

**A SUGGESTED ENGLISH LANGUAGE TEACHING PROGRAM
FOR GÜLHANE MILITARY MEDICAL ACADEMY**

**A THESIS SUBMITTED TO
THE GRADUATE SCHOOL OF SOCIAL SCIENCES
OF
MIDDLE EAST TECHNICAL UNIVERSITY**

BY

RAHİM SARI

**IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE
DEGREE OF**

DOCTOR OF PHILOSOPHY

IN

THE DEPARTMENT OF ENGLISH LANGUAGE TEACHING

JULY 2003

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ABSTRACT**A SUGGESTED ENGLISH LANGUAGE TEACHING PROGRAM
FOR GÜLHANE MILITARY MEDICAL ACADEMY**

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July 2003, 265 Pages

The purpose of this study is to evaluate the English teaching program at Gülhane Military Medical Faculty and suggest a new program based on the Monitor Model. The study, as an example of a systematic study of a language program and that of a proposed syllabus, is expected to aid the practice of English Language Teaching in Turkey.

The data sources were 230 students, 25 doctors and 7 teachers. The data analysis showed that students do not like the contents of the course books. Students reported speaking and reading as priority skills. To understand and translate medical material, to get an overseas assignment, to talk to foreigners and to follow lectures were the common language-related goals.

Students', institution's and doctors' needs and goals and available resources were surveyed and a new second language teaching program was suggested for Phase 1. A general curriculum model and a program design model were also suggested together with the syllabuses for Phase 1.

In the suggested program, grammar, writing and other conscious learning activities are separated from comprehension or (subconscious) acquisition-based activities. The suggested design has three topic-based syllabuses organized in modular format for three levels: Advanced, intermediate and elementary. For the majority advanced level classes new materials need to be developed and for elementary and intermediate levels new course books are suggested.

A sample module was prepared, piloted and the results are discussed. The piloted module was found better than the previous form of the lessons both by the students and the teachers.

Key Words: Monitor Model, Acquisition, Learning, Acquisition-Based Instruction, Learning-Based Instruction, Curriculum, Syllabus, Needs Assessment.

ÖZ**GÜLHANE ASKERİ TIP AKADEMİSİ İÇİN BİR İNGİLİZCE DİL
ÖĞRETİM PROGRAMI ÖNERİSİ**

Sarı, Rahim

Doktora, İngilizce Dil Öğretimi Bölümü

Tez Yöneticisi: Prof.Dr. Hüsnü Enginarlar

Temmuz 2003, 265 Sayfa

Bu çalışmanın amacı Gülhane Askeri Tıp Fakültesindeki İngilizce öğretim programını değerlendirmek ve Monitör Modeli'ne dayanan yeni bir program önermektir. Bu çalışmanın, bir dil programına ve önerilecek bir izleneye yönelik sistematik bir çalışma örneği olarak Türkiye'deki İngilizce Öğretimine de katkıda bulunması beklenmektedir.

Veri kaynakları 230 öğrenci, 25 doktor ve 7 öğretmendir. Veri analizi öğrencilerin ders kitaplarının içeriğini beğenmediklerini göstermiştir. Öğrenciler konuşma ve okumayı öncelikli beceriler olarak bildirmişlerdir. Tıbbi materyali anlamak ve tercüme etmek, yurt dışında görev almak, yabancılarla konuşmak ve dersleri takip edebilmek dil ile ilgili sıklıkla belirtilen hedefler arasındadır.

Öğrenci, kurum ve doktorların ihtiyaç ve hedefleri ve mevcut kaynaklar değerlendirilerek 1 nci sınıflar için yeni bir dil öğretim programı önerilmiştir. 1 nci sınıflar için önerilen izlencelerin yanında genel bir eğitim programı modeli ve program tasarım modeli de önerilmiştir.

Önerilen programda, gramer, yazma ve diğer bilinçli öğrenme aktiviteleri bilinçaltı edinime ya da anlamaya dayanan aktivitelerden ayrılmıştır. Önerilen tasarımda ileri, orta ve başlangıç olmak üzere üç seviyede konu bazlı modüler formatta izlenceler mevcuttur. Çoğunluğu oluşturan ileri kur için yeni materyallerin üretilmesi; başlangıç ve orta kurlar için ise yeni ders kitapları önerilmiştir.

Örnek bir modül hazırlanarak, pilot uygulaması yapılmış ve sonuçlar tartışılmıştır. Pilot uygulaması yapılan modül, hem öğrenci hem de öğretmenler tarafından derslerin önceki şekline göre daha iyi bulunmuştur.

Anahtar Kelimeler : Monitör Modeli, Edinme, Öğrenme, Edinime Dayalı Öğretim, Öğrenmeye Dayalı Öğretim, Eğitim Programı, İzlençe, İhtiyaç Değerlendirmesi

To My Students

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“I hereby declare that all information in this document has been obtained and presented in accordance with academic rules and ethical conduct. I also declare that, as required by these rules and conduct, I have fully cited and referenced all material and results that are not original to this work”

Date:

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LIST OF ABBREVIATIONS

ALM	Audio-Lingual Method
ECL	English Comprehension Level
EFL	English as a Foreign Language
ELT	English Language Teaching
ESP	English for Specific Purposes
GMMA	Gülhane Military Medical Academy
GMMF	Gülhane Military Medical Faculty
GTM	Grammar Translation Method
KPDS	Kamu Personeli Dil Sınavı
L1	First Language
L2	Second Language
LAD	Language Acquisition Device
NA	Natural Approach
NIP	Non-Interface position
NPR	National Public Radio
PPP	Presentation, Practice, and Production
SLA	Second Language Acquisition
TOEFL	Test Of English as a Foreign Language
ÜDS	Üniversite Dil Sınavı
VOA	Voice Of America

CHAPTER I

INTRODUCTION

1.0 Presentation

This chapter presents a review of major trends in the classroom second language (L2) teaching and the development of non-interface position (NIP) of L2 acquisition, the theory of language learning adopted in this study, the problems related to the English language teaching program at Gülhane Military Medical Faculty as perceived by the researcher, which led to the development of this dissertation work, the purpose and the significance of the study and the definitions of specific terms used in the dissertation.

1.1 Background of the Study

One major source of problems observed in an EFL (English as a Foreign Language) setting is the mismatch between the properties of the given instruction and the needs of the recipients of the instruction, the learners. A condition where learners' characteristics, needs, and wants form a complete match with the implemented language program will remain a textbook ideal no matter how great an effort is spent to this end. As every language program tries to reach some form of language proficiency in some way, the weaknesses of the general instructional setting will be observed in the outcomes (product) as well as in the implementation (process) of the instruction, more broadly in the learning success. A program designed for accuracy or structural proficiency, for example, will be thought to have gone wrong somewhere when the learners' proficiency in grammar is not at the

targeted level. The desire for improvement and success in language teaching is inevitably related to methodological issues (Richards & Rodgers, 1986; Savignon, 1990:194). Very often, the design of a language teaching program either for general or specific purposes is primarily associated with the selection, gradation and presentation of the target language forms. Methodological issues are usually taken into account in the actual teaching practice, the techniques. However, ongoing research on L2 acquisition has shown that methodological issues should go far beyond the level of techniques and should begin to play a primary role in all of the stages of the formation of an L2 syllabus. Hutchinson (1987:39) criticizes the old custom as follows:

The starting point for all language teaching should be an understanding of how people learn. But it is too often the case that 'learning' factors are the last to be considered. ... overwhelming weight of emphasis in ESP research and materials has been on language analysis. Learning factors, if considered at all, are incorporated only after the language base has been analyzed and systematized. ... the key to successful language learning and teaching lies not in the analysis of the nature of language but in the understanding the structure and processes of mind.

The following section will present a discussion on the NIP position or the Monitor Theory, the theory of language learning and teaching adopted in this study, together with a summary of the major methodological trends in L2 teaching in relation to the theories of L2 learning.

1.1.1 Major Trends in Classroom Second Language Teaching

Probably from the very beginning of the language teaching history almost all formal language teaching orientations have been named with a method or an approach such as the Grammar Translation Method, the Reading Method, the Direct

Method, the Communicative Approach, the Natural Approach, etc. Although each method is called with a new name, the name given to a method does not always represent a totally new practice in language teaching. In fact, certain methods may share common theoretical grounds as regards their understanding of language learning while some others may have similar practical teaching techniques.

Parallel to what Hutchinson (1987:39) states in the previous section, methods can be said to have developed through two major orientations: the ‘syllabus route’ and the ‘instructional theory route’ (Richards, 1985:32-37). Methods that design their language teaching procedures primarily with language content like structures, notions, functions and vocabulary are basically on the syllabus route and the ones that organize their design and procedures around a particular language learning theory are said to be on the instructional theory route.

In the following section is given a critical analysis of the most outstanding methodological trends with respect to the above-mentioned orientations.

1.1.1.1 Syllabus Route: Audiolingual, Communicative and Eclectic Approaches

As the outstanding method of the fifties and the sixties the Audiolingualism exemplifies one of the most influential methods designed through the syllabus route. The syllabus of the method consists of selected and graded structural patterns to be taught in the form of pattern practice and drilling (Ellis, 1984, 1990; Savignon, 1991). The method was originally designed for practical purposes of developing oral proficiency in L2 among American soldiers within nine months.

However indifferent they may seem to any language learning theory primarily shaping their designs, methods inevitably signal an underlying theoretical

approach towards language learning. The language learning theory governing a method suggests a rationale as to how the language input presented in the learning environment will be internalized and then used during production (Ellis, 1990: 16). The underlying theory of learning governing the Audiolingualism was the theory of behaviorism based on habit-formation. The language learning in the classroom was believed to take place through pattern practice, repetition, mimicry and memorization and correction of errors. Although heavily criticized and abandoned, some remnants of its substitution drilling techniques and teaching materials are still used in the current language teaching practices.

Together with the Audiolingualism, today's most commonly applied versions of the Communicative Approach and the Eclectic trend, too, organize their syllabi through the syllabus route. This time, the syllabus is around a classification and ordering of notions, functions, and language structures, together with an almost equal emphasis on four skills. Especially in the Eclectic trend, in place of a "comprehensive theory of L2 learning" a more practical approach based on "logic and/or experience" is followed (Savignon, 1990:186). This eclectic approach is most typically represented in an orientation known as PPP (Presentation, Practice, Production). An analysis of such an orientation where it is customary to select, grade and present certain language structures defined after a specific language needs assessment will reveal the underlying design in which grammar rules are presented, practiced, and produced, (PPP), as if they were mathematical rules. Once the selected structures are presented either inductively or deductively and practiced in various forms of controlled to semi-controlled exercises, learners are expected to acquire the targeted form and begin to use it automatically towards the end of that

unit or section in the syllabus design. As if there were a one-to-one correspondence between the input and the output, students are viewed as computers capable of producing output whenever they get an equal amount of input. Sometimes the equality between the input and the output is broken for the worse. Students are expected to produce maximum output with a minimum amount of input introduced at the initial stages of the lesson with the expectation that the production practice will result in the internalization of target structures embedded in the output they are forced to produce (Sharwood-Smith, 1981; Brown, 1987; McLaughlin, 1987; Allen et al., 1990; Cook, 1991; Lightbown & Spada, 1993; Bialystok, 1994).

PPP in L2 learning reveals a cognitivist approach with the claim that second language acquisition is similar to the acquisition of complex cognitive skills and should be done through an initially controlled practice towards the automatization of subskills (McLaughlin, 1987:139). Despite its many weaknesses cited in literature (Winitz, 1981; Swan, 1990; Schwartz, 1993), PPP still continues to be the dominant method in ELT (Stern, 1992: 188) and seems to continue its dominance in near future although "both audiolingual and communicative innovations have failed to fulfill their promise" (Sheen, 1994: 127). As Harmer (1996:3) suggests:

PPP ... seems to be an entirely appropriate model for some clearly defined rule-based grammar at lower levels of competence –though not for all. Its limitations... are well documented. But it is not dead. Happily alive, PPP will always have a part to play in language teaching and learning.

1.1.1.2 Instructional Theory Route: Interlanguage Theory and the Monitor Model

The orientation to language teaching through an initial instructional theory is primarily based on the studies done in naturalistic and classroom language learning

environments. Beginning with Corder's work on the significance of learners' errors, it was clearly noticed that the teaching of the target forms in the classroom, following "a syllabus based exclusively or primarily on grammar points" did not necessarily result in the students' acquisition of these forms (Lightbown, 2002:530). In other words, there is a mismatch between what is presented in the syllabus and what is internalized. Accordingly, the mismatch between teaching and learning forced many L2 researchers to carry out studies with the aim of determining the underlying processes of second language acquisition. Research to this end showed that students followed a natural route, a built-in-syllabus, basically similar to that of children in acquiring a new language, irrespective of the method of presentation and practice of L2 material in class (Dulay & Burt, 1974; Ervin-Trip, 1974; Bailey, Madden & Krashen, 1974; Fathman, 1975; Larsen-Freeman, 1976). Deliberate attempts to change the natural order of acquisition of certain language items by using various teaching techniques failed as the learners "developed their language stepwise despite the scheduling of the teaching" and surprisingly enough "in the same order as has been found for natural acquisition" (Pienemann, 1989:71-72). Their mature cognitive capacity, social and intellectual skills do not allow them to follow a different path as Ellis (1989:305) explains:

[D]ata elicited [from] 39 learners of L2 German at two points in time are used to describe the sequence of acquisition of three obligatory word order rules. A comparison of this sequence with that reported for naturalistic learners of German revealed no difference, despite the fact that the order in which the rules were introduced and the degree of emphasis given to the rules in the instruction differed from the naturalistic order. ... The results of this study support the claim that the classroom and naturalistic L2 acquisition... follow similar routes.

Such data needed to be accounted by a plausible theory of second language acquisition, (SLA), and the first influential attempts were observed in the Interlanguage Theory, one of the two influential examples of classroom second language learning theories based on research in second language acquisition. According to this theory, interlanguage refers to a system of abstract and linguistic rules underlying both comprehension and production. Main premise of the theory involves the learner's constructing an interlanguage initially triggered by L1 transfer and then developed through exposure to L2 input (Ellis, 1990: 51-52). Pedagogic implication of the interlanguage theory is that successful L2 learning will take place when the learning environment is made similar to the one in naturalistic environments and the language material is sequenced and organized in line with the natural "built-in-syllabus" witnessed in SLA studies (Ellis, 1990:55). Another radical introduction of the theory was the idea that learning of grammar should be left to the learner and that the syllabus should only attempt to grade the difficulty of communicative functions the learner is expected to perform. The discussion then was whether the priority should be given to communicative or linguistic competence. The interlanguage theory with its emphasis on providing opportunities for communication and the priority it gives to communicative competence, which will result in the acquisition of the linguistic system as well, actually contributed to the construction of a "much more cohesive and complete" theory of L2 acquisition, the Monitor Model. In fact, the data gathered from SLA research has probably been most influentially interpreted in the Monitor Model (Ellis, 1990:56). Krashen (1973, 1977) made the first remarkable attempt to account for a plausible theory of SLA where he suggests that the main determinant of natural acquisition order is the

Language Acquisition Device, LAD, which is responsible for any kind of language acquisition and use. Krashen (1992) asserted that LAD is fully functional throughout one's life, which was contrary to Chomsky who claimed that LAD cannot operate after a critical period. According to Krashen, the reason for being unable to utilize the device is not related to the critical age but to the effectiveness of relevant environmental factors triggering it (Krashen, 1982). Comprehensible input, according to Krashen, is the crucial environmental factor activating LAD. When one is exposed to ample amounts of understandable messages, s/he will automatically acquire the linguistic structures in the input. Krashen's views on L2 learning have especially had an impact on the views about classroom language teaching in that he made a distinction between (subconscious) acquisition and (conscious) learning and asserted that conscious learning does not become subconscious acquisition thus challenging the common belief that presentation and practice will result in the internalization of the L2 structures covered in the classroom. Krashen's view on L2 acquisition also known as the non-interface position, NIP, of language learning will be discussed in the following section (Krashen, 1983:300-305; Krashen & Terrell, 1983:32-39; Krashen, 1985a:1-14; 1985b:8-10).

1.1.1.3 Non-Interface Position of Language Acquisition

The view of the non-interface position of language learning was first introduced by Krashen in his oft-cited Monitor Model (also known as Monitor Theory and Input Hypothesis). As the "undoubtedly best known theory of L2 acquisition" (Ellis, 1990:56), the Monitor Model consists of five hypotheses about

the nature of L2 learning; the Acquisition-Learning Hypothesis, the Natural Order Hypothesis, the Monitor Hypothesis, the Input Hypothesis, and the Affective Filter Hypothesis. Krashen's first hypothesis in which he makes a distinction between the subconscious or natural acquisition and conscious learning, actually forms the basis of the rationale as to how a successful L2 teaching should be. The basis for teaching is affected by the idea of how and to what extent conscious learning affects subconscious acquisition. Krashen views subconscious acquisition and conscious learning as completely separate entities and believes that there is no seepage from the conscious learning to the subconscious acquisition, which means that conscious learning does not become subconscious acquisition.

Once the learned competence is accepted as an entity with no passage to the acquired competence, its role is revealed in its function to monitor the production either in speech or in writing. The monitor or the learned competence will be needed when the focus is on the form provided that the person knows the rule and has enough time to monitor his production.

A major misinterpretation of Krashen's non-interface position is that once you consciously learn a rule, you can never subconsciously acquire it. However, what Krashen means is that a rule cannot be acquired through conscious learning and practice but through exposure to input bearing that rule. He has never meant that conscious learning blocks acquisition but that consciously learned rules are not transformed into subconsciously acquired items through practice.

The Monitor Theory encouraged many a research study comparing the effect of instruction on the process of L2 acquisition, especially over the

determination of whether an acquisition-based instruction or learning-based instruction or a combination of both will lead to L2 proficiency in L2 learning environments. Quite a number of research results show that acquisition-based methodologies are more effective than learning-based methodologies (Smith 1976; Elley & Mangubhai, 1983; Krashen, 1984; Winitz & Garcia, 1986; Hafiz & Tudor, 1989; VanPatten & Cadierno, 1993; Loschky, 1994).

In Turkey, Sarı (1996) carried out a classroom research study comparing the speaking, the writing, the grammar, and the C-test performances of the students under a primarily form-focused eclectic communicative form of instruction with those of an experimental group where conscious learning and subconscious acquisition activities were separated and emphasis was given to reading and listening comprehension and where the students got no writing instruction nor did they answer any writing questions in the tests. The results indicated that the experimental group outperformed the other in the speaking and C-test and no significant difference was found in their grammar and writing scores.

Işık (2000:225-263) also reports his study where he compared the development of the listening, reading and writing abilities of students under a “basically form-focused program of instruction” with those under a “basically comprehension-based program of instruction supported by form-focused instruction”. His results revealed the added benefit of comprehension-based instruction over a basically-form focused program of instruction.

Although many such studies supported Krashen’s NIP view, his view is not without criticism. One idea comes from Littlewood (1994:202), who refuses the

distinction between the (subconsciously) acquired and (consciously) learned competence:

[T]here is one idea [which] is intuitively unconvincing. This is that "monitored" and "unmonitored" activities constitute two separate categories, drawing on two separate knowledge systems [AC and LC], rather than being at two ends of a continuum. There seems to be no reason or evidence for seeing them as so distinct. [E]xperience makes [one] believe... that there is more interflow between the systems than this--for example, that items which have been learned consciously have eventually become available for spontaneous use [i.e. for AC].

Ellis (1993:93-97) brings up the learnability problem by classifying the two ends of subconscious acquisition and conscious learning as implicit and explicit knowledge. Although Krashen accepts the role of explicit knowledge "in certain kinds of language performance in the form of monitoring but that it does not help them to acquire implicit knowledge", McLaughlin (1978), Sharwood Smith (1981) and Gregg, (1984), [cited in Krashen (1985a:39-40) and Ellis (1993:96)], support a strong interface position by claiming that explicit knowledge can change into implicit knowledge through practice. This is the idea what Krashen says is counter to the natural order. If an item can be (subconsciously) acquired through practice before its natural order comes, then any item can be similarly acquired at any time contrary to the natural order. Krashen (1985a:41) sees this as counter evidence, too:

If learning should become acquisition, any rule can be acquired at any time via the alternative route [i.e. learning]. Thus, the evidence for the natural order, and evidence that the natural order is independent of the teaching order is evidence against the interface position.

Ellis (1993:96-103) suggests a possibly beneficial role of the structural syllabus in the "weak interface position", after criticizing the traditional structural

syllabus designs, where linguistic items in a linear format are presented and practiced. In the weak interface position, he claims, the grammar instruction or explicit knowledge plays the role of “acquisition facilitator” and the teaching of grammar is done only to enable the learners to comprehend rather than to produce the items”. His new version of the structural syllabus as a “facilitator rather than as a prime mover of L2 acquisition” is not in conflict with Krashen’s idea of NIP. In fact, the most useful role of the conscious rule knowledge may be to function so as to make language input comprehensible and help LAD process information as Krashen, (1985a:42) states:

[C]onscious rules could indirectly aid acquisition. Conscious rule knowledge may help make input comprehensible, even if the conscious rule that helps do this is not at $i+1$ [slightly beyond the current level of interlanguage of the learner] and is not itself the object of acquisition. It may contribute to the context and aid in the acquisition of some other rule.

In a survey done by Long (1983), of the dozen studies comparing the effects of grammar instruction on learner’s overall L2 proficiency, six showed an advantage of instruction over exposure to natural input. Three studies in his survey showed no significant difference between instruction and exposure and only two indicated an advantage of exposure to language input over grammar instruction. Long (1983) concludes from his analysis of the research results that conscious teaching/learning of grammar aids subconscious acquisition. Long (1988), in an upgraded review of instructed L2 learning research, likewise, states that grammar instruction is beneficial to learners, especially in terms of the rate of L2 acquisition.

Doughty (1991), in her article called “Second Language Instruction Does Make a Difference.” also concludes that form-focused instruction facilitates L2 acquisition.

There are also other studies cited in Ellis (1989; 1990; 1993) which show that matching form and meaning-based instruction yield beneficial effects in L2 acquisition.

Another prominent figure against the NIP view is Swain (1983) and (1985) cited in Ellis, (1989:158), who believes that the causal factor for language acquisition is comprehensible output plus input. Swain claims that the concept of comprehensible input per se, is not enough to account for second language acquisition; comprehensible output, too, should be included in any second language acquisition theory to better account for the acquisition process. According to Swain, language acquisition takes place when the learners realize how meaning is expressed accurately using their output as a means of hypothesis testing process. An L2 learner tests his hypotheses by trying them out in communicative situations. If his hypotheses prove to be successful in expressing his communicative intent then the hypotheses are confirmed; if not then they are revised and put into test again.

However, a strong version of Swain's output hypothesis cannot even account for the first language acquisition. Brown and Hanlon (1970) cited in Krashen (1985a:35), for instance, have shown that parents do reinforce well-formed utterances of their children more than ill-formed ones. They found no significant correlation between parental approval and correctness of their children's utterances. Finally, it is concluded that output-based (dis)confirmations “cannot be the forces

causing the child to relinquish immature forms and adopt adult forms” and that a child revises his hypotheses not due to output disconfirmation but because of “the occasional mismatch between his theory of the structure of the language and the data he receives”, a finding which is quite in line with the predictions of the Monitor Theory.

A striking example proving Krashen's claim that acquisition is possible even without production practice, is described in Fourcin (1975), cited in Krashen, (1985a). The example is Richard Boydell who was fully intelligent child though he was linguistically impaired. He could understand the language spoken around him while he couldn't speak normally or could he use a sign language. At the age of thirty, he was given a foot-controlled typewriter and only then he could communicate with the outside world. Krashen (1985a: 11-12) quotes:

I acquired an understanding of language by listening to those around me. Later, thanks to my mother's tireless, patient work I began learning to read and so became familiar with written as well as spoken language. As my interest developed, particularly in the field of science, I read books and listened to educational programs on radio and, later, television which were at a level that was normal, or sometimes rather above, for my age. Also when people visited us ... I enjoyed listening to the conversation even though I could only play a passive role and could not take an active part in any discussion ... As well as reading books and listening to radio and television.... I read the newspaper every day to keep in touch with current events.

As Fourcin puts it, Boydell's writing was "elegantly phrased" although he had never written anything before. Krashen attributes Boydell's success in expressing himself with such a vigorous style, to his previous listening and reading experience. The mere fact that he can produce such complicated sentences without any history of practice of productive skills; writing and speaking, runs counter to

the predictions of output hypothesis, which bases the development of language proficiency on output as well as input. Swain's comprehensible output hypothesis is criticized for severely lacking research data supporting her view. As Shehadeh (2002:597) comments:

After over a decade of research into Swain's (1985) comprehensible output (CO) hypothesis, there is still a severe lack of data showing that learner output or output modification has any effect on second-language (L2) learning.

Demirel (2003:5) criticizes the extremely strict application of a (subconscious) "acquisition" view forbidding the use of L1 and explicit grammar explanation in the classroom, as in the Direct Method, and draws attention to the necessity of conscious learning and benefits of using L1 and grammar teaching when learning a second language.

Despite the research results favoring the idea that conscious learning becomes subconscious acquisition, none of them are unaccountable in Krashen's non-interface point of view. To account for the facilitative effects of classroom instruction, Krashen suggests that it is the enhanced comprehensibility of classroom input -rather than grammar instruction- that fosters the process of L2 acquisition. As Larsen-Freeman and Long (1991:323) comments:

 rate advantages claimed for the classroom, according to Krashen, are due to the kind of input provided in classrooms, i.e. comprehensible input, being better for acquisition ... than the untuned mix of comprehensible and (unusable) incomprehensible input available through exposure (street learning) alone

Krashen (1982:128) believes that even "grammar translation provides scripts of comprehensible input". Therefore, he assigns any advantage perceived in second

language classes to the existence of input, no matter how much form-focused the grammar instruction is. Similarly, Ellis (1984:148) questions the attribution of beneficial effects of classroom second language learning to grammar instruction only as he states:

[Grammar] instruction involves both 'exposure' [input] and consciousness raising/practice.... [I]t is conceivable that it was classroom exposure rather than consciousness raising/practice that facilitated second language acquisition.

As a final commentary about the development of NIP view and as an introduction to another critical analysis of the classroom L2 development in the next section, it is important to highlight the point that NIP view should not be taken as a form of L2 teaching/learning technique; nor should it be taken as a language teaching method. It is a general theory about how languages are acquired with a plausible explanation for almost every single event that might occur in a classroom L2 learning environment.

1.1.2 A Conclusive Summary

As a conclusive discussion of the issues taken up in the previous sections, major methodological trends in ELT are reanalyzed so as to give a clearer idea about the relative status of NIP view in ELT.

When L2 teaching practices in the 20th Century are examined with NIP perspective, in addition to the two-route classification previously done in this section, it can be seen that methods also fit into another two-fold classification: the ones that consider L2 learning as a process similar to any other type of general human learning and the ones that claim the uniqueness of language acquisition as an

innate faculty that can only be handled by a language specific mechanism like LAD. Seen in this respect, although they are commonly presented as the ones at the extreme ends of the methods continuum, the oft-blamed Grammar Translation Method, GTM, and the Audiolingual Method, (ALM) of the past and the all-praised Communicative Approach of the recent times share a common disposition about language acquisition. They share the view that, similar to any other domain of general human learning, language can be divided into teachable chunks of structures or forms. These chunks can then be presented and practiced in order for the acquisition to occur.

The major difference between the GTM and Communicative Approach is not related to their approach to language learning but to their individual ways of presenting and practicing the structures. While the predetermined language items in the syllabus are presented and practiced through deductive and translation techniques in GTM, they are presented in indirect and inductive ways with a focus on interpersonal communicative activities in the modern Communicative Approach.

The idea of considering language acquisition as a form of general human learning known as cognitivism is challenged by another view, the nativist view, which claims that humans have an innate mechanism for language (Pinker, 1994:17-23; Smith & Tsimpli, 1995:29; VanPatten, 1996: 44-45,145; Jackendoff, 1997:6). This innateness view is best observed in Krashen's Monitor Model in which he makes a distinction between conscious learning and subconscious acquisition between which he sees no interface. As separate processing systems, subconscious acquisition and conscious learning can be activated by different ways.

However, the areas where the learned competence is used are very limited and it is the acquired competence that should be developed for actual language acquisition to take place.

Although providing immense amount of supporting evidence for the processing of the language in the brain, independent of the predetermined teaching syllabus, SLA research has only been able to make the Monitor Theory probably sound but not popular. The undue popularity of the most common versions of the Communicative Approach, PPP forms, however, is not because of their theoretical soundness ensured by SLA research. As Lightbown (2002:530) comments:

I have frequently been reminded over the years that British CLT did not take its inspiration from SLA research. That is partly because SLA research developed after CLT was already quite advanced, and partly because, even when more published research on SLA available, British applied linguists sometimes had strong reservations about its relevance.

Since there may be factors other than a sound language learning theory and research evidence, which affect the reputation and spread of a method, probably, a further discussion of the market value of methods, which will not be an issue for this study, can be held. As Richards (1985:40) comments:

It is doubtful if communicative language teaching or the British approach to syllabus and program design could have been established so rapidly without the council's help. ... No one can blame the British for selling things British. But one wonders what the consequences might have been if, in the early 1970s, the council had adopted Curran's or Gattegno's methods as a basis for its global language teaching operations.

Having covered the crucial issues in L2 teaching and the rationale behind the choice of the Monitor Model as the theoretical orientation to this study, the

following sections will present specific problem in the study, its purpose, its significance, and explanations of certain terms.

1.2 Problem

Frequently observed among the students at the GMMA School of Medicine where the researcher himself has been an English instructor for seven years, is the low motivation and lack of interest in English Language classes. Most of the students are seen to involuntarily attend classes and shun participation. Teachers, usually much disturbed by the atmosphere in the classes, try individual solutions to the problem. Classroom discussions, individual interviews, and observations of peer talk recall a probable mismatch between the students' aims, needs, and interests and the current language-teaching program. Although with scarcity of information at present, some of the teachers employ new techniques and activities to see their remedies work. Classroom observations reveal that although students usually feel exhausted in their heavy training in medicine they are more actively involved in a lesson when they are confronted with a challenging task and an interesting subject and when a flexible low anxiety atmosphere is created in the classroom (Krashen, 1985a; Prabhu, 1987; Krashen, 1992; Liu & Littlewood, 1997). Research has shown that reluctance to participate in classroom learning usually stems from teachers' attitudes to many aspects of the instructional process as well as weaknesses of the syllabus (Nunan, 1989). Whether the problem is due to the course content and methodology or it is because of the individual practices of teachers in classes is to be assessed. At present, the researcher himself has come to believe that what the program is missing is a systematic design incorporating a theory of language

learning into all its practices. As a pedagogic approach based on a non-interface point of view of language acquisition is held, the syllabus or the syllabuses of the program will be shaped accordingly. Yet, the descriptive analysis of the present language-teaching program given in Chapter III also throws light into the general weaknesses of the program before a subjective participant-based analysis is done in Chapter IV and a suggested model is introduced in Chapter V.

1.3 Purpose of the Study

With the unavoidably changing conditions and associated goals and interests of learner groups, it is necessary but difficult to adapt the learning environments to newly emerging needs. The needs may be in the form of requirements by the institutions and in that of subjective and personal needs. The last two decades in language teaching profession have geared upon a learner-centered approach with emphasis on program evaluation and program design considering learners' pedagogic needs as well as linguistic needs. Seen in this respect, an effective language teaching program will primarily be based on a systematic analysis of the present situation and a synthesis of needs, requirements, and available resources (Dubin & Olshtain 1986; Brown, 1987; Clark, 1987; Yalden, 1987a; Brown, 1995; Markee, 1997; Richards, 1990). However, the need for a plausible theory of or an approach to language learning is essentially required for the formation of a language teaching program targeted to be 'effective' in serving those goals and meeting the needs. Therefore, this study aims to suggest a language teaching program that incorporates the students' needs and goals and available resources in the current program with an approach based on second language acquisition research.

To this end, the first goal is to make a participant-based evaluation or “survey” (Dubin and Olshtain 1986:27), of the present language teaching program in line with the assumptions put forth by Bellon and Handler (1982:9-10) and Dubin and Olshtain (1986:27-32,42) with respect to the learner and institutional needs and goals, course books and teaching materials, methodology, setting, resources, course schedule and measurement and evaluation procedures.

The second goal of the study is to design and suggest a language teaching program based on a synthesis of a language learning theory and the previous survey of the program and the assessed needs.

The program will not be an adaptation of a certain method but will be grounded on the theory of language learning which holds a non-interface position, i.e. acquisition is essential and focusing on form is useless unless the target is learned competence. The design of the program will make use of all of the available instructional materials in the school.

1.4 Significance of the Study

The present study is an attempt for the improvement of L2 education at a school of medicine in Ankara. Although the school imposes a curricular goal of attaining proficiency in reading and listening comprehension in English in medical publications and conventions, the researcher holds the belief that the institutional goals may not completely comply with the learners’ immediate and future needs and goals. At present, the textbooks and their design of language content and accompanying activities constitute the syllabus of the program. Without overlooking the individual syllabus modifications of the program by the instructors

to remedy the problems of low motivation and negative attitude towards language classes, the researcher intends to carry out a systematic program design work. The significance of the work is the choice of a second language learning theory based on SLA research, Monitor Model or NIP view as the guiding principle in the formation of the whole program. To the knowledge of the researcher, no previous study of program design has been done in Turkey under the selected theoretical orientation.

1.5 Definitions of Terms

Explanations for some of the terms that may need further clarification are given in this section.

1.5.1 The Monitor Model

Krashen's Monitor Model is based on five hypotheses supported by SLA research on language learning.

- 1. The Acquisition and Learning Hypothesis:** Krashen makes a distinction between subconscious acquisition and conscious learning as two independent routes to their particular language competencies as acquired competence and learned competence. Acquisition refers to the subconscious process in human mind or brain in which LAD picks up the form-function and form-meaning relationships in the new language input. What happens when a child acquires his mother language is acquisition. Acquisition is seen as essential to actual language production observed in fluent speech and writing. Learning refers to the conscious attempts to learn a rule or a function in the language similar to the one's learning about mathematical operations. It refers to "knowing about" the

language, “being aware of them and being able to talk about them” (Krashen & Terrell, 1983:26)

2. The Natural Order Hypothesis: Research in first and second language acquisition has shown that the subconscious acquisition of forms in a language follows a natural order irrespective of the conscious attempts to change it. The order of acquisition of target forms is naturally predetermined and one cannot subconsciously acquire a rule unless he or she is psycholinguistically ready to pick up that rule.

3. The Monitor Hypothesis: This hypothesis is related to the major role of the learned competence as an editor or monitor in adult L2 performance. The Monitor or the consciously learned system is not responsible for fluency but edits, checks and makes repairs on the acquired system. The degree of Monitor use may change from under-using to over-using it depending on the individual conditions in the learning environment. Too much emphasis on grammar and corrections in the classroom may result in Monitor over-users whose Monitor interferes with their language production. Monitor under-users, on the other hand, are the ones, like the first language acquirers, who are not influenced by most error correction.

The goal in the Monitor Model is “to produce optimal Monitor performers who put conscious grammar in its proper place“. The “proper place” of conscious grammar is described in (Krashen & Terrell, 1983:45) as they state:

An over-emphasis on conscious grammar has the undesirable result of encouraging over-use of the Monitor. But completely eliminating grammar robs our students of the chance to use conscious learning as a supplement to [subconscious] acquisition. If our observations about individual variation are

correct, they imply that formal grammar instruction does not have a central place in the curriculum, but it does have an important role to play.

4. The Input Hypothesis: As another idea with which the Monitor Model is also named, the Input Hypothesis predicts that LAD can only acquire a language when it is presented with the language input that is understandable or comprehensible to the learner. Learners acquire a language by “understanding input that is a little beyond [their] current level of acquired competence”. (ibid: 33) In order to be subconsciously acquired the input need no be fine-tuned. In fact, in a classroom environment, the input should be roughly tuned so that every one of the learners may get the input suitable to his or her level of competence and that the acquirer may review the previously acquired structures.

5. The Affective Filter Hypothesis: Again based on research on affective variables related to L2 achievement, this hypothesis states that attitudinal variables play a crucial role in subconscious acquisition. The optimal conditions for acquisition are low-anxiety and stress-free learning environments. High affective filter acts to prevent input from entering into LAD. The implication of the Affective Filter Hypothesis for the language program design is that “pedagogical goals should not only include supplying optimal input, but also creating a situation that promotes a low filter” (ibid: 38).

1.5.2 Acquisition and Learning

In this study, the terms “acquisition” and “learning”, as single words, are used interchangeably to mean the general process of language development. When the intention is to refer to their particular meanings in the Monitor Model, they are

used with their corresponding adjectives as “subconscious acquisition” and “conscious learning”.

1.5.3 Acquisition-Based Instruction

The acquisition-based instruction where learners are expected to develop their own target language system on their own provided that they are confronted with sufficient amount of meaningful L2 input in the classroom is cited with different terms as “natural approach” (Krashen & Terrel, 1983), “comprehension-based instruction”, (Winitz, 1981), “meaning-focused instruction” and “reception-based instruction” (Ellis, 1990), and “informal communicative approach” (Ellis, 1982). Conforming to the previous explanation of the terms acquisition and learning as single words, the expression would be written as **instruction based on subconscious acquisition**, were it not a compound word. Similarly, learning-based instruction would suitably be written as **instruction based on conscious learning**.

1.5.4 Learning-Based Instruction

The term ‘learning-based instruction’ refers to L2 teaching and learning environments where learners are presented with L2 forms graded from simple to complex and are engaged in activities of repetition and drilling of various kinds with the expectation that the language material will be internalized through practice. What Krashen calls as conscious learning also refers to the activities done in the learning-based instruction. The approach is also referred to as “ the form-focused instruction” (Ellis, 1990, Spada, 1997), “formal instruction” (Ellis, 1989), and “the formal communicative approach” (Ellis, 1982).

1.5.5 Curriculum and Syllabus

In this study, the terms ‘curriculum’ and ‘program’ are used interchangeably to refer to the general planning of the content, methodology and means of evaluation of the L2 teaching course together with the institutional goals, requirements and restrictions, and the term ‘syllabus’ is used in the sense White (1988) and Rost (1990) use, to refer to a more tangible, concrete part of the language teaching plan, the scope, selection, gradation and sequencing of the contents of the course; hence a part or a step in the general program. In a narrower sense for this research study, the organization, the scope and the sequencing of the modules and units in each of the separate language teaching plans proposed for the first graders at the faculty form the syllabuses.

1.5.6 Method

The term method is used with a variety of meanings. Generally the term refers to the presentation of language in learning setting (Ellis, 1990) and often the terms approach and technique are also used in free variation with method. In this study, method is used to refer to both the name methods (e.g. Audio-Lingual Method) and the technique, the way of presentation (e.g. method of presentation)

A clarification of the term method is made by Richards and Rodgers (1985:17) where they use method as the umbrella term to represent interrelationship of approach, design, and procedure:

approach defines those assumptions, beliefs, and theories about the nature of language and the nature of language learning that ... provide a theoretical foundation for what language teachers ultimately do with learners in the classrooms.... design, specifies the relationship of theories of language and learning to both the form and function of instructional materials and

activities in instructional settings. ... procedure, comprises the classroom techniques and practices that are consequences of particular approaches and designs.

When the term “method” is used with its subcategories in this sense, the term itself and its subcategories are presented with a reference to Richards and Rodgers.

1.5.7 Needs and Needs Assessment in Program Design

A number of definitions have been given to describe needs assessment or needs analysis. First of all, the concept is closely related to the presence of needs. Simply, a need refers to "a gap-between the real and ideal conditions-that is both acknowledged by community values and potentially amenable to change" (Reviere, 1996:5). Needs may either occur in the form of situation needs, which are related to "administrative, financial, logistical, manpower, pedagogic, religious, cultural, personal, or other factors that might have an impact on the program", or in the form of language needs which include" details about the circumstances in which the language will be used, the dimensions of language competence involved, the learners' reasons for studying the language, their present abilities with respect to those reasons, and so forth" (Brown 1995:40). Brown also makes a distinction between objective and subjective needs, former gathered from objectively observable data and the latter referring to the unobservable data such as wants, desires, and expectations.

Needs assessment then is a measure of the needs in a private community. In language learning environments it refers to a systematic analysis of language needs

of the target group which may be the learners, teachers or the administration of the teaching institution as a whole. Each group will present needs specific to their own structure. As is stated, needs assessment is "population-specific", "empirically based, and outcome oriented" (Reviere, 1996:6).

Therefore, the analysis of the data collected through needs assessment is to be done for actual application in the area. In a language-teaching environment, that will throw light to procedures such as goal setting, material selection and organization of the physical ware in the learning environment, teaching, testing, and evaluation. In sum, needs analysis is "the systematic collection and analysis of all subjective and objective information necessary to define and validate defensible curriculum purposes that satisfy the language learning requirements of students within the context of particular institutions that influence the learning and teaching situation" (Brown, 1995:36).

Needs analysis has long been associated with ESP,(English for Specific Purposes). As a result, most of the literature on needs analysis is about procedures and findings in the ESP settings. Though there is scarcity of information for the general language teacher concerning how to interpret the data collected and what to do with it, Seedhouse (1995:64) proposes a needs analysis questionnaire for the General English classroom. After his analysis he concludes that needs analysis can be a useful device for the General English classroom. His strongest view is that "course and materials design can be based directly on needs analysis".

Learner needs should not necessarily be understood in the sense of language needs, as often done in practical syllabus oriented approaches. Under the Monitor

Model needs and wants will be interpreted so as to give guidelines for the selection and manipulation of teaching materials and topics which will in turn lower the anxiety and heighten motivation among learners. They may also be used to test the appropriateness of pedagogic tasks for renewal and improvement as is stated by Long & Crookes (1992:37):

The role needs analyses play in curriculum development is obvious. It almost acts as a standpoint for the goal setting and material selection, and syllabus design in general. With a systematic analysis of needs in a school environment more consistent and rational decisions can be made for the modification and renewal of the language programs.

CHAPTER II

REVIEW OF LITERATURE

2.0 Introduction

This chapter presents a review of curricular issues such as the interaction between curriculum and syllabus and their interaction with methodology followed by a discussion of curriculum and course design models. Major syllabus types and formats are also reviewed together with a concise discussion of some similar program studies done in Turkey. Finally, the general approach to program design followed in this study is given.

2.1 Curriculum and Syllabus Interaction

The terms curriculum and syllabus are often used interchangeably in various contexts, although, generally, they have major differences in meaning. Curriculum usually refers to overall plan of a whole educational program. It involves philosophical, societal, and administrative concerns of a nation or a specific society. In a language teaching context, stages at which a language learning theory is chosen and a general needs analysis is done are related to curricular issues. Syllabus, on the other hand, refers to a narrower plan of a specific course for a certain group of learners.

White (1988) describes curriculum as referring to the overall plan and the objectives of the teaching community related to the teaching subject. It is a general outline of what to teach and what to achieve in the end. Syllabus, on the other hand,

is the term used to define the contents and the format of the lesson in a narrower and detailed sense. The syllabus of a course involves all the information about the specific objectives derived from the general objectives defined in the course curriculum, the materials development, teaching and evaluation strategies, teaching and learning theories, and grading and selection of teaching and supplementary language materials to be used in the course (Koç, 1992; Brown, 1995; Markee, 1997). Dubin & Olshtain (1986:34), in their model of relationship between curriculum and syllabus, view curriculum as involving the theoretical orientation towards language and language learning and an educational and cultural viewpoint. Therefore, curriculum can be said to be strategic, and syllabus tactical.

One major problem with the terms in actual teaching practice is that due to a complete misunderstanding of their meaning, teachers frequently take the tables of contents of the books as their curricula and syllabi. The appropriateness of the material for the learners is usually taken for granted. The only rationale behind the selection is the teachers' own personal interpretation of the material in relation to the learner group in concern. The detailed contents of the course books are copied as syllabuses. Yet, the goals of the teaching institute are either absent or too broadly defined in the program. In a survey carried out in Turkey, only 23% of the teachers in the survey indicated that they had a written set of goals (Ancker, 1991).

2.2 Curriculum, Syllabus and Methodology Interaction

Although the terms curriculum and syllabus are sometimes co-located with the names of language teaching methods (e.g. Communicative Syllabus), they may not exemplify a one-to-one relationship with the methods they are used with. Yet, it

is difficult to differentiate between the method and the syllabus as one may guide the other depending on whether a "methodology first" or a "syllabus first" stand is taken in course planning (Yalden, 1987b:70-77). In a general sense, methods are closely related to practical applications, techniques, in the learning environment whereas the curriculum and syllabus refer to the planning phase where a more theoretical and idealistic point of view is taken. (Willis, 1990:1) The actual application, the implemented or the operational curriculum (Goodlad, 1969; Nunan, 1988b:35) largely depends on the commitments, language learning and teaching philosophy, and response to the local needs of the individual teacher. A teacher who has witnessed a need among the learners for grammar instruction and test techniques may turn a topic-based natural syllabus into a drill practice course, which will be an indirect application of the structural syllabus. Similarly, a communicative syllabus may lead to structural practice in class when communication tasks are organized around a sequence of linguistic elements as it is commonly observed. It should also be remembered that just as different methods may have similar syllabus designs; different designs may be applicable for one particular method (Krashen, 1985a; White, 1988; Nunan, 1989; Swan, 1990). As Willis (1990:1) puts it:

It is tempting to see syllabus design and methodology as discrete points. The syllabus specifies what is to be learned and the methodology tells us how it is to be learned. It seems that there need to be no conflict between the two. We can specify a syllabus in whatever way seems sensible, and can then use whatever methodology we want in order to transmit our syllabus content.

To sum the previously discussed issues up and to ease the understanding of the relationship among the elements of the language teaching curriculum, a general curriculum model is proposed in this study in the form of interceded arcs in Figure 2.1. Each arc in the figure represents the “c” in the word curriculum at the outlook. The elements of the model progress through the center where the elements in the outer arcs affect the ones in the inner arcs and the cross sections in the arcs represent what each element refers to in the curriculum process. Accordingly, language curriculum respectively encompasses the presence, or processes involved in the choice of a theoretical perspective about language learning (approach in Richards and Rodgers’ definition of method); considerations related to and determination of situation or group specific needs, (learner needs and wants); revision and formulation of general goals (regarding both individual and institutional concerns); formation of syllabus or syllabuses (actual teaching plan with specific objectives, design in Richards and Rodgers’ definition of method); implementation of the teaching plan in actual setting, the classroom (procedure, in Richards and Rodgers’ definition of method); and provision of an ongoing evaluation, (for the review and revision of the whole instruction).

