

EVALUATING THE LANGUAGE IMPROVEMENT COURSES
IN THE UNDERGRADUATE ELT CURRICULUM
AT EASTERN MEDITERRANEAN UNIVERSITY: A CASE STUDY

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ABSTRACT

EVALUATING THE LANGUAGE IMPROVEMENT COURSES IN THE UNDERGRADUATE ELT CURRICULUM AT EASTERN MEDITERRANEAN UNIVERSITY: A CASE STUDY

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The present study evaluates the language improvement courses in the undergraduate curriculum of the Department of English Language Teaching (ELT) at Eastern Mediterranean University. The language improvement courses are: Oral Communication Skills I and II, Reading Skills I, II, and Advanced Reading Skills, Writing Skills I, II and Advanced Writing Skills, and English Grammar I and II.

In this evaluation study, the adapted version of Bellon and Handler's (1982) curriculum evaluation model was employed. The participants of the study were six instructors teaching the language improvement courses and students enrolled in these courses. The data, both qualitative and quantitative, were collected through course evaluation questionnaires for students, interviews with students and teachers, classroom observations, and examination of relevant written documents such as course policy sheets, course materials, and assessment tools used in the courses.

The results of the study show that generally the language improvement courses were effective in terms of five aspects specified in the evaluation model employed in the study, as perceived by the students and the instructors. However, the students and the instructors suggested making some changes to the existing language improvement courses to make them more effective and better adjusted to the students' needs and expectations.

Some important conclusions drawn and recommendations made were: Practice (i.e. practice and production) component in the language improvement courses should be enhanced, a wider variety of authentic materials should be used in the courses, various methods and activities should be utilized in teaching-learning process, and intra-subject and inter-subject relationships (i.e. continuity and coherence) between or among the courses need to be strengthened.

Keywords: Curriculum evaluation, course design, English language teaching, English language teacher education, English language improvement courses

ÖZ

DOĞU AKDENİZ ÜNİVERSİTESİ İNGİLİZ DİLİ EĞİTİMİ BÖLÜMÜ LİSANS PROGRAMINDAKİ DİL GELİŞTİRME DERSLERİNİN DEĞERLENDİRİLMESİ: DURUM ÇALIŞMASI

Erozan, Fatoş

Doktora, İngiliz Dili Öğretimi Bölümü

Tez Yöneticisi: Y. Doç. Dr. Ayşegül Daloğlu

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Bu çalışma Doğu Akdeniz Üniversitesi İngiliz Dili Eğitimi Bölümü'nün lisans müfredatında bulunan dil geliştirme derslerinin değerlendirilmesidir.

Bu çalışmada kullanılan program değerlendirme modeli, Bellon ve Handler'ın (1982) müfredat değerlendirme modelinden uyarlanmıştır. Çalışmaya dil geliştirme derlerini öğreten altı öğretmen ve bu dersleri alan öğrenciler katılmıştır. Veriler, nitel ve nicel, öğrenci ders değerlendirme anketleri, öğrenci ve öğretmen görüşmeleri, sınıf gözlemleri, ve ders tanımlama forumları, ders materyalleri ve değerlendirme araçları (sınavlar) gibi yazılı belgelerin incelenmesi ile elde edilmiştir.

Çalışmanın sonuçları öğretmen ve öğrencilerin dil geliştirme derslerini çalışmada kullanılan modeldeki beş nokta açısından genel olarak etkili bulduklarını göstermektedir. Ancak, hem öğrenciler hem de öğretmenler söz konusu dersleri

daha etkili ve öğrencilerin gereksinimlerine ve beklentilerine daha iyi cevap verir duruma getirebilmek için bazı değişiklikler yapılmasını önermişlerdir.

Çalışma sonunda varılan önemli sonuçlar ve yapılan öneriler şunlardır: Dil geliştirme derslerinde daha fazla pratik ve uygulama yapılmalı, daha çok çeşitli ve özgün materyaller kullanılmalı, çeşitli yöntemler ve aktiviteler kullanılarak dersler işlenmeli, ve benzer ve farklı dil geliştirme dersleri arasındaki ders içi ve dersler arası bağlantılar güçlendirilmeli.

Anahtar kelimeler: Program değerlendirme, ders geliştirme, İngiliz dili öğretimi, İngilizce öğretmeni yetiştirme, İngilizce dil geliştirme dersleri

To my parents, Vedia and Erol Erozan

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CHAPTER I

INTRODUCTION

This chapter consists of four sections. The first section provides background information to the study. The second section introduces the purpose of the study and the research questions. The third section explains the significance of the study. Finally, the fourth section provides the definition of terms used throughout the study.

1.1 Background of the Study

As English has become a ‘world language’ enabling people with different native languages to communicate with each other in academic and non-academic settings, it is becoming more and more important to learn this language throughout the world. This rapid growth of the importance of the English language has made teaching English as a foreign language an important profession.

With this growing importance of English, teaching it effectively has become an important concern in the field of education. To ensure effective English language teaching, English language teachers need to undergo necessary pre- and in-service education in the field.

Pre-service teacher education programs in the field of English language teaching aim to educate effective and competent language teachers. To this aim, a language teacher education syllabus includes the following types or categories of teacher knowledge (Roberts, 1998):

Content knowledge: Teachers’ knowledge of target language systems, their target language competence and their analytic knowledge.

Pedagogic content knowledge: Knowledge of language which is needed to teach it. It includes adapting content and means of communicating linguistic knowledge according to learners’ needs.

General pedagogic knowledge: It includes principles and strategies for classroom management, repertoire of ELT activities, the use of aids and resources, and formal assessment of learning.

Curricular knowledge: It refers to the knowledge of the official language curriculum (exams, textbooks, etc.) and of resources.

Contextual knowledge: It refers to awareness of the characteristics of learners, schools and the wider system, i.e. community.

Process knowledge: It consists of a set of skills and attitudes (i.e. ability to relate to learners, peers and parents, study skills, team skills, observational skills, classroom inquiry skills, and language analysis skills) that enable the development of the teacher.

Shulman (1987) presents more or less the same categories of teacher knowledge base as: Content knowledge; general pedagogical knowledge; curriculum knowledge; pedagogical content knowledge; knowledge of learners and their characteristics; knowledge of educational contexts; and knowledge of educational ends, purposes, and values, and their philosophical and historical grounds.

Unlike Roberts (1998) and Shulman (1987), Thomas (1987), who argues that the goal of the language teacher education programs or curricula is ‘language teacher competence’, categorizes this competence into two main components: linguistic and pedagogic. He argues that linguistic or language competence, which is the prerequisite of language teacher competence, is what the native speaking teacher has but non-native speaking teacher lacks. This linguistic or language competence involves two major divisions:

1. System/grammar division: Within this division, there is ‘formal’ component which may be further subdivided into phonological, syntactic and lexical well-formedness, and ‘conceptual’ component (i.e. whether an isolated sentence is conceptually well-formed).
2. Contextual/discourse division: Within this division, there are functional appropriacy, stylistic appropriacy and informational appropriacy components.

On the other hand, Thomas (1987) includes four components under pedagogic competence:

1. Management: Skills of classroom management.
2. Teaching: Pedagogic skills employed in communicating language to learners.
3. Preparation: Skills involved in preparing for teaching.
4. Assessment: Teacher's ability to assess his or her performance of the various skills mentioned.

Language competence is the most essential characteristic of a good language teacher (Lange, 1990), and it is the most important aspect of language teacher competence because a teacher without the requisite language skills will crucially lack authority and self confidence in the classroom, and this will affect all aspects of his or her performance (Cullen, 2001). Therefore, a language teacher should have a deep and wide-ranging knowledge of the language he or she teaches or will teach, because this knowledge of the language is a fundamental personal quality of a good language teacher (Bolitho, 1988). In order to create good lessons, teachers must have the knowledge of their subject matter in a way that enables them to explain or teach it to their students (Reynolds, 1992).

In many parts of the world, competence in using English in the classroom is seen as the most important skill to attain for many English teachers (Cullen, 2001). Moreover, the main training requirement of English teachers, whether on pre-service or in-service courses, is the development of their own proficiency in the language, and this requirement has been mentioned frequently in the literature on language teacher education (Berry, 1990; Murdoch, 1994; Cullen, 1994).

Surveys of teachers' own views (Berry, 1990; Murdoch, 1994) often show language improvement to be as high, if not higher, on their scale of priorities as improvement in pedagogical skills. For instance, Murdoch (1994) conducted a survey of Sri Lankan teacher trainees' views on language development provision in their training curriculum and the results of the survey provided strong support for curriculum revisions that would intensify the focus on trainees' language competence during formal training.

Language improvement ranks as the most important component in teacher training programs (Berry, 1990; Murdoch, 1994). Priority of language improvement is particularly so in countries where access to target language and native speakers of the language is limited (Cullen, 2001). In other words, language improvement component represents an important need in language teacher education programs in countries where English is a foreign language, as in Turkey or Northern Cyprus.

Murdoch (1994) points out that “for non-native English teachers, language proficiency will always represent the bedrock of their professional confidence.” (p. 254). This confidence is a requirement for not only teaching effectively in class, but also interacting in English with colleagues outside class when required.

A limited command of English may also have impact on teachers’ lives in other ways. For example, a teacher’s success in obtaining private lessons, often a vital addition to his or her hardly adequate salary, may depend on his or her perceived ability to speak the language well. Teachers with a poor command of English may also be unfavorably assessed by school supervisors and inspectors (Cullen, 2001).

Although language improvement component is the main training requirement of English teachers around the world, it is often neglected in pre-service or in-service courses. Cullen (1994) claims that teacher training courses in English as a foreign language around the world at both pre-service and in-service levels usually consist of a fairly predictable set of components: methodology/pedagogical skills component, linguistics component, literature component, and may or may not language improvement component which aims at improving the general language proficiency of the trainees.

Cullen (1994) argues that low proficiency levels in English are thus not just a concern among the teachers themselves but should also be a concern of those involved in planning pre-service or in-service teacher training programs. Therefore, as language proficiency, i.e. content knowledge is considered to be the most important aspect of language teacher competence, developing or improving trainees’ language proficiency should be the first and the major concern of teacher development programs.

In this regard, Strasheim (1991) focuses on the instructional validity of undergraduate language teaching majors and minors. She claims that majority of the student teachers lack the skills or the confidence in their ability to communicate effectively, and these programs do not successfully address to the language needs of teachers in the real world of the schools. Strasheim argues that present teacher education programs may be incapable of producing a student teacher with a functional level of language. To solve this problem, she suggests improving the quality and validity of present or existing instruction first instead of extending the preparation time for a foreign language teacher to a five or six-year program.

In addition to Strasheim's (1991) suggestion, various proposals have been put forward as regards language improvement on teacher training courses in contexts where this represents an important need. For example, Parish and Brown (1988) describe a pre-service teacher training project in Sri Lanka which aimed to integrate language improvement and methodology through the use of text-based language tasks. Moreover, Murdoch (1994) looks at ways of strengthening language support through activity-based communication tasks related to pedagogic topics as well as encouraging self-development strategies involving extra-curricular reading programs and available self-study resources.

As the language improvement component in language teacher education curriculums is considered an important component, firstly, there is a need for a comprehensive evaluation of this component. Such extensive program evaluation studies may help to: i) identify the strengths and weaknesses of the existing curriculums in this component (i.e. the language improvement component); ii) improve the existing programs; and, iii) identify the language development needs and expectations of the student teachers enrolled in these programs.

In addition to this brief thematic background to the research study, there is also a need to provide some brief information about the Department of English Language Teaching (ELT) at Eastern Mediterranean University and some specific information about the language improvement courses in the ELT program.

This research study was conducted at Eastern Mediterranean University Faculty of Education, the Department of ELT in order to evaluate the language

improvement courses in the undergraduate curriculum of the Department of ELT with the purpose of improving them.

Education in ELT began in the English Department of the Faculty of Arts and Sciences in 1992. Two years later, in 1994, a joint honors M.A. in ELT/Education started and the following year a B.A. program in ELT was opened in the department of ELT, and the Department of ELT was transferred to Faculty of Education in 1999.

B.A. program in ELT is designed to educate candidate teachers of English by equipping them with necessary theoretical and practical knowledge as well as professional skills. The ELT curriculum is in compliance with the standards and requirements of the Council of Higher Education (Yüksek Öğretim Kurulu, YÖK) in Turkey. The courses in the ELT curriculum are organized under the following categories: language improvement, linguistics, ELT methodology, language testing, practice teaching, materials evaluation and development, education, English literature, and electives.

With the aim of developing students' English language skills and knowledge, ten language improvement courses are offered at the Department of ELT in the first and second years of the program, and these courses are specified in bold and italics in the ELT curriculum given in Table 1.1. The language improvement courses are designed and their materials are selected by the course instructors; that is, instructors are responsible for decision making as regards the design of the courses and the selection of materials. The same syllabus is used and the same exams are given in different sections of the same course.

It has been observed by the researcher that many students studying in the Department of ELT at Eastern Mediterranean University complain about their proficiency level in English language. During their study in the department, they report experiencing language problems due to their lack of necessary skills and knowledge in English, which makes it difficult for them to communicate effectively in the language. These students state that they have some difficulties in reading, writing, listening and speaking in English language. Also, they claim that they do not have a high command of English grammar.

Table 1.1 The Undergraduate Curriculum of the Department of ELT at Eastern Mediterranean University

First Year – Fall Semester			
REF. CODE	COURSE CODE	COURSE NAME	CREDIT
<i>A1 111</i>	<i>ELT 121</i>	<i>Oral Communication Skills I</i>	<i>(3-0)3</i>
<i>A1 112</i>	<i>ELT 123</i>	<i>Reading Skills I</i>	<i>(3-0)3</i>
<i>A1 113</i>	<i>ELT 125</i>	<i>Writing Skills I</i>	<i>(3-0)3</i>
<i>A1 114</i>	<i>ELT 127</i>	<i>English Grammar I</i>	<i>(3-0)3</i>
A1 115	TURK 101	Turkish Written Communication Skills*	(2-0)2
A1 116	COMP 191	Introduction to Computers	(2-2)3
A1 117	TURK 100	Introduction to Turkish**	(2-0)0
TOTAL			17

First Year – Spring Semester			
REF. CODE	COURSE CODE	COURSE NAME	CREDIT
<i>A1 121</i>	<i>ELT 122</i>	<i>Oral Communication Skills II</i>	<i>(3-0)3</i>
<i>A1 122</i>	<i>ELT 124</i>	<i>Reading Skills II</i>	<i>(3-0)3</i>
<i>A1 123</i>	<i>ELT 126</i>	<i>Writing Skills II</i>	<i>(3-0)3</i>
<i>A1 124</i>	<i>ELT 128</i>	<i>English Grammar II</i>	<i>(3-0)3</i>
A1 125	ELT 112	Approaches to ELT	(3-0)3
A1 126	TURK 102	Turkish Oral Communication Skills*	(2-0)2
TOTAL			17

Second Year – Fall Semester			
REF. CODE	COURSE CODE	COURSE NAME	CREDIT
A1 131	EDUC 111	Introduction to Teaching Profession	(3-0)3
<i>A1 132</i>	<i>ELT 221</i>	<i>Advanced Reading Skills</i>	<i>(3-0)3</i>
A1 133	ELT 211	Introduction to Linguistics I	(3-0)3
A1 134	ENG 241	Introduction to English Literature I	(3-0)3
A1 135	ELT 213	Turkish Phonology and Morphology	(3-0)3
A1 136	EDUC 200	School Experience I	(2-4)3
TOTAL			18

Second Year – Spring Semester			
REF. CODE	COURSE CODE	COURSE NAME	CREDIT
<i>A1 141</i>	<i>ELT 222</i>	<i>Advanced Writing Skills</i>	<i>(3-0)3</i>
A1 142	EDUC 112	Development and Learning	(3-0)3
A1 143	ELT 212	Introduction to Linguistics II	(3-0)3
A1 144	ENG 242	Introduction to English Literature II	(3-0)3
A1 145	ELT 214	Turkish Syntax and Semantics	(3-0)3
A1 146	FEL	Free Elective I	(3-0)3
TOTAL			18

Table 1.1 (continued)

Third Year – Fall Semester			
REF. CODE	COURSE CODE	COURSE NAME	CREDIT
A1 151	EDUC 305	Planning and Evaluation in Teaching	(3-2)3
A1 152	ELT 313	Methodology in ELT I	(2-2)3
A1 153	ELT 315	Research Techniques	(3-0)3
A1 154	ENG 331	The Short Story: Analysis and Teaching	(3-0)3
A1 155	ELT 317	Language Acquisition	(3-0)3
A1 156	ELT 319	Textbook Evaluation in ELT	(2-2)3
TOTAL			19

Third Year – Spring Semester			
REF. CODE	COURSE CODE	COURSE NAME	CREDIT
A1 161	EDUC 306	Classroom Management	(2-2)3
A1 162	ELT 314	Methodology in ELT II	(2-2)3
A1 163	EDUC 334	Instructional Technology and Materials Development	(2-2)3
A1 164	ENG 332	Poetry: Analysis and Teaching	(3-0)3
A1 165	FEL	Free Elective II	(3-0)3
A1 166	FEL	Free Elective III	(3-0)3
TOTAL			18

Fourth Year – Fall Semester			
REF. CODE	COURSE CODE	COURSE NAME	CREDIT
A1 171	ELT 401	Materials Development and Adaptation	(3-0)3
A1 172	ENG 431	Drama: Analysis and Teaching	(3-0)3
A1 173	ELT 403	Teaching English to Young Learners	(3-0)3
A1 174	ELT 405	English-Turkish Translation *	(3-0)3
A1 175	FEL	Free Elective IV	(3-0)3
A1 176	EDUC 410	School Experience II	(2-4)3
A1 177	HIST 200	History of Turkish Reforms	(2-0)0
TOTAL			18

Fourth Year – Spring Semester			
REF. CODE	COURSE CODE	COURSE NAME	CREDIT
A1 181	ENG 432	The Novel: Analysis and Teaching	(3-0)3
A1 182	ELT 414	Foreign Language Testing and Evaluation	(3-0)3
A1 183	EDUC 422	Practice Teaching	(3-6)5
A1 184	ELT 406	Turkish-English Translation *	(3-0)3
A1 185	EDUC 404	Counseling	(3-0)3
A1 186	FEL	Free Elective V	(3-0)3
A1 187	HIST 200	History of Turkish Reforms	(2-0)0
TOTAL			20

* International students take an elective instead

** For international students only

For instance, when they write or speak in English, they produce grammatically incorrect sentences resulting in difficulty in communicating their ideas correctly and appropriately. These students argue that because of their limited or insufficient command of English, they experience difficulties not only in language improvement courses but also in all other departmental courses. Instructors at the ELT Department also complain about the same problems as regards students' English.

It has also been observed that although the ELT students take ten language improvement courses in the first two years and pass these courses, many students declare showing very little improvement in their language. In other words, they claim that these language improvement courses do not seem to make the expected impact on their language competence or proficiency.

On the basis of the researcher's observations and informal feedback from the ELT students and instructors, the following problems regarding the language improvement courses have been identified:

1. These courses help students very little to improve their English.
2. There is a need for continuity and coherence (intra-subject and inter-subject connections) among these courses.
3. There is a need for comprehensive syllabuses for these courses.
4. Students and instructors express some problems regarding course materials.
5. There is a need for classroom procedures which help students learn better (e.g. students report doing only practice on the topics or skills they have already known instead of learning new information or skills).
6. The materials, classroom procedures, and assessment tools are sometimes different in different groups of the same course; therefore, there is a need for a better network of communication among instructors teaching these courses to ensure the parallelism among different groups of the same course.
7. There is a need for extracurricular activities to get students to improve their overall English.

1.2 Purpose of the Study

As a result of these observations and informal feedback from the ELT students and instructors explained above, the evaluation and optimization of the language improvement courses in the program of the ELT Department has been chosen as the focus of this research study. Evaluating these courses through a comprehensive research study and discovering areas that need improvement may indirectly help for the solution of the ELT students' language problems through putting the suggested improvements into practice. Helping students to improve their English is crucial, because as prospective English teachers, they must first be competent in the subject matter they will teach, i.e. English language. Otherwise, endowing them with even the best theoretical and practical pedagogical knowledge and skills may not help them to be competent, self-confident and successful in their future career. Therefore, this study aims to evaluate the language improvement courses in the curriculum of the Department of ELT at Eastern Mediterranean University and identify the aspects of these courses that need to be improved.

To achieve these aims, the study attempts to answer the following research questions:

1. What is the current status of the language improvement courses in terms of their five fundamental aspects, namely aims and objectives, course content and materials, course conduct, student assessment, and continuity and coherence among the courses?
2. How do the instructors and the students taking the courses evaluate the language improvement courses in terms of their five fundamental aspects, namely aims and objectives, course content and materials, course conduct, student assessment, and continuity and coherence among the courses?
3. What do the instructors and the students taking the courses suggest for improving or strengthening the language improvement courses in terms of their five fundamental aspects, namely aims and objectives, course content and materials, course conduct, student assessment, and continuity and coherence among the courses?

1.3 Significance of the Study

This research study attempts to explore the language improvement courses in the undergraduate curriculum of the Department of ELT at Eastern Mediterranean University with the purpose of evaluating and improving these courses. The need for such a research study at the Department of ELT has become obvious as a result of the researcher's observations and informal feedback received from the ELT students and instructors regarding the problems about the language improvement courses.

It is believed that the findings of this study may contribute to designing more effective language improvement courses in the Department of ELT, and thus acquiring better command of English on the part of the ELT students in the coming years.

This study may also provide some information to the other ELT departments in Northern Cyprus and Turkey, which follow the same program put into use by the Council of Higher Education and which are experiencing the same problems as regards the language improvement courses and the trainee teachers' language competence.

Finally, the present study may contribute to the field of curriculum evaluation by presenting a flexible and adaptable evaluation model or research design, which can be implemented in different contexts.

1.4 Definition of Terms

The term 'language improvement courses' is used throughout the study to refer to the concept defined in the following way:

Language improvement courses are the following 10 courses in the first two years of the undergraduate curriculum of the Department of ELT at Eastern Mediterranean University:

ELT 121 – Oral Communication Skills I

ELT 122 – Oral Communication Skills II

ELT 123 – Reading Skills I

ELT 124 – Reading Skills II

ELT 125 – Writing Skills I

ELT 126 – Writing Skills II

ELT 127 – English Grammar I

ELT 128 – English Grammar II

ELT 221 – Advanced Reading Skills

ELT 222 – Advanced Writing Skills

The main aim of these courses is to improve students' overall competence in English language and develop their content or subject matter (i.e. English language) knowledge. More specifically, these courses aim at developing students' four skills (listening, speaking, reading and writing) and grammar knowledge in English language to get them to function effectively in this language. Finally, although the two translation courses (ELT 405 and ELT 406) in the curriculum can be regarded as language improvement courses, they are not in the scope of the present study.

In addition, the term 'course conduct' is used to refer to teaching-learning process in a course. The concept 'teaching-learning process' includes elements like activities, methods or techniques used in a course to teach students or to have them learn, teacher and student behaviors, and student-teacher interaction. In brief, 'course conduct' or 'teaching-learning process' means what actually happens in the classroom or how lessons are conducted.

Finally, the two terms 'coherence' and 'continuity' are used throughout the study to describe the nature of relationships existing between or among the language improvement courses. The term 'coherence' refers to a relationship between a particular language improvement course (e.g. ELT 121 Oral Communication Skills I) and the other language improvement courses (e.g. ELT 123, ELT 125 and ELT 127). In other words, the term 'coherence' is used to describe inter-subject relationship(s) among different language improvement courses. On the other hand, the terms 'continuity' is used to refer to intra-subject relationship(s) between or among different levels of the same-subject (or skill) courses. To illustrate, to describe the connection or relationship among Reading Skills I (ELT 123), Reading Skills II (ELT 124) and Advanced Reading Skills (ELT 221), the term 'continuity' is used. Tyler (1949) uses the term 'vertical relations' to refer to 'continuity' and the term 'horizontal relations' to refer to 'coherence'. He explains these two kinds of relationships as follows:

In considering the organization of learning experiences we may examine their relationship over time and also from one area to another. These two kinds of relationships are referred to as the vertical and horizontal relations. When we examine the relationship between the experiences provided in fifth-grade geography and in sixth-grade geography we are considering the vertical organization, whereas when we consider the relationship between the experiences in fifth-grade geography and in fifth-grade history, we are considering the horizontal organization of learning experiences. (p. 84)

Tyler (1949) considers both of these relationships important because they determine the cumulative effect of educational experiences. Therefore, focusing on these relationships in the present study is crucial because the relationships between or among the language improvement courses determine the cumulative effect of these courses on students' English.

CHAPTER II

REVIEW OF LITERATURE

This chapter presents a review of literature on curriculum or course design and program evaluation, each of which is related to the topic of the study. The first section provides a review of literature on curriculum or course design, including various models and frameworks as well as different types of syllabuses. The second section explains program evaluation in the field of education and reviews some program evaluation models used in the field. The third section presents a review of some language program evaluation studies. Finally, the fourth section summarizes the conclusions that are significant in guiding the present study.

2.1 Curriculum and Course Design

There are different models of curriculum design and some educational value systems or ideologies underlie these models. In other words, different models represent the expression of three different value systems, namely *classical humanism*, *progressivism* and *re-constructivism*. Classical humanism is concerned with generalizable intellectual capacities and emphasizes the transmission of knowledge, culture, and standards from one generation to another, whereas progressivism is concerned with the development of the individual as a whole person, with personal and group responsibility, with promoting natural learning processes through various stages of development, and with fostering a capacity for learning how to learn. Finally, re-constructivism is concerned with bringing about social change through the educational system, with achieving a social consensus on common goals, and with planning rigorously to achieve them (Clark, 1987; White, 1988).

Classical humanism gives rise to a *content-driven curriculum* in which the subject matter is analyzed into elements of knowledge which are sequenced from simple to complex; re-constructivism gives rise to a *goal-driven curriculum* in

which the content is derived from an analysis of the learner's objective needs in terms of behavior; and, progressivism to a *process-driven curriculum*, governed by principles of procedure designed to allow learner goals, content and method (Clark, 1987).

Curriculum design specialists have proposed various curriculum and course design models by developing various frameworks that break down the process of curriculum and course development into components and sub-processes (Dubin and Olshtain, 1986; Graves, 1996; Hutchinson and Waters, 1987; Johnson, 1989; Nunan, 1988a; Nunan, 1988b; Richards, 1990; White, 1988). For instance, Graves (1996) suggests a framework of course design processes, which includes seven components (p.13):

Needs assessment: What are my students' needs? How can I assess them so that I can address them?

Determining goals and objectives: What are the purposes and intended outcomes of the course? What will my students need to do or learn to achieve these goals?

Conceptualizing content: What will be the backbone of what I teach? What will I include in my syllabus?

Selecting and developing materials and activities: How and with what will I teach the course? What is my role? What are my students' roles?

Organization of content and activities: How will I organize the content and activities? What systems will I develop?

Evaluation: How will I assess what students have learned? How will I assess the effectiveness of the course?

Consideration of resources and constraints: What are the givens of my situation?

As Graves explains, "it is not a framework of equal parts: Each individual's context determines which processes need the most time and attention" (p.12). In this framework, the processes are not necessarily sequential but may be carried on in the planning, teaching and re-planning stages of course development. Also, each component in this framework is contingent on every other component. For instance, assessment depends on how one interprets students' needs or how one conceptualizes content.

In the framework introduced by Dubin and Olshtain (1986), 'fact finding stage' is the first stage in which the societal factors are assessed. This stage provides

answers to the key questions regarding program policies. After interpreting the results of the fact finding stage, course designers should establish policies and formulate goals on the basis of the results. The dimension of the fact finding stage and its key questions can be shown as in Figure 2.1 below:

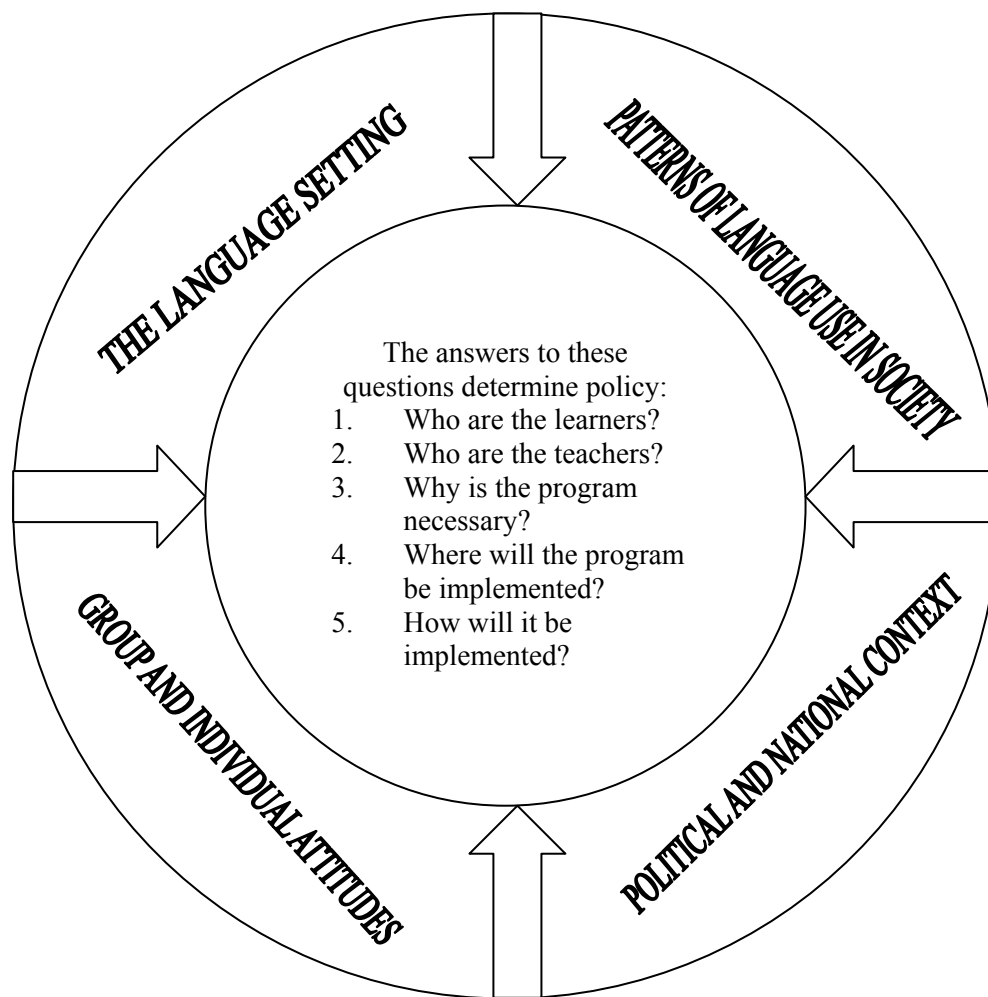


Figure 2.1 The dimension and key questions of the ‘fact finding stage’ (Dubin and Olshtain, 1986)

The next stage is the realization of goals through instructional plans. In this stage, general goals are translated into specific objectives. In other words, specific

objectives are specified on the basis of general goals in three dimensions of course content: language content, processes, and product or outcomes.

If a particular theory of language has been adopted as the foundation on which a curriculum is written, the course designers should ask the following key questions about language content:

1. What elements, items, units, or themes of language content should be selected for inclusion in the syllabus?
2. In what order of sequence should the elements be presented in the syllabus?
3. What are the criteria for deciding on the order of elements in the syllabus? (Dubin and Olshtain, 1986, p. 42)

On the other hand, the following key questions should be asked about the process dimension if ideas about language learning or a particular philosophy of education have been influential in shaping the course goals:

1. How should language be presented to facilitate the acquisition process?
2. What should be the roles of teachers and learners in the learning process?
3. How should the materials contribute to the process of language learning in the classroom? (Dubin and Olshtain, 1986, p. 42)

Finally, course designers should ask the following product/outcome questions:

1. What knowledge is the learner expected to attain by the end of the course? What understandings based on analyses of structures and lexis will learners have as an outcome of the course?
2. What specific language skills do learners need in their immediate future, or in their professional lives? How will these skills be presented in the syllabus?
3. What techniques of evaluation or examination in the target language will be used to assess course outcomes? (Dubin and Olshtain, 1986, p. 42)

After answering all these questions, the following stage is to decide on the shape of the syllabus; whether it is going to be in a linear, modular, cyclical, matrix or story line format.

On the other hand, Johnson (1989) has developed a framework for the decision making processes which result in a language curriculum. He has identified two major constraints on the decision makers or participants of the curriculum as policy and pragmatics. Policy constraints operate on each of the four stages of curriculum development: 1. planning, 2. ends/means specification, 3. implementation as a language program through teacher training and preparation of materials and resources, and 4. implementation in the classroom through teaching and learning acts. And, pragmatic constraints, i.e. time, money, human and other resources, have to be accommodated at each of these four stages.

In addition to the course or curriculum design models and frameworks reviewed above, Brown (1995) proposes a framework of language curriculum design which includes six stages:

1. Needs analysis
2. Specifying goals and objectives
3. Development of tests on the basis of program's goals and objectives
4. Developing materials
5. Language teaching
6. Program evaluation

Brown (1995) represents this systematic approach to language curriculum design schematically as in Figure 2.2.

Hutchinson and Waters (1987) describe three main approaches to course design: Language-centered course design, skills-centered course design, and learning-centered approach. Language-centered approach is considered as the simplest kind of course design, and it aims to draw a direct connection between the analysis of target situation and the content of the course. Skills-centered model sees a language course as helping learners to develop skills and strategies which will continue to develop after the course itself. This course design model : i) views language in terms of how the mind of the learner processes it rather than as an entity

in itself, ii) tries to build on the positive factors that learners bring to the course, and iii) frames its objectives in open-ended terms. Finally, learning-centered approach to course design takes account of learner at every stage of design process. According to this model, course design is a negotiated process, that is, there is no single factor determining influence on the course content. Moreover, course design is a dynamic process. It does not move in linear order. Needs and resources vary with time and therefore, course design needs to have a built-in feedback channel to enable the course to respond to developments.

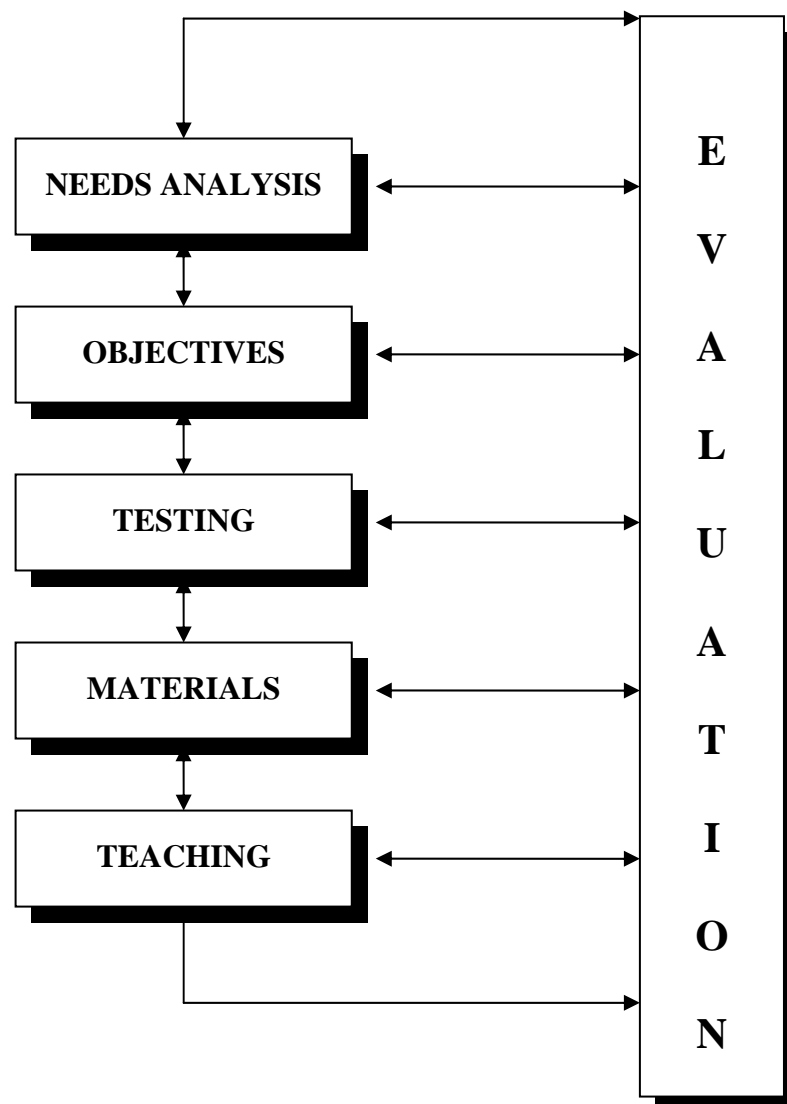


Figure 2.2 Brown's (1995) Framework of Language Curriculum Design

In short, language-centered approach claims that the nature of the target situation performance determines the course, whereas skills-centered approach argues that this is not enough, and it is necessary to look behind the target performance data to discover what processes enable someone to perform, and those processes determine the course. On the other hand, learning-centered approach claims that this is not enough either and we must look beyond the competence that enables someone to perform, because what we really want to know is how someone acquires that competence.

Finally, Aydelott (1995) introduces a new dimension in foreign language curriculum design. He claims that the organizational dimension in foreign language curriculum design, which is an important concern, is neglected. In many language programs, although linguistic content and sequencing, and instructional materials and activities are given considerable thought, factors relating to organization, such as physical space, classroom temperature, number of students, and time of day, are overlooked.

Bellon and Handler (1982) identify three areas of curriculum organization as resources (time, people, instructional materials, facilities and equipment), organizational process (the interactional network of the resources serving the curriculum) and program units within the organization (all the other extra-curricular programs within the institution to support the goals of the curriculum), and Aydelott (1995), referring to these three areas of curriculum organization, argues that the fit of these organizational factors with the goals and objectives of the curriculum is important for its successful implementation.

With regard to syllabus design, Breen (1987a) argues that there are two major paradigms or approaches in language syllabus design: Propositional plans and process plans. These two paradigms are distinctive in how they represent language knowledge and capabilities, and there are different types of syllabuses under each paradigm.

Under the conventional paradigm of *propositional plans*, Breen (1987a) presents two syllabus types, the formal and the functional syllabuses, which plan the knowledge of the language and the conventions of language use. The formal syllabus, variously referred to as the ‘structural’ or ‘grammatical’ syllabus focuses

on the systematic and rule-based nature of language itself. Its primary concern is the language learner's knowledge of the code of a new language. Formal syllabus aims at teaching learners how to be correct or accurate in their production in the new language. Being linguistically correct in the use of four skills is very important. This type of syllabus is organized in ways that reflect the organization inherent in the language itself. Linguistic complexity is the basis for sequencing or grading what is to be learnt. Therefore, formal syllabuses represent a development route from simple towards complex.

Functional syllabus has been the alternative to formal syllabus since the mid 70's. With the emergence of sociolinguistics and its offspring pragmatics in the late 60's and early 70's, the view on what constitutes knowledge of language changed. Breen (1987a) argues that the concept of communicative competence, proposed by Hymes (1971, 1972), led to the redefinition of language knowledge, and this has had reflections in language syllabus design. With the influence of these developments in linguistics, the functional syllabus focuses on the different purposes or functions which a language can serve and how these functions are coded through the language. This syllabus type intends that language learners will not only become accurate in using the language but that they will learn how to be socially appropriate in the language performance. The proficiency in the language is identified with the accurate and appropriate use of the four skills. Functional syllabus is organized around main types of language functions, and it moves from general sets of functions towards more specific functions. Unlike formal syllabus which gives priority to linguistic knowledge, functional syllabus views language as a means of getting things done: the main concern of functional syllabus is communicative competence.

In addition to propositional plans, Breen (1987b) also introduces an alternative paradigm of process plans represented by task-based and process syllabuses. He clarifies the difference between the two paradigms as:

Propositional plans map out knowledge of language and the conventions of language performance. Process plans, on the other hand, represent how something is done. They will seek to represent knowledge of how correctness, appropriacy, and meaningfulness

can be simultaneously achieved during communication within events and situations. (p. 160).

With this alternative paradigm of process plans, the emphasis moves from the language system to the learners' cognitive processes.

Task-based syllabus focuses on both language forms and functions, and therefore, it includes two major tasks types: Communication tasks which focus on using the target language and sharing meaning through spoken or written communication, and learning tasks which focus on the exploration and learning of the language systems. Communication tasks derive from an analysis of the actual tasks which learners may undertake when communicating through the target language. Task-based syllabus takes tasks as the main elements of the syllabus because it assumes that participation in communication tasks which get learners to activate and put together knowledge and abilities is a catalyst for language learning.

Process syllabus is quite different from other syllabus types because it is not directly concerned with organizing the subject matter of language; it is a plan for classroom work. The designer of this syllabus type provides two things: i) a plan relating to the major decisions teacher and learners need to make during classroom learning, and ii) a bank of classroom activities. Process syllabus involves teacher and learners in a cycle of decision making concerning their ways of working, their content syllabus, and their choices of activities and tasks.

While Breen discusses four types of syllabuses under two main paradigms, Krashen (1987) lists and explains six different types of language teaching syllabus, which in practice rarely occur independently of each other. He argues that all language teaching syllabuses are combinations of two or more of these syllabuses. Six language syllabuses discussed by Krashen can be summarized as in Table 2.1.

Table 2.1 Krashen's (1987) six types of language teaching syllabus

Syllabus Type	Content of Language Teaching	Examples
<i>Structural/formal</i>	Grammatical forms and structures	Nouns, verbs, past tense, subordinate clauses, etc.
<i>Notional – functional</i>	Functions that are performed when language is used or the notions that language is used to express	Functions: informing, greeting, requesting, etc. Notions: Age, color, time, etc.

Table 2.1 (continued)

Syllabus Type	Content of Language Teaching	Examples
<i>Situational</i>	A collection of real or imaginary situations in which language occurs or is used	Buying a book at the bookstore, seeing the doctor, etc.
<i>Skills-based</i>	A collection of specific abilities that may play a part in using language	Giving effective oral presentation, writing a letter to a friend, etc.
<i>Task-based</i>	Series of complex and purposeful tasks that students need to perform with the language they are learning Integration of a variety of skills is necessary for completing the tasks	Applying for a job, getting housing information over the telephone, reading a textbook for another course, etc.
<i>Content-based</i>	Teaching some content or information using the language which the students are also learning	Science course in English, or mathematics course in English (for Turkish students)

In this section of the literature review, the main approaches to curriculum or course design, some of the models and frameworks of curriculum and course design, and different types of syllabuses have been discussed. The information in this part of the literature review has contributed to the present study in terms of theory of curriculum and course design. More specifically, reviewing the components of various curriculum or course design models and frameworks, as well as the philosophies underlying them, has been effective in determining the focus areas (i.e. five aspects of a course) in the adapted course evaluation model implemented in this study.

2.2 Program Evaluation Models

Program evaluation is an important way of measuring whether a program is functioning in reality as it was planned. It helps ensure program quality as it allows a program to be improved when weaknesses are identified, and it keeps a strong and successful program untouched by verifying its successes. (Rosenbusch, 1991).

There are different functions, purposes or roles of program evaluation. For instance, Rea-Dickens and Germaine (1992) state that two main functions of evaluation are explaining and confirming existing procedures, and obtaining information to bring about innovation or change in the existing procedures. They

also list three main reasons for undertaking evaluations as accountability, curriculum development and betterment, and self development of teachers.

On the other hand, Rosenbusch (1991) explains the two main roles of evaluation as: i) Examining whether the desired outcomes, as determined by the program goals, are being achieved, and ii) checking for coherence among the philosophy, goals, objectives, content, classroom activities, and classroom evaluation procedures.

Parallel to Rea-Dickens and Germaine (1992), Kirkpatrick (1998) lists three reasons for evaluating training programs as:

1. To justify the existence of the training department by showing how it contributes to the organization's objectives and goals.
2. To decide whether to continue or discontinue training programs.
3. To gain information on how to improve future training programs. (p. 16)

Finally, Posavac and Carey (2003) explain six purposes of program evaluation, all of which help to plan and improve programs, to assess their worth and to make corrections in on-going service:

1. To assess unmet needs
2. To document implementation
3. To measure results
4. To compare alternative programs
5. To provide information to maintain and develop quality
6. To detect negative side effects

There is not one best way of conducting a program evaluation. Much depends on the purpose of the evaluation, the nature of the program or project being evaluated, the individuals involved or the stakeholders, and on the timescales and resources available. However, this does not mean that evaluators can do what they like; it is essential to conduct evaluations in a principled, systematic and explicit manner.

Depending on the purposes for information gathering and on the types of decisions which will ultimately evolve from each purpose, two main types of evaluation are realized in the literature: formative evaluation and summative evaluation (Brown, 1989).

Brown (1989) explains that formative evaluation takes place during the development of a program with the purpose of collecting information that will be used for the improvement of the program. Summative evaluation, on the other hand, occurs at the end of a program to gather information to determine whether the program was successful and effective, resulting in important changes like continuation or cancellation of the program.

With respect to the role of the evaluator in two different paradigms, Fitz-Gibbon and Morris (1987) state that formative evaluator helps and gives advice to the program planners or developers, looks for potential problems, and identifies aspects of the program that need improvement whereas summative evaluator describes the program and produces a summary statement as regards the program's achievement of its goals.

Different program evaluation models have emerged in literature depending on the purpose of evaluation, the conductor(s) of the evaluation, the questions answered and the methods used in the evaluation. With this regard, Saylor, Alexander and Lewis (1981) argue that different evaluation models have come out because of the different answers they give to the following questions:

1. Who conducts the evaluation?
2. What are the major audiences for the results?
3. What assumptions are made?
4. What methods are used?
5. What is the nature of the information used?
6. What are the hoped-for outcomes? (p. 320)

Worthen and Sanders (1987) classify many different approaches to evaluation into six categories on the basis of what they see as the driving force behind doing the evaluation, and under each category they present and explain different evaluation models:

1. *Objectives-Oriented Evaluation Approach*: In this evaluation approach, “the purposes of some educational activity are specified, and then the evaluation focuses on the extent to which those purposes are achieved” (p. 62). Tyler’s (1942) behavioral objectives model, Metfessel and Michael’s (1967) evaluation model, Hammond’s (1973) evaluation model, and Provus’s (1973) discrepancy evaluation model can be listed under this approach.

2. *Management-Oriented Evaluation Approach*: This approach considers evaluative information an important part of good decision making and serves decision makers in education, i.e. administrators, policymakers, school boards, teachers and others, by providing them this evaluative information. Providing useful information to aid decision making is the main purpose of the approach. Decisions are made about inputs, processes and outputs. Stufflebeam’s (1971) CIPP (Context, Input, Process, Product) evaluation model and Alkin’s (1969) UCLA (University of California, Los Angeles) evaluation model are the outstanding examples for this approach.

3. *Consumer-Oriented Evaluation Approach*: It aims at providing information about educational products to aid decisions about educational purchases or adoptions. Scriven (1967) made an important contribution to this approach with his evaluation model.

4. *Expertise-Oriented Evaluation Approach*: It is the oldest and most widely used approach to evaluation. This approach depends primarily on professional expertise to judge an educational institution, program, product or activity.

5. *Adversary-Oriented Evaluation Approach*: In this approach, all sides of controversial issues are examined in balance, and both strengths and weaknesses of a program are highlighted.

6. *Naturalistic and Participant-Oriented Evaluation Approach*: The purpose of evaluation in this approach is to observe, understand and portray the complexities of an educational activity (i.e. all of the concerns, issues and consequences integral to it), and respond to an audience’s requirements for information. Stake’s (1967)

countenance model and responsive model, and Parlett and Hamilton's (1976) illuminative model are two important examples for this approach.

Tyler's (1942) behavioral objectives model (cited in Worthen and Sanders, 1987) involves comparing intended outcomes with actual outcomes. First of all, behavioral objectives are specified, then tests are developed which reflect all of these objectives. The focus of program evaluation is on whether the objectives have been learned. The objectives should be measured at the end of the program with one of two conclusions: if not learned, failure to attain the goals of the program is indicated; if learned, success in meeting the goals is shown. In this model, evaluation is mainly summative, relying on measuring students' achievements. Tyler's model ignores process; the emphasis on test outcomes, the product, diverts attention from the 'black box' of the treatment that has been received.

With the realization of the fact that although meeting program goals and objectives was important, the evaluation procedures could also be used to facilitate curriculum change and improvement, a notable paradigm shift in program evaluation research from product to process-oriented approaches began (Brown, 1989).

In Scriven's (1967) 'goal-free model' (cited in Worthen and Sanders, 1987; Beretta, 1992), the evaluator does not pay attention to the goals stated by the program developer but examines what is actually happening. In this model, the evaluators should not only limit themselves to the study of expected goals of the program but also consider the possibility that there are unexpected outcomes which should be recognized and studied. Scriven emphasizes the importance of evaluating not only if the goals have been met but also if the goals themselves are worthy.

Stufflebeam (1971) developed the context-input-process-product (CIPP) evaluation model which incorporates formative evaluation (cited in Isaac and Michael, 1981; Worthen and Sanders, 1987). In this model, four types of evaluation are conducted to make decisions:

1. *Context evaluation*, which contributes to the formulation of goals and objectives.
2. *Input evaluation*, which furnishes information for making decisions on designs.

3. *Process evaluation*, which serves decision making on procedures, strategies or operations.
4. *Product evaluation*, which affords information for decision making on the termination, modification or continuation of the present program.

In addition to the evaluation models categorized by Worthen and Sanders (1987), some of which are explained above, there are other program evaluation models in the literature. For instance, Lynch (1990, 1996) presents a model for language program evaluation, the context-adaptive model, which consists of a series of seven steps designed to guide the program evaluator through consideration of the issues, information, and design elements necessary for a thorough evaluation. This model, which is able to adapt to a variety of settings, consists of the following steps:

1. Establishing the audience(s) and goals for the evaluation.
2. Developing a context inventory and determine which dimensions are important in the light of the goals and audience for the evaluation.
3. Developing a preliminary thematic framework based on the issues that are central to the particular context.
4. Developing a data collection design/system based on the audience and goals and on the context of inventory, and that is focused by the thematic framework.
5. Collecting the data and revise steps 3 and 4 as necessary.
6. Analyzing the data and revise steps 3 and 4 as necessary.
7. Formulating the evaluation report.

Arguing that evaluation is concerned with determining what learners have learned from a program and also with making judgments about the reasons for the effectiveness of a program, Nunan (1992) proposes a framework of program evaluation. He lists the elements in the design of an evaluation study in the form of eight key questions to be answered:

1. What is the purpose of the evaluation?
2. Who is the audience for the evaluation?

3. What principles of procedure should guide the evaluation?
4. What tools, techniques, and instruments are appropriate?
5. Who should carry out the evaluation?
6. When should it be carried out?
7. What is the time frame and budget for the evaluation?
8. How should the evaluation be reported? (p. 196)

Kirkpatrick (1998) proposes a four-level approach to evaluate training programs. The four levels in his model represent a sequence of ways to evaluate training programs. These four levels are as follows:

Level 1 – *Reaction*: Reactions of the participants to the program. It can be called a measure of customer satisfaction. Measuring reaction is important because it gives not only valuable feedback for the evaluation of the program but also comments and suggestions for improving future programs.

Level 2 – *Learning*: The extent to which participants change attitudes, improve knowledge, and/or increase skill as a result of attending the program. Measuring learning means determining one or more of the following: What knowledge was learned? What skills were developed or improved? What attitudes were changed?

Level 3 – *Behavior*: The extent to which change in behavior has occurred because the participant attended the training program. This level evaluates what happens when trainees leave the classroom and return to their jobs, and how much transfer of knowledge, skills, and attitudes occurs. In other words, what change in job behavior occurred because people attended a training program.

Level 4 – *Results*: The final results that occurred because the participants attended the program. Trainers consider questions regarding quality improvement, productivity increase, the results of the program on interpersonal communications and human relations, etc.

Kirkpatrick (1998) argues that each level is important and has an influence on the following level. Moving from one level to the next makes the process more difficult and time consuming but it provides more valuable information.

Another framework is proposed by Posavac and Carey (2003) to plan an evaluation in an effective way. They suggest the following steps to follow in conducting an evaluation:

1. Identifying the program and its stakeholders: Obtaining a complete program description, and meeting with stakeholders.
2. Becoming familiar with information needs: Who wants an evaluation? What should be the focus of the evaluation? Why is an evaluation wanted? When is an evaluation wanted? What sources are available?
3. Planning an evaluation: Examining the literature, determining the methodology (decisions regarding sampling, research design, data collection and analysis), presenting a written proposal.

Finally, Bellon and Handler (1982) introduce an evaluation model or framework which is designed for improving educational programs. Their framework comprises four main elements: the four focus areas (goals, organization, operations, outcomes), the status descriptions, the analysis activities, and the cumulative improvement components. A schematic representation of Bellon and Handler's framework is shown in Figure 2.3.

The Four Focus Areas

Bellon and Handler (1982) consider goals, organization, operations, and outcomes as the main dimensions or aspects of any curriculum, and they specify these four aspects as the four focus areas in their evaluation model.

The first area, *goals*, deals with the desired outcomes and expectations of the program. It is important to take students' educational needs into consideration in this area. In other words, program goals should be based on clearly identified learner needs. In brief, educational goals are statements of desired outcomes which reflect

the values of those involved in the educational program. At the same time, they are the statements of expectations which give direction to future practices.

The second focus area, *organization*, provides for a review and analysis of several factors influencing curriculum effectiveness, namely the specific programs offered, the resources available and how they are used, the ways in which communication and decision making are handled, and the structure and the arrangement of the school or district. More specifically, the organizational factors include: i) all resources (human resources, physical resources, time) in the organization, ii) processes that are basic to organizational functioning (processes to organize the resources, decision making processes, planning processes), and iii) the programs which have been developed to carry out important educational goals.

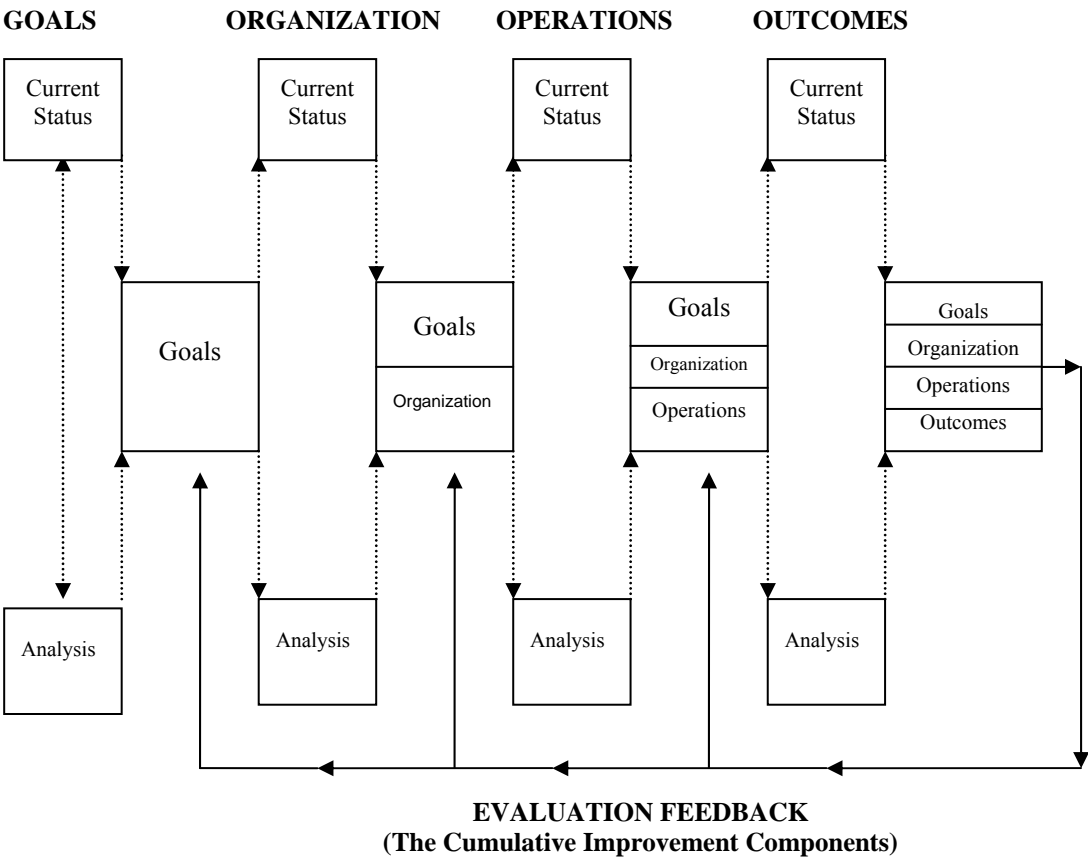


Figure 2.3 Schematic representation of Bellon and Handler's framework (1982).

The third area, *operations*, is focused on decisions related to learning experiences: curriculum (planned learning experiences) and instruction (unplanned, learning experiences actually taking place during the instruction). In other words, this phase of evaluation is concerned with the day to day functioning of the educational programs. Studying program operations can help teachers improve their repertoire of effective strategies for improving student learning.

Outcomes of the program represent the fourth focus area. Outcomes can be defined as the effects of a program on the participants and the educational setting in which the program operates. Both intended and unintended program results should be given attention, and with respect to this Bellon and Handler (1982) state:

The major concern in relation to outcomes was no longer simply the measurement of results. Finding out whether stated goals had been achieved assumed greater importance. By focusing on the expected outcomes set forth in goal statements, evaluators were likely to select more relevant measurement instruments. However, the instruments failed in many ways to analyze important unintended results. These unexpected outcomes might have positive or negative effects on overall program success. (p. 67)

The Status Descriptions

“Status descriptions are preliminary overviews which include some information about program goals, organization, operations, and outcomes” (Beelon and Handler, 1982, p. 12), and this information helps to provide a clear perspective about the current state of the program. Status descriptions involve a combination of document analyses and interviews or surveys.

Gathering information from different parties, namely teachers, administrators, other staff members, students and parents, provides a wide range of viewpoints which is very helpful in identifying important differences of opinion as well as commonly held perceptions about the current program.

The Analysis Activities

Analysis activities are the activities designed to analyze the worth and effectiveness of the current program. Curriculum goals, organization, operations and

outcomes are assessed to identify what steps might be needed to improve the program.

While conducting the program analysis, information gathered during the status descriptions can be used, but additional data can also be collected as needed through a variety of strategies, namely observations, interviews, questionnaires, tests, attitude scales, and indirect indicators.

The Curriculum Improvement Components

The interplay of status and analysis activities makes it possible to recommend needed adjustments involving any of the four major areas (goals, organization, operations, outcomes) being examined. “Four cumulative improvement components are used to represent the gradual development of a set of recommendations and action plans. Following each major area of analysis, a clearer picture of the desired curriculum is obtained.” (p. 14). The desired curriculum may involve little or no change from the current program.

The present review of literature on program evaluation models reveals that there is a wide variety of models that can be used to evaluate a program, but the important point is to decide which model is the most suitable one for the program under consideration.

When the research questions of the present study are analyzed in the light of the evaluation models discussed in this chapter, it is realized that the most suitable evaluation model to adapt and employ in the present study is Bellon and Handler’s (1982) program evaluation model. The research questions reveal that the present evaluation study aims at: 1. describing the current state of the language improvement courses, 2. analyzing or evaluating these courses by taking different viewpoints into consideration, and 3. identifying elements that need to be improved or strengthened in the existing courses. These three aims represent the three elements included in Bellon and Handler’s evaluation framework – the status descriptions, the analysis activities, and the cumulative improvement components.

However, instead of adopting and employing this evaluation model as it is, an adapted version of the model has been implemented in the present study. The

rationale for this adaptation and the difference between the original and the adapted models can be explained as:

In Bellon and Handler's model, the four focus areas represent the main dimensions or elements of curriculum or curriculum development process. However, in this study, not the whole ELT curriculum but only the ten language improvement courses would be evaluated; in other words, the evaluation had to be conducted at the course level, not at the curriculum level. In order to achieve this shift from macro to micro level evaluation, the four areas of focus in the original model (goals, organization, operations, and outcomes) have been replaced with the four main dimensions or elements of a language course or language course design process (aims and objectives, course content and materials, course conduct, and student assessment) . Also, another focus area, *continuity and coherence among the courses*, has been added to the adapted model, because in the ELT curriculum at Eastern Mediterranean University these ten courses come together to form a whole, i.e. language improvement component, and therefore the continuity and coherence among them becomes an important issue to focus on.

Apart from the difference regarding the focus areas, the three processes in Bellon and Handler's model have been followed in the adapted model: 1. description of the current status, 2. analysis or evaluation activities, and 3. identification and recommendation of the needed improvements involving any of the major areas being examined.

2.3 Research Studies on Language Program Evaluation

In this section, some research studies on language program evaluation have been reviewed, and they have been categorized and presented under two main sub-headings: second language education programs in 2.3.1, and language teacher education programs and projects in 2.3.2.

2.3.1 Evaluation Studies on Second Language Education Programs

Beretta (1992) reviews three studies on second language program evaluation, in all of which the accountability or verification of new methods was the main motivation:

Keating (1963, cited in Beretta, 1992) explored the usefulness of the language laboratory in the teaching of French and obtained that better results were achieved in classes which did not use a laboratory. On the other hand, Scherer and Wertheimer (1964, cited in Beretta, 1992) conducted a study, known as the Colorado Project, to compare audiolingual and cognitive code methods of teaching German. The same comparison was made in another study known as the Pennsylvania Project, and the results of this study failed to show the expected superiority of the audiolingual method.

With the same motivation, to verify a new method, Palmer (1992) evaluated an experimental course in German as a second language conducted at the University of Utah in 1985-1986. He compared the experimental group receiving instruction on the bases of Krashen's (1982, cited in Palmer, 1992) theory of second language acquisition with a classroom receiving traditional second language instruction.

Similarly, Beretta and Davies (1985) present the results of an independent evaluation of the Bangalore/Mandras Communicational Teaching Project (CTP) (known as 'the Bangalore Project') that was carried out in 1984. The CTP grew out of a dissatisfaction with structural teaching, and its main principle is that language form is best learnt when the learner's attention is focused on meaning. The aim of the evaluation was to compare the communicational method with the Indian version of the structural method and find out through appropriate tests if there was significant difference in terms of learning English between classes taught in the CTP and classes who had undertaken normal structural instruction. Four schools, each with one experimental and one control class, participated in the evaluation. The achievement tests were administered as measures of each method, while the proficiency tests were intended to be neutral of method, and they required some degree of transfer from classroom practice. The results showed that both groups did significantly better on their own achievement tests whereas CTP groups performed better on the proficiency tests.

As the aim of the evaluation of the Bangalore Project was summative, no evaluative data were provided that would suggest improvements in curriculum. Therefore, a comprehensive formative evaluation of the CTP was desirable in order to identify what makes for effective learning and teaching.

In another evaluation study, Lynch (1990) focused on the evaluation of the Reading English for Science and Technology (REST) Project at the University of Guadalajara, Mexico by using his context-adaptive model.

Spada (1987) conducted a case study in which he evaluated the nature of communicative language teaching by using a specifically designed observational schedule, COLT (Communicative Orientation of Language Teaching). He investigated three classes of adult learners of an intensive ESL program at an English speaking university in Canada to find out whether there were differences in the kind of instruction that learners in a communicative program were receiving and whether these differences contributed to learners' improvement and proficiency. Unlike Beretta and Davies (1985), Spada (1987) examined not only the learning outcomes, product, but also the instructional processes.

Sharp (1990) argues that evaluation takes two basic forms: classical evaluation (pre-test, teaching, and post-test) and illuminative evaluation (less concern with measurement and prediction and more with description and interpretation). He explains the illuminative evaluation of a four-month course at the University of Brunei Darussalam aiming to up-grade the English of post A-level students about to enter higher education in Brunei Darussalam and overseas. Initial, formative and summative evaluations were conducted successively, and the results indicated a number of problem areas such as fluency, subject specific needs and listening skills which students felt were causing most difficulty in the target situation as undergraduates. Finally, as a result of the evaluation, a number of course improvements, such as more accurate diagnostic testing, a greater emphasis on oral and written skills, more use of authentic materials and so on, were put into practice.

Lee (1998) describes the evaluation of a self-directed learning program incorporated into a first-year English Communications Skills component of a Language and Communication course at Hong Kong Polytechnic University. The self-directed learning program was evaluated in terms of students' involvement, their views of the program, the teacher's observations, and the limitations of the program.

In a case study, Erdem (1999) evaluated the English language curriculum at the Middle East Technical University Development Foundation Ankara School

based on an adapted version of the Bellon and Handler curriculum evaluation model. Teachers, students, school principals, and one top-management member of the school participated in the study, and the data were collected through teacher and student questionnaires, interviews with teachers, principals, and one top-manager, class observations, and the examination of written English language curriculum-related documents. The results of the evaluation revealed that the current traditional teacher-centered set-up of the English language curriculum needs to be replaced with the student-centered one, mechanisms and procedures for in-service training service should be offered, and an on-going curriculum evaluation system needs to be set up.

