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## Hidden Curriculum: Investigating the Role of Student and Professor Voice in an Undergraduate ELT Context

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**Keywords:**

Curriculum, Hidden Curriculum, Student and Professor Voice, Undergraduate, ELT context.

**Abstract:** The hidden curriculum comprises unspoken or implicit values, behaviors, procedures, and norms in an educational setting. This can be an alternative to empowering attitudes, values, and non-cognitive skills in students. This study was an attempt to investigate the perceptions and views of ELT teachers and students about the hidden curriculum in the Iranian ELT context. To this end, a mixed method approach was used with the help of two instruments used in this study to investigate the proposed research questions. Therefore, two different populations, i.e., TEFL professors and TEFL students were selected. More specifically, a group of 20 TEFL professors were selected based on convenience sampling procedure. First of all, the SPSS data files was checked for missing data by taking frequency counts of the responses on all items from both data collection instruments. Secondly, the Cronbach alpha coefficients was computed in order to estimate the internal consistency reliability of each instrument. The findings of this study revealed that the ELT professors and students have positive perceptions and viewpoints towards the hidden curriculum in an undergraduate ELT context. And, there is significant difference between ELT professors and students' viewpoints about hidden curriculum. This study has some theoretical and practical implications for policy makers, curriculum developers and instructors.


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## INTRODUCTION

Curriculum is one of the tools to obtain instructional and at the same time as a guide for teaching at all types and levels of education. According to Murcio and Olshtain (2000), a curriculum is a formal document that includes official programs as a framework or instructional guidelines at various levels for teachers to achieve objectives in diverse fields. The curriculum contains competencies in terms of national standards, the learning materials and experiences that must be obtained those competencies, then assessments to identify the level of achievement of learners of the competencies. Rules associated with the learning experiences of learners in improving their potential in particular instructional units (Hamalik, 2010). Together with Habiburrahim (2018) who argued that instructional institutions have done their best to empower learners to learner their skills and experience in the respective field. Some instructors emphasize only on supplying materials and lessons to learners, which means that merely cognitive and psychomotor facets are improved.

At the same time, there are affective facets that have the same meaning, but instructors do not really address them, while they have a great impact in the instructional process. If the affective facets are not regarded, the problem grows in the behavior and attitude of the learners in and around the school settings. Therefore, instructors require a curriculum to prevent or support against such problems. It is composed of the rules and regulations of the school, its physical and psychological settings, and the informal or implicit messages that administrators or instructors convey to learners (Apple, 2014; 1996; Dreeben, 1968; Giroux, 1983; Giroux and Penna, 1983). Ausbrooks (2000) definition that the hidden curriculum includes implicit messages in the social context of the instructional center that are unspoken but known to all is most suitable for this study. Hidden curriculum is unplanned learning, which means it is not part of the main curriculum or curriculum. It refers to how the instructor applies it as an instrument and method to increase students' knowledge of the planned core material, such as manners, attitudes, characters, and how to create critical thinking in students to deal with real-life problems. Thus, this curriculum has a hidden message that motivates learners to see the world as a group of people.

In this study, the researcher tried to find out what the teachers' voice contains in the hidden curriculum. Therefore, the researcher was interested in investigating the teachers' understanding of the hidden curriculum. Findings from several previous studies supported the notion of a hidden curriculum. This study was an attempt to investigate the perceptions and views of ELT teachers and students about the hidden curriculum in the Iranian ELT context. This study appeared to be one of the first attempts to investigate TEFL teachers' and students' perceptions and views of the hidden curriculum in the Iranian ELT context using a mixed-methods approach. If decision-makers and curriculum designers know the perceptions of these two groups about teaching and learning English, they can decide on appropriate teaching environments. Therefore, the following research questions were provided:

- RQ1. What are the ELT professors' and students' perceptions and viewpoints of the hidden curriculum in an undergraduate ELT context?
- RQ2. What are the ELT students' perceptions and viewpoints of the hidden curriculum in an undergraduate ELT context?
- RQ3. Is there any significant difference between ELT professors and students' viewpoints about hidden curriculum?