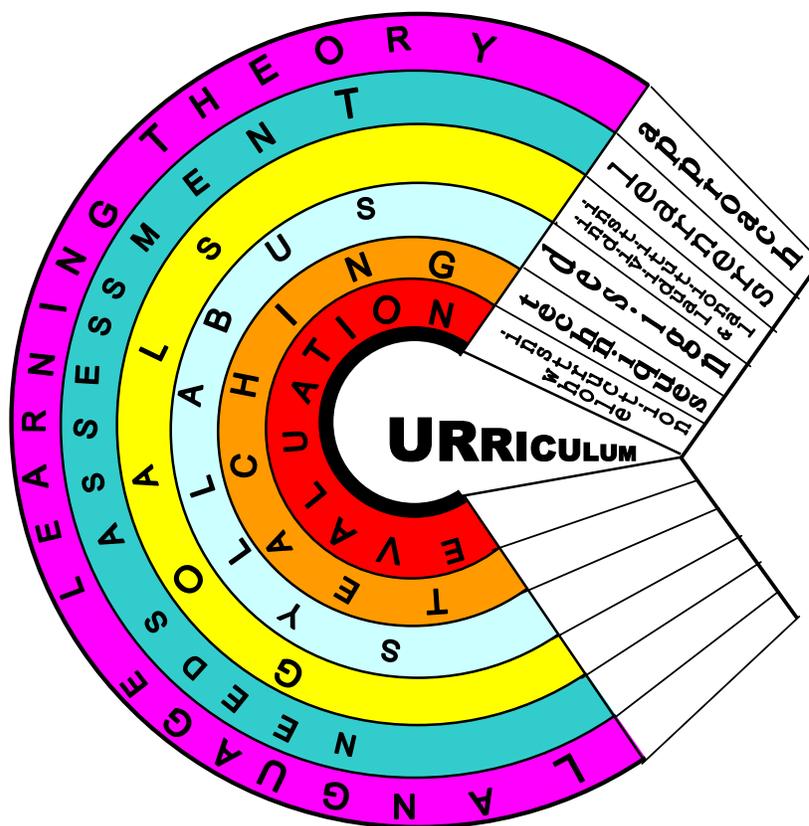


Figure 2.1: A curriculum model for language teaching

The model suggested in this study expectedly places the theory of language learning/teaching at the outermost circle of the whole set of curricular processes. As it will be taken up in the following discussion of the general curriculum models and classification of syllabuses, the relative importance given to a language learning theory varies depending on the priorities given to needs, linguistic considerations or psycholinguistic considerations in the design of language teaching programs.

2.3 General Language Curriculum Models

One of the most influential figures on the development of curriculum models is Tyler, whose four basic questions as to what consideration any curriculum design must be based on represent the essentials of any design work. His questions stated below refer respectively to aims, content, organization and evaluation of the instruction.

- 1) What educational purposes should the school seek to attain?
- 2) What educational experience can be provided that are likely to attain these purposes?
- 3) How can these educational experiences be effectively organized?
- 4) How can we determine whether these purposes are being attained?

(cited in Nunan, 1988b:11)

The steps Taba (1962:12) suggested, as listed below, for general curriculum planning cover seven core elements which later became foundation for many other writers' suggestions. Dubin and Olshtain (1986:2) criticize Taba's model for not being explicit enough about language content and course objectives.

1. Diagnosis of needs
2. Formulation of objectives
3. Selection of content
4. Organization of content
5. Selection of learning experiences
6. Organization of learning experiences
7. Determination of what to evaluate, and the means to evaluate

Another design model is proposed by White (1988) in a flowchart representation of Taba-Tyler curriculum development model (Figure 2.2). The crucial element in the model is the distinction made between the general goals and

specific course objectives. Definition of general goals as part of curriculum policy and the diagnosis of needs are regarded as constant steps whereas the program designer is expected to revise and reorganize the objectives, content, teaching, and evaluation i.e. the syllabus of the course, as regards the feedback obtained from the evaluation stage. The model is still weak with regard to lack of the mention of theoretical orientation towards the design. It is, therefore, possible to say that the models proposed by Taba-Tyler and White are examples of designs on the practical syllabus route. The selection and organization of course content are done prior to those of the learning experiences, which refer to the teaching techniques. The model is really devoid of an approach and design in Richards & Rodgers' (1985:17) terms, and only deals with the procedural level, with what actually is done in the classroom.

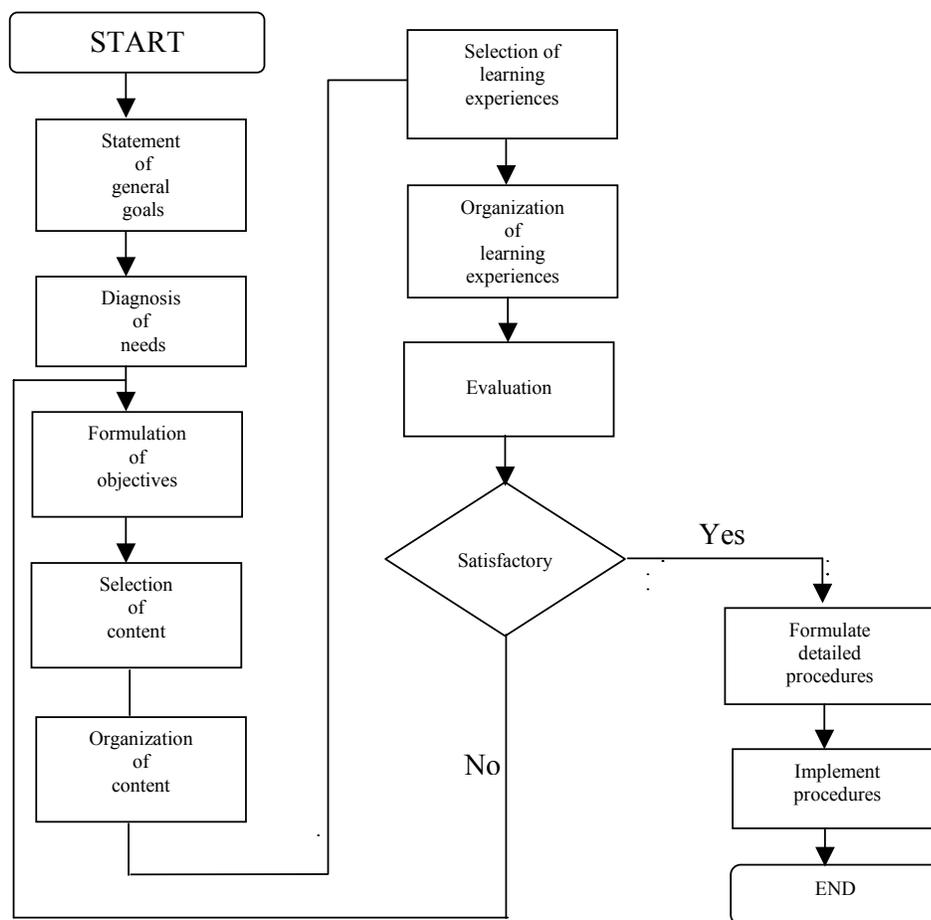


Figure 2.2: Flowchart representation of the Taba-Tyler curriculum development model (White, 1988:26)

Brown (1995) proposes his “Systematic Approach to Designing and Maintaining Language Curriculum” (Figure 2.3, Curriculum Activities section) as a general language curriculum development model where he, like Yalden (1987a: 88), places the evaluation process as requisite for each phase of the process. His distinction between the teaching and curriculum activities is specific in that he suggests new terms with new definitions and tries to elaborate the interface of teaching and curriculum activities.

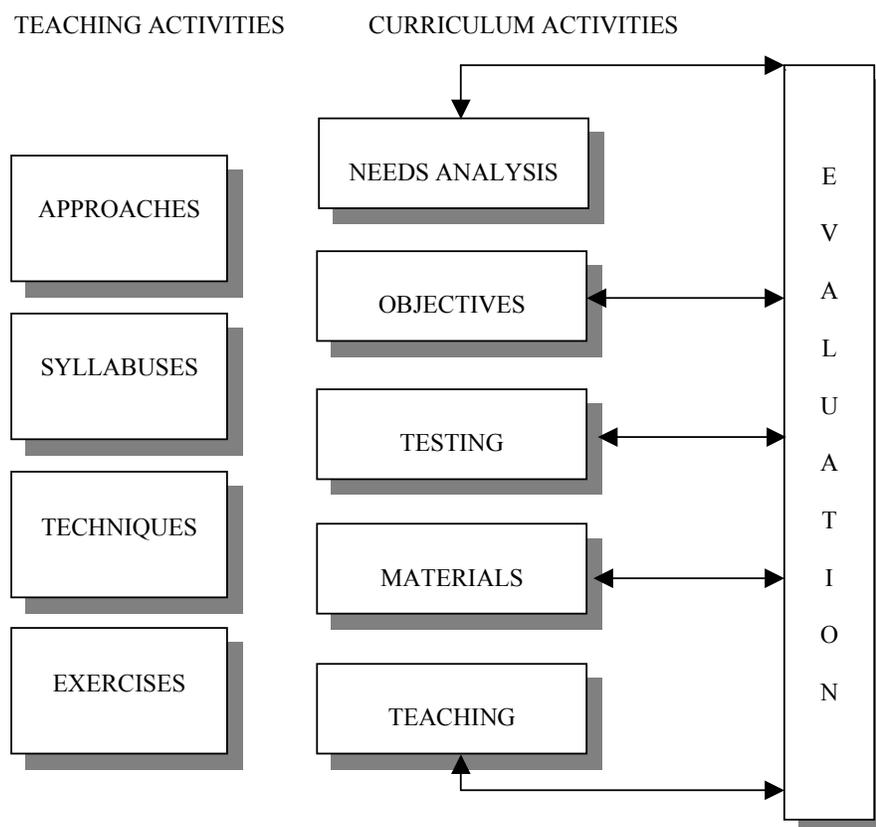


Figure 2.3: Interface of teaching and curriculum activities (Brown, 1995:29)

Approaches in Brown's (1995:5) model refer to "ways of defining what and how the students need to learn", syllabuses to "ways of organizing the course and materials", techniques to "ways of presenting the materials and teaching", and exercises to those of "practicing what has been presented".

Although Brown (1995:28) presents, in his model, the teaching and curriculum activities as 'fundamentally independent' and the teaching activities as discrete items lacking arrows, it is almost impossible to accept the two categories as totally independent or discrete entities. Brown, too, realizes probable misinterpretations of his model as he (1995:28,29) states:

... the reader should recognize that all teaching activities and curriculum activities are also likely to interact in real language programs even if I fail to supply arrows in Figure 1.5 [his model].

2.4 Approaches to Course Design

Steps to be taken in designing a course in language teaching have been proposed in different forms varying from simpler guidelines to detailed flowcharts. There is no “universally agreed upon” program design model as there is no such method or syllabus design (Yalden, 1987a:108). A concise summary of program design models might be suitably to say that language teaching programs work on two interdependent routes as what to teach (content) and how to teach it (method). In cases where selection and organization of content gains priority, greater importance is given to the definition of language material selected and organized around an analysis of goals, needs, available resources and restrictions. The methodology is usually eclectic and chosen on the assumption that parts of all methods appropriate for the learners can be utilized in the procedures. The other path, with the primary focus on how to teach a second language, has a rationale for all aspects of teaching, from the planning stage to the actual teaching-learning interactions in the L2 classroom. A program based on a theory of language learning is expected to give a plausible explanation for every single step in its design and in its procedures. Although the two paths dominate the overall language course development, different approaches presents ways to integrate them into their designs. Since “there are probably as many different approaches to [ELT] course design as there are course designers” (Hutchinson & Waters, 1987: 65), for the purposes of simplicity and practicality, four most commonly identified course

design models namely language-centered course design, the skills-centered course design, the learning-centered course design and the learner-centered course design will be discussed in this section. Individual design models developed for local learning situations may normally fit into one or more of the general models discussed below.

2.4.1 Language-Centered Course Design

Basic premise of the language-centered course design as illustrated in Figure 2.4 is that a systematic analysis of the learners' situation in the target language area and the linguistic features of that situation should be basis for the creation of a syllabus. In other words, language to be included in the syllabus is only a restricted area based on learners' needs.

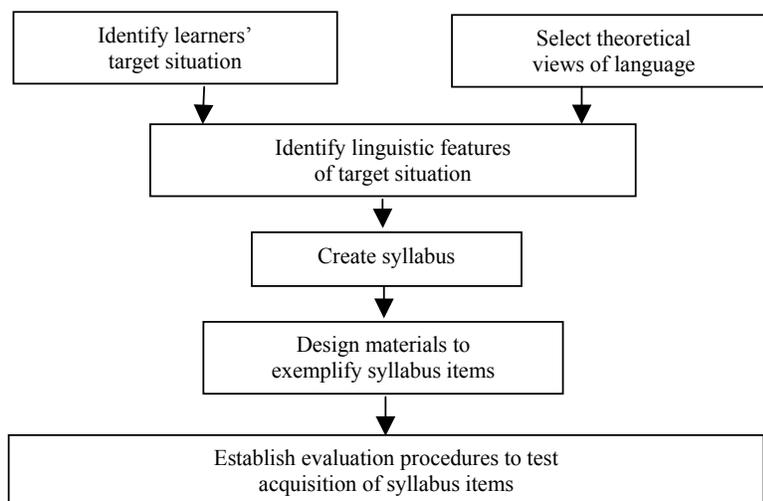


Figure 2.4: A language-centered approach to course design (Hutchinson & Waters, 1987:66)

In this model, language is seen as separable into logical pieces rather than as a whole entity. As a result, it is believed that the selected piece presented in a

systematic manner will be acquired in the same logical and systematic way, which is contrary to SLA research, hence its major weakness. As Hutchinson & Waters (1987:67,68) criticize it:

One of the alluring features of this model is that it appears to be systematic. But in doing so it engenders the false belief that learning itself is systematic – that the systematic analysis and presentation of language data will produce systematic learning in the learner. Unfortunately, the role of systematization in learning is not so simple. ... most important point here is that it [systematization of knowledge] must be an internally-generated system not an externally –imposed system. ... we must avoid the mistake made by the Audiolingual Approach of believing that because language has a describable system, describing that system will induce systematic learning.

Other than its over-emphasis of language as a logical and straightforward process, another weakness of the model is the risk of boredom it may cause on the learners as all attention is given only to the language needs of the learners (Hutchinson & Waters, 1987; Robinson, 1991).

2.4.2 Skills-Centered Course Design

Hutchinson and Waters (1987:69) refer to this approach as the one closer to the learner. Instead of a systematic analysis of the target language, the designer in this approach analyzes skills and strategies required to acquire the target language and designs or selects materials so as to improve the previously determined skills and strategies. All program work is based on the development of “pragmatic” and “theoretical” skills that will continue to develop even after the completion of the course. In this design, theories of language and language learning play a major role in the formation of the course syllabus. The approach, however, may be criticized for its overemphasis on skills and strategies as learners may normally have

developed them in their work with L1 and the transfer of skills to L2 learning is more than possible. Figure 2.5 below shows the schematic representation of the skills-centered design.

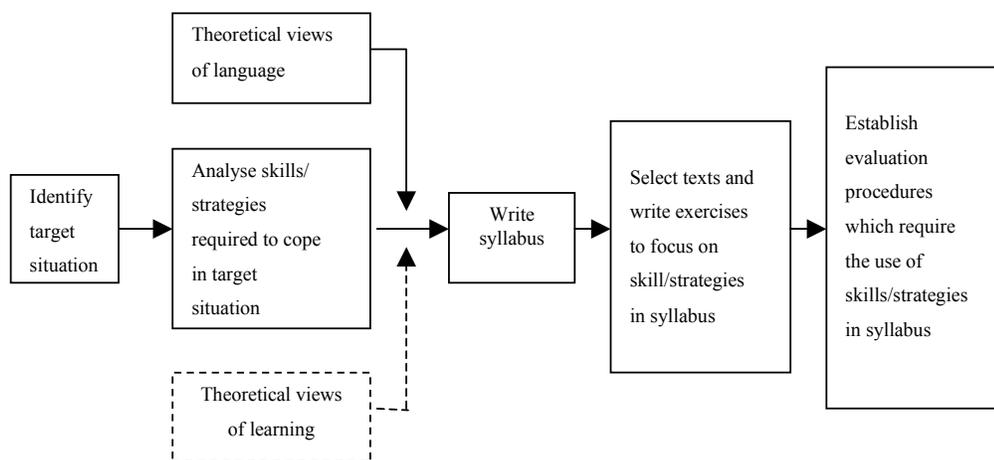


Figure 2.5: Skills-centered approach to course design (Hutchinson & Waters 1987:71)

Koç (1992) developed a reading course design based on a skills-centered approach where he integrated into his model a modular syllabus format and frames mentioned later in this chapter. His flowchart design (Figure 2.6) reflects the basis of the course design model employed in this study.

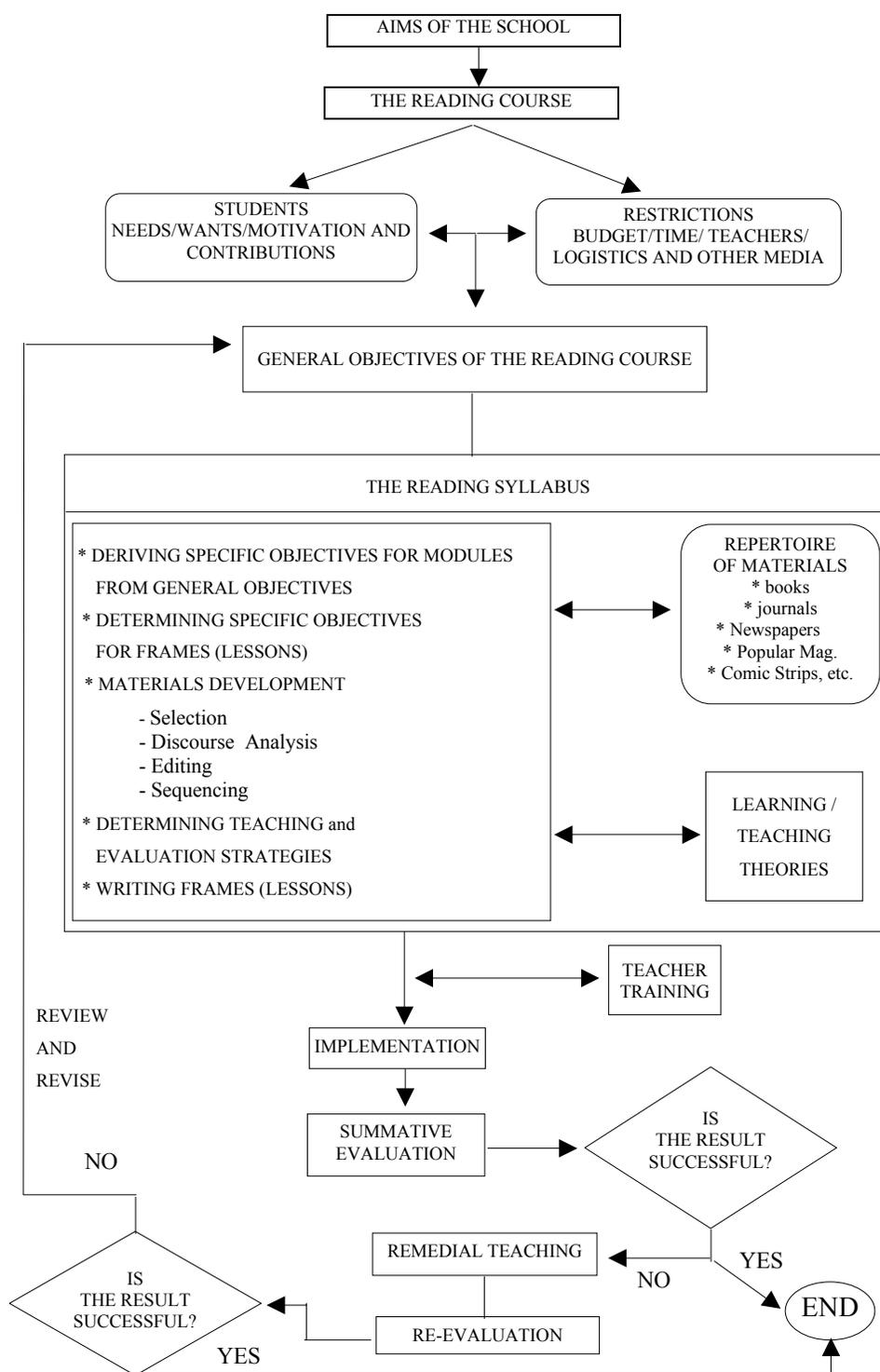


Figure 2.6: Reading course design (Koç, 1992:27)

2.4.3 Learning-Centered Course Design

The learning-centered approach shown in the diagram (Figure 2.7) is an example of a design with a wider perspective of teaching and learning process which encompasses almost everything in it, from material selection to learner motivation. Course design and learning situation are seen in a reciprocal relationship in that, since needs and resources will change in time, the syllabus, the materials, the methodology and the evaluation procedures will also be adapted to the newly emerging learning situations through feedback channels to enable the course to respond to the developments.

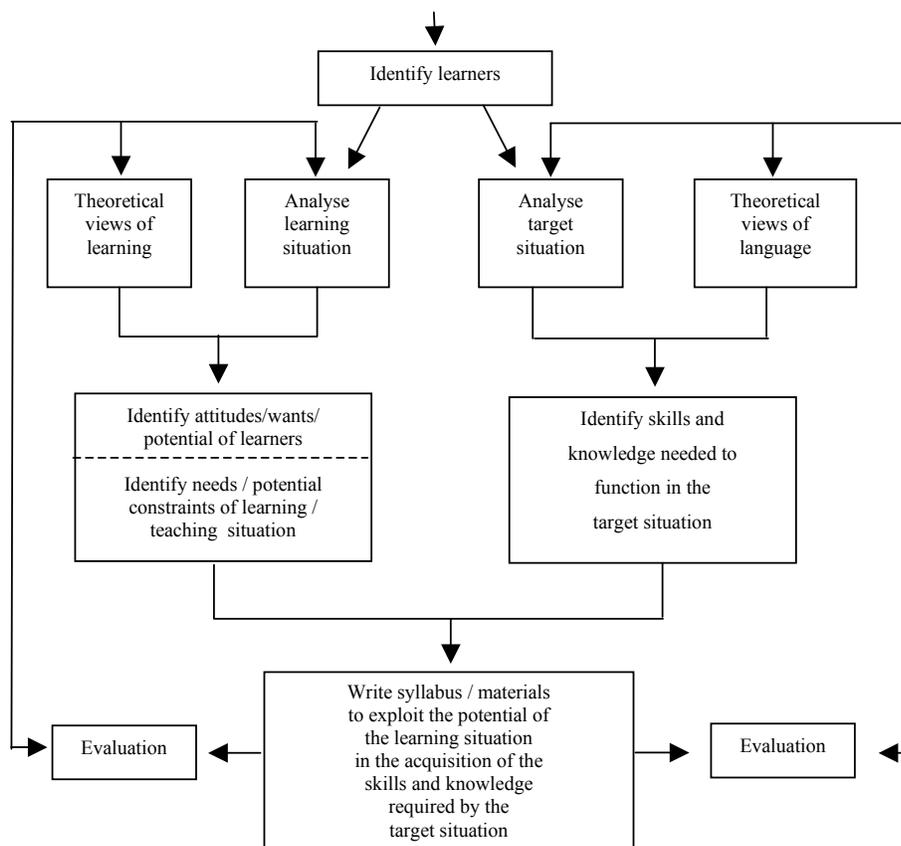


Figure 2.7: A learning-centered approach to course design. (Hutchinson & Waters, 1987:74)

2.4.4 Learner-Centered Course Design

This approach, in general terms, is based on the principle of adapting the course design and implementation to the needs of the individual learner. The approach is similar to the learning-centered one although Hutchinson and Waters (1987) reject the possibility of the learner being the determiner of everything in the learning process and prefer a broader term, learning, as the focus of attention. Nunan (1988b:3), as an enthusiastic proponent of the learner-centered curriculum, presents in detail with examples how a learner-centered curriculum will be developed. One major set of aims, he lists, in this approach are as follows:

- to provide learners with efficient learning strategies
- to assist learners identify their own preferred ways of learning
- to develop skills needed to negotiate the curriculum
- to encourage learners to set their own objectives
- to encourage learners to adopt realistic goals and time frames
- to develop learners' skills in self-evaluation.

Nunan (1988b:24) claims that the learner-centered curriculum should not be understood in the sense of the traditional concept of learner-centeredness, which “sees course design largely in terms of the specification of the ‘what’ of the language teaching to the exclusion of the ‘how’” The ‘how’ of the language teaching, however, is determined in line with the approach which sees language learning an incident of general human learning rather than a language specific phenomenon.

2.5 Classification of Syllabuses

So far, various groupings of syllabus types each highlighting a different perspective have been proposed (Wilkins, 1976:2; Dubin & Olshtain, 1986: 37-63; Yalden, 1987a: 17-39; Yalden, 1987b: 61-68; White, 1988: 44-94; Robinson, 1991: 35; Long & Crookes, 1992: 27-41; Brown, 1995: 6-14; Markee, 1997: 15-39). In fact, leaving aside the historically oft-cited types of syllabuses, Structural/Classical, Functional/Notional, Negotiated, Natural, Subject matter, and Task, classifications presented with terms such as types, bases, formats, and shapes, usually intercede each other as language teaching and learning encompasses elements found in each of the separate branches. Yet, their major differences leave room for grouping syllabuses into different categories, making it easier for the researcher to discuss them depending on the particular purpose. A commonly quoted example of syllabus classification is White's (1988: 46,47). He presents a review of syllabus types in a diagram he calls "bases for language syllabus designs". He later classifies all the types in the diagram in relation to whether they fit into a Type A or Type B syllabus. The former focuses on linguistic issues or 'what's of the teaching-learning process while the latter deals with the psychological and pedagogical issues or 'how's of the process. Type A syllabuses are also referred to as product-oriented and analytic while Type B syllabuses are classified as process-oriented and synthetic or non-analytic in various contexts. Robinson (1991:35) combines approaches to ELT syllabus in a diagram (Figure 2.8) based on White's (1988: 46).

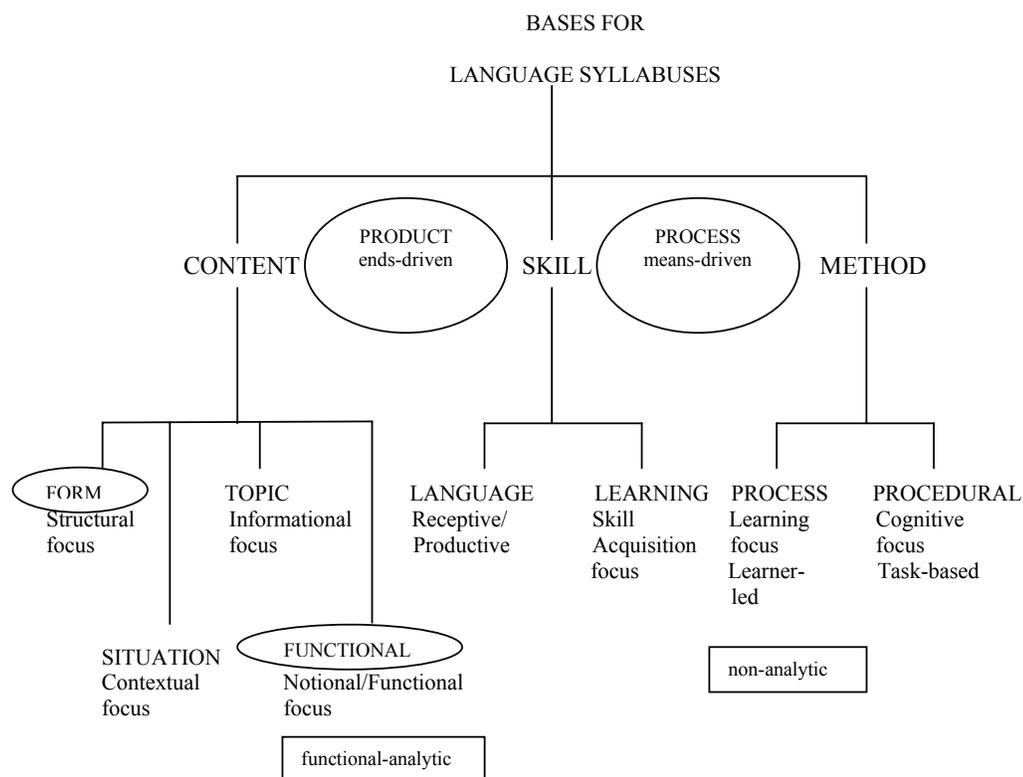


Figure 2.8: Bases for language syllabus design (Robinson, 1991 :35)

The distinction between the ends-driven, Type A or product syllabuses and the means-driven, Type B or process syllabuses is similar to the distinction made between the trends on the syllabus route and the on the instructional theory route discussed in Chapter 1. Generally speaking, the approach to language learning in a product-oriented program is similar to the one in the methods following the syllabus route. It is believed that what is planned and taught in the classroom will become what is learned. Similarly, a process oriented or means driven program has an approach to language learning parallel to the one found in the methods on the instructional theory route. In them, language is seen as “an extremely complex set of processes” (Nunan,1988b:36) which cannot be simplified into the relationship of ends-means. Therefore, as Nunan (1988b:17) puts it,

[p]rocess curricula are less concerned with specifying content or output than with the sorts of learning activities in which learners should engage. They therefore align themselves more with methodology than with syllabus design. In such curricula, specification is more in terms of tasks and problems for the learner to grapple with than in terms of linguistic items (whether these be structures, notions or functions)

Robinson's diagram actually reflects the difficulty in making clear-cut classifications among language curriculum models. A task-based syllabus, for example, may utilize a content-based instruction where tasks only help process the information in the selected language content. A natural syllabus may go between the topic-based or content-based instruction and skills-based instruction, which inevitably brings forth the issue of method and theory of L2 learning as the primary determinant of the designer's and teacher's approach to instructional process.

As for the question of which design and what type of syllabus to choose, research has shown that "it is methodology rather than organization which may hold the key to successful language teaching and learning" (White, 1988:110).

With the crucial role methodology plays in L2 teaching and learning in mind and for the fact that there are "other bases" of syllabuses, as White (1988) refers to in his discussion of the syllabus types, for the purposes of this dissertation, syllabuses are reviewed in two groups in relation to their bases and formats.

2.5.1 Bases of Syllabuses

A wider perspective on the typology of syllabuses may lead to another more concise umbrella classification with three major types as psycholinguistically-

based, linguistically-based and needs-based taking into account the actual determinants of their formation.

2.5.1.1 Psycholinguistically-Based Syllabuses

A psycholinguistically-based or “theory-driven” (White, 1988), syllabus will primarily be grounded on a theory of language and L2 language learning based on recent SLA research findings. The selection and organization of the content and the presentation of the language material will be defined in terms of their pedagogical value in the base theory. The Monitor Model is the most frequently quoted psycholinguistically-based example. Although Brown (1987) mentions it as one on the Cognitive Learning theory route, which sees language faculty just as another one of the general cognitive skills and which underlies the current PPP approach to L2 language learning, the model stands parallel to another position, Jerry Fodor’s (1983) Modular view of human mind, which actually challenges the cognitive view. Supported by research on brain injury and aphasic patients, the theory claims that human mind functions with "modular cognitive systems [which] are domain specific, innately specified, hardwired (in the sense of being associated with specific, localized, and elaborately structured neural systems), autonomous, and not assembled". This is contrary to the claim put forth by cognitivists that human brain acts as one general information processing unit with all its faculties including language faculty (Fodor, 1983:37). Krashen’s distinction between acquisition and learning and his NIP view is parallel to this view of language as an independently functioning module. Modules are thought to be informationally encapsulated (i.e. they will only be activated by one type of stimuli and not affected by irrelevant

data) in this theory and similarly, in NIP position, acquisition will only be activated by comprehensible input when the focus is on meaning and grammar information gained through conscious learning will not influence learners' subconscious acquisition since learned competence and acquired competence are two distinct knowledge systems (Dulay, Burt & Krashen, 1982:233-243).

2.5.1.2 Linguistically-Based Syllabuses

When the focus of attention is on the aspects of language to be taught, syllabuses will be written in terms of linguistic terms. A common trend in linguistically-based syllabuses is the ordering of the language content, structures, from simpler to more complex linguistic items. The gradation of the material may as well be done in relation to expected difficulty areas between L1 and L2, based on contrastive analysis of their linguistic systems. Structural syllabuses are naturally accepted as examples of this type. However, any type of syllabus, regardless of its name, will fall into this category when graded structures hidden or expressed in it follow the course of the syllabus. As discussed throughout this dissertation, the PPP approach to language learning, actually, makes use of a hidden language-based syllabus by organizing its communicative activities around ordered structural items. Still, the internalization of the presented and practiced structural item depends on the psycholinguistic readiness of the learner rather than the power of presentation and practice.

2.5.1.3 Needs-Based Syllabuses

All language syllabuses are designed for particular or general goals. For the fact that goals and needs are in a reciprocal relationship with each other and it is difficult to decide which ones are derived from which, the term 'needs-based' may as well be replaced with 'goals-based'. Needs and goals in syllabus design especially gain importance when the objectives for language learning are specific rather than general. When the syllabus is designed with the aim of teaching certain language skills to be used in particular settings for specific needs as in ESP conditions, the specific needs shape the selection, organization and the presentation of the language material in the syllabus (Hutchinson & Waters, 1987; Johns & Evans, 1991; Robinson, 1991).

Having discussed major issues over the bases of syllabuses, in the coming section, a further step is led to the discussion of the commonly observable syllabus formats.

2.5.2 Formats of Syllabuses

Another important phase of the syllabus design work is the choice of the shape or format of the syllabus to be formed. Some formats of syllabuses are actual reflections of the underlying theory of language learning while some others may well be utilized by either a behaviorist, or cognitivist or a nativist view of language learning. Five major syllabus formats will be briefly reviewed in this section.

2.5.2.1 The Linear Format

Most commonly preferred in structural syllabuses, the linear format is the traditional way of presenting language items in a predetermined order usually as discrete items. The theoretical rationale behind this format is that optimum learning will only be obtained by strictly following the graded elements in the syllabus, which leaves the teacher with no flexibility. Sometimes situational-functional and even communicative syllabuses are also formed in a linear shape through an implicit structural syllabus.

2.5.2.2 The Cyclical Format

The cyclical or spiral format is based on the designer's belief in the necessity of repetition with the elements of language. Some structures or notions/functions are placed more than once in the syllabus so as to provide repetition and better retrieval. The spiral format is still reminiscent of PPP approach to L2 learning. In areas where structural or learned competence is the immediate goal, repetition in various contexts may prove effective.

2.5.2.3 The Story-Line Format

Commonly observed in textbooks, this shape is basically a narration throughout the syllabus. Notional and functional syllabuses integrate story-line format in order to ensure continuity and meaning coherence. Usually a combination of Situational, Functional/Notional and Structural views is integrated. When the story-line format is formed with a hidden structural syllabus, the story has to be

developed so as to conform to the graded structures at the expense of being too artificial and even funny.

2.5.2.4 The Matrix Format

The matrix format, usually accepted as the most complex and burdensome for the designer, relies on the design of free sets of topics, situations and tasks or activities later to be matched (intersected) by the teacher. The format does not impose a certain method and could be used for content-based courses as well as task-based and communicative courses.

2.5.2.5 The Modular Format

The modular format is composed of modules basically similar to units in a syllabus. Although modules are said to fit only one specified situation and targeted towards only one use of a communicative function and structure (Finocchiaro & Brumfit, 1983:80), which stands for their difference from units, current approaches may well utilize the format without any prior concern for selection and gradation of structures or communicative functions. The former implies a structural/ behaviorist approach opposite to the current SLA view which has no room for structural grading and individual encapsulated presentation of structures and functions. Each module in the format integrates the language in a thematic or situational context processed through skills-building tasks based on individual needs of the learners. That modules are independent from each other gives great flexibility to the teacher. Each module consists of frames (Figure 2.9) corresponding to a lesson or a learning

session and each frame has its own specific objectives derived from the general objectives of the module (Dubin and Olshtain, 1986; Koç, 1992; White, 1988).

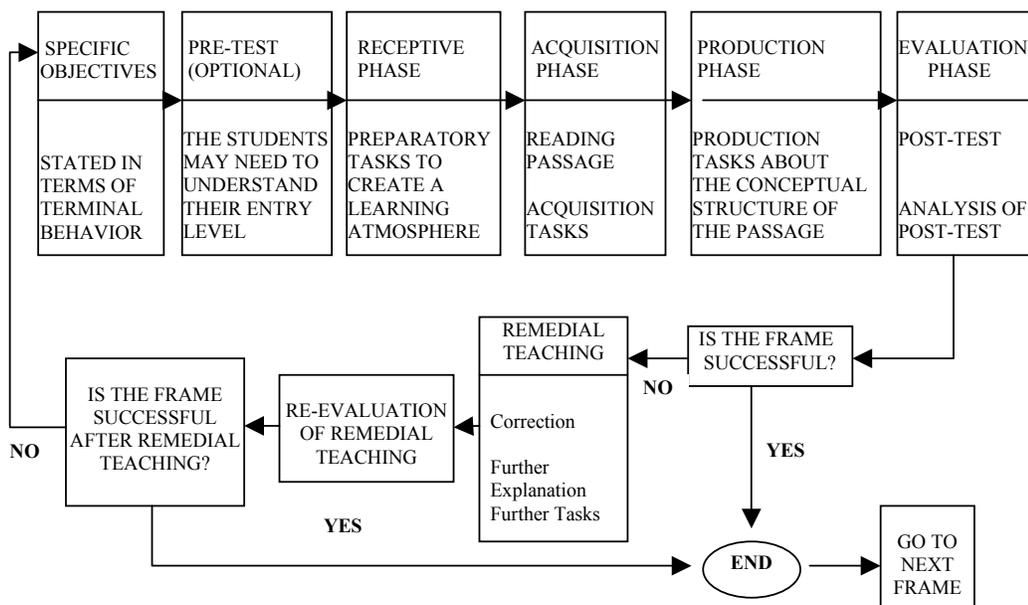


Figure 2.9: Format of a frame (Koç, 1992:28)

2.6 Some Program Design Studies in Turkey

The design of a language teaching program primarily based on an NIP view of language acquisition is proposed for the first time at home to the knowledge of the researcher. However, with respect to the similar procedures followed and the similar local institutions the studies targeted, several research studies carried out in Turkey are worth mentioning.

One similar program study in Turkey was done by Boztaş (1987) where he carried out a needs assessment at Hacettepe Medical Faculty. His primary concern was to propose a course design based on the English needs of students. After

gathering information from students and teachers Boztaş proposes his “communicative” course design similar to Koç’s (1979:42), cited in Boztaş (1987:140) but fails to present sample lesson plans. Instead, he proposes lists of affixes commonly used in medicine and together with lexical information he superfluously reviews some grammar items he thinks are useful. Some of his conclusions and recommendations based on his analysis of the information gathered from students and teachers are as follows:

1. (Freshman) English courses should be based on students’ identified needs on four skills areas together with target situation needs as well as learning needs. Here, Boztaş proposes a learning-centered course design as illustrated by Hutchinson & Waters (1987:74).
2. For advanced level students a special reading course with emphasis on reading strategies should be planned.
3. Optional translation courses should be given to second, third and fourth year students. He also proposes an optional writing course with special focus on note-taking skills.
4. In-service teacher training courses should be given in collaboration with the medical department.
5. English courses should be compulsory for the first three years and in later years, an optional two-hour translation course would be sufficient
6. The objectives (or goals) of the school should be revised and made known to he students.

Uluşan (1995) presents his modular ESP course design for the advanced learners of English at the Army Academy where he follows a modified version of Koç's (1992) modular reading course design. Uluşan criticizes the current eclectic trend at schools and his sample lessons designed in frames of modules underlie a truly PPP approach.

One final example of a parallel course design study is Ertaş's (1998). Her elaborate work on a modular course design, following Koç's (1992), for the learners of English at the Faculty of Medicine at Gazi University, exemplifies lessons (frames) with emphasis on intensive study, primarily focusing on reading skills, with medical texts. Instead of supplementing the present materials, she proposes new course materials and dwells also on the improvement of learning strategies. Ertaş's sample syllabus for the students of medicine at Phase I has ten modules with varying numbers of frames. The modules are given medical titles such as Genetics in Medicine, The Cell, Protein Structure and Vitamins so as to serve as umbrella terms for the topics to be studied in the individual frames or lessons. The exercises she suggested for the reading passages have a focus on reading comprehension with an almost equal emphasis on text analysis and vocabulary learning. Explicit grammar instruction is absent in that the only grammar element to be noticed is the pronoun reference study shown in space on the right hand side of the page. As the proposed syllabus is for the students who have prep class background it is normally assumed that students have already become proficient enough to deal with reading passages at the upper-intermediate level and that their primary need is the

improvement of reading strategies. In sum, the study exemplifies a truly skills-based course based on the assumed and identified needs of the students.

2.7 The Selected Program Design Model

The approach to curriculum development in this dissertation is primarily theory-driven. As discussed before, in almost all educational practices is an underlying theoretical approach to learning not to exclude a language learning theory in a language education context. The curriculum or program development is seen to encompass all elements of the educational process in which needs-assessment and syllabus design are only sub-steps. Seen in this respect, curriculum encompasses the whole system and curriculum development and program design inevitably subsume all elements in the process; yet, their order will depend on their relative degree of importance.

As for the detailed program design work followed in this study, a modified version of Koç's (1992: 27) skill-based course design is followed as shown in a flowchart representation in Figure 2.10. The final version of the language teaching model suggested for Phase 1 is given in Chapter V (Figure 5.1), in a flowchart representation, after the formation of the suggested program and the piloting of the sample module.

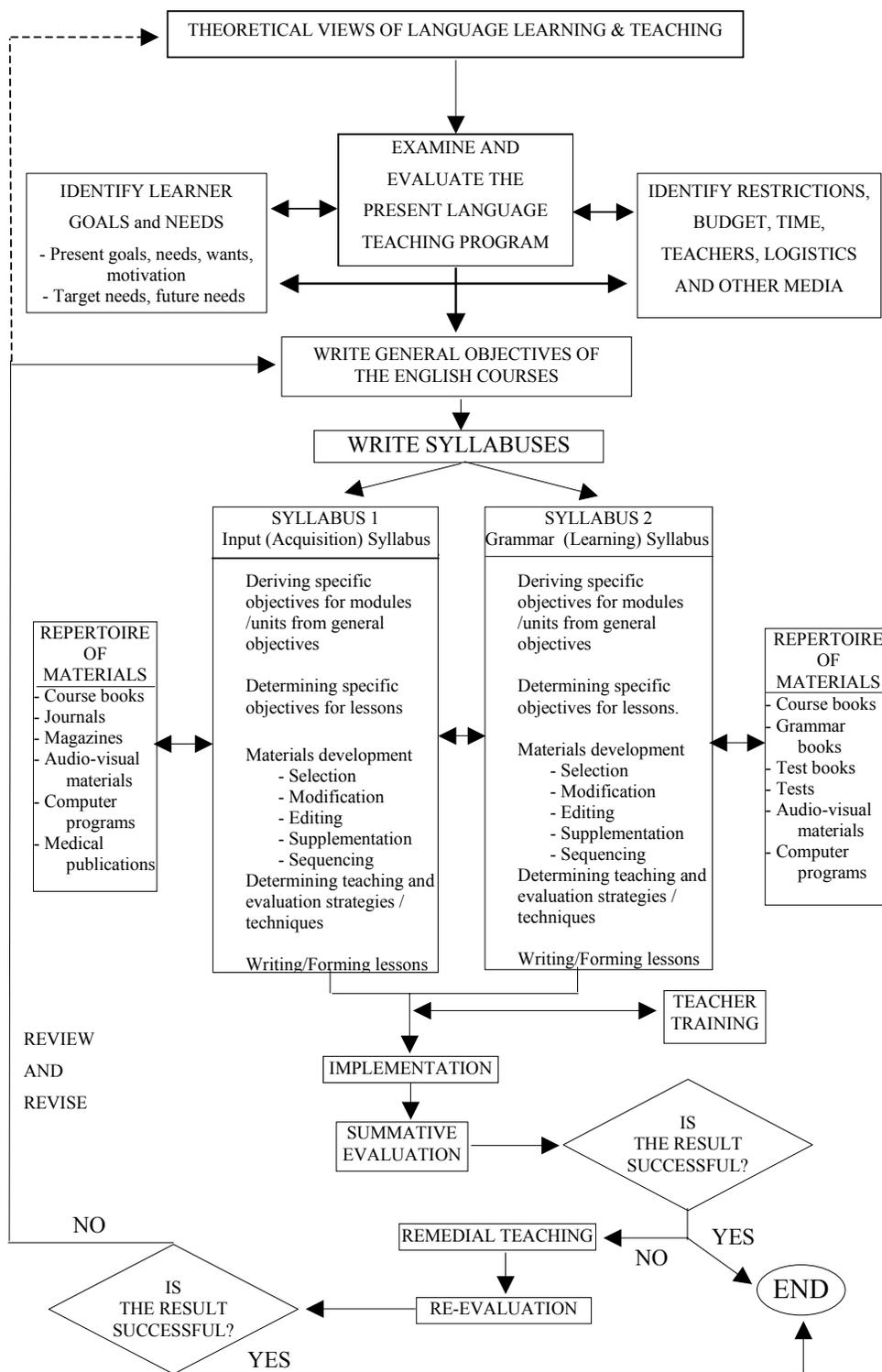


Figure 2.10: GMMA course design [after Koç (1992:27)]

The model proposed here is thought to be unique in two ways, which are both related to the concept of curriculum taken up in this study (as expressed in Figure 2.1 and discussed previously in this section). The first point in its significance is the perception of the language learning theory as the first and requisite step in the design. The second point of departure from the original model and probably from most of the previous models is the introduction of two syllabuses in line with the distinction made between (subconscious) acquisition-based instruction and (conscious) learning-based instruction. Further discussion of this general model and the improved flowchart representation is given in Chapter V together with the issues related to the suggested language teaching program.

The issues taken up so far, in Chapter I and II, have aimed to establish the general approach to language course design adopted in this study. Descending from a theoretical ground to a more practical one, the following chapter will give information about the method of research in this study, together with a descriptive analysis of the language learning environment this study is intended for.

CHAPTER III

METHOD OF RESEARCH

3.0 Introduction

This chapter presents information about the design of this study, data sources, data collection instruments and procedures, data analysis procedures and the limitations of the study.

3.1 Overall Design of the Study

The present study covers eleven steps in the formation of a final version of a suggested language teaching program for Gülhane Military Medical Faculty, (GMMF).

1. Discussion of the problem and the selected approach to L2 learning.
2. A descriptive analysis of the present program in relation to:
 - i. Institutional goals
 - ii. Syllabus,
 - iii. Language teaching materials,
 - iv. Teachers,
 - v. Learners,
 - vi. Measurement and evaluation procedures,
 - vii. Setting and resources.

3. Preparation and administration of a questionnaire for students for the purposes of getting their evaluation of the present program and assessing their needs in relation to:
 - i. Goals,
 - ii. Course books and language teaching materials,
 - iii. Methodology, teachers and activities in class,
 - iv. Setting,
 - v. Resources,
 - vi. Course schedule,
 - vii. Measurement and evaluation procedures.

4. Preparation and administration of an interview with the teachers for the purposes of getting their evaluation of the present L2 teaching program in relation to:
 - i. Goals
 - ii. Course books and language teaching materials
 - iii. Methodology,
 - iv. Setting,
 - v. Resources,
 - vi. Course Schedule,
 - vii. Measurement and evaluation procedures.

5. Preparation and administration of an interview with military doctors for the purposes of getting their perceptions of the needs for English in the actual professional life and suggestions for the improvement of L2 teaching at the faculty as regards their school years.

6. Collection of random reports from the students about the problems they perceive in language classes.
7. Analysis of the data collected from the students, teachers and doctors and participant-based evaluation of the program.
8. Formation of an L2 teaching program for the first phase.
9. Formation of a sample module
10. Piloting of the sample module
11. Preliminary evaluation of the sample module by the students and the teachers.

