


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.

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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). Shaver (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 (Hebebcı 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; Shower, 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

<i>Participants (Pseudonyms)</i>	<i>Experience (years)</i>	<i>School Type*</i>	<i>Grades Observed in Synchronous Online Lessons</i>	<i>Grades Observed in Face-to Face Lessons</i>
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

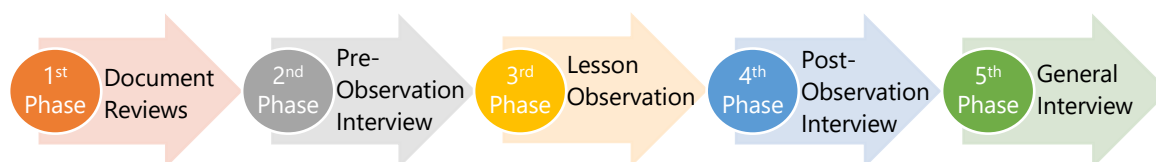
<i>School Type</i>	<i>Number of Teachers</i>	<i>Number of Students</i>	<i>Socio-economic Status</i>	<i>Students' Admission Requirements</i>	<i>Teachers Conditions of Appointment</i>
AHS	70	1114	Medium	Grade Points Average	Service Points
AHSPC	52	736	High	High School Entrance Exam	Appointment by MoNE
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; Shower, 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*

<i>Teachers</i>	<i>Grade</i>	<i>Number of Pre- Observation Interviews</i>	<i>Number of Lesson Observations</i>	<i>Number of Post- Observation Interviews</i>	<i>Weekly Lesson Hours</i>	<i>Duration</i>
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*

<i>Teachers</i>	<i>Grade</i>	<i>Number of Pre- Observation Interviews</i>	<i>Number of Lesson Observations</i>	<i>Number of Post- Observation Interviews</i>	<i>Weekly Lesson Hours</i>	<i>Duration</i>
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

<i>Approaches to Using Curriculum Resources</i>	<i>Example from Çağla's Lesson Observations</i>
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

T1 ...they were going to make a sentence at exercise six. I mean, I skipped those parts because they should prepare them at home and come. Because they cannot make sentences right away. I mean, normally, if we were in the classroom, I would give them time and I would go around the desks and see what they are writing one by one. I would do that, but now that it is online, they will not have such a control mechanism. You know, I don't know what they do even if I let them free.

T2 "Actually, we could have finished, but we definitely need a repetition in 1-2 weeks. I will do it then, so I left it."

"There was only a question and answer part about the reading text. I couldn't do that part. I think I will do it at the beginning of the next lesson by reading it again. I skipped that part. I couldn't finish it."

T3 "I skipped this activity because we talked about past regrets in the previous lesson." "That section is only for reading and there is not much in terms of activities. I don't skip it much, actually I do, but I prepare questions myself. ...I skip it temporarily. ...the section is not a section that directly affects the presentation of the subject matter in the book, it is a page that is inserted as general culture information."

"Having only one student." "I wanted it to be a reading activity rather than a speaking activity. That's why I focused on developing the skills of reading newspaper headlines and understanding newspaper articles. That's why I skipped the speaking activity. I didn't dwell on it much. It is difficult to do such activities in online lessons anyway."

T4 "While I had in mind to give a certain amount of time to the children from Liveworksheets and make them do the worksheet and return to their mistakes at the end of the worksheet, I looked at the time. I realized that I could not finish it, so I left it and eliminated it."

"Let me tell you right away, there were two exercises left over from our last unit. I skipped that one because it was a writing activity. For example, the learning outcomes in writing, for example, the learning outcome of this unit is that you are in a touristic destination, you send an e-mail to your friend from there. Now our main goal here is to talk about this in the first paragraph and that in the second paragraph. So we have an outline. My main goal there is to give that outline to the child. But those last two activities were about reading comprehension. For example, where did Jane go, what was the name of the hotel, etc. It was more of an activity for reading exercises. Otherwise, I gave my goal in writing. Here, she will write four paragraphs, what will she write in four paragraphs? Greeting and conclusion, etc. I believed that I had given them all. Since the other one was comprehension, I skipped reading comprehension, because we already do a lot of comprehension in reading."