## Literature Review

### 1. Curriculum Development

Habiburrahim (2018) argued that the curriculum is a means of delineating theories, objectives, teaching and learning materials, teaching and learning methods, and evaluation of a particular educational program. According to Nasution (2003), school curriculum is a means of preparing children to participate as productive members of their society. Within the curriculum, the individual components are statements of purpose and objectives, selection and organization of the content of materials and lessons, form and activities of teaching and learning, and assessment of learning outcomes. He also argued that all student experiences are under the direction of the school. In this case, the school built different learning activities, both inside and outside the school, to provide a learning experience.

According to Nasution (2005), some curriculum theorists assert that the curriculum includes not only all planned activities but also events that take place under supervision. supervision of the school, therefore, in addition to the official activities of the school, there are also informal activities. These are often called extracurricular activities (co-curriculum or extra-curriculum). In addition, Nasution (2005) stated that the formal curriculum includes learning objectives, general and specific learning materials, systematic structure, teaching and learning strategies and activities, assessment system to know where the goals are achieved. The informal program includes activities that are also planned but are not directly related to specific courses and classes. This course is considered a complete course. This informal program includes theatrical performances, interclass or interscholastic matches, various entertainment gatherings, scouting and other activities. There are many things to consider, namely hidden curriculum. This program was born as an "unwritten rule" between students.

Moreover, Myles, Trautman, and Shelvan (2004) found that even though the hidden curriculum can be an issue in the classroom, it is the best way to teach social skills for students with special needs in a few minutes per day. Moreover, to address this issue, Myles (2011) also noted that it is an important issue to equip or supply instructors with techniques or strategies to help their learners realize the hidden curriculum via making chances for learners to practice or use one rule of the hidden curriculum once every day. In addition, Lee (2014) emphasized on a hidden curriculum in English-to-Japanese books and argued that this kind of curriculum has positive influences on learners' learning.

## 2. Student and Teachers' Voice in Curriculum Development

The development of a new curriculum and a growing interest in 21st century learning has influenced what Cook-Sather (2014) describes as a “cultural shift” that reposition students as partners in educational practice. This perspective reconsiders the power relations shown within instruction and now there is conception that learners’ attitudes towards learning should be valued and applied to inform the development of teaching and learning practices, rather than considering learners as passive recipients. Student voice is usually enacted in research and practice via the invitation of learners to share their views, experiences, and knowledge of schooling to develop learning outcomes and construct inclusive relationships.

Through the collection and inclusion of learners’ attitudes and opinions, instructors, researchers, and policy makers can gain a better understanding of how learners make sense of learning and improve capacities to impact improvement. Although, as Cook-Sather (2014) highlights, recent research offers contested and varied understandings of the definition and enactment of student voice in practice and policy. This critical review therefore, focuses on how current literature understands the roles within student voice.

Furthermore, Robinson and Taylor (2007) found that the shift in teaching practice and pedagogy has changed the teacher role from leader of learning, to facilitator of learning, where they are able to identify initiatives that enable the student voice. Mitra and Gross (2009) argued that when learners were provided with the capacities to engage their voice and make decisions about their learning, motivation, and engagement grew. The learners stated that instructors required to emphasize on trust and collaboration to ensure learning was relevant and interpret able, and this promoted the creation of youth-adult partnerships at the school and therefore, learners responded positively to this adaptation.

What’s more, an approach that shifts away from this sharing role, is the change in teacher training and professional development. Instead of focusing on researchers work to determine how student voice can be utilized, the literature also implies that teachers should be working towards activating student voice. Davison, Sinnema, Taylor and Mitchell (2016) found that the way student voice could be engaged in contemporary teaching practices in New Zealand. Therefore, instruction as inquiry, exit passes, inclusive class discussion and surveys as practices that successfully develop student voice. Rector-Aranda and Raider-Roth (2015) consider the role of students as active and honest contributors working beside adults. This suggests that the student role is not merely to be in partnership with instructors, but in addition, to be authentic, which in this case was best modelled through anonymous feedback. Ferguson et al., (2011) argued that learners being stimulated to supply feedback developed the usefulness and use of student voice.

