etc (Türedi, 2008).

2.2.2.1 Functionalist Approach

From the sociological perspective of classroom life, the first important figure who found hidden curriculum necessary and useful is Durkheim (1925). According to Durkheim (1925), hidden curriculum is the moral part of the official curriculum which teaches obedience to the authority (Margolis *et al,* 2001). The school is expected to socialize the students by transforming the social norms (Margolis *et al,* 2001). Durkheim's follower, Parsons agrees with this idea by claiming that the concept of winning and losing are taught at school. In his future life, the child continues to believe in the fact that 'if I work, I will be awarded; if I don't work, I will be a loser'. Thus, as the person accuses himself or herself for her/his success or failure, the conflict in the society is prevented (Margolis *et al,* 2001).

As the first person who used the term of 'hidden curriculum' in his book *Life in Classrooms*, Philip W. Jackson is worth to mention with his views. The students should cope with basically three features of the schooling process; the delays and the denials of their desires because of the crowd in the classroom, the evaluative character of the school demands which will bring praise or punishment, the unequal power relations between the teachers and the students (Lynch, 1989). Therefore, hidden curriculum is defined as "the social requirements of the learning situation" (Jackson, 1968 as cited in Lynch, 1989, p.1).

Jackson (1968) finds the primary school as the most important one as the students face with an institution for the first time in their lives (Türedi, 2008). The students learn the authority of the adults and realise that the power of the teacher and the students are not equal (Jackson, 1968, 1983). School is the organisation which sets the rules and the teacher is the evaluator figure in this organisation. In order to get positive feedback from the teacher, the students not only do their homework on time but also try to behave appropriately, which also means that they should be silent or neutral in some situations (Jackson, 1968, 1983). Thus, the students are prepared for the real life which is outside of that classroom.

According to Jackson (1968), routines which take place in the school train the students. In order to achieve this goal, there should be a compulsory attendance of the students. From this perspective, Jackson (1968) compares schools with prisons. The students have to maintain a

balance between their desires and the expectations of the organisation. Thus, with the help of the routines they have to develop their strategy to survive at school (Jackson, 1968, 1983).

Another important point is the physical conditions of the school and the classroom. Jackson also focuses on the routines in terms of these elements. According to him, whatever is done with the physical organisation, the classroom and the school building should have a standard, stable and ordered design (Jackson, 1968, 1983).

The process of teaching and learning has also a routine nature. The students should not talk during the class hours, but sit silently and listen. They should not be allowed to interrupt the lesson. They should learn how to study alone in the middle of the crowd. These expectations of the school and the teacher are the basic characteristics of the hidden curriculum (Jackson, 1968, 1983).

Another supporter of the Functionalist Approach to hidden curriculum is Robert Dreeben. According to Dreeben, schools are culturally heterogeneous organisations which have different students coming from different cultural environments, having different cultural background. The students bring their own past experience and habits to school. They acquire these habits and experience from their families, life conditions and social environments which are different from each other. However, school experience has a routine nature. The routine experiences which occur at school with the same teachers make the students a community in which there is a hierarchy. The ones who have talent and capacity which are appropriate for the situations they face, become the leaders of the community (Dreeben, 1968).

Dreeben (1968) attributes schools a complementary role in what the family tries to give the students. While the family expects the child to be independent, school experience sets standards for these independent behavioural acts (Dreeben, 1968). Thus, the student knows what to do under any circumstances. In that sense, school experience is a kind of preparation to real life (Dreeben, 1968).

Another advantage of school experience is that it also enables the individual to be employed. According to Dreeben, students acquire the important abilities and information for the employment via school experience (Dreeben, 1968).

The third advantage of the school experience is its contribution to the system of the state. State, especially the nation-state model, aims to continue its authority on its citizens. In this

context, religious, ethnic or cultural conflicts within the state are perceived as a danger which can demage the unitarian structure of the state (Dreeben, 1968).These conflicts between different social groups increase in number when the educational opportunities and the educational quality are inappropriate. Compulsory education enables the citizens to use their rights such as to vote in the elections, employment, to sue in the court (Türedi, 2008). The role of the school is to teach how to use these rights as a citizen (Dreeben, 1968). With the existence of the schools, not only the state displays a democratic profile but also it brings up labour force that will be obedient to the power of the state (Dreeben, 1968). These are not taught in the formal curriculum. The students learn these norms and values through school experience or life. The norms which are taught at school also function in the society in order to create good citizens (Dreeben, 1968).

However, every society has some malfuctional sides. When these defects occur, the students have two choices; either to accept the situation or to refuse it and to try to change the situation. According to Dreeben, people like Mussolini or Hitler, who had revolutionary acts, try to correct the malfunctional sides of the society. Yet, this explanation is not appropriate to describe the people who realized revolutions, who were previously obedient students (Türedi, 2008).

Another figure in Functionalist Approach is Richard Lavoie (2006). According to Lavoie, "each school has its own rules which are not outspoken" which can be identified as hidden curriculum. "According to Lavoie (2006), the hidden curriculum of a school is made up of shared values, norms, beliefs, traditions and rituals of that school. The students are tested academically once in a couple of days or weeks in the school. However, the students can be tested socially, perhaps a hundred times in the same period of time (Lavoie, 2006). The academic success of the student increases when the student understands and obeys these hidden rules. According to Lavoie (2006), the academic success can only be achieved after the student's achievement in the hidden curriculum.

Lavoie (2006) focuses on the issue of hidden curriculum from a broader perspective. He claims that all organisations, firms, companies have their own hidden curricula. When the employee obeys these hidden rules, s/he is accepted by the organisation (Lavoie, 2006).

According to Lavoie (2006), the students who have learning disabilities have also problems in understanding the hidden curriculum of their schools. As these students do not display the

model behaviour which is expected by the school, they face with the refusal and the externalization of other students. Thus, as they are isolated from the society, feeling shame, it is not possible to expect academic success from these students (Lavoie, 2006).

In order to overcome this problem, Lavoie (2006) suggests that hidden curriculum should be taught to the students in a systematic way, as it is done with the official curriculum. Due to this reason, first of all, the hidden curriculum should be learned by the teachers via some meetings (Lavoie, 2006). Lavoie (2006) claims that most teachers are unaware of the hidden curriculum of their institution as they spend much time on their lesson plans and teaching. The more they participate in the school activities the better they understand the hidden curriculum of their school (Lavoie, 2006). The teacher should teach the students the facilities of the school and how to use them. Because of this reason, teacher should apply orientation by demonstrating the students where and how to behave appropriately (Lavoie, 2006).

According to Lavoie (2006), teacher and student relationship plays an important role in the structure of hidden curriculum. The student has to know his/her teacher very well. S/he should give importance to what his/her teacher accepts as important. In that sense, Lavoie (2006) claims that parents should help their children in their process of understanding the hidden curriculum. Because of this reason Lavoie (2006), suggests some techniques to be used by parents to help their children in order to be accepted by the school community such as observing the lessons or walking together with their children in school corridors so that they can discover the hidden curriculum together.

Regarding all the views of the mentioned experts above, the functions of the hidden curriculum from the Functionalist Approach can be summarized as follows:

> Hidden curriculum;
> Is a vehicle which is used to impose the values, norms, views and beliefs of the society to the new generation. Thus, the individuals are integrated in to the society and the society becomes a united whole.
> Helps to generate common values, norms and beliefs among the members of the society.
> Enables the students to gain some qualifications such as obeying the rules of the authority, integrating in to the system of the society. Thus, the students

acquire political, cultural, and economic socialization abilities which are expected by the institutions of the society.
Is a vehicle for societal control and supervision.
Is also used for abolishing the undesired values and ideologies in the society.

(Veznedaroğlu, 2007,pp.14-15).

In the next subtitle another approach which also had a deep impact on the hidden curriculum issue, namely Neo-Marxist Approach will be presented.

2.2.2.2. Neo-Marxist Approach

Since the beginning of 1960s, the issue of hidden curriculum was influenced by another approach, Marxist approach or in today's terminology Neo-Marxist approach.

According to this left tendency educational theory, schools serve only for the ruling class of the society. Therefore, it accepts the schools as the products of the bourgeois ideology (Aronowitz & Giroux, 1985).

This approach produced many theories. Yet, it is possible to summarize them under two basic headings of theories; Conflict Theory and Resistance Theory.

2.2.2.2.1. Conflict Theory

According to this theory, in order to understand the structure of the school, it is necessary to investigate its relationship with the state and the economy of the country. At this point, a kind of dilemma emerges; the worker class should be not only kept away from the administration also used within the 'reproduction process of the system' (Aronowitz & Giroux, 1985). In order to achieve these two goals, it is compulsory to apply a factory model in schools. In other words, the students learn discipline, order, obedience and to act responsibly. Thus, when they become workers, they do not face with any problem (Aronowitz & Giroux, 1985).

This theory sees hierarchy and control as the most important features of schooling. Because of this reason, the structure of the schooling is important. However, in recent years these qualifications have become the elements of hidden curriculum. The schools aim to cater for the needs of the economy by educating appropriate man power, which can be defined as educated, obedient and disciplined one, for the continuity of the system. This aim is a hidden

curriculum since it serves for the official ideology of the school which states that their aim is to develop the social reform and movements. At this point, the hidden curriculum acts as if it is a bridge between the school and the economic system and there is not any contribution to the curriculum from the students. They are only expected to be obedient like they are expected in their professional life (Oliver & Apple, 2003).

When Conflict Theory is concerned, there exists another principle which is aligned with Conflict Theory; the Correspondence Principle. It is a sociological theory which foresees a 'close relationship between the social standing and educational life' (Howell & McBroom, 1982). According to Howell & McBroom (1982) the social relations of the school and the work place are the same which means that the students are prepared for their future roles in their work place. Therefore, not only the formal curriculum but also the hidden aspects such as the structure of the school and the students' personal experience are also crucial for the students' future socialization process. Moreover, the advocates of the correspondence principle claim that there is a significant relationship between the child's education and the interaction they have with their parents at home (Howell & McBroom, 1982).

Conflict Theory has produced three different models focusing on different sides of the reproduction idea; The Economic-Reproduction Model, the Cultural-Reproduction Model and the Hegemonic-State Reproduction Model. The next part of the study discusses these models briefly.

2.2.2.2.1.1. The Economic-Reproduction Model

This theory claims that education has an important role on the reproduction of the social and technical sides of the work. In order to serve this aim, the hidden curriculum focuses on the 'structured silence' of the students. Therefore, the relationship between the classes and the power is important in the structure of the school experience (Aronowitz & Giroux, 1985).

There are various theoreticians in favour of this model. Among those, Bowles and Ginitis (1976), with their Correspondence Theory (hereafter CT), are worth to mention separately.

Bowles and Ginitis (1976) view the hidden curriculum issue within the framework of social system of the society (Lynch, 1989). Schools reproduce the class forms or the productive forms of the society and serve as a vehicle to preserve the capitalist system (Bowles and

Ginitis, 1976 cited in Lynch, 1989). In order to achieve this ultimate goal, schools use official and hidden curricula.

However, the content of the hidden curriculum applied in different social classes displays different tendencies. For instance, the hidden curriculum tries to teach how to become an administrator to upper-middle class students while teaching how to become a good worker to the students whose father are workers (Bowles and Ginitis, 1976 cited in Lynch, 1989). The students learn and internalize this imposed information unknowingly via hidden curriculum. Bowles and Ginitis (1976) claim that with the help of the hidden curriculum, schools naturalize the unequal nature of the real social life for the students. Thus, the students accept their social status without any resistance (Lynch, 1989). However, schools are not responsible for the inequality in the society, yet the society itself should be blamed (Aronowitz & Giroux, 1985).

Another theoretician in favour of this model is Althusser (1978). Althusser founds his famous Ideological State Apparatus model (hereafter ISA) on the basis of the hidden nature of the socialization process (Moore, 1988). According to Althusser (1978), the rituals, routines, social practices and relationships that make up the ideology of the state all present in the school life. The material presence of the ideology can be best seen in the school building. Offices, classrooms, management rooms all represent the division of labour in school. The places allocated to the administrators and teachers are different from the places allocated for the students. Even the order of the desks and the place of the teacher's table represent the ideology that rules in the school. In this respect ISA and CT show similarities (Aronowitz & Giroux, 1985).

On the other hand, there are many criticisms against this theory. For example Arnott and Whitty (1982) criticise this hidden curriculum theory by claiming that CT can not explain the classroom life, the conflict that occurs in the school and the problems that occur between the school and the economy. The theory does not take the views of the teachers and the students in to consideration. According to them, "the hidden curriculum is not only a vehicle for social control but also a field where the political and ideological conflicts take place" (Moore, 1988, p.58).

Another critic of this theory is Apple (1988). According to his point of view, focusing on the relationship between the capitalistic system and the school leads us to ignore other important

factors in hidden curriculum issue, such as race, sex etc. Apple proposes that, race, sex and social class triology should be taken into consideration in the issue of hidden curriculum. In Apple's (1988) point of view when we investigate the labour force in school, the labour force of women is investigated as well (Apple, 1988). As the labour force at school is women's, the class differences and the women relationship should be investigated (Apple, 1988).

Apple (1988) also rejects the idea that 'the ruling class imposes its ideology or desires to the people in the institution'. Some institutions are the products of conflict. Sometimes as a result of this conflict, the original aim of the ruling class changes. These changes occur on the basis of race, sex and social class of the people who are dominant and successful in this conflict (Apple, 1988).

2.2.2.2.1.2. The Cultural -Reproduction Model and British Neo-Markism

Cultural reproduction, in the broadest sense, can be defined as "the transmission of existing cultural values and norms from generation to generation" (Glossary of Sociological Terms, 1997). In order to achieve this transmission; according to Bilton (1996), social classes show tendency to reproduce the existing social structure to preserve their advantage in the whole social structure (Bilton, 1996). Therefore, to activate the cultural reproduction, the processes of schooling in modern societies can be assumed as the main mechanisms and they do not operate simply through the content of the formal (Giddens, 1997).

This model aims to investigate how the cultural factors that take place within the educational system and schools contribute to the capitalistic relationships in the economy, the relationship between the school culture and the cultural standards of the upper-ruling class and how the schools continue to keep the cultural and social inequality alive throughout the generations (Türedi, 2008).

The concept of cultural reproduction was first introduced by Bourdieu (1970), who was also a representative of British neo- Markism. Bourdieu (1970) believed that the education system existed primarily to 'reproduce' the culture of the dominant class so that the dominant class could continue to hold and release power. Bourdieu's (1970) ideas were similar to Louis Althusser's notion of 'Ideological State Apparatuses'. Bourdieu's (1970) studied the socialization process and the effect of dominant culture and certain norms and traditions on social relations (Chris, 1993).

According to Bourdieu (1970), social classes reproduce themselves via 'symbolic violence'. Especially, ruling-classes use 'symbolic violence' so that they can produce a social order which will be appropriate for their benefits. At this point, culture acts like a medium between the benefits of the ruling-class and the daily life of the whole society whereas schools are viewed as a political and social power in the reproduction process of the social classes (Aronowitz & Giroux, 1985). Therefore, it is possible to say that schools are indirectly affected by the economic and politic factors.

The duty of the school is to transfer the culture. In doing so, the school approves the cultural capital of the ruling-class and rejects that of other classes. Cultural capital is the sum of the social values, beliefs and ideological codes of a certain society or a social class. Schools are responsible for spreading the cultural capital of the superior or ruling class and for legalizing some cultural information structures. Bourdieu (1970) explains the operational process of the culturally ruling curriculum at schools on the basis of power and culture relationship. In this process, not only the legalization of the ruling-class' culture is realized but also the information which will be required to survive in that society by the minor groups, workers etc. is transferred. In that sense, the culture of the minor groups other than the ruling-class are perceived as different and inferior (Aronowitz & Giroux, 1985).

Since the students coming from the middle and upper classes acquire a home culture which is similar to what they face with at school, they are advantageous in the school hierarchy. Thus, they show academic success more than the children of other minor classes. According to Bourdieu (1970), the cultural capital, which the upper class member students bring and the school demands, includes language, physical and time management. However, school acts as if it offered all students an equal opportunity to reach this cultural capital. Yet, it is not possible to accept all the students equal (Bourdieu, 1970).

Another concept which Bourdieu (1970) introduced is the concept of 'habitus'. Habitus can be defined as the ideological system which represents the ruling-class of the society. Although each social class has its own habitus, school teaches the ruling-class' habitus. The children of the working class are unable to learn the habitus of the ruling class which is necessary for school success. Therefore, they can not show academic achievement and they become workers like their parents. Thus, the society reproduces itself. (Lynch, 1989).

Aronowitz & Giroux (1985) criticize Bourdieu's (1970) theory with its inappropriate parts. According to them, Bourdieu (1970) does not give enough importance to the individual characteristic power of the human being. The resistance movements which were displayed by the students in late 1960s and early 1970s were rendered as the conflict between superior and inferior cultures, not as the result of critical thinking of the students.

Secondly, Bourdieu (1970) assumes the social classes as homogenius groups, ignoring the conflict within the social class or among classes. Thus, he ignores the factors such as human mind, resistance and conflict qualifications of the human nature. Culture does not reshape the society (Aronowitz & Giroux,1985).

Thirdly, Bourdieu (1970) claims that school transfers the ideologies of the ruling-class to the students. In that sense, there is no hope for lower classes of the society to change their living conditions. However, he ignores the resistance of the teachers, students and their parents that is possible to emerge against the ruling ideology (Aronowitz & Giroux, 1985).

Another point that Bourdieu (1970) ignores is the relationship between the upper-ruling class and the economic power that society. It is not possible to talk about a full attendance to school when the student does not have enough economic power to continue his/her education (Aronowitz & Giroux, 1985).

Another figure which is worth to mention, in terms of his contributions to the cultural reproduction model, is Bernstein (2000). According to Bernstein (2000), school metaphorically holds up a mirror in which several images, either positive or negative are reflected. An ideology of a school can be regarded as a construction in a mirror through which images are reflected (Bernstein, 2000). Regarding the reflections that are seen in the school the questions of whose voice is heard, who is speaking, who is hailed by this voice should be answered (Bernstein, 2000).

Like Bourdieu (1970), Bernstein (2000) also focuses on the relationship between culture and education, regarding symbolic control, cultural education and change. He distinguishes the speech codes of the students who come from lower social class and the ones who come from upper social class, calling the former one as 'restricted code of speech' and the latter one as 'elaborated speech code'. Bernstein (2000) claims that the social class that the student belongs to determines the speech code of the student that s/he will use in the classroom (Bernstein,

2000). However, schools use ‘elaborated speech code’. The students from middle and upper social classes are familiar with this code as these classes use the same code outside the classroom. Yet, since the lower classes do not use the same code, the students having a lower class background face with difficulty in understanding school culture. Thus, they can not show academic achievement (Bernstein, 2000).

In order to solve this problem, Bernstein (2000) proposes that the values and prejudices of the teachers and the school as well as the present pedagogical approach should change. The teachers should also take the lower class speech codes in to consideration. The educational programmes should be adapted to the background culture of the students. Thus, it would be possible to create equal opportunity of education (Bernstein, 2000).

2.2.2.2.1.3. The Hegemonic-State Reproductive Model

According to Marxist theorists, in order to analyze how domination operates, it is imperative to understand the role of the State over the present system. In that sense, culture or capital are not sufficient enough to explain the domination (Giroux, 1992).

The relationship between the State and the capitalism can be best defined in terms of the work of Gramsci (1971) (Giroux, 1992). Gramsci (1971) states that class relations and the hegemony of the dominant classes are the basic elements of State and capital relationship. Dominant ruling classes use ideology as an active force ‘to shape the commonsense views’ Gramsci (1971). Hegemony is accepted as a continuous creation of consciousness. Thus, “the production of knowledge is linked to political sphere and becomes a central element in the State’s construction power” (Gramsci,1971, p.275).

Gramsci (1971) defines the State in two terms: with political and social societies. The structure of political society is defined by ‘state apparatuses of administration, law’ etc. where the function is based on the logic of force (Gramsci,1971). Civil society is the composition of private and public institutions that operate through the ideology of the ruling-class. These two powers have ‘coercive and consensual functions’ over the society (Gramsci,1971).

The ruling-class uses the ideology to shape the lower classes in accordance with their benefits. However, it is not possible to define the State with the benefits of the ruling-class. There are conflicts not only within the ruling-class but also between the ruling-class and lower classes

within a State. If the State wants to maintain the present capitalist system, it should fulfil the needs of lower classes as well as upper ones so that the classes can reproduce themselves and keep their silence and obedience against the order of the system. (Aronowitz &Giroux, 1985).

In order to achieve this balance between the classes, the State can practise three types of applications:

Social or Economic Mobility: The State imposes the hope of changing their status to the lower classes. At this point the message which states that the ones who are successful can move to the upper classes is given (Aronowitz &Giroux, 1985).

Democratic Rights: The lower classes are convinced that they are equal with the upper classes of the society in terms of so-called democratic rights, citizenship rights or equality in front of the laws. Thus, the lower classes do not rebel against the order of the system (Aronowitz &Giroux, 1985).

Psychological Happiness: The benefits such as holidays, promotions and social insurance are given to the lower class in order to prevent their rebel movements (Aronowitz &Giroux, 1985).

In parallel with Gramsci (1971), another figure who is worth to mention with his drastic views about this model of reproduction is Freire (1971). He also introduced the concepts of 'dominant' and 'dominated' or 'oppressed' to refer to the upper and lower classes of the society (Freire, 1971). According to his point of view, the more people get information the better they realize the condition they are in. Therefore, the dominated minorities should not realize their condition. In this sense, dominant minorities do not want democratic education so that they can reproduce themselves in their small groups (Freire, 1971).

However, according to Freire (1971), the oppressed class wants to resemble the dominant class. Due to this reason, the students coming from the oppressed class accept the teacher as a unique source whose authority, power and knowledge are undiscussable. As they accept the fact that teacher knows the best and what they know is incorrect, the oppression they live under does not change. At this point, education at school resembles a bank in terms of its process. The students take the deposits, the load of information, given by the teacher and store them via memorization and repetition. The more the students are filled with these deposits,

the less critical and the more passive they become. Thus, they get accustomed to the social class they live in (Freire, 1971).

The schools which has the qualifications listed below are described as the examples of the suppression system by Freire (1971):

> Teacher teaches, student learns. Teacher knows everything, student knows nothing. Teacher thinks and makes the student think. Teacher talks, student listens. Teacher sets the rules, student obeys. Teacher chooses and puts into practice, student practises. Teacher is the subject of the learning process, student is merely an object.
>
> (Freire, 1971)

Like Gramsci, Freire (1971) also claims that dominant classes create some 'legendry' statements, to make people of the suppressed class believe and do not rebel. However, this is a part of their hidden curriculum and the students face with a situation in which they are not equal to the teacher. It is not possible to lead a dialogue when the teacher is in an authoritarian position as s/he starts to talk to the student asking the question 'do you know whom you are talking to'(Freire, 1971).

After describing the position and the hidden messages of the school, Freire (1971) proposes some solutions to overcome the existent problems in education. According to Freire (1971), the first thing that should be done is to change the terminology, using 'teacher-student' instead of 'the teacher of the student'. He claims that this terminology change stresses the dialogue between them and the teacher should not be the authority in the relationships. If the educational system enables dialogue, it promotes critical thinking and creativity. Thus, human life gains its real value (Freire, 1971).

2.2.2.2.2. Resistance Theory and Neo-Marxism in Britain

In the previous sections, the Conflict and the Functionalist Theories were discussed on the basis of their fundamentals. The Functionalist Theory focuses on the socialization process of the students whereas the Conflict Theory is related to the reproduction of the culture, class differences and capital relationships. Apart from these theories, Resistance Theory also exists

in Neo-Marxist approach in order to fulfil the inappropriate parts of the Conflict Theory such as human factor, its resistance and their relationship with the capital (Oliver&Apple, 2003).

The Resistance Theory is mainly concerned with the political and cultural activities that take place in the school as well as the effects of the dominant culture on the everyday life of the students. It also focuses on the relationship between the politics and the individual, the reproduction of power and the resistance of the individuals (Aronowitz &Giroux, 1985).

According to this theory, both the teachers and the students show resistance in some way to the ideology of the dominant culture. As culture is lived and produced by people, it is not possible to understand the schools simply as the places where students are thought to be instructed, organized, and controlled in accordance with the interests of dominant class. Students can not be perceived as passive vessels. Yet, they creatively act and often contradict to the expected norms and dispositions that operate in schools (Apple 1982, Margolis *et al,* 2001). Education is not described as the capitalistic or class relations. Yet, there are some other factors such as sex, race, cultural effects or colonialism (Oliver&Apple, 2003).

Resistance theory does not accept the students as passive receptors at school. They are the active elements of the school system, who react creatively to the norms, values and the rules of the school (Apple, 1982 as cited in Margolis *et al,* 2001). On the surface, the school seems to aim to change the statue of the students who are from lower classes. In fact, school ignores these student groups and suppress them while planning the educational activities. The system does not allow lower class students to rise in the social hierarchy. Therefore, these students show resistance to this system secretly whereas they tend to show themselves compatible to the present situation (Mc Laren, 1999). Thus, it is possible to claim that this theory focuses on the issue of resistance only from the point of view of the resistance of the lower class students to the norms and values of upper classes (Aronowitz &Giroux, 1985).

One of the famous theoreticians of Resistance Theory is Willis (1977).Together with Bourdieu (1970), Willis (1977) is the most important figure in British neo-Marxism which concurrently occurred with the Resistance Theory. In his book, 'Learning to Labour', he focuses on the ways of the education system in capitalist society that prepare the workforce for capitalism (Willis, 1977).

He supports the idea that education is concerned with inequality. In other words, the schooling system is for keeping the members of the upper class as where they are. Therefore, by looking at the qualifications of the social class where the student belongs to, material opportunities s/he has, the place where s/he lives and the educational opportunities, it is possible to predict how s/he will earn his or her living (Aronowitz &Giroux, 1985). Willis (1977) suggests that, although schooling system aims to realize necessary socialization process, the aim may not be achieved because of the unintended outcomes of the process. According to Willis, students are not passive elements who will accept the offered norms, values and culture. Instead, especially the students who are from working class families, actually develop oppositional or counter sub cultures which have some kind of class consciousness (Willis, 1977).

Willis (1977) conducted a research with 12 working class boys. In terms of research methods, he used observation and participant observation for data collection. He observed their last 18 months at school and first few months in job life. He describes how these students rejected the school culture despite knowing that if they refused this culture, they would be workers, like their families, as well (Willis, 1977).

Willis (1977) listed the main features of these students, who he called as ‘lads’, as follows:

> The lads felt superior to both their teachers and "conformist" students who they referred to as "ear 'oles"
> The lads attached little or no value to academic work and had little interest in gaining qualifications
> The lads did everything they could to avoid lessons and when they were forced to go tried to do as little work as possible - they would boast when they had managed to go weeks without putting pen to paper!
> The lads resented school trying to take over their time and constantly attempted to win physical and symbolic "space" from the institution and its rules.
> The lads avoided work in lessons by "having a laff" through misbehaviour such as sabotaging school equipment, continuous fidgeting, sprawling all over chairs or making a huge fuss when asked to do something.
> The lads couldn't wait to get out of school into the male adult world of manual-work.

> The lads counter school culture was both highly sexist and highly racist - school work and conformist pupils were seen as "cissy", ethnic minorities as inferior.
>
> Manual work was seen by the lads as superior to mental work. The lads had appeared to have worked out that the sort of jobs and marginally better pay jobs requiring qualifications would bring them were not worth the extra years of study and loss of freedom and independence.
>
> (Willis, 1977 as cited in Haralambos & Holborn, 2004, pp.743-744)

Regarding these features, Willis (1977) suggested that education was not successful in producing ideal worker. The social classes reproduce themselves and these students voluntarily accept being a worker (Lynch, 1989). According to Willis (1977), at this point, the one who is responsible for the situation of these students are themselves as “they perceive manual labour as an expression of masculine power and superiority and a source of autonomy not repression” and “these ideas are produced within cultural relationships” (Willis, 1977, p.109). This point of view is contrary to that of other Resistance theoreticians as they explain this situation with hidden curriculum since the educational programmes are prepared by the upper class (Aronowitz &Giroux, 1985).

Another important figure among the theoreticians of Resistance Theory is Apple (1985). According to his point of view, although school has a capitalistic role, capitalistic structure and relations are not enough to explain what is going on at school everyday. The cultural life in school is determined by the human behaviour. Therefore, there are conflicts and oppositional cultures and ideologies despite the fact that the schooling system is under the control of the superior classes and the State (Apple, 1985).

On the other hand, Apple (1985) also suggests that schools have autonomy despite these conflicts and resistance (Lynch, 1989). He gives the study that he conducted as the example of this feature. This event takes place in a school in Citrus Valley in 1988-1989. After this school decides to use the religious book ‘Impressions’, the parents of the students reject this decision, as they do not want right-wing tendency in their children’s education . Thus, the school proposes two choices to the parents: their children will be educated either in the classes where ‘Impressions’ is being taught or in another class where this book will not be used. Definitely, the time table is changed accordingly. Most of the parents choose the ones where the programme includes ‘Impressions’ since they do not have the opportunity adjust themselves for the new time table in order to take their children from school (Oliver&Apple, 2003). By giving this example, it is identified that school is a place where resistance can take

place. However, it is also emphasized that school has autonomy which enables it to give its own decisions regarding the result of the conflict within the system (Oliver&Apple, 2003).
Like Willis (1977), Apple (1985) also defends the idea that school is an autonomous system which has its own rules. In other words, the State and the elite class may not have an influence parallel to their ideology over the school as there are conflicts and resistance in it. For example, a pupil from Puerto Rico origin refuses to carry the American flag in the ceremony saying that he is not American. When his teacher says that America (hereafter USA) has always cared for Puerto Rico, the pupil replies that Puerto Rico is a colony of USA and asks why he has to show respect to USA flag (Buras & Motler, 2006). Thus, Apple (1985) aims to emphasize that even a little pupil can show resistance to the ideological suppression of the State (Türedi, 2008).

Apple (1985) also tries to answer the questions: which class is influential on the school programmes and if the suppressed class can raise their voice. According to him, the information is not transferred as it is to the teacher and the students. In this transfer process there is another factor which is influential as well; it is hidden curriculum. Apart from hidden curriculum there is an interaction of teacher and student as well as resistance coming from either of them in the teaching and learning process. Therefore, the answers for these questions are changeable depending on the power relations and the strategies of the social classes (Apple&Buras, 2006).

Apple (1985) also suggests globalism which is taught at schools as a new kind of colonialism which deepens the historical inequality among nations. It is not possible to raise independent individuals as long as this hidden colonialism, which is imposed through hidden curriculum, exists (Apple, 1985).

Another remarkable contribution to the Resistance Theory comes from Peter McLaren (1999) with his book 'Schooling as a Ritual Performance' in which he focuses on the interaction between the students and the rituals that are effective in organization of daily life in a working class school (Willis, 1981). His book is based on his study with three Grade 8 classes in a Catholic middle school in Toronto. The participants of his work were some ethnic minority groups as well as Azorean Portuguese migrants and Italians. He studied social reproduction within this setting stemming his ideas from contemporary views in sociology, anthropology as well as ritual and performance studies (McLaren, 1999).

In his study, he argues that school system, and teachers as well, employ some rituals such as reward or punishment to control the students in order to make them produce 'school state' behaviour stereotypes. However, students have another identity apart from being a student which is recognized by their friend at the 'street-corner' and which is extremely different from what the school demands. Through the application process, the school rituals are interrupted by the aliasing of the street culture. Therefore, the students do not display the demanded performance. Yet, they pretend as if they were doing so. McLaren (1999) describes this resistance 'as a form of social drama' which mirrors the anger of the students rather than a political or social norm based explanation (McLaren, 1999).

Apart from 'street-corner' and 'student' identities, students also face with the identities which can be described, in McLaren's terms, as 'sanctity state' and 'home state' identities. In 'sanctity state' the students are imposed the idea that 'we are Catholic' whereas in 'home state', the student and family members interactions take place. Thus, the students are also expected to display these two identities apart from being student and street-corner identities. However, McLaren (1999) states that these identities are nested like a whole. What is difficult for the students is to pass from one state to another when necessary. Passing from student state to the street-corner one is easy for the students whereas vice versa is extremely problematic (McLaren, 1999).

Regarding the students' sanctity state, McLaren (1999) argues that the physical structure of the school gives some messages by visible religious symbols such as having the portrait of Pope John Paul II at the end of the entrance corridor or Mother Mary's figure in the library. According to McLaren (1999), physical condition of the school has a deep impact on the students' spirits since they are integrated into the school environment. Thus, the hidden message of being a Catholic is given (McLaren, 1999). Moreover, teachers overload some meanings to these symbols in accordance with their religious values and use them for setting up the norms that the school demands from students. For example, when the teacher states that 'Jesus likes working regularly' or 'Mother Mary likes politeness', s/he uses the religious symbols for the school's benefits (McLaren, 1999).

McLaren (1999) also focuses on the rituals from the point of view that they are used as mediums of changing students' state. For example, they exercise morning-prayer every morning to put the students into the manner of respect. To signal that the prayer is about to start, the teacher stands still in front of the class expecting them to change their mood and act

like a student. When the teacher narrows his/her eyes, this means that the student has not switched into the school state from the street-corner state and the teacher is not pleased with it (McLaren, 1999). In fact "to make the productive system effective, schools must operate a system of maintenance and procedural activities which create conditions of learning" to transmit the knowledge efficiently within a limited course of time (Cusick, 1973 as cited in Lynch, 1989).

McLaren (1999) suggests that educational programmes can not control the personal ideas and beliefs of teachers which are a part of hidden curriculum that rules in the school. For example, they label some students as 'bad' or 'rude' or in another way. In the school where his study is conducted, he claims that teachers also develop such beliefs on the basis of ethnic race discrimination as they say 'when something goes wrong at school, this is usually because of the Portuguese'. The teachers view them as 'the product of bad sperm' (McLaren, 1999).

Teachers also believe that the school should not practise the activities which have cultural base as they have students coming from different cultures. They claim that this objectivity makes the students change their social prejudice and previous ideologies (McLaren, 1999).

Despite the practices which have been mentioned above, McLaren (1999) declares that the ideology of the school life is not unchangeable since there are resistant acts and revolts against the school norms and the authority in terms of their expected identities. These acts are organised by the student committees which have been constructed by upper-class students. As the worker class students can not criticize the authority, they rarely take part in these actions. Yet, as they are not organized logically, these actions do not reach their aims. They can only lead the teacher change his/her rules for a while. For example, the teacher may let them play a game in the classroom. Therefore, McLaren (1999) identifies these resistance actions as 'social drama' (McLaren, 1999).

According to his point of view, there are four features of this 'social drama'; violating the rules, creating crisis, renewal and reintegrating. The process of social drama is as follows. The violation of the rules is realized by the 'rebel student' or the 'clown of the class'. These students wear leather jackets and like to rebuff the teacher, showing that they revolt against the authority. They make noise, use slang language, disrupt the lesson, talking to other students and violating the classroom rules etc. in short he acts in street-corner state. Yet, the resistance of the 'clown of the class' should be distinguished from the other resistance acts.

For example, resistance laugh of the class emerges when the class as a whole stands against the teacher and it is a hostile manner. For this kind of resistance the class waits for the right time to do it. Thus, the crisis within the classroom breaks out and it can be resolved if the teacher lets them laugh or s/he laughs together with them too. Thus, the renewal process is realized and then the students are reintegrated into the learning process (McLaren, 1999).

McLaren (1999) states that there are two basic paradigms which control the school life in this school, they are: to be a good worker and to be a good Catholic (McLaren, 1999).

The symbols and the rituals all emphasize these two paradigms. According to his point of view, the hidden curriculum implies that school is a work place. Courses and the instruction types all make the students feel that they lack the necessary qualifications because of their ethnic identity and social class status. The school rituals are taught as a natural process of life and they are not allowed to be changed. Thus, the students think that real life rituals are also unchangeable. In order to achieve this, there is no place and time for fun and this makes the school life boring. Therefore, the educational ideals are violated because of these boring rituals (McLaren, 1999).

McLaren (1999) also proposes some solutions to the problems that he indicated in his study. First of all, the students should not be viewed as passive receptors. They should be given the opportunity to plan their own timing, their own rituals and to communicate with each other. Curriculum planners should be in contact with the ritual experts and should include these rituals in to the programme schedule such as festivals, holidays or special days. The programme plans should be flexible. The symbols which are used by the students as well as their cultural backgrounds should be appreciated by the school (McLaren, 1999).

Apart from McLaren (1999), Aronowitz and Giroux (1985) should be mentioned among the Resistance Theoreticians. They are significant with their critical views that they direct towards both Conflict Theory and Resistance theory.

Aronowitz and Giroux (1985) criticize Conflict Theory from many aspects. As the Conflict Theory associates schools to the factories and jails, and assumes teachers and students as the passive players of the capitalistic system, the theoreticians of this school do not take the resistance in to consideration (Aronowitz and Giroux, 1985).

According to them, Resistance theory supports the idea that the schools are the arena for the upper and lower cultures' conflict and there is a hidden curriculum which comes from dominant culture. However, Aronowitz and Giroux (1985) claim that schools are not directed by the ideology of the superior class. Schools are not only economic but also politic, cultural and ideological apparatuses which are free from the capitalistic market (Aronowitz and Giroux, 1985). Schools both act within the cultural boundaries of the society and try to affect and reshape these boundaries. Both the conflict and the resistance theoreticians focused on the upper and lower classes' reproduction. However, Conflict Theoreticians focus on the point of view that the upper classes are superior to the lower classes whereas Resistance Theoreticians take the power of these lower classes into consideration in the reproduction process (Aronowitz and Giroux, 1985). According to Aronowitz and Giroux (1985), there is a dilemma in the fact that the lower classes both show resistance and reproduce themselves. They suggest that neither Conflict nor Resistance theory can achieve to set up a dialectical relationship with human nature (Aronowitz and Giroux, 1985).