T5 "Because they did not give any answer to the first one. If you noticed, I insisted so much, I expanded the question, you know, there were only 1-2 examples of athletes. I tried to direct them to different characters that would inspire them, that is, that they would be inspired by, that they would be influenced by. I said this could be a singer, a writer, something, an actor. They said no, they insisted. There is no one like that, there is no one like that. Anyway, there's no point in moving on to exercise 7 when you can't do exercise 6 at all and can't talk about it. Seventh exercise because it continues the same topic. And they are also asked to write. No, no, they tell me insistently. You know, when they say no in online classes like this, you can't push them too much. So you stay like that after that."

T6 "Because they will not understand that listening, anything they listen to. When they don't know the words. So I will do vocabulary work first and then move on to listening." "I skipped it directly, so that they would not be demoralized. When I ask them to listen directly and answer questions or put them in order, they can't do anything. This time they think "Oh, I don't understand anyway" and even their participation in the class drops. So I skipped it both because I couldn't finish it and because that activity was difficult."

Student Level Student needs to be prepared
Student Level They cannot form sentences immediately
nature of synchronous lessons
don't know what they do

Skipped for future review Teaching strategy
Not enough time

Similar exercises, Mentioned earlier
Teaching strategy_cultural knowledge will do in the future
Teaching strategy_cultural knowledge

So that the other student does not miss the topic
Teaching strategy
skipped speaking because he focused on reading skills. nature of synchronous lessons

Time

Teaching strategy

Skipped because of the way the writing activity was designed which was focused on reading comprehension

Student did not respond

Student participation

Students don't want it

nature of synchronous course

Student Level_readiness

Teaching strategy_They will not be able to listen without knowing the words
Student participation So as not to demoralize them
Time_Hard activity So that class attendance does not drop

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

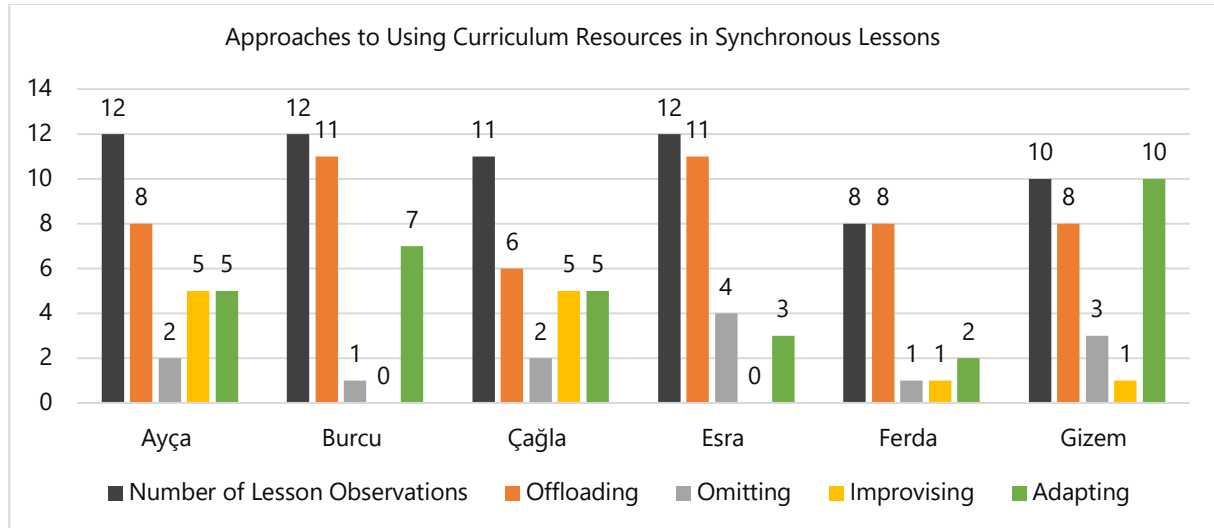
Teachers' Approaches to Using Curriculum Resources in Synchronous Online Lessons

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).

