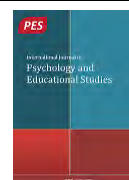





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Analyzing the 9th Grade English Curricula Between 1973-2017

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ABSTRACT

In 21st century, developing communication and technology usage has increased people's interest and need for English and made English a common language in many fields such as science, culture, art, and economy. In this context, important changes have been made in English curricula in Turkey like many countries. In this study, the curricula between the years 1973-2017 were examined and discussed within the framework of similarities and differences. The study is conducted by qualitative research method. The curricula were examined based on the original and official document by using document analysis. When the findings were examined, it was understood that from 1973 to 2017, students became responsible for their own learning, teachers were transformed into guides and the learning-teaching environment was tried to be created in more technological structures. It has been observed that in the curricula of 2014 and beyond, the concepts of information and communication technologies, culture and values were dominant. During the assessment process, it was observed that classical assessment methods gave way to alternative assessment methods. According to the results, since development is a holistic process, more emotional and psychomotor objectives could be included in new curricula. Student motivation can increase positively with themes that appeal to students' interests more. New technologies should be introduced into teaching-learning process.

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Keywords:

English education curriculum, 9th grade English curricula, language teaching.

1. Introduction

In the world of the 21st century, developing communication and technology usage increased the interest and the need for English, and made it a common language for millions of people. The widespread use of English in all areas, especially in social, political and economic circumstances also affected educational policies. Therefore, countries have to take all changes into consideration to adapt this process into their programs.

Turkey is one of the countries which gives importance to foreign language learning and within years the country has applied many changes in educational system due to educational policies. Firstly, Anatolian high schools were established and their number reached to 415 at the beginning of the 21st century (Kırkgöz, 2007: 218). Super High Schools followed the opening of Anatolian high schools in 1994, and they were combined in 2005. With the 8-year compulsory education in the European Union accession period, English education has been reorganized to start in the 4th grade. In the 2012-2013 academic year, the system was converted to 4 + 4 + 4 and English learning started in the 2nd grade. Therefore, the English curricula were also affected by these changes and they were revised year by year. It can be said that agenda of Turkish education system always

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considers English as an important agent to be developed and the changes can be explained in this manner as well.

Investigating and analyzing curricula of countries have significant effects on designing new curricula and this factor is one of the main principles of curriculum development as dynamism. Finding some similarities and differences in previous curricula may create profound frameworks for the new studies that also construct the curricula' historical foundation. When the relevant literature was examined, it is seen that there are studies where the new curricula are compared with the previous ones (Demirtaş & Erdem, 2015, Yücel, Dimici, Yıldız, Bümen, 2017) and teachers and students were mostly consulted on the changes in the curriculum in foreign languages (Sert, 1997, İlke, 2001, İğrek, 2001, Yılmaz, 2003, Yanık, 2007, Küçük, 2008, Dönmez, 2010, Kandemir, 2016). It is observed that there are limited studies analyzing the curricula within years and in broader terms (Yücel, Dimici, Yıldız, Bümen, 2017). In this study, the secondary education 9th grade English curricula, which have changed in about half a century since 1973, have been examined in terms of four basic components of curriculum development, aims, content, learning-teaching, and assessment. This study is important in revealing the similarities and differences of the curricula in 9th grade English language teaching with a historical perspective and bringing the issues that can be considered in new curricula.

2. Method

Qualitative research method was used in this study to determine similar and different aspects of 1973, 2002, 2007, 2011, 2014, 2016 and 2017 English curricula. Qualitative research, using methods and techniques such as observation, interview, and document analysis, evaluates events or facts in a realistic and holistic manner without any intervention (Şimşek & Yıldırım, 2013). This technique, which Duverger (1973) calls "documentary observation", is defined as "document method" by Rummel (1968) and many more.