Aronowitz and Giroux (1985) also criticize the Resistance Theory from the point of view that it deals with the resistance of the lower class. Yet, it does not talk about the historical and cultural background of these resistance acts (Aronowitz and Giroux, 1985).

Resistance Theory does not give enough importance to the issues of sex discrimination or ethnic background within the school climate. For example, girls are ignored within the resistance acts whereas the boys are in the centre of them because of the sex discrimination that takes place both in the society and at home (Aronowitz and Giroux, 1985).

Resistance Theory does not deal with the less familiar resistance types such as joking, blocking the teacher in a polite manner. According to Aronowitz and Giroux (1985), students can pretend to be obedient and polite as they can be resistant in a stealthy but professional way (Aronowitz and Giroux, 1985).

Resistance Theory does not show interest in the psychological effects of the dominant class' suppression over the people from the lower classes. Aronowitz and Giroux (1985) claim that being under suppression may create different psychological states and sometimes resistance may appear in different types (Aronowitz and Giroux, 1985).

Aronowitz and Giroux (1985) also suggest that all oppositional acts can not be classified as resistance acts. They criticize the theory by claiming that it does not set standards and criteria in order to identify an act as a resistant one (Aronowitz and Giroux, 1985).

As it can be seen, neo-Marxist approach focuses on the hidden curriculum issue from the point of view of reproduction of the cultures and classes within the framework of Capitalism. Yet, there are some other issues that are effective on the hidden curriculum issue as well. Next section deals with these points in detail.

2.2.2.3. Alternative Approaches to the Issue of Hidden Curriculum

Apart from Functionalist and Neo-Marxist approaches that cover the hidden curriculum issue, there are some other elements which affect it directly or indirectly such as ethnic background, gender, physical environment, teacher's attitudes, textbooks etc. There are several studies which indicate that these factors are also influential on the student's success and their further life. This section focuses on the effects of these factors, in terms of hidden curriculum, in schooling process.

First of all, ethnic background can be regarded as an element of hidden curriculum. According to Thomas, 1984; Lee, 1985; Walcott, 1994; Dei 1993a, 1994, the main focus of anti-racist education is to describe the power relations, institutional culture, the social construction of race and the concept of oppression which makes some groups and individuals dominant (as cited in Carr & Klassen, 1996). The ethnic background of the student and the teachers are part of the hidden curriculum of the schooling process of an institution since the emergent situation as a result of the ethnic background constitutes for a base for conflict (Türedi, 2008).

The first example study from this perspective is the one which was conducted by Simons in (1991) (Carr & Klassen, 1996). Although their main concern was the teachers' role in the classroom, they focused on this issue from the point of view of the teachers' role in setting up an anti-racist environment in the classroom. "Where race is concerned, the disregard for a student's culture, and thus, his/her potential for achievement, may lead the student to question his/her own ability." (Carr & Klassen, 1996).

Carr & Klassen (1996) draw the attention to the relationship between the ethnic identity attitudes of teachers and self-evaluation of the students.

One recent Canadian study concluded that:

> ...there is a strong relationship between a child's perceptions of teachers' racial attitudes and the child's perception of her or his own value. Therefore, it is important for teachers to examine their racial attitudes and identify and be aware of those attitudes, which, while not intentionally discriminatory, have a discriminatory effect ...
>
> (Scarborough Board of Education, 1991 as cited in Carr & Klassen, 1996, pp.129)

Simons (1991) conducted his study in Flemington (elementary) School in the North York Board of Education which was located in an area of diverse population in the Metropolitan Toronto region (Carr & Klassen, 1996). The school, 60% of whose population was of black students and 40% of other ethnic groups, was identified as an anti-racist school officially. The staff was also changed accordingly, employing a new Black principal. They also employed special programmes for students at-risk and a strong parent-community programme. When Simons (1991) focused on the academic achievement of these students, he observed a strong correlation between the changes in the school policy and the academic achievements of the students.

The racist approaches disturb the performance of the academic staff, even at university level, as well. According to a research, which was realised between 1998-2000 academic years in Arizona University, it was found that Black teaching staff was annoyed by the attitudes of the White students towards themselves. During the interviews with the professors it was identified that the White students could dare to ask some questions, which they can not dare to ask a White one, to the Black Professors (Gair &Mullins, 2001).

Another study is from an American high school. Martinez conducted a research in Mountain View High School, whose majority of population is made up of the White and the Latin. However, there were some Indian American origin students. For the commencement day, the Indian-American students demanded to wear their traditional clothes instead of cap and academic gown. Nevertheless, the administration rejects their demand by claiming that commencement day has its own spirit which can be represented by the cap and the gown. After the resistance and the struggle of the Indian-American students, they are allowed to wear their traditional clothes (Maritnez, 2006).

As it can be seen, ethnic background can cause serious problems in the school environment which can have serious impact on the present and future life of the students and teachers. Yet, ethnic discrimination is not the only fact that the school environment is deeply affected. There

is another discrimination which not only affects the school environment but also the general structure of the society as well, it is gender or sex discrimination.

Secondly, gender can be assumed as an element of hidden curriculum. With the rise of feminism in 1960s in America, gender equity gained importance not only in social life but also in educational life (Bank, 2007). Having equal rights and treatment with boys in the schooling process was the main interest (Bank, 2007). According to this point of view tracking on the basis of gender had to be eliminated and availability of the entire curriculum for both sexes had to be achieved. Curricular materials had to cover free of gender stereotypes. Teachers should not have displayed different behaviours toward boys and girls (Bank, 2007). Likewise, schools should offer equal opportunities for boys and girls both in terms of curriculum and extra curricular activities.

However, according to Desheng (2009), schools are able to construct and reproduce the multidimensional gender injustice of the social culture in forms of both formal and hidden curiculum and in terms of teacher's behaviour. Regarding the gender justice, the social culture and the school culture can be perceived as two completely different mechanisms. Yet, they all belong to the same inner structure (Desheng, 2009). Therefore, in order to overcome the gender injustice, these two circulations should be taken into consideration at the same time (Desheng, 2009).

According to Desheng (2009), since the society imposes gender justice, the school both reflects and reproduces this tendency which comes from the society. Due to this reason, he focused on the question of 'if the school can stop the reproduction of gender injustice by becoming a conscious, self-governed, gender-surpassing, culturally aware institution' (Desheng, 2009).

He also states that there are three dimensions of gender justice; gender equality, which includes 'equal value, equal realm and equal treatment', respect of difference between genders and 'capability to choose freely between the two polarizations of male and female characteristics' (Desheng, 2009).

When women are named as 'the second sex' or 'the others', gender inequality is become outspoken. Sheen (2004) focuses on the physiological differences as a starting point for social differences. "These social differences produce the different value, and the different values that lead to the concept of inequality out" (Sheen, 2004, p.56). From a capitalistic point of view both physiological differences and gender-biased divisions of labour create social difference

between the two genders. Thus, the determination of the value of the genders emerge (Desheng, 2009).

Since schools reflect the tendency and the values of the society, gender biased treatment or devaluating the girls have been common for ages (Wolpe, 1988). In her opinion, boys get more attention than girls at school. The messages that the girls get from schooling experience are the summary of their statue in the classroom (Wolpe, 1988).

According to Mahony (1985) the elements of the hidden curriculum that exist because of the gender injustice are as follows:

The behaviour of ignoring the girls for a long time in the classroom is an acceptable behaviour. The boys in the classroom can stand up during lessons and fight with each other. The girls are called by general calling whereas boys are addressed by their names and they are dominant in classroom talk. Boys should be talked in a hard manner, girls should be addressed politely and softly (Wolpe, 1988).

In Dasheng's (2009) terms, the polarizations of male and female characteristics are attributed to the boys and girls in the classroom, expecting them to behave just like the society demands. Yet, boys may want to be behaved more politely whereas girls may be powerful enough to overcome the hard treatment that they receive (Desheng, 2009). Therefore, in order to achieve a more democratic classroom life, gender equity should have major importance (Desheng, 2009).

Thirdly, it is possible to regard the physical environment as an element of hidden curriculum. According to Apple (1985), the physical condition of the school and the school environment are a part of hidden curriculum. They are hidden because the messages that they convey are not perceived directly. The school environment is structured and organized by people. Therefore, the school buildings can give messages to students (Apple, 1985).

The study which was conducted by Castello (2001) is remarkable. She conducted a research on her investigation of the buildings of The Boalt Hall School of Law and The School of Social Welfare at Berkley University. The School of Law is a department where upper-class students, especially boys, mostly prefer to attend. The school building is huge, complicated and glamorous with its tiling and stairs. The luxurious out look gives the message of 'you are a special person' to the students. In the entrance hall, there is a list of the grantors who contributed this faculty. Yet, only one of the names from the list belongs to a woman and the grantors are all the White. There are no grantors who have Latin, Asian or any other origin (Castello, 2001). According to Castello (2001), Law is only concerned with white, male Americans. In the amplifier each student has his own place (Castello, 2001).

Nevertheless, in The School of Social Welfare there are both more female students and the Black, lower class students. The school building has a simple tiling compared to the buildings of The School of Law. Generally, State buildings are easily recognized for their being old, poor and neglected by the authority as there are not any names of the grantors. On the other hand, there are examples of the school work of the students which is found as childish by The School of Law. Instead, they prefer to hang masterpieces of the famous artists (Castello, 2001). According to Castello (2001) this situation is directly related to the social classes where the students belong to. The School of Law represents the higher class with whereas The School of Social Welfare stands for middle and lower classes. The classroom orientation also reflects the same thing. There are chairs which are organised in a circle shape representing less hierarch among the students (Castello, 2001). In Castello's (2001) point of view, the buildings of The School of Social Welfare give the messages of social responsibility, lower income, empathy, tolerance and modesty.

Meighan (1986) suggests that classroom is a haunted place where the ghost of the architect who contributed to the design of the building, the ghosts of the authors of books which are used in the classroom and the ghosts of the language creators. They all influence the educational experience via the messages they carry (Meighan, 1986). In that sense time and space are regarded as important factors in hidden curriculum issue. Space carries meanings for opportunities and possibilities for teaching and learning (Meighan, 1986). The place has the constraint on what can be done for the teaching process (Meighan, 1986). Moreover, the furniture in this space concept carries message, 'sit and listen'. Therefore, students' behaviour is influenced by the structure of the school building (Meighan, 1986). Time has also hidden messages for both students and teachers. They act in accordance with the time table of the school. It symbolizes the expected change in the action of the students (Meighan, 1986). With this respect Meighan (1986) suggests that school and factories are alike.

According to Gair and Mullins (2001), both schools and factories are alike by the fact that they function and restrict people within its own framework of the hidden messages. People or the students accept the structure and the furniture of the school as if they were normal or natural. However, the structure of the school building imposes hidden messages the subconscious of both the students and the teachers and affect their behaviour (Gair & Mullins, 2001).

Moreover, teachers can be regarded as an element of hidden curriculum. As well as the physical structure of the school, teachers can also give hidden messages to the students by the

way their exercise authority or by the rules determining the teacher and the student relationship or teacher talk in the classroom (Martin, 1976).
According to Buchmann (1984), students accept their teacher as both 'in authority' and 'an authority'. In other words, they describe the teacher as the disciplinary power of both the social routines of classroom and the academic content. Jackson (1968) also wrote that "teachers are indeed more powerful than students, in the sense of having greater responsibility for giving shape to classroom events and this sharp difference in authority is another feature of school life which students must learn to deal" (Jackson, 1968, p.10).

'Giving the shape to classroom events' bring greater responsibility to teachers. They decide on who will talk, they organize the classroom facilities, they distribute the duties to the students and they act as 'official time keeper' who starts and finishes the activities on time (Jackson, 1968). Therefore, the activities which take place are realized whenever it is right time according to the teacher. The teacher has these responsibilities because there are too many students to deal with and there is a time limit for activities (Jackson, 1968).

On the other hand, Apple (1985) suggests that teachers are not so active as they are assumed to be in the educational process. The curriculum itself limits the abilities of teachers by dictating the teaching procedures and standardizing them. Thus, teachers become agents that is responsible to teach the ideologies which were set by other authorities previously (Aronowitz &Giroux, 1985).

The question of what the effect or contribution of the teachers to the classroom learning activities are within the concept of the hidden curriculum they apply also drew the attention of Dale (1977). According to his point of view, teachers do not have any chance to choose whether apply or not the stated practices. They are obliged to do them. Due to this reason they display some behaviour types that support the dominant or ruling ideology in the society (Dale, 1977).

Dale (1977) identifies the teachers' ideology-supportive behaviours as follows:There are a lot of students who are unwilling to come to school but who are obliged to by the rules. In order to direct these students in accordance with the regulations of the school and apply the teaching activities, teachers have to apply hidden curriculum to fulfil what they are expected to do in terms of teaching (Dale, 1977).

Moreover, the crowd of the classroom necessitates the performance of classroom applications by the teacher. Therefore, since teacher has to apply a code of conduct, discipline not only in order to cover the curriculum but also in order to maintain his/her existence in the classroom, the application of hidden curriculum is inevitable (Dale, 1977).

Additionally, as the teachers have been brought up within the ideology of the dominant culture, it is difficult to expect them to rebel against it (Dale, 1977). At this point, the personality characteristics of the teacher, the experiences s/he had while s/he was a student gain importance. When they are university students, the school environment and dominant ideology is the same as the ones at other schools. Thus, they get conservative school experiences because of the dominant ideology and they shape their behaviour types accordingly. When they come across the crowded group of students, these experiences become dominant in their teaching behaviours and they apply the related hidden curriculum which will cater fro their needs (Dale, 1977).

As it has been stated above, Willis (1968) describes the hidden curriculum by the resistance of the students to the dominant culture that they are exposed to at school. Yet, according to Anyon(1980), as the teachers are isolated in the classrooms, they only display individual and partial resistance. However, ideally they should act together with their colleagues. Thus, the society recognize them as professional authority. This recognition leads their self-respect rise and they contribute to the decision making processes (Carlson, 1988).

Last of all, there are views which regard text-books as an element of hidden curriculum. In Hegemonic-State Model, it has been identified that the State aims to impose its dominant – ruling ideology to its citizens via school culture. One of the most important agents of the transmission process of the school culture is the text-books that are used in the courses (Türedi, 2008).

According to Sadker&Sadker (2000), while schools are shaping the ideology of the society, they do it in the way the State dictates it. State is the authority who decides what to teach the students and books or written materials are one of the sources that will help to achieve this. For example, in American schools only British and American writers' books are taught whereas writers from other origins are ignored (Sadker&Sadker, 2000). While the concept of 'democracy' is taught in American schools, the books stress that there are gender, racial and religious oppressions in some countries like Afghanistan. This information increases the

chauvinistic feelings of the students and decreases their tolerance (Sadker&Sadker, 2000). Again, although the Indians are the original settlers of America, they do not have any voice in the education they receive. Thus, State shapes these people for its benefits and survival (Martinez, 2006).

A remarkable study on this issue is the one which was conducted by Buras (2006). She investigated how the conservative ideas are imposed the students in the hidden curriculum of the history text-books. For example, in those books the history is told in a narrative format and as if there were no relationships between the lower and upper classes in the society. When the necessity occurs, the relationship between the upper and lower classes are narrated as if they had been in harmony with each other. The lower class never speaks in history books. For example, the history book of 6. grade talks about the immigration to America. One of the immigrants is reported to say 'there was nothing to do in Ireland except for dying'. Thus, America is described as a land of opportunities (Buras, 2006).

Another example is about the equality issue between the Black and The White. In the history book, the story of Rosa Sparks, who violated the rule that says 'the Black must sit at the back of the bus', is narrated by the picture in which Sparks sits quietly in front of a white man. In the narration, the story is told as if there were no objections from white man, no stress in the bus and no violence against the Black (Buras, 2006).

According to Apple (1985), 75% of the time spent in the primary school and secondary classrooms is allocated to textbooks where as this amount rises to 90% for studying at home. Therefore, Apple (1985) suggests that textbook publishing is a big business in a large market. He also claims that visiting schools, marketing the books or the editing are regarded as the business of man. Therefore, as the official knowledge which is transmitted through these books is decided by man, patriarchal structure of the society is reproduced (Apple, 1985).

Regarding Apple's views, it can be inferred that the official knowledge itself can be regarded as an element of hidden curriculum. In some textbooks, the information is divided in to pieces to make the control of the knowledge easier (Aronowitz & Giroux, 1985). These books perform a didactic treatment to the official knowledge, by focusing on only one side of the information and denying the other perspectives. Thus, they serve for the ruling ideology in the society (Aronowitz & Giroux, 1985).

2.3. RECENT STUDIES IN THE FIELD OF HIDDEN CURRICULUM

Stemming from the theoretical foundations examined above, various research studies in different subject areas have been conducted.

Some researchers see the hidden curriculum issue as a matter of vision or mission of the institution. Therefore, the institutions are expected to use the covered messages to create a proto-type parallel to the aimed ideology.

Regarding this fact, the study of Hay group is worth to mention. They conducted a research on the basis of the view that the vision of the institution reflects the ideology that is aimed to be implemented due to the fact that it is the sum of the values and beliefs ruling in that organisation (Jerald, 2006). They focused on the question that if effective schools differ measurably from other schools in the fundamental values and beliefs shared by their staff members (Hobby, 2004 as cited in Jerald, 2006). They asked the teachers from 134 randomly selected schools to participate in a 'culture sort,' which can be described as a group exercise in which participants work together and arrange the statements of belief and values in order of priority (Jerald, 2006). Interestingly, both the high and low-performing schools gave the first rank to the item of 'measuring and monitoring the results' yet having different philosophies. For example, while high-ranking schools were regarding 'a hunger for improvement,' 'raising capability—helping people learn,' 'focusing on the value added,' 'promoting excellence—pushing the boundaries of achievement,' and 'making sacrifices to put pupils first' as the values of the institution, low-performing schools evaluated the statements such as 'warmth—humour—repartee—feet on the ground,' 'recognising personal circumstances—making allowances—toleration—it's the effort that counts' (Hobby, 2004 as cited in Jerald, 2006). Therefore, high and low-ranking schools imply different hidden messages to their students.

As it has been previously stated above, class, course, teacher, environment or textbook may give some unintended hidden messages. The study conducted by Tarshis (2008) for his Honours Theses in Physics is an example of the one which aims to identify these messages. He conducted a research about the hidden curriculum of the three physics course, in the issue of Electricity and Magnetism which was offered by the University of Colorado at Boulder in the second semester of the academic year. In doing so, he focused on four dimensions of the hidden curriculum: Process vs. Product, Source of Knowledge, Real World vs. Abstract, and

Gender Bias vs. Gender Neutral. In terms of instruments, he developed some rubrics to present the students, observed the course environments, and conducted a survey about the student beliefs in this course to identify the impact of the hidden curriculum. For data analysis, he used statistical procedures to show the degree of the effect of the hidden curriculum. The results indicated that the course applications had implicit effects on the students' beliefs and they also sent mixed messages to the students and some course elements had deeper influence on their beliefs. For example, the name of the course was signalling an unintended message. The name of the course was 'Physical Science for Nonscientists' implying that the students who take this course are not scientist, and a deeper meaning that conveys these students are not capable of understanding real physics (Tarshis, 2008).

The unintended messages which come from different sources in the schooling process are also implied in EFL settings. One remarkable study was conducted by Sunderland in 2000 about the gender and the classroom research in terms of texts, teacher talk and student talk. For data collection procedures, she observed some range of lessons and audio-recorded only the lessons when the texts could be described as 'gender salient' and conducted interviews (Sunderland, 2000). She suggests that the teacher talk around the gender oriented text may affect the tendency in the language classroom towards gender discrimination either positively or negatively. Likewise, her observations about the teacher – student and student-teacher talk indicate that three types of tendency towards gender issue in the classroom occurs ; differential teacher treatment by gender, the quantity of attention paid in accordance with the gender, gender identities and educational disadvantage. She found out that although statistically the teacher talk towards both male and female genders were the same amount, the hidden messages that the students get and signal were remarkable. For example, when the teacher said that they needed two more boys for the activity, two girls raised their hands saying that 'we are boys'. As the girls were trying to get the opportunity to participate, boys reported that they would not do the same thing by saying 'we are girls' as this would be humiliating for the whole class (Sunderland, 2000).

Another research in EFL setting was realized in Monroe Technical College which had the mission of educating all individuals for successful careers in the future by Curry in 2001. The Alternative Learning Division (hereafter ALD) offers English as a Second Language (here after ESL) and basic education to the new immigrants and refugees. The researcher conducted a research for Basic Writing 3 course by using ethnographic observations and semi-structured interviews with 18 students having different variety of linguistic, national, and racial backgrounds, as well as different range of student's educational attainment levels. She

focused on the question how students learn, accommodate, and resist Western-style argumentation in academic writing (Curry, 2001). She also focused on "students' responses to both hidden and overt curricula, including the forms of resistance, mediation, and accommodation that they embrace (Curry, 2001). She classified her findings and results in three levels; the institutional level, classroom level and economic level. According to results, she found that at institutional level, not only the ESL students themselves became a commodity but also they displayed the diversity that the institution sought (Curry, 2001); at classroom level the students constructed small groups having slightly different backgrounds and future goals, and they embodied a well-recognized hidden curriculum consisted of 'low-expectations', 'docility', and 'the internalization of failure' (Morrow & Torres, 1998;Curry, 2001). According to Apple, 1996; Gee, Hull, and Lankshear, 1996; Gewirtz, Ball, and Bowe, 1995 students learned not to expect the social services at economic level (Curry, 2001). Curry (2001) concludes that the message that is sent by the hidden curriculum on these three levels is that 'you get what you pay for' in the United States (Curry, 2001).

An additional remarkable research was done by Jing in 2006 in an EFL reading course for second-year Bachelor of Arts (hereafter BA) Teaching English as a Foreign Language (hereafter TEFL) undergraduates at a Chinese university, examining " how and why learner resistance to the teacher's goals and expectations occurred in a metacognition-training" (Jing, 2006). In doing so, he focused on the two research questions; in what ways the students were resistant to the teacher's goals and expectations in a Metacognition-Training (hereafter MT) project (which was implemented in a regular EFL reading course) and what the possible explanations for this resistance were (Jing, 2006).

In order to conduct this research, Jing (2006) used 275 diary entries kept by 65 diarists, class observations, informal group interviews with students, and a questionnaire with 92 participants.

At the end of the analysis of the data, he found out that there were mismatches between the goals and expectations of the teacher and the students. As students were expected to be involved more in reflective and process-oriented learning, they were more keen on product-oriented learning and seemed to expect short-term or visible results (Jing, 2006).

Apart from this, the students were not clear about what benefit the activity will bring to them. Moreover, as the students had examination-oriented product approach, the teachers were taking rehearsals for this exam. This caused a 'symbolic' control of stakeholders' autonomy in teaching-learning processes' over the students (Bernstein, 2000; Wu, 2004; Jing, 2006) and they were not aware of it.

There are some research studies which were conducted in Turkey during the last decade. In 2007, Sarı conducted a research for her PhD dissertation about 'The Effect of Hidden Curriculum on Gaining Democratic Values: A Qualitative Study in Two Elementary Schools Having Low and High Quality of School Life' in Adana, Turkey in 2004 – 2005 academic year. "The functions of hidden curriculum on gaining process of respect to human dignity, equality and respect to environment which are basic democratic values in two schools having low and high quality for school life" (Sarı, 2007, p.vı) were identified. Data collection was realized with 2254 students and 428 teachers from 17 elementary schools and the Quality of School Life Scale (hereafter QSLS) was administered. Thus, "two schools which had the least and the highest level of quality of school life were selected according to scores taken from the scale. In the second phase, through administration of Devotion to Democratic Values Scale to 595 fifth grade students, it was determined one fifth grade classroom from each of these schools in which the observations and interviews were done. At the end of the observations, equally from two schools, 10 teachers, 16 students and 10 parents were interviewed" (Sarı, 2007, p.v-vı). In order to analyse the data quantitatively, descriptive statistics were used. The results showed that the participants from high level-quality of school life displayed the behaviours of equality and respect more than that of the lower level group.

The hidden curriculum in the school which had high quality of school life, in terms of teacher – students relationships, ruling process and sanctions of the rules, social activities in school, school-family relationships and characteristics of home environment, had more positive features (Sarı, 2007). Yet, some features of the hidden curriculum were the same in both schools such as antidemocratic school administrators, not modelling the target behaviour, preferring traditional sitting arrangement in the classrooms, not considering the students' interest, desires and capabilities while giving tasks and responsibilities and insufficientcy of the physical conditions of the schools (Sarı, 2007). She found that the hidden curriculum in both schools had inappropriate features for democratic values.

Another interesting research is a qualitative case study conducted by Veznedaroğlu in 2007. In his PhD thesis, 'The Hidden Curriculum in School and Class; The Case of a Private Primary School', he aimed to identify the components of hidden curriculum which emerge in the school and as the Primary Social Science Curriculum is practised in the classes (Veznedaroğlu, 2007). For data collection procedures, he selected two 4th grade classes in a private school and the data were collected on the basis of two grounds. For the school dimension, interviews with the administrators, teachers and students were conducted as well

as the observations in school were carried out. Also, some official school documents were examined. In terms of classroom dimension, he conducted not only interviews with the teachers and students but also observations of the Primary Social Science Curriculum in the classes as well as examining the teachers' documents on this subject. The data were analyzed via narrative and content analysis methods. He compared the findings with the official curriculum and the documents of school. Also, the components of the hidden curriculum in school and classes were determined (Veznedaroğlu, 2007). The results of this study showed that obedience bring academic achievement and vice versa brings punishment. Being dominant within the school structure creates significant effect in acceptance and taking parts in games. This forms a negative competition atmosphere which is based on the aim of a leader (Veznedaroğlu, 2007).

An additional study is the Master's Thesis of Türedi conducted in 2008. Her thesis was in a review of the literature format, setting the theoretical foundations of the hidden curriculum issue. She focused on the approaches and models which were produced in the history of hidden curriculum. After enlightening the additional issues in the context, she focused on the importance of hidden curriculum theories in the schooling process.

The last research study is the one which was conducted by Kuş in 2009 with the title of 'Analysis of Primary School Curricula, Hidden Curriculum and Out-Of-School-Sources about Gaining Values According to 8th Grade School Students and Teachers Opinion'. There were 155 teachers and 740 students from the schools of Istanbul as the participants of the study.

She used descriptive research technique with a survey model in this research. As a means of statistical analysis, Multiple-Variable Variance Analysis (hereafter MANOVA) and Two-Way Variance Analysis (hereafter Two-way ANOVA) were used to analyze the data. In order to determine opinion differences Scheffe test was also used. The results displayed that gaining degree of personal-universal and national values and the effectiveness way of gaining values showed differences in terms of both teacher-student opinions. Another result was that students' and teachers' opinion, 'out-of-school sources (family, media and social life) were the most effective factor about gaining values' and hidden curriculum was more effective than the official curriculum from the students' perspective whereas the official curriculum was found to be more effective than the hidden curriculum by the teachers (Kuş, 2009).

Following this section, next section aims to present the detailed description of themethod of this study.

III. METHOD

This research is a case-study which is based on the qualitative-descriptive methods of research and quantitative methods, namely triangulation (Seliger and Shohamy, 1989). Qualitative-descriptive research "refers to a type of research which utilizes already existing data" (Seliger and Shohamy, 1989). Triangulation is the process of using different types of data in order to be able to get a better understanding of the phenomenon you are investigating (Bogdan & Biklen, 1998 as cited in Richards, 2003). The validity and reliability of the data were increased.

In order to achieve the requirements of this research, first of all, ethnographic methodologies, namely interviews and document analysis procedures, were adopted. Therefore, these interviews were designed on the basis of three groups of participants, the students, the instructors and the administrators namely. In order to make a decision about the validity of the interview questions, a pilot trial was conducted with a volunteer participant and some questions were modified accordingly. However, this participant was not included in this study.

Secondly, again with the use of the qualitative-descriptive methods, the official curriculum document, which is called Eğitimde Kaliteyi Sürekli İyileştirme Projesi [The Project of Developing the Quality of Education Constantly] (hereafter PDQEC), was examined in terms of the stages defined Johnson's Model of Curriculum (1989). Thus, the parameters which would help the researcher to define the hidden curriculum elements would be identified.

Thirdly, the results related to the hidden curriculum perceptions obtained from the interview questions administered to the participant students were categorized. Each category was given a point in SPSS 15. The Spearman's Rank Correlation Coefficient Nonparametric Test was applied to the points of students' perceptions and students' academic achievement scores.

This section of the study focuses on the participants, the instruments, data collection procedure and the analysis of the data in details.

3.1. PARTICIPANTS

Since this present research is a case study, a particular educational context, the Basic English Department of a Turkish State University in İstanbul Turkey, was taken as a case. The participants were selected randomly from these preparatory classes of the Basic English

Department (hereafter BED) of the School of Foreign Languages (hereafter SFL). For the interviews which aimed to reveal the student perceptions on the issue of hidden curriculum, 10 students were selected randomly out of regular 1860 students of the BED, 3 students were representing A, 3 were from B and 4 were from C level classes. However, 2 of the participants later reported that they had communicated with other participants and each other before the interview. Therefore, their interviews were excluded from the study for the sake of reliability and validity issues.

Table 1 displays the age and background information of the participant students.

Table 1. Age and Background of Participant Students

Participant Students	Age	Background
Student 1	18	High school graduate
Student 2	25	Transfer from a higher education institute (after highschool graduation)
Student 3	18	High school graduate
Student 4	17	High school graduate
Student 5	19	High school graduate
Student 6	19	High school graduate
Student 7	18	High school graduate
Student 8	18	High school graduate

As it can seen from Table 1, 4 out of 8 participant students (50%) were at the age of 18, 2 out of 8 participant students (25%) were at the age of 19, 1 out of 8 participant students (12.5%) was at the age of 17 and 1 out of 8 participant students (12.5%) was at the age of 25. The

mean of the participant students' ages were 19 (m=19). Additionally, 7 out of 8 participant students (87.5%) were high school graduates whereas 1 out of 8 participant students (12.5%) was a student who was transferred from another university after attending the school of vocational studies for two years there.

In terms of the educational system of the university, after the registration to the BED, the students of this study took an upper-intermediate level proficiency test which was compulsory for all new students who entered the university via the university entrance examination. The university entrance examination is compulsory to every high school graduate for having a place in a university in Turkey.

The students who pass the proficiency examination of this Turkish state university obtains the right to attend their departments whereas the ones who are found to be unsuccessful, with the score below 60, takes a placement test so that they can be placed in the classes with relevant levels for their test results in terms of A, B or C levels. A-level students start studying at intermediate level, B-level students start at pre-intermediate and C-level students start at elementary level. A-level classes take 20 hours and B-level classes take 24 hours of English with one day-off whereas C-level classes take 27 hours of English without a day-off in a week. In A-level classes the course distribution is as follows: 2 hours for listening/speaking, 4 hours for writing, 4 hours for reading and 10 hours for the main course (A course which is conducted with a coursebook). In B-level classes the course distribution is as follows; 2 hours for listening/speaking, 4 hours for writing, 4 hours for reading and 14 hours for the main course (a course which is conducted with a coursebook). In C-level classes the course distribution is as follows: 2 hours for listening/speaking, 4 hours for writing, 4 hours for reading and 17 hours for the main course (a course which is conducted with a coursebook). However, C-levels start the academic year with the 27 hours of main course allocation for the first 5 weeks. After 5 weeks of intensive main course instruction, they are gradually introduced to the other skills. Table 2 displays the course distributions in the BED.

Table 2. Course Distributions for All Levels of Classes in BED

Levels	Main Course	Writing	Reading	Listening/Speaking	Total Hours
A	10	4	4	2	20
B	13	4	4	2	23
C	17	4	4	2	27

In the 2009-2010 academic year, the BED had 2500 students of which 1860 students were regular, attending the school in day time, and 740 students, who are not included in this study, were attending the school at evening time (from 16.00 to 20.30).

For the interviews, which aimed to reveal the hidden curriculum elements from the perspective of instructors and administrators, apart from two administrators, four instructors who were teaching each skill and main course during the 2009-2010 academic year were randomly selected. One of the instructors was a course-book teacher who was teaching the main course, the second one was teaching both the main course and listening/speaking skill, the third one was teaching both the main course and the reading skill, the fourth one was both a writing instructor and one of the ex-administrators who resigned during the 2009-2010 academic year. This last participant had spent her eight months as an administrator in the system before starting to teach the writing skill in the same academic year. These participant instructors were teaching A, B and C levels. Thus, the instructor perspective for all levels of classes was composited in this study.

Table 3 displays the distribution of age, experience and educational background of the participant instructors.

Table 3. Distribution of Age, Experience and Educational Background of the Participant Instructors

Instructor Participants	Age	Experience in Years	Educational Background
Instructor 1	47	24	Graduate Of English Language Literature with MA Degree
Instructor 2	29	9	Graduate of ELT
Instructor 3	33	12	Graduate of ELT
Instructor 4	39	13	Graduate of ELT

N=4

As it can be seen from Table 3, the age distribution of the instructors varied having the mean of 37 years of age (m=37) whereas the years of experience had the mean of 14.5 years (m=14.5). 3 out of 4 instructors (75%) received the Bachelor of Arts (BA) degree in ELT from various universities in Turkey. 1 out of 4 instructors (25%) obtained both the BA degree from the English Language Literature Department of a Turkish university and a Masters of Arts degree (MA) in education.

As for the administrators, 2 administrators contributed to the study with their opinions, perceptions and beliefs. They were employed as the administrational staff during the 2009-2010 academic year.

Table 4 displays the distribution of age, experience and the educational background of the participant administrators.

Table 4. Age, Experience and Educational Background Distribution of the Participant Administrators

Administrator Participants	Age	Experience in Years	Educational Background
Administrator 1	30	7	MA Degree in ELT
Administrator 2	27	3	PhD Student in Educational Sciences

N=2

As it can be seen from Table 4, the age distribution of the administrators varied having the mean of 28.5 years of age (m=28.5) whereas the years of experience had the mean of 5 years (m=5). 1 out of 2 administrators (50%) held an MA degree in ELT whereas 1 out of 2 administrators (50%) was was a PhD student in educational sciences.

Regarding the participants of the study as a whole, table 5 displays the distribution of all participants.

Table 5. Distribution of the Number of Participants.

Participants Valid	N	%
Students	8	57.14
Instructors	4	28.57
Administrators	2	14.28
Total	14	100

N=14

As it can be seen from Table 5, 8 out of 14 participants (57.14%) were the students, 4 out of 14 participants (28.57%) were the instructors whereas 2 out of 14 participants (14.28%) were the administrators.

3.2. INSTRUMENTS

Three different interviews were conducted with three different groups of participants who were students, instructors and administrators, namely. The interview questions were adapted from the interview questions which had been used by Veznedaroğlu (2007) in his PhD dissertation. In the original interview questions, there were 38 questions addressing the students, 54 questions addressing the teachers and 37 questions addressing the administrators. Since these interview questions were used for the primary education, relevant questions were selected from the interview questions and adapted to the higher education. In the adapted version which was used in this study, there were 22 open-ended questions asked to the participant students, 18 open-ended questions asked to the participant instructors and 11 open-ended questions which were asked to the participant administrators.

At the first place, before administering the interview questions, the researcher discussed them discussed with the supervisor of the researcher. The questions, which were asked to the students, 1, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16,19 and 21 were taken from the interview questions used by Veznedaroğlu (2007), directly. The questions 2, 3, 17 and 18 were added to the list of questions as a result of the discussion with the supervisor. Questions 20 and 22 were adapted from the interview questions used by Veznedaroğlu (2007) in accordance with the situation in the Basic English Department (BED). Similarly, the interview questions of the participant administrators were also discussed with the thesis' supervisor. The questions, which were asked to the instructors, 1, 4, 5, 6, 7, 8, 10, 11, 12,13 and 18 were taken from the interview questions used by Veznedaroğlu (2007) that had been asked to the instructors, directly. Questions 2 and 3 were added to the list of questions as a result of the discussion with the supervisor. Questions 9, 14, 15 and 16 were adapted from the interview questions of Veznedaroğlu (2007) in accordance with the situation in the Basic English Department (BED). The same procedure was applied to the questions which were asked to the administrators. The questions, which were asked to the administrators, 1, 2, 3, 4, 5, 6, and 7 were taken from the interview questions of Veznedaroğlu (2007) that had been asked to the administrators directly whereas questions 8, 9, 10 and 11 were added to the list of questions as a result of the discussion with the supervisor.

Following this stage, a piloting session was arranged with one of the colleagues of the researcher in order to test the research procedure and foresee the problems that might likely to occur during the interviews. The piloting session took place in the volunteer colleague's own

room at the university and took 20 minutes. During the interview, it was observed that the interview questions which had two or more parts would cause some problems such as participants' misunderstanding or forgetting problem because there was a risk of not remembering all parts of the interview questions. It was observed by the researcher that the volunteer colleague was not able to answer the long question easily during the piloting stage. Because of this reason, the researcher decided to provide intervals between the parts of the same question while administering them. This meant that the second part of the question would be asked to the participants after getting the answer for the first part. Thus, this application prevented the researcher from missing some data during the interviews.

Since the students were not able to answer the questions in English because of their inefficient command of the language and because of the time limitation due to the possibility of delay in scheduling the whole research, the interview questions were directed to all the participants in their native tongue, which was Turkish. Only one of the participants was Australian and her interview was conducted in English. The interviews were tape-recorded and transcribed by the researcher. Then the transcriptions were analysed discreetly.

The interviews with the participant students took place in a room, on the second floor where the administrational staff reside, at premises of the Basic English Department. The room had a long table and comfortable chairs around it. There was also a kitchen part within the room. The purpose of this choice was making the students feel comfortable and feel as if they were at home so that they could feel free to answer the questions. Each interview took different length of time on the basis of the attitudes of the participant students. Some of the participant students were extrovert and sociable, for example, students 2, 5, 7 and 8. Therefore, their interviews took longer time since they were eager to talk. The interviews with the others took shorter time because they were not that social to talk eagerly and freely.