## METHODOLOGY

### Participants

The participants of the present study were selected from two different populations, i.e., TEFL professors and TEFL students of Islamic Azad University. More specifically, a group of 20 TEFL professors were selected based on sampling procedure from two branch of Islamic Azad University. The age range of the professors was between 35- 52. They spoke Persian as the first language and taught English as a foreign language. Furthermore, 50 undergraduate male (N=35) and female (N= 25) TEFL students were selected based on convenience sampling procedure from the same universities. All the participants speak Persian as the first language and learn English as the foreign language. For the qualitative part of the study, 5 TEFL teachers and 5 students were selected to voluntarily participate in an interview.

### Design and Instruments

This study was based on mix-method approach. The quantitative phase of the research was followed by an interview as the qualitative part of the study. In the quantitative phase of the study, EFL Hidden Curriculum Questionnaire at English Language Institutions was administered to collect the quantitative data and then a semi-structured interview was conducted to gather the required qualitative data.

In order to identify the participants' viewpoints of the hidden curriculum EFL Hidden Curriculum Questionnaire at English Language Institutions was utilized. This 40-item questionnaire is designed to survey EFL teachers' ideas about the hidden curriculum. The social atmosphere of the English Language Institute, the organizational structure of the English Language Institute and the interaction between teachers and learners are among the key factors. This 40-item questionnaire was devised and validated, then 164 Iranian EFL teachers, teaching at different language institutes were asked to reply to the questionnaire. In this study, hidden curriculum components were based on Saylor, Alexander, and Lewis' (1981) perspectives. Accordingly, items were classified into three different constructs, namely the social atmosphere (including 15 items), the organizational structure of the English

Language Institute (consisting of 14 items), and the interaction between teachers and learners (including 11 items). The results showed that the questionnaire items fitted the Rasch model after removing six items from the scale. This proposes that the questionnaire is potentially valid and can be used as a measure of EFL hidden curriculum. The items are answered in 5-likert scale from 1 (strongly disagree) to 5 (strongly agree)

In addition to quantitative instruments, a semi-structured interview was conducted to delve into the professors and students' overall perceptions towards hidden curriculum. It was designed by the researcher in the form of the semi-structured open-ended interview with 5 items. It should be mentioned here that to ensure the validity of the research instrument, it was reviewed by three language experts, and their comments were utilized in the final draft.

### Data Collection Procedure

In the first phase of the study, the participants were selected based on convenience sampling procedure. To increase the practicality and ease of the data collection, the contact information of the intended TEFL professors and students were received from the officials of the university. After ensuring the participation of the intended numbers of the EFL learners, in the main phase of the study the predetermined questionnaires was distributed online (Google Surveys) to reduce costs and enable participants to fill in the online questionnaire by means of an invitation containing a link to it.

The invitation containing the link briefly explained the research proposal. If they decided to do so by clicking on the link, they sent to the questionnaire which had an introduction in which the aim of the survey was again explained with a respectful and understandable language, while making it clear that it is a voluntary survey and that their data would remain confidential. In the qualitative phase of the study, 5 TEFL professors and students were selected voluntarily to participate in an interview. If the researcher had not face to face access to the participants, they underwent written interview.

### Data Analysis

In order to analyze the obtained data, the different statistical procedure was used. First of all, the SPSS data files was checked for missing data by taking frequency counts of the responses on all items from both data collection instruments. Secondly, the Cronbach alpha coefficients was computed in order to estimate the internal consistency reliability of each instrument. Then, descriptive statistics including mean, standard deviation, variance, skewness, and kurtosis will be run for all three variables of this study regarding the qualitative phase, the gathered information from interviews were transcribed.

## RESULT AND DISCUSSION

### Preliminary Analysis

The preliminary analysis includes investigation of normality and checking the reliability of the measurement instruments. In order to ensure that the obtained data from the administered questionnaire for EFL learners and professors are normality distributed; Kolmogorov-Smirnov Test was employed. The obtained results for the normality of the pre-tests are illustrated in Table 1.