Kiely (2003) studied a 36-hour, one semester EAP course in a British university by adopting a group discussion approach to program evaluation. This evaluation procedure, called Nominal Group Technique, involves around fifteen participants writing down descriptive or evaluative statements about their learning needs or experiences of the program. These points are then read out, listed and clarified by the facilitator. This procedure continues until there is a master list. Then there is a tally or indexing procedure where each point receives a weighting. The product is a prioritized list of actions for the improvement of the program. He concludes that this method has some benefits as well as some problems.

In the evaluation of another EAP program, Ross (2003) presents a new qualitative methodology for evaluating 'program coherence' in an EFL context. He evaluates an EAP program which prepares undergraduates for a degree program that offers more than 50 English-medium major area courses taught by international faculty. In this method of evaluation, revolving group panels within an ongoing program are used, and this provides both diagnostic feedback about strengths and weaknesses in program coherence and criteria for impact analyses useful for showing program efficiency on generalizable measures of language proficiency.

Finally, Lewkowitz and Nunan (1999) explain the evaluation of the Intensive English Language Program, a curricular innovation project in the secondary school system, in Hong Kong. The evaluation was conducted on the basis of the collaborative evaluation model over a three-year period, aiming to determine how the bridging program for upper secondary school students could be improved

and providing a means of accountability to the Education Department, which provided the funding for the program. The principle underlying the evaluation model applied is to involve as many of the stakeholders as possible throughout the evaluation process. Therefore, views of a variety of participants are sought at every stage of the process. In the evaluation study, both quantitative and qualitative data were collected through student and teacher questionnaires, follow-up interviews, case studies of a limited number of students, classroom observation, and an analysis of samples students' spoken and written work. In addition to presenting the results of the evaluation, Lewkowicz and Nunan also evaluated the evaluation model itself and identified the limits of collaboration in long-term evaluation studies with multiple stakeholders.

2.3.2 Evaluation Studies on Language Teacher Education Programs

Weir and Roberts (1994) present three case studies on the evaluation of ELT programs and projects in different settings, two of which focus on the evaluation of teacher training courses.

The first case study was conducted to carry out an evaluation of 4-week INSET project in Nepal for accountability. The study was a small scale, field-based study, contrasting the learning gains of about 750 students in the grade 8 classes of eleven trained teachers and eleven untrained teachers. The study established procedures for measuring the effect of the training on students' language performance.

The second case study which was conducted in Latin America aimed at evaluating 2-year initial teacher training course for non-native speaker teachers in Paraguay for developmental purposes. This case study was an external, development-oriented evaluation. The sixteen areas of focus in this evaluation were: 1. mission, program aims, course objectives, 2. Intake and entry levels, 3. graduates, 4. program structure, 5. program content, 6. teaching, 7. assessment, 8. staff characteristics, 9. staff roles, 10. accountability, 11. internal administration, 12. monitoring and evaluation systems, 13. funding and staff levels, 14. resources, 15. liaison, and 16. stakeholder concerns.

In addition to two case studies presented by Weir and Roberts (1994), Jeffcoate (2000) evaluated a course in English grammar taught to a group of students specializing in English with Drama in the Education Department of the University of Liverpool, England. In this evaluation study, the students' knowledge and understanding were assessed in an initial audit at the beginning of the course and in a test at the end to try to establish the amount of learning that had taken place. Students' opinions of the course were also obtained. The results of the study revealed that although all students improved their knowledge, and expressed satisfaction with the course, approximately one-third failed to reach the required standard.

In another course evaluation study, Halbach (1999) evaluates a four-month methodology course for undergraduate students at the University of Alcala in Spain. He specifically focuses on how learner diaries can be used as a source of information about the trainees' perception of a course. The results of the course evaluation reveal that the importance given to the theoretical aspects, the integration of theory and practice, and the need to encourage a critical attitude in trainees, which extends to their own work being criticized are the aspects of the course that need to be improved.

Fradd and Lee (1997) conducted a case study of a TESOL teacher preparation program evaluation in which teachers' perspectives played an important role in ongoing evaluation and improvement. They provided a conceptual framework for teachers' role in program evaluation and improvement which enhanced their leadership. In the evaluation process, the teachers reflected on their professional development and analyzed program strengths and areas that need improvement, and then offered insights to improve the Program for the benefit of subsequent participants, to create a sample model for effective ESOL instruction and to develop a knowledge base for preparing ESOL teachers. This evaluation study shows the important role of evaluation, especially involving teacher participants' voices and insights in the process, in the evolution of a TESOL program.

Daloğlu (1996) conducted another study of a teacher education program evaluation. She evaluated the curriculum of COTE (Certificate for Overseas

Teachers of English) course, an in-service teacher education program offered at Bilkent University School of English Language. She collected qualitative and quantitative data from the COTE participants, the tutors who delivered the course, the graduates who completed the course in the previous five years, and students in the classes of COTE participants. In her study, Daloğlu (1996) employed an eclectic evaluation model which incorporates ideas from two models rather than following one model: Tyler's approach to curriculum evaluation and Stufflebeam's idea of formative evaluation (CIPP model). She aimed at answering the research question "What aspects of the COTE course need to be maintained, strengthened, deleted, or added to?", and she summarized the results obtained as follows:

The results of the data show that the COTE course was an effective program that met the needs of the participants to a large extent as the participants reported feeling more competent in teaching related issues after they completed the course. However, some additions and deletions can be made to the program to make it better adjusted to the needs of the participants and to the institutional environment. In addition to this, some components of the course can be strengthened (p. iii).

With regard to ELT project evaluation research, Dushku (1998) explains the formative evaluation of some of the issues in the design and implementation of the British Council (BC) ELT aid project at the University of Tirana in Albania. In this project evaluation study, the data were collected via interviews with two BC ELT project advisers, surveys on the evaluation of the BC ELT aid project administered to 17 teachers in the English Department, and record reviews, and the BC project design and the appropriateness of its methodology to the Albanian social and professional context were analyzed. The results revealed the need for the aid providing countries to take into consideration the local culture in order to increase aid projects' relevance and effectiveness.

In another project evaluation study, Mackay, Wellesley and Bazergan (1995) evaluated the British Council/Overseas Development Administration Institutional English Language Training Project in Indonesia on the basis of 'collaborative evaluation' or 'self-evaluation' approach. A performance indicator framework, which is still evolving, was used to permit language center personnel to assess their

current practices. They claim that the model of collaborative evaluation, though still in the early stages, has been successful in initiating a systematic program of improvements in the practices.

Finally, William and Burden (1994) argue for the importance of evaluation process in the design and implementation of foreign language projects, providing valuable information to guide actions, methodology, materials, timing, and all aspects of syllabus innovation. They describe the formative evaluation of a sheltered immersion project at the Primary School of the International School of Geneva conducted by outside evaluators on a 2-day visit and how this evaluation led to positive changes in the planning of the program and to the discovery of a more constructive way of implementing the project. This evaluation occurred before the project actually began, and it helped to avoid problems later in the process.

In this section of the literature review, only a limited number of case studies on the evaluation of language teacher education programs have been discussed. The reason for this can be explained as:

In general, the literature on teacher education programs indicates how little has been written about program evaluation in teacher education (Galluzzo and Craig, 1990, cited in Fradd and Lee, 1997), and specifically, “there is relatively little published work available on ELT initial teacher training evaluation” (Weir and Roberts, 1994, p. 124).

2.4 Summary

To summarize, the review of literature on the evaluation of second language programs and language teacher education programs reveals that there is relatively little published research available.

Moreover, the review of this little literature on evaluation studies on second language programs and language teacher education programs demonstrates that most of the evaluation studies have not employed the systematic evaluation models that are present in the program evaluation literature.

The present study attempts to evaluate an important component (i.e. language improvement) in the English language teacher education program at Eastern Mediterranean University, which educates non-native speakers of English to

be English teachers, by adapting and using one of the systematic evaluation models reviewed in 2.2 of this chapter.

The following chapter comprises the overall research design of the present study, research questions, subjects, data collection instruments, data collection procedures, and analysis procedures.

CHAPTER III

METHOD

This chapter presents the research method to be used in this study. The first section describes the overall research design. The second section presents the research questions of the study. The third section introduces the subjects in the study. The fourth section describes the data collection instruments that were utilized in the study. The fifth section provides information concerning the pilot work. The sixth section explains the data collection procedures. The seventh section describes data analysis procedures. Finally, the eighth section discusses the limitations of the study.

3.1 Overall Research Design

This study is designed as a qualitative case study, aiming to evaluate the language improvement courses in the curriculum of the Department of ELT at Eastern Mediterranean University with the purpose of improving these courses.

Yin (1984) defines a case study as “an empirical inquiry that investigates a contemporary phenomenon within its real-life context; when the boundaries between phenomenon and context are not clearly evident; and in which multiple sources of evidence are used” (p.23), and McDonough and McDonough (1997) state that evaluation, needs analyses, and program design and development are the three categories which fit the notion of ‘case’. Moreover, Stake (1995, cited in McDonough and McDonough, 1997) claims that all evaluation studies are case studies.

A naturalistic inquiry approach was adopted in the study because the researcher did not implement any intervention or treatment. This mode of inquiry is defined as a qualitative, process-oriented approach to the description of naturally occurring processes (Allwright and Bailey, 1991). With respect to program evaluation specifically, Patton (1987) states that in naturalistic type of inquiry, the

evaluators do not attempt to influence the program or its participants for the purposes of the evaluation. He further explains:

Naturalistic inquiry evaluators focus on capturing program processes, documenting variations, and exploring important individual differences between various participants' experiences and outcomes... A naturalistic inquiry strategy is selected to describe naturally unfolding program processes and impacts. (p. 14)

Moreover, the present study is descriptive because the researcher aimed to describe current processes or activities and existing beliefs and actual behaviors of subject groups. The purpose of the researcher was to report the events the way they were. In the field of program evaluation, Rea-Dickens and Germaine (1992) name this approach as 'descriptive data-based approach' (p. 58). In this approach to program evaluation, the program is evaluated in progress in order to gather new information with a view to forming new insights into aspects of language teaching and learning.

The review of literature on program evaluation models reveals that various models can be used to evaluate education programs, but the curriculum evaluation model suggested by Bellon and Handler (1982) seems to be the most suitable one to plan the present evaluation study around. Bellon and Handler's evaluation and improvement design was explained in 2.2 in the second chapter.

Rather than adopting and employing this evaluation and improvement design as it is, some changes have been made on it to adapt it to the specific context in this study. In Bellon and Handler's model, the four focus areas represent the main dimensions or elements of curriculum or curriculum development process. However, in this study, not the whole ELT curriculum but only the ten language improvement courses would be evaluated; in other words, the evaluation had to be conducted at the course level, not at the curriculum level. In order to achieve this shift from macro to micro level evaluation, the four areas of focus in the original model (goals, organization, operations, and outcomes) have been replaced with the four main dimensions or elements of a language course or language course design process (aims and objectives, course content and materials, course conduct, and student assessment) . Also, another focus area, *continuity and coherence among the*

courses, has been added to the adapted model, because in the ELT curriculum at Eastern Mediterranean University these ten courses come together to form a whole, i.e. language improvement component, and therefore the continuity and coherence among them becomes an important issue to focus on.

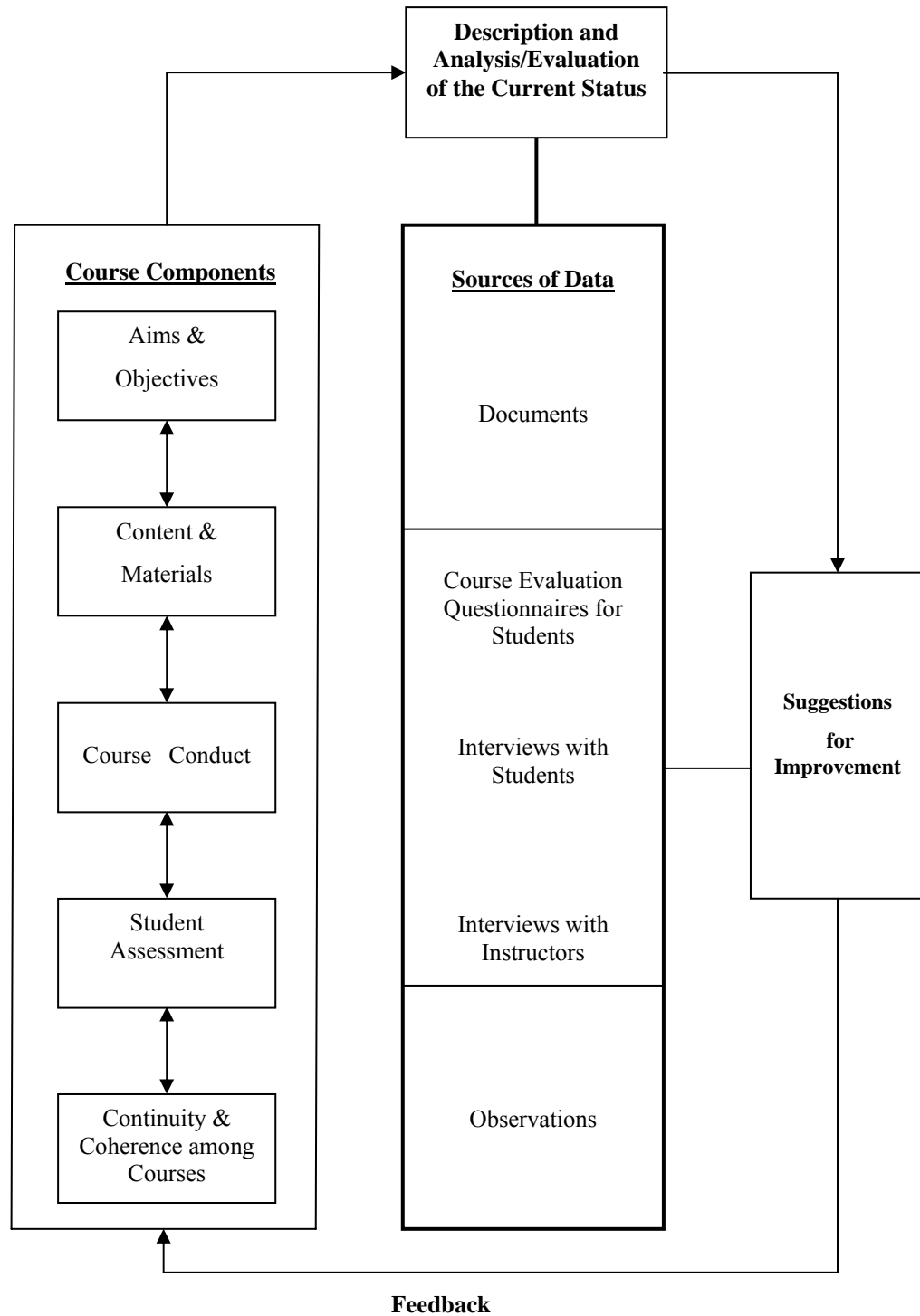


Figure 3.1 The evaluation and improvement research design of the study

In brief, except for the changes regarding the focus areas, the three processes in Bellon and Handler's model have been followed in the adapted model: 1. description of the current status, 2. analysis or evaluation activities, and 3. identification and recommendation of the needed improvements involving any of the major areas being examined.

The course evaluation model or design (the adapted version of Bellon and Handler's curriculum evaluation model) employed in this study is represented visually as in Figure 3.1. On the basis of this model, first the current state of the language improvement courses in terms of their five fundamental aspects (course aims and objectives, course content and materials, course conduct, student assessment, and continuity and coherence among the courses) is described. Once the current status has been determined, the existing courses are analyzed or evaluated by gathering additional data concerning the above-mentioned aspects from different parties, namely instructors and students. Afterwards, mismatches that may exist between current and expected or desired states of the language improvement courses in terms of five fundamental aspects are discovered; that is, the recommendations (or suggestions) of the students and the instructors for improvement are identified.

3.2 Research Questions

The above-explained evaluation and improvement design (in Figure 3.1) was employed to answer the following research questions about the language improvement courses in the curriculum of the Department of ELT at Eastern Mediterranean University:

1. What is the current status of the language improvement courses in terms of their five fundamental aspects, namely aims and objectives, course content and materials, course conduct, student assessment, and continuity and coherence among the courses?
2. How do the instructors and the students taking the courses evaluate the language improvement courses in terms of their five fundamental aspects, namely aims and objectives, course content and materials, course conduct, student assessment, and continuity and coherence among the courses?

3. What do the instructors and the students taking the courses suggest for improving or strengthening the language improvement courses in terms of their five fundamental aspects, namely aims and objectives, course content and materials, course conduct, student assessment, and continuity and coherence among the courses?

3.3 Participants

The participants of this study can be categorized under two main groups as ELT students who were enrolled in the language improvement courses and instructors who taught these courses in the 2002-2003 Academic Year.

3.3.1 Students

ELT students who were enrolled in the language improvement courses in the 2002-2003 Academic Year participated in the study. According to the documents provided by the Registrar Office, there were 43 first year and 52 second year students in the Department of ELT in that academic year. The students who were taking the language improvement courses in the ELT program during that academic year were mainly first and second year students. However, there were a few third year students who were repeating these courses. Therefore, for some courses, the number of students who participated in the study was higher than the total number of students enrolled in the first or the second year.

Table 3.1 Students who participated in the study

Language Improvement Course	Number of Students Enrolled in the Course	Number of Students Participated	Rate of Participation
ELT 121	43 (21+22)	37	86%
ELT 122	43 (23+20)	41	95.3%
ELT 123	53 (25+28)	41	77.4%
ELT 124	46 (21+25)	40	87%
ELT 221	52 (28+24)	39	75%
ELT 125	53 (27+26)	41	77.4%
ELT 126	54 (26+28)	41	75.9%
ELT 222	54 (28+26)	48	88.9%
ELT 127	53 (28+25)	47	88.7%
ELT 128	49 (24+25)	43	87.8%

There were two sections of each language improvement course. The number of students enrolled in each of the language improvement courses (each section of a course), the number of students who participated in the study, and the percentages of participation are given in Table 3.1.

The age range of the students who participated in the study was between 17 and 25; however, the majority of the students were 19 years old. While 79.8% of the students were females, 20.2% of them were males. As regards mother tongue, 82.8% of the students were native speakers of Turkish whereas 13.1 % of them were bilinguals, who were speaking either Turkish and English (i.e. Turkish students who came from England) or Turkish and another language, and 4.1% of them were the native speakers of other languages like Arabic. Finally, 67.4% of the students reported not attending any kind of English preparatory school whereas 32.6% of them studied English at a preparatory school, mostly at Eastern Mediterranean University. The information regarding the characteristics of the students in each course can be summarized as in Table 3.2.

Table 3.2 Characteristics of the students who participated in the study

Course	Characteristics of the Students							
	Age	Sex		Mother Tongue			Preparatory School	
		Male	Female	Turkish	Bilingual	Other	Yes	No
ELT 121	17-22	21.6%	78.4%	81.1%	10.8%	8.1%	33.7%	66.3%
ELT 122	17-23	22%	78%	80.5%	14.6%	4.9%	34.1%	65.9%
ELT 123	17-22	24.4%	75.6%	80.5%	14.6%	4.9%	31.7%	68.3%
ELT 124	17-23	20%	80%	82.5%	12.5%	5%	26%	74%
ELT 221	18-22	12.8%	87.2%	92.3%	7.7%	0%	28.2%	71.8%
ELT 125	17-22	24.4%	75.6%	80.5%	14.6%	4.9%	34.1%	65.9%
ELT 126	17-23	20.1%	79.1%	79.1%	16.3%	4.6%	27.9%	72.1%
ELT 222	18-25	16.7%	83.3%	93.8%	6.2%	0%	33.3%	66.7%
ELT 127	17-22	21.3%	78.7%	78.7%	17%	4.3%	36.2%	63.8%
ELT 128	17-23	18.6%	81.4%	79.1%	16.3%	4.6%	40.7%	59.3%
Average	17-25	20.2%	79.8%	82.8%	13.1%	4.1%	32.6%	67.4%

The students provided information concerning the current status of the language improvement courses, and they evaluated the language improvement

courses in terms of their five fundamental aspects. Moreover, they provided suggestions for the improvement of these courses (i.e. their desired outcomes or expectations) in terms of these aspects. They all were involved in the study through course evaluation questionnaires, and only the selected ones, three students per course, through interviews, which are discussed in detail in section 3.4.1 below.

3.3.2 Instructors

The instructors involved in this study constitute the ELT instructors who were teaching the language improvement courses in the 2002-2003 Academic Year. All the instructors (except for the researcher) teaching language improvement courses were involved in the study.

In the Fall Semester, five different instructors, excluding the researcher, taught the language improvement courses offered in that semester, and in the Spring Semester, this number did not change and again five different teachers taught the language improvement courses. In both semesters, some of the instructors taught more than one language improvement course. In total, six different instructors, excluding the researcher, taught the ten language improvement courses during the Academic Year 2002-2003, and all the instructors, except for the researcher, took part in the study. Table 3.2 presents the instructors who taught the language improvement courses and those who participated in the study in the 2002-2003 Academic Year.

The participant instructors, two males and four females, were all non-native speakers of English. Three of them were Turkish Cypriots, two of them were from Turkey, and one was from Azerbaijan. Their age range was between 32 and 51, and they had teaching experience ranging between 5 to 26 years.

The instructors who taught the same course were responsible for designing the course, selecting the materials, and developing the assessment tools together. In addition to language improvement courses, the instructors were teaching other courses like methodology, linguistics, etc. They had teaching load of 12-15 hours per week.

Table 3.3 The instructors who taught the language improvement courses and participated in the study

Course	Instructor(s) who taught the course	Instructor who participated in the study through interviews
<i>ELT 121</i>	The researcher, Teacher A	Teacher A
<i>ELT 122</i>	The researcher, Teacher A, Teacher B	Teacher B
<i>ELT 123</i>	Teacher C The researcher	Teacher C
<i>ELT 124</i>	Teacher D	Teacher D
<i>ELT 221</i>	Teacher E	Teacher E
<i>ELT 125</i>	Teacher F The researcher	Teacher F
<i>ELT 126</i>	Teacher F The researcher	Teacher F
<i>ELT 222</i>	Teacher B The researcher	Teacher B
<i>ELT 127</i>	Teacher A, Teacher C	Teacher A
<i>ELT 128</i>	Teacher C	Teacher C

The instructors participated in the study through interviews, which are discussed in section 3.4.2.3 below. They provided data on the current status of the courses, evaluated the courses in terms of the five aspects specified in the research questions by referring to their strengths and weaknesses, and gave some suggestions for the improvement of the courses.

3.4 Data Collection Instruments

This study made use of both qualitative and quantitative data. Qualitative data were collected through interviews, observations, document analysis, and open-ended questions in the questionnaires, and quantitative data were collected through closed items (Nunan, 1992, p. 143) in the questionnaires.

As Patton (1990, p.244-246) argues, using multiple data sources such as interviews, observations and document analysis enables the researcher or evaluator to validate and cross-check findings. He explains that the evaluator can build on the strengths of each type of data collection while minimizing the weaknesses of any single approach. Finally, according to Patton (1990, p.245), a multimethod, triangulation approach increases both the validity and the reliability of evaluation data.

3.4.1 Course Evaluation Questionnaires

At the end of each semester, for every language improvement course, a course evaluation questionnaire was administered to the students who were taking these courses. Although a separate questionnaire was designed for each course, all the ten questionnaires were parallel to each other.

Ten language improvement courses were evaluated through 10 course evaluation questionnaires (see Appendix A), differing from each other only in terms of the items concerning course specific issues like the course aims and objectives, skills or abilities developed in the course, the course materials and the tools used for assessment in the course; the rest of the items were similar in all the questionnaires. In other words, there was a core skeleton which was the same in all the questionnaires, and some adaptations were made in the items regarding the above-mentioned issues in each questionnaire.

The aim of each of these course evaluation questionnaires was to identify the participant students' perceptions on different aspects of the course they had taken as well as their suggestions for the improvement of the course. In each course evaluation questionnaire, the students were asked to express their opinions on the five fundamental aspects of the course such as course aims and objectives, course content and materials, course conduct, student assessment, and connection of the course with other language improvement courses (continuity and coherence among the courses). Also, they were asked to give suggestions for the betterment of the course in terms of the above mentioned five aspects.

The questionnaires focused on seven areas: 1. the students' background, 2. course aims and objectives, 3. course content and materials, 4. course conduct/teaching-learning process, 5. assessment and student performance, 6. relationship of the course with other language improvement courses, and 7. overall evaluation of the course. In other words, the questionnaires were divided into seven parts, each serving a unique purpose.

The first part consisted of 9 items related to the students' non-academic and academic backgrounds and their perceptions on their current competence in different dimensions of English language. Items 7, 8 and 9 in this part were adopted from the questionnaire conducted at Foreign Language Education (FLE) Department

in 1992 as part of a project which aimed at revising the undergraduate program. This part of the questionnaire provided data to describe the students who participated in the study.

The second part of the questionnaires, which was related with the course aims and objectives, included closed (restricted-response) items, open-ended items, and a mixed (closed and open-ended) item. In this part, students were asked to express their perceptions on the course aims and objectives through closed and open-ended items. The closed items in this part were in the form of a scale of 1 to 5 where 5 stood for 'strongly agree', 4 stood for 'agree', 3 stood for 'not sure', 2 stood for 'disagree', and 1 stood for 'strongly disagree'. On the other hand, in the open-ended items students were asked to give suggestions regarding the improvement of the course aims and objectives.

The third part of the questionnaires included 6 items related with the course content and the materials used in the course. The first and the second items consisted of closed type sub-items in which students were required to express their opinions concerning the course content and materials on a scale of 1 to 5 which was the same as the one in part two. The rest four items in this part were open-ended type, asking students' opinions about and suggestions for the improvement of different issues related with the course content and the materials.

The fourth part was made up of four sections. In the first section, the students were asked which activities and methods were used in the course and to what extent they were used. The second section required students to express their preferences for activities and methods that can be used in the course by specifying the desired frequency of use of each activity type as 'frequently', 'sometimes' and 'never'. In the third section, students expressed their opinions about the teaching-learning process in the course through closed (restricted-response) type of sub-items, which were in the form of above-mentioned scale of 1 to 5. Finally, the fourth part included 4 open-ended items related with the course conduct, i.e. teaching-learning process, in the course, providing data concerning students' evaluation of the course conduct as well as their suggestions for the improvement.

The fifth part of the questionnaire focused on the assessment and student performance in the course. In this part, the students were asked to express their

opinions on different issues related with their performance and the measurement of this performance in the course. Moreover, they were asked to specify the degree of effectiveness of each assessment tool used in the course. Finally, they were required to give suggestions as regards more effective ways of measuring their performance.

The sixth part included 2 mixed (closed and open-ended) items and 2 closed items which covered the relationship of the course with other language improvement courses. For the Spring Semester first year courses and the second year courses, this part of the questionnaires included 3 additional items, two of which were mixed and one was closed. These three additional items were related with the continuity between or among the different levels of the same skill courses (e.g. Writing Skills I, Writing Skills II and Advanced Writing Skills).

Finally, the seventh part of the questionnaires focused on the overall evaluation of the course. In this part, there were three open-ended items asking students three positive things and three negative things related with the course, and their suggestions for the improvement of the course.

The course evaluation questionnaires were designed by the researcher by considering the issues to be investigated in the research study (i.e. the evaluation design employed and the research questions to be answered), so that the data that were obtained from the questionnaire provided the necessary information to answer the research questions.

The steps that were followed in the development of the questionnaires were as follows: 1. composing the questionnaires on the basis of the issues to be investigated in the study, 2. taking expert opinion, and 3. pilot testing the questionnaires to identify unclear items and reformulating them with the help of the respondents.

While designing the questionnaires, Weir and Robert's (1994) *Course Feedback Questionnaires* (p.276-289) and Alderson and Beretta's (1992) *Appendix: Evaluation Materials* (p. 305-330) gave the researcher useful ideas in formulating some of the items. However, most of the items in the questionnaires were formulated by the researcher herself in such a way that they would provide the necessary data to answer the research questions of the study.

The questionnaires were translated into Turkish to eliminate possible comprehension problems due to language. The translations were made by the researcher. Then, two instructors from the Department of ELT at Eastern Mediterranean University made back-translation of the Turkish version of the questionnaires. Finally, English and Turkish versions of the questionnaires were analyzed by two other instructors from the Department of ELT to identify and revise the mismatches between the two versions, and to edit them.

The ten course evaluation questionnaires presented in Appendix A are the questionnaires that were developed as a result of the above mentioned steps and procedures. These ten questionnaires, which are similar to each other in terms of core skeleton, show differences only in terms of the items concerning the course aims and objectives, skills or abilities developed in the course, and the tools used for evaluating students' performance in the course; the rest of the items were same in all the questionnaires.

The course evaluation questionnaires were validated by obtaining views and judgments of three experts': one professor, one associate professor and one assistant professor in English language teaching. Two of the experts had educational background in the field of linguistics while the third one in the field of education.

3.4.2 Interviews

Two different interviews were conducted with students enrolled in the language improvement courses and course instructors. The information related with these two interviews is as follows.

3.4.2.1 Course Evaluation Student Interviews

After the administration of the course evaluation questionnaires, interviews (see Appendix B) were used as a second data collection technique with the same aim as the course evaluation questionnaires but to get more detailed data. The course evaluation interviews aimed to gather further in-depth data regarding students' perceptions on different aspects of the course they had taken, as well as their suggestions for the improvement of the course.

Parallel to the course evaluation questionnaires, the interview guide consisted of six parts (see Appendix B): 1. course aims and objectives, 2. course content and materials, 3. course conduct/teaching-learning process, 4. assessment and student performance, 5. relationship of the course with other language improvement courses, and 6. overall evaluation of the course.

For each language improvement course, three students were interviewed. The students were chosen through stratified purposeful sampling (Patton, 1990, p.174) to ensure that the interviewees included one high achiever, one average, and one low achiever (Fraenkel and Wallen, 2003, p. 100). In total, interviews were given to 30 students.

Patton (1987) presents three approaches to interviewing: the informal conversational interview, the general interview guide approach, and the standardized open-ended interview. The informal conversational interview relies entirely on the spontaneous generation of questions, and the interviewees may not even realize that they are being interviewed. In this approach to interviewing, there is no predetermination of question topics or wording. In the general interview guide approach, the interviewer prepares a guide which includes a list of questions or issues to be explored. This guide serves as a checklist during the interview to make sure that all relevant topics are covered. The interviewer thus adapts both the wording and the sequence of questions in the actual interview. Finally, in the standardized open-ended interview, a set of questions are carefully worded and arranged and each interviewee is asked the same questions with the same sequence.

On the other hand, Nunan (1992) explains the three types of interview methods by using different terms as: unstructured, semi-structured and structured. Unstructured interview is guided by the responses of the interviewee rather than the agenda of the researcher. The researcher has little or no control, and the direction of the interview is relatively unpredictable. In a semi-structured interview, the researcher has a general idea of where he or she wants the interview to go, what should come out of it but does not enter the interview with a list of predetermined questions. Topics and issues rather than questions determine the course of the interview. However, in a structured interview, the researcher predetermines the

agenda and works through a list of set questions in a predetermined order, and there is no flexibility (p.149).

The interviews which were conducted with the ELT students were the combination of two interview approaches or methods explained above: structured (standardized open-ended) and semi-structured (the general interview guide). In this study, the researcher wrote questions (in six parts) on the bases of the five focus areas of the evaluation model employed in the study, but she also behaved in a flexible way during the interviews by formulating and asking questions when the issues that were not included in the predetermined interview questions came up. Formulating these questions during the interviews got the researcher to further explore issues that came up during the interviews.

The researcher interviewed each student individually in her office, and the interviews were tape-recorded by taking the interviewees' permission.

3.4.2.2 Teacher Interviews

The instructors who were teaching the language improvement courses during the 2002-2003 Fall and Spring Semesters were interviewed by using the interview method (a combination of two methods) explained in section 3.4.2.1 (see Appendix C). For each semester, five instructors were interviewed because the language improvement courses were taught by five different instructors each semester. However, in total, six instructors were interviewed because some teachers (four) taught language improvement courses in both semesters.

The aim of these interviews was to collect data concerning the current state of the language improvement courses, and the instructors' perceptions on the effectiveness (strengths and weaknesses) of these language improvement courses in terms of the five fundamental aspects specified in the evaluation model and the research questions of the study. The instructors were also asked to give suggestions for the betterment of these courses to decrease language problems of the students in the ELT Department. In brief, the teacher interviews were conducted to get the instructors to describe and evaluate the language improvement courses in terms of the five focus areas specified in the evaluation model of the study, and then to express their suggestions for improvement.

3.4.3 Document Analysis

The following documents were reviewed and analyzed to obtain data on different aspects of the language improvement courses:

1. Course policy sheets (i.e. course outlines or course descriptions)
2. Course materials (i.e. course books, handouts, supplementary materials)
3. Assessment tools (i.e. quizzes, midterm and final exams, homework tasks)

The data obtained through the examination of course policy sheets (see Appendix D), course materials and assessment tools were used in the description stage of the evaluation process to answer the first research question.

3.4.4 Observations

In addition to the above-explained data collection methods and sources, course observations were conducted in all the classrooms (i.e. all the groups of each language improvement course). There were two groups for each course; therefore, twenty classrooms were observed during the 2002-2003 Academic Year.

Observations were carried out for *three weeks* each semester - one week (i.e. three class hours) per month, which makes *nine hours* (450 minutes) of observation in each class throughout the semester. The purpose of classroom observations was to gather information about the following issues:

1. Physical conditions in the classrooms
2. Course conduct/teaching-learning process
 - a) materials used
 - b) teacher behavior
 - c) student behavior
 - d) tasks and activities
3. Observer's comments concerning issues listed in 1 and 2 above

Each class was observed by two observers for the reliability of the collected data. In this study, there were *5 observers*, including the researcher. The observers

who contributed to the study had been trained to use the observation tool or form (see Appendix E), and pilot observations had been conducted for one semester before the actual observations started.

The observers were first informed about the study in general and the purpose of the observations specifically, and then they were trained on the observation tool before the actual observations. For one academic semester, they did pilot observations which were followed by meetings at which the problems encountered during the observations (i.e. problems as regards filling out the observation form) were discussed.

In addition to the observation form, observers were also provided with a brief summary of guidelines (see Appendix F), which they could refer to when they were filling the observation forms. Moreover, detailed guidelines were prepared by the researcher to get all the observers to focus on the same points during the observations (see Appendix G).

During the actual observations, there were regular meetings at the end of each observation week to discuss the problems encountered during the observations and to come up with some solutions.

3.5 Piloting

The data collection instruments had been pilot tested, and their revised versions were implemented in the study.

Course evaluation questionnaires had been pilot tested in two stages. In the first stage, the questionnaires had been designed and pilot tested with all the students taking the language improvement courses in the 2001-2002 Spring Semester. After the first pilot testing, it was obtained that there was a mismatch between the questionnaires and the evaluation model employed in the study. That is, it was realized that the data collected through the questionnaires would not be sufficient to answer the research questions completely. Therefore, the format of the questionnaires was changed; items were categorized under the five focus areas in the evaluation model implemented in the study. This would not only ensure the collection of the necessary data to answer the research questions but also make the data analysis and the presentation of the findings of the questionnaires easier.

Categorizing items under the five focus areas revealed that the number of items under some sub-headings (i.e. focus areas) was not enough to collect the necessary data. Moreover, there were some items which were irrelevant or repeated several times in different forms. Therefore, the necessary revisions in the questionnaires had been made (i.e. adding some more items under some sub-headings or omitting some irrelevant or repeated items), and the preliminary testing of the revised questionnaires had been conducted with ten volunteer students to identify unclear items and reformulate them with the help of the respondents, for it was necessary to make sure that the respondents did not have any difficulty in responding to the questionnaires. The students asked the researcher only a few questions for clarification while filling out the questionnaires, and these questions were related with a vague or unclear word in a question. However, the respondents helped the researcher to reformulate these questions by using more clear words.

In addition to the pilot testing of the questionnaires, as mentioned above in section 3.4.4, some pilot observations had been made to identify and solve possible problems that the observers might have experienced, and also to ensure that all the observers used the observation form in a similar way.

3.6 Data Collection Procedures

The data in this study were collected through course evaluation questionnaires, a cumulative evaluation questionnaire, individual interviews with students and instructors, observations, and documents in the 2002-2003 Academic Year. Table 3.3 summarizes the data collection instruments and procedures used in the study.

At the beginning of each semester, all the instructors who would participate in the study were informed about what they would be required to do during the research study. Moreover, course policy sheets were obtained from the course instructors.

During the semester, observations were carried out in all the groups of each language improvement course for three weeks. The observers sat at the back of the classroom and took down some notes on the observation form. Also, throughout the

semester the researcher collected copies of course materials and of assessment tools from the course instructors.

At the end of each semester, the students enrolled in the language improvement courses filled in course evaluation questionnaires in the classroom. It took approximately 50 minutes to answer the questionnaires. In addition to this, for each language improvement course, three students, who had been selected through stratified purposeful sampling, were interviewed individually in the researcher's office. Each interview lasted 25-30 minutes, and each semester all the interviews were completed in a week.

Finally, each semester after the final exams course instructors were interviewed about the courses they had taught. The interviews were conducted individually in the researcher's office and they were completed in a week. Each interview lasted 30-40 minutes. All the interviews (student and teacher) were tape-recorded with the permission of the interviewees.

3.7 Data Analysis Procedures

In this case study, both qualitative and quantitative data were collected. Qualitative data were collected from the open-ended questions in the questionnaires, interviews, observations, and documents whereas quantitative data were collected from the closed items in the questionnaires.

The data obtained from the closed items in the questionnaires were analyzed by using descriptive statistics, through presenting the frequency counts of the responses for each item in the questionnaire. For this analysis, SPSS Program was utilized.

On the other hand, open-ended items in the questionnaires were analyzed by listing all raw data (all the individual responses) under each item, and then grouping the similar responses, identifying common themes, and counting frequencies.

Patton (1990) describes two strategies for analyzing interviews: case analysis and cross-case analysis. Implementing case analysis means writing a case study for each person interviewed or each unit studied. However, using cross-case analysis means grouping together answers from different people to common questions or analyzing and grouping different perspectives on central issues.

Table 3.4 Summary of Data Collection Instruments and Procedures

INSTRUMENT	Course Evaluation Questionnaires	Observations	Student Interviews	Teacher Interviews	Documents
PROCEDURES	Composing Expert opinion Pilot testing Revision Administering at the end of the semester	Training Piloting Meetings Observations Meetings during the observations	Composing Expert opinion Piloting Revision Administering at the end of the semester	Composing Expert opinion Piloting Revision Administering at the end of the semester	Collecting the documents from the instructors throughout the semester

In this study, interviews were analyzed by using cross-case analysis, for the data obtained from the interviews would be better and more easily integrated to the data from other sources such as questionnaires. Both interviews and the questionnaires had been designed on the bases of the five focus areas specified in the evaluation model employed in the study, and the data from both sources were grouped under these five headings.

With respect to observation data analysis, Patton (1990) states that observation data can be analyzed, organized and presented on the basis of chronology, key events, various settings, people, processes, or issues. He argues that these are not mutually exclusive or exhaustive ways of organizing data.

The observational data collected in this study were analyzed on the bases of the key events, which were identified as the methods, classroom tasks or activities, and teacher and student behaviors. In other words, observational data analysis was based on the categories specified in the observation form. Common points or tendencies under each category were identified, and interpretations were made.

Finally, the results obtained through the analysis of qualitative and quantitative data were combined and presented in the results and discussion of results chapters of the study.

3.8 Limitations of the Study

The main limitation of the present study is concerned with human data sources included in the study. The study did not involve: (1) third and fourth year students who had taken the language improvement courses in the previous years, (2) graduates of Eastern Mediterranean University the Department of ELT, who could have provided data concerning the future language needs of the students as teachers, (3) instructors of the ELT Department who did not teach language improvement courses during the 2002-2003 Academic Year, and (4) administrators, Head of the ELT Department and the Dean of the Faculty of Education. Involving these groups as human data sources in the study could have added new dimensions to the study.

CHAPTER IV

RESULTS

This chapter consists of the results of the study obtained through the data collection instruments explained in Chapter III. The results are mainly presented in three levels according to the research questions asked in the study.

Firstly, under each research question, the results are categorized on the bases of five focus areas of the evaluation model, namely course aims and objectives, course content and materials, course conduct, student assessment, and continuity and coherence between or among the courses. Next, under each focus area, results related to four types of courses are presented under four sub-headings as Oral Communication Skills, Reading Skills, Writing Skills, and English Grammar, and the summary of results for all courses are presented under the sub-heading ‘Overall’. The results for the same skill courses are presented separately under the same sub-heading. For example, results for Reading Skills I, Reading Skills II and Advanced Reading are presented under the sub-heading ‘Reading Skills’.

In brief, the results of the study are presented in three levels as:

- | | |
|---------|---|
| LEVEL 1 | Grouping data based on the research question answered |
| LEVEL 2 | Further categorizing data under each research question on the basis of five focus areas (e.g. Course Conduct) |
| LEVEL 3 | Grouping results for the same skill courses (e.g. Reading Skills) for each focus area |

4.1 Description of the Current Status of the Language Improvement Courses

In this section, data regarding the current status of the language improvement courses are presented with the purpose of describing these courses. Data from various sources, namely documents, observations, and/or teacher and student interviews are combined and presented together.

4.1.1 Course Aims and Objectives

The data obtained through course policy sheets (which are developed by the course instructors), and teacher and student interviews reveal that the current aims and objectives of the language improvement courses are as follows.

4.1.1.1 Oral Communication Skills

Oral Communication Skills I (ELT 121)

In the course policy sheet, the main aim of ELT 121 is stated as to develop listening and speaking skills of students. In addition to this, it is further stated that the course aims at getting students to carry out the following tasks: listening for gist, specific information and detailed comprehension, reading aloud, asking and answering questions, giving an informative speech, and making an oral summary.

Parallel to the course policy sheet, the instructor of ELT 121 (Teacher A) stated that the aim of ELT 121 is to improve students' listening and speaking skills basically. He further explained that in addition to improving students' linguistic skills, the course aims at donating students with certain skills or techniques of giving different types of speeches such as informative speech.

In the student course evaluation interviews, two of the three students also specified improving students' listening and speaking skills as the aim of the course. The other student said the aim of ELT 121 is to get students to talk and to be able to understand native speakers.

Oral Communication Skills II (ELT 122)

The analysis of the course policy sheet of ELT 122 reveals that the course aims to further develop students' listening and speaking skills, and more specifically, to enable them to give formal presentations using all the essentials of effective presentations.

The course instructor (Teacher B), on the other hand, said the overall objective of ELT 122 is to improve students' ability in communicating orally whereas the more specific objectives of the course are to improve students' skills in making presentations, and taking part in discussions.

Similarly, three students enrolled in the course listed the main aim of the course as to develop students' speaking skills and their ability to listen to something and respond to it. More specifically, they stated that the course aims at getting students to listen to something and answer the questions, to prepare and present a speech, to speak fluently and correctly without getting excited, and to conduct a research and present it.

4.1.1.2 Reading Skills

Reading Skills I (ELT 123)

The analysis of ELT 123 Course Policy Sheet shows that the main aim of the course is to develop students' reading skills. More specifically, the course aims to help students learn reading sub-skills such as skimming, scanning, guessing meaning from context, inferring and interpreting. Furthermore, developing students' vocabulary knowledge is another objective of ELT 123.

Similarly, in the interview, the course instructor (Teacher C) said that the general aim of ELT 123 is to teach students how to read, to traverse their reading skills. The teacher said, more specifically, the course focuses on teaching students how to get the meaning from the reading passage, how to use the context to understand the meaning, and how to understand the ideas between the lines.

On the other hand, ELT 123 students stated the following aims and objectives in the interviews respectively: to get the students to read a text, guess the meaning of unknown words and talk about the characters in the text; to get the main idea of the text; and to develop students' vocabulary.

Reading Skills II (ELT 124)

In the course policy sheet of ELT 124, similar to ELT 123, the main objectives of the course is stated as to develop students' reading skills and strategies through fiction and non-fiction texts taken from authentic materials and to further develop their vocabulary knowledge. Moreover, ELT 124 aims to have students learn how to extract information from texts and organize it for better comprehension and retention.

In addition to stating the course aims and objectives written in the course policy sheet, ELT 124 course instructor (Teacher D) said the course also intends to help students to develop their paraphrasing, summarizing and note-taking skills related to the reading material for better understanding of the text.

All three students interviewed stated that the course aims at teaching them how to guess meaning from context and improving their vocabulary knowledge. Furthermore, they listed some other objectives of ELT 124 as: 1) to be able to get the main idea of a text and make comments on it, 2) to make an outline and a summary of a text, 3) to comment on a text, to think critically, and 4) to do skimming and scanning.

Advanced Reading Skills (ELT 221)

In the course policy sheet of the last reading course, ELT 221, the aim of the course is stated as “studying different kinds of advanced texts with emphasis on their stylistic features to improve reading skills and vocabulary, making use of pragmatic concepts like speech acts, implicature, deixis, and presupposition while analyzing and appreciating texts.”

In the interview, the instructor of ELT 221 (Teacher E) specified “getting students to read as many texts in English as possible” as the main aim of the course. Teacher E explained the specific objectives of the course as: 1) to have student practice reading techniques and strategies such as skimming and scanning by using advanced texts, 2) to improve students’ both passive and active vocabulary, and 3) to teach students parts of speech, different forms of a word.

Finally, when three students enrolled in ELT 221 were interviewed, they specified the course aims and objectives as to improve students’ reading ability and to develop their vocabulary knowledge. One of the students further said the course aimed at getting them to answer true/false questions.

4.1.1.3 Writing Skills

Writing Skills I (ELT 125)

In the Writing Skills I (ELT 125) Course Policy Sheet it is stated that the course aims at getting students to: 1) combine sentences (i.e. developing students’

sentence combining skills), 2) do correction or editing, 3) analyze paragraphs, 4) outline a text, and 5) summarize a text. Moreover, the course is said to intend to teach students concepts of cohesion, coherence and unity in a paragraph.

When interviewed, the course instructor (Teacher F) said that the first aim of ELT 125 is to enable students to write good, solid, sound English sentences, and for that matter they start with sentence combining in this course. In addition to sentence combining, the course aims at having students be able to think properly, be critical readers, be critical thinkers, think in an organized manner, and learn how to put their thought in writing in a logical format.

On the other hand, during the course evaluation interviews, three ELT 125 students specified teaching rules/conventions of writing to students, how to use words correctly and appropriately, and to write paragraphs correctly as the aims and objectives of ELT 125.

Writing Skills II (ELT 126)

The analysis of the course policy sheet of ELT 126 demonstrates that the main objectives of the course are to reinforce basic principles (unity, support, coherence and sentence skills) in an essay, to teach different patterns of essay development, to encourage students to write on a content read and discussed in class, and to enable them to put down their ideas in a correct content, paying attention to both grammar and format. Also, the course intends to emphasize and revise grammar.

On the other hand, ELT 126 course instructor (Teacher F) said they aim at building upon ELT 125 in this course. She explained that they go onto writing with essays, and ELT 126 actually emphasizes developing essay writing skills.

Likewise, all three students interviewed stated that the course mainly aims at teaching them how to write an essay. More specifically, they said the course intends to teach them how to write different kinds of essays in an organized way, how to make an outline, how to write a thesis statement, and how to correct or edit mistakes.

Advanced Writing Skills (ELT 222)

Similar to ELT 126, the analysis of the course policy sheet of the last writing course, ELT 222, reveals that the aims and objectives of the course are: i) to enable students to write full-length essays, ii) to expose students to different patterns of essay development, iii) to expose students to the basic principles of essay writing – unity, support, coherence, and sentence skills, and iv) to encourage students to write on a content read and discussed in class. Moreover, as ELT 126, ELT 222 also aims at emphasizing and revising grammar.

In the interview, the instructor of ELT 222 (Teacher B) stated the aims of the course very briefly as to improve students' academic writing skills and to enable them to write sophisticated mature essays in English.

Finally, very parallel to the above mentioned results, the analysis of the interviews with three students enrolled in ELT 222 shows that the general aim of the course is to develop students' essay writing skills. Furthermore, getting students to write different types of essays, make outlines and use language in writing in an effective way are the other stated objectives of ELT 222.

4.1.1.4 English Grammar

English Grammar I (ELT 127)

In the course policy sheet, the main aim of English Grammar I (ELT 127) is specified as “to present basic grammatical structures of English for fluency and accuracy in the language”. In addition to this, the course aims at getting students to apply the knowledge they gain from the course to basic communicative situations.

Parallel to the information in the course policy sheet, the instructor of ELT 127 (Teacher A) said that the main aim of the course is to teach students how to use English grammar properly. The instructor further explained that the aims and objectives of the course can be categorized into three as to teach i) what grammar is, ii) how to use grammar, and iii) how to teach grammar.

Similarly, in the student course evaluation interviews, the students stated that ELT 127 aims at having students use grammar correctly, use correct tenses in correct place and time, learn the reasons for using certain structures and be able to explain these reasons to others (i.e. teaching grammar points).

English Grammar II (ELT 128)

The analysis of the course policy sheet of ELT 128 reveals that the course aims to continue presenting basic grammatical structures required for fluency and accuracy in the language. In other words, ELT 127 and ELT 128 have the same aim. However, ELT 128 also aims to focus on English grammar through reading, writing and speaking activities.

Likewise, the course instructor (Teacher C) explained the general objective of ELT 128 very briefly as to teach students how to use grammar and other skills.

Finally, in the interviews, three ELT 128 students listed the course aims and objectives as follows:

Student 1: To give students grammar that they can use in every field, to teach them the rules and how these rules are used, and to have students explain grammar to others.

Student 2: Not to develop our grammar but to make a revision of the things that have already been learnt.

Student 3: To get us to use grammar correctly and to teach grammar to others.

4.1.1.5 Overall

The general aim of *Oral Communication Skills* courses (ELT 121 and ELT 122) is to improve students' listening and speaking skills by engaging them in various tasks. Presentation skills (i.e. giving a formal speech) constitute the speaking component of the course whereas listening component is basically geared to the development of listening sub-skills like listening for gist or main ideas, listening for specific information, listening and note taking, etc.

The main purpose of all three *Reading Skills* courses (ELT 123, ELT 124 and ELT 221) is to develop students' reading skills, in other words, their reading sub-skills such as skimming, scanning, detailed comprehension, inferencing, interpreting, etc. Also, they aim at developing students' vocabulary knowledge. Lastly, summarizing is another skill which is aimed to be improved in the reading courses.

Writing Skills courses (ELT 125, ELT 126 and ELT 222) mainly focus on improving students' formal writing skills: paragraph or essay writing. They do not aim at developing students' skills in writing different genres; they only emphasize paragraph or essay writing. Furthermore, all writing courses aim at getting students to write grammatically correct, content-wise rich and well organized paragraphs or essays. In brief, grammar, content and format (i.e. organization) are the main concerns in these courses.

Finally, *English Grammar* courses (ELT 127 and ELT 128) aim to present or teach students basic English grammatical structures for fluency and accuracy in the language. The course instructor said grammar courses have three aims: to teach what grammar is (usage), how to use it (use), and how to teach it.

To conclude, although the main aims of the language improvement courses are stated in the course policy sheets, no other written documents that specify all the course objectives (i.e. instructional objectives) in detail do exist.

4.1.2 Course Content and Materials

In this section, the content of and the materials used in the language improvement courses are presented and described on the basis of the data obtained through the analysis of course policy sheets and course materials (i.e. textbooks and supplementary materials). For some courses, additional data concerning the description of the course content and materials were obtained through teacher interviews as well.

4.1.2.1 Oral Communication Skills

Oral Communication Skills I (ELT 121)

According to the course policy sheet, ELT 121 content consists of the following topics: various listening tasks, asking and answering questions, reading aloud, informative speech, student presentations, oral summary (book or film review), and interview. In addition, the course instructor (Teacher A) reported having social topics and topics of common interest in the course.

As for the course material, instead of a textbook, a course pack (*ELT 121 Course Pack*) is used. This course pack comprises two main parts - listening and

speaking. The listening part consists of six units taken from the textbook *Headway Pre-Intermediate Video* whereas the speaking part includes information on how to give effective oral presentations, informative speech, and public communication, which has been taken from the book *The Speaking Sphere* published by METU Press.

Oral Communication Skills II (ELT 122)

As indicated in the course policy sheet, the contents of ELT 122 are as follows: Video session on effective presentations, persuasive speech, listening (ethnic cuisine, dating, marriage and divorce, and relationships), and panel discussions. The course instructor (Teacher B) also listed the same topics in the interview. On the other hand, as for the listening and speaking skills covered in the course, ELT 122 instructor listed the following skills: discussion skills, taking the floor from other students, asking questions to people in a formal and appropriate way, giving formal presentations, and as to listening, listening to derive main ideas and specific information.

As in ELT 121, a course pack (*ELT 122 Course Pack*) is used in ELT 122. *ELT 122 Course Pack* also consists of two main parts - listening and speaking. The listening part is made up of three units taken from a book called *Authentic Listening and Discussion for Advanced Students* by Jayne Gaunt Leshinsky (1995): Unit 1- Ethnic Cuisine, Unit 5-Dating, Marriage and Divorce, and Unit 8-Relationships. Speaking part, however, includes materials on persuasive speech; solving a problem and taking a position. In addition to the course pack, two video materials and handouts or worksheets accompanying them are included in the course content, which are a video on effective presentations and a movie called *Four Weddings and a Funeral*. Moreover, the course instructor reported using handouts taken from two different books that were published by METU Press. She said she took some passages and some input parts for the presentation skills and used them in the classroom at different stages of the course.

4.1.2.2 Reading Skills

Reading Skills I (ELT 123)

Authentic reading texts and short stories make up the content of ELT 123. Two main materials are used in this course: *ELT 123 Course Pack* and a textbook, *Power Play*. The material used as *ELT 123 Course Pack* is actually the textbook called *Read to Comprehend Write to React I* published by METU Press in 2002. *Power Play* by Brenda Dyer (1996), which is the other textbook used in the course, comprises five thematic units, each of which includes five or six different stories. For instance, Unit 2 is about family ties and there are five different stories in this unit. However, only four stories from the first two units of this book are included in ELT 123 syllabus. The book is designed in such a way that each story in the book is preceded by pre-reading, warm-up, and guiding questions parts. After each story, which is about 10-15 pages, there is a glossary in which unknown vocabulary is explained. Furthermore, there are vocabulary, comprehension check, interpretation, and evaluation tasks following each story. As for the topics covered, the instructor of ELT 123 (Teacher C) said they focused on only one topic in the *ELT 123 Course Pack*, which was Multiple Intelligences, and they preferred to use *Power Play* because the focus in *Power Play* is on literature. As to reading skills, the instructor reported covering reading sub-skills listed in the course policy sheet: skimming, scanning, inferencing, referring, and all other different types.

Reading Skills II (ELT 124)

As it is specified in the course policy sheet of ELT 124, *Power Play* by Dyer (1996) and *Lexis* by Burgmeir (1991) are the two main sources used in this course. Five stories from *Power Play* and three chapters (Chapters 5, 6, and 7) from *Lexis* are included in ELT 124 syllabus. In addition, fun reading and personal reading texts and some handouts are used in the course. The course instructor (Teacher D) listed the topics or themes covered as: lifestyles of people, families and relationships, and wedding party in *Power Play*, and catastrophes, motion pictures, etc. in *Lexis*. *Lexis* includes reading texts which are accompanied by some comprehension questions. However, the main emphasis of the book is on vocabulary

development; therefore, it consists of a lot of vocabulary exercises or tasks which are both recognition and production based.

Advanced Reading Skills (ELT 221)

In ELT 221, *Mosaic I A Reading Skills* by Wegmann and Knezevic (1990) is used as a textbook. The target audience of the book is adults over 20-25, and it includes topics like culture, self-improvement in academic life, family, marriage, healthy eating, smoking, weather, health, technology, money, TV, football/soccer, creative people, contemporary issues such as greenhouse effect, migrating birds and recycling. The length of the texts in the book is between 1-3 pages. Regarding the methodology of the book, pre-reading discussion (lead-in) and vocabulary exercises precede each text, and there are comprehension, scanning, vocabulary, discussion, and writing tasks following each text. In addition to the textbook, the course material also includes teacher prepared extra materials and personal reading materials. Teacher prepared extra materials are mainly short texts from the internet accompanied with comprehension, scanning, vocabulary, etc. exercises. The topics of these extra texts used are cell-phone bills, gays and child adoption, and airplane hijackers. In the interview, the teacher (Teacher E) said she prepared two vocabulary worksheets, one given before the midterm and one before the final, to get students to define and explain words and to use these words in sentences. She reported focusing on parts of speech as well in these worksheets. Finally, as for the personal reading material, students pick a book of any genre and topic appropriate to their level.

As to the reading skills covered in ELT 221, the instructor reported focusing on guessing vocabulary by using the context, reading comprehension, skimming, scanning, getting the main idea of each paragraph read, and differentiating between fact and opinion. In addition, the teacher reported focusing on a lot on discussion skills even though it is not mentioned in the course objectives.

4.1.2.3 Writing Skills

Writing Skills I (ELT 125)

ELT 125 Course Policy Sheet shows that the course content encompasses sentence combining and writing different types of paragraphs such as descriptive paragraph, narrative paragraph, comparison and contrast paragraph, classification paragraph, and cause-and-effect paragraph. As to the topics or themes covered in the course, the course instructor (Teacher F) said they were mainly related to students' classes, to their teachers, learning English, and sometimes education. She said she did not want them to write anything out of the sky. On the other hand, she listed writing topic sentences, developing them into paragraphs and then writing the conclusion part, and writing different types of paragraphs like description, narration, etc. as the writing skills emphasized in the course.

Paragraph Patterns by Auerbach and Snyder (1983) and *Sentence Combining* by Strong (1990) are the two course books used in ELT 125. *Paragraph Patterns* is an intermediate writing book which includes reading passages (sample paragraphs), exercises, and writing tasks which focus on the paragraph while presenting a variety of rhetorical modes such as description, narration, classification, cause-and-effect, comparison and contrasts, personal opinion, etc. Each chapter has a specific theme of interest like body language, superstitions, dreams, and a childhood memory. The thematic topic is introduced in the *Prewriting Strategies* section by questions that generate involvement with the topic. Useful content vocabulary follows these questions. The sample paragraph expands on the theme and exemplifies the rhetorical mode of the chapter. The *Writing Exercises* section begins by presenting vocabulary that will help students structure their paragraphs in a specified rhetorical mode. In addition to focusing on a particular paragraph type, each chapter deals with an aspect of paragraph development: topic sentences, unity, completeness, or coherence.

Sentence Combining, on the other hand, is a book which emphasizes practice in sentence construction and exercises in combining and revising. The exercises in the book are organized in order of increasing difficulty.

Writing Skills II (ELT 126)

The content of ELT 126 includes essay writing in general, and writing different types of essays such as description, narration, process, and comparison and contrast, specifically. *College Writing Skills* by John Langan (2000) is the textbook exploited in this course. The first part of the book focuses on essay writing in general. It explains every step in essay writing in detail with a number of examples and exercises. The second part of the book encompasses nine different patterns of essay development: description, narration, examples, process, cause and effect, comparison and contrast, definition, division and classification, and argumentation. This part is organized in such a way that for each pattern, model or sample essays accompanied with questions are presented, and then these are followed by various writing assignments. In the third part of the book, the focus is on special skills like taking essay exams, writing a summary, writing a report, writing a resume and job application letter, using the library and the internet, and writing a research paper. Finally, the last part focuses on sentence skills and presents exercises on various grammar topics, as well as on mechanics, punctuation and word use.

The instructor of ELT 126 (Teacher F) listed education, lessons, friends, and family as the topics or themes covered in the course, and as to the writing skills, parallel to the information in the course policy sheet, she reported focusing on essay writing skills and writing different types of essays.

Advanced Writing Skills (ELT 222)

The content of ELT 222 consists of the following topics: how to write an essay, descriptive essay, narrative essay, division and classification essay, cause and effect essay, comparison and contrast essay, argumentative essay, and writing a research paper. The textbook used in ELT 126, *College Writing Skills* is used in ELT 222 as well. The course instructor (Teacher B) stated that mostly students chose their own topics and they exploited the same topics such as marriages, relationships, divorce, etc. And as to the writing skills covered, she reported focusing on sentence skills, coherence, cohesion, as well as writing different types of essays.

4.1.2.4 English Grammar

English Grammar I (ELT 127)

According to the course policy sheet, present, past and future tenses, tag questions, additions and responses, gerunds and infinitives, passives, reflexive and reciprocal pronouns, and phrasal verbs are the topics included in ELT 127. Fuchs and Bonner's (1995) student book and workbook of *Focus on Grammar: A High-Intermediate Course for Reference and Practice* are the course books used in the course. The *Student Book* focuses on grammar through listening, speaking, reading and writing activities. Although the book is accompanied by an audio program (cassettes or CDs) and a CD-ROM, these are not available in the Department of ELT. In the book, first new structures are shown in natural context of passages, articles, and dialogues. Then, this is followed by a grammar presentation of structures in grammar charts, notes and examples. Afterwards, there is focused practice of both form and meaning in controlled exercises. Finally, in communication practice, students are asked to use the new structures freely and creatively in open-ended activities. The *Workbook*, on the other hand, provides supplementary exercises on the structures in the *Student Book*. The instructor of ELT 127 (Teacher A) said the themes of the reading passages in the textbook were mostly to do with the topics of general interest, rather than specific topics.

English Grammar II (ELT 128)

The same course books, *Focus on Grammar Student Book* and *Workbook*, are used in ELT 128; the second halves of the books are used. The topics covered are: advisability, obligation, speculations and conclusions in the past, conditionals, adjective clauses, and direct and indirect speech.

4.1.2.5 Overall

Oral Communication Skills courses had two main components: listening and speaking. Speaking component generally comprised formal presentation skills whereas the listening component encompassed listening sub-skills, i.e. listening and completing various tasks. In both of the courses, course packs collated from various

books were used, and these were also supplemented with some other materials like a movie and handouts.

In the *Reading Skills* courses, generally textbooks were used. However, supplementary materials in the form of fun reading texts, shared or personal reading texts, and teacher made handouts were also used. Reading authentic texts and short stories, answering questions that precede and follow the texts, and doing vocabulary exercises constitute the contents of the reading courses. Finally, there was both academic and personal reading in all the reading courses.

The *Writing Skills* courses basically included paragraph or essay writing; other genres did not exist in the contents of the writing courses. More specifically, cohesion, coherence, unity, sentence skills (or grammar) were involved in all the courses. With respect to the course materials, textbooks were used in the writing courses and they were supplemented only with few supplementary materials (i.e. handouts).

Finally, in terms of content, *English Grammar* courses included basic grammatical structures of English, and to teach these structures only one textbook accompanied with its workbook was used. No supplementary materials were used in the grammar courses.

In brief, the materials used in the language improvement courses and the contents of these materials are summarized in Table 4.1 below.

Table 4.1 Materials used in the language improvement courses and their contents

Course	Materials Used	Contents of the Materials
ELT 121	ELT 121 Course Pack	Two main parts: Listening and speaking. Listening part consists of six units from ‘ <i>Headway Pre-Intermediate Video</i> ’ and speaking part includes information on how to give presentations, taken from ‘ <i>The Speaking Sphere</i> ’ published by METU Press.
ELT 122	ELT 122 Course Pack	Two main parts: Listening and speaking. Listening part consists of three units from ‘ <i>Authentic Listening and Discussion for Advanced Students</i> ’ and speaking part includes information on how to give persuasive speech.
	Video on effective presentations	Model (good and bad) presentations on video and a worksheet to take down notes

Table 4.1 (continued)

ELT 122	Movie: <i>Four Weddings and a Funeral</i> Handouts	Movie and worksheets and task sheets on it Reading texts and input for presentation skills
ELT 123	ELT 123 Course Pack Power Play	'Read to Comprehend Write to React I' published by METU Press, which includes articles and questions on them. Stories and questions
ELT 124	Lexis Power Play Fun reading texts Personal reading texts Handouts	Articles and vocabulary exercises Stories and questions Authentic texts usually supplied by the teacher Authentic texts chosen by the students Exercises
ELT 221	Mosaic I Supplementary materials Personal reading materials	Texts, pre-reading discussion questions, vocabulary exercises, questions following the texts, post-reading discussion and writing tasks. Texts, exercises Books chosen by the students
ELT 125	Sentence Combining Paragraph Patterns	Sentence combining exercises Sample paragraphs, exercises, writing tasks
ELT 126	College Writing Skills	Detailed explanations, sample essays and questions on them, writing tasks, sentence skills (grammar), etc.
ELT 222	College Writing Skills	Same
ELT 127	Focus on Grammar (High-Intermediate)	Text to present grammar structures, explanations on rules, exercises, review tests
ELT 128	Focus on Grammar (High-Intermediate)	Same

4.1.3 Course Conduct

In this section, the current state regarding the conduct of the language improvement courses is presented. The teaching-learning process in each course is explained on the basis of the analysis of data obtained mainly from course policy sheets and observations, as well as from teacher interviews.