The interviews with the participant instructors and administrators took place in their own rooms in the department as they preferred so. Again, having personal differences, their attitudes towards the interview varied as they displayed different attitudes during the interview, such as being talkative or being shy. Therefore, each interview took different length of time.

3.2.1. Interview Questions Administered to the Participant Students

These questions were selected and adapted from the interview questions which had been used in Veznedaroğlu's PhD dissertation (2007) as one of the research instruments. Since the researcher of this present thesis thought that there were too many questions in that interview and also they were very detailed, 16 questions, which were administered in their original versions, were skipped from the interview questions of the participant students. Then, 16 questions were directly taken from Veznedaroğlu's (2007) interview questions, 4 questions were added whereas 2 questions were revised and modified in accordance with the higher education context, having 22 questions in total (see Appendix B). As questions 7, 8, 9, 10 were about primary school education in Veznedaroğlu's (2007) interview and as they were irrelevant to this particular study since it is about a university. The questions 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33 were found too detailed so they were skipped.

The following interview questions were asked to the students.

Questions related to the administration:

1 – How do the administrators treat the students in this department? Are they authoritarian or in favour of equality, cooperative etc.

2 – Do you think that the administrators used a scale, apart from a placement test, while they were placing the students to the classes? If they did so, what kind of a scale is it? Can you describe it?

3 - How were the instructors distributed to the levels and classes? Randomly or in a special order? If there is an order, can you describe it?

Questions related to the school and class rules:

4 - What are the rules of this school that the students are expected to obey?

5 – Which rules are not obeyed by the students most?

6 – Are the students awarded when they obey the rules? If so, how?

7 – What happens to the students who do not obey the rules?

8 - What are the rules that teachers would expect students to obey most?

9 – Which of these rules are not obeyed by the students most? In your opinion, why do the students not obey these rules?

10 – What benefits does the obedience to the school rules bring the students? Gaining importance and creating positive feelings on teachers or being successful etc.

11 - What happens to the students who do not obey the rules of the class? What do your teachers do when the students do not obey the rules?

Questions related to the instructors

12 – How do your instructors define a good student? What are the qualifications of a good student according to your instructors?

13 - How do your instructors define a bad student? What are the qualifications of a bad student according to your instructors?

14 – In your opinion, how do your instructors treat you? Are they authoritarian or in favour of equality, cooperative etc.

15 – Do you think that the instructors treat all the students equally in the class? If not, what are the reasons for this situation?

16 – How do you feel in the class? Free, relaxed, happy, unhappy, nervous etc.

Questions related to the examinations and evaluation:

17 – Do you think that the behaviours and attitudes of your instructors and administrators affect your academic success? If they do, in what ways do you think they affect your success? Please give examples.

18 – Were you informed well enough and adequately about the examinations and alternative assessment types which were applied throughout the academic year?

19 – Can you make any inferences about the important subjects or parts which are likely to exist in the exam from the behaviour and the talk of your instructors? If you can do so, can you explain how do you do it?

20 – In the exams, through the open-ended questions such as the writing part, and alternative assessment applications, such as, portfolio or reading circle applications do you prefer writing what has been taught by your instructors or your own answers in your exam paper? Why?

21 – Can you object to the exam results?

22- How do the administrators and your teachers react when you object to the exam results?

3.2.2. Interview Questions Administered to the Participant Instructors

The questions which were asked to the instructors in this study were either the direct questions or the modified versions of the questions asked in Veznedaroğlu's (2007) interview which had been administered to the participant students and teachers in his study. However, the number of the questions was reduced in order to prevent redundancy, which meant to be having 17 questions in total (see Appendix C). In the original version of the interview there were 54 questions. However, questions 5, 6, 7, ,8 ,9, 10, 11, 12, 13, 14, 20, 21, 22, 23, 24, 25, 26, 27, 28, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51 were excluded from this study as they were found to be irrelevant to the higher education context.

The following interview questions were asked to the participant instructors:

1 - How do you think you treat the students? Are you authoritarian or in favour of equality, cooperative etc.

2 - Do you think that the administrators used a scale, apart from a placement test, while they were placing the students to the classes? If they did so, what kind of a scale is it? Can you describe it?

3- How were the instructors distributed to the levels and classes, randomly or in a special order? If there is an order, can you describe it?

4 - What are the rules of this school that the students are expected to obey?

5 – Which rules are not obeyed by the students most?

6 – Are the students awarded when they obey the rules? If so, how?

7 – What happens to the students who do not obey the rules?

8 - What are the rules that you expect the students would obey most?

9 - What benefits does the obedience to the school rules bring the students? Does it affect your assessment and evaluation style?

10 – What do you do when they do not obey the rules?

11 - How do you define a good student? What are the qualifications of a good student in your opinion?

12 - How do you define a bad student? What are the qualifications of a bad student in your opinion?

13 – Do you think that your attitudes and behaviour affect the students' academic success? Can you explain how?

14 – Do you draw the attention of the students to the subjects or question types which are likely to exist in the exam? Why?

15 - Were the students informed well enough and adequately about the examinations and alternative assessment types which were applied throughout the academic year?

16 – How do you react when a student objects the exam results?

17 - In the exams, through the open-ended questions such as writing part, and alternative assessment applications, such as, portfolio or reading circle applications do you prefer your students writing what you taught previously or their own answers. What they really think)?

18 - Whose name you learn first when you get to know eachother with the class?

3.2.3. Interview Questions Administered to the Participant Administrators

The interview questions which were used for the instructors were modified and used for the administrators as well. Thus, having 11 questions, some questions were eliminated (see Appendix D). The questions 5, 7, 8 ,9, 10, 11, 12, 13, 14,15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 31, 32, 33, 36, 37 were found to be irrelevant to the higher education context.

The following interview questions were asked to the participant instructors:

1 - How do you think you treat the students? Are you authoritarian or in favour of equality, cooperative etc.

2 – Did you use a scale apart from the placement test while you were placing the students to in the classes?

3- How were the instructors distributed to the levels and classes, randomly or in a special order? If there is an order, can you describe it?

4 - What are the rules of this school that the students are expected to obey?

5 – Which rules are not obeyed by the students most?

6 – Are the students awarded when they obey the rules? If so, how?

7 – What happens to the students who do not obey the rules?

8 - Do you think that the administrators' and the instructors' attitudes and behaviour affect the students' academic success? Can you explain how?

9 - Were the students informed well enough and adequately about the examinations and alternative assessment types which were applied throughout the academic year?

10 – Did you conduct different applications in order that your students can infer information about the exam questions before the exams such as worksheets or exam practice?

11 – Can your students object the exam results? How do you react when a student objects the exam results?

Table 6 shows the distribution of the interview questions in accordance with the participants.

Table 6. Distribution of the Questions in the Interviews

Interview Questions	N
Interview Questions asked to the Students	22
Interview Questions asked to the Instructors	18
Interview Questions asked to the Administrators	11

N=51

As it can be seen from table 6, 22 out of 50 questions (44%) were asked to the participant students, 18 out of 50 questions (34%) were asked to the participant instructors whereas 11 out of 51 questions (22%) were asked to the participant administrators.

3.2.4. Formal Assessments for the Students' Academic Achievement

The students of the Basic English Department (BED) undergo both the formal assessment and alternative assessment types throughout this particular academic year in this institution. The formal exams are the compile of 4 mid-term exams, one mid-year exam and a final proficiency exam. For being able to pass the class, which means finishing the preparatory year and being able to take the advanced English courses in their own departments, students have to get a passing average of all formal and alternative assessments which is 60 out of 100. The shares of each assessment type within the total sum of the ultimate passing grade are as follows: 5% is for each of the mid-term exam (four times 5% equals 20% in total for the mid-terms), 10% is for the mid-year exam and 35% is for the final proficiency exam. Therefore, the sum of the formal assessment makes 65% in total. The alternative assessments have a share of 35% in the whole assessment system. The alternative assessments include course book portfolio/vocabulary circle with 5% , then the pop-quizzes with 2.5% (there are 2 quizzes for each semester and the distribution and sums of their scores were determined by the administration), reading portfolio with 5% (there are reading circles + reading journals + graded reader circles and the distributions and sums of their scores were determined by the administration), the writing portfolio with 5% , writing final with 5%, listening & speaking portfolio with 2.5% (there are debates + listening & speaking circles in it), listening & speaking exam with 2.5% and MPO (McMillian Online Programme) 7.5%.

These alternative assessment styles are explained below although they are not taken into consideration for the students' academic achievement dimension of this thesis. Indeed, only the final proficiency test results were used as an instrument for displaying the academic achievement of the students.Therefore, the scores that the participant students received from their final proficiency test which was one of the most significant success criterion in the preparatory school were obtained from the administrative office and examined. Then, through the Spearman's Rank Correlation Coefficient test, their marks were compared with the scores which were given in accordance with their answers to the questions asked them throughout the interview to evaluate their perceptions about the hidden curriculum.

The description of the alternative assessment types applied in the preparatory school are given as follows.

Vocabulary Circles (Course-book Portfolio): They affect the general point of average by 5%. These circles can be described as the group work performed in the class hours. The students are informed about the circle which is an activity related to the topics and vocabulary areas in the course book in terms of its date and the content in advance. They decide on their groups and group members themselves. On the circle day, the instructor brings in the vocabulary circle application sheet prepared by the course book coordinator. The tasks take place on the sheet generally cover the vocabulary being taught in the main course classes. The students are expected to work cooperatively and complete the tasks in 90 minutes. At the end of the application, each group hands in one task sheet and the mark which is evaluated for this sheet is reflected to all the members of this group.

Reading Portfolio: It has three components; reading circles, graded reading circles and reading journals. It's components affect the general point of average by 5%.

Reading Circles (Reading Portfolio): They affect the general point of average by 5%.Like vocabulary circles, reading circles are also applied in class hours. The students are informed about the circle in terms of its date and the content beforehand. They download a reading passage which will be used in the application one week ago and study on it. They decide on their groups and group members themselves. On the circle day, the instructor brings in the reading circle application sheet with some tasks such as using reading strategies, working on vocabulary items and so forth on it. These tasks generally cover the vocabulary and the strategies being taught in the reading courses. The students are expected to work cooperatively and complete the tasks in 90 minutes. In terms of the evaluation, the instructor observes the contributions of the members in each group and evaluates the students separately. The tasks are distributed among the members and each member is assessed by his or her own performance. However, there is also a group work part which is assessed equally for all members.

Graded Reading Circles (Reading Portfolio): For these circles, the students construct groups and decide on a graded reader which will be read by all group members in a course of time. On the day of the circle, the students are offered a compile of activities which are designed on the basis of multiple-intelligences. They work together and complete the tasks in a course of time which is 90 minutes. These tasks are conducted to prepare a thematic chart of

the story, a brochure, an advertisement or an alternative book cover, interviews with the heroes of the story or changing some of the parts of the story.

Reading Journals (Reading Portfolio): Each student in the preparatory school has to keep a journal throughout each semester. They complete the writing tasks of each unit that are covered during the lessons, which are different topics that they write about in their journals.

Listening and Speaking Portfolio: It has two components; listening & speaking circles and debates. They affect the general point of average by 5%.

Listening and Speaking Circles (Listening and Speaking Portfolio): In order to implement this activity, the students are asked to focus on the subjects of the week, which are presented in their text-book. They choose their subject and work in groups to prepare a dialogue with the given structures, in the classroom for the first part of the lesson. In the second part of the lesson, they perform their dialogue and are evaluated by the teacher.

Debates(Listening and Speaking Portfolio): The students are given some debate subjects some time before the debate. They work in groups for one or two weeks. On the debate date, they come to the classroom and present their view points against other groups.

Writing Portfolios: The students keep a portfolio for writing activities. For each writing activity, there are two drafts and one fair copy of their compositions. For the activity, after the completion of the related unit, first draft is prepared by the students and handed in the instructor. The instructor comments on the weak parts of the writing and the students write the second draft. After the correction of the second draft, the students write the final fair copy and keep them in the portfolio so that they can hand it in at the end of the semester. The drafts, the fair copy and the overall look of the portfolio are evaluated by the instructor.

Pop- Quizzes: The number and time of the quizzes are determined by the administration. Only the quiz week is announced in the academic calendar but the exact day and time are not announced beforehand to keep the students study continuously. They affect the general point of average by 2.5%.

Macmillian Practice Online (hereafter MPO): The students register MPO website and get their passwords for the cyber-classes. The courses in these cyber-classes are followed in parallel to the main course that is run at school and they offer a wide range of exercises and activities for all skills and the main course. The students are expected to complete the weekly

exercises and show progress. They are assessed unit by unit, module by module and exercise by exercise It affects the general point of average by 7.5%.

These alternative assessment types are applied for all levels of classes and are marked for each semester separately and are combined with the marks received from the formal assessment.

The distribution of all the formal and alternative assessment types in terms of marks can be found in the appendices (See Appendix A).

Last of all, the official curriculum document of the BED (hereafter PDQEC) was examined and analyzed in order to identify the matches and the mismatches between the application of the exact content and the perceptions of the participants. The following subsection aims to analyze the PDQEC document in terms of its content.

3.2.5. Content Analysis of the Official Curriculum Document of the BED - PDQEC

This sub-section analysis is based on Johnson's (1989) views related to curriculum evaluation. Since Johnson (1989) defines curriculum as the sum of all relevant decision making, implementation, evaluation processes in educational programming, the official curriculum document of BED was analyzed in terms of these elements.

The official curriculum document of the BED, namely the document of Eğitimde Kaliteyi Sürekli İyileştirme Projesi (PDQEC) [The Project of Developing the Quality of Education Constantly] was prepared by a group of administrators and programme coordinators who used to work in the School of Foreign Languages (hereafter SFL) (the Basic English Department and the Modern Languages Department in 2002), initially. During the preparation process, after the administration of a questionnaire to determine the needs of the department, many intensive discussion sessions were held to evaluate the results of the questionnaires by the members of the preparation group. Then, the document was designed on the basis of the university's vision, goals and mission. Every year, after 2002, the document was revised and renewed in accordance with any changes in academic regulations of the institution. The document which was used in this study belongs to the version produced in the 2008-2009 academic year. It consists of 59 pages. Apart from the vision and the mission statements of the department, there are the description statements for the goals of the programme, for the skills the programme aims to give the students, the extra-curricular activities, each course that takes place in the programme in terms of their goals, content, materials, evaluation procedures

and criteria in accordance with the English levels of the students as well as the yearly plans of the courses and the academic calendar.

While analysing the content of the PDQEC, Johnson's (1989) evaluation criteria are considered as the main evaluation points. According to Johnson (1989), curriculum can be defined as considering all the factors which have contribution to the teaching and learning situation. In Johnson's (1989) view, these factors are to have coherence and should be interdependent. In order to examine whether a curriculum has a coherent nature or not, Johnson (1989) proposes an evaluation model, or in Posner's (1992) terms, the Johnson's Model of Curriculum, which have the following components; 'curriculum planning', 'ends and means specification', 'programme implementation', 'classroom implementation' and 'evaluation'. These criteria are defined in this section. Yet, the description of them in terms of PDQEC document was provided in the 'Results' section.

Table 7 summarizes the developmental stages, decision-making roles and products as it was identified by Johnson (1989).

Table 7 Developmental Stages, Decision-Making Roles and Products

Developmental Stages	Decision-Making Roles	Products
Curriculum Planning	Policy Makers	Policy Document
Specification: Ends/Means	Needs Analyst Methodologists	Syllabus
Programme Implementation	Materials Writers	Teaching Materials
	Teacher Trainers	Teacher-Training Programme
Classroom Implementation	Teacher	Teaching Acts
	Learner	Learning Acts

(Johnson,1989, p.3)

The first four components of the Johnson's (1989) Model of Curriculum can be described as the developmental stages of the curriculum. In each stage there are decision-making roles who actively participate in the process and products which come out as a result of this stage. These four components are described as follows:

Curriculum Planning: According to Johnson (1989), curriculum planning is the polity determination process of a curriculum document. At this stage the decision-making roles are performed by the policy makers, namely academics or share-holders. The product of this stage is the policy document which will construct the ideological background of the curriculum (Johnson, 1989).

Ends and Means Specification: According to Johnson (1989), ends specification is "the specification of objectives in behavioural and verifiable forms" (Johnson, 1989). The means specification is defined as the prescription of the method to target proficiency (Johnson, 1989). At this stage the decision-making roles are performed by needs analysts and methodologists whereas the product of this stage is the syllabus document (Johnson, 1989).

Programme Implementation: According to Johnson (1989), at this stage "the decisions relate to the development of teaching and learning resources, and the preparation of teachers to ensure that the resources are used effectively" (Johnson, 1989, p.7). At this stage the decision-making roles are performed by different people for different purposes. Materials writers take place in this process in order to produce teaching materials whereas teacher trainers take part in the process to carry out the teacher-training programmes. Therefore, the products of this stage can be defined as the teaching materials and the teacher-training programmes (Johnson, 1989).

Classroom Implementation: This is the final developmental stage of the curriculum which has the products like teaching acts and learning acts as the determination of curriculum outcomes (Johnson, 1989). Therefore, the decision-making roles belong to the teachers and learners (Johnson, 1989).

Evaluation: In Johnson's (1989) view, evaluation is considered as a process which is applied not only at the end of the developmental stages of curriculum development but also within each stage of it to see whether there is a mismatch between the process and the product of each stage. Thus, if a mismatch, or a potential of mismatch, occurs between the process and product of the curriculum, the remedies are proposed or the reasons for the mismatch are eliminated (Johnson, 1989).

The description of these components of Johnson's Model of Curriculum in terms of PDQEC document was provided in the 'Results' section.

3.3. DATA COLLECTION PROCEDURE

The data collection was conducted in May at the end of the 2009-2010 academic year. The data collection started on 10th May, 2010 and it took 10 days in total for all participants and documents. However, the data which displays the academic achievement dimension was obtained at the end of June since the proficiency exam took place in June, 2010. The data collection is summarized in Table 8.

Table 8. The Collection of the Data

Weeks	Data	Days
Week 1	Interview with student 1 Interview with student 2 Interview with student 3	Day 1
	Interview with student 3 Interview with student 4	Day 2
	Interview with student 5	Day 3
	Interview with student 6	Day 4
	Interview with student 7	Day 5
	Interview with student 8	Day 6
Week 2	Interview with student 9 (excluded data for reliability and validity) Interview with student10 (excluded data for reliability and validity) PDQEC file was taken from the management.	Day 7
	Interview with the participant instructor 1 Interview with the participant instructor 2	Day 8
	Interview with the participant instructor 3 Interview with the participant instructor 4	Day 9
Week 3	Interview with the participant administrator 1 Interview with the participant administrator 2	Day 10
Week 4(June)	Getting the achievement scores	Day 11

In order to conduct the interviews with the participant students, a room in the Basic English Department was chosen. The room was on the administration floor but it was not close to the rooms where the administrative staff reside. It had also a kitchen in it. The purpose of this choice was to make the participant students feel as they were at home. Each participant student was selected randomly yet they were selected to represent all levels of classes intentionally to see whether the perceptions of the students on the hidden curriculum issues were the same. Since the end of the semester was approaching, the researcher did not want to use their class hours. Therefore, she invited them to the interviews during the lunch break (after they had their lunch) or at the end of the day after the classes.

When each student arrived at the interview room, s/he was welcomed kindly and some getting to know each other questions such as 'how are you' or 'which department are you in at this university' were asked. This was done by the researcher to establish a rapport between the participant student and herself. When the interview started, the participant students were assured that their answers would not be declared to the administration and their names would be kept confidential. Thus, they felt free to answer the questions. During the interview, the researcher paid special attention to elicit the direct answer for the interview question as she had experienced some problems of not getting an answer to the question itself during the pilot study by the colleague. At the end of each interview, the participant students were asked whether their test results could have been used in the study and all of them accepted that.

In order to collect the data from participant instructors, first of all, their permission was asked and then their preference for the interview place and time was questioned as well. They all demanded to be interviewed in their own rooms since they would feel comfortable and they also demanded there the interview to be conducted during the coffee breaks or lunch breaks. As they were the colleagues of the researcher, they knew her beforehand and her assurance of keeping their names confidential made them feel comfortable in answering the interview questions freely. Again, during the interview, the researcher paid special attention to elicit the direct answer for the interview question as she had experienced some problems of not getting the answer to the question by the volunteer colleague during the pilot study.

As for the data collection from the participant administrators, the appointments with the administrators were arranged in advance and the administrative office was visited by the researcher at the appointed hour. As they were in their own professional environment and since the researcher assured that their names would not be declared in the study, they

answered the interview questions without any hesitation. During the interviews, the administrative office was silent as it was the class hour for the instructors and students. Thus, the interviews were conducted one by one in peace.

Each interview took some time between 10- 40 minutes. The student participants were invited for the interviews one by one and they were not allowed to communicate with each other. They were interviewed in a separate room in the preparatory school. The instructors and administrators were visited separately and interviewed separately in their rooms in the preparatory school, as well. Table 9 summarizes the duration of interviews with the students.

Table 9. Durations of Interviews with the Students

Interview Number	Duration in Minutes
1	14
2	35
3	22
4	19
5	36
6	17
7	38
8	35

N=8

As it can be seen from the Table 9, each interview took different length of time on the basis of the attitudes, feelings and mood of the participant students. Some of the participant students were extrovert and sociable, for example, students 2, 5, 7 and 8. Therefore, their interviews took longer time since they were eager to talk. Other participant students, namely 1, 3, 4 and 6, did not seem to be that outgoing. Therefore, their interviews took shorter time with respect

to the sociable students. Regarding the interviews with the participant students, the mean of the whole duration of the interviews with the participant students was 27 minutes (m=27).Table 10 summarizes the duration of interviews with the instructors.

Table 10. Durations of Interviews with the Instructors

Participants	Duration in Minutes
1	16
2	24
3	15
4	14

N=4

As it can be seen from Table 10, the attitudes of the instructors varied during the interview as they displayed different attitudes, such as being talkative or being reserved. Participant 2 spent longer time than the others since she was more talkative than the others. However, participants 1, 3 and 4 spent less time. Yet, the mean of the total duration spent on these interviews was 17.25 minutes (m=17.25).Table 11 summarizes the duration of interviews with the administrators.

Table 11.Durations of the Interviews with the Administrators

Participants	Duration in Minutes
1	21
2	18

N=2

As it can be seen from Table 11, the first participant administrator's interview took 21 minutes whereas the second participant administrator's interview took 18 minutes. Therefore,

it is possible to say that there is not an important difference between these two durations. The mean of these interviews' duration was 19.5 (m=19.5).

In order to get the official curriculum document file the PDQEC, the School of Foreign Languages (SFL) was visited separately. The vice director of the SFL was interested in the issue. The researcher gave a brief information about the content of her thesis and her aim for demanding a copy of the official document. The vice director of the SFL welcomed this demand and after asking the permission of the director of SFL she handed in the document of PDQEC.

The PDQEC file was read by the researcher carefully. The important parts were underlined. The vision and the mission statements of the Basic English Department were studied as well as the objectives of the programme. Following this procedure, the keywords related to the aim of study were selected carefully from the document to create key categories and the frequency of these categories was examined and interpreted by the researcher. The results were compiled and presented in Table 7.

3.4. DATA ANALYSIS

The data were collected from the interviews, the content analysis of the PDQEC curriculum document and student achievement records in this study. The data for the first two instruments were analyzed through the qualitative methods and ethnographic techniques, which means that is, the interviews were recorded, transcribed and analyzed qualitatively. In order to achieve this, the answer to each interview question was analyzed and then the answers were categorized according to key words determined in the data. Then, these categories were coded. In doing so, separate coding sheets were prepared to see the frequencies of the categories within all the answers of the participants clearly (see Appendix E). This clarification process was done to reveal the frequency of the distribution of the key categories in the relevant data which is called Pattern-Coding (Miles & Huberman, 1994).

Then, the official curriculum document of the BED was also analyzed in terms of its content through the Johnson's Model of Curriculum (Posner, 1992). The stages of the model were adapted to study and the official curriculum document, the PDQEC, was analysed if it consisted of the required criteria and content or not. The present and absent criteria were discussed in details though comparison and contrast.

Apart from this procedure, the key words which were chosen on the basis of the answers obtained through the interviews were found in the official document and were analyzed within the official document in terms of their frequency and meanings Thus, the decisive nature of the curriculum was revealed quantitatively and qualitatively (Table 7).

The document which displays the academic achievement of the students was also examined through the SPSS 15 in order to reveal the distribution of the scores. The students' answers to the interview questions related to the hidden curriculum issues in terms of examinations and evaluations were also processed and each answer was given a point in order to apply the nonparametric Spearman's Rank Correlation Coefficient Test between these two variables, namely the points for the answers of hidden curriculum of examination questions and the scores of the students. Thus, the data which were related to the achievement dimension were analysed quantitatively. Then, it was discussed and interpreted from a qualitative perspective.

IV. RESULTS

The aim of this part of the study is to present the results which were obtained from all data collected in the study. The results are presented in the following order: the results of the interviews, the results of the nonparametric Spearman's Rank Correlation Coefficient Test which display the correlation between the points derived from the students' perceptions on the hidden curriculum in terms of their answers to question 17, 10, 19 and 20 and their academic achievement in the proficiency test. Then, the results of the content analysis of the official curriculum document were displayed.

4.1. THE INTERVIEW RESULTS

The results of the interviews were gathered under three subheadings; the results of the interviews with the participant students, the results of the interviews with the participant instructors and the results of the interviews with the participant administrators.

Table 1 displays the distribution of the participant numbers and the number of questions administered them in the interviews in total.

Table 1. The Distributions of Participants and the Number of Questions

Participants	Number of Participants	Number of Questions
Students	8	22
Instructors	4	17
Administrators	2	11

N=14

As it can be seen from Table 2, the mean of the questions was 3.57 (m=3.57) as there were 14 participants in total.

There are tables for the results of the interviews with the participant students, participant instructors and administrators in this section. Table 2 displays the distribution of the results in terms of table numbers.

Table 2. The Distribution of the Table Numbers According to the Results

Participants	Interval of Tables
The Results of Students	3-49
The Results of Instructors	50-87
The Results of Administrators	89-110

N=110

As it can be seen in Table 2, the tables which have the numbers between 3-49, display the results of the interviews with the students, the tables which have the numbers between 50-87, display the results of the interviews with the instructors and the tables which have the numbers between 89-110, display the results of the interviews with the administrators.

The detailed results of the interviews with the participant students are as follows:

4.1.1. The Results of the Interviews with the Participant Students

The results of the interviews with the participant students were analyzed through the Pattern Coding System (Miles & Huberman, 1994). The results were displayed as follows:

Table 3. The Answers Given to Question 1

Question 1	How do the administrators treat the students? Are they authoritarian or in favour of equality, cooperative etc.
Student 1	We don't see them. When I want something they do it and they are indifferent.
Student 2	Very authoritarian. They do not even talk to the students when a problem occurs.
Student 3	Authoritarian and cooperative.
Student 4	Authoritarian but not in everything.
Student 5	Cheerful and helpful.
Student 6	Indifferent.
Student 7	Authoritarian and opposed to the students.
Student 8	Authoritarian.

N=8

As it can be seen in Table 3, participant students' answers to the question 1 varied. The categories emerged from the answers of the participant students are displayed in Table 4.

Table 4. Percentages of the Answers to Question 1

Treatment to the Students			
Codes	**Categories**	**N**	**%**
IND	Indifferent	2	25
AUT	Authoritarian	5	62.5
CHR	Cheerful	1	12.5
CO&HLP	Cooperative&Helpful	2	25

N=8

As it is seen from Table 4, out of 8 students, 2 of them (25%) found the administrative staff indifferent, 5 of them (62.5%) found the administrative staff authoritarian, 1 of them (12.5%) found the administrative staff cheerful and 2 of them (25%) found the administrative staff helpful and cooperative. Therefore, 4 categories came out from the data which were indifferent (25%), authoritarian (62.5%), cheerful (12.5%) and cooperative & helpful (25%), namely. The most emphasized category of the 4 categories was authoritarian (62.5%).

Following the question 1, question 2 was asked to the participant students. Table 5 displays the answers of the participant students to the question 2.

Table 5. The Answers Given to Question 2

Question 2	Do you think that the administrators used a scale, apart from placement test, while they were placing the students to the classes? If they did so, what kind of a scale is it? Can you describe it?
Student 1	I think, they did it randomly.
Student 2	Definitely yes. There is a negative discrimination.
Student 3	Yes, it can be based on the marking type coming from YGS, like putting the same types verbal or numerical in the same class or it can be based on IQ type in terms of multiple intelligence.
Student 4	I don't think that they used another scale.
Student 5	Yes, depending on the departments of the students.
Student 6	I don't think that they used a scale.
Student 7	Maybe, if they have any idea about us.
Student 8	Yes, on the basis of ethnic background or departments, i.e. there are some students coming Eastern side of Anatolia in the same class.

As it can be seen in Table 5, participant students' answers to the question 2 varied. The categories emerged from the answers of the participant students are displayed in Table 6.

Table 6. Percentages of the Answers to Question 2

Placing the Students			
Codes	**Categories**	**N**	**%**
PST	Positive	4	50
NGT	Negative	3	37.5
INDFN	Indefinite	1	12.5

As it is seen from table 6, out of 8 students, 4 of them (50%) suggested that the students were placed in their classes on the basis of some scale apart from placement test, 3 of them (37.5%) suggested that the students were placed in their classes on the basis of only the placement test, 1 of them (12.5%) suggested that there could be a scale apart from the placement test but s/he was not sure about it. Therefore, 3 categories came out from the data which were positive (50%), negative (37.5%) and indefinite (12.5%), namely. The most emphasized category was positive (50%). Yet, the students stated different reasons for the positive answers. Therefore, sub-categories emerged from the data. Table 6a displays the sub-categories for positive answers.

Table 6a. Subcategories for Positive Answers

Placing the Students			
Codes	**Categories**	**N**	**%**
TST	Test based	1	25
DEPT	Department based	2	50
EBCK	Ethnic background	1	25

As it is seen from Table 6a, the students identified different reasons for the distribution of the students to the classes. 1 of them (25%) stated that the students were placed on the basis of a test except for a placement test, 2 of them (50%) stated that the students were placed on the

basis of their departments and 1 of them (25%) stated that the students were placed on the basis of their ethnic background. Therefore, 3 sub-categories came out from the data test based (25%), department based (50%), ethnic background (25%). The most emphasized category was the department based (50%).

Following the question 2, question 3 was asked to the participant students. Table 7 displays the answers of the participant students to the question 2.

Table 7. The Answers Given to Question 3

Question 3	How were the instructors distributed to the levels and classes? Randomly or in a special order? If there is an order, can you describe it?
Student 1	Yes, good and experienced teachers were placed in A level classes.
Student 2	Yes, there is a logic behind the placement of instructors.
Student 3	Yes, it depends on the administration.
Student 4	Yes, the experienced and inexperienced instructors were placed in the same classes to balance out.
Student 5	Randomly
Student 6	Randomly
Student 7	Randomly or by chance.
Student 8	I don't know

N=8

As it can be seen in Table 7, participant students' answers to the question 3 varied. The categories emerged from the answers of the participant students are displayed in Table 8.

Table 8. Percentages of the Answers to Question 3

Placing the Instructors in the Classes			
Codes	**Categories**	**N**	**%**
PST	Positive	4	50
NEG	Negative	3	37.5
IND	Indefinite	1	12.5

As it is seen from Table 8, out of 8 students, 4 of them (50%) thought that the instructors were distributed to the levels and classes on the basis of some scale or a specific rationale, 3 of them (37.5%) thought that the instructors were distributed to the levels and classes randomly, 1 of them (12.5%) did not have an idea about it. Therefore, 3 categories came out from the data which were positive (50%), negative (37.5%) and indefinite (12.5%), namely. The most emphasized category out of the 3 was positive (50%).

Following the question 3, question 4 was asked to the participant students. Table 9 displays the answers of the participant students to question 4.

Table 9. The Answers Given to Question 4

Question 4	What are the rules of this school that the students are expected to obey?
Student 1	We should not talk and interrupt the teacher during the lesson
Student 2	There are not certain strict rules except for using the ID cards when entering the school
Student 3	To be punctual, to bring their materials.
Student 4	Punctuality, attendance and using the ID cards while entering the school building.
Student 5	To be respectful, to be silent, not to interrupt the lesson, not to eat or drink during the lesson.
Student 6	To be respectful. Some students behave unrespectfully to draw the attention of the teacher.
Student 7	Not to show reactions on the basis of politics and some school rules such as bringing the materials.
Student 8	Not to deal with politics and they want us to shape ourselves according to the patterns of this school. But I can not describe them.

N=8

As it can be seen in Table 9, participant students' answers to the question 4 varied. The categories emerged from the answers of the participant students are displayed in Table 10.

Table 10. Percentages of the Answers to Question 4

Rules to be Obeyed			
Codes	**Categories**	**f**	**%**
SLC	Silence	2	25
ID	ID card use	2	25
PNC	Punctuality	2	25
RSP	Respect	2	25
APOL	Apolitical Disposition	2	25
BRMT	Bringing materials	2	25

As it is seen from Table 10, according to 8 participant students, using the ID cards at the entrance (f 2) (25%), being punctual (f 2) (25%), being respectful (f 2) (25%), bringing the materials (f 2) (25%), not talking (f 2) (25%) and not displaying political acts at school (f 2) (25%) were the most common rules that the students should have obeyed. Therefore, 6 categories came out from the data which are silence (f 2) (25%), ID card use (f 2) (25%), respect (f 2) (25%) , bringing the materials (f 2) (25%), silence (f 2) (25%) and displaying apolitical disposition (f 2) (25%), namely. The categories were emphasized equally (25%).

Following question 4, question 5 was asked to the participant students. Table 11 displays the answers of the participant students to question 5.

Table 11. The Answers Given to Question 5

Question 5	Which rules are not obeyed by the students most?
Student 1	Using the mobile phones during the lesson (unrespectful behaviour).
Student 2	To be silent.
Student 3	To be on time for the classes.
Student 4	To enter the queue in the canteen (unrespectful behaviour) or the security guards may warn you when you do something out of the window or you sit at the table in the classroom.
Student 5	Attendance.
Student 6	I do not know.
Student 7	Students show unrespectful behaviours to the teachers.
Student 8	I do not know.

N=8

As it can be seen in Table 11, participant students' answers to question 5 varied. The categories emerged from the answers of the participant students are displayed in Table 12.

Table 12. Percentages of the Answers to Question 5

Rules Not Obeyed			
Codes	**Categories**	**N**	**%**
SLC	Silence	1	12.5
RSP	Respect	3	37.5
PNC	Punctuality	1	12.5
ATN	Attendance	1	12.5
IND	Indefinite	2	25

As it is seen from Table 12, according to 8 participant students, 3 of the students found behaving respectfully (37.5%) as the most popular rule that was broken by the students whereas 1 of them (12.5%) found being silent in the lesson, 1 of them (12.5%) found being punctual and 1 of them (12.5%) found attending regularly to the classes as the other rules that were broken by the students. 2 of them (25%) did not make any suggestions. Therefore, 6 categories came out from the data which were silence (12.5%), respect (37%), punctuality (12.5%), attendance (12.5%) and indefinite (25%), namely. The most emphasized category was respect (37%).

Following question 5, question 6 was asked to the participant students. Table 13 displays the answers of the participant students to question 6.

Table 13. The Answers Given to Question 6

Question 6	Are the students awarded when they obey the rules? If so, how?
Student 1	No.
Student 2	No, I did not see something like that.
Student 3	No, I do not have any idea.
Student 4	No, nothing happens to them but there is punishment.
Student 5	There is nothing concrete.
Student 6	No, there is not a difference between the ones who obey and who do not.
Student 7	No.
Student 8	Yes, you get higher marks and you may have more chance to get a master's degree in the future.

N=8

As it can be seen in Table 13, participant students' answer to the question 6 varied. The categories emerged from the answers of the participant students are displayed in Table 14.

Table 14. Percentages of the Answers to Question 6

Rewards			
Codes	**Categories**	**N**	**%**
PST	Positive	1	12.5
NEG	Negative	7	87.5

As it is seen from Table 14, out of 8 students, 7 of them (87.5%) did not think that the ones who obeyed the rules were rewarded in SFL whereas 1 of them (12.5%) thought that there were rewards such as getting higher marks or getting more chance to get a master's degree in

the future. Therefore, 2 categories came out from the data which are positive (12.5%) and negative (87.5%) namely. The most emphasized category was negative (87.5%).

Following the question 6, question 7 was asked to the participant students. Table 15 displays the answers of the participant students to the question 7.

Table 15. The Answers Given to Question 7

Question 7	What happens to the students who do not obey the rules?
Student 1	Warning by the teacher.
Student 2	I did not see any punishment except for the interference by the security guards.
Student 3	They are punished by the discipline committee.
Student 4	Warning maybe.
Student 5	The voice of the teacher rises.
Student 6	They are sent to the discipline committee or their classes are changed.
Student 7	When something illegal happens security guards enter the classroom.
Student 8	It depends on the support s/he gets from outside.

N=8

As it can be seen in Table 15, participant students' answers to the question 7 varied. The categories emerged from the answers of the participant students are displayed in Table 16.

Table 16. Percentages of the Answers to Question 7

Punishment			
Codes	**Categories**	**N**	**%**
WRN	Warning .	3	37.5
PNS	Punishment	2	25
CHN	Changable	1	12.5
SINT	Security interference	2	25
NOPNS	No punishment	1	12.5

As it is seen from Table 16, out of 8 students, 3 of them (37.5%) indicated that the students got warning if they broke the rules, 2 of them (25%) indicated that the students were punished by the discipline committee or classes were changed, 1 of them (12.5%) indicated that the punishment depended on the student's support from outside such as their family background or financial status whereas 2 of them (25%) indicated that security guards interfered the situation when a rule was broken by the students. Therefore, 5 categories came out from the data which are warning (37.5%), punishment (25%), changeable (12.5%), security interference (25%) and no punishment(12.5%). The most emphasized category was warning (37.5%).