**Table 1.**  
**The Normality Test for the Obtained Data of the Questionnaire for EFL Teachers and Students**

		Students' Scores	Professors' Scores
	N	50	20
Normal Parameters <sup>a,b</sup>	Mean	4.33	4.1
	Std. Deviation	1.65	1.88
	Test Statistic	.245	.221
	Asymp. Sig. (2-tailed)	.119 <sup>c</sup>	.103 <sup>c</sup>

According to Table 1, both the Sig value of Kolmogorov-Smirnov tests are greater than 0.05, so it could be concluded that for the two groups of the participants, the obtained scores and data was normally distributed. The Kolmogorov-Smirnov test showed significant level of normality of the data obtained from students ( $W(306) = 0.245, p = .119$ ) and the professors ( $W(28) = .221, p = .103$ ). It means that the obtained data from the administered questionnaire for both students and professors was normally distributed.

### 1. Analysis for Research Question One

The first research question aims to explore ELT professors' perceptions and viewpoints of the hidden curriculum in an undergraduate ELT context in Iran. To answer this research question, both quantitative data obtained from the questionnaire and qualitative data gained from interview were employed. The quantitative findings which include the mean scores of the students in the each subcategories of the questionnaire are presented in Table 2.

**Table 2.**  
**Professors' Perceptions and Viewpoints of the Hidden Curriculum in an Undergraduate ELT Context**

Dimensions	Mean	SD
Social Atmosphere	3.09	.342
Organizational Structure of The English Language Institute	3.43	.543
Interaction between Teachers and Learners	4.33	.276
Total	3.61	.338

As it is illustrated in Table 2, the selected EFL university professors perceived interaction between teachers and learners ( $M = 4.33$ ,  $SD = .276$ ) as the dominant aspect of hidden curriculum which can affect the learners' thoughts, emotions, and feelings. The two other factors, i.e. organizational structure ( $M = 3.43$ ) and social atmosphere ( $M = 3.09$ ) with mean scores lower than the total mean did not received high significance from the professors compared to the interaction between teacher and learners.

In order to collect the qualitative data, the participants' responses to the pre-determined open-ended questions were analyzed using thematic analysis. This required the transcription of interview recordings and followed coding stages. Initially, the authors read and re-read transcripts in order to identify potential themes, which they then forwarded to the lead author. The second level of analysis involved both the first and last authors reviewing these initial codes. After conducting an interview session, the researcher revealed the answers to the first research question. The professors have expressed their opinions about the hidden curriculum.

## 2. Encompassed and Embedded in the New Curriculum

The opinion that says the most, the hidden curriculum values, has been applied to form the good character of students because, in the 2023 revised curriculum is now more applicable to the effective value of students. One of the professors responded that:

*"The use of a hidden curriculum is good because the revised 2023 curriculum is prioritized for the character or effective value of students, and behavior".*

Similarly, another professor said that Hidden curriculum already existed in KI 1 and KI 2 in the learning plan. KI 1 was expected to believe in Allah SWT and KI 2 about social character building, which referred to the 2013 revised curriculum's value.

*"Although not written, not programmed and planned by the government and the school institution itself but directly have a good influence on teaching outcomes and the learning process. They said that the hidden curriculum influences students' values, perceptions, and behavior".*

On the contrary, one of the professors did not know much about the hidden curriculum, and he had heard a little of it, so he did not apply it.

*"Never heard about a hidden curriculum but shaped the good character of students by using various methods, from those methods, I taught students how to behave appropriately. He saw and taught how to behave appropriately in the school and the surrounding environment from these methods".*

### 3. Integrated into the Teaching and Learning Process

Most said that teaching student's good character can be done in line with the teaching-learning process. Educating students of good character starts from the beginning to the end of learning and teaches students knowledge. One of the respondents conveyed that:

*"The teachers' task is to educate and teach students. Thus, teaching students of good character is also implemented in the teaching learning process".*

Likewise, another respondent said that:

*"Educating students' good character can be formed in the teaching and learning process and can also directly assess students' character. However, according to her, no matter how good the teacher is in shaping the character of the student, only the student themself will determine".*

Another professor contended that:

*"Teach students good character, and assess the morale of students carried out in the teaching and learning process, and good character is only themselves who will determine."*

It can be said that the hidden curriculum influences the formation of students' character and personality, can be integrated through the teaching and learning process. The effect of teaching character values on students makes them have good character. All methods can be done because the teacher does their job very well.

