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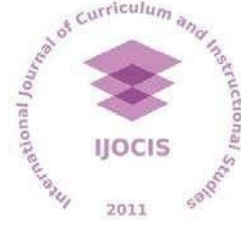
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[ULUSLARARASI EĞİTİM PROGRAMLARI VE ÖĞRETİM ÇALIŞMALARI DERGİSİ]

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Baş Editörden

"Eğitim Programları ve Öğretim" alanının öncü dergisi olan "IJOCIS"in 14. Cilt 1. Sayısında eğitim-öğretim ve öğretim programlarıyla ilgili dikkat çekici çalışmalar yer almaktadır. Sayımıza katkıda bulunan tüm yazarlarımızı çalışmalarından dolayı tebrik ediyor ve başarılarının devamını diliyorum. Ayrıca değerlendirme tekliflerimizi geri çevirmeyip makaleleri titizlikle inceleyen alanlarında uzman akademisyenlerimize, çalışma ekibimize ve editörler kuruluna dergimizin yayımlanması için yapmış oldukları özverili katkılarından dolayı çok teşekkür ederim.

2024 yılının ilk sayısını yayımladığımız dergimizde çeşitli konu alanlarında ve çözüm getiren bakış açısıyla değerlendirme yapılan birbirinden değerli makaleler yer almaktadır: Eisner'in Eğitsel Uzmanlık ve Eleştiri Modeli, Evrensel Tasarım Temelli toplumsal cinsiyet rolleri programı, Kovid-19 Küresel Salgını sırasında program kaynaklarının kullanımı, neoliberal zamanlarda öğretmenlik ve etkileşimli okuma uygulamalarının akıcı okuma becerilerine etkisi konularında çalışmalara yer verilmiştir.

Dergimizin diğer uluslararası veri tabanlarında da dizinlenmesi için titizlik, ciddiyet ve tutarlılıkla çalışmaya devam ediyor, Eğitim Programları ve Öğretim alanında çalışan ülkemizdeki ve dünyadaki tüm eğitimcileri dergimize bilimsel niteliği yüksek ve özgün çalışmalar göndermeleri için çağrıda bulunuyoruz.

Esenlik dileklerimle...

Doç. Dr. Aslıhan Selcen BİNGÖL

From the Editor-in-Chief

Volume 14, Issue 1 of "IJOCIS", the leading journal in the field of "Curriculum and Instruction", contains remarkable studies on education and curriculum and instruction. I would like to congratulate all the authors who contributed to our issue for their work and wish them continued success. I would also like to thank our expert academicians, editorial team, and the editorial board for their devoted contributions to the publication of our journal.

In the first issue of 2024 of the "International Journal of Educational Curriculum and Instructional Studies", valuable manuscripts cover a wide range of topics and evaluate solution-oriented perspectives: Studies on Eisner's Educational Connoisseurship and Criticism Model, Universal Design Learning-Based gender role program, use of curriculum resources during the Covid-19 Pandemic, teaching in neoliberal times, and the effect of dialogic reading practices on fluent reading skills are included.

We continue to work with diligence, seriousness, and consistency without expecting anything in return, aiming for IJOCIS to be indexed in other reputable and global citation databases. As always, we invite all educators working in the field of Curriculum and Instruction to submit original and high-quality studies that align with the focus of the journal.

With my best regards.

Assoc. Prof. Dr. Aslıhan Selcen BİNGÖL

Evaluation of 8th Grade Music Curriculum Utilizing Eisner's Educational Connoisseurship and Criticism Model

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Abstract

This embedded-single case study aims to evaluate the efficacy of the 8th-grade music curriculum through the lens of Eisner's Educational Connoisseurship and Criticism Model. An initial survey involving 146 music teachers was conducted to determine the middle school grade-level music curriculum for evaluation. Subsequently, 15 music teachers, six students, and four faculty members from the music education department participated in the primary investigation, selected using the maximum diversity technique. Data analysis was conducted utilizing content analysis, incorporating insights gleaned from participant interviews, classroom observations, documents, and the researcher's expertise in the field. The study identified several significant factors impacting the implementation of music curricula, including the inadequate preparedness of students who lack exposure to music teachers during their foundational education, insufficiencies in lesson duration, deficient music facilities and resources, and a perceived lack of significance attributed to music instruction by both educational administrators and parents. Furthermore, it was deduced that collaborative efforts between the Higher Education Council and the Ministry are necessary to enhance the curriculum literacy of music teachers and university faculty members, ensuring the alignment of developed curricula. Despite the adequacy of objectives and achievements outlined in the music curriculum, it was concluded that mismatches exist concerning student readiness, with theoretical content surpassing students' proficiency levels and neglecting the student-centered principle.

Introduction

Throughout their lifetimes, individuals derive pleasure from music, assuming roles both as participants and observers. Music possesses the capacity to evoke diverse emotional responses in individuals, enhancing their affective states and functioning as a universally comprehensible medium of expression. Additionally, music holds considerable sway over the cultivation of social and cultural characteristics, as well as the recognition and honing of personal aptitudes (Toraman, 2013; Yurdum et al., 2023). Creativity, regarded as one of the paramount achievements stemming from an individual's aesthetic sensibility, finds facilitation through music, which not only embodies such attributes but also possesses the potential to influence societal frameworks (Demirtaş, 2022; MoNE/MEB, 2018). In this regard, music education emerges as a pivotal avenue for nurturing the musical experiences and developmental trajectories inherent to human existence. Uçan (2005, cited in Aksu, 2018a, p. 8) characterizes music education as the process of integrating and refining musical behaviors within individuals to align with predefined objectives. Furthermore, Uçan delineates the music curriculum as a meticulously formulated blueprint for music education. It is discernible that exemplary music curricula hold the promise of delivering adept music education.

The educational frameworks for music instruction in primary and middle schools have evolved over the years within the Republic's history, undergoing several revisions and name changes. The transition from primary school music curricula (1924, 1926, 1936, 1936, 1948, 1968) to elementary education curricula began with the drafts in 1994, followed by iterations in 2006, 2017, and the final version in 2018. Notably, the music curricula outlined in 1994, 2006, and 2018 are recognized for their comprehensive and meticulously structured nature (Aksu, 2018a). Consequently, ensuring the effectiveness and success of these curricula necessitates rigorous and regular evaluations, as emphasized by scholars such as Demirel (2023), Saracaloğlu (2015), and Uşun (2016).

In Türkiye, the initiation of music education occurs at the primary school stage according to the curriculum outlined by the Ministry of National Education (MoNE, 2018). However, it is noteworthy that music instruction is facilitated by specialized music branch teachers commencing from middle school onward. There are also studies (Dinç Altun & Uzuner, 2018; Kocamanoğlu, 2019; Şeker & Çilingir, 2022) that music teachers should be involved in music lessons starting from primary school. Based on these investigations and the insights gleaned from the principal investigator's own research endeavors, a prevalent critique emerges: there remains a deficiency of music teachers for students at the crucial preschool and primary school stages in music education. Consequently, it is posited that inadequacies in delivering music education at the primary school level by non-specialized music branch teachers may lead to unpreparedness at the middle school level and hinder the successful implementation of middle school music curricula. Hence, a thorough evaluation of these curricula is deemed imperative.

Following an extensive review of the literature, it was observed that between 2011 and 2023, there were 29 theses and 18 articles dedicated to curriculum evaluation studies (Akarsu, 2017a; Aksu, 2018b; Albuz & Demirel, 2019; Altınsoy, 2019; Arıcı, 2011; Baz, 2019; Demirtaş, 2022; Güven, 2019; Güven, 2020; Güven & Çelenk, 2020; İçöz, 2023; Köroğlu, 2013; Ökdem, 2022; Özer & Onuray Eğilmez, 2022; Şahin & Toraman, 2014; Toraman, 2013; Umuzdaş & Levent, 2012). These evaluations primarily centered on the primary music curricula (Keçeci, 2018; Şahin & Toraman, 2014; Yıldırım, 2013) and predominantly scrutinized aspects such as comparisons

with prior curricula, the appropriateness of content for students, teachers, and other stakeholders, as well as assessments of achievement (Akarsu, 2017a, 2017b; Arıcı, 2011; Azılıoğlu, 2019; Baz, 2019; Birgül-Demir & Nacakcı, 2019; Gök & Tufan, 2016; Güven, 2019; Güven & Çelenk, 2020; Keçeci, 2018; Kılıç, 2016; Şahin & Toraman, 2014; Umuzdaş & Levent, 2012). Upon closer examination of these studies, it becomes evident that various factors influencing the practicality of the curricula, such as attainments, content, instructional methods, assessment components, class durations, learning environments, and class sizes, have been thoroughly investigated (Akarsu, 2017a; Albuz & Demirel, 2019; Azılıoğlu, 2019; Baz, 2019; Birgül Demir & Nacakcı, 2019; Çetinkaya, 2017; Güven, 2019; Öğülmüş & Özdemir, 1995; Şahin & Toraman, 2014; Umuzdaş & Levent, 2012).

The efficacy of a curriculum is intricately linked to its efficiency, functionality, alignment with real-life circumstances, and its practical design (Demirel, 2023; Oliva, 2020). Considering the nature of the music curriculum under scrutiny in this study, it was deemed essential to employ a curriculum evaluation model that aligns with its specific characteristics. Compared to previous curricula, it can be stated that the Ministry of National Education conducted extensive monitoring, consultation, and evaluation for the 2018 music curriculum. The curriculum was initially implemented in the 1st, 5th, and 9th grades, and revised a few months after its introduction. It encompasses general attainments and outcomes, the spiral structure/perspective of the programs, subject-specific skills, program implementation, learning domains, process and alternative-focused assessment and evaluation, values, individual differences, and developmental descriptions (MoNE, 2018). It aims to achieve its goals in a complementary manner across preschool, primary, and secondary education stages, building upon all previous efforts.

Upon thorough review of the literature, it was noted that only two studies (Altınsoy, 2019; Köroğlu, 2013) conducted between 2011 and 2023 employed a music curriculum evaluation model, both utilizing the Context, Input, Process, Product (CIPP) model. Stufflebeam's CIPP model is proposed as a framework to systematically guide the design, implementation, and evaluation of service-learning projects and provide feedback and judgement on the effectiveness of the project for continuous improvement (Darama, Karaduman, Kahraman & Gündoğdu, 2018). Curriculum evaluation, as defined by Uşun (2016), involves the systematic collection and analysis of data to assess various aspects of a curriculum, such as its accuracy, relevance, adequacy, efficiency, effectiveness, and feasibility. The scarcity of studies employing dedicated curriculum evaluation models is noteworthy. Therefore, the aim of this study was to gather comprehensive data utilizing various data collection techniques facilitated by an appropriate curriculum evaluation model, thus enhancing the research's quality. Furthermore, given the absence of expert-oriented evaluations and educational criticism of middle school music curricula to date, it was decided to assess the 2018 middle school music curricula within the framework of 'Eisner's Educational Connoisseurship and Criticism Curriculum Evaluation Model' in this study.

Eisner (2017), the architect of the curriculum evaluation model underpinning this study, underscores the significance of examining multiple dimensions, including classroom observations, material scrutiny, student performance, and affective aspects of the curriculum, as well as the invaluable input of teachers in the evaluation process. Eisner characterizes curriculum evaluation as akin to art criticism, casting the evaluator in the role of an art critic. Central to the model is the gathering of data concerning the quality of curriculum

implementation and evaluation, in accordance with expert perspectives (Sönmez & Alacapınar, 2015). Eisner also advocates for evaluators who possess both curriculum expertise and a deep understanding of classroom dynamics, emphasizing the need for evaluators to employ an artistic sensibility akin to that of an art critic (Donmoyer, 2014). Eisner's model delineates four sequential dimensions—description, interpretation, evaluation, and thematization—that evaluators are expected to traverse. According to Eisner, soliciting qualitative assessments from curriculum implementers enriches the evaluation process (Eisner, 2017; Kumral & Saracaloğlu, 2011). In this research, the first author, a seasoned music educator, applied Eisner's theoretical frameworks of expertise and criticism to execute an in-depth educational critique of the music curriculum. By integrating authors' specialized knowledge and subjective insights into the evaluative process, this study represents the inaugural extensive critique of music curricula. It provides a valuable foundation for prospective scholarly inquiries. Furthermore, akin to critics, the researchers provided empirical data to support theoretical interpretations and critical analyses of the experiences recounted by various stakeholders within the curriculum implementation settings, as delineated by Eisner (1985).

The main purpose of this study is to examine the 8th grade music curriculum, which was revised in 2018 within the framework of Eisner's Educational Criticism and Evaluation model, from the critical perspectives of music teachers, music education academics, students, and the researchers involved in the study. Since all stages of the study were planned within the framework of this curriculum evaluation model, this study was carried out by considering the four original stages of the evaluation model ('description', 'interpretation', 'evaluation', and 'thematization'), not within the framework of the research questions, and presented in accordance with the stages of the original model.

Method

Research Design

This research undertook a qualitative evaluation of middle school music curricula within the framework of Eisner's 'Educational Connoisseurship and Criticism Model', employing a case study approach (Patton, 2002; Yıldırım & Şimşek, 2018; Yin, 2003). Given that the evaluation centered on the 2018 middle school music curriculum, it adopted a 'single case design'. Furthermore, as the study involved multiple units of analysis intertwined to identify prevalent curriculum issues, it employed an " embedded single case design" (Yıldırım & Şimşek, 2018; Yin, 2003).

Study Group

Purposeful sampling was employed in the selection of the study group (Büyüköztürk et al., 2018; Yıldırım and Şimşek, 2018). Maximum diversity was sought among participants to ensure a comprehensive dataset. Parameters such as educational region (1-6), school type (public-private-religious [imam hatip], school socio-economic status [low-medium-high], and teachers' professional experience [1-31 years]) were meticulously considered in the composition of participant groups. In the initial phase of the research involving diverse participant groups, the perspectives of 146 middle school music teachers across the province were sought to identify the specific grade level(s) presenting the most significant challenges within the middle school music curricula. This group comprised 122 teachers from public and 24 from private schools.

In this initial stage, it was observed that the 8th grade posed the most common challenges within middle school music curricula.

Subsequently, in the next stage, 15 middle school music teachers teaching in varying socio-economic settings within the Efeler district of Aydın province were engaged. These teachers, selected from the initial pool, represented a range of professional backgrounds, with 12 graduates of music teaching departments from different education faculties exhibiting professional tenures spanning from two to 27 years, and three graduates from state conservatories possessing professional experience ranging from 13 to 30 years. Furthermore, information was gathered from four faculty members, encompassing one professor, two associate professors, and one doctoral faculty member, affiliated with the music education department of a state university. These faculty members collectively boast professional experience ranging from 11 to 18 years. Their instructional repertoire spans a wide array of courses, including violin, harmony, viola, piano, creative drama and musical games, western music practice, orchestra chamber music, cello, polyphonic choir, dance music, musical hearing and reading, as well as Orff instruments. Additionally, they deliver courses such as 'pre-school music education, musical formation, special teaching methods, learning and teaching approaches, teaching practice, and scientific research methods'.

To ensure a comprehensive understanding, two students demonstrating the highest and lowest levels of interest and achievement in music lesson from each selected school were included in the study. Informal interviews were conducted with music teachers to ascertain student selection, with one student each demonstrating high and low engagement from every eighth-grade class. Although there were variations in some of the questions, an attempt was made to ask similar interview questions to all study groups so that appropriate comparisons could be made. Participant anonymity was upheld through coding, with music teachers denoted as 'T', music academics from the university as 'ACD', and students as 'Std'. Additionally, socio-economic levels of schools were categorized as 'low (L)-medium (M)-high (H)'. Supplementary documentation pertaining to the research domain further augmented the study's data pool.

Data Collection and Tools

The duration of primary and middle school in Turkey is four years. From the middle school level, it was an issue which class curriculum should be evaluated. In the initial phase of the study, a Google form comprising two open-ended questions was crafted to administer to 146 music teachers, aiming to identify the most problematic middle school music curriculum (grades 5-8) and elucidate the underlying reasons. This pilot study highlighted the eighth grade music curriculum. A comprehensive exposition of this form is furnished in the 'Description' section. The interview form for music teachers contained five questions and probing questions in addition to some personal information, while the interview form for music academics included eight questions in total. The questions in both interview forms also reflect a SWOT (Strengths, Weaknesses, Threats, Opportunities) analysis of music curricula. In the student interview form, there were five questions and some probes. Although the questions in all interview forms have different appearances, care was taken to ensure that they have similar meanings comparatively.

Moreover, semi-structured interview protocols were employed with academics, music teachers, and students, alongside a structured parallel format form devised for classroom

observations. Utilizing the latter, a cumulative duration of 480 minutes of observation was conducted across three distinct classrooms spanning various socio-economic strata, aggregating 12 instructional hours over four weeks. Additionally, a diverse array of documents and the researchers' expertise were harnessed in consonance with the educational criticism model's exigencies. These encompassed the 2018 music curriculum, the Ministry of National Education (MoNE) 2020 curriculum evaluation report, minutes from provincial/district/school councils, council resolutions, the 8th-grade music textbook, annual plans for 8th-grade music classes, class notebooks from classes observed across different socio-economic tiers, in-class visual aids, and lesson plans of the observed teachers.

Data Analysis

Content analysis was utilized in the analysis of the data obtained from the interviews with teachers, music educators, academicians and students, while descriptive analysis techniques were employed in the analysis of observation data and documents. All data were analyzed using MAXQDA (Cohen, Manion & Morrison, 2007; Yıldırım & Şimşek, 2018). A content analysis sample of the codes and categories obtained from the raw interview data is given in Table 1.

Table 1

Sample Content Analysis of Categorisation and Thematization of the Interviews

Raw Data	Codes	Category
T1: I think it is realised to a great extent. Regarding the attainments, I understand that the child should have an ear for listening to music, like music, understand quality music… T: I will enter from the class size, so if our class size is a little less, students can reach 80 per cent, 90 percent of these attainments. T15: I mean, I don't find it applicable. It could be great when it is applied, but time and opportunity should be available for this.	1. Presence of realised attainments 2. Difficulty in reaching attainments in overcrowded classes 3. Incompatibility/insufficiency of course hours with the attainments 4. The presence of feasible attainments 5. Unsuitable instructional environment	Perceptions of the Curriculum Attainments

Reliability and Validity

To ensure the credibility of the interview questions, they were initially vetted by two faculty members specializing in Curriculum and Instruction, then pilot-tested with a music teacher and a middle school student. Following this phase, the substantive content garnered from the actual interviews was shared with two music teachers, and their input was solicited for validation. To enhance transferability, comprehensive details regarding the research design, methodology, data collection instruments, sampling strategies, and data analysis techniques were elucidated, accompanied by the inclusion of pertinent quotations. For consistency, the codes, categories, and themes derived from the data were deliberated upon with an expert faculty member in the field, culminating in consensus regarding their appropriateness for the research objectives. To ensure confirmability, continual verification was maintained through

the examination of the linkages between raw data and study findings, with interview transcripts and observational data retained for potential scrutiny and verification purposes.

Results

In presenting the findings, Eisner's Educational Criticism model, encompassing the dimensions of 'Description', 'Interpretation', 'Evaluation', and 'Thematization' (Eisner, 2017), served as the foundational framework. During the description phase, the current state of the middle school music curriculum was delineated based on data sourced from music teachers, music academics, and students, aligning with the research objectives. In the interpretation phase, these data were analyzed alongside the researcher's experiential insights. Subsequently, the evaluation phase involved conducting educational criticism to assess the quality of findings presented in the description and interpretation phases, drawing on the expertise of the researcher. Additionally, a comprehensive evaluation of the contributions made by previous music curricula and the 2018 curriculum to music education, in terms of their educational value, was undertaken. This evaluation was informed by the perspectives of field experts, data gleaned from the researcher's observations, and document reviews. Finally, in the 'Thematization' stage-the concluding phase of the model-emergent themes from the study were incorporated to foster reader awareness regarding recurrent patterns observed within the collected data.

Description

Grade Level and Challenges Most Frequently Experienced in Music Curriculum

Before initiating the research endeavor, a preliminary needs assessment was conducted utilizing a Google form to ascertain the pertinent grade level for evaluation within the middle school music curriculum. A cohort of 146 middle school music teachers was engaged, tasked with identifying the grade level in which they encountered the most prevalent challenges and elucidating the underlying reasons. Out of the respondents, 51 teachers provided feedback. Nearly half of the participants (47.3%) reported encountering difficulties with the eighth-grade curriculum, while 21.6% cited issues with the fifth-grade curriculum. Additionally, teachers were prompted to articulate challenges encountered during curriculum implementation. The study yielded several noteworthy findings in the realm of music education, encompassing instances of content exceeding students' proficiency levels (31%), inadequate instructional hours for achieving objectives (13.8%), inclusion of outdated materials (12.6%), insufficient preparedness stemming from primary school music instruction delivered by non-specialists (10.3%), and shortages or absence of requisite music classes and materials (6.9%). A minority of teachers (3.4%) reported encountering no issues with the curriculum. With regard to proposed solutions, half of the teachers advocated for simplifying the curriculum, while others suggested augmenting instructional hours to align with intended learning outcomes. Additionally, over a third of the respondents recommended restructuring curriculum content based on students' readiness levels. In light of these responses, it was deemed imperative to undertake an evaluation of the eighth-grade music curriculum.

Opinions on the Implementation of the Curriculum

In the interviews conducted with teachers, a prevalent sentiment emerged indicating a perceived inability to effectively implement the music curriculum to the desired standard in

practice. This sentiment was attributed to various factors, including inadequate instructional hours and educational resources (such as music classrooms and materials), a curriculum design that does not prioritize student-centeredness, inaccurate arrangements for learning environments, and a perceived lack of significance attributed to music education. Noteworthy excerpts from these interviews are provided below:

Regrettably, music, art, physical education, and technology design courses are not included in Supporting and Training Courses. (T10)

Music, unfortunately, is not regarded as an academic accomplishment. (T1)

For instance, teaching about 'Neşet Ertaş' or 'Muammer Sun' is not simply about having students read and pass through the material. These topics, which are typically condensed into five or six pages, cannot be adequately covered in a 40-minute lesson; they are far too superficial. I find it challenging to convey these concepts to students in a meaningful way. (T5)

Primarily, we face issues with inadequate equipment. The majority of music teachers do not lead music classes themselves, and even among those who do, we struggle to facilitate practical instruction due to a shortage of instruments. Upon scrutinizing the curriculum, I notice assertions suggesting that students are capable of recording and creating in a digital environment. However, this notion currently remains highly impractical. We lack the necessary resources to support such advanced skills, rendering them unattainable at present. (T2)

In contrast to the perceptions of academics, who generally regard the curriculum as functional, there is a prevailing concern that students lack the requisite preparedness due to the absence of music branch teachers from the preschool level onwards. Additionally, it is noted that the curriculum's content is overly burdensome and fails to capture student interest. Notably, one academic articulated this viewpoint regarding student readiness and curriculum content:

The primary issue stems from the absence of a music teacher starting from preschool. Consequently, children experience a disconnect and are distanced from music education during their primary school years... Essentially, we withhold access to music branch teachers, who are specifically trained for this role, during a child's most formative years, only to introduce them to musical notation in middle school. This approach inundates children with an excess of technical details, such as scales and notes..." (ACD1)

Furthermore, feedback from academics regarding the adequacy of music facilities in schools where final-year teaching practicum students are placed highlights discrepancies between the resources available at these institutions and those accessible at the faculty:

We utilize a variety of instruments in our teaching practices here at the faculty. However, students report that comparable resources are lacking in the practice schools. (ACD3)

Conversely, during face-to-face interviews with students concerning the curriculum's implementation, it was revealed that they perceived their educational environment as conducive to ample opportunities for engaging in singing and listening activities, alongside the acquisition of theoretical knowledge. This divergence in experiences between faculty and

school settings was elucidated by student perspectives from diverse socio-economic backgrounds:

> *We study musical note terminologies and concepts like duration.* (MStd1)

> *We listen to songs and even compose our own.* (HStdT1)

> *Our music lessons are highly enriching. Our teacher plays a significant role in helping us understand musical notation.* (LStd1)

Opinions on Goals and Attainments

Music academics argue that the curriculum's objectives are unattainable in practice due to misalignment with its content. Similarly, music teachers express skepticism regarding the achievability of these objectives. While one academic acknowledges the merit of the curriculum's objectives but highlights implementation challenges by stating, "*I believe the objectives of the curriculum are commendable, yet there are obstacles concerning their attainment*" (ACD3), a music teacher emphasizes the potential effectiveness of the curriculum when properly executed, remarking, "*The curriculum may seem impractical, but its efficacy can be realized through proper implementation. To achieve this, schools and students require adequate opportunities*" (T15).

When questioned about the purpose of music lessons, one student (coded as HStd2) opined, "*I perceive the purpose of music lessons as cultivating a love for music in children at a tender age. Even if a child lacks initial interest in music, exposure to music classes may incite interest and inspire future engagement.*" Another student (coded as MStd2) outlined the broader aim of music education, stating, "*I believe music lessons serve to enhance enjoyment and foster increased interest in music among individuals.*"

Consistent views are shared among music academics and music teachers regarding the objectives and outcomes of the music curriculum. Both parties assert that the curriculum's multitude of objectives is overly ambitious. Moreover, they underscore the inadequacy of the educational environment, instructional hours, materials, and textbook contents necessary for students to fulfill these objectives. Exemplary statements addressing these concerns include:

> *I find the allocated time insufficient. Although the curriculum prescribes two weeks, 40 minutes each, I advocate for an extension to three or four weeks as it is insufficient.* (T9)

> *Undoubtedly, the allotted time is inadequate. It typically takes me a month to instill rhythm-writing skills in students. Achieving these goals is entirely challenging.* (T7)

> *While the quality of music textbooks is acceptable, the duration of lessons is insufficient. Realizing these objectives within a 40-minute class period is unfeasible.* (ACD2)

> *Basic infrastructure must meet a certain minimum standard, yet arts and music programs are often relegated to the lowest priority in school budgets.* (ACD3)

Opinions on Learning Domains

Based on the data on the learning domains of the music curriculum, music education academics mainly point out that the content/subjects are insufficient, field activities such as musical creativity and music culture are not qualified, and too much time is spent on certain days and weeks. The prominent opinions of the academics regarding this situation are as follows:

Now, unfortunately, we do not have music culture and musical creativity, so I don't think there is much work done on it. (ACD1)

I think it isn't very detailed and informative content; they tried to give something more visually. (ACD3)

I think too much time is allocated, especially for certain days and weeks. (ACD2)

Drawing from the data concerning the learning domains of the music curriculum, music education scholars predominantly highlight deficiencies in content coverage, particularly in the areas of musical creativity and music culture. Additionally, concerns are raised regarding the quality of field activities, alongside the observation that an excessive amount of time is allocated to specific days and weeks within the curriculum. Key insights from these scholars are as follows:

Presently, there appears to be a notable absence of emphasis on music culture and musical creativity within the curriculum, indicating a deficiency in corresponding instructional efforts. (ACD1)

The content lacks depth and informativeness; it seems as though attempts were made to prioritize visual appeal over substantive detail. (ACD3)

I am inclined to believe that an excessive amount of time is designated for specific days and weeks, possibly leading to imbalances in curriculum implementation and pacing. (ACD2)

In addition to insights gleaned from academics, music teachers echo concerns regarding the weightiness of the curriculum, the predominance of theoretical content, and the absence of practical learning components, advocating for reinstatement of play-based learning. They also critique the suitability of songs included in the curriculum and the lack of corresponding content in the EBA platform. Notably, teachers provide nuanced opinions and recommendations, particularly regarding curriculum content:

The content is overly burdensome. Are we discussing 'Hüseyni' or 'Uşşak'?... Teaching such topics at the middle school level is unfeasible. (T12)

The ability to recognize maqams through listening (an essential skill) is not adequately addressed. Personally, I can identify some maqams due to my interest in Turkish music and my experience playing instruments like the 'bağlama' and 'ud'. (T7)

Including complex Turkish art music pieces that do not resonate with students' interests and skill levels is impractical. (T4)

Reintroducing listening, singing, and playing into the curriculum is imperative. Without these elements, the curriculum remains incomplete. (T1)

Activities such as composition and melody completions are unrealistic. Many fifth-grade students lack foundational knowledge of musical notation, rendering such tasks unachievable. (T5)

The EBA platform lacks comprehensive music content, particularly for primary school levels where music instruction is often absent. (T10)

Content unrelated to students' vocal capabilities, such as songs requiring advanced vocal techniques, should be omitted from the curriculum. (T4)

The inclusion of topics like music technologies and digital recording tasks seems inappropriate and should be reconsidered. (T2)

During interviews conducted with students engaged in music education, it was apparent that they predominantly derived enjoyment from activities encompassed within the listening and singing learning domain. Moreover, students expressed a favorable disposition towards topics covered in the musical perception and knowledge domains, such as notation and music terminology, as well as those pertaining to music culture. Notably, students from diverse socio-economic backgrounds articulated their preferences: Students attending both high and low-socio-economic level schools emphasized enjoyment derived from activities involving listening and singing songs (HStd1), (LStd2), and (LStd1), respectively. Conversely, a student enrolled in a middle socio-economic level school underscored an emphasis on basic music elements and notation proficiency, stating, "… *we mostly learn notes*" (MStd2).

Opinions on Instructional Implementation

The primary concern highlighted by academics is the inability to utilize specialized instructional methods in music education due to inadequate classroom facilities. Furthermore, they argue that music teachers lag behind in professional development and are constrained by limited opportunities for renewal:

Implementing these methods in National Education schools is presently unfeasible, it is merely a vision… While some activities, like teaching nuance through a 'puppet conductor,' may be feasible, most are movement-based, requiring the removal of classroom desks, which is impractical. (ACD1)

Student feedback on music curriculum implementation revolves around learning notes, playing instruments, and engaging with songs of personal interest. For instance, one student expressed a preference for classic songs, citing Barış Manço as an example (HStd1). Another highlighted the appeal of familiar songs, stating, "*If a known song is included, everyone eagerly participates because they enjoy it and want to be involved*" (HStd 2). A third student emphasized the importance of practical activities and engaging practices, stating, "*Playing the flute is enjoyable as it combines reading and performance*" (MStd2).

In regards to curriculum implementation, music teachers' statements can be categorized into three main areas: tools/materials, methods and techniques, and pedagogical principles. Teachers commonly reported utilizing instruments like the 'flute, melodica, smart board, and Orff instruments' (e.g., T1). Instructional approaches often involved demonstration and aural teaching, as explained by one teacher: "*I demonstrate to students interested in playing an instrument, and then they replicate the action*" (T6). Others emphasized student-centered learning through hands-on experiences and individualized instruction. Notably, a teacher (T13) stressed the importance of initial individual instruction followed by collective practice: "*I focus on individual instruction initially, then we collectively perform what we have learned, facilitating easy assessment.*" Additionally, another teacher (T2) highlighted the effective integration of technology, stating, "*I heavily utilize the smart board as it enhances visual learning.*"

Opinions on Measurement and Evaluation

Music teachers and students were interviewed regarding the final aspect of the curriculum, assessment and evaluation. One teacher highlighted the prevalent use of in-class performance rubrics for evaluation, citing their transparency and clearly defined criteria. In response to a query on this matter, T8 affirmed, "*Yes. I develop performance rubrics, document them, and assign* scores." Conversely, some teachers mentioned employing rubrics for assessment purposes. However, a significant portion indicated their lack of reliance on any specific grading scale. When queried about this, the reasons included the challenges posed by large class sizes, making it impractical to implement assessment practices effectively. For instance:

> *For me, the key is the student's engagement in the lesson. Their attendance and interest in my lesson are paramount. I eschew formal evaluation tools.* (T7)

> *I occasionally utilized assessment tools but found them impractical due to overcrowded classes.* (T12)

When questioned about how their progress was assessed in music lessons, one student mentioned class participation as a primary metric, while another emphasized observation-based evaluation: "*I can confidently state that our participation in class is a form of assessment. I believe the teacher tracks who engages in the lesson. That is our 'exam'*" *(HStd2)*. Moreover, a student (MStd1) reported undergoing a practical assessment by performing the 'National Anthem'. Notably, two out of six students stated they were not evaluated using any formal tools (e.g., HStd1), while the remaining four expressed uncertainty regarding the assessment process despite being evaluated.

In interviews with academics regarding assessment and evaluation, observations revealed discrepancies and inadequacies in assessment practices within middle schools. Recommendations were made to develop assessment tools targeting both cognitive and psychomotor domains. Additionally, an academician (ACD3) admitted to a lack of familiarity with assessment procedures conducted in schools.

Curriculum Literacy Awareness

Music teachers and scholars provided insights regarding the domain-specific competencies embedded within the music curriculum. It is evident that a significant proportion of music teachers lack comprehensive understanding, with only a minority possessing adequate knowledge. For instance, Music Teacher T10 expressed uncertainty, stating, "*I mean, I don't have complete information. I can go by making comments, let me not say anything else.*" Similarly, MT9's response, "*Field-specific skills? Are you talking about instrument education?*" reflects a lack of clarity on the concept of domain-specific skills. Moreover, academics demonstrated limited familiarity with the topic, with only one respondent (ACD2) claiming to have some knowledge, albeit vaguely acknowledging that these terms were not well-defined. The request from other academics (ACD3 and ACD4) for further elucidation during interviews underscores their insufficient understanding of domain-specific skills.

In the study, music teachers and academic professionals were queried regarding their familiarity with the concept of curriculum literacy specifically. Responses such as "*I heard this for the first time, frankly, please excuse my ignorance*" (T7), "*Can you explain a little more?*" (T1), and "*Music curriculum literacy? Which curriculum are we talking about?*" (T11) indicate that the majority of music teachers were unaware of the term curriculum literacy. Furthermore, insights

into the characteristics of a curriculum-literate teacher were provided, suggesting that such an educator possesses a comprehensive understanding of the music curriculum and can effectively implement it in their teaching practices. This entails staying updated with advancements in technology and integrating them into classroom instruction (T6).

In interviews with academic professionals, detailed information regarding curriculum literacy was not forthcoming. Questions such as "*Music curriculum literate? Is this a term?*" (ACD1) and general remarks like "*I think he/she is curious, respects his/her job, may be a bit perfectionist, tries to do his/her job well, is not satisfied, I think he/she has a concern about updating himself/herself*" (ACD4) align with previous findings, suggesting a lack of familiarity with the concept among academicians.

Suggestions for Improving the Quality of the Curriculum

Academicians, music teachers, and students have proposed various recommendations to enhance the quality of the existing music curriculum. While academics generally advocate for a revision of the curriculum with a focus on reducing theoretical content, a particularly radical viewpoint expressed by participant ACD1 suggests a complete overhaul of the curriculum. Additionally, teachers suggest that providing in-service training on specialized music teaching methods would be beneficial. Academicians emphasize the importance of early integration of music education into the curriculum, proposing a comprehensive approach starting from nursery school and continuing through primary, middle, and high school levels. This entails ensuring that music instruction is delivered by specialized teachers at each stage of the educational journey. As articulated by ACD3 below, there is a call for music education to be elevated to a state policy, with a unified and coherent framework guiding music instruction across all educational levels:

> *It is imperative to institutionalize music education as a state policy, ensuring a coherent and integrated approach across all educational levels. Rather than fragmented implementations varying between middle and high schools, a holistic framework must be established, starting from early childhood education. Specifically, from nursery school onward, there should be clarity regarding the progression of music instruction, with specialized teachers guiding curriculum development and delivery at each developmental stage. This approach advocates for continuity and consistency in music education, emphasizing the expertise of professionals throughout the educational journey.* (ACD3)

Music teachers' recommendations were categorized into three distinct groups: 'general suggestions, curriculum-related recommendations, and school-related proposals'. In the first category, teachers highlighted the importance of conducting studies to underscore the significance of music education, advocating for comprehensive and high-quality training within university music departments, and emphasizing the need for workshops on drama and music notation software. Within the second category, suggestions centered on the revision and development of a more practical curriculum, with specific emphasis on increasing music lesson durations and integrating activities fostering creativity over heavy theoretical content. In the third category, proposals aimed at enhancing music education opportunities within schools, including reducing class sizes, expanding access to musical materials and facilities, and advocating for greater administrative prioritization of music education. Noteworthy excerpts illustrating teachers' recommendations include calls for a more expansive and diverse university education to reshape students' perspectives on national music culture, advocating

for dedicated music environments within schools, urging for increased music lesson durations, and advocating for the inclusion of contemporary music culture within the curriculum.

Initially, I posit that our students would perceive the country's music culture through a markedly different lens had we undergone a two-year stint in universities, where we received a more comprehensive, qualified, and diverse education akin to the ethos of village institutes. (T7)

It is imperative that music classes be a staple in every school, with a conducive environment tailored to music, including instruments and appropriate furnishings, fostering students' enthusiasm for such experiences. (T8)

Increasing music lesson hours is a very important determinant in increasing the effectiveness of education. (T12)

School administrations ought to accord precedence to arts and sports classes, as articulated by the sentiment that underscores the need for a balanced prioritization of activities and resources, rather than relegating music education as secondary to other subjects. (T14)

The curriculum must incorporate recent musical works to better reflect contemporary music culture, thereby fostering relevance and engagement among students. (T13)

Following interviews with students, it is discerned from the remarks of two participants that there exists a desire for an augmentation in music lesson hours: "*I would like to have more music lesson hours*" (LStd1 and HStd2). Furthermore, aspirations extend beyond the prescribed instruments, such as the flute and melodica, with students expressing a wish for a broader spectrum of instruments to be incorporated into lessons, as evidenced by statements like "*I would actually like the guitar to be played additionally in music lessons*" (MStd2) and "*I would not only work on melodica, I would work on different things, I would like different instruments to be taught*" (LStd2). Additionally, HStd2 posited an intriguing perspective regarding curriculum enhancement and functionality, advocating for modifications within the music book to include a repertoire of foreign and popular songs, positing that such revisions would engender heightened student engagement: "*I would change some things in the music book. For example, if there were more foreign songs, popular songs, songs that we know more, the music book would attract more attention*".