4.1.3.1 Oral Communication Skills

Oral Communication Skills I (ELT 121)

In ELT 121 Course Policy Sheet, the classroom procedures are described as: “It is required that all students participate actively in classroom tasks. In addition, there will be two in-class presentations to be prepared and given by students individually”. Moreover, it is stated that a variety of tasks will be used to improve students’ listening and speaking skills.

According to the observations, 31.75% of the observed class time in ELT 121 was spent on student presentations. During the student observations, the teacher listened to the presenter and took down notes (i.e. filled in the evaluation checklist) at the back of the classroom and the students listened to their classmate. After the presentations, the teacher did not give any oral feedback to the presenters. Also, the students were not willing to ask any questions to the presenters when they finished their presentations. The other activities used in the classes were as follows: teacher lectures on how to give a formal speech and how to make an oral film review, video viewing and doing the exercises in the book, feedback sessions after listening tasks. The students watched the same thing two or three times in order to be able to do the task.

Furthermore, when the instructor of ELT 121 (Teacher A) was asked how teaching-learning process in ELT 121 was and how he conducted the lessons, he said teaching learning-process was both teacher and student centered; “fifty, fifty,” he said. He further explained that there were certain activities which were totally based on students’ initiation, but at some points he did interfere whenever things started not working or getting stuck. As to activity types, the teacher reported doing role plays, presentations, and discussions in the classroom. Finally, ELT 121 instructor argued that the teacher and the students had equal status in the classroom.

Oral Communication Skills II (ELT 122)

In the course policy sheet of ELT 122, the methodology of the course is described very briefly in the following way:

The students will engage in various listening activities that will help them improve their listening skills. In addition, the students

will read texts and do exercises that will get them to prepare their presentations. (ELT 122 Course Policy Sheet)

Analysis of the classroom observations reveals that 20% of the observed class time was spent on teacher lectures in which the teacher gave explanation about how to do the tasks (e.g. presentations, project, and other activities). On the other hand, 20.75% was spent on discussions, 12.5% on listening to tape and doing the exercises in the *Course Pack*, and the rest of the time on activities such as mini demo presentations, reading texts to be discussed about, etc. When the focus was on listening, first they started with pre-listening discussion in which the teacher posed some questions to the students to get them to be familiar with the topic and the content vocabulary. Then, they listened to the tape two or three times to complete the task. Last, they went over the task all together in the teacher directed feedback stage. The other activities observed were: watching a movie and taking down notes, reading a text and discussing about it, and mini role-plays aiming at doing practice before the actual presentations.

On the other hand, ELT 122 course instructor (Teacher B) described the teaching-learning process in the course as follows:

The course was shaped in such a way that before each presentation, the teacher would come to the classroom, give some information about the skill to be presented and then do some kind of practice in the classroom, and this practice could take the form of maybe reading a passage and doing some kind of presentation related to the topic in the passage or related to the theme of the passage, and this would take the form of sometimes pair and groupwork and sometimes group presentations, pairwork presentations. They were usually easy tasks that could easily be prepared in the classroom and these were thought to be some kind of preliminary input for the task that had to be performed later as a kind of graded presentation. And later, before the graded presentation, the students were put into either groups or pairwork and they were given some time to get prepared and later outside the classroom they either got together or worked individually to make their presentations, to prepare their presentations. And in the office hours, sometimes they come to the office of the teacher to ask for some maybe some corrections, some advice, some, some kind of guidance and then they would perform their, they would put their presentation on and they would present their presentation and get graded. (Teacher B)

The instructor further stated that although they did not do so many listening tasks in ELT 122, the ones they did were in the form of listening to some authentic recorded radio programs and then doing some exercises related to the materials listened to.

4.1.3.2 Reading Skills

Reading Skills I (ELT 123)

The methodology of ELT 123 is explained in the course policy sheet as: “Pre-reading, reading and post-reading activities will be used. The students will be asked to react to reading texts both in oral and written form, as well as doing a variety of activities from the textbooks”.

The data obtained from classroom observations reveal that *teacher lecture* was the most frequently occurring activity type in ELT 123 classes; 25.1% of the observed class time was spent on teacher lecture. The teachers either gave lecture on topics like parts of speech, dictionaries, paraphrasing, etc. or read aloud a short story and explained it sentence by sentence. In addition, *teacher directed feedback session* was the second most frequently used activity type in the reading classes. 21.8% of the observed class time was spent to go over the answers of the exercises in the books. The exercises were done either in the classroom or at home as homework. For instance, 17.55% of class time was spent on doing exercises in the course books. The other activities observed and percentages of class time spent on them were as: quiz (11.1%), discussions (10.6%), student presentations (8.9%), reviewing the previous lesson (3.8%), etc. In the presentations, students presented the texts they had read in order to do their journal tasks, and in one of the classes, a post-reading role play activity was observed only once (4.44% of the observed class time).

To sum up, the observations show that in general ELT 123 lessons involved four main activity types: Teacher lecture (teacher presented information or explained a story), doing exercises in the book, going over the answers of the exercises as a whole class (i.e. teacher directed feedback sessions), and pre- or post-reading class discussions directed by the teacher.

In conclusion, classroom observations and the comments of the observers reveal that students were generally passive and they did not participate much in ELT

123 classes. There was too much teacher talk, and there was no equal attention to all students; in other words, only few students were dominant in the classroom. Finally, sometimes the same procedure (teacher's reading aloud the text and lecturing on it to explain it) went on for a long time.

In the interview, the instructor of ELT 123 (Teacher C) stated that he was trying to begin with some questions to attract students' attention, or sometimes he started with a picture. The next stage was the reading text itself. They were discussing the text. The teacher specified discussions, reading aloud, and summarizing as the main activities they were doing in the classroom.

Reading Skills II (ELT 124)

The classroom procedures used in ELT 124 are explained in the course policy sheet as follows.

The first hour will be spent on personal and shared reading. For personal reading, you will select your own reading material and share it with others in small groups. You will also keep a response journal. For shared reading, we will both select reading to be shared and discussed as a whole class. You will learn to use a variety of strategies for critical thinking.

The second and third hours will be spent on academic reading. You will complete the tasks and readings in your course text, Power Play and Lexis, according to my directions. Some of the tasks will be done in class and some will be done as homework. Periodically, you will be given texts to read from professional journals and books, from which you will learn the organization and the specialized vocabulary and concepts of English Language Teaching. (ELT 124 Course Policy Sheet)

The analysis of classroom observations reveals that the conduct of ELT 124 was as in the following way: In double hours, first they did *fun reading* (usually in 15 minutes). The teacher distributed a reading passage and students read it individually in silence, and then they discussed the text with the guidance of the teacher's questions. Next, they did *shared reading* in which students talked about the texts they had read individually at home. Last, they focused on *academic reading*. In *academic reading*, they started with pre-reading discussion in which

they discussed the pre-reading questions presented in the textbook. Afterwards, the teacher and/or the students read aloud the text and explained it as a whole class. Then, they did the exercises in the book individually or in pairs (8.3% of the observed class time), and this was followed by the teacher directed feedback stage in which they answered the questions (exercises) together as a whole class. However, sometimes they started (actually continued from where they had left in the previous lesson) with going over the exercises in the book which had been assigned to students as homework in the previous lesson. For instance, most frequently occurring activity type in ELT 124 classes was *teacher directed whole class feedback session*; 45% of the observed class time was spent on going over the exercises (i.e. feedback session) which had been done either in the classroom or at home. The other activity type observed was teacher lecture on note taking, outlining and summarizing (11.7% of the observed class time). In brief, classroom observations show that pre-reading discussions, reading texts and doing exercises related to them and then going over the exercises (done in the classroom or at home) under teacher's supervision were the main activity types used in ELT 124 classes.

In addition to data obtained from observations, the instructor of ELT 124 (Teacher D) portrayed the teaching-learning process in her classes as follows:

I was just going to the class and doing some warm up activities, and if this was at the beginning of the week, we were doing our like fun readings, shared readings, like trying to share what they read in that week, and talk about it, and then you know after finishing the fun reading and the shared reading, we were starting our weekly academic readings. And we were reading the text and trying to find out the ... Sometimes they were reading it in the class and sometimes they were reading it at home and doing some assignments, and coming and doing the assignments in the class.
(Teacher D)

In brief, ELT 124 instructor listed group work, pair work, silent reading, loud reading, drama or miming as the activity types they did in the classroom.

Advanced Reading Skills (ELT 221)

In the course policy sheet, the conduct of ELT 221 is explained in detail as:

The course will be carried in such a way that there is constant interaction in class and that all students participate in all the reading related activities. The pre-reading sessions will prepare the students to the text they will be assigned to read, and after all the while-reading activities are completed, students will be asked to integrate their writing skills into reading. Hence the course will combine reading and writing. The texts in the book will be approached from as many perspectives as possible so as to lead to strong in-class discussions. Students will be asked to take the lead rather than the instructor. The students will be asked to read material in addition to the texts in the course book. The supplementary reading material will be determined by the instructor and the student together, and the material will be read by the student in-class and at home. The students will write summaries of their reading material as well as present and discuss them with their classmates. (ELT 221 Course Policy Sheet)

Parallel to this explanation in the course policy sheet, the classroom observations show that ELT 221 was conducted by using the following activities and tasks: *Pre-reading discussions* (19.3% of observed class time), *doing* pre-reading vocabulary exercises and other *exercises* related to the reading passages (28.22%), *whole class feedback sessions* on these exercises (19.56%), *silent reading* (10.44%), *summary writing* (8.9%), *student presentations* in which students presented the books they had read (5.3%), and *personal reading* in which students read silently the books that they had chosen for personal reading (5.1%). In a typical lesson, generally they started with pre-reading discussion which was directed by the teacher and they did the pre-reading questions and vocabulary exercises in the book, usually in groups. Afterwards, they read the text and did the exercises related to the text in the book and answered the questions provided by the teacher in the form of a handout. Feedback session followed each exercise. In the feedback session, the teacher called students by their names to respond, and after each response, she gave further explanation to the students. To sum up, the observations and the comments of the observers show that there was variety in ELT 221 classes in terms of activities, and the lessons were well-organized because every activity went smoothly.

Moreover, the instructor of ELT 221 (Teacher E) explained the conduct of the lessons and the activities they did in detail. She said they started with pre-

reading discussion, with the questions in the ‘lead-in’ section. If necessary, she put the main concepts or important vocabulary on the board. Then, she got the students to do the pre-reading exercises in the book and then to read the passage. If the text was lengthy, she gave handouts to students. Afterwards, they answered comprehension questions. Later, they focused on vocabulary. The teacher reported explaining words to students, as well as focusing on parts of speech. In the last stage, the teacher said she did discussion activities and sometimes writing activities as post-reading. In addition to these, every week she had students do personal reading in the classroom for 20 minutes. Finally, she stated that sometimes she got students to work individually and sometimes in pairs or groups.

4.1.3.3 Writing Skills

Writing Skills I (ELT 125)

Under the heading ‘methodology/classroom procedures’ in the course policy sheet, the conduct of ELT 125 is explained in the following way: “The course will be conducted in an interactive manner through a variety of tasks and activities. Spiral method will be used in all the classes in all levels”.

The analysis of observations reveals that ELT 125 was conducted in different ways in two groups of the course, which were taught by two different teachers. In group one, 25% of the observed class time was spent on interactive teacher lectures, in which the teacher explained certain topics and asked questions to the students to elicit information. Another widely used method (18.75% of the observed class time) was *whole class board activities* in which students went to the board and did something on the board (e.g. writing a topic sentence, making an outline) with the guidance of the teacher. The most widely used activity type was *individual writing* in which students wrote sentences or paragraphs individually in silence. 41.25% of observed class time was spent on this kind of tasks. Finally, the course book was used only once for 15 minutes in 450 minutes of observation (2.6%).

On the other hand, in the second group of ELT 125, various methods or activity types were used in the classroom: doing exercises in the course books individually, teacher directed whole class feedback sessions on the exercises or students’ paragraphs (23.3% of the observed class time), teacher lecture to introduce

a new topic (11.6%), whole class board activities, pre-writing discussions, peer correction, and analysis of sample paragraphs in groups or as a whole class. Compared to group one, there was more frequent use of the course books in group two (27.7% of the observed class time), and less time was spent on *silent individual writing* in the classroom (16.7%).

In the interview, the instructor of group one (Teacher F) described the teaching-learning process in her classes in detail as follows:

Sometimes teacher-centered sometimes student-centered I should say, both of them were there. For example, when I was to teach a pattern it had to be teacher-centered. I had to explain everything from A to Z. Let's say I teach them a pattern, and then I put an example I mean a paragraph on the board, and then I say "Well you gonna write on this, I'll give a topic". Let's say it's gonna be on the writing class, and they gonna write a descriptive paragraph on the writing class. We started with brainstorming, that I would ask all the students to come to the board and jot down just whatever came to their mind, so that the whole board would be full of ideas. And then the second step was, "All right now, let's have a look at these ideas, which ones are more relevant?" Then we crossed out the ones that were irrelevant and we ended up with having five to ten. I tell them "You gonna be writing a paragraph, not an essay, so that we don't need that many ideas, so we need to eliminate some of the other ones as well, so let's stick to the ones that are related to one another, in essay we need three ideas because that is the academic writing standard anyway". We choose the three and disregard all the rest. Then I say, all right we have these three ideas, what is the next step? Writing the outline. I ask them to write the outline, and then I divide the board into four, and I ask four students to come and put their outlines on the board. And they'll have four different outlines. We go over each one of them and choose the best one. And then the whole class has to write a paragraph based on the best outline. And then, that was the whole thing that was done collaboratively, because all contributed to it. And then they'd say their ideas, even the best ones would sometimes have to modify. But if you were to do it this way wouldn't it sound better? We all agree on it, I read it, we modify it and then we come up with the model outline and they will have to write on it, and sometimes I ask them to put their outlines on transparency and I used to bring the OHP to class and I would show all the paragraphs and they would have to choose from among them as well. So it was student centered at that time. That's how it went, so they got into the habit of constructing better paragraphs. That is the first one. The second one is they write on their own, because when they get used to it

they know what to do and the second one is very easy for them because they know how to do it. And they like that, they like the act of coming to the board and doing something. They enjoy it because they're becoming part of the course, not you as the teacher is doing everything but they're helping you out as well. Because it is more interesting you see because writing class is actually boring at times, if they are given the chance to come to the board and write something like whatever they think of, even if it's just one word, it doesn't matter. There's sort of commotion going on in class, that's what I like, they have to be all active, not as active in their desk but they have to come and put something on the board. (Teacher F)

Writing Skills II (ELT 126)

In ELT 126 Course Policy Sheet, the methodology of the course is described as: "Basic characteristics of essay writing and different types of essays are discussed in class and practiced with in and out-of-class activities. Spiral feedback method will be resorted to".

As in ELT 125, the analysis of observations shows that ELT 126 was also conducted in different ways in two groups of the course, which were taught by the two different teachers who had taught ELT 125 in the previous semester. In group one, 51.7% of the observed class time was spent on doing the same kind of activity, *silent individual writing* (outline or essay writing). In this type of activity, the students made outlines and wrote essays individually in silence and the teacher walked around, monitoring them and giving individual feedback to them. However, some of the students were observed to be chatting and not doing anything during this type of tasks. On the other hand, in 25% of the observed class time, the teacher lectured on the board in an interactive way to present new essay types; she asked students questions to elicit information or ideas. In the rest of the time the teacher and the students did brainstorming and wrote sample outlines on the board together.

In group two of ELT 126, analyzing sample essays in the course book took up 30 % of the observed class time. On the other hand, 12.4% of the class time was spent on teacher lectures in which the teacher presented how to write a specific type of an essay with examples. Some other activity types were: individual essay writing (18.9%), quiz (11.1%), and revision of the previous lesson by the teacher (7.8%).

On the other hand, the instructor of ELT 126 group one (Teacher F) explained her way of conducting lessons in the following way:

My methodology is always more or less the same; both teacher centered learning and student centered learning, so it's in combination. So sometimes I have to do the task but at times I ask students to do it and we do it all together, as a class, and then they have to come up to the board, write their ideas on the board. It could be during the brainstorming process, it could be during the outlining process, or it could even be during the writing process itself. They come up and put their paragraphs on the board. Then we choose the best one and they construct the essay. It helps them a lot and they enjoy it, and they say "Mine is better compared to yours" and there's a kind of competition going on in class and they know what the other one is doing. So, for that matter, it helps that way. At times I try to use transparencies but it's so expensive. They didn't want to but and they were quite right with that. And in our department we don't have as many as possible. We just have a few of them. Even I can't even get any, so I have to go and get my own transparencies, so I've given up using the OHP but I take the laptop to my classes. But I cannot ask them to try it on the laptop because sometimes they do know how to do it, sometimes they don't so I think it is better to use the board, to go back to the traditional way of doing it. And that's how we do it. And also this way they know how to diagnose errors as well. I ask them "there's something wrong of it, can you see what it is?" They give lots of different answers and then they come up with the right one. So they're diagnosing the mistakes that their friends are doing as well. (Teacher F)

Advanced Writing Skills (ELT 222)

In the course policy sheet of ELT 222, the following explanation is given as to the course conduct: "Students will be exposed to model essays and will discuss the basic characteristics of essay writing through a variety of in- and out-of-class activities".

According to the observations, in 28.2% of the observed class time, the teacher lectured in an interactive way (asking questions to students to elicit information) on particular types of essays. During the *lectures*, the teacher gave detailed explanation and showed students examples on the board. 22.2% of the time, on the other hand, was spent on analyzing sample essays in the course book. In this activity type, first the students were asked to analyze the essays and answer the

questions following them on their own, and then in the whole class feedback sessions directed by the teacher, they went over the answers and discussed the sample essays as a whole class. *Peer editing* and *individual* outline or essay *writing* were the two other activity types carried out in the classrooms. Finally, the observation data and the observers' comments indicate that there was too much teacher talk in the classrooms; students usually followed the teacher or did the tasks in silence.

Lastly, according to the explanation of the course instructor (Teacher B), ELT 222 course was conducted in the following way:

The way I taught the lesson was I would always have a lecture about ... If I was to teach let's say 'organization' I would give a lecture on organization by giving them some information about organization and then I would exemplify what I said by giving them some sample essays and then go back to the book and do some exercises from the book about that topic. When it came to writing about different topics, we would first read sample essays and then I would in order to give them a better idea of what this kind of essay is, I would ask them to brainstorm about one topic that we would agree on and then we would outline the topic on the board whole class together, and then I would ask them to write that essay as a kind of first practice and then choose their own topic and practice that. To summarize how I conducted my lessons, I would lecture about the topic that I want my students to learn about, then give them examples of that topic and when it comes to practice, I would practice whatever I want to practice together with the class by exemplifying whatever I want them to do, and then let them write but when it comes to writing the essays I sort of follow a more process kind of approach. I ask them to first of all to outline the essay then write the first draft, read the first draft in the classroom and do some peer editing with their classmates, and after the peer editing they do self editing and they write the second draft and I graded only the final draft but I collected all the other drafts as well. But the mark, the grade, I would give the grade for the final draft looking at the process they went through. (Teacher B)

4.1.3.4 English Grammar

English Grammar I (ELT 127)

The course policy sheet of ELT 127 explains the course conduct as: "The class sessions are based on the presentation and discussion of basic grammatical

structures as well as a variety of contextualized exercises as class work and homework with an emphasis on group work and peer correction”.

According to the observations, *teacher lecture* on grammar structures took 22.2% of observed class time. This was done in an interactive way such that the teacher first asked students questions to elicit whatever they already knew about the new topic and then he gave further explanation about the topic. Additionally, the rest of the class time was spent on doing the exercises in the book and then going over them as a whole class (*feedback sessions*), as well as on carrying out *whole class board activities* in which students went to the board and wrote sentences by using the particular grammar structure under consideration. The other students and the teacher gave feedback on these student-made sentences on the board; they discussed the mistakes and corrected them together. In brief, the observations show that there was too much teacher talk in ELT 127 classes, and also there were not production-based activities in which students actually used grammar points (i.e. the students just did the exercises in the course book). Also, the same procedure, doing the exercises in the book, went on for a long time (no variety of tasks), and finally, too much time (50 minutes) was spent on a very short quiz.

On the other hand, ELT 127 instructor (Teacher A) explains the teaching-learning process and the activities used in the classroom as follows:

I must be honest again, it was teacher based. Usually, I was doing the greatest part of the job in terms of explaining, giving the examples, answering the questions. But of course students were also active in terms of going through the book, doing the exercises, but basically I could say it was teacher based.

Well, I would say that you know we relied on the textbook activities and the tasks that it was giving, but apart from that I remember couple of times I did try and it was really beneficial and successful, from real experiences, you know in those days whatever was very popular like well the political climate for example, I did relate the grammatical point to those kinds of things. In other words, I did try my best honestly I tried very hard ... Well, for example I did situations, if you were in this situation what would you do? How would you react? And they had to use the grammatical points. But they were not aware that they were focusing on the grammar point. Later on, after we finished the task, I said “Look, this is what we’re going to cover and you did part of

it although it was not completely successful” but still they were able to carry out the task and it was okay. I did try this technique, and they really liked it, it motivated them. (Teacher A)

English Grammar II (ELT 128)

In the course policy sheet, the conduct of ELT 128 is explained as follows: “The course book will form a basis for study with additional input to be provided in class. Activities will promote discussion and consolidation of the subject matter”.

The results of the classroom observations of ELT 128 were very similar to the results of ELT 127. This may be because of the fact that the same two teachers, who had taught ELT 127, taught ELT 128 as well. Teacher lecture on grammar points, doing the exercises in the book and then going over the answers together, and whole class board activities were the main types of tasks or methods used in the ELT 128 classrooms as well. In both ELT 127 and ELT 128, it was not observed that the teachers brought any supplementary materials or exercises to the classroom. Moreover, there was too much teacher talk in the classes of both courses.

Likewise, the explanations of the instructor (Teacher C) regarding the conduct of ELT 128 lessons were also similar to the above explained methodologies, which the ELT 127 instructor (Teacher A) had reported using in ELT 127.

4.1.3.5 Overall

In *Oral Communication Skills* courses, listening to the tape or watching video and answering some questions, student presentations, teacher lectures on how to do particular tasks, and discussions are the methods used in the teaching learning process.

On the other hand, having pre-reading discussions or doing pre-reading exercises in the book, reading the text and answering skimming, scanning, comprehension and vocabulary questions related to the text, and doing some post reading activities like having discussions on the topic of the text or writing something related to it were the main steps followed in the conduct of the *Reading Skills* courses.

In the *Writing Skills* courses, first the teachers explained the topic by showing students some examples on the board. Usually the lectures were in an interactive way; the teachers tried to involve students by asking them questions to elicit information. Then, the students read and analyzed sample paragraphs or essays under teachers' supervision. Last, they prepared outlines and wrote paragraphs or essays, and then got feedback from their peers and/or teachers.

In the *English Grammar* courses, the teacher explained the new structure with examples, students did the exercises in the book and then they went over the exercises together as a whole class. Sometimes students were asked to write sentences on the board by using the new structure and the teacher and the other students gave feedback on these sentences.

To conclude, in all the language improvement courses there was not much variety in terms of the activity types used in the classroom; generally the same procedures were followed in the lessons.

4.1.4 Student Assessment

In this section, the methods or tools of assessment used in the language improvement courses are presented and explained. Analysis of the course policy sheets, exam tools (i.e. papers), and teacher interviews provided data for this presentation.

4.1.4.1 Oral Communication Skills

Oral Communication Skills I (ELT 121)

As specified in the course policy sheet, the assessment methods and their percentages in ELT 121 are as follows: participation (5%), listening exam (20%), two presentations (20% each), and final speaking exam (35%). The listening exam, which was based on video-viewing, comprised tasks such as fill in the blanks, true/false, short answer questions, and matching, respectively. The final exam consisted of three parts: reading aloud, problem solving (discussion with a partner), and an individual task in which students were asked to express their opinions on a given topic. Finally, the two in-class presentations were in the forms of informative

speech and oral summary (book or film review), and these presentations were graded on the basis of criteria or checklists agreed upon by the course instructors.

Oral Communication Skills II (ELT 122)

In ELT 122 Course Policy Sheet, listening exam (20%), two presentations (20% each), participation (5%), project (10%) and final speaking exam (25%) are the evaluation tools which are said to be used in the course. The listening exam, which was in the form of listening to a tape, included fill in the blanks and note taking types of items. In addition, one of the presentations was persuasive speech whereas the other one was panel discussion (in groups of three). The presentations were graded by using checklists agreed upon by the instructors. And, the final exam was made up of two parts: individual task in which students talked about a topic given to them and then answered questions asked by their partners, and a pair work in which two students were supposed to discuss with each other a problem to reach a consensus.

4.1.4.2 Reading Skills

Reading Skills I (ELT 123)

The evaluation methods listed in the course policy sheet of ELT 123 are midterm exam (25%), final exam (35%), assignment (5%), journal (10%), quizzes (20%) and participation (5%). In the midterm exam, there were two reading passages. The first reading passage was followed by multiple choice items to check comprehension. On the other hand, the second reading passage was accompanied by different types of items: true/false items and short answer questions to check comprehension, matching items to test vocabulary, and reference questions. The final exam also included two texts followed by short answer questions and multiple choice items for comprehension check, and vocabulary and reference questions in which students were asked to write the definitions of the words and what the given words refer to. As for the journal, students were supposed to complete 10 task sheets, one for each week. They had to choose and read a piece of authentic text, summarize the main points in the text and then reflect on the text (i.e. express their opinions, criticisms). Finally, the quizzes were in the form of reading texts and

different types of questions accompanying them; they were like ‘miniatures’ of midterm and final exams.

Reading Skills II (ELT 124)

Midterm exam (25%), journal (10%), assignments (30%), participation (5%), and final exam (30%) are the ways of assessment listed in the ELT 124 Course Policy Sheet. The midterm and final exams were based on a lengthy text (around three pages) accompanied by multiple choice, short answer, gap filling and true false questions to check reading comprehension and vocabulary knowledge. Moreover, students were asked to make an outline and a summary of the text. The texts asked in the midterm or final had been given to students a week before the exam to have them study the text and be prepared for the exam. In the vocabulary part of the exam, students were also asked transformation type of questions concerning the use of different forms of words (i.e. parts of speech). Finally, the students kept response journals for the fun, shared and academic readings they did, and they were given grades for these as well.

Advanced Reading Skills (ELT 221)

In ELT 221, as listed in the course policy sheet, the following assessment methods are used: Midterm exam (30%), final exam (30%), journal (10%), homework (10%), participation and attendance (10%), and supplementary reading (10%). In the midterm exam, students were given two texts, each of which was followed by different types of items like multiple choice, matching, short answer, and gap filling to measure reading comprehension and vocabulary knowledge. Furthermore, students were asked some questions related to the articles or stories they had read in the course book.

4.1.4.3 Writing Skills

Writing Skills I (ELT 125)

As specified in the course policy sheet, in ELT 125 two midterm exams (20% each), out-of-class assignments (15%), in-class-assignments (15%), and final exam (30%) are the means of evaluation. In the first midterm exam, there were three

main sections: sentence combining, brainstorming and topic sentence writing, and outline and paragraph writing. Similarly, the second midterm consisted of topic sentence recognition and production, paragraph writing on the basis of the given outline, and descriptive paragraph writing. In the final exam, there were sentence combining, topic sentence recognition, and paragraph writing tasks.

Writing Skills II (ELT 126)

In the course policy sheet of ELT 126, midterm exam (25%), out-of-class assignments (10%), in-class assignments (20%), quizzes (20%) and final exam (35%) are the methods of evaluation listed. The midterm included tasks such as thesis statement identification and production, and outline and essay writing whereas the final exam encompassed two tasks: making outlines of the given essays, and making an outline and writing an essay. In the quizzes, sentence skills or grammar was the focus. Students were assigned chapters in the last part of the book to study at home and then they were tested on these in the quizzes. And finally, in- and out-of-class assignments were the essays that students produced throughout the semester.

Advanced Writing Skills (ELT 222)

Midterm exam (30%), quizzes (15%), homework (15%), participation (5%) and final exam (35%) are the ways of assessment listed in the ELT 222 Course Policy Sheet. In the midterm exam, students were given an essay and asked to make an outline of it. They were also asked questions regarding unity, thesis statement and coherence. And, essay writing was the last task in the midterm exam. In the final exam, however, students were asked to make an outline and write an essay only. As in ELT 126, the quizzes were based on the grammar points in the last part of the course book, and the homework included the essays that students were supposed to produce in class or at home.

4.1.4.4 English Grammar

English Grammar I (ELT 127)

The methods or tools of assessment specified in the course policy sheet of ELT 127 are midterm (30%), quizzes (30%), participation (5%) and final (35%).

In the quizzes and the exams, a variety of item types were included to test students' grammar knowledge: multiple-choice, error identification (i.e. editing), gap filling, sentence completion, transformation, and sentence combining or rewriting.

In the interview, the instructor of ELT 127 repeated the assessment tools and their weights listed in the course policy sheet.

English Grammar II (ELT 128)

The assessment system used in ELT 128 was exactly the same as the one which was used in ELT 127. The same methods of assessment with same percentages are specified in the course policy sheet of ELT 128: Midterm (30%), quizzes (30%), participation (5%), and final (35%). Moreover, the contents of the exams and the quizzes, in terms of item types, were parallel as well.

4.1.4.5 Overall

The tools of assessment (with their weights) used in the language improvement courses are summarized in Table 4.2. The information presented in Table 4.2 reveals that in the language improvement courses evaluation was not based on the midterm and the final exams only; various methods of assessment were used in all the courses.

To illustrate, in the *Oral Communication Skills* courses, in addition to exams, students were evaluated through presentations, participation, and project as well. In the *Reading Skills* courses, on the other hand, quizzes, journal (or personal/shared reading), assignments/homework, and participation were the methods used in addition to the exams. Likewise, in the *Writing Skills* courses, in- and out-of-class assignments, homework and quizzes were the various ways of assessment. Finally, in the *English Grammar* courses, quizzes and participation were involved in the evaluation.

In brief, ongoing assessment was emphasized in all the courses, and various methods were used rather than basing evaluation only on exams.

4.1.5 Continuity and Coherence between or among the Courses

In this section, the continuity and coherence between or among the language improvement courses are described on the basis of the information obtained through the analysis of course policy sheets.

4.1.5.1 Oral Communication Skills

Oral Communication Skills I (ELT 121)

In the course policy sheet, there is no evidence regarding coherence between ELT 121 and other language improvement courses. It is not stated explicitly or implicitly that ELT 121 is related with the other language improvement courses.

Oral Communication Skills II (ELT 122)

As to coherence between ELT 122 and other language improvement courses, it is implicitly mentioned in the course policy sheet of ELT 122 that reading skills are integrated in the course. It is said that students will read texts and do exercises that will get them to prepare their presentations, which means reading will be integrated into ELT 122 as a source of input for speaking.

With respect to continuity, it is stated explicitly in the course policy sheet of ELT 122 that it is the continuation of ELT 121, and it aims to ‘further’ develop students’ listening and speaking skills. Also, analysis of the course policy sheets of both courses reveals that they have the same aim: developing students’ listening and speaking skills. Furthermore, the same listening sub-skills are emphasized in both courses.

Although different materials (i.e. course packs) are used, there seems to be relationship between the two courses in terms of content as well. The contents of both courses comprise listening component in which various listening skills are covered, and speaking component which mainly includes student presentations. However, ELT 121 focuses on informative type of speech whereas ELT 122 covers

Table 4.2 Tools of assessment (with their percentages) used in the language improvement courses

	Course	Tools of Assessment						
		Midterm	Final	Participation	Quizzes	Presentation	HW/Project / Assignment	Journal
<i>Oral Communication Skills</i>	ELT 121	20% (Listening)	35% (Speaking)	5%	-	40%	-	-
	ELT 122	20% (Listening)	25% (Speaking)	5%	-	40%	10%	-
<i>Reading Skills</i>	ELT 123	25%	35%	5%	20%	-	5%	10%
	ELT 124	25%	30%	5%	-	-	30%	10%
	ELT 221	30%	30%	10%	-	-	20% (10% for HW,10% for supplementary reading)	-
<i>Writing Skills</i>	ELT 125	40%	30%	-	-	-	30% (in and out-of class)	-
	ELT 126	25%	35%	-	20%	-	30% (in and out-of class)	-
	ELT 222	30%	35%	5%	15%	-	15%	-
<i>English Grammar</i>	ELT 127	30%	35%	5%	30%	-	-	-
	ELT 128	30%	35%	5%	30%	-	-	-

persuasive or discussion type of speech. In this respect, it can be said that these courses go from simple to complex in terms of speaking tasks.

Finally, the same methods of assessment are used in ELT 121 and ELT 122: presentations, listening exam, final exam (speaking exam), and participation, and this may be another sign of the existence of continuity between the two courses.

4.1.5.2 Reading Skills

Reading Skills I (ELT 123)

In the course policy sheet of ELT 123, neither explicitly nor implicitly a relationship between this course and the other language improvement courses offered in the same semester is specified. In other words, as in ELT 121, there is no evidence to show that ELT 123 is in coherence with the other language improvement courses.

Reading Skills II (ELT 124)

When the course policy sheet of ELT 124 is analyzed, it can be seen that this course is related with the writing course offered in the same semester (ELT 126) because they both focus on text organizers or different types of patterns (description, narration, comparison and contrast). Moreover, outlining and summarizing are the concern of both courses. In brief, while ELT 124 is in coherence with ELT 126, no explicit information exists regarding its relationship with the other language improvement courses (i.e. ELT 121 and ELT 127).

Regarding continuity between ELT 123 and ELT 124, the analysis of the course policy sheets of the two courses reveals that the same reading sub-skills such as skimming, scanning, comprehension, referencing and inferencing, as well as vocabulary development are emphasized and recycled in both courses. However, in ELT 124 there is an additional component which is to teach students how to extract information from texts and organize it for better comprehension and retention. Also, while there is only academic type of reading in ELT 123, two more types of reading are added in ELT 124: shared reading and fun reading.

Advanced Reading Skills (ELT 221)

In ELT 221 Course Policy Sheet, it is explicitly stated that students will be asked to integrate their writing skills into reading, and the course will combine reading and writing. Moreover, in ELT 221, as mentioned in the course policy sheet, students are asked to write summaries of the texts or the book they read, or write essays on the topics they read.

With regard to continuity among the three reading courses, when the course policy sheets of all three reading courses are analyzed, it can be seen that the same reading sub-skills such as skimming, scanning, comprehension, referencing and inferencing, as well as vocabulary development are emphasized and recycled in all three courses. However, in ELT 124 a new component which is to teach students how to extract information from texts and organize it for better comprehension and retention is added. Something new is also added to the content of ELT 221: studying texts with emphasis on stylistic features, making use of pragmatic concepts like speech acts, implicature, deixis, and presupposition while analyzing and appreciating texts. All this reveals that there is not only recycling of information and reading skills but also building upon prior learning in the reading courses, which can be a sign of continuity among them.

4.1.5.3 Writing Skills

Writing Skills I (ELT 125)

Although there is no explicit evidence regarding the coherence between ELT 125 and the other language improvement courses in the course policy sheet of ELT 125, reading is integrated into ELT 125 through paragraph analysis, which is one of the course aims specified in the course policy sheet.

Writing Skills II (ELT 126)

With respect to coherence between ELT 126 and other language improvement courses, it is explicitly mentioned in the course policy sheet that reading and speaking skills as well as grammar are integrated into writing. The following statements in the course policy sheet of ELT 126 reveal the relationship between ELT 126 and the other courses: "... students will be encouraged to write on

a content read and discussed in class”, and “Grammar will also be emphasized and revised through a variety of out-of-class and in-class activities”.

As regards continuity, when the course policy sheets of ELT 125 and ELT 126 are analyzed, it can be seen that there is a smooth transition from paragraph to essay writing from ELT 125 to ELT 126. In other words, ELT 126 is the continuation of ELT 125; there is a transition from paragraph to essay writing. To illustrate, while the students were asked to write descriptive paragraph in ELT 125, they were asked to write a descriptive essay in ELT 126.

Advanced Writing Skills (ELT 222)

With respect to the relationship of ELT 222 with other language improvement courses, as in the course policy sheet of ELT 126, it is explicitly stated that reading and speaking skills as well as grammar are integrated into writing in the course policy sheet of ELT 222 with the following statements: “... students will be encouraged to write on a content read and discussed in class”, and “Grammar will also be emphasized and revised through a variety of out-of-class and in-class activities”.

As regards continuity among the writing courses, when the course policy sheets of all three writing courses are analyzed, it can be seen that there is a smooth transition from paragraph to essay writing from ELT 125 to ELT 126. However, it can be observed that ELT 126 and ELT 222, both of which focus on essay writing, are almost the same in terms of course aims, course content and materials, and evaluation. First, they both aim to get students to write on content read and discussed in class. Next, how to write an essay, description, narration, and comparison and contrast are the common topics listed under the contents of the two courses. Last, the same course book, *College Writing Skills* is used in both courses. As to the evaluation procedures, midterm and final exams as well as in and out-of assignments in the form of essays are the assessment tools used in the two courses. Moreover, grammar quizzes are part of the evaluation system in both ELT 126 and ELT 222. To sum up, while ELT 126 is the continuation of ELT 125, as explained above, ELT 126 and ELT 222 are more or less the same.

4.1.5.4 English Grammar

English Grammar I (ELT 127)

In ELT 127 Course Policy Sheet, there is no explicit evidence regarding coherence between ELT 127 and other language improvement courses offered in the same semester. In other words, it is not stated explicitly or implicitly that ELT 127 is in relationship with the other language improvement courses.

English Grammar II (ELT 128)

In the course policy sheet of ELT 128, the relationship between ELT 128 and the other language improvement courses is stated with the following statement: “It aims to focus on English grammar through reading, writing, and speaking activities”. Except for this statement, there is no other evidence of coherence between ELT 128 and other courses in the course policy sheet. Also, each unit in the book starts with a reading passage; however, it should be kept in mind that the main focus is not on developing students’ reading skills but presenting the new grammar structures in context through reading passages.

As to continuity between ELT 127 and ELT 128, it is stated in the course policy sheets of both grammar courses that they are designed to present basic grammatical structures required for fluency and accuracy in the language. In other words, they do share the same aim. In ELT 128 course policy sheet, it is also stated that ELT 128 is the continuation of ELT 127 (English Grammar I). Furthermore, using the same textbook in the two courses is another piece of evidence showing the continuity between ELT 127 and ELT 128; the first half of the book is covered in ELT 127 and the rest is the focus of ELT 128. Finally, exactly the same evaluation methods (with same weights) are used in both courses: midterm, final, quizzes and participation.

4.1.5.5 Overall

When the course policy sheets are analyzed, it can be seen that there is continuity between or among almost all of the language improvement courses: in other words, there is intra-subject relationship between or among the different levels of the same-skill courses (e.g. Reading Skills I, Reading Skills II and Advanced

Reading Skills). In brief, one course is the continuation of the preceding course. However, only the relationship between ELT 126 and ELT 222 is not in the form of continuity; it is more like repetition of the same content.

Regarding inter-subject relationships or coherence among the language improvement courses, generally not much evidence can be obtained when the course policy sheets are examined. Some relationship can be identified only between the reading and the writing courses in terms of the skills emphasized (e.g. summarizing, reading and analyzing texts in writing courses and responding to texts through essays in the reading courses).

4.2 Evaluation of the Language Improvement Courses

In this section, results regarding the evaluation of the language improvement courses by different groups of participants are presented to answer the second research question of the study. Evaluative data obtained from the students enrolled in the courses and the instructors are integrated and presented together.

4.2.1 Course Aims and Objectives

The data obtained through course evaluation questionnaires, and student and teacher interviews reveal that the language improvement courses have been evaluated in terms of their aims and objectives as follows.

4.2.1.1 Oral Communication Skills

Oral Communication Skills I (ELT 121)

The results of the course evaluation questionnaire show that the majority of the students confirmed, or agreed with, the course aims and objectives listed in the questionnaire. The average of ‘strongly agree’ (shortly SA) and ‘agree’ (shortly A) was calculated to be 83.80%: 78.4% (‘read aloud a text’) was the lowest whereas 97.3% (‘ask and answer questions’) was the highest percentage.

On the other hand, with respect to the realization or achievement of the course aims and objectives, the average percentage of ‘strongly agree’ and ‘agree’ was only 64.89%. The range of agreement (strongly agree and agree) was between 35.1% (‘fluency’) and 81.1% (‘listening to/watching a tape and taking notes’ and

‘listening to/watching a tape and identifying the main ideas’). In brief, except for fluency (35.1% SA and A) and accuracy (40.5% SA and A) in speech, majority of the students reported agreement (above 50% SA and A) with the realization of the listed aims and objectives.

In general, 75.5% of the students said (SA and A) the course met their expectations. They explained that their speaking, listening, presentation and listening skills have improved because of the course. More specifically, 73% of the students thought (SA and A) that the course met their needs as regards listening skills whereas only 56.8% thought (SA and A) that their needs concerning speaking skills were met. In other words, according to the students, the course met their needs regarding listening skills more than it did concerning their speaking skills needs.

In the interviews conducted with three students taking ELT 121, two students stated that the course met their expectations and needs to a great extent. One of them further explained that the course helped her to be more confident when speaking in front of people. On the other hand, the third student said she had expected her speaking skills to improve more but she can’t say that her speaking did improve much because the class was very crowded. Also, she argued that they didn’t do much about listening, and there was not much speaking practice in the course too. She said “I had expected more speaking actually done in English with everybody because it was just a few people who spoke in the class; I think everybody should speak in the class”.

As to the realization of the objectives, one of the three interviewees believed that all the objectives have been achieved whereas the other two thought that there were some missing parts. One of them briefly said, “Not yet, I still can’t speak well”, but the other one gave more detailed explanation as: “My pronunciation is still not good maybe because of the fact that the class was so crowded and we didn’t have much opportunity to talk”.

Contrary to the students’ beliefs, the instructor of ELT 121 (Teacher A) believed that the course met students’ needs and expectations to *some* extent. He said, “If I am to give a percentage I would say that less than 50%”. He also reported feeling a bit negative or upset about the course in terms of achieving the stated objectives, and he thought they should really revise the course. Finally, according to

him, the stated objectives were achieved to some extent only; that is, they did achieve something, but they still need to work quite a lot in this course to make improvements and changes.

Oral Communication Skills II (ELT 122)

On the basis of the results of the course evaluation questionnaire, the students confirmed (strongly agreed and agreed with) the course aims and objectives listed in the questionnaire with the average of 90.86% SA and A. The lowest percentage of agreement was for 'listen to/watch a tape and extract specific information' and 'listen to/watch a tape and identify the main ideas' with 82.9%, and the highest percentage of agreement was for 'present a project report orally' with 100%.

Related to the realization of the course aims and objectives, on the other hand, the average percentage of 'strongly agree' and 'agree' was only 74.31%; the range of agreement (SA and A) was between 61% ('fluency in speech') and 90.2% ('conducting a project, i.e. mini survey'). Moreover, 'presenting a project orally' and 'giving a persuasive speech on a specific topic' were the objectives that the students agreed to achieve to 87.8%, while 'accuracy in speech' and 'grammar' were the ones in which 63.4% of the students agreed to have shown improvement.

In general, 75.6% of the students reported that ELT 122 met their expectations. This is very similar to the result obtained for ELT 121, which was 75.5%. To explain why the course met their expectations, the students said the course helped them to improve their listening and speaking skills. Contrary to the results for ELT 121, in ELT 122, 63.4% of the students thought (SA and A) that the course met their needs as to listening skills whereas 73.2% thought (SA and A) that their needs concerning speaking skills were met. In other words, according to the students, ELT 122 met their needs regarding speaking skills more than it did about their listening skills; this was the opposite in ELT 121.

Parallel to the results of the questionnaire, the data obtained from the interviews with three students taking ELT 122 show that the students' needs and expectations regarding speaking skills were met to a great extent whereas their

needs concerning listening skills were not met much. More specifically, they explained this issue with the following statements:

Student 1: My needs regarding speaking skills have been met to a great extent, and my listening is better compared to the first semester, but I think this is not enough. If we had focused more on listening in the class, it would have been more helpful.

Student 2: We didn't focus much on listening, but I improved my presentation skills a lot. Listening, not much.

Student 3: It met my expectations. But, listening could have been emphasized more.

Finally, two of the students believed that they achieved the course objectives, but one of them said "Not completely. Presentations were very helpful, but we could have done more discussions, we could have been encouraged more to speak in the classroom".

However, with respect to achieving the course aims and objectives, the course instructor (Teacher B) argued that they tried to achieve what they had aimed at but they found out that they had quite a lot of hurdles in the way both stemming from their designing of the course and from the abilities of the students. She stated that they, to a certain extent, achieved some of their aims but she added that she was not totally satisfied with what they did in this course. The instructor further explained that after she taught the course she realized that although the course objectives were not out of this world, they had to be more realistic. That is to say, she meant the students' real needs, abilities and maybe the needs of the department should have been taken into consideration when the course objectives were specified. ELT 122 instructor's comments were as follows:

Of course the objectives were not out of this world but after I taught the course I realized that the students need more than presenting things like they need language improvement and maybe rather than reflecting the needs in the course itself, the students have to be selected more carefully because I found out that the students were at a very poor level of English and the achievement of the objectives were obstructed by the abilities of the students rather than by the way that we tried to achieve our goals. It wasn't the method, it wasn't the style

that we were trying to sort of use in the classroom to achieve our goals but it was rather it was the students' abilities, students' skills that sort of put some kind of block in getting to whatever we wanted to get at. I found out, in fact there were two kinds of students in the classroom; one group of students who were like native speakers and the other group of students who were not even intermediate I would call beginner level students with some passive knowledge of English but with very poor active knowledge of English and with very, I think they had difficulty in putting their passive knowledge of English into action and into producing whatever we wanted them to produce. And, they were also I wouldn't say demotivated but pacified by the presence of native speaker students in the classroom, and that also somehow stopped us from achieving our real goals. (Teacher B)

Finally, regarding the issue of whether or not the course met students' expectations, the course instructor claimed that the students seemed to be satisfied, but their satisfaction stemmed from the fact that they got good marks rather than having achieved something towards improving their proficiency.

4.2.1.2 Reading Skills

Reading Skills I (ELT 123)

The results of ELT 123 course evaluation questionnaire show that on average 91.82% of the students confirmed (SA and A with) the listed course aims and objectives. 100% of the students agreed (SA and A) with the following objectives: 'skim (read) a text quickly to obtain the main ideas', and 'develop students' vocabulary knowledge through learning new words'. Moreover, 95.1% agreed with the objectives emphasizing reading for details, guessing the meaning of unknown words by using context, and reacting orally to a text which has been read. However, 82.9% of the students agreed with 'reading and paraphrasing paragraphs in a text' and 82.5% with 'making written comments on a text which has been read'. To sum up, the range of agreement with the listed objectives was between 82.5% and 100%.

On the other hand, as to the realization or achievement of the aims and objectives of ELT 123, on average, 64.7% of the students reported agreement. 'Paraphrasing paragraphs in a text' was obtained to be the least agreed objective (48.8% SA and A) whereas 'answering comprehension questions' the most (90.2% SA and A) agreed one in terms of attainment. Moreover, 'critical thinking' (51.2%),

‘paraphrasing sentences’ (53.7%), and ‘inferring deep meaning’ are the other objectives reported to be achieved with lower percentages whereas ‘analyzing characters in a text’ (82.9), ‘reading for details’ (80.5%) and ‘guessing the meaning of unknown words using context’ (80.5%) are the ones which were said to be attained with higher percentages.

Overall, 56.1% of the students agreed (SA and A) that the course met their expectations whereas 9.8% did not. The percentage of the students who said ‘not sure’ was 34.1%. The students who reported agreement explained that the course improved their reading skills. In particular, 63.4% of the students believed (SA and A) that the course met their needs as regards reading skills whereas only 58.5% believed (SA and A) that their needs concerning vocabulary knowledge were met. In other words, according to the students, the course met their needs regarding reading skills more than it did concerning their needs about vocabulary knowledge.

The results of the interviews conducted with three students taking ELT 123 reveal that the course did not meet all the expectations of the students. In other words the aims and objectives of the course did not fully satisfy the students in terms of their expectations and needs regarding reading skills and vocabulary. The following statements of the students explain this problem clearly.

Student 1: My expectations haven’t met as I wanted. I expected to start from the basics, simple things but because the books were difficult for me the course was not like as I had expected and I had difficulty in this course. I expected to be able to understand whatever I read but because the first topics we covered were very difficult (because of the book) my reading skills haven’t developed sufficiently. If had started from simple things rather than difficult ones, they could have developed step by step.

Student 2: I had expected to improve my vocabulary, and I did develop my vocabulary to some extent but I couldn’t improve my reading because we didn’t do much about reading. I had expected to do a lot of reading in this course and also to learn how to read some word. Not reading and understanding but being able to read a text.

Student 3: Until now, nothing has happened yet. We read one text in two weeks and this is not enough. We don’t have enough materials and if we don’t have enough materials, we can not develop our reading skills. We read very little, and the texts are not

sufficient for people who are going to be English teachers. Activities are also limited because we are dependent on the course book only. In my opinion, teachers should give us tasks like reading a book and summarizing it. I had expected these but I couldn't find. My reading hasn't improved since high school. I had needs regarding vocabulary but these needs haven't been met. Vocabulary development is limited in the reading course and we do not do vocabulary exercises/practice much. We can not improve our vocabulary by reading through a text.

Similarly, all the interviewees believed that all the course objectives were not realized or achieved. For instance one of them argued:

Skimming, scanning, character analysis, I can do these things but a few days ago I borrowed a book (English Short Stories) from my teacher to read it but I couldn't understand it. I should have been able to understand that book but I didn't because I don't have the reading skills necessary for understanding it, you can not understand a book by scanning or skimming skills. (Student 2)

Parallel to the students' analyses, the course instructor (Teacher C) also reported not achieving all the course objectives. He argued that 'reading' must be something between literature and linguistics; that is, it is reading a text linguistically plus as a work of literary art. He believed that if reading is taken from only linguistic viewpoint, the main emphasis will be on reading comprehension and getting the meaning from the context, and this is part of linguistic analysis. For him, reading must not be seen from only linguistic viewpoint but from literature viewpoint as well. In brief, the instructor claimed that they have to define the course aims and objectives clearly, that is they have to know what they want to teach and why they want to teach it; otherwise, they are unlikely to achieve their aims.

Reading Skills II (ELT 124)

The results of ELT 124 course evaluation questionnaire demonstrate that 92.22% of the students confirmed (SA and A with) the course aims and objectives listed in the questionnaire. The range was between 82.5% ('identify whether a word is a noun, adjective, verb, or an adverb') and 100% ('guessing the meaning of

unknown words using the context', and 'summarizing a text using notes and outline').

On the other hand, with regard to the realization of the course aims and objectives, only 78% of the students reported agreement with the achievement of the listed aims and objectives. 'Identifying whether a word is a noun, adjective, verb, or an adverb' (62.5%), 'inferring the deep meaning'(67.5%), 'using new words in sentences' (67.5%) are the objectives which the students reported achieving with lower percentages, while 'answering comprehension questions following a text' (95%), 'making an outline' (92.5%), and 'analyzing characters in a text' are the ones which the students agreed to attain with higher percentages.

In general, 77.5% of the students reported (SA and A) that ELT 124 met their expectations. This is a bit different from the result obtained for ELT 123, which was only 56.1%. 'The course improved my reading skills', 'my reading skills and vocabulary improved' were the explanations students gave for explaining why the course met their expectations. Parallel to the results for ELT 123, the students taking ELT 124 believed that the course met their needs about reading skills more than it did regarding their needs about vocabulary knowledge. In particular, 90% of the students believed (SA and A) that the course met their needs as regards reading skills whereas only 80% believed (SA and A) that their needs concerning vocabulary knowledge were met. However, when the percentages in ELT 123 and ELT 124 are compared, it is observed that students thought that their needs about reading skills and vocabulary knowledge were met more in ELT 124 than they were met in ELT 123. To illustrate, 90% of ELT 124 students agreed (SA and A) with the statement 'the course met my needs regarding reading skills' whereas only 63.4% of ELT 123 students agreed with the same statement. Similarly, for the statement 'the course met my needs regarding vocabulary knowledge' the rate of agreement was 80% in ELT 124 whereas it was only 58.5% in ELT 123.

In the interviews with three students taking ELT 124, two of the students declared that the course met their expectations and needs.

Student 1: It met my expectations to a great extent. Compared to the first semester, I have improved more. I had expected to learn more vocabulary and to be able to read a text and understand it and

I have achieved these to a great extent. Although sometimes I have difficulties, I am better compared to the past.

Student 2: It was important for me to be able to understand what I read, and the course really helped in this respect. I've started to be able to understand what I read, with the help of the journals we did. Everything we have done was enough, and the education in this course was effective.

On the other hand, the third student thought that the course did not meet his expectations because he had expected his reading to be more fluent. He further claimed that the course did not meet his expectations because they were not doing things (i.e. reading) relevant to the aim of the course, but just answering questions. Finally, he said he had expected to do reading aloud in that course.

Likewise, two of the students reported believing that all the course objectives were achieved whereas the third did not believe that all of them were achieved.

The course instructor (Teacher D) also believed that the course objectives were attained, except for 'paraphrasing'. She specifically said "I am not sure about paraphrasing, and I don't think that I completely achieved helping them paraphrase the text". To the question of whether or not the course met students' needs and expectations, the instructor replied by stating that she helped the students to be strategic readers (i.e. to use reading strategies) by involving them in different types of reading like fun reading, academic reading and shared reading.

Advanced Reading Skills (ELT 221)

Based on the ELT 221 course evaluation questionnaire results, 79.92% of the students confirmed (SA and A with) the course aims and objectives listed in the questionnaire. The range was between 53.8% ('identify figurative language (e.g. metaphors) in a text') and 97.4% ('read/skim a text quickly to obtain the main idea(s)'). More specifically, reading for details, learning new vocabulary, and identifying whether a word is a noun, adjective, verb or an adverb are the course objectives which were highly agreed (above 90% SA and A), while identifying the difference between facts and opinions in a text, understanding the writer's point of view, critical thinking, and using a dictionary are the ones which were not very highly agreed (around 65%).

However, with respect to the realization of the course aims and objectives, only 67.52% of the students reported agreement (SA and A) with the improvement in the listed aims and objectives. ‘Inferring the deep meanings in a text’ (46.2%), ‘understanding figurative language’(46.2%), and ‘critical thinking’ (53.8%) are the objectives in which the students reported improvement at lower level whereas ‘scanning a text to find specific information’ (89.7%), ‘identifying whether a word is a noun, adjective, verb or an adverb’ (89.7%), ‘vocabulary knowledge’ (87.2%), and ‘reading a text and summarizing it’ (84.6%) are the ones which the students agreed to show improvement at higher level. In brief, it can be observed that the students believed to have shown less improvement in high-order reading skills such as identifying figurative language or inferring deep meanings.

Overall, 74.4% of the students reported (SA and A) that ELT 221 met their expectations. This is a bit different from the result obtained for ELT 123 (which was 56.1%), but parallel to the one obtained for ELT 124 (which was 75.5%). The students further explained that the course improved their reading skills, vocabulary, and summary skills to give reasons for why the course met their expectations. Contrary to the results for ELT 123 and ELT 124, the students believed that ELT 221 met their needs regarding vocabulary knowledge more than it did concerning their needs about reading skills. In particular, 76.9% of the students believed (SA and A) that the course met their needs as regards reading skills whereas 98.7% believed (SA and A) that their needs concerning vocabulary knowledge were met.

In the interviews, all the three students stated that the course met their expectations and needs to some extent. One of the interviewees reported that she had expected to read a lot of books, as in a literature course, in other words not to depend too much on the course book, but this did not happen. Similarly, the other student said that they just read texts and answered questions, and this was not enough; she argued that they should have done more reading in this course. Moreover, the same student also stated that she had expected to learn a lot of vocabulary but the vocabulary was limited to the words in the course book; in other words, she did not find all she had expected regarding vocabulary. Finally, the third student evaluated the course objectives by explaining what she could find in the course and what she could not as:

Our skimming, scanning skills have been improved but we have problems as regards reading in literature courses and I think that these problems could have been solved in this course to some extent. We could have read literary texts or texts on daily or current issues. We have difficulty in identifying connotative meaning. We have difficulty in literature courses but we read very simple things in the reading course, things not above our level. (Student 3)

With respect to the realization of the course objectives, one of the interviewees stated that they achieved all the course objectives, while the other two students believed that they did not achieve all of them. Those two students explained their responses as follows.

Student 1: Not all of them. They were given in the course, but I can not transfer/use what I learnt in the course in my daily life maybe because we didn't do enough practice in the course.

Student 2: Not much. Maybe because of the difference between theory and practice. I don't know. It is related with the teacher of the course; Maybe she is not working for the course objectives or maybe she is working for them but she can not teach them completely.

Parallel to some of the responses of the students, the instructor of ELT 221 (Teacher E) declared that she is not sure whether or not they achieved the objectives regarding advanced or high order reading skills. Moreover, she said although she believes that she helped them improve their vocabulary knowledge through getting them to read in and out of class, she could have had them read more, do more reading practice. In brief, in the interviews, both the instructor and the students claimed that there was not enough reading practice in the course, and this was the missing point regarding course aims and objectives.

4.2.1.3 Writing Skills

Writing Skills I (ELT 125)

The results of ELT 125 course evaluation questionnaire reveal that the students confirmed (SA and A with) the listed course aims and objectives to 91.35% on average: the range was between 70.7% and 100%. To illustrate, 100% of the students agreed (SA and A) with the following objectives: 'writing a topic

sentence’, ‘writing supporting points for a topic sentence’, and ‘writing a concluding sentence for a paragraph’. On the other hand, ‘writing a cause-and-effect paragraph’ (70.7%) and ‘writing a summary of a text’ (73.2%) are comparatively less agreed objectives.

As regards the realization of the course aims and objectives, on average, 81.77% of ELT 125 students reported agreement (SA and A). Students reported 100% improvement in ‘topic sentence writing’ and ‘writing a concluding sentence for a paragraph’, whereas only 58.5% of the students reported improvement in ‘accuracy in writing’. Furthermore, ‘critical thinking’ (61%), ‘writing a cause-and-effect paragraph’ (61%), ‘writing a summary of a text’ (65.9%), ‘writing a comparison and contrast paragraph’(65.9%), and ‘punctuation’ (68.3%) are the other objectives reported to be achieved with lower percentages whereas ‘sentence combining’ (97.6%), ‘writing supporting points for a topic sentence’ (97.6%), ‘making a paragraph outline’ (97.6%), and ‘writing a descriptive paragraph’ (95.1%) are the ones which were said to be attained with higher percentages.

On the whole, 95.1% of the students agreed (SA and A) that the course met their expectations whereas 2.4% did not. The percentage of the students who said ‘not sure’ was 2.4 as well. The students who reported agreement explained that the course helped them to improve their writing skills. Moreover, 92.7% of the students believed (SA and A) that the course met their needs regarding writing skills. In short, in general, the results demonstrate that ELT 125 met students’ expectations and needs.

During the interviews, two of the three students said the course met all their expectations and needs. On the other hand, one of the students thought that she did not learn anything new in this course, except for learning to use connectives or sign posts. Moreover, this student had expected to be able to come up with ideas easily and put them on the paper correctly and fluently, but she said she did not achieve this. Likewise, two of the students argued that they achieved all the course objectives whereas one student said “not completely” because she needs more practice in writing.

The course instructor (Teacher F) also evaluated the course objectives positively by stating that they achieved the course objectives and the course met

students' needs and expectations. She proposed the following explanations about these issues:

The good ones they just stayed where they were but the weak ones I mean they did achieve a lot, I can guarantee you that. So, I think it helped a lot. I mean if students do work and do some extra work, I think they benefit from it; so, I can say I did manage with the objectives.

When I asked them at the end of the term whether they were really happy with what they'd learnt, I got a positive response from all of them. They said they knew how to write better sentences now and they knew how to construct paragraphs because before we started with paragraph writing part of the course, remember we divided it into two, the sentence writing and then the paragraph writing, so when we started writing the paragraphs, they didn't know how to organize them but once we started teaching them the format of how to construct the paragraph itself, they did learn it, and they learnt how to begin it, how to develop the ideas and how to conclude it. So, from that point of view I could say I did reach my goal and the students did reach theirs as well. So, their expectations I could say have been met. And, by the way they all feared writing and at the end of the course they didn't have any fear of writing. (Teacher F)

Writing Skills II (ELT 126)

The results of ELT 126 course evaluation questionnaire reveal that 96.12% of the students confirmed (SA and A with) the course aims and objectives listed in the questionnaire. The range was between 88.4% ('to write a process essay') and 100% ('to understand coherence and unity in an essay', 'to write a thesis statement', 'to write supporting points for a thesis statement', 'to write a concluding paragraph', 'to make an outline of an essay' and 'to write a comparison and contrast essay').

With respect to the realization of the course aims and objectives, 92.49% of the students reported agreement (SA and A) with the improvement in the listed aims and objectives. 'Writing supporting points for a thesis statement' (100%), 'writing a thesis statement' (97.7%), 'writing a concluding paragraph' (97.7%), 'writing a descriptive essay' (97.7%), and 'writing a narrative essay' (97.7%) are the objectives in which the students reported high improvement, while 'critical thinking' (79.1%), 'accuracy in writing' (83.7%), 'grammar' (83.7%), and 'fluency in writing' (81.4%) are the ones in which they agreed to have shown less improvement. In brief, as in

ELT 125, the students taking ELT 126 reported achieving the course aims and objectives in high percentages.

In general, 95.3% of the students reported (SA and A) that ELT 126 met their expectations. This is parallel to the result obtained for ELT 125, which was 95.1%. For explaining why the course met their expectations, the majority of the students (55.8%) declared that their writing skills improved, and therefore they can write better essays. 9.3% of the students, on the other hand, said the course helped them to improve in terms of language (i.e. grammar and vocabulary), and 4.7% said their organizational skills improved to explain the reason. Exactly similar to the result obtained for the item 'ELT 126 course met my expectations', 95.3% of the students believed that the course met their needs about writing skills.

In the ELT 126 student course evaluation interviews, all three students stated that the course met their expectations and needs. For instance one of the students said "It met my expectations very well. It gave us details about writing. I think I am better now when I think about the things I learnt," and the other one briefly stated that she doesn't have any needs which haven't been met. In the same way, they all reported believing that they achieved all the course objectives. In brief, students have positive attitudes towards the course aims and objectives.

Like students, the instructor of ELT 126 (Teacher F) also evaluated the course objectives positively. She said she did achieve all of them, and she further stated that she did not have any problems. The instructor also believed that the course met students' expectations because they realized that they were achieving something and they were getting better in their writing skills.

Advanced Writing Skills (ELT 222)

Based on the results of ELT 222 course evaluation questionnaire, on average, 89.37% of the students confirmed (SA and A with) the course aims and objectives listed in the questionnaire. The range was between 37.5% ('to write a research paper') and 100% ('to analyze an essay in terms of unity, coherence, support and sentence skills' and 'to write a thesis statement'). More specifically, except for the objective 'writing a research paper', the course aims and objectives were confirmed by the majority of the students (above 70% SA and A). The reason for this can be

explained as although it had been stated in the course outline, this topic could not be covered in the classroom.

As to the realization of the course aims and objectives, 84.43% of the students reported agreement (SA and A) with the improvement in the listed aims and objectives. As in the above explained item, 'writing a research paper' (29.2%) is the objective in which the students reported lowest improvement. 'Critical thinking' and 'accuracy in writing' are the other two objectives which were believed to be achieved at low level. However, for the rest of the objectives, majority of the students reported high improvement. For instance, 95.8% SA and A for 'analyzing an essay in terms of unity, coherence, support, and sentence skills', 'writing an introductory paragraph', 'thesis statement writing', 'writing a concluding paragraph', and 93.8% for 'making an outline', 'writing a descriptive essay' and 'writing a cause-and-effect essay' (89.7%). To sum up, it can be observed that the students believed to have shown high improvement in organizational skills in essay writing.

On the whole, 91.7% of the students stated (SA and A) that ELT 222 met their expectations. This is parallel to the results obtained for ELT 125 (95.1%) and ELT 126 (95.3%). The majority of the students (60.4%) said that ELT 222 course improved their writing skills while explaining why the course met their expectations. Also, 12.5% said their English, in general, improved due to the course. Parallel to the results for the previous writing courses (ELT 125 and ELT 126), majority of the students (95.8%) believed (SA and A) that the course met their needs regarding writing skills.

In the interviews, two of the three ELT 222 students briefly stated that the course met all their expectations. On the other hand, the third student said the course met her expectations to some extent, and she explained this as in the following way:

We could have done diary keeping; I used to do it in the high school and it was one of the things that helped me a lot to improve my English because when you write all the time you ask yourself "How shall I write it? How shall I write it?" and when I had a look at what I wrote at the beginning and at the end I saw that I had improved a lot. It would have been better to write diaries. I had expected to learn how to write an academic essay or research paper but we didn't do it. (Student 3)

As to the attainment of the course objectives, again, two of the students believed that they achieved all the objectives whereas the third one thought he did not due to his mistakes and grades.