3.2 Research Questions

All the eleven steps indicated in the overall design of the study are targeted towards the terminal goal of forming an L2 teaching program. Therefore, the main research questions are:

1. How does the current language teaching program function with respect to goals, syllabus, learners, teachers, language teaching materials, resources, setting, schedules and measurement and evaluation procedures?
2. How may/should an L2 teaching program based on an integration of students and institutional goals/needs and the Monitor Model, or NIP view, be formed for Gülhane Military Medical Faculty?

Each research question entails a number of sub-questions as revealed in the overall design section.

3.2.1 Sub-Questions Related to the General Evaluation of the Present Program

The sub-questions entailed under the program evaluation are listed below:

1. What two language skills do students, teachers and doctors perceive as most important to develop?
2. What are the individual language skills oriented goals and related needs of students as perceived by teachers and themselves?
3. What are the differences between the language skills oriented goals and needs of the students and professionals in medicine?
4. How well does the program work to serve the learner goals as perceived by the learners and teachers?
5. How well do the course materials serve the needs of the learners as perceived by the learners and teachers?
6. How do the learners and teachers perceive of the methodology and classroom procedures?
7. What are the properties of the program as regards the setting, resources and course schedule as perceived by the learners and teachers?
8. How are the measurement and evaluation procedures as perceived by the learners and teachers?

3.2.2 Sub-Questions Related to the Suggested Language Teaching Program

The design of the suggested program will consider some major sub-questions as listed below:

1. What changes should be made as regards the present general goals and regulations in the program?
2. What type and format of syllabus should be chosen?
3. How will the selected approach be reflected in the syllabus?
4. What proportion of class time should be allotted to the favored language skills?
5. What changes will be made in the language teaching materials? (supplementation, modification or total replacement ?)
6. What will the learner and teacher roles be?
7. What changes should be made in the setting?
8. What changes should be made in the measurement and evaluation procedures?
9. How should the resources be used in the optimal way?
10. How will the new program be implemented?

The piloting of the sample lessons of the suggested language teaching program also entails questions as to the preliminary perceptions of the students and the teachers about the sample lessons presented. The sub-questions in relation to which the students' and the teachers' reactions will be analyzed are as follows:

1. How do the students and the teachers perceive of the sample lessons in relation to topics and properties of the activities?
2. How do the students and the teachers grade the lessons out of 10 to make a comparison with the previous ones?

3.3 Description of the Context: The Present Language Teaching Program at the Faculty.

In this section is given a detailed descriptive analysis of the context, the present language teaching program at the faculty, with respect to its course schedule, goals, syllabus, language teaching materials, teachers, learners, measurement and evaluation procedures, setting and resources. The information presented here will throw some light to the problem discussed in Chapter I and to the participant-based evaluation done in Chapter IV, directly related to the first research question.

3.3.1 General Course Schedule

The education at the faculty covers a 6-year training in medical sciences. English is taught in the first five years as a compulsory course –students who fail in a compulsory course are accepted as having failed in all of the courses that academic year and have to repeat them. As shown in Table 3.1, the students in Phase 1 take 6 hours of English instruction per week. In the second and third years English is taught for 5 hours a week. The students in the fourth, and fifth phases do not have to attend regular classes but hand in eight papers each containing their translation of an approximately 200-word medical passage during the year. Three class hours per week are scheduled for guiding, assisting and inspecting students in their translation works, the project works as they are called. However, instructors also welcome during these three hours any students who would like to learn more about a language item and who would like to improve their language skills. The contents of the lessons at phases 4 and 5 change depending on student demands but

usually development of reading comprehension, exam skills (on TOEFL) and translation skills is emphasized.

Table 3.1: English Language Course Schedule at the Faculty

PHASE	LEVEL	TYPE OF INSTRUCTION	NUMBER OF HOURS PER WEEK	TOTAL NUMBER OF HOURS PER YEAR
1	A	General English	6	192
	B			
	C			
2	A	General English	5	160
	B			
	C			
3	A	Medical English	5	160
	B	General English Medical English		
4		Medical English	3 (optional)	96
5		Medical English	3 (optional)	96
6	-		-	

It is possible to show a general model of the yearly functioning of the language teaching curriculum at the school (Figure 3.1). As can be seen the curriculum planning is primarily based on the general institutional goals. The syllabuses have to be put into the general program booklet almost eight months before the beginning of the academic year. Each year, syllabuses are planned for two levels in case the students may appear at different language proficiency levels.

The grouping among the students for different levels is done primarily with respect to their high-school background and the score they get from an ECL (English Comprehension Level) examination currently available at the school. In the probation periods in the previous years it was seen that students deliberately did badly in the screening tests in order to be assigned for a class at Level C. Therefore, high school background together with the ECL exam score are taken as basis for preliminary grouping. However, since it is also possible to form classes at three different language proficiency levels due to varying number of teachers, course materials and especially student characteristics, the predetermined organization is tested and revised in the probation period in the first two weeks of the instruction. Considering the teachers' reports for revision during the probation period, changes are made as regards the level of the students and the selection of the course books and assignment of the teachers accordingly.

In general, an institution and teacher-directed and textbook-based curriculum activity dominates the character of the English teaching program at the faculty.

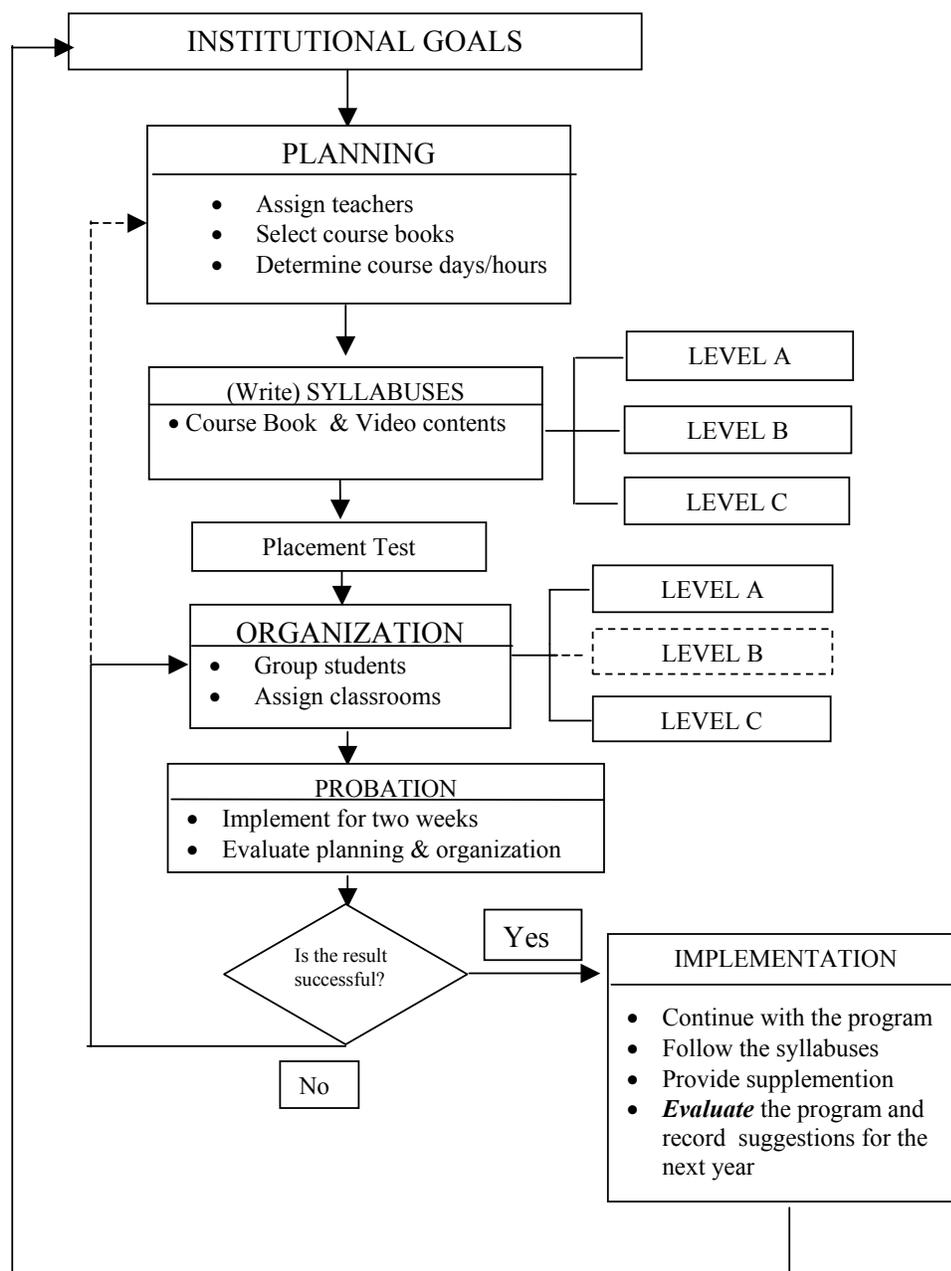


Figure 3.1: Flowchart representation of the present language teaching program at GMMA.

3.3.2 Goals

The institutional goal statements related to language education are very broad and stated only in terms of the student outcomes. *GATA Yönetmeliği*, GMMF

Manuel of Regulations, has an item (Article 87) related to the language instruction at the school which states: " The goal of language education at the faculty is to train students up to a proficiency level where they can follow written and spoken medical literature in English."

Other references in the book are related to the regulations under the same article, regarding the planning and procedural aspects of the second language education. One expresses that at the faculty, the first, second and third year students take a general English course and that fourth and fifth year students learn medical English. Another one states that a grouping among students with different language proficiency levels will be made at the beginning of the year to form homogenous classes and that all students will have reached the same level of proficiency by the end of the second year after which they will follow the same type of language instruction. One other regulation regards the number of class hours that have to be planned for each year. Although the goals are expressed in very broad terms, they give the teacher, also the curriculum planner, guidelines as to what to and what not to include in the general planning of the course. Since the students' major is Medicine, the goals are expressed in relation to their supposed future needs by the institution. The future needs, however, have not been determined on a scientific basis. As the majority of the students have military and Anatolian high school origins they are assumed to have come to the school with a high level of proficiency.

In sum, there is a set of general goals and course book outlines as curriculum in the program. As mentioned before the teachers can make changes in the contents

of the syllabus as they go along with the actual teaching, which is considered as a positive point in the general system.

3.3.3 Syllabus

The syllabus of each course is a reflection of the course book content which will be discussed more in detail in 3.3.4 Materials section. As freshman English education is given at three levels, elementary or beginner (C Classes), intermediate (B Classes) and upper intermediate (A Classes), the general program booklet has information on three syllabuses scheduled for 33 weeks of instruction. The Department of Compulsory Courses appoints teachers responsible for the preparation of the syllabus for each class. They choose textbooks and other teaching materials for the course. The syllabus format reflected in the program booklets is in two forms. In the first part of the booklets is given a timetable with references to the class-hourly activities. Every class day is shown with the topic or activity that will be covered in that course at that hour. The second part of the booklet presents the lists of the class-hourly topics or activities of each course that will be given at the Faculty that year.

3.3.4 Materials

The language teaching materials used in the program listed below were chosen by the Language Teaching Department and provided by the school and are subject to change depending on the agreement of the instructors on newly emerging needs and conditions. The selection and organization of the language teaching materials to be used in classes at different levels in each of the three phases are done

by the English instructors. The method of research for selection is through the publisher guides and interviews with the publisher representatives. Although a variety of checklists are proposed in literature (Dubin & Olshtain, 1986:29; Hutchinson & Waters, 1987: 98-104; Skierso, 1991:432-453; Barnard & Randall, 1995:339; Brown, 1995:191; Ur, 1996: 184) the actual criteria used in the choice of the materials have been the instructors' perceptions of the course requirements and student needs at the time.

MATERIALS USED IN THE 1st PHASE

A Classes

1. *NFC Masterclass* (Student's Book, Workbook, Teacher's book, class cassettes and Video Cassette)
2. Films and Video material recorded from TV programs

B Classes

1. *Headway Intermediate* (Student's Book, Workbook, Teacher's book, class cassettes)
2. *Follow Me* Video Series

C Classes

1. *Headway Elementary* (Student's Book, Workbook, Teacher's book, class cassettes)
2. *Follow Me* Video Series

MATERIALS USED IN THE 2nd PHASE

A Classes

1. *NFC Masterclass* (Student's Book, Workbook, Teacher's book, class cassettes and Video Cassette)
2. *Face The Issues* (Student's Book, Workbook, Teacher's book, class cassettes)

3. Films and Video materials recorded from TV programs

B Classes

1. *NFC Masterclass* (Student's Book, Workbook, Teacher's book, class cassettes and Video Cassette)
2. Films and Video material recorded from TV programs

C Classes

1. *Headway Intermediate* (Student's Book, Workbook, Teacher's book, class cassettes)
2. *Follow Me* Video Series

MATERIALS USED IN THE 3rd PHASE

A Classes

1. *Reader At Work II* (the Student's Book)
2. *English In Medicine* (the Student's Book, class cassettes)
3. *Selected Topics* (The Student's Book, class cassettes)
4. Films and Video materials recorded from TV programs

B Classes

1. *Reader At Work I* Student's Book
2. *English In Medicine* (Student's Book, class cassettes)
3. *Selected Topics* (Student's Book, class cassettes)
4. Films and Video materials recorded from TV programs

C Classes

1. *Reader At Work I* (Student's Book)
2. *English In Medicine* (Student's Book, class cassettes)
3. *Selected Topics* (Student's Book, class cassettes)
4. Films and Video materials recorded from TV programs

The materials are organized in order of difficulty for each level in each of the three phases. A student in Class C in the first phase is expected to be able to deal with the language material at the upper-intermediate level in the third phase.

Hutchinson and Waters, (1987:98-104) divide the materials evaluation into two categories as subjective and objective analysis by which an efficient comparison of the properties of the materials and needs can be made. Objective analysis refers to the properties of the materials either made explicit by the guidelines in the materials or simply observable through examination. Subjective analysis, on the other hand, is related with how the material should be in relation to your needs and requirements.

A descriptive and objective analysis of the materials is targeted in this chapter for the purpose of making the reader familiar with the materials some of which will later be referred to in Chapter V. The materials are analyzed and introduced under a selection of the objective criteria proposed by Hutchinson and Waters. The headlines of the criteria used are as follows:

AUDIENCE

1. Who is the material intended for?

AIMS

2. What are the aims of the materials?

CONTENT

3. What type(s) of linguistic description is/are used in the materials?
4. What kinds of texts are there in the materials?
5. What is/are the subject-matter areas(s), assumed level of knowledge, and types of topics in the materials?
6. How is the content organized throughout the materials?
7. How is the content organized within the units?
8. How is the content sequenced throughout the book?
9. How is the content sequenced within a unit?

METHODOLOGY

10. What theory/ies of learning are the materials based on?
11. What kinds of exercises/tasks are included in the materials?
12. What teaching-learning techniques can be used with the materials?
13. What aids do the materials require?
14. What guidance do the materials provide?
15. In what ways are the materials flexible?

1. *New First Certificate Masterclass* (Oxford Un. Press): The book is mainly designed for students who would like to get prepared for “the revised Cambridge First Certificate in English examination (1996 syllabus)” (back page). The 14 units in the book are organized around a variety of topics presented with grammar, vocabulary, reading, listening, writing and speaking activities. Each unit is followed by another section, exam techniques section, with specific activities for preparation for the type of questions in the First Certificate Exams. The exercises in the reading and listening passages are comprehension-based and grammar is presented in separate sections. The presentation of the linguistic input is directly related with the text and the grammar and practice sections only present supposedly difficult areas in the text in the form of some consciousness-raising activities followed by substitution or cloze-type exercises. Detailed informative explanations for grammar sections are given in the Grammar Reference Sections at the end of the book. The proportion of work on four language skills is almost equal with almost an equal emphasis on vocabulary teaching. No overt sequencing with structural difficulty is observed but the exam techniques are developed through simpler to more complex tasks. Hence, except for exam techniques sections especially for

development of writing skills, the units can be used separately without following the order in the book. Both individual and small-group work can be used for the activities and further activity for student-presentation is also possible. The book is accompanied with a teacher's book having guiding information for the teacher, a Workbook with activities similar to the student's book, two tape cassettes for the listening exercises and a video cassette with episodes of documentary and story-line short extracts. The Teacher's book provides photocopiable test material, Unit tests, which are given to students after each unit.

2. *Headway Series*, Elementary, Pre-Intermediate, and Intermediate (Oxford Un. Press):

Intended for adults and young adults, *Headway* series are one of the common books which present language in a traditional PPP (presentation-practice-production) communicative fashion. Each level of the series is intended for approximately 120 hours of teaching. Targeted for the development of general communicative skills, each book has 15 units organized around a combination of functional and structural syllabus. Each unit begins with an activity in which learners working in pairs or small groups, are expected to work with the grammar items in the units or deal with the newly presented vocabulary items. The presentation section is followed by skills work with almost an equal emphasis on four skills. Delayed oral or written production is rejected and students are forced to speak and write from the very beginning. The units end with a Grammar Summary section where the structural items are presented with examples. Special importance is given to vocabulary development. Books are especially rich with listening material in which activities for both comprehension and production are presented.

The tape scripts of the listening activities and key vocabulary in each unit are presented at the end of the books. The books are supported with Workbooks with parallel syllabuses, Class cassettes and Teacher's Books.

3. ***Face The Issues*** (Longman): Suitable for adolescent, young-adult and adult learners of English, the book is primarily aimed for the development of listening comprehension and vocabulary. The units are not organized around a structural or thematic basis but are just presented as independent authentic radio interviews or discussions of "an issue of international appeal" with listening comprehension activities. The content of the units are not chosen for any specific purposes. In each unit the activities begin with pre-listening and discussion tasks (to be done in small-groups) followed by vocabulary work which focuses on the specific vocabulary used in the listening texts.. The listening passages are taken from the real episodes previously broadcasted in the National Public Radio in U.S. The listening comprehension exercises for getting the main idea and for detailed listening vary from multiple-choice to True-False questions. Each unit ends with a review of the grammar points covered in the text. The key to the exercises and the tape scripts for the NPR texts are presented at the end of the book.

4. ***Reader At Work I, II*** (METU): The books are compilations of a variety of reading texts followed by comprehension questions and can be used with students from pre-intermediate to advanced levels who would like to improve their reading comprehension skills. The type of exercises, the comprehension questions are mostly open-ended, multiple choice or fill-in the blank questions. Although the texts compiled in the books cover a wide range of subjects only the passages about

medicine are covered in the English classes at the faculty. The completion of comprehension exercises are usually preceded by explanation of the difficult vocabulary by the teacher and followed by translation and paraphrasing activities depending on the teacher's perception of the necessity at the time.

5. ***English In Medicine*** (Longman): As it is indicated on page one and on the back page, the book is intended "for doctors, medical students in the clinical phase of their studies and other medical professionals (at an intermediate language level) who have to use English to communicate with patients and their relatives and with medical colleagues". The book presents, in task-based activities, situational contexts, especially in British Hospitals, where doctor-patient, doctor-doctor and doctor-family member communications are carried out in its seven units organized around basic functions such as taking a history, making a diagnosis and medical treatment, which are carried out by doctors at ordinary chronic hospitals. The activities which can be carried out as individual, pair or group work are presented through tasks in the form of listening for basic information, taking notes, substitution drilling with the key vocabulary items and with the language focus areas, reading comprehension, role-playing and writing practice. "The course does not require a (very) specialist knowledge of the medicine on the part of the teacher" (back page). The answer key, common medical abbreviations, supplementary activities and useful structures to be used in various language functions in medicine are presented at the end of the book. The language functions listed are in the form of prefabricated or ready-made chunks for the learner to memorize.

6. *Selected Topics* (Longman): The book is aimed for intermediate-level ESL students who would like to “develop the listening and study skills they need to successfully follow and take notes on academic lectures” (back page). Each of the twelve units in the book presents a recorded lecture that might be offered in a university department. Units are not organized around a certain order of difficulty but come as individual organizations for discussion, vocabulary, listening comprehension and note-taking practice. Each unit starts with Topic Preview, where students’ attention is drawn to the subject. At this stage, students discuss in small groups or pairs the topics presented in the section. Vocabulary Preview section presents with sample sentences and a fill-in-the-blanks section some of the words used in the lectures. In the Listening To The Lecture, Taking Notes, and Reviewing The Content sections the students listen to the lecture for four times for a variety of multiple-choice, True/ False and fill-in- the-blanks questions. The Expansion section at the end of each unit creates a class or group discussion with a short reading passage on the previously studied issue. Each unit is accompanied with a (vocabulary) Review Test at the end of the book. As the book is primarily prepared for self study, no teacher’s book is accompanied and the key to the exercises and lecture tape scripts are given at the end of the book.

7. *Follow Me* (Longman): One of the most outstanding ESL series in 1980s *Follow Me* is presented with two major sources of language input, two students’ books and a series of video cassettes, of which only the video cassettes are used as supplementation in the present program The Series are intended for learners of English from the beginning level to intermediate level. The units follow a graded

structural syllabus presented in situational and functional topics. Rich in language input, each unit also highlights with repetitions and written form the structure of the unit. The student's books offer a lot of activities for the practice of the structural items and the related functions. Although the series are organized around a structural/functional syllabus and follow their original strict order, the order presented is very similar to the ones in other PPP books as in the Headway Series and students can follow the units without any teacher interference.

3.3.5 Teachers

The Department of Compulsory Courses employs seven instructors with various qualifications. Three of the teachers are graduates of Departments of Teaching English as a Second Language, three are graduates of Departments of English Language and Literature and one of them is a graduate of the Department of American Culture and Literature. Six English instructors employed at the faculty have over ten years of teaching experience and one teacher has four years of experience. Four of the teachers have attended advanced language courses in the U.S. Three teachers own M.A. degrees in Linguistics and one has a PhD in English Literature. Average load of weekly class hours for teachers is 16 and the teachers are always present at the school during the work hours.

3.3.6 Learners

The number of students attending each phase changes between 120 and 150 depending on the number of admissions accepted by the school and on the number of dropouts and those who have to repeat the same phase.

Primary source of students is military high schools. In 2001-2002 academic year 112 of the 155 students at Phase 1 had prep school backgrounds. As a result of a military regulation, students have almost homogenous age groups. As for the gender, only 13 students were female. Foreign students are also admitted depending on bilateral agreements between the countries.

3.3.7 Measurement and Evaluation Procedures

The general regulations of the school require the students to attend classes for at least 90% of the total number of the class hours in each academic year. Attendance, which does not affect the passing grade, is strictly required and reported to the responsible office of the dean every day. English courses are given on a yearly basis. Students have to take four mid-term exams (visa exams) and a final exam for which the passing grades are 50 and 60 respectively. The final exam grade is also the passing grade as mid-terms only certify a student to take the final exam or not. Participation, homework, and attendance are not scored and do not affect the passing grade. A student has to attend all of the mid-term exams. In case of an officially verified excuse, students are given make-up exams for each of the unattended mid-term exams before the final exam. In order for a student to be able to take the final exam, the sum of his grades from the mid-term exams has to be 200 on condition that he take all the exams and that the score in each of the mid-terms be above 30. Again, a student has to take a make-up exam for each 30 or below-30 exam in order to increase his sum of grades and take the final exam accordingly.

English exams, prepared by the instructor responsible for the exams at each level in each phase, include 40 questions with multiple choice items to be answered

in 60 minutes. Majority of the questions, which do not measure listening comprehension and writing skills, address vocabulary and grammar points covered in classes. In each exam are also included one or two short passages followed by reading comprehension questions and several general proficiency questions parallel to the ones in TOEFL and KPDS exams (e.g. paraphrasing, ordering, sentence and dialog completion, and translation). For a question reserve (data bank) is being formed students are required to return exam booklets after exams and review of the questions at a later class hour depends on the teacher's personal decision.

3.3.8 Setting and Resources

With regard to language specific facilities, the school comprises five language laboratories and five computer laboratories with internet connection, a small library which primarily works for provision of course books to students and a central library which provides periodicals in English to date. The small library is rich with reading materials in English because the textbooks previously studied at the school are still available for use. The English Department also keeps the textbooks and audio materials used in the previous years.

The computer laboratories are equipped with the Win-school software program which provides a very effective opportunity for teacher-guided work with the computer. Students may enter the internet sites determined by the teacher before and the teacher can then guide, interact with or control each student from his computer. The laboratories are presently used in nearly half of the weekly hours in each phase. They are used usually for supplementation in the form of students' free or controlled surf in the internet sites or in the form of broadcasting original films

voiced and subtitled in English under the supervision of the teacher. The school administration heavily emphasizes more frequent use of these resources in language classes.

Major restriction is related to the seating plan in the labs. Labs have traditional laboratory designs with individual student cabins separated from each other, which may make it difficult to provide effective communication in the classroom.

One other restriction is related with the provision of course materials. For the fact that course books are provided by the school, it is not possible to make new textbook selection for each coming academic year. General tendency is to make best use of the selected material as long as possible.

Average class size is 25 and classrooms have traditional settings with student desks arranged in rows. Modern designs with smaller class sizes and U-shape designs, which are thought to be better for effective communication, have already been worked on and proposals are to be considered by the administration.

3.4 Data Sources

The data used in this study was gathered mainly from two sources, human and material. As shown in Table 3.2 below, the first group of human sources are the 100 students, 20 from each Phase from 1st to 5th, randomly chosen from among 420 students who volunteered to answer the questionnaire, the 80 students from Phases 1, 2 and 3 whose random reports about their feelings and suggestions for the English classes were taken into account and the 50 students from Phase 1 who

joined the piloting of the suggested program. No name discrimination was made between the students who contributed to the random reports and the Students' Questionnaire I although some might as well have contributed to both of the data collection instruments. As for 50 students who joined the piloting of the sample module and Students' Questionnaire II, they were all new students at Phase I who had not joined the two instruments administered in the previous year.

The second group of human sources is the 25 doctors who were interviewed by the researcher himself. The third human sources are the 7 English instructors at the faculty who joined the needs assessment and evaluation questionnaires. Three of the 7 instructors also contributed to the piloting of the sample lessons and the evaluation of the suggested program. The material sources are the course books, audio and video materials, previously taught books and the program booklets.

Table 3.2: Human Sources in the Study.

PARTICIPANTS OF THE STUDY	DATA INSTRUMENT THEY CONTRIBUTED TO	NUMBER OF PARTICIPANTS
Students	Students' Questionnaire I (Needs Assessment & Program Evaluation)	100
Students	Students' Questionnaire II (Piloting -sample lesson- Evaluation)	50
Students	Random Reports (Needs Assessment)	80
Doctors	Doctors' Questionnaire (Structured Interview) (Needs Assessment & Program Evaluation)	25
Teachers	Teachers Questionnaire I (Structured Interview) (Needs Assessment & Program Evaluation)	7
Teachers	Teachers Questionnaire II (Structured Interview) (Piloting -sample lesson- Evaluation)	3
TOTAL		265

3.5 Data Collection Instruments

The instruments used in data collection are two questionnaires for the students, a structured interview for the doctors, two questionnaires (in the form of structured interview) for the teachers, and random written reports collected from the students. Each of the instruments in the study are formed via taking opinions of two experts at Middle East Technical University, Department of Education and through

preliminary piloting for content and face validity. Students' Questionnaire I was formed after a piloting with 30 students for reliability as well.

3.5.1 Students' Questionnaire I

The first students' questionnaire (Appendix A and G) has three main parts which altogether aim to survey the needs of the students and to evaluate the language teaching curriculum at the faculty.

1) Part 1: General Information

The first part deals with general information such as the class, age, gender, nationality and school background of the students. Students are also asked to report whether they had a prep-school background and whether they study or deal with English after classes. In this section two important questions are asked about their perception of the two most important language skills that are presently emphasized at the school and the two skills that they think should actually be developed. The skills asked are the four broad language skills of listening, reading, writing and speaking.

2) Part 2.

The second part comprises questions targeted towards getting students' ideas, expressed in a five-scale format from 5 (I completely agree) to 1 (I strongly disagree), about goals, language teaching materials, method, teachers and activities, setting, course schedule, evaluation procedures, and resources.

The Goals subsection consists of 17 statements related to students' specific interest areas and particular language skill areas which the researcher thought might

be important in the evaluation and design of a language program for the medical faculty.

The subsection on the Language Teaching Materials has 15 statements written for the evaluation of the present situation.

35 statements in the Method, Teachers and Activities section aim to evaluate the present situation as well as determine how students conceive of a better methodology.

The Setting and the Course Schedule sections have six and five statements about the present situation respectively.

In the Evaluation Procedures subsection with 11 items, besides the statements about the present system, some ideas (items 9,10 and 11) suggesting changes in the whole system are also presented.

The Resources and Support Outside School subsection refers to the present situation and further seeks confirmation from students upon formation a separate language study facility similar to the ones in other military schools.

3) Part 3:

The third part is designed as a verification of the items dealt with in Part 2. Consisting of seven sub-sections parallel to Part 2, this part asks the student to grade the given items in a 5-scale format, from 5 (Excellent) to 1 (Bad/Poor), by considering the how-question written at the beginning of each sub-section. At the end of each sub-section in Part 3 some space is left for the students to write their additional comments on the related issues.

3.5.2 Students' Questionnaire II

The second students' questionnaire, (Appendix C), designed for a preliminary evaluation of the sample lessons has three sections. Section I seeks to elicit, in a 5-scale format, students' responses to ten statements about the sample lessons of the week (6 class hours). The first nine items in this section are parallel to the first nine items in Teachers' Questionnaire II. The second part in the questionnaire aims to get students' additional comments on the topics, organization, activities and other issues in the lesson. The third part asks the students to give the lessons they attended that week a grade out of ten assuming that the previous format deserves 5.

3.5.3 The Doctors' Questionnaire (Structured Interview)

The interview form given to doctors (Appendix D and I) is in a questionnaire format with three sections, General Information, Ideas and Suggestions.

1) Part 1: General Information

The first five items in the first section look for general information about doctor's educational background, his area of specialty, work experience and his stay abroad. The next four questions ask doctor's perception of the two most important language skills, four goal areas in Medicine where they think English is necessary and their perceptions of the English courses they previously attended at the Gülhane Medical Faculty during their school years.

2) Part 2: Ideas

The second part presents 17 statements about needs, goals and skills requirements in English to be replied in a 5-scale format, from 5 (I completely agree) to 1 (I strongly disagree). The data that is gathered from this part and the previous part (especially from items 7 and 9) bear great importance as the doctors' perceptions of the English-related needs, problems and goals in their profession will be more factual and realistic as compared to the inexperienced students'.

3) Part 3: Suggestions

The third section briefly asks doctors about their suggestions for course schedule and their additional comments. The items 1 and 2 are particularly important in that they may represent a documented survey report against or in favor of those board members who argue in favor of totally eliminating the compulsory English courses from the general faculty program.

3.5.4 Teachers' Questionnaire (Structured Interview) I

The interview form given to teachers, (Appendix E), is parallel to the students' questionnaire form. Prepared in two parts, the interview covers 22 general questions with varying number of sub-questions.

1) Part I: General Information

The first part surveys general information such as the teacher's position, classes he teaches, years of overall teaching experience and experience at the Medical Faculty, and educational background. Parallel to the students'

questionnaire the two questions as to what two skills the courses improve and what two skills should actually be developed at school are also asked in this section.

2) Part 2: English Courses

Part 2 has thirteen questions asked in various formats. Six questions expect the teacher to indicate his ideas about the given statements in a 5-scale format similar to the ones in the doctors' and students' interviews. The questions in this part are intended to get the teachers' views on goals and skills, their perception of the students' reactions to these issues and their additional comments; their views about the course books and language teaching materials in relation to whether they need supplementation and how often they provide it, their ideas about the method they followed in the classroom in relation to teacher's actual practice in the classroom and their perceptions of the difficulties in the teaching –and learning activities in the classroom and their theoretical stance in L2 teaching. The section is concluded with questions about teacher's views about the setting, resources, course schedule, and measurement and evaluation procedures.

3.5.5 Teachers Questionnaire (Structured Interview) II

A second structured interview for the teachers, (Appendix F), is targeted towards receiving the reactions of the three teachers who implement the sample lessons in their classes. The interview form with a format similar to Students' Questionnaire II has three sections. Section I seeks to elicit, in a 5-scale format, the teachers' responses to eleven statements about the sample module they have implemented. The first nine items, parallel to the ones in Students' Questionnaire II, are also used to make a comparison between the students' and the teachers'

reactions to the items. Second II in the questionnaire aims to get the teachers' additional comments on the topics, activities, and other issues in the lesson. The third section asks them to give the module a grade out of ten assuming that the previous format deserves 5.

All of the seven teachers at the department are asked to answer Item 11 in Part I and the items in Part II and III after they examine the proposed design and the sample module even if some of them do not implement it.

3.5.6 Random Reports from the Students

Eighty randomly collected written reports indicating in brief the students' positive and/or negative remarks about the English classes at the Faculty are also considered as data in the research.

3.6 Data Collection Procedures

The data in this study were collected in the 2001-2002 and 2002-2003 academic years.

The first step in data collection was the distribution of the forms of Student Questionnaire I to 30 randomly chosen students, the test group, for the measurement of the alpha and split half reliability coefficients (see Appendix J). After getting written approval from the administration, about 500 student questionnaire forms (100 for each phase) were given to the course teachers who were asked to give them to students who would volunteer to contribute to the program improvement work at the school. 420 questionnaire forms were returned from students in all phases from Phase 1 to Phase 5. In order to form a sample representing the whole group of

learners, 20 questionnaires from each phase were randomly chosen to be data processed as sample group.

Students Questionnaire II forms were given to the students who attended the sample lessons in the suggested program. 50 questionnaires were randomly chosen from among 58 forms that returned to the researcher and data processed.

As for the Doctors' Interview form, the form was primarily prepared as a questionnaire; however, due to practical reasons, the researcher had to pay private visits to the 25 doctors in the study. Since the questions were answered at the time of the meeting and the researcher was asked to explain and clarify the questions, the questionnaires were filled in the form of an interview.

The teachers in this research study are the colleagues of the researcher, making it easier for him to reach and talk individually to. Teacher Questionnaire I and II were also filled in a structured interview format.

The students' random reports were collected at various times by the teachers during class time. The information gathered from 80 students at different levels combine as sample reports used in the study.

3.7 Data Analysis Procedures

After the computation of reliability coefficients for each (see Appendix J), the students' questionnaires and the doctors' questionnaire were processed through SPSS 11 for Windows for mean, median, standard deviation and frequency analyses. The frequencies of the responses for each of the items considered in the questionnaires are presented for the purpose of comparison with the other

alternatives. In the sections with five scales, agreement sections (5 and 4) and disagreement sections (2 and 1) are collated and combined results are given. In cases where equal frequencies and multiple modes are obtained and a comparison is to be made, mean scores are taken as the primary criteria for comparison. Since the teacher and students' questionnaires have parallel items comparisons between the two were also made. The qualitative data coming mainly from the students' random reports and the sections for additional comments in the students', teachers' and doctors' questionnaires were analyzed; similar answers were collated and presented as quantitative data with their frequencies. For ease of presentation, instead of listing all of the questions and their analyzed results one by one, a discussion of the results is made with respect to frequencies of the individual and collated items directly addressing to the research questions, sub-questions and the problem issues.

3.8 Limitations of the Study

There are three limitations of this study:

1. That the study is carried out at a local institution may limit its generalizability to other institutions. However, the general design and procedure followed in the study may as well be applicable to other learning environments.
2. The assessed needs for the sample group may not be congruent to other learner groups that will register in coming years and the institutional and individual goals may change with the newly emerging needs. Therefore, the suggested program will better be revised for the new coming students, rather than accepted as a long-term constant entity.

3. The program is yet to be fully tested before its effectiveness is proven. Although two TOEFL tests, one as pre-test and the other as a post-test are suggested for a quantitative evaluation of the whole program, the evaluation done in the piloting of the suggested program in this study is only limited to the students' and the teachers' perceptions.

Having covered the method of research in this study, the following chapter covers the results of the data analysis as regards Research Question 1.

CHAPTER IV

RESULTS

4.0 Introduction

This chapter presents information about the results of the analyses of the data gathered from the students, teachers and doctors. The results will be used for two purposes: for the purpose of finding evidence for the research questions and sub-questions and that of finding supportive evidence for the problem issues discussed in Chapter I. As the two main research questions encompass issues discussed throughout this dissertation, parts of the questions will be referred to and replied in the next chapter. The first research question is heavily dependent upon the analyzed data and will mostly be dealt with in this chapter. The second research question, however, relates to the formation of the suggested program and will therefore be greatly taken up in Chapter VI.

For each sub-question dealt with, numbers, means, medians or the frequencies of the related items in the data instruments are given depending on the type of the data. For further examination and analysis, all of the analyzed data are presented with the results in Appendices C, E, F, G, H and I.

4.1 Results Concerning the Sub-Questions under Research Question 1.

The first research question as to how the current language teaching program functions with respect to its goals, syllabus, learners, teachers, language teaching materials, resources, setting, schedules and measurement and evaluation procedures

actually relates to the examination and evaluation of the present language teaching program, and determination of weaknesses and strengths as perceived especially by the learners. In addition to the descriptive analysis of the present language teaching program given in Chapter III, a subjective and participant-based evaluation of the program is given in this chapter.

4.1.1 Sub-Question 1: What two language skills do students, teachers and doctors perceive as most important to develop?

The results of the Students' Questionnaire I, (see Appendix G), show that the students favor speaking and listening skills (66%) as the most important language skills to be developed. Speaking is reported by 92 of the students as one of the most important skills. Students also think that the English courses mostly try to improve their listening and reading skills (57%). Their ideas are confirmed by the related items in Part 2-I-4 and 12; Part 2-III-4, 5 and 7; Part 3-I-2, 3 and 7. The random reports also reveal that students enjoy listening as they (17.5%) report listening as the fifth commonly agreed activity that they would like to do more in classes (see Appendix H).

The doctors who joined the study reported that reading and writing skills (40%), reading with the greatest percentage (64%), are the two most important skills for them. Their responses to question 7 in Part 1 confirm their view, in that the doctors think that "to understand documents written in English" (94%) and "to write articles and research reports in English" (80%) are the most important skills areas for them to develop (see Appendix I)

The data in the Teachers' Questionnaire I, show that the teachers who joined the study believe that reading and listening are the two most important skills that should be developed for a person of medicine (see Appendix E). Their responses to Question 9 are verified by their answers in items 4, 5 and 7 in Question 16. As usual, the two skills, reading and listening, which the students think the courses emphasize, are verified by the teachers' understanding of the students' needs in this section and by the items 2,3 and 7 in the Question 11 in Part II. However, for the students' favorites, listening and speaking skills, teachers do not believe, at least for practical purposes, that the students' favorite skills are speaking and listening.

The two priority language skills considered important in Medicine by the students, the teachers and the doctors in the study are shown in Figure 4.1 together with their relative position among the other skills.

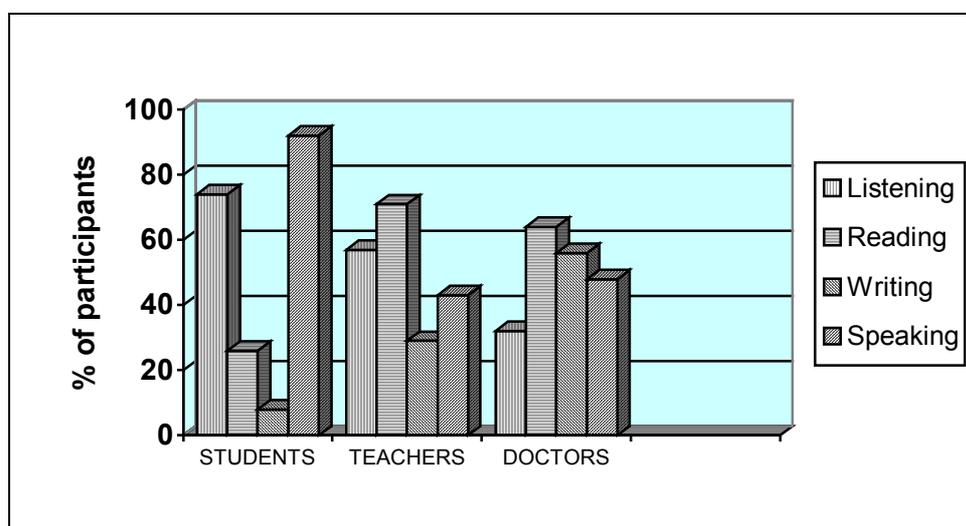


Figure 4.1: The degree of priority of language skills in medicine as perceived by the participants

When the data are analyzed with respect to the students' and the teachers' perception of the actual situation, in terms of the degree of the emphasis given to four language skills in the present language teaching program, it is seen as shown in Figure 4.2 that both the students and the teachers believe that the courses improve listening and reading skills most.

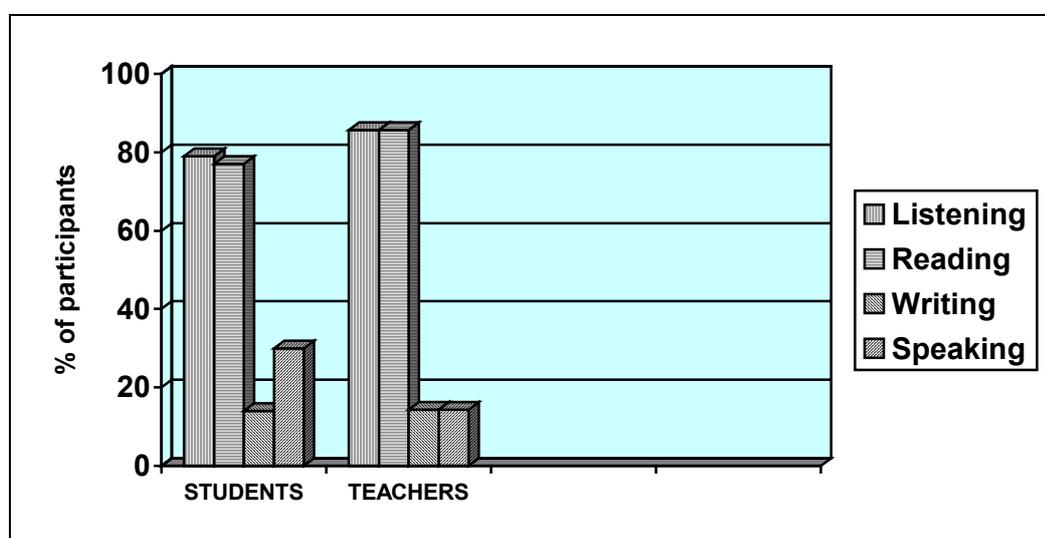


Figure 4.2: The skills the students and teachers believe English courses at the school improve most.

4.1.2 Sub-Question 2: What are the individual language skills oriented goals and related needs of students as perceived by teachers and themselves?

The frequencies of 5s (I completely agree) and 4s (I agree) and 2s (I disagree) and 1s (I strongly disagree) in the questionnaires are regarded as broad agreement and disagreement responses. The highest frequencies of agreement with the items in Students' Questionnaire I -Part 2, I. Goals Section- reveals, as shown in

Figure 4.3, that 76% of the students study English to understand medical material, 73% to have a position abroad in their career, 66% to talk to foreigners and 59% to follow and understand lectures in English. As for the items related with what they would like to do with the language, the majority of the students expressed with very high mean scores that they would like to be good at speaking fluently (98%, mean=4.86), reading comprehension (97%, mean=4.71), and writing (86%, mean=4.53) as well as translation (91%, mean=4.61) and grammar (83% mean=4.38).

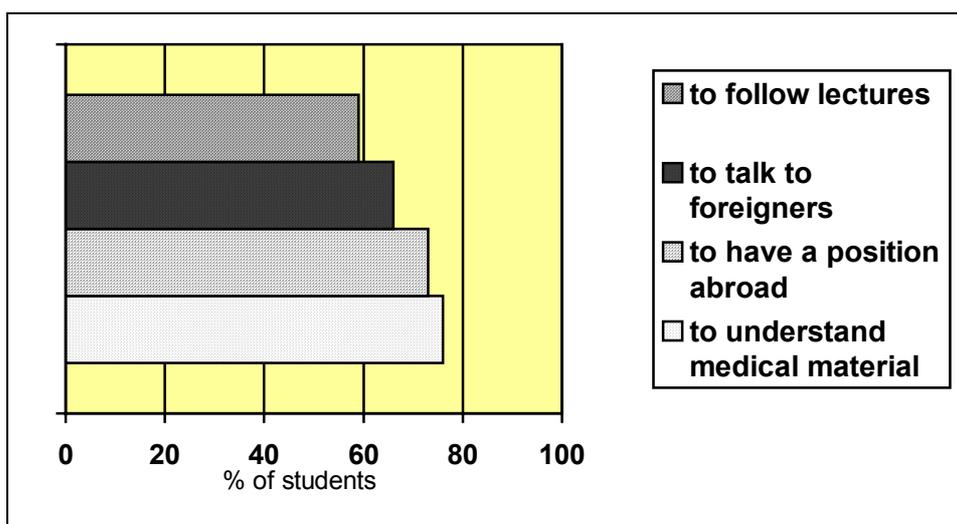


Figure 4.3: The students' most common goals and needs

The teachers' responses show that, other than the four main language skills, the students are more interested in passing the exams (6 teachers) and developing translation skills (5 teachers) although 51% of the students disagree that they study English to pass the English exams at the Faculty.

4.1.3 Sub-Question 3: What are the differences between the language skills oriented goals and needs of the students and professionals in medicine?

The data in Item 7 in the Doctors' Questionnaire form verify their order of priority for the four major language skills previously referred to in Item 6. In that 24 doctors (94%) report, "To understand documents written in English" and 20 (80%) "to write articles and research reports in English" as examples of their major goals, which relate to their previous selection of reading and writing as the two most important language skills for a person of medicine. Other than reading and writing skills the third skill for doctors is "to translate publications in English" (56%) and the fourth one is "to make a presentation in English at a conference" (48%). Further confirmation comes from their responses to the items 2,3,4,12 and 17 in Part II.

In the Items 2 to 9 in Part II of the same questionnaire a further investigation is made so as to make a comparison between the doctors' and the students' priority goals with respect to mean scores. When compared as in Table 4.1, the order of priorities among the language skills between the students and doctors do not match. The emphasis given to writing skills by the doctors may be due to the fact that they are either academic personnel or are studying to have an academic title and position which also depends on the number of publications in international journals. Other than the four major language skills, the future goals and needs assumed by the students are very similar to the doctors'. In the researcher's belief, the students' goal to talk to foreigners is closely related to their desire to have conversations with tourists in summer vacations, yet, that their desire to get a high grade in General Proficiency Exams, which is not listed here, is 44% as compared to doctors' 64%, is because that they have not yet been confronted with the actual need.

Table 4.1: Priority Language Skills and Goals of the Students and Doctors

Degree of Priority	PRIORITY LANGUAGE SKILLS and GOALS			
	STUDENTS		DOCTORS	
	Skills	Goals	Skills	Goals
1 st	SPEAKING	To understand written medical material	READING	To understand written medical material (to follow medical publications)
2 nd	LISTENING	To have a position abroad	WRITING	To translate publications in English
3 rd	READING	To talk to foreigners	SPEAKING	To have a position abroad
4 th	WRITING	To understand lectures given in English	LISTENING	To understand lectures given in English
5 th		To translate medical publications in English		To get passing grades from UDS and KPDS exams

4.1.4 Sub-Question 4: How well does the program work to serve the learner goals as perceived by the learners and teachers?