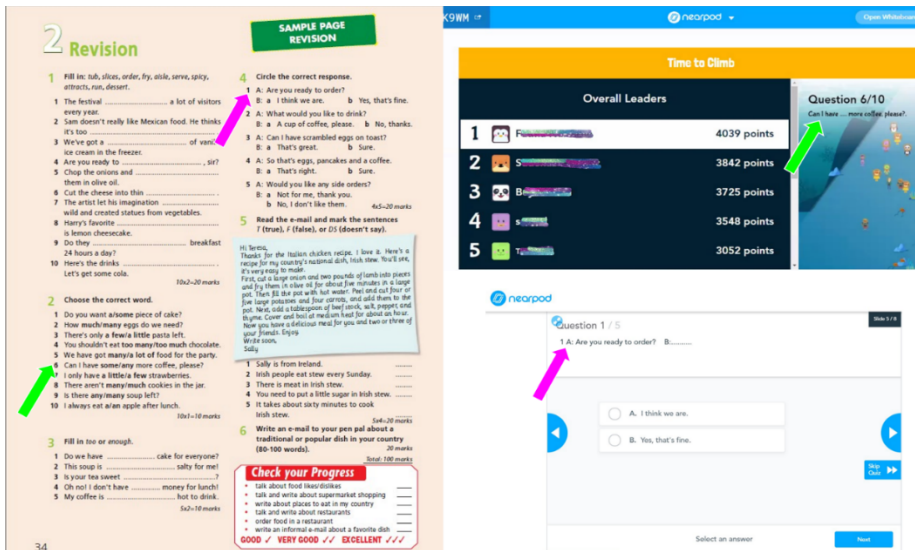
Ferda is the only teacher offloaded in all her lessons. Unlike Ayça, Ferda had other ideas about offloading the curriculum other than adhering to it:

...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



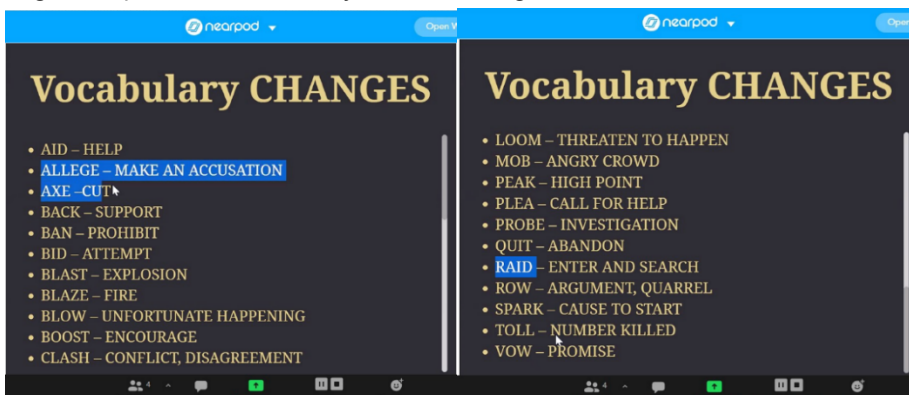
In synchronous online lessons, all teachers preferred the omitting approach. Gizem stated that she omitted the exercise in the curriculum resource as follows: "I skipped that activity because it was hard." (Interview, April 29, 2021).

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).

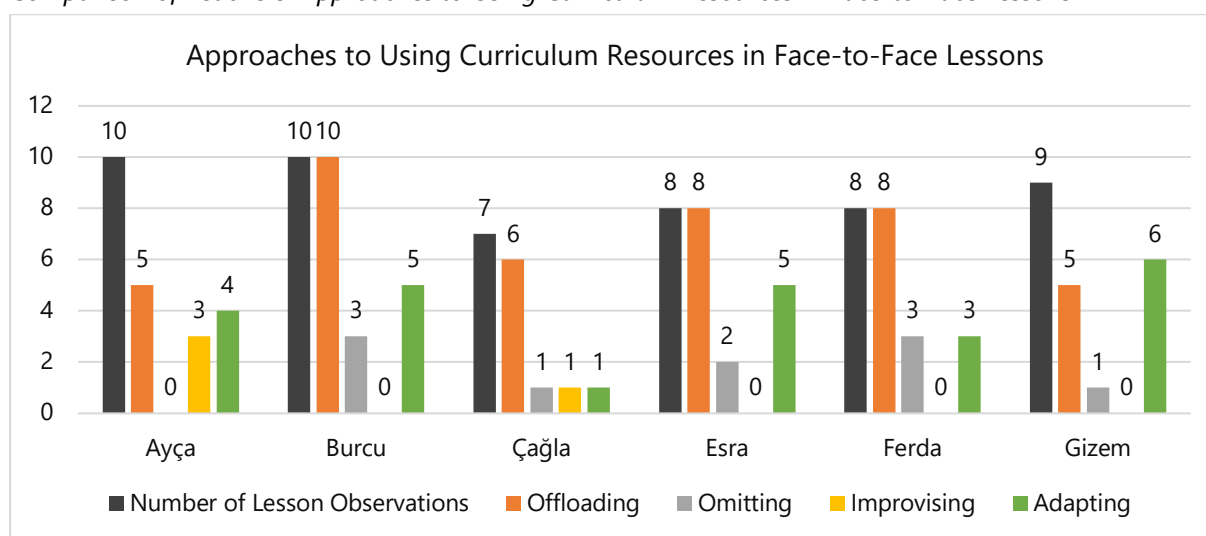
In the synchronous online lesson observations, it was observed that all teachers made adaptations. Gizem was the teacher who adapted the most. Gizem expressed that she adapted with the following words: "I try to adapt as much as possible. I try to prepare something by combining different sources." (Interview, 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).