Since this study is based on the original and official documents of 9th grade English curricula, the basic research technique has been determined as document analysis. In qualitative research, document analysis can be a stand-alone data collection technique or can be used in conjunction with other data collection techniques (Yıldırım & Şimşek, 2013). There are many stages to be followed while analyzing the document which are (1) accessing the documents, (2) checking its originality, (3) understanding the documents, (4) analyzing the data and (5) using the data (Yıldırım & Şimşek, 2013). In the research, the necessary sensitivity was shown to comply with these stages and the following steps were followed in order:

1. Access to relevant curricula and checking their originality through the Turkish Education Board,
2. Determining the principles for the analysis of curricula,
3. Analyzing the curricula according to the determined principles and comparing them with each other,
4. Interpreting the data obtained and reaching the findings,
5. Interpreting the findings by associating them with relevant research and writing suggestions.

As a result, in this study, the curricula were compared in terms of four main components of curriculum development in order to reach a more holistic judgment.

3. Findings

3.1. Objectives

In the curricula examined within the scope of the study, it was seen that the objective-oriented titles in the curricula varied by years.

Table 1. Objective Titles in Curricula

Year	1973	2002	2007	2011	2014	2016 (preparation)	2017
Title	Aims	Objectives	Learning Outcomes	Learning Outcomes	Skills	Skills	Language skills and learning outcomes

In Table 1, it is seen that the behaviors desired to be acquired by the students in the curricula are under the headings of "aims, objectives, learning outcomes, skills and language skills and learning outcomes". Therefore, it can be said that objective notion changes to learning outcomes and this situation refers that constructivism has been seen since 2007 (MEB, 1973, 2002, 2007, 2011, 2014, 2016, 2017).

a. General aims: It can be said that the general aims of the curricula examined in this study were basically similar but it was observed that there were different expressions at some points.

Table 2. General Aims

1973	2002	2007	2011
Understand the language learned in a foreign language when spoken at normal speed	Understand spoken language at normal speed	Enjoy learning foreign languages	Enjoy learning foreign languages
Enable speaking clearly	Ability to distinguish the cultural values of the English-speaking country	Recognizing and distinguishing the culture of the target language	Recognizing and distinguishing the culture of the target language
Easy reading and reading comprehension	Speak English with the correct speed, intonation, emphasis and pronunciation	Improving vocabulary in the target language	Improving vocabulary in the target language
To gain the writing ability to express what you think	To be able to read and understand a passage in English correctly	Compliance with the criteria specified in the CEFR	Compliance with the criteria specified in the CEFR
Help them grow up as a beneficial member of their country in all fields tourism, international relations, etc.	Enable understanding what he is listening	Provide four basic language skills	Provide four basic language skills
	Enable expressing emotions, thoughts and impressions in English clearly and comprehensibly	Enable their personal, social and cultural development	Enable their personal, social and cultural development
	Enable being aware of her/his own culture and enable transferring her/his cultural values to others	Enable transferring their own cultural values to foreigners	Enable transferring their own cultural values to foreigners
	Enable developing suitable methods, techniques and working skills in learning a foreign language	Enable developing skills such as self-expression, communication, collaboration and problem solving	Enable developing skills such as self-expression, communication, collaboration and problem solving
	Ability to watch publications published in English	Recognizing different world cultures with written and oral products	Recognizing different world cultures with written and oral products
	Ability to explain Atatürk's thoughts and reforms	Enable developing learning skills using information technologies	Enable developing learning skills using information technologies
	Ability to tolerate language and intercultural differences	Being tolerant of the different by recognizing their own values	Being tolerant of the different by recognizing their own values

Believe in the necessity of learning a foreign language Believe in the necessity of learning a foreign language Believe in the necessity of learning a foreign language

When Table 2 is examined in detail, it is seen that the aims of 2002 curriculum include the aims of 1973 curriculum and the objectives on recognizing, transferring, distinguishing cultural values, realizing four basic language skills and explaining Atatürk's thoughts and reforms are added. Besides having similar objectives, 2007 and 2011 curricula have aims to adapt to the Common European Framework of Reference for Languages (CEFR) criteria, to improve learning skills using information technologies, to ensure their social and cultural development, and to develop basic skills such as expressing themselves, communicating, cooperating and problem solving. Table 2 does not include 2014, 2016 and 2017 curricula since they do not have any special titles for general aims like the others. However, the aims underlined in these three curricula are tabulated below (MEB, 1973, 2002, 2007, 2011, 2014, 2016, 2017).