One important aspect of program evaluation is to determine how successful teachers and learners themselves think the program is. Section I in Part 3 of Students' Questionnaire I and Question 11 in Part II of Teachers' Questionnaire I, relate to this research sub-question. The students' and the teachers' perception of the success of the program in relation to the student goals and skills oriented needs are as shown in Figure 4.4 and Figure 4.5. 56% of the students think that the program is good at teaching listening (mean= 3.60), 55% think it is good at

translation (mean=3.57) and 50% think it to be good at the teaching of reading skills and vocabulary (mean=3.45). Teachers also share almost parallel views with the students on listening (mean=3.71), translation (mean=4.00) and reading (mean=4.00) but they think that program is also good at teaching medical English (mean=4.00) with which only 29% of the students agree (mean=2.86). Here 56% of the students think school is teaching General English well (mean=3.55) while only 29% think it to be good at Medical English (mean= 2.86) For writing and speaking skills both teachers and students believe the program functions not badly (median is 3 in both groups and the students' mean is 2.70 for writing and 3.17 for speaking; the means obtained from the teachers for the same skills are 2.71 and 2.86 respectively).

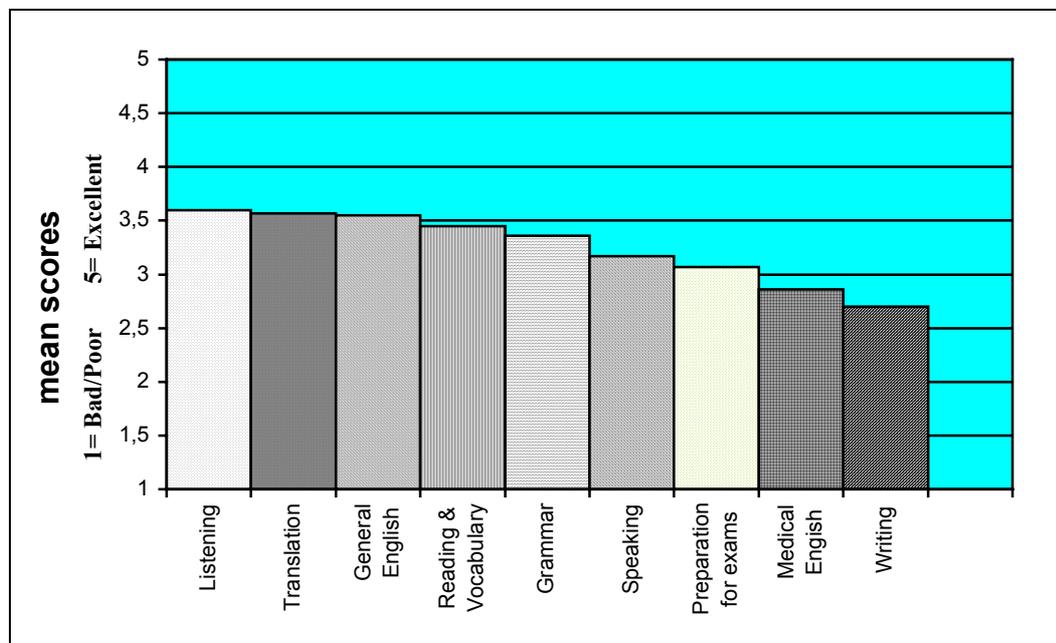


Figure 4.4: How successful the program is as perceived by the students.

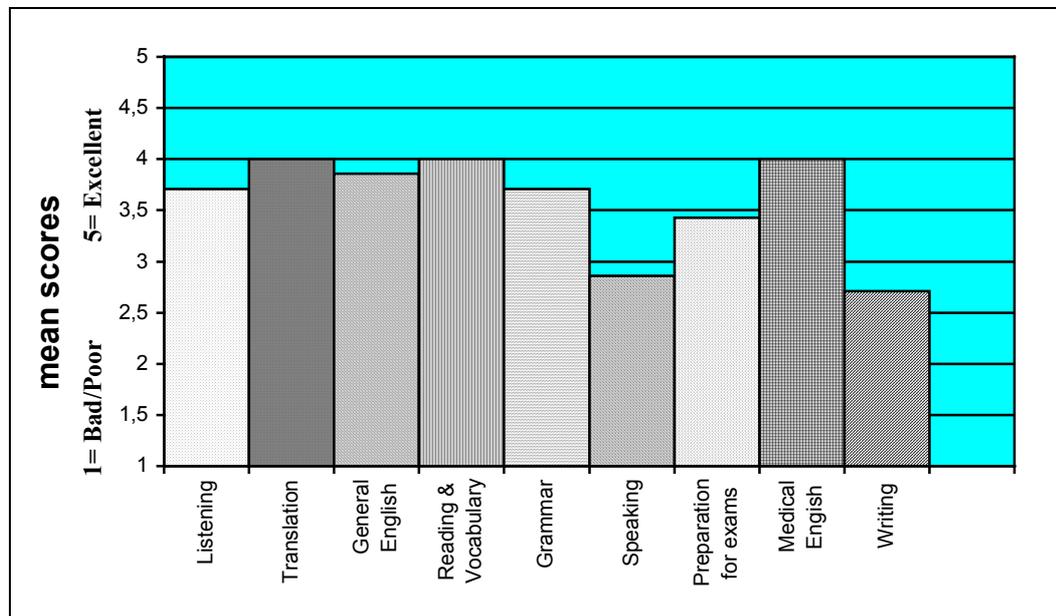


Figure 4.5: How successful the program is as perceived by the teachers.

4.1.5 Sub-Question 5: How well do the course materials serve the needs of the learners as perceived by the learners and teachers?

As course materials, course books, audiovisual materials, laboratory equipment and supplementary materials play a vital role in the implementation of a language teaching program, their degree of relevance to learner needs will inevitably affect the degree of success in the program (Brown, 1995:139; Hutchinson and Waters, 1987:118; Ur, 1996:183).

Under this sub-question, the items in Students' Questionnaire I, Part 2, Section II; Part 3, Section II and the random reports will be briefly mentioned so as to assess how well the language teaching materials meet the demands of the students, how suitable they are to the present group, what weaknesses they have or

in what respects they are good as perceived by the students. A further comparison with the teachers' perception of the available materials will also be made.

1) Course books:

Although 51%, of the students agree with the idea that the course books are helpful (mean=3.40), their responses to the items related with the contents of the books are to a great extent "I have no idea" (in Items 3,4,5 and 7 in Part 2 and 5 and 6 in Part 3-II, the mean and the median scores are very close to each other). For example, in item 4 (mean=2.92), they cannot decide whether the exercises are relevant to their needs or not. One agreement by 70% of students (mean=3.81) is that language in the course books is easy. As for the items related to the level of the course books (Part 3-II-8), 52% of the students think it is good (mean=3.46). Students' random reports, however, reveal that complaints about the books are the 3rd most frequently reported (28.7%), and probably related with the most frequent complaint (32.5%) that classes are boring and lesson contents must be more interesting.

As for the teachers' ideas, they all agree on the statement that level of language in the course books is appropriate (mean=4.43). Four teachers think that the books are suited to the students' needs (mean=3.57). Just like the students', the teachers' reactions to the contents and activities in the books (items 3,4,6 and 7) are not polarized. Yet, 6 out of the 7 teachers believe that the course books need supplementation. (mean= 4.00). Figure 4.6 demonstrates, with the mean scores, the students' and the teachers' ideas about the course books.

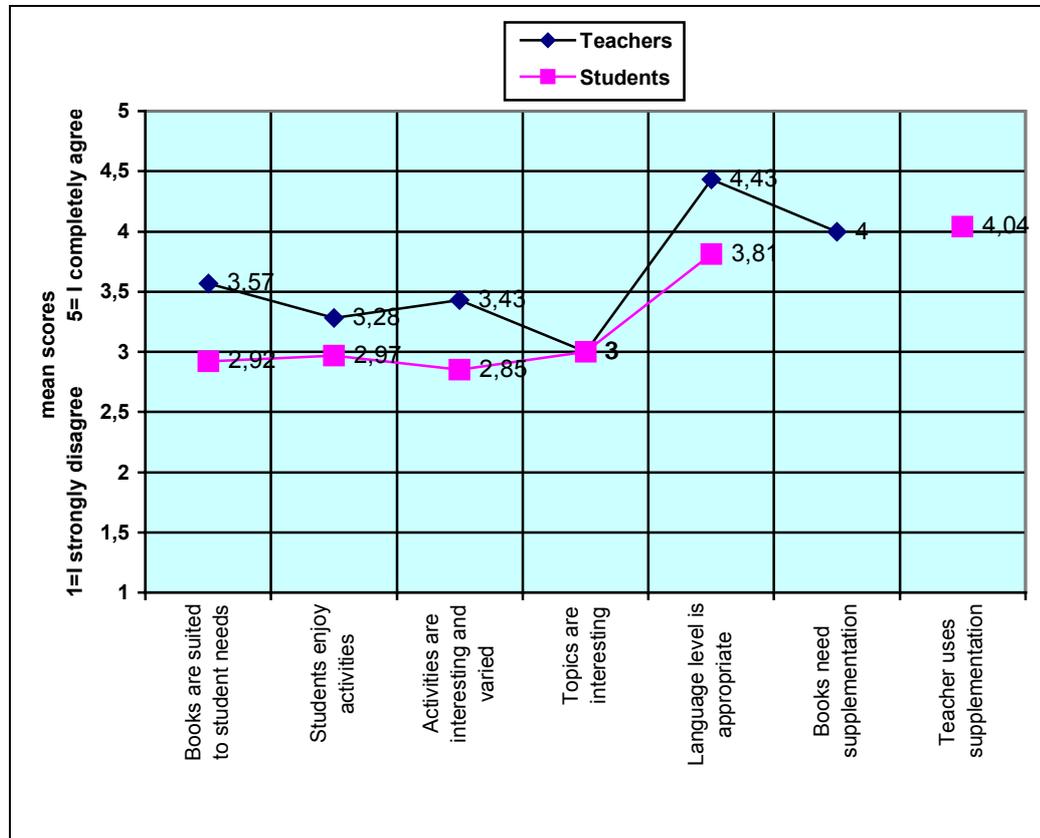


Figure 4.6: Ideas about the course books

2) Audiovisual materials and laboratory equipment:

59 students find tape recorders satisfactory for listening (mean=3.24). 51 students report that they agree with the statement “I find laboratories quite satisfactory” (mean for this item is 3.24). The data show that students cannot agree as a majority with the assertion that video content is varied and interesting (mean=3.01, Part 3-II-11) Five teachers disagree on the item indicating that video contents are varied and interesting (mean=2.28) Although six teachers think that

audio system in the laboratories is satisfactory (mean=4.43), they all believe that laboratories have to be modernized (mean=4.43).

3) Supplementary materials:

Although the percentage is not so high (48%), students tend to think that the whole program is functioning between not badly and well in the provision of supplementary materials (mean=3.33, Part 3-II-9). 21 students find the program insufficient or poor in this respect.

As supplementary materials, it is understood that photocopied material is used more often than OHP. (mean is 2.56 in Item 13 in Part 2,II, which relates to the use of OHP and 3.17 in Item 14 related to the use of photocopied material.)

All of the teachers report that they provide supplementation either “frequently” (5 teachers) or “from time to time” (3 teachers) where supplementation is done for listening (the most frequent), reading, grammar, translation, exam practice, and speaking activities, respectively. Photocopied material is the most commonly used supplementary material, video and tape cassettes being the second common (Questions 13,14 and 15 in the teachers’ questionnaire form).

4.1.6 Sub-Question 6: How do the learners and teachers perceive of the methodology and the classroom procedures?

Items in Section IIIs in Part 2 and Part 3 of Students’ Questionnaire I and the items under Question 16 in the Teachers’ Questionnaire I posit parallel views about the methodological issues. The ideas agreed or disagreed on reveal the teachers’ and students’ approach to the classroom events.

Primarily, 65 students indicate that they like the method in the course (mean=3.70), of which the teachers are also aware as four out of seven teachers agree with the assertion that students are pleased with the method. (mean=3.71). Other issues in which the students' responses are confirmed by the teachers include agreement with the ideas listed below:

- the method is mainly book-based (mean=3.69); (but)
- teacher varies method (techniques) in class;
- vocabulary teaching is emphasized;
- listening comprehension is emphasized;
- reading comprehension is emphasized;
- translation is emphasized;
- teacher forces students to participate;
- teacher explains difficulty areas himself;
- there is an anxiety-free atmosphere in class;
- teacher speaks in English in class;
- teacher is well-prepared for the class;
- teacher gives no homework (mean is 3.46 in students' data and 3.28 in the teachers' data for both groups 26% of the students and 42.9% of the teachers disagree on the statement)

- teacher has a friendly attitude towards students;
- students should be forced to speak;
- students are interested in medical content; and
- students are interested in challenging tasks.

Some of the students' perceptions of the methodology and classroom procedures are not confirmed by the teachers' responses. For the fact that the target group are the students, it is, then, their reactions to the classroom events that has to be considered as a basis. The following are the issues from the students' points of view, on which the teachers partially or completely disagree.

- Speaking is emphasized in class ;
- Teacher always corrects errors (4 teachers disagree on this);
- Students are bored in doing the exercises;
- Students find focus on grammar useful;
- Students find focus on meaning useful;
- Error correction is useful (4 teachers disagree);

In addition to the above-listed issues, students' responses in their random reports indicate with the highest frequency that classes are somehow boring (32.5%), that they would like to have more video hours (2nd with 30%), and more listening activities (5th with 17.5%) and more magazine reading activity in classes

(6th with 15%). 16 students (4th with 17.5%) reported that they have no complaints about and/or they like English classes.

4.1.7 Sub-Question 7: What are the properties of the program as regards the setting, resources and course schedule as perceived by the learners and teachers?

1) Setting:

The properties of the setting where classes are held are also important for comfortable lesson activities. When analyzed, Items 2 to 6 in Part 2-IV of the students' questionnaire do not reflect disagreement with the positive statements about the seats, heating, lightening, and seating plan in the laboratories and classrooms. The highest scores are for the lightening and the seating plan where 71 students think the lightening is appropriate (mean=3.65) and 70 students report that the seating plan is appropriate (mean=3.65). Item 1 in the same questionnaire, "The classes are crowded", is rejected by 63 students with an overall mean of 2.36 for the same item. Teachers' responses, in Items 1 to 6 under Question 19, in a way similar to the students', do not reflect a noticeable disturbance about the setting either.

2) Resources and support outside school:

The resources refer to the present library, computer classrooms, and a would-be-proposed separate language study room with reading and listening materials and foreign broadcast facilities such as Cable TV, internet connection, and Satellite TV.

Neither the students nor the teachers think that “the library is rich with language material” in that 70 students disagree with the statement (mean=2.08) and so do 4 of the 7 teachers (mean=2.43). In Part 3 of the same questionnaire 55 students find library bad or insufficient while only 28 find it good or excellent (mean=2.51) 49% of the students, the ones who are actually aware of the properties of the library, think that it only offers medical material (Part 2-VII-2; mean=3.37)

As for the newly opened computer classrooms, 54 students find them insufficient or poor (Part 3-VII-2, mean=2.44) in terms of the provision of the language input there. Actually, the researcher attributes this undecided reaction to the computer laboratories to the students’ ignorance of the potential power of such modern laboratories equipped with Win-school and internet connection as they have newly been opened and the emerging problems associated with the assembly and software support have not yet been overcome for their full performance to be seen.

93% of the students find a probable separate language study room useful (mean=4.62) and they (82%) agree that they would always use it if it were opened (mean= 4.19)

3) Course schedule:

Data in Section Vs in Part 2 and 3 in the students’ questionnaire show that 67 students find weekly class hours sufficient (mean=3.85 in Part 3,V,1) The students do not show an agreement on Items 2 and 3 favoring a decrease or an increase in the weekly class hours (means are 2.18 and 2.64 respectively). Five teachers, on the other hand, think that class hours should be increased (Item 11 in

Question 19 in the teachers' questionnaire, mean=4). 3 among them think that class hours should be more than 6 hours a week. Teachers also report that the weekly and the daily schedules are appropriate (Item 9, mean=4; Item 10, mean=3.86).

As for supportive evidence for the increase of class hours come the data from the doctors whose majority (84%) think that English classes should be given in all phases of the faculty and 24% want weekly class hours to be 6 hour and 52% want them to be more than 6 hours a week. (Items 1 and 2 in Doctors' questionnaire Part III. Suggestions)

The students' reaction to the distribution of class hours in five phases of the Faculty is between "not bad" and "good" (Part 3-V-3, mean=3.35).

4.1.8 Sub-Question 8: How are the measurement and evaluation procedures perceived by the learners and teachers?

The items related to the measurement and evaluation procedures try to assess students' and teachers' views about the current system and try to elicit their reactions to changes that the researcher is planning to make in the system.

In general (Part 3-VI-1,2,3) only 16 students find exams insufficient or bad, 10 find them excellent, 40 find them good and 34 of them not bad (mean=3.42). For grading the mean score, 3.52, indicates answer between "not bad" and "good". As for the detailed items in Section VI of Part 2 (items 1,2,3,7 and 8) of the students' questionnaire, students' general views elicited in Part 3 are also confirmed. 50 students agree that exams measure the taught material (mean=3.32)

on which 6 teachers out of the 7 agree (Teachers' questionnaire Item 1 under question 22; mean=4.57).

The students do not have a definite idea about whether exams help them learn better (mean=3) but the teachers believe that they do (mean=4.43).

Students' responses to whether the exam questions are ambiguous or not are not polarized with a mean of 3.01, "I have no idea". Teachers all agree on exam questions not being confusing (mean=4.57)

As for Item 7, "I find exam questions difficult" 41 students agree with it while 36 report that they disagree (mean = 3.26). Here, on Item 7, 5 teachers disagree that they are difficult (mean=2.28). 53 students do not think that the exam questions are easy either (Item 8, mean=2.40).

Students' reactions to the newly suggested ideas in items 5,6,9,10, and 11 are varied. They cannot agree with the idea of putting listening (mean=3.07) and writing (mean=2.94) questions in the exams. The teachers' reactions to the inclusion of listening and writing questions in the exams are positive especially for the listening. Six teachers, with a mean of 4.43, support listening and four teachers with a mean of 3.43 believe that measurement of writing skills should also be included in the exams.

The majority of the students share the view that mid-term exams must affect passing grade (82% with a mean of 4.26). Teachers also share the same view (85.7% with a mean of 4.57).

While 51 students (mean= 2.78) do not agree on the new idea that class performance and attendance should also be included in the evaluation 6 teachers (mean= 4.57) agree on the inclusion of class performance and attendance in the passing grade.

The present practice of not letting students have exam questions after the exams is questioned in Item 11 of the students' and Item 10 of the teachers' questionnaire. 88 students (mean=4.46) and the teachers all think (mean=4.71) that giving exam papers to students after the exams will help them learn better.

4.2 Results Concerning the Problem Issues

The results discussed under research sub-questions in the previous sections actually address the problem issues that, at the very beginning, led to the development of this research. The problem of lack of interest and participation in class activities, reluctance to attend classes and low motivation to participate in the activities in the classes were the preliminary observations by the researcher and his colleagues. Individual trials had revealed that students' interest could be aroused and more participation could be obtained by at least providing a low anxiety atmosphere, by creating a change in the regular course of lessons and by providing interesting and challenging tasks that would draw their attention. One teacher reported that he just photocopied the reading comprehension material in the course-book and presented it to the students without telling them that it was the same as the one in the book. Students' reactions to the material were reported to be very positive and participation level to have almost doubled. The teacher later indicated

that he kept doing this afterwards. The sources of the problems are, as indicated in Chapter I, to be searched in the teachers' attitudes and the syllabus itself.

The previous analysis of the data has shown that the students do not have any major complaints about the teachers' attitudes. Moreover, the teachers' interventions to supplement the materials and changes they make in teaching techniques are positively regarded by the students. Besides teachers' attitudes, one other probable source of problems is the course syllabus, which, in the present environment, involves the course-books and language teaching materials. Students' questionnaire results have revealed that students do not agree or remain undecided on the richness of the contents of the books and the variety of the language teaching materials.

The students' random reports (Appendix H) only reflect direct evidence for the general problem since they were frequently collected whenever the teachers felt that the students had a problem or that there was a noticeable negative attitude in class. In fact, the most frequently stated complaints are about the syllabus, lesson contents and activities. The ten most frequent statements listed below in Table 4.2, show the elicited responses at the time of the class hours with the problem issues.

Table 4.2: Ten Most Common Student Complaints and Demands

Level of Priority	STUDENT COMPLAINTS and DEMANDS	Frequency %
1	I am bored in the classes (Lesson contents must be interesting)	26 32.5 %
2	I would like to have more video hours.	24 30 %
3	I don't want to study with the books (as we did before in high school years)	23 28.7 %
4	I have no complaints about and/or I like English classes.	16 20 %
5	I would like to do more listening.	14 17.5 %
6	I would like to have more magazine reading activity.	12 15 %
7	I would like to have more medical passages in lessons.	10 12.5 %
8	I would like to spend more time in the computer lab.	8 10 %
9	I cannot spare enough time to study English.	7 8.7 %
10	Class hours should be increased.	6 7.5 %

CHAPTER V

A SUGGESTED ENGLISH LANGUAGE TEACHING PROGRAM

5.0 Introduction

This chapter has three sections and discusses the issues related with the second research question and piloting of the sample module in the suggested language teaching program. The first part presents information regarding the sub-questions under the second research question; the second part introduces a suggested language teaching syllabus for the faculty and the third comprises issues related with the piloting of the suggested program.

5.1 Sub-Questions under Research Question 2

Research Question 2: How may/should an L2 teaching program based on an integration of students and institutional goals/needs and the Monitor Model, or NIP view, be formed for Gülhane Military Medical Faculty?

The issues related to the formation of the suggested language teaching program are taken up in line with the sub-questions entailed under the research question stated above. For each sub-question dealt with, a discussion with respect to the NIP view is provided. Most of the support for the suggestions in these discussions is based on Krashen & Terrell's (1983) Natural Approach (NA), a particular method of language instruction completely based on the Monitor Model.

However, to the knowledge of the researcher, there is not an available L2 teaching program based on Monitor Model or Input Hypothesis in ELT literature designed for intermediate and advanced learners of English at a school of medicine

with the exception of the heavily content-based sheltered language classes and immersion programs where language contents parallel the subject matters taught at the school (Krashen 1985a:16, 70-74; Krashen, 1985b:57-67; Krashen, 1992:31). Nevertheless, the implications of the Monitor Hypothesis for the formation of a “university ESL [English as a Second Language]” program (Krashen, 1985a:76) can be depicted from a variety of contexts in which Krashen brings it up as well as from its general principles discussed in the previous chapters. Therefore, in the following sections, the discussion of sub-questions with respect to NIP view is made with references to Dulay, Burt & Krashen (1982), Krashen (1982), Krashen and Terrell (1983), Krashen (1984), Krashen (1985a), Krashen (1985b), Krashen (1992), and Krashen (1993).

5.1.1 What changes should be made as regards the present general goals and the regulations in the program?

The general goals or the institutional goals expressed in the GMMA Manual of Regulations directly relate to the development of reading and listening skills in English to be used in diverse areas of Medicine. When considered again as in Table 4.1 in Chapter IV, it is seen that the students’ two priority language skills are speaking and listening, reading being the third and writing the fourth. When asked about why they study English, the students reported that their primary specific goal is to understand written medical material. The doctors in the study, however, consider reading and writing as the two most important skills that a person of medicine should develop. Speaking skill was the third in their grading and listening the fourth. Krashen (1983,1984, 1985a, 1985b, 1992) asserts, as supported with

quite a lot of evidence from the research done on the relationship between the receptive skills and the productive skills, that the main determinant of language acquisition is comprehensible input provided through the receptive skills of reading and listening. He sees speaking and writing as natural outcomes or products of language acquisition. As he (1992:7) states:

... the theory maintains that speaking does not directly result in language acquisition: talking is not practicing. ... Rather, the ability to speak is a result of language acquisition, not a cause.

Considering the crucial role of the receptive skills in language acquisition, the best way to improve speaking and writing, then, is considered to be via listening and reading. Instead of forcing students to speak, it is better to be tolerant of a silent period for beginners and to encourage speech production to occur naturally. Seen in this respect, the program should primarily focus on the receptive skills of listening and reading and create opportunities for the students to voluntarily participate in the speaking activities thus fulfilling the students' desire for the improvement of reading and speaking skills.

Students' goal, 'to have a position abroad', the second most frequent goal other than the skills priorities, calls for the general proficiency exams, which they have to take after graduation. In fact, doctors have to take a general proficiency exam in order to be sent abroad by the government either for academic study or for official positions. The suggested program will also serve this future goal by providing opportunities of practice with general proficiency exams including listening tests. Although writing is the least favored skill by the students, the doctors in the study rate writing as one of the two most important skills, which

unavoidably necessitates the inclusion of activities especially for the development of formal writing skills.

It is then possible to state that the new program will primarily be skills-based with primary focus on the receptive skills of reading and listening. The integration of speaking and writing skills in the program will be dependent upon the activities formed for reading and listening comprehension.

Although the present form of the general goal of the language education at the faculty addresses the assessed needs and goals and the language skills that will be emphasized in the new program, some changes in its expression are required in order to avoid probable future problems. For the fact that regulatory articles are very difficult to change due to heavy burden of official procedures, changes that are suggested will make the goal statements more flexible so as to conform to changing conditions and the newly emerging needs in future.

Unlike the general goal statement which needs slight changes in its expression, the regulations about the type of language instruction that will be given in three phases need total annulment mainly for two reasons: One reason is that the distinction made between Medical English and General English and the item that requires the general English to be taught at Phase I and Phase II and Medical English at Phase III are primarily in conflict with the general goal. They are also adversely limiting for the course planners. As the general goal aims at language proficiency in medical English, all language teaching practices may as well be supplemented with language material related to medicine. The other reason for the need for complete exclusion of the statement is that, as mentioned in Chapter III,

Article 87 which states that the students in the lower level classes will have caught up, in terms of language proficiency, with the ones in the higher or advanced level groups by the end of Phase II is found unrealistic and impractical. That all of the students have to attend the same number of class hours and that there is no miracle remedy which speeds up the proficiency of the students at the elementary level, make it impossible for the teachers to factually obey that article. Yet, classes are presently held at two or three levels even at Phase III, although it is contrary to the regulation.

The suggested form of Article 87 about the foreign language education is as follows:

Article 87:

The goal of the foreign language education at the Faculty is to provide language education to the students in order to improve their language proficiency. Specific areas of emphasis in foreign language education depend on language related demands and needs of the institution and those of the students that are assessed by the Department of Compulsory Courses. It is the responsibility of the Department of Compulsory Courses to determine the goals of the language education for each academic year and to form a language teaching program accordingly. The number of class hours for foreign language instruction at each phase is determined by the Board of the Faculty in coordination with the Department of Compulsory Courses.

As seen, the suggested article expressed in broader terms leaves room for flexibility in the design of the language teaching program for each academic year, but requires that general goals of the foreign language program be defined for each

academic year. It is, therefore, necessary to express the goals of the foreign language teaching program of that academic year in the program booklet.

Based upon the assessed needs and goals of the students and present institutional goals as discussed in Chapter IV and earlier in this chapter, the general objectives of the suggested L2 program are as listed below. For the fact that the program is intended for both elementary level and upper-intermediate or higher level students, the goal statements, are written so as to include basic communicative skills and academic learning skills as expressed in Krashen & Terrell (1983:66).

The General Objectives of the Suggested Language Teaching Program

The students are made and/or expected to perform the following activities:

Basic personal communication skills: oral (1-6)

1. to listen to a conversation between other speakers
2. to listen to a presentation in L2
3. to listen to announcements
4. to listen to radio, television, movies, music
5. to request information
6. to participate in a conversation with one or more speakers

Basic personal communication skills: written (7-12)

7. to read and write notes to friends or other people
8. to read signs, including instructions
9. to read and fill out forms (applications and other documents)
10. to read advertisements (newspapers, magazines)

11. to read and write personal letters
12. to read for pleasure (outside the classroom)

Academic learning skills: oral (13-18)

13. to listen to a lecture and take notes
14. to listen to a movie or other audiovisual presentation (with medical content)
15. to listen to and participate in panel and classroom discussions
16. to prepare and present the class a report
17. to listen to conversations between the doctors and patients
18. to listen to a sentence, a dialog or a short talk and answer the questions

Academic learning skills: written (19-25)

19. to read and discuss texts with medical content
20. to write reports, essays
21. to take notes while reading
22. to make a Web search and report information
23. to translate a medical text from English into Turkish and from Turkish into English
24. to answer and discuss the questions and answers in an exam
25. to use the monitor in the optimal way as an editor in writing and in exams

The above-listed general objectives are formed with the aim of generalizing probable lesson-specific objectives that the materials developers may have to consider while preparing the activities (Richards, 1990:3-7) They are a synthesis of skills-based general communicative and academic skills as suggested by Krashen

and Terrell (1983: 65-73) and the needs and goals assessed in this study. The specific objectives of the modules and lessons will have references to the general objectives. For an ongoing improvement, the general goals to be put in the program booklet need to be revised and updated every year in line with the evaluation of the whole program.

The general goals of the program can also be viewed from the point of view of the teachers' responsibilities. Put in a lengthy formal style, the responsibility of the teachers as instructors and materials developers is to provide students with plenty of language material, especially about medical issues, with a major focus on listening and reading and a peripheral focus on speaking and writing activities and opportunities for practice with language proficiency tests so as to improve their general proficiency in understanding medical texts in English and to get them acquainted with and prepared for the types of proficiency exams they will encounter in future.

5.1.2 What type and format of syllabus will be chosen?

As pointed out earlier in Chapter II, there is difficulty in making clear-cut distinctions among syllabus types. This difficulty was clearly witnessed in the naming of the syllabuses in this study. By and large, the program suggested in this study will heavily dwell on a method-oriented or theory-driven syllabus type, dealing primarily with the 'how's, the processes, of the instruction rather than the 'what's, the products. The method-oriented and theory-driven syllabuses are also referred to as Type B, means-driven, process, process-oriented, content-based, theme-based, project-based, topic-based and procedural. As a new term for the

typology of syllabuses, the syllabuses in the program can be referred to as **acquisition-based**, derived from acquisition-based instruction. For the purposes of simplicity, the terms ‘topic-based’ and ‘process-oriented’ (processes here refer to subconscious processes) can also be replaced with the term proposed here as they are better known in ELT literature.

Generally speaking, as a reminder of the previous discussion of the process oriented syllabuses, it can be said that language outcomes in a process-oriented syllabus are believed to develop through engagement in the language input by way of macro language skills such as reading and listening (Prahbu, 1987; Nunan, 1988a; 1989; Rost, 1990). Therefore, instead of trying to grade the language material in terms of structural difficulty and instead of trying to create opportunities to practice the structural item, teachers should follow activities which will result in the active involvement of the learner in the language input in order to foster skills development. However, no matter how desirable it is to follow a completely (subconscious) acquisition-based or (subconscious) process-oriented syllabus, since this study also considers the assessed institutional and student goals and needs, the grammar also has to be dealt with. In addition, the Monitor theory does not disregard the possible role of the learned-competence as a comprehension facilitator and as a monitor. Moreover, research also has shown the beneficial effect of grammar instruction given in a way to aid comprehension (Krashen, 1982; 1985a; Lightbown & Spada, 1990; Larsen Freeman & Long 1991; Sarı, 1997; Spada, 1997; Işık, 2000)

In fact, Krashen (1985a:76,87), drawing attention to the necessity of a grammar component in a program, divides each phase of his proposal for university ESL program into two (A and B) as follows:

- I General Language Teaching
 - A Natural Approach: focus on topics of general interest
 - B Grammar study for monitor use
- II Sheltered subject-matter teaching
 - A Early: short courses in areas of interest e.g. computer operation, maths reviews, typing
Later: sheltered courses in academic departments
 - B Grammar study
 - 1. continued study for monitor use
 - 2. as subject matter (linguistics)

The grammar study in the suggested program will be placed in the second syllabus that may sometimes fit into a structural syllabus type. This syllabus will generally be followed in line with Syllabus 1: in the teaching of grammar usually together with translation, and in the teaching of writing and testing skills.

As for the format of the syllabuses, a flexible eclectic approach is followed in which linear, modular and cyclical formats are used depending on the type and specific objectives of the activities in the syllabuses. The modular format will be used in the majority A classes, in both Syllabus 1 (the topic-based syllabus where individual topics in the selected language materials will serve as the units or modules) and in Syllabus 2. The order of the units or modules can be changed as teachers agree to do so when need arises. In the beginner level B and/or C classes

the format of the syllabus will be dependent on the syllabus format of the course books chosen. Since *Interchange 1 and 2*, the course books suggested for this level, follow a linear format, the syllabus will reflect the same format. However, the courses given at this level will be supplemented with a lot of language input from the other available course materials. Therefore, elements of cyclical and modular format may also be observed depending on the type of supplementation provided. Syllabus 2, the syllabus for grammar and writing activities will basically follow the format of Syllabus 1, but it may as well follow a linear format, following *Cambridge TOEFL (2003)*, a TOEFL preparation and test book, together with *Cambridge English Grammar In Use* and Grammar and Writing sections in *Masterclass*. It also will reflect the modular element because the grammar explanations for the passages in Syllabus 1 will also be placed in it.

To conclude, the new program will utilize basically a topic and acquisition - based, or (subconscious) process-oriented syllabus in a modular format. Depending on the type of supplementation and activity chosen in its implementation, however, Syllabus 2, the conscious learning or the learning-based syllabus, may utilize ends-driven, product-oriented elements in a linear format. It is crucial to reemphasize the point that the importance is given to methodology rather than the design in the suggested language teaching program.

5.1.3 How will the selected approach be reflected in the syllabus?

The course design model developed for this study as shown in Figure 2.10 in Chapter II, has one important difference from the other design models: The suggested program has, although interrelated, two separate syllabuses, one for the

comprehension-based activities and the other for conscious learning activities. The rationale behind the separation of the two syllabuses lies in the distinction made between conscious learning and subconscious acquisition in the Monitor Model. As discussed earlier, the main tenet of the theory that conscious learning and subconscious acquisition are two distinct processes requiring different type of conscious focus, is usually broken for the worse by individual practices of teachers. Teachers, heavily preoccupied with the PPP type of activities in the course books, may dwell more on the production activities and spend more time on getting students to practice the grammar points in the syllabus. However, according to the theory in this study, teachers' efforts should be directed towards the provision of ample amount of input with interesting contents rather than towards the provision of as many grammar exercises as possible with a certain (usually minimum) amount of input.

As a precaution against the risk of undesired manipulation by the teacher, the suggested program will heavily emphasize two major points in the design and the implementation of its syllabuses: the necessity of providing ample amount of language input and the importance of the approach followed in dealing with the input.

The emphasis given to provision of plenty of input will be reflected in the syllabus in the form of rich selection of language material for each weekly module. What is more, the syllabus content in the A Classes, determined before the classes begin, may be subject to change depending on areas of student interests as classes

proceed. The theory welcomes any introduction of new language material and activity that will create opportunities for more input with interesting topics.

The importance given to the way or ways of dealing with the input will be reflected in the form of separation of conscious grammar activities from comprehension activities. This separation between comprehension and grammar activities stems from the principle that comprehension requires conscious focus on meaning while learning requires conscious focus on form. However, in actual application, the formation of Syllabus 1 and Syllabus 2 should not always be understood as their being completely isolated programs. On the contrary, for the fact that the major role of grammar is seen as an aid to comprehension, rather than an end on its own, the grammar content of Syllabus 2 will primarily be based on the content of the material in Syllabus 1, its major role being the enhancement of comprehension of the listening and reading texts. Therefore, scripts of the passages used in Syllabus 1 will be used for translation activity with grammar and vocabulary teaching in Syllabus 2. Grammar books may as well be used as source of extra information about the grammar item that is worked on during translation.

For other purposes of instruction for specific skills emerging from probable needs such as formal and informal writing, oral presentation, and exam practice, Syllabus 2 remains separate following its own order of activities. In this respect, in accordance with the assessed needs, Syllabus 2 will also follow a teaching technique based on grammar teaching through translation, writing exercises, and analysis of test questions selected from a variety of sources such as TOEFL, KPDS and UDS exams.

As for Syllabus 1, all of the activities will be directed to the comprehension of the reading or listening texts. Although the general tendency in reading and listening skill-based activities is towards a very detailed strategies instruction, Krashen and Terrell (1983:134-142) does not seem to support either a non-interventionist or a heavy interventionist program of reading, but they do suggest two crucial strategies or principles for reading assignments which “call for skimming, scanning and extensive reading”. The two principles as 1) Read for meaning and 2) Don’t look up every word, are “often enough to unlock many readers who already read fluently in their first language” (p.139). In fact, their whole discussion draws attention to the role of intervention in improving students’ general reading skills in such a way “to help the student find reading outside the class, so [that] progress in the second language will continue after the course ends” (p.142).

A summary of the type of the activities that will be followed in Syllabus 1 and Syllabus 2 is given in Table 5.1:

Table 5.1: Activities to be Followed in the Syllabuses

SYLLABUS	ACTIVITIES TO BE FOLLOWED	TIME ALLOCATED
SYLLABUS 1	<p>Reading Comprehension with topics of interest (usually medical) together with guided discussion of the topics</p> <p>Listening Comprehension with topics of interest (usually medical) together with guided discussions of the topics</p> <p>Total Physical Response activities</p>	4 Hours
SYLLABUS 2	<p>Translation with direct grammar, vocabulary explanation</p> <p>Formal, informal and academic writing practice</p> <p>Test practice</p>	2 Hours

5.1.4 What proportion of class time should be allotted to the favored language skills?

In the suggested program, the allocation of the class hours for different class activities is limited to 6 hours. Any planning made for a an increase in the number of weekly hours will be unrealistic as the general tendency among the administrative circles is for the reduction of class hours, let alone increasing them. Moreover, the students want neither an increase nor a reduction in the number of weekly class hours. As the questionnaire results have shown, 30% of the students favor a reduction in the weekly class hours of English while 17 % think that class hours should be increased. Put it in another way, 67 students out of 100 do not agree on the suggestion that class hours should be increased and 53 do not think they

should be decreased. Only the doctors in the study, the majority (84%) of whom passed through the same education before, think that the weekly class hours should be at least 6 hours or more than 6 hours (52% suggest they be more than 6 hours and 24% think they should be 6 hours)

Krashen and Terrell (1983:148) recommend that for adolescents and most adults “at least 80% of the course be devoted to [subconscious] acquisition activities and only 20% or less be given to [conscious] learning exercises” in that conscious learning exercises may be given in order to make input comprehensible or to teach writing and prepared speech where students can use the Monitor, the learned competence, to edit their production for more accuracy.

In the learning environment in this study, of the six class hours a week in A classes, four hours are suggested for Syllabus 1 and two hours for Syllabus 2. Two of the four hours spared for Syllabus 1, will be spent in the computer laboratories for a variety of listening and reading comprehension activities. The remaining two hours will be spent in the classrooms or in the language laboratories depending on the length of the selected reading and listening comprehension activities. Most of the activities in Syllabus 2 will be in the form of translation work with additional grammar and vocabulary explanation. The grammar teaching will not be in the form of traditional PPP format in which students are expected to engage in production of the presented grammar item through exercises but in the form of simple explanations with examples during translation activities as well as when students have difficulty in understanding a sentence and when their written production is corrected. In a way, even the formal grammar teaching is intended to contribute to

the subconscious acquisition process since it is integrated into the translation, thus comprehension of the language input. Moreover, the assessed need for translation will also be met in line with the principles of the Monitor model.

The writing element in the program handled usually in an integrated manner with Syllabus 1, will serve two purposes. The first one is the teaching of formal writing forms such as essays, research papers, application forms and reports. The second purpose of the writing is to enable the students to use the monitor for editing and correcting their written production. The monitor use activity in the editing of the written material will inevitably bring forth the formal review and teaching of grammar from time to time.

When considered as a whole, the program can be said to heavily emphasize reading and listening skills. Here, it is important to draw attention to the role of the computer laboratories as sources of rich language input because they provide language input and activities not only for reading but also for listening. In fact, the computers can be used as sources of listening activity with CD, DVix, DVD-based listening material and with live and on-line news channels, sample listening comprehension tests and downloaded films with additional subtitles in English.

The class hours allocated for Syllabus 1 and 2 in A classes will also be maintained in the B and C classes. Although their program will primarily follow the order of the units in the course books, the order of the activities and emphasis given to the skills-based activities will be manipulated so as to conform to NIP view. To this end, two hours a week are strictly required for video activity with the available video materials. In general, because each unit will be supplemented with

additional reading and listening materials, the syllabus for the lower-level classes will have two hours for grammar and two hours for video activity and two hours for reading and course book-based listening. Yet, the lower level classes may use the computer laboratories sparingly as a means of supplementary source of input in reading, listening and even grammar activities.

5.1.5 What changes will be made in the language teaching materials? (supplementation, modification or total replacement ?)

The kind of changes in the language teaching materials previously adopted in an L2 teaching environment is directly related to the degree of match between the properties of the materials and the assessed needs and requirements. The degree of match may result not only in the acceptance, supplementation or modification but also in the removal or total replacement of the materials (Hutchinson and Waters, 1987: 98-104). It is important to reemphasize the point that the tendency in this study is towards making best use of the available language teaching materials at the school rather than making choices from among the alternatives found through a market research.

The data, as analyzed in Chapter IV, show that students do not like the contents of the books and feel bored in the classrooms. Additionally, the goals of mastery in speaking and reading skills for the purposes of understanding medical texts do not match with the properties of the course books designed with a PPP approach to language learning and prepared for preparation for the First Certificate Examinations. It is, therefore, necessary to provide materials that will serve the general goals -based on institutional, individual and professional (job-related) needs

and requirements- under the selected theoretical approach. To this end, two different routes are followed for A Classes and B/C Classes.

The previously used materials in the A Classes will be totally replaced by the newly developed materials. The new program will utilize a topic-based syllabus based on a selection of primarily medical texts gathered from a variety of sources such as *Time* and *Newsweek* news magazines, available books in the library, texts downloaded from internet sites, listening passages from Voice of America, (VOA), National Public Radio, (NPR), and other Video materials either previously purchased or recorded from TV Channels by the instructors. The topics or texts selected have to be supplemented with comprehension tasks and activities.

For B and C classes a new course book is suggested. To be practical, among the course books previously purchased and still available in the library in enough number of copies, *Interchange 1 and 2*, (1990, Cambridge Un. Press) are suggested as the main course books. *Interchange 1* has a syllabus parallel to the one in the present *Headway Elementary*. The main reason for its selection is that the topics and the functional situational activities in the book are almost parallel to the ones suggested by Krashen (1985a:67-70). Another reason is that it is less structural and input-rich in that it provides more language input (e.g. more dialogs, more reading, and more comprehension-based listening exercises) and less grammar exercises, thus less structural. However, the main course book in the beginner-level will constitute only a part of the materials used. Following the topic-based communicative syllabus the teachers will also use the other available books such as

Day by Day, Headway Series, American Streamline Departures, Connections, English For Today and *Follow Me* as sources of additional language input.

In Syllabus 2s of the program, scripts of the reading and/or listening texts used in Syllabus 1, *English Grammar In Use*, and writing sections in *Masterclass* and *Longman Preparation for the TOEFL Test* (1999) are suggested. As expressed earlier, Syllabus 2 actually functions in two ways. In the first place it is the grammar explanation part of Syllabus 1. In that sense, it is integrated into Syllabus 1 and parallels it. The other function of Syllabus 2 is to serve the need for translation, writing, and practice with proficiency tests. To do this it also follows an independent syllabus.

The course materials selected for the suggested program are as shown in Table 5.2.

Table 5.2: Course Materials in the Suggested Program

LEVEL	SYLLABUS 1	SYLLABUS 2
A (upper- intermediate, advanced)	<ul style="list-style-type: none"> * A compilation of reading passages with comprehension exercises * A compilation of listening passages & listening comprehension exercises * Video Films & Documentaries * Computer programs & Internet 	<ul style="list-style-type: none"> *Texts used in Syllabus 1 * <i>Longman TOEFL</i> * <i>English Grammar In Use</i> * <i>Masterclass</i> (Grammar & Writing Sections) * Computer programs & Internet * Other unspecified supplementary material for grammar teaching
(B)/ C (Beginner to Intermediate)	<ul style="list-style-type: none"> * <i>Interchange 1, (Interchange 2)</i> * Supplementary materials (from <i>Headway, Streamline, New Headway, Follow Me, English For Today</i>, and other unspecified input sources) * <i>Follow Me</i> Video * Video Films & Documentaries * Computers programs & Internet 	<ul style="list-style-type: none"> * <i>Day By Day</i> * <i>Interchange 1, (Interchange 2)</i> (Grammar sections) * <i>English Grammar In Use</i> * <i>A Practical English Grammar</i> * Computer programs & Internet * Other unspecified supplementary material for grammar teaching

5.1.6 What will the learner and teacher roles be?

The definition of teacher and learner roles in an instructional setting is important for the successful implementation of a program. Although the students indicated no complaints in Students Questionnaire I and in their random reports about the general attitude of the teachers in the classroom, the teachers, besides their approved roles as friendly, interested and helping individuals, have two additional roles for the implementation of the suggested program: one as a materials developer and one as an instructor. These two functional roles match with the duties assigned to teachers in the Monitor theory as:

- 1) Provide ample amount of comprehensible input.
- 2) Check for comprehension among learners.

The teachers' role in the development of reading and listening materials is crucially important in that they have to select appropriate texts and write appropriate activities for the materials, two fundamental elements of the materials development in the selected approach expressed as "Text + Goal" (Krashen & Terrell, 1983:132). In fact, the commitment is that appropriate texts with appropriate goals, tasks or activities will lead to language acquisition. The teachers' role is also to provide as many opportunities as possible for the improvement of comprehension. Here, the issue of materials selection gains importance. The theory posits very concise criteria for the selection of materials as stated by Krashen (1985b:23):

Appropriate reading and listening materials must meet only these selection and construction requirements: They must be comprehensible and interesting, and there must be a lot of them. "Field testing" is conceptually simple: Will students read them and listen to them with interest? If students find the materials interesting, it means the materials are comprehensible. If they are comprehensible, language acquisition will take place.

The second role of the teachers as instructors relate directly to the success or failure of the program. The teachers may fulfill their roles as materials developers just by following the given steps and meeting the predetermined criteria. Nevertheless, they are expected to improve the program under the given theoretical order with the help of their individual experiences in teaching. As the teachers' methodological orientations were found to be varied in the Teachers' Questionnaire

I, the teachers should be given an in-service training possibly one in summer break before the new academic year begins, about the NIP point of view and Monitor Theory and a workshop to practice how to develop materials for the program and how to teach with the selected materials. The in-service training should focus on the rationale behind the theory rather than imposing upon the teachers a definite number of procedures. Yet, Krashen (1985a:52-53) does not see NIP as a practical teaching method but rather as a theory of second language acquisition and points to the need for a coherent theory as “a useful source of information for the language teacher”. As he (p.52) states:

If we provide teachers with only one method, we are doing them a disservice. They will be unprepared for change and will not have the flexibility needed to adapt to new situations. If we provide teachers with several methods, we do a little better, but still not good enough. When we provide theory, we provide them with the underlying rationale for methodology in general. This permits adaptation or different situations, evaluation of new techniques, and evaluation of materials. Without theory, there is no way to distinguish effective teaching procedures from ritual, no way to determine which aspects of a method are and are not helpful.