The course instructor (Teacher B), on the other hand, argued that they achieved 80% of their aims and she explained this as follows:

I think maybe not to 100% but almost 80% of our aims were achieved. The only problem again with our students was their very low level of their English. No proficiency. But other than that I think we achieved what we wanted to achieve. We taught them how to organize essays, we taught them how to use certain sentence skills effectively. But when it comes to practicing those skills, of course, because students have very low proficiency levels in English, we had problems. With some students, we really achieved what we wanted to achieve, but with poor students, it was impossible because their English was not at the level that would make it possible for the students to put those skills into practice.
(Teacher B)

Related to students' expectations, the instructor thought that generally the course met students' expectations, and the students were quite pleased with the things they got from the course. However, she added that maybe the students had expected more English improvement in their essays, and some achieved that but some did not.

4.2.1.4 English Grammar

English Grammar I (ELT 127)

The results of ELT 127 course evaluation questionnaire demonstrate that 88.14% of the students confirmed (SA and A) the course aims and objectives listed in the questionnaire. 80.8% ('to teach grammar') was the lowest whereas 97.8% ('to use a variety of grammar structures correctly') was the highest value. In short, the percentages for the objectives concerning explaining or teaching grammar were lower than the ones about using grammar, and identifying and correcting grammar mistakes.

On the other hand, with respect to the realization of the course aims and objectives, only 68.85% of the students, on average, agreed (SA and A) to have

shown improvement in the listed objectives. For example, 53.1% of the students reported showing improvement in ‘teaching grammar’, and 68.1% in ‘explaining grammar rules’, whereas higher percentages of students reported showing improvement in areas like ‘tenses’, ‘using grammar structures’, and ‘correcting mistakes’.

In general, 68.1% of the students believed (SA and A) that the course met their expectations. They explained that the course helped them to use grammar correctly and appropriately, i.e. to improve their grammar. On the other hand, 19.1% of the students were ‘not sure’ whether or not the course met their expectations, and 12.7% thought that the course did not meet their expectations because of the following reasons: ‘There was nothing new in the course’, ‘not enough practice and materials’ and ‘no emphasis on teaching/explaining grammar to others’. Similarly, 70.3% of the students stated (SA and A) that the course met their needs as regards grammar knowledge whereas 19.1% were ‘not sure’, and 10.6% said their needs regarding grammar knowledge were not met.

The interviews conducted with three students taking ELT 127 reveal that the students’ expectations were met to some extent. For example, one of the interviewees said he had expected to be able to write and speak effectively, that is grammatically, and he achieved this to some extent. The other one explained that she had expected to be taught more details but the course was covering topics at the surface level, not in detail. Finally, when they were asked whether or not they believed that they achieved all the course objectives, one of them simply said “I do believe”, whereas the others replied as follows:

Student 1: Not all of them.

Student 2: I still can not find mistakes and can not correct them as well. Because I still don’t know the details, I can’t find mistakes.

The course instructor (Teacher A), however, evaluated the course objectives in a different way. Regarding the realization of the objectives he had specified, he argued that if the judgments are based on grades, they were successful because the highest grades were obtained in grammar. But, in terms of teaching grammar and students’ use of this grammar properly in writing and speaking, he said he is not

very optimistic. In brief, the instructor believed that they were successful in teaching students what grammar is but not in teaching them how to use it properly.

English Grammar II (ELT 128)

On the basis of the results of ELT 128 course evaluation questionnaire, 91.37% of the students confirmed the course aims and objectives listed in the questionnaire. The lowest percentage was for 'to teach grammar' with 74.4%, and the highest percentage was for the four objectives related to using grammar structures correctly and appropriately, and identifying and correcting grammar mistakes with 97.7%. In brief, as in ELT 127, the percentages for the objectives about using grammar are higher than the ones for teaching or explaining grammar.

With respect to the realization of the course aims and objectives, on the other hand, on average, 74.42% of the students stated that they showed improvement in the listed course objectives. More specifically, parallel to the results in ELT 127, 65.1% of the students reported showing improvement in 'teaching grammar', and 69.8% in 'explaining grammar rules', but higher percentages of students reported showing improvement in areas like 'using grammar structures correctly' (83.7%), and 'identifying (86%) and correcting mistakes (83.7%)'.

Overall, 76.7% of the students reported (SA and A) that ELT 128 met their expectations. This is a bit higher than the result obtained for ELT 127, which was 68.1%. The students (44.2%) said 'the course improved my grammar' to explain why the course met their expectations. On the other hand, 11.6% of the students were 'not sure' whether or not the course met their expectations, and for 11.6%, the course did not meet the expectations. For explanation, 11.6% of the students said 'I haven't learnt anything different/new in this course'. As to the needs, similarly, 79.1% of the students believed that the course met their needs concerning grammar knowledge, 9.3% were 'not sure' and 11.6% believed that their needs were not met. Again, the results for this item are a bit higher than the ones obtained in ELT 127. In brief, it can be observed that students' needs and expectations were met a bit more in ELT 128 than they were met in ELT 127.

In the interviews conducted with three students taking ELT 128, all the students expressed positive attitudes regarding course aims and objectives. They

declared that the course met their expectations and needs. To illustrate, one of the students explained “the teacher did whatever we were supposed to do,” and the other one said “I had expected a review and the teacher did it in this course. It met all of my expectations”. In the same way, all the students claimed that they believed in achieving all the course objectives.

The course instructor (Teacher C), on the other hand was not that much optimistic about achieving all the course objectives. He argued that they achieved the objectives as grammar per se, but he said it is very difficult to know if the students can successfully apply the knowledge they have obtained from the grammar in other courses. In short, the achievement of the general aim of the course, which was to teach students how to use grammar, is a question mark.

4.2.1.5 Overall

The results of the course evaluation questionnaires and interviews reveal that, in general, the students expressed positive attitudes toward course aims and objectives in all the language improvement courses. However, the evaluations of the course instructors were positive in some courses while they were negative in the others.

In *Oral Communication Skills* courses (ELT 121 and ELT 122), although the majority of the students expressed positive attitudes when they were asked to evaluate the course aims and objectives, it can be observed from the results that the evaluations of the students were a bit more positive in ELT 122 than they were in ELT 121. Also, while students taking ELT 121 argued that objectives concerning listening skills were emphasized more than speaking skills, the students taking ELT 122 claimed that their needs regarding speaking skills were met more than their listening needs. Contrary to the students’ evaluations, the course instructors’ evaluations of the course aims and objectives were negative.

In *Reading Skills* courses, except for the first reading course (ELT 123), the students’ and the course instructors’ evaluations of the course aims and objectives were positive. In ELT 123, while the instructor argued that there were missing things regarding course objectives and therefore the course objectives should be redefined, majority of the students expressed positive attitudes when they evaluated

the course objectives. In ELT 124 and ELT 221, on the other hand, both the course instructors and the students reported that the course aims and objectives were sufficient and they were attained to a great extent, but not completely. However, the students added that ‘more reading practice’ should have been aimed at in these reading courses. To conclude, in all the reading courses, excluding ELT 123, teachers’ and students’ evaluations of the course aims and objectives matched with each other.

In all the *Writing Skills* courses, the teachers and the students evaluated the course aims and objectives positively. More specifically, among all the language improvement courses, the aims and objectives of ELT 125 and ELT 126 were the most positively evaluated ones. The students and the course instructor (the same instructor taught both courses) claimed that the objectives were adequate and effective, they were all attained, and they met the students’ needs. However, in ELT 222, although majority of the students expressed positive opinions about the course aims and objectives and argued that the course met their needs and expectations, one of the students in the interviews claimed that the objectives like improving grammatical accuracy and critical thinking skills of students should have been emphasized more in the course. Also, she reported not attaining the course objective regarding getting students to be able to write a research paper.

Finally, in *English Grammar* courses, although the students’ evaluations were positive, they thought that the objectives concerning teaching or explaining grammar should have been emphasized more in these courses. Parallel to students’ evaluations, the course instructors expressed positive opinions about one of the course objectives (to teach what grammar is), but their evaluations regarding the achievement of other objectives were negative. They argued that the main aim was to teach grammar per se, but it should have been to teach how to use grammar as well.

4.2.2 Course Content and Materials

In this section, students’ and instructors’ analyses or evaluations regarding the content and materials of the language improvement courses are presented. The presented evaluative data were obtained through different sources, namely course

evaluation questionnaires, student interviews, and teacher interviews, and combined and presented together.

4.2.2.1 Oral Communication Skills

Oral Communication Skills I (ELT 121)

The results of the course evaluation questionnaire reveal that in general, students taking ELT 121 have positive attitudes toward most of the issues in ELT 121 concerning course content and materials. More specifically, the results obtained regarding students' evaluation of the course content and the materials are presented in Table 4.3.

Table 4.3 Students' opinions about ELT 121 course content and materials (in percentages)

	SA &A	NS	D& SD
1. The course materials provided me with what I needed to know or do.	62.2	18.9	18.9
2. The course materials were appropriate to my interests.	67.6	16.2	16.2
3. The course materials fit my long term goals in terms of listening skills.	46	27	27
4. The course materials fit my long term goals in terms of speaking skills.	48.6	24.4	27
5. The topics and themes in the materials were interesting.	70.3	13.5	16.2
6. The course materials offered continuity (between earlier and later parts).	67.6	13.5	18.9
7. The listening skills taught in ELT 121 were useful for improving my general listening ability in English.	81.1	10.8	8.1
8. The speaking skills taught in ELT 121 were useful for improving my general speaking ability in English.	59.5	18.9	21.6
9. The topics were presented sequentially, i.e. building upon prior learning.	81.1	10.8	8.1
10. LT 121 course pack was appropriately priced.	73	16.2	10.8
11. The materials were in line with the course objectives.	78.4	13.5	8.1
12. Course materials were sufficient to improve my listening skills.	56.8	27	16.2
13. Course materials were sufficient to improve my speaking skills.	43.2	32.5	24.3
14. It was easy to use the course materials.	78.4	18.9	2.7
15. Exercises/tasks in the ELT 121 course pack were effective in improving my listening skills.	73	16.2	10.8
16. Exercises/tasks in the ELT 121 course pack were effective in improving my speaking skills.	43.2	35.2	21.6
17. The course materials had variety.	48.6	24.4	27
18. I had difficulty in following the course materials.	29.7	5.4	64.9
19. The course materials helped me to improve my listening skills.	62.2	27	10.8
20. The course materials helped me to improve my speaking skills.	48.6	37.9	13.5
21. The course materials were visually attractive.	56.8	27	16.2
22. The materials were appropriate to our proficiency level in English.	75.7	16.2	8.1

The average percentage of SA and A for all the items was obtained to be 63.33%. While the students found the course materials useful for improving their listening skills (items 7 (81.1%), 15 (73%), and 19 (62.2%)), they found them less

useful in improving their speaking skills (items 8 (59.5%), 16 (43.2%), and 20 (48.6%)). Moreover, sequential presentation of topics' (81.1%), parallelism between course objectives and materials (78.4%), easiness to follow the course materials (78.4%), suitable difficulty level (75.7%) and interesting topics and themes (70.3%) were the issues which were highly agreed (or positively evaluated) by the students. However, the students believed that the course materials were not very sufficient to improve their speaking and listening skills.

In general, the students found the course materials useful (on average, 71.46% SA and A). More specifically, as it can be seen in Table 4.4, the students believed in the usefulness of visual materials, i.e. video materials, more. On the other hand, they thought that 'texts for reading aloud' were the least useful materials in the course (51.4% SA and A).

Table 4.4 Students' opinions about the usefulness of ELT 121 course materials (in percentages)

	SA &A	NS	D &SD
Texts for reading aloud	51.4	27	21.6
Videotapes and related exercises in the course pack	83.8	5.4	10.8
Film review videotape (Price of Glory) and related handouts	83.8	8.1	8.1
Slips of personal questions	67.6	18.9	13.5
Written material on giving an effective speech (in the course pack)	64.9	21.6	13.5
Reading text and the following exercises on informative speech (in the course pack)	73	16.2	10.8
Information on "public communication" in the course pack	75.7	18.9	5.4

Finally, when the students were asked if there was anything they thought was not necessary to do, 81.1% of them said 'no'. They claimed that everything they did was necessary. On the other hand, 8.1% found reading texts boring, and 2.7% doing many presentations unnecessary.

On the whole, 29.7% of the students argued that there were no negative aspects of the course materials, but 13.5% thought that the materials, activities and exercises, were not sufficient. Furthermore, 10.8% of the students complained about not using the course book frequently.

In the interviews, all three students stated that the topics or themes covered in the course were interesting. In addition, one of them said “the musician one was really interesting, I really enjoyed that, and one about the film, but the one about the hotel seemed to be a bit boring”. In the same way, the other student stated that ‘boxing’ (i.e. theme of the film) and ‘violin’ were interesting but the hotel one was not. In brief, all three students expressed positive remarks regarding the topics and themes covered in the course.

With regard to the listening and speaking skills covered, two of the students made positive comments like “they were useful” and “they were appropriate for our proficiency level”, but the other one thought that they were not really sufficient.

When the students were asked to express their opinion about the course materials, generally, the evaluations of all three students were positive. However, at the same time, the students complained about not using the whole book. Their comments were as follows:

Student 1: We used the course book at the beginning of the semester only for video activities. We didn’t focus much on the speaking part, only a few pages but they were useful (when I was preparing my presentations).

Student 2: The Course Pack was okay but we did only one or two topics, it wasn’t really a lot. I think more could be used on listening. I think the speaking part was really good; it really helped me when I did my first presentation.

Student 3: Listening part was good, speaking part was useful, but we did not use the whole book.

The instructor of ELT 121 (Teacher A) argued that in general the topics/themes and the skills covered in the course (i.e. the course content) were okay, but he added that they might still be improved. On the other hand, regarding the course materials, the instructor reported believing that the listening part of the *Course Pack*, which was taken from Headway, was okay although the level, he said, should have been a bit higher. However, the instructor stated that the speaking part was full of theoretical stuff, and therefore he was not sure whether or not it was

useful for the students. The course instructor's evaluation of the materials was as follows:

In the speaking part, a lot of theoretical stuff. Although I am not denying the importance of theoretical information, but at this stage, I believe our students need more practical things you know rather than giving them all this, well you should do this, you should do this, this is how you should eliminate your topic, this is how you will gather information. I really doubt whether our students were really reading those parts although we did ask them to read that. So we needed more practical things I believe. Headway was okay I believe, maybe the level should have been maybe a bit higher but in terms of content regarding the Headway, the topics, the activities were quite okay I believe, I remember my students really enjoyed it. (Teacher A)

Oral Communication Skills II (ELT 122)

Compared to the results obtained for ELT 121, the students expressed a bit more positive attitudes towards the issues about course content and materials in ELT 122 course. The average of agreement (SA and A) with different aspects about the effectiveness of course content and materials was 70.06%. Contrary to the results obtained in ELT 121 course evaluation questionnaire, in ELT 122 the students found the course materials more useful for improving their speaking skills (items 8 (78%), 13 (70.7%), and 20 (73.2%)), than for improving their listening skills (items 7 (61%), 12 (58.5%), and 19 (61%)). Moreover, 87.8% of the students agreed that it was easy to use the course materials, 85.4% thought that the course materials offered continuity, 82.9% reported that the topics were presented sequentially, 82.9% found the materials appropriate to their interests, and 80.5% expressed that the materials were appropriate to their proficiency level. However, the students expressed less positive attitudes toward the issues like visual attractiveness of the course materials (65.9% SA and A), and the effectiveness and sufficiency of the course materials in improving their listening and speaking skills.

When the students were asked about the usefulness of each piece of material used in the course, they rated the film *Four Weddings and A Funeral* and the related exercises as the most useful ones (92.7% SA and A), whereas they thought that the cassettes and related exercises in the *ELT 122 Course Pack* were the least useful one

(73.2%). In brief, both in ELT 121 and in ELT 122, students obtained video materials more useful than other materials.

To the question of whether or not they did anything unnecessary in the course, 90.2% of the students replied as “Everything we did was necessary,” or “There weren’t any unnecessary topics”.

Overall, 46.3% of the students said that there were no negative points concerning the course materials, but 14.6% expressed negative attitude toward the *ELT 122 Course Pack*, and 9.8% found the course materials insufficient in general. On the other hand, as to the positive aspects of the course materials, they listed the following issues: Topics (19.5% of the students), suitable level of difficulty (14.6%), and listening exercises (9.8%).

In the interviews, when the students were evaluating the course content, one of the three students argued that the topics/themes were not enjoyable and interesting. However, the other two students stated that the theme ‘ethnic cuisine’ was not interesting whereas the themes like ‘dating’, ‘marriage’, and ‘relationships’ were very interesting. With regard to the skills covered, one of them commented that they were useful and suitable for their level. But, the other two students argued that the speaking skills covered were okay and sufficient whereas the listening skills studied were not sufficient to improve their listening ability.

The analysis of students’ comments on the course materials demonstrates that one of the three students did not like the *ELT 122 Course Pack* at all. On the other hand, the other two students said that the listening part was okay but they didn’t look at the speaking part. Moreover, one of these two students added that the supplementary materials given by the teacher were very good and helpful.

Similar to the students’ comments concerning the topics or themes covered in the course, the instructor of ELT 122 (Teacher B) also thought that the most appealing topics were relationships, dating, marriage and divorce. Like the students, the instructor argued that the topic ‘ethnic cuisine’ did not really appeal to the students. Her explanation was as the following:

The most appealing topic was relationships, and marriage and divorce. It’s just because they are more, these topics were more how should I say, people, students know about these topics for the

first place, and they also care about these topics. Because of their age, they I think they are interested in relationships, especially relationships of girls and boys and dating relationships, and they have things to say. But when we come to ethnic cuisine, I mean with the teacher's pushing they did produce some language related to ethnic cuisine but it didn't really appeal to them. I think that could be a topic that could come up maybe in the fourth year when they become more mature and when they become more knowledgeable about different ethnic cultures, or maybe it's a topic that can only appeal to students who would like to be you know who would like to talk about cuisine, etc. It doesn't appeal to everybody. But 'relationships' is a topic that can appeal to everybody because everybody has something to say about it. 'Marriages' is as well. (Teacher B)

In her evaluation of the skills worked on, the teacher stated that they had to be more realistic in specifying the skills. The listening and speaking skills covered should have been more realistic, that is more authentic. The skills should have been parallel to the ones that the students needed to function in real life.

With respect to the evaluation of the course materials, the instructor argued that the materials did not give them what they had really needed, and therefore they had to supplement them. She added that the materials they used were patchy materials, which needed to be organized by the teacher in the classroom and supplemented by other material, and this was very demanding for the teacher.

4.2.2.2 Reading Skills

Reading Skills I (ELT 123)

The results of the course evaluation questionnaire show that in general, around half of the students (57.68%) expressed positive attitudes toward (SA and A with) the issues in ELT 123 concerning course content and materials. More specifically, the following main results were reached through the course evaluation questionnaires.

The students did not find the course materials very sufficient to improve their reading skills (only 36.6% SA and A), vocabulary knowledge (41.5%) and guessing strategies (48.8%). Also, only 36.6% thought that the course materials were visually attractive; 36.6% were not sure and 26.8% thought they were not. As to the variety, half of the students believed that there was variety in the materials

while the rest either were ‘not sure’ or thought there wasn’t variety. Finally, the students found the book *Power Play* more effective than *ELT 123 Course Pack*. The exact results (i.e. percentages) for the above mentioned issues are summarized in Table 4.5 below.

Table 4.5 Students’ opinions about ELT 123 course content and materials (in percentages)

	SA &A	NS	D &SD
Course materials were sufficient to improve my reading skills.	36.6	36.6	26.8
Course materials were sufficient to improve my ability to guess unknown vocabulary.	48.8	31.7	19.5
Course materials were sufficient to improve my vocabulary knowledge in English.	41.5	31.7	26.8
Exercises/tasks in the <i>ELT 123 Course Pack</i> were effective in improving my reading skills.	53.7	19.5	26.8
Exercises/tasks in <i>Power Play</i> were effective in improving my reading skills.	75.6	12.2	12.2
Exercises/tasks in the <i>ELT 123 Course Pack</i> were effective in improving my vocabulary knowledge.	46.4	26.8	26.8
Exercises/tasks in <i>Power Play</i> were effective in improving my vocabulary knowledge.	75.6	12.2	12.2
The course materials had variety.	51.2	24.4	24.4
The course materials were visually attractive.	36.6	36.6	26.8

On average, 71.14% of the students found the course materials useful (SA and A). More specifically, the student’s evaluations of the usefulness of each piece of material used in ELT 123 are presented in Table 4.6.

Table 4.6 Students’ opinions about the usefulness of ELT 123 course materials (in percentages)

	SA &A	NS	D &SD
Reading texts I have chosen for fun reading tasks	90	5	5
Short stories in <i>Power Play</i>	75	15	10
Questions following the short stories in <i>Power Play</i>	80	10	10
Glossary following each short story in <i>Power Play</i>	77.5	15	7.5
‘The guideline for reading short stories’ in <i>Power Play</i>	70	15	15
Texts in <i>ELT 123 Course Pack</i>	42.5	35	22.5
Questions (scanning, skimming, vocabulary, comprehension) related to the texts in <i>ELT 123 Course Pack</i>	57.5	25	17.5
Vocabulary activities in the <i>ELT 123 Course Pack</i>	65	12.5	22.5
Vocabulary activities in <i>Power Play</i>	87.5	5	7.5
Paraphrasing activities in the <i>ELT 123 Course Pack</i>	62.5	22.5	15
Supplementary materials provided by the course instructor: reading texts and questions related to these texts	75	20	5

Table 4.6 shows that students obtained *Power Play* more useful than the *Course Pack*. The least effective materials were the texts in *ELT 123 Course Pack*: 42.5% of the students found them useful while 35% were not sure whether or not they were useful and 22.5% thought they were not useful. However, the most effective materials for the students were the reading passages they themselves chose for fun reading (90%).

On the other hand, when the students were asked if there was anything they thought was not necessary to do, 65.9% of them said “There wasn’t any,” or “Everything we did was necessary”, and only 7.3% uttered ‘Course Pack’.

Overall, while 17.1% of the students argued that there were no negative points concerning the course materials, 24.4% thought the materials were ‘boring’, 19.5% said *ELT 123 Course Pack* in general was not good (negative), and 12.2% specified long texts as negative aspect. On the contrary, 26.8% indicated ‘vocabulary exercises’, 24.4% ‘passages in *Power Play*’, and 14.6% ‘handouts distributed by the teacher’ as the positive aspects about the course materials.

In the interviews with three students taking ELT 123, the students said the topics in *Power Play* and supplementary materials were good and interesting, but the ones in the *Course Pack* were not. For instance one of the students stated: “Topics in *Power Play* and handouts were good but none of the topics in the *Course Pack* was good, I didn’t like even one of them”. When the students were asked to evaluate the course content in terms of the skills covered, two of them made positive comments like “they were okay” and “they were necessary, useful” whereas the third one argued that the skills were not suitable for their proficiency level.

The interviewees’ analyses of the course materials reveal that they all had highly negative ideas about the *Course Pack*. Moreover, from the students’ comments, it can be understood that they did not use that book much. The students, on the other hand, expressed positive views concerning *Power Play* and the supplementary materials or handouts provided by the course instructor. Some of the comments regarding course materials were as follows:

Student 1: *Power Play* and handouts were sufficient; there was no need for the *Course Pack*. I didn’t like the *Course Pack* because the topics were not interesting, the activities were not clear.

Student 2: We did the first few pages of Course Pack (about ‘intelligence’) and it was irrelevant, I didn’t have much idea about this book. Instead of Course Pack, we could have read a book and do skimming and scanning on that. Power Play was a very nice book, the level of the texts was very good, not very simple not very difficult, exercises, glossary part were very good.

The comments of the course instructor (Teacher C) regarding the topics/themes covered in the course were parallel to those of the students. The teacher preferred the topics in *Power Play* to the ones in the *Course Pack*, and he further argued that the topics in the *Course Pack* were too academic. As to his evaluation of the skills emphasized in the course, the instructor claimed that something more should be added to the already existing skills to make ‘reading’ more challenging for the students. More specifically, his argument was:

By reading we mean skimming, scanning, and inferencing, referring and all other different types. I think these things are interesting, but it would be more important to add something more because the students are doing skimming, okay we have to read and skim and get the main idea for example, we have to scan the text or to find answers to specific questions. When the student knows that the idea is this, it can be not very challenging for the student. Maybe, presentation of these skills must be different, not just specifying “well, we’ll do skimming”, or “let’s do scanning”. So, just to do it for the whole semester is very boring thing to do. (Teacher C)

Like students, the course instructor also preferred *Power Play* to the *ELT 123 Course Pack*, and he argued that there was a problem about the allocation of the course materials. He evaluated the two course books as follows:

Unfortunately, I can not say what was good for the Course Pack because I used only one text from that book. It was very difficult to use both books because I could not see any relationship between these two books. Course Pack is too academic and too linguistic and too, too, too. But Power Play added some new flavor to reading. So that was the one I used. And imagine a time you want to analyze the text, and the text is not short. It means that you want to analyze literarily each construct of the text; it takes too much time. But otherwise it could be galloping around the course, so

that's why for future courses, we should allocate materials carefully. (Teacher C)

Reading Skills II (ELT 124)

Compared to the results obtained in ELT 123, the students expressed more positive attitudes towards the issues about course content and materials in ELT 124 course. The average of agreement (SA and A) with different aspects about the effectiveness of course content and materials was obtained to be 74.14% (this was 57.68% in ELT 123). For instance, 90% of the students agreed (SA and A) that the exercises and tasks in the course book *Power Play* were effective in improving their reading skills. , 85% supported (SA and A with) the idea that the materials were in line with the course objectives, 82.5% said that the reading skills were presented sequentially, 80% obtained the materials appropriate to their proficiency level in English, and 75% stated that the course materials provided them with what they needed to know or do and that they were appropriate to their interests. On the other hand, the students expressed less positive attitudes toward the 'visual attractiveness of the course materials' (50% SA and A, 20% 'not sure' and 30% 'disagree' and 'strongly disagree'). Overall, the students evaluated the course materials as more effective in improving their reading skills than in developing their vocabulary knowledge and guessing strategies. Also, as in ELT 123, they found *Power Play* more effective than *Lexis*. The results given in Table 4.7 illustrate these issues clearly.

Table 4.7 Students' opinions about ELT 124 course content and materials (in percentages)

	SA& A	NS	D& SD
1. The course materials provided me with what I needed to know or do.	75	15	10
2. The course materials were appropriate to my interests.	75	12.5	12.5
7. The reading skills and strategies taught in ELT 124 were useful for improving my general reading ability in English.	82.5	10	7.5
8. The strategies taught in ELT 124 were useful for improving my ability to guess the meanings of unknown words.	80	12.5	7.5
9. ELT 124 course materials were useful for improving my general vocabulary knowledge in English.	75	20	5
11. The reading skills were taught sequentially, i.e. building upon prior learning.	82.5	15	2.5

Table 4.7 (continued)

13. The materials were in line with the course objectives.	85	12.5	2.5
14. Course materials were sufficient to improve my reading skills.	75	17.5	7.5
15. Course materials were sufficient to improve my ability to guess unknown vocabulary.	67.5	27.5	5
16. Course materials were sufficient to improve my vocabulary knowledge in English.	72.5	20	7.5
17. It was easy to use the course materials.	72.5	22.5	5
18. Exercises/tasks in <i>Lexis</i> were effective in improving my reading skills.	65	25	10
19. Exercises/tasks in <i>Power Play</i> were effective in improving my reading skills.	90	7.5	2.5
20. Exercises/tasks in <i>Lexis</i> were effective in improving my vocabulary knowledge.	77.5	17.5	5
21. Exercises/tasks in <i>Power Play</i> were effective in improving my vocabulary knowledge.	82.5	12.5	5
22. The course materials had variety.	75	17.5	7.5
24. The course materials helped me to improve my reading skills.	82.5	10	7.5
25. The course materials helped me to improve my vocabulary knowledge.	77.5	15	7.5
26. The course materials were visually attractive.	50	20	30
27. The course materials were appropriate to our proficiency level in English.	80	15	5

The students' responses to the item concerning the evaluation of the usefulness of each piece of material used in the course are presented in Table 4.8 below:

Table 4.8 Students' opinions about the usefulness of ELT 124 course materials (in percentages)

	SA& A	NS	D& SD
Short stories in <i>Power Play</i>	90	7.5	2.5
Questions following the short stories in <i>Power Play</i>	90	10	0
Glossary following each short story in <i>Power Play</i>	75	22.5	2.5
"The guideline for reading short stories" in <i>Power Play</i>	70	30	0
Texts in <i>Lexis</i>	77.5	12.5	10
Vocabulary activities in <i>Lexis</i>	77.5	15	7.5
Vocabulary activities in <i>Power Play</i>	87.5	7.5	5
Supplementary materials provided by the course instructor: Fun reading texts	87.5	7.5	5

On average, 81.88% of the students agreed (SA and A) that the materials in general were useful. They rated the short stories and the questions accompanying

them as the most useful material (90% SA and A), whereas they thought that the guideline for reading short stories was the least useful piece of material (70%). In brief, both in ELT 123 and in ELT 124, students ranked *Power Play* more useful than the other course book.

To the question of whether or not they did anything unnecessary in the course, 77.5% of the students responded as “Everything we did was necessary,” or “There weren’t any unnecessary things”. However, 10% of the students identified ‘journals’ and 5% specified ‘*Lexis*’ as unnecessary component of the course content or materials.

On the whole, 35% of the students articulated that there were no negative points concerning the course materials, but 22.5% specified *Lexis* as the negative aspect regarding the course materials, 17.5% stated that the texts were boring and lengthy, and 5% complained that the materials were not sufficient. On the other hand, with respect to the positive aspects of the course materials, they listed the following points: *Power Play* (15% of the students), fun readings (12.5%), vocabulary exercises (10%), handouts and supplementary materials (7.5%), and suitable level of difficulty (5%).

In the course evaluation student interviews, two of the three students stated that all the topics or themes were boring. On the other hand, the third student thought that the topics in *Power Play* were good but the ones in *Lexis* were not. In their evaluation of the course content in terms of the skills covered, two of the students declared that the difficulty level of the skills practiced was appropriate to their proficiency level. In addition, the third student also commented positively by saying “They were very useful for me. I used to have difficulty with these skills but now I can easily understand the text.”

Regarding the evaluation of the course materials, all three students believed that personal or fun reading texts were very beneficial. Also, although they thought that *Lexis* was boring, they said it was very useful for vocabulary development.

The instructor of ELT 124, on the other hand, argued that the themes of the stories were fine but there was not much variety; the themes were similar to each other. The instructor claimed that the topics in *Power Play* were more interesting than the ones in *Lexis*.

When the course instructor (Teacher D) was asked to evaluate the course content in terms of the reading skills covered, she said she would add more complex reading skills and strategies to the existing ones. In addition, the course instructor's evaluation of the materials was as the following:

The supplementary material was fine because I picked them and I was just trying to you know improve some of the gaps, but regarding the books, I really ... Power Play had interesting stories, but they were all the same type. And, for example they were not related to some of the tasks that I was going to do. For example, the vocabulary. Well, I mean, regarding the vocabulary I had to choose another book because it wasn't that strong. I had to use the Lexis, and the passages in the Lexis were boring. So, I mean... (Teacher D)

To conclude, the instructor's comments on the course materials were in line with the students' comments. For instance, both considered *Lexis* useful while thinking that it was boring at the same time.

Advanced Reading Skills (ELT 221)

With some exceptions, in general, students evaluated content and the materials of ELT 221 course positively. To illustrate, the percentages of agreement (SA and A) with the effectiveness of the following aspects were obtained to be lower compared to the percentages for other aspects: 'The course book was appropriately priced' (30.8% SA and A, 53.5% 'disagree' (D) and 'strongly disagree' (SD)), 'the course materials were visually attractive (38.5%SA and A, but 43.6% D and SD), and 'the course materials offered continuity' (38.5% SA and A). On the other hand, 84.6% of the students agreed that it was easy to use the materials, 79.5% found the strategies taught useful for improving their reading skills, and 79.6% declared that the materials were in line with the course objectives. Another point is that, although students stated that the materials helped them to improve their reading skills (66.7% SA and A), they at the same time meant that they were not very sufficient, because only 46.2% agreed (SA and A) with the item 'the materials were sufficient to improve my reading skills'. On the whole, the average percentage

of agreement (SA and A) with all the issues concerning course content and materials in ELT 221 was obtained to be 61.44%.

With regard to the evaluation of each piece of material individually, the students ranked the texts and the exercises in the course book *Mosaic I* as the most useful materials. In terms of usefulness, the course book was followed by ‘the materials (i.e. books) that the students had chosen for personal reading’, ‘extra reading texts and questions provided by the teacher’, and ‘the extra exercises related with the texts in the course book provided by the teacher’, respectively. To sum up, on average, 80.52% of the students agreed (SA and A) that the materials in general were useful.

When the students were asked if they did anything unnecessary in the course, 59% of them said everything they did was necessary or there wasn’t anything unnecessary. Nevertheless, 15.4% of the students identified ‘some activities in the book’, 5.1% specified ‘showing how to use dictionary’, and the other 5.1% labeled ‘learning parts of speech’ unnecessary.

Generally, when the students were asked to specify positive and negative aspects of the course materials in general, 33.3% of them expressed that there were no negative points concerning the course materials, but 25.6% found the course materials, texts, topics and exercises, boring, and 12.8% thought they were ‘insufficient’. However, relating to the positive aspects of the course materials, some of the points that the students listed were: ‘Vocabulary development/new words’ (28.2% of the students), ‘some activities in the book’ (15.4%), ‘current/interesting/good topics’ (12.8%), ‘level of the materials’ (10.3%), and ‘supplementary exercises’ (10.3%).

In the interviews with three ELT 221 students, one of the students stated that the topics/themes of the texts in the book were interesting, while the other two students complained that the topics in the book were all about America or American culture. Moreover, they specifically mentioned ‘ethnocentrism’ as a very boring topic. For example, one of the students said: The book was mentioning about America all the time. These topics were not meaningful for us”.

With regard to the skills covered in the course, all three students expressed positive comments like “they were good, they were not very difficult” and “guessing

the content of the text by looking at the title, getting the main ideas; these were very good”.

Regarding the course materials, the students said the supplementary materials or handouts distributed by the teacher were very useful, but there should have been more supplementary materials. For example, two of them especially enjoyed the text about cellular phones. In general, the students liked the course book; however, they mentioned the weaknesses of the course book as well. One of them said there were not many vocabulary exercises in the book while the other one argued that the exercises could have been better, that is more interesting. Also, they complained that the book was only about America. Finally, one of the interviewees made a very detailed evaluation of the course materials as follows:

The level of the book was very suitable for us, we could easily read and understand it, but the course was not simple. We could read the texts with full concentration. The activities were not very long, I liked that. Its weakness is that, it should have concentrated on/emphasized vocabulary more. There are not many vocabulary exercises in the book. If I were the teacher I would ask my students to use these words in a sentence at home and bring them to me. Using words in sentences helps for our learning these words. It focused on only one country; if it had a wider repertoire of countries I would be better.

There were not many supplementary materials. One was on cellular phones, it was very enjoyable. Teachers should be very careful when choosing supplementary texts, if they are not interesting students do not want to read them. It would have been better, if there had been more supplementary materials.

In her evaluation of the course content (i.e. topics and skills covered), like the students, the course instructor (Teacher E) also said the topics in the book were mainly about North America and the students neither had information about these issues nor could find anything in the texts they could identify with themselves. Also, the teacher argued that while the topics like smoking, love, and real life stories were interesting for the students, the topics such as health problems, lives of successful people, and technology were not. With respect to the skills covered, she expressed positive attitude, but she declared that the two skills, understanding or extracting the

main idea(s) and guessing vocabulary, should have been emphasized or worked on more.

From the course instructor's viewpoint, the course book includes interesting topics, gives importance to vocabulary development, encourages students to write and discuss, and gets students to learn about different topics like the history and geography of North America, healthy foods, and lives of famous people like Charlie Chaplin. On the other hand, the instructor mentioned about the negative aspects of the course book as well. She said the book was actually written for people who are above the age of 20 or 25 and who live in the United States. Moreover, the words emphasized in the vocabulary exercises did not actually meet the needs of the students. For example, she said there were words which even she heard for the first time.

4.2.2.3 Writing Skills

Writing Skills I (ELT 125)

The results of the course evaluation questionnaire reveal that in general, the students expressed positive attitudes toward the issues in ELT 125 regarding course content and materials; on average, 81.83% of the students declared agreement (SA and A) with the effectiveness of the course content and materials, and the range was between 61% and 97.6%. For instance, 97.6% of the students thought that the writing skills included in ELT 125 were useful for improving their overall writing ability in English. Also, 95.1% considered the materials to be in line with the course objectives, 95.1% found the materials appropriate to their interests, and 92.7% claimed that the materials offered them what they needed to know or do. Their responses concerning the appropriateness of the difficulty level of the materials and the easiness to use them were also positive, 90.2% and 87.8% respectively. However, the percentage of agreement regarding the appropriateness of the price of the materials was the lowest, 61% only. Finally, the students showed higher percentage of agreement with the effectiveness of the exercises in the course book *Paragraph Patterns* than the ones in *Sentence Combining*. In brief, students' analyses concerning course content and materials were highly positive.

In their evaluation of each piece of material individually, the students ranked the sample paragraphs in *Paragraph Patterns* as the most useful material (92.7% of the students SA and A). Supplementary materials given by the teacher (85.4%), exercises in *Paragraph Patterns* (82.9%), and sentence combining exercises (78%) followed the sample paragraphs in order.

On the other hand, when the students were asked if there was anything they thought was not necessary to do, 82.9% of them said there wasn't any, or everything they did was necessary, 7.3% did not respond, and the rest gave various answers like "cause-and-effect paragraph", "sentence combining", and "too much emphasis on description".

Overall, when the students were asked to list the positive and negative aspects of the course, 58.5% of the students claimed that there were no negative points concerning the course materials, but the rest listed points such as: "not enough emphasis on the topics; the topics were covered briefly" (4.9%), "the book *Sentence Combining* was not useful" (4.9%), "not enough explanation in the book *Paragraph Patterns*" (4.9%), etc. On the other hand, the students made positive comments like: "it was easy to follow and understand the materials" (14.6%), general comments such as "everything was good" and "everything was helpful" (24.4%), "*Paragraph Patterns*" (12.2%), "topics were interesting" (7.3%), and etc.

In the interviews, all three students said the topics they covered were interesting. One of them, for example, stated that generally they chose their own topics, and therefore they were interesting and enjoyable. As to the writing skills included in the course content, similarly, they all expressed positive views such as "they were suitable for our level; I didn't have any difficulty", "they were sufficient", and "they were okay; suitable for first year students".

When the students were asked to evaluate the course materials, they pointed out both the strengths and the weaknesses of them. The students argued that the book *Paragraph Patterns* was insufficient in terms of explanations, examples and exercises. On the other hand, they liked the book *Sentence Combining* because they were able to find a lot of examples and exercises in that book. Some of the comments put forward by the students during the interviews were as follows:

Student 1: Sentence Combining was a very good book, it has got both simple and complicated exercises. But Paragraph Patterns does not provide detailed explanation or information, like how to write a topic sentence, things that must be taken into consideration when writing a topic sentence, or supporting ideas. Sample paragraphs are okay but it doesn't provide explanation about how to write.

Student 2: There were many examples and activities in SC; if we had spent more time on it could have been better, more useful for us. There could have been more exercises in Paragraph Patterns. Explanations were not sufficient; the teacher was helping more in terms of explanations.

Student 3: Sentence Combining was okay because it was giving a lot of examples but more examples and exercises should have been given in Paragraph Patterns, there were very few things in it that we could do. Rather than the things in the book, we did the exercises the teacher gave. There should have been more examples and exercises in Paragraph Patterns.

Like the students, the course instructor's (Teacher F) evaluation of the course content was positive. She considered the topics interesting and the writing skills covered sufficient.

The instructor's comments about the course materials were also very parallel to the points put forward by the students. To illustrate, she argued that there were no negative parts in *Sentence Combining*, but she had to supplement the other course book, *Paragraph Patterns*, because the explanation part was missing.

Writing Skills II (ELT 126)

In ELT 126, the students expressed a bit more positive attitudes towards the issues concerning course content and materials: the average of agreement (SA and A) with various aspects about the course content and materials was obtained to be 86.31% (this was 81.83% in ELT 125). Except for three points, they expressed highly positive attitudes (above 90% SA and A) towards all the issues listed in the questionnaire. The points with comparatively lower percentages of agreement are the ones related to the price of the book (48.8%), visual attractiveness of the course materials (58.1%SA and A, 25.6% NS and 16.3% D and SD), and the variety in the

materials (79.1% SA and A). The rest were supported strongly as can be seen in Table 4.9

Table 4.9 Students' opinions about ELT 126 course content and materials (in percentages)

	SA &A	NS	D &SD
1. The course materials provided me with what I needed to know or do.	97.7	0	2.3
2. The course materials were appropriate to my interests.	95.3	0	4.7
3. The course materials fit my long term goals in terms of writing skills.	93	2.3	4.7
4. The topics and themes in the materials were interesting.	90.7	7	2.3
5. The course materials offered continuity (between earlier and later parts).	93	4.7	2.3
6. The writing skills taught in ELT 126 were useful for improving my general writing ability in English.	95.3	2.4	2.3
7. The writing skills were taught sequentially, i.e. building upon prior learning.	97.7	0	2.3
8. The course book was appropriately priced.	48.8	11.7	39.5
9. The materials were in line with the course objectives.	100	0	0
10. Course materials were sufficient to improve my writing skills.	93	2.3	4.7
11. It was easy to use the course materials.	90.6	4.7	4.7
12. Exercises/tasks in the textbook <i>College Writing Skills</i> were effective in improving my writing skills.	95.3	2.4	2.3
13. The course materials had variety.	79.1	11.6	9.3
15. The course materials helped me to improve my writing skills.	90.6	4.7	4.7
16. The course materials were visually attractive.	58.1	25.6	16.3
17. The course materials were appropriate to our proficiency level in English.	93	2.3	4.7

The results of the students' evaluation of the usefulness of each piece of material used in the course reveal that the students obtained the sample essays in the course book, *College Writing Skills*, and the exercises in the book equally useful (93% SA and A). On the other hand, while 7% of them said they were 'not sure' about the usefulness of exercises, only 4.7% reported not being sure regarding the sample essays. On the other hand, none of the students in ELT 126 expressed disagreement with the usefulness of the exercises in the book, but 2.3% expressed disagreement with the usefulness of sample essays. Finally, the results show that the students obtained 'the supplementary materials provided by the teacher' less useful than the course book (81.4% SA and A, 13.9% NS, and 4.7% D and SD).

To the question of whether or not there were unnecessary things in the course, 88.4% of the students responded as "everything was necessary and useful,"

or “none”. While 7% of the students did not respond to this question, the rest stated that too much time was spent on simple topics.

In their overall evaluation of the course materials, 72.1% of the students declared that there were no negative points concerning the course materials. However, 9.3% obtained the course materials ‘boring and difficult’, 7% thought that the course materials lacked variety, and the other 7% complained that the book was expensive. On the other hand, with respect to the positive aspects of the course materials, some of the main points they listed were as: Activities and exercises in the book (30.2% of the students), clear/easy to understand explanations and examples (27.9%), sample essays (25.6%), and supplementary materials/handouts (4.7%).

As in ELT 125, the students taking ELT 126 made all positive comments regarding the course content (i.e. topics/themes and skills) during the interviews. Some of the comments were as follows:

Student 1: Topics were suitable for our level, and they were interesting. We were learning and enjoying at the same time.

Student 2: The topics were good, they were interesting. We chose a couple of topics but mostly the teacher gave us.

Student 3: In general we were choosing the topics. Because there was no limitation in this respect I was very happy. Topics of sample essays were good as well.

As to the course book, *College Writing Skills*, the students made both positive and negative comments. For example, one of them said the book was very thick and it included a lot of unnecessary information. He added that although the book was suitable for the students’ level, because there was more than enough information in it, it could sometimes be boring. On the other hand, the other student stated that she liked the book and she would like to buy its original copy. In particular, she found the sample essays and the questions related to them very useful. She also considered the grammar part in the book very useful.

Parallel to the students’ comments, the instructor of ELT 126 (Teacher F) pointed out that the students enjoyed the topics because, she said, they were always

going to the board and putting their ideas upon the board; that is, their participation was very high. With regard to the writing skills covered in the course, she expressed positive comments and she said they were sufficient.

Finally, when the instructor was asked to evaluate the course book, she claimed that the book, *College Writing Skills*, was perfect. She stated that the book comprised everything in detail, and she did not experience any problems while using it.

Advanced Writing Skills (ELT 222)

Parallel to the results obtained in ELT 126, the students taking ELT 222 evaluated the content and the materials of the course positively except for a few aspects. To illustrate, as in ELT 126, the percentages of agreement (SA and A) with the effectiveness of the following issues were obtained to be lower compared to the percentages for other aspects: ‘The course materials were visually attractive (33.3%SA and A), ‘the course book was appropriately priced’ (39.6% SA and A), and ‘the course materials had variety’ (60.4% SA and A). On the other hand, 97.9% of the students declared that the materials were in line with the course objectives, 95.8% believed that the writing skills taught were useful for improving their general writing ability, 93.8% said the skills were taught sequentially (i.e. building upon prior learning), 91.7% agreed that it was easy to use the materials, and 89.6% stated that the course materials were appropriate to their proficiency level in English. In brief, on the whole, the average percentage of agreement (SA and A) with all the issues concerning course content and materials in ELT 222 was obtained to be 75.49%, which was the lowest value among all three writing courses.

With regard to the evaluation of each piece of material individually, the students ranked the sample essays in the course book as the most useful materials (87.5% SA and A). In terms of usefulness, the sample essays were followed by the exercises in the course book (83.3% SA and A) and the supplementary materials provided by the teacher (83.3% SA and A). To sum up, on average, 84.70% of the students agreed (SA and A) that the materials in general were useful.

When the students were asked if they covered anything unnecessary in the course, 81.3% of them responded as “none,” or “there weren’t any”. However,

6.25% of the students identified ‘reading a book and summarizing it’, 4.2% specified ‘grammar activities’, and the other 4.2% indicated ‘some activities in the book’ unnecessary.

Overall, when the students were asked to specify positive and negative aspects of the course materials in general, 35.4% of them expressed that there were no negative points concerning the course materials, but 12.5% found them boring, 8.3% complained about the layout or appearance of the book, and 6.26% stated that there were a lot of unknown words in sample essays. On the other hand, with regard to the positive aspects of the course materials, 39.6% of the students articulated ‘sample essays’, 14.6% indicated the right level of difficulty or easiness to follow the materials, 12.5% made general comments like ‘good’, ‘interesting’, or ‘useful’, 10.4% mentioned ‘handouts’, and 6.25% considered ‘explanations and examples in the course book’ as a positive aspect.

The results of the interviews with three students taking ELT 222 demonstrate that the topics of the essays they wrote were interesting because mostly, they themselves chose the topics. On the other hand, they thought that the topics of the sample essays were boring and they did not appeal to them much. One of the students said “they were ‘Americanish’ ”. On the other hand, all three students considered the skills covered in the course useful, sufficient, and suitable for their proficiency level.

In evaluating the course book, generally the students expressed negative comments. The only positive comment was the one regarding the sample essays in the book. The comments of the students were as follows:

Student 1: It was good to have sample essays in the book. When I didn’t understand something, I had a chance to refer to the book, read a sample essay and understand. We didn’t make use of the book well; we skipped some topics (maybe the syllabus was like that). We didn’t do the exercises in the book. Handouts did also help. The teacher brought us patterns that we could use when writing a classification essay, for example.

Student 2: The book was boring, not user friendly, everything is mixed up; the handouts are more clear, easy to understand. I think it should be changed.

Student 3: The book was Americanish. I was surprised because the first year students were also using the same book. To be honest, I was not looking at the book much; I made use of the explanations in the classroom and the handouts given by the teacher. At the beginning we were doing the sample essays and their questions but later I don't remember doing them. It was not a sufficient course book. I am sure that there are better writing books.

To sum up, all three students believed that the handouts or supplementary materials provided by the instructor were very useful, actually better than the course book.

With respect to the topics and themes, the course instructor (Teacher B) said she was not very satisfied with the topic selection of the students. She thought the students were very restricted in choosing topics. In other words, the topics they generated were limited in scope and creativity; they were not sophisticated and mature topics. The teacher declared that the students preferred to write about the topics they had already known. On the other hand, first the instructor claimed that there was nothing missing concerning the writing skills covered in the course. However, later, she added that there could have been more emphasis on sentence skills at different levels and skills necessary for report, resume and CV writing.

The instructor's comments regarding the course book were matching with the students' evaluations. She also thought that the book was very American, and what is more, it was repetitive. The comments of the instructor were as:

I found the book too repetitive, the type of exercises offered in the book were repetitive, I mean they were repeating themselves. Maybe it was for a good purpose, to give them enough practice so that they better themselves in these skills that the book wanted them to practice. Plus I found the passages very culturally very American, I mean they came from American culture and so they're culture specific and some passages were not very familiar, the things that were written in those passages were not very familiar to our students so that the passages could have been more versatile, giving them passages from different cultures rather than sticking just to American culture. May be the book can be supplemented by other books which offer more versatile topics and versatile passages. (Teacher B)

4.2.2.4 English Grammar

English Grammar I (ELT 127)

As to the evaluation of the course content and materials in ELT 127 by the students taking the course, the results obtained from the questionnaire are shown in Table 4.10.

Table 4.10 Students' opinions about ELT 127 course content and materials (in percentages)

	SA & A	NS	D & SD
1. The course materials provided me with what I needed to know or do.	59.6	17	23.4
2. The course materials were appropriate to my interests.	61.7	14.9	23.4
3. The course materials fit my long term goals in terms of grammar knowledge.	57.5	21.2	21.3
4. The topics and themes (of the reading texts and exercises) in the materials were interesting.	57.5	14.8	27.7
5. The course materials offered continuity (between earlier and later parts).	68.1	17	14.9
6. The grammar points taught in ELT 127 were useful for improving my general English grammar knowledge.	72.3	14.9	12.8
7. The grammar points were taught sequentially, i.e. building upon prior learning.	74.4	21.3	4.3
8. The course books were appropriately priced.	23.4	10.6	66
9. The materials were in line with the course objectives.	70.2	23.4	6.4
10. Course materials were sufficient to improve my grammar knowledge.	53.2	25.5	21.3
11. It was easy to use the course materials.	22.3	27.7	0
12. Exercises/tasks in the <i>Student Book</i> were effective in improving my grammar.	61.7	25.5	12.8
13. Exercises/tasks in <i>Workbook</i> were effective in improving my grammar.	61.7	25.5	12.8
14. The course materials had variety.	44.7	21.3	34
15. I had difficulty in following the course materials.	12.8	8.5	78.7
16. The course materials helped me to improve my grammar knowledge.	57.5	25.5	17
17. The course materials were visually attractive.	40.4	21.3	38.3
18. The course materials were appropriate to our proficiency level in English.	76.6	21.3	2.1

On the basis of the results in Table 4.10, the students identified the price of the course books as a problem because only 23.4% of the students thought that the books were appropriately priced; 66% of the students, on the other hand, did not accept (D and SD) that the books were appropriately priced. In addition, the issues of visual attractiveness of the course books and the variety in course materials were the other two points which were not highly supported by the students. The

appropriate level of difficulty of the materials 76.6% SA and A), the sequential order of grammar points (i.e. building upon prior learning) (74.4%), and the usefulness of the grammar points taught in improving students' grammar knowledge (72.3%) are the issues which were comparatively highly agreed upon. Furthermore, around only half of the students believed (SA and A) that the course materials helped them (57.5%) or were sufficient (53.2%) to improve their grammar; 25.5% of the students were 'not sure' about the usefulness and the sufficiency of the materials in improving their grammar knowledge. To sum up, on average, 64.24% of the students expressed positive attitudes by agreeing or strongly agreeing with the above listed issues regarding course content and materials in ELT 127.

When the students were required to evaluate each piece of material in terms of usefulness, they ranked 'explanations of the grammar points in the *Student Book* (*Grammar Points*)' as the most useful component. 'Exercises in the *Student Book*', 'exercises in the *Workbook*', and 'reading texts in the *Student Book*' followed the explanations, respectively. More specifically, the results are summarized in Table 4.11 below.

Table 4.11 Students' opinions about the usefulness of ELT 127 course materials (in percentages)

	SA &A	NS	D &SD
Reading texts in the <i>Student Book</i>	61.7	23.4	14.9
Explanations of the grammar points or rules in the <i>Student Book</i>	93.6	4.3	2.1
Exercises in the <i>Student Book</i>	87.2	10.7	2.1
Exercises in the <i>Workbook</i>	76.6	17	6.4

To the question of whether or not they covered anything unnecessary in the course, 63.8% of the students responded as "Everything we did was necessary" or "There weren't any". Nevertheless, some students listed some unnecessary issues covered in the course. For instance, 6.4% of the students said "doing some exercises in the book was waste of time", 4.3% identified 'Present Simple Tense' and the other 4.3% 'infinitives and gerunds' as unnecessary.

In general, when the students were asked to list the positive and negative aspects of the course content and materials, only 19.1% of the students claimed that

there were no negative points concerning the course materials, but the rest listed points such as: ‘reading passages’ (17%), ‘no variety/boring/monotonous’ (12.8%), ‘expensiveness of the books’ (10.6%), ‘lack of extra materials and exercises’ (10.6%), ‘unnecessary mechanical exercises in the book’(4.3%), etc. On the other hand, the students listed positive aspects like: ‘exercises, practice parts in the book’ (27.7%), ‘*Grammar Notes* in the book’ (19.1%), ‘detailed explanation of topics’ (19.1%), ‘right difficulty level’ (6.4%), etc.

In the interviews, two of the three students said the topics of the texts in the course book were nice and interesting, while the third student reported that rather than the topic, they focused on the grammar structures in the texts. On the other hand, when these students were asked their opinion about the grammar points covered in the course, two of them stated that the grammar points covered were sufficient as well as being appropriate to their proficiency level. However, the third student believed that more complicated grammar points should have been covered in the course.

In addition to evaluating the course content in terms of the topics of the reading texts and the grammar points covered, the students also evaluated the course materials. Two of the three students argued that the book was not very explanatory; they thought ‘grammar notes’ parts in the book should have been more explanatory. The same two students also said the exercises in the book were not sufficient and they lacked variety. Some of the student comments were as follows:

Student 1: The book was not explanatory. If our teacher hadn’t explained the grammar points, they couldn’t have been understood completely. Explanations were insufficient. Examples were the same, no different exercises. Workbook was the same.

Student 2: Not many extra materials, maybe one or two handouts. The book was interesting in terms of topics, but there should be more exercises for permanent learning.

The course instructor (Teacher A) made the following comment regarding the topics of the texts in the course book:

The topics used in the reading passages, they were interesting but the only thing can be the level of difficulty, some texts' level of difficulty was rather difficult. But, generally speaking, the texts were good, I liked them. The texts were just instruments. (Teacher A)

On the other hand, regarding the grammar points covered in the course, he said:

I think that, first of all the content of the grammar points was a representative sample of the whole domain. There's nothing wrong with that. I said 'representative sample'; I mean these are the basic things that I think my students might need, but if you take relative emphasis on different topics, maybe we can change something, we can deemphasize something, we can reemphasize something, but generally speaking, we can take the topics we covered can be a good sample of whole thing. (Teacher A)

The instructor evaluated the course materials by pointing out their positive and negative aspects. As to the positive aspects, he argued that the way the book presents the topics was good; grammar was presented in a context. On the other hand, with regard to the negative aspects, he said they did not have any cassettes, and the book did not concentrate on production as much as it emphasized recognition. In the interview, he actually articulated the following comments:

The way the book presents the topics is good. What is that? It's a step by step introduction or it begins with the text where students concentrate on recognition, after recognition we come up to production. That was very good. What was bad, we did not have any cassettes; that's too bad, we must have that. At the same time, maybe to concentrate more on production, because as far as I see, we don't have serious problems concerning recognition because they know about, they know all the structures, but they need more exercises that do not rely on learning about grammar and all these things, just to use, to integrate. That could be better. And what is good, one more, grammar is given in a context, that's very good, but again it's not enough. If I were the writer, I would develop communicative part of it, in other words to design more communicative tasks where the related grammar could be used. (Teacher A)

English Grammar II (ELT 128)

The results of ELT 128 course evaluation questionnaire reveal that the students expressed a bit more positive attitudes toward the issues concerning course content and materials in ELT 128 than they did in ELT 127. To illustrate, the average of the percentages of agreement (SA and A) with all the items was 64.24% in ELT 127, but this went up to 77.23% in ELT 128. As in ELT 127, the appropriateness of the price of the books received the lowest percentage of agreement (51.2%). ‘The course materials offered continuity between earlier and later parts’ (93% SA and A), ‘the course materials were appropriate to our proficiency level in English’ (90.7%SA and A), ‘the materials were in line with the course objectives’ (90.7%), ‘the grammar points were taught sequentially’ (88.4%) are the issues which were comparatively highly agreed upon by the students. Another point is that, while 74.4% of the students expressed agreement with the item ‘the course materials helped me to improve my grammar knowledge’, this percentage dropped to 67.4% when they were asked their opinion about the sufficiency of the materials. In brief, generally, ELT 128 students evaluated the content and the materials of the course positively in the course evaluation questionnaire.

More specifically, the students evaluated the usefulness of each component of the course materials individually, and the results regarding students’ evaluations are presented in Table 4.12.

Table 4.12 Students’ opinions about the usefulness of ELT 128 course materials (in percentages)

	SA &A	NS	D &SD
Reading texts in the <i>Student Book</i>	76.7	7	16.3
Explanations of the grammar points or rules in the <i>Student Book</i>	90.7	2.3	7
Exercises in the <i>Student Book</i>	86	9.3	4.7
Exercises in the <i>Workbook</i>	74.4	11.6	14

As in ELT 127, ‘explanations of the grammar points in the *Student Book* (*Grammar Points*)’ was ranked as the most useful component, and ‘exercises in the *Student Book*’ followed it. However, contrary to the result obtained in ELT 127, in

ELT 128, students expressed a bit more agreement with the usefulness of ‘reading texts in the *Student Book*’ than that of ‘exercises in the *Workbook*’.

With respect to the question about the unnecessary things done in the course, 83.7% of the students responded as “Everything was necessary” or “None”. On the other hand, while 4.3% of the students did not respond to this item, the rest gave various responses, some of which were like “doing exercises in the classroom”, “workbook”, “too much spoon feeding”, etc.

On the whole, when the students were asked to list the positive and negative aspects of the course content and materials in ELT 128, 53.5% of them claimed that there were no negative points, but the rest listed several negative points, some of which were like: i) The books were expensive (11.6%), ii) no variety in exercises (9.3%), iii) things were explained at surface level (7%), iv) complex/heavy topics (7%), v) workbook (4.7%), etc. As to the positive points, the responses given by the students, with frequencies, can be summarized as: i) *Grammar Notes* in the book/explanation of the rules (32.6%), ii) exercises and activities (32.6%), iii) presenting grammar points in reading texts (16.3%), iv) it was easy to follow the materials. In addition, 16.3% of the students made general positive comments such as ‘useful’, ‘good’, etc.

In the interviews, all three students reported that the topics of the reading texts in the book were interesting and enjoyable. With regard to the grammar points covered, as in ELT 127, they all thought that the content was sufficient and it was at the right level of difficulty.

When the students were asked to evaluate the materials used in the course, they argued that the book was boring in terms of exercises and activities. For instance, one of them said: “In terms of exercises, I find the book cliché; same kind of exercises. After a certain point, you get bored of doing the same things. But the topics were interesting”. On the other hand, while one of the students thought that the way book explained the topics was very good, the other one considered ‘grammar notes’ parts very helpful. Finally, as to the supplementary materials, the students said they were useful but there should have been more of them.

The course instructor’s (Teacher C) evaluation of the course content in terms of the topics of the reading texts was as the following:

Reading texts... the aim was not just to teach some I don't know notions, items, or something; it was not reading. Reading was used to reinforce grammar. The aim was to be sure that students can recognize grammar items. So, that's why the main emphasis was not based on reading passages. But, reading passages were interesting though sometimes they were thick, their levels were high and at the same time very culture biased. (Teacher C)

With regard to the grammar points covered, the instructor argued that the grammar points constituted a representative sample of the whole domain. This was similar to the comment made by the instructor for the content of ELT 127.

Finally, the instructor believed that the books, Student Book and Workbook, used in the course were better than the ones they had used before. As to the positive points regarding the materials, he stated that they presented grammar in context, and they were communicative. As to the negative points, he said many activities in the book were recognition based, or just needed memorization. In other words, there was not enough emphasis on production in the course books.

4.2.2.5 Overall

In *Oral Communication Skills* courses, the students generally expressed positive attitudes regarding course content and materials. However, they believed that the materials were not sufficient to improve their listening and speaking skills. In both courses, students considered video materials (e.g. films) as the most effective materials. Also, in both courses, they reported not using the speaking parts of the course packs. Like students, the course instructors also argued that the materials were not sufficient and therefore they needed to be supplemented. In addition, the instructor of ELT 122 claimed that the listening and speaking skills included in the course content should have been more realistic.

In *Reading Skills I* (ELT 123), around half of the students expressed positive attitudes regarding course content and materials, but they at the same time argued that the materials were not adequate to improve their reading skills and vocabulary knowledge. Moreover, they thought that 'fun reading materials' were the most effective ones. Both the students and the instructor of ELT 123 evaluated *ELT 123*

Course Pack in a very negative way and they said the course book, *Power Play*, was better. On the other hand, in ELT 124, both the course instructor and the students evaluated course content and materials positively. As in ELT 123, they considered *Power Play* better than the other course book, *Lexis*. Finally, in general, both the students and the course instructor of ELT 221 expressed positive opinions regarding course content and materials. They complained only about the fact that the book, *Mosaic I*, was about America and American culture. In addition, the students also complained about the price and visual attractiveness of the course book.

In *Writing Skills I* (ELT 125), both the course instructor and the students expressed highly positive attitudes toward course content and materials. More specifically, the students thought that *Paragraph Patterns* was better than *Sentence Combining* although *Paragraph Patterns* was not sufficient in terms of explanations, examples and exercises. Similarly, the evaluations of the course instructor and the students concerning ELT 126 course content and materials were highly positive. However, students added that there was more than necessary information in the course book, *College Writing Skills*. Finally, while the students' overall opinions regarding ELT 222 course content and materials were positive, they pointed out some negative sides of the course book in addition to its positive sides. To illustrate, while the students considered 'sample essays' in the course book (*College Writing Skills*) very useful, they added that the book was 'American', thick and boring. However, the course instructor's evaluation was mainly negative. She argued that skills necessary for writing CVs, resumes, reports, etc. were missing in the course content, and the book was American and very repetitive.

In both *English Grammar* courses, the same course book was used (*Focus on Grammar*), and except for the price and the visual attractiveness of the book, the students expressed positive opinions about the course content and materials in both courses. The students thought that 'grammar notes' parts in the course book were very useful, but they argued that there were not enough exercises in the course book, and there was also no variety in terms of exercises. The course instructors' evaluations were partly positive, but in general they were negative. They argued that it was effective that the book presented grammar in context. However, they complained that they did not have the cassettes of the course book, and that there

was no emphasis on production in the course book; the exercises were based on recognition.

4.2.3 Course Conduct

In this section, the results related to the evaluation of the conduct of the language improvement courses (that is, the teaching-learning process in the language improvement courses) are presented. Students enrolled in the courses and the instructors evaluated teaching-learning process in the language improvement courses, and the evaluative data collected through questionnaires and interviews were combined and presented together.

4.2.3.1 Oral Communication Skills

Oral Communication Skills I (ELT 121)

The results of the course evaluation questionnaire reveal that the students considered teacher lecture and student presentations as the most frequently used methods in the classroom. These methods were followed by ‘video sessions’. On the other hand, students reported that songs, role-plays, and games were the least frequently used methods.

The students’ evaluations of certain issues related to the teaching-learning process in ELT 121 are summarized in Table 4.13.

Table 4.13 Students’ opinions about teaching-learning process in ELT 121 (in percentages)

	SA &A	NS	D &SD
1. There was an efficient use of time in class.	78.4	13.5	8.1
2. There was a good student-teacher interaction in the course.	83.8	10.8	5.4
3. The students had cooperative relationships with each other.	40.6	21.6	37.8
4. A variety of activities was used in the course.	51.4	27	21.6
5. The teacher was teaching in an interesting way.	73	21.6	5.4
6. It was easy to follow the teacher.	91.9	5.4	2.7
7. The teacher’s instructions were clear.	94.6	0	5.4
8. The teaching methodology of the teacher was effective in our learning.	75.7	16.2	8.1
9. The teacher was encouraging us to participate in the lessons.	75.7	21.6	2.7
10. The teacher used audio-visual aids (OHP, video, tape-recorder, etc.) effectively in the lessons.	75.7	18.9	5.4
11. The teacher was using the board effectively.	59.5	21.6	18.9

Table 4.13 (continued)

	SA &A	NS	D &SD
12. The teacher was giving equal attention to all students in the class.	73	16.2	10.8
13. The teacher corrected our mistakes in an effective way.	78.4	16.2	5.4
14. I preferred to work individually in class.	37.8	16.2	46
15. I preferred to work with (a) partner(s) in class.	59.5	16.2	24.3
16. I used only English in class.	62.2	16.2	21.6
17. The lessons were taught in an interesting way.	67.6	24.3	8.1
18. Other students helped me to learn in this course.	29.7	29.7	40.6
19. The teacher helped me to learn in this course.	75.7	8.1	16.2
20. The teacher was giving sufficient feedback on our performance.	67.6	18.9	13.5
21. The students were giving sufficient feedback on each other's performance.	45.9	21.6	32.5

The results given in Table 4.13 show that students considered the clarity of the teacher's instructions (94.6% SA and A), easiness to follow the teacher (91.9% SA and A), and student-teacher interaction (83.8% SA and A) as the most effective aspects of the teaching-learning process in the course. On the contrary, student-student interaction or cooperation among the students was obtained to be the least effective aspects, because the percentages of agreement for these issues were comparatively lower. Moreover, only about half of the students (51.4%) agreed that there was variety in the course in terms of activities.