Following the question 7, question 8 was asked to the participant students. Table 17 displays the answers of the participant students to the question 8.

Table 17. The Answers Given to Question 8

Question 8	What are the rules that your teachers would expect you to obey most?
Student 1	Listening to the teacher
Student 2	To show interest to the lessons (listening to the teacher)
Student 3	Listen to the teacher and bring your materials.
Student 4	Listen to the teacher, participating during the lesson and speak in English.
Student 5	Not to talk with other students during the lesson, listen to the teacher, to bring the materials, to be punctual, doing homework, participation.
Student 6	To show interest to the lesson. (Listening to the teacher)
Student 7	Participation, speaking in English, bringing the materials.
Student 8	Do not talk, listen to the teacher, do not give break before the break time.

N=8

As it can be seen in Table 17, participant students' answers to the question 8 varied. The categories emerged from the answers of the participant students are displayed in Table 18.

Table 18. Percentages of the Answers to Question 8

Rules Set by the Instructor			
Codes	**Categories**	**f**	**%**
SLC	Silence	7	87.5
SPE	Speaking in English	2	25
BRM	Bringing the materials	2	25
CLP	Class participation	3	37.5
DOHW	Doing homework	1	12.5
PNC	Punctuality	1	12.5

As it is seen from Table 18, not talking and listening to the teacher (f 7) (87.5%) was found to be the most important rule set by the instructors, following this, class participation (f 3) (37.5%), speaking in English (f 2) (25%), bringing the materials(f 2) (25%), doing homework (f 1)(12.5%) and punctuality (f 1)(12.5%) were found as other rules that the instructors expected them to obey. Therefore, 6 categories came out from the data which are silence (87.5%), speaking in English (25%), bringing the materials(25%), class participation (37.5%), doing homework (12.5%) and punctuality (12.5%), namely. The most emphasized category was silence (87.5%).

Following the question 8, question 9 was asked to the participant students. Table 19 displays the answers of the participant students to the question 9.

Table 19. The Answers Given to Question 9

Question 9	Which of these rules are not obeyed by the students most? In your opinion, why do the students not obey these rules?
Student 1	Listening to the teacher
Student 2	Attendance.
Student 3	It changes depending on the type of the teacher. For example, for some teachers, bringing your materials.
Student 4	Listen to the teacher (speaking with other students while the teacher is talking), speaking in English.
Student 5	To bring the materials, to be punctual and participation.
Student 6	To show interest to the lesson. (Listening to the teacher)
Student 7	Participation, bringing the materials.
Student 8	Doing homework and bringing the materials

N=8

As it can be seen in Table 19, participant students' answer to the question 9 varied. The categories emerged from the answers of the participant students are displayed in Table 20.

Table 20. Percentages of the Answers to Question 9

Instructor Rules Broken by the Students			
Codes	**Categories**	**f**	**%**
SLC	Silence	3	37.5
SPE	Speaking in English	1	12.5
MTR	Materials	4	50
CLP	Class participation	2	25
HW	Homework	1	12.5
PNC	Punctuality	1	12.5

As it is seen from Table 20, bringing the materials (f 4) (50%) was the most frequent rule that was broken by the students. Following this, talking and listening to the teacher (f 3) (37.5%), class participation (f 2) (25%), speaking in English (f 1) (12.5%), doing homework (f 1) (12.5%) and being punctual (f 1) (12.5%) were found to be other rules that were broken by the students. Therefore, 6 categories came out from the data which are silence (37.5%), speaking in English (12.5%), materials (50%), class participation (25%), doing homework (12.5%) and punctuality (12.5%), namely. The most emphasized category was materials (50%).

Following the question 9, question 10 was asked to the participant students. Table 21 displays the answers of the participant students to the question 10.

Table 21. The Answers Given to Question 10

Question 10	What benefits does the obedience to the school rules bring the students? Gaining importance and drawing teachers positive feelings or being successful etc.
Student 1	It only motivates me in studying my lessons. I t does not bring any benefit.
Student 2	I can exploit in writing lessons. I am not a good writer but I obey the rules and pretend to be a good and respectful student and this affects the teacher. I get higher marks.
Student 3	It affects the teachers' assessment. Thus, you can get their reference to get a job.
Student 4	It affects the teachers' assessment and you can get higher marks.
Student 5	In alternative assessment types it affects the teachers' perspective.
Student 6	It is affective on the way the teacher treats you (give you higher marks).
Student 7	It affects your relationship with your teacher and you gain your self confidence.
Student 8	It does not bring any benefit.

N=8

As it can be seen in Table 21, participant students' answers to the question 10 varied. The categories emerged from the answers of the participant students are displayed in Table 22.

Table 22. Percentages of the Answers to Question 10

Benefits of the Obedience			
Codes	**Categories**	**f**	**%**
TAHM	Teacher assessment & higher marks	5	62.5
PSY	Psychological effects	2	25
NOB	No benefits	2	25

As it is seen from Table 22, the effect on teacher assessment and higher marks (f 5) (62.5%) was seen as the most important benefit that obedience to the rules bring. Following this, psychological effects (f 2) (25%) were regarded as other benefits of obedience. However, there were some students (f 2) (25%) who thought that obedience to the rules did not bring any concrete benefit to the students. Therefore, 3 categories came out from the data which are teacher assessment & higher marks (62.5%), psychological effects (25%) and no benefits (25%), namely. The most emphasized category was teacher assessment & higher marks (62.5%).

Following the question 10, question 11 was asked to the participant students. Table 23 displays the answers of the participant students to the question 11.

Table 23. The Answers Given to Question 11

Question 11	What happens to the students who do not obey the rules of the classroom? What do your teachers do when the students do not obey the rules?
Student 1	S/he just shows his/her reaction and warns.
Student 2	S/he uses her/his power or authority to the class. When we are late s/he does not accept us to the classroom or sends us out of the classroom.(using power)
Student 3	The teacher gets angry and shouts.
Student 4	The teacher warns.
Student 5	Sometimes the teacher raises his/her voice, warns or sends you to drink coffee outside.(using power)
Student 6	Some of them give break, some of them behave indifferently, some of them get nervous but talks about the subject quickly and finish.
Student 7	Some teachers lose the control of the class for the sake of being sensitive to the students. Some of them really good at controlling the class.(using power)
Student 8	S/he insults the students. Even looking at your watch can cause a problem.(using power)

N=8

As it can be seen in Table 23, participant students' answers to the question 11 varied. The categories emerged from the answers of the participant students are displayed in Table 24.

Table 24. Percentages of the Answers to Question 11

Instructors' Reactions to Disobedience			
Codes	**Categories**	**f**	**%**
WRN	Warning the class	3	37.5
USP	Using power	4	50
SHT	Shouting	1	12.5
IGB	Ignorance & break	1	12.5

As it is seen from Table 24, according to the participant students, using the instructor's authority power in the classroom (f 4) (50%) was seen as the most frequent way of reaction to disobedience. Secondly, warning the class (f 3) (37.5) was regarded as another frequent way of reaction to disobedience. Shouting at the students (f 1) (12.5) and ignoring the situation or giving a break(f 1)(12.5) were the less frequent reactions of the instructors when disobedience existed in the classroom. Therefore, 4 categories came out from the data which are warning the class (37.5%), using power (50%), shouting (12.5%) and ignorance & break (12.5%), namely. The most emphasized category was using power (50%).

Following the question 11, question 12 was asked to the participant students. Table 25 displays the answers of the participant students to the question 12.

Table 25. The Answers Given to Question 12

Question 12	How do your teachers define a good student? What are the qualifications of a good student according to your teachers?
Student 1	I do not know.
Student 2	According to our teachers, good student is the one who is silent, hardworking and respectful.
Student 3	One who does homework, listens to the teacher, participates in the activities.
Student 4	One who listens to the teacher, behaves respectfully, participates in the activities, asks questions and makes his/her own comments.
Student 5	Respectful, does not spoil the lesson(listening to the teacher), participates in the activities.
Student 6	Responsible and hardworking.
Student 7	One who participates and brings the materials (being responsible).
Student 8	One who dresses well, who gets high marks, hardworking, one who keeps himself or herself from bad things such as night life or drugs. S/he should not have even any information about them.

N=8

As it can be seen in Table 25, participant students' answers to the question 12 varied. The categories emerged from the answers of the participant students are displayed in Table 26.

Table 26. Percentages of the Answers to Question 12

Definition of Good Student			
Codes	**Categories**	**f**	**%**
CLP	Classroom participation	4	50
HMW	Homework	4	50
SLC	Silence	4	50
RSPC	Respect	1	12.5
RSP	Responsibility	2	25
INF	Indefinite	1	12.5

As it is seen from Table 26, according to the participant students, most instructors defined a good student as the one who had adequate classroom participation (f 4) (50%), who was hardworking and did homework (f 4) (50%), and who listened to the teacher (f 4) (50%). In addition to this, according to the participant students, for some instructors, being responsible (f 2) (25%) and showing respect were the other less frequent features of a good student definition. Therefore, 6 categories came out from the data which are classroom participation (50%), homework (50%), silence (50%), respect (12.5%), responsibility(25%), and indefinite (12.5%), namely. The most emphasized categories were classroom participation (50%), homework (50%) and silence (50%).

Following the question 12, question 13 was asked to the participant students. Table 27 displays the answers of the participant students to the question 13.

Table 27. The Answers Given to Question 13

Question 13	How do your teachers define a bad student? What are the qualifications of a bad student according to your teachers?
Student 1	I do not know.
Student 2	One who does not study and who subverts the authority of the teacher by talking too much or not listening to the teacher.
Student 3	One who does not do any homework.
Student 4	One who does not participate or one who speaks too much and does not listen to the teacher, subverts the classroom nature.
Student 5	One who does not bring materials, does not do homework, who is not punctual and who makes noise.
Student 6	One who listens to the teacher.
Student 7	One who does not obey the school rules.
Student 8	One who has night life and who is interested in the subjects other than lessons.

N=8

As it can be seen in Table 27, participant students' answer to the questions 13 varied. The categories emerged from the answers of the participant students are displayed in Table 28.

Table 28. Percentage of the Answers to Question 13

Definition of Bad Student			
Codes	**Categories**	**f**	**%**
OBD	Obedience	6	75
DISO	Disobedience on purpose	1	12.5
DISI	Disinterest	1	12.5
INDF	Indefinite	1	12.5

As it is seen from Table 28, according to the participant students, the majority of the instructors defined a bad student as the one who did not obey the school rules (f 6) (75%) where as subverting the teacher's authority by disobedience on purpose (f 1)(12.5%) and to be interested in the subjects other than lessons (f 1)(12.5%) were the other less frequent definition types for a bad student. One of the participant students (f 1)(12.5%) had no idea about the bad student definition. Therefore, 4 categories came out from the data which are obedience (75%), disobedience on purpose (12.5%), disinterest (12.5%) and indefinite (12.5%), namely. The most emphasized category was obedience (75%).

Following the question 13, question 14 was asked to the participant students. Table 29 displays the answers of the participant students to the question 14.

Table 29. The Answers Given to Question 14

Question 14	In your opinion, how do your teachers treat you? Are they authoritarian or in favour of equality, cooperative etc.
Student 1	Mixture of all of them.
Student 2	For writing definitely authoritarian, for reading both authoritarian and friendly, for main course all of them.
Student 3	Some of them are authoritarian but most of them are cooperative and friendly.
Student 4	It changes from teacher to teacher.
Student 5	It changes from teacher to teacher.
Student 6	Some of them are authoritarian but some of them can not create a relationship with the class.
Student 7	It changes from teacher to teacher.
Student 8	They are authoritarian. This school is ruled by monarchy.

N=8

As it can be seen in Table 29, participant students' answers to the question 14 varied. The categories emerged from the answers of the participant students are displayed in Table 30.

Table 30. Percentages of the Answers to Question 14

Instructor Treatment			
Codes	**Categories**	**N**	**%**
CHN	Changable	7	87.5
AUT	Authoritarian	1	12.5

As it is seen from the table, out of 8 participant students, 7 of them (87.5%) indicated that the student treatment changed from instructor to instructor, displaying all authoritarian, cooperative, equal and friendly behaviours whereas 1 of them (12.5%) described them as authoritarian. Therefore, 2 categories came out from the data which are changable (87.5%), authoritarian (12.5%), namely. The most emphasized category was changable (87.5%).

Following the question 14, question 15 was asked to the participant students. Table 31displays the answers of the participant students to the question 15.

Table 31. The Answers Given to Question 15

Question 15	Do you think that the teachers treat all the students equally in the classroom? If not, what are the reasons for this situation?
Student 1	No they do not treat differently.
Student 2	Teachers treat good and bad students differently.
Student 3	No they do not treat differently.
Student 4	I do not know the criteria but some teachers discriminate the students. Sometimes I make a mistake s/he criticizes me but when my friend makes the same mistake s/he accepts it.
Student 5	Teachers treat good and bad students differently.
Student 6	Teachers treat good and bad students differently
Student 7	They treat equally.
Student 8	They behave equally badly for some, and worse for others. I do not know how to behave to get good treatment.

N=8

As it can be seen in Table 31, participant students' answers to the question 15 varied. The categories emerged from the answers of the participant students are displayed in Table 32.

Table 32. Percentages of the Answers to Question 15

Equality or Discrimination			
Codes	**Categories**	**N**	**%**
EQT	Equal Treatment	4	50
DFT	Different Treatment	3	37.5
DISC	Discrimination	1	12.5

As it is seen from the table, out of 8 participant students, 4 of them (50%) thought that the instructors treated them equally. 3 of them thought (37.5%) that instructors discriminated good and bad students and 1 of them thought (12.5%) that there was a discrimination yet s/he did not know the reason for this situation. Therefore, 3 categories came out from the data which are equal treatment (50%), different treatment (37.5%) and discrimination (12.5%), namely. The most emphasized category was equal treatment (50%).

Following the question 15, question 16 was asked to the participant students. Table 33displays the answers of the participant students to the question 16.

Table 33. The Answers Given to Question 16

Question 16	How do you feel in the classroom? Free, relaxed, happy, unhappy, nervous etc.
Student 1	Relaxed.
Student 2	Bored.
Student 3	It depends on my mood and the teacher. It is changeable.
Student 4	It depends on my mood.
Student 5	I am happy in the classroom.
Student 6	Relaxed.
Student 7	Relaxed.
Student 8	Unhappy and nervous.

N=8

As it can be seen in Table 33, participant students' answers to the question 16 varied. The categories emerged from the answers of the participant students are displayed in Table 34.

Table 34. Percentage of the Answers to Question 16

Feelings about Being in the Classroom			
Codes	**Categories**	**N**	**%**
PSTF	Positive feelings	4	50
NEGF	Negative feelings	2	25
CHN	Changeable	2	25

As it is seen from Table 34, out of 8 participant students, 4 of them (50%) had positive feelings about being in the classroom, 2 of them (25%) had negative feelings about being in

the classroom whereas 2 of them (25%) had a moody tendency towards being in the classroom. Therefore, 3 categories came out from the data which are positive feelings (50%), negative feelings (25%) and changable (25%), namely. The most emphasized category was positive feelings (50%).

Following the question 16, question 17 was asked to the participant students. Table 35displays the answers of the participant students to the question 17.

Table 35. The Answers Given to Question 17

Question 17	Do you think that the behaviour and attitudes of your teachers and administrators affect your academic success? If they affect it, in what way do you think affect your success? Please give examples.
Student 1	No they are not effective.
Student 2	No they are not effective.
Student 3	Yes, I am affected.
Student 4	Yes, they behave differently to the night classes and they get better marks.
Student 5	Yes, when they pay attention to your effort and for example during the 3.exam when I saw you in the classroom, I felt confident and my performance was better.
Student 6	Yes, it affects. The way they present the subject and their behaviour affect my learning. This makes me unsuccessful in the exam.
Student 7	Yes, it affects. For example, the way they behave during the exam affects your performance.
Student 8	Yes, it affects. Their behaviours create unwillingness towards learning.

N=8

As it can be seen in Table 35, participant students' answers to the question 17 varied. The categories emerged from the answers of the participant students are displayed in Table 36.

Table 36. Percentages of the Answers to Question 17

Effect of Attitudes of the Instructors			
Codes	**Categories**	**N**	**%**
PST	Positive	6	75
NGT	Negative	2	25

As it is seen from Table 36, out of 8 participant students, 6 of them (75%) indicated that they were affected by the instructors' behaviour in terms of academic success whereas 2 of them (25%) indicated that the instructors' behaviour and attitudes did not have an influence on their academic success. Therefore, 2 categories came out from the data which are positive (75%), and negative (25%), namely. The most emphasized category was positive (75%). However, since the students had different reasons for the positive answer subcategories emerged for question 17. Table 37 displays the subcategories for the positive answers.

Table 37. Percentages of Subcategories for the Positive Answers on the Basis of Their Effect

Type of Effect			
Codes	**Categories**	**f**	**%**
EFP	Effect on Performance	5	62.5
EFM	Effect on Motivation	1	12.5

As it is seen from Table 37, out of 6 participant students, the exam performance was claimed to be affected directly by the attitudes of the instructors (f 5) (62.5%) whereas their motivation was claimed to be affected first and their marks were affected indirectly (f 1) (12.5%). Therefore, 2 subcategories came out from the data which are the effect on

performance (62.5%) and effect on motivation (12.5%), namely. The most emphasized subcategory was effect on performance (62.5%)

Following the question 17, question 18 was asked to the participant students. Table 38 displays the answers of the participant students to the question 18.

Table 38. The Answers Given to Question 18

Question 18	Were you informed well enough and adequately about the examinations and alternative assessment types which were applied in the academic year?
Student 1	The administration announced the exam hours in the last minute
Student 2	We could not get information about the test results but before the exam yes.
Student 3	The administration informed us about the percentage of the tests and this made a very bad effect on us. Since the percentage of the visas were limited to 5% we gave up studying.
Student 4	Academic calendar was given to us at the beginning of the year but the administration does not give enough information about the test results.
Student 5	The teachers informed us about the exams.
Student 6	Yes they informed us on time.
Student 7	Before the exams we were informed but after the exam we weren't informed enough.
Student 8	Yes, we were informed.

N=8

As it can be seen in Table 38, participant students' answers to the question 18 varied. The categories emerged from the answers of the participant students are displayed in Table 39.

Table 39. Percentages of the Answers to Question 18

Information About the Exams			
Codes	**Categories**	**N**	**%**
PST	Positive	7	87.5
NGT	Negative	1	12.5

As it is seen from the table, out of 8 participant students, 7 of them (87.5%) indicated that they were informed about the exams and assessments whereas 1 of them (12.5%) indicated that they were not informed about the exams and assessments. Therefore, 2 categories came out from the data which are positive (87.5%) and negative (12.5%), namely. The most emphasized category was positive (87.5%). However, since the students had different reasons for the positive answer, subcategories emerged for question 18. Table 40 displays the subcategories for the positive answers.

Table 40. Subcategories for the Positive Answers to Question 18

Information About the Exams			
Codes	**Categories**	**N**	**%**
BFE	Before Exams	4	57.14
BFAE	Before &After Exams	3	42.86

As it is seen from the table, out of 7 participant students who answered this question as 'yes', 4 of them (57.14%) indicated that they were informed only before the exam whereas 3 of them (42.86%) indicated that they were adequately informed both before and after the exam. Therefore, 2 subcategories came out from the data which are before exams (57.14%) and before and after exams (42.86%), namely. The most emphasized subcategory was before exams (57.14%).

Following the question 18, question 19 was asked to the participant students. Table 41 displays the answers of the participant students to the question 19.

Table 41. The Answers Given to Question 19

Question 19	Can you make some inferences about the important subjects or parts which are likely to exist in the exam from the behaviour and the talk of your teachers? If you can do so, can you explain how do you do it?
Student 1	No.
Student 2	Sometimes yes. They warned us about some types but they were sometimes wrong.
Student 3	With the experienced teachers yes. Because they worked in the testing office they knew the types of the questions. They did not say them directly but they implied.
Student 4	With some teachers yes.
Student 5	Yes, if the teacher spent more time on a subject and it more example questions were answered, this meant that it was going to be asked in the exam.
Student 6	Yes, our teachers warned us about some specific question types. They made stress.
Student 7	Yes, our teachers warned us about some specific question types.
Student 8	Yes, we had exam practice and revision hours.

N=8

As it can be seen in Table 41, participant students' answers to the question 19 varied. The categories emerged from the answers of the participant students are displayed in Table 42.

Table 42. Percentages of the Answers to Question 19

Making Inference from Instructors' Attitudes About the Exams			
Codes	**Categories**	**N**	**%**
PST	Positive	7	87.5
NGT	Negative	1	12.5

As it is seen from the table, out of 8 participant students, 7 of them (87.5%) indicated that they made inferences from the instructors' attitudes about the exams and assessments whereas 1 of them (12.5%) indicated that they could not do it. Therefore, 2 categories came out from the data which are positive (87.5%) and negative (12.5%), namely. The most emphasized category was positive (87.5%).

Following the question 19, question 20 was asked to the participant students. Table 43 displays the answers of the participant students to the question 20.

Table 43. The Answers Given to Question 20

Question 20	In the exams, through the open-ended questions such as writing part , and alternative assessment applications, such as, portfolio or reading circle applications do you prefer writing what has been taught by your teachers or do you write your own answers in your exam paper? Why?
Student 1	I prefer writing as I was taught. Because I can get better marks.
Student 2	I prefer writing my own answers. I am a protest person. That is why my marks are really low.
Student 3	I would like to write my own answers but there is not enough time and I can not organize my thought. So I write what the teacher taught before. But for reading I write my own answers.
Student 4	For reading I write my own answers but for writing there are some patterns of essay writing. It seems as if it would be a better essay if I used those patterns.
Student 5	I use what the teacher taught us. Because s/he says that I could get higher or extra points in doing so.
Student 6	I use the patterns and rules which were taught in the lesson but I try to include my own ideas.
Student 7	I prefer my own ideas but other students use what the teacher taught us to get higher marks.
Student 8	I obey the rules and write what the teacher taught us. Otherwise I can not get higher marks.

N=8

As it can be seen in Table 43, participant students' answers to the question 20 varied. The categories emerged from the answers of the participant students are displayed in Table 44.

Table 44. Percentages of the Answers to Question 20

What the Teacher Taught or Own Original Answers			
Codes	**Categories**	**N**	**%**
TGT	Taught	6	75
OANS	Own Answers	2	25

As it is seen from Table 44, out of 8 participant students, 6 of them (75%) said that they preferred writing what the instructors taught before in the exam paper whereas 2 of them (25%) said that they preferred writing their own answers in the exam paper. Therefore, 2 categories came out from the data which are taught (75%) and own answers (25%), namely. The most emphasized category was taught (75%). However, since the students had different reasons for preferring writing what the instructors taught before in the exam paper, subcategories emerged for question 20. Table 45 displays the subcategories for preferring writing what the instructors taught before in the exam paper.

Table 45. Subcategories of the Preference of Writing What Instructors' Taught

The Reason for Preference of Writing What Instructors' Taught			
Codes	**Categories**	**N**	**%**
HGM	Higher Marks	4	66.67
WRB	Writing Better	2	33.33

As it is seen from the table, out of 6 participant students, 4 of them (66.67%) wrote as they were taught to get higher marks whereas 2 of them (33.33%) write as they were taught to write better papers. Therefore, 2 subcategories came out from the data which are higher marks (66.67%) and writing better (33.33%), namely. The most emphasized subcategory was higher marks (66.67%).

Following the question 20, question 21 was asked to the participant students. Table 46 displays the answers of the participant students to the question 21.

Table 46. The Answers Given to Question 21

Question 21	Can you object to the exam results?
Student 1	Yes we can.
Student 2	Yes, we can.
Student 3	I do not know.
Student 4	Yes, I can.
Student 5	I find it unnecessary. University teachers do not make mistakes.
Student 6	I did not try but I had to write a petition so I gave up.
Student 7	Yes, when the papers are brought to the class, we object to the result and the teacher makes changes if we are right. Otherwise, we can not see our paper and we can not object to it.
Student 8	I did not need to. I do not know.

N=8

As it can be seen in Table 46, participant students' answers to the question 21 varied. The categories emerged from the answers of the participant students are displayed in Table 47.

Table 47. Percentages of the Answers to Question 21

Objection to the Test Results			
Codes	**Categories**	**N**	**%**
PST	Positive	5	62.5
NGT	Negative	1	12.5
IND	Indefinite	2	25

As it is seen from the table, out of 8 participant students, 5 of them (62.5%) indicated that they could object to the test results, 1 of them (12.5%) indicated that there was no need for that, 2 of them (25%) indicated that they did not have an idea about that.Therefore, 3 categories came out from the data which are positive (62.5%), negative (12.5%) and indefinite (25%), namely. The most emphasized category was positive (62.5%).

Following the question 21, question 22 was asked to the participant students. Table 48 displays the answers of the participant students to the question 22.

Table 48. The Answers Given to Question 22

Question 22	How do the administrators and your teachers react when you object to the exam results?
Student 1	They behave positively.
Student 2	They behave positively.
Student 3	They behave positively.
Student 4	They behave positively. They correct the mistakes.
Student 5	They behave positively.
Student 6	They do not help.
Student 7	They do not help. At the end you give up trying.
Student 8	They can act positively.

N=8

As it can be seen in Table 48, participant students' answers to the question 22 varied. The categories emerged from the answers of the participant students are displayed in Table 49.

Table 49. Percentages of the Answers to Question 22

The Reaction to the Objection to the Test Results			
Codes	**Categories**	**N**	**%**
PSTD	Positive Disposition	6	75
NGTD	Negative Disposition	2	25

As it is seen from the table, out of 8 participant students, 6 of them (75%) reported that the academic staff displayed positive disposition when the students objected to the test results whereas 2 of them (25%) reported that academic staff displayed negative disposition when the students objected to the test results. Therefore, 2 categories came out from the data which are positive disposition (75%) and negative disposition (25%), namely. The most emphasized category was positive disposition (75%).

Following the subsection which displays the results of the interviews with the participant students, the results of the interviews with the participant instructors are displayed as follows:

4.1.2. The Results of the Interviews with the Participant Instructors

The results of the interview questions with the participant instructors were analyzed through pattern coding (Miles & Huberman, 1994). The results were as follows:

Question 1 was asked to the participant instructors. Table 50 displays the answers of the participant instructors to the question 1.

Table 50. The Answers Given to Question 1

Question 1	How do you think you treat the students? Are you authoritarian or in favour of equality, cooperative etc.
Instructor 1	A mixture of all of them. It changes from time to time.
Instructor 2	A mixture of all of them.
Instructor 3	It depends on the classroom dynamics, changable.
Instructor 4	A mixture of all of them.

N=4

As it can be seen in Table 50, participant instructors' answers to the question 1 are not varied. The category emerged from the answers of the participant instructors is displayed in Table 51.

Table 51. Percentages of the Answers to Question 1

Treatment to the Students			
Codes	**Categories**	**N**	**%**
PTA	Partially all	4	100

As it is seen from the table, out of 4 instructors, 4 of them (100%) reported that they displayed all the behaviour types depending on the situation and the classroom dynamics, 0 of them (0%) assumed himself or herself as authoritarian only, 0 of them (0%) assumed himself or herself as in favour of equality and cooperative only. Therefore, 1 category came out from the data which is partially all (100%), namely.

Following the question 1, question 2 was asked to the participant instructors. Table 52 displays the answers of the participant instructors to the question 2.

Table 52. The Answers Given to Question 2

Question 2	Do you think that the administrators used a scale, apart from placement test, while they were placing the students to the classes? If they did so, what kind of a scale is it? Can you describe it?
Instructor 1	Yes I think so. Because all students with an Anatolian background are in C Level. I am not sure about the scale.
Instructor 2	No, I do not think so.
Instructor 3	Yes, I know it. Regarding the gender, departments etc.
Instructor 4	Yes, according to their background, schools, depts.

N=4

As it can be seen in Table 52, participant instructors' answers to the question 2 varied. The categories emerged from the answers of the participant instructors are displayed in Table 53.

Table 53. Percentages of the Answers to Question 2

Placing the Students in the Classes			
Codes	**Categories**	**N**	**%**
PST	Positive	3	75
NGT	Negative	1	25

As it is seen from the table, out of 4 instructors, 3 of them (75%) thought that there was another scale apart from the placement test in placing the students in their classes, 1 of them (25%) thought that they were placed randomly. Therefore, 2 categories came out from the data which are positive (75%) and negative (25%), namely.

Following the question 2, question 3 was asked to the participant instructors. Table 54 displays the answers of the participant instructors to the question 3.

Table 54. The Answers Given to Question 3

Question 3	How were the instructors distributed to the levels and classes, randomly or in a special order? If there is an order, can you describe it?
Instructor 1	Yes, the disciplined and relaxed ones are put together to balance out each other.
Instructor 2	There is a rationale. Responsible teachers are with the irresponsible ones.
Instructor 3	Unfortunately randomly.
Instructor 4	There is a rationale. If a teacher is wanted to be punished s/he is sent to C classes.

N=4

As it can be seen in Table 54, participant instructors' answers to the question 3 varied. The categories emerged from the answers of the participant instructors are displayed in Table 55.

Table 55. Percentages of the Answers to Question 3

Placing the Instructors in the Classes			
Codes	**Categories**	**N**	**%**
PST	Positive	3	75
NGT	Negative	1	25

As it is seen from the table, out of 4 instructors, 3 of them (75%) thought that there was a rationale that behind the distribution of the teachers to the classes, 1 of them (25%) thought that they were placed randomly. Therefore, 2 categories came out from the data which are positive (75%) and negative (25%), namely. However, the reasons for the participant instructors' positive answer were different. Thus, subcategories for their positive answers emerged from the data. Table 56 displays the subcategories for participant instructors' positive answers.

Table 56. Subcategories of the Positive Answers to Question 3

Placing the Instructors in the Classes			
Codes	**Categories**	**N**	**%**
BLC	Balanced	2	66.67
PRW	Reward &Punishment	1	33.33

As it is seen from the table, out of 3 instructors, 2 of them (66.67%) thought that good and bad instructors were distributed together, 1 of them (33.33%) thought that it was a way of reward or punishment. Therefore, 2 subcategories came out from the data which are balanced (66.67%) and reward &punishment (33.33%), namely. The most emphasized category was balanced (66.67%).

Following the question 3, question 4 was asked to the participant instructors. Table 57 displays the answers of the participant instructors to the question 4.

Table 57. The Answers Given to Question 4

Question 4	What are the rules of this school that the students are expected to obey?
Instructor 1	Attendance, bringing the materials to the class, to be silent, not to gamble and not to smoke.
Instructor 2	Attendance, bringing the materials, to be silent and not to disturb the class.
Instructor 3	Punctuality, not to smoke, correct behaviours in the classroom
Instructor 4	Attendance, bringing the materials, to be silent and active participants in activities.

N=4

As it can be seen in Table 57, participant instructors' answers to the question 4 varied. The categories emerged from the answers of the participant instructors are displayed in Table 58.

Table 58. Percentages of the Answers to Question 4

Rules to be Obeyed			
Codes	**Categories**	**f**	**%**
ATT	Attendance	3	75
MTR	Materials	3	75
SLN	Silence	3	75
CRB	Correct behaviours	1	25
PNC	Punctuality	1	25

As it is seen from Table 58, out of 4 instructors, (75%) regarded attendance (f 3), bringing the materials to the classroom (f 3) and to be silent (f 3), (25%) regarded punctuality(f 1) correct behaviours in the classroom (f 1) as the rules that the students were expected to obey. Therefore, 5 categories came out from the data which are attendance (75%), materials(75%), silence (75%), correct behaviours (25%) and punctuality (25%), namely. The most emphasized categories were attendance (75%), materials (75%) and silence (75%).

Following the question 4, question 5 was asked to the participant instructors. Table 59 displays the answers of the participant instructors to the question 5.

Table 59. The Answers Given to Question 5

Question 5	Which rules are not obeyed by the students most?
Instructor 1	To come to the class without material because of the attitude of the instructor.
Instructor 2	They obey the rules. It depends on the teacher's behaviour.
Instructor 3	Punctuality
Instructor 4	Bringing the materials.

N=4

As it can be seen in Table 59, participant instructors' answers to the question 5 varied. The categories emerged from the answers of the participant instructors are displayed in Table 60.

Table 60. Percentages of the Answers to Question 5

Rules Not Obeyed			
Codes	**Categories**	**N**	**%**
MTR	Materials	2	50
PNC	Punctuality	1	25
STO	Students' Obedience	1	25

As it is seen from Table 60, out of 4 instructors, 2 of them (50%) assumed that bringing the materials to the class,1 of them (25%) assumed that punctuality were the rules that were not obeyed most by the students.1 of them (25%) thought that the students obeyed all the rules. Therefore, 3 categories came out from the data which are materials (50%), punctuality (25%) and students' obedience (25%) namely. The most emphasized category was materials (50%).

Following the question 5, question 6 was asked to the participant instructors. Table 61displays the answers of the participant instructors to the question 6.

Table 61. The Answers Given to Question 6

Question 6	Are the students awarded when they obey the rules? If so, how?
Instructor 1	No
Instructor 2	No
Instructor 3	No
Instructor 4	No

N=4

As it can be seen in Table 61, participant instructors' answers to the question 6 did not vary. One category emerged from the answers of the participant instructors and it is displayed in Table 62.

Table 62. Percentages of the Answers to Question 6

Awards			
Codes	**Categories**	**N**	**%**
PST	Positive	0	0
NGT	Negative	4	100

As it is seen from Table 62, out of 4 instructors, 0 of them (0%) thought that there was an awarding system in the school, 4 of them (100%) thought that there was not an awarding system at school. Therefore, 1 category came out from the data which is positive (100%) namely.

Following the question 6, question 7 was asked to the participant instructors. Table 63 displays the answers of the participant instructors to the question 7.

Table 63. The Answers Given to Question 7

Question 7	What happens to the students who do not obey the rules?
Instructor 1	They are registered as absent or sent to discipline committee.
Instructor 2	Nothing clear. Marking him as absent, sending to discipline committee.
Instructor 3	It depends on the teacher. They can solve the problem together.
Instructor 4	Marking him as absent, sending to discipline committee or leaving the classroom.

N=4

As it can be seen in Table 63, participant instructors' answers to the question 7 varied. The categories emerged from the answers of the participant instructors are displayed in Table 64.

Table 64. Percentages of the Answers to Question 7

Punishment			
Codes	**Categories**	**N**	**%**
PNS	Punishment	3	75
PCS	Peaceful Solution	1	25

As it is seen from Table 64, out of 4 instructors, 3 of them (75%) saw marking as absent or sending to the discipline committee, 1 of them (25%) saw solving the problem in a peaceful way as the solutions of the classroom problems. Therefore, 2 categories came out from the data which are punishment (75%) and peaceful solution (25%), namely. The most emphasized category was punishment (75%).

Following the question 7, question 8 was asked to the participant instructors. Table 65displays the answers of the participant instructors to the question 8.

Table 65. The Answers Given to Question 8

Question 8	What are the rules that you would expect the students to obey most?
Instructor 1	To bring the materials and be on time for the class.
Instructor 2	Punctuality, bringing the materials, doing the homework, to be silent and listen to the teacher.
Instructor 3	Punctuality, to be silent and listen.
Instructor 4	Punctuality, bringing the materials, doing the homework, to be silent and listen to the teacher.

N=4

As it can be seen in Table 65, participant instructors' answers to the question 8 varied. The categories emerged from the answers of the participant instructors are displayed in Table 66.

Table 66. Percentage of the Answers to Question 8

Teachers' Expectation of Obedience to Rules			
Codes	**Categories**	**f**	**%**
PNC	Punctuality	4	100
SLC	Silence	3	75
ATC	Attention to the Course	3	75
MTR	Materials	3	75
HMW	Homework	2	50

As it is seen from Table 66, punctuality was seen as the most expected rule to be obeyed (f 4) (%100),being silent (f 3) (%75) , listening to the teacher (f 3) (%75), bringing the materials to the class (f3) (%75) and doing homework (f 2)(%50) were regarded as other rules that the instructors expected the students to obey. Therefore, 5 categories came out from the data which are punctuality (100%), silence (75%), attention to the course (75%), materials (75%) and homework (50%) namely. The most emphasized categories were punctuality (100%), silence (75%), attention to the course (75%) and materials (75%).

Following the question 8, question 9 was asked to the participant instructors. Table 67displays the answers of the participant instructors to the question 9.

Table 67. The Answers Given to Question 9

Question 9	What benefits does the obedience to the school rules bring the students? Does it affect your assessment and evaluation?
Instructor 1	I can not evaluate all my classes, I don't have a right.
Instructor 2	Yes. They benefit most, they have a fruitful lesson.
Instructor 3	The classroom climate is affected positively. So, it affects me
Instructor 4	Yes. In classes where I can use my assessment, positively or negatively

N=4

As it can be seen in Table 67, participant instructors' answers to the question 9 varied. The categories emerged from the answers of the participant instructors are displayed in Table 68 and Table 69 separately.

Table 68. Percentages of the Answers to the First Part of the Question 9

The Benefits the Students Get According to Obedience			
Codes	**Categories**	**f**	**%**
GCC	Good classroom climate	1	25
FRL	Fruitful lesson	1	25

As it is seen from Table 68, good classroom climate (f 1) (25%) and fruitful lesson (f 1) (25%) were considered as the benefits that the students got via obedience. Therefore, 2 categories came out from the data which are good classroom climate (25%) and fruitful lesson (25%), namely. The categories were emphasized equally.

Then, the answers for the second part of the question were categorized. The categories which came out from the data are displayed in Table 69.