Table 3. *General Aims of 2014, 2016 and 2017 Curricula*

2014	2016	2017
The main purpose of the curriculum is to bring students together in a stimulating, motivating and enjoyable learning environment so that they can use English effectively, fluently and correctly.	The main purpose of the curriculum is to reinforce the understanding of foreign cultures and societies and to interpret the differences between cultures, to use English creatively and critically, to provide language skills of listening, speaking, reading and writing.	The main purpose of the curriculum is to easily understand simple conversations, to introduce oneself comfortably and to continue their daily life with the target language, to enable learners to be effective, fluent and self-directed users of English.

According to Table 3, It is clear that the students are intended to be active users of English in 2014, 2016 and 2017 curricula (MEB, 2014, 2016, 2017).

b. Objectives in the context of Common European Framework of Reference for Languages: The Common European Framework of Reference for Languages (CEFR) brought a new perspective to foreign language policies. With this new perspective, the importance of multilingualism and multiculturalism has become primary. According to all curricula investigated in this study, it is seen that the developments in Europe about language teaching are being followed. In 1973, it was mentioned about the symposium organized by the European Council in order to provide a more efficient education. In 2002, the Language Development File studies of the Council of Europe's were taken into account in curricula. Thus, it can be said that 1973 and 2002 curricula have CEFR indirectly. In 2007 curriculum, it was clearly stated that the targeted level was expressed as A2 and this level was taken from CEFR. However, in 2011 curriculum, there is a clear expression that it was prepared according to CEFR from A level to C level. From 2014 to 2017, the target language level was defined as A2 but 2016 curriculum had as B1+ since it has preparation class (MEB, 1973, 2002, 2007, 2011, 2014, 2016, 2017).

c. Objectives about skills: In 1973 curriculum, it was observed that a great responsibility was attributed to the teacher rather than the students with the statements "to give students the ability to understand ..., to speak ... and to express ...". In 2002 curriculum, listening, speaking, reading and writing skills have expressions like "it is expected to be... ". With this expression, student-centeredness has been expressed. In the expressions used in 2007 and 2011 curricula, there are sentences like "student makes..., writes..., speaks... and reads...". It has been observed that sentences with present tense are preferred in the third person singular and the students were directly taken to the center with the statement like "students will be able to..." which is in third person in the curriculum of 2014 and followings (MEB, 1973, 2002, 2007, 2011, 2014, 2016, 2017).

When the curricula are considered within the scope of four basic skills (listening, speaking, reading, writing), the curriculum of 1973 did not have a separate section for skills objectives, but these skills are included with sentences such as "understand the language that they are learning when spoken at normal speed", "speaking clearly", "Expressing what they speak in writing", "reading easily". These skills are much clear and they are under their own subjects from 2002 to 2017 (MEB, 1973, 2002, 2007, 2011, 2014, 2016, 2017). These changes show that four skills gained importance and this can be described as the effect of communicative approach.

When the objectives of all curricula are examined at the cognitive, affective and psychomotor level, it can be said that the curricula mainly include cognitive objectives. In general, of the curricula, terms, expressions such as "discriminating, noticing, making comparisons, making inferences" used in skills show that they are given for the development of mental skills, especially expressions such as discrimination, inference, making comparisons show that the objectives gain a critical perspective. In addition, it can be said that there are also objectives that reflect the affective domain such as "... enjoy ...", "... expressing one's desire", "... valuing", "giving ideas, accepting / rejecting". On the other hand, it is seen that psychomotor skills are supported with acquisitions such as "applying instructions" (MEB, 1973, 2002, 2007, 2011, 2014, 2016, 2017). Dominance of cognitive objectives can be observed in many curricula.

