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The effect of the hidden curriculum on learning English lesson from the English teachers point of view in amol high schools.

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Abstract

In contrast to the didactic curriculum, students experience an unwritten and unintended knowledge, values and beliefs through attending school which have great impact on their attitude toward learning. This is known as "the hidden curriculum." On the other hand, students have great difficulties in learning English, so in this research, the researcher, aims to show the effect of the hidden curriculum on learning English lesson. In this respect the following major questions were askedDo the school rules as one of the elements of the hidden curriculum have any effects on student's learning in their English lesson?Do the relationships between teachers and students as one of the elements of the hidden curriculum have any effects on student's learning in their English lesson?Do the individual relations at school as one of the elements of the hidden curriculum have any effects on student's learning in their English lesson?Do the teaching methods as one of the elements of the hidden curriculum have any effects on student's learning in their English lesson? In this research, a survey descriptive method was used. The population of the English teachers in Gonbad were about 120 people. So, the total population was used as sample. A closed – ended questionnaire about 30 questions with Likert's scale in four points was used. It's validity has been approved by some experts in human science. Cronbach's Alpha that was used to show it's reliability was (α=0/88) To analyse, the descriptive statistics, binary and x^2 tests were used. Basic results drawn from this research were:The school rules as one of the elements of the hidden curriculum have great impact on the student's learning English lesson.The relationship between teacher and students as one of the elements of the hidden curriculum have great impact on the student's learning English lesson.The individual relations in schools as one of the elements of the hidden curriculum have great impact on the student's learning English lesson.The teaching methods as one of the elements of the hidden curriculum have great impact on the student's learning English lesson.

Keywords: high school, learning, hidden curriculum, amol

Introduction:

Along with the institutionalization of the role and importance of education in the development of communities and development of young people many attempts to regulate this critical process began and education was divided into numerous splits .The heart of the educational system and curriculum as a tool for achieving the goals of education were considered beforehand.And thus in the early twentieth century, one of the areas of specialization curriculum and also became controversial education. What will students in a specific purpose and intention is to meet the students at the end of a training course given to them Official Curriculum.Learners beyond the content of the curriculum, content, and attitudes learn before it is provided by the curriculum and teachers.What students of culture, family, media, communication, friends and peers and behavior earns teachers, etc.The informal curriculum is concerned.Because this part of the comprehensive plan and is not in control Sometimes called hidden curriculum. Apart from books written in English language learning and concepts that students should be taught by teachers trained through various methods. Teachers and planners are hidden from the view of other factors that affect language learning. This component, called hidden curriculum, even stronger than overt act curriculum and learning greatly affects the day. These factors include:Laws and regulations, school, teacher and student interaction, interpersonal relationships, the relationship between teachers' knowledge of the effects of the hidden curriculum in teaching and learning.students contribute or not and also the definition of the origin and genesis of the necessity and importance of research, goals and be a part of variables.

Theoretical basis of research:

Hidden Curriculum The story provides lessons that are stipulated in the framework of the implementation of curriculum and because of the presence within the context of culture and educational system, students experience it**.**The intangible experiences and seemingly off in different aspects of personality formation and learning of students and teachers, more effective or is apparent from the official curriculum**.**The development - the progress and development of any society in an era that is called age of communication and information,judgment and assessment, paying attention to the key role of English course as one of the official curriculum in schools reveals Mysazd.mtasfanh in our country because of the many factors, including the content of textbooks weak language, the students' lack of access to language laboratories or social networks and growth in schools, failure to allocate sufficient time to study the language in educational programs, teachers and officials lack knowledge of the hidden curriculum and its impact on learning English in the country and affected schools and relative weakness Language learning is created.to help decrease the distance between the informal and hidden curriculum**.** Has better and better results in the field of learning in their teaching. Very effective in shaping the hidden curriculum factors such as laws, regulations relevant to the grouping of students, evaluation methods, methods of encouragement and punishment, individual activities - group, providing facilities and teaching aids and students' participation in school governance and personality their effects on students' learning. The interpersonal relationships between students with each other and the relationships between teachers, students and teaching staff of schools and their culture have influenced one another in the interaction of social and cultural specifics**.** forgiveness is not anticipated that the structure of the lesson plan, but