The role of the theory is especially important in the teacher’s role in checking for comprehension in the classroom. In this respect, teachers need to create a meaningful dialog between themselves and the class during actual teaching and find ways to increase comprehension via a variety of techniques which may as well be utilized by other methods thus creating an environment rich in comprehensible language input (Galyean, 1982; Newton, 2001; Cullen, 2002).

With respect to the teachers’ responsibilities and roles, the distinction between conscious learning and subconscious acquisition as observed in the separation of syllabuses, is especially important in the B and C classes, because

most of the elementary level course materials are in the PPP tradition. The teachers in these classes will have to omit or disregard the activities that force learners to produce what is previously presented. Instead, they will provide extra language input from available sources and give the grammar explanation as an aid to make that language input comprehensible. It is, therefore, again necessary to acknowledge the teachers of the basic premises of the theory before a full implementation of the suggested program is begun.

As for the learners, their roles are actually determined by the practices of the individual teacher in the classroom (Hill, 1994:214). Once the teachers adopt their roles as facilitators of the comprehension of the language input, their practices automatically affect the learners. Learners in the Monitor theory are seen acquirers of a second language who should be provided a stress free learning environment and who should be tolerated for delayed oral production and errors. Learners' major responsibility is limited to attending to the input by following the input provider be it a teacher or a material source with activities and supplementation.

However, apart from the learners' role as natural acquirers of a language, certain other roles may also be attributed to them. One such role is their roles as effective monitor users. As a result of the activities done in the input-rich Syllabus 1 and grammar-rich Syllabus 2, the learners who will attend the suggested program are expected to use conscious rule knowledge, the monitor, in grammar tests and in writing activities effectively. The effective use of the monitor means that it is used in a way not to interfere with the normal speech and speed writing. A second specific role of the learners is that they focus on meaning in reading and listening.

Too much focus on form means overuse of the monitor, which is not desired. Another role given to the learners in the program is that they use their initiative to seek, ask for and engage in language input after the classes as well in the classes (Richards & Rodgers, 1986:136-137; Garton, 2002:55).

5.1.7 What changes should be made in the setting?

The students reflected no specific complaints about the setting in the language classes. Therefore, the following changes that are suggested for the setting relate only to the planning of different places for different activities. The classrooms are planned expectedly for reading, translation, writing, and test activities. The language laboratories will still be used for video and listening skill activities. Finally, the computer laboratories will be used at the planned class hours (e.g. 2 hour for A classes) for a variety of activities, from taking on-line proficiency tests to reading and listening for pleasure. Unfortunately, all of the three locations for language teaching have invariable desks and seats. Therefore, the researcher's personal desire to make some changes in the seating plan for better communication in the classroom is presently impractical.

5.1.8 What changes should be made in the measurement and evaluation procedures?

Measurement and evaluation procedures inevitably affect the quality of the given instruction. Apart from grading purposes for official procedures, when considered with an educational perspective, for an orientation like Monitor Theory, exams serve two purposes: the purpose of contributing to skills development and acquisition and the purpose of using learned-competence or Monitor. As the

program tries to serve both the acquired competence and learned competence, the number of questions addressing grammar and meaning (comprehension) are to be included in the tests. Presently, about 60% of the questions (25 out of 40) in a mid-term exam are about the vocabulary and grammar items covered in the course books. The remaining 15 consist of general proficiency questions of the types found in KPDS exams.

As the success rate in A Classes is almost 100%, the students' responses about the measurement and evaluation procedures are not polarized. In fact, the issues discussed in Chapter IV about the students' reactions to the measurement and evaluation procedures reveal that students do not reflect a significant need or problem related to them. However, the questions about the inclusion of listening and writing questions in the exams and the return of the exam papers after the exams are worth attention. In general, properties of exams are determined by the goals in a program. In the suggested program, too, areas covered in the classroom should be reflected in the exams. Since the listening skill is one of the skills that is given priority in the suggested program, as advocated by teachers (6 teachers with mean =4.43) in the study, the inclusion of listening comprehension questions in the exams is thought to be beneficial most importantly for the development of listening skill. Writing skill may as well be included in the mid-term exams but will mostly be kept as an activity in Syllabus 2 and as homework and students' products will continuously be monitored by the teachers and their peers.

Another issue related to the question types is whether or not to include in the exams questions based on the texts covered in the classroom. The inclusion of

questions about the information given in the texts studied in the classroom is thought to be beneficial since such a change will force the students to read the texts over and over again after the classes. As for the type of questions, the current trend for multiple choice questions will be maintained in the final exams. In the mid-term exams, however, no limit is put as regards the type of questions, which means that mid-term exams may utilize listening comprehension and writing questions as well. The important point in the type of questions is that the relative importance given to acquisition-based activities and learning-based activities will be reflected in the number of comprehension and grammar questions. Only ten out of forty questions will be based on learned competence and the rest will be comprehension-based.

It is important to reemphasize that exams can be used more efficiently as means of helping learners to improve their language proficiency via backwash effect than serving as criteria to sort out students as successful and unsuccessful. Exams may also be used to force students to engage in more language input after the classes. Accordingly, a radical suggestion for homework activity is made in that students may be held responsible for watching a predetermined film or films in the computer lab before the exam having comprehension questions about the film(s).

As a final change, conforming to the students' demands to keep the exam papers after the administration of the exams, the exam papers will be left to students with a pedagogical view that students will be more interested in dealing with the exam questions and provide a good natural opportunity for them to engage in the language input in the questions.

With respect to the general evaluation of the whole program, apart from the required mid term exams and final exams, two forms of proficiency tests, like TOEFL, are suggested for the purpose of a quantitative evaluation of the efficiency of the program. Practically speaking, students' scores in one TOEFL sample test to be given at the beginning of the year, a pretest, may be used for the purpose of comparison with the scores obtained from a another test to be given at the end of the academic year, a post test. The significance of difference will give an idea of how successful the whole program has become with respect to the general goal of improving the students' proficiency in English.

5.1.9 How should the resources be used in the optimal way?

As discussed earlier, to make the best use of the available resources is one of the goals in this study. A survey over the contents of the previously purchased English books and audio material in the department library was made. The purpose of the work is to inform the present and incoming teachers of the language teaching materials that may be used as sources of supplementation. The information about the available language teaching materials that may be used for supplementation is given in Table 5.3 below.

Interchange 1 and 2, A Practical English Grammar, English Grammar In Use, Follow Me Video Series, Headway Series, Longman Preparation for TOEFL and Masterclass are selected for use in the suggested program. However, teachers may as well use other materials in the department or in their own possession as additional sources of language input.

Table 5. 3: Available Language Teaching Materials

	NAME OF THE MATERIAL	LEVEL	AUDIO	SUITABLE FOR THE ACTIVITIES OF	SUITABLE FOR USE IN
1	<i>A Practical English Grammar</i> (Cambridge)	Intermediate	Available	Grammar	Syllabus 2
2	<i>Advanced English For Translation</i> (Cambridge)	Advanced	Available	Grammar, translation, reading	Syllabus 1&2
3	<i>Day By Day</i> (USIS)	Beginner	Available	Reading, listening, grammar	Syllabus 1&2
4	<i>English For Today 1-5</i> (McGraw Hill)	Beginner to advanced	Available	Reading, listening, grammar	Syllabus 1&2
5	<i>English For Translation</i> (Cambridge)	Intermediate	-	Grammar, translation, reading	Syllabus 1&2
6	<i>English Grammar In Use</i> (Cambridge)	Intermediate	-	Grammar	Syllabus 2
7	<i>English In Medicine</i> (Cambridge)	Advanced	Available	Reading, listening, writing	Syllabus 1&2
8	<i>Face the Issues</i> (Longman)	Intermediate	Available	Listening	Syllabus 1
9	<i>Follow Me 1 & 2</i> (Longman)	Beginner to intermediate	Available	Grammar, reading	Syllabus 1&2
10	<i>Follow Me Video Series</i>	Advanced	Available	Grammar, listening	Syllabus 1&2
11	<i>For and Against</i> (Longman)	Advanced		Reading, speaking	Syllabus 1
12	<i>Headway Series</i> (Oxford)	Beginner to Advanced	Available	Reading, listening, writing	Syllabus 1&2
13	<i>Interchange Intro 1,2,3</i> (Cambridge)	Beginner to upper intermediate	Available	Reading, listening, writing	Syllabus 1
14	<i>Longman Preparation for TOEFL</i>	Advanced	Available	Grammar, reading, listening, writing	Syllabus 2

Table 5.3 (continued)

15	<i>Masterclass</i> (Oxford)	Advanced	Available	Grammar, reading, listening, writing	Syllabus 1&2
16	<i>Masterclass Video</i>	Advanced	Available	Listening, speaking	Syllabus 1
17	<i>New Headway Series</i> (Oxford)	Beginner to Advanced	Available	Reading, listening, writing	Syllabus 1&2
19	<i>On We Go Video Series</i> (BBC)	Beginner to Intermediate	Available	Grammar, listening	Syllabus 1&2
20	<i>People You Meet Video</i> <i>Series</i> (BBC)	Beginner to Intermediate	Available	Grammar, listening	Syllabus 1&2
21	<i>Practical Medicine</i> (Macmillan)	Intermediate	Available	Reading, listening	Syllabus 1
22	<i>Practical Surgery</i> (Macmillan)	Intermediate	Available	Reading, listening	Syllabus 1
23	<i>Prepare for the TOEFL</i> (Hacettepe-Taş)	Advanced		Translation, reading, test practice	Syllabus 1&2
24	<i>Reader at Work I</i> (METU)	Intermediate	-	Reading, test practice	Syllabus 1&2
25	<i>Reader at Work II</i> (METU)	Advanced	-	Reading, test practice	Syllabus 1&2
26	<i>Selected Topics</i> (Longman)	Intermediate	Available	Listening	Syllabus 1
27	<i>Streamline Connections</i> (Oxford)	Intermediate	Available	Reading, listening	Syllabus 1
28	<i>Streamline Departures</i> (Oxford)	Beginner	Available	Reading, listening	Syllabus 1
29	<i>Streamline</i> <i>Destinations</i> (Oxford)	Intermediate	Available	Reading, listening	Syllabus 1
30	<i>Streamline</i> <i>Expressions</i> (Oxford)	Advanced	-	Reading	Syllabus 1
31	<i>Towards Proficiency</i> (METU)	Advanced	-	Grammar, translation, reading, test practice	Syllabus 1&2

5.1.10 How will the new program be implemented?

The suggested program has certain requisites to be met before it is implemented in actual setting. The first precondition is the teacher training. In fact, since the proposed design is heavily based on theory, the teachers have to be informed about the Monitor or Input Theory. As discussed in section 5.1.6 earlier in this chapter, teachers have primary roles as input providers and comprehension facilitators. The success of the program will be at risk without their commitment to these roles. To this end, besides the teacher training that will be given in summer break, weekly teacher meetings are also required for the purpose of exchanging information about the classroom events and for the purpose of selecting the following week's topics and activities.

The second requisite the design posits is informing the students about the Monitor Model. In fact, all of the roles assigned to the learners (see section 5.1.6) still require that they, too, be informed about the theory of language learning in the program. Therefore, the learners will continuously be kept aware of the distinction between conscious learning and subconscious acquisition and the importance of language input in the success in L2 learning.

The implementation of the suggested program still remains a suggestion as the study only tries to form a design for L2 teaching. Until the implementation stage majority of the steps in the selected design model shown in Figure 2.10 in Chapter II will have been followed. A closer analysis of the steps followed in the design of the suggested program for the faculty is shown in a flowchart representation in

Figure 5.1. (For a comparison with the steps previously followed, see Figure 3.1 in Chapter III)

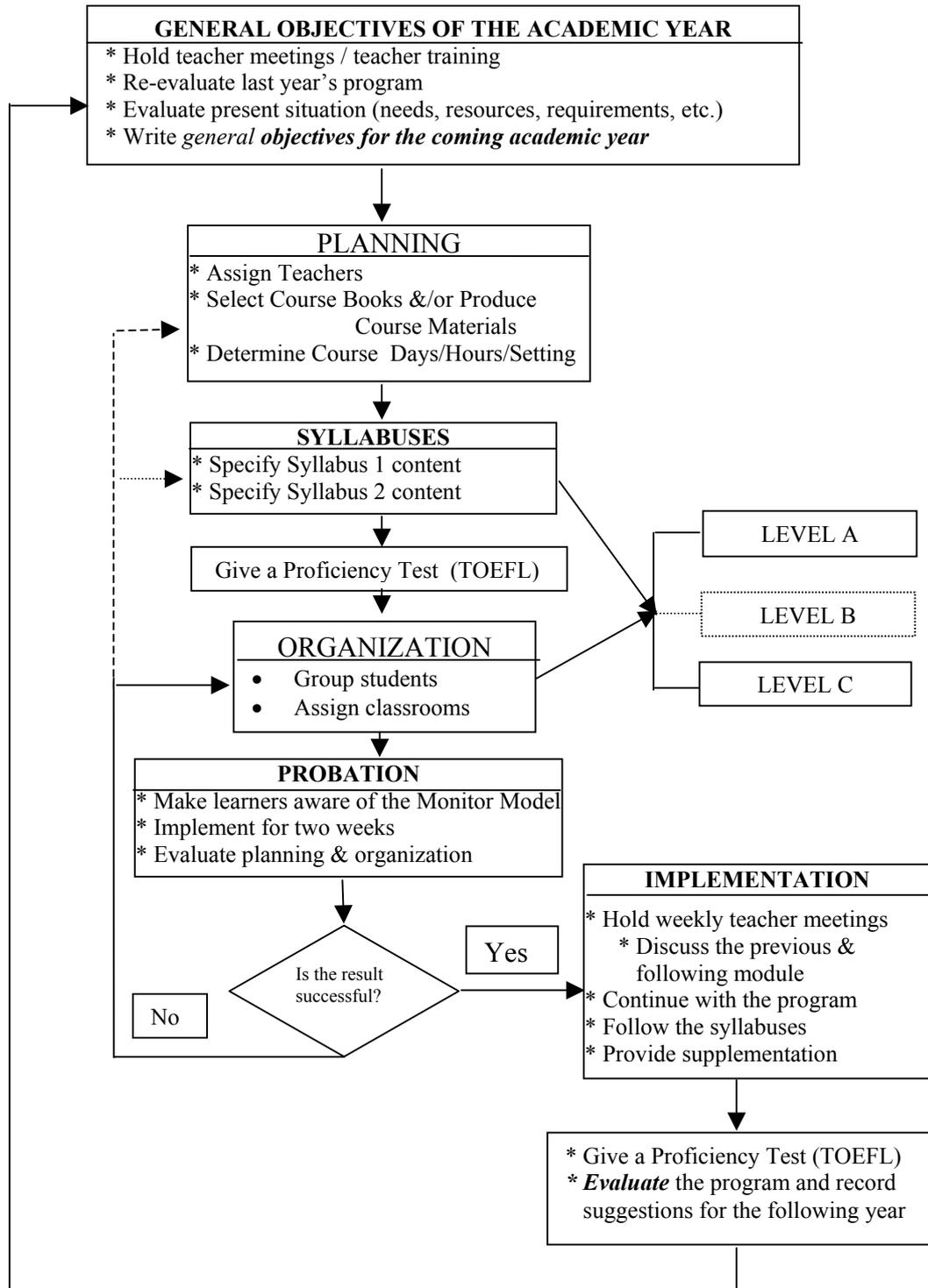


Figure 5.1: Revised flowchart representation of the suggested program for Phase 1.

As can be seen, the syllabuses are formed for three levels as A, B and C. Level B is actually an optional level which may have a syllabus parallel to the one in Level C. Usually, continuation of the course book selected for Level C, here *Interchange 2*, is used as primary course material and core syllabus at this level. After the teacher training about the Monitor Theory and the formation of the classes, students, as well, will be given information about the language learning theory they will be introduced with. The probation period is still kept in the suggested design so that planning and organization can be revised. At the implementation stage, weekly teacher meetings are suggested for the discussion of the previous-weekly and the following-weekly activities. The teachers are expected to provide supplementation and to continuously evaluate the program in order to improve its efficiency in accomplishing its goals. As indicated before, two proficiency tests, one at the beginning of the academic year and one at the end, are only suggested for a quantitative evaluation of the proposed program. The test to be given at the beginning of the year may also be used for screening purposes in grouping students into different levels.

For the suggested program, after an examination of the contents of the available materials, the reading and listening materials with medical topics were selected for use in A classes. For levels B and C, because the core syllabus will be based on the course books chosen, suggestions are made as regards the use of the TPR techniques and other material with similar topics and at similar level for supplementation.

5.2 Suggested Language Teaching Syllabuses for Phase I.

The issues taken up in this chapter up to this point have set the general design (Figure 2.10 and Figure 5.1), type and format of the syllabus, general goals and objectives of the program, course materials, teacher and learner roles, changes in the setting, measurement and evaluation procedures, use of available resources and implementation procedures. The next step is the formation of the syllabuses to be put in the program booklet, which will guide the teachers and learners.

Level A in the program suggested for the English education at Phase 1 is targeted for the students with a prep class background, the majority at the faculty. Level C is planned for the students without prep class background and who usually graduated from state high schools. A class at the optional Level B may be formed depending on the properties of the students. Practically, Level B may be formed after the probation period, after the teachers report the names of the students who they feel may follow a higher level than Level C, the beginner level. Still, *Interchange 2* is suggested for use in case of necessity.

The syllabuses of both A classes and B/C classes present information about the topics of the lessons to be followed (Table 5.4 and 5.5, and 5.6). In the A Classes, 30 modules each of which is planned for one week (6 hours) of instruction are suggested. As discussed before, Syllabus 1 in Level A is a topic-based one (based on the texts selected) and majority of the activities will be directed towards the provision of ample amount of comprehensible input.

In the B and C classes, following the plan in *Interchange 1 and 2* the syllabuses are suggested with 15 modules, each module to be covered in two weeks.

The modules, the units in the course books, will be supplemented with other sources of language input having similar topics at the appropriate level. Although the teachers are free to make use of other techniques to foster acquisition activities in the classroom, the techniques used in Total Physical Response (TPR) are recommended for use especially at the initial phases of instruction at level C (Asher, 1982). The in-service training and the workshops to be carried out for the teachers dwell heavily on TPR techniques as effective ways of providing acquisition-based activities.

12 class hours remaining from the yearly 192 class hours for English instruction at Phase 1 are spared for mid-term examinations and discussion of the exam questions and provision of feedback after the exams.

As it was previously indicated, the teacher's primary role in the implementation of the program is to have the learners engage in the language input. Therefore, the order of the modules and the topics in each module may be manipulated so as to conform the students' interests and changing conditions.

Table 5.4: The Topics Suggested for Level A

MODULE NO:	TOPICS IN SYLLABUS 1	SPECIAL TOPICS IN SYLLABUS 2
1	<p>INTRODUCTION (Our school)</p> <p><i>Reading</i> : GMMA in Press</p> <p><i>Listening</i> : Informative briefing about GMMA</p>	<i>Writing</i> : Paragraphing and punctuation
2	<p>DOCTORS and PATIENTS</p> <p><i>Reading</i> : Have We Lost the Healing Touch?</p> <p><i>Listening</i>: Patch Adams (Film)</p>	Test Practice
3	<p>DIET and LONG LIFE</p> <p><i>Reading</i>: The New Scoop On Vitamins</p> <p><i>Listening</i>: New Food Groups</p>	<i>Writing</i> : Formal and informal styles; informal letter
4	<p>FERTILITY and INFERTILITY</p> <p><i>Reading</i> : Should You Have Your Baby Now? Infertility: A Guy Thing?</p> <p><i>Listening</i>: Hermaphroditism</p>	Test Practice
5	<p>IMMUNE SYSTEM 1</p> <p><i>Reading</i>: Misjudged Threat</p> <p><i>Listening</i>: The Common Cold</p>	<i>Writing</i> : Giving an opinion, Articles 1
6	<p>VACCINATION</p> <p><i>Reading</i>: Chicken Pox Conundrum,</p> <p><i>Listening</i>: Polio Disease</p>	Test Practice
7	<p>HEART 1</p> <p><i>Reading</i> : Do You Love Your Heart?</p> <p><i>Listening</i> : CPR (Video, documentary)</p>	<i>Writing</i> : Describing an object; Transactional letters 1
8	<p>DIABETES</p> <p><i>Reading</i> : A Growing Crisis: Diabetes</p> <p><i>Listening</i>: Conversation between a doctor and a diabetic patient</p>	Test Practice

Table 5.4 (continued).

9	<p style="text-align: center;">IMMUNE SYSTEM 2</p> <p><i>Reading:</i> The Insidious Spread of a Killer Virus!</p> <p><i>Listening:</i> Allergies</p>	<i>Writing:</i> Reports 1
10	<p style="text-align: center;">HIGH BLOOD PRESSURE</p> <p><i>Reading :</i> Pressure Check</p> <p><i>Listening :</i> Hypertension</p>	Test Practice
11	<p style="text-align: center;">CANCER 1</p> <p><i>Reading :</i> Curable Cancer</p> <p><i>Listening:</i> It's a Miracle</p>	<i>Writing:</i> Applications, Describing people
12	<p style="text-align: center;">HOME HYGIENE AND PETS</p> <p><i>Reading:</i> Keeping Pets</p> <p><i>Listening:</i> Feline AIDS (Video, documentary)</p>	Test Practice
13	<p style="text-align: center;">SMOKING AND SMOKERS</p> <p><i>Reading :</i> 'Playing God' in the Hospital</p> <p><i>Listening :</i> Environmental Tobacco Smoke</p>	<i>Writing:</i> Presenting an argument, Compositions 1
14	<p style="text-align: center;">AGING</p> <p><i>Reading:</i> Progress on Alzheimer's; Vital Signs</p> <p><i>Listening:</i> There are worse things than dying</p>	Test Practice
15	<p style="text-align: center;">HEART 2</p> <p><i>Reading :</i> Next Frontiers</p> <p><i>Listening :</i> Conversation between a doctor and heart patient</p>	<i>Writing:</i> Transactional letters 2

Table 5.4 (continued).

16	<p style="text-align: center;">CANCER 2</p> <p><i>Reading</i> : Using Cancer to Fight Cancer, Target Tumors</p> <p><i>Listening</i>: Skin Cancer</p>	Test Practice
17	<p style="text-align: center;">ADDICTION</p> <p><i>Reading</i>: How It All Starts Inside Your Brain</p> <p><i>Listening</i>: Addiction</p>	<i>Writing</i> : Articles 2
18	<p style="text-align: center;">SURGERY</p> <p><i>Reading</i> : Sun, Surf and Surgery</p> <p><i>Listening</i>: Conversation between a doctor and a patient to be operated</p>	Test Practice
19	<p style="text-align: center;">PSYCHOLOGICAL and NEUROLOGICAL DISORDERS</p> <p><i>Reading</i> : Schizophrenia</p> <p><i>Listening</i> : A Beautiful Mind (Film, downloaded)</p>	<i>Writing</i> : Compositions 2
20	<p style="text-align: center;">DIAGNOSIS</p> <p><i>Reading</i> : Detection Dilemma</p> <p><i>Listening</i>: Conversation between two doctors talking about a patient</p>	Test Practice
21	<p style="text-align: center;">HUMAN EXPERIMENTS</p> <p><i>Reading</i> : Dying for Science</p> <p><i>Listening</i>: Awakenings (Video Film)</p>	<i>Writing</i> : Reports 2
22	<p style="text-align: center;">DIET AND LOSING WEIGHT</p> <p><i>Reading</i> : Working Off the Weight</p> <p><i>Listening</i>: Obesity</p>	Test Practice

Table 5.4 (continued)

23	PAIN <i>Reading:</i> Pain Can Be Tamed <i>Listening:</i> Dental Clinic	<i>Writing:</i> Applications 2
24	TIREDNESS and BOREDOM <i>Reading :</i> Tiredness <i>Listening:</i> Conversation between a patient and a doctor	Test Practice
25	CIRCULATION AND STROKE <i>Reading :</i> Aspirin <i>Listening :</i> Stroke	<i>Writing:</i> Comparative Essay
26	HEART SURGERY <i>Reading:</i> The Survivor's Story <i>Listening:</i> Myocardial Infarction	Test Practice
27	DRUGS <i>Reading :</i> A Cancer 'Smart Bomb' <i>Listening:</i> Plants With Healing Powers	<i>Writing:</i> Stories 2
28	RESEARCH in MEDICINE <i>Reading :</i> Folkman Looks Ahead <i>Listening:</i> Is Dust from the Ships a Problem?	Test Practice
29	CLONING and ARTIFICIAL ORGANS <i>Reading :</i> Cloning Pigs for Parts <i>Listening :</i> Bicentennial Man (Film)	Test Practice
30	GENES <i>Reading :</i> The Gene Rush; Risk-Free Babies <i>Listening :</i> Genetic Research	Test Practice

Table 5.5: The Topics Suggested for Level B

MODULE / UNIT NO:	TOPICS IN SYLLABUS 1	SPECIAL TOPICS IN SYLLABUS 2
1	PEOPLE; EDUCATION; CHILDHOOD; THE PAST Talking about, introducing oneself, someone else	<i>Interchange 2</i> presents grammar exercises as separate sections Additional grammar syllabus is not necessary.
2	CITIES; LOCATIONS; DIRECTIONS; BUILDINGS Talking about a city; giving directions	
3	HOUSING; SHOPPING; CITIES Description of environment (identification, description and location of people and objects, description and location of buildings) prices; describing positive and negative features.	
4	FOOD; EXPERIENCES; INSTRUCTIONS Describing experiences; giving instructions	
5	TRAVEL; VACATIONS; PLANS Giving advice; describing things to do in a city; describing plans	
6	REQUESTS; COMPLAINTS; APOLOGIES Making requests; accepting/refusing requests; complaining; apologizing; giving advice	
7	GADGETS; MACHINES; APPLIANCES Describing what things are for; describing problems with things; suggesting causes for problems	

Table 5.5 (continued).

8	<p style="text-align: center;">HOLIDAYS; FESTIVALS; CUSTOMS</p> <p>Describing holidays, festivals, conventions, customs, and special events</p>	
9	<p style="text-align: center;">TIME; NARRATION</p> <p>Describing time periods; describing possibilities</p>	
10	<p style="text-align: center;">DESCRIPTIONS 1</p> <p>Description of people; dress and appearances; skills, abilities, qualities, jobs</p>	
11	<p style="text-align: center;">BUILDINGS; LANDMARKS; WORLD KNOWLEDGE</p> <p>Describing, counties, cities; hometowns; countries, people's characteristics etc.</p>	
12	<p style="text-align: center;">EXPERIENCES</p> <p>Talking about job experiences, memories etc.</p>	
13	<p style="text-align: center;">MOVIES and BOOKS; INTERESTS; ENTERTAINERS</p> <p>Describing movies, books, and people; comparison of persons, objects, places, etc.</p>	
14	<p style="text-align: center;">MEANINGS; PROVERBS; EXCUSES</p> <p>Giving definitions and explaining meanings; reporting what people say</p>	
15	<p style="text-align: center;">MONEY; HOPES; SUGGESTIONS; SPECULATIONS; PREDICAMENTS</p> <p>Suggestions, speculations, predicaments</p>	

Table 5.6: The Topics Suggested for Level C

MODULE/ UNIT NO:	TOPICS IN SYLLABUS 1	SPECIAL TOPICS IN SYLLABUS 2
1	LEARNING TO UNDERSTAND (TPR) Names; description of students; family; numbers; clothing; colors; objects in the classroom	<i>Interchange 1</i> presents grammar exercises as separate sections Additional grammar syllabus is not necessary.
2	STUDENTS IN THE CLASSROOM (TPR) Personal identification (name, address, telephone number, age sex, nationality, date of birth, marital status); description of school environment (identification, description and location of people and objects in the classroom, description and location of buildings); classes	
3	SHOPPING AND BUYING (TPR) (Money; prices; expenses; shopping etc.)	
4	LIKES AND DISLIKES (TPR) (Music; movies and TV programs; entertainers; invitations, dates and times)	
5	FAMILY AND FRIENDS (TPR) (Family and relatives; interesting people; activities)	
6	RECREATION AND LEISURE ACTIVITIES (TPR) (Favorite daily activities; holiday and vacation sports; physical fitness)	

Table 5.6. (continued)

7	<p style="text-align: center;">EXPERIENCES</p> <p>(Comparisons past events and today's situation; documentation, description of yesterday's activities; weekend events etc.)</p>	
8	<p style="text-align: center;">LOCATIONS</p> <p>(Cities and places; neighborhoods, houses and apartments; schools; hospitals; residences; household items etc.)</p>	
9	<p style="text-align: center;">DESCRIPTIONS 1</p> <p>(Description of people; dress and appearances; clothes; colors etc)</p>	
10	<p style="text-align: center;">NARRATION</p> <p>(Past experiences; unusual events, etc.)</p>	
11	<p style="text-align: center;">DESCRIPTIONS 2</p> <p>(Cities; hometowns; countries etc.)</p>	
12	<p style="text-align: center;">HEALTH, ILLNESSES and EMERGENCIES</p> <p>(Parts of the body; health; illnesses; medications; remedies etc.)</p>	
13	<p style="text-align: center;">PLANS, OBLIGATIONS and CAREERS</p> <p>(Immediate future plans, general future activities; obligations; hopes and desires; place of work; work activities; salary and money)</p>	
14	<p style="text-align: center;">DESCRIPTIONS 2</p> <p>(Comparison of persons , objects , places, etc.)</p>	
15	<p style="text-align: center;">COMMUNICATION</p> <p>(Messages; invitations; ordering; reservations, etc.)</p>	

5.3 The Sample Module (Module 24)

In the following sections, issues related with the 6-hour teaching sample module, Module 24 in Level A, are taken up with respect to the specific objectives of the module, specific objectives of the lessons in the module, the Students' Handouts, the Teachers' Manual and the piloting of the module.

5.3.1 Specific Objectives of the Sample Module

The modules in the program refer to the organization of the weekly (6-class hourly) activities. The specific objectives of the modules are therefore related to the topics in the lessons and the relationship among the lessons and activities. The objectives are not always expressed in terms of terminal behaviors, products, but more in terms of behaviors referring to processes involved in dealing with the language input. The specific objectives of the sample module are as follows:

In the module, students will;

1. read about tiredness
2. talk about tiredness
3. make translations from the reading text, Tiredness
4. engage in the grammar of the text
5. talk about a medical issue, relating tiredness to medical specialization
6. listen to a narration read by the teacher and take down notes
7. organize their notes and join a classroom story completion task
8. listen to a conversation between a doctor and a patient

9. answer comprehension questions about the conversation
10. talk about the conversation
11. search for and read about medical branches on the internet
12. write about medical branches
13. talk about medical branches

5.3.2 Specific Objectives of the Lessons

The specific objectives of the lessons refer to the individual activities done in the lesson. Each activity, naturally a sub-category of the specific objectives of the module, serves one or more of the general objectives of the suggested L2 teaching program. Table 5.7 shows the specific objectives of the lessons, their corresponding general objective numbers, the number of the lesson and the skill(s) emphasized.

Table 5.7: Specific Objectives of the Lessons in Module 24

NO	OBJECTIVE Students will	GENERAL COURSE OBJECTIVE	LESSON NO Skills
1	Discuss causes of tiredness	15	1 Speaking
2	translate parts of the reading text from English	23	1 Translation/Grammar
3	follow grammar instruction on V + V-ing, V-ing, V3 + Noun, V + to do stg.	25	1 Translation/Grammar
4	translate example sentences with grammar points	25	1 Translation/Grammar
5	ask for explanation of difficulty areas of grammar and vocabulary in the text	25	2 Reading/Grammar
6	discuss the effects of vitamins in our physical performance	15	2 Speaking
7	discuss chemical interaction of foods in the body	15	2 Speaking
8	Discuss allergy making substances	15	2 Speaking

Table 5.7 (continued)

9	Discuss medication for fatigue	15	2 Speaking
10	scan for information to fill in the blanks in the exercise	19	2 Reading
11	skim for information to fill in a chart	19	2 Reading
12	scan for information asked in Wh-questions	19	2 Reading
13	report and discuss answers	19	2 Speaking
14	listen to the teacher read another text about tiredness and take down notes	13	3 Listening/Writing
15	organize their notes and join a chain story completion task	15	3 Speaking
16.	read the text for pleasure after the classes	12	-
17	relate tiredness to medical branches	15	3 Speaking
18	listen to a conversation between a doctor and a patient and answer the comprehension questions	17&18	3 Listening
19	discuss the answers to the comprehension questions	15	3 Speaking
20	listen to the teacher review vocabulary items and take down notes	13	3 Listening
21	listen to the conversation again for meaning	17	3 Listening
22	search for information about branches in Medicine	22	4 Reading
23	search for information about the differences between related pairs of medical branches given in charts	22	4 Reading
24	find other pairs of related medical branches	22	4 Reading
25	take down notes about the requested information	21	4 Reading/Writing
26	organize notes and present a report to class	16 & 20	4 Writing/Speaking
27	join the discussion of medical branches	15	4 Speaking

5.3.3 The Students' Handouts

The written material given to the students is presented in this section. Suggestions for classroom events, transition between the lessons and activities and the answer keys are given in the Teachers' Manual in the following section.

5.3.3.1 Students' Handout 1

STUDENTS' HANDOUT 1 (Vocabulary, Grammar and Translation Practice)

Activity 1: Pay attention to the highlighted words and translate the sentences.

1. People trying desperately to **make a go of** a new business are natural victims.
2. Career women trying to function equally efficiently as wives and mothers are especially **liable to** be bad cases.
3. Bored, unhappy people express in every line of their bodies the negative emotions which are **draining** their energies.
4. This **slumped posture** will in turn affect their natural wellbeing.
5. If you still feel tired for much of the time, **down in spirits, listless**, low in energy, then you need help.
6. Muscles tire easily: the slightest exertion **leaves them worn out**.
7. Eat meat that is **trimmed of fat**.
8. Magnesium works **in tandem with** calcium.
9. The B complex vitamins cannot be **stockpiled** in our bodies.
10. Many drugs destroy B vitamins -antibiotics are particularly **lethal**.
11. If that **tired draggy** feeling comes back whenever you eat those foods, you will know you have allergy to them.
12. A gentle fragrant bath can help you **unwind** if you use a special bath oil.

Activity 2: Study the following grammar points and translate the examples.

1. **V + V-ing** You **wake** in the morning **feeling** low and listless.
 He **went** there **hoping** to find someone to talk to.

2. **V-ing , V3 + NOUN** **high-powered** executives, **slumped** posture,.....

caffeine-containing drinks,

hardworking answer

3. **V + to do sth.** You go to bed drained –**to** wake feeling unrefreshed.
The detective opened the door **to** see the room in ashes.

Activity 3: Translate the following passage. Follow the teacher give grammar and vocabulary explanations.

Everybody knows what it's like to be temporarily exhausted by a hard day at the office -or a burst of strenuous physical or mental activity -or a long day **running** a busy home and **looking after** small children.

But if you wake in the morning **feeling** low and listless at the thought of the day ahead -if you find **it hard to drive yourself through your routine tasks** -if by the end of the day you can't summon up enough energy to enjoy a pleasant evening -then you've got a problem.

It's called chronic fatigue -and it probably takes more **weary** people to their doctor than any other **ailment**.

Chronic fatigue takes the **zest** out of living. Everything is a little too much effort: a dozen tasks get put off endlessly to a tomorrow that never comes, when you'll feel energetic enough to tackle them; and you go to bed drained - to wake feeling unrefreshed.

Unhappiness is not a condition we wish upon ourselves. But boredom is often **self-inflicted** and can in the long run be more fatiguing, more debilitating, than months of driving overwork. If you're doing a job that really bores you - is there

honestly no alternative? Are you really stuck with it? If so, then you must make your leisure time work for you, to use up physical or mental energies **untapped** by your job: go for a run as soon as you get home, persuade a friend to go to evening classes with you and learn a skill **you've often wished you had**.

5.3.3.2 Students' Handout 2

STUDENTS' HANDOUT 2 (Reading Comprehension)

TIREDFNESS: *Questions and Answers*

1 Everybody knows what it's like to be temporarily exhausted by a hard day at the office -or a burst of strenuous physical or mental activity -or a long day running a busy home and looking after small children.

2 But if you wake in the morning feeling low and listless at the thought of the day ahead -if you find it hard to drive yourself through your routine tasks -if by the end of the day you can't summon up enough energy to enjoy a pleasant evening -then you've got a problem.

3 It's called chronic fatigue -and it probably takes more weary people to their doctor than any other ailment.

4 Chronic fatigue takes the zest out of living. Everything is a little too much effort: a dozen tasks get put off endlessly to a tomorrow that never comes, when you'll feel energetic enough to tackle them; and you go to bed drained - to wake feeling unrefreshed.

5 The most obvious cause of fatigue is overwork, almost inevitably coupled with acute stress: taking on tasks that are beyond your strength, going at them for too long, not getting enough breaks, going without holidays.

6 High-powered executives, students studying for exams, people trying desperately to make a go of a new business are natural victims. So are perfectionists who can't relax till the whole house is shiny clean, every shirt ironed, and a cooked meal waiting on the table. Career women trying to function equally efficiently as wives and mothers are specially liable to be bad cases.

7 If this is why you are fatigued, sit down and start working out which bits of your workload you could shed. Ask yourself what would happen if you were taken ill and had to be rushed to hospital. Would your business collapse -or your family starve and fall apart? Somebody else would do what you do, or it wouldn't get done. If somebody else can do the job, get them to do it once in a while, and

give yourself a break: learn to delegate. If it's a family who are your workload, even small children can be trained to do some household tasks regularly; they will enjoy the responsibility if it becomes their special job.

EMOTIONAL TIREDNESS

8 Western doctors are slowly rediscovering ancient medical wisdom: that mind and body and spirit cannot be separated, and that their interaction will powerfully affect your health.

9 People who love what they are doing, who are constantly stimulated and interested by their work, are almost never ill -whereas the bored employee may go down with a nasty cold every two or three weeks. Bored, unhappy people express in every line of their bodies the negative emotions which are draining their energies; they move listlessly, their shoulders sag, their back rounds. This slumped posture will in turn affect their natural wellbeing.

10 Unhappiness is not a condition we wish upon ourselves. But boredom is often self-inflicted and can in the long run be more fatiguing, more debilitating, than months of driving overwork. If you're doing a job that really bores you - is there honestly no alternative? Are you really stuck with it? If so, then you must make your leisure time work for you, to use up physical or mental energies untapped by your job: go for a run as soon as you get home, persuade a friend to go to evening classes with you and learn a skill you've often wished you had.

11 If you still feel tired for much of the time, down in spirits, listless, low in energy, then you need help. The first thing you should do is see your GP, who will give you a thorough physical check up to make sure that your tiredness is not a symptom of a more serious disorder.

ARE YOU ANAEMIC?

12 One of the first things he will check for is that you are not anaemic. Anaemia means a shortage of haemoglobin, the constituent of our blood which carries oxygen around the body. When haemoglobin is in short supply, every cell in our bodies may become low in oxygen, with a consequent loss of efficiency. Anaemic people look pale, complain of constant weariness, may suffer headaches, fever, a terrible lassitude. Muscles tire easily: the slightest exertion leaves them worn out. Since the iron which is the principal constituent of haemoglobin is also an essential factor in the body's immune system, anaemic people have a very low resistance to passing infection.

13 The best sources of iron are beef, chicken and fish, with liver the richest source of all; dark greens are excellent sources; so is wholemeal bread, dried fruit and nuts, brewers yeast.

14 But not all the iron you consume may be used; other items in the diet may stop your body absorbing it: some chemical additives, for instance, the phosphates added to icecream, soft drinks, most baked goods, and most processed foods. Drinking tea and coffee at the same meal will drastically reduce iron absorption, too. In USA studies it was shown that, when a single cup of coffee was consumed with a meal, iron absorbed from the food eaten dropped 30 per cent; a cup of tea reduced it by a startling 64 per cent. Vitamin C, on the other hand, aids iron absorption: in a Swedish study, people who drank a glass of orange juice with their breakfast absorbed two and a half times as much iron. So if you're addicted to your morning coffee -put off the pleasure until at least an hour after breakfast, and drink orange juice instead.

15 If you feel that mild iron deficiency could be your problem, look for an iron supplement in your local health food store. Better still, improve your diet by cutting down on sugar, fats, refined and processed foods. Eat wholemeal bread, brown rice, plenty of green vegetables, fresh fruit and salads, low-fat cheeses and yoghurt. Eat meat that's trimmed of fat and lightly grilled: chicken grilled or poached with vegetables; grilled or baked fish. And when you cook vegetables, eat them while they're still crisp and green before all the goodness is stewed out -and save the water you cooked them in for a soup or casserole: it's rich in the water-soluble vitamins and minerals that have drained into it.

16 A good healthy diet like this will ensure that you aren't deficient in other nutrients which are equally important in keeping up energy levels, and combating fatigue. High on this list are calcium and magnesium. Everybody knows that you can't have strong healthy bones and teeth without enough calcium. It's less well known that calcium is also essential to the muscles and nervous system. Low in calcium, you'll suffer from cramps, weakness, the jitters, insomnia.

17 Magnesium works in tandem with calcium -where calcium helps muscles contract, magnesium helps them relax, but it's essential to the healthy function of every single cell in your body. Good sources of calcium are milk, cheese, yoghurt and greens.

18 The B complex vitamins are essential for the healthy functioning of our brains, nervous systems, digestion and the conversion of carbohydrates into energy. They are water, not fat soluble, so they cannot be stockpiled in our bodies -we need fresh supplies daily. Sources of all the B complex are whole grains, liver, brewer's yeast, wheatgerm, sesame and sunflower seeds.

19 Many drugs destroy B vitamins as a side effect -antibiotics are particularly lethal -and hospitals on the Continent administering antibiotics make sure that the patients eat plenty of yoghurt for this

reason. A high intake of caffeine- containing drinks -tea, coffee, cola - destroys them; so does acute stress.

DANGER POINTS

20 Allergies - sensitivity to foods, drinks, or substances in our environment - are widespread today. If this is your case you can try working it out for yourself. Keep a daily diary of what you eat, and try dropping one at a time the foods you eat most often -dairy produce, wheat products like bread and cereals, particular fruits, coffee - for five days. If you feel considerably better, you may have identified your problem; and if that tired draggy feeling comes back when you start eating those foods again- you'll know you have.

POSITIVE ACTION

21 Exercise may be a hardworking answer to fatigue: afterwards, what could be nicer than to lie in a gentle fragrant bath for twenty minutes or so? This too, can help you unwind if you use one of the special bath-oils available, containing essential oils of specific plants. These plants contain active ingredients which are absorbed into your body through the skin while you lie in the bath, and can have a marked therapeutic effect.

Activity I. Discuss the following questions.

1. What are the causes of tiredness?
2. How do vitamins affect our physical performance?
3. How do chemicals we take from our food interact with each other in the body?
Do they affect their absorption in the body?
4. How can you practically determine a substance you are allergic to?
5. Have you ever gone to a doctor for fatigue?

Activity II. Read the text and complete the following sentences.

1. is the basic cause of fatigue.
2. One effective way of freeing yourself from overwork is to
- 3..... can become more harmful than overwork and unhappiness.
4. Anemic persons have in their blood.
5. Resistance to passing infections as the iron intake decreases.
6. Taking tea and coffee at the same time
7. Iron absorption is aided by
8. B complex vitamins are soluble.
9. Mainly destroy B vitamins.
10. A gentle fragrant bath may also have a effect on your body.

Activity III. Complete the chart with the information given in the passage.

SUBSTANCE	FOUND IN	SPECIAL FUNCTION	SHORTNESS CAUSES
IRON	<i>beef, chicken,</i>	<i>principal constituent of haemoglobin</i>	<i>anaemia, weariness,</i>
MAGNESIUM			
VITAMIN C			
B VITAMINS			
CALCIUM			
PHOSPHATES			
CAFFEINE			

Activity IV. Answer the following questions.

1. What are the causes of chronic fatigue?
2. Who are more prone to get the fatigue?
3. What suggestions are given to decrease the workload?
4. How does boredom affect our emotional well-being?
5. How can anemic people become energetic?
6. How do some substances stop our body absorbing iron?
7. Why is allergy included in the passage?
8. How does bathing help remove tiredness?

Activity V. Answer the following questions and discuss answers.

1. When a person always feels tired, what medical clinic should he go to?
A) Nephrology B) Endocrinology C) Microbiology D) Biochemistry
2. If the doctor decides to see the patient's blood count, what branch of medicine deals with the analysis of the blood of a possibly anemic person?
A) Biochemistry B) Microbiology C) Clinical Microbiology D) Biostatistics

5.3.3.3 Students' Handout 3

STUDENTS' HANDOUT 3

(Listening Comprehension, Note taking and Discussion)

- Activity 1:** Listen to the teacher read a text about being sick and tired and take down notes.
- Activity 2:** Organize your notes and join the discussion of the issues taken up in the narrative.
- Activity 3:** You will listen to the short conversation between the two speakers. At the end of the conversation, you will hear a third person ask questions about what was said. You will hear the conversation and question about it only once. Therefore, you must listen carefully to understand what each speaker says. After you hear the conversation and the question about it, read the four possible answers and decide which one is the best answer to the questions you heard.

Question 1.

- A) She is a physician
- B) She is a psychiatrist.
- C) She is a physicist.
- D) She is a psychologist.

Question 2.

- A) He has always known that stress causes the headaches and dizzy spells he is having.
- B) He thinks he has a more serious problem than what the doctor says.
- C) He has not been working overtime lately.
- D) He is about to quit his job.

Question 3.

- A) To take some of his work home.
- B) Only after the examination can he learn what causes the headaches and dizzy spells.
- C) To take it easy for some time.
- D) To eat more quickly and spend some of his time watching TV.

Question 4.

- A) Do not become a manager.
- B) Always see a doctor when you have headaches.
- C) Don't drive to work; take a public vehicle instead.
- D) Too much overtime and responsibility may give you physical distress.

Question 5.

- A) He will retire
- B) He will be seriously ill.
- C) He will feel even better.
- D) Nothing ever will happen to him.

Activity 4: Listen to the conversation again and discuss answers.

5.3.3.4 Students' Handout 4

STUDENTS' HANDOUT 4 (*Web search, Writing, Discussion*)

Continuous Specialization in Medicine and Resulting Branches and Sub-Branched

I. INTRODUCTION:

Medical specialization is especially observed in the emergence of sub-branches, which later seem to develop into individual medical branches of their own. As each relatively general branch divides into specific branches, the general branch may either be called with its former name or new subdivisions replace the general practice leaving it as an umbrella term for the broader medical area. However, in cases where the general branch is still practiced, to the uninformed observer, there seems to be a need for the clarification of the scope of each specialization area together with the more general one.

II. ACTIVITIES

1. Search on the internet and gather information about the following couples of medical branches and sub-branches.
2. Write, in short, the scope of each field and major differences between them.
3. If you find any further sub-divisions of the given branches write their names and concise information to the space left.
4. Get prepared to present the class the information you gathered.
5. Write the address of one of the internet sites you find helpful in your search for each of the branches you searched for and contribute to the improvement of our "English Med-Web List".