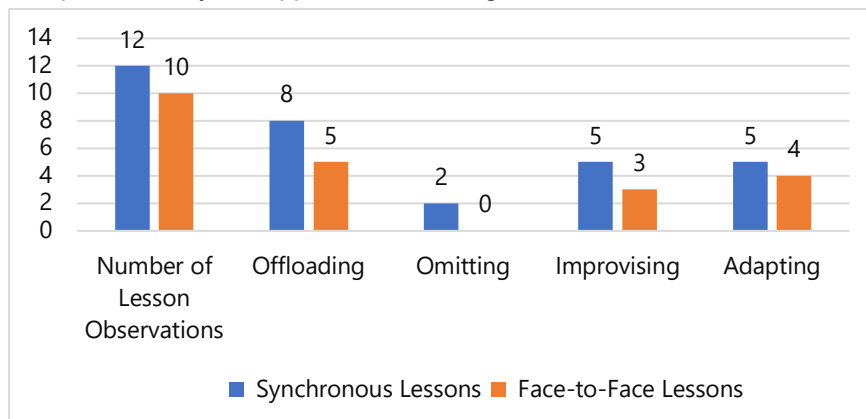
As can be seen, the offloading approach was preferred the most in both synchronous online and face-to-face lessons (see Figures 3 and 6). In the synchronous online lessons, Ferda preferred to offload in all her lessons. In all face-to-face lessons, Burcu, Esra, and Ferda preferred to offload. Esra was 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

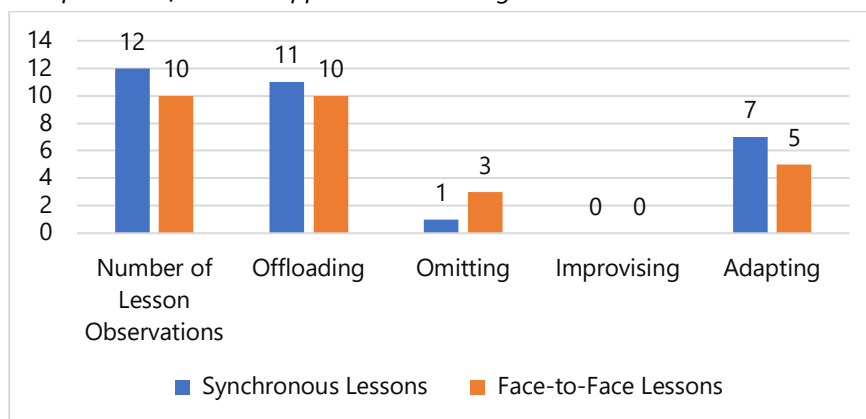
Comparison of Ayça's Approaches to Using Curriculum Resources



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

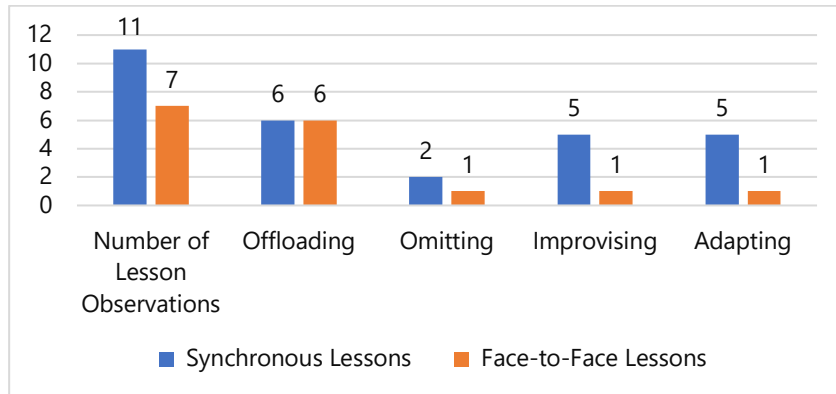
Comparison of Burcu's Approaches to Using Curriculum Resources