reflected in the behavior of teachers and students are important factors in learning**.** Several scholars to study and research to discover unknown aspects of the program have. But in our country the authorities have been involved in formal education curriculum And a powerful effect on the hidden curriculum and students learning English, especially the neglect and neglected And although research findings suggest that the school environment and relationships governing the formation of hidden curriculum is effective**.**
But the real issue is that no study has been done to document this aspect of hidden curriculum Considering the effects and consequences of hidden curriculum factors which bring about positive and negative attitudes and perceptions numerous student**.**
The authors of this research is trying to find out whether that is positive or negative impact on student learning English or not. According to the above questions, the researcher of the study This study seeks to answer it tries to cope**.** What impact is that the hidden curriculum in high school students learning English city of Amol, in the view of teachers?

Research Background

The importance of the impact of these programs on students of the important reasons is due to the hidden curriculum. asbrook (2000) the most important educational content that students learn in school knows about the hidden curriculum**.** Citven in an article entitled The so-called hidden curriculum Says: The experiences that students in their abilities and receive informative way of doing things is the hidden curriculum**.** It is true that the content and the values and experiences that students naturally learn in the process of education and school life Unintentional learning, intangible and unintended and unpredictable, but many experts including Bloom(1972) Them in many aspects, from curriculum knows more obvious because its teachings longer remains in the memory of many years the student attended school thoroughly and regularly covers.
The aim of this study is:
1. The effect of hidden curriculum in English learning students from the teacher's point of view Amol city.
2. provide a clear picture of the hidden curriculum and its impact on teaching - learning English for officials, teachers and English language teachers to be realistic grounds for changing, improving teaching methods, curriculum design and the whole process and provide training.
3. The effectiveness of laws and regulations of the school as one of the hidden curriculum in English learning students
4. Impacts interpersonal relationships as one of the hidden curriculum in English learning students
5. The effects of teacher and student interaction as one of the hidden curriculum in learning English language students
6. Effect of Teaching as one of the hidden curriculum in students learning English.

Special research questions**:**
1. Are the laws and regulations of the school as one of the hidden curriculum in its effects on students learning English?
2. Does interpersonal relationships as one of the hidden curriculum in English learning students has an

impact?
3. Is the teacher and student interaction as one of the hidden curriculum in its effects on students learning English?
4. Have teaching as one of the hidden curriculum in English learning students has an impact?

Research methodology

The present method, according to the purpose of this "hidden curriculum effects of students 'learning EFL teachers' view Zbananglysy," a description of the survey Mybashdv statistical population included all high school teachers in the city of Amol Zbananglysy to 120 in the academic year 93-94 is . In this research, data collection through library studies and visits to the Quarterly, monthly and scientific research in the field as well as sites have been mentioned. The questionnaire was designed.alternative response levels (very high, high, low, very low), and the scoring (4-1) from very low to very high, acted as questions 1 to 7 for questioning the effectiveness of laws and regulations school students learning English , questions 8 to 15 for inquiries effect on learning and interaction with teachers and students Zbananglysy 16 to 22 students to ask questions and influence the relationship between individual learning and questions 23 to 30 Zbananglysy and students to question the effectiveness of teaching methods learning students is set Zbananglysy.

Research tools

To assess the validity of the questions, comments of teachers and advisors and several professors of Education and Statistics was used and finally confirmed validity of the questionnaire and were ready to run In this research to know whether the questionnaire has acceptable reliability Cronbach's alpha was used or not. And through the implementation of pilot projects 30 questionnaires were distributed randomly among the participants and the results using SPSS software event analysis and Cronbach's alpha coefficient (88/0 = α) was calculated and this suggests that the reliability indexes for performance.

Research Findings

According to the study sample varied work experience indicates that a total of 120 patients, 6 patients (five percent) less than 5 years, 30 patients (25%) between 5 and 15 years and 84 patients (70 percent) are over 15 years work experience. A total of 120 of 105 patients (87.5%) in undergraduate and 15 patients (12.5%) in the above-bachelor's degree limitations. Of the 120 patients, 36 males (30%) and 84 patients (70%) were women.