d. Grammar objectives: It is seen in 1973 curriculum that although there is no special section, grammar was handled holistically. It was emphasized that the communicative approach was adopted in the 2002 curriculum, and this approach aimed a holistic teaching perspective on grammar. In 2007 curriculum, grammar is included in learning areas and it emphasizes a holistic structure as well. Unlike all the curricula so far, 2011 curriculum divided its grammar objective according to the language levels specified in CEFR. In line with the understandable importance of communication skills, it can be said that reading, writing, listening and speaking are inseparable and grammar is shaped in accordance with CEFR. In 2014 and following curricula, a communication-oriented grammar education has been adopted and evaluated as a whole (MEB, 1973, 2002, 2007, 2011, 2014, 2016, 2017).

e. Vocabulary objectives: In this study, when the curriculum is examined in the context of vocabulary objectives, it is seen that the vocabulary of 1973 curriculum can be selected based on the subjects that will attract the attention of girls and boys, supported by daily life. In addition, vocabulary itself can be taught using real life materials like a picture, dramatized during the teaching phase and can be given synonym and antonym of their meaning, encouraging students to think. Besides this situation, it is emphasized that there are minimum 250 and maximum 300 words to be taught. In the 2002 curriculum, vocabulary learning outcomes are shown under a vocabulary set title. It is underlined that the students can develop their vocabulary size using many methods such as brainstorming and concept maps. In 2007 and beyond, it is understood that words should be handled in integrity and in relation to the theme, function and skills presented (MEB, 1973, 2002, 2007, 2011, 2014, 2016, 2017). It can be said that giving the words to be taught, by drawing attention to the role it undertakes in the text, by concentrating students on what the meaning of the word can be in the context of that text by concentrating on the context, contributes to the learning of permanent and usable vocabulary (Göçer, 2015).

3.2. Content

In most of the curricula, the themes should be prepared in accordance with the general objectives of Turkish National Education as defined in the Basic Law of the National Education No. 1739. Although there is no clear section of content in 1973 curriculum, it was dealt in detail within the learning-teaching process. From 2002 to 2017, a thematic approach could be seen on curricula. It is stated in curricula that the themes should be determined in a way that appeals to the students' interests, motivates and enables them to be active in daily communication. Especially the language levels of CEFR are seen on the themes of 2011 curriculum (MEB, 1973, 2002, 2007, 2011, 2014, 2016, 2017).

Table 4. 2011 Curriculum CEFR Level, Theme and Content Quantity

Level	Theme	Content quantity
A.1.1	6	18
A.1.2	6	18
A.2.1	8	24
A.2.2	8	24
A.2.3	8	24
B.1.1	8	24
B.1.2	8	24
B.2.1	10	30
B.2.2	10	30
C.1.1	-----	----

In table 4, unlike all previous curricula, the 2011 curriculum brought together language proficiency levels, theme and content within the same framework. In this context, it can be said that determining a theme parallel to student levels is prioritized. It was also seen that the 2011 curriculum had similar points to the 2002 and 2007 curricula: the content to be selected should be in accordance with the Basic Law of the National Education No. 1739. Content and themes could correspond to listening, speaking, reading and writing skills.

From 2014 to 2017 curricula, it is seen that the themes are communicative-oriented. Each unit includes four language skills, basic functions to be acquired, grammar and necessary materials as a whole (MEB, 2014, 2016, 2017). Moreover, it is stated that CEFR descriptors are taken as reference.

One of the most important topics of constructivism, which started to be reflected in 2005, is culture. The values education, which is a part of the culture, has not been sufficiently included in the curricula despite many changes. It is noteworthy that it is included in the curriculum as values education in 2017 curriculum (MEB, 2017).