Table 69. Percentages of the Answers to the Second Part of the Question 9

Instructors' Assessment According to Obedience			
Codes	**Categories**	**N**	**%**
NOE	No evaluation	1	25
PST	Positive	3	75
NGT	Negative	0	0

As it is seen from the table, 3 of the instructors (75%) indicated that s/he was affected by the obedience of the students in terms of the evaluation process, 1 of them (25%) indicated that s/he did not have a right for evaluating the students and none of them (0%) indicated that s/he was not affected by the obedience of the students in terms of the evaluation process. Therefore, 2 categories came out from the data which are no evaluation (25%) and positive (75%), namely. The most emphasized category was positive (75%).

Following the question 9, question 10 was asked to the participant instructors. Table 70 displays the answers of the participant instructors to the question 10.

Table 70. The Answers Given to Question 10

Question 10	What do you do when they do not obey the rules?
Instructor 1	I set the rules at the beginning of the year. I warn them. I send them out of the class. If s/he does not go out, I mark them as absent.
Instructor 2	For the first mistake I warn them.For more serious ones I switch the code and speak in Turkish and they realize.
Instructor 3	I try to talk and solve the problem in a peaceful way.
Instructor 4	I warn them

N=4

As it can be seen in Table 70, participant instructors' answers to the question 10 varied. The categories emerged from the answers of the participant instructors are displayed in Table 71.

Table 71. Percentages of the Answers to the Question 10

Instructors' Reactions to Disobedience			
Codes	**Categories**	**f**	**%**
WRT	Warning & Talking	4	100
MRA	Marking Absent	1	25
SDO	Sending Out	1	25
DSC	Discipline Committee	0	0

As it is seen from the table, warning and talking to the students (f 4) (100%) were seen as the most popular way of reactions of teachers, marking the students as absent (f 1) (25%) and sending the student out of the class (f 1) (25%)were regarded as less preferred ways of reactions to the students' disobedience. Therefore, 3 categories came out from the data which are warning and talking (100%), marking absent (25%), sending out (25%) namely. The most emphasized category was warning and talking (100%).

Following the question 10, question 11 was asked to the participant instructors. Table 72 displays the answers of the participant instructors to the question 11.

Table 72. Question 11

Question 11	How do you define a good student? What are the qualifications of a good student in your opinion?
Instructor 1	One who knows the rules, listens to the teacher, takes notes, participates in the lesson and asks questions
Instructor 2	Respectful, participates in the activities and volunteer ones.
Instructor 3	Attendance, punctuality, obeying instructions, being active
Instructor 4	Respectful, participates in the activities and volunteer ones.

N=4

As it can be seen in Table 72, participant instructors' answers to the question 11 varied. The categories emerged from the answers of the participant instructors are displayed in Table 73.

Table 73. Percentages of the Answers to the Question 11

Instructors' Definition of Good Student			
Codes	**Categories**	**f**	**%**
RSP	Respectful	2	50
ATT	Attentive	1	25
PRT	Participator	4	100

As it is seen from the table, classroom participation (f 4) (100%) was regarded as the most popular feature of a good student whereas being respectful (f 2) (50%) and listening to the teacher (f 1) (25%) were seen as other qualifications of a good student definition. Therefore, 3 categories came out from the data which are respectful (50%), attentive (25%) and participator (100%), namely. The most emphasized category was participator (100%).

Following the question 11, question 12 was asked to the participant instructors. Table 74 displays the answers of the participant instructors to the question 12.

Table 74. The Answers Given to Question 12

Question 12	How do you define a bad student? What are the qualifications of a bad student in your opinion?
Instructor 1	Who does not know why he is there, gets bored, does not participate but interferes the lesson and other students.
Instructor 2	Unrespectful, late for the class, doesn't bring the materials, don't listen to the teacher, disturbs other students..
Instructor 3	One who is without motivation and without an aim.
Instructor 4	Unrespectful, late for the class, doesn't bring the materials, don't listen to the teacher, disturbs other students.

N=4

As it can be seen in Table 74, participant instructors' answers to the question 12 varied. The categories emerged from the answers of the participant instructors are displayed in Table 75.

Table 75. Percentages of the Answers to the Question 12

Instructors' Definition of Bad Student			
Codes	**Categories**	**f**	**%**
URSP	Disrespectful	2	50
LTE	Late	2	50
WOM	Without materials	2	50
WOMA	Without motivation and aim	2	50
NATT	Not Attentive	3	75

As it is seen from Table 75, the worst feature of the bad student was not listening to the teacher (f 3) (75%), being disrespectful (f 2) (50%), being late for the class (f 2)(50%), not bringing materials (f 2)(50%), and being without motivation and aim(f 2)(50%) were also

regarded as the other features of a bad student. Therefore, 5 categories came out from the data which are disrespectful (50%), late (50%), without materials(50%), without motivation and aim(50%) and not attentive(75%), namely. The most emphasized category was not attentive (75%).

Following the question 12, question 13 was asked to the participant instructors. Table 76 displays the answers of the participant instructors to the question 13.

Table 76. The Answers Given to Question 13

Question 13	Do you think that your attitudes and behaviour affect the students' academic success? Can you explain how?
Instructor 1	Yes, the students act according to the teacher. Thus, they study or not.
Instructor 2	Yes, the students study if they like you and it affects their success.
Instructor 3	Yes, teacher affects the motivation of the students.
Instructor 4	Yes, the students study if they like you and during the exams they feel confident.

N=4

As it can be seen in Table 76, participant instructors' answers to the question 13 are not varied. The categories emerged from the answers of the participant instructors are displayed in Table 77.

Table 77. Percentages of the Answers to the Question 13

The Effect of Attitudes and Behaviours			
Codes	**Categories**	**N**	**%**
PST	Positive	4	100
NGT	Negative	0	0

As it is seen from Table 77, out of 4 instructors, all of them (100%) indicated that they believed that their attitudes and behaviour affected the students' academic success in terms of motivation whereas none of them (0%) indicated that their attitudes and behaviour did not affect the students' academic success. Therefore, 1 category came out from the data which is positive (100%), namely.

Following the question 13, question 14 was asked to the participant instructors. Table 78 displays the answers of the participant instructors to the question 14.

Table 78. The Answers Given to Question 14

Question 14	Do you draw the attention of the students to the subjects or question types which are likely to exist in the exam? Why?
Instructor 1	Yes, because they like and show interest as it will help them be successful.
Instructor 2	Yes, because I want them to be successful in the exam. I want to guide them.
Instructor 3	Yes, so that they can study at home and be successful in the exam.
Instructor 4	Yes, because I want them to be successful in the exam.

N=4

As it can be seen in Table 78, participant instructors' answers to the question 14 are not varied. The categories emerged from the answers of the participant instructors are displayed in Table 79.

Table 79. Percentages of the Answers to the Question 14

Drawing Students' Attention to the Important Parts			
Codes	**Categories**	**N**	**%**
PST	Positive	4	100
NGT	Negative	0	0

As it is seen from Table 79, out of 4 instructors, all of them (100%) suggested that they drew the students attention to the subjects or question types which were likely to exist in the exam so that they could be successful . Therefore, 1 category came out from the data which is positive (100%), namely.

Following the question 14, question 15 was asked to the participant instructors. Table 80 displays the answers of the participant instructors to the question 15.

Table 80. The Answers Given to Question 15

Question 15	Were the students informed well enough and adequately about the examinations and alternative assessment types which were applied in the academic year?
Instructor 1	Yes they were given the schedule of exams and evaluation at the beginning of the year.
Instructor 2	Yes.
Instructor 3	Yes.
Instructor 4	Yes.

N=4

As it can be seen in Table 80, participant instructors' answers to the question 15 are not varied. The categories emerged from the answers of the participant instructors are displayed in Table 81.

Table 81. Percentages of the Answers to the Question 15

Informing About the Exams Beforehand			
Codes	**Categories**	**N**	**%**
PST	Positive	4	100
NGT	Negative	0	0

As it is seen from Table 81, out of 4 instructors, all of them (100%) indicated that the students were informed about the exams and evaluation beforehand. Therefore, 1 category came out from the data which is positive (100%), namely.

Following the question 15, question 16 was asked to the participant instructors. Table 82 displays the answers of the participant instructors to the question 16.

Table 82. The Answers Given to Question 16

Question 16	How do you react when a student objects the exam results?
Instructor 1	I do not argue with the students. I reevaluate them.
Instructor 2	I do not react. He can give his petition to the administration. I want another teacher evaluate it.
Instructor 3	I do not react negatively.
Instructor 4	I do not react. I want another teacher evaluate it.

N=4

As it can be seen in Table 82, participant instructors' answers to the question 16 are not varied. The categories emerged from the answers of the participant instructors are displayed in Table 83.

Table 83. Percentages of the Answers to the Question 16

Informing About the Exams Beforehand			
Codes	**Categories**	**N**	**%**
NNR	No negative reaction	4	100

As it is seen from Table 83, out of 4 instructors, all of them (100%) indicated that they did not show any reaction to the objection of the students to the exam papers. Therefore, 1 category came out from the data which is no negative reaction (100%), namely. However, the participant instructors indicated different types of behaviours for their indifference. Table 84 displays the subcategories which came out from the data.

Table 84. Percentages of the Subcategories to the Answers of Question 16

Objection to the Exams			
Codes	**Categories**	**f**	**%**
RAI	Reevaluation by another instructor	2	50
RPI	Reevaluation by the participant instructor	1	25

As it is seen from Table 84, 2 of the instructors (50%) indicated that they wanted another teacher to evaluate the paper again whereas 1 instructor (25%) indicated that s/he reevaluated. Therefore, 2 categories came out from the data which are reevaluation by another instructor (50%) and re-evaluation by the participant instructor (25%), namely. The most emphasized category was re-evaluation by another instructor (50%).

Following the question 16, question 17 was asked to the participant instructors. Table 85 displays the answers of the participant instructors to the question 17.

Table 85. The Answers Given to Question 17

Question 17	In the exams, through the open-ended questions such as writing part, and alternative assessment applications, such as, portfolio or reading circle applications do you prefer your students writing what you taught previously or their own answers?
Instructor 1	Their own creative answers.
Instructor 2	They should both display what I taught and their own ideas
Instructor 3	I want to see what I taught
Instructor 4	They should display what I taught with their own ideas.

N=4

As it can be seen in Table 85, participant instructors' answers to the question 17 varied. The categories emerged from the answers of the participant instructors are displayed in Table 86.

Table 86. Percentages of the Answers to the Question 17

Writing Their Own Answers			
Codes	**Categories**	**N**	**%**
OWA	Own Answers	1	25
OWAT	Own Answers and Taught Answers	2	50
TAW	Taught Answers	1	25

As it is seen from Table 86, 1 of the instructors (25%) wanted students' own answers, 2 of the instructors (50%) wanted to see both the students' own answers and what s/he taught in the class and 1 instructor (25%) wanted to see only what s/he taught in the class, in the exam papers. Therefore, 3 categories came out from the data which are own answers (25%), own answers and taught answers (50%) and taught answers (25%), namely. The most emphasized category was own answers and taught answers (50%).

Following the question 17, question 18 was asked to the participant instructors. Table 87 displays the answers of the participant instructors to the question 18.

Table 87. The Answers Given to Question 18

Question 18	Whose name you learn first when you get to know each other with the class?
Instructor 1	The best and the worst students.
Instructor 2	I memorize all the names in my first lesson. I don't differenciate.
Instructor 3	I try to memorize them. But I learn the active and the passive ones first.
Instructor 4	I memorize the active students first.

N=4

As it can be seen in Table 87, participant instructors' answers to the question 18 varied. The categories emerged from the answers of the participant instructors are displayed in Table 88.

Table 88. Percentages of the Answers to the Question 18

Learning Students' Names			
Codes	**Categories**	**N**	**%**
EXS	Extreme students	3	75
ALL	All	1	25

As it is seen from Table 88, 3 of the instructors (75%) indicated that they learned the names of the students who had extreme qualifications, whereas 1 instructor (25%) indicated that s/he learned all of them without discrimination. Therefore, 2 categories came out from the data which are extreme students (75%), and all (25%), namely. The most emphasized category was extreme students (75%).

Following the results of the interviews with the participant instructors, the results of the interviews with the participant administrators are displayed as follows:

4.1.3. The Results of the Interviews with the Participant Administrators

The results of the interview questions with the participant administrators were as follows:

Table 89. The Answers Given to Question 1

Question 1	How do you think you treat the students? Are you authoritarian or in favour of equality, cooperative etc.
Admin. 1	Depending on the situation, I employ all of them.
Admin. 2	Cooperative and helpful.

N=2

As it can be seen in Table 89, participant administrators' answers to the question 1 varied. The categories emerged from the answers of the participant administrators are displayed in Table 90.

Table 90. Percentages of the Answers to the Question 1

Treatment to the Students			
Codes	**Categories**	**N**	**%**
CHNB	Changeable	1	50
AUT	Authoritarian	0	0
COEQ	Cooperative & Equal	1	50

As it is seen from the table, 1 of the administrators (50%) defined herself in the way that she changed her treatment according to the situation she faced whereas 1 of the administrators (50%) defined herself as in favour of equality and cooperative administrator. None of them (0%) thought herself as an authoritarian administrator. Therefore, 2 categories came out from the data which are changeable (50%), and cooperative and equal (50%), namely. The categories were emphasized equally.

Following the question 1, question 2 was asked to the participant administrators. Table 91 displays the answers of the participant instructors to the question 2.

Table 91. The Answers Given to Question 2

Question 2	Did you use a scale apart from the placement test while you were placing the students to in the classes?
Admin. 1	No.
Admin. 2	After the placement test, homogenius classes were constructed but they do not follow the order of their class numbers.I.e.in B1 there can be lower achievers whereas in B12 high achievers.

N=2

As it can be seen in Table 91, participant administrators' answers to the question 2 were not varied. The categories emerged from the answers of the participant administrators are displayed in Table 92.

Table 92. Percentages of the Answers to the Question 2

Placing the Students in the Classes			
Codes	**Categories**	**N**	**%**
NGT	Negative	2	100
PST	Positive	0	0

As it is seen from the table, 2 of the administrators (100%) indicated that they did not apply any scale except for placement test whereas none of them (0%) indicated that they used a scale. Therefore, 1 category came out from the data which is negative (100%), namely.

Following the question 2, question 3 was asked to the participant administrators. Table 93 displays the answers of the participant instructors to the question 3.

Table 93. The Answers Given to Question 3

Question 3	How were the instructors distributed to the levels and classes, randomly or in a special order? If there is an order, can you describe it?
Admin. 1	Random
Admin. 2	The administration tried to distribute all courses to all teachers as much as possible. i.e. All teachers give all courses.

N=2

As it can be seen in Table 93, participant administrators' answers to the question 3 varied. The categories emerged from the answers of the participant administrators are displayed in Table 94.

Table 94. Percentages of the Answers to the Question 3

Placing the Instructors in the Classes			
Codes	**Categories**	**N**	**%**
RND	Random	1	50
OPR	On purpose	1	50

As it is seen from the table, 1 of the administrators (50%) indicated that the instructors were distributed to the classes randomly whereas 1 of the administrators (50%) indicated that the instructors were distributed to the classes on purpose. Therefore, 2 categories came out from the data which are random (50%), and on purpose (50%), namely. The categories were emphasized equally.

Following the question 3, question 4 was asked to the participant administrators. Table 95 displays the answers of the participant instructors to the question 4.

Table 95. The Answers Given to Question 4

Question 4	What are the rules of this school that the students are expected to obey?
Admin. 1	Bring the materials, to be punctual, do the homework and activities, follow the general safety and health rules like where to smoke, to use their cards when they enter the turnstiles, participate the student representative system.
Admin. 2	First of all we expect them not to apply to the administration when they face with a problem first. Because there are other offices to apply. We expect them to bring the materials, not to smoke, not to demage the school property, not to disturb the class and the instructor, to attend the classes properly

N=2

As it can be seen in Table 95, participant administrators' answers to the question 4 varied. The categories emerged from the answers of the participant administrators are displayed in Table 96.

Table 96. Percentages of the Answers to the Question 4

Rules to be Obeyed			
Codes	**Categories**	**f**	**%**
ATT	Attendance	2	100
MTR	Materials	2	100
CRB	Correct Behaviours	2	100
OBD	Obedience	2	100

As it is seen from the table, both of the administrators (f 2) (100%) indicated that they expect ed the students to obey the rules about attendance (f 2) (100%), bringing materials to the class (f 2) (100%), displaying correct behaviours in the classroom(f 2) (100%) and following the

general school rules(f 2) (100%). Therefore, 4 categories came out from the data which are attendance (100%), materials (100%), correct behaviours (100%) and obedience (100%), namely. The categories were emphasized equally.

Following the question 4, question 5 was asked to the participant administrators. Table 97 displays the answers of the participant instructors to the question 5.

Table 97. The Answers Given to Question 5

Question 5	Which rules are not obeyed by the students most?
Admin. 1	Lack of completion of hw, utilizing other students' work, not writing essays but returns of copying hw results.
Admin. 2	Not to bring the materials, because they have learnt they can block the lesson.

N=2

As it can be seen in Table 95, participant administrators' answers to the question 5 varied. The categories emerged from the answers of the participant administrators are displayed in Table 98.

Table 98. Percentages of the Answers to the Question 5

Rules not Obeyed			
Codes	**Categories**	**f**	**%**
HMW	Homework	1	50
MTR	Materials	1	50

As it is seen from the table, 1 of the administrators (50%) indicated that the rule that was broken by the students most was, doing the homework whereas 1 of the administrators (50%) indicated that the rule that was broken by the students most was, bringing the materials to the class. Therefore, 2 categories came out from the data which are homework (50%), and materials (50%), namely. The categories were emphasized equally.

Following the question 5, question 6 was asked to the participant administrators. Table 99 displays the answers of the participant instructors to the question 6.

Table 99. The Answers Given to Question 6

Question 6	Are the students rewarded when they obey the rules? If so, how?
Admin. 1	No.
Admin. 2	No.

N=2

As it can be seen in Table 99, participant administrators' answers to the question 6 were not varied. The categories emerged from the answers of the participant administrators are displayed in Table 100.

Table 100. Percentages of the Answers to the Question 6

Rewarding			
Codes	**Categories**	**N**	**%**
PST	Positive	0	0
NGT	Negative	2	100

As it is seen from the table, both of the administrators (100%) stated that there was not a rewarding system for the students. Therefore, 1 category came out from the data which is positive (100%), namely.

Following the question 6, question 7 was asked to the participant administrators. Table 101 displays the answers of the participant instructors to the question 7.

Table 101. The Answers Given to Question 7

Question 7	What happens to the students who do not obey the rules?
Admin. 1	There is not an official policy. Sometimes they get warning verbally from the head of the department.
Admin. 2	If the students or the teacher want to apply us we accept it in written form. We are not in favour of punishment immediately unless there is a serious crime like cheating. We prefer talking to the class in general or student individually. If there are more problematic students than one we distribute them to other classes.

N=2

As it can be seen in Table 101, participant administrators' answers to the question 7 varied. The categories emerged from the answers of the participant administrators are displayed in Table 100.

Table 102. Percentages of the Answers to the Question 7

Punishment			
Codes	**Categories**	**f**	**%**
WRV	Warning Verbally	2	100
OTAP	Other Applications	1	50

As it is seen from the table, warning verbally (f 2) (100%) was the most popular way of solving the problems that occured because of the disobedience where as other applications such as distributing the problematic students to other classes (f 1) (50%) was also preferred as a way of punishment. Therefore, 2 categories came out from the data which are warning verbally (100%), and other applications (50%), namely. The most emphasized category was warning verbally (100%).

Following the question 7, question 8 was asked to the participant administrators. Table 103 displays the answers of the participant instructors to the question 8.

Table 103. The Answers Given to Question 8

Question 8	Do you think that the administrators' and the instructors' attitudes and behaviour affect the students' academic success? Can you explain how?
Admin. 1	Yes, I do. Some teachers give hints about the exam or do some translations but administration is a bit more consistent.
Admin. 2	Yes, if you set the rules beforehand and act accordingly, they do so and this affects their success.

N=2

As it can be seen in Table 103, participant administrators' answers to the question 8 were not varied. The categories emerged from the answers of the participant administrators are displayed in Table 104.

Table 104. Percentages of the Answers to the Question 8

Attitudes' Effect on Academic Success			
Codes	**Categories**	**N**	**%**
PST	Positive	2	100
NGT	Negative	0	0

As it is seen from the table, both of the administrators (100%) indicated that the administrators' and the instructors' attitudes and behaviour affected the students' academic success. Therefore, 1 category came out from the data which is positive (100%), namely.

Following the question 8, question 9 was asked to the participant administrators. Table 105 displays the answers of the participant instructors to the question 9.

Table 105. The Answers Given to Question 9

Question 9	Were the students informed well enough and adequately about the examinations and alternative assessment types which were applied in the academic year?
Admin. 1	Yes, at the beginning of the year they get a calendar of the dates. If a change occurs they are informed one week or two earlier. For alternative assessment there are usually workshops at least one or two weeks prior to the assessment.
Admin. 2	Yes, we made a presentation in the orientation week. Then, we gave them the list of the exams and assessment dates and hang them on the walls of classrooms

N=2

As it can be seen in Table 105, participant administrators' answers to the question 9 were not varied. The categories emerged from the answers of the participant administrators are displayed in Table 106.

Table 106. Percentage of the Answers to the Question 9

Informing Before the Evaluation			
Codes	**Categories**	**N**	**%**
PST	Positive	2	100
NGT	Negative	0	0

As it is seen from the table, both of the administrators (100%) indicated that the students were informed about the exams and assessments properly beforehand. Therefore, 1 category came out from the data which is positive (100%), namely.

Following the question 9, question 10 was asked to the participant administrators. Table 107 displays the answers of the participant instructors to the question 10.

Table 107. The Answers Given to Question 10

Question 10	Did you conduct different applications in order that your students can infer about the exam questions before the exams such as worksheets or exam practice?
Admin. 1	Yes, we use exam practice materials with the main course beforehand. With the reading they do a lot of practice sheets so that they can get familiar with the types of questions and text. For listening, they match the topic and the question type. For writing, they are asked what they have been doing in the lesson.
Admin. 2	Yes, we allocate some time for revision in the programme in the exam week. We gave them worksheets to get prepared for the exam.

N=2

As it can be seen in Table 107, participant administrators' answers to the question 10 were not varied. The categories emerged from the answers of the participant administrators are displayed in Table 108.

Table 108. Percentages of the Answers to the Question 10

Drawing Students' Attention to the Important Parts			
Codes	**Categories**	**N**	**%**
PST	Positive	2	100
NGT	Negative	0	0

As it is seen from the table, both of the administrators (100%) indicated that different applications were put into practice to draw the students' attention to the important parts that were likely to exist in the exam. Therefore, 1 category came out from the data which is positive (100%), namely.

Following the question 10, question 11 was asked to the participant administrators. Table 109 displays the answers of the participant instructors to the question 11.

Table 109. The Answers Given to Question 11

Question 11	Can your students object the exam results?
Admin. 1	Yes, if there is a mistake in the paper like addition and accuracy, they can show it to the teacher and object to the result immediately or they can write a petition to the administration and demand another check.
Admin. 2	Yes, they have 15 days after the announcement of the results to object.

N=2

As it can be seen in Table 109, participant administrators' answers to the question 11 were not varied. The categories emerged from the answers of the participant administrators are displayed in Table 110.

Table 110. Percentages of the Answers to the Question 11

Objection to the Exam Results			
Codes	**Categories**	**N**	**%**
PST	Positive	2	100
NGT	Negative	0	0

As it is seen from the table, both of the administrators (100%) indicated that the students could object to the exam results. Therefore, 1 category came out from the data which is positive (100%), namely.

Following the results of the interview questions, the results of nonparametric Spearman's Rank Correlation Test applied to the test results and points of student perceptions are presented in this section.

4.2.THE RESULTS OF NONPARAMETRIC SPEARMAN'S RANK CORRELATION COEFFICIENT TEST DISPLAYING THE CORRELATION BETWEEN THE PROFICIENCY TEST RESULTS AND THE POINTS OF STUDENT PERCEPTIONS

In this section, the scores that the participant students obtained from the proficiency test and the points that they received for their answers to the interview questions which aimed to identify their perceptions on the hidden curriculum, namely questions 17, 10, 19 and 20. As it can be seen in the results section, significant categories emerged from the students' answers to these questions. While the nonparametric Spearman's Rank Correlation Coefficient Test was applied, specific points were given to these categories. Then, this correlation test was applied to see if there was a correlation between these points and the students' proficiency test scores. When the students' scores for the proficiency test were examined, it was seen that the mean for the scores of proficiency test was 67.87 (m=67.87) whereas the mod was 64 (M=64) and the median was 64.5 (md=64.5) (See Appendix H for the test scores of the students).

The results of nonparametric Spearman's Rank Correlation Coefficient Test applied to the proficiency test results and points of student perceptions were as follows.

In the first place, the students' answers to question 17 were given points. The researcher gave 1 point for each positive answer and 0 point for each negative answer in SPSS 15. The scores of the students were also entered in a similar way. Then, the nonparametric Spearman's Rank Correlation Coefficient Test was applied. The significance level of this test was accepted as $p<.05$. Table 111 displays the results of the test.

Table 111. Spearman's Rank Correlation Coefficient Test Applied to Identify the Correlation Between the Proficiency Test Scores and the Points of Students' Declaration About the Effects of Hidden Messages for Question 17

Variable	*N*	*r*	*p*
Affected or Not Affected by the Attitude Marks	8	,655	,039

N=8

As it can be seen from the table, as a result of Spearman's Rank Correlation Coefficient Test which was applied to identify the correlation between the students' views about the affects of

hidden messages they perceived from the instructors' attitudes towards them in question 17 and the proficiency test scores, it was found that there is a statistically significant and positive correlation between these two variables (p=.039; p<.05).

In other words, the more positive messages they received from the instructors' attitudes towards them the more academic achievement the students obtained.

Secondly, there was a need to apply Spearman's Rank Correlation Coefficient Test again to identify if there was a correlation between the students' views about benefits of obedience which they conveyed in their answers to question 10 and their academic achievement in terms of proficiency test scores. In order to identify this correlation the effects of obedience were accepted as a whole. In other words, it was analyzed both in terms of psychological effects (the indirect effects) and more concrete effects (the teachers' assessment and higher scores) as a whole since the psychological effects were thought to be influential on the academic achievement, as well. The researcher gave 1 point for each answer which conveyed either direct or indirect benefit, namely teacher assessment, higher marks and psychological effects and 0 point for each answer which conveyed no benefits of obedience in SPSS 15. Then, scores of the students were also entered in a similar way and Spearman's Rank Correlation Coefficient test was applied. The significance level of this test was accepted as p<.05. Table 112 summarizes the related results.

Table 112. Spearman's Rank Correlation Coefficient Test Applied to Identify the Correlation Between the Proficiency Test Scores and the Points of Students' Opinion About the Effects of Obedience for Question 10

Variable	*N*	*r*	*p*
Effects of obedience Marks	8	,655	0,039

N=8

As it can be seen from the table, as a result of Spearman's Rank Correlation Coefficient Test which was applied to identify the correlation between the scores and the students' views about the effects of obedience, it was found that there is a statistically significant and positive correlation between these two variables (p=.039; p<.05).

In other words, it was revealed that the students' positive perceptions on the benefits of obedience in the school environment were influential on their proficiency test scores.

Again, making some inferences about the important parts of the exam was another hidden message that the students perceived from instructors' attitudes. Therefore, it was also necessary to focus on the correlation between the academic achievement of the students and their making inferences from their instructors' behaviours and attitudes about the exam questions. In order to identify this correlation, the researcher focused on the students' answers to question 19. The researcher gave 1 point for each positive answer and 0 for the negative answer in SPSS 15. Then, scores of the students were also entered in a similar way and Spearman's Rank Correlation Coefficient test was applied. The significance level of this test was accepted as p<.01. Table 113 summarizes the related results.

Table 113. Spearman's Rank Correlation Coefficient Test Applied to Identify the Correlation Between the Proficiency Test Scores and the Points of Students' Opinion About the Inference of the Important Parts For the Exam for Question 19

Variable	*N*	*r*	*p*
Inference Marks	8	1,00	0

N=8

As it can be seen from the table, as a result of Spearman's Rank Correlation Coefficient Test which was applied to identify the correlation between the scores and the students' views about the inference of the important parts for the exam, it was found that there is a statistically significant and positive correlation between these two variables (p=0; p<.01).

In other words, the more students thought that they could make inferences about the exam questions from the instructors' attitudes and behaviours the higher scores they obtained from the proficiency test.

Additionally, it was necessary to focus on the correlation between the students' preference of writing their own answers for opinion questions what instructors taught during the lessons and the students' academic achievement. In order to identify this correlation, the researcher focused on the students' answers for question 20. She gave 1 point for each answer which stated that the student preferred to write what the instructor taught and 0 point for each answer which stated that the student preferred to write his/her own answer in SPSS 15. Then, scores of the students were also entered in a similar way and Spearman's Rank Correlation

Coefficient test was applied. The significance level of this test was accepted as p<.05. Table 114 summarizes the related results.

Table 114. Spearman's Rank Correlation Coefficient Test Applied to Identify the Correlation Between the Proficiency TestScores and the Points for Students' Preference of Writing What was Taught by the Instructors for Question 20

Variable	*N*	*r*	*p*
Preference Marks	8	,655	0,039

N=8

As it can be seen from the table, as a result of Spearman's Rank Correlation Coefficient Test which was applied to identify the correlation between the students' preference in writing and the proficiency test scores, it was found that there is a statistically significant and positive correlation between these two variables (p=.039; p<.05).

In other words, the students received higher marks the more they preferred to write what the instructors taught.

Finally, the results of the analysis of the official curriculum document PDQEC in terms of Johnson's Model of Curriculum are also presented in this section.

4.3 THE ANALYSIS OF THE OFFICIAL CURRICULUM DOCUMENT PDQEC IN TERMS OF JOHNSON'S MODEL OF CURRICULUM

The analysis of the official curriculum document PDQEC in terms of Johnson's model of curriculum was performed on the original data which was in Turkish. The results of analysis are as follows.

Curriculum Planning

According to Johnson (1989), curriculum planning is the polity determination process of a curriculum document. This polity determination is achieved by the policy makers, namely academics or share holders. They lead group discussions on the policy which will form a vision for the curriculum. Thus, a policy document as a product is formed.

In the official curriculum document PDQEC, the decision-makers were defined in the first part of the document. It gave the details about this polity determination process by stating that

a needs analysis questionnaire was applied and group discussions were carried out with the exchange of ideas with the Department of Modern Languages (hereafter MLD) (PDQEC, 2009). The polity determination in this study was achieved by the administrative staff of the SFL and reflected in the first section of the PDQEC, the curriculum document. In this part, it was stated that "the vision and the mission of a Turkish state university and the vision and the mission of SFL construct the vision and the mission of the BED" (PDQEC, 2009, p.2). It can be stated that a document, PDQEC in this case was produced as a policy document although it has many limitations, gaps and lacking parts.

According to the PDQEC, the vision of the BED is defined as "to offer a qualified and modern language education with the combination of contemporary approaches, methods and techniques and our targets and aims" (PDQEC, 2009, p.2). In addition to this, the mission is defined as "to enable the students both to acquire the basic foreign language abilities which they will need in their academic, professional and social life and to be responsible, independent, learning individuals so that they can continue their foreign language education in the future." (PDQEC, 2009, p.2).

Ends/Means Specification

According to Johnson (1989), ends specification is "the specification of objectives in behavioural and verifiable forms" (Johnson, 1989, p.5). The means specification is defined as the prescription of the method to target proficiency (Johnson, 1989). At this stage the decision-making roles are performed by needs analysts and methodologists whereas the product of this stage is the syllabus document (Johnson, 1989).

In the PDQEC (2009) document, these specifications are determined in two terms, the first one is the section called 'The Goals of the Programme'. The goals of the programme described in PDQEC which took place in this section can be listed as follows:

> To help the students build up a successful and professional career in the future via communication strategies which will enable them to use the foreign language sufficiently both in written and verbal form in formal and informal contexts.
>
> To enable the students to acquire the needed communicative abilities which will be needed for the use of academic resources that can be both in the homeland and abroad.

To enable the students to reach the foreign language proficiency level which will enable them to follow the literature and publications in the foreign language which are present both on the electronical information systems and contexts .

To enable the students to gain cultural awareness and to be open to communication with other cultures while they are learning the situational and functional language use both in written and verbal form.

To enable the students to acquire the needed foreign language level and information so that they can communicate with foreigners in formal and informal contexts.

To enable the students to acquire both the basic language skills, namely reading, writing, listening and speaking, and cognitive awareness, habits and behaviours which will be needed for active learning.

To enable the students to acquire the needed foreign language level for the foreign language courses offered in their undergraduate studies.

To enable the students to be independent and responsible individuals who can carry on their foreign language learning throughout their academic and social life.

(p. 2-3)

Moreover, the ends are specified in terms of specific behavioural definitions. This character of the PDQEC document is exactly the same as Johnson (1989) defines as "the exact characterization of final proficiency" (p.4). These course objectives were gathered under four basic headings in terms of main language skills and target techniques:

Reading Skills: The objectives of this skill were defined in terms of 3 different levels such as pre-intermediate, intermediate and upper-intermediate. The objectives of these levels can be summarized as follows: teaching 'reading in a foreign language strategies' such as skimming the text, scanning the text, finding the main idea of the text, deduction, making analysis and synthesis, finding the irrelevant sentence or the paragraph to the text, guessing the

meanings of unknown words by using the contextual clues, guessing the subject of the text from the title, ordering the paragraphs to make up a whole text, drawing thematic charts from the text, interpreting the text and reading rapidly.

Listening Skills: The objectives of this skill were defined in terms of 3 different levels such as pre-intermediate, intermediate and upper-intermediate. The objectives of these levels can be summarized as follows: 'teaching listening in a foreign language techniques' such as note taking the necessary information such as dates, definitions, sub-headings, descriptions, examples, similarities and differences, reasons and results as well as the main idea of the speech or conversation. The students are also expected to acquire the skill of conveying the ideas in a contextual process and to transfer the information that they get from the listening texts to other language skills.

Writing Skills: The objectives of this skill were defined in terms of 3 different levels such as pre-intermediate, intermediate and upper-intermediate. The objectives of these levels can be summarized as follows: the writing skill in accordance with the target level is taught, students' language use and mistakes in terms of most frequently repeated ones are to be diagnosed and necessary feedback is to be given. Thus, the students are expected to develop their own writing skills.

Speaking Skills: The objectives of this skill were defined in terms of 3 different levels such as pre-intermediate, intermediate and upper-intermediate. The objectives of these levels can be summarized as follows: having the vocabulary that will be necessary for them to use in everyday communication, exchanging the information, asking simple questions and answering the questions on the subjects related to their families and jobs, taking part in discussions, summarizing a story, talking about their personal interests and common popular subjects without having a previous preparation, defending his/her personal view, preparing a detailed and understandable presentation on a subject which has been identified in advance, having a good pronunciation enough to convey the meaning.

(p.6)

As Johnson (1989) stated the means specifications are determined by the methodologists and the product is a syllabus document. The means specification was defined in the syllabus section of the PDQEC document. In the preparation process of this document, the instructors were used in the needs analysis process instead of professional expert needs analysts or methodologists as Johnson (1989) proposes. As a product of this stage, the written syllabus document is expected. However, the syllabus of BED is only a part of PDQEC document and the content of the syllabus was defined structurally. The examination and assessment schedule was also defined in the document. The documents, materials, course-books and other resources as well as the evaluation procedures and types are specified within the syllabus design in PDQEC. Apart from the syllabus, yearly lesson plans for each skill were also submitted. The questionnaire results of the previous year about the evaluation of the programme were also included at the end of the each skill syllabus section (p.4-59).

Programme Implementation: According to Johnson (1989), at this stage "the decisions relate to the development of teaching and learning resources, and the preparation of teachers to ensure that the resources are used effectively" (Johnson, 1989, p.7). At this stage the decision-making roles are performed by different people for different purposes. Materials writers take place in this process in order to produce teaching materials whereas teacher trainers take part in the process to carry out the teacher-training programmes. Therefore, the products of this stage can be defined as the teaching materials and the teacher-training programmes (Johnson, 1989).

When the official curriculum document PDQEC was examined, it could be seen that the teaching materials were defined in terms of their publishers, writers and their names for each level and each course separately. For example, for all levels, the "English File" series by Oxford University Press were adopted. The same explanations can be seen in the descriptions of reading, writing, listening and speaking courses' syllabi. Therefore, it can be said that the 'programme implementation' stage of the PDQEC was fitting to the 'programme implementation' stage of Johnson's (1989) model, partly. However, the PDQEC document does not identify its teacher-training programme which can be run by specific teacher trainers. Therefore, programme implementation stage can be defined as incomplete.

Classroom Implementation: This is the final developmental stage of the curriculum which has the products such as teaching acts (teaching techniques) and learning acts (learning

strategies) as the determination of curriculum outcomes (Johnson, 1989). Therefore, the decision-making roles belong to the teachers and learners (Johnson, 1989).

When the official curriculum document PDQEC was examined, it could be seen that this document does not identify the teaching acts and the learning acts clearly. Instead, it provides a list of objectives for each skill which were the teaching acts indeed.

Evaluation: In Johnson's (1989) view, evaluation is considered as a process which is applied not only at the end of the developmental stages of curriculum development but also within each stage of it to see whether there is a mismatch between the process and the product of each stage. Thus, if a mismatch, or a potential of mismatch, occurs between the process and product of the curriculum, the remedies are proposed or the reasons for the mismatch are eliminated (Johnson, 1989).

When the official curriculum document PDQEC was examined, it could be seen that this document did not identify anything about evaluation procedures.

The overall approach to the curriculum and the syllabus was defined as the communicative and functional one in the PDQEC (2009) document. However, when the sub-sections of the document were analyzed, there existed some mixed forms of curriculum types. For example, some teaching objectives were included in the programme for the exam practice or for alternative evaluation orientation. The selection of curriculum elements were determined by the course objectives and learner needs. "These elements are then integrated into a text-based cycle of teaching and learning" (Hall & Hewings, 2001). Therefore, regarding its content, the curriculum document can be defined as a 'mixed' one as explained in the literature review of this study.