MEDICAL BRANCH Web site?	SCOPE	FURTHER SUBDIVISIONS
Rheumatology		
Hydroclimatology		

Neurology		
Neurosurgery		

Radiology		
Radiooncology		

Biochemistry		
Microbiology		

Cardiology		
Cardiovascular Surgery		

Urology		
Nephrology		

General Surgery		
Thoracic Surgery		

Oncology		
Hematology		

Nuclear Medicine		
..... (Related Branch?)		

..... (Branch ?)		
..... (Related Branch?)		

Lesson 2 (2nd class hour): Reading (Student Handout 2)

Activity I

- Have the students answer the questions in Activity I and discuss answers
- Tell the students to read the questions in Activity II and explain any difficulties.

- Tell the students that they should only try to understand the text and that you are ready to help them with anything (vocabulary, grammar, etc)

Activity II

- Have the students read the text and fill in the blanks in Activity II

- Go over the answers.

Answer Key to Activity II

1. Overwork is the basic cause of fatigue.
2. One effective way of freeing yourself from overwork is todelegate.....
3.Boredom..... can become more harmful than overwork and unhappiness.
4. Anemic persons haveless hemoglobin..... in their blood.
5. Resistance to passing infectionsdecreases..... as the iron intake decreases.
6. Taking tea and coffee at the same timereduces iron absorption
7. Iron absorption is aided byVitamin C..... .
8. B complex vitamins arewater..... soluble.
9. Mainlyantibiotics and caffeine..... destroy B vitamins.
10. A gentle fragrant bath may also have atherapeutic..... effect on your body.

(3rd class hour)

Activity III

- Have the students read the question in Activity III
- Have them read the text again and fill in the chart.
- Discuss the answers

Answer Key to Activity III

SUBSTANCE	FOUND IN	SPECIAL FUNCTION	SHORTNESS CAUSES
IRON	beef, chicken, fish, liver, dark greens, wholemeal bread, dried fruit, nuts, brewers yeast, brown rice, low fat cheeses, yoghurt	principal constituent of haemoglobin, essential to immune system	anaemia, weariness, fever, headaches
MAGNESIUM	*(not mentioned)	essential to every single cell, make muscles relax	* fatigue
VITAMIN C	* Orange juice	* aids iron absorption	*(not mentioned)
B Complex VITAMINS	whole grain, liver, brewer's yeast, wheat germ, sesame, sunflower seed	Essential for brain, nervous system, digestion, conversion of carbohydrates to energy	not healthily functioning of brain, nervous system, digestion
CALCIUM	milk, cheese, yoghurt, greens	essential to muscles, make muscles contract	Cramps, weakness, jitters, insomnia
PHOSPHATES	Icecream, soft drinks, baked goods, processed foods	Stop your body absorbing iron	*(not mentioned)
CAFFEINE	tea, coffee, cola	*(not mentioned)	*(not mentioned)

* Here, you may ask the students to search for the information not mentioned or partially mentioned in the text as homework and review the answers as an extra activity sometime next week.

Activity IV

- Have the students read the questions in Activity IV.
- Have the students go over the text again and answer the questions.
- Review the answers.

Answer Key to Activity IV

1. *What are the causes of chronic fatigue?*

Overwork, acute stress, boredom, unhappiness, anemia, and allergies

2. *Who are more prone to get the fatigue?*

High-powered executives, students studying for exams, people desperately going after a new business and career women

3. *What suggestions are given to decrease the workload?*

Let someone else do the work for you (delegate)

4. *How does boredom affect a person's natural wellbeing?*

Negative emotions drain his/her energies, they move listlessly, their shoulders sag, their back rounds and in the end they become unhappy.

5. *How can anemic people become energetic?*

Anemic people can become energetic by following a good healthy diet.

6. *How do some substances stop our body absorbing iron?*

Some substances stop the body absorbing iron. For example, some chemical additives like phosphates and drinking tea and coffee at the same meal will drastically reduce iron absorption.

7. *Why is allergy included in the passage?*

Because allergies may be the causes of chronic fatigue as well.

8. *How does bathing help remove tiredness?*

It helps you unwind especially if you use one of the special bath-oils available which are absorbed through the skin. This positive effect is called therapeutic effect.

Activity V

- Have the students answer the questions in Activity V.

Since the students are new in medical area they may not have the right answers.

Here, you may draw attention to the related medical branches such as:
 neurology and neurosurgery,
 urology and nephrology,
 cardiology and cardiovascular surgery

- Tell the students that there is a very interesting way to learn more about related medical branches.
- Tell them that the answer is hidden in the computer.

Lesson 3 (4th class hour): Listening Comprehension, note taking, exam practice
(Student Handout 3)

- Tell the students that you have another text about tiredness.
- Have the students take down notes as you read the text to them.
- Have the students go over their notes.
- Have the students read from their notes and help each other complete the text. (chain story completion task)
- Give the text to the students.
(Students are expected to read the text after the classes)

The Script of the Text the Teacher will Read Aloud

I will read an article about tiredness taken from *Time* magazine, dated August, 1999. Listen carefully and take down notes.

Sick and tired?

Sure, life is hectic. But fatigue can signal a treatable illness. Here's what to watch for :

You know you're exhausted when you put the newspaper in the refrigerator and pour orange juice In your cereal, as I did once after a series of trying late-night deadlines. But sometimes being tired means there's something wrong with your body, not just your schedule. Three months after a friend of mine noticed she could no longer keep up with her husband on their morning walk, she was .diagnosed with colon cancer. "I was lucky;" she says. Her doctors removed the tumor, and 12 years later she is still free of cancer. "I realize now that the fatigue was the first sign that something was wrong," she says.

It's not only cancer that can be at the root of fatigue. The sense that you're run down all the time can signal a host of undetected ailments, from gum disease and sinus infection to anemia and multiple sclerosis. Not every ailment can be cured, but many can be treated.

The problem is, most of us don't take fatigue seriously enough to do anything more than complain about it to each other. Or we worry, sometimes with reason, that if the source of our malaise isn't obvious after a few blood tests, our physicians will consider us hypochondriacs and malingerers.

One survey found that 25% of patients in doctors' offices were so tired that their condition interfered with their normal activities but that only half of them actually talked to their physician about it.

In an effort to alert people to the risk of ignoring unexplained fatigue, the American College of Physicians-American Society of Internal Medicine is launching an educational campaign this week that will highlight three of the more common medical causes: thyroid disorders, depression and sleep apnea (a condition often characterized by snoring). "Baby boomers especially want to blame everything on their environment-their jobs, their kids, the stress of living in the '90s," says Dr. Sandra Adamson Fryhofer, who has just been elected president of the organization. But, she adds, you have to be alert to other possibilities as well, particularly after age 40.

Although your situation may differ, here are some general signs that you're not just tired but sick too:

*Your exhaustion comes on suddenly and persists over a few weeks or months.

*You're worn out for no apparent reason for two or more weeks and have trouble keeping up your usual routine.

*Commonsense remedies, such as getting more sleep, going on vacation or cutting back on alcohol and caffeine, don't make you feel any better.

Most important, you need to find a medical professional who has the time and inclination to get to the bottom of your problem. "Fatigue is so common, many doctors treat it like background noise," says Dr. Benjamin Natelson, a neurosciences expert at the University of Medicine and Dentistry-New Jersey Medical School, in Newark, N.J., and the author of *Facing and Fighting Fatigue* (Yale University Press, \$15.95). But even if your physician can't pinpoint a specific reason for your fatigue, there are ways to manage it. For instance, Natelson has found, somewhat to his surprise, that gentle conditioning exercises such as tai chi help some of his patients with chronic-fatigue syndrome. Similar results have been reported for folks being treated for cancer and long-term hepatitis infections. So don't assume fatigue is normal. You might be giving up your best chance for finding relief.

- Tell the students that they will hear a conversation.
- Have them read the explanation for the activity.
- Have the students listen to the text.
- Discuss answers and have the students listen to the text again.
- Ask and give explanations for vocabulary items in the conversation.

Answer Key to the Listening Comprehension Exercise

1. A 2. B 3. C 4. D 5. B

Tape Script

- W: From what you tell me, Mr. Yule, you're suffering from one of the commonest causes of ill-health today.
- M: What is it, doctor? Is it something fatal?
- W: Oh, no, Mr. Yule. It is stress I am talking about.
- M: Stress?
- W: Yes. Your examination shows that physically there's nothing wrong with you.
- M: But what about those headaches and dizzy spells I have been having?
- W: They are simply nature's way of protesting or her way of telling you to slow down.
- M: But, doctor, how can I have stress? I'm not particularly worried about anything.
- W: Not about any precise thing, perhaps, but you work fairly long hours and I imagine you have a good deal of responsibility in your work as a manager.
- M: Well- yes, I suppose so.
- W: Do you take a lot of work home, or have you got the strength of mind to leave it where it is and forget about it till next day?
- M: I take work home sometimes, when we're extra busy.
- W: And rush your evening meal so that you can get down to it while the rest of the family watching television, and get up in the morning and drive thirty miles to your office. With all the tension and aggravation that causes. You'll have to learn to slow down, Mr. Yule, have a bit more relaxation, or you'll be really ill.
- M: All right, Doctor. I'll try, but it won't be easy.

46. What is the woman's job?

- A) She is a physician.
- B) She is a psychiatrist.
- C) She is a physicist.
- D) She is a psychologist.

47. What do we learn about the man?
- A) He has always known that stress causes the headaches and dizzy spells he is having.
 - B) He thinks he has a more serious problem than what the doctor says.
 - C) He has not been working overtime lately.
 - D) He is about to quit his job.
48. What is the man told?
- A) To take some of his work home.
 - B) Only after the examination can he learn what causes the headaches and dizzy spells
 - C) To take it easy for some time.
 - D) To eat more quickly and spend some of his time watching TV.
49. What lesson can be learned from this conversation?
- A. Do not become a manager.
 - B. Always see a doctor when you have headaches.
 - C. Don't drive to work; take a public vehicle instead.
 - D. Too much overtime and responsibility may give you physical distress.
50. What will happen if Mr. Yule does not take the woman's advice?
- A. He will retire.
 - B. He will be seriously ill.
 - C. He will feel even better.
 - D. Nothing ever will happen to him.

Lesson 4 (5th class hour): Reading, writing, speaking (in the computer lab.)
(Student Handout 4)

- Draw attention to the similar medical branches again.
- Remind the students that you said the answer was hidden in the computer.
- Distribute the handouts for the activities in the computer lab.
- Ask the students to read the activities and questions.
- Have the students make a Web search on the internet sites and fill in the charts and answer the questions.

(6th class hour)

- Have the students revise their answers

- Have the students write reports about the similar medical branches
- Have the students discuss their answers

5.3.5 Piloting of the Sample Module

Three teachers in A classes, who previously reported that they mostly followed Natural Approach in their teaching, joined the piloting of the sample module. Piloting in the B or C class was not possible because of the time limitations for teacher training and the teacher's health problems.

5.3.5.1 Results Concerning the Piloting of the Suggested Program

The students and the teachers who piloted the sample module of the suggested program in the A classes indicated positive remarks about the module (see Appendix C and F). The question in Section III that asked them to compare the old form and the new one showed that students rank the program as 7.8 (mean) as compared to the previous program's 5. The teachers think the new design deserves 8.1. As for the nine statements about the lessons, the students' and the teachers' responses were very similar, as shown in Figure 5.2.

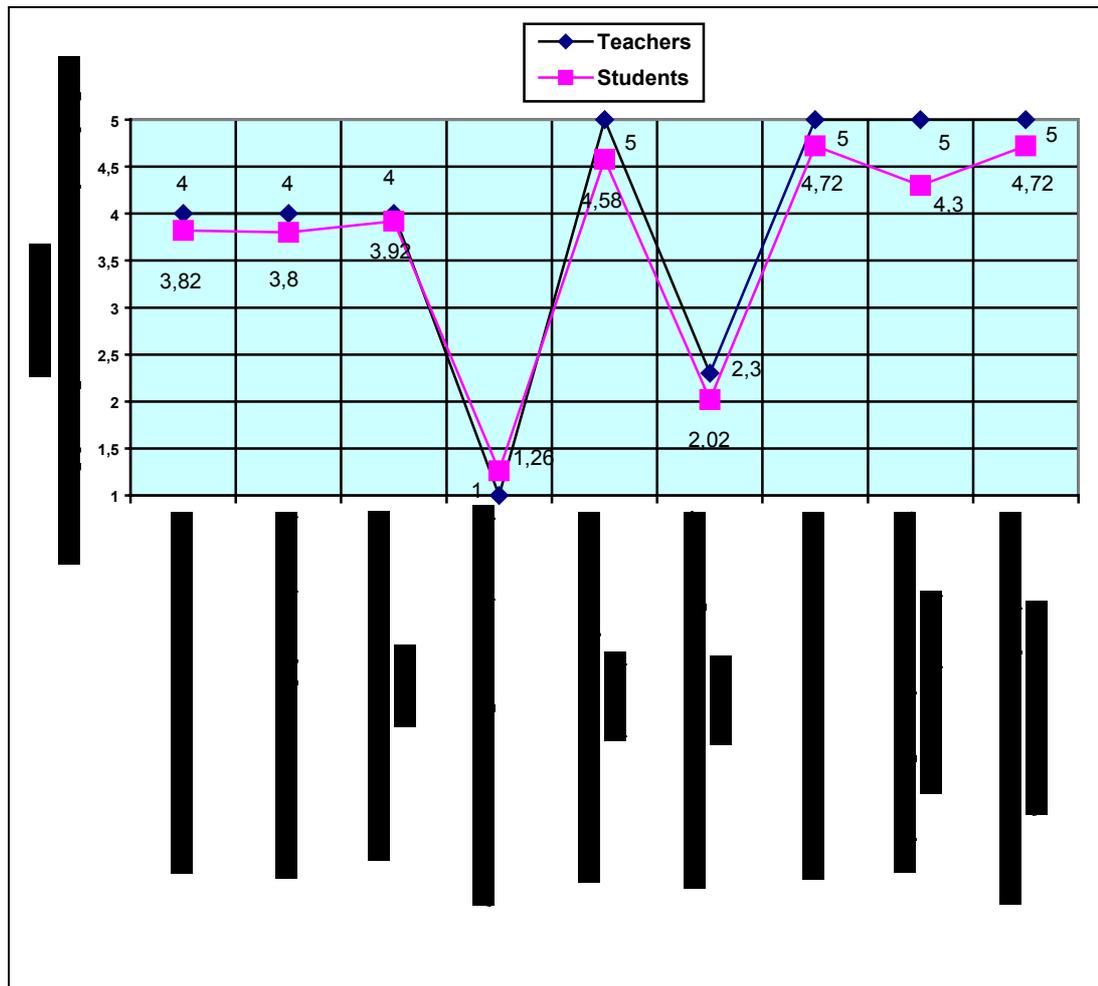


Figure 5.2: The students' and teachers' comments about the sample module.

As for Item 10 in Students' Questionnaire II, 40 students out of 50 (80%) report that they will not listen to or read the text again at their leisure time. This is most probably due to the heavy academic load on the students. In fact, the following week, the researcher and the other two teachers asked the students in class why they reported that they did not want to go over the texts again. The teachers reported the following conclusive remarks as probable causes of students' unwillingness to deal with the texts studied in class again:

- * The students feel they are often short of time.
- * They do not want to deal with the same text again.

The students' additional comments are as given below:

1. More time should be spent in the computer lab (n=21)
2. We must be free to choose our own topics in the computer lab (n=16)
3. I liked the translation activity very much (n=11)
4. Topics about current issues other than medicine may be more interesting. (n=8)

As for the teachers' evaluation of the sample module, all of the three teachers reported that they found the students' level of participation higher than it was before (Item 10, mean=5). One other pleasing result is that all of the seven teachers in the department indicated that they volunteered to contribute to the production of similar course materials (Item 11, mean=5).

Section II in the questionnaire was given not only to the three teachers who joined the piloting but to the remaining four teachers as well. Their additional

comments after the examination of the general design of the program and the sample module are as follows:

1. There may be flexibility to introduce non-medical topics from time to time (n=3).
2. I find the organization very good; I think students will be more interested in the lessons this way (n=3).

5.3.5.2 Reply to the Additional Comments about the Sample Module

Some of the students' additional comments that are listed previously are taken up and replied in line with the theoretical orientation taken in this study.

Comment 1: More time should be spent in the computer lab (n=21)

This comment may be related to the natural desire to be free. For the fact that students are on their own dealing with the topic in the computer lab, they are likely to prefer the computer laboratories. Still, further investigation is needed for the actual reasons for their desire to spend more time in the computer laboratories.

Comment 2: We must be free to choose our own topics in the computer lab (n=16)

Again, this may be the reflection of the desire to be free. This demand cannot be completely met because students will also be held responsible for the texts they study on the computer. However, the degree of control over the students may vary depending on the kind of topic and the activity the teacher brings into the class. Moreover, students are free to use the computer labs from 6 to 10:30 p.m. after the classes, which gives them enough time to do free surf on the internet.

Comment 3: I liked the translation activity very much (n=11)

Students' enjoyment of the translation activity as part of Syllabus 2 is very satisfactory for the researcher. The translation activity together with vocabulary and grammar explanations was presented without forcing the students to produce the taught grammar and vocabulary items. This translation activity coupled with conscious grammar teaching is not only beneficial for conscious learning (in the form of grammar teaching) but also for subconscious acquisition because it finally leads to the comprehension of the language input, the translated text.

Comment 4: Topics about current issues other than medicine may be more interesting. (n=8)

Three of the teachers in the study also indicated that non-medical subjects might as well be introduced from time to time. Although the suggested program is designed with medical topics, it actually welcomes any language input with topics and activities that students will be interested in. The weekly teacher meetings at the implementation phase of the program can be used for the selection of language material with topics about current issues of the day and relevant activities can be planned accordingly.

CHAPTER VI

CONCLUSION

6.0 Introduction

This chapter has two sections: summary and suggestions for further research. A brief review of the study is given in the summary section, and issues that could be dealt with in future studies are mentioned in the suggestions for further research section.

6.1 Summary

The discussion of the two approaches to L2 teaching and learning, one regarding it as similar to the other general human learning processes and the other accepting it as a unique process different from the others, is reduced to the discussion of the basic differences between the PPP approach and NIP view in this dissertation for the purposes of practicality. In fact, this distinction between the two approaches is observed not only at level of classroom teaching but at the design level as well. The syllabus route, for example, exemplifies the trend where a predetermined syllabus dominates the implementation of the program. The so-called linguistically-based, ends-driven, product oriented and Type A designs on this route all share the PPP view that language items graded from simple to complex can be internalized through presentation and practice.

The instructional theory route, on the other hand, incorporating the results of the second language acquisition research, dwells more on the processes of language

acquisition than selecting and grading of linguistic elements in their design. Among the approaches to course design in this trend, also known as the psycholinguistically-based design, are means-driven, type B, process-oriented, topic-based, task-based, content-based, and procedural. The Monitor Model as one of the most outstanding theories of L2 learning on this route is taken as the theoretical position in the approach to the design of the L2 program suggested in this study. The model's significance lies in the distinction made between the conscious learning and subconscious acquisition. In the model, subconscious acquisition is regarded as more valuable for development of language learning while conscious learning is claimed to have lesser degree of importance. Comprehensible input being the crucial element in subconscious acquisition, conscious learning of grammar rules is seen beneficial only when it aids comprehension and when it is used as an editor. Therefore, this distinction reflected in NIP view is followed throughout the preparation of this study.

The study has two purposes: to evaluate the present language teaching program at Gülhane Military Medical Academy together with a needs assessment and to suggest a language teaching program for Phase 1. The data used in the evaluation of the present program, in the assessment of needs and the preliminary evaluation of the piloted module were collected from 230 students, 7 doctors and 25 doctors via 6 different data collection instruments. The significance of the study lies in the selection of NIP view or Monitor model as the theoretical approach to L2 teaching. Another significance is the collection of the data not only from the target

group, the students, but from the doctors, the professionals in the field of medicine, as well.

Broadly speaking, the analysis of the data showed that students favor speaking and listening skills while doctors think that reading and writing skills are more important. To understand medical material and to talk to foreigners were among the significant students' goals. By considering institutional goals, students' goals and needs in professional life in medicine, a new language teaching program designed in weekly modules was suggested. The new program focusing primarily on reading and listening comprehension activities together with the integration of speaking and writing activities is suggested for three levels as A (advanced), B (intermediate) and C (beginner).

For classes at Level A, which the majority of the students attend, a topic-based process oriented syllabus is proposed with newly developed course materials. The new materials suggested for use in these classes consist of medical reading and listening materials selected from a variety of available resources. Activities for the newly developed materials are organized around 6-hour or weekly modules.

For B and C levels, *Interchange 1* and *Interchange 2* are suggested on condition that teachers provide more language input from *Follow Me* video series, *Day By Day* and from other available materials.

In each of the three levels almost no effort will be spent for practice or rehearsal of the grammar items. Grammar instruction will only serve the purpose of

making language input comprehensible. Syllabus 2, the conscious learning syllabus, is designed in a way to supplement Syllabus 1.

A sample module was prepared for Level A for which the newly prepared materials are suggested. The sample module was piloted in three classes and preliminary quantitative and qualitative data were collected for the evaluation of the module. The results of the data gathered from the students and the teachers showed that the sample module was better than the previous form of the lessons.

Although the suggested program is designed for use in Phase 1, it is thought to be applicable for Phase 2 and Phase 3 as well. In fact, the curriculum and course design models developed give guidelines as regards the processes involved in the design and implementation of a program. Therefore, the program designer's major duty in forming similar syllabuses for Phase 2 and Phase 3 is to determine the specific course objectives for each phase and select or design course materials for use in classes at different levels by taking into account the materials used in the previous years.

6.2. Implications for Further Research

In this study, the importance of a comprehensive theory of language learning in L2 teaching is emphasized. The Monitor Model, also called Monitor theory, NIP view and Input Hypothesis is chosen, since the principles of the theory are based on second language acquisition research. Although the study is supposed to be strong with respect to the L2 learning theory followed and with respect to the procedures

followed in the preparation of the suggested language teaching program, it is not without weaknesses.

One weakness of the study is its heavy reliance on the Monitor Model. The efficiency of the other orientations in the learning environment in this study is still to be tested. Moreover, ongoing research in L2 acquisition may help emerge new theories with a stronger and more effective approach to classroom language learning than the one followed here.

Another weakness of the study relates to the properties of the suggested language teaching program. The positive remarks gathered after the piloting of the module designed for the advanced level do not guarantee its efficiency in actual implementation through the year. Yet, the results gathered through the piloting depended on the lessons based on only the researcher's design. The prospective teachers who actually implement the program would expectedly enrich the qualitative nature of the individual activities in the lessons as well as the contents of the modules, thus improving the efficiency of the whole program (Johnstone, 1997; Guariento & Morley, 2001; Oh, 2001).

Keeping the distinction made between the focus on form and focus on meaning in the administration of the lessons, future teachers may as well try more effective ways of improving grammar knowledge and the learned competence in general, within the given or less time (Ellis, 1995; Fotos, 1991; 1994; Hutchinson & Klepac, 1982). The immediate problems that may be encountered during the actual

implementation will have to be analyzed and due manipulations and improvements may need to be done in order to ensure its efficiency.

Still, the suggested program is to be fully evaluated after being implemented for one or more academic years. Comparisons of the students' scores on proficiency tests like TOEFL at the beginning and end of each academic year and observations of differences in their scores through subsequent years may give quantitative evidence about the success or failure of the implementation of the suggested program. Furthermore, a lot of classroom research may also be done analyzing and evaluating the classroom events the participants of the program will have experienced. These research studies may contribute to the accumulation of research in SLA and, more practically, contribute to the formation of better L2 programs in similar learning environments.

Finally, one wonders whether, in the future, today's so-called modern and more effective approaches would be mentioned as yesterday's traditional and less effective models as a result of ongoing research into the secrets of L2 acquisition, just as White (1988:59) once criticized the old custom which is also disparaged throughout this dissertation:

... the accumulation of research in SLA may result in the evolution of new criteria for organizing language input to learners to avoid some of the learning problems which appear to have risen from syllabuses planned according to traditional criteria for structural sequencing.

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APPENDICES

APPENDIX A

Students' Questionnaire I, Original Form in Turkish

ÖĞRENCİ ANKET FORMU

Bu anket sizlerin okulumuzdaki İngilizce dersleri hakkındaki görüş ve ihtiyaçlarınızı belirlemek amacıyla hazırlanmıştır. Sorulara vereceğiniz cevaplar fakültemizdeki İngilizce derslerinin daha iyi bir seviyeye getirilmesine katkıda bulunacaktır. Ankete katıldığınız için teşekkür ederim.

1. BÖLÜM

GENEL BİLGİLER

Kendinizle ilgili doğru bilgiyi yazınız ya da uygun seçeneği işaretleyiniz.

1. SINIF :
2. CİNSİYETİNİZ : Erkek (....) Kız (....)
3. YAŞINIZ :
4. UYRUĞUNUZ: TC () Diğer () Belirtiniz:.....
5. HAZIRLIK SINIFI OKUDUNUZ MU? Evet (....) Hayır (....)
6. MEZUN OLDUĞUNUZ LİSE: Askeri Lise (....)
Diğer (....) Belirtiniz
7. Derslerden sonra İngilizce çalışıyor musunuz ? Evet (....) Hayır (....)
8. Cevabınız Evet ise her gün ortalama kaç saat İngilizce çalışıyorsunuz?
Bir saatten az (....) Belirtiniz
Bir saatten fazla (....) Belirtiniz
9. Okuldaki İngilizce derslerinde en çok geliştirdiğinizi düşündüğünüz iki beceriyi işaretleyiniz
Dinleme (....)
Okuma (....)
Yazma (....)
Konuşma (....)
10. Sizce geliştirilmesi gereken en önemli iki dil becerisini işaretleyiniz.
Dinleme (....)
Okuma (....)
Yazma (....)
Konuşma (....)

2. BÖLÜM

Aşağıdaki cümlelerle ilgili düşüncelerinizi (5 ten 1 e kadar) belirtiniz. Her cümle için sadece bir tane şık işaretleyiniz.

5= Tamamıyla katılıyorum 4= Katılıyorum 3= Kararsızım 2=Katılmıyorum 1=Hiç katılmıyorum

		Tamamıyla katılıyorum	Katılıyorum	Kararsızım	Katılmıyorum	Hiç katılmıyorum
I. AMAÇLAR						
1	İngilizce mesleğim için gereklidir.	5	4	3	2	1
2	İngilizce'yi tıbbi yayınları (kitap, dergi, makale, doküman vs.) anlamak için çalışıyorum	5	4	3	2	1
3	İngilizce'yi tıbbi yayınları tercüme etmek için çalışıyorum	5	4	3	2	1
4	İngilizce'yi yabancılarla konuşmak için çalışıyorum.	5	4	3	2	1
5	İngilizce'yi TUS sınavında başarılı olabilmek için çalışıyorum.	5	4	3	2	1
6	İngilizce'yi İngilizce verilen ders ve konferansları anlamak için çalışıyorum.	5	4	3	2	1
7	İngilizce'yi KPDS'den yüksek not almak için çalışıyorum.	5	4	3	2	1
8	İngilizce'yi İngilizce dersi sınavlarından geçer not almak için çalışıyorum.	5	4	3	2	1
9	İngilizce'yi hoşuma gittiği için çalışıyorum.	5	4	3	2	1
10	İngilizce'yi internet sitelerinden daha iyi faydalanmak için çalışıyorum.	5	4	3	2	1
11	İngilizce'yi meslek hayatımda yurt dışı görev alabilmek için çalışıyorum.	5	4	3	2	1
12	İngilizce'yi akıcı konuşmak isterim.	5	4	3	2	1
13	İngilizce yazılı tıbbi materyali anlamak istiyorum.	5	4	3	2	1
14	İngilizce'den tercüme yapabilmeyi istiyorum.	5	4	3	2	1
15	İngilizce iyi yazı yazabilmeyi istiyorum.	5	4	3	2	1
16	İngilizce'nin gramerini iyi bilmek istiyorum.	5	4	3	2	1
17	İngilizce derslerinin hedef ve programlarını biliyorum.	5	4	3	2	1
II. DERS KİTAPLARI VE DİL ÖĞRETİM ARAÇLARI						
1	Kitapları kolaylıkla elde edebiliyorum	5	4	3	2	1
2	Derste kullanılan kitaplar faydalıdır.	5	4	3	2	1
3	Ders kitaplarındaki konu ve alıştırmaları takip etmek eğlenceli.	5	4	3	2	1
4	Alıştırmalar benim amaçlarıma uygun.	5	4	3	2	1
5	Kitaplarda çok çeşitli ve ilginç alıştırmalar var.	5	4	3	2	1

		Tamamıyla katılıyorum	Katılıyorum	Kararsızım	Katılmıyorum	Hiç katılmıyorum
6	Kitaplardaki dili kolaylıkla anlayabiliyorum.	5	4	3	2	1
7	Kitaplardaki konular ilgimi çekiyor.	5	4	3	2	1
8	Öğretmen derslerde yardımcı materyal ve alıştırmalar kullanıyor.	5	4	3	2	1
9	Ses düzeni dinleme çalışmaları için yeterli kalitededir.	5	4	3	2	1
10	Laboratuvarları yeterli buluyorum.	5	4	3	2	1
11	Video kasetlerinin içeriği ilginç ve çeşitli.	5	4	3	2	1
12	Dershanelerde yabancı TV kanallarını izleyerek de dil çalışması yapmak isterim.	5	4	3	2	1
13	Yardımcı malzeme olarak tepegöz kullanılmaktadır.	5	4	3	2	1
14	Yardımcı materyal olarak fotokopi edilmiş değişik kaynaklar kullanılmaktadır.	5	4	3	2	1
15	Yardımcı materyal olarak değişik kaynaklardan dinleme materyali kullanılmaktadır.	5	4	3	2	1
III. DERS İŞLENİŞ METODU, ÖĞRETMENLER ve AKTİVİTELER						
1.	Derste kullanılan metodu beğeniyorum.	5	4	3	2	1
2.	Temel olarak kitaba bağlı bir metot izleniyor.	5	4	3	2	1
3.	Ağırlıklı olarak gramer eğitimi uygulanıyor.	5	4	3	2	1
4.	Okuma ve anlama becerisine ağırlık veriliyor.	5	4	3	2	1
5.	Kelime öğretimine ağırlık veriliyor.	5	4	3	2	1
6.	Konuşma becerisine ağırlık veriliyor.	5	4	3	2	1
7.	Dinleme ve anlama becerisine ağırlık veriliyor.	5	4	3	2	1
8.	Tercüme üzerine ağırlık veriliyor.	5	4	3	2	1
9.	Sınıfta bireysel çalışmalar yapıyoruz.	5	4	3	2	1
10.	Sınıfta ikili çalışmalar yapıyoruz.	5	4	3	2	1
11.	Sınıfta grup çalışmaları yapıyoruz.	5	4	3	2	1
12.	Öğretmen bizi derse katılmaya zorluyor.	5	4	3	2	1
13.	Öğretmen zor konuları kendisi açıklıyor.	5	4	3	2	1
14.	Sınıfın tek hakimi öğretmen.	5	4	3	2	1
15.	Sınıfta çok gergin bir ortam var.	5	4	3	2	1
16.	Sınıfta hata yapmaktan korkuyorum.	5	4	3	2	1

		Tamamıyla katılıyorum	Katılıyorum	Kararsızım	Katılmıyorum	Hiç katılmıyorum
17.	Öğretmen konuşma hatalarımızı her zaman düzeltiyor.	5	4	3	2	1
18.	Hataların düzeltilmesini faydalı buluyorum.	5	4	3	2	1
19.	Hatalarımın düzeltilmesi beni rahatsız ediyor.	5	4	3	2	1
20.	Öğretmen kitaptaki metodun dışına çıkmıyor.	5	4	3	2	1
21.	Öğretmen derslere düzenli olarak giriyor.	5	4	3	2	1
22.	Öğretmen derste ağırlıklı olarak İngilizce konuşuyor.	5	4	3	2	1
23.	Öğretmen arkadaşça bir tutum sergiliyor.	5	4	3	2	1
24.	Öğretmen derse iyi hazırlanmış olarak geliyor.	5	4	3	2	1
25.	Öğretmen hiç ödev vermiyor.	5	4	3	2	1
26.	Ödevleri faydalı buluyorum.	5	4	3	2	1
27.	Gramere ağırlık verilmesini faydalı buluyorum.	5	4	3	2	1
28.	Gramerden çok konunun anlaşılmasına ağırlık verilmesini faydalı buluyorum.	5	4	3	2	1
29.	Orijinal ve gerçek hayattan alınma materyaller ilgimi çekiyor.	5	4	3	2	1
30.	Konuşmaya zorlanırsam İngilizcem gelişir.	5	4	3	2	1
31.	Kitaptaki alıştırmaları yaparken sıkılıyorum.	5	4	3	2	1
32.	Dil çalışmaları ilginç olursa daha iyi öğrenirim.	5	4	3	2	1
33.	Dersteki konular tıpla ilgili olunca ilgimi çekiyor.	5	4	3	2	1
34.	Konular çok çeşitli olunca ilgimi çekiyor.	5	4	3	2	1
35.	Beni zorlayacak bir hedef verilince ilgimi çekiyor.	5	4	3	2	1
IV. ORTAM						
1.	Sınıflar kalabalık.	5	4	3	2	1
2.	Sınıftaki oturaklar rahat.	5	4	3	2	1
3.	Laboratuarlardaki sandalyeler rahat.	5	4	3	2	1
4.	Isıtma yeterli.	5	4	3	2	1
5.	Aydınlatma yeterli.	5	4	3	2	1
6.	Oturma düzeni uygundur.	5	4	3	2	1

		Tamamıyla katılıyorum	Katılıyorum	Kararsızım	Katılmıyorum	Hiç katılmıyorum
V. DERS PROGRAMI						
1.	Ders saatlerini yeterli buluyorum.	5	4	3	2	1
2.	Ders saatleri artırılmalıdır.	5	4	3	2	1
3.	Ders saatleri azaltılmalıdır.	5	4	3	2	1
4.	Derslere devam durumu sıkı takip edilmektedir.	5	4	3	2	1
5.	Ders saatlerinin haftalık dağılımı iyidir.	5	4	3	2	1
VI. DEĞERLENDİRME						
1.	Sınavlar derste öğretilenleri kapsıyor.	5	4	3	2	1
2.	Sınavlar daha iyi öğrenmeye yardım etmektedir.	5	4	3	2	1
3.	Sınav soruları karmaşık.	5	4	3	2	1
4.	Sınavlardan sonra hata ve eksiklerimizle ilgili bilgilendirme ve geri besleme yapılıyor.	5	4	3	2	1
5.	Sınavlarda dinleme-anlama sorularının da olması gerekir.	5	4	3	2	1
6.	Sınavlarda yazma becerilerinin de ölçülmesi gerekir.	5	4	3	2	1
7.	Sınav soruları zor.	5	4	3	2	1
8.	Sınav soruları kolay.	5	4	3	2	1
9.	Değerlendirmelerde derse katılım ve devam durumunun da dikkate alınması gerekir.	5	4	3	2	1
10.	Vize sınavlarının geçme notu üzerinde etkisi olması gerekir.	5	4	3	2	1
11.	Sınavlardan sonra soru kağıtlarının bende kalması öğrenmeyi olumlu etkiler.	5	4	3	2	1
VII DERSHANE DIŞI YARDIMCI KAYNAKLAR						
1.	Dille ilgili kaynak açısından kütüphaneyi oldukça zengin buluyorum.	5	4	3	2	1
2.	Kütüphane sadece tıpla ilgili kaynak sunuyor.					
3.	İngilizce okutmanlarına istediğim an ulaşabiliyorum.	5	4	3	2	1
4.	İçinde yabancı TV yayını, dinleme cihazları ve video olan ayrı bir dil çalışma odasının olmasının çok faydalı olacağını düşünüyorum	5	4	3	2	1
5.	Bu tür bir imkan sağlanırsa her zaman kullanırım.	5	4	3	2	1

3. BÖLÜM.

Okulunuzdaki İngilizce öğretim programını aşağıdaki konularda ne kadar başarılı buluyorsunuz?

Aşağıda belirtilen konuların ele alınışı ve öğretimi ile ilgili görüşlerinizi 5 ten 1 e kadar uygun kutucuğu işaretleyerek belirtiniz..

5=Çok iyi 4=İyi 3= Orta 2= Yetersiz 1= Kötü / Zayıf

		Çok iyi	İyi	Orta	Yetersiz	Kötü / Zayıf
I. HEDEFLER (Okul programı aşağıdaki hedeflere ne kadar hizmet etmektedir?)						
1.	Tercüme	5	4	3	2	1
2.	Dinleme	5	4	3	2	1
3.	Konuşma	5	4	3	2	1
4.	Grammer	5	4	3	2	1
5.	Sınavlara hazırlık	5	4	3	2	1
6.	Yazma	5	4	3	2	1
7.	Okuma ve kelime bilgisi	5	4	3	2	1
8.	Genel İngilizce	5	4	3	2	1
9.	Tıbbi İngilizce	5	4	3	2	1
İlave etmek istediğiniz görüşlerinizi yazınız.						
II. DİL ÖĞRETİM MALZEMELERİ (Derslerde kullanılan materyaller nasıldır?)						
1.	Ders kitapları	5	4	3	2	1
2.	Laboratuvarlar	5	4	3	2	1
3.	Kasetçalarlar	5	4	3	2	1
4.	Alıştırmaların miktarı	5	4	3	2	1
5.	Alıştırmaların çeşitliliği	5	4	3	2	1
6.	Kitapların içeriği	5	4	3	2	1
7.	Video materyalinin içeriği	5	4	3	2	1
8.	Kitapların seviyelerinin öğrencilere uygunluğu	5	4	3	2	1
9.	Ders yardımcı malzemeleri ve ilave alıştırmalar	5	4	3	2	1

III. ÖĞRETİM METODU, ÖĞRETMENLER ve DERS İÇİ AKTİVİTELER (nasıl?)		Çok iyi	İyi	Orta	Yetersiz	Kötü / Zayıf
1.	Dil öğretim metodu	5	4	3	2	1
2.	Grammer öğretme aktiviteleri	5	4	3	2	1
3.	Kelime öğretme aktiviteleri	5	4	3	2	1
4.	Okuma-anlama aktiviteleri	5	4	3	2	1
5.	Dinleme-anlama aktiviteleri	5	4	3	2	1
6.	Yazma aktiviteleri	5	4	3	2	1
7.	Tercüme aktiviteleri	5	4	3	2	1
8.	Öğretmenin İngilizce'si	5	4	3	2	1
9.	Öğretmenin öğrencilere yaklaşımı	5	4	3	2	1
10.	Sınıf yönetimi ve sınıftaki düzen	5	4	3	2	1
11.	Konulardaki çeşitlilik	5	4	3	2	1
12.	Aktivitelerdeki çeşitlilik	5	4	3	2	1
	İlave etmek istediğiniz görüşlerinizi yazınız.					
IV. ORTAM (Ders işlenen ortamlar nasıldır?)						
1.	Dershaneler	5	4	3	2	1
2.	Laboratuvarlar	5	4	3	2	1
	İlave etmek istediğiniz görüşlerinizi yazınız.					
V. DERS PROGRAMI (nasıldır?)						
1.	Derslerin günlere göre dağılımı	5	4	3	2	1
2.	Derslerin saatlere göre dağılımı	5	4	3	2	1
3.	Ders saatlerinin sınıflara göre dağılımı	5	4	3	2	1
	İlave etmek istediğiniz görüşlerinizi yazınız					

VI. DEĞERLENDİRME (Ölçme ve değerlendirme nasıldır?)		Çok iyi	İyi	Orta	Yetersiz	Kötü / Zayıf
1.	Sınavlar	5	4	3	2	1
2.	Not verme ve derecelendirme	5	4	3	2	1
3.	Ödevler	5	4	3	2	1
İlave etmek istediğiniz görüşlerinizi yazınız						
VII DERSHANE DIŞI YARDIMCI KAYNAKLAR (nasıldır?)						
1.	Kütüphane	5	4	3	2	1
2.	Bilgisayar dershanesi (İngilizce çalışma kaynakları açısından)	5	4	3	2	1
İlave etmek istediğiniz görüşlerinizi yazınız						

APPENDIX B

TEACHERS' QUESTIONNAIRE I

PART I. GENERAL

1. POSITION : Head of English department ()
English Instructor.....()
2. GENDER : Female () Male ()
3. Classes Taught : 1/A () 2/A () 3/A () 4/D () 5/D ()
1/B () 2/B () 3/B () 4/P () 5/P ()
4. Years of overall teaching experience : 1-5 years () 6-10 years ()
11-15 tears () Over 15 years ()
5. Years of teaching at GMMA : 1-5 years () 6-10 years ()
11-15 tears () Over 15 years ()
6. QUALIFICATIONS : BA () MA () Ph.D.()
7. University department graduated from:
 - BA..... English Language and Literature ()
Teaching English as a F/S language ()
Other, please specify:
 - MA..... English Language and Literature ()
Teaching English as a F/S language ()
Other, please specify:
 - Ph.D..... English Language and Literature ()
Teaching English as a F/S language ()
Other, please specify:
8. Which two language skills do you think the present English courses improve most?
 - Listening ()
 - Reading ()
 - Writing ()
 - Speaking ()
9. Mark the two most important skills that should be improved for your students of medicine.
 - Listening ()
 - Reading ()
 - Writing ()
 - Speaking ()

PART II. ENGLISH COURSES

10. GOALS: Please indicate your ideas about each of the following statements by marking the relevant box.

5= I completely agree 4= I agree 3= I have no idea 2=I disagree 1=I strongly disagree

1.	The goals indicated in the general program booklet are achieved through the courses.	5	4	3	2	1
2.	These goals are also Perceived and shared by majority of the students.	5	4	3	2	1
3.	Students primarily want to develop reading comprehension.	5	4	3	2	1
4.	Students primarily want to develop listening comprehension.	5	4	3	2	1
5.	Students primarily want to develop writing skills.	5	4	3	2	1
6.	Students primarily want to develop their speaking skills.	5	4	3	2	1
7.	Students are primarily interested in developing translation skills.	5	4	3	2	1
8.	Students are primarily interested in passing the exams.	5	4	3	2	1
9.	Students are primarily interested in developing grammatical competence.	5	4	3	2	1
10.	Students enjoy attending English classes.	5	4	3	2	1
11.	Students are aware of their present and future needs for English.	5	4	3	2	1
12.	Students have a positive attitude towards English language.	5	4	3	2	1

11. How successful do you think are the courses in relation to the attainment of the following goals? Mark your ideas from 5 to 1.

5=Excellent 4= Good 3= Not bad 2=Insufficient 1= Bad / Poor

1.	Translation	5	4	3	2	1
2.	Listening	5	4	3	2	1
3.	Speaking	5	4	3	2	1
4.	Grammar	5	4	3	2	1
5.	Preparation for future exams (General Proficiency, KPDS, ECL etc.)	5	4	3	2	1
6.	Writing	5	4	3	2	1
7.	Reading comprehension and vocabulary development	5	4	3	2	1
8.	General English	5	4	3	2	1
9.	Medical English	5	4	3	2	1
Additional comments:						

12. COURSE BOOKS & LANGUAGE TEACHING MATERIALS:

Please indicate your ideas about each of the following statements by marking the relevant box.

5= I completely agree 4= I agree 3= I have no idea 2=I disagree 1=I strongly disagree

1.	The level of the language in the course books is appropriate to students' level.	5	4	3	2	1
2.	Course books are well suited to the students' needs and wants..	5	4	3	2	1
3.	Students enjoy following the activities in the books.	5	4	3	2	1
4.	Activities in the course books are interesting and varied.	5	4	3	2	1
5.	Exercises are relevant to the institutional goals.	5	4	3	2	1
6.	Subjects in the books are appealing to students.	5	4	3	2	1
7.	Distribution of emphasis on different skills is relevant to students' needs.	5	4	3	2	1
8.	Course books need supplementation.	5	4	3	2	1
9.	The audio system in the labs are satisfactory.	5	4	3	2	1
10.	Laboratories have to be modernized.	5	4	3	2	1
11.	Video contents are varied and interesting.	5	4	3	2	1

13. How often do you use supplementary materials in your classes?

- Almost always ()
 Frequently ()
 From time to time ()
 Seldom ()
 Never ()

14. If you ever use any supplementary materials, how often do you provide supplementation for the following language activities in your course? Mark with the relevant capital letter.

- A (Almost always)
 F (Frequently)
 S (Sometimes, from time to time)
 R (Rarely, seldom)
 N (Never)

- | | |
|-----------------------------|--------------------------|
| Listening comprehension () | Grammar () |
| Reading comprehension () | Exam practice () |
| Writing () | Translation () |
| Speaking () | Other (specify)..... () |

15. Mark the relevant space for the following statements with the above criteria.

- I write or prepare my own supplementary materials ()
 I use photocopied material ()
 I use transparencies ()
 I use other realia (please specify)
 ()
 ()

16. METHOD: Please indicate your ideas about each of the following statements by marking the relevant box.

5= I completely agree 4= I agree 3= I have no idea 2=I disagree 1=I strongly disagree

1.	Students are pleased with the method followed in classes.	5	4	3	2	1
2.	I follow the method in the course books.	5	4	3	2	1
3.	I primarily focus on grammar.	5	4	3	2	1
4.	I primarily focus on reading comprehension.	5	4	3	2	1
5.	I primarily focus on vocabulary development.	5	4	3	2	1
6.	I primarily focus on speaking activities.	5	4	3	2	1
7.	I primarily focus on listening comprehension.	5	4	3	2	1
8.	I primarily focus on translation.	5	4	3	2	1
9.	I encourage individual work in classes.	5	4	3	2	1
10.	I encourage pair work.	5	4	3	2	1
11.	I encourage group work.	5	4	3	2	1
12.	I force the students to participate in the classes.	5	4	3	2	1
13.	I explain the difficulty areas to the students myself.	5	4	3	2	1
14.	I am the boss in my classes.	5	4	3	2	1
15.	I create an anxiety free atmosphere in the classroom.	5	4	3	2	1
16.	I always correct students' speech errors.	5	4	3	2	1
17.	Error correction is good.	5	4	3	2	1
18.	Students feel disturbed when their errors are corrected.	5	4	3	2	1
19.	I often vary the method in my classes.	5	4	3	2	1
20.	I attend classes regularly.	5	4	3	2	1
21.	I always speak in English in my classes.	5	4	3	2	1
22.	I have a friendly attitude to my students.	5	4	3	2	1
23.	I always get prepared for the lesson before I enter the classroom.	5	4	3	2	1
24.	I do not give any homework.	5	4	3	2	1
25.	I provide authentic language material.	5	4	3	2	1
26.	Students should be forced to speak in order to improve speaking skills.	5	4	3	2	1
27.	Exercises in the course books are boring for the students.	5	4	3	2	1
28.	Students are more interested in medical subjects.	5	4	3	2	1
29.	Students are more interested in challenging tasks.	5	4	3	2	1

17. Which language teaching method do you think you follow in your classes?

- Communicative approach..... ()
- Natural Approach..... ()
- Grammar Translation Method... ()
- Eclectic ()
- Other (please specify)..... ()

18. If you follow an eclectic trend, can you give a short explanation of your understanding of eclecticism? (especially in relation to your commitments about the development of four language skills)

.....

.....

19. SETTING, RESOURCES, COURSE SCHEDULE. Please indicate your ideas about each of the following statements by marking the relevant box.