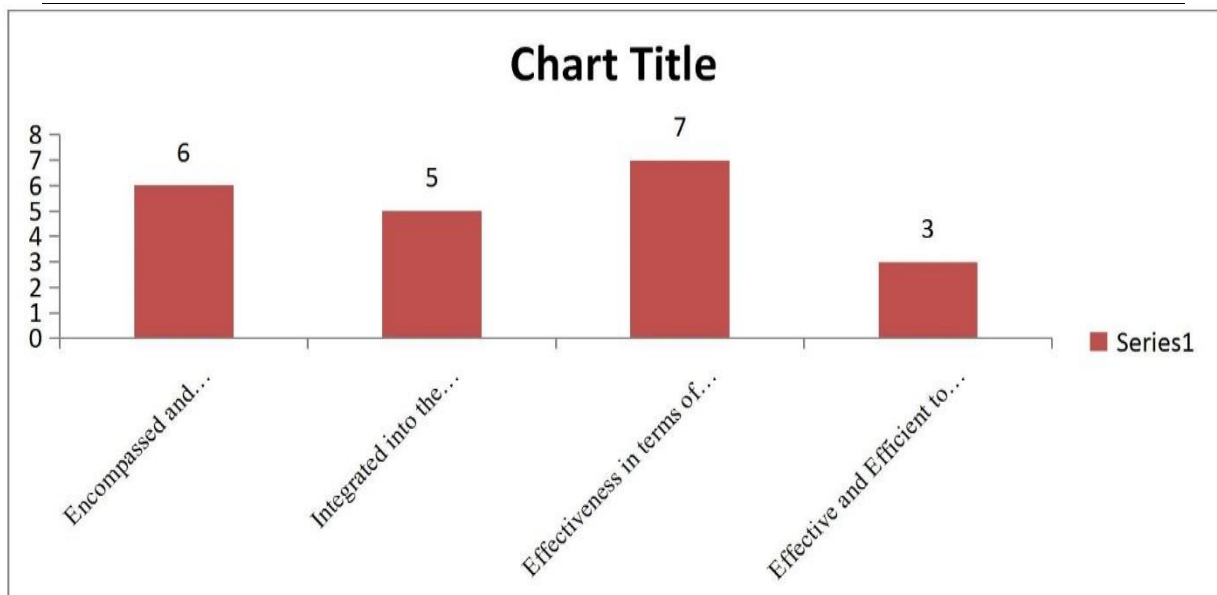
### 4. Effectiveness in Terms of Learner-Centered Environment

The participant argued that using a hidden curriculum is very important to form good character in students because students must be good characters, as smart as a student, would be very unfortunate if they do not have good character. One of the respondents emphasizes how important the hidden curriculum is:

*"The hidden curriculum is very important because it shapes students' character, as we know, morals are more important than science."*

**Table 3.****The Themes Concerning the Professors' Perceptions on Hidden Curriculum**

Theme	F	P
Encompassed and embedded in the new Curriculum	6	60
Integrated into the Teaching and Learning Process	5	50
Effectiveness in terms of learner-centered environment	7	70
Effective and Efficient to Use	3	30

**Figure 1. Column Charts of the Themes on the Professors' Perceptions on Hidden Curriculum**

As the above table suggests, the participants responses to the open-ended questions on their perceptions about hidden curriculum had four major themes including a) Encompassed and embedded in the new Curriculum, b) Integrated into the Teaching and Learning Process, c) Effectiveness in terms of learner-centered environment, d) Effective and Efficient to Use. The third theme with occurrence in 70 percent of the responses was the most frequently stated beneficial aspect of hidden curriculum by professors. Furthermore, the last theme occurred only in 30% of the responses was considered as the least frequently emphasized case.