In order to identify the matches and mismatches between the official curriculum and the hidden curriculum in the BED, some concepts were needed to be transcribed quantitatively. To achieve this, the researcher pre-determined some concepts to look for in the document. She decided on four categories which are responsible, individual, awareness and situational. For other possible categories the whole document was scanned and it was seen that some other words/concepts were used repeatedly. Five more categories were existing in terms of frequency. They were communication, functional, skill, skill acquisition and independent. Considering that they were the key words of the document which revealed the most eminent messages, all of them were counted and interpreted according to their frequencies. Table 7

shows the list of selected key words/concepts and given categories for curriculum document and their frequencies of occurance.

Table 115. The Key Words/Concepts and Their Categories in the Official Curriculum Document PDQEC

Codes	Key Words	Frequency
CMN	Communicative/Communication	55
FNC	Functional	2
SKL	Skill	113
SACQ	Skill Acquisition	38
INDP	Independent	5
RESP	Responsible	2
INDV	Individual	3
AWR	Awareness	1
STN	Situational	1

As it can be seen from Table 7, there were 9 key words/concepts and categories which were selected from the PDQEC document. The key words had the frequencies as follows: communicative/communication (f 55), functional (f 2), skill (f 113), skill acquisition (f 38), independent (f 5), responsible (f 2), individual (f 3), awareness (f 1) and situational (f 1). The categories determined by the researcher were the least frequently occurred ones.

V. DISCUSSION

This section aims to present the discussion of the research results of the study. First of all, the results were discussed in terms of research questions and then, the implications of the study were presented.

Research Question 1: Does a hidden curriculum exist in the English as a Foreign Language (EFL) programme of the preparatory school in the selected state university?

In order to answer this question it is necessary to compare the content analysis of the official curriculum document of the BED, namely the PDQEC (2009) and the reported perceptions of students and instructors. This comparison requires a long, elaborate and discreet evaluation as follows.

The PDQEC document was analysed from different perspectives as they were identified in the results section of this study with reference to the Johnson's Model of Curriculum (1989). In the PDQEC (2009) document the mission was defined as "to enable the students both to acquire the basic foreign language abilities which they will need in their academic, professional and social life and to be responsible, independent, learning individuals so that they can continue their foreign language education in the future." (PDQEC, 2009, p.2). These abilities were specified in the objectives of the programme. Particularly, the second item of the objectives list states that one of the aims of this programme is "To enable the students to acquire the needed communicative abilities which will be needed in their use of academic resources that can be both in the country and abroad" (PDQEC, 2009, p.2). It is obvious that these communicative abilities mean the productive skills of the students, the speaking and writing abilities. Moreover, the frequencies of terms which are related to the communication in general illustrate this fact quantitatively; the term 'communicative' was used 7 times, the term 'communication' was used 44 times and the term 'communicative skills' was used 4 times in the PDQEC document (2009) (Table 115).

However, when the 12th question of the interview, which aims to identify the definition of a good student in terms of students' perceptions, is regarded, it can be seen that 'listening to the teacher', 'working hard and doing homework' and 'participating in the classroom activities' (f 4) (50%) were perceived as equally important for the definition of a good student in the eyes of their instructors (Table 26). Those students defined the 'bad student' perception of their instructors as 'the ones who do not obey the school rules' (f 6) (75%) (Table 28).

In addition to these results, when the interviews with the instructors are taken into consideration, it can be seen that similar results were also reported by the instructors. For example, the 8th interview question asked "what are the rules that you would expect the students to obey most" (Table 65).

The answers of the instructors were supporting the students' views by stating that 'being silent' and 'listening to the teacher' (f 3) (75%) were the important expectations of them. However, when their definition of the 'good student' was asked in question 11 (Table 72), they stated that they gave greater importance to the 'classroom participation' (f 4) (100%) whereas being respectful (f 2) (50%) and listening to the teacher (f 1) (25%) were seen as other qualifications of a good student definition (Table 73). In this question, classroom participation was used in the sense that the students were expected to participate in the classroom activities as it was prescribed by the course-book or by their instructors.

For example, as student 5 was answering the question 8, "What are the rules that your teachers would expect you to obey most?", s/he reported that "...we should participate when all the class was in silence or when nobody has an answer to the question." Thus, s/he emphasized that the students were expected to participate within the limitations that were set by the instructors.

In addition to this, 'being respectful' was used not only displaying the students' attitudes and behaviours towards the instructors but also showing respect to the instructors' presence in the classroom and accepting his/her authority by being silent during the lecture. This can be illustrated, with the instructors' answer to the 12th interview question of definition of a bad student (Table 75). 75% of the participant instructors stated that the worst feature of the bad student was, not listening to the teacher (f 3) (75%). Moreover, the question 13 (Table 77) reveals that they believed that their attitudes and behaviours affected the students' academic success (N= 4) (100%).

In addition to the instructors' views, the administrators also reported similar expectations. For example, the interview question 4 "What are the rules of this school that the students are expected to obey", was answered as "displaying correct behaviours in the classroom" (f 2) (100%) (Table 96).

According to Jackson (1968, 1983) education is a socialization process. In this process, not only the scientifically accepted information but also socially accepted values and norms are

transferred to the students (Margolis, Soldatenko, Acker & Gair,2001). While the students are learning the rules and values of the classroom they are prepared for real life. The most important thing that the students should learn is how to survive in the classroom (Jackson, 1968, 1983). According to Jackson (1968, 1983), this survival can only be achieved by the obedience to the rules, norms and values which are run in the classroom by the authority of the teacher. In accordance with this view, it can be seen that the school and the classroom environment signals the message of 'sit down and listen' as it had been identified by the research conducted by Paykoç and Gündoğdu (2002).

Here, the reports of the students, instructors and the administrators emphasize the importance of being silent and obedient as well as listening to the teacher in the classroom. Regarding the objectives of the official curriculum document, the PDQEC (2009), it can be concluded that the communicative ability development which was identified in the PDQEC (2009) can not be achieved by 'sitting and listening'. In order to achieve the communicative aims, it is necessary to talk and be active in the teaching/learning process in the class. However, regarding the reported expectations above, it is obvious that there is a mismatch between the objectives of the official curriculum and the expectations of the school in general. Because of this reason, it is possible to say that a hidden curriculum exists in the English as a Foreign Language (EFL) programme of the preparatory school in this university.

Moreover, as it was stated in the content analysis of the official curriculum document in the results section of this study, the PDQEC (2009) document did not identify the teaching acts and learning acts clearly. However, Johnson (1989) claims that a coherent and efficient curriculum should define these acts clearly. Therefore, it is possible to say that the teaching and learning acts emerged as a result of students' and instructors' perceptions within the institution which can be also a proof of the existence of hidden curriculum in this context. At this point, it is possible to say that the instructors might have created their own teaching strategy as the teaching acts were not identified in the PDQEC (2009) document. Thus, their teaching strategies might have signalled the message of 'sit down and listen'. Moreover, the students of BED were the ones who had been educated through the national curriculum of MONE in Turkey. As Paykoç and Gündoğdu (2002) identified before in the primary school education in Turkey, most teachers expect their students to be silent in the classroom. Having such a primary school background the students of BED might have thought that they should have been silent during the lessons.

In addition to this, in the course descriptions of the PDQEC (2009) document, it is possible to see some other mismatches between the objectives of the programme and the objectives of some courses. For example, in the description of writing course, it was stated that one of the aims of writing course was "To make the students write the essays which aim to prepare the students to the writing parts of the exams" (p.46). However, the objectives of the programme did not state 'an exam preparation' particularly. This finding is supported by the study of Schimmel (2003). He also found that there was a mismatch between the official curriculum which was applied through the courses, texts and exams and the hidden curriculum in the school where he had his research. Here, the mismatch between the objectives of the programme and this aim of the writing course, together with the students' explanations on the course itself, signal that there is a hidden curriculum governing the school.

To sum up, as there were inefficient parts and the mismatches which were stated before in the official curriculum of the school, it could be concluded that a hidden curriculum seemed to be existing in this programme.

Research Question 2: If it exists, what are the reported elements of the so called hidden curriculum in the EFL programme of the preparatory school in this selected state university?

In this study, the hidden curriculum elements were taken as three basic dimensions; the school dimension, the classroom dimension and academic achievement dimension. They are analyzed one by one as follows.

The School Dimension:

As it is seen in the 'Results' section of this study, when the BED preparatory school is taken into consideration, it can be seen that from the reported students' answers that they received the first covert messages from are the behaviours and attitudes of the administrators. In fact, the administrators were in the authority position where the decision making processes were handled. They set the rules and were applying them in the school. However, their attitudes and behaviours towards the students were giving some covert messages. In order to illustrate this claim, it is necessary to focus on answers of the students.

First of all, when Table 4 for question 1 in the results section is viewed carefully, it can be seen that out of 8 students, 2 of them (25%) found the administrative staff indifferent, 5 of them (62.5%) found the administrative staff authoritarian. According to the students'

perception, authority of the administration was seen in two different ways in the school, either displaying an authoritarian disposition to the students or ignoring them. In students' mind, the administration used the authority when resistance towards the rules, which had been set by them, occurred. For example: Student 2 reported an event as follows "When the turnstiles were fixed in front of the main gate, we organized a protest show and student representatives demanded an appointment to express our annoyance. But, the administration refused to talk to us. They used the security guards and the security told us that if we did not use our identity cards at the turnstiles we would not be able to enter the school."

Similarly, student 8 evaluated the same event as being authoritarian stating that "... at least they could try to explain their reasons..."

On the other hand, student 1 and student 6 perceived the same attitude as being indifferent towards the students by stating that "...we do not see them..." or "...they do not show interest in us...".

It was obvious that the students were not happy with the attitudes of the administration towards them. Organising a protest show might have been perceived as a resistance action to the school rules by the administration. In fact, the students might have wanted to make a contact between the administration and themselves. Facing with the security guards instead of the administrators during the protest action seemed to have disappointed them and did not solve their problems with the turnstiles. Due to this reason, they described the administrators as authoritarian.

However, administrators described themselves not purely authoritarian. According to Table 90, which identified the categories for question1 addressing the administrators, 1 of the administrators (50%) defined herself or himself in the way that s/he changed her/his treatment according to the situation s/he faced whereas 1 of the administrators (50%) defined herself or himself as in favour of equality and cooperative administrator.

According to Jackson (1968), not violating the rules of the school and showing respect to both administrators and teachers are the important elements of hidden curriculum. These unstated rules enable schools to fulfil their mission of socialization and holding the social control of the society (Jackson, 1968). At this point, it can be obviously seen that the administration tried to achieve the socialization process that the society demanded from the students for their

future life in the society. The students were expected to obey the rules of the school. Thus, the hidden curriculum seemed to fulfil its mission.

Yet, whether these rules were clearly perceived by the students should also have been investigated. Table 10 which displayed the categories emerged for question 4 addressing the students, illustrated the perceptions of the students in terms of school rules. According to 8 participant students, using the ID cards at the entrance (f 2) (25%), being punctual (f 2) (25%), being respectful to their instructors and other academic staff (f 2) (25%), bringing the course materials (f 2) (25%), not talking during the lessons (f 2) (25%) and not displaying political acts at school (f 2) (25%) were the most common rules that the students should have obeyed.

When the school rules were asked to the instructors in question 4, out of 4 instructors, 3 of them regarded attendance (f 3) (75%), 3 of them regarded bringing the course materials to the classroom (f 3) (75%) and 3 of them regarded being silent during the lesson (f 3) (75%), 1 of them regarded punctuality(f 1) (25%) and 1 of them regarded correct behaviours in the classroom (f 1) (25%) as the rules that the students were expected to obey (Table 58).

When the school rules were asked to the administrators in question 4, all of the administrators (f 2) (100%) indicated that they expected the students to obey the rules about attendance (f 2) (100%), bringing materials to the class (f 2) (100%), displaying correct behaviours in the classroom (f 2) (100%) and following the general school rules(f 2) (100%) (Table 96).

As it can be seen, while administrators were generalizing the rules as ‘general school rules’ and ‘displaying correct behaviours in the classroom’, the students and the instructors seemed to have agreed on the definition these rules. One reason for such kind of generalization might be the fact that there was a lack of communication between the administration and the students and the instructors. The administration might have expected the students to obey what the instructors demanded to be obeyed in the classroom. However, such kind of generalization might also imply some other types of obedience like not participating in the political actions. While the administration was trying to take the social control within the school through its authority, it might have lost the contact with students and the instructors. Regarding the agreement of the students and the instructors on the definitions of the school rules, especially being punctual, bringing the course materials to the school and listening to the instructor silently were the most clearly understood rules by the students. Therefore, it should be noted that the students were aware of the expectations of the school in terms of

rules. Unlike their contact with the administration, as the students were in direct contact with the instructors, they might have received the messages which had been implied by the instructors clearly.

Nevertheless, the rules that were broken by the students most was asked to the instructors, in question 5 and categorized in Table 60. Out of 4 instructors, 2 of them (50%) assumed that bringing the materials to the class, 1 of them (25%) assumed that punctuality were the rules that were not obeyed most by the students.

At this point, it is possible to say that the message of 'sit down and listen' was given by these expectations, as it had been identified by the research conducted by Paykoç and Gündoğdu (2002). According to Jackson (1968), these rules are for teaching the students how to act in accordance with the real norms and values of the society. The students learn to obey the authority and to act according to the expectations coming from outside.

However, according to McLaren (1999), students show resistance to the system secretly whereas they tend to show themselves compatible to the present situation. Therefore, there existed some rules that the student did not obey despite knowing about them. This can be seen from Table 12 which displays the categories for question 5 addressing the students. According to 8 participant students, 3 of them found behaving respectfully (37.5%) as the most popular rule that was broken by the students. 1 of them (12.5%) found being silent in the lesson, 1 of them (12.5%) found being punctual and 1 of them (12.5%) found attending regularly to the classes as the other rules that were broken by the students. This resistance act might have appeared because of their reaction to the administration. Since their protest actions were forbidden and they were unable to display their dissatisfaction with the present situation, they might have showed their reaction by displaying resistance to the rules in the classroom. They might have chosen this way because they were able to contact with the instructors who were the only people that they could contact with and they would be able to escape from a serious type of punishment like a discipline committee punishment.

When the administrators views on the rules most broken by the students were asked in question 5 adressing the administrators, 1 of the administrators (50%) indicated that the rule that was broken by the students most was, doing homework whereas 1 of the administrators (50%) indicated that the rule that was broken by the students most was, bringing the materials to the class (Table 98).

At this point, administrators seemed to have agreed with the instructors on the school rules which were broken most. The students showed resistance to them by displaying disrespectful behaviour or disobedience. When they were not silent, punctual or attendant, they knew that the would face with some kind of punishment like warning or class change as it was indentified by question 7 (Table 16) and there would not be a kind of reward, according to 87.5% of the students, as they stated in their answers to question 6 (Table 14). Therefore, in terms of school dimension, 'disrespectful behaviour' can be defined as a resistance act towards the authority.

McLaren (1999) identifies these resistance actions as 'social drama' (p.146-149). In his study, McLaren (1999) states that "there are two basic paradigms which control the school life in this school, they are: to be a good worker and to be a good Catholic" (p.137-138). (The latter is relevant to Christian and Catholic schools) (p.137-138). If this 'good state' can be interpreted to the students' situation in the BED, it can be suggested that the definition of good student and bad student can illustrate the paradigm which control the BED. Yet, since the ones who face with the students were the instructors, this social drama was present to identify the classroom dimension but this time the expectations of the instructors from the students, within the classroom were more identifiable.

Classroom Dimension:

In order to direct the students in accordance with the school regulations and conduct the teaching activities, teachers feel need to apply a hidden curriculum to fulfil what they are expected to do in terms of teaching (Dale, 1977). Due to this reason, hidden curriculum has also a classroom dimension which emerges as a result of the interaction between the students and the instructors. To focus on this dimension in this study, it is necessary to examine some of the answers in the interview questions.

According to the participant students, as stated in their answers to question 12 (Table 26), 4 of them stated that most of the instructors defined a good student as the one who had adequate classroom participation (f 4) (50%), 4 of them stated that most instructors defined a good student as the one who was hardworking and did homework (f 4) (50%), and, 4 of them stated that most instructors defined a good student as the one who listened to the teacher (f 4) (50%). In addition to this, according to the participant students, for some instructors, being responsible (f 2) (25%) and showing respect (f 1) (12.25%) were the other less frequent

features of a good student definition. As it can be seen, 'showing respect' was seen as less demanded feature of a good student by the participant students. Therefore, violating this rule was seen as a safer way to show resistance as the students thought that listening to the lesson, doing homework and class participation were seen as more important by the instructors.

Likewise, the students' definition of the rules set by the instructor as in their answers to question 8 (Table 18) supports this view. According to the participant students, not talking in the class and listening to the teacher (f 7) (87.5%) was found to be the most important rule set by the instructors, following this, class participation (f 3) (37.5%), speaking in English (f 2) (25%), bringing the relevant materials to the class (f 2) (25%), doing homework (f 1)(12.5%) and punctuality (f 1)(12.5%) were found as the other rules that the instructors expected them to obey.

However, for the instructors' definition of a 'good student', classroom participation (f 4) (100%) was regarded as the most popular feature of a good student whereas being respectful (f 2) (50%) and listening to the teacher (f 1) (25%) were seen as the other qualifications of the definition of a good student (Table 73). Here, the instructors were seeking respectful behaviour in terms of the definition of a good student. Their definition of a 'bad student' was also partially supporting this view (Table 75). The worst feature of the bad student was 'not listening to the teacher' (f 3) (75%), 'being disrespectful' (f 2) (50%), being late for the class (f 2)(50%), not bringing materials (f 2)(50%), and being without motivation and aim(f 2)(50%) were also regarded as the other features of a bad student.

As it can be seen, respectful behaviour was demanded by the instructors in the classroom environment. Yet, the other features, such as classroom participation or listening to the teacher, were more demandable than being respectful, as it can be seen from Table 73 which displays categories for question 11 and Table 75 which displays categories for question 11. For example, instructor 2 proposed a different definition of respect as "showing respect means doing what a good student has to do in the classroom environment such as listening to the teacher, doing homework and so on". It can be inferred that the definition of the respectful behaviour was not clear for both the students and the instructors. It may also cover the concepts of behaving and talking to the instructor gently. However, it seems that the instructors might have stressed the message of 'doing homework and listening to the teacher' more urgently. Therefore, the covert messages, that 'respect is not a demanded feature' and

‘doing homework, listening to the teacher and being in the classroom are more important issues’, might have perceived by the students.

The implicit messages which emerge in the classroom are not only the products of the instructor expectations. The instructors’ beliefs, treatment and reactions to disobedience are also effective in the emergence of unintended outcomes.

When the students were asked “How do your teachers treat you?”, 7 of them (87.5%) indicated that the student treatment changed from instructor to instructor, displaying all authoritarian, cooperative, equal and friendly behaviours whereas 1 of them (12.5%) described them as authoritarian (Table 30). For example, student 2 indicated that “The teachers are more patient than I expected. But sometimes some students really force the teacher to do something different” whereas student 8 stated that “Sometimes even a calm teacher can be a hard person in our classroom”.

This view of the students matches with the view of the instructors in terms of their self evaluation. When they were asked the question 1 “How do you think you treat the students? Are you authoritarian or in favour of equality, cooperative etc.”, out of 4 instructors, 4 of them (100%) reported that they displayed all the behaviour types depending on the situation and the classroom dynamics (Table 51). For example, instructor 2 stated that “The way I behave depends on the situation that I face with in the classroom”.

Regarding these results, it is possible to infer that instructors did not display only one kind of behaviour for the students. Instead, they displayed different behaviour types on the basis of the climate in the classroom. In other words, students faced with different treatments from their instructors. Thus, they realized the proper behaviour that they were expected to show in the classroom. Classroom life teaches the students the difference between themselves and the teachers. At his point, the relationship is an authoritarian one in terms of its nature. The students realize that the teachers have a power which can be used over themselves (Jackson, 1968). Therefore, it is possible to say that another hidden message that was transmitted in the classroom is the use of instructors’ power over the students.

This message can be illustrated with another example from students’ interview. For example, Table 24 summarizes the reactions of the instructors to the disobedience of the students as stated in the answers to question 12. According to the participant students, use of the instructor’s authority power in the classroom (f 4) (50%) was seen as the most frequent way

of reaction to disobedience. This finding also supports Jackson's views (1968) about the power of the authority in the classroom.

Another element which is influential over the classroom environment or life is the beliefs in general. In this study, the beliefs in equality about the applications of administration were investigated both from instructors' and from students' perspectives.

For example, in question 2 "Do you think that the administrators used a scale, apart from placement test, while they were placing the students to the classes? If they did so, what kind of a scale is it? Can you describe it?" was asked to the students in order to reveal the background idea of the placement of the students to the classes (Table 5). A placement test had been applied, yet some other features of the students who were in the same class were interestingly alike. Out of 8 students, 4 of them (50%) suggested that the students were placed in their classes on the basis of some scale apart from placement test, 1 of them (12.5%) suggested that there could have been a scale apart from the placement test but s/he was not sure about it (Table 6). When the rationale behind this placement was questioned, the students expressed different views. For example, student 8 claimed that the administration placed the students "...on the basis of ethnic background or departments, i.e. there are some students coming from the eastern side of Anatolia in the same class". Again, student 5 claimed same kind of rationale on the basis of the departments that the students would continue their education in the future.

When the same thing was asked to the instructors through question 2, they agreed with the students. Out of 4 instructors, 3 of them (75%) thought that there was another scale apart from the placement test in placing the students in their classes (Table 53). The rationale behind the placement was again on the basis of the students' ethnic background or departments. However, one of the instructors (instructor 3) was an ex-administrator who was in duty when these students were placed in their classes. When this question was asked her, she was sure about her answer. She declared that:

"...we used some criteria in the placement of the students such as their gender, departments, their success level in the placement test etc..." although she did not explain the criteria.

However, when the same question was asked to the administrators with question 2, they claimed that the only criterion which was used in the placement of the students was the results of the placement test (Table 92).

As it can be seen, it was claimed both by the students and the instructors, the students were distributed to the classes on the basis of some kind of rationale. For example, instructor 1 said that "students from Anatolian background are seemed to have been placed in C level classes. You surprisingly see students from the same region and even from the same school". Regarding this identification, the administration might have used the background feature as a parameter for the placement. However, it is also possible that the students from Anatolian background might not have an efficient foreign language education at high school previously. Therefore, they might have been placed in the C level classes.

Yet, students had different feelings about the results of this placement. For example, student 2 claimed that:

"A level classes are the most privileged ones. They are placed on the top floor of the building and C levels are on the ground floor to remind us our real statue in this school. This affects me and my classmates in terms of classroom performance. I wish you could see how A levels looked down on the ground floor from the top of the building during the break..."

According to Meighan (1986), place is accepted as an important factor in the hidden curriculum issue. It carries meaning for opportunities and possibilities for teaching and learning process (Meighan, 1986). At this point, the student seemed have been influenced by the place of their class in the building in a negative way.

The same kind of discrimination was claimed to emerge in the distribution of the instructors to the levels and classes. When the question 3 "How were the instructors distributed to the levels and classes? Randomly or in a special order? If there is an order, can you describe it?" was asked to the students, out of 8 students, 4 of them (50%) thought that the instructors were distributed to the levels and classes on the basis of some scale or logic (Table 8). Two of them said that the experienced and inexperienced ones were put together in order that the experienced instructors could balance out the inexperienced ones. They also noted that they had thought that as they were A level classes best instructors were sent to their classess by the administration. Yet, as the instructors were changed during the academic year they face with the inexperienced ones as well. Here, it might be inferred that A level classes might have perceived themselves as the most privileged ones at the beginning of the academic year. however, when the inexperienced instructors were sent to their classes, they might have thought that the administration was trying to balance out the experienced with the inexperienced ones. On the other hand, other students said that this rationale behind the

distribution was only known by the administrators. These students might have seen the instructors' placement procedure in the A level during the academic year. Yet, they might have been unable to make a determination obout the situation although they might have felt a rationale behind this application.

When the same question was asked to the instructors in question 3, out of 4 instructors, 3 of them (75%) thought that there was a rationale that behind the distribution of the teachers to the classes (Table 55). Two of them thought that the responsible and irresponsible teachers were put together whereas one of them (33.33%) saw this placement as a kind of punishment or reward by the administration.

Again, the same question was asked to the administrators in question 3 and 1 of the administrators (50%) indicated that the instructors were distributed to the classes on purpose such as regarding the equality in distribution in terms of skill courses and class hours as much as possible (Table 94).

Regarding the students' assumptions about the placement of the student, if the administration had placed the students in terms of their ethnic background, their language learning processes would be expected to be different. The students from East Anatolia might have had inefficient language learning background. Thus, it is obvious that teaching in a class that had especially east Anatolian background would be more difficult. This means that the instructors who were teaching these students should have worked more than the other instructors.At this point it can be inferred that this distribution might have been perceived as a reward or punishment by some instructors. However, it was clear that the students and instructors had the belief of the balancing the instructors according to some criteria in the distribution to the classes.

In brief, the distribution of the students and the instructors had caused the emergence of some beliefs among both the students and the instructors. According to Meighan (1986), beliefs, especially that of teachers, affect the academic success of the students. Therefore, they should have been investigated more carefully.

Due to this reason, question 18 was asked to the instructors with the aim of revealing their beliefs or prejudice towards the students. The question was "Whose name do you learn first when you get to know each other with the class" (Table 87). In reply to this question, 3 of the instructors (75%) indicated that they learned the names of the students who had extreme qualifications, either active or passive ones, in other words, either successful or unsuccessful

ones (Table 88). Here, the term 'active' was used to refer to the classroom participation in the lesson. This also determined the instructors' evaluation of 'hardworking students' and 'lazy students'. According to Hargreaves &Woods (1984), teachers learn the best and the worst students' name first. Teachers define students under three main headings: the first group is constructed by the 'good' students who obey the rules and the expectation of the teacher, the second group is constructed by the 'bad' students who do not obey the rules and the teachers' expectation, and the third group is constructed by the students who can not be identified and labelled as good or bad. The first and the second groups of students' names are learned first by the teachers (Hargreaves &Woods, 1984). Moreover, as the teachers develop high and low expectations towards these students, their behaviour and attitudes towards them also display differences (Öztürk *et al,* 2003).

The beliefs of the instructors, in terms of learning the names of the students, were in parallel to the views of Hargreaves &Woods (1984). Therefore, together with the other emergent beliefs in the placement of the students and instructors, it is possible to infer that these beliefs were effective on the students' academic success.

Academic Success Dimension:

In order to find out the covert messages which were effective on the academic success of the students, it is necessary to revise their answers to some of the interview questions as well as the answers of the instructors and administrators to the same questions.

When question 10, "What benefits does the obedience to the school rules bring the students? Gaining importance and drawing teachers positive feelings or being successful etc." was asked to the students, the effect on teacher assessment and higher marks (f 5) (62.5%) was seen as the most important benefit that obedience to the rules bring (Table 22). This result shows us that, students can obey the rules for the sake of getting higher marks or extra marks in the exam.

This attitude can be best explained with the hidden curriculum definition of Anderson (2001). According to him, hidden curriculum is the sum of implicit norms and rules in order to be successful at school (Anderson, 2001). The answers for this question displayed that students felt need for other things to do except for studying and doing homework. Therefore, this result is the same as the result which was obtained in Ahola's (2000) research in higher education. In his research, he found out that in order to be successful at school, students had to obey the

rules of the authority, should not have discussed with the instructors and should have had good relationship with the faculty. Likewise, in this study, students reported similar views. For example, student 2 reported that:

"I definitely use my good relations and the features of being a good student. At least, I find myself at times while I am exploiting it for my benefit. For example, I am not good at writing compositions. However, I can get higher marks although I do not use the structures that our teacher wants us to use. I feel that he likes me and he apologises my mistakes on my paper."

In order to check out the correctness of the students' belief in this issue, a similar group of questions, "What benefits does the obedience to the school rules bring the students? Does it affect your assessment and evaluation" was asked to the instructors with question 9. The instructors reported that obedience brought benefits to the classroom climate in terms of fruitful lessons (Table 68). For the second part of the question, they accepted that they were affected by the obedience in terms of their evaluation (Table 69).

As the obedient behaviour types affected the instructors, a contrary situation was also influential. As for the question 17, "Do you think that the behaviours and attitudes of your teachers and administrators affect your academic success? If they affect it, in what way do you think affect your success? Please give examples", out of 8 participant students, 6 of them (75%) indicated that they were affected by the instructors' behaviour in terms of academic success (Table 36). When the second part of the question was analyzed, it was found that, out of 6 participant students, the exam performance was claimed to be affected directly by the attitudes of the instructors (f 5) (62.5%) whereas their motivation was claimed to be affected first and their marks were affected indirectly (f 1) (12.5%) (Table 37). For example, student 3 indicated that she felt better and when she saw her instructor in the examination classroom and she added that she performed better and obtained better grades. In fact, it can be inferred that directly or indirectly students' psychological state was affected by the instructors' attitude or even with his/her presence.

The same issue was asked the instructors with question 13 as "Do you think that your attitudes and behaviour affect the students' academic success? Can you explain how?" and out of 4 instructors, all of them (100%) indicated that they believed that their attitudes and behaviour affected the students' academic success in terms of motivation (Table 77). They reported that the students' motivation was affected by the instructors' behaviour and their academic success was also affected accordingly.

In terms of administrators' views for the same thing was asked in question 8, "Do you think that the administrators' and the instructors' attitudes and behaviour affect the students' academic success? Can you explain how?". Again, the administrators (100%) indicated that the administrators' and the instructors' attitudes and behaviour affected the students' academic success (Table 104). They reported that the instructors who could establish good rapport in the class obtain high achievement from their students.

According Zucker (2001), the consistent presence of caring, demanding and well-prepared teachers are the most important elements of effective schools. In parallel to what the instructor 1 said "The students perform according to the teacher. Thus, they study or not", such features of teachers lead students become more successful and improve attendance (Schorr, 1989, 1997; Zucker, 2001). Therefore, the attitudes of the instructors in this research seemed to support what Schorr (1989) and Zucker (2001) identify. At this point it can be inferred that, good classroom environment, which is created by the positive attitudes of the instructors, can cause an increase in the academic achievement of the students.

Moreover, one of the participant students, student 5 reported that "When they pay attention to your effort and for example during the 3rd exam when I saw you in the classroom, I felt confident and my performance was better". Erkmen *et al*. (2010) expained this situation in their study in the following way:

> In a similar vein, Lee (2007) examined the effects of teacher–student trust relationships on students' school adjustment, school success, academic motivation, and performance. Participants consisted of seventh-grade students from Seoul, South Korea. The study revealed positive and statistically significant relationships between students' sense of trust and their school adjustment, academic motivation, and their academic performance. More important, students' sense of trust had the highest correlation with school adjustment.
>
> (Erkmen *et al*., 2010)

Another academic dimension of the hidden curriculum is the effect of examinations. As for the exams which took place in the BED, the students were asked "Were you informed well enough and adequately about the examinations and alternative assessment types which were applied in the academic year?" with question 18. Out of 8 participant students, 7 of them (87.5%) indicated that they were informed about the exams and assessments. However, this positive answer was referring to two different information (Table 39). Out of 7 participant

students who answered this question as 'yes', 4 of them (57.14%) indicated that they were informed only before the exam whereas 3 of them (42.86%) indicated that they were adequately informed both before and after the exam (Table 40).

Similarly in question 15, the instructors were asked if the students were informed well enough and adequately about the examinations and alternative assessment types which were applied in the academic year. Out of 4 instructors, all of them (100%) indicated that the students were informed about the exams and evaluation beforehand (Table 81).

Again, when the same question was asked to the administrators in question 9, administrators (100%) indicated that the students were informed about the exams and assessments properly beforehand (Table 106).

According to the students, the administration had given a schedule for the exams and assessment activities at the beginning of the academic year and the instructors were remanding them. Nevertheless, they indicated that the information about exam results was delaying throughout the academic year and they had difficulties in getting proper feedback about the exams.

At this point, we can see that students gave greater importance to the exam results than other things. In fact, the feedback that they received from the exams and alternative assessment types which were applied to them had a motivating effect in terms of self-conception as they felt that the school found them important to be informed about their success on time. According to Hay, Ashman, and Van Kaayenoord, (1998) students with higher levels of self concept have more positive classroom characteristics and have higher academic achievement than were students with less positive self-concept. Thus, giving feedback about the exams motivates the feeling of self concept and can raise the academic achievement.

Self concept issue can be searched from another perspective. For example in question 16, "How do you feel in the classroom? Free, relaxed, happy, unhappy, nervous etc." out of 8 participant students, 4 of them (50%) had positive feelings about being in the classroom, 2 of them (25%) had negative feelings about being in the classroom whereas 2 of them (25%) had a moody tendency towards being in the classroom (Table 34). Classroom feelings directly reflect the self concept as a result of the climate of the classroom. Therefore, it is possible to say that the students who had positive feelings were more than the ones who had negative feelings. Thus, they had more positive self concept.

However, assessment was a subject which had some other dimensions in terms of the hidden messages that the students received. When the question 19 was asked them, "Can you make some inferences about the important subjects or parts which are likely to exist in the exam from the behaviour and the talk of your teachers? If you can do so, can you explain how do you do it", out of 8 participant students, 7 of them (87.5%) indicated that they made inferences from the instructors' attitudes about the exams and assessments (Table 42). They reported that the instructors gave some signals of question types that were likely to exist in the examination, directly or in directly. For example, some instructors were reported to have spent more time on the important parts of the content or they warned the students about some specific exam question types. Also, the students reported that there were revision hours and exam practice worksheets for the preparation.

When the same question was asked to the instructors, in question 14, out of 4 instructors, all of them (100%) suggested that they drew the students' attention to the subjects or question types which were likely to exist in the exam so that they could be successful (Table 79). The same answer was given by the administrators to the same question. In reply to question 10, the administrators (100%) indicated that different applications were put into practice to draw the students' attention to the important parts that were likely to exist in the exam (Table 108).

According to Jackson (1968), when there is not enough time for classroom activities, or for completion of some tasks, time limit is applied. As the administrators, instructors and students indicated above, revision hours were set with specific exam practice sheets. It can be inferred that, these limited activities aimed to cover the important parts for the exam in a limited time as there were some specific hours which were allocated to this activity and they were not allowed to exceed this time limit. However, it was reported that instructors had spent more time on some of the activities. At this point, time limits emerged as another element of hidden curriculum. In fact, the students reported that they were more attendant during these periods.

It is obvious that the students were aware of the hints that were given by their instructors during the lessons. According to Yüksel (2004), when the students are aware of the hints about the exam, they realize that they should study for these parts. In accordance with the answers above, it can be said that the students were aware of the fact that how much attention they should have paid to which part of the lesson.

Related to the assessment again, question 20, "In the exams, through the open-ended questions such as writing part , and alternative assessment applications, such as, portfolio or

reading circle applications do you prefer writing what has been taught by your teachers or do you write your own answers in your exam paper? Why?" was asked the students. Out of 8 participant students, 6 of them (75%) said that they preferred writing what the instructors taught in the exam paper whereas 2 of them (25%) said that they preferred writing their own answers in the exam paper (Table 44). In parallel, the same question was asked to the instructors in question 17 and 1 of the instructors (25%) wanted students' own answers, 2 of the instructors (50%) wanted to see both the students' own answers and what s/he taught in the class and 1 instructor (25%) wanted to see only what s/he taught in the class, in the exam papers (Table 86). Here, another mismatch between what the students reported and what the teachers suggested exists. While most of the participant students preferred writing what the instructors taught in the exam paper, the instructors' expectations were not only to see what they taught in the exam paper.

These expressions can be explained by the views of Snyder (1971). Snyder (1971) claimed that the real expectations of university level instructors from the students can be different from what they declare as they expected, in reality. According to him, although university instructors demand creative and critical way of thinking from the students, students can only be successful if they write what the instructor taught in the lesson. Because of this reason, students prefer writing what they were taught in the lesson. To support this view, the expressions of the students can be given as example. For example student 5 and 6 reported that, in writing sections especially, they wrote what the teacher taught them during the lessons to get high marks. Although student 2 responded that he wrote his or her own answers in the writing section, he added that he could not get high marks because of this reason. The reasons for writing what the instructor had taught can be understood from Table 20c.

However, in order to show the official aim in terms of numbers it is necessary to look at the PDQEC (2009) again. In the PDQEC (2009), the term 'independent' was used 5 times to stress the importance of self- production. Yet, as it can be seen from the expressions above, this is not realized in reality. It can be seen that, in writing sections or open ended questions, writing what was taught preferred mostly.

Another hidden message was conveyed by the objection of the students to the exam results. In terms of objection to the exam results in question 21, out of 8 participant students, 5 of them (62.5%) indicated that they could object to the test results, 1 of them (12.5%) indicated that

there was no need for that, 2 of them (25%) indicated that they did not have an idea about that (Table 47).

The same question was confirmed by the question 11 which was asked to the administrators. The administrators (100%), as well, indicated that the students could object to the exam results (Table 110).

At this point, the student who thought that there was no need for that was remarkable. According to Johnson (1970), one of the ways of being authority in the classroom is being an expert. The teacher is accepted as an expert whose knowledge is undisscussable. Therefore, in order to survive in the classroom, the students should not discuss with the instructors (Jackson, 1968). This result is in parallel with the result of the research which was conducted by Ahola (2000) with university students. He found that university students saw the instructor as an expert and did not discuss with the instructors in order to establish good relations. In fact, the words of student 5 expressed that s/he does not object to the exam results by saying that "University teachers do not make mistakes". Likewise, student 2 stated that "Nobody dares to object to the teacher. What the teacher says is true."