3.3. Learning and Teaching Process

Learning-teaching process is a critical component in the curricula. It includes many variables. The learning-teaching process was examined under the headings of approach in the curricula, classroom environment, methods and techniques, teacher and student roles, tools and materials in the present study.

a. Approach: Among the curricula examined in this study, it was seen that no approach was mentioned in the 1973 curriculum, but it was emphasized that there should be a method from the known to the unknown, from the easy to the difficult, supported by visual and auditory tools focused on listening and speaking in foreign language teaching. In addition, according to aims in Table 2, it can be said that there is a communicative approach adopted in objectives of 1973. From 2002 to 2017, the approaches in these curricula are tabulated as follows:

Table 5. *The Approaches Between 2002 and 2017*

2002	2007	2011	2014	2016 (preparation)	2017
Communicative-cognitive learning approach and selective approach	Communicative	Communicative	Communicative Eclectic	Communicative Eclectic	Communicative Eclectic

It is clearly seen on Table 5 that all the curricula discussed in this study adopt a communicative approach and eclectic approach can be observed in 2014, 2016 and 2017 curricula (MEB, 1973, 2002, 2007, 2011, 2014, 2016, 2017).

b. Classroom environment: The physical environment of the classroom, the organization of relationships and management in the classroom, the management of the learning-teaching process and time management are the factors that make up the classroom management (Başar, 1999; Evertson, Emmer & Worsham, 1994). In the curricula reviewed, there is no special section on the physical conditions of the classroom. However, the classroom management like the roles of teachers and students, the methods to be applied, the meaning of the learning situations through the tools and materials to be used, and the creation of them in line with the student's expectations and needs associated with diverse linguistic and cultural element are seen in the curricula (MEB, 1973, 2002, 2007, 2011, 2014, 2016, 2017).

c. Methods and techniques (foreign language teaching techniques and principles): One of the most important things that will affect the results in achieving objectives is the teaching method. The method to be applied will also change in parallel with the change in student, teacher, target and content (Bilen, 2006). It is noteworthy that in 1973 curriculum, the items dealt within the objectives section were specified as the order to be applied in education. The curriculum stated that teaching should be done in a foreign language, and by emphasizing that there should be a method supported by visual and auditory tools focused on listening and speaking. In addition, it can be said that the communicative method is indirectly reflected. In 2002 curriculum, within the framework of the approaches that form the basis of the curriculum, the use of methods and techniques parallel to these approaches was recommended. It has been observed that there are foreign

language teaching techniques under seven titles: demonstration, question and answer, drama and role play, simulation, pair and group work, educational games, grammar games. Considering the requirements of all these methods, it can be said that the student is at the center and the teacher is the guide. As a difference, it was mentioned in 2007 curriculum that methodology and lesson planning should be improved in interactive learning styles, learning places and environment, connection and internal association with other fields.

It was observed that foreign language teaching techniques differed from 2002 curriculum. These techniques are lecture, discussion, case study, demonstration, problem solving, individual work. In addition to these methods, group teaching techniques, individual teaching techniques and out-of-classroom teaching techniques are included. Thus, it was stated that the students' cognitive, affective and psychomotor skills would also improve. 2011 curriculum has similar qualifications with 2007 curriculum. In the learning environment to be organized for foreign language lessons, the principles of language teaching, the steps to be applied in case of mistakes, the teaching methods and techniques to be applied in foreign language teaching are similar to the previous curricula. However, the observation of student mistakes was a factor in the student's awareness of his own learning process. It is seen that the methods and techniques handled in 2014, 2016 and 2017 curricula are similar. In this context, the methods and techniques in the curricula are discussed generally. One of the first details is that the eclectic approach adopted has been adapted into the curricula to ensure the continuity of the dynamic environment. On the other hand, there are different techniques in parallel with themes and functions. It was especially stated that the student's age, interests and language level should be taken into consideration in the selection of techniques to be applied. The curricula should also be supported with communicative, experiential, and task-based language activities (MEB, 1973, 2002, 2007, 2011, 2014, 2016, 2017).