## 5. Analysis for Research Question Two

The second research question sought to investigate the university professors perspectives about the effectiveness of exposure to virtual learning environment. To answer this research question, both quantitative results and qualitative data were utilized. The findings of the quantitative data obtained from administered questionnaire are presented in Table 4.

**Table 4.**  
**EFL Learners' Perceptions of the Hidden Curriculum in an Undergraduate ELT Context**

Dimensions	Mean	SD
Social Atmosphere	2.09	.654
Organizational Structure of The English Language Institute	4.43	.543
Interaction between Teachers and Learners	2.33	.387
Total	2.95	.443

According to the results in Table 4, the selected EFL learners perceived organizational structure of the language institutes ( $M = 4.43$ ,  $SD = .543$ ) as the dominant aspect of hidden curriculum which can affect the learners' thoughts, emotions, and feelings. The two other factors, i.e. social atmosphere ( $M = 2.09$ ) and social atmosphere ( $M = 2.33$ ) with mean scores lower than the total mean did not received high significance from the learners' points of view.

To collect more comprehensive data on the learners' perceptions, their responses to the open-ended questions were analyzed using thematic-analysis. This required the transcription of interview recordings and followed coding stages.

In order to collect the qualitative data, the learners' responses to the interview question were analyzed using thematic-analysis. Some instances of the participants' responses to the open-ended questions were presented in the following section.

One of the learners said that:

*"Hidden curriculum can help to form groups in social networks to learn from one another and Communicate between learners via groups on social networks Informing via participation in an online group Establishing virtual communication with classmates"*

Another EFL learners contended that:

*“Hidden curriculum might be reflected in feeling the need to establish face-to-face communication, formatting or establishing communication between students, and establishing communication with faculty members by face-to-face contact”*

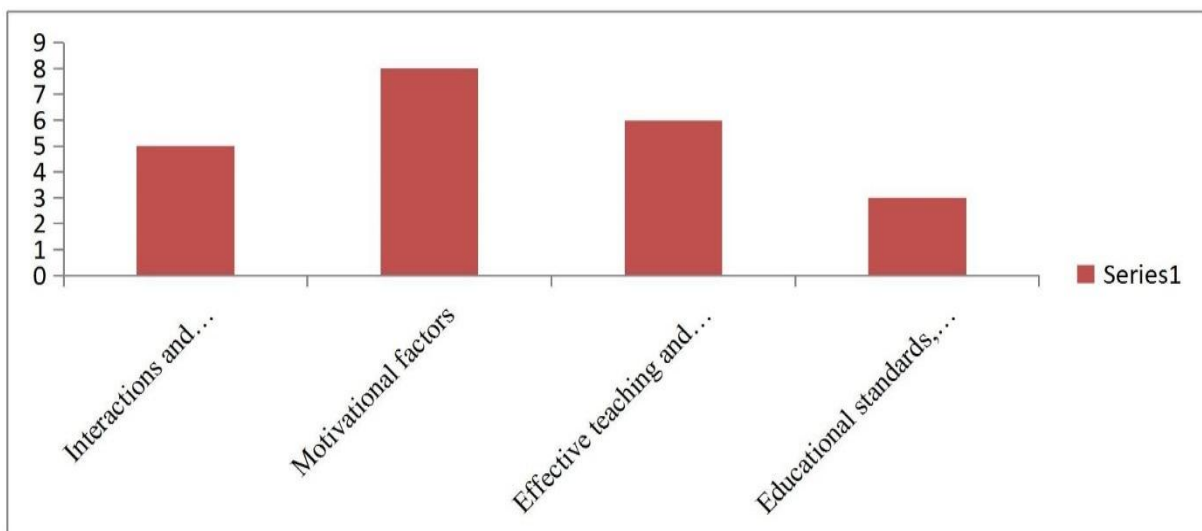
One of the learners also believed that

*“The need of content relationship with developing skills Memory-based content and theory-based educational contents, well as considering homework as a necessary requirement for learning”.*

Based on the learners’ responses to the open-ended questions the following themes were extracted and tabulated in Table 5 below.