Finally, when the students were asked to list the most useful aspects of the course in improving their listening and speaking skills, the most frequently given responses were: 'presentations' (54%), 'video sessions' and 'teacher' (13.5%).

In the interviews, one of the three students briefly stated that all the activities and tasks were interesting and useful. On the other hand, the second student said she did not enjoy the presentations, and the tasks, in general, were below their level because they had done the same things in the preparatory school and the level in the course was more or less the same as the level in the preparatory school. Finally, the third student declared that the activities were good, but more could have been done. Like the first student, this student also considered all the activities 'interesting'. Additionally, contrary to the second student, she said she really enjoyed the presentations.

All three students described the relationship between the teacher and the students as very good, friendly, and student-centered. As to the role of the teacher,

one of the students said, “She was one of us”. To sum up, the students made positive comments when they evaluated the student-teacher interaction in the course.

Finally, with regard to variety in the lessons, all three students reported doing same type of activities in the lessons. They made the following comments: “In general, same type of activities, monotonous”, “same kind of activities, no variety”, and “more or less the same”. On the other hand, the course instructor stated that she did try to bring variety with conversations and discussions, in addition to the tasks specified in the course outline, but she added “I don’t know. I am not so keen on saying that I did bring variety. I did try at least”. In brief, both the students and the instructor evaluated the conduct of the lessons negatively in terms of variety of activities. This was also emphasized in the course evaluation questionnaires because the percentage of agreement with this issue was comparatively lower than the percentages for other issues related to the teaching-learning process.

The instructor’s (Teacher A) evaluation of the student-teacher relationship was also parallel to the comments made by the students during the interviews. Like students, the instructor describes this relationship saying “we were at times very friendly, we had equal status, especially in terms of activities, we had equal status”.

Overall, the instructor’s evaluation of the effectiveness of the teaching-learning process was as: “It was okay. Actually I think that it was effective. When I say effective, not fully of course, but trying to give a percentage again maybe 50-60% effective I believe”.

Oral Communication Skills II (ELT 122)

In the course evaluation questionnaire, students listed teacher lecture, student presentations, group work and pairwork, respectively, as the most frequently used methods in the classroom. However, students specified songs, games and role-plays as the least frequently used methods. These results were matching with the results obtained in ELT 121 course evaluation questionnaires. Moreover, the students argued that the use of methods like video sessions (48.8% of the students) and tape sessions (39% of the students) was ‘not enough’.

The results regarding the students’ evaluation of various aspects of the teaching learning process show that the clarity of the teacher’s instructions (95.1%

SA and A), easiness to follow the teacher (95.1% SA and A), student-teacher interaction in the course (95.1% SA and A), the teacher's way of correcting mistakes (90.2% SA and A), teacher feedback (90.2% SA and A), teacher's giving equal attention to all students (90.2% SA and A) were the most effective aspects of the teaching-learning process in the course. On the other hand, student-student interaction or cooperation aspect of the teaching-learning process was obtained to be the least effective component. For instance, only 29.3% of the students agreed (SA and A) that other students helped them to learn in the course; however, 31.7% were 'not sure' and 39% disagreed (D and SD). Moreover, only about half of the students (51.4%) agreed that there was variety in the course in terms of activities. In brief, compared to the results obtained in ELT 121, the students considered the teaching-learning process in ELT 122 a bit more effective. The percentages given in Table 4.14 show this very clearly.

Finally, the students' responses to the question about the most useful aspects of the course in improving their listening and speaking skills were as follows: 'presentations' (65.9%), 'video viewing' (26.8%), 'teacher (methodology and attitude)' (19.5%), 'listening activities' (12.2%), 'class discussions' (12.2%), etc.

Table 4.14 Students' opinions about teaching-learning process in ELT 122 (in percentages)

	SA &A	NS	D &SD
1. There was an efficient use of time in class.	87.8	2.4	9.8
2. There was a good student-teacher interaction in the course.	95.1	2.5	2.4
3. The students had cooperative relationships with each other.	65.9	14.6	19.5
4. A variety of activities was used in the course.	63.4	19.5	17.1
5. The teacher was teaching in an interesting way.	87.8	4.9	7.3
6. It was easy to follow the teacher.	95.1	0	4.9
7. The teacher's instructions were clear.	95.1	0	4.9
8. The teaching methodology of the teacher was effective in our learning.	87.8	7.3	4.9
9. The teacher was encouraging us to participate in the lessons.	87.8	4.9	7.3
10. The teacher used audio-visual aids (OHP, video, tape-recorder, etc.) effectively in the lessons.	85.4	9.7	4.9
11. The teacher was using the board effectively.	95.1	2.5	2.4
12. The teacher was giving equal attention to all students in the class.	90.2	4.9	4.9
13. The teacher corrected our mistakes in an effective way.	90.2	0	9.8
14. I preferred to work individually in class.	34.1	19.6	46.3
15. I preferred to work with (a) partner(s) in class.	70.7	14.6	14.7
16. I used only English in class.	65.9	14.6	19.5

Table 4.14 (continued)

	SA &A	NS	D &SD
17. The lessons were taught in an interesting way.	80.5	12.2	7.3
18. Other students helped me to learn in this course.	29.3	31.7	39
19. The teacher helped me to learn in this course.	90.2	2.5	7.3
20. The teacher was giving sufficient feedback on our performance.	90.2	2.5	7.3
21. The students were giving sufficient feedback on each other's performance.	36.6	24.4	39

In the interviews, when the students were asked to evaluate the activities and tasks used in ELT 122, in general all three students made positive comments and said the activities were useful and enjoyable. However, one of the students made an additional comment and reported having difficulties in catching up with the listening exercises. The comments of the three students were as follows.

Student 1: Activities, at the beginning, were useful. We had difficulties in catching up with the listening exercises. In general, the conduct of the lessons, activities were good.

Student 2: They were very enjoyable. Teacher's attitude is also very important.

Student 3: They were useful; I think we didn't waste time in this course, I enjoyed every minute of the lesson.

Regarding teacher-student relationship in the course, all three students expressed positive ideas. They made the following evaluations in the interviews:

Student 1: Teacher-student interaction was good; there was a warm atmosphere in the classroom; we could ask whatever we wanted.

Student 2: We were all together; there was equality in the classroom. We were talking and the teacher was talking.

Student 3: We had a very good relationship with our teacher and I think this was effective in our learning. Students were not active all the time but they couldn't be considered passive.

With respect to variety in the lessons, two of the three students stated that they were doing the same things in general, but this was not boring. The third

student, however, believed that there was variety in terms of activities, that is, they were not doing the same thing every week. His explanation was:

There was variety in terms of activities. We were not doing the same thing every week, as it can be seen on the course outline. We were discussing the handouts that the teacher brought, we were doing listening sometimes, sometimes we were giving speeches (presentations); there was variety, it wasn't a routine. (Student 3)

Like two of the students, the course instructor also reported not having sufficient variety in the lessons even though she tried. She argued that there could have been more variety both in the form of the activities and in the theme of the activities.

Parallel to the comments of one of the students, the instructor (Teacher B) claimed that the students had difficulty in understanding the extracts for the first time, and therefore they had to listen to them sometimes two times, three times, even four times, in order to carry out the tasks that followed the listening.

The course instructor's evaluation of the teacher and student roles in her class was as the following:

I think the teacher is just the guide here, nothing more than a guide; she just guides the students into doing things. She is in a way provider as well; she provides materials, she provides guidance as to how to carry out the tasks. Other than that, she doesn't have great role. The students are more active in this class, they have to be more active and they are the presenters, the directors of some activities in the classroom, they are the participators and they are the initiators in some aspects as well. (Teacher B)

Finally, the instructor of ELT 122 evaluated the course in terms of teaching-learning effectiveness as:

It was effective to a certain extent but it also depends on the class dynamics and the relationship between the students and the teacher. In my class, I was quite pleased with my class, and I think the students were pleased as well, but of course, with better materials

and better resources the conduct could have been better. But I was quite pleased with the class that I taught. (Teacher B)

4.2.3.2 Reading Skills

Reading Skills I (ELT 123)

As reported by the students, the most frequently used methods in conducting ELT 123 lessons were teacher lecture, teacher correction, and whole class feedback session on exercises, respectively. On the other hand, role-plays and games were the least frequently used methods.

With regard to the evaluation of certain issues related to the teaching-learning process in ELT 123, the results obtained were presented in Table 4.15. The results show that students evaluated the ‘teacher’ factor in the teaching-learning process positively. Comparatively higher percentages of agreement (SA and A) were observed in the items 1,2,6,7,9,12, and 19, which were all related to the teacher. On the other hand, the least effective aspects of the teaching learning process were related to student-student interaction or cooperation. For example, ‘other students helped me to learn in this course’ (17.1% SA and A) and ‘the students were giving sufficient feedback on each other’s performance’ (19.5% SA and A) were obtained to be the least agreed upon components of the course conduct following after ‘the teacher used audio-visual aids (OHP, video, tape-recorder, etc.) effectively in the lessons’ (9.8% SA and A, 31.7% NS, and 58.5% D and SD).

Table 4.15 Students’ opinions about teaching-learning process in ELT 123 (in percentages)

	SA &A	NS	D &SD
1. There was an efficient use of time in class.	82.9	9.8	7.3
2. There was a good student-teacher interaction in the course.	82.9	12.2	4.9
3. The students had cooperative relationships with each other.	43.9	24.4	31.7
4. A variety of activities was used in the course.	36.6	36.6	26.8
5. The teacher was teaching in an interesting way.	70.7	29.5	9.8
6. It was easy to follow the teacher.	82.9	12.2	4.9
7. The teacher’s instructions were clear.	82.9	14.6	2.5
8. The teaching methodology of the teacher was effective in our learning.	75.6	14.6	9.8
9. The teacher was encouraging us to participate in the lessons.	82.9	9.8	7.3
10. The teacher used audio-visual aids (OHP, video, tape-recorder, etc.) effectively in the lessons.	9.8	31.7	58.5

Table 4.15 (continued)

	SA &A	NS	D &SD
11. The teacher was using the board effectively.	68.3	9.7	22
12. The teacher was giving equal attention to all students in the class.	78	17.1	4.9
13. The teacher corrected our mistakes in an effective way.	70.7	22	7.3
14. I preferred to work individually in class.	30	25	45
15. I preferred to work with (a) partner(s) in class.	45	32.5	22.5
16. I used only English in class.	43.9	22	34.1
17. The lessons were taught in an interesting way.	58.5	31.7	9.8
18. Other students helped me to learn in this course.	17.1	43.9	39
19. The teacher helped me to learn in this course.	78	17.1	4.9
20. The teacher was giving sufficient feedback on our performance.	68.3	14.6	17.1
21. The students were giving sufficient feedback on each other's performance.	19.5	34.2	46.3
22. I preferred reading texts at home to reading them in the class.	43.9	14.6	41.5

Finally, when the students were asked to list the most useful aspects of the course in improving their reading skills, the most frequently given responses were: handouts (19.5%), *Power Play* (14.6%), passages/texts (12.2%), vocabulary exercises (9.8%), teacher (8.9%), homework/projects (7.3%), etc.

During the interviews, all three students evaluated the activities and tasks done in ELT 123 classes in different ways. One of them just said the activities were useful and enjoyable. The second student argued that except for the ones in the *Course Pack*, the activities were not difficult, and they were interesting and enjoyable. The third student, on the other hand, believed that the activities like reading texts and answering questions were simple, and they had already done these things in the high school.

Relating to the student and teacher roles in the classroom, the students said there was a good dialogue between the teacher and the students, and they had flexible roles. For example, some of the comments were like: "We were working together, we were changing roles; the teacher was sometimes one of us, sometimes we were the teacher"; and, "It was okay, we had a nice dialog; the teacher was encouraging us to speak."

Finally, all three students stated that in terms of activities, there was no variety in the lessons. For instance, one of the students said: "More or less all lessons were similar to each other. There was no variety. After a certain point, it

becomes boring”. Similarly, the course instructor (Teacher C) did not believe that he provided variety in terms of activities and tasks. He made striking comments related to this issue:

I did that course for the first time in my life, so there were many things that I couldn’t do because as I told you I had no clear idea of the whole thing. When you don’t have a clear idea of what the course is, what the course is for, it’s very difficult to be very efficient. So, I had some question marks while teaching that course and different activities, I tried but I can’t say that I accomplished.
(Teacher C)

Regarding the roles in the classroom, the course instructor’s comment matches with the comments of the students. He also described the teacher-student relationship as a kind of ‘partnership’. Like students, he said the teacher and the students were equal, and they were doing the things together.

Lastly, on the whole, the course instructor evaluated the effectiveness of the teaching-learning process in the course in a negative way, and he said he had lots of things missing in that course. In other words, he believed that the conduct of the course was not effective. He made a very strong comment as:

In my teaching career for 30 years, I don’t believe that you can be absolutely happy. If you are absolutely happy with what you have done, if you think that your course was perfect, it means that you are fossilized. You have to retire. So, there is always something missing. For some classes, you have lots of things missing, for some courses you have a few things missing. For this course, I think, I had lots of things missing. So, that’s why I don’t believe that my students will remember this course and say “Oh yes, we did all those things “; only a few students will remember after two three years. (Teacher C)

Reading Skills II (ELT 124)

Based on the results of the course evaluation questionnaire, homework/assignment, teacher lecture, whole class feedback sessions on exercises, teacher correction and silent individual work were the most frequently used methods in ELT 124 classrooms. However, students reported that the methods like video

sessions and tape sessions were not used, and role-plays, games and projects were least frequently used methods.

The results regarding the students' evaluation of various aspects of the teaching learning process show that the components of the course conduct which were related to the 'teacher' factor were identified to be comparatively more effective (because higher percentages of agreement with these components) by the students. For example, 87.% of the students agreed with the items 'there was an efficient use of time in class', 'there was a good student-teacher interaction in the course', and 'the teacher was giving equal attention to all students in the class'. Also 82.5% of them supported the idea that the teacher helped them to learn in the course, and 80% argued that the teacher was giving sufficient feedback on their performance. On the other hand, 52.5% of the students did not agree that the teacher used audio-visual aids effectively in the lessons; 25% of them were 'not sure' and only 22.5% agreed with it. Moreover, about 50% of the students expressed agreement with the items regarding student-student interaction and the cooperation among them (e.g. items 18 and 21). Finally, 75% of the students thought that there was variety in the course in terms of activities, and 77.5% said it was easy to follow the teacher and her instructions were clear. To sum up, compared to the results obtained in ELT 123, the students considered the student-student interaction and cooperation in ELT 124 a bit more effective. With respect to the other issues, the students evaluated the teaching-learning process in the two courses more or less similarly.

Lastly, the students listed the following components in response to the question about the most useful aspects of the course in improving their reading: journals (22.5%), texts/passages (20%), fun readings given by the teacher (12.5%), handouts (10%), vocabulary exercises (10%), etc.

In the interviews, two of the three students stated that the activities and tasks were beneficial and sufficient although they were sometimes boring. Similarly, the third student also expressed positive attitude regarding the activities and tasks. She said: "Reading aloud was very good. Also, it was effective to do exercises in Lexis at home and going over them in the classroom".

Related to the student and teacher roles in the course, all three students believed that there was a ‘partnership’ kind of relationship between the students and the teacher. They said the lessons were sometimes teacher centered and sometimes student centered. They all were pleased with the nature of their relationship with their instructor.

All three students reported doing more or less the same types of activities in the lessons. In other words, they argued that there was not variety in the lessons in terms of activities. They said, as a routine, in every single-period lesson, they were doing ‘fun reading’ and ‘shared reading’, while in every double-period lesson they were doing ‘academic reading’. On the other hand, the course instructor’s comments contradict with what the students stated. The instructor said “lots of varieties”, and she even considered this too much. She also claimed that her students were saying “this is a different reading class”, and when she asked them what they meant, they said “there is so much variety, so many different things”. The instructor ended her evaluation reporting what her students told her: Her students considered the reading course as another class, not the reading class, because in the past they were just reading and doing the reading comprehension questions and the tasks, and that was it. However, she was asking them to do different kinds of things.

As to the student-teacher relationship, the course instructor (Teacher D) declared that she tried to make her classes student-centered, but some of her students were refusing this. She claimed that it was the first time in her life that she had that type of students, who were resisting learning.

Overall, she believed that the conduct of the lessons was effective for most of the students. However, she said she had a group of students (three students) who were saying that they already knew English, and they were not studying or doing anything. She thought that was the problematic or ineffective part of her teaching, regarding only those students.

Advanced Reading Skills (ELT 221)

In the course evaluation questionnaire, the students reported that homework/assignment, teacher lecture, journal keeping, and silent reading were the most frequently used methods in the classroom. On the other hand, there was no use

of video, and games and role-plays were rarely included in the teaching-learning process. More specifically, 59% of the students considered the use of ‘homework/assignment’ method more than they wanted whereas 41% of them said ‘the right amount’.

As to the evaluation of various aspects of the teaching-learning process in ELT 221, the results are presented in Table 4.16 below.

Table 4.16 Students’ opinions about teaching-learning process in ELT 221 (in percentages)

	SA &A	NS	D &SD
1. There was an efficient use of time in class.	82.1	10.2	7.7
2. There was a good student-teacher interaction in the course.	48.7	28.2	23.1
3. The students had cooperative relationships with each other.	38.5	28.2	33.3
4. A variety of activities was used in the course.	46.2	15.4	38.4
5. The teacher was teaching in an interesting way.	28.2	23.1	48.6
6. It was easy to follow the teacher.	89.7	0	10.3
7. The teacher’s instructions were clear.	89.7	0	10.3
8. The teaching methodology of the teacher was effective in our learning.	64.1	15.4	20.5
9. The teacher was encouraging us to participate in the lessons.	48.7	28.2	23.1
10. The teacher used audio-visual aids (OHP, video, tape-recorder, etc.) effectively in the lessons.	30.7	2.6	66.7
11. The teacher was using the board effectively.	84.6	7.7	7.7
12. The teacher was giving equal attention to all students in the class.	82.1	2.6	15.3
13. The teacher corrected our mistakes in an effective way.	76.9	20.5	2.6
14. I preferred to work individually in class.	23.1	17.9	59
15. I preferred to work with (a) partner(s) in class.	87.2	7.7	5.1
16. I used only English in class.	59	10.2	30.8
17. The lessons were taught in an interesting way.	33.4	17.9	48.7
18. Other students helped me to learn in this course.	23.1	17.9	59
19. The teacher helped me to learn in this course.	66.7	20.5	12.8
20. The teacher was giving sufficient feedback on our performance.	43.6	23.1	33.3
21. The students were giving sufficient feedback on each other’s performance.	33.3	12.9	53.8

The results in Table 4.16 reveal that contrary to the results obtained in ELT 123 and ELT 124, the students in ELT 221 considered the teacher’s way of teaching ‘not interesting’. To illustrate, only 28.2% of them agreed (SA and A) with the item ‘the teacher was teaching in an interesting way’; 48.6% disagreed (shortly D) or strongly disagreed (shortly SD), and 23.1% were ‘not sure’. Similarly, only 33.4% expressed positive attitude regarding the item ‘the lessons were taught in an

interesting way'; 48.7% did not accept this (D and SD), and 17.9% were 'not sure'. On the other hand, 89.7% of the students obtained the teacher's instructions clear and said it was easy to follow the teacher. They also considered the teacher's use of the board effective (84.6% SA and A). In brief, the students evaluated the teacher's way of teaching effective but not very interesting.

Furthermore, as in the other reading courses, the students thought that the teacher did not use audio-visual aids effectively in the lessons. For example, 66.7% of the students disagreed (D and SD) with the item 'the teacher used audio-visual aids effectively in the lessons', 2.6 % were 'not sure', and only 30.7% of them agreed with it.

Finally, as in the other reading courses, the students expressed low percentages of agreement with the issues concerning peer feedback and student-student cooperation. For example, 59% of the students disagreed with the item 'the other students helped me to learn in this course', 17.9% were 'not sure', and only 23.1% agreed with it.

As to the most useful aspects in ELT 221, 51.3% of the students articulated 'personal reading'. 'Journal keeping' was considered to the most useful aspect by 23.1% of the students, 'texts' by 17.9%, and 'vocabulary exercises' by 15.4% of them.

In the interviews, when the students were asked to evaluate the activities and tasks done in ELT 221, two of the three students argued that pre-reading discussions were very good, interesting and useful. On the other hand, all three students thought that, in general, the activities were boring. One of the students said "Sometimes, the activities were boring; we were focusing on reading for 50 minutes or doing one type of activity. The teacher should not use the same technique," and the other one stated, "The activities were boring; we were given 15 minutes to do three or four questions". Finally, one of the students commented on the 'background music' used in the lessons (while students were busy with silent reading or doing exercises) and she said it was very relaxing.

With respect to the student-teacher relationship and their roles in the classroom, all the students believed that there was little relationship between the teacher and the students. Two of the students argued that the classroom or the

teaching was teacher-centered. One of them further explained that the students were passive in the classroom, sitting and doing what they were asked to do. More specifically, the student comments were as follows:

Student 1: In this course, student-teacher relationship is little because the teacher spends all 50 min on the lesson and we get bored but we can't share this with our teacher. If there were closer student-teacher relationship the conduct of the lessons would be better.

Student 2: I don't believe that there was much teacher-student relationship; it was more like question-answer type of interaction. It was teacher centered.

Student 3: We were just sitting and doing what we were asked to do. We were passive. It was teacher-centered. Maybe the teacher was trying to make it student centered, but because it was not interesting we were not trying to participate. Only in this course, the students seemed to have no willing to learn anything.

Furthermore, all three students evaluated the course content in terms of variety of activities in the same way. They claimed that there was not variety, and they were doing more or less the same things. Also, they reported having same type of activities in the course book as well. Lastly, the students believed that if there had been variety, the lessons would have been more enjoyable and effective, and consequently this would have increased their motivation.

Parallel to the students' comments regarding variety in the lessons, the course instructor (Teacher E) also believed that there was not much variety. She said she was having students do same types of things; she was following the same sequence in her lessons, pre-reading activities, reading the text and answering questions about it, and talking about the text, respectively.

Regarding the student and teacher roles, the course instructor said she tried to be the 'facilitator' only, but she added that she is not sure whether or not she achieved this.

Finally, the instructor evaluated the overall course conduct very simply, and she said it was effective, but this was a bit in contradiction with some of the negative points the students mentioned during the interviews.

4.2.3.3 Writing Skills

Writing Skills I (ELT 125)

The students identified teacher lecture, teacher correction, brainstorming, homework/assignment, silent individual work, and whole class activities done on the board, respectively, as the most frequently used methods in conducting ELT 125 lessons. On the other hand, they specified role-plays, games, and projects as the least frequently used methods.

In connection with the students' evaluation of certain issues related to the teaching-learning process in ELT 125, the results obtained from the course evaluation questionnaire were presented in Table 4.17.

Table 4.17 Students' opinions about teaching-learning process in ELT 125 (in percentages)

	SA &A	NS	D &SD
1. There was an efficient use of time in class.	100	0	0
2. There was a good student-teacher interaction in the course.	100	0	0
3. The students had cooperative relationships with each other.	63.4	19.5	17.1
4. A variety of activities was used in the course.	78	12.2	9.8
5. The teacher was teaching in an interesting way.	95.1	4.9	0
6. It was easy to follow the teacher.	95.1	4.9	0
7. The teacher's instructions were clear.	97.6	2.4	0
8. The teaching methodology of the teacher was effective in our learning.	95.1	4.9	0
9. The teacher was encouraging us to participate in the lessons.	87.8	9.8	2.4
10. The teacher used audio-visual aids (OHP, video, tape-recorder, etc.) effectively in the lessons.	73.2	14.6	12.2
11. The teacher was using the board effectively.	97.6	2.4	0
12. The teacher was giving equal attention to all students in the class.	95.1	4.9	0
13. The teacher corrected our mistakes in an effective way.	97.6	2.4	0
14. I preferred to work individually in class.	24.4	24.4	51.2
15. I preferred to work with (a) partner(s) in class.	68.3	19.5	12.2
16. I used only English in class.	58.5	19.5	22
17. The lessons were taught in an interesting way.	87.8	12.2	0
18. Other students helped me to learn in this course.	31.7	26.8	41.5
19. The teacher helped me to learn in this course.	100	0	0
20. The teacher was giving sufficient feedback on our Performance (i.e. written work).	95.1	0	4.9
21. The students were giving sufficient feedback on each other's performance (i.e. written work).			

The results given in Table 4.17 reveal that, in general, the students expressed positive attitudes toward the teaching-learning process in the course. Specifically, they agreed with the issues related to the ‘teacher’ with high percentages (e.g. items 1,2,5,6,7,9,11,12, etc). However, regarding student-student interaction or cooperation, or peer feedback, they expressed less positive attitudes. For instance, 41.5% of the students disagreed (D and SD) with ‘other students helped me to learn in this course’; 26.8% of them were ‘not sure’ and only 31.7% agreed with this.

Finally, when the students were asked to list the most useful aspects of ELT 125 course in improving their writing skills, the most frequently given responses were: Writing practice/exercises (31.7%), teacher (her attitude and methodology) (14.6%), homework (12.2%), sentence combining exercises (9.8%), classwork (9.8%), teacher feedback (7.3%), etc.

During the course evaluation interviews, all three students reported that the activities and tasks used in ELT 125 were beneficial. Sentence combining, writing drafts, and editing are the useful activities that the students mentioned during the interviews. For instance, one of the students made a very strong comment like: “The activities were useful. This course was one of the most beneficial courses, and I never got bored during the lessons”.

Regarding the roles in the classroom, all three students reported having a good, close relationship with the teacher. One of them further explained that the class was neither teacher-centered nor student-centered. The students’ comments were as:

Student 1: Close, good relationship between the teacher and the students .

Student 2: In general, close relationship between students and the teacher.

Student 3: There was a good student-teacher relationship. It was neither teacher centered nor student centered.

As to the variety in the lessons, all three students said the activities and exercises were more or less the same type. However, the students did not complain about this; they claimed that this was not boring. One of the students argued that

there was variety in terms of topics though. On the other hand, contrary to what the students reported, the course instructor answered the question of whether or not there was variety in the lessons very briefly saying “sure”.

Moreover, the course instructor’s (Teacher F) comment about the student and teacher roles in the course was parallel to what the students said. The teacher also argued that it was sometimes teacher-centered and sometimes student-centered.

Last of all, the course instructor claimed that the teaching-learning process in ELT 125 was very effective. More specifically, to the question “Do you believe that the conduct of the lessons, teaching-learning process, was effective?” she responded as: “I can say I am very satisfied with what I am doing because I can get the benefit. This is the way it should be like”.

Writing Skills II (ELT 126)

The results of the course evaluation questionnaire indicate that students considered self correction, homework/assignment, teacher lecture, brainstorming, teacher correction, and silent individual work, respectively as the most frequently used methods in ELT 126 classrooms. However, students declared that the methods like role-plays, games, presentations and projects were rarely used methods.

Similar to the results obtained in ELT 125, the results regarding the students’ evaluation of various aspects of the teaching-learning process (presented in Table 4.18) show that the students believed that the teaching-learning process was effective in ELT 126; they expressed highly positive attitudes (SA and A) toward most of the issues concerning course conduct.

Like the students in ELT 125, the students taking 126 also expressed comparatively less agreement with the issues related to student-student interaction (e.g. items 18, 21, and 3 in Table 4.18) and effective use of audio-visual aids (e.g. item 10).

Table 4.18 Students' opinions about teaching-learning process in ELT 126 (in percentages)

	SA &A	NS	D &SD
1. There was an efficient use of time in class.	95.3	2.4	2.3
2. There was a good student-teacher interaction in the course.	95.3	2.4	2.3
3. The students had cooperative relationships with each other.	65.1	14	20.9
4. A variety of activities was used in the course.	72.1	20.9	7
5. The teacher was teaching in an interesting way.	97.7	0	2.3
6. It was easy to follow the teacher.	97.7	2.3	0
7. The teacher's instructions were clear.	97.7	2.3	0
8. The teaching methodology of the teacher was effective in our learning.	97.7	2.3	0
9. The teacher was encouraging us to participate in the lessons.	95.3	4.7	0
10. The teacher used audio-visual aids (OHP, video, tape-recorder, etc.) effectively in the lessons.	51.2	27.9	20.9
11. The teacher was using the board effectively.	97.7	2.3	0
12. The teacher was giving equal attention to all students in the class.	95.3	2.4	2.3
13. The teacher corrected our mistakes in an effective way.	100	0	0
14. I preferred to work individually in class.	58.1	23.3	18.6
15. I preferred to work with (a) partner(s) in class.	62.8	16.3	20.9
16. I used only English in class.	62.8	20.9	16.3
17. The lessons were taught in an interesting way.	95.3	2.4	2.3
18. Other students helped me to learn in this course.	30.2	30.3	39.5
19. The teacher helped me to learn in this course.	97.7	2.3	0
20. The teacher was giving sufficient feedback on our performance (i.e. written work).	95.3	2.4	2.3
21. The students were giving sufficient feedback on each other's performance (i.e. written work).	41.9	25.5	32.6

Last of all, upon the question about the most useful aspects of the course in improving their writing skills the students listed the following components: teacher/teacher's methodology (32.6%), essay writing activities/practicing essay writing (23.3%), teacher feedback (11.6%), free writing (9.3%), making outlines (9.3%), homework (7%), brainstorming (4.7%), etc.

In the interviews, as in ELT 125, all three students stated that the activities and tasks they did in ELT 126 were enjoyable and helpful. Moreover, one of the students further stated that especially teacher feedback was very important for them.

Concerning the student-teacher relationship in the course, all three students expressed positive ideas like:

Student 1: I love my teacher. I get a positive feeling from her.

Student 2: There was a really good atmosphere in the class. Both teacher and student centered; equal.

Student 3: Something between teacher centered and student centered.

As to the variety in the lessons, in terms of activities, one of the students said there was not much variety. However, this student believed that it did not matter whether or not there was variety; she said she was enjoying the lessons. Similarly, the second student did not complain about doing same type of activities, and she said she can't think of any other activities for a writing course. On the other hand, the third student stated that there was not much variety, but unlike the other two students he claimed that there should have been variety to make the lessons more enjoyable.

As in ELT 125, the course instructor's (Teacher F) comment regarding variety did not match with the students' statements. Unlike the three students, the instructors briefly said she did provide variety in terms of activities and tasks.

The course instructor described the student-teacher relationships as a kind of 'partnership'. Her comments related to this relationship and the student and teacher roles were as follows:

A lot depend on the teacher and the students as well. The students have got to write and I can do the marking. So, for that matter, there has been a lot of burden both on the shoulders of the students and of the teacher as well. So, the teacher has to do the grading, the teacher has to do the marking, and at the same time the students have to do the first draft, and the second draft, do the corrections accordingly and then give it back to the teacher. So, let's say 'spiral method' anyway. So for that matter, we both have to work hard. A kind of partnership. (Teacher F)

Finally, when the course instructor was asked to evaluate the teaching-learning process in ELT 126, she expressed highly positive attitude toward it. To illustrate, she said: "I feel content about it and when I asked my students how they felt about it, they gave me positive remarks. So, for that matter, I think I'm quite on the right track".

Advanced Writing Skills (ELT 222)

In the course evaluation questionnaire, the students reported that homework/assignment and teacher lecture were the most frequently used methods in the classroom. Teacher correction, silent individual work, self correction and brainstorming followed these two methods. On the other hand, role-plays, journal keeping, games, and reading aloud written work were rarely used in the teaching-learning process.

With regard to the evaluation of different aspects of the teaching-learning process in ELT 222, parallel to the results obtained in ELT 125 and ELT 126, generally, the students expressed positive attitudes. They agreed with (SA and A) the following issues in high percentages: ‘easiness to follow the teacher’ (97.9%), ‘clarity of teacher’s instructions’ (97.9%), ‘The teacher’s helpfulness’ (97.9%), ‘effectiveness of student-teacher interaction’ (95.8%), ‘efficient use of time in class’ (95.8%), ‘teacher’s equal treatment of all students’ (95.8%), ‘effective teacher feedback’ (92.7%), etc. However, the students believed that the teacher did not use audio-visual aids effectively in the lessons. For example, 47.9% of the students disagreed (D and SD) with the item ‘the teacher used audio-visual aids effectively in the lessons’, 18.8 % were ‘not sure’, and only 33.3% of them agreed with it. Also, the students expressed comparatively lower percentage of agreement with the existence of variety in the course in terms of activities. To illustrate, 56.6% of the students expressed agreement, 18.8% uncertainty, and 25% disagreement. Finally, as in the other writing courses, the students expressed comparatively lower percentages of agreement with the issues concerning peer feedback and student-student cooperation. For example, only half of the students (50%) agreed with the item ‘the other students helped me to learn in this course’; 18.8% were ‘not sure’, and 31.3% disagreed with it.

Relating to the most useful aspects in ELT 222, 37.5% of the students articulated ‘practice/essay writing’, 18.8% ‘teacher feedback’, 14.6% ‘peer correction’, 12.5% ‘the process of writing first draft, getting feedback, and writing the second draft’, 6.3% ‘self correction’, and 6.3% of them stated ‘teacher’ as the most useful aspect.

In the interviews, when the three students were asked to evaluate the activities and tasks used in ELT 222, one of them considered 'peer feedback' as a very useful activity. She argued that this not only helped them to improve their editing skills but also gave them a chance to see their mistakes when their friends were correcting their papers. However, one of the other two students considered 'peer editing' something stupid. She said:

We were doing peer editing in the classroom which I think was something stupid. I am not that much experienced to give sufficient feedback. It shouldn't be only peer feedback after the first draft because next draft is the last step. The teacher was not giving feedback on the first draft.

Finally, the third student evaluated the activities in general, and she claimed that they were all helpful and useful.

Regarding the teacher and student roles, all the three students thought that the teacher and the students had equal or balanced roles; that is, there was a kind of 'partnership' between the two. The statements of the students were as follows:

Student 1: The teacher was explaining the topic but she was also asking us, or when she was making an outline on the board she was making use of our ideas. Partnership.

Student 2: Sometimes teacher, sometimes student centered. Students' ideas should be taken into consideration.

Student 3: Balanced roles. We can say it was student centered but until the topic was explained it was teacher centered then students were taking over the class.

As to the variety in the lessons, the students stated that there was variety in terms of topics; they were working on different topics or different types of essays. However, they all argued that there was not variety in terms of the activities; that is, they were doing more or less the same things in all the lessons. Similarly, the course instructor (Teacher B) reported following the same procedure while teaching each type of an essay. She said she started with exemplification or presentation stage in

which she lectured about the new essay type and got students to analyze the sample essays. This was followed by making an outline and writing the first draft. After writing the first draft she claimed that she gave them feedback in the classroom (this was in contradiction with what one of the students had said regarding ‘peer editing’ above) and they also did peer editing with their classmates. Finally, the students wrote the final drafts which were graded by the course instructor. In brief, both the course instructor and the students reported not having variety in the lessons in terms of activities.

Concerning the roles in the classroom, the course instructor argued that they had reversing roles. She explained this as:

We had reversing roles in fact. When I was lecturing, I was the authority, informer, and guide as well. But when it comes to students working on their own, I was just monitoring their work, and maybe editor as well correcting and editing their work. The students were both listeners as well as participators and facilitators as well for the other students rather than for me; they were facilitating their friends’ work by giving them help in editing their essays and maybe in generating ideas. (Teacher B)

Lastly, the course instructor evaluated the overall teaching-learning process in ELT 222 as quite effective. To explain her assertion, she explained that her students were very motivated, they participated well in the lessons, and all these reflected in their products.

4.2.3.4 English Grammar

English Grammar I (ELT 127)

In the course evaluation questionnaire, the students declared that whole class feedback sessions on exercises, teacher correction, self correction, and teacher lecture, respectively, were the most frequently used methods in the classroom. However, the students reported that role-plays and video and tape sessions were not used, and games were rarely used in ELT 127 classrooms.

The results obtained when the students were asked to evaluate some issues related to the teaching-learning process in ELT 127 are summarized in Table 4.19, and they reveal that the students considered student-teacher interaction (83% SA

and A), clarity of the teacher's instructions (80.9% SA and A), and easiness to follow the teacher (80.8% SA and A) as the most effective aspects of the teaching-learning process in the course. However, the students identified 'student-student interaction or cooperation' and 'peer feedback' less effective aspects, because the percentages of agreement with these issues were comparatively lower (e.g. items 18, 21, and 3 in Table 4.19). Moreover, 46.8% of the students did not agree that there was variety in the course in terms of activities (item 4); only 40.4% agreed with this. Lastly, majority of the students (74.5%) expressed highly negative attitude regarding the effectiveness of the use of audio-visual aids in the lessons (item 10).

Table 4.19 Students' opinions about teaching-learning process in ELT 127 (in percentages)

	SA & A	NS	D &SD
1. There was an efficient use of time in class.	72.4	17	10.6
2. There was a good student-teacher interaction in the course.	83	6.4	10.6
3. The students had cooperative relationships with each other.	40.4	31.9	27.7
4. A variety of activities was used in the course.	40.4	12.8	46.8
5. The teacher was teaching in an interesting way.	70.2	12.8	17
6. It was easy to follow the teacher.	80.8	12.8	6.4
7. The teacher's instructions were clear.	80.9	14.9	4.2
8. The teaching methodology of the teacher was effective in our learning.	68.1	19.1	12.8
9. The teacher was encouraging us to participate in the lessons.	76.6	8.5	14.9
10. The teacher used audio-visual aids (OHP, video, tape-recorder, etc.) effectively in the lessons.	6.4	19.1	74.5
11. The teacher was using the board effectively.	61.7	19.1	19.2
12. The teacher was giving equal attention to all students in the class.	59.7	27.7	12.8
13. The teacher corrected our mistakes in an effective way.	66	16.9	17.1
14. I preferred to work individually in class.	29.8	12.8	57.4
15. I preferred to work with (a) partner(s) in class.	61.7	17	21.3
16. I used only English in class.	59.6	23.3	17.1
17. The lessons were taught in an interesting way.	55.3	14.9	29.8
18. Other students helped me to learn in this course.	27.6	21.3	51.1
19. The teacher helped me to learn in this course.	68.1	19.1	12.8
20. The teacher was giving sufficient feedback on our performance.	55.3	25.5	19.1
21. The students were giving sufficient feedback on each other's performance.	23.4	23.4	53.2

Finally, when the students were asked to list the most useful aspects of the course in improving their grammar, the most frequently given responses were: doing exercises in the book (25.5%), teacher's methodology (23.4%), book (21.3%), explanations (19.1%), writing our own examples on the board (6.4%), etc.

In the student interviews, contradictory comments were made regarding the activities and exercises done in the course. Two of the students thought that the activities were useful and enjoyable. However, the third student argued that the exercises were not useful after a certain point because they turned to be mechanical and they were based on memorization.

Regarding the teacher and student roles, two of the three students stated that the conduct of the lessons was sometimes student-centered and sometimes teacher-centered. On the other hand, the third student argued that it was more student-centered because the teacher got students, one by one, to give examples related to the grammar point under consideration.

As in the other courses, the students taking this course (i.e. ELT 127) reported not having variety in terms of activities and exercises. They said they did same kinds of activities: writing sentences or examples on the board or doing the exercises in the course book. On the contrary, the course instructor (Teacher A) believed that he did provide variety although, he said, it was not absolute or perfect variety. His response to the question “Do you believe that you provided variety in terms of activities/tasks?” was:

I think I do. But I can not say absolutely. There is no perfection, there is always something missing and after this course we usually say that so next year I think I should do this and this and this.
(Teacher A)

With respect to the roles in the classroom, like the students, the course instructor declared that they, he and the students, worked together and did things together. He believed that he was one of them (i.e. students).

Finally, when he was asked to evaluate the effectiveness of the overall teaching-learning process in ELT 127, he responded saying “there is no psychometric device to measure effectiveness; there is always something missing”.

English Grammar II (ELT 128)

In the course evaluation questionnaire, students indicated teacher lecture, whole class feedback sessions on exercises, and teacher correction, respectively, as the most frequently used methods in the classroom. However, they stated that video

and tape sessions were not used, and methods like games, role-plays and projects were the least frequently used ones. These results were parallel to the results obtained in ELT 127 course evaluation questionnaires.

The results regarding the students' evaluation of some aspects of the teaching-learning process show that 'clarity of the teacher's instructions' (97.7% SA and A), 'easiness to follow the teacher' (95.3% SA and A), 'good student-teacher interaction in the course' (93% SA and A), 'teacher's encouraging students to participate in the lessons' (93% SA and A), and 'the teacher's effective way of correcting mistakes' (90.7% SA and A), were the most effective aspects of the teaching-learning process in the course. On the other hand, to the items 'the students were giving sufficient feedback to each other's performance' (37.2% SA and A), and 'other students helped me to learn in this course' (51.2% SA and A), the students expressed comparatively lower percentages of agreement. Also, only 60.5% of the students agreed that there was variety in the course in terms of activities; 18.6% were 'not sure' and 20.9% disagreed. Finally, the lowest percentage of agreement was obtained for the item related with the effective use of audio-visual aids by the teacher in the lessons: only 20.9% of the students agreed with this whereas 60.5% disagreed and 18.6% were 'not sure'.

Lastly, the students' responses to the question about the most useful aspects of the course in improving grammar were as follows: doing exercises/practice (27.9%), course books (25.6%), teacher's methodology and explanations (23.3%), explanations of the rules in the book (23.3%), writing our own examples on the board (4.7%), etc.

With regard to the activities and exercises done in the course, all three students made positive comments. For example, one of the students briefly said the activities were good. The other student believed that they were both enjoyable and useful. He claimed that everything they did had an aim and all the activities went very well. The third student declared that especially students' writing their own examples on the board before the rules were discussed and explained in the classroom, was really a good way of teaching; she said it was very effective.

To evaluate student-teacher relationship in the course, all three students used the statement “we were like friends”. One of them further stated that it was a very good, relaxed and close relationship.

When the students were asked to evaluate the course conduct in terms of variety of activities and tasks, as in ELT 127, all three students stated that there was not variety in the lessons; they were doing same types of activities. They reported following the course book generally. The course instructor’s (Teacher C) views concerning variety matched exactly with those of the students. He also declared that there was not variety in terms of tasks and activities.

Regarding the teacher and student roles, the course instructor said he was not the authority in the classroom. He believed that he was the person in the classroom who helped students when they needed help.

Last of all, when the course instructor was asked whether or not the conduct of the lessons was effective, he said “for me yes, it is very subjective because students can better answer this question”.

4.2.3.5 Overall

In all the language improvement courses, generally students expressed positive opinions about teaching-learning process, i.e. course conduct. However, the common problem articulated by the students was that there was not much variety in terms of exercises, activities and tasks in the lessons. Also, students believed that the use of audio-visual aids in the lessons by the teachers was not effective. Finally, except for ELT 221, the students evaluated teacher-student relationship very positively, but they argued that student-student interaction was less effective in the courses.

In *Oral Communication Skills* courses, teacher lecture and student presentations were the most frequently used methods. In both courses, the students evaluated the teaching-learning process positively whereas the course instructors thought that the teaching-learning process was effective to a certain extent; it was 50-60% effective. In both courses, the students considered presentations and video sessions the most effective methods. Finally, the course instructors and the students

in both courses argued that there was a friendly and equal student-teacher relationship in the classrooms.

In the *Reading Skills I and II*, teacher lecture, whole class feedback sessions on exercises and teacher correction were the most frequently used methods in the lessons. In both courses, the students expressed highly positive opinions about the issues related to the teacher while expressing less positive attitude toward issues concerning student-student interaction. On the other hand, the course instructors' evaluations of the teaching-learning process were in contradiction in two courses such that while the instructor of ELT 123 thought that the teaching-learning process was not effective, the instructor of ELT 124 considered it effective. Furthermore, contrary to the results in ELT 123 and ELT 124, the students enrolled in ELT 221 stated that the course instructor's way of teaching was not interesting and there was little relationship between the teacher and the students; the lessons were teacher-centered mostly. Lastly, the students in all three reading courses argued that there was not much variety in the lessons. The instructors of ELT 123 and ELT 221 pointed out this problem of lack of variety as well, but the instructor of ELT 124 claimed that there was a lot of variety in her lessons.

In the *Writing Skills* courses, teacher lecture, homework/assignment, silent individual work, teacher correction and self correction were the most frequently used methods. Except for the issues related to student-student interaction, the students expressed highly positive opinions about the teaching-learning process in all three courses. Similarly, the course instructors of all three courses evaluated the teaching-learning process positively and they argued that it was effective. Also, both the course instructors and the students stated that there was a good, balanced, close and equal student-teacher relationship in the writing courses. Finally, the students in ELT 125 and ELT 126 said there was not much variety in terms of activities but that was not boring, and the students in ELT 222 stated that there was variety in terms of topics but not in terms of activities.

Last of all, in *English Grammar* courses, excluding issues concerning variety in terms of activities, student-student interaction and use of audio-visual aids, the students expressed highly positive opinions about the teaching-learning process. The students reported that whole class feedback sessions on exercises, teacher lecture

and teacher correction were the widely used methods in the grammar lessons. In addition, the students argued that doing exercises, i.e. practice, was very useful for them. Both the teacher and the students evaluated teacher-student relationship in the courses very positively. They stated that it was both teacher and student centered. Finally, the students complained about not having a variety of exercises and activities in the lessons. While the instructor of ELT 128 supported students' argument, the instructor of ELT 127 argued that there was variety in his lessons.

4.2.4 Student Assessment

This section presents the results related to the evaluation of 'student assessment' component of the language improvement courses by teachers and students. Evaluative data obtained through different sources, namely course evaluation questionnaires, and teacher and student interviews were combined and presented together.

4.2.4.1 Oral Communication Skills

Oral Communication Skills I (ELT 121)

In the course evaluation questionnaires, majority of the students expressed positive attitudes toward issues concerning assessment in ELT 121. The results are summarized in Table 4.20.

Table 4.20 Students' opinions about assessment in ELT 121 (in percentages)

	SA &A	NS	D& SD
1. We were assessed on the things we practiced in the lessons.	78.4	8.1	13.5
2. Before our presentations, everything was clear about what we were expected to do in the presentations.	94.6	0	5.4
3. The directions on the tests were clear.	91.9	5.4	2.7
4. We were informed about the evaluation criteria before our presentations.	81.1	13.5	5.4
5. The test questions (i.e. listening test) were difficult.	27	27	46
6. The test results demonstrate my actual proficiency / ability in listening skills.	62.2	24.3	13.5
7. The presentation results demonstrate my actual proficiency / ability in speaking skills.	59.5	16.2	24.3
8. My listening skills have been correctly measured in the course.	54.1	37.8	8.1

Table 4.20 (continued)

	SA &A	NS	D& SD
9. My speaking skills have been correctly measured in the course.	54.1	32.4	13.5
10. The grading was fair.	75.7	18.9	5.4
11. HW/assignments were relevant to the course aims.	78.4	13.5	8.1
12. My performance in this course was good.	54.1	37.8	8.1
13. I received sufficient feedback on my performance in the presentations.	67.6	13.5	18.9
14. I received sufficient feedback on my performance in the tests.	64.9	21.6	13.5

The results presented in Table 4.20 show that the students expressed higher degrees of agreement with the issues concerning being informed about the expected performance before the presentations (94.6% SA and A), clarity of the directions on the tests (91.9% SA and A), and being informed about the evaluation criteria before the presentations (81.1% SA and A). On the other hand, as to the correct measurement of their listening and speaking skills, they expressed comparatively less agreement. To illustrate, only about half of the students (54.1%) agreed that their listening and speaking skills were measured correctly; 37.8% of them were ‘not sure’ whether or not their listening skills were measured correctly, and 32.4% were ‘not sure’ about the correct measurement of their speaking skills. Similarly, only 54.1% of the students considered their performance in the course ‘good’ whereas 37.8% were ‘not sure’ and 8.1% were not happy about their performance in the course.

When the students were asked to evaluate the effectiveness of each measurement tool in the course, they identified ‘listening exams’ as the most effective assessment tool (83.8% SA and A). ‘Presentation’ (75.7% SA and A), ‘participation’ (70.3% SA and A), ‘reading aloud in the final exam’ (62.2% SA and A), and ‘interview in the final exam’ (56.8% SA and A) followed ‘listening exams’, respectively. The results reveal that students believed in the effectiveness of the final exam less compared to their degree of belief in the effectiveness of other assessment tools.

In the interviews, all three students argued that what was done in the lessons and what was required in the exams or assignments were related or parallel. In other

words, the students reported being tested on the things they had done in the classroom. Regarding the assessment tools, two of the three students believed that they measured their performance correctly. However, the third student thought that presentations were not good because they did not reflect his actual performance. The other two students stated that the exam and presentation results reflect their actual performance.

On the other hand, two of the three students stated that they are not satisfied with their performance in the course. One of them said, “I am not satisfied because my speaking hasn’t improved much because of lack of practice”, and the other one stated, “my performance could have been better”. The third student, however, believed that her listening and speaking skills improved with the help of the course.

The course instructor’s (Teacher A) evaluation of the assessment tools was as follows:

I am not feeling confident in saying that my assessment was very objective. So, although I did try my best, although we did identify with my colleagues earlier on certain points, specific points and you know saying well this is going to be important in the assessment, should be graded in this way, still I am feeling that I was not really very objective. These kinds of things, have specially to do with tests, speaking, oral, oral speech is very subjective. Maybe we need to be trained in this way. The scoring was problematic. For example, content is given this much point for example, organization this much, pronunciation or things like that. But how objective was I when I was giving these scores, I really don’t feel so confident that I was really objective. (Teacher A)

Similarly, his response to the question “To what extent do the assessment results reflect your students’ actual performance in listening and speaking?”, he responded as “Do I have the option of not answering this question? I don’t know, it is not satisfactory I should say”.

Finally, the course instructor stated that there was some improvement in his students’ listening and speaking skills but he added that this was not to the extent it should have been.

Oral Communication Skills II (ELT 122)

The results of the course evaluation questionnaires concerning course assessment, which are summarized in Table 4.21, reveal that as in ELT 121, the majority of the students expressed positive attitudes toward the issues related to assessment in ELT 122. Parallel to the results obtained in ELT 121, the students expressed higher degrees of agreement with the issues concerning being informed about the expected performance before the presentations (95.1% SA and A), clarity of the directions on the tests (95.1% SA and A), and being informed about the evaluation criteria before the presentations (95.1% SA and A). Moreover, majority of the students agreed or strongly agreed with other issues like the relevancy of homework and assignments to the course aims (92.7%), parallelism between what had been done in the lessons and the things students were assessed on (87.8%), fairness of grading (85.4%), etc.

On the other hand, the students expressed lowest agreement with the issues related to the measurement of their listening skills. To illustrate 53.7% of the students believed that their listening skills were measured correctly whereas 31.7% were ‘not sure’ and 14.6% of them did not think that their listening skills were measured correctly. Also while 61% of the students argued (SA and A) that the test results demonstrate their actual performance in listening skills, 26.8% of them were ‘not sure’ and 12.2% did not agree with that. In brief, students expressed a bit more positive attitudes toward the issues related to assessment in the course in ELT 122 than they did in ELT 121.

Table 4.21 Students’ opinions about assessment in ELT 122 (in percentages)

	SA &A	NS	D &SD
1. We were assessed on the things we practiced in the lessons.	87.8	4.9	7.3
2. Before our presentations, everything was clear about what we were expected to do in the presentations.	95.1	2.5	2.4
3. The directions on the tests were clear.	95.1	2.5	2.4
4. We were informed about the evaluation criteria before our presentations.	95.1	2.5	2.4
5. The test questions (i.e. listening test) were difficult.	24.4	31.7	43.9
6. The test results demonstrate my actual proficiency / ability in listening skills.	61	26.8	12.2

Table 4.21 (continued)

	SA &A	NS	D &SD
7. The presentation results demonstrate my actual proficiency / ability in speaking skills.	65.9	19.5	14.6
8. My listening skills have been correctly measured in the course.	53.7	31.7	14.6
9. My speaking skills have been correctly measured in the course.	65.9	24.3	9.8
10. The grading was fair.	85.4	12.2	2.4
11. HW/assignments were relevant to the course aims.	92.7	2.4	4.9
12. My performance in this course was good.	80.5	12.2	7.3
13. I received sufficient feedback on my performance in the presentations.	85.4	7.3	7.3
14. I received sufficient feedback on my performance in the tests.	82.9	7.3	9.8

With regard to the evaluation of the effectiveness of each measurement tool in the course, the students specified ‘project’ as the most effective assessment tool 87.8% SA and A). ‘Presentation’ (85.4% SA and A), ‘participation’ (82.9% SA and A), and ‘listening exam’ (65.9% SA and A) followed ‘project’, respectively. While ‘listening exam’ was perceived to be the most effective measurement tool in ELT 121, it was thought to be the least effective one in ELT 122.

The results of the student interviews reveal that the classroom practice and the evaluation were parallel or related to each other. All three students agreed upon this direct relationship between the two.

Regarding the evaluation of assessment tools, all three students made positive comments like “they were sufficient”, “they were measuring correctly”, and “there was variety in terms of assessment tools”. Moreover, all the students reported that the assessment results reflected their actual performance. More specifically, one of them said “You can see how much points were given for what, there is proof so nobody can oppose the results”, while the other said “They were fair”.

Finally, during the interviews all three students reported being satisfied with their performance in the course. On the other hand, while two of the students believed that their listening and speaking skills improved, the other student argued that not listening but his speaking skills improved.

When the course instructor (Teacher B) was asked to evaluate the tools of assessment used in ELT 122, she first said they worked to the benefit of the students because they were subjective, although the teachers tried to make them as objective

as possible, and they did not evaluate the students' overall performance. To explain this, she made the following comments:

It wasn't an overall evaluation of the students such there were some extracts that they listened to, in the listening exams, but of course we also have participation marks and we tried to evaluate the overall performance of the students in the class, but some poor students got higher marks than one expected because they studied really hard, they worked really hard for the presentations and they got higher marks in the presentations, but when you looked at their overall performance, they were not as good as some other native speakers. But there was another aspect in this course; some native speakers depending on their English did not prepare well for the presentations and did not do as well as I mean as good as they were expected. (Teacher B)

Parallel to students' beliefs, the course instructor also thought that the assessment results reflect her students' actual performance. She said:

When I looked at my marks, I suspected that they did not reflect their actual performance but I found that the marks, the last grades, the final grades did reflect their performance or their abilities in English. But of course, some students achieved better just because they worked really hard, and because we sort of evaluate the achievement, I think that was right. (Teacher B)

Lastly, the course instructor's comments regarding the students' performance in the course match with those of some students. Upon the questions "Are you satisfied with your students' performance/success in this course? Have their listening and speaking skills improved as you had expected?", she responded as:

They could have been improved better but with some students I noticed very observable improvement in their language proficiency, and I also talked to some of those students and they said that they benefited from the course quite a lot and that they found that they had improved their English. So I think the course did benefit the students to a certain extent but it depended on how much the students would like to get out of the course and would like to you know put into the course. Those students who did put into the course and who did want to benefit from the course did really benefit from it. But the other students who were there just to get

marks but nothing else did not benefit from it; so it just depends on the students' motivation as well. (Teacher B)

4.2.4.2 Reading Skills

Reading Skills I (ELT 123)

In the course evaluation questionnaire, the students were asked to evaluate assessment in ELT 123 by expressing their opinions about certain issues. The results obtained are summarized in Table 4.22.

Table 4.22 Students' opinions about assessment in ELT 123 (in percentages)

	SA &A	NS	D &SD
1. We were assessed on the things (i.e. skills) we practiced in the lessons.	85.4	4.9	9.7
2. Before the tests, we were given information about the scope of the tests.	92.7	4.9	2.4
3. The directions on the tests were clear.	90.2	7.4	2.4
4. The materials we used in the lessons and the test materials were similar in terms of difficulty level.	78	7.4	14.6
5. The test questions were difficult.	48.7	22	29.3
6. The quiz results demonstrate my actual proficiency / ability in reading skills.	31.7	39	29.3
7. The exam results demonstrate my actual proficiency / ability in reading skills.	43.9	39	17.1
8. My reading skills have been correctly measured in the course.	53.7	34.1	12.2
9. The grading was fair.	85.4	4.9	9.7
10. HW/assignments were relevant to the course aims.	87.8	7.3	4.9
11. My performance in this course was good.	45	37.5	17.5
12. I received sufficient feedback on my performance in the assignments.	68.3	24.4	7.3
13. I received sufficient feedback on my performance in the quizzes.	61	29.3	9.7
14. I received sufficient feedback on my performance in the exams.	73.2	14.6	12.2

The results in Table 4.22 show that the students expressed higher degrees of agreement with the issues concerning being informed about the scope of the exams before the exams (92.7% SA and A), clarity of the directions in the tests (90.2% SA and A), relevancy of homework and assignments with the course aims (87.8% SA and A), parallelism between what had been done in the lessons and what was asked in the exams (85.4% SA and A), and fairness of grading (85.4% SA and A). On the other hand, the students did not agree much that the quiz or exam results demonstrate their actual performance. For instance, 31.7% of the students agreed

that the quiz results demonstrate their actual performance, but 39% were ‘not sure’ and 29.3% disagreed. Similarly, 39% of the students were ‘not sure’ whether or not the exam results demonstrate their actual performance. Finally, only 45% of the students believed that their performance in the course was good; 37.5% of them were ‘not sure’ and 17.5% did not agree that their performance was good.

As to the evaluation of the effectiveness of each assessment tool, the results, which are summarized in Table 4.23, show that the students thought that homework or assignment tasks and participation were more effective ways of measuring their performance in the course than the exams (i.e. quizzes, midterm and final exams).

4.23 Students’ opinions about the effectiveness of assessment tools in ELT 123 (in percentages)

	SA &A	NS	D &SD
Homework/Assignment (Fun reading tasks)	75.6	17.1	7.3
Midterm Exam	68.3	26.8	4.9
Quizzes	63.4	24.4	12.2
Participation	75.6	9.8	14.6
Final exam	57.5	27.5	15

In the course evaluation interviews, two of the three students reported that what was required in the exams or assignments and what they did in the classroom were parallel to each other, and they were at the same level. However, one of the three students stated that although they were parallel, exams were more difficult.

In their evaluation of the assessment tools used in the course, all three students made negative comments like:

Student 1: They don’t measure correctly. It is like OSS exam, your performance depends on your psychology on that day, though it also depends on your knowledge, ability.

Student 2: We should also be tested on reading aloud.

Student 3: The tools should have been more difficult.

In addition, two of the three students argued that the assessment results reflected their actual performance whereas the third one claimed that they did not.

On the other hand, all three students reported not being satisfied with their performance in the course. They believed that their reading skills did not improve because of this course. To illustrate, one of the students said “Now I am like as I was in the high school, no change”.

In his evaluation of the assessment tools, the course instructor (Teacher C) said he was not happy about those tools. He explained that they used the same technique, just giving a passage or two passages and asking questions related to it or them.

Like some of the students, the course instructor believed that the assessment results did not reflect his students’ actual performance. He made a strong comment like: “I wouldn’t advise people to rely very much on my marks although they agree with students’ other marks”.

Finally, upon the questions “Are you satisfied with your students’ performance/success in this course? Have their reading skills and vocabulary improved as you had expected?” the response of the course instructor was as the following:

If the student does not know what he is expected to do, what he does in the classroom, what he learns, it’s very unrealistic to believe that the students will be highly proficient or will show the real performance. Students’ readiness is very important. Students were not ready to face the things I used to do in the classroom because they expected me to do something different. But, when I began with literature viewpoint, they did not know what we were doing in the classroom, they had no clear idea. Some students, they changed a lot, they learnt how to read or how to approach, how to see different things, how to maybe to come up with a question. But, for 60 or 50% of my students, it was very different. (Teacher C)

Reading Skills II (ELT 124)

In the questionnaire, generally students expressed positive attitudes toward various issues related to assessment in ELT 124. The results are summarized in Table 4.24 below:

Table 4.24 Students' opinions about assessment in ELT 124 (in percentages)

	SA &A	NS	D &SD
1. We were assessed on the things (i.e. skills) we practiced in the lessons.	82.5	7.5	10
2. Before the tests, we were given information about the scope of the tests.	100	0	0
3. The directions on the tests were clear.	95	2.5	2.5
4. The materials we used in the lessons and the test materials were similar in terms of difficulty level.	90	7.5	2.5
5. The test questions were difficult.	50	27.5	22.5
6. The assignment/homework results demonstrate my actual proficiency / ability in reading skills.	80	15	5
7. The exam results demonstrate my actual proficiency / ability in reading skills.	67.5	17.5	15
8. My reading skills have been correctly measured in the course.	72.5	17.5	10
9. The grading was fair.	85	10	5
10. HW/assignments were relevant to the course aims.	95	5	0
11. My performance in this course was good.	72.5	25	2.5
12. I received sufficient feedback on my performance in the assignments/projects.	80	12.5	7.5
13. I received sufficient feedback on my performance in the journal.	77.5	17.5	5
14. I received sufficient feedback on my performance in the exams.	72.5	20	7.5

The results demonstrate that students agreed with almost all the issues regarding assessment in ELT 124 in high percentages (above 70% SA and A). The lowest percentage of agreement was with the item 7, 'the exam results demonstrate my actual performance/ability in reading skills'.

With respect to the evaluation of assessment tools, students specified 'projects/assignments' (87.5% SA and A) as the most effective tool in measuring their performance in ELT 124. 'Midterm exam' (80% SA and A), 'journal' (77.5% SA and A), 'participation' (75% SA and A) and 'final exam' (72.5% SA and A) followed 'projects/assignments' respectively.

In the interviews, two of the three students said the classroom practice and the evaluation were parallel in ELT 124. The third student, however, argued that the texts done in the classroom were easier and the ones given in the exams were longer and more difficult, but in terms of tasks and questions, the evaluation and the classroom practice were parallel.

In their evaluation of the assessment tools, two of the students stated that the assessment tools used in the course were effective, and they measured their reading skills correctly. Their comments were as:

Student 1: The teacher was giving the text before the exam, this was good. If the passages were not long, it wouldn't be nice to give them before. The methods used were good, effective.

Student 2: Journals and HW do measure correctly, because we read and do these, the exams as well. They do measure effectively.

On the other hand, the third student believed that the assessment tools did not measure correctly, and he explained the reason as: "maybe I can't concentrate well when I read during the exam, I can concentrate better when I read it at home".

When the students were asked "To what extent do the assessment results reflect your actual performance?" two of them said they did not reflect whereas the third student said "although not exactly, they do reflect to a great extent". One of the two students explained the reason as: "They don't measure I think. Even though I understood the text, I couldn't answer some questions because I didn't know what we were expected to do exactly, for example outline".

Regarding the satisfaction with their performance in the course, all three students stated that they were not satisfied with their performance although their reading skills improved.

In her evaluation of the assessment tools, the course instructor (Teacher D) argued that they were effective, and she explained the reason as:

... because it wasn't only one midterm and one final; they had different projects, for example like looking in the projects part like looking the graphic organization of the text structures, and it was a time consuming task and I had to give them some credit for that. And actually that was part of my evaluation because you know knowing the text structures is a major thing to comprehend the text; it's really helpful. And participation was very low you know but still it was in my evaluation. And journals, that was the major part of my course because every single week they had to read a different text and write a response journal. (Teacher D)

More specifically, she made positive comments regarding the exam technique she used in the course.

They were very happy with the exam technique that I used. I was giving them the text ahead of time. It's been a while that I am doing some research in this area, I always see some of the students, sometimes they freeze in the exam when they see the text and they can not do well. My intention is not like you know just giving them the text in the exam and leaving them in that situation, it's like helping them to learn and understand what they read and try to help them to understand as much as they can, and I give them longer text and I give the text ahead of time and I give them the opportunity to study and come to the exam, but I don't let them to use the same text, I provide them a different one, a new one, a clean one, because sometimes students write every single thing, vocabulary, words, so that helps them a lot. That was really relaxing, this is what they said because I also asked them about it and they said that it was a great idea, it helped us to lower our anxiety and panic because we get familiar to the text, and we learn more because in the exam you just try to solve the tasks and we don't pay much attention to the text, but here we had the opportunity to learn it, to digest it before the exam, so we were more relaxed. But it didn't mean that the exam was going to be an easy one, it was just the regular exam but the text was given to the students ahead of time, like about two weeks or ten days before the exam. (Teacher D)

When the course instructor was asked about the extent to which the assessment results reflected her students' actual performance in reading, she made the following comment.