Interpretation

Eisner (2017) articulates that an educational adept should inquire, "What underlies the prevailing challenges? Are the content and objectives suitably structured? The significance of instruction is self-evident, but what level of knowledge is attained? Is the curriculum tailored to student interests and readiness?" In the initial phase advocated by Eisner, the extant curriculum was delineated based on the perspectives of expert participants. The interpretive phase aims to elucidate the implications of the findings; specifically, is the music curriculum practicable? If not, what factors contribute to this? If deficiencies and inaccuracies exist, what circumstances engender them? These queries were scrutinized. During the interpretive stage, the objective was to outline a more comprehensive framework by juxtaposing and interpreting the data gleaned from the description phase alongside data acquired from classroom observations and documents.

The Most Challenging Curriculum Level

During the description phase, it was deduced that the 8th-grade curriculum emerged as the locus of most prevalent issues within the middle school music curriculum. Music teachers highlighted 'weighty subjects, mismatched with student aptitude and engagement, and inadequate readiness' as prominent contributors to these challenges. Moreover, critical factors such as 'limited instructional hours, dearth of music resources, and deficient materials' were noted to adversely impact the execution of the music curriculum. Upon dissecting the root causes of the encountered issues, it becomes apparent that the content dimension stands out as the primary concern. An essential aspect to contemplate in curriculum development is ensuring alignment with principles of student relevance, functionality, and applicability. Notably, inadequate instructional time, paucity of resources, and unsuitable learning environments are pivotal factors impeding curriculum applicability. Given the multitude of objectives in music curricula, the insufficiency of lesson time (one class hour per week equating to 40 minutes) is a recurrent concern hindering goal attainment. Likewise, material inadequacies and deficiencies in the learning environment pose formidable challenges for music teachers striving to achieve instructional objectives. The forthcoming phase will entail a thorough analysis of data garnered from open-ended interview forms, as it is anticipated that insights gleaned from interactions with music teachers and the researcher's classroom observations will augment clarity in discerning pertinent themes and patterns.

Challenges to the Feasibility of the Curriculum

In the research, inductive analysis was conducted to explore the factors influencing the practicality of music curricula, encapsulated within the overarching theme of 'curriculum feasibility'. Resulting categories included 'objectives and outcomes' (comprising quantity of attainments and recommended duration), 'course breadth and content' (encompassing class duration, resources, learning environment, neglect of music instruction, overpopulated classes, lack of preparedness, textbook content, dense theoretical subjects, and challenges in learning domains), curriculum execution (embracing principles, methodologies, and engagement in course activities), and 'assessment and evaluation' (encompassing the caliber of assessment and evaluation). Moreover, curriculum literacy was delineated into 'recommendations' for music teachers, scholars, and learners. The codes and categories derived were consolidated under the rubric of 'Feasibility'. Upon scrutinizing the codes, categories, and themes, it was discerned that pivotal factors influencing the viability of school music curricula encompassed 'inadequate instructional hours, deficient learning environments, material shortages, the inclusion of dense theoretical content, preparation of materials beyond student proficiency levels, and song selection overlooking student vocal developmental stages and interests'.

Challenges On the Goals and Attainments of the Curriculum

During interviews with music teachers, it became apparent that the stipulated achievements outlined in the music curriculum were challenging to attain within the recommended timeframes due to their abundance. Likewise, despite the functionality and careful design of the curriculum, academics argue that the allocated timeframes corresponding to the volume of outcomes remain inadequate. Naturally, students cannot be presumed to possess awareness of the learning objectives. Classroom observations conducted across schools spanning varying socio-economic strata revealed a consistent absence of teachers informing their students about the objectives or elucidating the intended outcomes at the onset of lessons.

Furthermore, although teachers self-reported proficiency in achieving the prescribed objectives, disparities between the curriculum and its enactment were observed in practice. An excerpt from researcher observations pertaining to this phenomenon is provided below:

> "*The duration of 40 minutes allotted to each music lesson poses a challenge for teachers in realizing the intended outcomes. The constrained timeframe often concludes before students can sufficiently internalize the material presented and engage in meaningful activities. Subsequently, the swift transition to new topics the following week, coupled with the necessity for teachers to expedite the acquisition process within the limited time frame, compromises the quality of learning outcomes.*" (Observation notes, Author, 2022).

A music teacher (T15) and academics (ACD2 and ACD4) highlighted the challenge of translating the theoretical feasibility of curriculum objectives and achievements into practical implementation. While initial document analyses suggested alignment between the content of the 8th-grade music curriculum and stated attainments, practical obstacles related to the physical layout of the learning environment and financial constraints may hinder the achievement of crucial attainments.

Challenges On the Lesson Scope and Content of the Curriculum

The consensus among music teachers across diverse socio-economic settings underscores the pivotal role of insufficient class time, inadequate resources, and suboptimal learning environments in impeding the realization of course objectives and achievements. The limited duration of weekly music lessons, typically set at 40 minutes, leads teachers to cover topics superficially, hindering the depth of student learning. To foster a robust and effective music education, it is imperative that learning outcomes are reinforced through varied activities and internalized by students. Observations further reveal that teachers lacking access to dedicated music classrooms and requisite materials often deliver lessons perfunctorily, rushing through content to compensate for resource deficiencies, thereby experiencing heightened stress levels.

A prevalent concern voiced by participants is the inclusion of overly theoretical content surpassing students' comprehension levels. Notably, classroom practices diverge from prescribed textbooks, with teachers incorporating alternative resources and song selections. Moreover, both academics and practitioners advocate for the assignment of music instruction to specialized teachers beginning from primary school, highlighting the consequences of delayed exposure to musical notation, which compromises student readiness upon transitioning to middle school and complicates curriculum implementation.

The domain of 'creativity' emerges as a principal challenge within the curriculum, prompting teachers to question its practical realization amidst large class sizes, some exceeding 50 students. Observational evidence corroborates this issue, suggesting that the predominance of listening and singing activities stems from resource limitations constraining instructional possibilities within the allotted time frame. Critiques regarding the absence of requisite music technologies in educational settings underscore a mismatch between curriculum specifications and practical constraints, particularly evident in the absence of sound recording equipment commonly assumed to be available via computers.

Challenges In the Lesson Implementation

Music teachers predominantly rely on pedagogical techniques such as teaching by ear and demonstration, incorporating instruments such as Orff instruments, flutes, and melodicas to

support curriculum implementation. However, constraints stemming from inadequate learning environments, resources, materials, and instructional hours impede the integration of specialized instructional methods into their teaching practices. Classroom observations reveal that teachers, constrained by the limitations of the renewed music curriculum, often forego instrumental activities, opting instead for instructional approaches centered on listening and singing facilitated by interactive technologies like smart boards. This shift may be attributed to the constraints imposed by current lesson durations. An illustrative observation note from classroom observations is provided below:

Observation notes from low and middle-socio-economic level group music classes indicate that teachers employ a pedagogical approach characterized by improvisation. Teachers employ motivational strategies and provide reinforcements as needed to engage students. Typically, regional songs are selected, and teachers follow a principle of proximity to the distance in their instructional approach. Smart boards are predominantly utilized as instructional aids, while activities primarily focus on the listening and singing domain, employing the teaching by ear method as the primary pedagogical technique. (Observation notes, Author, 07.02.2022)

Challenges In the Measurement and Evaluation

According to music academics, significant challenges persist in the assessment and evaluation practices of middle school-level music education. They contend that the current assessment methods are flawed and insufficient. Interviews with music teachers regarding measures taken to address this issue revealed that while some teachers utilize performance scales, a minority do not employ any formal assessment tools to gauge musical proficiency. A researcher's observation corroborates this finding:

In classrooms across low and high socio-economic strata, formal assessment tools are notably absent, with teachers relying on ongoing observations to evaluate student progress. Conversely, in a middle socio-economic setting, teachers clearly outline evaluation criteria to students and employ in-class performance scales to assess learning outcomes. (Observation notes, Author, 09.02.2022)

Challenges On Curriculum Literacy Levels of the Participants

Teachers' curriculum literacy levels are of great importance in the implementation of the curriculum in accordance with its purpose. The fact that music teachers have a low level of curriculum literacy is also supported by the result of the interviews that they have no knowledge about the 'field-specific skills' specified in the curriculum. In addition, when it is considered that the time suggested for the outcomes in the curriculum is a suggestion, the fact that the teachers who complain about the incompatibility of time are not aware that they can make studies to eliminate this incompatibility while designing their own annual plans reinforces the finding that the level of curriculum literacy is low. Having theoretical knowledge about curriculum literacy is not enough. The fact that one of the participants, an academician, was in charge of the renewed faculty curricula and was conducting the lessons himself caused him to have knowledge about the curriculum. In 2018, adding lessons to music curricula within the scope of delegation of authority to faculties is seen as a positive situation for prospective music teachers. However, it is very important in terms of curriculum literacy that music academics should have knowledge about the whole curriculum, regardless of whether they have their own courses in the curriculum or not.

The proficiency of teachers in understanding and effectively implementing curriculum attainments is crucial for achieving the intended educational outcomes. Evidence suggests that music teachers exhibit a deficiency in curriculum literacy, as indicated by interview findings revealing their lack of familiarity with the specialized skills outlined in the curriculum. Moreover, the observation that some educators perceive suggested timeframes for curriculum outcomes as rigid constraints underscores a broader issue of inadequate curriculum literacy. It is notable that teachers expressing concerns about time constraints often overlook the flexibility inherent in designing their annual plans to address such challenges. Merely possessing theoretical knowledge of curriculum literacy is insufficient. Notably, one participant, serving as an academician responsible for revising faculty curricula and delivering lessons, demonstrated a deeper understanding due to his direct involvement with curriculum development and implementation. The inclusion of music lessons in faculty curricula in 2018, as part of decentralized decision-making processes, presents an opportunity for aspiring music educators. Nonetheless, it remains imperative for music academics to possess a comprehensive understanding of the entire curriculum, irrespective of their specific course assignments, to effectively navigate curriculum implementation and ensure educational quality.

In contrast to the perspectives of teachers and academics, there exists an inquiry into the awareness of students regarding the music curriculum. Music teachers were tasked with identifying students categorized as 'interested' and 'uninterested' in music lessons for interview purposes, yet encountered notable difficulty in pinpointing and recommending uninterested students. This challenge led to the interpretation that students, by and large, exhibited genuine interest in music instruction. Across the board, students demonstrating enthusiasm for music lessons expressed dissatisfaction with the allotted instructional hours. Suggestions were made to shift the focus of music education from theoretical concepts towards more practical and engaging approaches, particularly centered around song-based teaching tailored to students' individual abilities and interests. Furthermore, irrespective of the socio-economic status of the educational institution, students articulated desires for enhancements to the music curriculum. For instance, statements such as "*I would modify certain aspects of the music textbook. Incorporating familiar songs could enhance engagement*" (HStd2) and "*I would advocate for the inclusion of popular instruments like the guitar alongside traditional ones like melodica, expanding the scope of musical instruction*" (LStd2) underscored a collective aspiration for a more diverse and inclusive music program.

Evaluation

In this section, the findings from the study are evaluated in light of the researcher's experiences, classroom observations, document reviews, and existing literature. Since 2018, through interviews conducted with music teachers, faculty members, and students to assess middle school music curricula, it has been determined that there are certain constraints regarding the overall attainability of the curriculum's attainments. Music teachers and scholars assert that while middle school music curricula are theoretically functional and well-crafted, they encounter significant challenges in practical implementation. Examination of relevant literature reveals studies, such as those by Birgül-Demir & Nacakcı (2019), Çetinkaya (2017), and Umuzdaş & Levent (2012), which similarly conclude that music curricula may lack practical applicability, aligning with the findings of this study. Despite encountering various implementation challenges, the study suggests that the attainments of the curricula are generally feasible, as inferred from the researcher's experiences and classroom observations.

Detailed analysis elucidates the underlying reasons for disparities between observational data and participants' perspectives.

Through a content analysis of the music curriculum's aims and objectives, it is contended that these goals and attainments are generally achievable and are formulated with consideration of various learning domains. However, there are certain high-level objectives that pose challenges in attainment. Classroom observations reveal that the primary issue lies not in the objectives themselves but rather in the insufficiency of class hours, inadequate provision of equipment and materials, and unfavorable instructional environments. The participants' concerns regarding the surplus of objectives and insufficient allocated class hours, although commonly shared, are deemed somewhat misaligned upon critical examination of the curriculum. Despite a seemingly balanced distribution of learning outcomes across domains, the observation of 25 outcomes recommended to be covered within 36 lesson hours suggests practical constraints. While participant views and literature findings (Board of Education, 2020; Umuzdaş & Levent, 2012) echo this sentiment, classroom observations reveal a discrepancy wherein music teachers derive their annual plans from online sources without tailoring objectives and durations to suit either prescribed guidelines or specific contextual needs. Consequently, it can be argued that despite theoretical alignment between outcomes and durations, inadequate class time remains a significant impediment to achieving desired outcomes, underscoring the curriculum's tendency towards lesson and content-centeredness.

The study's interpretations underscore several factors contributing to inadequate student readiness and hindrances to effective content delivery, including disregarding student relevance principles, insufficient instructional time, inadequate resources, and unfavorable classroom conditions. Across schools of varying socio-economic backgrounds, it was noted that only the music teacher in the high socio-economic setting deviated from consistent use of the music textbook, opting instead to devise content autonomously. Conversely, teachers in low and middle socio-economic settings adhered to the textbook while exercising discretion in song selection. Observations revealed that teachers across all socio-economic strata encountered challenges in achieving learning outcomes and delivering content comprehensively due to time constraints, resulting in superficial instruction. Examination of the literature revealed research outcomes (Avcı, 2019; Azılıoğlu, 2019; Birgül Demir & Nacakcı, 2019; Çetinkaya, 2017; Umuzdaş & Levent, 2012) corroborating the researcher's observations.

Concerning the learning environment and resources, it was observed that eight out of the 15 interviewed teachers lacked dedicated music facilities in their schools, and those with designated spaces faced shortages in necessary equipment and materials. Notably, one of the high socio-economic level schools surveyed lacked a dedicated music facility altogether, while three out of the remaining four were private institutions. Consistent with prior research (Avcı, 2019; Azılıoğlu, 2019; Birgül-Demir & Nacakcı, 2019; Umuzdaş & Levent, 2012), inadequacies in music facilities, materials, and insufficient class hours emerged as significant obstacles in achieving curriculum objectives. Considering these limitations alongside the specific challenges faced by music teachers in their instructional environments, it becomes apparent that discussions around achieving high-quality music education may necessitate a more cautious approach.

Another notable finding from the study pertained to challenges associated with course content in attaining the specified attainments. The consensus among music teachers, scholars,

and students revealed shared concerns regarding the curriculum content. Music teachers observed that the curriculum comprised predominantly dense theoretical material and lacked alignment with students' vocal development and interests. Scholars further asserted that students not exposed to the music branch instruction in primary school may face readiness deficiencies upon reaching middle school. From the student perspective, the songs included in the textbook were perceived as lacking alignment with their interests. Previous studies (Azılıoğlu, 2019; Birgül Demir & Nacakcı, 2019; Çetinkaya, 2017; Umuzdaş & Levent, 2012) have similarly highlighted content-related challenges impeding the achievement of educational attainments. Classroom observations revealed deviations from the prescribed curriculum content across schools of varying socio-economic backgrounds. While teachers in low and middle socio-economic level schools generally followed the curriculum topics, song selections were often tailored to student interests and vocal abilities. Conversely, the music teacher in the high socio-economic level school demonstrated autonomy by deviating from the textbook and selecting topics and songs independently.

Drawing upon Güven's (2019) findings from his graduate research, which highlighted students' challenges in achieving proficiency in 'makams [melody types]', it is discerned that a significant content-related issue following textbook analysis pertains to 'makams'. Although it is acknowledged that the broader problem concerning learning areas is intertwined with content, the recurring concern is the alteration of the 'listening-singing and playing' learning domain in the prior curriculum, revised to solely 'listening and singing' in 2018. Music teachers consistently assert that this modification is misguided, advocating for the reinstatement of the 'playing' component within the curriculum. Correspondingly, in the curriculum assessment report by the Board of Education and Discipline (2020), music academics express disapproval of the omission of the 'playing' element. While the 8th-grade curriculum indicates the removal of playing activities from the designated field, the 2018 curriculum stipulates that decisions regarding instrument training should be made at music class committee meetings, underscoring the importance of integrating instrument education in accordance with student needs and abilities. Despite these provisions, classroom observations revealed no specific decisions regarding instrument education. Consequently, criticisms regarding this matter from teachers appear unsubstantiated. It is proposed that the curriculum offer guidance for music teachers to provide instrument training to interested and talented students through supplementary courses. However, debate surrounds whether this recommendation aims to alleviate constraints on music class hours, which are perceived as insufficient.

It can be deduced that the conclusions drawn from the assessment of the measurement and evaluation aspect align closely with the observed realities. The identification of valid and reliable standardized tests for assessing music lessons presents a formidable challenge. Despite the utilization of 'in-class performance charts' for assessments, it is noteworthy that contemporary students seldom receive low grades. The researcher, drawing from extensive experience as a music educator, contends that music classes are predominantly perceived as recreational rather than academically rigorous, thereby lacking adequate support and leading to the marginalization of the subject in the eyes of students and parents. Furthermore, the practice of some administrators altering academic achievement grades for music lessons at the end of the academic year implies that minimal effort, such as bringing course materials to class, may suffice to secure favorable grades, thereby diminishing the significance of such lessons.

The final and arguably most crucial aspect of the 'Educational Criticisms' outlined in the assessment section pertains to the deficiency in curriculum literacy among teachers and scholars. The research findings indicate that while some teachers were capable of demonstrating curriculum literacy in their instructional practices, the concept itself appeared unfamiliar to many. This highlights a significant shortfall among music teachers, who often either neglect to engage with the music curriculum or do so only superficially. This trend aligns with prior studies (Birgül-Demir & Nacakcı, 2019; Kahramanoğlu, 2019), which similarly underscore the lack of engagement with curricular changes among teachers. It is incumbent upon music teacher training institutions to equip teachers with the requisite knowledge, skills, and competencies demanded by the educational system. Interviews with music teachers in this study revealed critiques of their pre-service education and self-reflections on their levels of curriculum literacy. Furthermore, it was noted that since 2018, both academics and prospective teachers have shown an increased awareness of curricular matters. Nevertheless, the examination and oversight of music curricula remain infrequent within teaching practices, emphasizing the need for enhanced collaboration between universities and the MoNE to facilitate professional development initiatives.

Thematization

Previously, it was announced that the study's findings would be structured according to Eisner's Educational Criticism Model, which aims to foster reader awareness. In the final phase of the model, termed 'Thematization', themes were formulated to help readers comprehend recurring patterns in the research outcomes and to cultivate awareness during the evaluation process. The study revealed three primary issues concerning middle school music curricula: 'Implementational Challenges', 'Teacher-Related Challenges,' and 'Structural Challenges' (Figure 1).

Figure 1
Themes and Their Relationships with Each Other
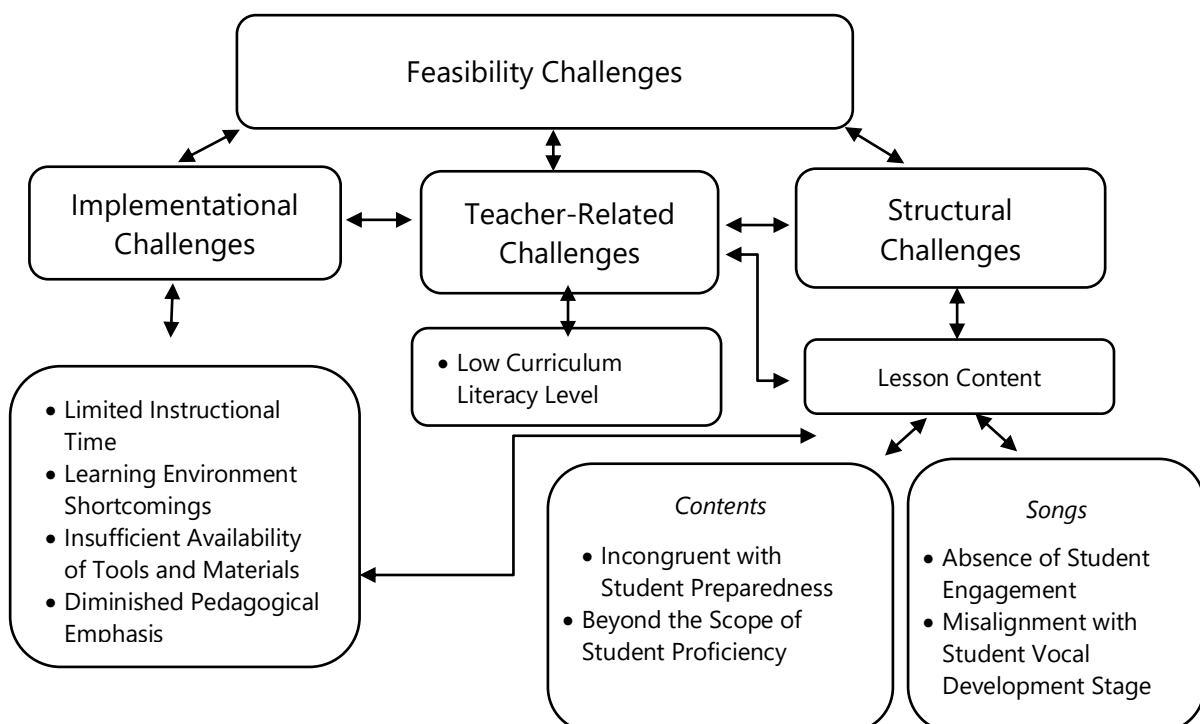
The analysis of emerging themes underscores several challenges in the implementation of the 2018 middle school music curriculum. These include discrepancies between the intensity of learning outcomes and allocated class hours (40 minutes per week), inadequacy of resources and materials, and unfavorable learning environments. It appears that music lessons receive minimal emphasis in low and middle socio-economic level schools, suggesting a lack of significant disparity across public schools with diverse socio-economic backgrounds. Furthermore, private institutions, alongside the official curriculum, design parallel music curricula, highlighting substantial variations in learning environments and resources between private and public schools. The restriction on music teachers from offering 'Support and Training Courses' (STC/*known as DYK*), unlike in other subject areas, may pose a hindrance to the development of talented students.

One predominant theme identified in the study pertains to challenges associated with teachers. A significant aspect of this theme is the notable deficiency in teachers' curriculum literacy. Moreover, another key theme revolves around structural issues encountered in the implementation of the 2018 middle school music curriculum. Principal content-related challenges include inadequacies such as students' lack of readiness, mismatched levels of instruction, diminished interest, inclusion of complex theoretical topics, and marginalization of music lessons.

Discussion and Implications

The study reveals that while music curricula are designed to be functional, flexible, and supportive for teachers, significant implementation challenges remain. These issues primarily arise from societal attitudes towards art and music. Although the educational system is based on constructivist principles, their practical application is often hindered, obstructing problem resolution. The prevailing emphasis on competitive, profit-driven education limits students' ability to pursue their interests and talents, potentially leading to fulfilling careers.

The findings also indicate that while socioeconomic differences do not significantly affect state schools, there are notable disparities in learning environments and materials between private and public schools. Private schools frequently bypass the official curriculum, prioritizing instrumental training for commercial purposes and neglecting key components such as musical perception, knowledge, creativity, and listening-singing activities. These practices were documented through interviews and observations. State schools struggle with inadequate learning environments, materials, and limited class hours, whereas private schools boast modern facilities. A critical issue is the students' lack of preparedness at the middle school level, attributed to the absence of structured arts education from early childhood. Furthermore, the study identifies a deficiency in curriculum literacy among teachers, with music educators often failing to advance professionally due to insufficient training in curriculum implementation. Even the most well-designed curricula will face challenges if educators are not adequately trained. Effective collaboration between educational faculties and the MoNE, aligning curricula and fostering partnerships between faculty music educators and school music teachers is essential to resolve these issues.

Establishing a nationwide music culture is imperative. Implementing art classes led by experts from early childhood through higher education would address the devaluation of music educators and lessons. Additionally, the current music curriculum structure fails to consider students' readiness and interests, lacking practical examples and relevant content,

necessitating a curriculum redesign. In summary, for curricula to be effective, they must be practical and aligned with students' readiness, interests, and developmental levels. Essential factors include class hours, learning environments, materials, and class sizes. Music teacher training must focus on adequately preparing candidates to meet these challenges. Failure to address these issues undermines the educational value of music classes and impedes the delivery of quality music education.

Based on these discerned themes and their corresponding findings, several recommendations emerge. Firstly, it is proposed that school infrastructures be tailored to accommodate music education, with specific attention given to facilitating music rooms and providing adequate materials. Furthermore, there is a suggestion to augment music class durations. Additionally, it is advisable to establish a national framework for music education philosophy, to commence from preschool levels, and to undertake corresponding initiatives to this end. Enhancing the curriculum literacy of teachers emerges as another imperative. Collaborative efforts between academic institutions and the MoNE could facilitate pre-service and in-service training endeavors, leveraging the expertise of teachers specializing in Curriculum and Instruction. This study, framed as an educational criticism with a focus on curriculum evaluation, underscores the importance of expert involvement. The primary researcher diligently adhered to Eisner's curriculum evaluation model, integrating their insights with those of various stakeholders. Considering the imminent introduction of a new curriculum by MoNE, future studies could replicate this approach, engaging diverse stakeholders, including parents, administrators, and prospective music teachers, to comprehensively assess the efficacy of the updated curricula.

Author Contributions

This research originates from the master's thesis of the first author. Consequently, this author assumes responsibility for undertaking the investigation, gathering, scrutinizing, and delineating the data. The second author provided oversight for the research, contributing to study design, manuscript composition, revision, English translation, and academic writing composition.

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TÜRKÇE GENİŞ ÖZET

Eisner'in Eğitsel Uzmanlık ve Eleştiri Modeline Göre 8. Sınıf Müzik Öğretim Programının Değerlendirilmesi

Giriş

Türkiye'de müzik eğitimine ilkokul düzeyinde başlanmakta, uzman müzik eğitmenleri ancak ortaokul düzeyinde öğrencilerle bir araya gelmektedir. Sonuç olarak, yeterli hazırlık yapılmadan ortaokula başlayan öğrenciler müzik eğitiminin etkinliğini olumsuz yönde etkilemektedir. Buna ek olarak, standartların altında öğrenme ortamları, uygun olmayan materyaller ve yetersiz eğitim saatleri gibi zorluklar da müzik eğitimini engellemektedir. Programın uygulanması ve içeriğine ilişkin endişelerin yanı sıra bu sorunların ele alınması, sistematik ve tutarlı program değerlendirme çabalarını gerektirmektedir. Program değerlendirme, bir programın doğruluğu, uygunluğu, yeterliği, verimliliği, etkililiği ve uygulanabilirliği gibi çeşitli yönlerini değerlendirmek için verilerin sistematik olarak toplanmasını ve analiz edilmesini içerir.

Öğrenci performansını etkileyen faktörlerin belirlenmesinde hem okul gözlemlerinin hem de müzik öğretmenlerinin bakış açılarının önemine binaen, 2018 yılında güncellenmiş olan ortaokul 8. sınıf müzik öğretim programının Eğitsel Uzmanlık ve Eleştiri Modeli aracılığıyla değerlendirilmesine karar verilmiştir. Eisner (2017) tarafından savunulan bu yaklaşım, eğitim uzmanlarının toplumsal eğitim algısını geliştirmek için eleştirel bir duruş benimsemeleri gerektiğinin altını çizmektedir. Bu açıdan temel çerçeve olarak Eisner'in 'Betimleme', 'Yorumlama', 'Değerlendirme' ve 'Temalaştırma' boyutlarını içeren Eğitsel Uzmanlık ve Eleştiri Modeli modeli kullanılmıştır. Bir müzik eğitimcisi olan ilk yazar, eğitim ortamının genel niteliklerini ayırt etmek için hem gözlemci hem de araştırmacı rollerini üstlenerek, kişisel gözlem ve deneyimlerini aktarmıştır ve böylece programın kapsamlı bir eğitsel eleştirisi yapılmıştır. Ayrıca, Eisner tarafından tanımlandığı gibi, programdan etkilenen çeşitli paydaşlar tarafından aktarılan deneyimlerin teorik yorumlarını ve eleştirel analizlerini desteklemek için ampirik veriler sağlanmıştır.

Bu çalışmanın temel amacı, 2018 yılında revize edilen ve halen uygulanmakta olan 8. sınıf müzik öğretim programının öğretmenler, akademisyenler, öğrenciler ve alanda uzman bir eğitimci olarak araştırmacının deneyimleri ve içgörülerinden yararlanarak eğitsel bir eleştirisini yapmaktır. Bu çalışma, Eisner modelinin toplumda müzik eğitimi konusunda farkındalık yaratma hedefine uygun olarak, müzik programına yönelik ilk eğitim eleştirisi olması bakımından önem taşımaktadır. Ayrıca, çalışma bu alanda gelecekte yapılacak araştırmalar için yalnızca içerik değil, program aşamalarına dayalı raporlandırma açısından da biçimsel bir taslak niteliği taşıdığı söylenebilir.

Yöntem

İç içe geçmiş tek durum çalışması deseninin kullanıldığı araştırmaya Aydın ilinden 146 müzik öğretmeni ve farklı sosyo-ekonomik geçmişleri temsil eden 15 müzik öğretmeni katılmıştır. Öğretmenler ortaokul sınıfları düzeyinde en sıklıkla sorun yaşanan sınıfın sekizinci sınıf ve öğretim programı olduğuna işaret etmiştir. Bu bakımdan bu sınıf düzeyi öğretim programının çalışılmasına karar verilmiştir. Çalışmada farklı gruplar yer almıştır. Örneklem çeşitliliği sağlamak adına on beş müzik öğretmeni yanında, dört müzik akademisyeni ile müziğe ilgisi olan ve olmayan toplam altı öğrenciden yarı yapılandırılmış görüşme formları aracılığıyla veri toplanmıştır. Araştırmacı ayrıca sınıf içi gözlemler yapmış ve alan notları tutarak müzik öğretim programı ve ders kitaplarını da analiz etmiştir. Betimsel ve içerik analizi yoluyla görüşme, gözlem ve dokuman incelemesi verileri analiz edilmiştir. Böylece Eğitsel Uzmanlık ve Eleştiri Modeli ile uyumlu nitel verilere dayalı bir içerik analizi yaklaşımı benimsendiği söylenebilir.

Bulgular

Çalışmanın bulguları Eisner'ın Eğitsel Uzmanlık ve Eleştiri Modeli'ne göre yapılandırılmıştır. Modelin "Temalaştırma" olarak adlandırılan son aşamasında, okuyucuların araştırma sonuçlarında tekrar eden kalıpları anlamalarına yardımcı olmak ve değerlendirme sürecinde farkındalık yaratmak için temalar formüle edilmiştir. Çalışma, sekizinci sınıf müzik öğretim programıyla ilgili üç temel soruna işaret emektedir: 'Yapısal Zorluklar', 'Öğretmenlerle İlgili Zorluklar' ve 'Uygulamaya İlişkin Zorluklar'.

Sonuç ve Tartışma

Çalışma, müzik öğretim programının uygulanabilirliğini etkileyen, öğrencilerin hazırbulunuşluk eksikliği, yetersiz öğretim süresi, yetersiz tesis ve materyaller ile okul yöneticileri ve velilerin yetersiz desteği gibi çeşitli faktörler tespit etmiştir. Müzik eğitimcilerinin program yetkinliğini artırmak ve program uyumunu sağlamak için Yükseköğretim Kurulu (YÖK) ve Milli Eğitim Bakanlığı (MEB) arasında işbirliği gerekli görülmüştür. 2018 ortaokul müzik programı amaç ve kazanımları yeterince tanımlasa da, öğrencilerin hazırbulunuşluk ve göreceli yetenek düzeylerini dikkate almamakta ve öğrencilerin kavrayışının ötesinde teorik içeriğe yer vermektedir. Müzik öğretmenleri ve öğretim üyeleri, uygulama zorlukları nedeniyle iyi tasarlanmış programların pratik olmadığını vurgulamışlardır. Bu zorluklar mevcut literatür bulgularıyla örtüşmektedir. Özellikle, erişilemeyen hedefler ve öğrencilerin yeterlik düzeyini aşan teorik içerik gibi sorunlar tespit edilmiştir. Araştırma, müzik eğitimini geliştirmek için yetersiz ders saatlerinin ve elverişsiz okul ortamlarının ele alınmasının çok önemli bir rol oynadığının altını çizmektedir. Ayrıca, program içeriğinin öğrencilerin yetenekleriyle uyumlu hale getirilmesi etkili bir uygulama için çok önemlidir. Gelecekteki çabalar, bu zorlukları kapsamlı bir şekilde ele almak için program geliştirmeye yönelik bütüncül yaklaşımları dikkate almalıdır.

Öneriler

Bu program değerlendirme çalışmasıyla ilgili ilk öneri, okul altyapılarının müzik eğitimine uygun hale getirilmesi, müzik odalarının iyileştirilmesi ve gerekli materyallerin temin edilmesi yönündedir. Bununla birlikte, müzik derslerinin sürelerinin artırılması önerilebilir. Ayrıca, okul

öncesi düzeyinden başlayarak müzik eğitimi felsefesine yönelik ulusal bir çerçevenin oluşturulması ve bu hedef doğrultusunda girişimlerde bulunulması tavsiye edilebilir. Ayrıca öğretmenlerin program okuryazarlığının geliştirilmesi de önemli bir gerekliliktir. Akademik kurumlar ile Milli Eğitim Bakanlığı arasındaki işbirliği çabalarıyla, öğretmenlerin mesleki gelişimine destek olmak için program ve öğretim konularında uzmanlardan yararlanılabilir.

Bu çalışma, uzman ve paydaş katılımı yoluyla müzik öğretim programını değerlendirmeye yönelik bir eğitsel eleştiridir. Araştırmacı, Eisner'ın değerlendirme modeline ve aşamalarına bağlı kalarak, kendi deneyimlerini çeşitli paydaşların perspektifleriyle entegre etmiştir. Milli Eğitim Bakanlığı'nın yakın gelecekte beceri temelli bir anlayışa dayalı yeni öğretim programlarını uygulamaya koyacağı düşünüldüğünde, bu eğitsel eleştiriden elde edilecek bulgular gelecek çalışmalara ışık tutabilir. Bu eğitsel eleştiride özellikle araştırmacı ve öğretmenlerce vurgulanan müziksel becerilerin yeni anlayışa dayalı programların da dikkate alması gereken hususlar olduğu açıktır. Bu çalışma bir durum çalışmasıdır. Yine bu tür program değerlendirme çalışmaları daha geniş ölçekte ve farklı paydaşların bakış açıları da dikkate alınarak nicel yollarla yinelenebilir.

The Examination of the Reflections of the Universal Design Learning-Based Gender Roles Program on University Students*

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Abstract

The purpose of this study is to investigate the effects of a Universal Design for Learning (UDL)-based gender roles program on university students. The research was carried out utilizing an embedded mixed research design. The participants in the research took part in a UDL-Based Gender Roles Program that focused on sustainable development goals and gender equality. The study group included 15 female (83.3%) and three male (16.7%) university students enrolled in undergraduate programs at a foundation university during the 2021-2022 academic year. The Gender Roles Attitude Scale, reflection papers, learning diaries, and focus group interviews were used to collect data. SPSS was used to conduct quantitative data analysis using the Wilcoxon Signed-Rank Test. The content analysis technique was used to analyze the qualitative data. The quantitative results of the study found no statistically significant difference between participants' pre-test and post-test scores in terms of egalitarian gender roles, female gender roles, and total scores for sub-dimension of gender roles in marriage. However, the post-test showed a statistically significant difference in overall scores for traditional gender roles and male gender roles sub-dimensions. The qualitative outcomes of the study revealed that studies on gender roles have a positive impact on participants' perceptions and awareness.

* This study originates from the first author's master's thesis, with some findings presented as an oral presentation at the 10th International Eurasian Educational Research Congress.

Introduction

Defined as "a group of people in a society who share particular qualities or ways of behaving which that society associates with being male, female, or another identity" (Cambridge Dictionary, n.d.), gender denotes the physiological and biological attributes indicating an individual's distinction from the opposite sex. Oakley (1972) distinguishes the concept of gender from sex, stating that gender parallels the biological distinction between male and female and encompasses the societal value of femininity and masculinity. Gender roles emerge from people's interactions with their environment. This product provides individuals with an understanding of behavior attitudes that are thought to be appropriate for a specific gender. According to Şahin (2019), gender-appropriate behavior patterns are influenced by societal expectations. Individuals' conceptions of gender roles are shaped by the paradigms that society has constructed. According to Bem's (1974) inventory listing gender roles, feminine characteristics embraced by females include being cheerful, compassionate, enthusiastic, refraining from speaking ill, consoling fragile emotions, easily hurt and deceived, loving children, childlike, shy, sensitive, understanding, needing others' support, and submissive, while masculine characteristics are molded as possessing leadership skills, self-confident, strong, risk-taking, self-sufficient, not showing attitude towards situations, dominant, independent, athletic, and having a strong personality. Unless gender roles shift to an egalitarian attitude, the countries of the world will not be able to achieve unity in any development process, especially economic progress (Yaşın-Dökmen, 1999). According to a study conducted by the McKinsey Global Institute (2015), it is forecasted that there will be a 26% increase in annual global Gross Domestic Product by 2025 as a result of women and men starting to work in equal proportions. In this context, it is important to promote the proliferation of egalitarian gender role perceptions, change negative societal judgments, increase equal gender power in the public sphere, and ensure diversity in areas such as education, politics, and economics (Özveren & Dama, 2022).

Recent research on learning and teaching points to the necessity of design approaches that put the student at the center and focus on retention in learning (Darling-Hammond et al., 2019; Hernández et al., 2023; Katawazai, 2021; Kerimbayev et al., 2023; Munna & Kalam, 2021). In this sense, UDL is an instructional design model that emerged in the field of architecture and then started to be used in the field of education. It offers a framework for creating lessons that proactively integrate inclusive strategies and choices to support every student in the classroom. (Meyer et al., 2014). The model advocates for products to be designed in a way that can be used by everyone regardless of ethnic background or disabilities. Among the principles of this design are elements such as equality in use, flexibility, intuitive and simple use, tolerance for error, perceivable information, low physical effort, and providing sufficient space for use (Arslan, 2019). Over time, UDL principles have come to be used in curricula, laboratories, teaching activities, educational materials, and libraries. As Rose and Meyer (2002) point out, UDL is an educational approach that draws on learning sciences research, including cognitive neuroscience, to develop adaptable learning environments that address individual differences. In short, UDL is an effective model that provides an alternative to reaching multiple audiences in multiple components of the teaching process.