In relation to the exam results, the reactions of the instructors and the administrators were thought to play an important role on the students' beliefs. When the question 22 was asked to the students, "How do the administrators and your teachers react when you object to the exam results", 6 of them (75%) reported that the academic staff displayed positive disposition (Table 49). In response to this result, in question 16, the instructors (75%) indicated that they wanted another teacher to evaluate the paper again whereas 1 instructor (25%) indicated that s/he did not show any reaction (Table 84). Again, administrators told that the students could have objected to the exam results and they declared that they had an official procedure to be followed by the students such as writing a petition within 15 day after the announcement of the exam results (Table 109).

It can be inferred that, as there was an official right of the students, the administration and the instructors showed respect to this right and objection to the exam results did not create any negative impact on the instructor and student relationship. However, it was obvious that the students were unaware of this official right and the procedure.

In short, the hidden curriculum elements of the BED can be summarized as follows:

The students were expected to show respect to the administrators and instructors.

The students should listen to the instructors, actively participate in the lessons.

The students should be punctual, responsible and should not take part in political acts.

Using the ID cards at the turnstiles and bringing the course materials were the most important rules to be obeyed. The students might have thought this as they received the most powerful reaction from the administration when they rejected this rule.

The students knew that obedience would bring academic success. Thus, they could survive at school.

For instructors, being active participant and listening to the lecture were more important.

Although there was not a kind of reward, there was punishment at school and the students knew that. The best way to get rid of the punishment seemed to have good relations with the authority.

In some cases, especially in alternative assessment types and open ended questions students knew that marking could be used against them. Therefore, the students might have tried to use this message for their own benefit.

According to the instructors and administrators being successful at lessons was not enough for the survival of the student at school and in the classroom.

If a student had good relations with the authority, this could bring him/her higher marks.

Time was a signal of important messages such as the allocated time for exam practice. The students might have received cover messages related to the examination questions.

There were other merits in the placement of students to the classes such as gender or departments of the students.

The distribution of the teachers to the classes had a rationale. There was an effort to balance out the inexperienced ones. However, this could be perceived as a kind of punishment for a small amount of instructors.

Students who were late for more than 15 minutes were not allowed to attend the lesson.

The students could make some inferences about the questions or the important places for the exam.

Students thought that they should have written what they were taught in the exam to get higher marks.

Students thought that their success was influenced by the instructors' attitudes towards them.

Students thought that academic staff was the authority and expert whose authority could not be discussed.

Students could object to the exam results and they did not face with a negative attitude towards themselves. Yet, they did not know the official procedure.

Students thought that instructors were the practitioners of the administrative authority. They might have thought this, because they were unable to face with the administration.

Each course gave different covert messages. The most powerful messages were given by the writing course. This might have exsited because there was a mismatch in the syllabus of the writing course and the goals of the programme.

Research Question 3: Are the students aware of the hidden curriculum in the programme?

In order to answer this question, it is necessary to review the students' answers to some of the questions carefully.

Regarding the students' answers to question 10, "What benefits does the obedience to the school rules bring the students? Gaining importance and drawing teachers' positive feelings or being successful etc", it is possible to see that they were aware of the hidden messages that they encountered in the schooling process. 5 out of 8 students (62.5%) said that obedience to the rules affected the instructors' views and brought them higher marks whereas 2 of them (25%) said that obedience to the rules affected them psychologically in terms of motivation or their relationship with their instructor. They also gave specific examples. For example, student 2 said "I am not a hardworking student but I know how to exploit the obedience expectations of the instructors. I do it because my English is not good enough to pass the class". Similarly, student 8 was complaining about some of the behaviours of some instructors and stated that "Some instructors display really problematic behaviours in the classroom. They treat the students in a bad manner. At this point, obedience help you get rid of problematic situations in the class".

Regarding these two specific examples, the students might have exploited the obedience in order to get better scores or to survive in the classroom. In either case, it can be said that the students were aware of the hidden messages and they knew how to use these messages for their own benefit.

Another hidden message that can be given as an example of the students' awareness is that they thought that their success was influenced by the instructors' attitudes towards them. Considering their answers to question 17, "Do you think that the behaviours and attitudes of your instructors and administrators affect your academic success? If they do, in what ways do you think they affect your success? Please give examples", it can be said that they were also aware of the hidden messages. 6 out of 8 students (75%) said that they were influenced by the instructors' behaviours in terms of academic success.

During the interview student 3 indicated that "The presence of an instructor other than your own instructor affects me in a negative way during the exams. S/he does not display warm behaviours. Instead, s/he displays formal attitudes which make me feel lonely."

Similarly, student 8 suggested the same kind of effect but in a negative way. S/he indicated "Some instructors are really ruthless. Most of the students in our class do not have a good language learning background. Because of this reason, we have difficulty in understanding or pronunciation. They sometimes display insulting behaviours towards us. Naturally, I cannot get higher marks as I do not have high motivation". At this point, it can be said that this student was also aware of the negative hidden messages that the instructor transmitted to the class. Yet, s/he might not have known how to over come the situation. The same student stated that s/he used the obedience expectations of the instructors to get rid of the instructor's harsh behaviour.

Another clear hidden message that the students seemed to have received was about making inferences about the exam questions. For example, in question 19, they were asked "Can you make inferences about the important subjects or parts which are likely to exist in the exam from the behaviours and talk of your instructors? If you can do so, can you explain how you do it". While student 5 was answering this question s/he stated "If the instructor spends more time on a subject and if s/he gives more examples on a type of question, it means that it is going to be asked in the exam." Similarly student 3 indicated "if the instructor changes his or her voice tone or speaks in a slower mood, this signals that this part will be asked in the exam".

As it can be seen from these examples, the students were aware of the hidden messages that transmitted them and mostly they knew how to use them.

Research Question 4: If they are aware of it, what are the reported effects of the hidden curriculum on students' academic achievement?

The reported effects of the hidden curriculum elements on the students' academic achievement can be listed as follows:

Students knew that obedience to the school rules bring extra points. As it was stated above some students were aware of this fact and exploiting it for their benefits. For example student 2 stated that:

"I definitely use my good relations and the features of being a good student. At least, I find myself at times while I am exploiting it for my benefit. For example, I am not good at writing compositions. However, I can get higher marks although I do not use the structures that our teacher wants us to use. I feel that he likes me and he forgives my mistakes on my paper."

Students thought that their success was influenced by the instructors' attitudes towards them. Some students reported that their academic success was directly related to the instructors' attitudes. For example student 5 reported that the existence of his or her own instructor in the classroom during the exam made her/him more comfortable during the exam and it caused better results.

Students thought that they should have written down what they were taught in the exam to get higher marks in their exam papers. For example, student 5 and 6 reported that, in writing sections especially, they wrote what the teacher taught them during the lessons to get high marks. Although student 2 responded that s/he wrote his or her own answers in the writing section, s/he added that s/he could not get high marks because of this reason.

The students could make some inferences about the questions or the important places for the exam. Out of 8 participant students, 7 of them (87.5%) indicated that they made inferences from the instructors' attitudes about the exams and assessments (table 42). They reported that the instructors gave some signals directly or in directly. For example, some instructors reported to have spent more time on the important parts of the content, they changed their voice tone on important parts or they warned the students about some specific exam question

types. Also, the students reported that there were revision hours and exam practice worksheets for the preparation.

Another covert message source in this context of making inferences about the exam questions was the mismatches in the formal curriculum document, PDQEC (2009). As it was stated before, there were mismatches and unclear parts in the document. For example, the overall approach to the curriculum and the syllabus was defined as the communicative and functional one in the PDQEC (2009) document. However, when the sub-sections of the document were analyzed, there existed some mixed forms of curriculum types. For example, some teaching objectives were included in the programme for the exam practice or for alternative evaluation orientation.

Because of this mismatch in the formal curriculum document, the instructors and the administrators might have employed some different orientations about the examinations such as giving exam practice sheets to the students and using them in the classroom during specific hours before the exam. For example, one participant administrator said "we use exam practice materials for all skills" while the other administrator said "we allocate some time for revision in the programme in the exam week". Likewise, instructor 4 indicated "I want them to be successful. That's why I prepare some extra materials for them" in his or her reply to question 14. Thus, it seems that both the instructors and administrators developed their own belief or own way of practice about the exam preparation.

According to Meighan (1986), beliefs, especially that of teachers, affect the academic success of the students. It is obvious that the applications related to the assessment and evaluation as well as the attitudes of the instructors might have implied some covert messages. As the students received these messages they might have reflected this perception in their academic achievement by acting accordingly. For example, student 3 stated that s/he tried to be in the class during the hours just before the exam in order to receive the correct messages about the examination. Therefore, it is possible to conclude that covet messages had a deep impact on the academic achievement of the students.

Research Question 5: If it exists, in what way does the hidden curriculum affect the academic achievement of the students of EFL in a university preparatory class?

In order to answer this question, first of all, it was necessary to look at the participant students' academic achievement in terms of scores and their statements about being affected by the hidden messages that they got from the instructors' attitudes towards them, to identify the correlation between these two items statistically. Because of this reason, Spearman's Rank

Correlation Coefficient test was applied since the number of the participants was below 30 (N=8). As it was stated before in the results section, this statistical process was applied to the variables, namely the proficiency test scores of the students and the points which were given to the categories emerged from the students' answers to question 10, 17, 19 and 20.

In the first place, question 17 "Do you think that the behaviours and attitudes of your teachers and administrators affect your academic success? If they affect, in what way do you think it affects your success" was asked to the students. The students' answers to question 17 were given points. For each positive answer, the researcher gave 1 point and for each negative answer 0 point in SPSS 15. The scores of the students were also entered in a similar way. Then, the nonparametric Spearman's Rank Correlation Coefficient Test was applied. The results of this test displayed that there is a statistically significant and positive correlation between these two variables ($p<.05$). In other words, the more positive messages they received from the instructors' attitudes towards them the more academic achievement the students obtained. The students' motivation might have been affected by the instructors' behaviours. Thus, they might have performed well in the examination.

Secondly, Spearman's Rank Correlation Coefficient Test was applied again to identify if there was a correlation between the students' views about benefits of obedience which they conveyed in their answers to question 10 and their academic achievement in terms of proficiency test scores. The same procedure was applied again. Question 10 was asking "what benefits does the obedience to the school rules bring the students?..." The researcher gave 1 point for each answer which conveyed either direct or indirect benefit, namely teacher assessment, higher marks and psychological effects and 0 point for each answer which conveyed no benefits of obedience in SPSS 15. Then, scores of the students were also entered in a similar way and the correlation test was applied. It was found that there is a statistically significant and positive correlation between these two variables ($p<.05$).In other words, it was revealed that the students' positive perceptions on the benefits of obedience in the school environment were influential on their proficiency test scores.

Again, making some inferences about the important parts of the exam was another hidden message that the students perceived from instructors' attitudes. Therefore, the correlation between the academic achievement of the students and their making inferences from their instructors' behaviours and attitudes about the exam questions was also searched. In order to identify this correlation, the researcher focused on the students' answers to question 19. She gave 1 point for each positive answer and 0 for the negative answer in SPSS 15. Then, scores

of the students were also entered in a similar way and the correlation test was applied it was found that there is a statistically significant and positive correlation between these two variables ($p<.01$). In other words, the more students thought that they could make inferences about the exam questions from the instructors' attitudes and behaviours the higher scores they obtained from the proficiency test.

Additionally, it was necessary to focus on the correlation between the students' preference of writing their own answers for opinion questions what instructors taught during the lessons and the students' academic achievement. In order to identify this correlation, the researcher focused on the students' answers for question 20. She gave 1 point for each answer which stated that the student preferred to write what the instructor taught and 0 point for each answer which stated that the student preferred to write his/her own answer in SPSS 15. Then, scores of the students were also entered in a similar way and the correlation test was applied. It was found that there is a statistically significant and positive correlation between these two variables ($p<.05$).In other words, In other words, the more they preferred writing what the instructors taught, the higher marks the students received.

Regarding all the results of these tests, statistically, it is possible to say that the hidden curriculum elements affected the students' academic achievement in a positive way. The statements of the students and instructors also approved this finding. For example, while answering question 17, "Do you think that the behaviours and attitudes of your teachers and administrators affect your academic success...", student 5 indicated that s/he performed better when s/he was with his or her own instructor during the exam. Similarly, student 7 stated that the behaviours of the instructors affected his/her performance during the exam. S/he stated that s/he displayed better performance with friendly and cheerful instructors during the academic year.

In addition to this, while answering question 20, "In the exams, through the open-ended questions such as writing part, and alternative assessment applications, such as portfolio or reading circle applications, do you prefer writing what has been taught by your instructors or do you write your own answers in the exam paper", student 1 and 8 stated that they preferred writing what was taught by the instructors. They expressed that only by doing so, they could receive higher scores during the academic year. However, student 2 indicated that s/he was a protest person and s/he refused to write what the instructor taught before. Thus, her/his marks were low (See Appendix H).

Regarding all these identifications, it is possible to say that students knew how to use the hidden curriculum messages. Therefore, it might be said that these messages had a positive impact on their achievement.

Research Question 6: What are the reported views of the university teaching staff and administrative staff on the effects of hidden curriculum in the institution?

As for the reported views of the administrative and teaching staff, it can be said that they were aware of the effects of the hidden curriculum elements partially.

As for the administrative staff, first of all, they admitted that they had used a kind of scale while placing the staff to their classes. They reported that they did it on purpose so that they could obtain the desired results. For example, while placing the staff, they took the qualifications of teachers into consideration so that they could balance out the courses (See Table 94). However, they indicated that they did not use any scale except for the placement test while placing the students to their classes (SeeTable 92). Yet, one of the instructors (instructor 3) was an ex-administrator who was in duty when these students were placed in their classes. When this question was asked her, she was sure about her answer. She declared that "we used some criteria in the placement of the students such as their gender, departments, their scores in the placement test addressing not only the level but also the class etc." In other words, they classified the students on the basis of some criteria known only by the administrators. The students of the same level were also classified.

The reason for this mismatch between what the present administrators said and the ex-administrator could be lack of coordination. Since these administrators were absent while the placement was being done, they might have had misinformation about the subject. Yet, it is possible to infer that administration had set some kind of hidden curriculum beforehand on purpose.

In terms of rules of the school, the administrators were clear about the rules and what to expect from the students. Both of the administrators (f 2) (100%) indicated that they expected the students to obey the rules about attendance (f 2) (100%), bringing materials to the class (f 2) (100%), displaying correct behaviours in the classroom (f 2) (100%) and following the general school rules (f 2) (100%) (Table 96). Therefore, by looking at the students' statements (see Table 10), it can be said that they were aware of the messages that they were giving via the application of the rules. However, hidden curriculum can be defined as the unintended

messages that are given by the school. At this point, it seems that the administration was partially not aware of the students' interpretation of the 'school rules', which was a general umbrella term, as the students stated some other dimensions related to the political acts which took place at school. Here, the communication between the administration and the students seemed to have broken. Yet, the communication structure changes the structure of what is learnt (Barnes, 1976). According to Barnes (1976), if one knows what s/he knows, then s/he can change it. Due to this reason, if the administration realized the breakdown in the transmission of the message, they could rebuild it in a demanded way.

Additionally, the administrators were aware of the fact that their behaviour was influential on students' academic success. One of the administrators stated that the administration was consistent in terms of assessment and exams, which was seen as influential about the students' academic success. The other administrator was in favour of setting the rules beforehand and applying them consistently (Table 103). Moreover, both of the administrators (100%) indicated that the students were informed about the exams and assessments properly beforehand (Table 106) showing that the administration was giving importance to the exams and assessment. Another indicator of the importance of the exams was the special applications that the institution realized before the exams for the exam practice. The administrators (100%) indicated that different applications were put into practice to draw the students' attention to the important parts that were likely to exist in the exam (Table 108).

At this point, it is possible to say that their influence was powerful in two ways: in terms of assessment or exam application and in terms of rule application. In either way, they were using their power over the students as Jackson (1968) identified. According to Jackson (1968), school life is impersonal and competitive. Students learn about crowd, praise and power more than academic issues. Here, the administrators' rule setting or application was addressing the students as impersonal whereas the firm and fixed application in the assessment represented the competitive nature of the school. As a result, the administrators were aware of the fact that they were signalling these messages to the students and they were influential on their academic success.

As for the teaching staff, namely the instructors, they were also aware of the effects of hidden curriculum over the students' academic success.

First of all, according to them, application of a scale in the placement of the students' and instructors to the classes was influential in terms of classroom dynamics. They reported and

claimed that they came across the students having the same ethnic background or departments (Table 53). Also, they reported that they were distributed to the classes on the basis of a rationale (Table 55). According to the instructors, they had to cover the inexperienced instructors' weak parts in the programme (Table 56). One of them also saw this distribution as a means of reward of punishment (Table 56). These facts were determining the climate of the classroom in terms of communication. As Barnes (1976) stated before, communication carries hidden messages. Therefore, these classes received different messages on the basis of their climate and this was directly influencing the academic achievement of the students.

Again, in terms of obedience to the rules, they stated that while evaluating, they were influenced by the obedience (Table 69). At this point it is possible to say that this finding supports Ahola's (2000) research findings, with which he found out that in order to be successful at school, students had to obey the rules of the authority, should not have discussed with the instructors and should have had good relationship with the faculty. The instructors admitted that their evaluation changed according to the type of the student and this message was transmitted to the students.

Moreover, out of 4 instructors, all of them (100%) indicated that they believed that their attitudes and behaviour affected the students' academic success (Table 77). Classroom communication is the result of contextual relations. Here, teacher and the students create meaning together (Ruane, 1989). It means, in particular context any student can be low achiever or high achiever (Wheeler, 1988; Ruane, 1989). Therefore, the attitudes of the instructors determined the communication environment in terms of motivation to study and learn. This situation normally affected their success.

In terms of exams and assessment, the instructors suggested that they drew the students' attention to the subjects or question types which were likely to exist in the exam so that they could be successful (Table 79). This also shows that they knew that they deliberately draw the students' attention to the exam question types. As the instructors knew the structure and the operational mechanism of the school, they tried to conduct the academic orientation accordingly. Again according to Ruane (1989), teachers must be aware of the social organization of schools and classroom. In other words, they should know the implicit norms and values. In this case, it can be said that the instructors were aware of the expectations of the institution and they might have tried to fulfil the needs of the students accordingly.

VI. IMPLICATIONS

As for the implications of the research, it can be stated that the study has several implications.

First of all, the university preparatory school context was significant. The participants of the study were from various ethnic, social and educational backgrounds and from different academic levels and different classes. Therefore, they constituted for a small portrait of the student mosaic of SFL prep school. Yet, their contributions were significant in the way that they enlightened the covert or unintended messages that were given in a foreign language learning environment. However, as each level and class had its own dynamics, each level or each class could be studied separately.

Moreover, the study showed that each course, that is, main course, reading, writing, listening and speaking, had its own implicit messages. In this study, the strongest messages were received from the writing course. Due to this reason, it would be useful to study each course within the school dynamics of the SFL.

This study was based on one ethnographic data collection procedure, namely interviews. Since the statements of the students, instructors and administrators indicated significant facts about the unintended messages of the formal curriculum, there was a need for other types of data collection procedures such as observation and questionnaire application. Such kind of replication of the study could give more powerful results which could support the results of this study.

In addition to this, the questions which were asked in the exam and the alternative assessment procedures which were another major part of this study were thought to have signalled some hidden messages. Due to this fact, the exam questions could be studied carefully through Blooms' taxonomy and the dimensions of the questions could be identified in order to see if there was a mismatch between the official curriculum and the hidden messages that the students received through the exams. Similarly, alternative assessment procedures could have been examined to reveal the covert messages that the students received during the application process.

The theoretical background of this study was the Functionalist Approach as the researcher related the findings of the research with the views of Jackson (1968). However, same kind of research could reveal more significant results in the hidden curriculum effects over the

academic achievement if the replication of the research was adopted on the basis of Neo-Marxist Approach.

Another point in this study is that the interviews were conducted at the end of the academic year. In a replication of this study, the interviews could be conducted both at the beginning of the academic year and at the end of the academic year with the same students. It would be possible to observe if the hidden curriculum elements governing the school changed or not throughout the academic year. Thus, it would be easier to identify decisive nature of the hidden messages.

This present study can also imply some other messages for education. In the first place, regarding the structure of the population of the students, it seems that being a student of preparatory class is a difficult process that should be completed in one academic year. The levels of the classes should be well-defined and there should be clear criteria for the placement of the students. The students and the instructors should be informed about the criteria to prevent any possible misunderstanding. This application would raise the trust in the institution.

During the study it was observed that some students and some classes seemed to have serious difficulties in the language learning process. The students expressed that they had difficulties with the learning process because of the attitudes of the instructors. So as to solve this problem, it would be wise to appoint an advisor instructor for each class. Advisor instructors can produce immediate remedies preventing trivial difficulties from transforming into big problems.

Among all the leves of classes, the C level classes needed special care and interest. The students of this level were more naive than the students of B and A levels. Regarding their age group, as young adults, and their previous language learning background, it should be noted that they generated negative evaluations about their position in the school. Therefore, the administration and the instructors should develop a proper policy of behaviour to rais their motivation. In this context, regarding their views about the school building C level classes should not be placed on the ground floor.

As for grouping the students in terms of levels and placing them in their classes, the study revealed that there were many assumptions about this procedure. In order to prevent the false

beliefs about this issue, the selection and grouping of the students should be conducted in a clear and more scientific way.

Additionally, the study also revealed that there is also a hidden curriculum among the instructors. In order to create a better educational environment, the hidden messages which were given to the instructors should also be investigated. Although this can be subject to another scientific research, such a kind of investigation can help the administration correct the false beliefs among the instructor. Thus, the communication within the institution will develop in a positive way and the success of the programme will rise.

As for the administrators, during the application of this study it was observed that they were unaware of the false messages that the student and the instructors were receiving. Therefore, there existed some mismatches between what the students and instructors said and the administrators' statements. Due to this reason, administrators should pay special attention to the communication procedures within the institution. In this context, it can be advised that they should hold regular meetings with the instructors and students or at least student representatives. By doing this, they would find the chance of expressing their objectives and aims of their educational applications clearly.

As for the educational structure within the institution, since the study revealed numerous lacking parts and mismatches between the offical curriculum of the programme and the perceptions in general, it should be written again in accordance with one of the scientifically accepted models of curriculum and EFL curriculum types. In order to achieve this goal, a professional counselling is adviced. As this university, in which this present research was conducted, has an ELT department, it would be practical to demand such a counselling from this department. Additionally, the administration can also establish a curriculum development office who will work under the guidance of the ELT professionals. Thus, the institution will have its genuine curriculum document.

As it was stated before in the results section, the present curriculum has many lacking or inefficient parts in accordance with the Johnson's Model of Curriculum (1989). If this recommended curriculum development stage is realised, the curriculum writers should pay special attention to the description of the teaching acts and learning acts which will take place in the classroom. Likewise, a separate syllabus document and a policy document should also be prepared. Additionally, the assessment procedures of the institution should be defined in terms of objectives and teaching styles.

In terms of pedagogical implications, it can be noted that the students saw the authority of the instructors and administrators indiscussable. Due to this fact, they wrote what the instructors had taught them in their examination papers. However, evaluation or assessment should be objective. If the testing application procedures are renewed, and defined clearly in the curriculum, they should be announced to the instructors and the students, as well. In other words, the communication between the administration and the school population should be more powerful to prevent the emrgence of the false beliefs.

Apart from this, during the interviews it was observed from the students' statements that there are various groups or clubs having various political ideologies within the student population in the preparatory school. Sometimes, these groups try to gain supporters from the students.They organise meetings for this purpose. The students who live alone or stay in the dormitory feel lonely in İstanbul. Thus, they participate in these groups although they do not have interest in these political views. This participation sometimes causes delays in their education like being absent from the class. If a professional psychological counselling is provided for these students, they will be able to make their own decisions in terms of participation in these groups. Thus, their education in the preparatory school can be a more fruitful experience.

Another important issue is that the students were unhappy with the interference of the security guards. These guards were interferring all sorts of students' activities, even the posters of the movies which would be shown in the school. The security should be prevented from wandering around during class hours. Additionally, the administration can give permission to the activities of the students or the administration can organise the activities which will be interesting for the students. Yet, in order to achieve this, the administration should be in direct contact with the students. At this point, student representatives can be used in the process of communication.

This study revealed that hidden curriculum existed in foreign languages school preparatory classes in higher education. It also has an important impact on the students' academic achievement. With a sufficient curriculum, the hidden messages which are assumed to be negative for such language learning environments can be replaced by more positive ones and academic success can increase.

VIII. REFERENCES

8.1 Articles

Ames, C. & Archer, J. (1988). Achievement Goals in the Classroom: Students' Learning Strategies and Motivation Processes. *Journal of Educational Psychology*. 80(3), 260-267.

Anyon, J. (1980). Social Class and The Hidden Curriculum of Work. *Journal of Education*. 162(1). 67-90.

Apple, M. W. (1985). The Culture and Commerce of the Textbook. *Journal of Curriculum Studies* 17(2), 147-162.

Arnott, M. & Whitty, G.(1982). From Reproduction to Transformation: Recent Radical Perspectives on the Curriculum from the USA. *British Journal of Sociology of Education.* 3(1),93-103 (quoted in Moore, R. (1988). The Correspondence Principle and The Marxist Sociology of Education. *Bowles and Gintis Revisited – Correspondence and Contradiction in Educational Theory*, Routledge, Oxon, 51-84).

Carr, R.P. & Klassen, T.R. (1996). The Role of Racial Minority Teachers in Anti-racist Education. *Canadian Ethnic Studies*. 28(2).

Çelebi, M. (2006). Türkiye'de Anadili Eğitimi ve Yabancı Dil Öğretimi. *Sosyal Bilimler Enstitüsü Dergisi.* Erciyes Üniversitesi, 21(2), 258-307.

Desheng, G. (2009). Gender Justice and School Education. *Higher Education Press and Springer-Verlag*. 4(2),252–267.

Ereş, F (2005). Eğitimin Sosyal Faydaları Türkiye AB Karşılaştırması [Special Edition] *Eğitim ve Sosyal Bilimler Dergisi MEB.* (167).

Graves, K. (2008). The Language Curriculum: Asocial Contextual Perspectives. *Language Teaching.* 41(2). 147-181.

Hassan, A. & Bijandi, S. B. (2009). Hidden Curriculum in Higher Education: Linking Philosophy to Practice. *The Journal of International Management Studies,* 4(1), 92-98.

Hay, J., Ashman, F. A., & Van Kraayenoord, E. C. (1998). Educational characteristics of students with high or low self-concept. *Psychology in the Schools, 35*, 391-400.

Işık, A. (2008). Yabancı Dil Eğitimimizdeki Yanlışlar Nereden Kaynaklanıyor? *Journal of Language and Linguistic Studies.* 4(2).

Jing, H. (2006). Learner Resistance in Metacognition Training? An Exploration of Mismatches Between Learner and Teacher Agendas. *Language Teaching Research.*10(1). 95–117.

Kılıçkaya, F. (2007). Resisting Linguistic Imperialism in English Teaching. *Journal of Theory and Practice in Education.* 3(2), 258-265.

Kiely, R. (2009). Small Answers to the Big Question: Learning from Language Program Evaluation. *Language Teaching Research,13* (1), 99-116.

Korkmaz, Z. (2001). Yabancı Dilde Öğretim. *Öğretmen Dünyası.* 260,17.

Myles, B. S. (2005). A look inside the hidden curriculum: The importance of teaching vague and elusive information to individuals with autism spectrum disorders. *Autism Spectrum Quarterly,* 22-29.

Ozturk, B.; Koc, G.; Tezel Sahin, F. (2003). Sınıf Oğretmenlerinin Oğrencileri Arasında Ayırım Yapma Durumu ve Bu Ayırımın Bazı Değiskenler Acısından İncelenmesi. *Turk Eğitim Bilimleri Dergisi*, 1 (1), 109 – 118.

Paykoc, F., Gundoğdu, K. (2002). İlkoğretimde Örtük Program ve Önemi. *XI. Ulusal Eğitim Bilimleri Kongresi*. KKTC: Near Eastern University.

Schimmel, D.M. (2003). Collaborative Rule-Making And Citizenship Education: An Antidote To The Undemocratic Hidden Curriculum. *American Secondary Education* 31 (3), 16 – 35.

Sunderland, J. (2000). New Understandings of Gender and Language Classroom Research: Texts, Teacher Talk and Student Talk. *Language Teaching Research.* 4(2).149–173.

Wheeler, C. (1988). Personal Communication. (quoted in Ruane, S. (1989). Social Organization of Classes and Schools. Reynolds,M.(Ed), *Knowledge Base for the Beginning Teacher.* London: Pergamon.)

Wu, Z.J. 2004: Symbolic Control of Curriculum Autonomy: Teachers' Empowerment ThroughDiscourse.*Foreign Languages and Their Teaching.* 6 (183). 30-34 (quoted in Jing, H. (2006). Learner Resistance in Metacognition Training? An Exploration of

Mismatches Between Learner and Teacher Agendas. *Language Teaching Research.*10(1). 95–117).

Young, R., & Lee, S. (1984). EFL Curriculum Innovation and Teachers' Attitudes. *Tesol,* 183-194.

Zucker, S. (2001). Good teaching. *School Psychology Quarterly, 16*, 343-349.

8.2 Books

Anderson, T. (2001). *The hidden curriculum in distance education: an updated view.* Change. 33 (6). 28 – 35.

Apple, M. W. (1982). *Cultural and economic reproduction in education: essays on class, ideology, and the state.* Boston: Routledge and Kegan Paul(quoted in Margolis, E., Soldatenko, E. M. Acker, S. & Gair, M. (2001). Peekaboo: hiding and outing the curriculum. In E. Margolis (Ed)*The hidden curriculum in higher education*. New York: Routledge) .

Apple,M.(2003). Becoming Right: Education and Formation of Conservative Movements. *The State and The Politics of Knowledge.* New York Routledge Falmer.

Apple, W.M. & Buras K.L. (2006). Speaking Back to Official Knowledge. *The Subaltern Speak – Curriculum, Power and Educational Struggle.* NewYork: Routledge.171-284

Aronowitz, S.& Giroux, H. (1985). *Education under siege*. London: Routledge & Kegan Paul.

Banathy, B. H. (1968). *Instructional sytems.* Palo Alto, California: Fearon Publishers.

Bank, B. J.(2007). *Gender and education: an encyclopedia.* Westport CT:Praeger Publishers.

Barnes, D. (1976) *From communication to curriculum*. New York: Penguin Books.

Bernstein, B.(2000). *Pedagogy, symbolic control and identity – theory, research, critique* (Revised Edition). Oxford-England: Rowman&Littlefield Publishers.

Bogdan, R. C., & Biklen, S. K. (1998). *Qualitative research for education: An introduction to theory and methods*. Boston: Allyn and Bacon (quoted in Richards, K. (2003). *Qualitative inquiry in TESOL.* Great Britain: Palgrave Macmillan).

Buchman,M.(1984). The Priority of Knowledge and Understanding in Teaching. In L.G. Katz and J.D. Raths (Eds) *Advances in Teacher Education*. Norwood, NJ: Ablex.29-50.

Buras, K. L.(2006). Tracing The Core Knowledge Movement, History Lessons From Above and Below. Apple,M.W.&Buras K.L (Eds), *The Subaltern Speak – Curriculum, Power and Educational Struggles*, New York: Routledge. 43-74.

Buras, K. L. & Motter, P. (2006). Toward a Subaltern Cosmapolitan Multiculturalism. Apple,M.W.&Buras K.L (Eds), *The Subaltern Speak – Curriculum, Power and Educational Struggles*, NewYork: Routledge. 243-269.

Carlson, D.L. (1988), Beyond the Reproductive Theory of Teaching. Cole, M. (Ed), In *Bowles and Gintis Revisited – Correspondence and Contradiction in Educational Theory.* Oxon: Routledge.158-173.

Castello, C.Y.(2001), Schooled by the Classroom- The Reproduction of Social Stratification in Professional School Settings. E, Margolis (Ed.), *The Hidden Curriculum in Higher Education.* New York: Routledge. 43-61.

Cunningsworth, A. *Choosing Your Coursebook.* Oxford: Heinemann, 1995. (quoted in Hurst, N. R. (2008). The Hidden Curriculum:Issues and Angst About Cultural Content in ELT Materials. Retrieved from http://web.letras.up.pt/nrhurst/Hidden%20Curriculum%20Article%20-%20Valladolid.pdf-.pdf on 21.03.2010.

Curry, J. (2001). The hidden curriculum of a community college ESL writing class. E, Margolis (ed) *The hidden curriculum in higher education.*New York: Routledge.175-192.

Cusick, P. (1973). *Inside high school.* New York: Holt Rinehart and Winston. (quoted in Lynch, K. (1989). *The hidden curriculum: reproduction in education, an appraisal.*Philadelphia: The Falmer Press.)

Dale, R. (1977). Implications of the Rediscovery of the Hidden Curriculum for the Sociology of Teaching. D, Gleason (Ed). *Identitiy and Structures.* UK-Nafferton: Driffield. 44-55.

Dewey, J. (1938**).** *Experience and education*. *New York: Macmillan.*(quoted in Ornstein, C.A. & Hunkins, P.F. (1988). *Curriculum foundations, principles and issues.* New Jersey: Prentice Hall).

Doll, C.R. (1996). *Curriculum improvement: decision making and process*. Boston: Allyn and Bacon.

Dubin, F.& Olshtein, E. (1986). *Course design: developing programs and material for language learning.* Cambridge: Cambridge University Press.

Durkheim, E. (1925). *Moral education.* New York: The Free Press (quoted in Margolis, E., Soldatenko, E. M. Acker, S. & Gair, M. (2001). Peekaboo: hiding and outing the curriculum. E,Margolis (Ed).*The hidden curriculum in higher education*. New York: Routledge).

Eisner, E. (1994). *The Educational Imagination: On the Design and Evaluation of School Programs*. New York: Macmillan College Publishing (quoted in Ornstein, C.A. & Hunkins, P.F. (1988). *Curriculum foundations, principles and issues.* New Jersey: Prentice Hall).

Freire, P. (1972). *Pedagogy of the opressed*, New York : Herder and Herder.

Gair, M.& Mullins, G. (2001), Hiding in Plain Sight.E, Margolis (Ed.)*,The Hidden Curriculum in Higher Education*. New York : Routledge. 21-42.

Giroux, H. A. (1992). *Border crossings –cultural workers and the politics of education*. New York –London: Routledge

Gramsci, A. (1971). *Selections from the Prison Notebooks*. International Publishers (quoted in Giroux, H. A. (1992). *Border crossings –cultural workers and the politics of education*. New York –London: Routledge.)

Hall D.R. & Hewings, A.(2001). *Innovation in English language teaching: a reader.* London: Routledge.

Hargreaves, A., Woods, P. (1984). *Classrooms & Staffrooms: The Sociology of Teachers & Teaching*. Milton Keynes: Open University Press.

Hass, G. (1980). *Curriculum planning: a new approach.* Allyn Bacon. 41(quoted in Ornstein, C.A. & Hunkins, P.F. (1988). *Curriculum foundations, principles and issues.* New Jersey: Prentice Hall).

Hobby, R. (2004). *A culture for learning: An investigation into the values and beliefs associated with effective schools.* London: Hay Group Management. 67.(quoted in Jerald, D.C. (2006). School Culture 'The Hidden Curriculum'. *Issue Brief.* Retrieved from www.centerforcsri.org on 21.06.2010).

Jackson, P.W. (1983). *Life in classroom.* New York: Holt, Rinehart and Winston Inc.

Johnson, D. W. (1970). The Social Psychology of Education. New York: Holt, Rinehart and Winston Inc.

Johnson, M. (1967). Definitions and Models in Curriculum Theory. *Educational Theory*.17. 127-140. (quoted in Posner, G.J. (1992). *Analyzing the curriculum*. New York. McGraw-Hill).

Johnson, M. (1977). *Intentionality in education*. Albany, NY: Centre for Curriculum Research and Services. (quoted in Posner, G.J. (1992). *Analyzing the curriculum*. New York. McGraw-Hill).

Johnson, K.R. (1989).*The second language curriculum.* Cambridge: Cambridge University Press.

Krahnke, K. (1987). *Approaches to syllabus design for foreign language teaching.* Englewood:Cliffs, NJ: Regents Prentice Hall.

Köksal, A. (2000). *Yabancı Dille Öğretim: Türkiye'nin Büyük Yanılgısı*. Öğretmen Dünyası.

Lawton, D. (1990). *Class, culture and curriculum*. Students Library of Education.

Lynch, K. (1989). *The hidden curriculum: reproduction in education, an appraisal.*Philadelphia: The Falmer Press.

Mahony, P. (1985). Schools for the Boys: Co-education reassessed. London: Hutchinson (quoted in Wolpe, A. (1988), "Experience as Analytical q Framework: Does It Account for Girls' Education?". *Correspondence and Contradiction in Educational Theory*. Routledge, Oxon.131-157.

Margolis, E., Soldatenko, E. M. Acker, S. & Gair, M. (2001). Peekaboo: hiding and outing the curriculum. E,Margolis (Ed).*The hidden curriculum in higher education*. New York: Routledge.

Martin, J.R. (1976). What should we do with a hidden curriculum when we find one? Giroux,H.,& Purpel, D.(Eds.). *The Hidden Curriculum and Moral Education*. Berkeley, California: McCutchan Publishing Corporation. 122–139.

Martinez, G. (2006). In My History Classes They Always Turn Things Around, The Opposite Way. M.W.Apple, & K.L..Buras (Eds.).*The Subaltern Speak – Curriculum, Power and Educational Struggles*. New York : Routledge. 121-140.

Meighan, R. (1986), *A sociology of educating*. London: Holt, Rhinehart & Winston.

McKay, S.(1980). Towards an integrated syllabus. K.Croft (Ed.) Readings in English as a second language. 72-84. Cambridge, Massachusetts: Winthorp Publishers, Inc.(quoted in Dubin, F.& Olshtein, E. (1986). *Course design: developing programs and material for language learning.* Cambridge: Cambridge University Press.