I got little bit suspicious about their response journals, because I see the reading text that they read and the response journal, but I can not be hundred percent sure whether they read the text or not even though they write their comments and I can not be sure whether those comments are their own comments. So, I don't know maybe we can try some other things like some other ways of doing response journals but you really can not force them to read, and this is a long task and you really can not do the journals in the classroom so that's why I can't offer it as a solution to do the response journals in the class. (Teacher D)

Finally, the instructor reported being partly satisfied with her students' performance in the course. She said, she observed a great difference in some students.

Advanced Reading Skills (ELT 221)

The results related to the evaluation of ‘assessment in ELT 221’ are summarized in Table 4.25. Overall, the results reveal that, compared to the students enrolled in the two previous reading courses, students taking ELT 221 expressed less positive attitudes toward issues related to assessment in the course.

Table 4.25 Students’ opinions about assessment in ELT 221 (in percentages)

	SA &A	NS	D &SD
1. We were assessed on the things (i.e. skills) we practiced in the lessons.	84.6	5.1	10.3
2. Before the tests, we were given information about the scope of the tests.	76.9	10.3	12.8
3. The directions on the tests were clear.	76.9	15.4	7.7
4. The materials we used in the lessons and the test materials were similar in terms of difficulty level.	64.1	15.4	20.5
5. The test questions were difficult.	23.1	28.2	48.7
6. The exam results demonstrate my actual proficiency/ ability in reading skills.	23.1	20.5	56.4
7. My reading skills have been correctly measured in the course.	28.2	33.3	38.5
8. The grading was fair.	53.8	30.8	15.4
9. HW/assignments were relevant to the course aims.	84.6	5.1	10.3
10. My performance in this course was good.	48.7	35.9	15.4
11. I received sufficient feedback on my performance in the assignments.	46.2	26.5	28.3
12. I received sufficient feedback on my performance in personal reading.	46.2	20.5	33.3
13. I received sufficient feedback on my performance in the exams.	46.2	23.1	39.7
14. I received sufficient feedback on my performance in the journal.	64.1	10.3	25.6

The results in Table 4.25 show that students agreed with the issues concerning parallelism between the exams and the lessons, being informed about the scope of the exams before they were given, and the relevancy of homework or assignments with the course aims more. On the other hand, majority of the students (56.4% D and SD) did not believe that the exam result demonstrate their actual performance in reading skills. They also did not think that their reading skills had been correctly measured in the course. Moreover, the students expressed lower degrees of agreement with the issues related to the sufficiency of the feedback they received on their performance in the assignments, personal reading, and the exams (46.2% SA and A).

Regarding the evaluation of the tools of measurement used in the course, the results obtained are summarized in Table 4.26 below.

Table 4.26 Students' opinions about the effectiveness of assessment tools in ELT 221 (in percentages)

	SA &A	NS	D &SD
Homework/Assignment	84.6	10.3	5.1
Midterm Exam	61.5	12.8	25.7
Journal	71.8	10.3	17.9
Participation & attendance	64.1	15.4	20.5
Final exam	48.8	33.3	17.9
Personal reading	69.3	12.8	17.9

As in the previous reading courses, students thought 'homework/assignment' was the most effective measurement tool. This was followed by 'journal', 'personal reading' and 'participation and attendance'. The results show that exams were thought to be less effective tools of measurement, compared to non-exam or alternative ways of assessment.

During the interviews, all three students stated that what was required in the exams and assignments was closely related or parallel to what had been done in the lessons. In other words, the students said they were assessed on the things they had covered in the classroom.

In their evaluation of the assessment tools, they all said the assessment methods were good and correct ways of measuring reading skills. For example, one of the students made a detailed comment regarding this issue:

The assessment methods, exams, HW, are correct ways to measure reading skills. The way our reading measured in the exams was correct, good. Maybe, some points could be cut off the exams and given to in-class performance. This is also good for cross checking the exam results; it helps to understand for example if students have cheated during the exam, because as the teacher has idea about students' actual performance, she or he can cross check the exam results with in-class performance.

When they were asked the question “To what extent do the assessment results reflect your actual success/performance?” the students made the following comments:

Student 1: They do reflect, but sometimes I lose marks not because of my reading but because of my grammar (spelling) mistakes.

Student 2: In terms of reading skills, they reflect exactly. But, in terms of vocabulary, because of the teacher’s instructions, I couldn’t do vocabulary questions even though I could have done them. Because of this, I don’t believe that they reflect my performance in terms of vocabulary knowledge.

Student 3: They do not. I understood the text but because the questions were very tricky (on purpose), all the grades were lower than the students had expected.

With respect to satisfaction with their grades, the students gave different responses.

Student 1: My vocabulary has improved but I can’t say the same thing for my reading skills. Everything (all reading) was done for answering the questions following the texts. If we had read more books, I could have improved more.

Student 2: I am satisfied with my effort but I didn’t get the grade from the exam as I had expected. My reading skills have improved but my vocabulary could have improved more; I am not at the same point as I started, I have improved to some extent but it could have been better.

Student 3: Maybe successful in the classroom, but not much in the exams. I think that the grades I got from the exams do not reflect the reality much. We already had reading skills. I don’t believe that our vocabulary skills have improved as well because we just did memorization.

When the course instructor (Teacher E) was asked to evaluate the tools of assessment used in ELT 221, she said that the exams, midterm and final exams, measured students’ reading skills, and they were in line with the course objectives. However, she added that she had doubts about the effectiveness of having ‘participation and attendance’, ‘journal writing’ and ‘homework’ as ways of assessment in measuring students’ reading skills. The instructor claimed that these

have no relationship with reading skills. To sum up, the course instructor believed that midterm and final exams were effective ways of measuring students' reading skills, but the other components of evaluation were not, which was in contradiction with students' beliefs.

In addition, the course instructor believed that the assessment results reflected students' actual performance in reading to a great extent. Last of all, the course instructor said most of her students did not show the performance which must have been shown by students who had finished advanced reading course. She claimed that even though some students did not improve in reading skills, they were able to pass the course because they had attended the classes regularly and they had done their homework on time. She concluded her comment saying that these students would not take another reading course, but they were not ready for that.

4.2.4.3 Writing Skills

Writing Skills I (ELT 125)

The results of ELT 125 course evaluation questionnaire (summarized in Table 4.27) reveal that generally the students had positive attitudes toward the issues related with assessment in the course.

Table 4.27 Students' opinions about assessment in ELT 125 (in percentages)

	SA &A	NS	D &SD
1. We were assessed on the things (i.e. skills) we practiced in the lessons.	92.7	0	7.3
2. Before the tests, we were given information about the scope of the tests.	90.3	7.3	2.4
3. The directions on the tests were clear.	92.7	7.3	0
4. The materials we used in the lessons and the test materials were similar in terms of difficulty level.	90.2	9.8	0
5. The test questions were difficult.	17.1	34.1	48.8
6. The assignment/homework results demonstrate my actual ability/proficiency in writing skills.	70.7	19.5	9.8
7. The exam results demonstrate my actual ability/proficiency in writing skills.	53.6	29.3	17.1
8. My writing skills have been correctly measured in the course.	70.8	26.8	2.4
9. The grading was fair.	92.7	7.3	0
10. HW/assignments were relevant to the course aims.	97.6	0	2.4
11. My performance in this course was good.	65.8	29.3	4.9
12. I received sufficient feedback on my assignments.	78	14.6	7.3
13. I received sufficient feedback on my class work.	80.5	14.6	4.9
14. I received sufficient feedback on my performance in the exams.	80.5	14.6	4.9

The results in Table 4.27 show that students expressed comparatively less agreement with the issues concerning the correct measurement of their writing skills. For instance, 53.6% of the students believed that the exam results demonstrate their actual ability in writing skills while 29.3% said “not sure” and 17.1% “disagreed” and “strongly disagreed”. However, 70.7% of the students believed that the assignment or homework results demonstrate their ability in writing skills. Therefore, the students expressed more positive attitudes toward assignment or homework than they did toward exams in terms of demonstrating their actual performance. On the whole, 70.7% of the students believed that their writing skills were measured correctly. Finally, 65.8% of the students considered their performance in the course good whereas 29.3% of them were ‘not sure’ and 4.9% did not think that it was good. In conclusion, except for the above mentioned issues, the students expressed highly positive attitudes toward assessment in the course.

Regarding the evaluation of each assessment tool, the students thought that ‘classwork’ was the most effective way of measuring their performance in ELT 125 (97.6% SA and A). The second most effective tool was ‘homework/assignment’ (92.7% SA and A). Midterm and final exams followed these in and out-of-class continuous ways of assessment. The results obtained are summarized in Table 4.28.

Table 4.28 Students’ opinions about the effectiveness of assessment tools in ELT 125 (in percentages)

	SA &A	NS	D &SD
Homework/Assignment	92.7	2.4	4.9
Classwork	97.6	2.4	0
Midterm 1	87.8	9.8	2.4
Midterm 2	85.4	12.2	2.4
Final exam	75	15	10

In the interviews, all three students declared that the classroom practice (i.e. what was done in the lessons) and the evaluation (what was required in the exams or assignments) were parallel in terms of both content and level of difficulty. For

example, one of the students said: "Close relationship. We were not tested on the things we hadn't covered in class. They were parallel in terms of difficulty".

Two of the students thought that the assessment tools used in ELT 125 were effective in measuring their writing skills correctly. For instance, one of them said it was very good to take into consideration not only the exams as in the high school but everything including attendance. However, the third student believed that writing skills could not be measured correctly through homework because the students might have had it done, and allocating 15% for homework was too much.

Parallel to the results presented in the previous paragraph, two of the three students stated that the exam or assignment results reflected their actual performance in writing whereas the third student argued that they did not; he added that he could have done better if he had not gotten into panic during the exams. Similarly, two of the students reported being satisfied with their performance in the course while the third one said he was not satisfied because he could have done better. However, all three students believed that their writing skills improved with the help of the course.

In her evaluation of the assessment tools in the interview, the course instructor (Teacher F) expressed positive ideas like:

They are good because there's a variety and they know that they're going to be assessed on everything, and so for that matter everything counts. So as they are aware of that, they do give a lot of importance to the out-of-class assignments as well, and they know that this is good for them because I've thought them that the more they write the better they write, and the more they read the better they read. If you can implement that into them, I think they understand it. (Teacher F)

When the course instructor was asked whether or not the assessment results, i.e. grades, reflected her students' actual performance, she said there was a good correlation between the two and the grades the students got at the end really did reflect their achievement. Then, she further explained the grading procedure she followed in the course as:

When I give the grades I never have the names, I just have the numbers and the grades, and then I go back and see who got this mark. In that way you be more objective. When I looked the name

and the letter grade, I say this is what he or she deserved. So, that's how I always do it; I never look at the name, I just have the numbers and then I total them up and give the letter grade and then I see that they correlate. For example, 84 could be an 85 or it could stay as 84, you are the judge over there. When you look at the name and say well he deserves an 85. That's how I do it because after I got all the letter grades I go back and look at the names and then say if there was no improvement then a 64 will remain as 64. If the student put all his effort into it and just got 64, to encourage that student I would give him 65. (Teacher F)

Finally, the instructor reported being satisfied with her students' performance in the course. She believed that the course helped them improve their writing skills.

Writing Skills II (ELT 126)

The results obtained in ELT 126 match with the above presented results of ELT 125. As in ELT 125, generally the students had positive attitudes toward the issues related with assessment in ELT 126. The results are summarized in Table 4.29.

Table 4.29 Students' opinions about assessment in ELT 126 (in percentages)

	SA &A	NS	D &SD
1. We were assessed on the things (i.e. skills) we practiced in the lessons.	100	0	0
2. Before the tests, we were given information about the scope of the tests.	97.7	0	2.3
3. The directions on the tests were clear.	97.7	0	2.3
4. The materials we used in the lessons and the test materials were similar in terms of difficulty level.	88.3	4.7	7
5. The test questions were difficult.	37.2	11.6	51.2
6. The assignment/homework results demonstrate my actual ability/proficiency in writing skills.	81.4	11.6	7
7. The exam results demonstrate my actual ability/proficiency in writing skills.	74.4	16.3	9.3
8. My writing skills have been correctly measured in the course.	81.4	16.3	2.3
9. The grading was fair.	90.7	7	2.3
10. HW/assignments were relevant to the course aims.	95.3	4.7	0
11. My performance in this course was good.	83.7	9.3	7
12. I received sufficient feedback on my assignments.	90.7	7	2.3
13. I received sufficient feedback on my class work.	90.7	4.7	4.6
14. I received sufficient feedback on my performance in the exams.	88.4	7	4.6

When the results are analyzed, it can be seen that students expressed comparatively less agreement with the issues concerning the correct measurement of their writing skills. This was exactly the same in the previous writing course, but the percentages of agreement were higher in ELT 126 compared to the ones in the previous writing course. For example, 74.4% (it was 53.7% in ELT 125) of the students believed that the exam results demonstrate their actual ability in writing skills while 16.3% said ‘not sure’ and 2.3% ‘disagreed’ and ‘strongly disagreed’. However, 81.4% (it was 70.7% in ELT 125) of the students believed that the assignment or homework results demonstrate their ability in writing skills. Thus, as in ELT 125, the students enrolled in ELT 126 expressed more positive attitudes toward assignment or homework than they did toward exams in terms of demonstrating their actual performance. Overall, 81.4% (it was 70.7% in ELT 125) of the students believed that their writing skills were measured correctly. To conclude, the students expressed agreement (in high percentages) with most of the issues regarding assessment in ELT 126.

The results related to the evaluation of assessment tools used in ELT 126 also match with the results obtained for the previous writing course, ELT 125. Similarly, the students specified ‘classwork/in-class assignment’ as the most effective way of measuring their performance in ELT 126 (95.3% SA and A). ‘Homework/out-of-class assignment’ (90.7% SA and A) was the second most effective measurement tool. Lastly, as in ELT 125, midterm and final exams followed in- and out-of-class assignments, i.e. continuous ways of assessment. The results obtained are summarized in Table 4.30 below.

Table 4.30 Students’ opinions about the effectiveness of assessment tools in ELT 126 (in percentages)

	SA &A	NS	D &SD
Homework/ Out-of-class assignment	90.7	2.3	7
Classwork / In-class- assignment	95.3	0	4.7
Midterm Exam	76.2	16.7	7.1
Quizzes	74.4	20.9	4.7
Final exam	74.4	16.3	9.3

The results of the student interviews reveal that the classroom practice and the evaluation in ELT 126 were parallel, as in ELT 125. All three students said they

were tested on the things they had covered in the classroom, and the difficulty level of the exam tasks was also parallel to the difficulty level of the classroom tasks.

Regarding the evaluation of the assessment tools used in ELT 126, all three students argued that they were effective and they measured their writing skills correctly. They thought that it was a good idea to have a variety of assessment tools like in-class activities, homework, and attendance and participation.

Two of the students said the assessment results reflected their actual performance exactly. However, the third student added that the results of in-class and out-of class assignments reflected her performance better than the results of the exams did. She further explained that she could not write properly under time pressure. Overall, all three students were satisfied with their performance in the course, and they believed that the course got them to improve their writing skills.

The instructor of the course (Teacher F) evaluated the assessment tools in the following way:

I can say that they were quite valid because when I looked at their totals at the end of the term, the total itself did really reflect whatever they have achieved during the term. So, for that matter, I can say that my method was correct. (Teacher F)

Like students, the course instructor claimed that the results of the exams or assignments did reflect students' actual performance. Moreover, she reported being very satisfied with her students' performance; she believed that their writing skills improved a lot, and this could be seen in their written work.

Advanced Writing Skills (ELT 222)

The results of ELT 222 course evaluation questionnaire regarding the evaluation of assessment in the course are summarized in Table 4.31. As in the two previous writing courses, the students expressed positive attitudes toward assessment in ELT 222. However, comparatively lower percentages of agreement were found as regards correct measurement of students' writing skills. To illustrate, only half of the students (50%) agreed that the exam results demonstrate their actual ability in writing skills. On the other hand, 77.1% of the students believed that the assignment results demonstrate their actual ability in writing skills. In general,

64.4% of the students believed that their writing skills were correctly measured in the course. These results were parallel to the ones which had been obtained in ELT 125 and ELT 126.

Table 4.31 Students' opinions about assessment in ELT 222 (in percentages)

	SA &A	NS	D &SD
1. We were assessed on the things (i.e. skills) we practiced in the lessons.	89.5	6.2	4.2
2. Before the tests, we were given information about the scope of the tests.	93.8	4.2	2.1
3. The directions on the tests were clear.	89.5	6.2	4.2
4. The materials we used in the lessons and the test materials were similar in terms of difficulty level.	83.4	6.2	10.4
5. The test questions were difficult.	20.8	31.3	47.9
6. The assignment/homework results demonstrate my actual ability/proficiency in writing skills.	77.1	10.4	12.5
7. The exam results demonstrate my actual ability/proficiency in writing skills.	50	27.1	22.9
8. My writing skills have been correctly measured in the course.	64.6	29.1	6.3
9. The grading was fair.	77.1	18.7	4.2
10. HW/assignments were relevant to the course aims.	95.8	4.2	0
11. My performance in this course was good.	75	18.7	6.3
12. I received sufficient feedback on my assignments.	83.3	10.4	6.3
13. I received sufficient feedback on my class work.	79.2	12.5	8.3
14. I received sufficient feedback on my performance in the exams.	70.8	16.7	12.5

The results regarding the evaluation of the effectiveness of each assessment tool were as in Table 4.32, and they show that the students considered non-exam ways of measurement like 'homework' and 'essays' more effective than the exams.

Table 4.32 Students' opinions about the effectiveness of assessment tools in ELT 222 (in percentages)

	SA &A	NS	D &SD
Homework (Portfolio)	91.7	6.2	2.1
Essays	87.5	8.3	4.2
Midterm Exam	68.8	16.6	14.6
Quizzes	85.4	10.4	4.2
Final exam	66.7	31.2	2.1

In the interviews, all three students reported that the classroom practice and the evaluation in ELT 222 were parallel to each other. In other words, the students said they were tested on the things they had done in the classroom. However, one of them added that the quizzes were very different because they were tested on the things they had not done in the classroom.

As to the evaluation of the assessment tools used in the course, the students made the following comments:

Student 1: They measure correctly. The difficulty level was good; we didn't have much difficulty.

Student 2: Exams measure correctly. HW should be given but grading of HW could not be correct sometimes, the grades could be lower than the student's actual performance.

Student 3: Our products, essays, measure the best because they are the ones which show our actual performance. Midterm, I can't say much about it. Quizzes were on the things we had already known so they were like 'free points'. In general, they were good.

Two of the three students thought that the assessment results reflected their actual performance in writing very well, but the third student stated that although exams were okay, the quizzes were not because they were actually on the things at the back of the book; they only had to do self study.

With regard to satisfaction with their performance, all three students reported that they were satisfied, and they argued that their writing skills improved due to the course.

Regarding the evaluation of the assessment tools, the course instructor (Teacher B) briefly stated that she was quite pleased with the way they evaluated their students in ELT 222. She claimed that they had a balanced marking scheme. Furthermore, the instructor said the marks or the results of the assessment tools reflected students' actual abilities and skills.

On the other hand, the instructor reported not being satisfied with the improvement her students made but with their positive approach to the course. Her comments in the interview were as follows:

I can't say that I am satisfied with the improvement they've made as I said before their English level was quite poor and sometimes it was very difficult to correct errors because some errors were fossilized as well and because they weren't very open to new ideas and they weren't ready to go and research different topics, it was difficult with their language development. But I am satisfied with my students in the sense that they were quite positive in their approach to the course and they were very receptive; they wanted to take everything that I could give them and they did improve their organization skills and essay skills. They are also aware of different kinds of essays and they can I think write different kinds of essays, maybe using very simplistic English but still with some kind of control. (Teacher B)

4.2.4.4 English Grammar

English Grammar I (ELT 127)

The questionnaire results concerning the evaluation of assessment in ELT 127 are summarized in Table 4.33 below.

Table 4.33 Students' opinions about assessment in ELT 127 (in percentages)

	SA & A	NS	D& SD
1. We were assessed on the things (i.e. grammar points) we practiced in the lessons.	89.5	8.5	0
2. Before the tests, we were given information about the scope of the tests.	78.8	12.8	6.4
3. The directions on the tests were clear.	87.4	8.5	2.1
4. The materials we used in the lessons and the test materials were similar in terms of difficulty level.	74.5	12.8	10.7
5. The test questions were difficult.	12.9	23.4	61.7
6. The quiz results demonstrate my actual proficiency in English grammar.	40.5	25.5	32
7. The exam results demonstrate my actual proficiency in English grammar.	53.3	21.3	23.4
8. My grammar knowledge has been correctly measured in the course.	51	27.7	19.3
9. The grading was fair.	80.9	10.7	6.4
10. HW/assignments were relevant to the course aims.	74.5	21.4	2.1
11. My performance in this course was good.	70.2	21.4	6.4
12. I received sufficient feedback on my performance in the assignments/homework.	55.5	25.5	17
13. I received sufficient feedback on my performance in the quizzes.	61.7	27.7	8.6
14. I received sufficient feedback on my performance in the exams.	55.4	34	8.6

The results in Table 4.33 reveal that except for the issues related to correct measurement of grammar knowledge in the course, students expressed positive attitudes toward assessment in ELT 127. For instance, only 40.5% of the students agreed with the opinion that the quiz results demonstrate their actual proficiency in English grammar, while 25.5% were ‘not sure’ about it and 32% disagreed with it. In addition, only about half of the students (53.3%) believed that the exam results demonstrate their actual proficiency in English Grammar; 21.3% were ‘not sure’ and 23.4% disagreed with it. Overall, only 51% of the students believed that their grammar knowledge was measured correctly in the course.

Parallel to the above discussed results, the students thought that the ‘midterm exam’ was the most effective way of measuring their grammar knowledge, more effective than quizzes. Participation, quizzes and the final exam followed the ‘midterm exam’, respectively. The results regarding the evaluation of the effectiveness of each measurement tool are presented in Table 4.34.

Table 4.34 Students’ opinions about the effectiveness of assessment tools in ELT 127 (in percentages)

	SA & A	NS	D & SD
Midterm exam	74.7	19.1	4.2
Quizzes	66.1	23.4	8.5
Participation	70.4	8.5	19.1
Final exam	55.4	23.4	19.2

The results of the student interviews show that the evaluation and the classroom practice in ELT 127 were parallel. The comments of the three students regarding this issue were as follows:

Student 1: There weren’t different things in the exams. The things in the exams were related to the things we did in the classroom. There was no surprise.

Student 2: In the first quiz, we were tested on tenses but although we hadn’t covered past perfect we were asked on that. This was a weakness. But in other exams, they were completely parallel.

Student 3: What was asked in the exams reflects what we did in the classroom. They were parallel. No surprise or nothing unusual or unexpected.

When the students were asked to evaluate the assessment tools used in ELT 127, one of them made a positive comment: “They were good and suitable for our level”. On the other hand, the other two students made negative comments like:

Student 1: I never believe that a person’s knowledge can be measured with an exam.

Student 2: For me they don’t measure correctly. If I make a mistake, this doesn’t mean that I don’t know that point, maybe I have made a mistake because of my situation at that moment.

In addition, two of the students argued that the assessment results reflected their actual performance whereas the third student believed that they did not. However, all three students reported being satisfied with their performance in the course. They thought that their grammar improved owing to the course, but they further said that they could have done better.

In his evaluation of the assessment tools used in ELT 127, the course instructor (Teacher A) said the methods used were effective, but there should have been more concentration on quizzes. Also, he argued that there should be more variety in the course in terms of assessment tools. For example, writing sections or project work could be added, he said.

The instructor believed that the assessment results, or grades, did not reflect his students’ actual performance. He explained the reason as:

Most of the students have performed quite well actually in the exams and when it comes to real practice, I see that our students are still having problem with regard to what to put into practice what they’ve learnt in the course. So, knowledge of the language points is something else and putting into actual use that knowledge is something else, so maybe for this reason you know we need to devise some other ways and means of testing students, assessing students. (Teacher A)

Lastly, the instructor stated that he was satisfied with his students' positive attitude to grammar. He said the students were relaxed and they seemed to be happy. He also argued that their grammar improved because of the course.

English Grammar II (ELT 128)

The results of the course evaluation questionnaire regarding the evaluation of 'assessment' component in ELT 128, which are summarized in Table 4.35, match with the results obtained in ELT 127.

Table 4.35 Students' opinions about assessment in ELT 128 (in percentages)

	SA &A	NS	D &SD
1. We were assessed on the things (i.e. grammar points) we practiced in the lessons.	95.4	2.3	2.3
2. Before the tests, we were given information about the scope of the tests.	90.7	2.3	7
3. The directions on the tests were clear.	97.7	2.3	0
4. The materials we used in the lessons and the test materials were similar in terms of difficulty level.	90.7	4.6	4.7
5. The test questions were difficult.	23.3	27.9	48.8
6. The quiz results demonstrate my actual proficiency in English grammar.	58.1	18.6	23.3
7. The exam results demonstrate my actual proficiency in English grammar.	65.1	25.6	9.3
8. My grammar knowledge has been correctly measured in the course.	69.8	20.9	9.3
9. The grading was fair.	88.4	4.6	7
10. HW/assignments were relevant to the course aims.	90.7	9.3	0
11. My performance in this course was good.	79.1	20.9	0
12. I received sufficient feedback on my performance in the assignments/homework.	81.4	11.6	7
13. I received sufficient feedback on my performance in the quizzes.	79	14	7
14. I received sufficient feedback on my performance in the exams.	79	16.3	4.7

Excluding the issues related to correct measurement of grammar knowledge in the course (items 6, 7, 8), students expressed highly positive attitudes toward assessment in ELT 128. For example, 58.1% of the students agreed with the opinion that the quiz results demonstrate their actual proficiency in English grammar, while 18.6% were 'not sure' about it and 23.3% disagreed with it. Also, 65.1% of the

students thought that the exam results demonstrate their actual proficiency in English Grammar; 25.6% were ‘not sure’ and 9.3% disagreed with it. Overall, only 69.8% of the students believed that their grammar knowledge was measured correctly in the course. To sum up, in both ELT 127 and ELT 128, students believed that exams measured their grammar knowledge better than quizzes did, but the percentages of agreement with the items concerning correct measurement of grammar knowledge were higher in ELT 128 compared to the percentages in ELT 127.

The results related to the evaluation of assessment tools used in ELT 128 are presented in Table 4.36 below.

Table 4.36 Students’ opinions about the effectiveness of assessment tools in ELT 128 (in percentages)

	SA &A	NS	D &SD
Midterm exam	88.4	4.6	7
Quizzes	69.8	18.6	11.6
Participation	83.7	11.6	4.7
Final exam	76.7	20.9	2.4

The results show that the students considered ‘midterm exam’ as the most effective assessment tool. ‘Participation’, ‘quizzes’ and ‘final exam’ followed ‘midterm exam’, respectively. To conclude, the percentages of agreement with the effectiveness of the measurement tool were comparatively higher in ELT 128 than they were in ELT 127.

As in ELT 127, during the interviews all three students reported that what was required in the exams and quizzes was parallel to what had been done or covered in the lessons.

In addition, all three students evaluated the assessment tools used in ELT 128 positively. Their comments were as follows:

Student 1: They were sufficient to measure our grammar correctly.

Student 2: They measure effectively. Quizzes, they are good I think. They are needed. Quizzes are harder than actual exams.

Student 3: They do measure correctly and fairly.

Similarly, all the students believed that the results of the exams and quizzes reflected their actual performance. One of the students explained the reason for this as: “They do reflect correctly because we were asked the things we had done in the classroom”. Finally, all the students expressed satisfaction as regards their performance in the course, and they all believed that their grammar improved due to the course.

The course instructor’s (Teacher C) evaluation of the assessment tools was as the following.

I think they were effective, because if you just have centralized exams, or just one type exam, midterm or final, they can not be very reliable. But, when you get the result as a result of four different quizzes, that can be more reliable. So, I think that to change it a bit, to add something, could be better instead of having 70% centralized exams. One midterm and one final. We have to use more sources of information to make the results more reliable. Maybe, to design production type, communicative type of tasks, to assign students to write something, to do something. In all these things indirectly measure grammar, and just more sources and more reliable is my philosophy. (Teacher C)

When the course instructor was asked about the extent to which the assessment results or grades reflected the students’ actual performance, he said the results were reliable in terms of grammar knowledge per se. He claimed that the aim was grammar per se and it was measured correctly. However, he believed that in terms of actual use of grammar, the results did not reflect the reality.

Finally, upon the questions “Are you satisfied with your students’ performance/success in this course? Has their grammar improved?”, the response of the course instructor was:

I think yes but to get complete satisfaction is not possible. You always after teaching the course think about the course and say I could have done this better, or I could have concentrated on this or that. (Teacher C)

4.2.4.5 Overall

Generally, majority of the students expressed positive opinions about assessment in all the language improvement courses. However, the results indicate that fewer students expressed positive attitude toward the issue of correct measurement of actual performance in the courses. Moreover, the students strongly argued that the assessment (what was required in the exams) and the classroom practice (what was done in the classroom) were parallel.

In *Oral Communication Skills* courses, majority of the students evaluated assessment in the courses positively. However, the students expressed comparatively less agreement (but still positive) with the idea that the listening and speaking skills were measured correctly. In ELT 121, majority of the students considered listening exams as the most effective tools of measurement whereas in ELT 122 they were considered as the least effective tools. Contrary to students' evaluations, the instructors expressed doubts about the correct measurement of the students' actual abilities. Finally, both the students and the course instructors argued that there should have been more improvement in students' speaking and listening skills; in other words, they both were not fully satisfied with the performance of the students.

In the *Reading Skills* courses, students evaluated assessment component positively. However, as in *Oral Communication Skills* courses, they expressed comparatively less positive attitude toward the issue of correct measurement of their performance. They did not believe that the assessment results exactly reflected their actual performance correctly. On the other hand, the students stated that the evaluation and classroom practice in all reading courses were parallel; that is, they were tested on the things they had covered in the classroom. The students considered homework and projects the most effective ways of measuring their reading skills in all three courses; more effective than exams. However, the instructor of ELT 221 thought that exams were better ways of measuring students' reading skills. Except for the instructor of ELT 123, who complained about not having variety in terms of assessment tools (i.e. using the same technique), the instructors of reading courses evaluated assessment tools used in the courses positively.

The results regarding the evaluation of ‘assessment’ component were the same in all three *Writing Skills* courses. Overall, both the course instructors and the students expressed positive opinions about assessment in these courses. In all the writing courses, the students reported that the evaluation and the classroom practice were parallel to each other. In addition, the students argued that in and out of class tasks (i.e. non-exam ways) were better methods or tools of assessment than exams (i.e. midterm and final) in measuring their actual writing ability.

As in the *Writing Skills* courses, the evaluations of the course instructors and the students concerning assessment in the course were same in both of the *English Grammar* courses. In general, the majority of the students evaluated the issues related to ‘assessment’ positively. However, although the students said the evaluation and the classroom practice were parallel and the assessment tools were effective, only about 50% of them agreed with the idea that their grammar knowledge was measured correctly. The course instructors, on the other hand, argued that the tools of assessment were effective but there should have been more variety in terms of assessment tools. More specifically, they stated that production based ways of assessment should have been included in the evaluation.

4.2.5 Continuity and Coherence between or among the Courses

In this section, the results related to the evaluation of continuity and coherence between or among the language improvement courses are presented. The students and the course instructors evaluated not only the relationships between or among the different levels of the same-skill courses (i.e. continuity or intra-subject relationships) but also the relationships between or among different-skill courses (i.e. coherence or inter-subject relationships). The evaluations of both groups obtained through questionnaires and interviews have been combined and presented together.

4.2.5.1 Oral Communication Skills

Oral Communication Skills I (ELT 121)

In the course evaluation questionnaires, when the students were asked whether or not there was a relationship between ELT 121 and other language

improvement courses, 62.2% of the students said ‘yes’ whereas 37.8% said ‘no’. Those students who believed that there was a relationship between ELT 121 and other language improvement courses further explained that ELT 121 helped them in other courses.

More specifically, the responses of the students regarding transfer of skills and information from ELT 121 to other courses and from other courses to ELT 121 are summarized in Table 4.37 below.

Table 4.37 Transfer of skills between ELT 121 and other language improvement courses (in percentages)

I was able to transfer/use the skills and/or information I learned in ELT 121 in:			
	Frequently	Sometimes	Never
ELT 123 Reading Skills I	27	43.3	29.7
ELT 125 Writing Skills I	18.9	59.5	21.6
ELT 127 English Grammar I	27	37.8	35.2
I was able to transfer/use the skills and/or information I learned in the following courses in/to ELT 121:			
	Frequently	Sometimes	Never
ELT 123 Reading Skills I	32.5	40.5	27
ELT 125 Writing Skills I	29.7	54.1	16.2
ELT 127 English Grammar I	48.7	35.1	16.2

The results in Table 4.37 reveal that the students used what they learnt in ELT 121 mostly in writing course (78.4% said ‘frequently’ and ‘sometimes’), and then in reading (70.3%) and grammar (64.8%) courses respectively. However, they transferred skills and information from writing and grammar courses (83.8% said ‘frequently’ and ‘sometimes’) into ELT 121 more than they did from reading course (73%).

During the interviews, one of the students said ELT 121 was related with ELT 127 because she was careful about grammar rules while speaking in ELT 121. The other student, on the other hand, stated that ELT 121 was related with all the courses because they had to speak in all the classes. Finally, the third student said he used what he learnt in one course in the others. More specifically, he stated that he transferred and used vocabulary from one course to the other.

As to the evaluation of relationship between ELT 121 and other courses, the instructor of ELT 121 (Teacher A) argued that although there was not an explicit relationship between this course and the other courses, he believed that the students naturally transferred what they learned in other courses to this course and vice versa.

Oral Communication Skills II (ELT 122)

Regarding the coherence between ELT 122 and other language improvement courses, 78% of the students reported that there was a relationship between ELT 122 and other language improvement courses, but 22% of them said ‘no’. To explain this relationship, they further stated that all the language improvement courses complemented each other, ELT 122 helped them in other courses, or they used what they learnt in other courses in ELT 122.

With regard to transfer of skills, the results obtained are summarized in Table 4.38.

Table 4.38 Transfer of skills between ELT 122 and other language improvement courses (in percentages)

I was able to transfer/use the skills and/or information I learned in ELT 122 in:			
	Frequently	Sometimes	Never
ELT 124 Reading Skills II	26.8	53.7	19.5
ELT 126 Writing Skills II	29.3	51.2	19.5
ELT 128 English Grammar II	24.4	56.1	19.5
I was able to transfer/use the skills and/or information I learned in the following courses in/to ELT 122:			
	Frequently	Sometimes	Never
ELT 124 Reading Skills II	36.5	41.5	22
ELT 126 Writing Skills II	31.7	48.8	19.5
ELT 128 English Grammar II	43.9	41.5	14.6

Based on the results in Table 4.38, 80.5% of the students stated that they did transfer skills and information (‘frequently’ or ‘sometimes’) from ELT 122 to reading, writing and grammar courses. In other words, they did transfer from ELT 122 to other three courses equally. On the other hand, the students reported

transferring from other language courses to ELT 122 in the following decreasing order: ELT 128 (85.4% ‘frequently’ and ‘sometimes’), ELT 126 (80.5%) and ELT 124 (78%). On the whole, majority of the students declared that they transferred skills among the courses, which may be the sign of coherence among the courses.

In the interviews, the students gave contradictory responses regarding the relationship between ELT 122 and other language improvement courses. To illustrate, while one of the students said there was not any relationship, the other student argued that there was a relationship and he was able to use what he learned in ELT 122 in other courses. More specifically, he said he participated more in class discussions in the other courses owing to ELT 122. Finally, the third student made a general comment regarding the coherence among all the courses: “English is a whole, all the courses are mixed up; I can’t separate them actually. I also used what I learned in the Turkish course”. Moreover, two of the three students claimed that the language improvement courses were related with each other in terms of knowledge, information and skills, but not topics or themes.

The course instructor’s (Teacher B) evaluation of the relationship between ELT 122 and other courses was as the following.

I don’t think there was. I mean there was some harmony between the teachers of this course but I didn’t know for example what the reading teacher was doing in her classroom, I didn’t know what some, I did know about one writing course because I was teaching writing, but I didn’t know about other writing course that was taught by another teacher. So, there wasn’t, or the grammar, I didn’t know what the grammar teachers were doing. There wasn’t the harmony that I wished to see between the teachers. (Teacher B)

On the other hand, with respect to continuity between ELT 121 and ELT 122, upon the question “Was there continuity between ELT 121 and ELT 122?”, 90.2% of the students said ‘yes’ and 4.9% said ‘no’. The explanations the students gave to describe this continuity were as: “They completed each other; there was building upon prior learning” (41.5% of the students) and “They went from simple to complex” (22%). More specifically, the results related to continuity between ELT 121 and ELT 122 are presented in Table 4.39 below.

Table 4.39 Students' evaluation of continuity between ELT 121 and ELT 122 (in percentages)

	SA &A	NS	D &SD
1. In ELT 122 course, we started from where we had left in ELT 121.	79.5	12.8	7.7
2. I learned new listening skills in ELT 122- ones which were different from what I had learned in ELT 121.	71.8	15.4	12.8
3. I learned new speaking skills in ELT 122- ones which were different from what I had learned in ELT 121.	84.7	5.1	10.2
4. ELT 121 & ELT 122 completed each other in terms of the listening skills taught (there was a continuity between these two courses).	77	12.8	10.2
5. ELT 121 & ELT 122 were similar courses in terms of the speaking skills taught (there was a continuity between these two courses)	82	10.3	7.7
6. ELT 121 & ELT 122 are ordered from simple to complex.	71.8	18	10.2

When the students were asked to evaluate the connection between ELT 121 and ELT 122 in the interviews, all three students said these two courses were linked, and they went from simple to complex. Their comments were as follows:

Student 1: They were linked. In the first term we did simple presentations and in the second term we did more difficult, complex presentations.

Student 2: Yes there was. We first we learnt how to do presentation, informative speech and then persuasive speech, which was more difficult. 122 was the continuation of 121.

Student 3: There was. In 121 we did a general presentation and informative presentation. In 122 the difficulty of the presentations increased, we had to do research. 122 was more difficult form of 121.

Finally, the instructor of ELT 122 was not able to evaluate the continuity between ELT 121 and ELT 122 because she had not taught ELT 121 in the previous semester.

4.2.5.2 Reading Skills

Reading Skills I (ELT 123)

In the course evaluation questionnaire, to the question “Was there a relationship between ELT 123 and other language improvement courses?” 70.7% of

the students replied as ‘yes’ and 29.3% of them said ‘no’. To explain their ‘yes’ response, 34.1% of the students stated that reading course helped them in other courses.

Table 4.40 Transfer of skills between ELT 123 and other language improvement courses (in percentages)

I was able to transfer/use the skills and/or information I learned in ELT 123 in:			
	Frequently	Sometimes	Never
ELT 121 Oral Communication Skills I	32.5	50	17.5
ELT 125 Writing Skills I	36.6	48.8	14.6
ELT 127 English Grammar I	34.1	53.7	12.2
I was able to transfer/use the skills and/or information I learned in the following courses in/to ELT 123:			
	Frequently	Sometimes	Never
ELT 121 Oral Communication Skills I	29	58.5	12.5
ELT 125 Writing Skills I	41.5	46.3	12.2
ELT 127 English Grammar I	36.5	53.7	9.8

As regards the transfer of skills and information from ELT 123 to other courses and from other courses to ELT 123, the results obtained from course evaluation questionnaire are presented in Table 4.40.

The results in Table 4.40 reveal that majority of the students transferred skills among the courses. More specifically, the students transferred skills and information between ELT 123 and ELT 127 the most. This was followed by the transfer between ELT 123 and ELT 125, and ELT 123 and ELT 121 respectively. The results in Table 4.40 can be summarized visually as follows:

Most ELT 123 → ELT 127 (87.8% ‘frequently’ and ‘sometimes’)

ELT 123 → ELT 125 (85.4%)

Least ELT 123 → ELT 121 (82.5%)

Most ELT 127 → ELT 123 (90.2% ‘frequently’ and ‘sometimes’)

ELT 125 → ELT 123 (87.8%)

Least ELT 121 → ELT 123 (87.5%)

Parallel to the results of the course evaluation questionnaires, during the interviews all three students argued that there was a relationship between ELT 123 and other language improvement courses and they gave examples to support their arguments. One of the students said they used the words they came across in the grammar course in ELT 123, so they could read and understand better. Also, they used the vocabulary they learnt in the reading course while writing in the writing course. The second student reported using the texts they read in the reading course to write paragraphs in the writing course, and developing his reading and understanding skills helped him identify and correct his mistakes better in the writing course. Similarly, the third student said reading and writing courses were related because they used the texts they read in ELT 123 to write narrative paragraphs in ELT 125. To conclude, all three students confirmed the coherence between ELT 123 and other language improvement courses offered in the same semester by giving such examples.

The course instructor (Teacher C), on the other hand, stated that he did not have any formal contact with the instructors of the other courses so that he did not know what and how they were doing in the other courses. However, he added that they were emphasizing writing skills through ‘journal tasks’ and speaking skills through class discussions in the reading lessons. To sum up, the instructor believed that ELT 123 course might not be in coherence with other language improvement courses in terms of content and course conduct.

Reading Skills II (ELT 124)

With respect to the coherence between ELT 124 and other language improvement courses, 87.5% of the students stated that there was a relationship between ELT 124 and other language improvement courses, but 12.5% of them did not think that there was such a relationship. Some of the students who said ‘yes’ further explained that reading helped them in other language improvement courses, especially in ELT 126. The others said all the language improvement courses were related with each other.

With regard to transfer of skills, the results obtained are summarized in Table 4.41, and they show that 92.5% of the students reported transferring skills and

information ('frequently' and 'sometimes') from ELT 124 to writing (ELT 126), 85% of them to ELT 122, and 80% to ELT 128. On the other hand, the students reported transferring skills and information from other language courses to ELT 124 in the following decreasing order: ELT 126 (95% 'frequently' and 'sometimes'), ELT 122 (90%) and ELT 128 (82.5%). On the whole, majority of the students claimed that they transferred skills among the language improvement courses, which can be considered as the existence of coherence among these courses.

Table 4.41 Transfer of skills between ELT 124 and other language improvement courses (in percentages)

I was able to transfer/use the skills and/or information I learned in ELT 124 in:			
	Frequently	Sometimes	Never
ELT 122 Oral Communication Skills II	35	50	15
ELT 126 Writing Skills II	35	57.5	7.5
ELT 128 English Grammar II	40	40	20
I was able to transfer/use the skills and/or information I learned in the following courses in/to ELT 124:			
	Frequently	Sometimes	Never
ELT 122 Oral Communication Skills II	47.5	42.5	10
ELT 126 Writing Skills II	47.5	47.5	5
ELT 128 English Grammar II	47.5	35	17.5

In the interviews, while one of the students simply said there was relationship between ELT 124 and other language improvement courses, the other two students claimed that there was relationship, but not much. Their explanations were as follows:

Student 1: Yes but not much. For example, in reading we did reading a text and getting its main idea practice and we applied this in writing.

Student 2: Not much. Anyway, we do reading in oral, writing, grammar. Maybe they might be related in terms of vocabulary but in other respects, no, they were not related.

Furthermore, the students stated that topics or themes in different courses were not overlapping, but sometimes there was parallelism among the courses in terms of vocabulary.

The course instructor (Teacher D), on the other hand, made only the following comment as regards coherence between ELT 124 and other language improvement courses:

I was teaching the text structures to my students, like descriptive text structures, comparison, and you know all other text structures. And I found out that you know the writing teachers are doing the same thing, and students found it very useful because they were transferring the skills from one class to another; it was really effective. (Teacher D)

With respect to continuity between ELT 123 and ELT 124, on the other hand, when the students were asked the question “Was there continuity between ELT 123 and ELT 124?” 78.9% of them said ‘yes’ and 21.1% said ‘no’. Their explanations regarding this continuity can be summarized as: “They went from simple to complex” (20% of the students), “They completed each other; ELT 124 was the continuation of ELT 123” (17.5%), “Same book, Power Play, was used in both” (10%), etc.

The results related to continuity between ELT 123 and ELT 124 are presented in Table 4.42 below, and they reveal that majority of the students thought that the two reading courses were in coherence, i.e. related with each other.

Table 4.42 Students’ evaluation of continuity between ELT 123 and ELT 124 (in percentages)

	SA &A	NS	D &SD
1. In ELT 124 course, we started from where we had left in ELT 123.	89.2	8.1	2.7
2. I learned new reading skills in ELT 124- ones which were different from what I had learned in ELT 123.	78.4	8.1	13.5
3. I learned new vocabulary items in ELT 124- ones which were different from what I had learned in ELT 123.	86.5	13.5	0
4. ELT 123 & ELT 124 complemented each other in terms of the reading skills taught (there was a continuity between these two courses).	81.1	10.8	8.1

Table 4.42 (continued)

	SA &A	NS	D &SD
5. ELT 123 & ELT 124 complemented each other in terms of the vocabulary taught (there was a continuity between these two courses).	70.3	18.9	10.8
6. ELT 123 & ELT 124 are ordered from simple to complex.	89.2	10.8	0

In the interviews, all three students stated that the two reading courses were related. They argued that ELT 124 was the continuation of ELT 123 and they went from simple to complex. Also, one of the students further stated that they were related in terms of topics too, because they used the same course book, *Power Play*, in both courses.

On the other hand, the instructor evaluated the continuity between the two reading courses only by giving a past experience as an example. She said:

For example in the past, we had the experience that you know teacher A is covering something and in the other course teacher B is repeating the same thing as if it was the new thing. (Teacher D)

Advanced Reading Skills (ELT 221)

As a response to the question “Was there a relationship between ELT 123, ELT 124 and ELT 221 (reading courses) and other language improvement courses?” 68.4% of the students said ‘yes’ whereas 31.6% of them said ‘no’. They further explained the ‘yes’ answer by stating that all the language improvement courses were parallel and they complemented each other (17.9%), or that reading courses helped them in the other courses (10.3%). On the other hand, the students who said ‘no’ further stated that the language improvement courses were different from each other in terms of their contents and aims (5.1%). Finally, 25.6% of the students did not respond to the “why?” question.

Related to the transfer of skills and information learnt in reading courses to other courses and vice versa, the results obtained are presented in Table 4.43.

Table 4.43 Transfer of skills between *Reading Skills* courses and other language improvement courses (in percentages)

I was able to transfer/use the skills and/or information I learned in ELT 123, 124 & 221 (Reading courses) in:			
	Frequently	Sometimes	Never
ELT 121&122 Oral Communication Skills I&II	25.6	53.9	20.5
ELT 125&126 Writing Skills I&II	59	35.9	5.1
ELT 127&128 English Grammar I&II	38.5	51.2	10.3
I was able to transfer/use the skills and/or information I learned in the following courses in/to ELT 123, ELT 124 & ELT 221:			
	Frequently	Sometimes	Never
ELT 121&122 Oral Communication Skills I&II	25.6	51.3	23.1
ELT 125&126 Writing Skills I&II	48.7	41	10.3
ELT 127&128 English Grammar I&II	48.7	43.6	7.7

The results in Table 4.43 indicate that the majority of the students transferred skills and information among the language improvement courses. The students reported transferring skills and information from the reading courses to the writing courses the most (94.9% said ‘frequently’ or ‘sometimes’). On the other hand, they said they transferred skills and information from the grammar courses to the reading courses the most (92.3% said ‘frequently’ or ‘sometimes’). The results can be summarized as follows:

Most Reading → Writing (94.9% ‘frequently’ or ‘sometimes’)
 Reading → Grammar (89.7%)
Least Reading → Oral Communication (79.5%)

Most Grammar → Reading (92.3% ‘frequently’ and ‘sometimes’)
 Writing → Reading (89.7%)
Least Oral Communication → Reading (76.9%)

However, in the interviews, two of the three students said they could not see any relationship between ELT 221 and other language improvement courses. They added that maybe only grammar courses were related with the other courses because they needed grammar in all the courses. However, the third student argued that there

was a relationship between reading and writing courses because they did outlining in these courses.

Like one of the students in the interviews, the course instructor (Teacher E) also said ELT 221 was related with the writing courses because she asked students to write summaries. However, the teacher claimed that such a relationship was not necessary.

With regard to continuity among the reading courses, 82.1% of the students stated that there was continuity among the reading courses while 15.4% of them thought there was not continuity. To explain their responses regarding continuity, 33.3% of the students argued that the reading courses went from simple to complex, 5.1% simply said that they were related, and the others gave responses like “they were same in terms of course conduct”, “the same book was used in ELT 123 and ELT 124”, or “there was continuity in terms of topics”. However, 10.3% of the students claimed that the reading courses were not related; that is, they were different in terms of texts and the things done. Last of all, 12.8% of the students did not give any explanation for their ‘yes’ or ‘no’ response.

The results related to continuity among the three reading courses are presented in Table 4.44 below.

Table 4.44 Students’ evaluation of continuity among *Reading Skills* courses (in percentages)

	SA &A	NS	D &SD
1. In each new reading course, we started from where we had left in the previous one.	43.6	15.4	41
2. I did not learn new reading skills in ELT 221- ones which were different from what I had learned in ELT 123 & ELT 124.	53.8	10.3	35.9
3. ELT 123, ELT 124 & ELT 221 were similar courses in terms of the skills taught.	46.2	33.3	20.5
4. Reading courses (ELT 123, ELT 124 & ELT 221) are ordered from simple to complex.	69.2	15.4	15.4

On the other hand, in the interviews, the students made different comments regarding continuity among the three reading courses. Their evaluations or comments were as follows:

Student 1: Last year we had a book called *Lexis* and it was more difficult and we all hated it. The reading courses didn't go from simple to complex. 221 was easier than 124. Some things were repeated but some things were new.

Student 2: There was continuity; in all of them, reading texts and answering the questions was the main theme. The book we used in 221 was easier, less complicated than the one we used in 124. There wasn't much difference in terms of difficulty among them, like one was very easy and the other one was very difficult.

Student 3: Of course. Skimming, scanning, the same methods. Only the course outlines were different. Although not much different among them, they went from simple to complex/difficult, but not much difference.

Lastly, the instructor (Teacher E) could not evaluate the continuity among the three reading courses because she had not taught ELT 123 and ELT 124 and she had no idea about these courses.

4.2.5.3 Writing Skills

Writing Skills I (ELT 125)

In the course evaluation questionnaire, the students were asked the question "Was there a relationship between ELT 125 and other language improvement courses?" and 75.6% of the responses was 'yes' and 24.4% of them was 'no'. In addition, when the students were asked to explain their answer, 22% of them said other courses, especially reading and grammar courses, helped them in ELT 125, 19.5% of them stated that ELT 125 helped them in other courses, and 9.8% argued that the language improvement courses helped each other; that is, they used what they learnt in one course in others. However, 12.2% of the students did not give any explanation.

The results of the course evaluation questionnaires concerning the transfer of skills and information from ELT 125 to other courses and from other courses to ELT 125 are shown in Table 4.45.

Table 4.45 Transfer of skills between ELT 125 and other language improvement courses (in percentages)

I was able to transfer/use the skills and/or information I learned in ELT 125 in:			
	Frequently	Sometimes	Never
ELT 121 Oral Communication Skills I	19.5	56.1	24.4
ELT 123 Reading Skills I	31.7	58.5	9.8
ELT 127 English Grammar I	41.5	56.1	2.4
I was able to transfer/use the skills and/or information I learned in the following courses in/to ELT 125:			
	Frequently	Sometimes	Never
ELT 121 Oral Communication Skills I	26.8	53.7	19.5
ELT 123 Reading Skills I	31.7	61	7.3
ELT 127 English Grammar I	56.1	41.5	2.4

The results shown in Table 4.45 indicate that the majority of the students transferred skills from ELT 125 to other courses and from other courses to ELT 125. More specifically, the results show that the students transferred skills and information between ELT 125 and ELT 127 the most. This was followed by the transfer between ELT 125 and ELT 123, and ELT 125 and ELT 121 respectively. These results can be summarized as follows:

Most ELT 125 → ELT 127 (97.6% ‘frequently’ or ‘sometimes’)
ELT 125 → ELT 123 (90.2%)
Least ELT 125 → ELT 121 (75.6%)

Most ELT 127 → ELT 125 (97.6% ‘frequently’ and ‘sometimes’)
ELT 123 → ELT 125 (92.7%)
Least ELT 121 → ELT 125 (80.5%)

Parallel to questionnaire results, in the interviews, all three students said ELT 125 was related with other courses. More specifically, one of the students stated that what they learnt in the grammar course got them to be more careful about how they

wrote in the writing course, while the other student reported that in ELT 125 they wrote about the texts they read in the reading course. To sum up, the students argued that they transferred skills and information from reading and grammar courses to ELT 125.

Like the students, the course instructor (Teacher F) also mentioned about the relationship between ELT 125 and the reading course (ELT 123). She said she asked her students to write their paragraphs on the bases of the texts they read in the reading course. For example, she got the students to write a comparison and contrast paragraph about two characters in the short story they read in ELT 123.

Writing Skills II (ELT 126)

Regarding the relationship (i.e. coherence) between ELT 126 and other language improvement courses, 83.7% of the students reported that there was a relationship between ELT 126 and other language improvement courses, while 16.3% of them stated that there was not such a relationship. In addition, when the students were asked to explain reasons for their responses, they put forward arguments like: “They all were related and parallel” (25.6%), “We used what we learned in other courses, especially grammar course, in ELT 126” (14%), “ELT 126 and ELT 128 were related” (11.6%), “We used things learned in 126 in other courses” (9.3%), “The courses complemented each other” (4.7%), etc.

With respect to transfer of skills, the results obtained are summarized in Table 4.46.

Table 4.46 Transfer of skills between ELT 126 and other language improvement courses (in percentages)

I was able to transfer/use the skills and/or information I learned in ELT 126 in:			
	Frequently	Sometimes	Never
ELT 122 Oral Communication Skills II	27.9	51.2	20.9
ELT 124 Reading Skills II	53.4	41.9	4.7
ELT 128 English Grammar II	55.8	34.9	9.3

Table 4.46 (continued)

I was able to transfer/use the skills and/or information I learned in the following courses in/to ELT 126:			
	Frequently	Sometimes	Never
ELT 122 Oral Communication Skills II	30.2	55.8	14
ELT 124 Reading Skills II	44.2	48.8	7
ELT 128 English Grammar II	67.4	30.3	2.3

Based on the results in Table 4.46, 95.3% of the students transferred skills and information ('frequently' or 'sometimes') from ELT 126 to reading (ELT 124), 90.7% of them to grammar (ELT 128), and 79.1% of them to oral communication (ELT 122). On the other hand, the students reported transferring skills and information from other language improvement courses to ELT 126 in the following decreasing order: ELT 128 (97.7% 'frequently' or 'sometimes'), ELT 124 (93%) and ELT 122 (86%). In general, majority of the students argued that they transferred skills from ELT 126 to the other language improvement courses and vice versa, and this can be considered as a sign of existence of coherence among the language improvement courses.

During the interviews, the students made different comments regarding the coherence between ELT 126 and other language improvement courses. Two of the students argued that there was a relationship whereas the third student said he could not see any relationship. The students' comments were as follows:

Student 1: For example, when I was asked to write something in the reading course or oral communication, I was using the techniques I learnt in the writing course. For me, there was an overlap.

Student 2: As far as I could see, no. There wasn't.

Student 3: There was. For example, in our course book, at the back there is a part on grammar. We used what we learnt in grammar in the writing course. Not much relationship with other courses. Maybe it could have been related with reading but I don't think it can be related with oral communication much.

The course instructor (Teacher F), on the other hand, said “what I said for ELT 125 applies to this course as well”.

As to continuity between ELT 125 and ELT 126, 95.3% of the students said ‘yes’ and 4.7% of them said ‘no’ to the question “Was there continuity between ELT 125 and ELT 126?”. They explained their answers with the following statements: “They completed each other; ELT 126 was the continuation of ELT 125” (23.3% of the students), “They went from simple to complex” (18.6%), “They were related in terms of topics; paragraph types in ELT 125 and essay types in ELT 126 were parallel, e.g. description” (16.3%), etc. However, 14% of the students did not give any explanation for their answer.

Table 4.47 Students’ evaluation of continuity between ELT 125 and ELT 126 (in percentages)

	SA &A	NS	D &SD
1. In ELT 126, we started from where we had left in ELT 125.	79.1	11.6	9.3
2. I learned new writing skills in ELT 126- ones which were different from what I had learned in ELT 125.	90.7	2.3	7
3. ELT 125 & ELT 126 complemented each other in terms of the writing skills taught (there was a continuity between these two courses).	93	4.7	2.3
4. ELT 125 & ELT 126 complemented each other in terms of the topics/themes read or written about (there was a continuity between these two courses).	88.4	9.3	2.3
5. ELT 125 & ELT 126 are ordered from simple to complex.	81.4	18.6	0

Furthermore, the results related to continuity between ELT 125 and ELT 126, which are shown in Table 4.47, indicate that the majority (79.1%-93%) of the students confirmed the continuity between the two writing courses.

In addition to data obtained from questionnaires, during the interviews, all three students claimed that there was continuity between ELT 125 and ELT 126. They said one was the continuation of the other and they built upon prior learning. They made the following comments:

Student 1: There was. They were the same course. 125 was simpler. 126 was the developed version of 125. In 126, I was using the information I had learnt in 125 when I was doing something.

Student 2: Yes, there was. In the first we just learnt how to write a paragraph, and in the second terms we came to more complex things, actually writing a whole essay. If we can't write a sentence we can't write a paragraph and if we can't write a paragraph there's no way we can write an essay. We would have a lot of difficulty in 126 if we didn't take 125 before.

Student 3: There was. In 125 we wrote paragraphs and in the second term we continued with essay writing. I used what I had learnt in 125 in 126; I combined the paragraphs and ended up with essays.

Similarly, the course instructor (Teacher F) claimed that there was continuity between ELT 125 and ELT 126, and she explained this claim in the following way:

Yes sure there was, because in 125 we finished how to write a paragraph and once they learnt how to write a good sound paragraph, it was easy for them to transfer to essay writing. Because essay writing depends on good paragraph writing. So, I think there was continuity between the two. (Teacher F)

To conclude, the course instructor's evaluation regarding continuity matches with the evaluations of the students; they both confirmed the continuity between ELT 125 and ELT 126 by giving relevant explanations.

Advanced Writing Skills (ELT 222)

When the students were asked, "Was there a relationship between ELT 125, ELT 126 and ELT 222 (writing courses) and other language improvement courses?", 87.5% of the students said 'yes', but 12.5% of them said 'no'. To further explain their answers, they articulated the following statements: "They complemented each other and formed a whole" (31.3%), "Other courses, especially grammar course, helped us in ELT 126" (10.4%), "Writing helped us in other courses" (2.1%), etc. However, 10.4% of the students did not give any explanation for their answer.

Regarding the transfer of skills and information learnt in writing courses to other language improvement courses and vice versa, the results obtained are presented in Table 4.48. The results reveal that the majority of the students transferred skills and information among the language improvement courses. More specifically, the students reported transferring skills and information from the writing courses to the grammar and reading courses (93.7% said “frequently” or “sometimes”) more than to oral communication courses (87.5%). In the same way, they said they transferred skills and information from the grammar and reading courses to the writing courses more (93.7% said “frequently” or “sometimes”) than from oral communication courses (85.4%).

Table 4.48 Transfer of skills between *Writing Skills* courses and other language improvement courses (in percentages)

I was able to transfer/use the skills and/or information I learned in ELT 125, 126 & 222 (Writing courses) in:			
	Frequently	Sometimes	Never
ELT 121&122 Oral Communication Skills I&II	33.3	54.2	12.5
ELT 123, 124 & 221 Reading Skills I, II & Advanced	47.9	45.8	6.3
ELT 127&128 English Grammar I&II	52.1	41.6	6.3
I was able to transfer/use the skills and/or information I learned in the following courses in/to ELT 125, ELT 126 & ELT 222:			
	Frequently	Sometimes	Never
ELT 121&122 Oral Communication Skills I&II	31.3	54.1	14.6
ELT 123, 124 & 221 Reading Skills I, II & Advanced	52.1	41.6	6.3
ELT 127&128 English Grammar I&II	62.5	31.2	6.3

Parallel to the questionnaire results, during the interviews, one of the students argued that she would not have been able to do ELT 222 if she had not taken the other courses. The other student stated that they had to do some reading in ELT 222 in order to be able to submit weekly journals or free writing tasks. On the

other hand, the third student claimed that the language improvement courses were not very much related with each other.

Regarding the transfer of skills and information, the students reported transferring information from grammar and reading courses to ELT 222. For example, one of the students explained that especially learning about linkers in the grammar courses helped her a lot in ELT 222.

The instructor of ELT 222 (Teacher B), on the other hand, expressed negative attitudes toward the relationship between ELT 222 and the other language improvement courses as well as toward the continuity among the three writing courses. Her comments were as follows:

In fact this course I think is a good reflection of the other courses that they have taken before because if they had been successful in those courses, their success would have been much higher in this course as well. I was able to observe this reflection, but in a negative way in fact because I think, I found out that they did not benefit from their grammar courses, they did not benefit from their maybe reading courses, and maybe they did not benefit from the other writing courses that they had taken before. Of course I can't generalize this for all the students, but all the problems that I have talked about before stemmed from the fact that they did not have good background in the language, in the skills that they needed to reflect on writing. (Teacher B)

With respect to continuity among the writing courses, 91.7% of the students said 'yes' and 8.3% of them said 'no' when they were asked, "Was there continuity (i.e. building upon prior learning) among the writing courses?" in the questionnaire. To explain their responses regarding continuity, 31.3% of the students stated that the writing courses went from simple to complex, 10.4% simply said that they were related, and the others gave responses like "they completed each other; one was the continuation of the previous one" (8.4%), and "we developed what we had learned in one in the next one". However, 16.7% of the students did not give any explanation for their 'yes' or 'no' response.

More specifically, the results related to continuity among the three writing courses are presented in Table 4.49 below.

Table 4.49 Students' evaluation of continuity among *Writing Skills* courses (in percentages)

	SA &A	NS	D &SD
1. In each new writing course, we started from where we had left in the previous one.	79.2	16.7	4.1
2. I learned new writing skills in ELT 222- ones which were different from what I had learned in ELT 125 & ELT 126.	100	0	0
3. ELT 125, ELT 126 & ELT 222 complemented each other in terms of the writing skills taught (there was a continuity among these courses).	89.6	6.3	4.1
4. Writing courses (ELT 125, ELT 126 & ELT 222) are ordered from simple to complex.	93.8	2.1	4.1

It can be seen from the results presented in Table 4.49 that the students expressed agreement with the existence of continuity among the writing courses in high percentages.

Likewise, in the interviews, all three students argued that there was continuity among the three writing courses, and they further explained this continuity with the following statements:

Student 1: There was. Especially, last semester we had learnt how to make an outline, how to write an essay, how to write thesis. I could have done this course if I hadn't taken 126 because everything was given at the beginning.

Student 2: I think there was. First we focused on how to write topic sentences, how to identify topic sentences ... In each new course we started from where we had left.

Student 3: There was continuity. In writing I, it was an introduction. We learnt paragraph writing, outline. In Writing II we used all of these to write an essay. And in Advanced writing, we combined all.

Finally, contrary to students' evaluations, the course instructor (Teacher B) evaluated continuity among the writing courses negatively, arguing that the students did not benefit from the other writing courses and this reflected on their performance in ELT 222.

4.2.5.4 English Grammar

English Grammar I (ELT 127)

In the course evaluation questionnaire, 70.2% of the students said that there was a relationship between ELT 127 and the other language improvement courses while 25.5% of them reported that there was not such a relationship. When the students were asked to explain their answers, 44.7% of them claimed that they used what they learnt in ELT 127 in other courses, especially in ELT 125 and ELT 122. Also, 17% of them explained very simply that all the courses were related with each other. On the other hand, 14.9% of the students argued that there was no relationship between ELT 127 and other language improvement courses because they only learned grammar in ELT 127. Finally, 14.9% of the students did not give any explanation regarding the coherence between ELT 127 and other courses.

Concerning the transfer of skills and information from ELT 127 to other language improvement courses and vice versa, 89.4% of the students declared that they ‘sometimes’ or ‘frequently’ transferred what they learnt in ELT 127 to ELT 121, ELT123 and ELT 125. On the other hand, the students reported transferring information from ELT 125 to ELT 127 the most (83% said ‘frequently’ or ‘sometimes’) and then to ELT 123 (80.9%) and ELT 121 (76.6%) respectively.

Similarly, the results of the student interviews reveal that ELT 127 was related with the other language improvement courses. All three students said grammar helped them in ELT 123 to read and understand, in ELT 125 to write grammatically correct paragraphs or to edit their written work, and in ELT 121 to use correct language while giving presentations. To sum up, students reported transferring information from ELT 127 to the other language improvement courses.