d. Teacher role: According to 1973 curriculum, it can be said that the expressions under general principals indirectly refer to the encouraging, motivating, observing, and regulatory characteristics of the teacher. Within the communicative approach mentioned in the 2002 curriculum, the teacher had roles as a consultant, observer, guide, counselor, teacher, supervisor, regulator, resource, lecturer, and lecturer. In 2007 curriculum, the teacher is an administrator and guide. In the 2011 curriculum, the teacher is qualified as the leader, and the teacher's roles are discussed in more detail than the previous curricula. Guiding students, giving students the opportunity to use what they have learned, helping students in activities, enabling students to use their thinking skills, informing the student that there are many problem-solving ways, encouraging students, involving the students in the decision-making process, enabling the students to learn on their own are defined as teacher's roles (MEB, 1973, 2002, 2007, 2011). 2014 and following curricula have the same roles although they have developed in different years and these are classified as follows:

- Being a role-model for students by constantly speaking English in the classroom,
- Using different types of communication such as individual work, pair work, group and class work,
- Teaching the subjects that students are foreign to in English by structuring them on the subjects they know,
- Allowing students to extract meaning from context and / or clues given.

Tolerating the students' mistakes and slips during their speaking activities and using the correct form themselves or taking note of the mistakes and sharing them with the whole class without naming them after the activity.

When looking at the items, it is seen that the roles of the teachers become briefer compared to the ones in 2011 curriculum. It can be said that while they are technology-oriented, this situation does not completely reflect on the roles of teachers. OECD (2010) points out that technology is an integral part of accessing high-level competencies called 21st century skills. When the methods, techniques, materials and tools used in the curriculum are examined, it is seen that most of them are technology-oriented. International media communication tools usage, international software, internet, curricula, blogs etc. require the teacher to have a global perspective. As a result, faster and more detailed information about different cultures and different people is obtained through these. At the same time, the teacher should have a good grasp on "smart technologies". In many studies, it has been observed that there is an increase in the level of learning in

classrooms where smart technologies are integrated. When the roles in these curricula are examined, no roles to refer to digital technology have been defined or mentioned (MEB, 2014, 2016, 2017).

e. Student role: In line with the stated principles in 1973 and 2002 curriculum, it is seen that the students are able to speak a foreign language, constantly interact, learn four language skills, and take responsibility inside and outside the classroom, it can be seen that the individual goals expressed under the title of "curriculum vision" in 2007 curriculum are students' roles that are indirect. When the expressions are examined, it can be said that the skills in the characteristics of the 21st century have a place in curriculum. Almost for the first time, an individual's self-knowledge, ability to use technology, maintaining a lifelong learning attitude, and critical thinking are included in this curriculum. Considering other curricula, 2011 is the first curriculum that student role has own section. When the student roles of 2011 curriculum are examined, it is seen that the features of the constructive and communicative approach clearly reflect on student roles. Being in the center and responsible for their own learning, using their thinking skills parallel to real life practices, having lifelong learning understanding reflect 21st century characteristics. In 2014, 2016 and 2017 curricula, student roles have common expressions. For three of them, a student is a "creative individual" who is responsible for their own learning, who can use his/her thinking skills, and reconcile learning with real life (MEB, 1973, 2002, 2007, 2011, 2014, 2016, 2017).

f. Materials: It is seen that the materials used in the curricula are diversified in parallel with the changes and developments in science and techniques, and the social-economic structure. The material changes between 1973 and 2011 are seen as follows:

Table 6. *Materials Used in Curricula*

1973	2002	2007	2011
	Visual: books, blackboard, pictures, real items and models, projectors and graphics	There is no special section. It is included in its own title in the sample lesson plans. In addition, it was observed that the materials belonging to the previous 2 curricula were included within the scope of 4 skills training.	There is no special section. It is included in its own title in the sample lesson plans. In addition, it was observed that the materials belonging to the previous 2 curricula were included within the scope of 4 skills training.
Student books, teacher guides, exercise books, pictures for speaking, charts, film strips or slides and tapes and records, poems, songs	Audio: radio, turntables and records or CDs, tape and sound tapes Audio-visual media: Film machine and moving films, closed circuit television, video, VCD, DVD, computer video, computer language curricula and internet		

In Table 6, it is seen that the abundance of written materials was noteworthy before 2002, while radio, cd player and computer were included in the curricula in 2002 and beyond (MEB, 1973, 2002, 2007, 2011).