McLaren, P.(1999). *Schooling as a ritual performance–toward a political economy of educational symbols and gestures (3rd ediion).*Boston: Rowman&Littlefield Publishers.

Miles & Huberman, (1994). *Qualitative data analysis: an expanded sourcebook.* United Kingdom: Sage Publications.

Moore, R. (1988). The correspondence principle and the marxist sociology of education. Cole,M., (Ed) *Bowles and Gintis revisited – correspondence and contradictionin educational theory*. Oxon: Routledge. 51-84.

MONE, (2006). *English language curriculum for primary education (grades 4, 5, 6, 7, and 8).* Ankara: Milli Eğitim Basımevi.

Morrow, R.A. & Torres, C.A. (1998). *Education and reproduction of class,gender and race: responding to the postmodern challenge. Sociology of education: emerging perspectives.* Torres C.A.& Mitchell T.R.(Eds.). Albany: Suny Press (quoted in Margolis, E., Soldatenko, E. M. Acker, S. & Gair, M. (2001). Peekaboo: hiding and outing the curriculum. In E. Margolis (Ed)*The hidden curriculum in higher education*. New York: Routledge).

Nunan, D. (1988). *The learner centred curriculum:a study in second language teaching.* Cambridge: Cambridge University Press.

Oliver, A. & Apple, M. (2003). Becoming Right: Education and Formation of Conservative Movements. Apple, M.W. (Ed.), *The State and The Politics of Knowledge,* New York Routledge Falmer.

Orlosky, E.D. & Smith, O.B. (1978). *The curriculum development: issues and insights.* Chicago: Rand McNally College Publishing Company(quoted in Ornstein, C.A. & Hunkins, P.F. (1988). *Curriculum foundations, principles and issues.* New Jersey: Prentice Hall).

Ornstein, C.A. & Hunkins, P.F. (1988). *Curriculum foundations, principles and issues.* New Jersey: Prentice Hall.

Overly, N. V. (1970). *The unstudied curriculum: its impact on children.*. Washington: Association for Supervision and Curriculum Development, NEA.

Prat, D. (1980). *Curriculum, design and development*. Boston-Massachusetts: Houghton Mifflin Harcourt P.(quoted in Ornstein, C.A. & Hunkins, P.F. (1988). *Curriculum foundations, principles and issues.* New Jersey: Prentice Hall).

Posner, G.J. (1992). *Analyzing the curriculum*. New York. McGraw-Hill.

Richards, K. (2003). *Qualitative inquiry in TESOL.* Great Britain: Palgrave Macmillan.

Ruane, S. (1989). Social Organization of Classes and Schools. Reynolds,M.(Ed), *Knowledge Base for the Beginning Teacher.* London: Pergamon.

Schubert, W. H. (1986). *Curriculum: perspective, paradigm and possibility*. New York: Macmillan (quoted in Ornstein, C.A. & Hunkins, P.F. (1988). *Curriculum foundations, principles and issues.* New Jersey: Prentice Hall).

Sadker, M. P., & Sadker, D. M. (2000). *Teachers, schools, and society*. Boston: McGraw Hill.

Saylor, J.G., Alexander, W.M. & Lewis, A.J. (1981). *Curriculum planning for better teaching and learning.* New York: Holt, Rinehart and Winston (quoted in Ornstein, C.A. & Hunkins, P.F. (1988). *Curriculum foundations, principles and issues.* New Jersey: Prentice Hall).

Seliger, H. W. & Shohamy, E. (1989). *Second language research methods.* Hong Kong:

Oxford University Press.

Sheen, Y. (2004). *The constructed female—the social gender theory*. Shanghai: Shanghai People's Press.

Shepherd, G.D. & Ragan, W.B. (1977). *Modern elementary curriculum.* New York: Holt, Rinehart &Winston (quoted in Ornstein, C.A. & Hunkins, P.F. (1988). *Curriculum foundations, principles and issues.* New Jersey: Prentice Hall).

Simons, M. (1991). *Flemington: towards being a successful school.* North York: North York Board of Education (quoted in Carr, R.P. & Klassen, T.R. (1996). The Role of Racial Minority Teachers in Anti-racist Education. *Canadian Ethnic Studies.* 28(2)).

Snyder, B. R. (1971). *The hidden curriculum*. New York: Alfred A. Knoph.

Tyler, R. (1949). *Basic principles of curriculum and instruction.* Chicago: University of Chicago Press (quoted in Ornstein, C.A. & Hunkins, P.F. (1988). *Curriculum foundations, principles and issues.* New Jersey: Prentice Hall.)

Wilkins, D. A. (1976). *Notional syllabus*. Oxford: Oxford University Press (quoted in McKay, S.(1980). Towards an integrated syllabus. K.Croft (Ed.) Readings in English as a second language. 72-84. Cambridge, Massachusetts: Winthorp Publishers, Inc. And also quoted in Dubin, F.& Olshtein, E. (1986). *Course design: developing programs and material for language learning.* Cambridge: Cambridge University Press.

Wiles, J. & Bondi,J. (1978). *Curriculum development: a guide to practice.* Columbus, Ohio: Charles E. Merrill Publishing Company (A Bell and Howell Company) (quoted in Ornstein, C.A. & Hunkins, P.F. (1988). *Curriculum foundations, principles and issues.* New Jersey: Prentice Hall).

Willis, P. (1977). *Learning to labor: how working class kids get working class jobs*, New York : Columbia University Press.

Willis, P. (1981). *Learning to labor: how working class kids get working class jobs (Revised Version).* New York : Columbia University Press.

Wolpe, A. (1988), "Experience as Analytical Framework: Does It Account for Girls' Education?". *Correspondence and Contradiction in Educational Theory.* Routledge, Oxon.131-157.

Yalden, Janice. 1987. *The communicative syllabus: Evolution, design and implementation.* Englewood Cliffs, NJ: Prentice-Hall.

Yuksel, S. (2004). *Örtük program. Eğitimde saklı uygulamalar*. Ankara: Nobel Yayınları.

8.3 On-Line Sources

Author unknown. (2006). *Future-ready students for the 21st century*. Retrieved August 6, q 2008, from http://www.ncpublicschools.org/state_board/boardgoals.pdf. (quoted in Weber, S.M. (2008). Curriculum Types: How do Decisions about Curriculum and Instruction Impact Student Achievement. *K12 Curriculum Development*. Retrieved from www.k12curriculumdevelopment.com/.../curriculum%20mapping%20/1.html on 1.07.2010)

Author unknown. (2006*). Future-ready students for the 21st century: What will a future-ready* school look like? Retrieved August 2, 2008, from http://www.ncpublicschools.org/sbe_meetings/revisions/2006/pdfs (quoted in Weber, S.M. (2008). Curriculum Types: How do Decisions about Curriculum and Instruction Impact Student Achievement. *K12 Curriculum Development*. Retrieved from www.k12curriculumdevelopment.com/.../curriculum%20mapping%20/1.html on 1.07.2010)

Bilton, T. (1996). *Introductory sociology.* London: Macmillian. Retrieved from http://en.wikipedia.org/wiki/Cultural_reproduction on 5.06.2010.

Bruner, J. (1960). The Process of Education. Cambridge, MA: Harvard University Press. (quoted in Weber, S.M. (2008). Curriculum Types: How do Decisions about Curriculum and Instruction Impact Student Achievement. *K12 Curriculum Development*.Retrievedfrom www.k12curriculumdevelopment.com/.../curriculum%20mapping%20/1.html on 1.07.2010)

Cambridge Dictionaries Online. Retrieved from http://dictionary.cambridge.org/dictionary/british/value_2 on 11.12.2010.

Chris, J. (1993). *Cultural reproduction.* New York: Routledge Retrieved from http://en.wikipedia.org/wiki/Cultural_reproduction on 5.06.2010.

Cuban, L. (1992). Curriculum stability and change. In Jackson, P. (Ed.), *Handbook of research on curriculum* (pp. 216-247). New York, NY: Macmillan. (quoted in Weber, S.M. (2008). Curriculum Types: How do Decisions about Curriculum and Instruction Impact Student Achievement. *K12 Curriculum Development*. Retrieved from www.k12curriculumdevelopment.com/.../curriculum%20mapping%20/1.html on 1.07.2010.

Deal, T.E. & K. D. Peterson (1998). Shaping School Culture: The Heart of Leadership Retrieved from http://www.wiley.com/WileyCDA/WileyTitle/productCd-0787943428.html on 10. 11.2010.

Drebeen, R. (1968). *On What is Learned in School.* Retrieved from http://openlibrary.org/works/OL5965262W/On_what_is_learned_in_school on 5.06.2010.

Eisner, E. (1994). *The educational imagination: On the design and evaluation of school programs*, 3rd ed. New York, NY: Macmillan College Publishing. (quoted in Weber, S.M. (2008). Curriculum Types: How do Decisions about Curriculum and Instruction Impact Student Achievement. *K12 Curriculum Development*. Retrieved from www.k12curriculumdevelopment.com/.../curriculum%20mapping%20/1.html on 1.07.2010)

English, F.W. (2000). *Deciding what to teach and test: Developing, aligning and auditing the curriculum*. Thousand Oaks, CA: Corwin Press. (quoted in Weber, S.M. (2008). Curriculum Types: How do Decisions about Curriculum and Instruction Impact Student Achievement. *K12 Curriculum Development*. Retrieved from www.k12curriculumdevelopment.com/.../curriculum%20mapping%20/1.html on 1.07.2010)

Erickson, H.L. (2007). *Concept-based curriculum and instruction for the thinking classroom*. Thousand Oaks, CA: Corwin Press. (quoted in Weber, S.M. (2008). Curriculum Types: How do Decisions about Curriculum and Instruction Impact Student Achievement. *K12 Curriculum Development*. Retrieved from www.k12curriculumdevelopment.com/.../curriculum%20mapping%20/1.html on 1.07.2010)

Glatthorn, A.A. (1987). *Curriculum renewal*. Alexandria, VA: Association for Supervision and Curriculum Development. (quoted in Weber, S.M. (2008). Curriculum Types: How do Decisions about Curriculum and Instruction Impact Student Achievement. *K12 Curriculum Development*. Retrieved from www.k12curriculumdevelopment.com/.../curriculum%20mapping%20/1.html on 1.07.2010)

Giddens, A. (1997). *Pierre Bourdieu.* Polity Press. Retrieved from http://en.wikipedia.org/wiki/Cultural_reproduction on 5.06.2010.

Haralambos, M. & Holborn, M. (2004). Sociology: themes and perspectives. Retrieved from http://www.educ.utas.edu.au/users/pthrosse/Ed4-99/HaraHolborn.htm on 18.12.2010

Hargett, V. (2004). *The non-negotiables of academic rigor*. Retrieved July 30, 2008, from http://www.ncpublicschools.org/ec/development/gifted/nonnegotiables/.(quoted in Weber, S.M. (2008). Curriculum Types: How do Decisions about Curriculum and Instruction Impact Student Achievement. *K12 Curriculum Development*. Retrieved from www.k12curriculumdevelopment.com/.../curriculum%20mapping%20/1.html on 1.07.2010)

HEC, (2008). Yükseköğretim Kurumlarında Yabancı Dil Eğitim-Öğretim ve Yabancı Dille Eğitim ÖğretimYapılmasındaUyulacakEsaslaraİlişkinYönetmelik. Retrieved from www.**yok**.gov.tr/ind*. on 4.05.2010*

Howell, F.M. & McBroom, L.W. (1982). Social relations at home and at school: an analysis of the correspondence principle. American Sociological Association. Retrieved from http://en.wikipedia.org/wiki/Correspondence_principle_(sociology) on 14.06.2010

Hurst, N. R. (2008). The Hidden Curriculum:Issues and Angst About Cultural Content in ELT Materials. Retrieved from http://web.letras.up.pt/nrhurst/Hidden%20Curriculum%20Article%20-%20Valladolid.pdf-.pdf on 21.03.2010.

Jacobs, H.H. (1997). *Mapping the big picture: Integrating curriculum and assessment K-12*. Alexandria, VA: Association for Supervision and Curriculum Development. (quoted in Weber, S.M. (2008). Curriculum Types: How do Decisions about Curriculum and Instruction Impact Student Achievement. *K12 Curriculum Development*. Retrieved from www.k12curriculumdevelopment.com/.../curriculum%20mapping%20/1.html on 1.07.2010)

Jerald, D.C. (2006). School Culture 'The Hidden Curriculum'. *Issue Brief.* Retrieved from www.centerforcsri.org on 21.06.2010.

Kongar, E. (2001). Türkiye'nin Kültürel Öz-Anlayişi: Avrupa Birliği Için Bir Zenginlik. Retrieved fromhttp://www.kongar.org/makaleler/Turkiye_nin_Kulturule_Oz-Anlayisi on 21.03.2010.

Lavoie, R. M.A. (2006), "Mastering the Hidden Curriculum of School", Retrieved from http://www.schwablearning.org/articles.asp?r=996 on 13.06.2010.

Marzano, R.J. (2003). *What works in schools: Translating research into action*. Alexandria, VA: Association for Supervision and Curriculum Development. (quoted in Weber, S.M. (2008). Curriculum Types: How do Decisions about Curriculum and Instruction Impact Student Achievement. *K12 Curriculum Development*. Retrieved from www.k12curriculumdevelopment.com/.../curriculum%20mapping%20/1.html on 1.07.2010)

Perkins-Gough, D. (2004). Creating a timely curriculum: A conversation with Heidi Hayes Jacobs. *Educational Leadership*, 61(4), 12-17. (quoted in Weber, S.M. (2008). Curriculum Types: How do Decisions about Curriculum and Instruction Impact Student Achievement. *K12 Curriculum Development*. Retrieved from www.k12curriculumdevelopment.com/.../curriculum%20mapping%20/1.html on 1.07.2010).

Postman, N. & Weingartner C. (1969). Teaching as a Subvasive Activity. New York: Dell Publishing. (Quoted in Lavoie, R. M.A. (2006), Mastering the Hidden Curriculum of School, Retrieved from http://www.schwablearning.org/articles.asp?r=996 on 13.06.2010).

Postman, N. & Weingartner C. (1969). Teaching as a Subvasive Activity. New York: Dell Publishing. (Quoted in http://www.s-cool.co.uk/a-level/sociology/functions-of-e education/revise-it/the-hidden-curriculum).

Resmi Gazete, (1997). Yıldız Teknik Üniversitesi Lisans Eğitim Öğretim ve Sınav Yönetmeliği(09/09/1997 tarih ve 23105 sayılı Resmi Gazete'de yayımlanmıştır). Retrieved from http://www.cem.yildiz.edu.tr/2-i idari/mevzuat/yönetmelik_YTU_lisans_ 1997 on 1.05.2010.

Ruane, S. F. (1989). Social Organisation of Classes and Schools. Retrieved from http://ncrtl.msu.edu/http/ipapers/html/pdf/ip892.pdf on 1.05.2010.

Schmoker, M. (2006). *Results now: How we can achieve unprecedented improvements in teaching and learning*. Alexandria, VA: Association for Supervision and Curriculum Development. (quoted in Weber, S.M. (2008). Curriculum Types: How do Decisions about Curriculum and Instruction Impact Student Achievement. *K12 Curriculum Development*. Retrieved from www.k12curriculumdevelopment.com/.../curriculum%20mapping%20/1.html on 1.07.2010).

Schostak, J. (2008). Education in Dialogue. Retrieved from http://www.enquirylearning.net/ELU/content%20resources/Dialogue.html on 01.07.2010.

Serengil, İ. (2009). Ülkemizde İngilizce Eğitimi Nasıl Olmalıdır? Retrieved from *http://www.ingilish.com/ingilizce-egitimi.htm* on 21.03.2010.

Sergiovanni, T.J. (1990). *Value-added leadership: how to get extraordinary performance in schools*. New York, NY: Harcourt Brace Jovanovich, Inc. (quoted in Weber, S.M. (2008). Curriculum Types: How do Decisions about Curriculum and Instruction Impact Student Achievement. *K12 Curriculum Development*. Retrieved from www.k12curriculumdevelopment.com/.../curriculum%20mapping%20/1.html on 1.07.2010).

Tomlinson, C. A. (1999). *The differentiated classroom: responding to the needs of all learners*. Alexandria, VA: Association for Supervision and Curriculum Development. (quoted in Weber, S.M. (2008). Curriculum Types: How do Decisions about Curriculum and Instruction Impact Student Achievement. *K12 Curriculum Development*. Retrieved from www.k12curriculumdevelopment.com/.../curriculum%20mapping%20/1.html on 1.07.2010).

Tomlinson, C.A. & McTighe, J. (2006). *Integrating differentiated instruction and understanding by design*. Alexandria, VA: Association for Supervision and Curriculum Development. (quoted in Weber, S.M. (2008). Curriculum Types: How do Decisions about Curriculum and Instruction Impact Student Achievement. *K12 Curriculum Development*. Retrieved from www.k12curriculumdevelopment.com/.../curriculum%20mapping%20/1.html on 1.07.2010).

Weber, S.M. (2008). Curriculum Types: How do Decisions about Curriculum and Instruction Impact Student Achievement. *K12 Curriculum Development*. Retrieved from www.k12curriculumdevelopment.com/.../curriculum%20mapping%20/1.html on 1.07.2010).

Wiggins, G. & McTighe, J. (1998). *Understanding by design*. Alexandria, VA: Association for Supervision and Curriculum Development. (quoted in Weber, S.M. (2008). Curriculum Types: How do Decisions about Curriculum and Instruction Impact

Student Achievement. *K12 Curriculum Development*. Retrieved from www.k12curriculumdevelopment.com/.../curriculum%20mapping%20/1.htmlon 1.07.2010).

8.4. Assignments & Dissertations

Bak, Ç. (2009). EFL Curriculum Types. Unpublished MA assignment (chapter 7). Marmara University, The Institute of Educational Sciences.

Hamiloğlu, K. (2001). The Teacher Training Policies in Turkey in a Changing Socio-Political Context from 1946 to the Present Day. Unpublished PhD dissertation. Boğaziçi Üniversitesi, The Institute of Educational Sciences.

Kuş, D. (2009). *İlköğretim programlarinin, örtük programin ve okul dışı etmenlerin değerleri kazandirma etkililiğinin 8. sinif ilköğretim öğrencilerinin ve öğretmenlerinin görüşlerine gore incelenmesi*. Yayınlanmamış Yüksek Lisans Tezi. Yildiz Teknik Üniversitesi Sosyal Bilimler Enstitüsü Eğitim Bilimleri Ana Bilim Dalı.

Littlejohn, A. P. (1992). *Why are English language teaching materials the way they are*. Unpublished Doctor of Philosophy Thesis, Lancester University, Lancester, U.K.

Sarı, M. (2007). *Demokratik değerlerin kazanımı sürecinde örtük program:Düşük ve yüksek "okul yaşam kalitesi'ne" sahip iki ilköğretim okulunda nitel bir çalışma.*Yayınlanmamış doktora tezi. Çukurova Üniversitesi Sosyal Bilimler Enstitüsü Eğitim Bilimleri Ana Bilim Dalı.

Tarshis, D. (2008). *Measuring what's hidden; how college physics courses implicitly influence student beliefs.* Physics Honours Thesis. University of Colorado at Boulder.

Türedi, H. (2008). *Örtük programın eğitimde yeri ve önemi.*Yayınlanmamış yüksek lisans tezi. Sakarya Üniversitesi Sosyal Bilimler Enstitüsü.

Veznedaroğlu, L. (2007). *Okulda ve sınıfta örtük program:Bir özel okul örneği.* Yayınlanmamış doktora tezi, Ankara Üniversitesi Eğitim Bilimleri Enstitüsü.

8.5. Encyclopedia & Dictionaries &Other Official Documents

Glossary of Sociological Terms, (1997). New Zealand: School of Sociology and Anthropology - University of Canterbury.

PDQEC, (2009). Istanbul: School of Foreign Languages, Basic English Department-Yıldız Technical University.

Longman Dictionary of Language Teaching & Applied Linguistics, (2002). London: Longman & Pearson Education.

Schorr, L.B. (1989). Raising the odds of children's success. In Expanding the role of the school: Elementary School Center Conferences, 1987-1989. New York: Elementary School Center quoted in Zucker, S. (2001). Good teaching. *School Psychology Quarterly, 16*, 343-349.

VIII. APPENDICES

APPENDIX A

ÖĞRENCİ DEĞERLENDİRMESİ

GEÇME NOTU (PASS SCORE)

60/100 (1200/2000)

FİNAL SINAVINA GİRMEK İÇİN ÖN KOŞUL

BELİRLİ BİR NOT ORTALAMASINI SAĞLAMAK DEĞİL,

DERSLERE

%80 ORANINDA DEVAM ETMEKTİR

ÖĞRENCİ DEĞERLENDİRMESİ

Vize 1,	**5%**
Vize 2, (Ara Sınav)	**5%**
Ara Final,	**10%**
Vize 3,	**5%**
Vize 4,	**5%**
Habersiz Ara Sınavlar (Pop-Quizzes)	**2,5%**
Yazma Sınavı (Writing Exam),	**5%**
Yazma Dosyası (Reading Portfolio)	**5%**
Okuma Dosyası (Reading Portfolio)	**5%**
Course Book Portfolio	**5%**
Dinleme ve Konuşma Dosyası (L/S Portfolio)	**2,5%**
Dinleme ve Konuşma Sınavı (L/S Exam)	**2,5%**
MPO (MacMillian Practice Online	**3,5%**
Final Sınavı (Final Exam)	**7,5%**
Toplam Puan (Total Score)	**100%**

APPENDIX B

The following interview questions were asked to the students:

1 - How do the administrators treat the students? Are they authoritarian or in favour of equality, cooperative etc.	Solution:
Answer:	
2 – Do you think that the administrators used a scale, apart from placement test, while they were placing the students to the classes? If they did so, what kind of a scale is it?Can you describe it?	Solution:
Answer:	
3 - How were the instructors distributed to the levels and classes? Randomly or in a special order? If there is an order, can you describe it?	Solution:
Answer:	
4 - What are the rules of this school that the students are expected to obey?	Solution:
Answer:	
5 – Which rules are not obeyed by the students most?	Solution:
Answer:	
6 – Are the students awarded when they obey the rules? If so, how?	Solution:
Answer:	
7 – What happens to the students who do not obey the rules?	Solution:
Answer:	
8 - What are the rules that your teachers would expect you to obey most?	Solution:
Answer:	
9 – Which of these rules are not obeyed by the students most? In your opinion, why do the students not obey these rules?	Solution:
Answer:	
10 – What benefits does the obedience to the school rules bring the students? Gaining importance and drawing teachers positive feelings or being successful etc.	Solution:
Answer:	
11 - What happens to the students who do not obey the rules of the classroom? What do your teachers do when the students do not obey the rules?	Solution:
Answer:	
12 – How do your teachers define a good student? What are the qualifications of a good student according to your teachers?	Solution:
Answer:	
13 - How do your teachers define a bad student? What are the qualifications of a bad student according to your teachers?	Solution:
Answer:	
14 – In your opinion, how do your teachers treat you? Are they authoritarian or in favour of equality, cooperative etc.	Solution:
Answer:	
15 – Do you think that the teachers treat all the students equally in the classroom? If not, what are the reasons for this situation?	Solution:
Answer:	
16 – How do you feel in the classroom?Free, relaxed, happy, unhappy, nervousetc.	Solution:
Answer:	

17 – Do you think that the behaviour and attitudes of your teachers and administrators affect your academic success? If they affect it, in what way do you think affect your success? Please give examples.	Solution:
Answer:	
18 – Were you informed well enough and adequately about the examinations and alternative assessment types which were applied in the academic year?	Solution:
Answer:	
19 – Can you make some inferences about the important subjects or parts which are likely to exist in the exam from the behaviour and the talk of your teachers? If you can do so, can you explain how do you do it?	Solution:
Answer:	
20 – In the exams, through the open-ended questions such as writing part , and alternative assessment applications, such as, portfolio or reading circle applications do you prefer writing what has been taught by your teachers or do you write your own answers in your exam paper? Why?	Solution:
Answer:	
21 – Can you object to the exam results?	Solution:
Answer:	
22- How do the administrators and your teachers react when you object to the exam results?	Solution:
Answer:	

APPENDIX C

Interview Questions Addressing the Participant Instructors

1 - How do you think you treat the students? Are you authoritarian or in favour of equality, cooperative etc.	Solution:
Answer:	
2 – Do you think that the administrators used a scale, apart from placement test, while they were placing the students to the classes? If they did so, what kind of a scale is it?Can you describe it?	Solution:
Answer:	
3 - How were the instructors distributed to the levels and classes, randomly or in a special order? If there is an order, can you describe it?	Solution:
Answer:	
4 - What are the rules of this school that the students are expected to obey?	Solution:
Answer:	
5 – Which rules are not obeyed by the students most?	Solution:
Answer:	
6 – Are the students awarded when they obey the rules? If so, how?	Solution:
Answer:	
7 – What happens to the students who do not obey the rules?	Solution:
Answer:	
8 - What are the rules that you would expect the students to obey most?	Solution:
Answer:	
9 – What benefits does the obedience to the school rules bring the students? Does it affect your assessment and evaluation?	Solution:
Answer:	
10 – What do you do when they do not obey the rules?	Solution:
Answer:	
11 - How do you define a good student? What are the qualifications of a good student in your opinion?	Solution:
Answer:	
12 – How do you define a bad student? What are the qualifications of a bad student in your opinion?	Solution:
Answer:	

13 - Do you think that your attitudes and behaviour affect the students' academic success? Can you explain how?	Solution:
Answer:	
14 – Do you draw the attention of the students to the subjects or question types which are likely to exist in the exam? Why?	Solution:
Answer:	
15 – Were the students informed well enough and adequately about the examinations and alternative assessment types which were applied in the academic year?	Solution:
Answer:	
16 – How do you react when a student objects the exam results?	Solution:
Answer:	
17 - In the exams, through the open-ended questions such as writing part, and alternative assessment applications, such as, portfolio or reading circle applications do you prefer your students writing what you taught previously or their own answers?	Solution:
Answer:	

APPENDIX D

Interview Questions Addressing the Participant Administrators

1 - How do you think you treat the students? Are you authoritarian or in favour of equality, cooperative etc.	Solution:
Answer:	
2 – Did you use a scale apart from the placement test while you were placing the students to in the classes.	Solution:
Answer:	
3 - How were the instructors distributed to the levels and classes, randomly or in a special order? If there is an order, can you describe it?	Solution:
Answer:	
4 - What are the rules of this school that the students are expected to obey?	Solution:
Answer:	
5 – Which rules are not obeyed by the students most?	Solution:
Answer:	
6 – Are the students awarded when they obey the rules? If so, how?	Solution:
Answer:	
7 – What happens to the students who do not obey the rules?	Solution:
Answer:	
8 - Do you think that the administrators' and the instructors' attitudes and behaviour affect the students' academic success? Can you explain how?	Solution:
Answer:	
9 – Were the students informed well enough and adequately about the examinations and alternative assessment types which were applied in the academic year?	Solution:
Answer:	
10 – Did you conduct different applications in order that your students can infer about the exam questions before the exams such as worksheets or exam practice.	Solution:
Answer:	
11 - Can your students object the exam results? How do you react when a student objects the exam results?	Solution:
Answer:	

APPENDIX E

Interview Questions Addressing the Participant Instructors

1 - How do you think you treat the students? Are you authoritarian or in favour of equality, cooperative etc.	Solution:
a mixture of all of them.It changes from time to time.	
2 – Do you think that the administrators used a scale, apart from placement test, while they were placing the students to the classes? If they did so, what kind of a scale is it?Can you describe it?	YES,ON THE BASIS OF SOME CRITERIA.
Yes Ithink so.Because All students with an Anatolian background are in C LEVEL. I am not sure about the scale.	
3 - How were the instructors distributed to the levels and classes, randomly or in a special order? If there is an order, can you describe it?	YES,THE DISCIPLINED AND RELAXED ONES ARE PUT TOGETHER.
I think so. The instructors who are disciplined and not disciplined are put together to compansate for the continuity of the lessons.	
4 - What are the rules of this school that the students are expected to obey?	Solution:
Attendance, bringing the materials to the class, not to be late and come after the teacher, not to gamble and not to smoke.	
5 – Which rules are not obeyed by the students most?	Solution: e of the teacher.
To come to the class without material because of the attitud	
6 – Are the students awarded when they obey the rules? If so, how?	Solution:
No.	
7 – What happens to the students who do not obey the rules?	Solution:
They are registered as absent or sent to discipline committee.	
8 - What are the rules that you would expect the students to obey most?	Solution:
to bring the materials and be on time for the class.	
9 – What benefits does the obedience to the school rules bring the students? Does it affect your assessment and evaluation?	Solution:
I can not evaluate all my classes, I don't have a right.	
10 – What do you do when they do not obey the rules?	Solution:
I set the rules at the beginning of the year.I warn them.I send them out of the class. If s/he does not go out, I mark them as absent.	
11 - How do you define a good student? What are the qualifications of a good student in your opinion?	Solution: Participates and asks questions.
One who knows the rules, listens to the teacher, takes notes	

12 – How do you define a bad student? What are the qualifications of a bad student in your opinion?	Solution:
who does not know why he is there, gets bored, does not paticipate and interferes the lesson and other students.	
13 - Do you think that your attitudes and behaviour affect the students' academic success? Can you explain how?	Solution:
Yes, the students act according to the teacher.Thus, they study or not.	
14 – Do you draw the attention of the students to the subjects or question types which are likely to exist in the exam? Why?	Solution:
Yes, because they like and show interest.	
15 – Were the students informed well enough and adequately about the examinations and alternative assessment types which were applied in the academic year?	Solution:
Yes they were given the list at the beginnig of the year.	
16 – How do you react when a student objects the exam results?	Solution:
I do not argue with the students.I reevaluate them.	
17 - In the exams, through the open-ended questions such as writing part, and alternative assessment applications, such as, portfolio or reading circle applications do you prefer your students writing what you taught previously or their own answers?	Solution:
their own creative answers.	
18 - Whose name you learn first when you get to know eachother with the class?	Solution:
The best and the worst students.	

APPENDIX F

Yabancı Diller Yüksekokulu
Temel İngilizce Bölümü Başkanlığı

Sayı : B.30.2.YIL 0.R6.00/ 134 Tarih: 04-03-2010

Konu:

Sayın : Özlem Sezen

İlgi : 03.03.2010 Tarih ve 139 sayılı dilekçenize istinaden.

Yüksek Lisans Teziniz için 'Üniversite Yabancı Dil Hazırlık sınıflarında örtük Program ve Öğrenci başarısı' hakkında bir araştırma yapmak istediğinize dair dilekçeniz incelenmiş ve Bölümümüzce uygun görülmüştür.

Gereğinin yapılmasını bilgilerinize arz ederiz.

Temel İngilizce Bölüm Başkanlığı

Temel İngilizce Bölüm Başkanlığı
Öğr.Gör.Gonca Mahiroğlu

Davutpaşa Yerleşim Birimi 34210 Esenler /İstanbul **Tel:** (0212) 383 49 29 (Direkt) **Faks:** (0212) 383 49 03
e-mail: yabdil@yildiz.edu.tr

APPENDIX G

Tablo 2. Temel İngilizce Bölümü'nün A, B, C Seviyeleri için Amaçladığı Ara Hedefleri

Seviye becerileri /Seviye	**OKUMA**		
	Seviye C (alt-orta)*	Seviye B (orta)*	Ana Hedef (üst-orta)
	Kısa, basit metinleri okuyup anlayabilme, ilanlar, menüler, prospektüsler ve zaman tablolarında belirli bilgiyi bulabilme, kısa ve basit şahsi mektupları anlayabilme, okurken yerinde ve doğru sözlük kullanabilme, metni detaylara girmeden genel anlamına ulaşacak şekilde gözden geçirme.	Yazarların belli bir tutum ya da bakış açısını benimsediği güncel problemlerle ilgili makalelerini okuyabilme; sosyal, politik, ekonomik, konulardaki haberleri sözlük kullanmadan ana hatlarıyla anlayabilme, bir metni ayrıntılı bir bilgiyi bulmak için tarayabilme ve metinde dolaylı olarak verilen bir bilgi, fikir ya da yorumu anlayabilme	Standart haber, makale, çağdaş edebi düz yazı ve başvuru kaynaklarındaki metinleri sınırlı ölçüde sözlük kullanarak ve uygun okuma stratejilerine başvurarak okuyup anlayabilme
	Her üç seviye için de yukarıda belirtilen hedefleri gerçekleştirebilmek amacıyla aşağıda sıralanan "yabancı dilde okuma stratejileri" öğretilir: ana fikri saptayacak şekilde okuma, belli bir bilgiyi bulmak için tarayarak okuma, çıkarımda bulunma, analiz ve sentez yapma, metnin bütünlüğünü bozan cümle ya da paragrafı bulma, bilinmeyen sözcüklerin anlamlarını metinsel ipuçlarından yararlanarak tahmin etme, metnin başlığından konusunu tahmin etme, karışık sırada verilen paragrafları anlamlı bir bütün oluşturacak şekilde sıralama, metni tablolaştırma, metni yorumlama ve hızlı okuma.		
Seviye becerileri /seviye	**DİNLEME**		
	Seviye C (alt-orta)*	Seviye B (orta)*	Ana Hedef (üst-orta)

	Açık ve yavaş konuşulduğu zaman günlük konuşmaları anlayabilme; kişi aile veya yakın çevre hakkında temel deyişleri ve ilgili kelimeleri fark edebilme; kısa açık ve basit mesaj ve duygulardaki ana konuyu yakalayabilme	Güncel konularla ilgili standart konuşmaların ana fikirlerini anlayabilme; güncel olaylar, bilinen konular, ya da şahsi ilgiye dayanan TV ya da radyo programlarını izleyip anlayabilme	Bölgesel ve aksanlı olmayan radyo/TV yayınlarını ve anadillerini konuşan iki kişi arasındaki diyalogları genel olarak anlayabilme, tanıdık konulardaki konferansları ana hatlarıyla izleyebilme
	Her üç seviye için de yukarıda belirtilen hedefleri gerçekleştirmek amacıyla aşağıda sıralanan "Yabancı dilde dinleme teknikleri kazandırılır: İstenen ayrıntıları (tarihleri, tanımları, alt başlıkları sayıları, betimlemeleri, örnekleri, benzerlik ve farklılıkları, sebep ve sonuçları) ve ana fikri not alma. Yukarıda belirtilen becerilere paralel olarak, eleştirel düşünmede fikirleri bir bütünlük içinde ifade edebilme yeteneğini kazanma ve bunun yanı sıra dinleme metinlerindeki bilgiyi diğer dil becerilerine uygulayacakları alanlara aktarabilmeleri hedeflenir.		

Seviye becerileri /Seviye	**YAZMA**		
	Seviye C (alt-orta)*	Seviye B (orta)*	Ana Hedef (üst-orta)
	Basit cümleler kurma ve basit bağlaçlar kullanarak kompozisyon planına uygun paragraflar yazma; kısa mesajlar, ilanlar oluşturma ve cevap verme; günlük alışkanlıkları, kişisel (arkadaş mektupları ve kartpostal) mektupları, kişi, aile ve nesne betimlemelerini; kısa hikâyeleri kontrollü yazabilme, kişisel	Verilen yönergeleri doğru yorumlama ve bu doğrultuda birleşik cümleler kullanarak paragraflar geliştirme; belirli bir form dahilinde uygun yazım teknikleriyle 120-180 kelimelik kişi, yer ve kutlama betimlemelerini, kısa hikayeleri yazma; resmi dil ile günlük dil ayrımı yapabilme; resmi dilde kullanılan kalıplar ve	Her çeşit mektup, betimleme yazıları, belirli bir görüş açısını destekleyen ya da karşı çıkan kompozisyonlar, belirli bir konuda açıklama ve yorum getiren raporlar yazabilme.

	bilgiler içeren başvuru formlarını doldurma.	özgeçmiş, iş ve eğitim programlarına başvuru mektupları yazabilme, çeşitli başvuru formlarını doldurma	
	Öğrencilere ulaştırılması hedeflenen seviyeye uygun düzeyde yabancı dilde yazma becerisini kazandırabilmek amacıyla en sık yaptıkları dil kullanım hataları derste öğretim elemanları tarafından düzenli olarak tespit edilip derlenir ve düzeltilerek öğrencilere geri dönütü sağlanır. Öğrenciler de bu geribildirimlere dayalı olarak yazımlarını geliştirirler.		
Seviye becerileri /seviye	**KONUŞMA**		
	Seviye C (alt-orta)*	Seviye B (orta)*	Ana Hedef (üst-orta)
	Güncel konular ve onlarla ilgili günlük hayatta bireyin iletişim ihtiyacını karşılayacak sözcük dağarcığına sahip olmak; bunların yanı sıra, bilgi alışverişinde bulunma; kişi, yer, aile ve iş ile ilgili olarak basit sorular sorup cevaplayabilme de bu düzeyde kazandırılır.	Güncel olaylar, aile, iş, hobi, geziler ve benzeri konularda akıcı iletişim kurabilme, belirli konularla ilgili tartışmalarda kendini ifade edebilecek düzeyde etkin rol oynayabilme, bir hikâye özetleyebilme.	Günlük hayatla ilgili şahsi ilgiler ya da bilinen konular hakkındaki konuşmalara hazırlıksız katılabilme, belirli bir konuda kendi görüş açısını açıklayıp savunabilme, kendi ilgi alanına giren bir konuda önceden hazırlanarak ayrıntılı ve anlaşılır bir sunum yapabilme, anlamın doğru ifade edilebilmesini sağlayacak düzeyde hatasız sesletim ile konuşabilme.

APPENDIX H

The Data of the Participant Students' Academic Achievement in the Proficiency Test

Participants	Scores	Grades
Student 1	82	B
Student 2	52	F
Student 3	64	C
Student 4	65	C
Student 5	64	C
Student 6	61	C
Student 7	79	B
Student 8	76	B