When the studies on gender equality and gender roles are examined, it is seen that although non-government organizations and public institutions work to raise awareness, the efforts to

strengthen the role of women are predominantly provided through entrepreneurial women support programs (Pokrzywa, 2018). Unfortunately, there is a limited number of scientific studies that aim to raise public awareness about gender roles. Reviewing recent research in the field, recent studies within the framework of societal gender roles include cross-cultural marriages based on societal gender roles, societal gender roles in novels and children's books, societal gender role perceptions and values in mate selection attitudes, societal gender roles in media elements broadcasted on digital and local channels, and descriptive studies on perceptions of violence against women (Gök, 2018; Kamışlı, 2018; McCabe, 2022; Padmanabha, 2023; Pehlivan, 2018; Verdugo-Castro et al., 2022). Among the existing studies, only two studies on the perception of gender roles have been conducted with university students in recent years (Ateş, 2017; Yılmaz, 2017). Another factor that makes the research significant is the integration of UDL instructional model. Most of the intervention studies in the literature (for example, Aydemir, 2019; Doğan-Yaylak, 2023; Köroğlu, 2022) do not refer to a specific model that puts the learners in the center. With the developed program, the intervention focused on the learners and their having an active role during the program, having the status of expert students, being systematically involved in learning methods and techniques, developing learning strategies, and helping learners discover how they learn. In short, there is a scarcity of studies on the subject in the literature. In this respect, the current study is significant in the sense that it aims to increase university students' awareness of gender roles based on UDL.

In light of the above, the purpose of this study is to examine the effects of a UDL-Based Gender Roles program on university students. The research aimed to raise awareness of the participants within the scope of gender equality, which is one of the sustainable development goals, through the Gender Roles Program based on UDL Principles. Within the scope of the purpose, the following questions were sought to be answered.

1. Is there a significant difference between the pre-test and post-test scores of gender equality perception of university students participating in the UDL-Based Gender Roles Program in favor of the post-test?

2. What changes have occurred in the perspectives of university students participating in the UDL-Based Gender Roles program regarding gender roles?

Literature Review

Gender Roles

Role is defined as the expectations of society and the duties imposed on individuals by societal life. Societal gender roles are expectations associated with specific genders that have been normalized and naturally defined by society, which each individual is expected to fulfill (İsen & Batmaz, 2002). Societal gender norms develop culturally. These norms determine which behaviors are appropriate for men and women, as well as their responsibilities and social rights, while also influencing the role of genders in accessing resources and decision-making mechanisms (Reeves & Baden, 2000). In short, societal gender roles encompass the values, expectations, judgments, and roles related to how society perceives, views, thinks about, and expects individuals to behave in terms of gender. In other words, societies pigeonhole individuals into certain patterns based on their genders and deem it appropriate for them to act accordingly. This imposition and approval inevitably result in women and men occupying unequal positions. Thus, societal gender roles are established (Pesen et al., 2016).

In the literature, societal gender roles are classified into five subheadings: female gender roles, male gender roles, traditional gender roles, gender roles in marriage, and egalitarian gender roles. The female gender role is defined as a role that needs to be protected and preserved, characterized by qualities such as sensitivity, understanding, emotionality, and dependence, while the male gender role is defined as a role that is leadership-oriented, dominant, independent, strong, protective, and reserved (Cüceloğlu, 2006). The female gender roles include societal expectations, behaviors, and norms assigned to individuals based on their perceived or acknowledged femininity. Traditionally, these responsibilities include childcare, nurturing, household chores, and emotional support for families and communities. Women have historically been expected to prioritize family and relationships over career advancement, although this expectation has changed over time (Dicke et al., 2019; López et al., 2013). Conversely, the male gender role associates leadership with masculinity, reinforcing the idea that men should be assertive, dominant, and in control. Men are expected to take the lead in various contexts, including work, relationships, and social interactions. This discourages them from openly expressing vulnerability or seeking help for emotional challenges (Eagly, 2009). The traditional gender roles address masculinity and femininity at opposite ends, with extreme masculinity at one end and extreme femininity at the other (Constantinople, 1973). These roles often uphold binary understandings of gender, where men and women are expected to adhere to specific behaviors, occupations, and social obligations based on their assigned gender at birth. Traditional gender roles frequently perpetuate gender inequalities and restrict individuals' freedom to express themselves and pursue their interests and aspirations beyond predefined gender norms (Hyde et al., 2019).

Marriage gender roles are the expectations and obligations attributed to persons in the context of marriage or long-term relationships. Historically, these roles have been impacted by traditional gender norms, with women frequently expected to take on the main caring and domestic chores, while men are supposed to provide and protect (Hall & Adams, 2011). In the egalitarian gender roles, men and women have equal rights in the family, at work, and in social settings. Marriage emphasizes teamwork and mutual support (Budak & Küçükşen, 2018). The egalitarian gender roles framework call for the abolition of traditional gender norms and the promotion of gender equality across society. Individuals under egalitarian gender roles paradigm have the freedom to express themselves and pursue opportunities based on their interests, abilities, and personal preferences rather than being limited by gender stereotypes. This entails equal access to education, work, healthcare, and political involvement, as well as fair labor distribution and decision-making within relationships and households (Cotter et al., 2011).

Universal Design for Learning (UDL)

Universal Design for Learning (UDL) originated in the early 1990s, drawing inspiration from Mace's Universal Design concept and the work of the Center for Applied Special Technology (CAST) (Pliner & Johnson, 2004). UDL is centered on designing for diversity from the outset of the design process, acknowledging the diverse needs and preferences of individuals (Rose & Strangman, 2007). It aims to establish inclusive environments by offering alternative solutions that cater to a variety of learners right from the design phase (Pliner & Johnson, 2004). The integration of pedagogical principles and UDL can promote cultural pluralism, enhance critical thinking skills in students, assist teachers in identifying and removing stigmatizing elements, and create inclusive learning spaces (Galkienė & Monkevičienė, 2021).

UDL is an instructional design model based on research in learning sciences, particularly cognitive neuroscience, that takes individual differences into account, provides flexible learning settings, and encourages individual growth (Rose & Meyer, 2002). UDL not only assists learners in obtaining certain knowledge or abilities, but it also teaches them how to learn independently. Ultimately, UDL prioritizes students becoming experts in the subjects they are studying. Traditional instruction focuses on what is taught in the classroom. However, UDL-based training emphasizes a better understanding of the subject matter and how it is taught. CAST's UDL instructional design paradigm, based on facts about how people learn, incorporates inclusivity to meet the learning needs of every individual, independent of circumstances such as language, gender, race, or ability, anticipates individuals' needs, and incorporates elements of flexibility (Rao et al., 2014).

UDL has four main components: goals, methods, materials, and assessment. The goals component provides each student with content meant to help them become experts in the subject area within the instructional framework. The method component includes instructional methods that allow students to engage in active learning. Cognitive Apprenticeship, Discussion, Reciprocal Teaching, Cooperative Learning, Mental Modeling, Inquiry-Based Learning/Problem-Based Learning, and Situated Learning are examples of UDL-compliant instructional design methodologies (Chen et al., 2018). UDL uses items such as concepts, materials, lesson plans, coaching, and a variety of motivational factors, including multimedia. Assessment in UDL aims to improve design by allowing the learner to evaluate it. This enhancement intends to contribute to the development, advancement, and transmission of knowledge, emphasizing the importance of active participation in the learning process (Dempsey et al., 2022).

UDL organizes the teaching process by associating it with three neural networks. These networks are called the recognition network, the strategic network, and the affective network. Recognition networks are concerned with how information is categorized, encoded, and viewed. As a result, this component is concerned with the process of learning. The strategic network refers to networks in which ideas are arranged and the mechanism of transfer is determined. This component addresses the presentation style and technique of a piece of information. The affective network examines how pupils focus, what topics interest them, where they struggle, and if they feel engaged or disengaged (Gravel, 2018). According to research, cognitive control, a fundamental component of the strategic and affective networks, plays an important role in UDL. This emphasizes the importance of teachers assisting students in anticipating, structuring, and making decisions about their learning activities, as well as fostering reflection, revision, and improvement processes to enhance learning experiences (Campos et al., 2018).

Research on UDL highlights its inclusive nature, catering to individuals' different learning needs regardless of language, gender, color, or ability. CAST's UDL model aims to address all people' unique learning profiles by predicting their needs and including adaptable components (Rao et al., 2014). According to research, training in UDL principles can improve educators' lesson-planning skills, resulting in more UDL principles being integrated into instructional design (Smith et al., 2019). Furthermore, the use of UDL in educational settings has been linked to greater lesson alignment, increased engagement, and better student outcomes (Kumar & Wideman, 2014; Smith & Harvey, 2014; Courey et al. 2012). Hence, these factors collectively justify the adoption of UDL as the foundational model for the current study.

Method

Research Design

The study followed an embedded mixed-methods research design. The embedded mixed-methods design creates a comprehensive pattern that includes both quantitative and qualitative data sources. Data are collected and evaluated using classic qualitative and quantitative designs. In this approach, the researcher can incorporate a qualitative phase into a quantitative study or vice versa. The choice and implementation of the experimental design in the quantitative portion of this study design are critical by their very nature (Creswell, 2012). In the current study, a UDL-Based Gender Roles Program was designed with a pre-test post-test single-group experimental design, while a phenomenological design was used to obtain participants' experiences through reflection papers, learning diaries, and focus group interviews.

The Study Group

The study group consisted of 18 individuals studying in various faculties, primarily the Faculty of Education Sciences of a foundation university. Purposive sampling technique, a specifically convenient sampling method, was used as the sampling criteria in the research. The criteria for inclusion in the research sample was being a university student, receiving undergraduate education. Participants were included in the program on a voluntary basis. Their consent was obtained before the program.

Table 1

Study Group

Demographic		Number of People (N)	%
Gender	Female	15	83
	Male	3	17
Major	English Language Teaching	14	78
	Chemistry Teaching	1	5,5
	Pre-school Teaching	1	5,5
	Psychology	1	5,5
	Social Services	1	5,5
Year of Education	Second Year	14	78
	Third Year	3	17
	Fourth Year	1	5

In the qualitative dimension of the study, the entire study group was included in all data collection processes except the focus group interview. The focus group interview was conducted as a one-time, two-hour interview with eight participants who were determined on a voluntary basis from among the participants after the program was completed. The focus group interview participants included three male students and five female students. Male students were in their second year of classroom teaching studies. Among the females, one was a second-year psychology student, another was a second-year student studying preschool education, and the remaining three were also in their second year, studying classroom teaching.

Data Collection Tools

In the study, the Gender Roles Attitude Scale developed by Terzioğlu and Zeyneloğlu (2011) was used to collect quantitative data, and reflection papers, learning diaries, and focus group interviews were used to collect qualitative data. The Gender Roles Attitude Scale is a Likert-type scale developed by Zeyneloğlu and Terzioğlu (2011), consisting of 38 items and five sub-dimensions, which underwent validity and reliability testing. The scale has been developed to determine adult individuals' attitudes towards gender roles in society. Responses to the items in the scale range from strongly agree (5), agree (4), undecided (3), disagree (2), to strongly disagree (1). The sub-dimensions of the scale are female gender roles, male gender roles, traditional gender roles, gender roles in marriage, and egalitarian gender roles. According to the scoring criteria, the scale ranged from a minimum of 38 to a maximum of 190. Elevated scores on the scale denoted a propensity towards egalitarian perspectives regarding gender roles among participants, whereas lower scores signified a predilection for traditional attitudes. Exploratory factor analysis was conducted within the framework of validity testing, revealing that the scale consists of a total of 38 items and five sub-dimensions. The five sub-dimensions of the scale explain 46% of the total variance. The Cronbach's alpha coefficient of the scale was calculated as 0.92, indicating high internal consistency. The Cronbach's alpha reliability coefficients of the sub-dimensions of the scale range from 0.80 to 0.72.

Reflection is the process of focusing, examining, and thinking in detail about one's thoughts on a particular problem. Through reflection, individuals can examine their own feelings, thoughts, and actions. In doing so, they employ skills such as self-awareness, analysis, questioning, and evaluation (Mert et al., 2014). Throughout the program, reflection papers were regularly collected from participants every week. The purpose of these papers was to encourage participants to engage in reflection in the context of the UDL-Based Gender Roles Program. Through the utilization of reflection papers, participants engaged in introspection regarding their experiences, sought to comprehend their realizations, shared the sources of their inspiration, and pondered on how the program content influenced their viewpoints.

Learning diaries are a tool for reflection methods. Diaries help to focus and organize thoughts (Moon, 2006). Learners record their learning processes, their personal responses to the content taught, their changing ideas and feelings, and their knowledge in their learning diaries (Wilson & Jan, 1993). Within the scope of the present study, a learning diary was assigned to the students in the fourth and eighth weeks of the program for them to evaluate their learning processes. Assigning learning diaries in the fourth and eighth weeks helped participants to reflect on their learning progress at key intervals, providing insights into their evolving understanding and engagement with the program content.

A focus group interview is a series of discussions with a predetermined group of participants on a predetermined topic (Gülcan, 2021). Focus group interviews are conducted with a minimum of two people and a maximum of eight people. The purpose of focus group discussions is to gather detailed and comprehensive qualitative information about participants' experiences, interests, perspectives, experiences, thoughts, tendencies, perceptions, attitudes, and habits regarding a particular topic (Çokluk et al., 2011). In the current study, after the completion of the UDL-Based Gender Roles Program, a two-hour, one-time focus group discussion was conducted with eight participants selected on a voluntary basis. After preparing the focus group discussion questions, input was sought from two field experts, and the

questions were finalized. The interview included questions as "In light of the information provided during the education, what are your thoughts on your own gender roles?", "What was your opinion before the education?", and "What is necessary to do to bring gender roles perceptions into an egalitarian attitude?".

The validity and reliability of the qualitative data were ensured by using the concepts of "credibility, dependability, transferability, confirmability" by Guba and Lincoln (1984). To ensure credibility, concepts such as "Gender Equality, Gender Roles, and Sustainable Development Goals" were used, and they were included in an eight-week communication flow and transfer plan. Dependability was ensured through various qualitative data collection tools (focus group interviews, reflective writings, learning journals), and participants were assured of their ability to withdraw if desired, initially through a consent form. The dependability was also maintained by adhering to the established research design without deviating from it. Expert opinions were obtained from the field experts at various stages of the study, and their opinions shaped the scope of focus group interview questions. For the transferability, criteria such as the suitability of the study to university students, number of individuals, determination of data collection methods used, duration, and number of data collection tools were identified. For confirmability, reflective writings, learning journals, and focus group interviews were conducted to reveal participants' thoughts. After the analyses were completed, the data accuracy was confirmed by presenting it to the participants for their approval.

Data Analysis

The quantitative data were analyzed using the Wilcoxon Signed Rank Test technique in the IBM SPSS Statistics version 29.0 program, considering non-parametric assumptions due to the nature of the data distribution. For qualitative data analysis, the content analysis technique was used. The focus group interview was transcribed for coding and the other data sources (reflection papers and learning diaries) were included in the coding process, as well. The coding process started with identifying recurring codes and categorizing them, eventually leading to the identification of overarching themes. The researchers employed an iterative approach to refine and validate the coding scheme. Sample coding was conducted independently by two researchers to ensure reliability and consistency, with any discrepancies resolved through discussion until a consensus was reached. Inter-coding agreement was assessed using Cohen's kappa coefficient to measure the degree of agreement between coders. Finally, the data were tabulated under separate themes, categories, and codes to facilitate systematic analysis and interpretation.

The Experimental Process

The UDL-Based Gender Roles program was an eight-week program implemented by the first researcher. The participants in the program were undergraduate university students. Before the program began, the Gender Roles Attitude Scale was administered as a pre-test to all university students who volunteered to participate. During the first week of the program, Sustainable Development Goals and their formation reasons were explained, and a video was watched. Additionally, the 2020-2021 Gender Report was discussed. In the second week, terms such as gender, gender roles, and gender equality were defined, and discussions were held on participants' readiness, along with sharing an example of a corporate social responsibility project in this field. In the third week, suggestions on what students can do in the field of education within the framework of gender equality were presented with a guest speaker, and

alternative multiplier effect creative plans were designed with the participants. In the fourth week, activities were conducted on female gender roles, the fifth week on male gender roles, and the sixth week on traditional gender roles. Scientific articles were shared, and structured discussions were held with the participants. Additionally, perspectives on male and female gender in Turkish Family Law and theoretical approaches were discussed. In the seventh week, an activity was carried out on gender roles in marriage. Also, the perceptions of marriage, legal procedures, and similarities and differences in marriage in Türkiye, Asia, Europe, and the Far East were comparatively examined. In the eighth week, various thinking techniques were used to work on what can be done in society, education, and social platforms to increase the perception of egalitarian gender roles and the program was completed. Throughout the program, participants were encouraged to complete reflection essays and learning journals at regular intervals. At the end of the program, the participants were administered the Gender Roles Attitude Scale as a post-test.

The design of the program was conducted by the researchers. During the design phase of the experiment, the four main components of UDL were referred to. As part of the goal component, the researchers tried to ensure participant specialization, which is one of the main elements of teaching based on UDL. To achieve this, internationally published studies and reports were shared with the participants. In line with the methods component, the researchers aimed to move beyond a knowledge-based scope in teaching and integrated experience comparisons, creative thinking sessions and student-centered discussions. For the materials component, the researchers selected recent reports, sample projects, social media platforms, and authentic materials to enhance participants' ability to derive meaning more effectively. For the assessment component, the use of self-evaluation and self-reflection was ensured. Each participant had a say in the educator's teaching method and the flow and content of the program. The program also incorporated elements to stimulate the recognition network, strengthen the strategic network, and bolster the affective network. For the recognition network, diverse means of representation, including texts, videos, and graphics, were utilized. To strengthen the strategic network, students could showcase their understanding through various formats such as writing, discussions, and panels, and they received guidelines and scaffolding to stay organized. To support the affective network, opportunities for collaboration and peer interaction were provided, helping students feel more connected and motivated.

Findings

Findings Regarding the First Research Question

The first research question was, "Is there a significant difference between the pre-test and post-test scores of gender equality perception of university students participating in the UDL-Based Gender Roles program in favor of the post-test?". To answer this research question, we analyzed whether the difference between the pre-test gender roles scores and the post-test gender roles scores was significant. Table 2 shows the results of the Wilcoxon Signed Ranks Test analyses of the female gender roles pre-test and post-test scores.

Table 2

Female Gender Roles Wilcoxon Signed Ranks Test

Post-test Pre-test	N	Average Rank	Total Rank	Z	p
Negative Rank	7	5.85	41		
Positive Ra	7	9.14	64	.72	.46
Equal	4				

As seen in Table 2, there is no statistically significant difference between the pre-test and post-test scores of female gender roles (*p*=0.46). In other words, no change was observed in the attitudes of the students participating in the program towards the female gender roles. Table 3 shows the results of the Wilcoxon Signed Ranks Test analyses of the male gender roles pre-test and post-test scores.

Table 3

Male Gender Roles Wilcoxon Signed Ranks Test

Post-test Pre-test	N	Average Rank	Total Rank	Z	p
Negative Rank	1	10	10		
Positive Rank	12	6.75	81	2.54	.01
Equal	5				

As shown in Table 3, there is a statistically significant difference between male gender roles pre-test and post-test scores (*p*=0.01). To rephrase, there was a change in the attitudes of the students participating in the program towards the male gender roles compared to the pre-program period. Table 4 shows the results of the Wilcoxon Signed Ranks Test analyses of the traditional gender roles pre-test and post-test scores.

Table 4

Traditional Gender Roles Wilcoxon Signed Ranks Test

Post-test Pre-test	N	Average Rank	Total Rank	Z	p
Negative Rank	4	5.87	23.5		
Positive Rank	12	9.37	112.5	2.30	.02
Equal	2				

Table 4 shows a statistically significant difference between pre-test and post-test scores for traditional gender roles (*p*=0.02). Therefore, there was a significant change in the traditional gender roles perspectives of the students who participated in the program. Table 5 displays the results of the Wilcoxon Signed Ranks Test analyses for gender roles in marriage.

Table 5

Gender Roles in Marriage Wilcoxon Signed Ranks Test

Post-test Pre-test	N	Average Rank	Total Rank	Z	p
Negative Rank	3	5.5	16.5		
Positive Rank	7	5.5	38.5	1.13	.25
Equal	8				

As can be seen in Table 5, there is no statistically significant difference between the pre-test and post-test scores of gender roles in marriage (*p*=0.25). In other words, there has been no change in the perspectives on gender roles in marriage among the students who participated in the program. Table 6 presents the Wilcoxon Signed-Rank Test results for egalitarian gender roles.

Table 6

Egalitarian Gender Roles Wilcoxon Signed Ranks Test

Post-test Pre-test	N	Average Rank	Total Rank	Z	p
Negative Rank	6	6.5	39		
Positive Rank	4	4	16	-1.18	.23
Equal	8				

As seen in Table 6, there is no statistically significant difference between the egalitarian gender roles pre-test and post-test scores (*p*=0.23). This shows no change in the egalitarian gender roles perspectives of the students who participated in the program.

As a result, it was revealed that there was a significant difference in the pre-test and post-test scores of male gender roles and traditional gender roles in favor of the post-test. However, there was no significant difference between the pre-test and post-test scores of female gender roles, egalitarian gender roles, and gender roles in marriage sub-dimensions in favor of the post-test.

Findings Regarding the Second Research Question

In order to answer the second research question of the study, "What changes have occurred in the perspectives of university students who participated in the UDL-Based Gender Roles program regarding their gender roles?", the reflection papers, learning diaries and transcripts obtained from the focus group interview conducted at the end of the program were analyzed. The findings gained from the content analysis are presented in Table 7.

Table 7

Findings Regarding the Second Research Question

Theme	Categories	Sample Codes
Change	Female Gender Roles	Oppressed, helpless, traditional, mother, wife, home, partner, child
	Male Gender Roles	Patriarchal, masculinity, emotionless, upbringing, husband, father, cold, financial power
	Traditional Gender Roles	Intellectual fraction, elite fraction, socio-economic levels, education, public sector
	Personal Gender Roles	Biological difference, gender bias, gender stereotypes, upbringing, influence, reaction, professional role
	Gender Roles in Türkiye	Social class, women's role, egalitarian roles, family, education, teacher, men's work, women's rights, feminine, religion, hate speech

As a result of the content analysis, a theme named change and five categories were reached. These categories are female gender roles, male gender roles, traditional gender roles, personal gender roles and gender roles in Türkiye.

Female Gender Roles

In the category of female gender roles, participants expressed that their perspectives on the perception of women's roles changed after participating in the program, and they expressed discomfort with traditional discourses. They stated that the viewpoints which indicated every woman wanted to be a mother and portrayed women as oppressed and helpless as well as solely responsible for the household needed to change.

Views such as a woman's career cannot progress with marriage and children, especially in the private sector, exist (P4, 20, Female).

I believe that encouraging women to participate in employment and engaging in activities that increase the rate of women's employment in rural and urban areas will break the stereotypes associated with women's gender roles (P5, 21, Male).

Male Gender Roles

In the category of male gender roles, participants expressed that after participating in the program, they realized how prevalent patriarchal attitudes were both globally and in Türkiye. They referred to the negative implications of this situation for both women and men. All participants expressed discomfort with being taught to remain emotionally detached and unresponsive as part of the male gender roles, stating that considering such behavior as a sign of strength was divisive.

In Türkiye, it is exhausting for men to always be perceived as protective, breadwinners, heads of the household, emotionless, outgoing, and ambitious (P7, 21, Male).

There is a prevailing stereotype that a man should have well-developed physical features. The idea that a man must always appear strong and muscular is quite wrong (P8, 21, Male).

Traditional Gender Roles

In the category of traditional gender roles, participants mentioned gaining awareness about how gender perceptions differ across social classes in Türkiye and globally. They emphasized the need for awareness-raising education to convey this change in perspective. They also referred to the change in traditional roles in society.

From country to country, and from sector to sector, the situation regarding gender roles varies. For example, Finland advocates equality both socially and in terms of sectors. There, traditional attitudes are entirely accomplished by individuals participating in the workforce, and gender is irrelevant. However, in Türkiye, the perspective is more about women staying at home and taking care of children. When I realized this, I wondered why such great potential is being wasted at home. The fact that women's careers or lives are so limited is entirely due to our traditional role understanding, and we need to address this first (P8, 21, Male).

In marriage, we also discussed the 'child' factor within the gender roles in the program. In the part where we observed the child's relationship with the parent that they are close to within the framework of gender roles in marriage, I discovered that my mother shared marital problems with me. While she was more reserved with my father and the other male child, I realized that she had more emotional sharing with me. I think this is entirely due to the traditional perspective, where there is a belief that what is shared with the daughter will be conveyed to the other side. However, this situation should be independent of my gender; I need to be seen as an individual of the household (P2, 20, Female).

Individual Gender Roles

In the individual gender roles category, participants reflected on their own gender role perceptions before and after education. They mentioned initially seeing their gender roles as biological differences but discovered them during the program. They stated that they had certain stereotypes and realized why they reacted against these stereotypes related to their own gender roles.

Before the program, I couldn't understand why I reacted to the statements made about the female gender roles. During the education, I realized that I was uncomfortable with the teachings associated with the female gender roles, and by reacting against the wrong statements, I internalized an egalitarian approach towards my gender roles (P6, 21, Female).

Before the program, I thought that the only difference between men and women was biological, and I believed I had no prejudice against the female gender roles. During the program, while discussing situations that should not be within the scope of gender roles between men and women, I discovered that I saw these directly as assigned teachings. I didn't think my ideas were very aggressive. I believed these were the things I had to do as a man, but I didn't know that the things I thought I had to do were roles assigned by the society. I discovered that these were things that shouldn't be imposed (P7, 21, Male).

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Participants also expressed realizing the prevalence of hateful language and divisive elements in the category of gender roles in Türkiye, and they noted that this situation is related to social classes. They emphasized the importance of starting with the family to bring about change. They also highlighted the significance of addressing gender role perceptions in Türkiye.

In Türkiye, the perception of gender roles varies in different social classes. Some support women doing household chores and having fewer rights than men, while others want equality. I don't think this latter group is very large. If you ask how to bring this level to an egalitarian attitude, it starts with family and education. The more we focus on education, the more I believe many problems will be solved (P1, 20, Female).

Not every child in our country can be raised in an egalitarian manner within their family. However, if egalitarian attitudes or Gender Equality education are added to the curriculum, and if teachers adopt a more egalitarian attitude on these issues, I believe we can progress towards a better future (P3, 20, Female).

Discussion

The findings obtained within the scope of the first research question showed that there was a statistically significant difference between the pre-test and post-test scores of traditional gender roles and male gender roles in the gender roles attitudes of the participants. Participants' traditional gender roles and male gender roles scores increased after the program. On the other hand, no statistically significant difference was found in the pre-test and post-test scores of female gender roles, gender roles in marriage and egalitarian gender roles in favor of the post-test.

The reason that there was a statistically significant difference in favor of the post-test in terms of traditional gender roles could be attributed to the fact that the idea of traditional gender was frequently discussed during the program within the context of societal norms. According to Aydın (2000), Turkish society had a patriarchal household structure until the early twentieth century. The fact that there was a substantial difference between the pre-test and post-test scores in light of the content provided throughout the program and the learning objectives achieved indicated that the participants' viewpoints changed following the program.

The statistically significant difference favoring the post-test within the scope of male gender roles may stem from the participants' self-discovery during the education process. The role is in dynamic interaction with an individual's societal function. If an individual exhibits a role that aligns with their societal status, they demonstrate the expected behaviors of society (Fichter, 1994). Due to societal and cultural teachings, individuals have traditionally unquestionably accepted taught attitudes, much like genetic transmission, but this might have changed as they discovered themselves during the program. The most significant point of awareness gained during the program regarding male gender roles was the male participants' discovery of their own behavioral processes. Male participants expressed discomfort in assuming a powerful role in a masculine system. Furthermore, the egalitarian perspective of female participants supported the expressions of male participants during this discovery process. When female participants evaluated their own developmental processes, they discovered why they were uncomfortable with the entrenched masculine norms they observed from their families and social environments. Before the program, all the participants expressed that they were aware

of and uncomfortable with the influence of societal teachings on their gender attitudes but lacked the knowledge of how to initiate transformation. Similarly, Özmete and Zubaroğlu-Yanardağ's (2016) research indicated that younger men, compared to older ones; single men, compared to married men; men with higher education levels, compared to those with lower education levels; and men without children, compared to those with children, adopted more egalitarian gender roles. Considering these findings, it can be said that participants may have accepted the change by reverting to their egalitarian perspectives on gender role attitudes which, in turn, exhibited a positive progression, and they might have been likely to embrace the values added by the program to their lives.

The absence of a statistically significant difference in favor of the post-test in the sub-dimension of female gender roles may be due to the sufficient perception of female gender roles by the participants. Women subjected to gender discrimination have been exposed to inequality in legal, political, economic, and social rights, as well as in the ownership and access to resources such as capital and land (Alisbah-Tuskan, 2012). Therefore, effective activity programs should be developed and implemented in educational institutions and schools from an early age to enable individuals to gain healthy communication skills (Başak & Bulut-Serin, 2021).

The reason there was no statistically significant difference between the pre-test and post-test scores in the sub-dimension of gender roles in marriage may stem from the participants exhibiting an egalitarian attitude towards roles and gender perceptions in marriage. The perception of gender roles in marriage parallels data mentioned in various theoretical frameworks such as codes passed from parents to children, social role theory, and many other theoretical frameworks. The institution of marriage, seen as a sub-institution of the family, characterizes a type of relationship that emerges between men and women or between women and men determined by society. Family is a formal agreement that places social relationships established within certain patterns (Akın & Aydemir, 2007). Considering the socio-economic level, education level, family attitudes, and marriage perspectives of the participants included in the program, it might have been normal for them to have a similar attitude.

The reason for the absence of a statistically significant difference between the pre-test and post-test scores in the sub-dimension of egalitarian gender roles may be that participants accepted social norms without questioning them to exhibit the societal stance expected of them. According to Sapir and Whorf's theory of linguistic determinism, language not only reveals reality but also influences the thinking process of the speaker. In a sense, language charts a course for our thoughts, and it is impossible to think beyond this course (Güden, 2006). In this context, the obtained finding may have been due to the participating group directly accepting this attitude as a result of constantly receiving external exposure from egalitarian principles. Hence, these areas may require more targeted or intensive efforts.

Upon reviewing the literature, no research similar to the findings of the present study was found, and it was observed that most of the studies in the literature tended to be survey studies. For example, in a study conducted by Göktaş (2016) with physicians, it was shown that female physicians did not choose fields such as surgery due to the perception that they require male strength and qualifications; the preference for working in basic sciences due to being active in home life and taking on a role in childcare, showing the effects of male gender roles and traditional gender role perceptions. Similarly, the findings of Tarhan's study (2019) with female

academicians paralleled these findings. The findings indicated that there was a perception that female academicians could sustain their existence by distancing themselves from feminine attitudes and behaviors in academic circles. Additionally, it was suggested that women needed to have a masculine attitude to sustain their academic presence and thus new job opportunities would emerge.

The findings obtained within the scope of the second research question indicated that participants underwent changes in their perspectives on female gender roles, male gender roles, traditional gender roles, individual gender roles, and gender roles in Türkiye. In this context, it is understood that participants who previously exhibited actions and thoughts in line with societal codes and traditional roles moved away from normalized traditional discourses and attitudes in society after the program. Foundational beliefs come from the family and are passed on to children, and then to generations. The first area where a child begins to socialize, the family unit, provides a certain perception of gender roles, and this perception evolves and can change over time as the child moves on to school life and social life. However, the importance and influence of the family structure on the child still persist. In most cases, the differentiation between male and female, typically defined by gender differences, is shaped within the theoretical framework of the areas in which a child grows and develops. However, the development of technology and communication parallels these sectors to provide individuals with a social environment (Bradley & Corwyn, 2002).

The research findings indicated a change in participants' perspectives on gender roles in Türkiye. Although most cultural teachings are unconditionally accepted by society, these teachings, while seen as ensuring the continuity and welfare of society, systematically perpetuate gender differentiation within society (Durutürk, 2020). Similarly, university students participating in the program expressed that they directly accepted societal values. In fact, participants stated that they felt a significant change in themselves during the week when they discussed the role and position of women in Turkish society.

The findings of the research demonstrated that participants believed it was necessary to break away from the ongoing cycle in which five gender roles were taught in Türkiye. Most of the factors affecting progress and development lie in social teachings (Özveren & Dama, 2022). After the program, participants discovered that, in addition to biological differences, they unconsciously discriminated against the opposite gender regarding their own gender roles. They expressed that they were not able to discover the reasons for their reactions to roles assigned to their own genders before the program. However, they were able to identify reasons for their reactions after the program. In this context, the program provided an opportunity for participants to reveal their awareness.

Conclusion and Implications

The findings of the study shed light on how the UDL-Based Gender Roles program influenced university students' perceptions of gender roles. The pre-test and post-test scores indicated a significant positive change in attitudes towards male gender roles and traditional gender roles, showing that the program successfully challenged and reshaped students' views in these areas. However, there were no notable changes in perceptions of female gender roles, egalitarian gender roles, and gender roles in marriage, suggesting these areas might need more focused or intensive efforts. The qualitative findings echoed these results, revealing that

participants became more aware and critically reflective of their own gender roles beliefs. They reported a shift in their views on traditional and patriarchal gender roles, emphasizing the importance of societal change to foster gender equality. They recognized how societal norms and stereotypes had influenced their prior beliefs and highlighted the crucial role of education in promoting an egalitarian perspective. In essence, the program effectively engaged students in meaningful reflection and discussions about gender roles, demonstrating the potential of UDL-based interventions to shape attitudes and encourage gender equality. Future programs should consider focusing more on the areas that showed less impact to achieve a well-rounded change in gender role perceptions.

To conclude, culture is the institutionalized form of collective attitudes. All individuals develop themselves as a result of the connection they establish with culture. This connection allows the continuity and development of culture through generations. There is a harmony between the individual and society. What is necessary for harmony is the continuity and transmission of intergenerational tradition. In the case of gender roles in society, it is a matter of learning within the cultural structure of each society and passing on this teaching from generation to generation (Şahin, 2019). In order to bring the perception of gender roles in Türkiye to an egalitarian attitude, every sector must have an egalitarian mentality. If there is an egalitarian attitude from what is taught in schools to family education, both development and an egalitarian perspective will spread.

Although this study offers insights into the effectiveness of the UDL-Based Gender Roles program, several limitations should be noted. Firstly, the study was carried out with a relatively small group of university students, which limits the applicability of findings to a broader population with diverse backgrounds and experiences. To improve the generalizability of future studies, researchers can include a larger and more diverse group of participants, covering a range of ages, cultural backgrounds, and educational levels. This would provide a more comprehensive understanding of the program's impact across different demographics. Another limitation is that much of the data was collected through self-reported measures like reflection papers, learning diaries, and focus group interviews. This method can lead to biases, with participants potentially providing answers they believe are expected instead of their original thoughts. Future studies should incorporate a variety of data collection methods beyond self-reports, such as observation, peer assessment, and longitudinal tracking. These methods can help reduce biases and provide a more complete picture of participants' experiences and changes in perceptions. Finally, the absence of a control group in this study makes it difficult to attribute changes in gender roles perceptions solely to the UDL-Based Gender Roles program. Including a control group in future studies can allow for better comparison and clearer evidence of the program's impact.

Author Contributions

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TÜRKÇE GENİŞ ÖZET

Evrensel Tasarım Temelli Toplumsal Cinsiyet Rolleri Programının Üniversite Öğrencileri Üzerindeki Yansımalarının İncelenmesi

Giriş

Cinsiyet, bireyin diğer cinsten farkını ortaya koyan fizyolojik ve biyolojik özellikleridir. Oakley (1972) cinsiyet konseptini cins konseptinden ayırırken; cinsiyetin, biyolojik bir farklılık olan erkek ve kadın ayrımına paralellik gösterdiğini, feminenite (kadınlık) ve maskülenitenin (erkeklik) toplumsal değerini kapsadığını ifade etmektedir. Şahin'e (2021) göre cinsiyet rolleri, insanların çevreleri ile etkileşiminin bir ürünüdür. Bu ürün belirli bir cinsiyete uygun olduğuna inanılan davranış tutumu hakkında bireye fikir sağlar. Cinsiyetlere uygun davranış kalıpları, toplumun cinsiyetler adına olan inançlarına göre belirlenir. Toplumsal cinsiyet rolü algıları eşitlikçi bir tutuma geçmediği takdirde, başta ekonomik ilerleme olmak üzere hiçbir gelişim sürecinde, dünya ülkelerinde bütünlük sağlanamayacaktır.

Öğrenme ve öğretme konusunda son yıllarda yapılan araştırmalar, öğrenciyi merkeze alan ve öğrenmede kalıcılığa odaklanan tasarım yaklaşımlarının gerekliliğine işaret etmektedir (Darling-Hammond et. al., 2019; Hernández et. al., 2023; Katawazai, 2021; Kerimbayev et. al., 2023; Munna & Kalam, 2021). Bu bağlamda, evrensel tasarım (UDL), derslerin tüm öğrencileri desteklemek için kapsayıcı stratejiler ve seçenekleri proaktif olarak entegre etmesini sağlayan bir çerçeve sunar. (Meyer et. al., 2014). UDL, bireysel öğrenme farklılıklarını barındıran, esnek öğrenme ortamlarının gelişimine rehberlik eden, bilişsel sinirbilim de dâhil olmak üzere, öğrenme bilimlerindeki araştırmalara dayanan bir eğitim çerçevesidir. Kısacası UDL, eğitimde birden fazla bileşende birden çok kitleye, öğretim sürecinde ulaşmada alternatif sağlayan etkili bir modeldir (Rose & Meyer, 2002).

Mevcut araştırma UDL temel alınarak toplumsal cinsiyet rolleri konusunda üniversite öğrencilerinin farkındalıklarını artırmayı amaçlaması bakımından önem arz etmektedir. Konu hakkında alanyazın incelendiğinde sınırlı sayıda araştırma olduğu görülmektedir. Bu bağlamda mevcut araştırmanın amacı, UDL Temelli Toplumsal Cinsiyet Rolleri programının üniversite öğrencileri üzerindeki yansımalarının incelenmesidir. Bu amaç kapsamında aşağıdaki sorulara yanıt aranmıştır:

1. UDL Temelli Toplumsal Cinsiyet Rolleri programına katılan üniversite öğrencilerinin toplumsal cinsiyet eşitliği algısı ön test ve son test puanları arasında son test lehine anlamlı bir farklılık var mıdır?