Table 1: Chart gender in the population under study

Variance	The standard deviation	The mean	Total	More	Least	Domain	Number	Row
.688	.82943	2.8667	344.00	4.00	1.00	3.00	120	1
.601	.77496	2.9333	352.00	4.00	1.00	3.00	120	2
.492	.70114	3.2500	390.00	4.00	2.00	2.00	120	3
.756	.86950	2.9833	358.00	4.00	1.00	3.00	120	4
.444	.66611	3.4000	408.00	4.00	2.00	2.00	120	5
.420	.64799	3.3167	398.00	4.00	1.00	3.00	120	6
.346	.58840	3.3000	396.00	4.00	2.00	2.00	120	7
.486	.69733	3.1333	376.00	4.00	2.00	2.00	120	8
.483	.69492	3.2333	388.00	4.00	2.00	2.00	120	9
.821	.90610	1.9500	234.00	4.00	1.00	3.00	120	10
.416	.64474	3.4333	412.00	4.00	2.00	2.00	120	11
.541	.73546	3.2833	394.00	4.00	1.00	3.00	120	12
.306	.55281	3.6167	434.00	4.00	2.00	2.00	120	13
.268	.51748	3.6333	436.00	4.00	2.00	2.00	120	14
.498	.70592	2.8500	342.00	4.00	1.00	3.00	120	15
.850	.92218	3.3000	396.00	4.00	1.00	3.00	120	16
.651	.80683	3.2333	388.00	4.00	1.00	3.00	120	17
.675	.82180	3.2167	386.00	4.00	1.00	3.00	120	18
.352	.59314	3.4667	416.00	4.00	2.00	2.00	120	19
.718	.84747	2.7667	332.00	4.00	1.00	3.00	120	20
.350	.59196	3.4500	414.00	4.00	2.00	2.00	120	21
.655	.80943	3.1833	382.00	4.00	1.00	3.00	120	22
.352	.59314	3.4667	416.00	4.00	2.00	2.00	120	23
.285	.53347	3.4667	416.00	4.00	2.00	2.00	120	24
.465	.68169	3.1500	378.00	4.00	2.00	2.00	120	25
.281	.53031	3.5667	428.00	4.00	2.00	2.00	120	26
.263	.51286	3.6500	438.00	4.00	2.00	2.00	120	27
.449	.67030	3.4333	412.00	4.00	2.00	2.00	120	28
.413	.64278	3.0833	370.00	4.00	2.00	2.00	120	29
.474	.68824	3.3833	406.00	4.00	1.00	3.00	120	30
							120	تعداد کل

To determine normality of the data by the Kolmogorov-Smirnov test was used.

Table 2: Kolmogorov-Smirnov test for normality of

Shapiro Wilk			Kolmogorov-Smirnov		
The level of significance	Degrees of freedom	Statistics	The level of significance	Degrees of freedom	Statistics
1/111	111	1/261	1/111	111	111

In Table 2, according to the calculated significance (sig <0.05) assuming an abnormal data is confirmed based on the variables evaluated not on the normal curve. Therefore, non-parametric statistical methods used in the calculations.

Table 3: Chi-square test in four special research questions and the main question

Supposition5	Supposition4	Supposition3	Supposition2	Supposition1	
31/1	11/61	61/4	4/3	111/6	Chi-Square
1	1	1	1	3	Degrees of freedom
1/111	1/111	1/111	1/160	1/111	The level of significance

According to the values in the table, the chi-square calculated to question 1 (Are the rules and regulations of the school as one of the hidden curriculum on English language learning students affected?) With 3 degrees of freedom (117.6) respectively. of the critical chi-square (81.7) is greater so reject the null examination question paper will be confirmed. And subsequently concluded that the laws and regulations of the school as one of the hidden curriculum on English language learning is effective.