5= I completely agree 4= I agree 3= I have no idea 2=I disagree 1=I strongly disagree

1.	Classes are crowded.	5	4	3	2	1
2.	Seats in the classrooms are comfortable.	5	4	3	2	1
3.	Seats in the laboratories are comfortable.	5	4	3	2	1
4.	Heating is satisfactory.	5	4	3	2	1
5.	Lightening is satisfactory.	5	4	3	2	1
6.	Seating plans in the classrooms are appropriate.	5	4	3	2	1
7.	Library is rich with language material.	5	4	3	2	1
8.	Students should be provided with a separate language study room equipped with realia such as video, cassette players, computers, radios, and TV together with books.	5	4	3	2	1
9.	Daily schedule of class hours is appropriate.	5	4	3	2	1
10.	Weekly schedule is appropriate.	5	4	3	2	1
11.	Class hours should be increased.	5	4	3	2	1
12.	Class hours should be decreased.	5	4	3	2	1
13.	I strictly follow class attendance.	5	4	3	2	1
14.	Distribution of class hours in three grades is appropriate.	5	4	3	2	1
Additional comments: Indicate if you have any complaints or suggestions about the setting , resources or schedule in language classes.						

APPENDIX C

Students' Questionnaire II (with Results)

- I. Consider the lessons you have attended this week.
Please, indicate your ideas about each of the following statements by marking the relevant box.

5 (I completely agree).....1 (I strongly disagree)

		I completely agree	I agree	I have no idea	I disagree	I strongly disagree	MEAN	MEDIAN	Std. Deviation
1	The topics were interesting to me.	8 16%	30 60%	8 16%	3 6%	1 2%	3.82	4	.850
2	I enjoyed doing the activities in the lessons.	4 8%	36 72%	6 12%	4 8%	0	3.80	4	.700
3	The level of the language was appropriate to my level.	7 14%	33 66%	9 18%	1 2%	0	3.92	4	.634
4	My attention was on the previously covered grammar points in the texts while I was reading and listening to them.	0	0	1 2%	11 22%	38 76%	1.26	1	.487
5	My attention was on understanding the texts.	29 58%	21 42%	0	0	0	4.58	5	.499
6	More time should be spent on the grammar of the text than the vocabulary and comprehension exercises.	2 4%	2 4%	7 14%	23 26%	16 32%	2.02	2	1.00
7	The weekly organization of the lessons and activities was much better than it was before.	37 74%	12 24%	1 2%	0	0	4.72	5	.497
8	The separation of comprehension activities from the others was efficient.	20 40%	25 50%	5 10%	0	0	4.30	4	.647
9	The explanation of grammar and vocabulary items in the text beforehand was very helpful	36 72%	14 28%	0	0	0	4.72	5	.454
10	I will read (and listen to) the text again on my own at my leisure time.	3 6%	1 2%	6 12%	23 46%	17 34%	2.00	2	1.05

II. Write your additional comments, if you have any, about the following.

1. The topics in the lessons:

* *We must be free to choose our own topics in the computer lab* (Frequency= 16)

* *It is good to have different topics in the lessons. I don't feel bored.* (F=2)

2. The weekly organization of the lessons.

* *More time should be spent in the computer lab.* (F= 21)

3. The activities in the lessons. (reading, listening, speaking, writing and grammar activities)

* *I liked the translation activity very much* (F=11)

* *Topics about current issues other than medicine may be more interesting.* (n=8)

4. Other.

No other comments were reported

III. All things considered, in order to make an overall comparison between the new lessons and the old ones, what grade out of 10 will you give to the lesson you have just attended, assuming that the previous form of the lessons is **5**?

1	2	3	4	5	6	7	8	9	10
0	0	0	0	0	6	12	19	9	4
					12%	24%	38%	18%	8%

Mean = 7.8

Median = 8

Std. Dev. = 1.106

APPENDIX D

Doctors' Questionnaire (Interview form), Original Form in Turkish

ANKET

Bu anket GATA Askeri Tıp Fakültesi'ndeki İngilizce ders programının geliştirilmesine yönelik yapılan bir çalışmanın parçasıdır. Sorulara vereceğiniz cevaplar İngilizce'ye yönelik ihtiyaçların ve hedeflerin belirlenmesinde önemli rol oynayacaktır. Anket iki sayfa ve üç bölümden oluşmaktadır. Ankete katıldığınız için teşekkür ederim.

I. GENEL

1. Mezun olduğunuz tıp fakültesini işaretleyiniz: a. (...) GATA b. (...) DİĞER
2. Daha önce hazırlık sınıfı okudunuz mu? a. (...) EVET b. (...) HAYIR
3. Uzmanlık alanınızı ya da dalınızı yazınız:
4. Mesleğinizde kaç yıldır görev yapıyorsunuz? a. (...)5 yıldan az
b. (...)5-10 yıl arası
c. (...)10 yıldan fazla
5. Staj tahsili amacıyla (ya da "research fellow" olarak) yurt dışında bulundunuz mu?
a. (...) EVET b. (...) HAYIR
6. Mesleki açıdan geliştirilmesi gerektiğine inandığınız en önemli iki yabancı dil becerisini işaretleyiniz.
a. (...) Dinleme
b. (...) Okuma
c. (...) Yazma
d. (...) Konuşma
7. Bulduğunuz mesleki konumda İngilizce en önemli hangi dört (4) amaç için gereklidir? İşaretleyiniz.
a. (...) İngilizce yazılı yayınları anlama.
b. (...) İngilizce yayınları tercüme etme.
c. (...) Yabancılarla günlük konuşmaları yapabilme.
d. (...) ÜDS sınavında başarılı olma.
e. (...) Genel Dil Sınavında başarılı olma.
f. (...) İngilizce makale ve araştırma raporu yazabilme.
g. (...) Konuşma içerikli İngilizce kaynakları anlayabilme.
h. (...) Bir konferansta İngilizce sunu yapabilme.
i. (...) Diğer (varsa yazınız)
8. Tıp fakültesinde aldığımız İngilizce derslerinin yararlı olduğunu ve şimdiki meslek hayatımızı olumlu etkilediğini düşünüyor musunuz?
a. (...) EVET b. (...) HAYIR
9. Yukarıdaki soruya yanıtınız HAYIR ise bunun sizce en önemli üç (3) nedenini işaretleyiniz.
a. (...) Derslerdeki konuların bizim ilgi, ihtiyaç ve hedeflerimizle uyuşmaması.
b. (...) Ders işleniş metodunu beğenmediğim için kendimi yeterince derse verememem.
c. (...) Diğer derslerim yoğunluğundan derslere yeterince ilgi gösterememem.
d. (...) Okutmanların derse ve öğrencilere karşı ilgisiz tutumu.
e. (...) Haftalık ders saatlerinin yetersiz olması.
f. (...) Değerlendirme sisteminin zorlayıcı olmayışı.
(...) Diğer (Varsa yazınız)

II. GÖRÜŞLER

Aşağıdaki cümlelerle ilgili düşüncelerinizi (5 ten 1 e kadar) belirtiniz. Her cümle için sadece bir tane şık işaretleyiniz.

5 (Tamamıyla katılıyorum)..... 1 (Hiç katılmıyorum)

1.	İngilizce mesleğimde başarılı olabilmem için çok gereklidir.	5	4	3	2	1
2.	İngilizce'yi akıcı konuşmak mesleğim açısından çok gereklidir	5	4	3	2	1
3.	Yabancı tıbbi yayınları anlayabilmek ve takip edebilmek için İngilizce çalışıyorum.	5	4	3	2	1
4.	Tıbbi yayınları tercüme edebilmek için İngilizce çalışıyorum.	5	4	3	2	1
5.	Yabancılarla iyi iletişim kurabilmek için İngilizce çalışıyorum.	5	4	3	2	1
6.	İngilizce verilen ders ve konferansları anlamak için İngilizce çalışıyorum.	5	4	3	2	1
7.	KPDS veya ÜDS' den geçerli not alabilmek İngilizce çalışıyorum	5	4	3	2	1
8.	İnternet sitelerinden daha iyi faydalanabilmek için İngilizce çalışıyorum.	5	4	3	2	1
9	İngilizce'yi Genel Dil Sınavında başarılı olup yurt dışı görev alabilmek için çalışıyorum.	5	4	3	2	1
10	Sınavlarda gramer soruları beni çok zorluyor.	5	4	3	2	1
11	Sınavlarda okuma anlama soruları beni çok zorluyor	5	4	3	2	1
12	Sınavlarda dinleme soruları beni çok zorluyor.	5	4	3	2	1
13	Sınavlarda tercüme soruları beni çok zorluyor.	5	4	3	2	1
14	İngilizce tıbbi metinleri okurken zorlanıyorum	5	4	3	2	1
15	İngilizce tıbbi konuşmaları dinlerken zorlanıyorum	5	4	3	2	1
16	Tıbbi olmayan konularda İngilizce metinler beni daha çok zorluyor.	5	4	3	2	1
17	Alanımla ilgili İngilizce metin yazmak beni çok zorluyor.	5	4	3	2	1

III. ÖNERİLER

1. Sizce tıp fakültesinde İngilizce dersleri hangi sınıflarda verilmelidir?

- a. (...) Hiç verilmemelidir
b. (...) 1 ve 2 nci sınıflarda
c. (...) 1,2ve 3 ncü sınıflarda
d. (...) 1,2,3 ve 4 ncü sınıflarda
e. (...) Tüm sınıflarda

2. Tıp fakültesinde İngilizce dersleri haftada kaç saat verilmelidir?

- a. (...) 3 saatten az
b. (...) 3 saat
c (...) 4 saat
d (...) 5 saat
e. (...) 6 saat
f. (...) 6 saatten fazla

3. Tıp fakültesindeki İngilizce derslerinin dağılımı ve içeriği ile ilgili önerileriniz varsa yazınız.

.....
.....

APPENDIX E

Teachers' Questionnaire (Structured Interview) I with the Results (n=7)

PART I. GENERAL

1. POSITION : Head of English department (1)
English Instructor..... (6)
- GENDER : Female (2) Male (5)
2. Classes Taught : 1/A () 2/A () 3/A () 4/D () 5/D ()
1/B () 2/B () 3/B () 4/P () 5/P ()
3. Years of overall teaching experience : 1-5 years (1) 6-10 years (0)
11-15 years (3) Over 15 years (3)
4. Years of teaching at GMMA : 1-5 years (3) 6-10 years (3)
11-15 years (0) Over 15 years (1)
6. QUALIFICATIONS : BA (3) MA (3) Ph.D (1)
7. University department graduated from:
- BA..... English Language and Literature (4)
Teaching English as a F/S language (3)
Other, please specify: ...*American Culture and Literature*.
- MA..... English Language and Literature ()
Teaching English as a F/S language (1)
Other, please specify: ...2 (English Cultural Studies)
- Ph.D..... English Language and Literature (1)
Teaching English as a F/S language ()
Other, please specify:
8. Which two language skills do you think the present English courses improve most?
- | | |
|---------------|--------------------------|
| Listening (6) | Listening & Reading (5) |
| Reading (6) | Listening & Speaking (1) |
| Writing (1) | Reading & Writing (1) |
| Speaking (1) | |
9. Mark the two most important skills that should be improved for your students of medicine.
- | | |
|---------------|-------------------------|
| Listening (4) | Listening % Reading (4) |
| Reading (5) | Writing & Speaking (2) |
| Writing (2) | Reading & Speaking (1) |
| Speaking (3) | |

PART II. ENGLISH COURSES

10. GOALS: Please indicate your ideas about each of the following statements by marking the relevant box.

5= I completely agree 4= I agree 3= I have no idea 2=I disagree 1=I strongly disagree

		5	4	3	2	1	Mean	Median	S.D.
1.	goals in program booklet achieved.	1	3	3	0	0	3.71	4.00	.756
2.	goals perceived majority of stdnts	0	2	4	2	0	3.14	3.00	.690
3.	Stdnts want to develop reading.	1	3	1	2	0	3.43	4.00	1.134
4.	Stdnts want to develop listening.	1	2	0	4	0	3.00	2.00	1.291
5.	Stdnts want to develop writing.	0	0	2	3	2	2.00	2.00	.816
6.	Stdnts want to develop speaking.	1	2	3	0	1	3.28	3.00	1.253
7.	Stdnts are interes. in translation .	4	1	1	0	1	4.00	5.00	1.527
8.	Stdnts are interes.in passing.	4	2	1	0	0	4.42	5.00	.787
9.	Stdnts are interes. in grammatical.	0	4	2	1	0	3.43	4.00	.787
10.	Stdnts enjoy English classes.	1	2	3	1	0	3.43	3.00	.976
11.	Stdnts aware of needs for English.	2	2	1	2	0	3.57	4.00	1.272
12.	Stdnts have positive attitude.	2	2	3	0	0	3.86	4.00	.900

11. How successful do you think are the courses in relation to the attainment of the following goals? Mark your ideas from 5 to 1.

5=Excellent 4= Good 3= Not bad 2=Insufficient 1= Bad / Poor

		5	4	3	2	1	Mean	Median	S.D.
1.	Translation	3	2	1	1	0	4.00	4.00	1.155
2.	Listening	1	3	3	0	0	3.71	4.00	.756
3.	Speaking	0	0	6	1	0	2.86	3.00	.378
4.	Grammar	0	5	2	0	0	3.71	4.00	.488
5.	Prep. For exams	0	4	2	1	0	3.43	4.00	.787
6.	Writing	0	1	3	3	0	2.71	3.00	.756
7.	Reading vocabulary	1	5	1	0	0	4.00	4.00	.578
8.	General English	0	6	1	0	0	3.86	4.00	.378
9.	Medical English	0	7	0	0	0	4.00	4.00	.000
Additional comments:									

12. COURSE BOOKS & LANGUAGE TEACHING MATERIALS:

Please indicate your ideas about each of the following statements by marking the relevant box.

5= I completely agree 4= I agree 3= I have no idea 2=I disagree 1=I strongly disagree

	5	4	3	2	1	Mean	Median	S.D.
1. lvl of language in books appropriate	3	4	0	0	0	4.43	4.00	.534
2. books are suited to student needs.	1	3	2	1	0	3.57	4.00	.976
3. Stdnts enjoy activities in books.	1	1	4	1	0	3.28	3.00	.951
4. Actvties in books interesting varied.	1	2	3	1	0	3.43	3.00	.976
5. Exrs. are relevant to inst. goals.	1	3	2	1	0	3.57	4.00	.976
6. Sbts. in books are appealing stdnts	1	0	5	0	1	3.00	3.00	1.155
7. Emph. on skills rlvt t. std. needs.	1	2	4	0	0	3.57	3.00	.787
8. Course books need supplement..	3	3	0	0	1	4.00	4.00	1.414
9. audio system in labs satisfactory.	5	1	0	1	0	4.43	5.00	1.134
10. Laboratories have to be modernized.	3	4	0	0	0	4.43	4.00	.534
11. Video contents varied & intrstng.	0	1	1	4	1	2.28	2.00	.951

13. How often do you use supplementary materials in your classes?

- Almost always (0)
 Frequently (4)
 From time to time (3)
 Seldom (0)
 Never (0)

14. If you ever use any supplementary materials, how often do you provide supplementation for the following language activities in your course? Mark with the relevant capital letter.

A (Almost always) F (Frequently) S (Sometimes) R (Rarely, seldom) N (Never)

- Listening comprehension (A=3, S=4) Grammar (F=5, S=2)
 Reading comprehension (A=1, F=3, S=3) Exam practice (F=4, S=3)
 Writing (F=1, S=3, R=3) Translation (A=1, F=4, S=1, R=1)
 Speaking (F=5, S=1, R=1) Other (specify)..... (0)

15. Mark the relevant space for the following statements with the above criteria.

- I write or prepare my own supplementary materials (F=1, S=2, R=1)
 I use photocopied material (F=4, S=3)
 I use transparencies (S=1, R=3)

- I use other realia (please specify)
 I use internet sites (F=1)
 I use pictures, real objects, puzzles (S=1)
 I use video and audio cassettes (F=4)

16. METHOD: Please indicate your ideas about each of the following statements marking the relevant box.

5= I completely agree 4= I agree 3= I have no idea 2=I disagree 1=I strongly disagree

	5	4	3	2	1	Mean	Median	S. D.
1. S. are pleased with the method	1	3	3	0	0	3.71	4.00	.756
2. I follow the method in books.	3	2	0	2	0	3.86	4.00	1.345
3. I primarily focus on grammar.	0	3	1	2	1	2.86	3.00	1.215
4. I primarily focus on reading comp.	4	2	1	0	0	4.43	5.00	.787
5. I primarily focus on vocabulary	2	3	2	0	0	4.00	4.00	.816
6. I primarily focus on speaking .	2	0	3	2	0	3.28	3.00	1.253
7. I primarily focus on listening.	3	3	1	0	0	4.28	4.00	.756
8. I primarily focus on translation.	3	3	1	0	0	4.28	4.00	.756
9. I encourage individual work.	2	2	2	1	0	3.71	4.00	1.113
10. I encourage pair work.	0	2	2	3	0	2.86	3.00	.900
11. I encourage group work.	0	4	1	1	1	3.14	4.00	1.215
12. I force students to participate.	5	1	0	1	0	4.43	5.00	1.134
13. I explain diffelty areas myself.	5	1	1	0	0	4.57	5.00	.787
14. I am the boss in my classes.	1	3	2	0	1	3.43	4.00	1.272
15. I create an anxiety free ath..	1	5	1	0	0	4.00	4.00	.578
16. I always corrcet std speech errors.	0	1	2	3	1	2.43	2.00	.976
17. Error correction is good.	0	1	2	2	2	2.28	2.00	1.113
18. Stdnts feel dstrbd w. errors corrcetd.	4	1	1	1	0	4.14	5.00	1.215
19. I often vary the method in class.	2	4	0	1	0	4.00	4.00	1.000
20. I attend classes regularly.	2	4	1	0	0	4.86	5.00	.378
21. I always speak in English in clsses.	2	4	1	0	0	4.14	4.00	.690
22. I have a friendly attitude t. stdnts.	4	3	0	0	0	4.57	5.00	.534
23. I get prepared for lesson before.	6	1	0	0	0	4.86	5.00	.378
24. I do not give any homework.	2	2	0	2	1	3.28	4.00	1.603
25. I provide authen. lang. material.	2	1	4	0	0	3.71	3.00	.951
26. Stdnts sh. be forced to speak	1	4	0	0	2	3.28	4.00	1.603
27. Exrcs. in course books are boring	0	3	3	1	0	3.28	3.00	.756
28. Stdnts are intrstd in med. subjects.	2	3	0	2	0	3.71	4.00	1.253
29. Stdnts are intrstd in chall. tasks.	2	2	2	1	0	3.71	4.00	1.112

17. Which language teaching method(s) do you think you follow in your classes?

- Communicative approach..... (3)
 Natural Approach..... (3)
 Grammar Translation Method... (2)
 Eclectic (3)
 Other (please specify)..... (0)

18. If you follow an eclectic trend, can you give a short explanation of your understanding of eclecticism? (especially in relation to your commitments about the development of four language skills)

- Students' needs and class atmosphere are important. (1)
 I combine the things that I think are most useful.(1)
 I consider immediate needs and wants in the classroom. (1)

19. SETTING, RESOURCES, COURSE SCHEDULE.

Please indicate your ideas about each of the following statements by marking the relevant box.

5= I completely agree 4= I agree 3= I have no idea 2=I disagree 1=I strongly disagree

		5	4	3	2	1	Mean	Median	S.D.
1.	Classes are crowded.	0	1	3	1	2	2.43	3.00	1.134
2.	Seats in classrms are comfortable.	1	2	3	0	1	3.28	3.00	1.253
3.	Seats in labs are comfortable.	1	3	2	1	0	3.57	4.00	.976
4.	Heating is satisfactory.	0	4	2	0	1	3.28	4.00	1.113
5.	Lightening is satisfactory.	3	3	1	0	0	4.28	4.00	.756
6.	Seating plans are appropriate.	1	0	4	1	1	2.86	3.00	1.215
7.	Library is rich with lang. mtrl.	0	1	2	3	1	2.43	2.00	.976
8.	a sprt language study room	6	0	1	0	0	4.71	5.00	.756
9.	Daily schedule is appropriate.	1	3	3	0	0	3.71	4.00	.756
10.	Weekly schedule is appropriate.	1	4	2	0	0	3.86	4.00	.690
11.	Class hrs should be increased.	2	3	1	1	0	4.00	4.00	1.069
12.	Class hrs should be decreased.	0	0	0	3	4	1.43	1.00	.534
13.	I strictly follow class attendance.	2	3	2	0	0	4.00	4.00	.816
14.	D.of class hours is appropriate.	1	4	2	0	0	3.86	4.00	.690
Additional comments:									
<i>No additional comments were given</i>									

20. In which grades do you think should English be taught at GMMA?

- Never (0) In Grades 1,2,3 and 4 (2)
 In Grades 1 and 2 (0) In All grades (5)
 In Grades 1,2, and 3 (0)

21. If you think the present weekly schedule is inappropriate, what should the weekly class hours be?

N=4

- Less than 3 hours (0)
 3 hours (0)
 4 hours (1)
 More than 6 hours (3)

22. **MEASUREMENT & EVALUATION:** Please indicate your ideas about each of the following statements by marking the relevant box.

5= I completely agree 4= I agree 3= I have no idea 2=I disagree 1=I strongly disagree

		5	4	3	2	1	Mean	Median	S.D.
1.	Exams cover lang. mtrl taught .	5	1	1	0	0	4.57	5.00	.787
2.	Exams help students learn	3	4	0	0	0	4.43	4.00	.534
3.	Exam questions are not confusing.	4	3	0	0	0	4.57	5.00	.534
4.	I provide f.dback after exams.	4	2	1	0	0	4.43	5.00	.787
5.	Listening s. be incldd in exams.	5	1	0	1	0	4.43	5.00	1.134
6.	Writing s. be incldd in exams.	2	2	0	3	0	3.43	4.00	1.397
7.	Exam questions are difficult.	0	1	1	4	1	2.28	2.00	.951
8.	Part.& atndnce sh. be considered	5	1	1	0	0	4.57	5.00	.787
9	Mid-terms sh. have a % in grade	5	1	1	0	0	4.57	5.00	.787
10.	L. sts have exam pprs will. help.	5	2	0	0	0	4.71	5.00	.488
Additional No additional comments were given									

APPENDIX F

Teachers' Questionnaire (Structured Interview) II (with the Results)

I. Considering the lessons you have given this week, please indicate your ideas about each of the following statements by marking the relevant box.

5 (I completely agree).....1 (I strongly disagree)

		I completely agree	I agree	I have no idea	I disagree	I strongly disagree	MEAN
1	The students were interested in the topics.	0	3	0	0	0	4
2	The students enjoyed doing the activities.	0	3	0	0	0	4
3	The language was appropriate to the students' level.	0	3	0	0	0	4
4	The activities primarily forced the students to pay attention to grammar.	0	0	0	0	3	1
5	The activities primarily forced the students to understand the text.	3	0	0	0	0	5
6	More time should be spent on the grammar of the text than the vocabulary and comprehension exercises.	0	0	1	2	0	2.3
7	The weekly organization of the lessons and activities was much better than it was before.	3	0	0	0	0	5
8	The separation of comprehension activities from the others was useful.	3	0	0	0	0	5
9	The explanation of grammar and vocabulary items in the text beforehand was very helpful for the students.	3	0	0	0	0	5
10	Students' level of participation in the lesson was much higher than it was before.	3	0	0	0	0	5
11	I volunteer to contribute to the production of course materials of this type.	7	0	0	0	0	5

II. Write your additional comments, if you have any, about the following.

1. The selection of topics (also consider the suggested syllabus you have examined).
* *There may be flexibility to introduce non-medical topics from time to time (F=3)*
2. The weekly organization of the lessons.
* *I find the organization very good, I think students will be more interested in the lessons this way (F=3)*
3. The activities and the exercises (reading, listening, speaking, writing, and grammar)

No additional comments were given.

4. Other

No additional comments were given.

III. All things considered, in order to make an overall comparison between the new lesson and the old one, what grade out of 10, will you give to the lesson you have just attended, assuming that the previous form of the lessons is 5?

1	2	3	4	5	6	7	8	9	10
0	0	0	0	0	0	2	2	1	1

Mean (excluding the researcher himself) = 8.1

APPENDIX G
Students' Questionnaire I in English with the Results

PART 1 : GENERAL INFORMATION

Mark and/or write the correct information about yourself.

1. CLASS : 20 students from each, from Phases 1,2,3, 4 and 5.
2. SEX : Male (95) Female (5)
3. AGE : **Median:21 Mode: 19**
4. NATIONALITY: Turkish (100)
5. PREP CLASS ATTENDED? Yes (83) No (17)
6. HIGH SCHOOL ATTENDED Military School (64)
 Other (36) Specify : State High Schools (36)
7. Do you study English after the classes? Yes (15) No (85)
8. If your answer is Yes, approximately how long are you engaged in English every day?
 Less than an hour (10) Specify *No specified time given*
 More than an hour (5) Specify 1 hr: 1
 2 hours : 3
 3 hours : 1
9. Which two language skills do you think you have improved most in the courses at the faculty?

1 Listening (79)	1 and 2 : 57	2 and 3 : 11
2. Reading (77)	1 and 3 : 4	2 and 4 : 9
3. Writing (14)	1 and 4 : 18	3 and 4 : 1
4. Speaking (30)		
10. Which two language skills do you think are most important for you to develop?

Listening (74)	1 and 2 : 7	2 and 3 : 0
Reading (26)	1 and 3 : 1	2 and 4 : 19
Writing (8)	1 and 4 : 66	3 and 4 : 7
Speaking (92)		

PART 2

Please specify your opinion about the statements below. Mark ONLY ONE box for each item indicating,
5= I completely agree 4= I agree 3= I have no idea 2=I disagree 1=I strongly disagree

		I completely agree	I agree	I have no idea	I disagree	I strongly disagree	MEAN	MEDIAN	Std. Deviation
I. GOALS									
1	English is necessary for my career	89	8	3	0	0	4.86	5.00	.427
2	I study Eng. to understand medical material	38	38	13	8	3	4.01	4.00	1.049
3	I study Eng. to translate medical material.	20	37	10	26	7	3.38	4.00	1.262
4	I study English to talk to foreigners	25	41	15	16	3	3.68	4.00	1.109
5	I study Eng. to get prepared for TUS exam	21	32	19	18	10	3.36	4.00	1.275
6	I study Eng. to follow and understand lec.	28	31	18	12	11	3.53	4.00	1.314
7	I study English to get a high grade in KPDS	21	23	17	23	16	3.06	3.00	1.399
8	I study English to pass the English exams	10	25	14	27	24	2.68	2.00	1.340
9	I study English for pleasure	19	29	29	16	7	3.38	3.00	1.179
10	I study Eng. to have access to internet.	12	34	22	18	14	3.13	3.00	1.244
11	I study English to have a position abroad.	45	28	14	10	3	4.02	4.00	1.128
12	I would like to speak English fluently	88	10	2	0	0	4.86	5.00	.403
13	I'd like to understand written med. material	76	21	1	2	0	4.71	5.00	.591
14	I would like to translate from English	73	18	6	3	0	4.61	5.00	.737
15	I would like to write well in English	69	17	12	2	0	4.53	5.00	.784
16	I'd like to know English Grammar well.	59	24	13	4	0	4.38	5.00	.862
17	I am informed about goals and the program.	23	20	38	12	7	3.40	3.00	1.172
II. COURSE BOOKS AND LANGUAGE TEACHING MATERIALS									
1	We can easily have the course books	10	24	32	21	13	3.00	3.00	1.189
2	The course books are helpful	15	36	30	11	8	3.40	4.00	1.128
3	It is nice to follow the language material.	10	24	28	26	12	2.97	3.00	1.193
4	The exercises are relevant to my needs	6	24	33	28	9	2.92	3.00	1.061
5	The exercises are varied and interesting	11	14	35	27	13	2.85	3.00	1.184

		I completely agree	I agree	I have no idea	I disagree	I strongly disagree	MEAN	MEDIAN	Std. Deviation
6	The language in the course books is easy ...	20	50	23	5	2	3.81	4.00	.884
7	The topics in books are interesting	7	26	35	23	9	3.00	3.00	1.073
8	The teacher uses supplementary materials	38	39	15	5	3	4.04	4.00	1.004
9	The tape recorders are satisfactory listening.	20	39	16	15	10	3.42	4.00	1.241
10	I find laboratories quite satisfactory	18	33	19	17	13	3.24	3.50	1.288
11	The video content is interesting and varied.	16	24	20	25	15	3.01	3.00	1.322
12	I'd like to watch and study with foreign...	50	39	8	1	2	4.33	4.00	.829
13	OHP is used for supplementary exercises	13	19	16	15	37	2.56	2.00	1.472
14	Photocopied material is used for suppl...	17	29	21	18	15	3.17	3.00	1.303
15	I prefer photocopied material to OHP.	29	45	15	6	5	3.87	4.00	1.060
METHOD, TEACHERS and									
III. ACTIVITIES									
1.	I like the method in the course	21	44	22	10	3	3.70	4.00	1.010
2.	The teaching method is mainly book-based.	24	39	21	14	2	3.69	4.00	1.051
3.	Grammar teaching is mainly emphasized	11	24	38	23	4	3.15	3.00	1.029
4.	Reading comprehension is emphasized	22	47	15	13	3	3.73	4.00	1.053
5.	Vocabulary teaching is emphasized	22	34	26	14	4	3.57	4.00	1.112
6.	Speaking is emphasized	17	30	25	21	7	3.32	3.00	1.188
7.	Listening comprehension is emphasized.	31	31	24	8	6	3.76	4.00	1.156
8.	Translation is emphasized.	18	43	23	11	5	3.60	4.00	1.054
9.	We have individual activities in class	11	21	30	24	14	2.93	3.00	1.191
10.	We have pair-work activities in class	12	15	25	31	17	2.78	3.00	1.260
11.	We have group-work activities in class	18	20	21	26	15	3.04	3.00	1.340
12.	My teacher forces us to participate	20	42	18	16	4	3.59	4.00	1.102
13.	The teacher explains difficult items himself.	30	52	11	4	3	4.02	4.00	.921
14.	The teacher dominates the class.	14	21	32	18	15	2.99	3.00	1.267
15.	There is a high degree of anxiety in class.	7	5	10	24	54	1.87	1.00	1.212
16.	I am afraid of making errors in class.	8	10	11	33	38	2.17	2.00	1.264

		I completely agree	I agree	I have no idea	I disagree	I strongly disagree	MEAN	MEDIAN	Std. Deviation
17.	The teacher always corrects errors	8	42	24	19	7	3.27	4.00	1.090
18.	I find error correction useful	29	50	14	3	4	3.97	4.00	.958
19.	The teacher follows the method in the book.	5	10	10	31	44	2.01	2.00	1.185
20.	The teacher brings various materials ...	6	18	22	33	21	2.53	2.00	1.193
21.	The teacher attends classes regularly.	65	29	5	1	0	4.58	5.00	.638
22.	The teacher speaks in English in the class.	39	39	11	9	2	4.03	4.00	1.020
23.	The teacher's attitude is friendly.	66	22	10	1	1	4.51	5.00	.798
24.	The teacher is well prepared for the course.	55	31	12	2	0	4.39	5.00	.777
25.	The teacher gives no homework.	26	30	18	16	10	3.46	4.00	1.306
26.	I find homework useful	11	10	34	18	27	2.62	3.00	1.277
27.	I find focus on grammar very useful.	19	30	26	17	8	3.34	3.00	1.191
28.	I find focus on meaning very useful.	27	35	26	7	5	3.74	4.00	1.097
29.	Authentic materials draw my attention.	57	37	6	0	0	4.49	5.00	.628
30.	I improve my English when I am forced ...	41	30	15	7	7	3.92	4.00	1.220
31.	I feel bored when doing the exercises...	25	26	25	17	7	3.42	3.50	1.232
32.	I learn better when the language activities...	53	37	8	2	0	4.39	5.00	.737
33.	I feel interested when content is about med.	52	29	13	5	1	4.25	5.00	.957
34.	I feel interested when the content is varied.	48	34	14	3	1	4.22	4.00	.905
35.	I feel interested when a challenging task ...	26	26	26	15	7	3.50	4.00	1.227
IV. SETTING									
1.	The classes are crowded	10	9	18	33	30	2.36	2.00	1.275
2.	The seats in classrooms are comfortable.	11	31	21	20	17	2.97	3.00	1.267
3.	The seats in laboratories are comfortable	9	41	20	15	15	3.12	3.00	1.217
4.	The heating is adequate.	16	35	19	14	16	3.19	4.00	1.339
5.	The lightening is adequate	22	49	11	11	7	3.65	4.00	1.149
6.	The seating plan is appropriate	19	51	14	8	8	3.65	4.00	1.123

V. COURSE SCHEDULE

		I completely agree	I agree	I have no idea	I disagree	I strongly disagree	MEAN	MEDIAN	Std. Deviation
1.	I find class hours sufficient	41	26	18	7	8	3.85	4.00	1.258
2.	Class hours should be increased.	7	10	16	26	41	2.18	2.00	1.258
3.	Class hours should be decreased	17	13	17	27	26	2.64	2.00	1.418
4.	Attendance is strictly required	36	14	14	13	23	3.29	3.50	1.591
5.	Class hrs are well distributed for the week	27	29	21	9	14	3.44	4.00	1.343
VI. EVALUATION									
1.	Exams measure the material taught in ...	23	27	18	20	12	3.32	4.00	1.348
2.	Exams help me learn better	14	31	23	21	11	3.17	3.00	1.240
3.	Exam questions are ambiguous	15	21	28	22	14	3.01	3.00	1.267
4.	We are provided with feedback after exams	20	31	17	17	15	3.22	3.50	1.345
5.	Exams should also measure listening skills.	21	21	20	16	22	3.07	3.00	1.451
6.	Exams should also measure writing skills.	15	23	20	21	21	2.94	3.00	1.377
7.	I find exam questions difficult.	15	26	33	21	5	3.26	3.00	1.107
8.	I find exam questions easy.	2	14	31	30	23	2.40	2.00	1.064
9.	Class performance and attendance should also be included in the evaluation.	19	15	15	23	28	2.78	2.50	1.495
10.	.examinations must affect passing grade	61	21	8	3	7	4.26	5.00	1.177
11.	I learn better when given the exam quest	66	22	7	2	3	4.46	5.00	.937
VII RESOURCES and SUPPORT OUTSIDE SCHOOL									
1.	I find library rich in trms of lang. material.	5	9	16	27	43	2.08	2.00	1.203
2.	Library offers only medical material	18	31	28	14	9	3.37	3.50	1.203
3.	I have access to language teachers anytime .	29	38	17	10	6	3.74	4.00	1.160
4.	a language study room with Cable TV, ling equipment, and Video will be useful	69	24	7	0	0	4.62	5.00	.616
5.	I would always use a language study facility if it were provided.	40	42	16	2	0	4.19	4.00	.787

APPENDIX H**Students' Random Reports (from highest frequency to lowest)**
(n =80)

1. I am bored in the classes (Lesson contents must be interesting) (26=32.5%)
2. I would like to have more video hours.(24=30%)
3. I don't want to study with the books (as we did before in high school years)
(23=28.7%)
4. I have no complaints about and/or I like English classes. (16=20%)
5. I would like to do more listening. (14=17.5%)
6. I would like to have more magazine reading activity. (12=15%)
7. I would like to have more medical passages in lessons. (10=12.5%)
8. I would like to spend more time in the computer lab. (8= 10%)
9. I cannot spare enough time to study English. (7= 8.7%)
10. Class hours should be increased. (6=7.5%)
11. I would like to have more speaking practice on daily issues. (6=7.5%)
12. I have no interest in English and English classes. (5= 6.2%)
13. I know that English is necessary in my profession. (5= 6.2%)
14. I cannot understand the teacher's English. (4=5%)
15. I would like to have more translation practice. (3=3.7%)
16. Method in the classroom should be varied. (2=2.5%)
17. I would like to have more writing. (1=1.2%)
18. Class hours should be decreased (1=1.2%)

APPENDIX I

Doctors' Questionnaire (Structured Interview) in English with the Results

PART 1 : GENERAL INFORMATION

Mark and/or write the correct information about yourself.

1. Medical Faculty attended? a. GMMF (*21=84%*) b. Other (*4 =16%*)

2. Prep-class attended? a. Yes (*5 = 20%*) b. No (*20= 80%*)

3. Write your area of specialty :

Public Health :	(5 =20%)	Psychiatry :	(1 =4%)
General Surgery :	(3 =12%)	Internal Diseases & Nephrology:	(1 =4%)
Physiology :	(2 = 8%)	Medical Histology and Embryology:	(1 =4%)
Anatomy :	(2 =8%)	Forensic Medicine :	(1 =4%)
Infectious Diseases :	(2 =8%)	Biochemistry :	(1 =4%)
Internal Diseases & Haematology:	(2 =8%)	Chest Diseases :	(1 =4%)
Child Psychiatry:	(1 =4%)	Urology :	(1 =4%)
		Sub-aquatic Medicine :	(1 =4%)

4. Work experience a. less than 5 years (*4 = 16%*)
 b. 5 to 10 years (*6 = 24%*)
 c. more than 10 years (*15= 60%*)

5. Have you ever been or worked abroad as a research fellow?
 a. YES (*4= 16%*) b. NO (*21= 84%*)

6. Which two language skills do you think are most important for a person of medicine to develop?

a. Listening (<i>8 = 32%</i>)	1 and 2 : 1 = 4%	2 and 3 : 10= 40%
b. Reading (<i>16= 64%</i>)	1 and 3 : 2 = 8%	2 and 4 : 5 = 20%
c. Writing (<i>14= 56%</i>)	1 and 4 : 5 = 20%	3 and 4 : 2 = 8%
d. Speaking (<i>12 = 48%</i>)		

7. Mark the four (4) most important goal and skill areas you think English is necessary in your position.

a. To understand documents written in English.	<i>(24 = 94%)</i>
b. To translate publications in English.	<i>(14 = 56%)</i>
c. To speak to foreigners.	<i>(6 = 24%)</i>
d. To be successful in ÜDS exam.	<i>(8 = 32%)</i>
e. To be successful in General Proficiency Exam.	<i>(10= 40%)</i>
f. To write articles and research reports in English.	<i>(20= 80%)</i>
g. To understand spoken English.	<i>(6 = 24%)</i>
h. To make a presentation in English at a conference.	<i>(12 = 48%)</i>
i. Other (Please specify)	<i>(0)</i>

8. Do you think the English courses you took at the faculty were helpful and positively affect your present professional life?

- a. YES (6 = 24%) b. NO (19 = 76%)

9. If your answer to the above question is “No” mark the three (3) most important reasons for it.

- a. The topics in the courses were not related to our interests, needs and goals. (12= 48%)
 b. I lacked interest in the courses because I did not like the method followed. (7 =28%)
 c. I wasn't able to show enough interest because of the heavy load of the other courses. (16 =64%)
 d. Instructors' indifference to students and classes. (3 =12%)
 e. Few weekly class hours (8 =32%)
 f. Weak and ineffective evaluation system (7 =28%)
 g. Other (please specify if any) (6 =24%)

* *We were not made aware of how important English is in our future professional life. (1= 4%)*

* *I wasn't aware of the importance of English in my profession at that time (3 = 15%)*

* *Poor quality of language instruction (1 = 4%)*

* *There was no leveling; instruction was the same, the lowest level, for all students. (1 = 4%)*

II. IDEAS (with frequencies)

Please specify your opinion about the statements below. Mark ONLY ONE box for each item indicating,

5= I completely agree 4= I agree 3= I have no idea 2=I disagree 1=I strongly disagree

		5	4	3	2	1	Mean	Median	S D
1	English is necessary for me to be successful in my career	20 80%	4 16%	1 4%	0	0	4.76	5.00	.523
2	speak English fluently is necessary in my career	6 24%	10 40%	8 32%	1 4%	0	3.84	4.00	.850
3	I study English to follow medical publications	15 60%	4 16%	3 12%	2 8%	1 4%	4.20	5.00	1.190
4	I study English to translate medical publications.	14 56%	5 20%	1 4%	2 8%	3 12%	4.00	5.00	1.443
5	I study English to communicate with foreigners	6 24%	4 16%	9 36%	2 8%	4 16%	3.24	3.00	1.363
6	I study English to understand lectures and conferences	9 36%	7 28%	8 32%	0	1 4%	3.92	4.00	1.038
7	I study English to get a passing grade in KPDS ..	13 52%	3 12%	2 8%	3 12%	4 16%	3.72	5.00	1.595
8	I study English to have better access to internet sites	7 28%	4 16%	4 16%	2 8%	8 32%	3.00	3.00	1.658
9	I study English to have a position abroad.	13 52%	6 24%	1 4%	1 4%	4 16%	3.92	5.00	1.498
10	I find grammar questions very difficult in the exams.	6 24%	5 20%	6 24%	7 28%	1 4%	3.32	3.00	1.249
11	I find reading comprehension questions very difficult ..	4 16%	5 20%	5 20%	8 32%	3 12%	2.96	3.00	1.306
12	I find listening questions very difficult	12 48%	6 24%	5 20%	0	2 8%	4.04	4.00	1.207
13	I find translation questions very difficult in the exams.	4 16%	2 8%	6 24%	6 24%	7 28%	2.60	2.00	1.414
14	I have difficulty in reading medical texts	2 8%	2 8%	6 24%	6 24%	9 36%	2.28	2.00	1.275
15	I have difficulty in listening to medical talks in English.	6 24%	8 32%	8 32%	3 12%	0	3.68	4.00	.988
16	I find non-medical English texts more difficult	12 48%	4 16%	6 24%	3 12%	0	4.00	4.00	1.118
17	I find it very difficult to write texts on my area of specialty	12 48%	2 8%	7 28%	3 12%	1 4%	3.84	4.00	1.280

III. SUGGESTIONS

1. In what grades at the faculty do you think should English classes be given?

a. Never (0= 0%)	d. In grades 1, 2,3 and 4 (1 = 4%)
b. In grades 1 and 2 (2= 8%)	e. In all grades (21= 84%)
c. In grades 1,2 and 3 (1= 4%)	

2. What should the weekly class hours be at the faculty?

a. less than 3 hours (2 =8%)	d. 5 hours (1 =4%)
b. 3 hours (0 =0%)	e. 6 hours (6 =24%)
c. 4 hours (3 =12%)	f. more than 6 hours (13=52%)

3. Write your suggestions, if you have any, about the content and the schedule of the English classes at the Medical faculty.
 - * *Prep-class should be opened and intensive instruction should be given there. (6 =24%)*
 - * *Student needs should be taken into consideration and classes must be enjoyable. (2 =8%)*
 - * *Medical English should be emphasized. (2 =8%)*
 - * *Classes should be planned for every day and attention should be given to speaking and comprehension skills. (2 =8%)*

 - * *Courses can be more attractive when content is parallel to the curriculum of the medical courses. (2=8%)*

 - * *English should be taught at the highest level and in the most intensive way. (1 =4%)*
 - * *Those who attended a prep-class before should be free from taking the courses. (1 =4%)*
 - * *The classes at the 5th grade can focus on speaking practice. (1 =4%)*
 - * *Exams should be forcing students to study. Class hours at the 1st and 2nd grades should not be less than 10 to 12 hours. (1 =4%)*

 - * *Translation skill should be emphasized. (1 =4%)*
 - * *Reading, writing, listening and speaking skills should be emphasized and classes should be given 2 hours every week for 6 years. (1 =4%)*
 - * *Listening skill should be emphasized. (1 =4%)*
 - * *Courses should be given in the morning hours or on weekends. (1 =4%)*

APPENDIX J

RELIABILITY ANALYSES

1. RELIABILITY ANALYSIS FOR THE PILOTED STUDENTS' QUESTIONNAIRE I

1. SCALE (ALPHA) Alpha = ,9152

2. SCALE (SPLIT)

Correlation between forms = ,5656	Equal-length Spearman-Brown = ,7225
Guttman Split-half = ,7180	Unequal-length Spearman-Brown = ,7225
Alpha for part 1 = ,8925	Alpha for part 2 = ,8399

2. RELIABILITY ANALYSIS FOR STUDENTS' QUESTIONNAIRE I

1. SCALE (ALPHA) Alpha = ,9259

2. SCALE (SPLIT)

Correlation between forms = ,6121	Equal-length Spearman-Brown = ,7594
Guttman Split-half = ,7414	Unequal-length Spearman-Brown = ,7594
72 Items in part 1	72 Items in part 2
Alpha for part 1 = ,8473	Alpha for part 2 = ,9055

3. RELIABILITY ANALYSIS FOR STUDENTS' QUESTIONNAIRE II

1. SCALE (ALPHA) Alpha = ,5747

2. SCALE (SPLIT)

Correlation between forms = ,5144	Equal-length Spearman-Brown = ,6794
Guttman Split-half = ,6749	Unequal-length Spearman-Brown = ,6807
6 Items in part 1	5 Items in part 2
Alpha for part 1 = ,2097	Alpha for part 2 = ,4473

4. RELIABILITY ANALYSIS FOR DOCTORS' QUESTIONNAIRE

1. SCALE (ALPHA) Alpha = ,8514

2. SCALE (SPLIT)

Correlation between forms = ,3275	Equal-length Spearman-Brown = ,4935
Guttman Split-half = ,1395	Unequal-length Spearman-Brown = ,4935
21 Items in part 1	21 Items in part 2
Alpha for part 1 = -,8165	Alpha for part 2 = ,8819

APPENDIX K

TURKISH SUMMARY

Yabancı dil öğretiminde başarı, sunulan dil eğitim programının kendi özellikleriyle bu eğitim programından faydalanacak olan öğrencilerin ve eğitimin verildiği kurumun amaç ve ihtiyaçlarıyla, eğitim sürecine dahil olan öğretmen, ders ortamı, kaynaklar ve sınırlamalar gibi temel özelliklerin uyumuyla yakından ilgilidir.

Dil eğitim programının ve bu eğitimi alacakların özelliklerinin tamamıyla uyuşması sadece ders kitaplarına konu olabilecek, gerçekleştirilmesi çok zor bir ideal durumu ifade eder. Bununla birlikte, programda başarıyı sağlamak için bu iki taraf arasında uyumu sağlamaya çalışmak en etkin yollardan biri olarak kabul edilmektedir. Bu çalışmada, başarıyı sağlamada dil öğretim programlarının tasarımını etkileyen üç temel anlayış; dil bazlı tasarım, psiko-linguistik bazlı tasarım ve ihtiyaç bazlı tasarım olarak adlandırılmıştır. Bu üç tasarım modeli, dil öğrenimine yaklaşımları açısından iki temel grupta incelenebilir. Bu yaklaşımlardan biri dili genel öğrenme süreçlerinden biri olarak kabul eden görüş; diğeri ise, dili, kendine ait işleyiş prensipleri olan ve sadece dil ediniminden sorumlu bir merkez tarafından yönetilen bir süreç olarak kabul eden görüştür.

Dil bazlı tasarımda programın oluşturulmasını yönlendiren temel anlayış, dildeki gramer yapılarının basitten zora doğru sunulması ve bol pratik yapılmasıyla öğrenebileceği savıdır. Bu anlayışa göre hedef dildeki gramer kuralları deneyim ve mantık yoluyla saptanan bir zorluk sırasına sokulmakta ve takip edilecek olan izlencelerin temeline oturtulmaktadır. Dil bazlı tasarımlarda gramer kurallarının sınıf içinde sunulmasında ve pratiğinde uygulanan teknikler seçilen dil öğretim metoduna göre değişiklik göstermekle birlikte, dilin basitten zora doğru bol pratik yaparak öğrenebileceğine dair anlayış değişmemektedir.