2. UDL Temelli Toplumsal Cinsiyet Rolleri programına katılan üniversite öğrencilerinin toplumsal cinsiyet rollerine ilişkin bakış açılarında ne gibi değişimler olmuştur?

Yöntem

Araştırmada iç içe geçmiş karma araştırma deseni kullanılmıştır. Araştırmanın çalışma grubunu bir vakıf üniversitesinin eğitim bilimleri fakültesi başta olmak üzere farklı fakültelerinde öğrenim gören 18 kişi oluşturmaktadır. Araştırmada örneklem seçim kriteri olarak amaçlı örnekleme tekniklerinden kolay ulaşılabilir örnekleme tekniği kullanılmıştır. Araştırmaya dahil edilecek örneklemin dâhil olma kriteri; lisans eğitimi gören üniversite öğrencileri olmalarıdır. Araştırmada nicel verilerin toplanmasında Terzioğlu ve Zeyneloğlu (2011) tarafndan geliştirilen "Toplumsal Cinsiyet Rolleri Tutum Ölçeği", nitel verilerin toplanmasında öğrenme günlüğü, yansıtma yazıları ve odak grup görüşmesi kullanılmıştır. Nicel verilerin analizi, IBM SPSS Statistics 29.0 sürümü programında Wilcoxon İşaretli Sıralar Testi ile gerçekleşmiştir. Nitel veri analizlerinde ise içerik analizi tekniği kullanılmıştır. Odak grup görüşmesi, yansıtma yazıları ve öğrenme günlüğü aracılığıyla toplanan veriler tema – kategori – kod başlıklarıyla analiz edilerek tablolaştırılmıştır.

Bulgular

Birinci araştırma sorusu kapsamında yapılan analizler sonucunda, cinsiyet rollerinden erkek cinsiyet rolleri ve geleneksel cinsiyet rolleri ön test ve son test puanlarında son test lehine anlamlı farklılık tespit edilmiştir. Ancak, kadın cinsiyet rolleri, eşitlikçi cinsiyet rolleri, evlilikte cinsiyet rolleri alt boyutları ön test ve son test puanları arasında son test lehine anlamlı bir farklılık bulunmamıştır. İkinci araştırma sorusunun bulguları katılımcıların kadın cinsiyet rolleri, erkek cinsiyet rolleri, geleneksel cinsiyet rolleri bireysel cinsiyet rolleri ve Türkiye'de cinsiyet rolleri bağlamında değişim gösterdiklerini ortaya koymuştur. Bu bağlamda eğitim öncesinde toplumsal kodlar ile geleneksel rolde eylem ve düşünce sergilemeyen katılımcıların, eğitim ile normalleştirilmiş geleneksel söylem ve tutumlardan uzaklaşmış olduğu anlaşılmaktadır. Araştırmanın üçüncü sorusuna ilişkin bulgular programın güçlü yönleri ve önerileri hakkında görüşlerini ortaya koymuştur. Katılımcılar programın "toplumda kendi yerini" bulmak için farkındalık katan bir eğitim olduğunu vurgulamışlardır. Katılımcıların çoğu hem kendi cinsiyetinde oluşan baskıları hem de karşı cinsteki baskıları gördüklerini, dolayısıyla katıldıkları programın farkındalıklarını artırdığını ifade etmişlerdir.

Tartışma

Toplumdaki bireylerin konumunu belirleyen birçok statü bulunur. Bu statüler, bireylerin çalışarak kazandığı ya da toplum tarafından onlar için uygun görülen konum, mevki veya pozisyonlardır. Rol, bireyin toplumsal fonksiyonu ile dinamik bir yapıdadır. Birey toplum içinde statüsüne uygun bir rol sergilerse toplum tarafından uygun davranışı sergilediği kabul edilir (Fichter,1996). Toplumsal ve kültürel öğretiler nedeniyle bireylerin öğretilen tutumları tıpkı bir gen aktarımı gibi sorgusuz kabul etmeleri, katılımcıların dâhil oldukları program esnasında kendilerini keşfetmeleri ile değişmiştir. Bu durum Türkiye'de cinsiyet rolleri algısını eşitlikçi bir tutuma getirebilmek için her kesimin eşitlikçi bir zihniyete sahip olması gerektiğine işaret etmektedir. Şahin'in (2019) ifade ettiği gibi, okuldaki öğretilerden, aile eğitimlerine kadar eşitlikçi bir tutum söz konusu olursa kalkınma da eşitlikçi bakış açısı da yayılacaktır. Böylece UDL'e dayalı olarak planlanmış eğitim programlarında amaçlandığı gibi, ortaya konulan tüm ilkeleri öğretimin her aşamasında uygulamaya geçirerek farklı özelliklere sahip öğrenenlerin öğrenme düzeyini üst seviyelere çıkarabilecektir (Arslan, 2017). Mevcut araştırma kapsamında

katılımcılar bilgi temelli bir eğitim olacağı düşüncesiyle, bilgilerini genişletmek amaçlı bu eğitime katılım sağladıklarını fakat eğitim sonunda bilgi dışında farkındalık da kazandıklarını, gerek sosyal gerek iş hayatlarında edindikleri bu farkındalıkla hareket edeceklerini dile getirmişlerdir. Katılımcılar, programın, toplumda kendi yerini bulmak için etkili olduğunu dile getirirken, özellikle kadına karşı tutumun değişmesi ve suç oranlarını düşürmesi açısından toplumsal cinsiyet eşitliğine vurgu yapan çalışmaların artmasının faydalı olacağını ifade etmişlerdir.

Sonuç ve Öneriler

Evrensel tasarım temelli cinsiyet rolleri programının üniversite öğrencilerinin cinsiyet rolleri algısını nasıl etkilediğini inceleyen bu çalışmadan elde edilen bulgular erkek cinsiyet rolleri ve geleneksel cinsiyet rolleri konusundaki tutumlarda önemli bir değişiklik olduğunu göstererek, programın öğrencilerin bu konudaki görüşlerini şekillendirdiğini göstermektedir. Nitel bulgular da bu sonuçları destekleyerek, katılımcıların kendi cinsiyet rolleri inançlarına karşı daha bilinçli ve eleştirel yaklaştıklarını ortaya koymuştur. Katılımcılar, geleneksel ve ataerkil cinsiyet rolleri konusundaki görüşlerinde bir değişim bildirmişler, toplumsal değişimin cinsiyet eşitliğini teşvik etmek için önemini vurgulamışlardır. Toplumsal normlar ve klişelerin önceki inançlarını nasıl etkilediğini fark etmişler ve eğitim yoluyla eşitlikçi bir bakış açısını teşvik etmenin kritik rolünü vurgulamışlardır. Özetle, program, cinsiyet rolleri hakkında anlamlı düşünme ve tartışmalara öğrencileri etkili bir şekilde dâhil ederek, tutumları şekillendirme ve cinsiyet eşitliğini teşvik etme potansiyelini göstermiştir.

Mevcut araştırma nispeten küçük bir üniversite öğrencisi grubuyla gerçekleştirilmiştir. Gelecekteki araştırmaların genellenebilirliğini artırmak için araştırmacılar, farklı yaş, kültürel geçmiş ve eğitim seviyelerini kapsayan daha geniş ve çeşitli bir katılımcı grubunu dâhil edebilirler. Mevcut araştırmada verilerin büyük bir kısmı yansıtma yazıları, öğrenme günlükleri ve odak grup görüşmeleri gibi öz bildirimli kaynaklarla toplanmıştır. Gelecekteki araştırmalarda, gözlem, akran değerlendirme ve uzun soluklu izleme gibi öz bildirimlerin ötesinde çeşitli veri toplama yöntemleri kullanılabilir. Son olarak, bu çalışmada bir kontrol grubunun olmaması, cinsiyet rolleri algılarındaki değişikliklerin sadece programla ilişkilendirilmesini zorlaştırmaktadır. Gelecekteki araştırmalara bir kontrol grubunun dâhil edilmesi, daha iyi karşılaştırma ve programın etkisinin daha net kanıtlanmasını sağlayabilir.

A Multiple Case Study of English Teachers' Use of Curriculum Resources During the COVID-19 Pandemic[*]

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Abstract

Despite new challenges in selecting and using curriculum resources during the COVID-19 pandemic, teachers continued to use existing resources published by the ministry or global publishers. Understanding how teachers use curriculum resources is necessary for designing more effective curricula and drawing lessons for professional development. This study investigates how high school English teachers used curriculum resources during COVID-19. Following maximum variation sampling, we used a holistic multiple-case design with six volunteer experienced English teachers from four different types of schools in Izmir. As recommended for case studies, classroom observations, document reviews, and semi-structured interviews were conducted. The data were analyzed by using theoretical thematic analysis. The findings reveal that teachers mostly favored the offloading in the use of curriculum resources in synchronous online and face-to-face teaching, and the second most frequently used approach is adaptation during the pandemic period. Omitting and improvising were the least preferred approaches. When the synchronous online and face-to-face lessons are compared, the approaches to using curricular resources appear to be broadly similar. In other words, the approaches to using curriculum resources did not change much during synchronous online and face-to-face lessons. The curricular resources are tried to be used by offloading so that the students do not experience learning losses, and adaptations are made by using web 2.0 tools and various digital resources.

[*] This study is based on a master's thesis written by the first author and supervised by the second author.

Introduction

In teaching English, as in teaching many other subjects, teachers rely on several different resources (student's books, workbooks, teacher handbooks, printed or digitally created materials, simulations, videos, and interactive ICT tools). The use of resources in teaching English is critical in Türkiye, where English is a foreign or second language and students have little opportunity to practice outside the classroom. As teachers make sense of the curriculum, they put their own knowledge, beliefs, and goals into practice (Bümen & Holmqvist, 2022). Depending on the reactions of the students, they can expand or omit parts of the curriculum resources in the lesson. In such cases, teachers' design skills are brought to the forefront (Davis et al., 2016). Brown (2009) states that creative designs can emerge during lessons, just as creative work often emerges during performance. In this sense, just as jazz musicians interpret musical notes while performing a song, teachers interpret various designs in curriculum resources to put the curriculum into practice. In other words, "teaching involves a process of design in which teachers use curriculum materials in unique ways as they craft instructional episodes" (Brown, 2009, p.18).

Curriculum resources are generally the types of materials that teachers use in their teaching (Peretz, 1990). Shawer (2010) defines curriculum resources as "any pedagogical input that comprises textbooks, workbooks, and teachers' guides in addition to any software and audio-visual materials that represent an institution's formal curriculum" (p. 175). Tomlinson (2012) notes that the term "materials for language learning" is associated with textbooks by most people, and this is due to their main experience of using resources. According to him, materials in English language teaching refer to anything that teachers or learners use to aid language learning. Like Remillard's (2019) view on curriculum resources in mathematics, Tomlinson (2012) lists the following curriculum resources that can be used in English language teaching: videos, emails, YouTube, dictionaries, grammar, story or workbooks, photocopies, newspapers, photographs, native speakers, instructions given by the teacher, or discussions among students. In Türkiye, which has a centralized education system, textbooks and supplementary resources for teaching English are sent to schools free of charge by the Ministry of National Education (MoNE). In some public and many private schools, teaching materials, test books, interactive books, videos, etc. prepared by global or local publishers are also used.

The interaction teachers have with curriculum resources can generate significant opportunities or limitations in fostering student achievement. Curriculum resources are considered cultural artefacts that can empower, or limit teachers' classroom activities (Wadheefa & Tee, 2020a). Teachers' preparation for the lesson, the adaptations, and improvisations they make in the lesson, and the stages of reorganizing or evaluating the teaching process as a result of post-lesson experiences are a complete design process, and various frameworks have emerged in different studies. For example, Nicol and Crespo (2006) examined pre-service teachers' use of textbooks and found that there were *adhering, elaborating,* and *creating* approaches. Brown (2009) conducted a qualitative study on three middle school science teachers' use of textbooks, and he categorized their approaches to using curricular resources as *offloading, adapting,* and *improvising.* Wadheefa and Tee (2020b), in their study with English teachers, found that in addition to Brown's (2009) classification, teachers additionally prefer *omitting.* Li and Harfitt (2017), who conducted research on teaching

English in the centralized Chinese education system, have revealed that pedagogical needs and aims of teachers can shape the way they use resources in the classroom.

In 2020, the impact of the COVID-19 pandemic, which spread rapidly all over the world, on the field of education were far-reaching and striking. During this period of crisis, countries tried different methods to overcome the pandemic. In many countries, face-to-face education in primary and secondary schools was on hold as a precaution against the pandemic, and online or emergency distance education became the preferred method of instruction. Gao and Zhang (2020) reported that teachers who were familiar with face-to-face teaching methods in classrooms before the pandemic experienced difficulties in transitioning to the digital process due to insufficient knowledge of online education. Coolican et al. (2020) stated that the pandemic has necessitated significant adjustments in teaching strategies for handling the online setting and the requirement for flexibility in work schedules and instructional strategies. Mustangin and Riswanto (2020) also emphasize that teachers need to adapt different resources to ensure that lessons are effective during the pandemic. Like the studies conducted abroad, the studies conducted in Türkiye also address the educational challenges of the COVID-19 pandemic. For instance, Can (2020) stated that in distance education practices, there is a need for the development of infrastructure, preparation of course content, effective presentation, and utilization. It has been discovered that there are barriers to interaction, motivation, and practice in online English teaching (Tuzcu Eken, 2020), students are dissatisfied with synchronous online education because of time and infrastructure constraints, teachers complain about crowded classes and insufficient curriculum resources (Hebebci et al., 2020), and cameras and microphones being closed in synchronous online lessons negatively affect language learning (Demirkol, 2022). In the study of Shaikh and Özdaş (2022), it was found that students' lack of internet access and necessary equipment; students' lack of interest in the lessons and boredom; and teachers' difficulty in logging in to the Education Informatics Network (EBA) platform due to density caused problems. It has been discovered that insufficient use of gestures and facial expressions during synchronous online lessons increases the issue of pupils not understanding what is being said when the teachers talk in English. Başaran et al. (2020) revealed that the limitation of using different sources in the process of distance education has a negative effect and emphasized the need to integrate appropriate content in the teaching process for effective learning.

Hence, we can say that teachers face new challenges in selecting and using curriculum resources, as new issues have emerged in both online lessons and lessons conducted through EBA in Türkiye. This is because no changes were made in the curriculum prepared for face-to-face education; the curriculum resources designed for face-to-face education continued to be used in online lessons during the pandemic. It can be thought that this situation pushed teachers to omit, adapt, or improvise while using these resources. During the pandemic, there seems to have been no study on how teachers plan for the teaching process, how they use the resources, how they adapt them, or what they learn in this process.

International studies on how teachers use curriculum resources have been conducted in science (Arias et al., 2016; Brown & Edelson 2003; Brown 2009; Marco-Bujosa et al., 2017), mathematics (Nicol & Crespo, 2005; 2006; Remillard, 2005; 2018; Remillard et al., 2014), history (Fogo et al., 2019; Reisman & Fogo, 2016), and English lessons (Burkhauser & Lesaux, 2017; Li & Harfitt, 2017; 2018; Li, 2020; Shawer, 2010; 2017; Valencia et al., 2006; Wadheefa & Tee,

2020b), and in Türkiye, mathematics (Bingölbali et al., 2016; Danışman, 2019; Ulusoy & İncikabı, 2020), and English lessons (Cabaroğlu & Rathert, 2021; Çeliker Ercan, 2019; Rathert & Cabaroğlu, 2022). Although many international studies have been conducted in recent years on how teachers use curriculum resources, research on English teachers' preferences in this regard is limited in Türkiye. Hence, it is thought that examining the experienced high school English teachers' use of curriculum resources during the COVID-19 pandemic may contribute to curriculum studies and teacher education.

The aim of this study is to examine senior high school EFL (English as a Foreign Language) teachers' approaches to using curriculum resources during the COVID-19 pandemic. Since there are studies showing that experienced teachers make better adaptations and select materials better (Burkhauser & Lesaux, 2017; Tsui, 2003), the study sought to answer the question "How experienced EFL teachers' approaches are in using curriculum resources in face-to-face and synchronous online lessons during the COVID-19 pandemic?". It is thought that the study may lead to new ideas on this subject by holding a magnifying glass to the subject of teacher-curriculum interaction, which is rarely addressed in Türkiye. Since how teachers perceive the ideas in curriculum resources significantly shapes the way they use the curriculum (Remillard, 2005), it is important to examine how teachers use the resources so that they can make efficient adaptations when teaching in different classroom settings. In this way, the gap between intended and implemented curricula can be minimized, and indications for teacher training can be found. Since some recent studies have shown that professional guidance from principals or discussions between teachers of the same subject contribute to teachers' adaptation of the curriculum to their own classrooms (Remillard, 2018; Wadheefa & Tee, 2020b), the findings of this study can help identify teachers' needs for support in using resources and thus provide insights into the design of effective professional development programs. The findings of this study can help identify teachers' needs for support in using resources and thus provide insights into the design of effective professional development programs. This is because the interaction between the teacher and the curriculum is bidirectional, and not only does the curriculum determine this relationship, but the teacher also has an important role to play (Wadheefa & Tee, 2020a). Therefore, to design more effective curricula, it is necessary to understand how teachers use them. Finally, the findings can help develop new pathways in which teachers can interact with curriculum resources, and this can help to generate policies that create the space for more effective teaching. As it has been shown that the learning and teaching resource needs of teachers are diverse (Chong 2016; Wadheefa & Tee, 2020b), there is a need for more research on how adaptive curricula can be. Indeed, there is a great need for teachers who are able to understand curriculum resources, assess contextual barriers, and develop strategies (Brown, 2009).

Method

Design

The study was conducted using a holistic multiple case design (Yıldırım & Şimşek, 2016) with maximum diversity sampling (Creswell, 2013) and involved senior English teachers working in various public high schools. Classroom observations, document reviews, and semi-structured interviews were used, as Yin (2009) recommends using more than one source of data in case studies.

Participants

Through convenience sampling, the participants consisted of six volunteer high school English teachers working in four different school types in Izmir during the school years 2020-2021 and 2021-2022 (see Table 1). Only Esra has a master's degree, and the others have bachelor's degrees. The criteria for experience have been established in previous studies, with Burkhauser and Lesaux (2017) defining it as more than four years, Çoban (2001) as more than eight years, and Mede and Yalçın (2003) as nine or more years. Therefore, in this study, teachers who worked for more than seven years, taught in different grades of high school, and used different curricula were accepted as experienced teachers. Participants work in schools that accept students by High School Entrance Exam Results (HSEER) and Grade Points Average (GPA); some of these schools use textbooks provided by the MoNE, while others use resources with interactive content from private (global or local) publishing houses. Since Science High Schools and Anatolian High Schools with Preparatory Classes are project schools, teachers are selected and assigned to these schools according to certain criteria. Other information about the specific features of the schools is shown in Table 2.

Table 1

Characteristics of Participants

Participants (Pseudonyms)	Experience (years)	School Type*	Grades Observed in Synchronous Online Lessons	Grades Observed in Face-to Face Lessons
Ayça	29	AHS	9	11
Burcu	18	AHSPC	9	Preparatory Class
Çağla	21	AHS	11**	12**
Esra	24	SHS	9	10
Ferda	25	AVHS	9	11
Gizem	25	AVHS	11	9

* AHS: Anatolian High School, AHSPC: Anatolian High School with English Preparatory Class, SHS: Science High School, AVHS: Anatolian Vocational High School
** Preparing for Foreign Language Test

Table 2

Characteristics of Schools Following the Same Order as the Teachers in Table 1

School Type	Number of Teachers	Number of Students	Socio-economic Status	Students' Admission Requirements	Teachers Conditions of Appointment
AHS	70	1114	Medium	Grade Points Average	Service Points
AHSPC	52	736	High	High School Entrance Exam	Appointment by MoNE
AHS	37	530	Medium	Grade Points Average	Service Points
SHS	44	586	High	High School Entrance Exam	Appointment by MoNE
AVHS	113	1167	Low	Grade Points Average	Service Points
AVHS	113	1167	Low	Grade Points Average	Service Points

Data sources

The study was initiated in the 2020-2021 academic year, after the approval of Ege University Social Sciences and Humanities Scientific Research and Publication Ethics Committee dated 13.01.2021, and protocol number 756, and after obtaining the necessary research permission from the MoNE, in line with a schedule determined with volunteer teachers. Synchronous online English lessons in the second semester of the 2020-2021 academic year and face-to-face English lessons in the first semester of the 2021-2022 academic year were scrutinized. To understand how experienced EFL teachers used curriculum resources in their lessons, data were collected in the following order: document reviews (national curriculum, annual plans, and textbooks, any supplementary resources), pre-observation interview, lesson observation, post-observation interview, and finally general interview. Information on the data collection process is summarized in Figure 1.

Figure 1

Data Collection Process of the Research
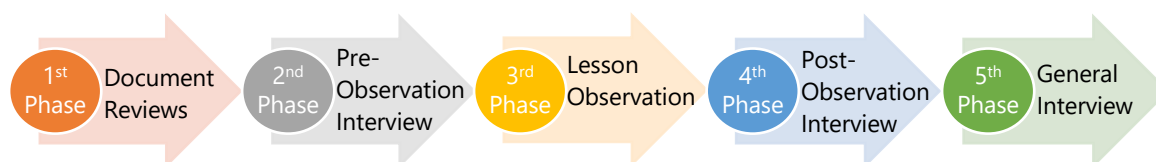
Before the synchronous online and face-to-face lesson observations began, the curricula of the lessons to be observed, annual plans, and textbooks obtained from the teachers were collected for review and examined one by one. The language, content, and instructions of these resources were noted and used to support the data to be obtained from the observations and interviews. Interviews and observations in the literature (Chong, 2016; Li, 2020; Shawer, 2010; 2017; Wadheefa & Tee, 2020b) were examined and interview and observation forms were prepared and made ready for use. For the questions to be used in semi-structured interviews, expert opinions were obtained from four academicians working in the field of Curriculum and Instruction, and a doctoral student working as a teacher, then the suggested corrections were made. The expression "curriculum resources" in the questions was rearranged as "teaching resources" in line with the expert suggestions for the teachers to comprehend the question more easily. After that pilot studies were carried out. Synchronous online lesson observations started in the second semester of the 2020-2021 academic year and were conducted online due to the pandemic. Lesson observations were conducted through the learning management systems used by schools (Zoom, Okulsis, EBA), and pre- and post-observation interviews were conducted through Zoom due to teachers' concerns about the pandemic. All teachers gave permission for video recording of the synchronous online lessons. As a result, a total of 65 lesson observations were conducted in synchronous online lessons, with 32 pre-observation and, 32 post-observation interviews with six participants (see Table 3).

Table 3

Synchronous Online Lesson Observation and Interview Data

Teachers	Grade	Number of Pre-Observation Interviews	Number of Lesson Observations	Number of Post-Observation Interviews	Weekly Lesson Hours	Duration
Ayça	9	6	12	6	4	30
Burcu	9	6	12	6	4	30
Çağla	11	6	11	6	4	30
Esra	9	6	12	6	4	30
Ferda	9	3	8	3	5	30
Gizem	11	5	10	5	2	30

In the first semester of the 2021-2022 school year, face-to-face lesson observations done. In line with the request of school administrations and teachers, video recordings could not be taken during lesson observations, but notes were taken. As a result, in face-to-face lessons, a total of 48 lesson observations were conducted with 25 pre-lesson, and 25 post-lesson interviews with six participants (see Table 4). During the observation process, tables were prepared to compare the alignment between the unit specified in the annual plan and the subject matter covered in the lesson in the synchronous online and face-to-face lessons (see Appendix 1).

Table 4

Face-to-Face Lesson Observation and Interview Information

Teachers	Grade	Number of Pre-Observation Interviews	Number of Lesson Observations	Number of Post-Observation Interviews	Weekly Lesson Hours	Duration
Ayça	11	4	8	4	4	40
Burcu	Prep. Class	4	8	4	8	40
Çağla	12	5	7	5	4	40
Esra	10	4	8	4	4	40
Ferda	11	4	8	4	4	40
Gizem	9	4	9	4	5	40

Pre- and post-lesson interviews were conducted via Zoom, telephone or face-to-face, depending on the teachers' preferences. Participants were asked whether they gave permission for video and audio recording before the interview. In the pre- and post-lesson interviews, teachers were asked about what they planned to do in the lesson, why they chose the curriculum resources, their thoughts after the lesson, whether they changed the resources they planned to use in the lesson, and the reasons for these changes (if any). In the general interviews, they were asked about their thoughts on English curricula, how they chose the curriculum resources in general, how and why they made changes (if any) while using the resources, what they expected from the resources, how they obtained the resources, their teaching experiences during the pandemic, and how resource use was carried out in face-to-face, and synchronous online lessons.

Data Analysis

Due to the variety of data sources in the study, interviews, observations, and documents data classified as synchronous online lessons and face-to-face lessons were analyzed in folders opened for each participant. In the analysis process, the theoretical thematic analysis method proposed by Braun and Clark (2006) was used. Accordingly, the themes obtained by Brown (2009) (offloading, adaptation, and improvisation) and the theme (omission) added by Wadheefa and Tee (2020b) were taken into consideration in the analysis. Although these themes were considered in the analysis, the data were coded inductively. The data analysis, conducted by the first author and supervised by the second author, proceeded in the following steps: First, while transcribing the audio recordings, the data was familiarized, and potential items of interest were identified. Second, the data set was systematically coded, and data related to each code were gathered. During the lesson observation, the notes taken on the observation form about the lesson process were reviewed repeatedly and the teachers' approaches to using the curriculum resources in each lesson were coded. Then, the number of times each teacher individually used each approach in each lesson was counted. For example, it was observed that Ayça offloaded in eight of the 12 lessons observed, omitted in two of them, and improvised and adapted in five of them. A tally was kept for all teachers in the same way, and the number of times they used these approaches for both synchronous online and face-to-face lessons was graphed separately (see Figures 3 and 6). In addition, the pre- and post-interviews and post-interview recordings were analyzed to code the teachers' approaches to using curriculum resources in synchronous online lessons (see Table 5 for sample coding). In the next stage, the findings obtained from the interviews regarding the teachers' approaches of "offloading", "omitting", "improvising" and "adapting" were collected separately under each heading (see Figure 2). Finally, the coding obtained from the observations and interviews were compared and the themes were made clear.

Table 5

Sample Coding of Teachers' Approaches to Using Curriculum Resources

Approaches to Using Curriculum Resources	Example from Çağla's Lesson Observations
Improvising (24 March 2021)	Before starting the textbook of MoNE, she did interactive activities to review the grammar topics prepared with the Web 2.0 tool (exercises are independent of the textbook and the curriculum). To understand what the students know and what their weaknesses are. She used an activity with gamification elements. The students were individually active.
Offloading (25 March 2021)	She did the activities in the MoNE textbook in sequence (offloaded). She opened the digital activity book through the official website of MoNe (page 62 Ex1a, 2, page 63 Ex3,4,5, page 64 Ex1,2,3,4a)
Omitting (25 March 2021)	She omitted these exercises because they talked about this subject in the previous lesson (page 63, 6a-6b).
Adapting (25 March 2021)	She transformed pair speaking activity into an individual activity (students answered one by one.) (page 65, 4a)

Figure 2

Sample Coding of Approaches to Using Curriculum Resources in Synchronous Online Lessons According to the Interviews

Credibility and Trustworthiness

In this study, to ensure prolonged engagement (Creswell, 2013), which is an important credibility indicator in case studies, an average of 12-14 lessons of the teachers were observed and interviews were conducted before and after the lessons. To triangulate data sources, participants working in different high school types were included and multiple facts were tried to be reached. In addition, triangulation was achieved through interviews, observations, and document (curriculum resources and annual plans etc.) reviews. At the end of the interviews, member checking was done by giving the participants the summary of what was learned and confirmation from the participants was obtained as to whether it reflected the data accurately or not. The second author, who is more experienced in each stage of the research, supervised the process, and monitored the data collection and analysis process in detail. Moreover, the first author's 24 years of experience as an English teacher in different high schools and her experience in designing printed and digital course materials made it easier to reach the participants during the data collection process, to benefit from the literature more quickly, and to make coding easier in the analysis of the data.

Results

Teachers' Approaches to Using Curriculum Resources in Synchronous Online Lessons

Ayça, Burcu, and Esra each had 12 lessons observed, Çağla had 11, Ferda had 8, and Gizem had 10 lessons observed. During these synchronous online lesson observations,

participants preferred "offloading, omitting, improvising, and adaptation" when using curriculum resources. The interviews with the teachers and the observation results presented in Figure 3 are consistent with each other.

Figure 3

Comparison of Teachers' Approaches to Using Curriculum Resources in Synchronous Online Lessons
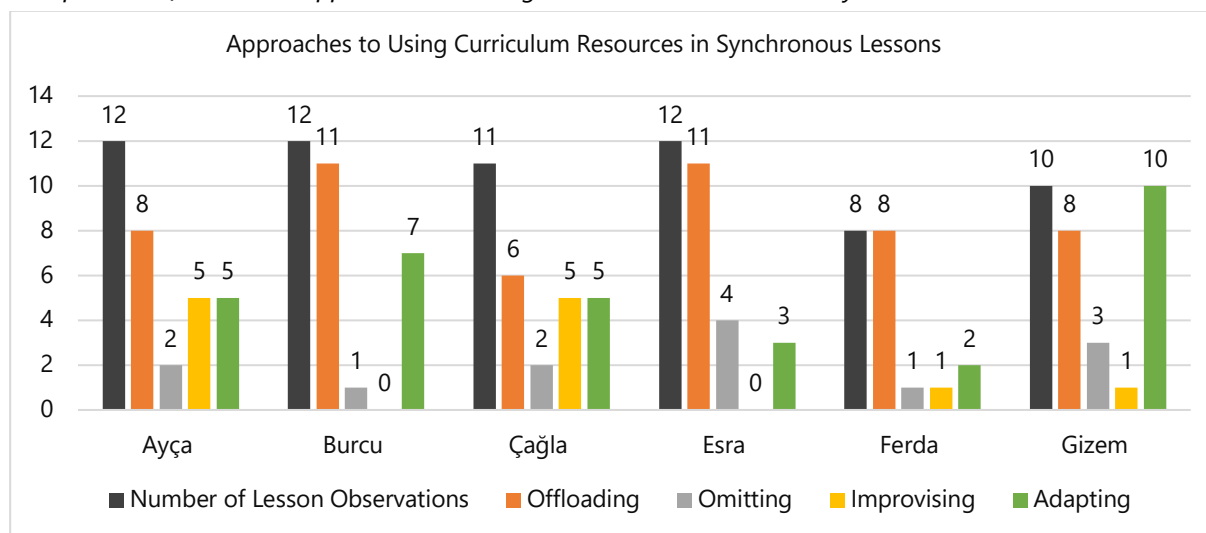
As can be seen in Figure 3, all teachers, except Gizem, predominantly used the offloading approach. Ayça stated that she offloaded in her lessons with the following words:

> *Our book needs to be taught according to the curriculum... Let's start our unit because we need to move forward from the book... There are reading passages and listening tracks in our textbook, we need to finish them. I am already late... Because I need to finish this. I need to get to the eighth (unit), so we are in a hurry (Interview, April 6, 2021).*

Ferda is the only teacher offloaded in all her lessons. Unlike Ayça, Ferda had other ideas about offloading the curriculum other than adhering to it:

> ...*Obviously, because they have the book, at least they can easily open their books and write what I want them to write in their workbooks. They can sit at home, open it and study... Some have computer problems; some have something else. At least they have it in their hands, we tell them to open a page from there, and we finish it (Interview, April 29, 2021).*

Esra and Burcu offloaded the same amount. However, Esra offloaded the resources in a different way. Esra copied and pasted the exercises in the textbook to digital platforms without changing their order and used them in the same order (see Figure 4).

Figure 4

Example of Esra's Transferring and Using the Exercises in the Textbook to the Digital Environment by Offloading
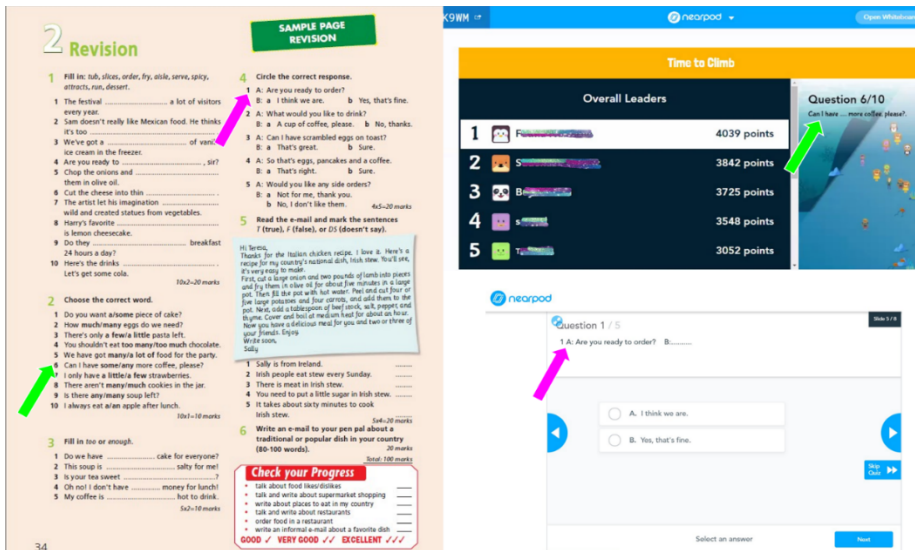
In synchronous online lessons, all teachers preferred the omitting approach. Gizem stated that she omitted the exercise in the curriculum resource as follows: "I skipped that activity because it was hard." (Interview, April 29, 2021).

In synchronous online lessons, Burcu and Esra did not improvise in their lessons. Ayça, Çağla, Ferda, and Gizem were the teachers who preferred improvising. Çağla, one of the teachers who improvised the most, to write a newspaper headline, she improvised in vocabulary teaching (see Figure 5) and, said the following:

> They should understand exactly what a newspaper headline is so that they can write about it. That's why, you know, I could have them write that yes, this headline means this within the examples in this book, but they should know how those newspaper headlines are created (Interview, April 7, 2021).

Figure 5

Çağla's Improvised Vocabulary Practice Using a Web 2.0 Tool.
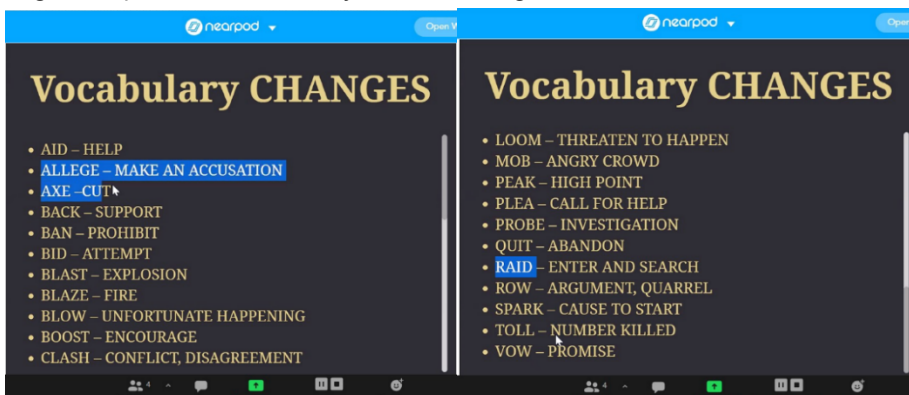
Ayça, Çağla, Ferda, and Gizem improvised on topics that were not specified in the curriculum but that they found necessary to teach. Ferda said the following about the improvisation

approach: "Then, when I was doing it, I did it a little simultaneously, I mean, I asked a few more questions that came to my mind at that moment, from the sentences there and so on." (Interview, May 5, 2021).

In the synchronous online lesson observations, it was observed that all teachers made adaptations. Gizem was the teacher who adapted the most. Gizem expressed that she adapted with the following words: "I try to adapt as much as possible. I try to prepare something by combining different sources." (Interview. April 8, 2021). Burcu is also a teacher who adopts the adaptation approach in her synchronous online lessons. Burcu said, "I wanted to give short information about the people living in that generation... It is a nice, animated video and short. I chose it because I thought it might interest them" (Interview. April 19, 2021).

Teachers' Approaches to Using Curriculum Resources in Face-to-Face Lessons

Ayça and Burcu had 10 lessons observed, Çağla had 7, Esra and Ferda had 8, and Gizem had 9 lessons observed. During these face-to-face lesson observations, the participants preferred "offloading, omitting, improvising, and adapting" approaches when using the curriculum resources. There is consistency between the observation results shown in Figure 6 and the interviews with the teachers.