According to the calculated chi-square values in the table for question 2 (if teacher-student interaction as one of the hidden curriculum on English language learning students affected?) With 1 degree of freedom (3/4) that of the critical chi-square (84/3) is bigger and therefore null hypothesis is rejected and the research hypothesis is confirmed and subsequently concluded that teacher-student interaction as one of the hidden curriculum on learning effective English language.

Chi-square calculated to question 3 (field interpersonal relationships as one of the hidden curriculum on English language learning students affected?) With 2 degrees of freedom (61.4) that the critical chi-square table (99.5) is greater then the null hypothesis is rejected and the research hypothesis is confirmed. And subsequently concluded that interpersonal relationships as one of the hidden curriculum on English language learning is effective.

Chi-square calculated to question 4 (teacher teaching field as one of the hidden curriculum on English language learning students affected?) With 2 degrees of freedom (77.6) that the critical chi-square table (84/3) However, question and reject the null larger research question will be confirmed. And then we conclude that the teacher teaching as one of the hidden curriculum on English language learning is effective.

The main research question chi-square calculated as (the effect of hidden curriculum on English language learning students from the perspective of English teachers) with 1 degree of freedom (30.0) that the critical chi-square table (84/3) is greater So reject the null examination question paper will be confirmed. And subsequently concluded hidden curriculum on English language learning is effective.

According to the data in Table 3, one can say with 95 percent confidence from the viewpoint of teachers' hidden curriculum is effective in student learning.

Conclusion:

The first specific question: Are the rules and regulations of the school as one of the hidden curriculum is effective in learning English?

The results of this question shows that 6/96 of language teachers, school rules and regulations as one of the hidden curriculum factors in creating a positive attitude towards learning English have assessed about high and very high. On the other hand 2x calculated according to the degree of freedom 3 (11706), which is critical of the square table (7181) is greater than the significance level (0.000) calculated that the (05/0-a) is smaller, with 95 the research question and the null hypothesis can be confirmed percent rejected.

Third specific questions: Does the interaction of teachers and students as one of the hidden curriculum is effective in learning English?

The results of this question shows that 100% of language teachers, language teachers and students reciprocity as one of the hidden curriculum in learning English have assessed high or very high. On the other hand 2x calculated according to the degree of freedom 1 (333/4), which is critical of the square table (84/3) is greater than the significance level (0.000) calculated that from (05/0) is smaller, 95% supported the research question and the null hypothesis can be rejected.

The third critical question: Is interpersonal relations as one of the hidden curriculum is effective in learning English?

The results of this question shows that 6/96 of language teachers, interpersonal relationships as one of the hidden curriculum in English learning students have studied at high or very high. On the other hand 2x calculated according to the degree of freedom 2 (6104), which is critical of the square table (99/5) is greater than the significance level (0.000) calculated that from (05/0) is smaller, with confidence 95 percent supported the research question and the null hypothesis can be rejected.

Four specific questions: Does teaching as one of the hidden curriculum does have a learning lesson Tasyrdard English?

3/93 The results of this question shows that the percentage of teachers in language teaching as one of the hidden curriculum, high and very high in EFL learning have assessed the one hand 2x calculated according to the freedom 2 (7706), which is critical of the square table (84/3) is greater than the significance level (0.000) calculated that from (05/0) is smaller, with 95% and the null hypothesis can be confirmed research question rejected.

Practical suggestions:

Based on the specific questions I was determined that the above results with the results alikhani, Mahdavi, Hadji and Dvanlv argue that laws and regulations are in school, the school's physical and organizational structure and disciplined learning process the students play an effective role. Schools with teachers and students to behave arbitrarily and grammatical rules, arid, severe disciplinary measures, formal relationships and hierarchies of authority, exercised or hide the implicit message that they induce people "irresponsible" "Relief from work" and "unreliable" are.

Of course, in such schools, students and teachers to authoritarian methods to learn, do not show a positive reaction and show hostile and negative toward school and learning. School educational environment and appearance that such equipment, the school features green space, class size, seating, and .... in a positive or negative attitude of students toward learning effect. High walls, lack of green space, not to install educational messages and pictures on the walls school students showed that those "passive" School is a place that should only remain silent and to learn the lessons. Naturally in such schools work of creativity, innovation, vitality, there will be no self-control and responsibility. Other school rules, such as participation and seeking input from students or their representatives in different councils, school or extracurricular activities influenced the creation of a positive attitude toward learning will be.