In 2014, 2016 and 2017 curricula, the materials are prepared with a more technological infrastructure than all other curricula. As a result, the materials are now organized as written material and multimedia material rather than being visual and auditory. With these changes, it was observed that the student was defined as "digital native" especially in the curricula of 2014 and after (MEB, 2014, 2016, 2017).

3.4. Assessment

In 1973 curriculum, in which no methods, techniques, assessment tools were specified, it can be said that an assessment towards the outcome of the process was adopted in the title of "Objectives", as it was stated that assessment could be made in line with the stated objectives.

In 2002 curriculum, communicative assessment is emphasized. According to the curriculum, student achievement is evaluated by the teacher with six criteria: follow-up tests, achievement tests, student's in-class oral and written project presentations, student's participation in the lesson in pair and group work, careful monitoring and use of audio-visual tools and regular bookkeeping, foreign language, their attitudes and behaviors. It has been stated that progress is controlled with follow-up tests and accumulation at the end of the process is controlled with success tests (MEB, 2002).

In the 2007 curriculum, the assessment is learning-oriented and is made by taking into account the level of language skill development, use in daily life, critical thinking, problem solving and language skills in creativity, and the level of social skills development. Assessment tools that can be used in four different skills are as following: listening to short chats, dialogues, speeches, lectures for listening skill; interview, art presentation, theater, problem solving (group work or pair work) for speaking skills; finding the main idea for reading skill, finding the key information in the piece; for writing, it was stated that methods such as writing letters, memoirs, reports, messages and instructions can be used. Besides language skills, the assessment of language areas is also mentioned. These areas are grammar, vocabulary and pronunciation knowledge. In addition, the scales such as performance assessment (performance and project), self-assessment, peer assessment, portfolios are used as measurement and assessment methods in curricula. As a result, measurement and assessment are dominant at the summative and formative types (MEB, 2007).

In 2011 curriculum, assessment process is almost the same. However, assessment methods and tools are divided into two as qualitative and quantitative. Qualitative assessments include oral presentation, project, performance task, rubric, product file (portfolio), observation, checklists, self-assessment, peer assessment, group assessment; short-answer questions, open-ended, multiple choice, matching, right/wrong type questions are examples of quantitative assessments. When all the details given are evaluated in the whole curriculum, it can be said that the assessment can be observed in summative and formative types (MEB, 2011).

In 2014, 2016 and 2017 curricula, this assessment process is similar. Assessment in the 9th to 12th grade English curriculum is also specified as a mix of alternative, traditional and electronic assessment types. While it is stated that all kinds of student outputs can be used for assessment in the curriculum, the basic assessment types suggested in the curriculum are "discussion time activities or video blog application for language skills. For other structures, such as vocabulary, structure, pronunciation, tech pack, classroom exams or e-portfolios could be used. Regardless of which assessment tool is used, it is particularly recommended to pay attention to design communicative assessment tasks and evaluate language production in implementing the curriculum. Since 9th grade English curriculum is mainly based on functions and skills, it is emphasized that holistic assessment types should also be included in the curriculum (MEB, 2014, 2016, 2017).

4. Conclusion, Discussion and Recommendations

In this study, the findings obtained from the questions which are "What are the similarities and differences in 9th grade English curricula between 1973-2017?", "What are the similarities and differences at the aims, content, learning-teaching process and assessment?" were evaluated. In the context of general objectives, objectives in all curricula cover each other. Within the scope of CEFR, the target level is A2 for non-preparatory high schools and B1 + for preparatory high schools (MEB, 2002, 2007, 2011, 2014, 2016, 2017). When the objectives were examined under four basic skills, in 2014 and beyond, the skills were included in the units on a theme-based and holistic basis (MEB, 2014, 2016, 2017). In holistic language classrooms, children try to express the meanings by using all aspects of the language and communicate using their existing skills through activities where teachers and students can understand the world in cooperation with each other. Even if there are students who have problems learning a language and have low motivation, the holistic approach will provide active participation by increasing the students' motivation because it actually offers an inclusive environment (Turan & Ege, 2003).