Figure 6

Comparison of Teachers' Approaches to Using Curriculum Resources in Face-to-Face Lessons
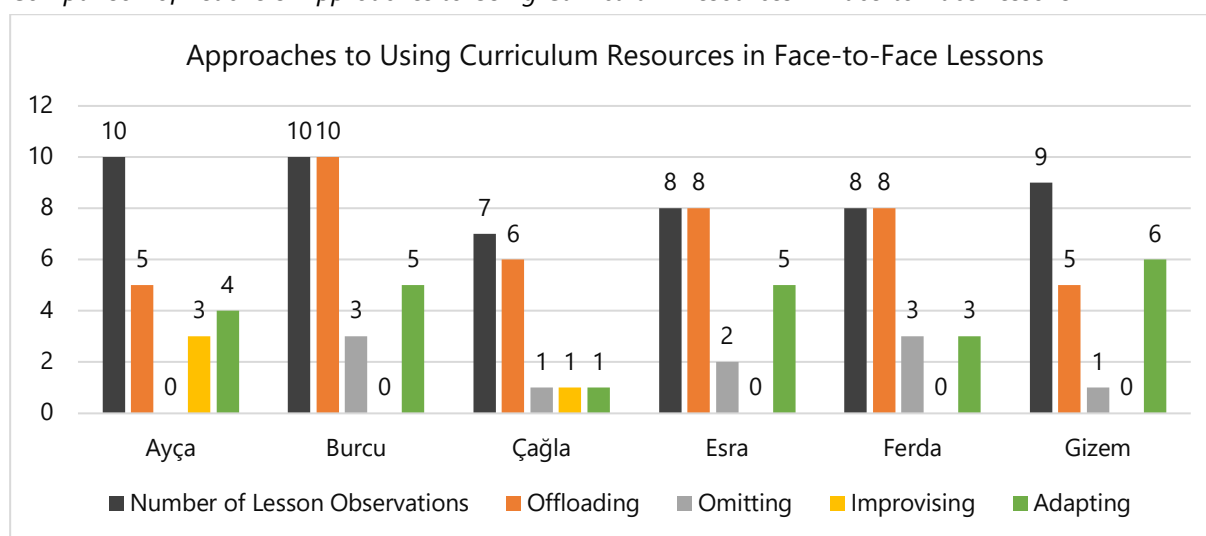
As seen in Figure 6, teachers mostly offloaded in face-to-face lessons. While Burcu, Esra, Ferda, and Işıl preferred to offload in all their lessons, Ayça offloaded curriculum resources in only five of the ten lessons observed, and Gizem offloaded curriculum resources in five of the nine lessons observed. Burcu said the following about offloading in two lessons in a row:

> *We will continue with the use of Simple Past Tense. We have a few practice sections left. After we finish them, we will move on to the use of "Used to". I will give the rules about it, the rules of usage... (Interview, October 25, 2021).*
> *First, we read the usage of "Used to" from our book with examples. We focused on the way of asking questions, the way of making the sentence negative, the way of making it positive. I explained where we use it, in which situations we use it (Interview, November 1, 2021).*

Similar to Burcu, Esra explained that she followed the curriculum resource exactly the same way:

> *Therefore, we will not see grammar from now on, but we will skip grammar right away, and then reading, because reading is very valuable for us in our book. It gives very good information. So that I can comfortably speak over reading, take their questions; ask comprehension questions (Interview, September 21, 2021).*

Ayça said, "I proceed according to what is on the pages of the book" (Interview, October 5, 2021), and Gizem said, "In this lesson, I will only use the book today. Only the textbook. I may not even finish the activities completely. That's why I won't use any other resources." (Interview, October 11, 2021) and stated that they would use the MoNE textbooks by offloading.

In face-to-face lessons, all teachers except Ayça omitted. Esra talked about the lesson in which she omitted as follows:

> *...you know, the question of what your family does, we are a boarding school, even though it has not been a boarding school, I am sensitive. I don't know; there are some who have no family, for example, we had a girl in that class who lost her mother to COVID. There are some who have no father. I mean, because I don't want to put the children in a difficult situation, the professions of their families don't concern me much, but their own dreams do. That's why I skipped that question (Interview, September 14, 2021).*

Except for Ayça and Çağla, nobody preferred to improvise in face-to-face lessons. Ayça and Çağla expressed that they improvise with the following words:

> *There are short stories (video), three minutes or so, they are also very good, just for them to watch... I opened the quiz show as an extra because the reading part was not going to be completed...* (Interview, June 8, 2021, Ayça).
> *Jeopardy.lab is an application that students enjoy, there is both learning and fun in it, so I used it* (Interview, September 23, 2021, Çağla).

All participants adapted in face-to-face lessons. Esra and Burcu adapted in a similar way and in similar amounts. Burcu expressed that she made adaptations with the following words:

> *In this sense, the contribution of qualified students with certain hobbies and different hobbies to the course is good. At least there is a flow in the class. Others also listen. They are also involved in the lesson. It is necessary to check them with questions from time to time* (Interview, November 3, 2021).

Çağla, the teacher who adapted the least, explained the adaptation she made in her Foreign Language Test (FST) class as follows: "I preferred to use this book in foreign language classes. For example, if I did this Skills Based activity in normal 12th graders, it would be hard for them, they would not be able to handle it." (Interview, October 11, 2021).

As can be seen, the offloading approach was preferred the most in both synchronous online and face-to-face lessons (see Figures 3 and 6). In the synchronous online lessons, Ferda preferred to offload in all her lessons. In all face-to-face lessons, Burcu, Esra, and Ferda preferred to offload. Esra was the teacher who adopted the omitting approach the most in synchronous online lessons. Çağla improvised the most in synchronous online lessons. In face-to-face lessons, Ayça preferred improvisation the most, and nobody other than Ayça and Çağla

preferred improvisation. Gizem adapted the most in synchronous online and face-to-face lessons.

When the individual teachers' approach to using curriculum resources are compared, it is seen that there are some similarities in synchronous online and face-to-face lessons. For example, Ayça (see Figure 7) adopted the offloading approach in both synchronous online and face-to-face lessons; she preferred omitting only in synchronous online lessons. In other words, there was not much change in her approach to using curriculum resources in synchronous online and face-to-face lessons.

Figure 7

Comparison of Ayça's Approaches to Using Curriculum Resources
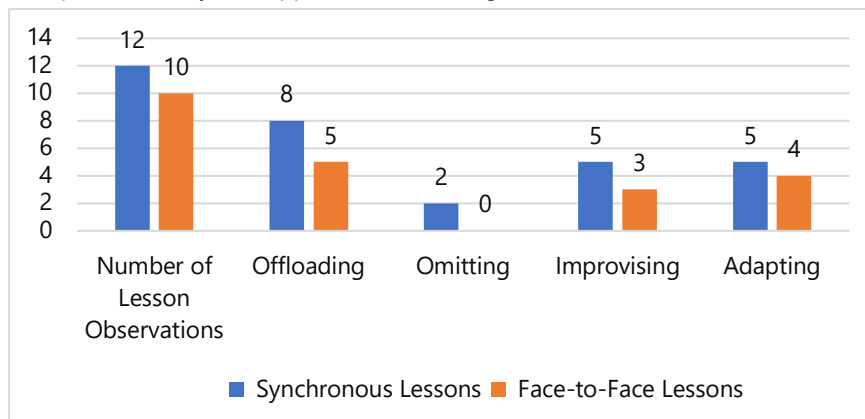
Burcu mostly adopted the offloading approach in synchronous online and face-to-face lessons (see Figure 8). Burcu did not improvise in either the synchronous online or face-to-face lessons. She adapted more in synchronous online lessons than in face-to-face lessons.

Figure 8

Comparison of Burcu's Approaches to Using Curriculum Resources
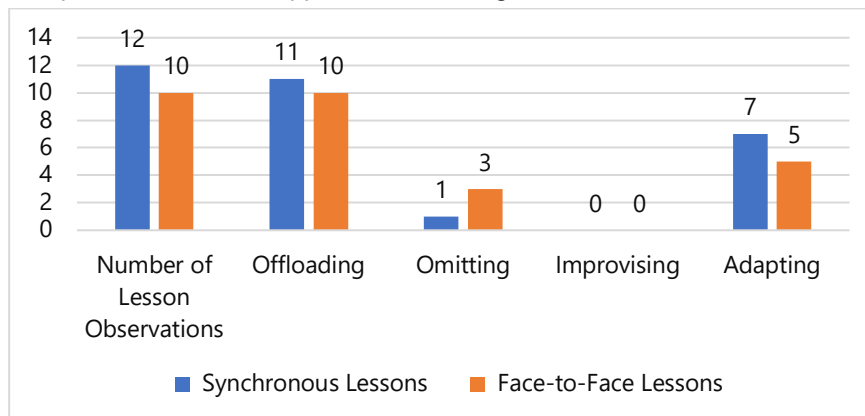
Çağla offloaded more in face-to-face lessons than in synchronous online lessons (see Figure 9). However, the amount of preference for improvisation and adaptation was higher in synchronous online lessons than in face-to-face lessons. Although she did not prefer to use omitting much, she omitted more in synchronous lessons.

Figure 9

Comparison of Çağla's Approaches to Using Curriculum Resources
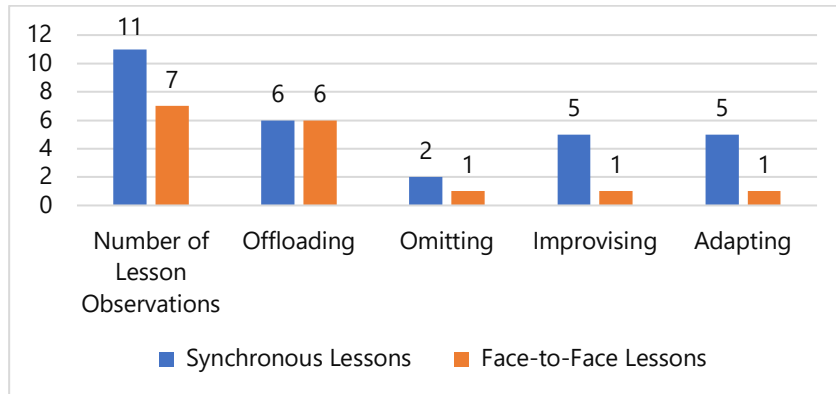
Esra mostly used the offloading approach in synchronous online and face-to-face lessons. In synchronous online lessons, she preferred to omit more (see Figure 10). She did not prefer to improvise in either face-to-face or synchronous online lessons.

Figure 10

Comparison of Esra's Approaches to Use Curriculum Resources
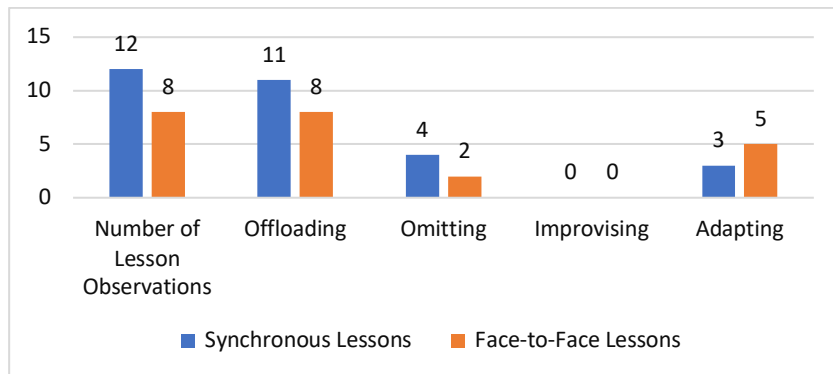
Ferda mostly adopted the offloading approach in both synchronous online and face-to-face lessons (see Figure 11). She omitted more in face-to-face lessons than in synchronous online lessons. Ferda did not prefer to improvise in face-to-face lessons.

Figure 11

Comparison of Ferda's Approaches to Using Curriculum Resources
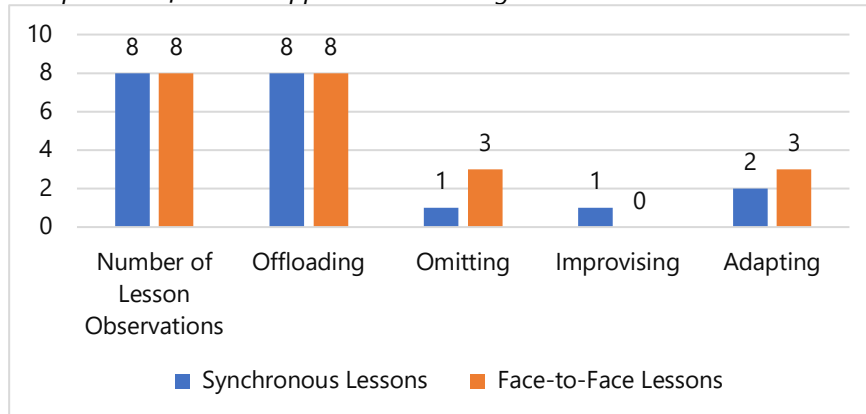
Gizem preferred the adaptation approach the most in both face-to-face and synchronous online lessons (see Figure 12). She also preferred to omit more in synchronous online lessons than in face-to-face lessons. Gizem did not improvise at all in face-to-face lessons.

Figure 12

Comparison of Gizem's Approaches to Using Curriculum Resources
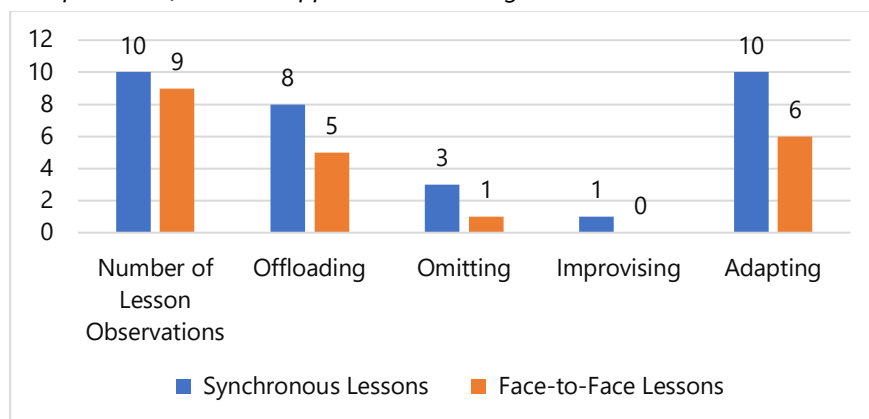
As can be seen, when the participants' synchronous online lessons conducted during the COVID-19 pandemic period are compared with face-to-face lessons, it can be said that their approaches to using curriculum resources were quite similar (see Figures 7, 8, 9, 10, 11, 12). In both synchronous online and face-to-face lessons, teachers preferred the offloading approach the most, followed by adaptations. It was observed that omission and improvisation were the least adopted approaches. In other words, whether the lessons were synchronous online or face-to-face did not make much difference in the approaches to using curriculum resources. When the reasons for this situation were analysed, it was understood that the participants wanted to teach in synchronous online lessons like face-to-face lessons. To avoid learning losses for students, the curriculum resources were used exactly as they are, but adaptations were made by using web 2.0 tools and different digital resources:

> *When I am in front of the computer, it is more comfortable to show the resources to the children immediately (Ayça, interview, October 15, 2021).*
> *I think it is much more efficient to have the textbooks in front of their eyes, on the board (Burcu, interview, November 5, 2021).*
> *I was using more Web 2.0 tools in the online process (Çağla, interview, October 11, 2021).*
> *I mean, I used different sources, the internet, to see what I could adapt here. For example, I used to prefer my books more at school (Gizem, interview, May 7, 2021).*

Discussion

According to the findings of this study, it was observed that during the COVID-19 pandemic, participants used the curriculum resources by offloading, adapting, omitting, and improvising in both synchronous online and face-to-face lessons. These findings confirm previous studies conducted in face-to-face schools with science (Brown, 2009), mathematics (Nicol & Crespo, 2006; Ulusoy & İncekabı, 2020), and English teachers (Burkhauser & Lesaux, 2017; Li & Harfitt, 2017; 2018; Li, 2020; Shawer, 2010; 2017; Valencia et al., 2006; Wadheefa & Tee, 2020b). It can be said that these findings regarding the identification of experienced high school EFL teachers'

approaches to using curriculum resources are important in terms of being revealed for the first time in the context of Türkiye (and Izmir).

Teachers' approaches to using curriculum resources in synchronous online lessons were predominantly based on offloading, but adaptation, omission, and improvisation were also practiced. Peretz (1990) mentioned that teachers could stick to the curriculum, select some sections, design learning experiences, and change the materials they used before. It is known that some English teachers are very faithful to the curriculum materials and follow them strictly (Çeliker Ercan & Çubukçu, 2023). In the synchronous online lessons, teachers continued to behave in this way, making choices (Brown, 2009) and using a variety of methods to meet the objectives of the curriculum resources. In the synchronous online lesson process, it is thought that teachers developed strategies due to both the situations specific to synchronous online processes and the situations related to the curriculum and textbooks. For example, Burcu, Esra, and Ferda preferred to use the curriculum resources and textbooks that they had chosen together with their colleagues in their classes or that reflected their own preferences. It is thought that they used these resources because they were satisfied with them. In Shawer's (2017) study, teachers closely followed the textbook because of its appropriateness. In this study, although teachers had the skills of adaptation and improvisation, they found it appropriate to follow the textbook exactly by offloading. Similarly, as in Wadheefa and Tee's (2020b) study, the participants preferred to use the course-book of a private publishing house in order to practice reading and speaking exercises. In other words, experienced EFL teachers tend to use the curriculum resources they like or find appropriate. On the other hand, vocational high school teachers omitted or adapted (challenging) reading and listening texts that were not appropriate for students' readiness, while Anatolian high school teachers improvised to improve vocabulary and grammar knowledge, which is consistent with the findings of Wadheefa and Tee (2020b). Rathert and Cabaroğlu (2022) mentioned that teachers can support their students with grammar topics that do not fit the content of the themes given in the textbook. In this study, teachers occasionally moved away from the themes in the curriculum resources and did exercises independent of the textbooks while giving grammar topics. Since a study on the ninth-grade English curriculum and textbooks (Öztürk, 2019) showed that both the curriculum and the textbooks fall at the 'comprehension' and 'application' levels, which are lower-order thinking skills, it can be said that the teachers in this study criticized the fact that the MoNE textbooks did not contain content that would lead students to question or discuss and tried to make them more cognitively active by associating practice questions about students' daily lives.

Whether the lessons were synchronous online or face-to-face did not make much difference in teachers' approaches to using the curriculum resources. Studies in the literature (Atmojo & Nugraho, 2020; Ma et al., 2021; Orhan & Beyhan, 2020) also reflect this situation, showing that teachers adopt the same pedagogical approach in both synchronous online and face-to-face English lessons and continue their lessons by carrying the activities which they did in face-to-face lessons to the online platform. In a study (Eşici et al., 2021), the needs of teachers in using technology were classified as managing online classrooms, using technological components, and producing online content. It points out that there is a need for training teachers in dealing with a crisis situation, noting that similar difficulties are experienced in many parts of the world. The uncertainty and stress caused by the pandemic, teaching on unfamiliar digital platforms, difficulties in classroom management, and demanding curricula may have made it difficult for

teachers to turn to innovative or original approaches to resource use. In this case, as in Wadheefa and Tee's (2020b) study, teachers relied on the curriculum resources and conducted their lessons with the offloading approach (Brown, 2009; Brown & Edelson, 2003). Adapting teachers, on the other hand, used curriculum resources by adhering to the curriculum and therefore the textbook, but making minor additions and changes in line with their own design skills, and student needs as in Çeliker Ercan and Çubukçu's (2023) study. Improvising teachers, on the other hand, took the basic ideas from the curriculum or textbooks (Wadheefa & Tee, 2020b) and made a different design.

Some studies showing that experienced teachers prefer adding, transforming, expanding, rearranging, and omitting approaches when using curriculum resources (Bümen & Holmqvist, 2022; Çeliker Ercan & Çubukçu, 2023; Çoban, 2001; Mede & Yalçın, 2019). However, in this study, although all experienced teachers adapted, omitted, and improvised in both face-to-face and synchronous online lessons, they mostly offloaded the resources. This might be due to the fact that participants, especially those who used resources from private publishers rather than the textbooks provided by the MoNE, tended to finish these resources because the students had purchased them and as a result they were driven to offload or adapt them. Although these teachers are the ones who follow and implement innovations by giving importance to professional development, they preferred to use the resources as they are. In this case, it can also be assumed that experienced English teachers are more loyal to the curriculum, because in Çeliker Ercan's (2019) study, it was found that senior teachers preferred to use the existing resources as they were and were more loyal to the curriculum instead of producing materials due to exhaustion.

Conclusion

The findings of this study indicate that experienced high school EFL teachers mostly adopted the offloading approach in both synchronous online and face-to-face lessons, while only one of them adopted the adaptation approach in both synchronous online and face-to-face lessons. In the synchronous online lessons, students' lack of participation/low attendance caused all teachers to omit some exercises. In face-to-face lessons, except for one teacher, all teachers omitted some exercises. In synchronous online lessons, all but two teachers improvised; however, the number of teachers who improvised in face-to-face lessons decreased to two. In other words, the improvisation approach was used more in synchronous online lessons. According to the findings, there were great similarities in the participants' approaches to using curriculum resources in synchronous online and face-to-face lessons during the COVID-19 pandemic. In both synchronous online and face-to-face lessons, teachers preferred offloading the most, followed by adaptations. It was observed that omitting and improvising were the least adopted approaches. In other words, the fact that the lessons were synchronous online or face-to-face did not make much difference in the approaches to using curriculum resources. As a result, it has been revealed that the urgent need for distance education created by the pandemic has put a lot of strain on teachers, and even experienced high school English teachers have not been able to adopt innovative or original approaches to using curriculum resources. For this reason, it is important to be prepared for possible remote education situations through long-term professional development programs based on the needs of teachers from different disciplines. Due to the hierarchical nature of high schools in

Türkiye in terms of student profile and the use of a single curriculum and textbook, teachers' relationship with the curriculum and curriculum resources is highly affected; therefore, there is a need for curriculum adaptation suggestions for different school types and various options in curriculum resources according to student profile. In this regard, both in the curriculum resources offered by the MoNE and in the resources prepared by private publishers, adaptation suggestions and options should be offered according to different language skills and levels. For students who are in the same school and at the same grade level but have different language proficiency levels, a course system should be organized, and course-specific curriculum resources should be designed and developed over the years through evaluations.

Limitations and Recommendations

A limitation of this study is that it only investigated the approaches of six English teachers working in Izmir and in high schools to use curriculum resources in synchronous online and face-to-face lessons during the COVID-19 pandemic. Similar studies can be conducted in different cities, in primary and secondary school levels, and in different lessons. In addition, data can be collected from younger teachers or teachers with different seniority and can be compared. In this study, findings on how each teacher used curriculum resources in at least one unit were obtained, but since lesson observations were made at different times, the same units could not be examined. In future studies, conducting a similar study with teachers who teach in the same school type and at the same grade level and teach the same unit may provide unique findings in terms of understanding teachers' approaches. Since studies on English teachers' approaches to using curriculum resources and their patterns of adapting the curriculum are limited, further research on the quality/efficiency of adaptations and improvisations is also needed. In addition, by examining a small group of teachers' approaches to using curriculum resources, studies can be conducted on the effects of these approaches on student performance (skills, achievement, motivation, self-efficacy perceptions, etc.). As another way, research can be designed to find out which curriculum resource use approach is more effective in student achievement.

Author Contributions

-The first author has made substantial contributions to the data collection, analysis and interpretation of the data, reporting.
-The second author has involved in conceptualization and research design, supervising the analysis, revising the manuscript, critically for a significant intellectual content.

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TÜRKÇE GENİŞ ÖZET

Kovid-19 Küresel Salgını Sırasında İngilizce Öğretmenlerinin Program Kaynaklarını Kullanımına İlişkin Çoklu Durum Çalışması

Giriş

Diğer birçok dersin öğretiminde olduğu gibi İngilizce öğretiminde de öğretmenler bir dizi farklı kaynağa (öğrenci kitapları, çalışma kitapları, öğretmen el kitapları, basılı veya dijital olarak oluşturulmuş materyaller, simülasyonlar, videolar ve etkileşimli BİT araçları) güvenmektedir. Shawer (2010) program kaynaklarını "bir kurumun resmî programını temsil eden yazılım ve görsel-işitsel materyallere ek olarak ders kitapları, çalışma kitapları ve öğretmen kılavuzlarını içeren her türlü pedagojik girdi" olarak tanımlar (p. 15). Merkezî bir eğitim sistemine sahip olan Türkiye'de, İngilizce öğretimi için ders kitapları ve yardımcı kaynaklar Millî Eğitim Bakanlığı (MEB) tarafından okullara ücretsiz olarak gönderilse de bazı devlet okullarında ve birçok özel okulda, küresel veya yerel yayıncılar tarafından hazırlanan kaynaklar da kullanılmaktadır.

2020 yılında tüm dünyada hızla yayılan Kovid-19 salgınının eğitim alanına etkisi çarpıcı olmuş, bazı ülkelerde okullardaki yüz yüze eğitim askıya alınarak çevrim içi veya acil uzaktan eğitime geçilmiştir. Çevrim içi İngilizce öğretiminde etkileşim, motivasyon ve pratik yapmanın önünde engeller olduğu (Tuzcu Eken, 2020), öğrencilerin zaman ve altyapı kısıtlamaları nedeniyle eğitimden memnun olmadıkları, öğretmenlerin kalabalık sınıflardan ve program kaynaklarının yetersizliğinden şikayet ettikleri (Hebebci et. al., 2020), kamera ve mikrofonların kapalı olmasının dil öğrenimini olumsuz etkilediği (Demirkol, 2022) tespit edilmiştir. Dolayısıyla, Türkiye'de hem çevrim içi derslerde hem de EBA üzerinden yürütülen derslerde yeni sorunlar ortaya çıktığı için öğretmenlerin program kaynaklarını seçme ve kullanma konusunda yeni zorluklarla karşılaştığı söylenebilir. Bu durumun öğretmenleri bu kaynakları kullanırken atlama, uyarlama ya da doğaçlama yapmaya ittiği düşünülebilir. Küresel salgın sürecinde öğretmenlerin öğretim sürecini nasıl planladıkları, kaynakları nasıl kullandıkları, nasıl uyarladıkları ya da bu süreçte neler öğrendiklerine ilişkin bir çalışma yapılmadığı görülmektedir. Dolayısıyla bu çalışmanın amacı, deneyimli lise İngilizce öğretmenlerinin Kovid-19 küresel salgını sırasında program kaynaklarını kullanma yaklaşımlarını incelemektir. Çalışmanın, Türkiye'de nadiren ele alınan öğretmen-program etkileşimi konusuna büyüteç tutarak bu konuda yeni fikirlere yol açabileceği düşünülmektedir.

Yöntem

Çalışma, bütüncül çoklu durum deseni (Yıldırım & Şimşek, 2016) ve maksimum çeşitlilik örneklemesiyle (Creswell, 2013) yürütülmüş, 2020-2021 ve 2021-2022 eğitim-öğretim yıllarında İzmir'de dört farklı okul türünde görev yapan altı gönüllü ve deneyimli lise İngilizce öğretmenlerini kapsamıştır. 2020-2021 akademik yılının ikinci dönemindeki eş zamanlı çevrim

içi İngilizce dersleri ve 2021-2022 akademik yılının ilk dönemindeki yüz yüze İngilizce dersleri incelenmiştir. Etik kurul onayından sonra sırasıyla doküman incelemeleri (resmî öğretim programları, yıllık planlar ve ders kitapları, herhangi bir ek kaynak), gözlem öncesi görüşmeler, ders gözlemleri, gözlem sonrası görüşmeler ve son olarak genel görüşmeler yapılmıştır. Veri toplama araçları literatürde yer alan görüşme ve gözlem formları (Chong, 2016; Li, 2020; Shawer, 2010; 2017; Wadheefa & Tee, 2020b) incelenerek hazırlanmış, beş uzmandan görüş alınmış, ardından önerilen düzeltmeler yapılmış ve pilot çalışmalar gerçekleştirilmiştir. Eş zamanlı çevrim içi derslerde toplam 65 ders gözlemi, altı katılımcı ile 32 ön gözlem ve 32 son gözlem görüşmesi gerçekleştirilmiştir. Yüz yüze ders gözlemleri ise okul yönetimleri ve öğretmenlerin talebi doğrultusunda video kaydı alınmadan notlar tutularak yürütülmüştür. Sonuç olarak, yüz yüze derslerde altı katılımcı ile 25 ders öncesi ve 25 ders sonrası görüşme ile, 48 ders gözlemi gerçekleştirilmiştir. Gözlem sürecinde, eş zamanlı çevrim içi ve yüz yüze derslerde yıllık planda belirtilen ünite ile derste işlenen konu arasındaki uyumu karşılaştırmak için tablolar hazırlanmıştır (bkz. Ek 1).

Analiz sürecinde Braun ve Clark (2006) tarafı ndan önerilen kuramsal tematik analiz yöntemi kullanılmıştır. Buna göre, Brown (2009) tarafından elde edilen temalar (aynen kullanma, uyarlama ve doğaçlama) ile Wadheefa ve Tee (2020b) tarafından eklenen tema (atlama) analizde dikkate alınmış, yeni temalar ortaya çıkabileceğinden tümevarımsal kodlama da yapılmıştır. Birinci yazar tarafından yürütülen ve ikinci yazar tarafından denetlenen veri analizinde öncelikle veriler tekrarlı bir şekilde okunmuş, öğretmenlerin her bir derste program kaynaklarını kullanma yaklaşımları sistematik olarak kodlanmıştır. Daha sonra, her bir öğretmenin derste her bir yaklaşımı bireysel olarak kaç kez kullandığı sayılmıştır. Tüm öğretmenler için aynı şekilde bir çetele tutulmuş ve bu yaklaşımları hem senkron çevrim içi hem de yüz yüze derslerde kaç kez kullandıkları ayrı ayrı grafiklendirilmiştir. Son olarak, ön ve son görüşmeler ile görüşme sonrası kayıtlar, öğretmenlerin yaklaşımlarını kodlamak için analiz edilmiştir. İnandırıcılık ve güvenirlik için uzun süreli katılım, veri ve kaynak çeşitlemesi, katılımcı teyiti kullanılmıştır. Araştırmanın her aşamasında daha deneyimli olan ikinci yazar süreci denetlemiş, veri toplama ve analiz sürecini detaylı olarak izlemiştir. Ayrıca birinci yazarın 24 yıl boyunca farklı liselerde İngilizce öğretmenliği yapmış olması, basılı ve dijital ders materyalleri tasarlama konusundaki deneyimi; veri toplama sürecinde katılımcılara ulaşmayı, literatürden daha hızlı faydalanmayı ve verilerin analizinde kodlama yapmayı kolaylaştırmıştır.

Bulgular

Bulgular, deneyimli lise İngilizce öğretmenlerinin hem eş zamanlı çevrim içi hem de yüz yüze derslerde çoğunlukla aynen kullanma yaklaşımını benimsediğini, yalnızca birinin hem eş zamanlı çevrim içi hem de yüz yüze derslerde uyarlama yaklaşımını benimsediğini göstermektedir. Eş zamanlı çevrim içi derslerde öğrencilerin katılım eksikliği/devamsızlığı tüm öğretmenlerin bazı alıştırmaları atlamasına neden olmuştur. Yüz yüze derslerde ise bir öğretmen dışında tüm öğretmenler bazı alıştırmaları atlamıştır. Eş zamanlı çevrim içi derslerde iki öğretmen dışında tüm öğretmenler doğaçlama yaparken, yüz yüze derslerde doğaçlama yapan öğretmen sayısı ikiye düşmüştür. Diğer bir deyişle, doğaçlama yaklaşımı eş zamanlı çevrim içi derslerde daha fazla kullanılmıştır. İlaveten, katılımcıların Kovid-19 salgını sırasında eş zamanlı çevrim içi ve yüz yüze derslerde program kaynaklarını kullanma yaklaşımlarında büyük benzerlikler vardır. Hem eş zamanlı çevrim içi hem de yüz yüze derslerde öğretmenler en çok aynen kullanmayı tercih etmiş, bunu uyarlamalar izlemiştir. Atlama ve doğaçlamanın ise

en az benimsenen yaklaşımlar olduğu görülmüştür. Diğer bir deyişle, derslerin eş zamanlı çevrim içi veya yüz yüze olması program kaynaklarını kullanma yaklaşımlarında çok fazla fark yaratmamıştır. Öğrencilerin öğrenme kayıpları yaşamaması için program kaynaklarının aynen kullanılmaya çalışıldığı, bununla birlikte web 2.0 araçlarından ve farklı dijital kaynaklardan yararlanılarak uyarlamalar yapıldığı görülmüştür.

Tartışma

Çalışmada elde edilen program kaynaklarını kullanma yaklaşımlarına ilişkin bulgular, yüz yüze okullarda fen (Brown, 2009), matematik (Nicol & Crespo, 2006; Ulusoy & İncekabı, 2020) ve İngilizce öğretmenleriyle (Burkhauser & Lesaux, 2017; Li & Harfitt, 2017; 2018; Li, 2020; Shawer, 2010; 2017; Valencia et. al., 2006; Wadheefa & Tee, 2020b) yapılan önceki çalışmaları doğrulamaktadır. Bulguların, Türkiye (ve İzmir) bağlamında ilk kez ortaya konulması açısından önemli olduğu söylenebilir. Bazı İngilizce öğretmenlerinin program materyallerine çok sadık oldukları ve onları sıkı bir şekilde takip ettikleri bilinmektedir (Çeliker Ercan & Çubukçu, 2023). Eş zamanlı çevrim içi derslerde de öğretmenler bu şekilde davranmaya devam etmiş, seçimler yapmış (Brown, 2009) ve program kaynaklarının hedeflerini karşılamak için çeşitli yöntemler kullanmışlardır. Wadheefa ve Tee'nin (2020b) çalışmasında olduğu gibi katılımcılar okuma ve konuşma alıştırmaları yapmak için özel bir yayınevinin ders kitabını kullanmayı tercih etmişlerdir. Başka bir deyişle, deneyimli İngilizce öğretmenleri sevdikleri veya uygun buldukları program kaynaklarını kullanma eğilimindedir. Öte yandan, meslek lisesi öğretmenleri öğrencilerin hazır bulunuşluklarına uygun olmayan okuma ve dinleme metinlerini çıkarmış veya (zorlayıcı şekilde) *uyarlamış*; Anadolu lisesi öğretmenleri ise Wadheefa ve Tee'nin (2020b) bulgularıyla tutarlı olarak kelime ve dil bilgisi bilgilerini geliştirmek için *doğaçlama* yapmıştır. Rathert ve Cabaroğlu (2022), öğretmenlerin ders kitabında verilen temaların içeriğine uymayan dil bilgisi konularıyla öğrencilerini destekleyebileceğini belirtmiştir. Bu çalışmada da öğretmenler dil bilgisi konularını verirken zaman zaman program kaynaklarındaki temalardan uzaklaşmış ve ders kitaplarından bağımsız alıştırmalar yapmışlardır. Dokuzuncu sınıf İngilizce öğretim programı ve ders kitapları üzerine yapılan bir çalışma (Öztürk, 2019), hem öğretim programının hem de ders kitaplarının alt düzey düşünme becerileri olan 'anlama' ve 'uygulama' düzeylerinde kaldığını gösterdiğinden, bu çalışmadaki öğretmenlerin MEB ders kitaplarının öğrencileri sorgulamaya ya da tartışmaya yöneltecek içerikler barındırmamasını eleştirdikleri ve öğrencilerin günlük yaşamlarıyla ilgili alıştırma sorularını ilişkilendirerek, onları bilişsel olarak daha aktif hâle getirmeye çalıştıkları söylenebilir.

Derslerin eş zamanlı çevrim içi veya yüz yüze olması, öğretmenlerin program kaynaklarını kullanma yaklaşımlarında çok fazla fark yaratmamıştır. Önceki çalışmalar da (Atmojo & Nugraho, 2020; Ma et. al., 2021; Orhan & Beyhan, 2020) bu durumu yansıtmakta; öğretmenlerin hem çevrim içi hem de yüz yüze İngilizce derslerinde aynı pedagojik yaklaşımı benimsediklerini ve yüz yüze derslerde yaptıkları etkinlikleri çevrim içi platforma taşıyarak derslerine devam ettiklerini göstermektedir. Dünyanın birçok yerinde benzer zorlukların yaşandığına dikkat çekilerek öğretmenlerin bir kriz durumuyla başa çıkma konusunda eğitilmesine ihtiyaç duyulduğu belirtilmektedir (Eşici et. al., 2021). Küresel salgının yol açtığı belirsizlik ve stres, alışık olmadıkları dijital platformlarda ders vermek, sınıf yönetimindeki zorluklar ve yoğun program, öğretmenlerin kaynak kullanımında yenilikçi veya özgün yaklaşımlara yönelmesini zorlaştırmış olabilir. Bu durumda, Wadheefa ve Tee'nin (2020b) çalışmasında olduğu gibi öğretmenler

program kaynaklarına güvenmiş ve derslerini aynen kullanma yaklaşımıyla yürütmüştür (Brown, 2009; Brown & Edelson, 2003).

Sonuç ve Öneriler

Sonuç olarak, küresel salgının yarattığı acil uzaktan eğitimin öğretmenleri çok zorladığı ve deneyimli lise İngilizce öğretmenlerinin bile program kaynaklarını kullanma konusunda yenilikçi veya özgün yaklaşımlar benimseyemediği ortaya çıkmıştır. Bu nedenle, farklı disiplinlerden gelen öğretmenlerin ihtiyaçlarına dayalı uzun vadeli mesleki gelişim programları aracılığıyla, olası uzaktan eğitim durumlarına hazırlıklı olmak önemlidir. Türkiye'de liselerin öğrenci profili açısından hiyerarşik yapısı ve tek bir program ve ders kitabı kullanımı nedeniyle öğretmenlerin program ve program kaynaklarıyla ilişkisi oldukça etkilenmektedir. Bu nedenle farklı okul türlerine yönelik program uyarlama önerilerine ve program kaynaklarında öğrenci profiline göre çeşitli seçeneklere ihtiyaç vardır. Dolayısıyla hem MEB tarafından sunulan program kaynaklarında hem de özel yayınevleri tarafından hazırlanan kaynaklarda farklı dil becerilerine ve seviyelerine göre uyarlama önerileri ve seçenekleri sunulmalıdır. Aynı okulda ve aynı sınıf seviyesinde olan ancak farklı dil yeterlilik seviyelerine sahip öğrenciler için bir kur sistemi düzenlenmeli ve kurlara özel program kaynakları tasarlanmalı ve yıllar içinde değerlendirmeler yapılarak geliştirilmelidir.

Bu çalışmada yalnızca İzmir'de ve liselerde görev yapan İngilizce öğretmenleriyle çalışılması bir sınırlılıktır. Benzer çalışmalar farklı şehirlerde, ilkokul ve ortaokul seviyelerinde ve farklı derslerde yapılabilir. Ayrıca daha genç öğretmenlerden veya farklı kıdemdeki öğretmenlerden veri toplanabilir ve karşılaştırılabilir. Bu çalışmada her öğretmenin en az bir ünitede program kaynaklarını nasıl kullandığına ilişkin bulgular elde edilmiş, ancak ders gözlemleri farklı zamanlarda yapıldığı için aynı üniteler incelenememiştir. Gelecek çalışmalarda, aynı okul türünde ve aynı sınıf düzeyinde ders veren ve aynı üniteyi işleyen öğretmenlerle benzer bir çalışma yapılması, öğretmenlerin yaklaşımlarını anlamak açısından özgün bulgular sağlayabilir. Konuyla ilgili çalışmalar sınırlı olduğundan, uyarlamaların ve doğaçlamaların niteliği/verimliliği üzerine de daha fazla araştırmaya ihtiyaç vardır. Ayrıca küçük bir grup öğretmenin program kaynaklarını kullanma yaklaşımları incelenerek bu yaklaşımların öğrenci performansı (beceri, başarı, motivasyon, öz yeterlik algısı vb.) üzerindeki etkileri üzerine çalışmalar yapılabilir. Bir başka yol olarak, hangi program kaynağı kullanım yaklaşımının öğrenci başarısında daha etkili olduğunu bulmaya yönelik araştırmalar tasarlanabilir.