**Table 5**  
**The Themes Concerning the Learners’ Perceptions on Hidden Curriculum**

Theme	F	P%
Interactions and communications	5	50
Motivational factors	8	80
Effective teaching and assessing	6	60
Educational standards, rules, and discipline	3	30



**Figure 2. Column Chart of the Themes on the Participants’ Perceptions on Hidden Curriculum**

Based on the above table and figure, the learners’ responses to the open ended questions on their perceptions about hidden curriculum found to have four major themes including a) Interactions and communications, b) Motivational factors, c) Effective

teaching and assessing), and d) Educational standards, rules, and discipline. Among the extracted themes, motivational factors with occurrence in 80% of the responses were the most frequently stated beneficial aspect of hidden curriculum by professors. Furthermore, Educational standards, rules, and discipline occurred only in 30% of the responses was considered as the least frequently emphasized case.

## 6. Analysis for Research Question Three

The third research question of the study aimed to investigate whether there is any significant difference between the perspective of English language professors and students concerning the effectiveness of hidden curriculum.

**Table 6.**  
**Comparison of the Students and Professors' Perspectives on the Effectiveness of Hidden Curriculum**

Dimensions	Students		Professors	
	Mean	SD	Mean	SD
Social Atmosphere	3.09	.342	2.09	.654
Organizational Structure of The English Language Institute	3.43	.543	4.43	.543
Interaction between Teachers and Learners	4.33	.276	2.33	.387
Total	3.61	.338	2.95	.443

As it is illustrated in Table 6, the comparison between professors and students' perspectives of hidden curriculum showed that while professors perceived interaction between teachers and learners as the dominant aspect of hidden curriculum, the selected EFL learners perceived organizational structure of the language institutes as the major dimension of hidden curriculum which can affect the learners' thoughts, emotions, and feelings. Furthermore, the professors had gained much higher scores in all the three factors compared to the EFL learners.

In order to ensure the significance of the differences between the perspectives of the students and professors, some t-test analyses were conducted to compare the mean score of the two groups on the categories of the questionnaire. The results of the t-test analyses are presented in Table 7.

**Table 7.**  
**T-test Analysis of the Comparison between Students and Professors' Perspectives on Virtual Learning**

Dimensions	t	Mean differences	Sig.
Social Atmosphere	4.88	1.00	.000
Organizational Structure of The English Language Institute	3.03	1.00	.000
Interaction between Teachers and Learners	7.34	2.00	.000
Total	5.44	.66	.000

As Table 7 illustrates, the students and professors perspectives on the effectiveness of the hidden curriculum are significantly different in all the three aspects. With respect to the qualitative analysis, it was found that the EFL students' responses to the interview questions considered individualized learning atmosphere, enhancement of digital literacy; and efficiency of the method as three major themes in effectiveness of virtual learning approach in the university context. While, TEFL professors believed that appreciation of technology-based instruction, empowering and accommodating the learners and the teachers were the three major aspects of virtual learning effectiveness.

**Table 8.**  
**Comparison of the Themes Concerning the Learners' and Professors Perceptions on Hidden Curriculum**

Learners Perception	Professors Perception
Theme	Theme
Interactions and communications	Encompassed and embedded in the new Curriculum
Motivational factors	Integrated into the Teaching and Learning Process
Effective teaching and assessing	Effectiveness in terms of learner-centered environment
Educational standards, rules, and discipline	Effective and Efficient to Use

As the above table suggests, based on the professors' responses to the interview questions embedded in the new curriculum, integrated into the teaching and learning process, effectiveness in terms of learner-centered environment, efficient to use were

the beneficial aspects of the hidden curriculum. While, the learners' perceived interactions and communications, motivational factors, effective teaching and assessing, and educational standards, rules, and discipline as the most important beneficial aspects of hidden curriculum in the Iranian EFL context.