Based on the above results with the results of the study revealed three specific questions job seekers, Kadivar, Rvmanvsky (1997), the agreement calls for: discipline and orderliness dress more female teachers were considered by the Secretary to men , the academic achievement of students involved as well as the interaction of teachers and students motivation, learning and development moral judgments of students, is very effective. Management tolerant or authoritarian language classes, language teachers and their attitude toward students' expectations, according to the teaching of ethics, and even the type of speech-language teacher, can largely hidden curriculum and transfer students a positive attitude or their negative relative to reinforce language acquisition. Teachers have an important impact on student behavior expectations, no matter how teacher expectations of high school students is, of course, they obtain better results than other students. Teachers should have some understanding of the students, because otherwise it will cause dysfunctional behaviors in students. Students classification and labeling them as "brilliant", "dull" of the language teachers who naturally will lead to positive and negative behaviors and attitudes affect their learning. Usually obedient teachers to students, participative, attention-wise, and the other students are disregarded and ignored her. This classification and labeling,

such as "dull" and Jbhhgyry causes hostile behavior against teachers and students toward their teacher and lesson that she felt hatred. Teacher self-discipline, interest and enthusiasm in learning, ethical commitment, self-control, confidence, moral and human communication skills in the classroom, students listen to the views, attitudes, behavior and personality teachers and even her dress implications and hidden transferred to the students.

Based on the above results with the results of the study revealed three specific questions job seekers, Hadji and Carvalho (1995) agreement that says the relationship between the school and parents of high school students more girls than boys are respected and high schools because schools have applied the best use of hidden curriculum, female students of higher academic achievement than boys. Meanwhile Haji existing relationships in school to discipline students and their progress in learning had an impact. The findings showed that social inequalities Carvalho integral part of school management, teachers and school that undergird it. However, the results of this study, the results Mahdavi, somewhat less variance that says: The Hidden Curriculum, does have a learning interpersonal relationships have the least effect. A variety of factors such as stress, overt and covert conflicts, mistrust principals and teachers blackwater to each other, their relationship is very effective and even in such schools has not been specific conflict or dispute, but these course programs such as "loss of confidence" "bearish" "lack of responsibility" created in teachers and students in the classroom as a result of just the absence of timely, high absences, , hypothyroidism and achieved that naturally destructive effects will be greater for students and negative attitudes toward school and learning employees will be affected. If the thoughts, attitudes toward school staff of the economic situation, social welfare, with other students in poverty, there is no equal, would exert adverse effects of education. Students with seeing the different approaches to personnel, the effects of the hidden curriculum such as "discrimination", "injustice" to feel that creating a negative attitude towards school and learning is very effective. Teachers who are at a higher level of interpersonal skills and ability in matters of education, training, design training, communicate with other teachers and also able to create human relationships in a classroom setting, they can more attitude and motivation in students to create language learning.

Based on specific questions quarter was determined that the above results with the results Mahdavi, job seekers, Rvmanvksy (1997), matches that says teachers' awareness of the existence of the hidden curriculum in learning effective. Job seekers also showed that the students' participation in school administration and classroom, attention to individual differences were observed by female teachers than males. The findings showed that teachers Rvmanvsky experiences, beliefs, attitudes and their worldview and beliefs they bring into the classroom to classroom activities and decision-making as the basis of their curriculum planning works. Of course, language classroom sessions open dialogue about short stories, articles, and events in your real life, students will have a dramatic effect on beliefs and hidden curriculum, "tolerance", "spirit of confidence" in them will strengthen. Style class seat arrangement, space, capacity imagine specific classes and students may induce the mind. Direct and continuous rows of seats that teachers desk located next to it, this notion implies that teachers bring to mind the "pivot" and students beings "empty Alzhn" and "under the control of the teacher" are. But the classes were arranged in a circle, teachers and students are actively belief and opinion.helped other members.

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