With 2007 curriculum, the student became responsible for their own learning. When the objectives are examined in cognitive, affective and psychomotor contexts, it is seen that the objectives are mostly in the cognitive direction. In the context of grammar, it was emphasized that the communicative approach had been adapted beginning from 2002, and it was concluded that a holistic and spiral approach was followed. Especially in 2011 curriculum, grammar subjects were shaped within the scope of CEFR levels and separated from other curricula with this feature (MEB, 2002, 2007, 2011).

In the content dimension, the curricula have generally thematic approach. While determining the themes, it was especially emphasized that the focus was on students and communication. In 2011 curriculum, the themes were shaped according to CEFR. In 2014 and beyond, these are completely communication-oriented and shaped around the target functions. This approach actually shows that content is flexible. On the other hand, the arrangement of the subjects from easy to difficult, from concrete to abstract is an important detail that

draws attention (MEB, 2011, 2014, 2016, 2017). However, despite these positive developments, as Bayındır (2018), Yüce (2018), Yücel, Dimici, Yıldız and Bümen (2017) stated, the lesson duration and content discrepancy have negative effect on these positive developments.

In the learning and teaching process, the curricula have been student-centered since 2002. Teachers, on the other hand, are a model that guide students, increase their desire and motivation towards the lesson and encourage them. Since 2002, all skills have been tried to be addressed in a holistic way. The materials in curricula also support the real-life use of the language and should be close to reality. It is observed that the material design in the curricula is oriented in parallel with the technological and scientific developments in every change, and especially in 2014, computer and mobile supported devices are dominant. In addition, it is clear that with 2014 curriculum, technology, computer and mobile-assisted education were included in the curricula. According to the approach being adopted, it was seen that the constructivist approach was observed as dominant in the curricula after 2005. Basically, all of them were revised to keep up with the requirements of the developing era, and their focus was to ensure communication. In the context of method and technique, it is seen that the curricula have more technological infrastructure year by year (MEB, 1973, 2002, 2007, 2011, 2014, 2016, 2017).

The assessment process in curriculum has become more communicative since 2002. In 2007, different assessment methods were mentioned for language skills and language fields, and it was seen that summative and formative assessment was dominant (MEB 2002, 2007). While it was stated that mixed assessment methods (alternative, traditional and electronic) could be used in curricula in 2014 and beyond, it was also emphasized that communicative assessment and language production should be evaluated in addition to the parental assessment's inclusion to the curricula. (MEB, 2014, 2016, 2017). When the international studies are examined, integrating new technology and materials into curricula, developing communicative competence and integrating effective skills are found to be critical for English as a foreign language curricula (Velazquez and Zamora, 2017, Castillo, 2017, Anastasiadou, 2015).

In the light of the results obtained from the study, the following can be suggested:

1. The cognitive objectives are dominant in all curricula. In case of new curriculum development, more emotional and psychomotor objectives could be included.
2. Considering students are expressed as digital natives today, student motivation may increase positively if the themes that appeal more to students' interests are included.
3. There is no statement regarding the measurement of information and communication technology competencies in the curricula. To evaluate this factor, first of all, arrangements can be made to increase teachers' competencies in this direction.
4. Every day, new developments are experienced in science and technique and new technologies are emerging. In order to use new technologies for educational purposes, the necessary software can be prepared by experts and introduced into teaching-learning environments.
5. The 2017 curriculum is different from the others in a sense that it focuses on values education. However, there is not any detailed information about assessment of values education. To internalize the values in students and to measure them effectively, the assessment dimension of the program can be reviewed in this sense again.

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