## Discussion

This study was an attempt to investigate and compare the EFL students and professors' perspectives on the hidden curriculum within the Iranian EFL context. The comparison between professors and students' perspectives of hidden curriculum showed that while professors perceived interaction between teachers and learners as the dominant aspect of hidden curriculum, the selected EFL learners perceived organizational structure of the language institutes as the major dimension of hidden curriculum which can affect the learners' thoughts, emotions, and feelings. Furthermore, the professors had gained much higher scores in all the three factors compared to the EFL learners. As the above table suggests, based on the professors' responses to the interview questions embedded in the new curriculum, integrated into the teaching and learning process, effectiveness in terms of learner-centered environment, efficient to use were the beneficial aspects of the hidden curriculum. While, the learners' perceived interactions and communications, motivational factors, effective teaching and assessing, and educational standards, rules, and discipline as the most important beneficial aspects of hidden curriculum in the Iranian EFL context. Investigating the function of the hidden curriculum in patient education from the perspective of nursing and midwifery students can only absorb lessons deeply and sustainably if they receive adequate feedback. This finding is in agreement with that of Yumarnamto et al. (2020).

The students are likely to be more motivated to learn because of their sense of proximity to their professor and his/her active involvement in the teaching process. Certainly, scientific interactions can flourish in a calm and friendly atmosphere better and the professor-student relationship contributes to this quiet atmosphere. One of the most important components of the hidden curriculum is to design plans to enrich the learning and teaching processes by boosting professor-student interaction and student-to-student interaction. This should be addressed by the curriculum designers, especially in clinical education, where the general atmosphere governing the education is strongly influenced by the professor-student relationship.

If students feel they are supported by the professor, they will be more comfortable with clinical learning. The class rules pertaining to the professor-student mutual relationships concerning the observance of respect and politeness during break time were scored highly appropriate and positive. The students also appreciated the professors' recognition of the education principles and foundations, their enjoyment of the professional knowledge and skills, their recognition of educational goals, their skills of using instruments and educational technologies, their knowledge of teaching methodologies and techniques as well as their familiarity with the scientific method and

considered the aforesaid knowledge effective on the their own elevation of academic achievement and motivation

## CONCLUSION

In this study, the strongest messages were received from the writing course. Since the statements of the students, instructors and administrators indicated significant facts about the unintended messages of the formal curriculum, there was a need for other types of data collection procedures such as observation and questionnaire application. In addition to this, the questions which were asked in the exam and the alternative assessment procedures which were another major part of this study were thought to have signaled some hidden messages. Due to this fact, the exam questions could be studied carefully through Blooms' taxonomy and the dimensions of the questions could be identified in order to see if there was a mismatch between the official curriculum and the hidden messages that the students received through the exams.

It would be possible to observe if the hidden curriculum elements governing the school changed or not throughout the academic year. Thus, it would be easier to identify decisive nature of the hidden messages. This present study can also imply some other messages for education. In the first place, regarding the structure of the population of the students, it seems that being a student of preparatory class is a difficult process that should be completed in one academic year. The levels of the classes should be well-defined and there should be clear criteria for the placement of the students. The students and the instructors should be informed about the criteria to prevent any possible misunderstanding. During the study it was observed that some students and some classes seemed to have serious difficulties in the language learning process. The students expressed that they had difficulties with the learning process because of the attitudes of the instructors. Although there are some limitations for this study, it has some important implications for administration and the instructors, and curriculum developers. Additionally, the study also revealed that there is also a hidden curriculum among the instructors. In order to create a better educational environment, the hidden messages which were given to the instructors should also be investigated. Thus, the future researchers can more study to improve it. For instance, future research can be carried out within university contexts and other settings to generalize the findings. Moreover, administrators and researchers can consider the results of this research to operate on planning and designing any appropriate relevant courses for the proposed model.

Given the results from this study, future studies should delve more deeply into this topic to see if the results can be replicated in other sites with similar students and with a larger population. Furthermore, the present EFL hidden curriculum model can be assessed by considering other related latent variables.

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