Appendix

Lesson Observations and Annual Plan Alignment
Observations in Synchronous Online Lessons and Yearly Plan Alignment (2020-2021 Academic Year)

Participant	Grade	Unit/Theme	Dates	Number of Observations	Yearly Plan
Ayça	9	Theme 7	30 March – 5, 6, 12, 13 April	12	Theme 8
Burcu	9	Theme 6 & 7	5, 8, 12, 15, 19, 22 April	12	Theme 7
Çağla	11	Theme 5	24, 25, 31 March – 1, 7, 8 April	11	Theme 8
Esra	9	Theme 3 Prime Time	24, 26, 31 March – 2, 7, 14 April	12	Theme 8

| Ferda | 9 | Theme 5 | 29 April – 4, 5 May | 8 | Theme 8 |
| Gizem | 11 | Theme 6 and 7 | 8, 15, 22, 29 April – 6 May | 10 | Theme 8-9 |

Observations in Face-to-Face Lessons and Yearly Plan Alignment (2021-2022 Academic Year)

Participant	Grade	Unit/Theme	Dates	Number of Observations	Yearly Plan
Ayça	11	Theme 2	5 October-14 October	8	Theme 2
Burcu	Prep. Class	Grammar topics of Theme 7 (Past Simple (questions) and Theme 13 (Used To)	20 October-3 November	8	Theme 4, Theme 5
Çağla	12	Word Formation (it is not in the curriculum), Theme 2	20 September-11 October	7	Theme 1, Theme 2
Esra	10	The theme in the resource is "Jobs" but the theme in the curriculum is "School Life"	13 September-21 September	8	Theme 1
Ferda	11	Theme 1	15 October-12 November	8	Theme 2, Theme 3
Gizem	9	Theme 1, Theme 2	27 September-11 October	9	Theme 1, Theme 2

Teaching in Neoliberal Times: Unraveling Teacher Voices at Basic High Schools in Türkiye[1]

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Abstract

This paper seeks to contextualize the profound impact of neoliberal policies on the teaching profession. Employing an intrinsic case study design, this investigation delves into the intricate dynamics experienced by educators in five different Basic High Schools (BHSs) located in Ankara, Türkiye. A comprehensive understanding was gained through semi-structured interviews with 21 teachers and three school counselors at BHSs, supplemented by observations of various processes at the research sites. The qualitative data were content analyzed by coding meaningful segments, generating initial themes related to teachers' classroom and school practices and their engagement with the curriculum, as well as their perceptions of working conditions. After consulting two professors for feedback, the final coding identified two main themes: 'teacher responsibilities' and 'teachers' working conditions.' The study uncovers that the core of teacher responsibilities revolved around preparing students for university entrance examinations, emphasizing the cultivation of test-taking skills. Despite this primary objective, BHS teachers had to implement the national formal curricula, resulting in extended working hours and responsibility overload. Paradoxically, these educators find themselves in a predicament of being inadequately compensated and grappling with issues related to employment rights. In essence, the convergence of extensive workload, insufficient remuneration, and problems regarding employee rights cause the deskilling of teachers and hinders BHS teachers' ability to fulfill their vital roles as transformative and reflective educators.

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Introduction

The ascendancy of neoliberal doctrines has wielded a profound and far-reaching impact on a global scale, shaping diverse socio-economic landscapes since the 1970s. This paradigm shift has engendered a metamorphosis in the fabric of public governance, predominantly manifesting through the commodification of public services. This transformation has precipitated the transference of erstwhile public prerogatives into the hands of profit-driven private entities, catalyzing a restructuring of traditional administrative frameworks.

The marketization of public services has become the linchpin of neoliberal agendas, a phenomenon where the once state-centric custodianship of essential services undergoes a reconfiguration into market-oriented models. This paradigmatic shift is not merely confined to a transfer of ownership; it is a systemic overhaul that transcends the public-private binary. The infusion of business-oriented methodologies into the public domain has resulted in a convergence of administrative practices, with public spheres assimilating the ethos of corporate efficiency and profit-driven calculus. This neoliberal renaissance, marked by a confluence of economic liberalization and the recalibration of state-citizen dynamics, has given rise to a multifaceted landscape where governance and market forces interlace intricately. By definition, neoliberalism is "a theory of political economic practices that proposes that human well-being can best be advanced by liberating individual entrepreneurial freedoms and skills within an institutional framework characterized by strong private property rights, free markets, and free trade" (Harvey, 2005, p. 2).

According to Ball (2016), global neoliberal reforms comprise three fundamental components: market, management, and performance. The market element involves both internal and external privatization, driving the marketization of public sectors and generating complex effects across structural, relational, ethical, and discursive dimensions. Management entails integrating various market-driven processes to reshape organizational culture. Finally, performativity refers to a system utilizing judgments, comparisons, and displays to incentivize, regulate, and induce change through rewards and sanctions (Ball, 2003, p. 216). In this new mode of acculturation, a new language has been adopted to describe relationships and roles where "educational organizations are now 'peopled' by human resources which need to be managed; learning is re-rendered as a 'cost-effective policy outcomes'" (Ball, 2003, p. 218). Parents and students are positioned as consumers and teachers as the sellers of educational services by implementing one-size-fits-all curricular practices (Golden, 2017). Put differently, "creation of quasi-markets built on notions of school choice, the deregulation of the teaching profession, a shift away from democratic governance, competition for resources and production of educational outputs (e.g., high test scores)" are observed (Au, 2016, p. 41).

As an indicator of productivity, high-stakes tests have been used as accountability measures to legitimize the attack on public schools and teachers (Bhattacharyya et al., 2013; Schneider, 2017). Inherent to this notion, public schools are labeled as failing businesses whose success is arguably measured by student scores on high-stakes tests (Ravitch, 2013). Such an illusion caused classrooms haunted by ghosts, borrowing the term from Meighan (1981), and excluded autonomous teachers from classrooms (Au, 2011a). Furthermore, the re-interpretation of teaching and learning within the realm of neoliberal and conservative policies have also altered teaching as a profession. Teachers are attributed a subordinated role in which they transmit demanded skills of the marketplace (Giroux, 1994). This not only influences teachers' instructional decisions (e.g., devoting more time to the topics that are included in high-stakes tests) (e.g. Neumann, 2013) but also alters the development of teacher identity. In this regard, corporate reformers aim to marginalize "the teaching profession by replacing teachers with corporate experts who

are taking control of curriculum development and distribution, and privatizing student and teacher assessment via standardized tests." (Hursh, 2017, p. 391).

Embedded in the backwash effect of high-stakes testing (Prodromou, 1995), teachers spend more time on subjects, content, and skills tested centrally (Diamond & Cooper, 2007; Smith & Rotenberg, 1991) and neglect other aspects of curriculum delivery (Shepard & Dougherty, 1991). Consequently, teachers are self-alienated by new quality mechanisms which prioritize measurable and improved performances over certain principles of education (i.e., neglecting children with special needs for the sake of increasing overall performance on external targets). Ball (2000) manifests that performativity and fabrications in the education economy bring about a kind of "schizophrenia" as "there is a 'splitting' between the teachers' own judgments about 'good practice' and students' 'needs' on the one hand and the rigors of performance on the other" (p. 8).

All these washback effects of teaching-to-test have caused deskilling of teachers (Apple & Teitelbaum, 1986; Au, 2011a; Hargreaves, 1992; Luke, 2004), a process that transforms teachers into industry workers; puts them in an economically disadvantaged position; increases their workload; and causes teachers to lose control over even the essential elements of teaching (Au, 2011b). Focusing on the way teachers are deskilled, Giroux (2010) stresses that teachers are now perceived as technicians whose classroom and school governance autonomy is replaced with teaching to the test by corporate reformers. Hargreaves' (1992) critical analysis of the literature on teachers' work is worth quoting here:

> "…teachers' work is portrayed as becoming more routinized and deskilled, more and more like the degraded work of manual workers and less and less like that of autonomous professionals trusted to exercise the power and expertise of discretionary judgment with the children. Teachers are depicted as being increasingly controlled by prescribed programs, mandated curricula, and step-by-step methods of instruction" (pp. 87–88).

As a corollary, teachers and teaching as a profession have been altered with the adaptation of neoliberal educational policies. Teachers are transformed into "flexible technicians" who have "little space for collective, professional, and systematic sense-making of pedagogical practice." (Golden, 2017, p. 12). Put differently, under this understanding of "new professionalism", teachers prioritize acquiring certain competencies and skills that are measured through student test scores rather than values and ethics (Ünal, 2005). Therefore, teachers should be emancipated from the roots of banking education model that perceive teaching as the transmission of knowledge while providing them with autonomy to inculcate critical consciousness among students (Freire, 2018).

Teaching Profession in Türkiye

Education in Türkiye is provided by public and private education institutions, all of which are under the centralized control of the Ministry of National Education (MoNE). Three categories are identified to classify teachers who work at education institutions: public school teachers, private school teachers, and dershane[2]

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[2] Dershanes were private tutoring centers in which students and adults were prepared for the standardized exams in Turkiye. Starting from the early 1930s, these institutions functioned in the Turkish education system until the enforcement of a law amendment in 2014 that regulated the closure of dershanes and their transformation into private schools (Basic High Schools). Nevertheless, dershanes continue their activities with their new name, Private Teaching Courses (Özel Öğretim Kursu). However, different than dershanes, these centers are supposed to provide private tutoring for only one scientific groups (Turkish language and literature, mathematics, physics, chemistry, biology, history, geography, and philosophy scientific groups) determined by the Board of Education and Discipline.

teachers. To begin, the responsibilities and rights of public school teachers are regulated by Public Servants Law No. 657, Article 4A. Nevertheless, with a law amendment in 1978, contracted teachers[3] (4B) and substitute teachers were introduced as new forms of teacher employment for public schools. These forms lacked many of the employee rights that are critical to them, such as job security and retirement fund contributions.

Apart from public school teachers, some teachers work at private schools. Like public school teachers, private school teachers are also subjected to Public Servants Law No. 657. However, mainly the disciplinary actions of those teachers are regulated by this law; their conditions of employment are regulated by Private Education Institutions Law No. 5580. This duality causes conflicts in securing jobs and determining the working conditions of private school teachers. Put differently, leaving regulations to the market owners causes the deterioration of many of the employee rights of those teachers. An insecure job environment, lower wages, and an intensive workload are some of the central problems private school teachers struggle with.

At the other end of the spectrum, there are dershane teachers, a different form of teacher employment, who are also subjected to Private Education Institutions Law No. 5580. The disproportion between the number of education faculty graduates and appointed teachers Disproportion between the number of education faculty graduates and appointed teachers leaves teachers no choice, but to work at dershanes. This handicap enabled the capital owners to have control over the working conditions of teachers. As a result, dershane teachers lacked job security and were underpaid despite long working hours. Ulutaş (2014) and Yücel Yel (2014) report that dershane teachers worked much more than was specified in their annual contracts. The researchers further disclose that two contracts were signed with dershane teachers: one for the official records and the other for the 'unofficial' record between the owners and the teacher. While the former contract included working conditions as secured by Social Insurance and General Health Insurance Laws, the latter forced teachers to accept longer working hours and underpayment. Dershane teachers had to accept this dual contracting not to be unemployed. A more nefarious impact was that unregistered employment was observed in those institutions. According to the annual report published by the Social Security Institution (SSI, 2007; cited in Salcan, 2014), almost 70% of the staff working at dershanes were unregistered.

Given the different categories of teacher employment, it can be concluded that these different categorizations of teacher employment aimed to "create wage flexibility and reduce the financial burden for education in the government budget" (Ertürk, 2012, p. 235). It also damaged organized teacher labor

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[3]   Contracted teachers work under the MoNE. They are appointed after being successful in the Public Personnel Selection Exam (a national standardized exam first prepared and implemented by the Student Selection and Placement Center in 2002 with this name, based on the Council of Ministers Decision No. 2002/3975, dated 18/3/2002). Teachers and teacher candidates take the two-staged exam. The first stage includes General Aptitude Test and General Culture Test while the second stage contains field-specific questions. Teachers who get the determined specific score for their field are invited for the oral interviews. Oral interviews aim to measure knowledge about educational sciences and general culture: comprehending and summarizing a topic, ability to express and judgment, communication skills, self-confidence and ability to persuade, openness to scientific and technological developments, ability to represent in front of the community and educational qualifications. Contracted teachers are obliged to fulfill the duties and responsibilities stipulated for permanent teachers in their educational institutions. This type of employment is claimed to deteriorate the job security and organized actions of public servants (Kablay, 2012). That is these teachers did not have the right for being a member of any union (Aydoğan, 2008); most recently, they gained this legal right.

(Salcan, 2014). Kablay (2012) asserts that teacher solidarity and cooperation are damaged at the hands of the market, which demands competition. Under neoliberal siege, she argues, collective actions are rarely observed, particularly among contracted teachers and private school teachers. In sum, low unionization rates among teachers impair their political power, resulting in less control over their work and working conditions. Ironically, this situation ameliorates the implementation of neoliberal policies that exacerbate the conditions of employment.

Starting in the early 2000s, the assault on unions caused a sharp decrease in the number of members of dissident unions while accelerating the number of members in pro-government unions. By 2021, 47 unions for public employees operate in the field of education (T.C. Official Gazette 4th July, 2023, Vol.: 32238.) One union, Eğitim-Bir-Sen (Union of Unity of Educators) (a union known for its agenda that overlaps with the ruling powers, see Göktürk, Güvercin, & Seçkin, 2012), has the largest share with 34.90%. It is followed by Türk Eğitim-Sen (Education, Teaching, and Science Professions Public Employee Union of Türkiye) (17.46%) and Eğitim-Sen (Union of Education and Science Laborers) (a union that opposes particularly the current neoliberal education policies of the ruling power, see Göktürk, Güvercin, & Seçkin, 2012) (5.85%).

These numbers urge rigorous interpretation to best capture the impact of neoliberal policies on teachers and teaching as a profession. In their analysis of trade unionism in Türkiye, Göktürk and her colleagues (2012) conclude that neoliberal policies altered public employment regulations that caused insecure employment models of teaching employment Thereby, more teachers have become members of pro-government unions. In this regard, teachers, particularly contracted, substitute, and private school teachers, are afraid of losing their jobs or not being hired, at all; henceforth, they are either not members of any union or members of pro-governmental unions (Ertürk, 2012). The hidden pressure on these teachers has acted as an impediment to teachers' solidarity.

The last, but not least, critical policy on the teaching profession includes the enforcement of the Teaching Profession Law No. 7354, which was introduced on February 14, 2022. This act was important as it takes teaching as a specialist profession while regulating "the appointment, professional development, and career progression of teachers responsible for delivering education and training services" (Aksoy & Taşkın, 2023, p. 1302). Nevertheless, the issue of career steps defined in the law has lead firm debates among teachers. While some teachers support the Teaching Profession Act as it is believed to result increase in salary and the reputation of the teaching profession while some argue that career steps will cause injustices among teachers (İş & Birel, 2022). Other discussions center upon the arguments that defining teachers as experts based on experience year may cause negative attitudes toward the profession among novice teachers and deteriorate labor peace (Altan & Özmusul, 2022), as well as affecting parents' perceptions of teachers (Demir, Ulukaya Öteleş, Zırhlı, & Şahin, 2022). There are also criticisms that address chronic problems of teachers such as preventing violence and mobbing, supporting teachers in disadvantaged regions, and upholding providing additional opportunities for those working in disadvantaged areas, and supporting the social status of the profession. Bearing on these arguments, it is concluded that the Teaching Profession Law does not provide solutions to the problems of teaching profession; on the contrary, it may result in the alienation of teachers to the profession.

Basic High Schools

The focus of this study is on BHS teachers' voices. BHSs were private high schools that had been transformed from dershane with the amendment in Law No. 5580, in 2014. BHSs operated in the Turkish education system until the 2018-2019 school year. Since then, the ones that meet the private school

requirements as set by the MoNE have continued their activities as private schools. Some others provided private tutoring, while the rest closed down.

It is contended that BHSs created a new market in the field of education as a new form of dershane that presents itself in the form of formal schooling (Karlıdağ-Dennis, 2017). This dual mission of schooling at BHSs was reflected in the responsibilities of teachers. To elucidate the complexities inherent in this transformation, it becomes imperative to delve into the perceptions and experiences of BHS teachers regarding their responsibilities and working conditions. Through teacher accounts and contextual observations, a deeper understanding can be gained regarding the extent to which neoliberal ideologies shape and govern the educational dynamics (Grant, 2001; Rex & Nelson, 2004) within BHSs. By exploring these dimensions, this paper seeks to unravel the intricate interplay between educational privatization, high-stakes testing, and the experiences of BHS teachers. Such an investigation promises to shed light on the broader implications of neoliberal policies on educational systems and the professionals operating within them. Accordingly, the following research questions guided the present research:

1. What are the perceptions of teachers working in BHSs on their responsibilities at school?
2. What are the perceptions of teachers working in BHSs on their working conditions?

Method

This qualitative research is designed as an intrinsic case study (Yin, 2009). 21 BHS teachers and three school counselors working at five different BHSs in Ankara were interviewed Purposeful sampling strategy was employed in the selection of both the schools and participants (Patton, 2002). Five BHSs in Ankara, Türkiye were selected considering their district (high socio-economic status, middle socio-economic status, and low socio-economic status), location (Çankaya, Yenimahalle, and Altındağ), institution type (chain, franchised, or boutique school), building type (apartment building, within a commercial building, single building designed as a school), school size (100-150, 150-200, >200), and the number of teachers (15-25, >25).

Participants

In this study, semi-structured interviews were conducted with 21 teachers and three school counselors considering their field, years of experience, experience at other school types, and gender. Among the 21 teachers, six were male and 15 were female. Their years of experience ranged from 1 year to 16 years (see Table 1 for more detail). Additionally, among the three school counselors, two were females with less than five years of experience in the profession.

Table 1

Participant Characteristics.

Demographic Information of the Participants		
Gender	Female	18
	Male	6
Discipline	Physics	4
	Turkish Language and Literature	4
	School Counselor	3
	Mathematics	3

Table 1 (Cont.)		
	History	3
	Biology	2
	Visual Arts	2
	Chemistry	1
	Geography	1
	English	1
Years of experience	0-5 years	12
	5-10 years	7
	>10 years	5
Previous experience[*]	*Dershane*	18
	Public school	5
	Private school	3
	Higher Education Institution	1
Member of Union	Member	24
	Non-member	0

* Some teachers had working experience in more than one educational institution types.

As complementary, observations were conducted at each designated research site. These observations encompassed a comprehensive examination of the diverse learning environments present within each school, encompassing classrooms, recitation sessions, teacher meetings, teachers' room, breaks, and lunch periods. In total, 42 classes were observed over the course of at least one week at each school, accumulating an extensive dataset through the documentation of field notes, amounting to over 200 hours of observation in aggregate.

Data Collection Instruments

The primary data collection instrument employed in our study was an interview protocol, supplemented by an observation form to enhance the comprehensiveness of our data. Prior to implementation, both instruments underwent rigorous evaluation by two professors at a well-known public university, Department of Curriculum and Instruction, who are experienced in qualitative research, also the authors of recognized qualitative books in Türkiye, to ensure their face and content validity. Subsequently, a pilot study was conducted within one of the BHS chains situated in Ankara, enabling us to refine and finalize the instruments for use in the main study. The interview protocol comprised inquiries such as, "How do you conceptualize your role as a teacher within this educational institution?" and "Could you provide a detailed depiction of a typical classroom session under your instruction?" All interviews were audio-recorded and transcribed verbatim in the original language, which was Turkish. The observation form encompassed three principal components: contextual data, including information on teaching materials; formal structure, delineating roles and responsibilities; and instructional aspects, encompassing teaching methodologies and the flow of instructional sessions.

Data Analysis

The qualitative data were content analyzed, drawing upon the framework outlined by Miles et al. (2014). Consistent with the recommendations of Bogdan and Biklen (2007), our analytical process commenced with a thorough and meticulous examination of all data, with particular emphasis on aligning our analysis with the study's overarching objectives. This examination was guided by the theoretical model proposed by Shih (2009), which delineates the washback effect of high-stakes testing. Shih's model delineates various dimensions of the washback effect, encompassing contextual factors such as national, social, or broader educational influences, as well as factors at the school and course levels. Additionally, the model includes test-related factors and teacher-related factors. The washback effects identified within the model involves alterations in various aspects of instruction as: the content of teaching, modifications in teaching methodologies, adaptations in teacher-made assessments, shifts in teacher discourse, adjustments in the allocation of time for test preparation, variations in teacher-assigned homework, fluctuations in levels of nervousness and anxiety among students, and alterations in the overall atmosphere of the classroom environment. These dimensions served as the foundation for our content analysis, enabling a comprehensive exploration of the multifaceted impacts of high-stakes testing within the context of BHSs.

Bearing the reference model in mind, the data were analyzed by using the qualitative data analysis software MAXQDA 2018 (VERBI Software, 2017) to easily follow an iterative process during the data analysis. First, all the transcriptions and field notes were uploaded to the software. Then, a separate file was formed for each school. Next, codes were assigned to pertinent segments within the qualitative data. Initially, distinct themes emerged, encompassing teachers' practices at both the classroom and school levels, as well as their engagement with the curriculum, alongside considerations of their working conditions.

Following the initial coding phase, two professors, distinguished experts in qualitative data analysis were consulted to validate and refine these themes. The professors analyzed 10% of the whole data (as suggested by Lombard, Snyder-Duch, and Bracken, 2002). Subsequently, through a process of negotiation aimed at achieving consensus, known as "inter-coder agreement" (Campbell et al., 2013), the initial themes were consolidated and revised. Here, it is important to note that the aim of qualitative analysts is to maximize the degree of agreement among independent coders. However, unlike most quantitative research, it is not centered on obtaining a set statistical coefficient. Instead, the emphasis is on enhancing the coding quality in a useful way. This is the reason why finding a coefficient is not the end of the process. To proceed with more precisely coded data, qualitative researchers would prefer to address and change the code assignments that do not match. For instance, following deliberation, the categories of BHS teachers' curricular and examination-oriented practices were consolidated into a broader theme termed "teacher responsibilities." Through iterative discussions and revisions, the final themes emerged as: "teacher responsibilities" and "teachers' working conditions." These themes encapsulate the key dimensions of BHS teachers' roles and experiences, providing a nuanced understanding of their professional context within the broader framework of high-stakes testing and educational privatization. Considering these changes, the inter-coder agreement was calculated as .85.

Trustworthiness of the Study

The terms validity and reliability have been attributed to positivistic paradigm; however, either quantitative or qualitative, all types of inquiries require presenting authentic results (LeCompte & Goetz, 1982). Lincoln and Guba (1985) (cited from Golafshani, 2003) define reliability and validity in qualitative research as trustworthiness. The authors set four criteria to ensure trustworthiness: i) conformability, ii)

dependability, iii) credibility, and iv) transferability. First, confirmability refers to objectivity in qualitative research. "The concept of confirmability is the qualitative investigator's comparable concern to objectivity" (Shenton, 2004, p. 72). As suggested by Miles and Huberman (1994), the following strategies can be employed to ensure confirmability: 1) data quality, 2) looking at unpatterns, 3) testing explanations. In this regard, in the present study, following strategies were employed to ensure conformability of the findings: checking for representativeness, triangulation, and checking out rival explanations. For representativeness, purposeful sampling method was employed. The schools were selected considering various aspects such as their mission and vision, location of the school, and school size. The teachers, on the other hand, were selected to represent different subject-matters, years of experience, and gender. Last, classroom observations were made considering different grade levels and subject-matter. Moreover, the data were triangulated by both conducting interviews with teachers and making observations. Lastly, while reporting, in order to increase the conformability of the study, rival explanations were examined and relevant quotations were presented.

Second, dependability refers to the consistency of the results (LeCompte & Goetz, 1982; Miles & Huberman, 1994). In this context, the researchers analyzed and reported the findings together to eliminate researcher bias. Also, low-inference descriptors were used during our observations. For instance, instead of writing "There is a teacher-centered teaching approach in the class", the teaching environment was described as:

> The classroom was designed in rows. The students were sitting in their chairs, which are placed in front of the teacher's desk. The teacher was using the classroom board to take some notes, and the students were listening to the teacher.

Third, internal validity -credibility- refers to whether interpretations of the events the researchers observed or the meaning making of the phenomenon objectively represent the real situations. For credibility, prolonged engagement enabled the researchers to portray data that represent the natural context. In this study, each case was observed during whole school days in a week. This allowed the researchers to contact members with different backgrounds at each case. In addition, various observe different processes at selected cases. Member checks (as suggested by Miles and Huberman, 1994) were used so that two teachers and one of the school counselors checked the transcripts of their interviews and commented on them. For instance, one of the teachers asked the researchers to quote his arguments on top-down policies, and the researchers directly quoted his words below in the findings section. Lastly, peer debriefing was utilized (as suggested by Creswell, 2007; Merriam, 1998). Two Curriculum and Instruction professors, who are experienced in qualitative research, were consulted for their feedback during each phase of the study.

Lastly, transferability refers to external validity: the generalization of the findings to the other contexts (Merriam, 1998). In order to establish transferability, purposive sampling was employed while selecting the cases and the participants to be interviewed, as well as the incidents to be observations. While doing so, maximum variation sampling strategy was utilized to represent different perceptions and school activities. In addition, thick description of each case was provided.

Findings

The findings are presented under two main themes: teacher responsibilities and their working conditions.

Teacher Responsibilities

BHSs implemented the national formal curricula and prepared students for the UEE, placing particular emphasis on the latter, thereby endowing BHS teachers with dual obligations encompassing both curriculum delivery and examination preparation. While delineating these as discrete duties proves challenging, our discussion herein concentrates on the exam-based responsibilities. The dual responsibility of BHS teachers was evident in most of the interviews and observations as one of the physics teachers at Case 3 noted that:

> *The logic of both schools and dershane is intertwined here. Therefore, we focus on exam preparation, but at the same time, there is a curriculum to follow. We have to cover certain content included in the formal curriculum. We try to accomplish both of our responsibilities simultaneously.*

In this regard, the teachers reported a variety of exam-based practices which are presented under: content alignment, measurement and evaluation, recitation hours, and practices tests.

Content Alignment

One of the exam-based duties involved arranging the curriculum in alignment with the content prescribed by the UEE. The history teacher from Case 1 expressed:

> *We prepare our yearly plans and lesson plans by giving precedence to the content highlighted in the university examination. We dedicate additional time to topics that receive greater emphasis in the university exam. Moreover, the sample questions we provide during our classes closely resemble those encountered in the university examination.*

The math teacher at Case 1 highlighted that 12th graders had eight class hours, with half dedicated to recitation to review previous grade content, allowing for flexibility in content sequencing and increased focus on drill activities for exam preparation. Similarly, during the class observations in Case 2, the math teacher noted that he allocated 26 weeks for derivatives and integrals but covered it in 14 weeks, spending the remaining 12 for exam readiness.

Additionally, in certain instances, the teachers imparted knowledge beyond the prescribed curriculum, focusing on topics requested in the UEE. For example, while observing a 12th-grade chemistry session, the teacher disclosed to the researcher her emphasis on exam readiness, especially in her 12th-grade level classes. Consequently, she occasionally dedicated class time to revising material not officially included in the 12th-grade curriculum. In this regard, a salient finding of this study is that the prioritization of exam preparation varied across grade levels, with formal curricula emphasized in the 9th and 10th grades, shifting to exam preparation in 11th and 12th grades, as exemplified by the math teacher in Case 1:

> *It is not in the same structure at the 9th and 10th grade levels. We teach them the content covered in the curriculum. While doing so, we support student participation. For instance, at the beginning of the class, we implement warming activities, or we review the content by asking questions to the students. I give homework. I sometimes implement group-work activities. But, at the 12th grade level, we mainly rely on exam preparation.*

Measurement and Evaluation

Another critical finding of the study was that the teachers were expected to measure student achievement considering their grade level and the UEE. For instance, one of the physics teachers at Case 3 exemplified that:

> *We ask open-ended or essay-type questions to the 9th and 10th graders. The 11th graders take exams that include different question types, including multiple-choice items, in order to prepare them for the next year. In contrast, we ask mainly multiple-choice questions to the 12th graders. The questions are similar to those asked in previous years' university exams. They will take the university exam this year. They are quite stressed. We are supposed to help them overcome their anxiety.*

Also, it is mentioned that unlike teachers working at other types of schools, BHS teachers regularly assigned homework and strictly monitored it as part of their exam-based responsibilities. They claimed that rather than curricular homework, they assigned homework to facilitate the students', particularly the 12th graders' exam preparation. The language and literacy teacher at Case 5 contends that:

> *The purpose of the assignments is actually to make the students study for the exam. For instance, I ask students to complete at least 75 questions about paragraph comprehension every week because this is one of the question types they have difficulty with in the exam. In addition, paragraph comprehension questions improve their general comprehension skills.*

As part of their exam-based responsibilities, the teachers also emphasized the importance of maintaining records of assignments, which were reported to the school counselor, principal, and sometimes parents. The Turkish language and literacy teacher at Case 3 provided insight into her record-keeping practices, where each class had its own file containing students' names and assignments with corresponding due dates, marked with ticks upon completion. The school counselors acknowledged the significance of diligently monitoring assignments as part of their core duties.

Recitation Hours

BHS teachers also bear the responsibility of organizing recitation hours, conducted after regular class hours. During these sessions, teachers remain available at the school to address students' inquiries or occasionally deliver supplementary lectures on specific topics. The physics teacher at Case 5 explained how the recitation were run:

> *Different from other schools, basic high schools implement recitation hours as part of their exam-oriented mission. During these hours, we answer students' questions or distribute tests to students. The students can also complete their homework during these hours.*

Meanwhile, the math teacher at Case 3 echoed similar sentiments, emphasizing the obligation to address students' questions, predominantly focused on exam-related queries. She added that the teachers distribute tests and offer assistance during these hours, ensuring comprehensive coverage of potential exam questions by drawing from various test books in the market. This exhaustive approach aligns with the school's dedication to thorough exam preparation.

Practice Tests

Practice tests are reported as a vital aspect of BHSs. These tests typically consist of questions similar in format and content to those that appear on the actual UEE to familiarize test-takers with the types of questions they would encounter, assess their understanding of the material, identify areas of strength and weakness, and refine test-taking strategies. These tests were administered by the school at regular intervals. BHS teachers, in this regard, had two main responsibilities which mainly centered on writing test items for the practice tests and overseeing practice tests, and monitoring students' test results. First, the teachers were expected to write a certain number of test items for practice tests. Despite the differences in the process in each case, the teachers were mainly responsible for writing test items about the topics they cover at each grade level. Then a pool of questions was created. Experienced teachers had more responsibilities in the development and organization of the practice tests. Although experienced teachers typically played a central role in test development, novice teachers were assigned the role of invigilator, guiding students during practice tests, enforcing exam rules, and ensuring the smooth progression of the exam.

Second, the teachers were also responsible for monitoring the students' test scores and taking necessary measures (i.e., reviewing content, assigning extra homework, etc.), recording the students' test scores, and informing the school counselors, board, and parents about the test scores. Accordingly, the school counselors also had similar responsibilities, as they kept a record of students' practice test scores to interpret their progress and prepare a study plan for each student. The counselors also noted that those scores also provided them with evidence for career counseling. The school counselor at Case 5 noted that:

I have a file for each student and keep a record of their scores on practice tests. I carefully examined their scores in each subject matter. If needed, I talk to the teacher and ask her to review the content for which most students could not find the correct answer. But sometimes, the problem is with the student. I talked to that student in person and made a new study plan. If I do not observe any progress, I talk to the school board and call the parents. These scores also help me in my career counseling studies. I try to make the students aware of their potential. I cannot tell a low-achiever that s/he will enter the top universities. It is a fact.

Given the exam-based responsibilities of BHS teachers, it is also important to report critical voices. Most of the teachers said that the dual structure at BHSs inhibited them from raising the whole person. One of the language and literacy teachers at Case 3 bluntly reported that:

We are not raising a whole person. We are neither a dershane nor a school. The aim of national education and schooling at BHS is contradictory. The purpose of education at BHS is to make the students keep studying for the university entrance examination. We are not shaping the future in these schools. Firstly, the educational philosophy is wrong. I mean, there is a problem in the Turkish education system.

The biology teacher, on the other hand, delineated that even if they did not want to employ test-taking practices in their classes, the education system forced them to utilize such practices. He added that:

The principals and parents expect us to increase student achievement in practice tests. Other aspects of schools and students are underemphasized. But we are part of this system. We have to work. We do not want to lose our jobs, so we accomplish what is expected of us.

The physics teacher at Case 5 drew attention to the re-structured relations among stakeholders at Basic High Schools. She argued that private schools attribute "customer role" to the students while placing teachers as workers who had to be available all the time to meet the "customer" needs, as: "We are

expected to respond to all students. You see, we cannot sit in the teachers' room during breaks. It is tiring, indeed. Students think that since they pay for the school, we have to be available anytime."

Working Conditions of BHS Teachers

Our interviews and observations unveiled information about the working conditions of BHS teachers. As they had both curricular and exam-based responsibilities, they had extended working hours and responsibility overload. Moreover, they were deprived of several fundamental benefits enjoyed by public school teachers.

Starting with the extended working hours, the teachers commenced their work early in the morning, starting at 8 A.M. Classes persisted until the afternoon, with a break for lunch. However, it's noteworthy that students were permitted to approach teachers with questions during the lunch break. Following the lunch break, classes resumed until nearly 4 P.M. Subsequently, recitation hours started, lasting for a minimum of 2 hours. During these hours, at least one teacher from each subject area remained either in the teachers' room or in the study hall of the school to address student questions or instruct groups of students on UEE material. Occasionally, they provided solutions to questions posed in practice tests.

Another significant finding is that students were permitted to contact teachers after school hours, even late at night, to address their inquiries. For example, history and math teachers at Case 1 noted that they established groups for each of their classes using an online messaging application, allowing students to ask questions after school hours within these groups. "Even at night, they text and expect us to respond," the math teacher remarked. An excerpt from the interview with one of the chemistry teachers (Case 5) enunciates the extended working hours of BHS teachers as follows:

We used to work much harder at dershane, but the workload hasn't decreased after the transformation, especially when compared to teachers at other schools. We are tasked with teaching the national curriculum while also preparing students for university entrance exams. We split our time between teaching here and at the school's tutoring center. As you can see, we can't even relax in the teachers' room during break times. We feel like we're treated as testing machines!"

Moreover, the teachers expressed that despite their unwavering dedication, their earnings were meager, often falling below the minimum wage in Türkiye. The school counselor in Case 5 argued:

This is not pleasant at all. This is just labor exploitation. But I have to accept these working conditions. I have just graduated and could not be appointed as a public school teacher. Since I do not have any experience, private schools do not pay much. They perceive new graduates as interns. I earn minimum wage.

A pivotal finding with regard to teacher wages was that teachers were compensated below the amounts specified in official documents. Teachers elaborated that as BHS operating under the centralized control of the MoNE, wages were disbursed as described in the official regulations. However, teachers were compelled to return a portion of their wages to the school owners. Teachers argued that they had no choice but to comply with this arrangement or risk losing their jobs. An instance of critique emanating from a history teacher (Case 4) pertained to the systemic pressures imposing such labor conditions upon them. She lamented that her relentless efforts to fulfill students' educational requirements left her with insufficient time to attend to her two children.

Furthermore, the teachers voiced concerns regarding the absence of several benefits typically enjoyed by public school educators. Foremost among these concerns was the lack of job security, attributable to their employment under 12-month contracts with compensation only provided for 9 months of the year. The biology teacher (Case 4) articulated, "We lack job security, a distinction from public schools. The workload is demanding, contributing to a highly competitive professional environment. Remember, this is a private institution!" Echoing similar sentiments, a history teacher (Case 3) highlighted the precariousness stemming from their 12-month contract, expressing uncertainty regarding contract renewals. She noted a notable turnover rate among teachers at BHSs, particularly among those with limited experience, attributing this to:

Novice teachers may struggle to address students' needs due to their lack of familiarity with the examination system, including question formats commonly encountered in the UEE and the specific content emphasized in the examination. Consequently, students, viewed as consumers of education, possess the autonomy to select their instructors. If dissatisfied with a teacher's performance, students report their concerns to the school board. Subsequently, the school board may issue warnings to the teacher as a corrective measure, or in more severe cases, opt for termination of employment.

The teachers further argued that they were deprived of certain benefits, such as lacking teacher identity cards and not enjoying equivalent pension rights compared to their counterparts in public schools. A biology teacher (Case 3), for instance, expressed frustration, stating:

We board a bus and are unable to avail of the discounts provided to public school teachers. Do you understand what I'm saying? It's not merely about monetary savings; it's about acknowledgment. After all, I am also a teacher! Basic high schools are recognized as educational institutions in this country, correct? We are documented in the official records of the Ministry of National Education. Why then are we denied the same entitlements as public school teachers?

The teachers also drew attention to the low rates of teacher absenteeism at BHSs. One of the math teachers (Case 1) complained that even if they got sick, they had to go to work since the private sector did not allow for such flexibility. A Turkish literature and language teacher (Case 3) emphasized a similar notion by saying:

I am really afraid of getting sick! Even if we get sick, we have to come to school. Each of us has many duties, and finding a substitute teacher for all those tasks is not easy. Besides, the students complain about substitute teachers and underestimate them since they are young and less experienced.