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

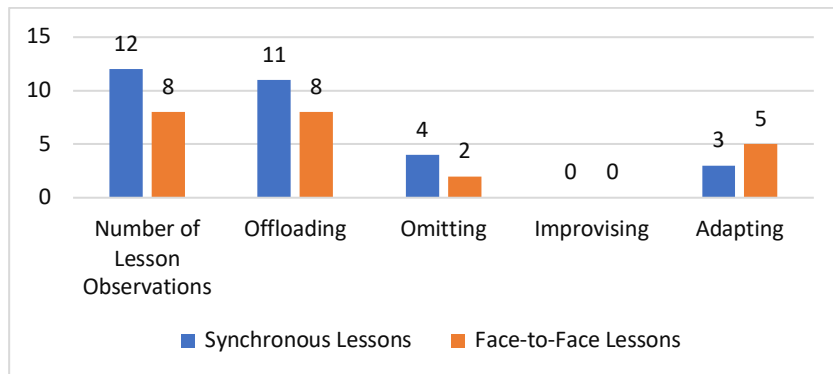
Comparison of Çağla's Approaches to Using Curriculum Resources



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

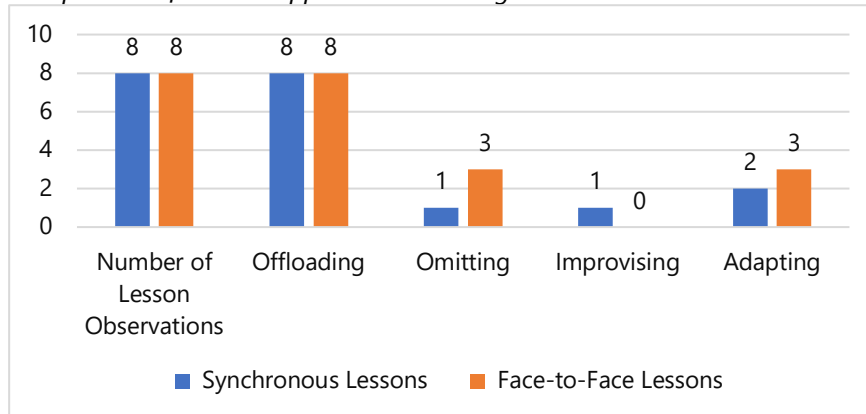
Comparison of Esra's Approaches to Use Curriculum Resources



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

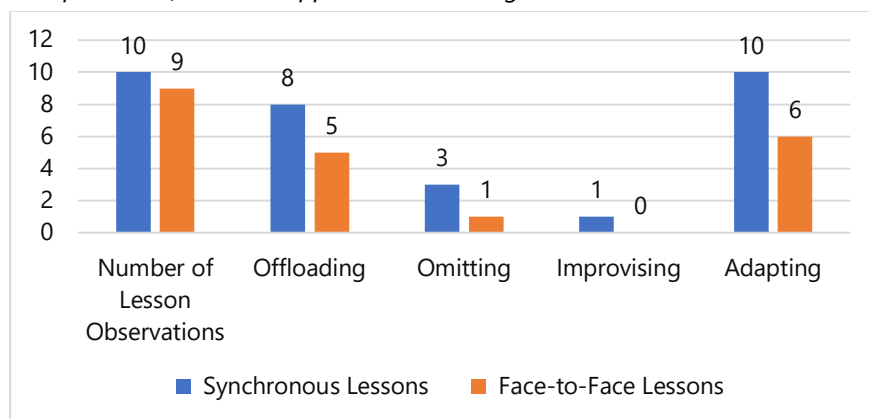
Comparison of Ferda's Approaches to Using Curriculum Resources



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 & İncekabi, 2020), and English teachers (Burkhauser & Lesaux, 2017; Li & Harfitt, 2017; 2018; Li, 2020; Shower, 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 Shower'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. Shaver (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 (Hebebcı 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, uyarılma 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 örneklemeyle (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; Shower, 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, uyarılma 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 güvenilirlik 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 uyarılma 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 Covid-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 & İncekabi, 2020) ve İngilizce öğretmenleriyle (Burkhauser & Lesaux, 2017; Li & Harfitt, 2017; 2018; Li, 2020; Shower, 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 bulunmuşluklarına 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 alıştırmaları 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, ilkökul 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 ünite 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	of 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 Yearly Plan Observations
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