The course instructor’s (Teacher A) evaluation of the coherence between ELT 127 and other language improvement courses does match with what the students stated in the interviews. The instructor said they were not teaching grammar in vacuum in ELT 127; they were doing speaking and reading although the focus was more on grammatical aspects. Thus, he believed that there was a huge overlap between ELT 127 and other courses.

English Grammar II (ELT 128)

When the students were asked to evaluate the coherence or relationship between ELT 128 and other language improvement courses, 76.7% of them argued that ELT 128 was in coherence with the other language improvement courses offered in the same semester, while 23.3% of them did not think that ELT 127 was related with the other courses. In order to explain their ‘yes’ or ‘no’ responses, 46.5% of the students stated that they used what they learned in ELT 128 in other courses. 9.3% of them just said all the courses were related or parallel, and 25.6% of them did not give any explanation.

While evaluating the frequency of transfer of skills and information from ELT 128 to other courses and from other courses to ELT 128, the students reported transferring information between ELT 128 and ELT 126, in both directions, the most. The results regarding the transfer of skills are summarized in Table 4.50, and they show that the majority of students transferred skills from ELT 128 to other courses and vice versa.

Table 4.50 Transfer of skills between ELT 128 and other language improvement courses (in percentages)

I was able to transfer/use the skills and/or information I learned in ELT 128 in:			
	Frequently	Sometimes	Never
ELT 122 Oral Communication Skills II	46.6	44.1	9.3
ELT 124 Reading Skills II	39.5	53.5	7
ELT 126 Writing Skills II	72.1	25.6	2.3
I was able to transfer/use the skills and/or information I learned in the following courses in/to ELT 128:			
	Frequently	Sometimes	Never
ELT 122 Oral Communication Skills II	34.9	46.5	18.6
ELT 124 Reading Skills II	41.9	46.5	11.6
ELT 126 Writing Skills II	51.2	44.1	4.7

In addition, as in ELT 127, during the interviews all three students argued that ELT 128 was in coherence with the other language improvement courses. They

said they used what they learnt in ELT 128 in writing (ELT 126) and oral communication (ELT 122) courses as well as in the reading course (ELT 123).

Contrary to what the students argued, the course instructor (Teacher C) believed that there was not explicit or formal coherence among the language improvement courses. He said:

Unfortunately it depends on the relationship between people teaching these courses. For example if the teacher who teaches reading is my office mate sometimes we talk about these things but sometimes you do not have this chance to come together. It depends only on the initiative of the person. (Teacher C)

With respect to continuity between ELT 127 and ELT 128, 88.4% of the students said ‘yes’ and 11.6% of them said ‘no’ when they were asked whether or not there was relationship between ELT 128 and other language improvement courses. In order to explain their answers, 20.9% of the students stated that ELT 128 was the continuation of ELT 127, 28.6% of them argued that the topics were related, they were in logical order. The rest of the students did not give any further explanation for their ‘yes’ or ‘no’ responses.

More specifically, in the course evaluation questionnaire, the students were asked to express their opinion about some issues concerning the relationship between ELT 127 and 128, and their responses are summarized in Table 4.51. The results indicate that the majority of the students confirmed the existence of continuity between the two grammar courses.

Table 4.51 Students’ evaluation of continuity between ELT 127 and ELT 128 (in percentages)

	SA &A	NS	D &SD
1. In ELT 128, we started from where we had left in ELT 127.	94	6	0
2. I learned new grammar points in ELT 128- ones which were different from what I had learned in ELT 127.	89.4	8.3	2.3
3. ELT 127 & ELT 128 complemented each other in terms of the grammar points taught (there was a continuity between these two courses).	91.7	6	2.3
4. ELT 127 & ELT 128 are ordered from simple to complex.	82.4	10.6	7

Similarly, during the interviews all three students argued that ELT 128 was the continuation of ELT 127. They explained that these courses went from simple to complex, and that they were able to use what they had learnt in ELT 127 in ELT 128. Also, one of the students further stated that because they used the same course book in both courses, there was continuity between the two grammar courses.

Finally, like students, the course instructor (Teacher C) thought that there was continuity between ELT 127 and ELT 128. He explained that the two courses were different in terms of level of difficulty; they went from simple to complex.

4.2.5.5 Overall

The students evaluated the coherence among the language improvement courses in a positive way. In other words, majority of the students argued that there were inter-subject connections among different language improvement courses and therefore they transferred skills and information among these courses. The students also expressed positive opinions regarding the continuity between or among the different levels of the same-skill courses (e.g. ELT 123, ELT 124 and ELT 221). The students argued that there were intra-subject relationships between or among the different levels of the same skill courses. They reported that the courses went from simple to complex, they complemented each other, and there was building upon prior learning.

The evaluations of the course instructors, on the other hand, contradict with each other. Some instructors' evaluations were positive while the others' were negative. The results regarding their evaluations of coherence and continuity between or among the language improvement courses are summarized in Table 4.52 below.

Table 4.52 Course instructors' evaluations of coherence and continuity between or among the language improvement courses

	Course	Coherence	Continuity
<i>Oral Communication Skills</i>	ELT 121	Yes, but not explicit	-
	ELT 122	No	No information*
<i>Reading Skills</i>	ELT 123	No	-
	ELT 124	Yes, with writing	No
	ELT 221	Yes, with writing	No information*

Table 4.52 (continued)

<i>Writing Skills</i>	ELT 125	Yes, with reading	-
	ELT 126	Yes, with reading	Yes
	ELT 222	No	No
<i>English Grammar</i>	ELT 127	Yes	-
	ELT 128	No	Yes

* The instructor has no information or idea because s/he has not taught the previous course(s).

4.3 Suggestions for the Improvement of the Language Improvement Courses

This section presents results regarding the suggestions for strengthening the language improvement courses with the aim of answering the third research question of the study. Opinions of the students enrolled in the courses and the course instructors were identified through questionnaires and interviews, and the changes or improvements they suggested were combined and presented together.

4.3.1 Course Aims and Objectives

In this section, the results regarding the suggestions of students and instructors for changing language improvement courses in terms of their aims and objectives are presented. The students and the instructors expressed their opinions about what the aims and objectives of the language improvement courses should be through course evaluation questionnaires, and student and teacher interviews.

4.3.1.1 Oral Communication Skills

Oral Communication Skills I (ELT 121)

In the course evaluation questionnaire, the students were asked to specify listening and speaking skills they would like to have been developed in ELT 121; in other words, they were required to suggest changes in terms of course aims and objectives. 27% of the students said everything was done and the listening and speaking skills developed were adequate; they did not suggest any changes regarding aims and objectives of the course. However, as to listening skills, 24.3% of the students wanted the course to aim at developing their listening and note-taking or listening and answering questions skills, and 18.9% of them thought that

the course should aim at getting students to do more listening practice. Related to speaking, on the other hand, 16.2% of the students argued that the main aim of the course should be to get students to speak correctly and fluently, and 10.8% of them suggested that developing discussion and argumentation skills should be the aim of the course.

In the interviews, two of the three students argued that ELT 121 should aim to have students speak better and express their ideas more fluently and accurately in speech through a lot of speaking practice. For instance one of them said: “The aim of the course should be to get students to express themselves in every situation, to understand and comment on the things they hear. In general, I practiced speaking only during my presentation; in other times, I didn’t talk”. The third student, on the other hand, proposed that the course should aim to teach students, prospective teachers, how to use language in the classroom. She believed that this would be very helpful in students’ future careers.

Firstly, the course instructor (Teacher A) stated that generally the aims and the objectives of ELT 121 were okay, but they needed to improve the methodology of the course maybe. However, later on he came up with the following suggestions:

We need to somehow help them be engaged in the natural conversations, but when I say natural conversations I don’t mean specifically going out and you know meeting English people and speaking with them, not necessarily. But such activities such tasks should be given to students that you know they are fully engaged with the language, they are thinking in English and they’re trying to do the tasks. This could be watching a film and giving a critique. Although we did this kind of activities in our course like giving a film review, but still I believe we need to give them more naturalistic tasks if I may use the word “naturalistic”. So the ultimate aim of the course is you know to help them gain those communicative skills in naturalistic context, so we should try to revise the course and do as much as we can so that we help them in this regard. (Teacher A)

Oral Communication Skills II (ELT 122)

The results of the course evaluation questionnaire indicate that 63.4% of the students thought that the aims and objectives of ELT 122 in terms of speaking skills were adequate, because they said everything had been done regarding speaking

skills and they did not suggest any changes. However, 9.8% of them argued that the course should aim at having students do more speaking practice through presentations and dialogs, and 7.3% stated that teaching ‘formal style of speech’ should be one of the course aims. The rest of the students did not respond to the question.

With regard to listening skills, 34.1% of the students reported being satisfied with the existing listening objectives of the course, and they did not suggest including any other listening skills. On the other hand, 50% of the students argued that there should be more emphasis on the existing course aims (aims concerning listening skills); they believed that the aim of the course should be to get students to do more practice on the listening skills. For example, 21.6% of the students stated that ELT 122 should aim at developing students’ listening and gap filling, listening and note taking, and listening for main idea skills, which were all included in the course objectives.

During the interviews, all three students proposed that the course should aim at getting students to do a lot more listening and speaking practice. Also, the students proposed that the aim of the course should be to develop students’ skills in various forms of speech (e.g. daily conversations, discussions, role-plays, etc.), not only in presentation skills, in order to improve their speaking ability. To conclude, generally the students suggested doing more practice on the existing aims and objectives in order to be able to attain them fully, rather than coming up with totally new aims and objectives.

Like students, the course instructor (Teacher B) did not suggest including more objectives in the course but to revise the existing ones. She said:

I think rather than having more objectives I think the course should be described more realistically in relation to the students’ needs and in relation to the students’ abilities. So, rather than having more objectives, I think it has to be more realistic in its approach to what the course wants to achieve and how the students can achieve those objectives. That is to say, taking into account the students’ real needs, abilities and maybe the needs of the department in achieving or in making teachers of English a quality in a more kind of quality way. So the course has to be described in more realistic way. Of course the objectives were not out of this world but after I taught

the course I realized that the students need more than presenting things like they need language improvement. (Teacher B)

Regarding the students' needs, the course instructor made the following comments:

I think they need more language input in order to have the language to express themselves. Additionally, they need more opportunities of different kinds of communication activities or communication acts in order to put that language input into some kind of practice. For the listening, I think they need to maybe get engaged in real communication acts plus maybe not only in the classroom but out of classroom as well they need to listen to real English input intensively in order to improve their understanding of English and understanding of different accents, different dialects and even idiomatic language because I think our students are, they know more bookish kind of language and they need to be exposed to more real authentic language in terms of in order to be able to communicate in real life situations. So, they need to improve their, maybe a component of this course could be exposure of the students to English idioms, idiomatic expressions, maybe input relating to idioms and colloquial English can be given to students and they can be listened to some extracts that those idioms would be somehow practiced in them. This could take place either in audio form or visual form depending upon the resources of the school. (Teacher B)

4.3.1.2 Reading Skills

Reading Skills I (ELT 123)

In the course evaluation questionnaire, the students were asked to list other reading skills they would like to have been developed in ELT 123. 27% of the students said everything was done in the course and they had no suggestions regarding changing the existing course aims and objectives. 19.5% of them, however, thought that there should be more emphasis on vocabulary development in the course. In other words, they suggested that the course should focus more on 'vocabulary development', which was already one of its aims. In addition, 17.1% of the students said 'fast reading' should be among the aims of the course, 12.2% of them suggested teaching 'reading aloud and pronunciation' in ELT 123, 9.8% of them argued that the course should help get students to read and understand, and 9.8% proposed that the course should aim at having students read more. Finally,

9.8% of the students said “I have no idea” when they were asked to suggest changes, and 4.9% of them did not respond to the question at all.

The results of the student interviews show that the students suggested including developing students’ pronunciation and reading aloud skills among the objectives of ELT 123. Moreover, they stated that the course should teach students some strategies for guessing the meaning of unknown words while reading a text. Finally, they proposed that the course should aim to get students to understand whatever they read, without any difficulty. The comments as regards this proposal were as follows:

Student 1: To get the students to understand whatever they read (different texts) without any difficulty.

Student 2: As we understand everything we read in Turkish, it should be the same in English. The course should have been more detailed; here we are not taking a course which is like the one that we took in the high school. In three years time, we will go to schools to teach and we should be able to understand what we read in general, and this should have been the aim of the course. If we had read books all the time and summarized them, or if we had read newspapers and discussed about them, we could have improved our reading skills better.

The course instructor (Teacher C) made the following comment when he was asked to give suggestions for further aims and objectives of ELT 123.

First of all we have to decide what we are expected to do. So what is it? For me, reading must be something between literature and ELT, in other words role of literature in language teaching, it must be combined, how to use literature, how to understand literature, how to analyze a piece of literary art, not from purely linguistic viewpoint but literary. At the same time to add something, to add some flavor of ELT. That should be done. (Teacher C)

Moreover, parallel to students’ opinion, the course instructor suggested having students do a lot of reading, read different types of texts. He said:

Our students should read much ... they should read much; they should read different pieces or different orientations in literature, different directions. They have to read classics and modern writers, in other words by reading they have to feel the language. But reading must help these people get the language maybe or perceive the language. Just to feel the language, to see the language, otherwise we can not say that they do something with the language. So, that's why we *have to teach our students read and read and read*, different genres, different literary schools and all those things. They have to think; otherwise, I don't know they can not be very proficient to understand. (Teacher C)

Reading Skills II (ELT 124)

In the course evaluation questionnaire, 52.5% of the students stated that the aims and objectives of ELT 124 were adequate; they thought that everything was done in the course and there was no need to add any other reading skills as course objectives. On the other hand, the other students suggested changes such as: more emphasis on vocabulary development (10%), including quick/fast reading in the course (7.5%), getting student to read novels (5%). The rest of the students did not give any suggestions.

In the interviews, the students argued that further development of vocabulary knowledge and guessing skills and strategies should be one of the main aims of ELT 124. The students proposed that the course should emphasize vocabulary development a lot, because as the students said "vocabulary knowledge is the source of most of the problems; if you know the meanings of the words, you can read and understand and you can also make comments on the text". Also, they suggested adding reading aloud, critical thinking skills, fast reading and summarizing to the objectives of ELT 124.

In relation to suggestions for further course aims and objectives, the course instructor (Teacher D) said:

... It will be wonderful if we have more time to spend in the class on reading or maybe doing as Krashen said like "free voluntary reading" in the class. These are good things to do but I don't think that we have time for that, regarding the syllabus and the program that we have. (Teacher D)

When the instructor was asked what the students still needed regarding reading skills and vocabulary after taking ELT 124 (i.e. what should have been the aims and objectives of ELT 124), like the instructor of the previous reading course (ELT 123) she suggested getting students to *read more*. During the interview, her comment was as the following:

Well, I mean, they need to read a lot. As I said, I tried to help them in different ways regarding different types of reading, but I don't think that our students read enough. They really need to read, and we really need to try to help them to increase their reading time and to have more fun maybe. Actually, I don't know how to get them to read more, I should say, because I tried almost all the ways that worked for others and you know I'm not saying that all of them are not reading, but they don't spend time with reading, they just read just because of the fact that they are supposed to read, that was a requirement, that's why. In other cultures, we see the people, when they go in the train they read, the bus they read and everything, when they sit somewhere people are reading and everything, we are not that kind of society. And, well, maybe we can you know, we can try some other things like sitting and reading with them outside of the class, and for example giving them a reading list, or everybody can read one book and then they come and discuss it together, but these things should be, like, voluntarily. If we force them, it's not the way to work and they can always come up with different strategies, like not reading the book and trying to learn from somebody else. There is no way of testing it in real sense. We can be always cheated as teachers, so maybe reading clubs, reading clubs may work, but this is going to work with only the students who they really want to read. So what are we going to do with the others? That's a big question. (Teacher D)

Advanced Reading Skills (ELT 221)

In the course evaluation questionnaire, when the students were asked to give suggestions regarding other reading skills to be included in ELT 221 as course aims and objectives, 23.1% of the students did not suggest anything new because they believed that everything was included in the course and there was no need for additional aims and objectives. On the other hand, 18% of the students suggested that ELT 221 should aim at developing students' high-order reading skills like making comment on the text read, synthesizing, analyzing, and getting or

inferencing deep meaning in the text. As in the other two reading courses, 15.4% of the students said one of the purposes of the course should be to further develop students' vocabulary knowledge through more practice, and 7.7% of them suggested further development of reading skills in general through getting students to do a lot of reading practice. Moreover, 12.8% of the students desired 'developing reading aloud and pronunciation' skills to be included in the course objectives, 10.3% of them proposed 'free reading', and the rest of the students came up with various suggestions such as including fast reading and critical thinking skills in ELT 221.

During the interviews, the students mainly suggested aiming to have students do more reading, and read authentic texts on daily issues and more advanced literary texts in ELT 221. Also, they argued that the course should aim at developing students' skills in reading a text quickly and understanding it without any difficulty. Some of the student comments were as follows:

Student 1: More reading, reading more daily issues. We should live English, what we did was based on the lesson i.e. reading texts and answering questions. Instead, we could have read and understand a text from a magazine, we could have read a newspaper and understand it, things which are based on daily life. As we are going to be teachers, we should be able to read and understand what we see. Also, I have a weakness which is reading something quickly and understanding it. More interesting passages, or reading small texts and talking about them, or reading something not for answering questions but for the sake of reading and understanding only could have helped for this. If these had been done, it could have been better I think.

Student 2: More emphasis on literary texts. We should read literary texts and discuss them. The course is advanced so we should read advanced texts. The things we read were simple things. There should have been more challenging more advanced things. Also, texts on daily issues; for example, Annan Plan. We could also have followed it from TV so our vocabulary could have improved better. If I learn a word, read it and then watch it on BBC, I can learn it better.

Student 3: To be able to read a text without any difficulty. To be able to read with pleasure, without getting bored.

First, the course instructor (Teacher E) did not suggest any changes in the course aims and objectives, but she argued that teachers should get students to read a lot more both in the classroom and at home as homework. However, later on, she added that one of the aims of ELT 221 should be to teach students how to read the texts or course books of the subject matter courses. She argued that the students did not know how to read the course books (e.g. what to focus on, how to identify main points to make a summary). To sum up, developing students' academic reading skills should be added to the aims of ELT 221. Also, the teacher proposed that there should be more emphasis on vocabulary development; the course should aim at developing students' both basic and academic vocabulary knowledge through presenting them texts which include words with high frequency of use.

4.3.1.3 Writing Skills

Writing Skills I (ELT 125)

The results of the course evaluation questionnaire show that 41.5% of the students did not have any suggestions for change in the aims and objectives of ELT 125; they said everything was done in the course and there was no need to add further aims and objectives. On the contrary, 12.2% of the students proposed that the course should aim at developing students thinking skills to get them to write fluently. Also, 7.3% of the students suggested developing students' skills in producing other forms or genres of writing such as poems, petition, stories, letters, etc. Moreover, 7.3% of the students argued that developing students' sentence skills (i.e. grammar) to get them to write correctly with few mistakes should be one of the aims of the course. Another aim suggested by the students was to teach specific techniques or strategies of writing to students. Finally, 12.2% of the students did not respond to the question asking them to suggest new course aims and objectives.

In the interviews, all three students expressed positive opinions about the existing course objectives, but two of them gave suggestions regarding additional course aims and objectives:

Student 1: To promote students' creativity in writing. To improve students' thinking skills through discussions.

Student 2: Maybe not only focusing on paragraph or essay writing but also writing other forms of texts, not following a fixed format but working more freely.

The instructor of ELT 125 (Teacher F), on the other hand, did not add any further aims and objectives to the existing ones saying “I wouldn’t like to put anything else in it because I think this much is enough for ELT 125”. Then, she suggested integrating more reading into ELT 125 in order to improve students’ vocabulary. She stated:

Anything missing? That’s vocabulary. That’s what they are weak at. So, I mean, perhaps we could integrate more reading into the writing class because that’s what I like in fact, content-based writing because that way they have to do a lot of reading, digest it, criticize it, think about it in their own words and then try to put it down. So, I think if we could either work in collaboration with the reading teachers or do the reading class and the writing class ourselves for example it would be better. As I knew the reading book, I always asked them to write something based on the reading book so that they could include material from their reading books. But that helped because that way they had to go back to their reading book, at times paraphrasing sentences or take quotations, that way the vocabulary they learnt in the reading class was also brought to the writing class... (Teacher F)

Writing Skills II (ELT 126)

In the course evaluation questionnaire, the students were asked to suggest changes in ELT 126 in terms of its aims and objectives by specify writing skills they would like to have been developed in the course. The majority of the students (55.8%) stated that everything was done in the course and the writing skills aimed at were adequate; they did not suggest any changes regarding aims and objectives of the course. However, 9.3% of the students argued that one of the aims of the course should be to teach students other forms of writing (not only essay) like criticisms, summaries, CVs, etc. Also, some students (9.3%) suggested that the course should aim at getting students to write as much as possible (i.e. a lot of writing practice). Finally, the other suggestions regarding course aims and objectives were like teaching mechanics, especially punctuation, and developing students’ critical thinking skills to help them generate ideas more easily and fluently.

In the interviews, the students stated that the aims and objectives of ELT 126 were adequate, and they did not have any suggestions for further aims and objectives. Their comments were as:

Student 1: What we learnt was the thing that had to be taught us. I think what we are doing is enough.

Student 2: In this stage, the aims are enough. Maybe next year we can do something based on research. What we do this semester is enough.

Student 3: I don't think that there could be other things, in addition to essays, in a writing course.

However, two of the three students added that their needs regarding vocabulary knowledge were not met in the course and they still had problems with vocabulary.

The course instructor (Teacher F), on the other hand, suggested adding 'journal keeping' to the course objectives. Also, as she proposed in ELT 125, she argued that reading should be integrated into ELT 126 to improve students' critical thinking skills this time. She had suggested integrating reading into ELT 125 to improve students' vocabulary. To sum up, the course instructor proposed that ELT 126 should also aim at getting students to do a lot of reading to help them be good thinkers.

Advanced Writing Skills (ELT 222)

In the course evaluation questionnaire, more than half of the students (54.2%) stated that the aims and objectives of ELT 222 were adequate; they thought that everything necessary was taught in the course and no other writing skills were needed to be added as course aims and objectives. On the other hand, some other students suggested changes such as: teaching student to write a research paper (16.7%), including 'vocabulary development' in the course (6.25%), getting student to do more writing practice (6.25%), developing students' editing skills (6.25%), developing students' critical thinking skills (6.25%), teaching students to use

punctuation marks correctly (4.2%), etc . Finally, 8.3% of the students did not give any response.

In the interviews, while one of the students did not suggest adding any other course aims and objectives saying “everything was done”, the other two students argued that ELT 221 should also aim at developing students’ summarizing skills, teaching them to write an academic essay or research paper, and getting them to keep journals.

The course instructor (Teacher B) expressed satisfaction with the existing course aims and objectives saying “they were fine”. However, she came up with some suggestions at the same time:

Although this course was supposedly an advanced writing course, because of the level of the students, we didn’t have enough time to work on language issues, more sophisticated language issues, on more sophisticated idea development issues. So those things are the things that need to be taught and maybe the students should be given more opportunities to discuss more mature, sophisticated ideas and then to put those sophisticated ideas into paper using more sophisticated vocabulary, more sophisticated language structures and therefore enhance their both language skills and writing skills. (Teacher B)

4.3.1.4 English Grammar

English Grammar I (ELT 127)

In ELT 127 course evaluation questionnaire, 38.3% of the students did not suggest any changes in the course aims and objectives because they believed that everything necessary were taught in the course; that is, they were satisfied with the existing course aims and objectives. However, some students proposed some changes such as: to teach students the grammar points in detail rather than at the surface level (8.5%), to get students to do more practice on the grammar points covered (6.4%), and to cover more grammar topics in the course (6.4%). Finally, while 6.4% of the students said they had no idea about what else should be added in terms of course aims and objectives, 10.6% of them did not give an answer to this item (Part II, item 6) in the questionnaire.

During the interviews, the students stated that the existing aims and objectives of ELT 127 were adequate. However, one of them further stated that the

aims and objectives listed on the paper should have been achieved; he indirectly meant that they were not attained. The other two students, on the other hand, argued that ELT 127 should aim at getting students to be able to *use* grammar correctly in speaking and writing.

The course instructor's (Teacher A) comments and suggestions match with those of the students.

I think it's high time to reevaluate grammar; so, is our objective to teach grammar or to teach students to learn how to use grammar in doing other things. For me, grammar must not be the main aim, for ELT students, yes, it can be aim and at the same time it can be tool. So, that's why we have to ... three things, grammar as a subject matter, grammar as a tool and teaching grammar, and balance should be sought among these three things. First of all we have to teach what grammar is, that's important because our students will teach grammar one day. The second thing is they should teach grammar one day but grammar must be as a tool itself because we have to teach how to use grammar in speaking, in writing, in listening, in doing different things. So, we usually forget this and we ignore that grammar is not the only aim but grammar is at the same time a tool. In our classes, unfortunately, the main focus is on teaching grammar per se. It's something like 90% and maybe something like 2-3% roughly can be how to teach grammar because in my classes I usually ask my students to explain, to teach grammar in class. At the same time, I try to (end of the tape) use to concentrate on grammar use or integrate grammar with other things but it will be something like 2-3%, but there must be a good balance, something like grammar per se and grammar as a tool, so for this what we need is to integrate grammar with other skills. What I try to do is, so the students should understand that by learning grammar you can not learn the language. Grammar is only a part of it. At the same time you learn grammar not for grammar, or for the sake of grammar; you learn grammar because you want to speak fluently or grammatically correctly or something like that. So, that's why what we need is to make our students understand that the job is not only to learn grammar, the job is to learn this instrument to achieve something, in other words, to focus on mainly achieving communicative goals in language, learning or teaching. (Teacher A)

English Grammar II (ELT 128)

The results of ELT 128 course evaluation questionnaire reveal that the majority of the students (62.8%) did not have any suggestions for change in the

course aims and objectives; they claimed that everything was done in the course and there was no need to add further aims and objectives. However, some other students came up with some suggestions. For example, 11.6% of the students proposed that the course should aim at teaching grammar points at an advanced level; that is, the aim should be to teach students details regarding each grammar point. In addition, some students (7%) suggested including ‘teaching grammar’ in the course aims, and some others (4.6%) proposed that teaching the basics of English grammar like parts of speech and word order of the students should be aimed at as well. Finally, 4.6% of the students said they did not have any idea about what else could be included in the aims and objectives of ELT 128.

In the interviews, one of the students suggested that teaching students the basics of the language (e.g. parts of speech, words order) should be one of the aims of ELT 128 to enable them to form correct sentences. The other two students, on the other hand, proposed that ELT 128 should aim at teaching students how to explain or teach grammar to the others. The comments of the students were as follows:

Student 1: To give students the basics of the language to enable them to form correct sentences.

Student 2: It should also aim at teaching students how to teach grammar because in the future we gonna be teachers and we have to learn the way how to teach grammar.

Student 3: More emphasis on teaching grammar to others; not only learning grammar but also transferring or passing our knowledge to others (explaining grammar to others).

The course instructor (Teacher C) argued that the main aim of ELT 128 should be to have students use grammar in reading, writing, speaking, and all other things. He suggested that the main emphasis of the course should be on communicative use of grammar; therefore, integrative teaching of grammar should be the aim of ELT 128. To sum up, he said “the emphasis should be placed on the use of grammar”, which matches exactly with what the students suggested.

4.3.1.5 Overall

In general, provided that the students and the course instructors did not express satisfaction with the current aims and objectives of the language improvement courses, they suggested either adding new aims and objectives or working more on the existent course aims and objectives through intensive practice when they were asked to give suggestions for improvement.

In *Oral Communication Skills* courses, some of the students proposed doing more practice on the aims and objectives specified in the syllabus; they asked for more listening and speaking practice. Also, they suggested developing students' not only presentation skills but also discussion skills, argumentation skills, and ability to use classroom language as prospective teachers. On the other hand, the course instructors suggested helping students engage in natural conversations to get them to gain communicative skills, exposing them to more input, and providing them with opportunities for different kinds of communication activities.

In all three *Reading Skills* courses, the students suggested emphasizing vocabulary development more, and aiming at developing students skills in fast reading, reading aloud and pronunciation, understanding whatever they read, and guessing unknown words from the context. Also, the students argued that there should be more reading practice in all three courses. Moreover, in ELT 124 and ELT 221, the students stated that developing critical thinking skills and summarizing skills should be included in the course objectives, and in ELT 221 they suggested aiming at developing students' high order reading skills like analyzing, synthesizing, interpreting, commenting on the text, etc. Like students, the instructors of all reading courses argued that the main aim should be to get students to read more. Also, the instructor of ELT 123 suggested developing students' literary skills as well as their linguistic skills, and the instructor of ELT 221 proposed adding 'development of students' academic reading skills' into the course aims and objectives.

In *Writing Skills* courses, while about half of the students did not suggest any improvements, expressing positive attitudes towards course aims and objectives, the others proposed that the writing courses should aim at developing students' skills in other forms of writing such as writing stories, letters, petitions, and research paper

(not only paragraph and essay writing). Also, in ELT 125 they argued that developing students' thinking skills and creativity as well as their sentence skills should be among the objectives of the course, while in ELT 126 they suggested that one of the objectives should be to teach students punctuation and in ELT 222 they proposed helping students gain editing skills and research paper writing skills. On the other hand, the instructor of ELT 125 and ELT 126 suggested that more reading should be integrated into writing with the aim of developing students' vocabulary and creativity and critical thinking skills, while the instructor of ELT 222 proposed including the training of sophisticated language and idea development issues in the course aims and objectives.

Finally, in English Grammar courses, the course instructors argued that teaching how to *use* grammar and how to teach grammar should be among the aims. Similarly, the students in ELT 128 suggested that the course should aim at teaching them how to teach grammar. Also, students in both courses suggested aiming at teaching grammar at advanced level (i.e. teaching the topics in detail), and helping students use grammar in writing and speaking correctly.

4.3.2 Course Content and Materials

This section presents the questionnaire and interview results related to the suggestions given by the students and the instructors for improving the language improvement courses in terms of content and materials. Opinions of different groups (students and instructors) about how the content and materials of each language improvement course should be were identified, combined and presented together.

4.3.2.1 Oral Communication Skills

Oral Communication Skills I (ELT 121)

In the course evaluation questionnaire, when the students were asked to specify the things they did not do but would like to have done in ELT 121, 37.8% of them said the things they had done were enough. The rest of the students generally reported desiring more practice: 37.8% of them said "more speaking practice through discussions and more presentations", 13.5% asked for more video viewing, and 8.1% wanted to do more listening practice. To sum up, rather than suggesting

new items to be included in the course content, the majority of the students suggested including more practice in the course content.

Similarly, when the students were asked to suggest changes in the topics/themes, skills taught and the materials used in the course, their responses were in the direction of emphasizing the existing course content and material through more practice and more materials. To illustrate, 35.1% of the students suggested having more interesting topics/themes while 32.4% did not suggest any changes saying “no need for a change”. As regards listening skills, 29.7% of the students proposed “more listening practice” and 2.7% “listening to songs” as a change whereas 27% of them stated that there was no need for a change in the course content in terms of listening skills. As to the speaking skills, 27% of the students believed that there was no need for a change in the course content in terms of speaking skills, but 24.3% of them desired to have more practice on speaking skills, and 16.2% suggested including more discussion in ELT 121 course content. Finally, concerning materials, 37.8% of the students suggested leaving the materials as they were (i.e. no change) whereas 27% of them stated that more materials should be used in ELT 121, and 21.6% suggested changing the course pack saying “the book wasn’t good; it should be replaced with another book”.

During the interviews, students were asked to suggest topics/themes and listening and speaking skills which should have been covered in ELT 121. One of the three students did not suggest anything new because he thought that the existing topics/themes were interesting and the listening and speaking skills covered were sufficient. On the other hand, the other two students proposed including the following topics/themes and skills in the course:

Topics/themes: Cypriot and Turkish culture, events taking place on the campus, people’s lives, and not ordinary topics.

Skills: Pronunciation, and listening to original radio programs, discussing about them and answering questions about them.

The two students especially emphasized the necessity of including pronunciation in the course content. For instance one of them said “I can say pronunciation definitely. Once the pronunciation is okay, then your speech can be understood”.

As to the course materials, the students proposed adding new materials. They believed that there should be more exercises and tasks, and more video viewing (i.e. video materials) in ELT 121. Also, one of the students further stated that there should be lots of cassettes involving stories, daily dialogs among native speakers, and songs.

Finally, while one of the students did not suggest any changes in the overall course content, the other two students argued that the course content should contain a wide variety of materials and activities, i.e. more practice on speaking and listening skills.

The course instructor (Teacher A) expressed satisfaction with the existing topics/themes in the course, but he proposed the following changes in terms of the course content, listening and speaking skills:

Maybe we can record our own mini dialogs, mini conversations, it could be teachers, it could be teachers with some other native speakers or it could be even students themselves. We can ask them to create dialogs and perform them. This will help them, to push themselves, with more creative speaking activities maybe, we can give them roles you know, we can ask them to make simulations, and in this way we can just force them in different identities of course, and in this way they can feel more relaxed and speak in a more influential way, confident, they can be more confident maybe with these different identities. And this might also sound very interesting to them. Maybe we should try to include some more models of presentations maybe because obviously no matter how hard you try to explain to them what a presentation should look like, still students you know, if they haven't got that experience they need to see some models maybe, models of presentations, so whatever activities you are requiring them to perform in terms of assessment, maybe we should give them we should provide them with some models. This is very important I believe. We should try all these. (Teacher A)

In general, the course instructor suggested providing students with more input (and a wider variety of input) as well as with more opportunities for practice. To conclude, the course instructor's suggestions match with those of the students.

The course instructor also stated that some changes should be made in the course materials. The teacher suggested making some modifications in the second part (speaking part) of the course pack. This suggestion is in line with the

evaluations some of the students did related to the course pack in the course evaluation questionnaire. The course instructor's suggestions for change in the course materials were as follows:

Yes, some changes should be made. Especially the second part you know where we tried to give information to the students about how to give presentations, what sort of preparations to make. Maybe we should, I am not saying that we should totally omit all those sections, but maybe we should be more selective, more relevant and direct information. Very brief introductory information regarding how to give presentation and then a bit a sort of model maybe, a real presentation itself; this could be on a video as well or I don't know on a tape. And then maybe some exercises, just you know giving them sections of a presentation, tasks, and each of the students performs this and then maybe at the end you present you give a whole presentation and then you start requiring students to give presentations themselves. (Teacher A)

Oral Communication Skills II (ELT 122)

The results of the course evaluation questionnaire show that 39% of the students thought that the things they did in ELT 122 were adequate because when they were asked whether or not there were other things they would like to have been done in ELT 122 they said "There aren't any, things done were enough". However, the rest of the students, as in ELT 121, suggested changes in the course content only in terms of amount of practice. For instance, 24.4% of the students asked for more listening practice, 17.1% of them proposed that there should be more speaking practice (e.g. more presentations and discussions), and 9.8% required to do more video viewing in ELT 122.

More specifically, when the students were asked to suggest changes in terms of topics/themes, listening and speaking skills, and materials, the results obtained were as in Table 4.53. The results presented in Table 4.53 reveal that the students either did not suggest any changes in the course content (i.e. topics and skills covered) or suggested changes only in the direction of enriching the course content in terms of practice. Similarly, as regards the course materials, while 53.7% of the students argued that there was no need to change the course materials, 21.9% of

them proposed that the course pack should be changed with a new course book and the rest of the students did not give any response to the item.

Table 4.53 Students' suggestions for change in ELT 122 course content and materials

	No need for change	Some of the Suggested Changes
Topics/Themes	63.4%	More interesting topics (14.6%) More variety of topics (9.8%) More sophisticated topics (4.9%)
Listening Skills	29.3%	More practice on listening skills (43.9%) More difficult listening skills (4.9%) Less difficult listening skills (4.9%)
Speaking Skills	56.1%	More practice on speaking skills (17.1%) A lot of changes (4.9%) More presentations (2.4%) More discussions (2.4%)
Materials	53.7%	Replacing the course pack with a new book (21.9%)

The three students who were interviewed specified some other topics/themes that they thought should have been covered in ELT 122: sports, daily/current issues, love, topics related to human relationships, things that are happening in the world, and topics that can attract students' attention and that are suitable for their age. As regards the listening and speaking skills, one of the students did not suggest any changes because she thought that the existing ones were adequate. However, while the second student proposed more practice on the existing listening skills, the third student suggested including discussion skills in the course content.

In addition, when the students were asked "what changes should be made in terms of course materials?" they came up with the following suggestions:

Student 1: Maybe reading texts to discuss on.

Student 2: Maybe more audio-visual materials, like movies, radio. Maybe supplementary listening handout could have been given, but the book was not very bad.

Student 3: Computer-aided materials; language lab that we can go to for doing self-study would be very nice.

On the other hand, ELT 122 course instructor's (Teacher B) suggestions concerning the course content (i.e. topics/themes and listening and speaking skills) were as follows:

I think again topics that would appeal to students of this age and maybe I don't know but maybe topics about pop cultures like pop music, fashion, topics that could have direct relation to the students, that students can have some knowledge about, some information about those to talk about, because otherwise you need to sort of provide some input about the topics that you want them to discuss them on, and it might take more time and those topics might not appeal to everybody, so topics that would appeal to everybody like pop culture.

OK, as for speaking I think there should be more opportunities for them to get involved in more socializing kind of acts, maybe less formal language exposure need to be covered and that has to be organized in relation to tasks that can be performed in the classroom. They can also be exposed to more maybe authentic language that demonstrate different formalities and demonstrate different tasks, not only interviews but maybe talks, all kinds of speech acts that we encounter in real life. So, I think we only covered some interviews, some radio interviews for listening. They listened to some people asking some kind of questions to some experts and getting some kind of responses for their questions. And they can also be exposed to maybe news, maybe more formal discussions, debates and they can also practice those acts that they will be exposed.

I think the course has to be designed I wouldn't say radically but overall again it needs to be more realistic as I said before. Realistic in terms of the needs of the students. So, first of all the language input part has to be reorganized and redesigned. The tasks that need to be performed by the students have to be reorganized as well. Maybe the course overall has to be redesigned. (Teacher B)

To sum up, the instructor proposed a lot of changes in terms of course content. In terms of topics/themes, for example, she suggested choosing topics which are related to students' lives and about which students have some

information. As regards listening skills, she argued that the students should be exposed to a variety of input, and as to the speaking skills they should be provided opportunities to get involved in all kinds of speech acts that they may encounter in real life.

When the course instructor was asked whether or not some changes should be made in the course materials, she gave a very direct answer saying “Of course, I think it has to be changed, it has to be discarded. A new book or a new set of materials have to be adopted”. She argued that ELT 121 and ELT 122 should be thought together when selecting materials. She further explained how materials should be as follows:

The materials that have to be chosen have to be thought together with the materials that are going to be chosen for 121. If we are to practice more social skills in 121 and more formal skills in 122, a book that would cover all the social skills and the speech acts and less formal skills have to be, a book that would cover all those skills has to be chosen for 121, and a book that would provide us with direction, guidance and language input for oral presentation skills that we need to cover like maybe informative speech, persuasive speech, debate, etc. should be chosen for the second course, ELT 122. So, maybe two books have to be chosen for those two different courses. If 122 is going to be a more formal presentation skills course, a book that would cover those skills with also language input and the guidance for the teacher and the students have to be chosen.

When I say input, I include listening and speaking both for 121 and 122 so materials, books that would have input in the form of listening, reading should be chosen for the second course as well, for 122. I think for the second course, when I said listening and speaking materials, input, they should come in the form of both visual and audio form, oral form; so, we should provide the students with maybe model presentations I mean these, they don't need to be performed by the teachers here, but maybe a book that would have model presentations in the form of video, in a kind of visual form. Plus, again visual discussions should be provided within the material that we are to choose or maybe as a supplement to the materials that we are going to choose. (Teacher B)

4.3.2.2 Reading Skills

Reading Skills I (ELT 123)

Based on the course evaluation questionnaire results, 43.9% of the students believed that there was no need to add further elements into ELT 123 course content. They said the things covered were adequate and there were not any other things they would like to have done but did not do in the course. However, 22% of the students suggested having interesting themes and current topics in the course content, 12.2% of them argued that there should be more supplementary materials in the course, 7.3% asked for more vocabulary practice, and 4.9% thought that there should be more homework.

In addition, the students were asked to give specific suggestions for change in the topics/themes, reading skills, and the course materials, respectively. The results reveal that 26.8% of the students did not suggest any changes in terms of topics and themes while 39% of them believed that more interesting and current topics and text should constitute ELT 123 course content. Also, 14.6% of the students argued that the texts should be shorter and their topics should be less complicated, and 7.3% of them thought that there should be variety in terms of topics and themes in ELT 123. As regards reading skills, 51.2% of the students stated that the existing reading skills should not be changed. However, 7.3% of the students proposed that there should be more emphasis on vocabulary development in the course content, and the other 7.3% of them suggested including more reading practice. The rest of the students did not respond to this item. Finally, regarding the materials, 17.1% of the students said the existing materials should be kept; they should not be changed. On the other hand, 22% of them proposed using more supplementary materials in the course, 17.1% argued that the course books should be replaced with new ones saying that the ones used were not at the right level and they were boring. Moreover, 14.6% of the students argued that only the *ELT 123 Course Pack* should be changed.

More specifically, during the interviews, the students listed the following topics when they were asked what other topics/themes should be added into ELT 122.

Student 1: Love, break up, historical places in the countries we don't know, different cultures

Student 2: Daily issues, newspapers so that we can gain the habit of reading newspapers

Student 3: Education because this is our occupation, daily or current issues

In addition, as to reading skills, one of them suggested including reading aloud and pronunciation skills, and the other one proposed adding high-order reading skills like detailed analysis of texts and inferring the deep meanings. The third student, however, argued that rather than adding new skills to the course content, the existing reading skills should be practiced more. Finally, as to the overall course content, one of the students further stated that first the students' proficiency level should be identified and then the course should be designed according to the average level of the students.

In general, the students suggested using a variety of authentic materials like newspapers, magazines and books, or a course book including texts on different topics, as well as supplementary materials. The changes they suggested in the course materials were as follows:

Student 1: There should be books in the market which include texts on different countries, cultures, peoples. Such a book could be better than the *Course Pack*. *Power Play* was nice. All the time, supplementary materials (various texts, materials) should be brought to the classroom, instead of sticking to only one book. In this way, we could have improved more.

Student 2: Newspapers should be used, also interesting and different things like books or parts from a book. Supplementary materials should be provided.

Student 3: More difficult reading books. Instead of reading a text and answering its questions, it would be better to read a book and analyze it. Books, magazines, newspapers could be used; it would be more enjoyable as well, because everyday we could read about different topics. Everything should be changed; books used for example. Books including more exercises, or exercises which will help us to analyze and comprehend or digest the texts better should be used.

Regarding the topics and themes, first the course instructor (Teacher C) argued that topics themselves may not be so crucial, but then he suggested having topics like family relationships, generation gap, different societal problems, language, society, love, marriage, and something about the human being and the human being deals with, because those topics would be more interesting for the students. As to the reading skills, on the other hand, his suggestions were as the following:

The students should learn how to get the meaning from the context, how to use context clues to getting main idea. The students should learn how to get the main idea of the whole text, or different parts of the text. The students should have very clear idea of what meaning map of the text is, that's very important, just to see. The students should know for example how to get, how to use different ways of getting idea, how to read between the lines. I think that's a psychological thing to do, because they have got some routine procedures in class, they come to the class, they say "We have to do this, now it is skimming, it is scanning", because the expectation, they feel demotivated. But when you do these things implicitly, you get the main thing but the students, it's psychological, when you see something new, something different it challenges you. (Teacher C)

On the whole, the instructor of ELT 123 proposed redesigning the course from the scratch, rather than changing only some parts. He argued that the whole approach to this reading course should be changed. He suggested the following approach:

My suggestion is first of all, we have to decide what we want to achieve, our philosophy of this reading thing, so we have to decide is it literature? Is it linguistics? Is it something in between? What is the proportion? What is the share of ELT view, what is the share of linguistics view? What is the share of literature view? So, we have to decide, because ELT for me is not only language; language teaching is more than linguistics. So, we have to add the more part to our design. (Teacher C)

Last of all, the instructor suggested the following changes in the materials of the course:

First of all, I think, we have to pilot the materials before introducing them. What I mean is, sometimes we prepare course packs, lots of materials, but we can only cover one third or fifty percent of those materials, because we experiment. So what I mean is, just maybe to pilot some parts, maybe one chapter of the material, after that to decide. But what we do is we say that I will do chapter one for one week but it takes two weeks. In other words, students ask “why did you ask us to buy that book and all these things?” It’s waste of time, waste of resources, waste of materials and money. (Teacher C)

Reading Skills II (ELT 124)

ELT 124 course evaluation questionnaire results indicate that while the majority of the students (67.5%) did not believe that further elements should be added to the course content, 7.5% of them suggested including more reading practice and 5% asked for having more vocabulary exercises.

Furthermore, when the students were asked to give suggestions for change in the course content (i.e. topics/themes and reading skills covered) and materials, the results shown in Table 4.54 were obtained.

Table 4.54 Students’ suggestions for change in ELT 124 course content and materials

	No need for change	Some of the Suggested Changes
Topics/Themes	42.5%	More interesting topics/themes (40%) More current topics (5%) Varyity in topics/Different topics (5%)
Reading Skills	57.5%	More emphasis on reading practice (15%) More focus on vocabulary development (5%) Reading aloud (2.5%)
Materials	52.5%	<i>Lexis</i> should be replaced because it was very boring (25%) More supplementary materials (7.5%) Long and boring stories in Power Play should be left out (7.5%)

The results in Table 4.54 reveal that in general the students who did not suggest any changes were the majority. However, some other students suggested including a variety of more interesting and current topics, and more reading and vocabulary practice in ELT 124 course content. The also suggested not using one of

the course books (*Lexis*) and some long and boring stories in the other book (*Power Play*), and using more supplementary materials in the course.

In the interviews, while two of the three students argued that the topics or themes covered in ELT 124 should be about current issues, the third student believed that they should be about unknown things in order to attract students' attention. As to the reading skills, one of the students did not suggest including any other reading skills in the course content because she believed that they already did everything in the course. The second student, however, proposed having more practice on the existing reading skills. Finally, the third student thought that reading aloud should be added to the course content.

With respect to the course materials, the students proposed the following changes during the interviews:

Student 1: I think there should be texts like the ones in *Power Play* and exercises like the ones in *Lexis*. Or, instead of *Lexis*, the teacher could choose a book and we could work on the vocabulary in that book or the teacher could prepare vocabulary handouts on *Power Play*.

Student 2: Materials like *Lexis* should be used. A book that includes exercises like the ones in *Lexis* should be used. Reading texts on current issues should be read. Texts in *Power Play* were very boring.

Student 3: Some changes should certainly be made in the course materials. Materials that can attract students' attention or interest, more enjoyable materials. Maybe short or long stories, poems, fiction or non-fiction texts.

When the course instructor (Teacher D) was asked to give suggestions concerning the other topics/themes that should be covered in ELT 124, she said she had given her students a survey about the topics they would like to study, and then she reported the results of the survey during the interview. The topics of common interest were: daily life, sports, love stories, and relationships (boys and girls). After the question concerning the topics and themes, the instructor was required to give suggestions for change in the reading skills covered. Upon this question, she said

more complex reading strategies like inferencing should be included in the course content, and more practice on reading should be emphasized.

Finally, the instructor strongly argued that some changes should be made in terms of the course materials. Actually, she recommended replacing the existing course book with a more comprehensive and effective one. Her proposal was as the following:

If I got to teach the same course again, I may go back and then try to cover, try to find a book that covers at least most of my objectives, not some of them, because, you know, I don't want to use many books because it's a kind of costly for the students and you know I really don't want to do that. But changing the book after doing a careful study about the book selection, changing the book maybe, it's going to be really helpful. Maybe one of the major problems that I had. Because, definitely they are, they were sick and tired of using the exercises in the Lexis. They were wonderful exercises but they said they were so bored; it is so boring and not interesting. I agree, but you know we have to find an alternative book that has the good vocabulary exercises and covers the objectives. (Teacher D)

Advanced Reading Skills (ELT 221)

In the course evaluation questionnaire, when the students were asked to state the things they did not do but would like to have done in ELT 221, 30.8% of them expressed satisfaction with the existing content saying “the things we did were enough”. On the other hand, the other students suggested the following additions in the course content: More interesting texts and topics (12.8%), more discussion on the texts (10.3%), various activities (10.3%), out-of-book (supplementary) materials (7.7%), and more vocabulary practice (5.1%). To sum up, the students asked for variety in terms of topics, texts and activities, more practice and use of supplementary materials in ELT 221.

More specifically, when the students were asked to suggest changes in terms of topics/themes, reading skills and materials, the results obtained were as follows (in Table 4.55):

Table 4.55 Students' suggestions for change in ELT 221 course content and materials

	No need for change	Some of the Suggested Changes
Topics/Themes	15.4%	More interesting, entertaining topics (41%) Current topics (10.3%) Topics suitable for students' age and common interest of young people (7.7%)
Reading Skills	25.6%	More practice on reading skills (17.9%) More vocabulary practice (5.1%) Summarizing skills (5.1%)
Materials	20.5%	Supplementary materials should be used (20.5%) More interesting and up-to-date materials (10.3%) <i>Mosaic I</i> should be replaced with another book (10.3%)

The results in Table 4.55 show that the students suggested changes such as more interesting and current topics which are suitable for students' age and interests, and more reading and vocabulary practice in the course content. As to the course materials, 20.5% of them argued that supplementary materials should be used, 10.3% of them said more interesting and current materials should be used, and the other 10.3% proposed changing the existing course book with a new one. Finally, based on the results, the number of students who expressed satisfaction with the existing situation and did not suggest any changes is lower compared to the results obtained in other reading courses, and there are some students who did not respond to this item in the questionnaire (about 30%).

During the interviews, one of the three students suggested including texts on topics like other cultures (not only American culture), marriage, love, education and problems of teachers. The other two students proposed choosing texts on daily/current issues. One of them explained the reason for her suggestions as: "Daily issues, so that I can live these topics outside the classroom. In order to understand the main ideas or details, the texts, topics of the texts, have to be meaningful for me".

Relating to reading skills, the students suggested adding the following reading skills into the course content:

Student 1: Reading something and making comments on the thing read together; sharing ideas.

Student 2: To be able to guess the meaning of a word by using the context in the text. Learning the strategies for guessing the meaning of a word in the text.

Student 3: Analyzing the style of each writer. Literary skills.

To sum up, the students believed that discussion skills (on the bases of the reading texts), strategies for guessing meaning in context, and literary skills (e.g. style analysis) should be included in ELT 221 course content. It can be inferred from the students' responses that they would like to work on high-order reading skills, more advanced issues, in ELT 221.

With regard to the changes in terms of materials, all three students suggested that the course book should be supplemented with other materials such as authentic texts from newspapers and magazines, and various books and novels. To illustrate, one of the students said "Newspapers, magazines. It's wrong to depend on only one course book; you can't improve". To conclude, students proposed having a wide variety of materials in ELT 221, rather than following a single course book.

Concerning the topics and themes, like the instructor of ELT 124, instructor of ELT 221 (Teacher E) based her suggestions on the results of the mini survey she had conducted with her students at the beginning of the semester. The topics of common interest were advertising, adventure, real life stories, disco, sports, music, fashion, love and politics. Regarding the reading skills, on the other hand, rather than adding new reading skills to the course content, the course instructor suggested focusing on the existing reading skills more through a lot of practice. The instructor argued that the students needed a lot more practice to improve their reading comprehension skills and vocabulary knowledge.

As to the course book, the teacher proposed using the same course book, *Mosaic I*, but she added that the teachers should select the topics that might attract students' attention. She also suggested supplementing the course book with extra materials.

4.3.2.3 Writing Skills

Writing Skills I (ELT 125)

On the basis of the course evaluation questionnaire results, 58.5% of the students did not propose anything to be added to the content of ELT 125; they said “everything has been covered”. However, the other students suggested came up with the following suggestions: having more tasks/practice through supplementary materials (17.1%), including not only paragraph but also various types of writing (i.e. genres) such as poems, stories, and free writing (12.2%), and presenting more sample essays (4.9%).

Table 4.56 Students’ suggestions for change in ELT 125 course content and materials

	No need for change	Some of the Suggested Changes
Topics/Themes	51.2%	More interesting and current topics (14.6%) More variety of topics (7.3%)
Writing Skills	56.1%	More practice on the existing writing skills (21.9%) More explanation on the writing skills (4.9%) More diversity in writing skills (4.9%)
Materials	48.8%	A lot of supplementary materials/handouts (26.8%) <i>Sentence Combining</i> should be replaced with another book (7.3%) <i>Paragraph Patterns</i> should be replaced with another book (4.9%)

With regard to the students’ suggestions for change in the existing course content (i.e. topics/themes and writing skills) and materials, the results (presented in Table 4.56) indicate that about half of the students expressed satisfaction with the existing situation, and therefore they did not suggest any changes in terms of course content and materials. On the other hand, some other students proposed that ELT 125 should consist of various interesting and current topics, and the writing skills already existing in the course content should be practiced more. They also suggested including more explanation as regards writing skills and focusing on a variety of skills. As to the course materials, 26.8% of the students argued that a lot of supplementary materials should be used, and a few students (4.9%-7.3%) suggested replacing the existing course books. Last of all, as in the other courses, some students did not respond to this item at all.

During the interviews, upon the question “what other topics/themes and writing skills should be covered in this course?” the students’ responses can be summarized as follows:

Topics: Love, themes of movies, shopping, daily/current issues, and culture.

Writing Skills: Free writing, essay writing (after paragraph writing), letter writing (not only paragraphs).

The students’ suggestions reveal that they would like the course, ELT 125, to cover not only paragraph writing but also essay and letter writing. As to the course materials, the students proposed using a course book which includes detailed explanations about the topics as well as sample paragraphs. Moreover, they wanted to be provided with a lot of handouts prepared by using various sources. Their suggestions regarding course materials match with how they evaluated the course book; their common complaint was that the course books, especially *Paragraph Patterns*, did not include sufficient explanations about the topics.

The course instructor (Teacher F) did not suggest any changes in terms of course content because she thought the topics were interesting and the writing skills included in the course content were adequate. However, as to the course materials, she proposed replacing one of the course books, *Paragraph Patterns*. Like students, she argued that it was weak in terms of explanations. Her suggestions regarding the course materials were as:

We should find a better explanatory book compared to this one. The examples were good, the exercises were good but you see had we have more instructional part in it and more into how to construct the paragraph itself like giving the components and why should we use the topic sentence, examples on topic sentence or exercises on constructing topic sentences. I think that could have been better. Something similar to John Langan’s book but perhaps based mainly on paragraph writing. So that’s the kind of format we should find for a paragraph writing book. We can keep *Sentence Combining*, but with *Paragraph writing*. It’s good but as I am saying there’re are not too many exercises... explanations on topic sentences, a lot dependent on me when we worked on topic sentences. But examples were okay, exercises were okay but that was the part that was missing. So if that was supplemented there’s no problem. (Teacher F)

Writing Skills II (ELT 126)

The results of ELT 126 course evaluation questionnaire reveal that majority of the students (72.1%) did not think that some additional elements should be added to the course content because they said “things done were enough” when they were asked to specify things that were not done but they would like to have been done in ELT 126. On the other hand, 11.6% of the students argued that more practice should be involved in the course, and 6.9% of them wanted to be given more supplementary materials or handouts.

Likewise, when the students were asked to give suggestions for change in the course content and materials, majority of them stated that there was no need for change because the existing content and materials were adequate. Although the majority did not give any suggestions, some other students came up with the suggestions.

Table 4.57 Students’ suggestions for change in ELT 126 course content and materials

	No need for change	Some of the Suggested Changes
Topics/Themes	67.4%	More interesting/attractive topics (14%) More variety of topics (2.3%) More sophisticated/complex topics (2.3%)
Writing Skills	79.1%	More practice on the existing writing skills (11.6%)
Materials	69.8%	More materials/handouts (9.3%) Another book which is more interesting and has variety (9.3%) There is no need for a course book (2.3%)

The results summarized in Table 4.57 show that some students proposed including a variety of interesting and sophisticated topics/themes and having more practice on the existing writing skills in the course content. Concerning the course materials, they suggested using more handouts, changing the course book, or not using a course book at all.

During the interviews, when the students were asked what other topics/themes and skills should be included in ELT 126, all three students did not suggest anything new in terms of topics and themes, and one of them, for instance, said “everything given was already good in terms of enjoying us”. Regarding the writing skills, similarly, two of the students did not suggest anything additional, one of them arguing “everything has been included, what else we could have done?”.

However, the third student proposed including vocabulary development in ELT 126 course content to help students write better.

Likewise, generally the students did not suggest any changes regarding the course materials as well. They expressed satisfaction with the existing course book and argued that it should be kept. The students' comments were as:

Student 1: More sample essays should be given. I think the book is okay, it's a nice book but we should work on it more.

Student 2: No need for a change in course materials, the course book. I have no suggestions for extra materials.

Student 3: No changes should be made in the course materials. I don't know what else could have been used. Maybe we could have done projects; finding a long text and analyzing it in terms of text structure.

As in ELT 125, the instructor of ELT 126 (Teacher F) did not suggest any changes in terms of course content. She argued that she did not experience any problems as regards the topics of the essays students would write about, because she chose topics which the students had information about. Also, she thought that the writing skills included in the course content were enough for one semester. To conclude, overall she was pleased with the course content, she said.

Similarly, she did not suggest any changes in terms of the course materials, i.e. *College Writing Skills*. She said: "I don't think there should be any modifications. It should be kept as it is".

Advanced Writing Skills (ELT 222)

In the course evaluation questionnaire, 60.4% of the students stated that the things done in ELT 222 were sufficient, and as a result they did not suggest any additions to the course content, while some other students argued that the following element should be added to the course content: how to write a research paper (12.5% of the students mentioned this), not some but all essay types (6.25%), and editing (6.25%).

Additionally, the students were asked to provide specific suggestions for change in the topics/themes, writing skills, and the course materials in the course

evaluation questionnaire. The results show that 54.2% of the students did not suggest any changes in terms of topics and themes whereas 22.9% of them asked for more interesting topics in ELT 222 course content. With regard to writing skills, 77.1% of the students stated that the existing writing skills should not be changed. However, 4.2% of the students proposed including more writing practice in the course content, and the other 4.2% of them suggested emphasizing various writing skills, not only essay writing skills. The rest of the students did not respond to this item. Lastly, relating to the materials, 60.4% of the students said the existing materials should be kept; they should not be changed. On the other hand, 20.83% of them proposed using more supplementary materials in the course, and 6.25% argued that the course book should be replaced with another one.

In the interviews, first the students were asked to specify what other topics/themes and writing skills should have been covered in ELT 222. Concerning topics and themes, they suggested topics like music, daily/current events, love, and learning English. As regards writing skills, they proposed adding the following elements into the course content: research paper, summary, petition. In other words, the students suggested including a variety of genres in the course content rather than focusing on only essay writing.

As to the course materials, one of the students argued that the existing book should be kept, but it should be supplemented with extra materials. On the other hand, the other two students proposed replacing the existing book. Their explanations were as follows:

Student 1: The appearance of a book is very important for student psychology; as soon as we open this book we want to close it. The book should be attractive, colorful, should include pictures, different topics, like football or sports for the boys. It should include sample essays, tests, information on grammar, linkers, etc.

Student 2: The book should be changed. And not only the book but also supplementary materials should be used. Firstly, the book should give detailed information about each essay type. There should be a lot of sample essays and questions on them. It should provide a lot of alternatives for essay topics. Maybe small readings can be included to get student to write essays by using the topics in them.

Regarding the topics and themes, the course instructor (Teacher B) did not suggest anything. She said rather than giving her students a list of topics, she let them choose their own topics. As to the writing skills, she thought that the only missing element in the course content was ‘sentence skills’; she suggested spending more time on sentence skills. In addition, the course instructor recommended offering another writing course, after ELT 222, to teach students report writing, and CV and resume writing. Overall, when the course instructor asked “Do you suggest any changes in the course content in general?” her response was as the following:

Not really, I was quite satisfied with the type of essays we taught because I found that those were the essential essay types that they will need in their later life. Of course we could have added more essay types, but if we had done that we’d have missed the opportunity to go over those essays and to correct them. We would have just given them the types of essays but we wouldn’t have had time to make them write about them and to see how well they learnt about them. (Teacher B)

Finally, parallel to the students’ comments, the course instructor proposed supplementing the existing course book with extra materials. Her suggestion was:

As I said because the material was very culture specific maybe even the exercise types could be supplemented by other books. Same book but supplemented because the book was quite useful. I found the book very useful. Maybe supplementing some passages for different essay types, and maybe bringing in some more exercises, more different types of exercises rather than sticking to those very repetitive and sometimes boring exercises. (Teacher B)

4.3.2.4 English Grammar

English Grammar I (ELT 127)

The results of ELT 127 course evaluation questionnaire indicate that 40.4% of the students did not suggest adding any other elements to the course content because they believed that the things covered were enough. However, some other students proposed including the following elements as well in ELT 127 course

content: supplementary materials and exercises (19.1%), listening and speaking practice (8.5%), more detailed explanations on topics (6.4%), diagnostic tests for practice (4.3%), etc.

Moreover, when the students were asked to give suggestions for change in the course content (i.e. topics/themes and grammar points covered) and materials, the following results were obtained (in Table 4.58):

Table 4.58 Students' suggestions for change in ELT 127 course content and materials

	No need for change	Some of the Suggested Changes
Topics/Themes	34%	More interesting topics (of texts) (25.5%) Current topics (6.4%)
Grammar Points	42.6%	More detailed explanation of grammar points (21.3%) More practice on grammar points (6.4%) More grammar points should be covered (4.3%)
Materials	48.9%	Supplementary materials/books should be used (17%) More explanatory and challenging book (6.4%) Workbook should not be used (4.3%)

The results in Table 4.58 reveal that in general the students suggested having detailed explanation of grammar points and more practice on the grammar points, as well as covering more grammar points (in number). Also, parallel to this, they asked for a more explanatory course book and other supplementary materials.

During the interviews, the students did not suggest adding any other topics/themes and grammar points into the existing content of ELT 127 when they were asked to specify which other topics/themes and grammar points should have been covered in ELT 127. For instance regarding the grammar points, one of the students said "We have covered almost all of them, nothing's missing" and the other one said "I can't think of any other, the grammar points taught were sufficient".

When the students were asked to suggest changes in the course materials, they argued that the course materials should provide students with detailed explanations and a wide variety of exercises. Also, they suggested using audio-visual materials. Their suggestions were as follows:

Student 1: More explanatory materials; supplementary materials because the explanations in the book are not sufficient. Also, video viewing, watching video to learn spoken language

Student 2: Different exercises, activities. More explanations which will help us to understand better. Not only written materials, books but also visual materials should be used, like videos, cassettes, visual materials which will make the topics more attractive.

Student 3: Visual materials might be very nice, like showing some patterns visually. Maybe watching or listening. The book is nice, because I can't see an alternative I can not say that something else could be better. It is always possible to find a better book, a book that includes more and better (more useful) exercises.

The course instructor (Teacher A) did not suggest any changes regarding the topics/themes of the texts in the course book because he said they were interesting. On the other hand, when he was asked to specify other grammar points that should be added into the course content, his response was:

In order to understand what you've missed, we have to check it in practice. In other words, you have to do, maybe it's outdated to talk about these things, error analysis, to analyze the errors made by students in writing and reading and speaking, in other things. On the basis of this to concentrate on those points that students find difficult to deal with. After that, you can say "what more".
(Teacher A)

Regarding the course materials, he did not suggest changing the course book. Instead, he proposed working on the book more, focusing on the parts which were ignored, and identifying and then supplementing its weak parts.

English Grammar II (ELT 128)

In the course evaluation questionnaire, when the students were asked to state the things they did not do but would like to have done in ELT 128, 67.4% of them expressed satisfaction with the existing content saying "everything has been done". On the other hand, the other students suggested the following additions in the course content: Focusing on the details of the grammar topics (4.7%), covering basics of

grammar such as parts of speech and word order (4.7%), learning about more grammar points (4.7%), and doing more practice on the grammar points (4.7%). To sum up, the students asked for covering more grammar points, including the basics of English grammar, learning about these grammar points in detail, and doing more practice on them.

More specifically, when the students were asked to suggest changes in terms of topics/themes, grammar points and materials, the results obtained were as in Table 4.59. The results show that although the majority of the students were satisfied with the existing course content, some other suggested changes such as including more grammar points, learning about them in detail, and doing a lot of practice through supplementary materials and by using the existing materials more effectively.

Table 4.59 Students' suggestions for change in ELT 128 course content and materials

	No need for change	Some of the Suggested Changes
Topics/Themes	65.1%	Topics of the texts in the book should be more interesting (20.9%)
Grammar Points	67.4%	Grammar points should be worked on deeply, in detail (9.3%) More grammar points should be covered (4.7%)
Materials	51.2%	More supplementary materials/handouts (11.6%) No response (18.6%) Using the existing materials more effectively (4.7%)

As in ELT 127, the students did not suggest any other topics to include in the course content because they thought that the topics of the texts were already interesting. On the other hand, as regards grammar points, while two of the students considered the grammar points in the course content sufficient, the third one suggested adding basics of grammar such as word order and parts of speech into the course content.