Lastly, the teachers delineated that teacher unions play a critical role in determining teachers' conditions of employee. They asserted that teacher unions often negotiate for job security provisions, such as tenure or due process rights, to protect teachers from arbitrary dismissal and ensure fair treatment in employment decisions. However, none of the participating teachers stated that they were union members. They attributed this to the lack of unions that specifically deal with deteriorated employee rights and problems at private education institutions[4]. The teachers also noted that top-down policies restrict teacher autonomy

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[4] After this study was completed, a teachers' trade union, the Private Sector Teachers' Union (PSTU) was founded in 2021 in order to help teachers who worked at private education institutions secure and improve working conditions. The union aims to empower teachers in their struggle against the neoliberal attack on the teaching profession. The members have made many legal gains against school owners who make teachers work on holidays and do not pay

and inhibit the effective implementation of policy decisions. The philosophy teacher condemned the educational policies that triggered such problems by asserting that: "politicians who have never touched chalk; have never shared the same environment with the students, and even do not have an educational identity, have made education a toy." In this context, they argued that teacher unions could enable their collective actions.

Discussion and Conclusions

The pervasive influence of neoliberalism is evident globally. As Nina Bascia (1998, p. 551) highlights, the profession of "teaching is inherently a politically and bureaucratically subordinate occupation". Consequently, the ascendancy of neoliberal and neoconservative ideologies precipitates a paradigm shift across cultural, political, and economic domains, thereby exerting significant influence over curriculum and teaching (Apple & Teitelbaum, 1986). Within this context, the intricate labor processes involved in teaching become simplified under neoliberal governance (Laitsch, 2013), resulting in a transformation of teachers from intellectual agents to technical operatives. This shift entails a loss of autonomy over their labor, compelling educators to impart fragmented knowledge geared primarily towards standardized test performance (Yıldız, 2014). Recent research by Taylor (2023) further underscores the pervasive impact of neoliberalism on classroom dynamics. Taylor contends that neoliberal policies not only manifest through mechanisms of accountability but also through the dissemination of specific teaching and learning ideologies. Of particular note is the emphasis on high-stakes testing as a focal point of neoliberal educational policies.

High-stakes testing stands out as a prominent manifestation of neoliberal educational policies. Through the lens of neoliberal ideology, schools are conceptualized as enterprises wherein efficiency is gauged primarily by students' performance on standardized tests. Consequently, teacher accountability becomes intricately tied to students' test scores. This approach has deleterious effects on teaching and learning, as well as on the motivations of both educators and learners. Specifically, it leads to curriculum narrowing (Jones & Egley, 2004), compels teachers to tailor instruction to meet test requirements (Bhattacharyya et al., 2013; Neumann, 2013), gives rise to ethical dilemmas in teaching practices (Darling-Hammond & Wise, 1985), raises concerns about teacher job security (Barksdale-Ladd & Thomas, 2000), perpetuates educational inequalities (Au, 2013; Darling-Hammond, 1991), and causes the deskilling of teaching professionals (Apple, 1982).

Entrenched in the problems regarding the teaching profession, in this study we aimed to situate the impacts of neoliberal policies on BHS teachers' responsibilities and conditions as employees. It is critical because, as Apple (2017) contends, what is happening at schools in their actual context is an undermined aspect of literature in critical pedagogy. Our findings revealed that BHS teachers had two interwoven responsibilities: delivering the national curricula and preparing students for the UEE, with an emphasis on the latter. They were not autonomous in their classes; rather, they were test machines whose teaching centered upon multiple-choice tests. In other words, BHS teachers do not have control over their work; rather it is the UEE that mainly shapes the work of BHS teachers. Teachers feel overloaded and under

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teachers' severance pay. The union has started a campaign for a base salary law to end the duality in teachers' wages mentioned above.

pressure, and many are at risk of leaving the profession (Towers et al., 2022). For instance, as reported by Ingersoll et al. (2018), almost half of the teachers (44%) in the U.S. leave the profession before completing five years of employment. This is the visible impact of market-based curricular practices that have taken away autonomy from teachers and transformed them into technical workers (Apple & Teitelbaum, 1986).

The impact of deskilling process has deleterious impact on teachers' working conditions. Our findings disclosed that despite their greater efforts to secure their position at the school, most of the BHS teachers' wages are below the minimum wage, and new beginners earn way less. Moreover, BHS teachers are considered on unpaid leave during summer breaks. The literature reports similar findings, particularly in developing countries (Harma, 2011). This not only disregards teaching as a profession but also has a detrimental effect on our education systems in the long run. One the one hand, less qualified, unlicensed, and less experienced teachers tend to favor the teaching profession in these economic times (James, 1991). In the long run, the generation trained by those teachers will lack certain skills, such as critical thinking, which is a sine qua non of being an active citizen in democratic societies.

Also, BHS teachers are offered a 12-month contract with no guarantee of renewal, causing high teacher attrition and turnover. Teacher attrition and migration are global problems experienced particularly by private school teachers (Ingersoll, 2003; Ndoye et al., 2010). For instance, charter school teachers are subjected to administrators' evaluations of their performance, which causes a higher dismissal rate than in public schools (Ni, 2017). Second, they do not have a teacher identity card given to them by the MoNE that offers many privileges to its owners, such as paying less for public transportation and shopping. Neglecting BHS teachers as part of the education system in Türkiye opens a room for market owners' exploitation of the teacher's work. On the other hand, it stands as a barrier in front of teacher empowerment, a way of increasing teachers' job satisfaction and commitment to the profession (Bogler & Somech, 2004). Last, but not least, teacher solidarity is weakened as teachers are afraid of being members of a union. Kablay (2012) puts it as follows:

> In this competitive environment, teachers become objects of the market, and their labor becomes commodified, both in the public and private sectors. This is especially the case for teachers in private schools and private tutoring academies, but public school teachers, especially those in the substitute teacher category, are also affected (p.170)

Succinctly, all these problems diverge teachers from their role as transformative intellectuals who employ "forms of pedagogy that treat students as agents, problematize knowledge, invoke dialogue, and make knowledge meaningful so as to make it critical in order to make it emancipatory" (Aronowitz & Giroux, 1985, p. 58) and "challenge the dominant view of teachers as technicians or public servants, whose role is primarily to implement rather than conceptualize pedagogical practice" (Giroux, 1997, p. 103). Giving a voice to teachers; in this regard is critical, as they play a vital role in educating future citizens of just societies.

Implications

Critical researchers in different countries aim to empower teachers to handle the neoliberal attack on the teaching profession. Chief among the alternative remedies is the collective action of teachers (Apple et al., 2022; Govender, 2015; Gutstein & Lipman, 2013; Marianno, 2015). It is reported that teachers'

solidarity contributes to the re-setting of teachers' working conditions, such as improved employee rights conditions (Schirmer, 2016; Zwerling & Thomason, 1995) and increased autonomy (Apple et al., 2022). There is evidence that improvements in teachers' working conditions have a big impact on their feelings, opinions of their own efficacy, and commitment to sticking with the profession. (Bascia & Rottmann, 2011).

Nonetheless, organized teacher resistance is weakened by neoliberal policies (Gavin, 2019; Mercille & Murphy, 2015). Neoliberal education reforms exclude teachers' voices from educational decision-making processes, including, but not limited to, curriculum implementation (Ali, 2017) and setting the working conditions for the teaching profession (Mercille & Murphy, 2015; Schirmer, 2015). Despite all these obstacles, there are cases that demonstrate teacher agency still plays a pivotal role in improving teachers' working conditions (Hoxby, 1996).

Bearing these critical recommendations in mind, we have suggestions for further research and practice. First, and foremost, teachers should be empowered with a certain level of autonomy in their classes. They should be able to decide on the activities to be implemented and the resources to be used, for instance. Such empowerment should be facilitated through robust support mechanisms from school administrators and, on a broader scale, from policymakers. By fostering a climate of autonomy, educators can avoid feelings of alienation engendered by the dominant influence of neoliberalism and high-stakes testing. Moreover, this approach nurtures teachers' capacity to function as transformative intellectuals, cognizant of teaching as an active and reflective profession (Giroux, 1988).

Furthermore, our research underscores the detrimental impact of top-down policies on the successful implementation of educational reforms. It is imperative to recognize teachers as pivotal stakeholders within the educational system and integrate their perspectives into decision-making processes. Specifically, teachers ought to play an active role in shaping curricular decisions, encompassing considerations such as the content to be taught, pedagogical approaches, and overarching educational objectives (Giroux, 2002, p. 3). This participatory approach ensures that educational reforms align more closely with the realities of classroom practice and the needs of students, thereby enhancing their effectiveness.

Third, as we found that under the siege of neoliberalism, BHS teachers face substantial workloads amid the pervasive influence of neoliberalism, with compensation levels approaching the minimum wage in Türkiye. In response, we advocate for policymakers to establish standardized working conditions for teachers, ensuring equitable treatment across both public and private educational sectors. Specifically, we propose extending the same employee rights enjoyed by public school teachers to their counterparts in private institutions. Additionally, our research highlights the erosion of solidarity among teachers, particularly within the private education sector. Addressing this issue necessitates the provision of enhanced support mechanisms to foster solidarity among teachers. Lastly, while our study sheds light on the pedagogical and working conditions shaped by neoliberal policies, there remains a critical need for scholarly inquiry into the psychological and social ramifications of these policies on teachers. Delving into this "black box" will provide valuable insights for developing interventions to mitigate adverse effects on educators' well-being.

Author Contributions

The first author collected the data and wrote the first draft of the manuscript. Both of the authors equally contributed in the analysis of the data and then wrote the final version of the manuscript.

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TÜRKÇE GENİŞ ÖZET

Neoliberal Zamanlarda Öğretmenlik: Türkiye'deki Temel Liselerde Öğretmen Seslerinin Çözümlenmesi

Giriş

Neoliberal doktrinlerin yükselişi, 1970'lerden bu yana çeşitli sosyo-ekonomik alanları şekillendirerek küresel ölçekte derin ve geniş kapsamlı bir etki yaratmıştır. Bu paradigma değişimi, ağırlıklı olarak kamu hizmetlerinin metalaştırılmasıyla kendini gösteren kamu yönetişimi dokusunda bir metamorfoza yol açmıştır. Bu yeni kültürleşme biçiminde eğitim alanında da ilişkileri ve rolleri tanımlamak için yeni bir dil benimsenmiştir: Veliler ve öğrenciler tüketici, öğretmenler ise herkese uyan tek tip eğitim programları uygulamalarının hayata geçirilmesinden sorumlu eğitim hizmetlerinin satıcısı olarak konumlandırılmaktadır (Golden, 2017). Yüksek riskli test sonuçları ise üretimin ve hesap verebilirliğin bir göstergesi olarak kullanılmaktadır (Bhattacharyya et al., 2013; Schneider, 2017).

Öğretme ve öğrenmenin neoliberal ve muhafazakâr politikalar çerçevesinde yeniden yorumlanması, bir meslek olarak öğretmenliği de değiştirmiştir. Bu bağlamda, öğretmenlere piyasanın talep ettiği becerileri aktardıkları ikincil bir rol atfedilmektedir (Giroux, 1994). Bu durum sadece öğretmenlerin öğretim kararlarını etkilemekle kalmayıp öğretmen kimliğinin gelişimini de değiştirmektedir.

Bu çalışmada özel olarak Temel Lise öğretmenlerinin seslerine odaklanılmıştır. Temel Liseler, 2014 yılında 5580 sayılı Kanun'da yapılan değişiklikle dershaneden dönüştürülen özel liselerdir. Temel Liseler 2018-2019 eğitim-öğretim yılına kadar Türk eğitim sistemi içinde faaliyet göstermiştir. Temel Liselerin araştırma sahası olarak belirlenme sebebi, en temel olarak bu okulların dershaneden dönüşmüş olma sebebiyle öğrencileri üniversite yerleştirme sınavına hazırlamak ve resmi öğretim programlarını uygulamak olmak üzere ikili bir öğretim amaçlarının olmasıdır (Karlıdağ-Dennis, 2017).

Bu söylemler ışığında öğretmenlik mesleğinin neoliberal politikaların etkisinde yaşadığı dönüşümler ve Temel Liselerdeki ikili öğretimin amaçları göz önünde bulundurulduğunda Temel Liselerde görev yapan öğretmenlerin sorumluluklarına ve çalışma koşullarına ilişkin görüş ve deneyimlerinin incelenmesinin önemli olduğu düşünülmüştür. Bu çalışma; eğitimin özelleştirilmesi, yüksek riskli standart testler ve Temel Lise öğretmenlerinin deneyimleri arasındaki karmaşık etkileşimi çözmeyi amaçlamaktadır.

Yöntem

Bu nitel araştırma içsel bir vaka çalışması olarak tasarlanmıştır (Yin, 2009). Ankara'da beş farklı Temel Lisede görev yapan 21 öğretmen ve üç rehber öğretmenle yarı-yapılandırılmış görüşmeler gerçekleştirilmiştir. Bunun yanı sıra okul içi ve sınıf içi gözlemler yapılmıştır. Hem okulların hem de öğretmenlerin seçiminde amaçlı örnekleme yöntemi kullanılmıştır (Patton, 2002). Nitel veriler içerik analizi yöntemi kullanılarak analiz edilmiştir. Analiz sürecinde Shih (2009) tarafından önerilen ve yüksek riskli

standart testlerin etkilerini tanımlayan teorik model dikkate alınmıştır. Analiz sonucunda 'Temel Liselerde çalışan öğretmenlerin sorumlulukları' ve 'çalışma koşulları' olmak üzere iki ana tema ortaya çıkmıştır. Çalışmanın güvenirlik ve geçerliği için şu unsurlara dikkat edilmiştir: okulların, öğretmenlerin ve gözlemlerin amaçlı örnekleme yöntemi kullanılarak belirlenmesi, gözlem ve görüşmelerle veri çeşitliliğinin sağlanması, birden fazla kodlayıcının analiz sürecinde kodları ve temaları belirlemesi, kodlayıcılar arası uyumunun hesaplanması, katılımcı teyidi ve son olarak araştırmacının her bir araştırma sahasında en az iki hafta gözlem ve görüşmeler gerçekleştirmesi.

Bulgular

Araştırma bulguları, Temel Liselerde görev yapan öğretmenlerin sorumlulukları ve çalışma koşulları olmak üzere iki başlık altında sunulmuştur. İlk başlığa ilişkin bulgularda öğretmenlerin sorumluluklarının temel olarak öğrencileri üniversite yerleştirme sınavına hazırlamak ve resmi öğretim programını uygulamak olduğu görülmüştür. Bunları, birbirinden bağımsız sorumluluklar olarak ifade etmenin mümkün olmadığı sonucu araştırmanın göze çarpan bir bulgusudur. Öğretmenlerin öğretim programının uygulanmasına ilişkin günlük rutinlerinde sınav hazırlığını ön plana çıkardığı göze çarpmaktadır. Açıklamak gerekirse öğretmenlerin içeriğin belirlenmesi ve sıralanması, ödevler, ölçme ve değerlendirme ve kullanılan materyaller gibi program öğelerinin işe koşulmasında ağırlıklı olarak sınava hazırlığı öncelediği sonucuna ulaşılmıştır. Sınıf içi bu uygulamaların dışında, soru çözüm saatleri ve deneme testleri gibi uygulamaların diğer okullarda görev yapan öğretmenlerden farklı olarak Temel Liselerde görev yapan öğretmenlere fazladan bir sorumluluk yüklediği, kendi ifadeleriyle onları test çözme makinesine çevirdiği bulgusu dikkat çekmektedir.

Bu ikili öğretim yapısının öğretmenlerin çalışma koşullarının belirlenmesinde de etkili olduğu göze çarpmaktadır. Uzun çalışma saatleri ve iş yükünün fazla olması öğretmenlerin çalışma koşullarına ilişkin vurguladıkları olumsuz durumlardır. Bunun yanı sıra özlük haklarına ilişkin maaş ve sigorta prim ödemeleri gibi durumlarda da öğretmenlerin çalışma koşullarına ilişkin söz hakkına sahip olmadıkları görülmektedir. Daha da önemlisi bazı durumlarda öğretmenlerin resmi sözleşmelerinde belirtilen haklarının uygulamada farklılık gösterdiği bulgusudur. Bu bağlamda öğretmenler sendikalaşmanın önemine dikkat çekmiş ve çalışma koşullarının iyileştirilmesine duyulan ihtiyacı dile getirmiştir.

Tartışma

Yukarıda paylaşılan bulgular ışığında neoliberal politikaların öğretmenlik mesleğini dönüştürdüğünü ve öğretmenlerin özerkliğini kısıtladığını söylemek mümkündür. Bir diğer ifade ile öğretimle ilgili karmaşık emek süreçleri neoliberal yönetişim altında basitleşmekte (Laitsch, 2013) ve öğretmenlerin entelektüel aktörlerden teknik operatörlere dönüşmesine neden olmaktadır. Bu değişim, eğitimcileri öncelikle standartlaştırılmış test performansına yönelik parçalı bilgi aktarmaya zorlayarak emekleri üzerindeki özerkliklerini kaybetmelerine yol açmaktadır (Yıldız, 2014).

Neoliberal eğitim politikalarının odak noktası olarak yüksek riskli standart sınavlara yapılan vurgu özellikle dikkat çekicidir. Bu araştırmada sınava hazırlığın, öğretmenlerin sınıf içi ve sınıf dışı uygulamalarında ağırlıklı belirleyici olduğu sonucuna ulaşılmıştır. İlgili alan yazında da bu sınavların öğretim programlarının daralmasına yol açtığı (Jones & Egley, 2004), öğretmenleri test gerekliliklerini karşılamak için öğretimi uyarlamaya zorladığı (Bhattacharyya et. al., 2013; Neumann, 2013), öğretim uygulamalarında etik ikilemlere yol açtığı ((Darling-Hammond & Wise, 1985), eğitim eşitsizliklerini tetiklediği (Au, 2013; Darling-Hammond, 1991) ve öğretmenlik mesleğini vasıfsızlaştırdığı (Apple, 1982) öne sürülmektedir.

Öte yandan tüm bu karmaşık yapı ve süreçlerin öğretmenlerin çalışma koşulları ve mesleki özlük hakları üzerindeki etkisine ilişkin bulgular araştırmanın bir başka önemli sonucuna işaret etmektedir. Elde edilen bulgular; düşük ücret, uzun çalışma saatleri, iş yükünün fazla olması ve özlük haklarına ilişkin temel hakların göz ardı edilmesi gibi öğretmenlerin çalışma koşullarına ilişkin olumsuz durumların altını çizmektedir. Uluslararası alan yazın da bu sorunların özel okullarda çalışan öğretmenleri daha olumsuz etkilediğini göstermektedir (Ingersoll, 2003; Ndoye et al., 2010). Bu durumun, öğretmenlerin mesleki aidiyetini ve mesleki doyumunu olumsuz etkilediği belirtilmektedir (Bogler & Somech, 2004). Öte yandan öğretmenlerin örgütlü etkinliklerinin neoliberal politikalar tarafından sınırlandırıldığını ortaya koyan çalışmalar da mevcuttur (Kablay, 2012).

Sonuç ve Öneriler

Araştırma bulguları ve uluslararası alan yazın dikkate alındığında ileride yapılacak araştırmalar ve uygulamalar için öneriler mevcuttur. Öncelikle öğretmenlerin sınıflarında ihtiyaç duyduğu özerkliğin sağlanması için gerekli çalışmaların yapılması kanaatindeyiz. Bunun için öğretmenlerin politika üretim süreçlerindeki karar alma mekanizmalarına dâhil edilmesi gerektiğini düşünüyoruz. Böyle bir durumda, öğretmenlerde mesleki yabancılaşmanın yerine aidiyet hissinin gelişmesini öne sürmek mümkündür.

Bir başka önemli öneri ise özel okullarda çalışan öğretmenlerin mesleki özlük hakları ve çalışma koşullarının düzenlenmesine ilişkindir. Kamu ve özel sektör öğretmenlerinin özlük hakları ve çalışma koşullarının eşitlenmesine yönelik atılacak politika adımlarının, öğretmenlik mesleğinin yeniden yükselişine katkı sağlayacağı ve öğretmenleri güçlendireceği düşünülmektedir.

The Effect of Dialogic Reading Practices on the Fluent Reading Skills of Primary School 2nd Grade Students[1]

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Abstract

In this study, the effect of dialogic reading practices on the development of fluent reading skills of primary school 2nd grade students under the guidance of teachers and parents was examined. In the study the quasi-experimental design of the quantitative research approach was applied. A total of 30 students (first experimental group: 10, second experimental group: 10 and control group: 10) studying in the second gradeof primary school in Maçka district of Trabzon province were included in the study. The student reading fluency scale (by the teacher) which was prepared by the researchers was applied to the students as a pre-post-retention test In the application, which lasted for five weekstwice a week; dialogic reading was implemented with the experimental groups (1st experimental group: parents-teacher-students, 2nd experimental group: teacher-students), and traditional reading was implemented with the control group. Since the assumptions of the ANCOVA test could not be met after the application, the significant difference between the pre-posttest and post-retention test scores of each group was determined with the Wilcoxon Signed Rank Test. The significance between the pre-post testand retention test scores of the groups was determined by the Kruskal Wallis test. At the end of the study; it was determined that the dialogic reading practice performed in the presence of parents and teachers created a statistically significant difference in the automaticity and accuracy sub-dimension of fluent reading, but not in the prosody sub-dimension. The development of dialogic reading under the guidance of parents and teachers in the automaticity and accuracy sub-dimension of fluent reading continues in permanence.

Introduction

Individuals need language skills such as listening, speaking, writing and reading in order to carry out their daily lives after basic needs such as nutrition, shelter and security. In order to improve language skills, studies are carried out by families and teachers in the preschool period. However, when students start primary school, they try to gain writing and reading skills. Even though reading skills are taught to students, reading must be done fluently so that students can understand what they read. Fluent reading, which is defined as the effortless and smooth reading of a written text (Musti-Rao, Hawkins, & Barkley, 2009), is the individual's automatic and correct definition of words, as well as reading with appropriate expression and intonation (Nichols, Rupley, & Rasinski, 2009). In other words, it is the individual's ability to make sense of what he reads by reading a text automatically, accurately andprosodically. (Conderman & Strobel, 2008; Kuhn, Schwanenflugel, & Meisinger, 2010).

Reading automaticity, which is one of the prerequisites for fluent reading, is calculated by subtracting the wrong words from the number of words the student reads in one minute and multiplying by 100, and teachers do this continuously for each student in their classroom (Carnine, Silbert, Kame'enui, & Tarver, 2004; Keskin & Akyol, 2016). According to the calculations, at the end of the 1st grade of primary school, students should read 50 words per minute, 90 words in the 2nd grade, 110 words in the 3rd grade, 125 words in the 4th grade (Hasbrouck & Tindal, 2005). Akyol, Yıldırım, Ateş, Çetinkaya, & Rasinski (2014) stated that there are no standardized norms in this regard in Turkey according to the grade level of the students.

Accuracyis the prerequisite and another dimension of fluent reading which refers toreading words correctly (Baştuğ & Akyol, 2012; Kaya & Doğan, 2016; Samuels, 2006); The inability of students to automatically recognize words is affected by the fact that they go back to correct what they read during reading and this causes students to read disjointedly (Kaya & Doğan, 2016). In order to develop correct reading skills that will help students automatically recognize words and speed up (Conderman & Strobel, 2008), they should use their prediction skills in sentence structures to enable them to recognize words they have never encountered before (Nes-Ferrera, 2005), and read the text at least 4 times (Therrien, 2004).

In addition to correct and automatic reading of the words in the text, students' ability to read prosodically to reflect their meanings is a necessary skill for fluent reading (Yıldırım et al., 2014). Fluent reading; the concept of prosody, which is the correct use of narration and expression (Rasinski, 2004; Yıldırım & Ateş, 2011) remains in the background compared to important elements such as reading speed (automation), word recognition (Rasinski, 2004; Yıldırım & Ateş, 2011), text emphasis, intonation, pauses, word vocalization (timing) and it is explained by expressing via meaning groups (Breznitz, 2006; Yıldırım & Ateş, 2011). In the most comprehensive sense, prosodyxpresses behaviors such as using punctuation marks and pausing at certain intervals, reading in meaningful parts, adhering to the author's syntax by raising and lowering the voice in reading as well as speaking (Carnine et al., 2004; Daane, Campbell, Grigg, Goodman, & Oranje, 2005; Dowhower, 1991; Kuhn & Stahl, 2003; Miller & Schwanenflugel, 2008).

Fluent reading should be acquired in the early stages of primary school for students' reading comprehension skills and academic success, but there are some problems in this regard (Chall, 1996; Chard, Pikulski, & McDonagh, 2006; Meisinger, Bloom, & Hynd, 2010). Some of these problems are related to the difficulties in the acqusition of fluent reading skills of students. This difficulty is aboutthe inability of teacher training programs to train teachers to help develop fluent reading skills (Osborn, Lehr,

& Hiebert, 2003). Teachers with poor pedagogical, content and pedagogical content knowledge have misconceptions about fluent reading and do not know how to develop and evaluate fluent reading skills (Yıldırım, Çetinkaya, & Ateş, 2013). They don't seta model for students and provide texts above their reading level (Armut, 2011; Ulusoy, Dedeoğlu, & Ertem, 2012), socioeconomic level, grade. Students' reading success, motivation and attitudes are low and they do not read many books during the year (Armut, 2017; Schwanenflugel et al., 2009). Teachers have a crucial role to play in developing students' fluent reading skills. Teachers should be a model for their students in fluent reading, make sure that the text is read correctly instead of how fast it is read, make suggestions about the importance of fluent and correct reading, follow the reading improvement of the students, and practice fluent reading continuously (Minskoff, 2005). It is necessary for students to be provided with these practices with short texts that they read more easily and that they choose themselves (Johnson, 2006). In addition, students need to provided with immediate feedback on the building and development of fluent reading skills, and apply different effective strategies that increase their fluent reading competencies (Wilder-Kingsby, 2014). It is seen that peer-mediated repeated reading and shared reading, technology-based reading, chorus and echo reading with parents improve fluent reading. (Ellis, 2009; Glazer, 2007; Keskin & Akyol, 2014; McLoughlin, 2010; Moran, 2006; Musti-Rao et al., 2009; Nes-Ferrera, 2005; Trainin, Hayden, Wilson, & Erickson, 2016). In addition to these reading methods, dialogic reading, which includes sharing and repeated reading with peers, teachers and parents, can improve students' fluent reading skills. At the same time, activities aiming to improve vocabulary that will help students read words automatically in fluent reading are also included in the dialogic reading application. In fact, repetitive reading of the text in the dialogic reading application contributes to fluent reading skills as it makes it easier for students to read the words they encounter for the first time in their lives.

Dialogic reading is an application in which children, who are passive when the book is started to be read, become active over time thanks to the questions asked by the adult about the story, thus gaining the responsibility of both asking questions and reading the book in the process (Cohrssen, Niklas, & Tayler, 2016; Regur, 2013; Whitehurst & Lonigan, 1998). The purpose of dialogic reading is to assimilate better and make the child able to comment on the story by discussing the story with the child's guide (Yopp & Yopp, 2006). Dialogic readingcan be done systematically and in a planned manner in different education levels such as preschool and primary school (Chow & McBride-Chang, 2003; Ergül, Sarıca, & Akoğlu, 2016; Snow-Bryant, 2016).

Dialogic reading provides opportunities for children to express themselves and develop their vocabulary, thanks to adults' communication with children by asking questions (Hargvare & Senechal, 2000). Children who express themselves verbally and actively by participating in the process develop their speaking skills when they produce answers to the questions asked by adults (Blom-Hoffman, O'neil Pirozzi, & Cutting, 2006). In addition, dialogic reading teaches children the use of symbols such as letters, numbers and shapes and supports the improvement of children's early literacy skills (Er, 2016; Vally, 2012) by contributing to the improvement of children's reading attitudes and academic success in the following years (Ergül et al., 2016).

While doing dialogic reading, it is necessary to pay attention to some issues. The reading environment should be nice, pleasant, friendly, chatty and inviting (Angeletti, Hall, & Warmac, 1996; Laboo, 2005). It should be ensured that children sit in a position where they can easily see the pictures in the book to be read (Ergül et al., 2016). Since the quality of the book read is more valuable than its quantity, a good book should be chosen to read (Guthrie & Davis, 2003; Scarborough & Dobrich, 1994). For this, the books to be read should be selected from topics that appeal to children's wishes and interests and be

suitable for the level of the student (Kim & Hall, 2002). Before starting to read a book, the book should be examined by the children and the book should be introduced with 10-20 examples suitable for the level of the children. Adults should emphasize the cover, the name of the author, the title of the book and make children talk about the pictures in the book (Flynn, 2011). Facial expressions and intonations suitable for the text should be made by the teacher in order to attract the child's interest in the story, thenthe story should be read to the student and after the reading, the student should be asked to tell the book to his friends and family, and he should be supported to share and portray the information about the story with his friends (Al-Otaiba, 2004; Vukelich, Christie, & Enz, 2014). Adults should encourage children to be productive with open-ended questions about the characters and plot, expand children's answers by repeating them, reward correct answers by asking difficult questions to expand them further, and encourage children to answer (Morgan & Meier, 2008; Whitehurst & Lonigan, 1998). In addition, when children, who are given the opportunity to speak, encounter words that they do not know, the meanings of the words should be explained and the students should ensure the retention of the new words they learn (Justice & Pullen, 2003; Whitehurst, Arnold, Epstein, Angell, Smith, & Fichel, 1994). In fact, students may be asked to make sentences on each page of the story (Reese, Leyva, Sparks, & Grolnick, 2010). As students gain the role of the person telling the story, the responsibility of telling the story should be left to them (Lonigan et al., 1999). They need to devote enough time to dialogic reading, which is effective in about eight weeks, and while allocating it, they should focus not only on the educational aspect, but also on the entertaining aspect in terms of making children willing to learn (Boit, 2010; Domack, 2005).

To develop fluent reading in literature; the effects of choral reading, tablet, parents, independent reading, sensitive teaching approach, shared reading, repeated reading, paired reading, peer-guided reading have been examined (Ellis, 2009; Gallagher, 2008; Griffin & Murtagh, 2015; Mannion & Griffin, 2018; Musti-Rao, Hawkins & Barkley, 2009; Neddenriep, Skinner, Wallace, & McCallum, 2009; Nes Ferrera, 2005; Wilder-Kingsby, 2014). Reading comprehension, reading motivation, vocabulary, language development, phonological awareness, early literacy contributes to dialogic reading as well. (Ceyhan, 2020; Chow & McBride-Chang, 2003; Huenneken & Xu, 2016; Whalon, Delano, & Hanline, 2013; Yurtbakan, 2020; Yurtbakan, Erdogan, & Erdogan, 2021). The fact that the effectiveness of dialogic reading in terms of fluent reading or on situations affected by fluent reading has not been investigatedmakes the study important. Thanks to the dialogic reading application, students who learn to read with the traditional reading method will discover the enjoyable side of reading. In this way, reading motivations and attitudes, which play an important role in fluent reading skills, will develop. At the same time, since the repeated reading of the text with the dialogic reading application will contribute to the vocabulary of the students, they will not have difficulty in reading the texts they will encounter in their future reading, and they will be able to read the text fluently. With this importance, the effect of interactive reading under the guidance of parents and teachers on the fluent reading skills of primary school 2nd grade students will be examined.

- Do dialogic reading practices make a statistically significant difference in fluent reading skills of primary school 2nd grade students compared to traditional reading?

Method

Research Design

In the research, quasi-experimental design was adopted to test the power of dialogic reading on fluent reading skills of students in a total 3 groups, 2 of which were in the experimental (dialogic reading between teacher-student, teacher-student-parent dialogic reading) and 1 in the control (teacher-student traditional reading) group.

Study Group

Primary school 2nd grade students participating in this study were randomly formed as 2 experimental groups and 1 control group from pre-formed groups (6 classes formed in primary school 1st grade). The reason for choosing this type is that 3 of the 2nd grade students consisting of 6 branches in a primary school in Maçka district of Trabzon province have an equal chance to be included in the research. The fact that 2 of the 3 groups formed by the students in the research will be the experimental group has been a prerequisite for determining the parents who will participate in this research. In other words, the parents of only one of the experimental groups participated in the dialogic reading practice. Therefore, the parents to participate in the research were selected through convenient sampling. The research group of this study consists of primary school 2nd grade students and their parents. In the study with two experimental groups and a control group, there are 10 students in each group.

Table 1

Obtained from Students' Reading Comprehension and Fluent Reading Pre-Tests Done Examining Scores According to Class Variables

Situation		Groups	S. Squ.	sd	M. Square	F	p
Fluent Reading	Automaticity and accuracy	Between groups	2,497	2	1,249	1,805	.18
		Within groups	18,678	27	,692		
		Total	21,176	29			
	Prosody	Between groups	11,340	2	5,670	10,058	.00[*]
		Within groups	15,221	27	,564		
		Total	26,562	29			

As seen in the Table1, while the control group and the experimental groups are equivalent in the automaticity and accuracy of fluent reading, they are not in the prosody sub-dimension. ($p<.05$).**Data Collection Tools and Data Collection**

The data in the study were collected with the student fluent reading scale (filled by the teacher) developed by the researcher. While developing the scale to determine the fluent reading of the students; the stages of creating an item pool, getting expert opinion, pre-testing, calculating reliability and validity, and creating the final scale were followed (Bozdoğan, 2009; Bozdoğan & Öztürk, 2008).

Figure 1

Development stages of student fluent reading scale
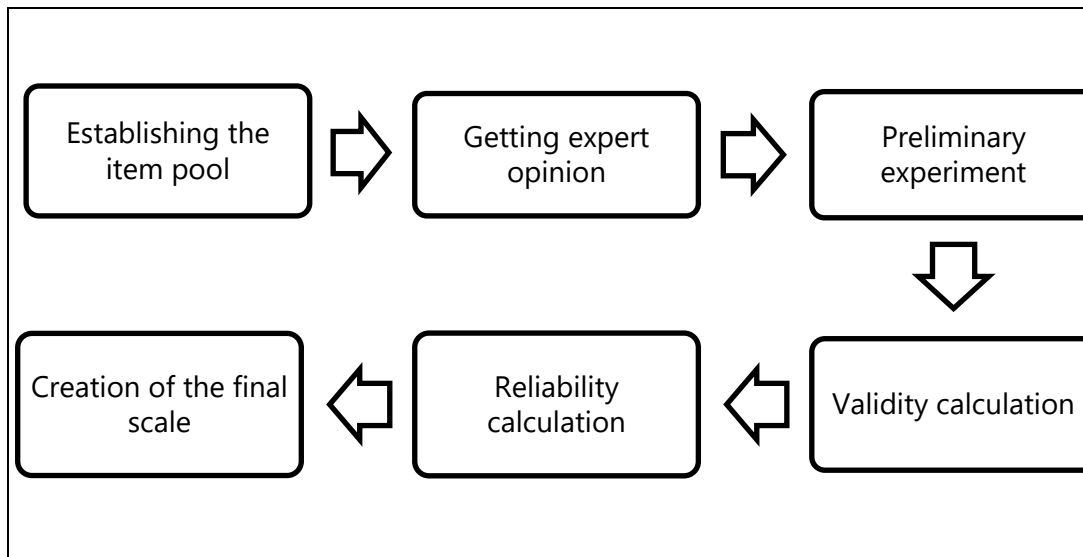
In order to create an item pool while preparing the scale, first of all, the scales developed in the literature related to fluent reading such as (González-Trujillo et al., 2014) fluent reading studies carried out with primary school students and fluent reading applications of Ministry of National Education Turkish Lesson Curriculum (Primary and Secondary School Grades 1, 2, 3, 4, 5, 6, 7 and 8) were examined and an item pool of 40 items was created in the literature on fluent reading, which consists of the sub-dimensions of automaticity, accuracy and prosody. The draft scale was sent to 5 experts; 3 of them were experts in the field of primary writing and reading, 1 one of them was an expert in the measurement and evaluation area, and 1 of them was an expert who has carried out many scale development studies. The 4-point Likert scale "Never (1), rarely (2), usually (3) and always (4)", which 5 classroom teachers were asked to fill one by one for their students in the whole class, was found appropriate by the teachers in the pre-trial phase. In this form, the scale has been transferred to the internet environment so that teachers can fill it in more easily for each student. It was sent via social media to 28 classroom teachers working in Trabzon who are teaching 2nd, 3rd and 4th grades, and the teachers filled in the scale for all students in their classes one by one. Exploratory factor analysis was performed during the validity calculation of the scale. In factor analysis, which aims to explain the measurement by bringing together the same variables or structure with a small number of factors, the Bartlett's test should be significant ($p<,05$) and the KMO value should be greater than 0.60 (Büyüköztürk, 2002; Field, 2009; Otrar, Gülten, & Özkan, 2012). In the study, these values were KMO=,973; Bartlett test value x^2=7544,337; It turned out that sd=276 (p=.00).

Table 2

Student Reading Fluency Scale (by Teacher) Rotated Components Matrix

	Items		Component	
			1	2
1.	25	When they read the text again, they complete the reading in a shorter time.	.902	
2.	11	Reads the text carefully without skipping lines.	.854	
3.	33	Reads the text fluently in a smooth manner.	.791	
4.	29	Reads newly encountered words correctly without feeling the need to correct and go back.	.776	

Table 2(Cont.)

5.	22	Reading the text at least the second time is faster than the first time.	.770	
6.	35	Reads the text without or with few mistakes because he/she reads the text with self-confidence.	.762	
7.	28	Reads the words at once without stuttering.	.755	
8.	32	Uses his/her guessing ability when reading a word he/she has not encountered before.	.751	
9.	39	Reads as many words as they need to read in one minute (2nd Grade 80. 3rd Grade 90. 4th Grade 100).	.741	
10.	31	Reads the words at once without spelling.	.738	
11.	8	They make fewer mistakes when they perform the text with their friends (choral reading).	.735	
12.	5	They make fewer mistakes when they read the text again.	.724	
13.	26	Reads long words (more letters) without errors.	.706	
14.	6	Adjusts the tone of voice according to punctuation marks.		.834
15.	18	Sets the duration of the words to be spoken (e.g. enough!).		.831
16.	24	He/she raises and lowers his/her voice depending on the flow of the text.		.814
17.	15	Knows where to change the tone of his/her voice while reading.		.802
18.	12	Uses his/her breath correctly while reading.		.797
19.	21	Emphasises the words that need to be emphasised in the sentences in the text appropriately.		.794
20.	38	Reads the text at a speed he/she understands without focusing only on speed.		.792
21.	3	Pay attention to punctuation marks while reading.		.788
22.	27	Raises and lowers the tone of voice in accordance with the punctuation marks in the text.		.778
23.	30	Adjusts the tone of voice in narrative texts to reflect the character's moods such as excitement, sadness and fear.		.761
24.	9	Knows where to pause while reading.		.713

When Table 2 is examined, it is seen that the factor loadings of the items of the two-dimensional scale are between .706 and .902. The first 13 items were named as automaticity and accuracy factor and the next 11 items were named as prosody factor.