Dil bazlı tasarım genel olarak 20. yy dil öğretim metotlarında gözlenen bir yaklaşımdır. Her ne kadar Gramer Tercüme ve Audio-Lingual Metotları ağır eleştiriye uğrayıp yerlerini günümüzün yaygın İletişimsel Yaklaşım Metoduna bırakmış olsalar da dil öğrenimine yaklaşımları açısından benzer özellikleri taşımaktadırlar. Dilin, Gramer Tercüme Metodunda olduğu gibi ister doğrudan açıklamalarla, ister İletişimsel Yaklaşım'da olduğu gibi dolaylı yollardan ve iletişim dinamiklerine önem verilerek öğretilmeğe çalışıldığı yaklaşımlar, dil öğrenimini diğer genel beceri öğrenme süreçlerinden biri olarak görmektedirler. Bu anlayışa göre dil, gramer kuralları, fonksiyonlar ve kelimelerin sunumu ve bol pratiğine yönelik çalışmalarla öğretilir.

Dilin basitten zora doğru önceden belirlenen bir sıra dahilinde pratik ve tekrar yoluyla öğretilbileceği görüşü ikinci dil edinimi ile ilgili çalışmalarla ciddi olarak sarsılmıştır. Yapılan araştırmalar tıpkı birinci dil ediniminde olduğu gibi ikinci bir dilin ediniminin de kendine has doğal bir sıra dahilinde gerçekleştiğini göstermiş; dilin öğreniminin diğer genel öğrenme becerilerinden farklı olarak kendine has prensiplerle, sadece dil ediniminden sorumlu bir merkez ya da Chomsky'nin tanımladığı Dil Edinim Cihazı tarafından doğal olarak gerçekleştirildiği savını desteklemiştir.

Dil edinimi ile ilgili bir dil öğrenme teorisine dayanarak ikinci dil öğretim programı oluşturulması psiko-linguistik bazlı tasarım olarak adlandırılabilir. İkinci dil edinimi araştırma sonuçlarına dayandırılan psiko-linguistik bazlı önde gelen dil öğretim yaklaşımı Krashen'in Monitör Modeli'dir. Krashen, modelinde öncelikli olarak bilinçli öğrenmeyle bilinçaltı edinim arasında bir ayırım yapmış ve kullanımda ortaya çıkan gerçek dil öğreniminin ancak bilinçaltı edinme yoluyla gerçekleşebileceğini iddia etmiştir. Bilinçaltı edinme, dil edinim cihazının hedef dildeki gramer kuralları ve kelimeleri işleme koyarak beyin ya da zihinde o dile ait dil çatısını ve zamanla tüm dili oluşturması anlamına gelmektedir. Bilinçaltı öğrenmenin sonuçları akıcı konuşma ve hızlı yazmada gözlemlenir. Bilinçli öğrenme ise tıpkı matematik kurallarının öğrenilmesi gibi gramer kurallarının bilinçli olarak çalışılması demektir. Bilinçli öğrenilen bilgiler Krashen'in Monitör

olarak adlandırdığı hata gözlemcisi ya da düzeltici tarafından kullanılabilir; tıpkı bir gramer sınavında ve zaman sınırlaması olmayan yazma aktivitelerinde olduğu gibi.

Bilinçaltı ediniminin gerçekleşmesi için temel şart bol miktarda anlaşılabilir dil girdilerine (mesajlarına) maruz kalmaktır. Dil öğrenen kişi bu yeni dilde karşısına çıkan mesajı anlayabiliyorsa bilinçaltı dil edinimi otomatik olarak, hatta zorunlu ve kaçınılmaz olarak gerçekleşir. Krashen, bilinçli öğrenmeyle bilinçaltı edinimin tamamen ayrı süreçler olduğunu belirterek, bilinçli öğrenmenin bilinçaltı edinme haline gelmeyeceği ve bu ikisi arasında geçiş ve bilgi akımı olamayacağı prensibini ortaya koymuştur. Bu prensipten hareketle bilinçli öğrenmeye ağırlık vererek dil öğretiminde başarı elde etmeye çalışan programların başarı şanslarının düşük olacağı düşünülmektedir. Bir yabancı dil öğretim programında, bilinçaltı edinimin gerçek belirleyici olduğu temel görüşüne uygun olarak, tüm uygulamaların öğrencilere bol miktarda anlaşılabilir hale getirilmiş dil girdisi sağlama yönünde olması gerekir. Monitor Modeli'ne göre, az miktarda dil girdisini otomatikleşmeyi sağlamak amacıyla bol alıştırmayla desteklemek yerine, bol miktarda dil girdisini öğrencinin o parçayı anlamasını sağlayacak açıklamalarla ve öğrencinin dikkatini o girdiyi anlamaya yöneltecek aktivitelerle desteklenmesi daha faydalı olacaktır. Sonuç olarak, ikinci dil edinim araştırmalarının, çok miktarda ve çeşitli dil girdilerinin uygun aktivitelerle sağlanmasıyla başarılı bir öğretiminin gerçekleştirilebileceği görüşünü desteklediği söylenebilir.

Dil bazlı ve psikolinguistik bazlı yaklaşımların yanında diğer bir uygulama da programlarında temel olarak ihtiyaçları baz alan yaklaşımlardır. Hemen her dil öğretim tasarımında aranan özelliklerden biri, eğitimi alacak olanların ihtiyaçlarının dikkate alınmasıdır. İhtiyaç kavramı gramerle ilgili konulardaki ihtiyaç ve isteklerden sınıftaki oturma düzenine ilişkin taleplere kadar geniş bir alanı içine almaktadır. Bu çalışmada irdelenmeye değer görülen yaklaşım, tasarımlarını hedef grubun dil ile ve özellikle gramer öğretimi ile ilgili ihtiyaçlarına dayandıran yaklaşımlardır. Bu yaklaşımlarda genel olarak, dil öğretimi verilecek olan grubun dil ile ilgili hedef ve ihtiyaçları belirlenerek takip edilecek olan izlenice oluşturulmaktadır. Dili genel bir bütün olarak değil de parçalara ayrılabilen ve ayrı

bölümler halinde öğretilen bir olgu olarak gören bu yaklaşımlar da, dil-bazlı program anlayışlarında olduğu gibi, dil öğrenimini diğer genel beceri öğrenimlerinden biri olarak kabul etmektedirler. Dil ise ezberlenebilir bazı hazır kalıpların dışında ayrı bölümler halinde edinilmesi mümkün olmayacak kadar karmaşık bir süreçtir. Dil, diğer öğrenme olaylarından farklı olarak kendi dinamikleriyle işleyen ve bir bütün olarak öğrenilir. Program tasarımları, öğrencilerin ve eğitim kurumunun amaç ve ihtiyaçları ancak tutarlı bir dil öğrenme teorisi ışığı altında yorumlandığı ve bu teori prensiplerine uygun olarak izlenceler oluşturulduğu zaman başarılı olacaktır.

Bu çalışmanın nihai hedefi de psiko-linguistik temellere dayanan ve ikinci dil edinimi araştırmaları sonuçlarına dayandırılarak oluşturulmuş olan Monitor Modeli altında Ankara Gülhane Askeri Tıp Fakültesi 1nci Sınıf öğrencileri için bir İngilizce Öğretim Programı oluşturmaktır.

Bu çalışmada yukarıda belirtilen temel hedefe ulaşmak aşağıdaki aşamalardan geçilmiştir..

1. Gülhane Askeri Tıp Fakültesinde halen uygulanan dil eğitim programının incelenmesi ve tanıtılması.
2. Öğrenci, Öğretmen ve doktora mevcut programla ilgili görüşlerini almak ve ihtiyaç ve hedeflerin belirlenmesi için ihtiyaç değerlendirilmesi anket ve mülakatlarının hazırlanması ve uygulanması.
3. Toplanan verilerin SPSS11 programında değerlendirilmesi ve sonuçların tartışılması.
4. İhtiyaç değerlendirmesi sonuçları ve seçilen dil öğrenme/öğretme yaklaşımı altında bir dil öğretimi modelinin sunulması ve 1 nci sınıf öğrencileri için izlencenin oluşturulması.
5. Teklif edilen izlenice için örnek derslerin oluşturulması ve pilot uygulama olarak sınıflarda bu derslerin yapılması.
6. Örnek derslerle ilgili olarak öğrenci ve öğretmenlerden ilk izlenimlerin anket ve mülakat yoluyla alınması.

Çalışmadaki insan veri kaynakları öğrenciler, öğretmenler ve doktorlardır. Bu grupların her birinden kendileri için hazırlanan farklı veri toplama araçlarıyla bilgi toplanmıştır. Araştırmadaki veri toplama araçları ve bu araçların uygulandığı grup mevcutları aşağıdaki tabloda ifade edildiği gibidir:

Tablo 3.2: Çalışmadaki insan kaynakları

ÇALIŞMAYA KATILANLAR	KULLANILAN VERİ TOPLAMA ARACI	KATILAN SAYISI
Öğrenciler	Öğrenci Anketi No.1 (İhtiyaç değerlendirmesi ve program değerlendirmesi)	100
Öğrenciler	Öğrenci Anketi No. 2 (Pilot ders değerlendirmesi)	50
Öğrenciler	Rastgele Toplanan Raporlar (İhtiyaç değerlendirmesi)	80
Doktorlar	Doktor Anketi (İhtiyaç değerlendirmesi ve program değerlendirmesi)	25
Öğretmenler	Öğretmen Anketi No.1 (İhtiyaç değerlendirmesi ve program değerlendirmesi)	7
Öğretmenler	Öğretmen Anketi No. 2 (Pilot ders değerlendirmesi)	3
TOPLAM		265

Çalışmada, toplanan veriler SPSS 11 programı altında analiz edilmiş; sonuçlar değerlendirilerek tartışmaları yapılmıştır. Sonuçların değerlendirmesi ve tartışılmasında, çalışmanın amacına yönelik olarak oluşturulan iki ana araştırma sorusu ve bu sorulara bağlı alt soruların cevaplandırılması yolu takip edilmiştir.

Çalışmadaki iki temel araştırma sorusu, bu sorulara bağlı alt sorular ve verilerin değerlendirilmesi sonucu bu sorulara verilen yanıtlar aşağıda sunulduğu gibidir:

İnci araştırma sorusu:

Mevcut dil öğretim programı hedefler, izlence, öğrenciler, öğretmenler, dil öğretim araçları, kaynaklar, ortam, ölçme ve değerlendirme prosedürleri açısından nasıl işlemektedir?

Okuldaki mevcut programın detaylı bir değerlendirilmesini hedef alan bu ana soruya bağlı alt sorular ve bu sorulara ilişkin veri değerlendirmesine ilişkin genel sonuçlar aşağıda sunulmuştur.

1. Öğretmen, öğrenci ve doktorlar tarafından geliştirilmesi en önemli görülen iki dil becerisi hangileridir?

Yapılan anket değerlendirmesinde, öğrenciler konuşma ve dinleme becerilerini, öğretmenler okuma ve dinleme becerilerini, doktorlar ise okuma ve yazma becerilerini bir tıp çalışanı için geliştirilmesi gereken en önemli dil becerileri olarak belirtmişlerdir. Okuldaki halen uygulanan İngilizce öğretimi programının okuma ve dinleme çalışmaları üzerine yoğunlaştığı hem öğrenciler hem de öğretmenler tarafından değerlendirilmiştir.

2. Öğrencilerin genel dil becerileriyle ilgili özel hedef ve ihtiyaçları nelerdir? Öğretmenlere göre öğrenci ihtiyaç ve hedefleri nelerdir?

Genel dört dil becerisine ilave olarak öğrencilerin dil ile ilgili diğer özel hedef ve ihtiyaçları, öğretmenlere ve öğrencilere sorulmuştur. Öğrencilerin dil ile ilgili en sık belirtilen özel hedeflerinin yazılı tıbbi metinleri anlamak, yurt dışı görev almak, yabancılarla konuşmak, İngilizce verilen ders ve konferansları takip edebilmek ve İngilizce tıbbi yayınları tercüme etmek olduğu ortaya çıkmıştır.

Öğretmenler ise öğrencilerin daha çok sınavlardan geçer not almak ve tercüme becerilerini geliştirmek amacıyla olduklarını düşünmektedirler.

3. Öğrencilerle doktorlar arasında dil ile ilgili ihtiyaç ve hedefler açısından farklılıklar nelerdir?

Dört genel dil becerisine bakış açısından farklılıkların yanında dil ile ilgili hedeflerin belirtilmesi açısından doktorlar öğrencilerden farklı olarak ÜDS ve KPDS sınavlarından geçer not almayı önemli hedefler arasında saymışlardır. Öğrencilerin bu tür sınavların meslek hayatlarındaki yeri ve önemi konusunda bilgilerinin olmamasının özel olarak bu amacı vurgulamamalarının sebebi olabilir. Yine aynı şekilde doktorlar tarafından yazma becerisinin ikinci önemli beceri olarak gösterilmesinin çalışmaya katılan doktorların akademik kariyer elde etmek amacıyla yurt dışı yayın yapma isteğiyle ilgili olabileceği düşünülmektedir.

4. Mevcut program öğrenci hedeflerine ne kadar hizmet etmektedir? Bu konudaki öğrenci ve öğretmenlerin düşünceleri nelerdir?

Mevcut programın başarısı konusunda (1='kötü' den 5='mükemmel' e kadar) öğretmen ve öğrencilerin düşünceleri analiz edilmiş, öğretmen ve öğrenciler tarafından sıklıkla belirtilmiş dokuz konuda görüşleri karşılaştırılmıştır.

Öğrenciler mevcut programı dinleme, tercüme, genel İngilizce ilgili çalışmalar açısından en başarılı bulmuştur (verilen değerlendirme ortalamaları dinleme için 3,60; tercüme için, 3,57; genel İngilizce için 3,55 tir). Okuma ve kelime (3,45), gramer, konuşma ve gelecek sınavlara hazırlık açısından 3 ila 3,5 arası not vermişler, tıbbi İngilizce ve yazma konusunda değerlendirmeleri sırasıyla 2,86 ve 2,70 olmuştur.

5. Ders malzemeleri öğrenci hedeflerine ne kadar hizmet etmektedir? Bu konudaki öğrenci ve öğretmenlerin düşünceleri nelerdir?

Ders kitapları ile ilgili olarak öğrenciler kitapların ihtiyaçlarına uygunluğu ile ilgili 1 ile 5 arası (1-hiç katılmıyorum.- 5-tamamıyla katılıyorum) değerlendirmede 2,92 ortalama belirtmişlerdir. Kitapların öğrenci ihtiyaçlarına uygunluğu ile ilgili önermeye öğretmenlerin cevaplarının ortalaması 3,57 dir.

Ders kitaplarındaki aktivitelerden zevk alıyorum fikrine öğrencilerin katılım ortalaması 2,97 dir. Öğretmenlerin öğrencilerin kitaplardaki aktiviteleri yapmaktan zevk aldıklarına ilişkin katılım ortalaması 3,28 dir. Aktivitelerin ilgi çekici ve çeşitli olduğuna ilişkin görüşe öğrenciler 2,85 ortalamayla katılmışlar öğretmenler bu konuda 3,43 ortalamayla daha olumlu görüş bildirmişlerdir.

Kitaplardaki konuların ilginç olduğu görüşüne hem öğrenci hem de öğretmenler 3 ortalamayla katılmışlardır.

Dil seviyesinin uygunluğuyla ilgili öğrenciler 3,38 öğretmenler de 4,43 ortalama değerlendirme bildirmişlerdir.

Öğrenciler kitapların ilave materyallerle desteklenmesi gerektiği görüşüne 4 ortalamayla katılmışlar öğretmenler de (ortalama =4,04) derslerde kitaplara ilave olarak yardımcı ders malzemeleri kullandıklarını belirtmişlerdir.

Ders kitaplarıyla ilgili en belirgin bilgi öğrencilerden alınan raporlardan elde edilmiştir. Raporlardaki en sık belirtilen üçüncü şikayet öğrencilerin lise yıllarında olduğu gibi ders kitaplarıyla çalışmak istemedikleridir. Bu şikayetin aynı zamanda birinci şikayet olan derslerin sıkıcı olduğu ve ders içeriklerinin değişmesi gerektiği görüşüyle ilgili olduğu düşünülmektedir. Öğrencilerin İngilizce derslerinde ders kitabı kullanmaya karşı tepkileri daha önceden de ders öğretmenleri tarafından fark edilmiştir. Bu olumsuz tepkiyi test etmek için bir öğretmen ders kitabındaki konu ve aktiviteleri fotokopiyle çoğaltarak öğrencilere verdiğini ve öğrencilerin ilgilerinin

arttığını gördükten sonra zaman zaman öğrencilere bildirmeden, kitaptaki aynı konuların fotokopiyle çoğaltılmış nüshalarını derslerinde kullandığını belirtmiştir.

Dinleme ve izleme materyalleri ile ilgili olarak öğrenciler belirgin bir şikayet ve ihtiyaç belirtmemişlerdir. Öğretmenler ise video materyalinin çeşitliliği görüşüne katılmamışlar (ortalama 2,28), 4,43 ortalamayla da laboratuvarların modernleşmesi gerektiği görüşüne katılmışlardır.

Öğretmenlerin yardımcı ders malzemesi olarak en sık fotokopi edilmiş materyal kullanıldığı; kullanılan yardımcı materyalin en sık olarak sırasıyla dinleme, okuma, gramer, tercüme ve sınav pratiği yönünde olduğu ortaya çıkmıştır.

6. Öğretmen ve öğrencilerin metodoloji ve sınıf içi uygulamalarla ilgili düşünceleri nelerdir?

Öğrencilerin % 65 i derslerde takip edilen metodu beğendiklerini belirtmişler; bu konudaki genel değerlendirme ortalaması 3,70 tir. Öğretmenler de öğrencilerin metottan memnun olduklarına ilişkin görüşe 3,71 katılım ortalamasıyla benzer tepkide buldukları anlaşılmıştır.

Yine metotla ilgili öğrenciler derslerde kitaba bağlı bir metot izlendiğini fakat öğretmenin metotta değişiklikler yaptığını belirtmişlerdir. Öğrencilerin genel olarak alıştırmaları yapmaktan sıkıldıkları, anlamaya yönelik alıştırmaları gramere nazaran daha faydalı buldukları öğrenilmiştir. Ayrıca öğrencilerin %79 u hatalarının düzeltilmesinin yararlı olduğunu düşündüklerini belirtmişler, 7 öğretmenden 4 ü hataları düzeltilmenin yararlı olmadığına inandıklarını belirtmişlerdir.

Toplanan öğrenci raporlarında öğrenciler en sık olarak ders işlenişi ile ilgili olarak derslerin sıkıcı geçtiğini, daha fazla video, dinleme ve dergilerle okuma aktivitesi yapmak istediklerini belirtmişlerdir.

7. Ders işlenen ortamlar, kaynaklar ve ders programıyla ilgili öğretmen ve öğrencilerin düşünceleri nelerdir?

Öğretmen ve öğrenciler ders işlenen ortamlarla ilgili olumsuz bir görüş belirtmemişlerdir.

Kütüphane, bilgisayar laboratuvarları, ve oluşturulması muhtemel, öğrencilerin dil çalışması yapabilecekleri okuma ve dinleme materyaliyle ve bunların kullanımına uygun cihazlarla donatılmış ayrı bir dil çalışma odasına ilişkin görüşlerin belirtilmesinin istendiği sorulara verilen yanıtlar önem arz etmektedir. Öncelikle, hem öğrenciler hem de öğretmenler tarafından kütüphane dil materyali açısından zengin bulunmamaktadır. Yeni kurulmuş olan bilgisayar dershanelerinin İngilizce'yi geliştirme açısından zengin kaynak sunduğu görüşüne öğrenciler belirgin bir tepki göstermemişlerdir. Bu kararsız duruşun bu dershanelerin kullanımın potansiyeline ilişkin öğrencilerin henüz yeterince bilgilenmemelerinin etkili olduğu düşünülmektedir.

Dil çalışma odasına ilişkin için öğrencilerin % 93 bu tür bir imkanı kullanışlı bulmuşlar (katılım ortalaması 4,62) ve % 82 si bu çalışma odası açılırsa kullanacaklarını belirtmişlerdir (ortalama 4.19).

Haftalık ders programlarına ilişkin görüşlerde, 67 öğrenci haftalık ders saatlerini yeterli buluyorum fikrine katılmıştır (genel ortalama 3,85). Ders saatlerinin haftalık dağılımının nasıl olduğuna dair soruya öğrenci cevapları 3,35 ortalamaıyla iyi (4) ve fena değil (3) arasında olmuştur.

Ders programı konusunda 5 öğretmen ders saatlerinin artırılması gerektiğini belirtmiştir. Öğretmenler de haftalık ve günlük ders saati programlarının uygun olduğu görüşüne 3,86 ortalamaıyla katılmışlardır.

Tıp fakültesinde, İngilizce derslerinin hangi sınıflarda ve haftada kaç saat verilmesi gerektiği konusunda sorulan sorulara, çalışmaya katılan doktorların % 84 ü İngilizce'nin tüm sınıflarda öğretilmesi gerektiğini; % 52 si de ders saatlerinin

haftada 6 saatten fazla olması gerektiğini, % 24 dü de haftalık 6 saatin yeterli olduğunu düşündüklerini belirtmişlerdir.

8. Ölçme ve değerlendirme sistemi ile ilgili öğretmen ve öğrencilerin düşünceleri nelerdir?

Ölçme ve değerlendirme sistemiyle ilgili olarak öncelikle sınav sorularının zorluğu, sınav değerlendirme sistemi ve sınavların öğretilen konuları içerip içermediği konularında öğrenci ve öğretmenler tarafından sorun olarak algılanabilecek uç değerlerde fikirler belirtilmemiştir.

Ölçme ve değerlendirme sistemi ile ilgili yeni getirilen teklifler konusunda ise öğretmen ve öğrenciler farklı görüşler belirtmişlerdir. Yazma ve dinleme sorularının sınavlara dahil edilmesine ilişkin fikirlere 6 öğretmen toplamda 4,43 katılım ortalamasıyla dinleme tipi soruların da sorulmasını, 4 öğretmen de yazma tipi soruların da sorulmasını (ortalama 3,43) desteklemiştir. Öğrencilerin bu konudaki görüşe katılım ortalamaları, dinleme için 3,07 yazma için ise 2,94 olmuştur.

Öğretmen ve öğrenciler benzer ortalamalarla (öğretmenler 4,57; öğrenciler 4,26) ara sınavların ders geçme notunu etkilemesini düşündüklerini belirtmişlerdir.

Derse devam durumu ve ders içi aktivitelere katılım durumunun geçme notunu etkilemesi fikrine öğrenciler 2,78 ortalamaıyla öğretmenler ise 4,57 ortalamaıyla katılmışlardır.

Mevcut uygulamadaki sınavlardan sonra öğrencilere sınav soru kağıtlarının verilmemesi uygulamasının kaldırılması konusunda öğretmen ve öğrenciler benzer tepkiler vermiş ve sınav kağıtlarının öğrencilere dağıtılmasının öğrenmeye olumlu katkıda bulunacağı fikrine katılmışlardır (88 öğrenci; 4,46 ortalama; 7 öğretmen; 4,71 ortalama).

Öğretmen, öğrenci ve doktora verilen anket ve yapılan mülakatlara ilave olarak öğrencilerden değişik zamanlarda toplanan kısa şikayet, teklif ve

değerlendirme notları da, okuldaki mevcut sisteme ilişkin önemli bilgiler içermektedir. Bu notlar arasında sıklık sırasına göre ilk 10 tanesi aşağıda sıralanmıştır.

1. Derslerde sıkılıyorum. Ders konuları ilginç olmalı
2. Daha çok video saati olsun.
3. Lise yıllarındaki gibi kitaplardan ders yapmak istemiyorum.
4. Derslerden bir şikayetim yok/Derlerden memnunum.
5. Daha çok dinleme yapmak istiyorum.
6. Daha çok dergi okuma çalışması istiyorum.
7. Derslerde daha fazla tıpla ilgili pasajlar okumak istiyorum.
8. Bilgisayar laboratuvarında daha çok zaman geçirmek istiyorum.
9. İngilizce'ye yeterince vakit ayıramıyorum
10. Bence ders saatleri artırılmalıdır.

2nci araştırma sorusu:

Gülhane Askeri Tıp Fakültesi için öğrenci ve kurum ihtiyaç ve hedefleriyle dil öğrenme görüşü olarak Monitör Modelinin entegrasyonuna dayanan bir yabancı dil eğitim programı nasıl oluşturulabilir/nasıl oluşturulmalıdır?

Bu araştırma sorusuna bağlı alt sorular ve bu soruların aşağıda özeti sunulan cevaplandırılması ve tartışılması tezin nihai hedefi olan mevcut ders materyallerinin de en verimli şekilde kullanılmasıyla ortaya çıkartılacak bir program ve izlencelerin oluşturulmasına yöneliktir.

1. **Programda mevcut genel hedefler ve sınırlayıcı düzenlemelerle ilgili hangi değişiklikler yapılmalıdır?**

Mevcut programda İngilizce Eğitimi ile ilgili 87 nci madde, eğitimin ilk 5 sınıf içinde haftada kaç saat ve yıllık asgari toplam kaç saat verileceğini

belirlemenin yanında verilecek eğitimle ilgili genel hedefleri ve sınırlayıcı düzenlemeleri içermektedir.

Okuldaki İngilizce eğitiminin genel amacı “öğrenciyi bu dildeki tıbbi yayın, ders ve konferansları izleyebilecek düzeye getirmektir”. Sınırlayıcı düzenlemeler ise şunlardır:

- a. “1, 2 ve 3 üncü sınıflarda Genel İngilizce, 4 ve 5 nci sınıflarda ise Tıbbi İngilizce öğretimi yaptırılır.
- b.öğrenciler arasındaki farkı gidermek ve homojen sınıflar sağlamak amacıyla ayrı düzeylerde İngilizce sınıfları açılır,
- c. ... öğrencilerin 2 nci sınıf sonunda eşit duruma getirilmeleri sağlanır.
- d. 3 ncü sınıfta tüm öğrenciler İngilizce derslerini aynı düzeyde ve aynı yöntemlerle görürler. “

Yapılan veri değerlendirmesi ve Monitör modeli prensipleri ışığında yukarıdaki sınırlayıcı düzenlemelerin tümünün kaldırılması ve genel amaç cümlesinin de yeniden ifade edilmesi önerilmiştir. Yeni önerilen şekil, programın zaman içerisinde öğrenci ve kurum ihtiyaç ve hedeflerinde meydana gelebilecek değişikliklere ve dil öğretimi açısından oluşabilecek yeni yaklaşımlara uyum sağlamada azami esneklik sağlayacak niteliktedir. Önerilen programda yönetmelik maddesindeki yeni amaç cümlesi ve önerilen programdaki 1 nci sınıflara verilecek olan İngilizce eğitiminin özel hedefleri aşağıda sunulduğu gibidir:

AMAÇ: Fakülte'deki yabancı dil eğitiminin amacı öğrencilerin o dildeki dil yeterliliklerini geliştirmektir. Yabancı dil eğitiminde üzerinde durulacak alanlar Zorunlu Dersler Bölümünce değerlendirilmesi yapılacak olan, kurum ve öğrencilerin dil ile ilgili talep ve ihtiyaçlarına bağlı olacaktır. Her akademik yıl öncesinde o yıla ait dil eğitiminin hedeflerini belirleyerek uygun bir dil programı hazırlamak Zorunlu Dersler Bölümünün sorumluluğundadır. Her sınıfta yabancı dil eğitimine ayrılacak ders saati sayısını belirleme yetkisi Zorunlu Dersler Bölümünün koordinasyonu ile Fakülte Kuruluna aittir.

Önerilen programın genel hedefleri:

Programın hedefleri öğrencilerin aşağıdaki beceri ve aktivitelerini yapmalarını sağlamaktır:

1. yabancı dili konuşanlar arasında bir diyalog dinleme,
2. yabancı dilde bir sunu dinleme,
3. anonsları dinleme,
4. radyo,televizyon, film, müzik dinleme,
5. bilgi sorma,
6. bir ya da daha fazla konuşmacıyla karşılıklı bir konuşmada yer alma,
7. notları okuma, arkadaş ve diğer insanlara not yazma,
8. talimatlar da dahil işaretleri ve mesajları okuma,
9. (başvuru formu gibi) formları okuma ve doldurma,
10. (gazete, dergi) reklamları okuma,
11. kişisel mektuplar yazma,
12. (ders dışında) okuma,
13. bir dersi dinleme ve not alma,
14. (tıpla ilgili bir konuda) film veya diğer görsel işitsel bir sunuyu dinleme,
15. panel ve sınıf tartışmalarını dinleme, bunlara katılma,
16. sınıfa bir rapor hazırlayıp sunma,
17. doktor ve hastalar arasında konuşmaları dinleme,
18. bir cümle, diyalog ya da kısa bir konuşmayı dinleme ve sorulara cevap verme,
19. tıpla ilgili konulardaki metinleri okuma ve tartışma,
20. raporlar makaleler yazma,
21. okurken not alma,
22. internet sitelerinde arama yapma ve bilgiyi sunma,
23. karşılıklı olarak İngilizce ve Türkçe arasında tıbbi bir metni tercüme etme,
24. bir sınavda soruları cevaplama ve cevapları tartışma,

25. sınavlarda ve yazı yazarken gramer bilgilerini (monitörü) en iyi şekilde kullanma.

2. Hangi tip ve formatta bir izlence seçilmelidir?

Genel olarak önerilen program seçilen ikinci dil öğrenme teorisiyle paralel olarak psikolinguistik bir yaklaşımla “ürün öğrenme”den çok “süreç öğrenme” üzerinde durduğundan tip olarak öğrenme süreçlerine önem veren konu bazlı, sürece yönelik, B tipi, metoda yönelik, teori bazlı, ve tema bazlı gibi ifade edilen izlence (ya da “ders programı”) tiplerine uymaktadır (Demirel, 2001:216). Bu çalışmada bu tanımlamalar arasından, konu bazlı ve sürece yönelik izlence tipi tanımlaması tercih edilmiştir.

Kolaydan zora doğru sıralanmış gramer yapılarını takip eden ve bunların bol pratik yoluyla öğrenilebileceği savı üzerine kurulan dil bazlı tasarımların gözlendiği izlencelerin aksine, önerilen izlencede öğrencilere bol miktarda anlaşılabilir dil girdisi sunmak ve onları bu dil girdileriyle ilgilenmeye yöneltecek aktivite ve süreçler üzerinde durulmaktadır. Bunun yanında gramer öğrenimine yönelik amacı da göz ardı etmeyerek gramer öğretimi programın içine konmuştur. Fakat, konulan gramer eğitimi verilen dil girdilerinin anlaşılabilir hale gelmesinde bir araç olarak görülmüş; bu nedenle kuralların tekrarı ve alıştırmalarla pratiği yerine okuma ve dinleme pasajlarından alınan parçaların tercümesi yapılırken gramer ve kelime öğretiminin yapılması şeklinde planlanmıştır. İlave olarak sınav sorularının tartışılması ve yazma çalışmalarının düzeltilmesi esnasında da öğretmen gramer öğretimi konusunda bilgi verici ve yönlendirici olarak görev alacaktır.

Önerilen programda format olarak seçmecî bir yaklaşım izlenmiştir. Okulda öğrenci çoğunluğunu oluşturan A kurundaki (ileri kur) izlence için modüler format B ve C kurları için ise mevcut kaynaklar arasından seçilen kitaptaki ünite bazlı format takip edilecektir, fakat bu kurlarda gramer eğitimi işlenen konudaki dil girdilerinin anlaşılmasına yönelik olduğundan ve ünitelerin sıralarını belirleyici olarak algılanmadığından dolayı tıpkı modüler formatta olduğu gibi ihtiyaç ve değişen gündeme göre ünitelerin sırasında değişiklikler yapılabilecektir. Programda

anlama ya da bilinçaltı edinim üzerine yoğunlaşan aktiviteler için ayrılan bölüm İzlence 1, gramer ya da daha geniş anlamda bilinçli öğrenme üzerine yapılacak aktivitelere ayrılan bölüm de İzlence 2 olarak adlandırılmıştır. İleri kurdaki İzlence 2, özellikle yazma becerilerinin geliştirilmesine yönelik aktivitelerde sıralı bir formatta oluşturulmuştur.

3. Tezde seçilen yaklaşım izlenceye nasıl yansıtılacaktır?

Bu çalışmada önerilen dil öğretim programının diğer modellerden önemli bir farkı gramer ve bilinçli öğrenme aktiviteleriyle anlama ve edinime yönelik aktivitelerin iki farklı izlence olarak düşünülmesidir. Çoğu yerde İzlence 2 nin dil girdisi olarak içeriği İzlence 1 den alınsa ve bu izlencede yer alan okuma ve dinleme metinlerinin anlaşılmasını kolaylaştırma gibi bir amaca hizmet etse de, bu iki izlence bilinçli öğrenme ve bilinçaltı edinim arasında yapılan ayrıma paralel olarak oluşturulmuştur. Bu ayrımın, program uygulayıcılarının da bu konuya önem vererek kendi şahsi öğrenme yaklaşımlarını, özellikle de sun, pratik yap ve üret yaklaşımını, terk ederek metotta belirtilen yaklaşımı takip etmeleri yönünde bir etkiye de bulunulacağı düşünülmektedir. Bu açıdan programda izlencelerin tasarımı ve uygulanmasında iki önemli hususa önem verilmektedir. Bunlar, bol dil girdisi sunma ve bu dil girdileriyle yapılacak aktivitelerde takip edilecek yaklaşımdır. Bol miktarda dil girdisine verilen önem, A kurlarındaki izlencedeki dil girdisi zenginliğinde ve B ve C kurlarında seçilen kitaplara ilave olarak öğretmenlerden işlenen konuya paralel ve aynı seviyede değişik dil girdisini diğer kitap, video vs. gibi kaynaklardan sağlamalarının istenmesinde görülebilir.

Dil girdileriyle yapılacak aktivitelerde takip edilecek yaklaşım yukarıda bahsedilen iki ayrı izlencenin oluşturulması şeklinde ifade edilmiştir. Buna paralel olarak, öğretmenlerden de bu ayrıma uymaları istenecek, gramer eğitiminin dinleme/okuma anlama çalışmalarında anlamayı kolaylaştırıcı bir fonksiyonu

olduğu ve ancak zaman sınırlaması olmayan yazma aktiviteleri ve gramer sınavlarında bu bilgilerin en etkili şekilde kullanılması gerektiği anlatılacaktır.

4. Seçilen dil becerilerine ne kadar zaman ayrılmalıdır?

Krashen ve Terrell (1983:148) bir müfredatta zamanın en az % 80 inin bilinçaltı edinme aktivitelerine, %20 ya da daha azının da bilinçli öğrenme becerilerine ayrılması gerektiğini tavsiye etmektedirler. Önerilen program haftalık ders saatleri bazında yapılmıştır. Bu açıdan haftalık 6 ders saatinin 4 ünün İzlence 1 e, 2 sinin de İzlence 2 ye ayrılması düşünülmüştür. Değerlendirilen öğrenci ve kurum ihtiyaçları da göz önüne alınarak İzlence 1 deki 4 saatte okuma/dinleme anlama ve bunlara bağlı tartışma ve konuşma aktiviteleri planlanmış, İzlence 2 deki 2 saatlik sürenin de tercüme çalışması, gramer açıklamaları, yazma ve test sorularının çözümü ve tartışılması aktivitelerine ayrılması önerilmiştir.

5. Dil öğretim materyallerinde hangi değişiklikler yapılacaktır? (Destekleme mi, değiştirme mi yoksa tümünden yeni materyal seçimi mi?)

Bir dil programında dil öğretim materyallerinin ihtiyaç ve hedeflere uygunluğunun araştırılmasına yönelik bir çalışma bu materyallerin desteklenmesi, değiştirilmesi, ya da tümünden kaldırılarak yerine yenilerinin getirilmesi şeklinde sonuçlanabilir (Hutchinson ve Waters, 1987: 98-104). Bu çalışmada mevcut kaynakların en verimli şekilde kullanımı hedefi de gözetildiğinden önerilen programda piyasa araştırmasıyla yeni kitapların ve ders malzemelerinin önerilmesi yerine, bölüm kütüphanesinde mevcut kaynaklardan faydalanılması yolu takip edilmiştir. Bu yöntem dahilinde ders malzemeleri itibariyle iki farklı yol önerilmiştir.

Öğrencilerin çoğunluğunu oluşturan ileri seviye, A kuru, için tıbbi okuma ve dinleme metinlerine dayanan yeni ders malzemesi hazırlama yolu takip edilmiş; B ve C kurları için ise Monitor modeli yaklaşımıyla daha rahat kullanılabileceği düşünülen *Interchange 1* ve *2* kitapları önerilmiş ve bu kitapların Follow Me video

serisi ve diğer ders kitaplarıyla desteklenmesi istenmiştir. A Kurunda, İzence 2 için halen okutulan *Masterclass* kitabındaki Yazma becerileri bölümleri ve okulda ve öğretmenlerde mevcut olan çeşitli gramer ve test kitapları önerilmiştir. B ve C kurlarında, kitaplardaki ayrı olarak sunulan gramerle ilgili bölümler İzence 2 için önerilmiştir. Her üç kur için de filmler, internet programları diğer yazılı ve görsel işitsel malzemeler ilave çalışmalar için önerilmektedir.

6. Öğrenci ve öğretmenlerin rolleri ne olacaktır?

Veri değerlendirmelerinde öğretmenlerle ilgili olumsuz bir sonuç elde edilmemesine rağmen önerilen programın gerektirdiği bazı önemli öğretmen rolleri mevcuttur. Her şeyden önce öğretmenler bol miktarda dil girdisi sağlamak ve öğrenciler arasında sürekli olarak bu girdilerin anlaşılıp anlaşılmadığını takip etmek gibi iki fonksiyonel role sahiptirler. Bu açıdan bakılınca, daha önce de bahsi geçtiği gibi, öğretmenlerin derste kullanılacak uygun dinleme ve okuma materyalini sağlamak ve bunları uygun aktivitelerle desteklemek gibi temel görevleri vardır. Krashen ve Terrel'in (1983:132) Doğal Yaklaşım'ında bu, "Metin+Amaç" olarak ifade edilmiştir. Materyal seçiminde uygunluk kriteri olarak öğrencilerin ilgisini çekebilir olması kriteri yeterli görülmüştür (Krashen, 1985b:23). Sonuç olarak öğretmenin rollerinden biri de öğrenci ilgi ve ihtiyaçlarını takip etmek ve onların ihtiyaçlarına uygun materyali sağlamaktır.

Öğretmenlerin, programın uygulayıcıları ve ders öğretmenleri olarak rollerinin de çok önemli olduğunu tekrar vurgulayarak, onları bu konuda bilgilendirmek maksadıyla yaz döneminde uygulamalı bir hizmet içi eğitimi verilmesi öngörülmektedir.

Programdaki öğrenci rolleri ise aslında öğretmenlerin sınıf içi uygulamalarına bağlıdır (Hill, 1994:214). Öğretmenlerin temel rolü dil girdisini sağlamak ve bunu anlaşılır kılacak aktiviteler hazırlayıp sunmak olduğu dikkate alınınca öğrencilerin temel rolünün de sağlanan bu dil girdisine dikkatini vermek ve aktiviteleri takip etmek olduğu ortaya çıkmaktadır. Öğrencilerin bir diğer rolü de gramer bilgisine dayanan monitörü doğal konuşma ve yazma hızlarını kesmeyecek

şekilde uygun zamanda ve en etkin biçimde kullanabilmeleridir. Bunu da dikkat yoğunluğunu anlamaya verme; fakat zaman sınırlaması olmayan yazma aktivitelerinde ve gramer sorularının çözümünde gramer bilgisini etkin olarak kullanabilme olarak tanımlayabiliriz.

7. Ders yapılan yerlerde hangi değişiklikler yapılmalıdır?

Ders işlenen yerlerle ilgili olarak, anket sonuçlarından öğrencilerin belirgin bir istek ve ihtiyaç bildirmediği anlaşılmıştır. Bunun yanında, mevcut dil laboratuvarı, dersane ve bilgisayar laboratuvarlarının ders aktivitelerinde kullanımına yönelik yeni düzenlemeler de önerilmiştir. Bu amaçla okuma ve tercüme/gramer, ve yazma çalışmaları gibi özel ekipman istemeyen aktiviteler dersanelerde, dinleme çalışmaları eskiden olduğu gibi dil laboratuvarlarında yapılacaktır. Programdaki sınırlayıcı bir düzenleme, bilgisayar laboratuvarlarının A sınıflarında haftada en az 2 ders saati kullanılmasına yöneliktir. Winschool programıyla ve internet bağlantısıyla donatılan bu sınıflar, sadece İzence 1 için değil İzence 2 için de çok sayıda aktivite imkanı sunmaktadır.

8. Ölçme ve değerlendirme sisteminde hangi değişiklikler yapılmalıdır?

Sınavlar sadece ölçme aracı olarak değil, dil girdileriyle öğrenciyi ilgilenmeye zorlayan aktiviteleri içerebilmesi sebebiyle, edinme sürecine katkıda bulunabilecek araçlar olarak ta görülmektedirler. Önerilen yeni programda soru tipleri açısından bazı değişiklikler önerilmektedir. Öncelikle sınavlarda, İzence 1 ve İzence 2 ye ayrılan zamana uygun olarak (% 80 -% 20), gramerden çok anlamaya yönelik sorular sorulacak ve sorular derste işlenen konuları da kapsayacaktır. Bu uygulamanın öğrencileri derste işlenen dil girdilerini tekrar okuyup anlamaya yönelteceği düşünülmektedir. Önerilen diğer bir değişiklik ise ara sınavlarda dinleme/anlama sorularının da sorulmasıdır. Soru tipi açısından ders içi aktivitelerde işlenenlere benzer klasik tipte sorular sorulabileceği gibi genel olarak KPDS ve TOEFL tipi sorulara öncelik verilecektir.

Öğrenci talepleri doğrultusunda ve yaklaşım açısından da faydalı görülerek (daha önce yapılmayan) sınav sorularının sınavlardan sonra öğrencilerde kalması uygulamasına geçilecektir.

9. Kaynaklar en iyi şekilde nasıl kullanılmalıdır?

Daha önceden de bahsi geçen, okuldaki mevcut dil öğretim materyalinin en iyi şekilde kullanılabilmesi amacıyla mevcut materyal incelenmiş, ve öğretmenlerin özellikle yardımcı ders malzemesi olarak kullanmak üzere, kolay ulaşabilmelerini sağlamak için kaynakların adı, seviyesi, ses kasetinin olup olmadığı, hangi tip aktiviteler için uygun oldukları ve hangi izlenim için kullanım için uygun olduğu hususlarında bilgiler içeren bir tablo liste hazırlanmıştır.

10. Yeni program nasıl uygulanacaktır?

Önerilen programın uygulanmasında bazı ön koşulların yerine getirilmesi gerekmektedir. Bunlardan ilki öğretmenlerin Monitör modeli ya da teorisi ile ilgili bilgilenmeleri, programın uygulanmasında üstlenecekleri roller ve yapmaları gerekenler konusunda eğitilmeleridir. Öğretmenlerin yaklaşıma olan inanç ve bağlılıkları programın başarısını etkilemede en önemli etken olacaktır.

Ön görülen ikinci koşul da öğrencilerin de bu model hakkında, bilinçli öğrenmeyle bilinçaltı edinim kavramları ve dil ediniminde önemi konularında bilgilendirilmeleridir. Bu amaçla, ders yılı başında ve yıl içinde öğretmenlerin bu konulara değinmeleri istenecektir.

Programın uygulanması aşamasında planlı etkinliklerden biri de yapılması istenen haftalık öğretmen toplantılarıdır. Bu toplantılarda bir evvelki haftaya yönelik bir değerlendirme ve bir sonraki hafta takip edilecek olan modül hakkında görüş alış verişinde bulunulacaktır.

Önerilen programla ilgili bu hususların tartışılması ve cevaplandırılmasından sonra A, B ve C sınıfları için izlenimlerin konu içerikleri belirlenmiştir. A seviyesi için her biri 6 ders saati süresi için planlanan 30 modül önerilmiştir. İzlenim 1 de her modül için okuma ve dinleme metinleri içeren konular belirlenmiş, bu konuların ve bu konulara bağlı ilgi çekebilecek ilave konuların uygun aktivitelerle desteklenmesi

istenmiştir. Okuma ve dinleme materyalinde benzer konular seçilmiş, bilgisayar dershanesinde yapılacak aktiviteler sınırlandırılmamıştır. İzence 2 için ise İzence 1 e paralel tercüme ve gramer aktivitelerine ilave olarak dönüşümlü olarak sınav pratiği ve yazma çalışmaları bölümleri eklenmiştir. Modüllerin sıralarında değişiklik yapmak ve aktiviteleri zenginleştirici müdahalelerde bulunmak, haftalık toplantılarda tartışılıp karar verilmek üzere öğretmenlere bırakılmıştır.

B ve C sınıflarında temel iletişim konularını içeren, her biri iki haftalık (12 ders saati) sürede işlenecek, 15 er adet modül/ünite belirlenmiştir. Bu modüller seçilen kitaplardaki ünitelere paraleldir. Ders işlenişinde öğretmenlerin temel görevi, gramer öğretimini sadece dili anlaşılır kılmak için bir araç olduğu prensibine bağlı kalmaktır. En düşük seviye olan C kurunda özellikle ilk haftalarda Asher'ın (1982) Hareketlerle Öğrenim Metodu tekniklerinin uygulaması önerilmektedir.

İzence konularının da belirlenmesinden sonra yeni konu-bazlı izence geliştirilen A kuru için örnek bir modül hazırlanmış ve mülakatta doğal yaklaşım metodunu da uyguladıklarını söyleyen 3 öğretmen tarafından pilot uygulaması yapılmıştır. Pilot uygulamadan sonra öğrenci ve öğretmenlerin uygulanan modülle ilgili izlenim ve değerlendirmeleri alınmıştır. Pilot uygulaması yapılan modül öğretmen ve öğrenciler tarafından olumlu karşılanmış; eski uygulanan programın 5 değerinde olduğu varsayımıyla yeni programa, öğrenciler 10 üzerinden 7,8, öğretmenler ise 8,1 değerini vermişlerdir.

Bu çalışmada, bir tıp fakültesindeki İngilizce eğitimi programı değerlendirilmiş ve yapılan değerlendirme sonuçları ışığında en son ikinci dil edinimi araştırma sonuçlarıyla desteklenen Monitör Modeli yaklaşımına göre bir tasarım oluşturulmaya çalışılmıştır. Oluşturulan programın genel değerlendirilmesinin yapılabilmesi amacıyla öğretim yılı başında ve sonunda öğrencilere TOEFL benzeri bir yeterlilik sınavı verilmesi önerilmesine rağmen pilot uygulamada bu sınavlar verilememiştir. Bu nedenle, önerilen programın tam etkinliği, bir ya da daha fazla yıl uygulanarak; öğrencilerin bu tür sınavlarda aldıkları not değişimlerin incelenmesiyle daha tutarlı bir şekilde değerlendirilebilecektir.

VITA

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