The fact that the total variance is at least 40% is an indication that the factor structure of the scale is strong (Tavşancıl, 2002). Factor loads must be 0,30 factor loading in Varimax rotation, and the difference of the high value given in more than one factor must be greater than 0,10 in order to be processed. Otherwise, it should be removed from the scale as it will be a superimposed item (Akdağ, 2011; Comrey & Lee, 1992; Dede & Yaman, 2008; Field, 2002). According to the results of the related procedures, it was determined that 13 items in the automaticity and accuracy sub-dimension were between 0,706 and 0,902, and 11 items in the prosody sub-dimension were between 0,713 and 0,834.

Cronbach's Alpha was found to be 0,975 in the automaticity and accuracy sub-dimension, 0.975 in the prosody sub-dimension, and 0,985 in total. It is seen that the scores vary between 33,25 and 49,09 according to the test and each item is significant ($p<0,05$). When the item-total correlation scores are examined, it is seen that they vary between 0,79 and 0,94. Finally, the 4-point Likert-type scale "never (1), rarely (2), usually (3) and always (4)" consisted of a total of 24 items in 2 sub-dimensions. In addition, confirmatory factor analysis was performed and according to the analysis, for the model to be acceptable, the value obtained by dividing the chi-square fit coefficient by the degrees of freedom to be less than 2 is considered as perfect fit, and between 2-3 is considered as acceptable fit (Schermelleh-Engel, Moosbrugger, & Müller, 2003). The chi-square fit coefficient in the study was $\chi2/df=2.459$. For

confirmatory factor analysis, chi-square fit test, GFI, RMSEA, CFI and AGFI fit coefficients were analysed. For GFI, AGFI, CFI, NNFI and RFI coefficients, acceptable fit value should be >.90 and perfect fit value should be >.95 (Marsh, Hau, Artelt, Baumert, & Peschar, 2006). For RMSEA, acceptable fit < 0.08 and perfect fit < 0.05 (Hooper, Coughlan, & Mullen, 2008; Byrne & Campbell, 1999). When the obtained values were analysed, it was found that the scale was acceptable for the two-factor structure as a result of the confirmatory factor analysis (GFI=.93, AGFI=.90, CFI=.94, NNFI=.93 and RMSEA=.047). Since the scale was developed for the first time to be applied to primary school students in the same culture, confirmatory factor analysis was not performed.

The research started with determining how long the dialogic reading practice would take. It is seen that the applications related to dialogic reading mostly reach positive results in 5-8 weeks (Yurtbakan, 2020). It is observed that participation in dialogic reading practices with family involvement decreases in long-term studies (Purpura, Napoli, Wehrspann, & Gold, 2017). On top of that, the opinion of doing dialogic reading applications for 5 weeks and reading 2 books a week was taken from 3 primary reading and writing subject experts. After that, the book selection phase was started. It has been given importance to choose books that will help students understand what they read, develop fluent reading skills as well as to choose books that are prone to dialogic reading questioning techniques, and provide information and instruction in cognitive, social, emotional and psychological fields such as nature, animals, healthy life, friendship relations, and the importance of sports. The 40 books determined by considering these features and later they were reduced to 10 by submitting them to the opinion of 2 primary literacy experts who previously wrote dialogic reading applications.

Table 3

Information on Books Read

Week	The title of the book	Author	Theme-Subject
1	Don't Tickle the Tiger	Pamela Butchart	Obeying the rules
	Have You Seen The Red Elephant?	Ferit Avci	Art-Colors
2	From the bottom to the top	Eric Carle	Health and Sports-The importance of
	A Strange Tail	Sermin Yasar	Virtues-Making friends
3	When the Chubby Bear Got Lost	Karma Wilson and	Virtues-Friendship
	Elmer Snow Pleasure	David Mckee	Virtues-Friendship
4	Tiny Seed	Eric Carle	Nature and Universe-Environmental
	Mum's Bag	Sara Hawkwing	Virtues- Sacrifice
5	Whose Slot	Rebecca Cobb	Nature and Universe-Environmental
	Chubby Bear's New Friend	Karma Wilson and Jane Chapman	Virtues-Friendship

After the selection of the books, the examples of activities in the studies on dialogic reading were examined (Ceyhan, 2019; Kerigan, 2018; Yurtbakan et al., 2021). After the review, the books were distributed according to the weeks, and then activities were prepared for the four books (Don't tickle the Tiger, Have You Seen the Red Elephant?, From the bottom to the top, a Strange Tail) that would be interactively read in the first two weeks. The activities are prepared as before, during and after reading. These prepared activities were presented to 3 experts in the field of primary literacy to get their opinions, and the activities were finalized by making necessary arrangements in line with their recommendations and suggestions. In the pre-reading part of the activities in the book; there are activities such as riddles, nursery rhymes, finger games, examining the cover of the book, the author, the place of publication,

reading the cover visually and making predictions about its content. In the during reading section; there are activities involving animations as well as questions suitable for the "PEER" and "CROWD" techniques of dialogic reading about the text and with which students can connect about the text and their lives. As for the after reading section, there are questions about the main idea of the book, the lesson it wants to teach, and how it will reflect the students' lives, as well as painting, designing and poetry writing activities that will reveal the imagination and creativity of the students. The activities prepared for these four books were implemented as a pilot study with the students studying in the 2nd grade of primary school in the 2nd semester of 2019-20. After the pilot study, activities related to the other 10 books were prepared and presented to the experts in the field.

The week after, the classes in the control group and experimental groups were determined, the teachers of the students in the experimental and control groups had the "Teacher Fluent Reading Scale" filled in on behalf of each student. After the pre-tests were applied, dialogic reading practice was done twice a week (2 books) for 5 weeks. Dialogic reading applications were made by the researcher on the same day in the experimental groups. The day after the dialogic reading practices were implemented, the same books were given to the control group by their classroom teacher in accordance with the text processing process of Ministry of National Education Turkish Lesson Curriculum (Primary and Secondary School Grades 1, 2, 3, 4, 5, 6, 7 and 8), and were recorded by the researcher through the course observation form.

The books taught in the control group according to the Turkish Curriculum were observed by the researcher. According to the observation results, the teacher in the control group had the covers of the books examined before the book started to be read, and then asked the students' opinions about the content. Afterwards, the teacher had the students read the books by sharing after reading the books as an example. After the meanings of unknown words were searched from the dictionary and the words were used in a sentence, he asked questions about books (Wh. questions). Finally, after the subject and main idea of the books were determined, the book reading process was completed. In the 7th week of the study, the teachers filled in the "Fluent Reading Teacher Scale" on behalf of each student in the control and experimental groups.

In the 11th week of the study, the fluent reading teacher scale, which the teachers had to fill in on behalf of each student, was applied to determine whether the dialogic reading practice showed persistence in the fluent reading and skills of the students.

Data Analysis

Mean and percentage in students' demographic information; frequency, mean, standard deviation, minimum and maximum score, skewness and kurtosis score techniques were used in the descriptive analysis of students' fluent reading skills. In cases where the scores are normally distributed and homogenous, one-way anova analysis is performed. Since the scores were normally distributed and the groups were homogeneous, the equivalence of the groups was determined by one-way anova analysis. In addition, a repeated anova test was appliedto measure the fluent reading skills of the students in the experimental and control groups in the pre-test and it was determined that the results were similar to the one-way anova results (p>.05). As a result of the test, it was determined that the students were not equal only in the pre-test scores of the prosody sub-dimension.

While the groups were assigned as experimental and control groups, the only classroom with parents who voluntarily wanted to participate in the application was selected as the 1st experimental group, and the group of the only teacher who wanted to implement the interactive reading application in his/her

classroom was selected as the 2nd experimental group. The other group was assigned as the control group after the class teacher and the parents of the students did not want to participate in the application. In addition, pre-tests were applied after the groups were assigned. Furthermore, the fluent reading skills of the students in both the experimental groups and the control group were first compared with statistical procedures within their own groups, and then compared with statistical procedures between the groups in cases where there was a difference within the group.

The basic assumptions of ANCOVA are as follows: Normal distribution of scores (skewness ±2), homogeneity of variances (p>.05), linear relationship between dependent variable and covariate (p<.05) and homogeneity of slopes of regression lines of groups (p>.05) (Büyüköztürk, 2008; Can, 2014; Pallant, 2007). However, although the scores were normally distributed, the ANCOVA test could not be performed because the assumption of no linear relationship between the dependent variable and the covariate could not be met (p>.05). Since the assumptions of the ANCOVA test were not met, the fluent reading scores of each group were analysed with the Wilcoxon signed-rank test. In addition, the difference between the fluent reading pre-post test and post-retention test scores between the groups was analysed with Kruskal Wallis test.

The significant relationship between students' fluent reading post- pre test scores was first analyzed for each group's post-pre test scores and retention-posttest scores using the Wilcoxon Signed Ranks. In addition to the Wilcoxon Signed Ranks test to determine the difference within the groups, the Kruskal Wallis test was applied to determine the difference between the groups. Kruskal Wallis test was performed because the post-test scores were not normally distributed and the scores were not homogeneous. Kruskal Wallis test examines whether two or more unrelated sample averages show significant differences between the measurements of a dependent variable when parametric test conditions are not met (Büyüköztürk, 2014; Ekiz, 2009). The Mann Whitney U test was used to find out which group favored the significant difference between the groups as a result of the Kruskal Wallis test. Because the Kruskal Wallis test does not include multiple comparison options, the Mann Whitney U test is used to compare the possible pairs of all groups with the help of SPSS, between groups (Can, 2017; Kalaycı, 2010). In addition, the effect size was calculated to find out the size of the significant difference in both Wilcoxon Signed Ranks and Kruskal Wallis tests since the effect value shows the size of the significant difference between the means (Öner-Sünkür & Arıbaş, 2020). It was calculated with the effect size formula in Kruskal Wallis tests (Green & Salkind, 2005). According to the Cohen Eta square classification, if the Eta-square value (η^2) is between 0,01-0,06, it can be stated that the effect value is small; if it is between 0,06 and 0,14, it is medium; and if it is 0,14 and above, it is large (Pallant, 2005). The results of the analysis conducted to reveal the effect of dialogic reading on the fluent reading skills of primary school second grade students and the results of the effect size calculated on the statistical significance of the analyzes are included in the findings section.

For the internal validity of the study, the students in the experimental and control groups were selected from those with similar demographic characteristics. Dialogic reading was applied to both the experimental and control groups on the same day and at the same time. The students were not told that they were in research.

Results

The Impact of Dialogic Reading in Students' Fluent Reading

Findings related to fluent reading skills of primary school 2nd grade students are presented in tables.

Table 4

Fluent Reading Automaticity and Accuracy Sub-Dimension Pre-Post-Test Retention Test Descriptive Analysis Results

Group	Test	N	X̄	sd.	min.	Max.	Skew.	Kurto.
	Pre.	10	2,88	,89	1,38	3,85	-,40	-1,28
FEG	Post	10	3,81	,32	3,15	4,00	-1,34	-,28
	Ret.	10	3,83	,29	3,23	4,00	-1,419	,656
	Pre.	10	3,10	,66	2,00	4,00	,01	-,76
SEG	Post	10	3,28	,70	2,31	4,00	-,35	-1,91
	Ret.	10	3,30	,67	2,38	4,00	-,306	-1,97
	Pre.	10	2,41	,93	,92	4,00	,02	-,28
CG	Post	10	3,27	,65	2,00	4,00	-,49	-,07
	Ret.	10	3,28	,53	2,62	4,00	,098	-1,459

It is seen that the averages and minimum scores of all groups in the automaticity and accuracy dimension of the fluent reading scale increased from the pretest to the retention test, and the majority of the maximum scores remained the same in all tests. It is seen that the standard deviation score decreased in the FEG and control group from the pretest to the retention test.

Since the scores of the groups were equal in the pre-test, the significance between the pre-post-test scores of the students was tried to be determined with the Wilcoxon signed-rank test. In addition, the Kruskal Wallis test was also performed.

Table 5

Fluent Reading Automaticity and Accuracy Sub-Dimension Pre-Post-Test Wilcoxon Signed Ranks Test

Group	Post-pre t.	N	Mean R.	Sum of R.	z	partial η^2	p
	Neg.	0	,00	,00			
FEG	Pos.	10			-2,807	,63	.01[*]
	Equal	0	5.50	55.00			
	Neg.	3	5.00	15.00			
SEG	Pos.	6			-,889		.37
	Equ.	1	5.00	30.00			
	Neg.	3	2.00	6.00			
CG	Pos.	6			-1,956		.05
	Equ.	1	6.50	39.00			

[*]p<.05

According to the data in Table 5, although there was a statistically significant difference in favor of FEG between the students' fluent reading automaticity and accuracy sub-dimension pre- and post-test scores, no significant difference was found in favor of SEG and CG (FEG z=-2,807, p<.05; SEG z=-,889 p>.05; CG z=-1,956, p=.05). In this context, it can be said that the students' fluent reading improves their automaticity and accuracy skills according to the dialogic reading applications made under the guidance of parents and teachers, the dialogic reading applications made under the guidance of the teacher and the reading according to the Turkish Curriculum. The Kruskal Wallis test was used to determine the statistical significance of the difference between the groups' post-test scores in the automaticity and accuracy sub-dimensions of fluent reading.

Table 6

Student Fluent Reading Scale (by Teacher) Automaticity and accuracy Sub-Dimension Kruskal Wallis Analysis Results of the Scores Obtained from the Post-Tests

Dimension	Groups	N	Mean Rank	sd	X^2	p	partial η^2	meaningfulness
Automaticity and accuracy	FEG	10	20,90					FEG>SEG
	SEG	10	12,70	2	6,034	.049*	,20	
	CG	10	12,90					FEG>CG

p<.05

At the end of analysis, automaticity and accuracy sub-dimension post-test scores of fluent reading were significant in favor of the first experimental group (p<.05).

In this context, it has been revealed that dialogic reading under the guidance of parents and teachers has a greater effect on the automaticity and accuracy of fluent reading than dialogic reading under the guidance of the teacher and reading according to the Turkish Curriculum. The prosody sub-dimension scores of primary school students in fluent reading are presented in Table 7.

Table 7

Descriptive Analysis Results of Fluent Reading Prosody Sub-Dimension Pre-Post-Test-Retention Test

Group	Test	N	$\bar{X}$	Sd	Min.	Max.	Skew.	Kurto.
FEG	Pre	10	1,82	,82	,45	3,09	-,12	-,39
	Post	10	3,68	,48	2,82	4,00	-1,11	-,75
	Ret.	10	3,83	,29	3,23	4,00	-1,419	,656
SEG	Pre	10	2,83	,64	2,09	4,00	,45	-,68
	Post	10	3,42	,45	2,64	4,00	,09	-,50
	Ret.	10	3,30	,67	2,38	4,00	-,306	-1,97
CG	Pre	10	1,35	,78	,55	2,91	,89	-,003
	Post	10	3,17	,65	2,00	4,00	-,02	-,23
	Ret.	10	3,28	,53	2,62	4,00	,098	-1,459

In the prosody sub-dimension of fluent reading, it is seen that the mean scores of the students in FEG and CG increased from the pretest to the retention test, and the standard deviation scores decreased. It

is seen that the prosody scores of the students in the control group and experimental groups show a normal distribution.

Significant improvement of students' own pre-test scores compared to their post-test scores was analyzed using the Wilcoxon sign and Kruskal-Wallis test.

Table 8

Prosody Sub-Dimension of Fluent Reading Scale Pre-Post-Test Wilcoxon Signed Ranks Test

Group	Post-pre t.	n	Mean R.	Sum of R.	z	partial η²	p
	Neg.	0	,00	,00			
FEG	Pos.	10			-2,803	,63	.01*
			5,50	55,00			
	Equ.	0					
	Neg.	0	,00	,00			
SEG	Pos.	8			-2,524	,56	.01*
			4,50	36,00			
	Equ.	2					
	Neg.	0	,00	,00			
CG	Pos.	10			-2.805	,63	.01*
			5,50	55,00			
	Equ.	0					

*p<,05

It is found that students' fluent reading prosody sub-dimension post-test scores were significant in all groups according to their pre-test scores (FEG z=-2,803, p<,05; SEG z=-2,524 p>.05; CG z=-2,805, p=.05). In this context, it can be said that the dialogic reading practices made under the guidance of parents and teachers and the reading made according to the Turkish Curriculum improve the fluent reading prosody skills of the students. Kruskal Wallis test was used to determine which group favored this development.

Table 9

Kruskal Wallis Analysis Results of the Scores Obtained from the Student Fluent Reading Scale (by the Teacher) Prosody Sub-Dimension Post-Tests

Dimension	Groups	n	Mean R.	sd	X²	p
	FEG	10	18,70			
Prosody	SEG	10	16,25	2	3,597	,17
	CG	10	11,55			

The dialogic reading practices made under the guidance of both parents and teachers and only teachers did not create a difference in the dimension of fluent reading prosody compared to the reading practices made according to the Turkish Curriculum.

In order to reveal the significant difference in the retention of the students' post-test scores in the automaticity and accuracy sub-dimension of fluent reading, first Wilcoxon Signed Rank Test was applied to see the difference between the groups' own retention test and post test scores, and then Kruskal Wallis Analysis was performed to determine the difference in the retention test scores of the groups

Table 10

Fluent Reading Scale Automaticity and Accuracy Sub-Dimension Post Test and Retention Test Scores Analysis

Group	Retention-Post t.	N	Mean R.	Sum of R.	z	p
FEG	Neg.	0	,00	,00		
	Pos.	3	2,00	6,00	-1,732	.08
	Equ.	7				
SEG	Neg.	0	,00	,00	-1,732	.08
	Pos.	3	2,00	6,00		
	Equ.	7				
CG	Neg.	5	5,40	27,00	-,051	.96
	Pos.	5	5,60	28,0		
	Equ.	0				

According to the data in Table 10, no statistically significant difference was found between the students' fluent reading automaticity and accuracy sub-dimension retention test and post test scores in favor of FEG, SEG and CG (FEG z=-2,807, p>.05; SEG z=-,889 p>.05; CG z=-1,956, p>.05). In this context, it can be said that according to the dialogic reading applications made under the guidance of parents and teachers, dialogic reading applications made under the guidance of the teacher and the reading according to the Turkish Curriculum, fluent reading improves the automaticity and accuracy of the students in their post-test scores, and the retention of this result continues. The significance between the retention test scores of the groups was examined with the Kruskal Wallis test.

Table 11

Student Fluent Reading Scale (By Teacher) Automaticity and accuracy Sub-Dimension Kruskal Wallis Test Analysis Results of Scores Obtained from the Retention Test

Dimension	Groups	N	Mean R.	sd	X^2	p	partial η^2	meaningfulness
Automaticity and accuracy	FEG	10	21,70	2	7,758	.02*	,27	FEG>SEG
	SEG	10	12,65					FEG>CG
	CG	10	12,15					

*p<.05

There was a significant difference between the automaticity and accuracy sub-dimension retention test scores of primary school 2nd grade students in fluent reading (p<.05).

In this context, it has been revealed that the result of the dialogic reading under the guidance of parents and teachers obtained in the post-test is more meaningful in the automaticity and accuracy sub-dimension of fluent reading than dialogic reading and traditional reading under the guidance of the teacher, which continues to have a great impact on the retention test.

The Kruskal Wallis test was used to test the retention of the difference that did not occur between the groups in the prosody sub-dimension post-test of fluent reading.

Table 12

Student Fluent Reading Scale (by Teacher) Prosody Sub-Dimension Retention and Post-Test Scores Wilcoxon Signed Ranks Test Analysis Results

Group	Retention-Post t.	N	Mean R.	Sum of R.	z	P
FEG	Neg.	1	4,00	4,00	-,962	.34
	Pos.	4	2,75	11,00		
	Equ.	5				
SEG	Neg.	1	3,00	3,00	-1,342	.18
	Pos.	4	3,00	12,00		
	Equ.	5				
CG	Neg.	6	6,33	38,00	-1,836	.06
	Pos.	3	2,33	7,00		
	Equ.	1				

According to the data in Table 12, no statistically significant difference was found between the students' fluent reading prosody sub-dimension post test and retention test scores in favor of FEG, SEG and CG (FEG z=-,962, p>,05; SEG z=-,889 p>,05; CG z=-1,956, p>.05). In this context, it can be said that the significant difference reached in the post test results of the prosody sub-dimension of fluent reading of primary school 2nd grade students of dialogic reading practices made under the guidance of parents and teachers, dialogic reading practices made under the guidance of teachers and reading according to the Turkish Curriculum continues in retention. In order to determine the statistical significance that did not occur between the fluent reading prosody sub-dimension post-test scores between the groups, Kruskal Wallis Analysis was performed on the difference in the retention test scores of the groups, and the results are presented in Table 13.

Table 13

Student Fluent Reading Scale (By Teacher) Prosody Sub-Dimension Retention Kruskal Wallis Analysis Results of the Scores Obtained from the Tests

Dimension	Groups	n	Mean R.	sd	X^2	p	η^2	meaningfulness
	FEG	10	21,45					FEG>CG
Prosody	SEG	10	17,85	2	14,768	.00*	,50	SEG>CG
	CG	10	7,20					

*p<.05

Test determined that the 2nd grade primary school students in the study group made a statistically significant difference in the prosody sub-dimension retention test scores of fluent reading according to the class variable (p<.05). In this context, although there is no statistical significance between the post-test scores of the students in the prosody sub-dimension of fluent reading, dialogic reading under the guidance of parents and teachers and dialogic reading practices under the guidance of teachers are more effective than reading practices made according to the Turkish Curriculum.

Discussion

It has been revealed that dialogic reading under the guidance of parents and teachers has a great effect on the automaticity and accuracy of fluent reading compared to dialogic reading applications under the guidance of the teacher and reading according to the Turkish Curriculum. Dialogic reading applications made under the guidance of parents and teachers are found to be significant in the automaticity and accuracy sub-dimension of fluent reading compared to the reading applications made according to the Turkish Curriculum. There may be repeated and dialogic readings (Brannon & Dauksas, 2012; Graham-Doyle & Bramwell, 2006; Trelease, 2013) that improve fluent reading. In addition, the students' repeating the words that are difficult to pronounce, which they have not encountered before, together with their teachers, may have contributed to the students' correct and fast reading of the words in repeated readings. In addition, in dialogic reading practices that should be done as a fun activity with students (Laboo, 2005), the use of books that attract the attention of students and are suitable for their level (Kim & Hall, 2002), reading theaters and reading choirs in appropriate places throughout the practice help students to read words quickly and without errors. It is due to the fact thatit is seen in the literature repeated reading, shared reading, reading choirs and theaters improve students in automaticity and accuracy (Cohen, 2011; Nes-Ferrera, 2005; Rasinski, Padak, & Fawcett, 2010). The reason why parent- and teacher-guided dialogic reading applications are stronger in the automaticity and accuracy sub-dimension of fluent reading compared to only teacher-guided dialogic reading applications may be due to the positive reflection of parents' participation in dialogic reading applications on the reading motivation and attitudes of the students in the group. It is because of the fact that reading motivation plays the most important role in the development of fluency (Schwanenflugel, Kuhn, Morris, Morrow, Meisinger, Woo, Quirk, & Sevcik, 2009). In studies, it is seen that dialogic reading practices with family participation increase students' reading motivation, attitudes and beliefs (Kotaman, 2013; Loera, Rueda, & Nakatamo, 2011; Millard, 1997; Udaka, 2009). Because, when students participate in reading activities with their parents, they state that their self-confidence, curiosity and interest in reading increase (Çalışkan, 2009). It is seen that dialogic reading applications without family participation also improve students' reading motivation, reading comprehension, storytelling and problem-solving skills (Ceyhan, 2019; Çalışkan, 2019; Çetinkaya Özdemir & Kurnaz, 2022; Durmaz & Çetinkaya, 2022; Kim & Lee, 2016; Ugur & Tavşanlı, 2022; Yurtbakan et al., 2021). The reason for the high motivation of students in dialogic reading applications with and without family participation may be that the guide conducting the applications is an expert in dialogic reading. That is why dialogic reading applications need to be carried out by experts in the field in order to achieve their purpose (Ping, 2014). In this way, dialogic reading achieves positive results in the development of fluent reading skills (Ceyhan, 2019; Wood, Pillinger, & Jackson, 2010). However, in the study, it was seen that dialogic reading applications made under the guidance of the teacher was effective in the automaticity and accuracy sub-dimensions of fluent reading compared to the reading applications made according to the Turkish Curriculum. The reason for this result is thatthere may be negative experiences that students have in the process of learning to read. Thestudents who cannot acquire and develop their reading skills appropriately in primary school may hate reading and may fail in this regard in the next education period (Ekiz, Erdoğan, & Uzuner, 2012; Ikinci, 2011). In this regard, in order to enable students to read quickly without errors through dialogic reading applications, it may be necessary to carry out the applications by experts in the field and to plan the applications considering the past reading experiences of the students.

In the study, it was determined that dialogic reading practices, both under the guidance of parents and teachers, were not effective in the prosody sub-dimension of fluent reading compared to the

reading practices made according to the Turkish Curriculum. The reason is that dialogic reading (Gear, 2010; Peter, 2017; Taub & Szente, 2012), which gives positive results in the development of phonological awareness, is an important factor in the improvement of fluent reading skills; howeever, it was not effective in improving students' prosody skills in the study sincethe family participation witin the study could not be carried out for a long time. It has been observed that family participation decreases over time in dialogic reading practices carried out with family participation (Kikuta, 2015). Long-term studies are required for the development of prosody skills (Yıldırım & Ateş, 2011). Just like in the research, the desired success was not achieved in the 3-week dialogic reading application by Dixon (2013) to improve students' prosody skills. However, Ceyhan's (2019) family-unattended dialogic reading aloud study for 11 weeks was successful in improving the prosody skills of primary school 2nd grade students. The reason why prosody skills require long-term dialogic reading studies may be related to the fact that the guidance of the teacher can set a better model for students and they may give immediate feedback on their reading. It is because of the fact that prosodic reading is related to modeling, focusing on expressions, assisted reading technique, performance and appropriate intonation (Rasinski, 2004). Although the teacher was a model for prosodic reading in the study, the short duration of the study may not have contributed enough to the prosodic reading of the students. In this context, it may be necessary to conduct long-term dialogic reading studies with groups of students with a number of teacherswho can give feedback to each student in order to improve their prosody skills.

The study is limited to 5 weeks. In addition, the limitations of the study are that there are 10 students in both the experimental groups and the control group, and that only 10 books are read interactively with the students.

In line with the research results, the following suggestions can be made:

- Planning dialogic reading practices after students' readiness is reviewed may yield more beneficial results.
- Long-term dialogic reading activities can be done for the development of students' prosody skills.
- By conducting dialogic reading activities with family participation in schools, students can contribute to their cognitive, social and affective development.
- The power of dialogic reading in primary school students' reading skills can be investigated. The effect of dialogic reading on writing, listening and speaking can be investigated.

Author Contributions

-This study based on Ergün Yurtbakan's doctoral thesis at Trabzon University Institude of Postgraduate Education Department under the supervision of Prof. Dr. Tolga Erdoğan.

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TÜRKÇE GENİŞ ÖZET

Öğretmen ve Ebeveyn Rehberliğinde Yapılan Etkileşimli Okuma Uygulamalarının İlkokul 2. Sınıf Öğrencilerinin Akıcı Okuma Becerilerine Etkisi

Giriş

Bireyler; beslenme, barınma, güvenlik gibi temel ihtiyaçlarından sonra günlük yaşamlarını sürdürebilmek için dinleme, konuşma, yazma ve okuma gibi dil becerilerine ihtiyaç duymaktadır. Aileler ve öğretmenler tarafından okul öncesi dönemde çocukların dil becerilerini geliştirmek için çalışmalar yapılmaktadır. Ancak yazma ve okuma becerileri öğrencilere ilkokulun başlamasıyla birlikte kazandırılmaktadır. Her ne kadar öğrencilere okuma becerisi kazandırılsa da nihai hedef olan okuduğunu anlama için okumanın akıcı bir şekilde yapılması gerekmektedir. Literatürde akıcı okumayı geliştirmede; koro okumanın, tablet, ebeveyn ve bağımsız okumanın etkisinin, duyarlı öğretim yaklaşımının, paylaşmalı okumanın; tekrarlı okumanın, eşli okumanın, akranla rehberli okumanın etkisinin incelendiği görülmektedir (Ellis, 2009; Gallagher, 2008; Griffin & Murtagh, 2015; Mannion & Griffin, 2018; Musti-Rao, Hawkins & Barkley, 2009; Neddenriep, Skinner, Wallace & McCallum, 2009; Nes Ferrera, 2005; Wilder-Kingsby, 2014). Okuduğunu anlama, okuma motivasyonu, kelime bilgisi, söz varlığı, dil gelişimi, fonolojik farkındalık, erken okuryazarlık (Ceyhan, 2020; Chow & McBride-Chang, 2003; Huenneken & Xu, 2016; Whalon, Delano & Hanline, 2013; Yurtbakan, 2020; Yurtbakan, Erdoğan & Erdoğan, 2022) gibi akıcı okumayı etkileyen ya da akıcı okumadan etkilenen durumlar üzerinde etkili olduğu ispatlanan etkileşimli okumanın, akıcı okuma üzerinde ne kadar etkili olduğunun araştırılmamış olması çalışmayı önemli kılmaktadır. Bu önemle, çalışmada aile ve öğretmen rehberliğinde yapılan etkileşimli okumanın ilkokul 2. sınıf öğrencilerinin akıcı okuma becerilerindeki etkisi incelenmiştir.

Yöntem

Araştırmada, 2 deney (öğretmen-öğrenci arasında etkileşimli okuma, öğretmen-öğrenci-ebeveyn etkileşimli okuma) ve 1 kontrol grubu olmak üzere toplam 3 grupta bulunan öğrencilerin (öğretmen-öğrenci geleneksel okuma) akıcı okuma becerilerinde etkileşimli okumanın etkisini belirlemek amacıyla yarı deneysel desenden faydalanılmıştır. Bu çalışmaya katılan ilkokul 2. sınıf öğrencileri, önceden oluşturulmuş gruplar (ilkokul 1. sınıfta oluşturulmuş 6 sınıf) içerisinden 2 deney ve 1 kontrol grubu olacak şekilde rastgele oluşturulmuştur. Trabzon ili Maçka ilçesindeki bir ilkokulda bulunan altı ilkokul 2. sınıf şubesinin 3'ünün araştırmaya rastgele dâhil edilmesinin sebebi tüm şubelerin eşit şansa sahip olmasıdır. Araştırmadaki öğrencilerin oluşturduğu 3 gruptan 2'sinin deney grubu olması, bu araştırmaya katılacak olan ebeveynlerin belirlenmesinde ön koşul olmuştur. Çalışmadaki veriler araştırmacı tarafından geliştirilen öğrenci akıcı okuma ölçeği (öğretmen tarafından doldurulan) ile toplanmıştır. Ölçeğin geçerlik hesaplaması için yapılan açımlayıcı faktör analizi sonucu KMO katsayısının .973; Bartlett testi değerinin 7544.337; anlamlılık değerinin (p) .00 olduğu ortaya çıkmıştır. Güvenirlik hesaplamasında Cronbach's

Alpha hız ve hatasızlık alt boyutunda 0,975, prozodi alt boyutunda 0,975, toplamında 0,985 olarak bulunmuştur. Kontrol grubu ve deney gruplarının akıcı okuma ön-son test ve son-kalıcılık testi puanları arasında anlamlı farklılık olma durumunu analiz etmek için ANCOVA analizi yapılmak istenmiştir fakat ANCOVA testinin varsayımlarının sağlanamaması nedeniyle Wilcoxon Sıralı İşaretler testi ile analiz edilmiştir. Grupların puanları arasında çıkan anlamlılığın hangi grup lehine olduğunu Kruskal Wallis testi ile belirlenmiştir. Anlamlı farklılığın hangi grup lehine olduğunu belirlemede Mann Whitney U testi yapılmıştır. Bunun yanında anlamlılık durumlarında etki büyüklüğü hesaplanmıştır.

Bulgular

Çalışmanın sonunda, akıcı okumanın hız ve hatasızlık alt boyutunda; ebeveyn ve öğretmen rehberliğinde yapılan etkileşimli okuma uygulamalarının, hem öğretmen rehberliğinde yapılan etkileşimli okuma uygulamalarına hem de Türkçe Öğretim Programı'na göre yapılan okuma uygulamalarına göre büyük derecede etkili olduğu tespit edilmiştir. Ancak ilkokul 2. sınıf öğrencilerinin akıcı okumanın prozodi alt boyutunda gerek ebeveyn ve öğretmen rehberliğinde yapılan etkileşimli okuma uygulamaları gerekse öğretmen rehberliğinde yapılan etkileşimli okuma uygulamaları ile Türkçe Öğretim Programı'na göre yapılan okuma uygulamaları arasında istatiksel olarak anlamlı farklılık bulunamamıştır.

Tartışma, Sonuç ve Öneriler

Ebeveyn ve öğretmen rehberliğinde yapılan etkileşimli okumanın, akıcı okuma hız ve hatasızlık boyutunda öğretmen rehberliğinde yapılan etkileşimli okuma uygulamaları ve Türkçe Öğretim Programı'na göre yapılan okumaya göre büyük etkiye sahip olduğu ortaya çıkmıştır. Ebeveyn ve öğretmen rehberliğinde yapılan etkileşimli okuma uygulamalarının akıcı okumanın hız ve hatasızlık alt boyutunda Türkçe Öğretim Programı'na göre yapılan okuma uygulamalarına göre anlamlı çıkmasının altında, akıcı okumayı geliştiren tekrarlı ve paylaşarak etkileşimli yapılan okumalar (Brannon & Dauksas, 2012; Graham-Doyle & Bramwell, 2006; Trelease, 2013) olabilir. Bunun yanında öğrencilerin daha önce karşılaşmadığı telaffuzu zor olan kelimeleri öğretmenleri ile birlikte tekrar etmeleri de öğrencilerin tekrarlı okumalarda kelimeleri hatasız ve hızlı okumalarına katkı sağlamış olabilir. Ayrıca öğrencilerle eğlenceli bir etkinlik hâlinde yapılması gereken etkileşimli okuma uygulamalarında (Laboo, 2005) öğrencilerin ilgisini çeken, seviyelerine uygun kitapların kullanılması (Kim & Hall, 2002), uygulama boyunca uygun yerlerde okuma tiyatroları, okuma koroları yapılması da öğrencilerin kelimeleri hızlı ve hatasız okumalarına yardımcı olmuş olabilir. Çünkü literatürde tekrarlı okumanın, paylaşmalı okumanın, okuma korolarının ve tiyatrolarının hız ve hatasızlık konusunda öğrencileri geliştirdiği görülmektedir (Cohen, 2011; Nes-Ferrera, 2005; Rasinski, Padak & Fawcett, 2010). Ebeveyn ve öğretmen rehberliğinde yapılan etkileşimli okuma uygulamalarının sadece öğretmen rehberliğinde yapılan etkileşimli okuma uygulamalarına göre akıcı okumanın hız ve hatasızlık alt boyutunda anlamlı farklılık yaratmasının nedeni, etkileşimli okuma uygulamalarına ebeveynlerinin katılmasının gruptaki öğrencilerin okuma motivasyonlarına ve tutumlarına olumlu yansımasından kaynaklanıyor olabilir. Çünkü akıcılığın gelişmesinde en önemli rolü okuma motivasyonu oynamaktadır (Schwanenflugel, Kuhn, Morris, Morrow, Meisinger, Woo, Quirk, & Sevcik, 2009). Yapılan çalışmalarda da aile katılımlı etkileşimli okuma uygulamalarının, öğrencilerin okuma motivasyonlarını, tutumlarını ve inançlarını artırdığı görülmektedir (Kotaman, 2013; Loera, Rueda & Nakatamo, 2011; Millard, 1997; Udaka, 2009). Çünkü öğrenciler, ebeveynleri ile birlikte okuma faaliyetlerine katıldıklarında okuma öz güvenlerinin, okumaya karşı merak ve ilgilerinin arttıklarını ifade etmektedir (Çalışkan, 2009). Aile katılımı olmayan etkileşimli okuma uygulamalarının da öğrencilerin okuma motivasyonlarını, okuduğunu anlama, hikaye anlatma ve problem çözme becerilerini geliştirdiği

görülmektedir (Ceyhan, 2019; Çalışkan, 2019; Çetinkaya Özdemir & Kurnaz, 2022; Durmaz & Çetinkaya, 2022; Kim & Lee, 2016; Uğur & Tavşanlı, 2022; Yurtbakan et. al., 2021). Hem aile katılımı olan hem de aile katılımı olmayan etkileşimli okuma uygulamalarında öğrenci motivasyonlarının yüksek çıkmasının nedeni ise uygulamaları yürüten rehberin etkileşimli okuma konusunda uzman olması olabilir. Çünkü etkileşimli okuma uygulamalarının amacına ulaşabilmesi için alanında uzman kişiler tarafından yürütülmesi gerekmektedir (Ping, 2014). Bu sayede etkileşimli okuma akıcı okuma becerisinin gelişiminde olumlu sonuçlara ulaşmaktadır (Ceyhan, 2019; Wood al., 2010). Fakat araştırmada öğretmen rehberliğinde yapılan etkileşimli okuma uygulamalarının, Türkçe Öğretim Programı'na göre yapılan okuma uygulamalarına göre akıcı okumanın hız ve hatasızlık alt boyutunda anlamlı farklılık yaratmadığı tespit edilmiştir. Bu sonucun nedeni, öğrencilerin okumayı öğrenme sürecinde geçirdikleri olumsuz yaşantılar olabilir. Çünkü ilkokulda okuma becerilerini uygun biçimde kazanıp geliştiremeyen öğrenciler, okumaktan nefret edebilecekleri gibi sonraki eğitim dönemlerinde bu konuda başarısız olabilirler (Ekiz, Erdoğan & Uzuner, 2012; İkinci, 2011). Bu bağlamda öğrencilerin hızlı ve hatasız okumalarını sağlamak amacıyla etkileşimli okuma uygulamalarının alanında uzman kişiler tarafından yürütülmesi ve öğrencilerin geçmişteki okuma yaşantıları dikkate alınarak uygulamaların planlanması gerekebilir.