As to the course materials, all three students proposed using a lot of supplementary materials in the course, in addition to the course book.

The course instructor (Teacher C) did not suggest any changes in the course content but he argued that mainly the use of grammar, i.e. production of grammar points, should be emphasized. He said:

I don't think we should do something different. But we have to emphasize mainly the use of grammar, at the same time maybe production of grammar points not recognition. (Teacher C)

Regarding the course materials, on the other hand, he argued that some changes should be made, and he explained these changes as follows:

I think yes. What should we should change. First of all there must be deep integration among different skills. We have more emphasis on production, what I mean by production is using language in speaking, using language in writing, using language in reading. In other words, these things must be coordinated. In fact, in order to check the efficiency of grammar use maybe we have to design tasks to measure how efficiently they use grammar. To design writing tasks, to design speaking tasks to measure the output, to measure the result. That could be better. (Teacher C)

4.3.2.5 Overall

While some of the students expressed satisfaction with the existing contents and materials of the language improvement courses saying “there is no need for change”, the others mainly suggested enriching content in terms of practice, using a variety of materials, and supplementing the course books with extra materials or handouts. As to topics or themes, students argued that the topics should be on current issues, and they should be interesting and relevant to their lives and age. Like students, the course instructors proposed that students should be provided with more input and more opportunities for practice through a variety of materials, and consequently they stated that the existent course books or course packs need to be supplemented.

In *Oral Communication Skills* courses, students thought that the course content should be enriched in terms of practice. They said there should be more listening and speaking practice; more video viewing, more discussions and presentations, for example. In addition, they suggested adding ‘pronunciation’ to the

course content. As to materials, they proposed adding more materials; that is using supplementary materials. For example, they would like audio-visual materials and reading texts to be used in the courses. Similarly, the course instructors recommended providing students with more input and more practice opportunities by using a variety of materials.

The students said they would like to read about current issues and a variety of interesting topics in the *Reading Skills* courses. Regarding course content, they argued that the amount of reading and vocabulary practice should be increased. In other words they suggested making ‘practice’ the main component of the course content. Additionally, they proposed including reading aloud in ELT 123 course content and literary skills in ELT 221 course content. As to materials, the students suggested using a variety of authentic texts in different types (or genres) rather than sticking to one course book; they suggested supplementing the course books. Like students, the course instructors also believed that the course books need to be supplemented with extra reading materials. Moreover, with respect to course content, the instructor of ELT 123 suggested including both language (linguistics) and literature in the course, the instructor of ELT 124 argued that more complex reading strategies should be added to the content, and the instructor of ELT 221 proposed doing more practice on the existing content.

On average, 60% of the students expressed satisfaction with the *Writing Skills* courses in terms of their contents and materials, and as a result they did not suggest any improvements saying they should continue as they are. On the other hand, the rest of the students proposed including not only paragraph or essay but various formats or genres like letter, story, petition, research paper, summary in the contents of the writing courses. Moreover, they suggested including more practice and using more supplementary materials in the writing courses. Similarly, the course instructors also thought that the existing course books should be supplemented.

Lastly, students argued that the contents of *English Grammar* courses should include more grammar points/topics, more detailed explanations on the topics, and more exercises or practice. In addition, they suggested using a lot of supplementary books and handouts to provide them with more explanations and diverse exercises

and tasks. The course instructors, in the same way, proposed supplementing the course book and using integrated skills materials which emphasize ‘production’.

4.3.3 Course Conduct

In this section, the results concerning the suggestions for changing the language improvement courses in terms of their conduct, i.e. teaching-learning process, are presented. The suggestions of students and instructors were identified through questionnaires and interviews, and the results obtained were combined and presented together to answer a part of the third research question.

4.3.3.1 Oral Communication Skills

Oral Communication Skills I (ELT 121)

In the course evaluation questionnaire (Part IV, item 2), the students were asked to specify how frequently they would like the listed activities and methods to be used in ELT 121, and the results (shown in Table 4.60) reveal that the most desired methods were teacher lecture, video sessions, tape sessions, student presentations, reading aloud by students, and reading aloud by the teacher. Discussions, questioning by the teacher and self correction were also highly suggested by the students to be used in ELT 121. It can be observed from the results that although students proposed using a wide variety of methods in ELT 121, computer aided activities, songs and role-plays were comparatively less desired methods by the students.

Table 4.60 Activities and methods students would like to be used in ELT 121 (in percentages)

	Frequently	Sometimes	Never
Teacher lectures	43.2	56.8	0
Individual work	24.3	56.8	18.9
Pair work	40.5	51.4	8.1
Group work	35.1	59.5	5.4
Role-plays	32.4	45.9	21.7
Games	35.1	48.6	16.3
Songs	35.1	40.5	24.4
Video sessions	67.6	32.4	0
Tape sessions	70.3	29.7	0
Discussions	62.2	35.1	2.7

Table 4.60 (continued)

	Frequently	Sometimes	Never
Student (oral) presentations	54.1	45.9	0
Computer-aided activities	35.1	37.9	27
Peer correction	29.7	59.5	10.8
Self correction	40.5	56.8	2.7
Teacher correction	54.1	40.5	5.4
Dictation	29.7	64.9	5.4
Reading aloud (by students)	54.1	45.9	0
Reading aloud (by the teacher)	51.4	48.6	0
Projects	48.6	35.1	16.3
Questioning (by the teacher)	51.4	45.9	2.7
Translation	54.1	35.1	10.8
Homework/assignments	37.8	56.8	5.4

With the question “How should teaching-learning process be in ELT 121 so that it would help the students a lot?” students were asked to describe the teaching-learning process they desired or suggested. The students suggested doing more speaking practice in the classroom (18.9%), more video viewing (13.5%), and more presentations (13.5%), and having more variety of tasks and activities (8.1%) and topics/themes (5.4%). To conclude, students desired or suggested practice based teaching-learning process in ELT 121.

More specifically, as to the desired teacher behavior, while 24.3% of the students argued that their teacher was already doing everything well, the others suggested that the teacher should provide students with opportunities for more speaking and listening practice, and s/he should be a source of input by speaking English all the time in the lessons. Regarding the desired student behavior, on the other hand, 16.2% of the students believed that students can not do anything for each other whereas some other students said that students should work in groups, talk to each other, encourage each other to talk, correct each other’s mistakes, and respect and help each other.

During the interviews, one of the three students argued that the activities done in ELT 121 were sufficient and he did not suggest any other activities, while the other two students suggested including group presentations, field trips, more video viewing, and more discussions activities in teaching-learning process. With respect to overall teaching-learning process in ELT 121, one of the students stated that it is good as it is and he did not suggest any changes. However, one of the other

two students proposed that the number of students in the classroom should be decreased because in crowded classes students do not have equal opportunity to talk, while the other one suggested doing more interesting activities such as watching latest movies and having discussions on them. Lastly, all three students expressed satisfaction with the existing teacher-student relationship, and thus they did not suggest any changes.

In the interview, as to the conduct of ELT 121, the course instructor (Teacher A) suggested that in order to make the teaching task easier and more effective the course should be organized by the students; the students should even create the syllabus together with their teacher. He said although the students are not used to this kind of process due to their cultural background, the teacher should try it out. In addition, regarding the student and teacher roles, he believed that they should have equal status and they should be friendly because creating a relaxing atmosphere helps students perform well. In brief, the course instructor proposed using a process syllabus and adopting a teaching-learning process directed by both the teacher and the students equally.

Oral Communication Skills II (ELT 122)

Based on the results of the course evaluation questionnaire (Part IV, item 2), the students would like a wide variety of methods and activities to be used in ELT 122, as in ELT 121. The most desired or highly suggested methods were teacher lecture, video sessions, tape sessions, student presentations, discussions, teacher correction, and projects. On the other hand, songs, games and computer-aided activities were the least desired methods, but the students who did not suggest these activities were less than 50%. The results are summarized in Table 4.61 below.

Table 4.61 Activities and methods students would like to be used in ELT 122 (in percentages)

	Frequently	Sometimes	Never
Teacher lectures	65.9	34.1	0
Individual work	22	68.2	9.8
Pair work	29.2	65.9	4.9
Group work	26.8	65.9	7.3
Role-plays	22	56	22

Table 4.61 (continued)

	Frequently	Sometimes	Never
Games	14.6	51.2	34.2
Songs	14.6	43.9	41.5
Video sessions	70.7	29.2	0
Tape sessions	73.2	26.8	0
Discussions	58.5	41.5	0
Student (oral) presentations	65.9	29.3	4.9
Computer-aided activities	29.3	39	31.7
Peer correction	17.1	65.8	17.1
Self correction	46.3	48.8	4.9
Teacher correction	48.8	51.2	0
Dictation	29.3	53.6	17.1
Reading aloud (by students)	43.9	39	17.1
Reading aloud (by the teacher)	36.6	53.6	9.8
Projects	48.8	51.2	0
Questioning (by the teacher)	46.3	48.8	4.9
Translation	48.8	29.2	22
Homework/assignments	29.3	68.3	2.4

With respect to the teaching-learning process in ELT 122, 48.8% of the students did not suggest any changes saying “it should be as it is now”. However, the others suggested the following modifications in the conduct of ELT 122: doing more speaking and listening practice in the classroom through more variety of tasks and activities (34.1%), enjoyable and lively teaching learning process (12.2%), and more balance between listening and speaking components. To conclude, as in ELT 121, the students suggested practice based teaching-learning process in ELT 122.

Regarding the teacher behavior, majority of the students (53.7%) did not suggest any changes because they thought that their teacher was already doing everything well and whatever she did was sufficient. However, the others proposed that the teacher should get students to do more listening (26.8%) and speaking (12.2%) practice, and s/he should design a wide variety of interesting activities in order to be more helpful to students. As to the desired student behavior, on the other hand, 26.8% of the students believed that students can not do anything for each other, but the others (37.1%) suggested that students should have responsibility and they should behave well in the classroom. They described ‘good behavior’ as doing homework on time, being quiet, asking questions to their friends after presentations, and participating actively in the class discussions. The students also argued that

students should help each other (12.2%), have good relationships with each other (7.3%), and correct each other's mistakes (7.3%).

In the interviews, first the three students suggested using role-plays, dialogs, more discussions, more listening and viewing activities, and more audio-visual materials in conducting ELT 122 lessons to help students learn more. Then, relating to the overall teaching-learning process, one of them stated that the existing system is good and it should be kept as it is. One of the other two students also argued that the lessons should be conducted like the way they are already done but the number of listening activities should be increased. However, the third student came up with the following suggestions:

The lessons should be conducted more lively; they should be more interesting. It should be in such a way that *students put more into the lesson*. For example, we could watch a video and perform it (role play) or listen to a dialog and then act it out. Therefore, students should be more active. (Student 3)

All three students did not suggest any changes regarding the student and teacher roles arguing that their roles and the relationship between them should as they are.

In the interview, the course instructor (Teacher B) argued that the teacher should not dominate the classroom talk. The amount of teacher talk should be reduced but the teacher should still provide some input in a kind of restricted way so that the students can get chance to speak. Related to this, she further suggested redesigning classes in such a way that students with different proficiency levels should not be put into the same classroom. In other words, she proposed '*streaming*' to erase the gap between good and less proficient (poor) students, and consequently to have better teaching-learning process in the classroom. Finally, she expressed positive attitude toward the existing teacher and student roles and the relationship between the two groups, and therefore she did not suggest any changes.

4.3.3.2 Reading Skills

Reading Skills I (ELT 123)

Based on the course evaluation questionnaire results (shown in Table 4.62), students suggested using a variety of methods and activities in ELT 123. More specifically, they specified teacher lecture, questioning by the teacher, teacher correction, self correction, and reading aloud by the teacher as the most desired methods, whereas they would like songs, games and role-plays to be used least frequently.

Table 4.62 Activities and methods students would like to be used in ELT 123 (in percentages)

	Frequently	Sometimes	Never
Teacher lectures	70.7	29.3	0
Individual work	31.7	61	7.3
Pair work	31.7	58.5	9.8
Group work	31.7	61	7.3
Role-plays	12.2	63.4	24.4
Games	19.5	53.7	26.8
Songs	17.1	51.2	31.7
Video sessions	36.6	53.6	9.8
Tape sessions	39	48.8	12.2
Discussions	51.2	41.5	7.3
Student presentations	46.3	46.4	7.3
Computer-aided activities	26.8	51.2	22
Peer correction	34.1	53.7	12.2
Self correction	56.1	41.5	2.4
Teacher correction	61	36.6	2.4
Dictation	34.1	53.7	12.2
Reading aloud by students	70.7	24.4	4.9
Reading aloud by the teacher	51.2	46.4	2.4
Projects	36.6	43.9	19.5
Questioning (by the teacher)	58.5	41.5	0
Translation	46.3	41.5	12.2
Homework/assignments	53.7	39	7.3
Personal reading	53.7	41.4	4.9

Relating to the overall teaching-learning process in ELT 123, 22% of the students expressed satisfaction with the existing situation, and therefore did not suggest any changes saying that it should be as it is. In addition, 17.1% of the students did not suggest anything as well, saying “I have no idea”. On the other hand, the others proposed modifications like working on more interesting texts and exercises, including more homework and assignments, doing more reading aloud, conducting more class discussions, and making students come to class prepared.

With respect to desired teacher behavior, in the questionnaire, 29.3% of the students expressed positive attitudes toward their teacher's conduct of the lessons, and as a result they did not suggest any modifications; they said "the teacher was everything well" or "it was okay". However, the other students proposed the following improvement in the teacher's conduct of the lessons: using more supplementary materials (22%), having students read more (12.2%), getting students to read aloud the passages (7.3%) and giving more projects and homework (7.3%).

Regarding the student behavior, the questionnaire results show that 17.1% of the students believed that students can not do anything for each other, but the others stated that the students should work in groups more (24.4%), help each other by sharing information (14.6%), respect each other and have good relationships (14.6%), and participate in discussions more (4.9%). Finally, 12.2% of the students did not offer any suggestions concerning student behavior in the classroom saying "I don't know".

In the interviews, one of the students said the activities they have been doing are nice and she argued that they should continue to do the same type of activities. However, the other two students mainly suggested doing activities out of the book like reading authentic texts and having discussions about them. They proposed doing the following activities in ELT 123 classes:

Student 1: Doing something out of the book, something about daily issues. For example we can do group work; we can read a text and criticize it together. We didn't do group work.

Student 2: Going to library together, choosing a book or a magazine, copying it and reading it together, and then discussing it together instead of reading and answering questions. These things could be more beneficial because they help us improve not only our reading skills but also speaking skills.

With regard to teaching-learning process, all three students expressed positive opinions about the conduct of the lessons, but two of them added that the students should be more active in the classroom and they should participate more, while the third one suggested doing exercises in the classroom rather than at home.

In addition, as to the teacher and student roles and the relationship between them, they did not suggest any changes because they believed that the existing situation is the ideal one.

Relating to teaching-learning process, the course instructor (Teacher C) suggested that students should be involved in the course; they should live the course. Also, the teachers should be ready for the course in terms of objectives, materials, activities, methods, etc. in order to be highly effective. The course instructor argued that teachers should redesign the course; that is, they should define their philosophy, and redefine general objectives and specific objectives; then, “course conduct comes automatically because it depends on philosophy,” he said. To conclude, the instructor of ELT 123 suggested re-planning or reorganizing the teaching-learning process in the course.

Reading Skills II (ELT 124)

The results of the course evaluation (presented in Table 4.63) reveal that teacher lectures, discussions, teacher correction, reading aloud by the teacher, and personal reading were the methods and activities which the students would like to be used most frequently in ELT 124. They also would like reading aloud by students and homework/assignments to be used frequently in the course. Contrary to this, the results show that students specified computer-aided activities, songs, video sessions, student presentations, and translation as the least desired methods. Overall, the results indicate that students would like a variety of activities and methods to be used in the teaching-learning process.

When they were asked how teaching-learning process should be like in ELT 124, 47.5% of them did not suggest any changes saying “it is good as it is now”. In other words, about half of the students believed that the existing teaching-learning process was the ideal one. However, while 12.5% of the students did not respond to the item at all, the rest of the students proposed modifications such as: good teacher-student relationship (7.5%), doing different activities (i.e. variety) (7.5%), using visual aids to make the lessons more enjoyable (5%), etc.

As to the teacher behavior, 42.5% of the students did not suggest any changes arguing that their teacher was already doing everything well and whatever

she did was sufficient. However, the others proposed that the teacher should explain well and use an interesting teaching method (20%), give more feedback (7.5%), use audio-visual aids (5%), choose interesting topics (5%), and get students to do more reading practice (5%). Regarding the desired student behavior, on the other hand, 25% of the students declared that students can not do anything for each other, but the others suggested that students should help each other by explaining things they don't understand to each other (20%), participate actively in class discussions, be quiet and serious in the classroom (12.5%), and work in groups (5%). Finally, there was another group of students (12.5%) who did not respond to this item at all.

Table 4.63 Activities and methods students would like to be used in ELT 124 (in percentages)

	Frequently	Sometimes	Never
Teacher lectures	65	35	0
Individual work	37.5	55	7.5
Pair work	40	52.5	7.5
Group work	35	57.5	7.5
Role-plays	27.5	52.5	20
Games	30	40	30
Songs	25	42.5	32.5
Video sessions	35	37.5	27.5
Tape sessions	30	40	30
Discussions	40	60	0
Student presentations	27.5	50	22.5
Computer-aided activities	30	32.5	37.5
Peer correction	30	52.5	17.5
Self correction	42.5	52.5	5
Teacher correction	55	45	0
Dictation	40	42.5	17.5
Reading aloud by students	67.5	30	2.5
Reading aloud by the teacher	50	50	0
Projects	27.5	62.5	10
Questioning (by the teacher)	37.5	57.5	5
Translation	42.5	35	22.5
Homework/assignments	32.5	65	2.5
Personal reading	55	45	0

In the interviews, all three students suggested changes in terms of activities and tasks:

Student 1: The students could have been more active in the classroom. We were very passive. The teacher was at the center of attention all the time. There could have been more interaction

between the teacher and the students. There should have been better interaction between the teacher and the students.

Student 2: When we were doing our journals, we should have done them on the texts that the teacher provided, not the ones we chose. Maybe I read something very difficult and a friend of mine read something very simple; so this doesn't improve us. The teacher should also read the text and have her own comments on it, maybe I haven't read it! She doesn't see the text. She should give us the text, and at least she should have a general idea about the text and grade our work accordingly. It should be like that.

Student 3: Instead of spending time on fun readings in the classroom (these would be checked by the teacher anyway), we could have done more practice; reading a text and answering its questions. This could be better. Maybe, supplementary texts with their questions.

As to the overall teaching-learning process, two of the students expressed that they are happy about the way the lessons have been conducted, but at the same time they suggested doing more reading practice. The third student, on the other hand, argued that the lessons should not be conducted like that; they should be conducted in a more active way, she said. Last of all, all three students did not propose any changes in terms of teacher and student roles because they thought that they are already like they have to be.

On the whole, the instructor of ELT 124 (Teacher D) expressed positive attitudes regarding the way she conducted the lessons. However, she suggested more interaction among the students through pair and group work in order to share information and duties. Moreover, she proposed doing more 'drama' tasks.

Advanced Reading Skills (ELT 221)

In the course evaluation questionnaire, the students were asked to specify which methods and activities they would like to be used in ELT 221, and to what extent. Based on the students' responses (presented in Table 4.64), teacher correction and discussions were the most desired methods because 100% of the students would like these methods to be used in the course 'frequently' or 'sometimes'. Pair and group work (97.5%), self correction (97.5%), questioning by the teacher (97.5%), teacher lecture (94.8%), individual work (94.8%), and

homework/assignment (94.8%) followed these methods. However, it can be seen in Table 45 that computer-aided activities, journal keeping, student presentations, projects, and dictation were the least desired methods, but even the least desired methods and activities were suggested to be used by the majority of the students, which shows that the students would like a wide variety of methods and activities to be used in ELT 221 classes.

Table 4.64 Activities and methods students would like to be used in ELT 221 (in percentages)

	Frequently	Sometimes	Never
Teacher lecture	53.7	41	5.1
Individual work	20.5	74.4	5.1
Pair work	46.2	51.2	2.6
Group work	48.7	48.7	2.6
Role-plays	41	48.7	10.3
Games	46.2	43.5	10.3
Songs	38.5	48.7	12.8
Video sessions	51.3	38.4	10.3
Tape sessions	51.3	41	7.7
Discussions	53.8	46.2	0
Student presentations	25.6	56.5	17.9
Computer-aided activities	35.9	38.5	25.6
Peer correction	28.2	61.5	10.3
Self correction	43.6	53.8	2.6
Teacher correction	53.8	46.2	0
Dictation	48.7	33.4	17.9
Reading aloud by students	46.2	41	12.8
Reading aloud by the teacher	28.2	56.4	15.4
Projects	5.2	76.9	17.9
Questioning (by the teacher)	48.7	48.7	2.6
Translation	41	46.2	12.8
Homework/assignments	30.8	64.1	5.1
Journal keeping	28.2	51.3	20.5

When the students were asked to give suggestions related to how teaching-learning process should be in ELT 221, 15.4% of them proposed that there should be better relationship between the students and the teacher. Moreover, 12.8% of the students suggested variety in terms of activities, 10.3% of them argued that the overall teaching-learning process in the classroom should be interesting and attractive, the other 10.3% believed that there should be more discussions, and 7.7% suggested student-centered teaching learning process. Apart from all these suggestions for improvement, some of the students (10.3%) stated that the existing system of conducting lessons in ELT 221 was the ideal one.

The results of the questionnaire related to the students' suggestions for desired or expected teacher behavior reveal that 33.3% of the students thought that the teacher should have positive attitudes toward students and better interaction with them. For example, they stated that the teacher should be warmer, active and equal to all students. In addition, the students proposed that the teacher should teaching in an interesting and effective way (17.9%), use a variety of tasks, activities and methods (17.9%), use more supplementary materials (12.8%), get students to do more vocabulary practice (6.6%), etc. Apart from these suggestions, only 5.1% of the students proposed that the existing teaching learning process was the ideal one saying "the teacher was already doing everything well".

On the other hand, related to the desired student behavior, while 10.2% of the students argued that students can not do anything for each other for effective teaching-learning process to take place, the others came up with the following suggestions: sharing information, texts and opinions (23.1%), working in groups (23.1%), helping each other (15.4%), correcting each other's mistakes (7.7%), having better relationships (5.1%), etc.

In the interviews, one of the three students stated that the teacher should not use the same method. A number of small tasks or activities should be done in one lesson: in other words, there should be variety in terms of activities and methods. The other two students suggested reading newspapers and literary books, and then giving presentations to express their comments about them. They also proposed doing role-play activities in the classroom.

As to the overall teaching-learning process in ELT 221, the students came up with the following suggestions:

Student 1: Students should read their books at home and come to class and talk about the things they've read; this helps students improve their reading and at the same time speaking skills. It could be interesting to listen to my friends.

Student 2: The teacher should use the board more; especially she should put the important things (to be asked in the exam) on the board. The conduct of the lessons is good, enjoyable but it can be better if some more variety is added.

Student 3: Of course it could be different; not having same type of things all the time but sometimes..., maybe something out of the book should be done. Maybe, the teacher herself could prepare questions on the texts. Different tasks.

In brief, during the interviews the students emphasized the necessity of having variety in terms of activities and tasks in order to conduct the lessons more effectively.

Regarding the student and teacher roles, the students argued that the teacher should not be very strict because this may demotivate students, while the students should be more active.

The course instructor (Teacher E) proposed two main suggestions regarding the teaching-learning process in ELT 221. She suggested focusing more on some of the texts and reading and explaining them paragraph by paragraph, while asking the students to read some other texts on their own and then answer the questions. She argued that this may bring variety into the teaching-learning process. Her second suggestion was that the students should be streamed, because streaming may help the teacher adapt the teaching-learning process according to the students' proficiency levels, and consequently this may increase the effectiveness of the process. Finally, as to the teacher and student roles, she proposed that the teaching-learning process should be more student-centered; students should be more active. The students also suggested this during the interviews.

4.3.3.3 Writing Skills

Writing Skills I (ELT 125)

Based on the course evaluation results (summarized in Table 4.65), the students would like various activities and methods to be used in ELT 125. Teacher lecture, brainstorming, teacher correction, pair work, group work, self correction and homework/assignment were the most desired methods and activity types. Although the students reported desiring all the activities and methods listed in the questionnaire, songs, role-plays, games, projects and computer-aided activities were the least desired ones. Overall, students' suggestions were in the direction of using a variety of methods.

Table 4.65 Activities and methods students would like to be used in ELT 125 (in percentages)

	Frequently	Sometimes	Never
Teacher lecture	82.9	17.1	0
Individual work	34.1	61	4.9
Pair work	53.7	43.9	2.4
Group work	43.9	53.7	2.4
Role-plays	22	51.2	26.8
Games	24.3	53.7	22
Songs	26.8	39	34.2
Video sessions	39	48.8	12.2
Tape sessions	36.6	51.2	12.2
Discussions	58.5	36.6	4.9
Brainstorming	65.9	34.1	0
Student presentations	43.9	46.3	9.8
Computer-aided activities	29.3	56.1	14.6
Peer correction	39	56.1	4.9
Self correction	65.9	31.7	2.4
Teacher correction	82.9	17.1	0
Dictation	63.4	29.3	7.3
Reading aloud by students	46.2	51.2	2.4
Reading aloud by the teacher	43.9	51.2	4.9
Projects	39	46.1	14.9
Questioning (by the teacher)	51.2	48.8	0
Translation	48.8	43.9	7.3
Homework/assignments	65.9	31.7	2.4

With respect to the question “How should teaching-learning be in ELT 125 so that it would help the students a lot?”, 34.1% of the students said, “it is good as it is now”, 9.8% of them said, “I don’t know”, and 4.9% did not respond to the question whereas the rest of the students proposed the following modifications: having students doing more writing practice, using a variety of methods and techniques in teaching, integrating audio-visual aids into teaching, encouraging students to be more active in the classroom, etc.

As to desired teacher behavior, 51.2% of the students argued that their writing teacher already did everything properly, and therefore they did not suggest any improvement. However, the rest of the students put forward that the teacher should get students to do more practice (12.2%), use supplementary materials (9.8%), explain the topics in detail (9.8%), present students more examples (7.3%), use audio-visual aids (4.9%), etc.

Relating to desired student behavior, 19.5% of the students stated that the students can not help each other, but the rest of the students came up with some suggestions. To illustrate, 22% of the students argued that students should help each

other by sharing information, 19.5% of them suggested ‘peer correction’, 12.2% of them stated that students should participate or talk more in the classroom, and 7.3% proposed ‘group work’.

In the interviews, the students were asked which other activities they would like to be used in ELT 125, and two of the three students did not suggest anything new because they believed that they have done everything. The third student, however, suggested that the teacher should provide students with extra sample paragraphs and get them to analyze these paragraphs.

Regarding the conduct of the lessons, i.e. teaching-learning process, all three students expressed positive opinions about the existing situation, and therefore they did not suggest any changes. They said: “The way it has been done is good”, “It is good as it is now”, and “Conducting the course in this way is beneficial”. Similarly, they did not suggest any modifications in terms of teacher and student roles; one of them, for example, said “it should be like this, it couldn’t have been better”.

Parallel to the students’ beliefs, in the interview the course instructor (Teacher F) did not suggest any modifications as well arguing “I am very satisfied with what I am doing because I can get the benefit. This is the way it should be like”. Likewise, she did not suggest changing anything regarding student and teacher roles because she stated that the existing situation is the ideal one.

Writing Skills II (ELT 126)

The results of the course evaluation questionnaire (shown in Table 4.66) reveal that the students suggested using a variety of methods and activities in ELT 126. More specifically, they specified teacher lecture, discussions, self correction, questioning by the teacher, individual work, and homework/assignment as the most desired methods, whereas they would like songs, games, role-plays, and tape sessions to be used least frequently.

Relating to the overall teaching-learning process in ELT 126, majority of the students (53.5%) did not suggest any changes explaining “it is good as it is now”. In other words they believed that the system of conducting lessons in ELT 126 was the ideal one, so it should not be changed. However, the others proposed improvements such as presenting more sample essays to students, having students do more writing

practice, using a variety of materials and activities, working on a topics until everybody understands it, more pair and group work, more student participation, etc.

In the questionnaire, with respect to desired teacher behavior, majority of the students (65.1%) expressed satisfaction with their teacher's way of conducting the lessons, and therefore they did not suggest any changes; they said "the teacher has done everything". However, the other students proposed some modifications in the teacher's conduct of the lessons such as using more supplementary materials, showing more examples, giving homework more frequently, giving more information about punctuation, vocabulary and sentence skills, and focusing more on the exercises in the course book.

Table 4.66 Activities and methods students would like to be used in ELT 126 (in percentages)

	Frequently	Sometimes	Never
Teacher lecture	86	14	0
Individual work	23.3	74.4	2.3
Pair work	32.6	58.1	9.3
Group work	27.9	60.5	11.6
Role-plays	20.9	46.5	32.6
Games	30.2	34.9	34.9
Songs	23.3	32.5	44.2
Video sessions	37.2	39.5	23.3
Tape sessions	37.2	32.6	30.2
Discussions	48.8	51.2	0
Brainstorming	67.4	25.6	7
Student presentations	14	62.8	23.2
Computer-aided activities	27.9	44.2	27.9
Peer correction	11.6	72.1	16.3
Self correction	48.8	51.2	0
Teacher correction	60.5	34.8	4.7
Dictation	41.8	44.2	14
Reading aloud by students	46.5	44.2	9.3
Reading aloud by the teacher	46.5	44.2	9.3
Projects	27.9	53.5	18.6
Questioning (by the teacher)	41.9	58.1	0
Translation	39.5	39.6	20.9
Homework/assignments	51.2	46.5	2.3

Regarding the student behavior, the questionnaire results show that 27.9% of the students believed that students can not affect each other's performance, but the others argued that students should do more pair and group work (16.3%), help each other by sharing information (16.3%), give feedback on each other's essays (14%), and be quiet in the classroom (14%).

As in ELT 125, two of the three students did not suggest any changes regarding the activities and tasks in ELT 126 during the interviews, but the third one believed that there should be more exercises and activities for developing their vocabulary, spelling, punctuation, and sentence skills.

Regarding the overall teaching-learning process in ELT 126, all three students stated that the way the lessons were conducted was very effective. For instance, one of them said “I don’t think there could be another way of doing it. This is the best way. I don’t have any suggestions”. While two of the students did not suggest any changes, the third one proposed that students should write three or four essays on each essay type, and they should be provided with more sample essays in order to be able to understand the organizational structure of each essay type. With respect to the teacher and student roles, they did not suggest any changes because the existing roles are how they should be.

Likewise, the course instructor (Teacher F) did not suggest any modifications in teaching learning process. She stated: “The method that I’ve been using works, so for that matter, I have no intention of changing it at all”. Likewise, expressed highly positive opinions concerning the existing student and teacher roles, and argued that they should stay the same.

Advanced Writing Skills (ELT 222)

Based on the results of the course evaluation (presented in Table 4.67), individual work, pair work, questioning by the teacher, teacher lecture, teacher correction, brainstorming and self correction were the methods and activities which the students would like to be used most frequently in ELT 222. On the other hand, the results indicate that students preferred songs, computer-aided activities, role-plays, student presentations, and video sessions the least. In general, the results show that the students would like a variety of activities and methods to be used in the teaching-learning process in ELT 222.

When they were asked to give suggestions as regards how teaching-learning process should be like in ELT 22, 37.5% of them did not suggest any changes saying “it is good as it is now” or “the way it is”; they thought that the existing teaching-learning process was the ideal one. However, the rest of the students

proposed changes such as: good teacher-student relationship (12.5%), more practice (8.3%), various activities (6.3%), more teacher feedback on student essays (4.2%), etc.

As to the teacher behavior, 50% of the students did not suggest any changes explaining that their teacher was already doing everything well and she could not have done more. On the other hand, the others suggested that the teacher should provide students with more supplementary essays (10.4%), help student to correct their mistakes (4.2%), and find and present more interesting topics to the students (4.2%). Regarding the desired student behavior, on the other hand, 20.8% of the students argued that students can do nothing for each other, but the others put forward that students should help each other by sharing ideas and information (25%), give feedback on each other's essays (22.9%), work in groups (14.6%), and be quiet (4.2%).

Table 4.67 Activities and methods students would like to be used in ELT 222 (in percentages)

	Frequently	Sometimes	Never
Teacher lecture	64.6	33.3	2.1
Individual work	27.1	72.9	0
Pair work	41.7	58.3	0
Group work	35.4	58.3	6.3
Role-plays	20.8	39.6	39.6
Games	33.3	45.9	20.8
Songs	22.9	41.7	35.4
Video sessions	37.5	39.6	22.9
Tape sessions	35.4	52.1	12.5
Discussions	47.9	43.8	8.3
Brainstorming	41.7	54.1	4.2
Student presentations	21.3	55.3	23.4
Computer-aided activities	20.8	47.9	31.3
Peer correction	37.5	56.2	6.3
Self correction	47.9	47.9	4.2
Teacher correction	72.9	25	2.1
Dictation	35.4	54.2	10.4
Reading aloud by students	22.9	66.7	10.4
Reading aloud by the teacher	27	66.7	6.3
Projects	6.2	77.1	16.7
Questioning (by the teacher)	35.4	64.6	0
Translation	41.7	41.6	16.7
Homework/assignments	33.4	58.3	8.3

During the interviews, while one of the three students did not suggest doing any other activities and tasks because he thought they did everything, the other two students came up with the following suggestions:

Student 1: Essay writing was good and sufficient, but we didn't have time to do other things actually; writing essays was taking all our time. As I said, giving students introduction and asking for the development paragraphs; things which are based on students' discovery skills should be done.

Student 2: Background music... the lessons should be enjoyable. Maybe everyone should write his introduction and explain it to the others; sharing ideas. This is important because if you don't know much about the topic you can't write much about it.

When the students were asked to describe how teaching-learning process in ELT 222 should be, one of them said "it should be as it is now" whereas the other two students, they proposed the following modifications:

Student 1: Especially in this course, there should be a good teacher-student interaction, students should feel themselves free and relaxed; in order to be able to write well, there should be a warm atmosphere. There should be maximum 25 students in the classroom.

Student 2: We could have been given more examples; we were just given one example on each topic. Also, we could have written first drafts in the classroom and the teacher could have collected them and marked them. It could have been better to write in the classroom; we were not writing in the classroom actually.

As in the previous two writing courses, the students did not suggest any changes regarding the teacher and student roles because they believed that the existing situation is the ideal one.

Overall, the course instructor (Teacher B) was pleased with the way she conducted the lessons. The only change that she suggested was related to the number of students in the classroom. She argued that there should be fewer students in writing classrooms. She explained the situation as in the following way:

I think the only problem I had in my class was the number of the students because I had about more than 32 students. It was very difficult to give special attention to individual students. So if I was given the opportunity to choose my students, I would only choose maximum 15 students and then give more attention to my students and be more helpful in both creating drafting and composing their essays. With 32 students it was very difficult for me to give special attention and to edit their essays, to give, to maybe answer the questions they asked. Sometimes I felt that I was very tired because I needed to around the classroom especially when they were outlining their essays and I couldn't really help everybody in the class in that lesson, and most students usually came to me in my office hours to get their questions answered. So I think with a class of 30, it was impossible to conduct a lesson in the way that I wanted to conduct, to have process approach in the class. So I would prefer maybe the same approach but with less students and with more interaction with the students. (Teacher B)

Finally, as to the teacher and student roles, the course instructor said she is quite happy with the roles, but she suggested having an assistant. She said:

I am quite happy with the roles but because the students' English was not sufficient enough to edit their own English, maybe an assistant who is very good at English could be helping the teacher in assisting the students to correct their essays. So, I wouldn't suggest any change of roles but maybe assistance in the classroom. (Teacher B)

4.3.3.4 English Grammar

English Grammar I (ELT 127)

In the course evaluation questionnaire, the students were asked to specify the extent to which they would like the listed methods and activities to be used in ELT 127. The students' responses (presented in Table 4.68) reveal that teacher lecture, self correction and teacher correction were the most desired methods because all the students would like these methods to be used in the course 'frequently' or 'sometimes'. Discussions (97.9%) and questioning by the teacher (97.8%) followed these methods. However, role plays, songs, computer-aided activities, and projects were the least desired methods, but even the least desired methods and activities were suggested to be used by the majority of the students, which shows that the

students prefer a wide variety of methods and activities to be used in ELT 127 classes.

Table 4.68 Activities and methods students would like to be used in ELT 127 (in percentages)

	Frequently	Sometimes	Never
Teacher lectures	76.6	23.4	0
Individual work	19.1	70.3	10.6
Pair work	31.9	59.6	8.5
Group work	31.9	61.7	6.4
Role-plays	23.4	42.6	34
Games	29.8	61.7	8.5
Songs	23.4	46.8	29.8
Video sessions	36.2	55.3	8.5
Tape sessions	38.3	55.3	6.4
Discussions	53.2	44.7	2.1
Student presentations	31.9	57.5	10.6
Computer-aided activities	25.5	53.2	21.3
Peer correction	34	53.2	12.8
Self correction	51.1	48.9	0
Teacher correction	70.2	29.8	0
Dictation	46.8	44.7	8.5
Reading aloud by students	53.2	40.4	6.4
Reading aloud by the teacher	40.4	53.2	6.4
Projects	31.9	46.8	21.3
Questioning (by the teacher)	57.5	40.4	2.1
Translation	53.2	40.4	6.4
Homework/assignments	46.8	46.8	6.4

When the students were asked to give suggestions related to how teaching-learning process should be in ELT 127, 21.3% of them proposed that it should be as it is now. On the other hand, 17% of the students suggested using a variety of supplementary materials and activities, 10.6% of them argued that the teacher should give more detailed and clear explanations, 8.5% said the lessons should be interesting and enjoyable, 8.5% proposed listening to tapes, and 4.3% suggested student-centered teaching learning process.

With regard to desired teacher behavior, 25.5% of the students thought that the teacher should give more detailed and easy to understand explanations and more examples. In addition, the students proposed that the teacher should bring more supplementary materials and a variety of activities to get students to do more practice (25.5%), use audio-visual aids such as OHP, video and tape recorder

(8.5%), give more homework (6.4%), and teach the lesson by using various techniques (4.3%). Apart from these suggestions, 10.6% of the students argued that the existing teaching learning process is the ideal one saying “the teacher was already doing everything well” or “the teacher helped enough”.

On the other hand, related to the desired student behavior, while 19.1% of the students argued that students can not help each other and the teacher is enough, the others put forward the following suggestions: having good communication and being respectful to each other (21.3%), working in pairs or groups (14.9%), correcting each other’s mistakes (10.6%), helping each other (10.6%), etc.

In the interviews, the students suggested including more group work activities, and activities which are based on visual materials such as video and audio cassettes. Also, they argued that students should be provided with exercises (in addition to the ones in the course book) in different forms. In brief, as in the questionnaire, they proposed using a variety of exercises and activities in ELT 127.

Overall, all three students expressed positive opinions regarding the current way of conducting the lessons, but they proposed including more practice through a variety of exercises in ELT 127 teaching-learning process. In brief, they suggested practice-based instruction.

In addition, all three students did not suggest any modifications regarding the teacher and student roles because they thought that the existent roles are as they should be.

The instructor of ELT 127 (Teacher A) argued that it is very difficult to describe the ideal teaching-learning process it may change from one situation to another. However, he suggested having more communicative activities, more communication, more integration, and more transfer of grammar knowledge to other things in conducting grammar lessons.

English Grammar II (ELT 128)

Based on the results of the course evaluation questionnaire (shown in Table 4.69), the students would like a wide variety of methods and activities to be used in ELT 128, as in ELT 127. The most desired or highly suggested methods were teacher lecture, teacher correction, questioning by the teacher, self correction, and

homework/assignment. On the other hand, songs, role-plays, games, and computer aided activities were the least desired methods.

Table 4.69 Activities and methods students would like to be used in ELT 128 (in percentages)

	Frequently	Sometimes	Never
Teacher lectures	72.1	27.9	0
Individual work	30.2	65.1	4.7
Pair work	27.9	62.8	9.3
Group work	23.3	60.4	16.3
Role-plays	11.6	41.9	46.5
Games	14	41.9	44.1
Songs	9.3	32.6	58.1
Video sessions	25.6	39.5	34.9
Tape sessions	25.6	37.2	37.2
Discussions	37.2	51.2	11.6
Student presentations	20.9	51.2	27.9
Computer-aided activities	20.9	39.5	39.6
Peer correction	20.9	62.8	16.3
Self correction	39.5	58.2	2.3
Teacher correction	65.1	34.9	0
Dictation	39.5	41.9	18.6
Reading aloud by students	46.5	44.2	9.3
Reading aloud by the teacher	39.5	46.5	14
Projects	20.9	53.5	25.6
Questioning (by the teacher)	46.5	53.5	0
Translation	46.5	32.6	20.9
Homework/assignments	46.5	51.2	2.3

With respect to the teaching-learning process in ELT 128, 41.9% of the students did not suggest any changes saying “it is okay as it is now” or “it is already good”. However, the others suggested using a better teaching method; clearer presentation of the topics, using various teaching techniques, giving more examples, teaching grammar points in detail.

With regard to desired teacher behavior, while 39.5% of the students did not suggest any changes because they thought that their teacher was already doing everything effectively and whatever he did was sufficient, the others proposed that the teacher should get students to do more practice by providing them with a variety of materials and exercises (39.5%), adopt a better teaching methods which includes using the board effectively, managing the class successfully and explaining the

topics clearly (14%), establish better relationship with students (7%), and s/he should teach students how to teach grammar as well (4.7%).

Concerning the desired student behavior, on the other hand, 34.9% of the students believed that students can not do anything for each other, but the others suggested working in groups (14%), helping each other (9.3%), participating more during the lessons (7%), correcting each other's mistakes, etc.

In the interviews, two of the students said they have done everything in the course, and therefore they did not suggest any other activities and tasks. However, the third student put forward the following suggestions: "Doing something out of the book, handouts, especially on the topics that we have made a lot of mistakes; also presenting us grammar in dialogs ..."

As to the overall teaching-learning process in ELT 128, all three students suggested variety in terms of materials, exercises and activities. As in ELT 127, they believed that there should be practice-based instruction in ELT 128. Their proposals were as follows:

Student 1: If there was more variety, it could be better. The teacher should make use of various sources. Variety in terms of sources; various activities, dialogs, etc.

Student 2: Maybe more pairwork would be better. Doing more exercises/practice.

Student 3: Maybe we could do more activities, more variety, different things. Supplementary materials should be provided. ***This is a missing point in all the other courses.***

As in ELT 127, the students did not suggest any changes regarding the teacher and student roles in ELT 128 because they believed that the current roles are ideal.

The instructor of ELT 128 (Teacher C) proposed that the teaching learning process should be in the form of a workshop where all the participants are equal. Upon the question "How should teaching-learning process be in this course?" his response was:

I don't know. It must be something like a workshop. Not I teach you learn. Workshop where all the participants are of the same not level but may be of the same role. Just to sit together and find out how to do things. In a workshop you can be a teacher or a person who is a bit more knowledgeable. (Teacher C)

4.3.3.5 Overall

In all 10 language improvement courses, students suggested *practice-based instruction*; they proposed including a lot of practice through a variety of methods, techniques and task types in teaching-learning process. Also, they said that audio-visual aids should be used more in conducting the lessons. Generally, they expressed positive opinions about the existing teacher-student relationship (excluding ELT 221), but they argued that students should be more active in the classroom and they should participate more in the lessons.

Regarding the methods or activity types, students' suggestions are summarized in Table 4.70 which shows the most desired and the least desired methods in the language improvement courses.

Table 4.70 Students' suggestions regarding methods and activities used in teaching-learning process

Course	Most Desired Methods	Least Desired Methods
ELT 121	teacher lecture, video sessions, tape sessions, student presentations, reading aloud by teachers and students	computer-aided activities, songs, role-plays
ELT 122	teacher lecture, video sessions, tape sessions, student presentations, discussion, teacher correction, project	computer-aided activities, songs, games
ELT 123	teacher lecture, questioning by the teacher, teacher correction, reading aloud by the teacher	songs, games, role-plays
ELT 124	teacher lecture, discussions, teacher correction, reading aloud by the teacher and students, personal reading, hw/assignments	computer-aided activities, songs, video sessions, student presentations, Translation
ELT 221	teacher corrections, discussions, pair/group work, self correction, questioning by the teacher, teacher lecture, individual work, hw/assignment	computer-aided activities, journal keeping, student presentations, projects, dictation
ELT 125	teacher lecture, brainstorming, teacher correction, pair/group work, self correction, hw/ assignments	songs, role-plays, games, project, computer-aided activities

Table 4.70 (continued)

Course	Most Desired Methods	Least Desired Methods
ELT 126	teacher lecture, discussions, self correction, questioning by the teacher, individual work, hw/ assignments	songs, games, role-plays, tape sessions
ELT 222	individual work, pair work, questioning by the teacher, teacher lecture, teacher correction, brainstorming, self correction	songs, computer-aided activities, role-plays, student presentations, video sessions
ELT 127	teacher lecture, self correction, teacher correction, discussions, questioning by the teacher	role-plays, songs, computer-aided activities, projects
ELT 128	teacher lecture, teacher correction, questioning by the teacher, self correction, hw/assignments	songs, role-plays, games, computer-aided activities

The course instructors' suggestions related to teaching-learning process in the language improvement courses showed differences in different courses, and they are summarized in Table 4.71.

Table 4.71 Course instructors' suggestions for improvement in teaching-learning process

Course	Suggestions of the Instructors
ELT 121	More practice, more activities, student-centered (process) syllabus
ELT 122	Less teacher talk, more student activation and participation, streaming students
ELT 123	Re-planning or reorganizing the teaching-learning process from scratch
ELT 124	More use of drama, more student-centered teaching-learning process
ELT 221	Focusing on some texts in detail while going over some others quickly, streaming students
ELT 125	No suggestions for improvement because "everything is okay"
ELT 126	No suggestions for improvement because "everything is okay"
ELT 222	Smaller classes (fewer students in each class), assigning an assistant to help the teacher in assisting the students to correct their essays
ELT 127	More communicative tasks, production-based tasks
ELT 128	Workshop format in which all parties are equal

4.3.4 Student Assessment

This section presents the results concerning the instructors' and the students' suggestions for improvement in measuring students' performance in the language improvement courses. The results obtained from the course evaluation questionnaires, and student and teacher interviews have been combined and presented together.

4.3.4.1 Oral Communication Skills

Oral Communication Skills I (ELT 121)

In the course evaluation questionnaire, students were asked to suggest other (better) ways of measuring listening and speaking skills in ELT 121. Majority of the students did not respond to the item at all, or they said “I have no idea”, while 24.3% of them argued that the methods used were good. The only suggestion was to give ‘listening quizzes’ (5.4% of the students suggested it).

In the interviews, one of the students said he does not know how students’ performance should be measured in ELT 121 whereas the other two students suggested that in-class performance should be taken into consideration more and during the listening exams students should listen to the tape many times, respectively.

The course instructor (Teacher A), on the other hand, proposed two suggestions, one of which was to have more than one scorer (i.e. teacher) during the speaking exams, while the other was to involve peer evaluation in student assessment.

Oral Communication Skills II (ELT 122)

When the students were asked to suggest other ways of measuring listening and speaking skills in ELT 122, 34.1% of them stated that the methods used were effective and sufficient. On the other hand, as in ELT 121, the majority of the students did not answer the question or they just said “I have no idea”. Only 4.9% of the students came up with a suggestion: using role-play/drama and interview methods in the assessment of speaking skills.

Additionally, during the interviews two of the students suggested the following modifications in assessment in ELT 122: giving listening quizzes (not only midterms), taking (i.e. evaluating) in-class performance into consideration. However, the third student did not propose any changes because he said the methods used were adequate and effective.

Regarding the assessment in ELT 122, the course instructor (Teacher B) did not suggest any other assessment tools to be used in the course. She said: “I am

happy the way it has been assessed, it has been evaluated, I think all the evaluation tools that we used can also be used in the future as well”.

4.3.4.2 Reading Skills

Reading Skills I (ELT 123)

Based on the results of the third item in Part V of the course evaluation questionnaire 24.4% of the students suggested ‘reading aloud’ as an assessment tool in ELT 123. In addition, 12.2% of the students proposed giving more quizzes, and 4.9% of them said shorter but a number of passages should be used in the exams. On the other hand, 19.5% of the students did not suggest anything saying “I can’t think of any”, and the other 19.5% of them did not respond to the item. The rest of the students came up with different suggestions like taking classwork and homework into consideration rather than the exams, presentations, translation, and writing summaries of different stories.

Moreover, during the interviews, while one of the students expressed satisfaction with the current assessment system in ELT 123 saying “It is okay as it is now”, the other two students came up with the following proposals: “More quizzes should be given” and “More homework, out-of-class tasks should be given; individual tasks. Of course there should be exams as well”.

Relating to assessment, the course instructor (Teacher C) argued that designing the content of the course and measuring students’ performance are in complementary relations, because if the teacher does not have a clear idea of what it is that s/he wants to teach, s/he can not find a proper way to measure it. In other words, the course instructor claimed that the assessment methods to be used in the course depend on or are part of the course design.

Reading Skills II (ELT 124)

In the course evaluation questionnaire, when the students were asked to suggest other ways or tools of measurement in ELT 124, 42.5% of them did not suggest any other methods of assessment because they believed that the tools or methods used in the course were effective and adequate. On the other hand, 12.5% of the students said “I don’t know”, and therefore did not suggest anything. The rest

of the students proposed the following measurement tools: more projects/assignments, more marks on participation, presentations, and taking students' performance in other courses into consideration.

In the interviews, one of the students argued that reading aloud should be part of assessment in ELT 124, while the other two students suggested proposed giving quizzes frequently. They thought that quizzes get students to not only do practice but also overcome their exam stress.

In addition to students' suggestions, the course instructor (Teacher D) proposes methods like oral exams, quizzes, and pop quizzes. She said:

Maybe you know oral exams, but I don't know how effective it will be. Oral exams maybe, or just giving them quizzes, pop quizzes at the beginning of the lessons, for example you ask them to read something at home and in order to check it, you give them a short pop quiz at the beginning of the lesson and collect and see whether they read it or not. So that is an effective one I think, giving them quizzes as pop quizzes, to check if they read it or not. (Teacher D)

Advanced Reading Skills (ELT 221)

The results of the course evaluation questionnaire reveal that 23.4% of the students expressed satisfaction with the existing measurement tools in ELT 221, and consequently they did not suggest any other assessment methods. In addition, 7.7% of the students did not propose anything because they said they have no idea. However, the rest of the students proposed using assessment tools such as reading aloud (20.5% of the students), projects/HW (7.7%), presentations (5.1%), summary writing (5.1%), journal (5.1%), personal/free reading (5.1%), and pop quizzes (5.1%).

During the interviews, one of the students argued that the methods used were good and everything was included in assessment, but all three students put forward the following ideas regarding the improvement of assessment in ELT 221:

Student 1: The assessment methods, exams, HW, are correct ways to measure reading skills. The way our reading measured in the exams was correct, good. Maybe, some points could be cut off the exams and given to in-class performance. This is also good for

cross checking the exam results; it helps to understand for example if students have cheated during the exam, because as the teacher has idea about students' actual performance, she or he can cross check the exam results with in-class performance.

Student 2: Journals were not given marks; some points should have been given to them. Very low mark was given to the book we read. Too much weight for midterm and final; there should be balance.

Student 3: Personal reading should be given more importance. Reading a literary text and commenting on it as homework. In-call performance (presentations) should be taken into consideration.

In brief, the students suggested giving more importance to in and out-class performance rather than basing assessment on the exams.

The course instructor (Teacher E), on the other hand, proposed the following modifications in the existing assessment system: omitting journal writing, giving 5% to participation and attendance rather than 10%, and instead of allocating 60% to one midterm and one final exam, giving a number of exams (i.e. quizzes) frequently.

4.3.4.3 Writing Skills

Writing Skills I (ELT 125)

Based on the course evaluation questionnaire results, 34.1% of the students did not suggest changes as regards assessment tools because they thought that the methods used in ELT 125 were effective and sufficient in measuring their reading skills. While 9.8% of the students did not respond to the related item in the questionnaire (item 3 in Part V), 7.3% of the students said, "I have no idea". On the other hand, the rest of the students came up with the following suggestions: class performance or class work, projects/homework, more quizzes, equal distribution among homework, class work, participation and exams, and more tasks in the exams.

In the interviews, one of the students argued that there should be fewer exams but more homework and in-class tasks in evaluating students' performance in ELT 125. On the contrary, the other two students suggested having a number of quizzes (i.e. increasing the number of exams). They said:

Student 1: We should be given a quiz (pop quiz) after each topic. More mock exams, we just had one. You can't measure a person's performance with one or two exam. There should be more exams.

Students 2: Maybe several quizzes like midterms.

However, the instructor of ELT 125 (Teacher F) did not suggest any other methods of assessing students, saying "The methods we used were okay because I was assessing them on everything they did; nothing was left out. Even just a small paragraph was evaluated. For that matter, I don't have any objections to that".

Writing Skills II (ELT 126)

In the course evaluation questionnaire, students were asked to propose other or better ways of measuring writing skills in ELT 126, and almost half of the students (46.5%) argued that the existing measurement tools were adequate; they said "methods used were enough" or "everything has been done". In addition, 16.3% of the students did not respond to the item, and the other 14% said "I don't know". In other words, majority of the students did not suggest any other measurement tools. However, the rest of the students put forward suggestions such as giving more importance (higher percentage) to homework and class work, having essay writing quizzes (in addition to grammar quizzes), and peer teaching.

During the interviews, generally all three students expressed positive opinions regarding the assessment methods used in ELT 126, but two of them also put forward some suggestions like evaluating class participation, and getting students to write something freely in the last 10 minutes of the lessons and then assessing these as well. The students' statements were as follows:

Student 1: Maybe more free writing; asking us to write something in the last 10 minutes of the lesson and evaluating these as well. All the others were satisfying us.

Student 2: The exams we are actually doing are okay, the quizzes as well. I don't suggest any changes.

Student 3: Participation should be evaluated as well. Except this, other methods were okay.

Like students, the course instructor (Teacher F) argued that the methods used were enough, and therefore she did not suggest any improvement. In the interview, she said: “I don’t think we need anything else. That, I think, is enough”.

Advanced Writing Skills (ELT 222)

In the course evaluation questionnaire, when the students were asked to suggest other ways or tools of measurement in ELT 222, the majority of them (60.4%) did not suggest any other methods of assessment because they believed that the tools or methods used in the course were effective and adequate. On the other hand, while 8.3% of the students did not respond to the item at all, the rest of the students suggested using assessment methods like class work, diary, essay writing quizzes, editing, presentations, etc.

In the interviews, all three students proposed changes in terms of assessment in ELT 222:

Student 1: Students should be asked to write journals and they should be taken into consideration.

Student 2: I think the weekly assignments, the essays, are better ways of measuring our writing. Maybe two essays each week and no exams. There should be exams but maybe not on writing; there is limited time so I don’t think your writing skills can be measured.

Student 3: Instead of quizzes, we could have written a serious essay on a topic we chose; writing is the only way of improving your writing skills.

On the other hand the instructor of the course (Teacher B) stated that she is quite happy with the way they evaluated the students, but at the same time she suggested having double raters in assessing students’ essays in order to evaluate them more objectively.

4.3.4.4 English Grammar

English Grammar I (ELT 127)

The results of the course evaluation questionnaire reveal that 14.9% of the students expressed satisfaction with the existing measurement tools in ELT 127, and

consequently they did not suggest using any other assessment methods. In addition, 8.5% of the students did not propose anything as well because they said they have no idea about other ways of measuring grammar knowledge. However, 10.6% of the students suggested assessing class performance, 8.5% of them argued that there should be more quizzes and tests, and 6.4% proposed evaluating how students explain grammar to others through presentations. Also, the rest of the students came up with various suggestions such as giving students more comprehensive exams, using a variety of testing techniques in the exams, administering the exams more effectively, measuring grammar through speaking, not taking attendance into consideration, etc.

During the interviews, all three students proposed taking students' performance in the classroom more into consideration; they believed that there should be balance between the weight of in-class performance and that of exam performance in student assessment. To illustrate, one of the students said: "In-class performance should be taken into consideration because some students have exam phobia, and even though they know very well, they can't do well in the exam".

The course instructor (Teacher A), on the other hand, suggested indirect methods of measuring grammar knowledge when he was asked how students' performance should be measured in ELT 127. His explanation was as the following:

Indirectly. So what I say is we have to see how students can use that, not only grammar for grammar but grammar for reading, grammar for writing, grammar for speaking. If you can transfer your knowledge of grammar into other fields you are effective, otherwise, just learning to count only for the sake of learning to count is false. (Teacher A)

English Grammar II (ELT 128)

When the students were asked to suggest other ways of measuring grammar knowledge in ELT 128, 39.5% of them argued that the methods used are effective and sufficient, and there is no need for other assessment tools. On the other hand, 9.3% of the students said "I have no idea", and 23.3% of them did not respond to the questions at all. In other words, the majority of the students did not suggest any

other ways of measuring grammar knowledge. However, the rest of the students suggested the following measurement methods: oral/speaking exam, more quizzes and exams, presentations to teach grammar, performance in other courses, homework, etc.

As in ELT 127, all three students who were interviewed suggested taking students' in-class performance into consideration (more) in assessment. One of them proposed that the teacher should observe students carefully in the classroom to see how knowledgeable or interested they are and then evaluate them.

The course instructor (Teacher C), on the other hand, suggested using more sources of information to make the results more reliable. For example, he argued that basing the final results on the results of four different quizzes, not only one midterm and one final exam, can be more reliable. Moreover, he suggested designing production type communicative tasks (e.g. assigning students to write something or to do something else) to measure grammar knowledge indirectly.

4.3.4.5 Overall

In general, majority of the students did not suggest any changes or improvements regarding assessment in the language improvement courses. These students can be categorized into three groups: the first group did not respond to the question in the questionnaire at all, the second group answered the questions in the questionnaire and interview but they said "I don't know" or "I can't think of any other methods", and the third group expressed positive opinions about the existing system of assessment and therefore did not suggest any changes. The rest of the students and the course instructors put forward some suggestions for the improvement of the language improvement courses in terms of *assessment*, and these suggestions are summarized in Table 4.72.

Table 4.72 Students' and course instructors' suggestions regarding assessment in the language improvement courses

Course	Students' Suggestions	Instructors' Suggestions
ELT 121	Listening quizzes, more emphasis on in-class performance	Multiple scorers in speaking exams, Peer evaluation
ELT 122	Role-play/drama, interview to test speaking, listening quizzes, In-class performance	No suggestions It is okay as it is
ELT 123	Reading aloud, more quizzes, More points for HW/assignments, Summary writing	No suggestions because assessment Depends on course design and ELT 123 should be redesigned
ELT 124	More HW/assignments/projects, Presentations, students' performance in other courses, reading aloud, More frequent quizzes	Oral exams, quizzes, pop quizzes
ELT 221	Reading aloud, project/HW, Presentations, in-class performance, Summary, journal, pop quizzes, free Reading	Omitting journal writing, A number of exams (not only one Midterm and one final)
ELT 125	More emphasis on HW and In-class performance, more quizzes, Equal distribution of marks among Different assessment methods	No suggestions It is okay as it is
ELT 126	More points for HW and class work, essay writing quizzes, peer teaching, Participation, free writing	No suggestions It is okay as it is
ELT 222	Class work, diary, essay writing Quizzes, editing, presentations	Double scorers
ELT 127	In-class performance, more quizzes/exams, peer teaching (presentation), Production based exams, balance between Exams and in-class performance, Not taking attendance into consideration	Indirect methods, production-based questions
ELT 128	Speaking exams, peer teaching, in-class performance, HW	Production-based tasks in exams

4.3.5 Continuity and Coherence between or among the Courses

This section presents students' and instructors' suggestions for change in terms of continuity and coherence between or among the language improvement courses. In the course evaluation questionnaires, as to coherence, students were asked to specify whether or not there should be relationship between a particular language improvement course and the other language improvement courses (ones which focus on different skills), and then they were required to explain the reason(s). In the questionnaires of second semester courses and one first semester course (i.e. ELT 221), students were also asked whether or not there should be

continuity between or among the different levels of the same-skill course (e.g. between English Grammar I and English Grammar II, or among Reading Skills I, Reading Skills II and Advanced Reading Skills), and then explain the reason(s) for their ‘yes’ or ‘no’ answer. In addition, the same questions were asked in the teacher and student interviews to collect further data. Finally, the results from different sources were combined and presented together.

4.3.5.1 Oral Communication Skills

Oral Communication Skills I (ELT 121)

In the course evaluation questionnaire, majority of the students (78.4%) argued that there should be a relationship between ELT 121 and other language improvement courses (ELT 123, ELT 125 and ELT 127) whereas 21.6% of them did not think that they should be related. The students who suggested coherence between ELT 121 and the other language improvement courses stated that what is learnt in ELT 121 helps (or is used) in other courses (34.4%) or what is learnt in one course is used in another (18.9%). In addition some other students (10.8%) claimed that the language improvement courses complement each other and they are all one language (They said “English is a whole”), and therefore they should be in coherence. However, the students who said ‘no’ explained that each course, with a different focus and aims, is unique, and thus the language improvement courses should not necessarily be in coherence.

During the interviews, all three students stated that ELT 121 should be related with the other language improvement courses. One of them further explained that it should especially be in coherence with grammar and reading courses.

The course instructor (Teacher A), like the students, suggested coherence between ELT 121 and the other courses, or among all the language improvement courses. He said there should be coherence among the language improvement courses so that students can transfer or put the knowledge or information they gain from one course in another course. To illustrate, he argued that both ELT 121 and ELT 125 are productive courses, and the teachers of these courses should identify parallels between the two courses in terms of objectives, content, activities and

tasks. He believed that the teachers should work together to see the improvement of the students, to see what problems they have and help them solve these problems.

Oral Communication Skills II (ELT122)

The results of the course evaluation questionnaire reveal that 87.8% of the students believed that there should be coherence between ELT 122 and other language improvement courses (ELT 124, ELT 126 and ELT 128) because what is learnt in ELT 122 is used in other courses (34.1%), the language improvement courses complete each other and they are all one language (19.5%), what is learnt in other courses helps in ELT 122 (12.2%), and students can use what they learn in one course in the others (7.3%). However, except for one student, the students who thought there should not be coherence among the language improvement courses (12.2%) were not able to put forward any concrete reasons for their argument; they simply said “it isn’t necessary”, “there shouldn’t be” or “I don’t know”. Only one student claimed that these courses have nothing in common in order to explain the reason for his ‘no’ answer.

Parallel to the questionnaire results, in the interviews, all three students argued for coherence between ELT 122 and the other language improvement courses. They said the language improvement courses should be related with each other, and to explain their arguments two of them put forward the following explanations:

Student 1: Yes, they should be related because we must be able to apply, use what we learn in one course in the other.

Student 2: They should go parallel to each other in terms of content and topics so that we can learn what we learn new in one in the others.

As to the continuity between ELT 121 and ELT 122, the questionnaire results show that the majority of the students (90.2%) thought that there should be continuity between the two courses. While 26.8% of these students did not give any reasons for their ‘yes’ answer simply saying “there should be”, the others presented reasons such as: the two courses should complete each other (29.3%), they have

same aims (7.3%), they should go from simple to complex (2.4%), there should not be a gap between the two (2.4%). Finally, 9.8% of the students believed that there should not be continuity between ELT 121 and ELT 122, but they did not put forward any reasons.

Furthermore, in the interviews, the three students suggested continuity between ELT 121 and ELT 122. They claimed that continuity is necessary for their improvement or development. Their comments were as follows:

Student 1: There should be; if not, we were not able to develop; we would continue to do the same mistakes.

Student 2: It should be like this. They both aim at improving listening and speaking skills and 122 should be more difficult than 121, and it was like that. It would be more difficult to do 122 without taking 121.

Student 3: There should be because otherwise we can not improve.

Lastly, like the students, the instructor of ELT 122 (Teacher B) argued for both coherence and continuity. He said that the language improvement courses should be related with each other in terms of not only materials but also the way these materials are used in teaching (i.e. teaching-learning process). His suggestions as regards coherence were as follows:

I think there should be some kind of relationship because I think language is a whole; you can not really divide language into one skill and another skill. I mean when these skills that we divide are for our ease in order to teach those the language better to those students. So because language is a whole, we need to consider all those courses as a whole as well. We need to establish some links between not only in with the materials but with the way that we teach those materials and in the way that we sort of maybe give the students what language is and in a way the students here because they are going to be teachers of English later, establish some kind of notion about the language when they are taking those language courses. So, we need to give them some good notions about language so that they can take those notions into their own practice of teaching. When I say good notions I mean they should understand that language is a whole and it has to be taught as a whole. So what this implies is that if we are to teach some skills in one course, those skills have to be somehow recycled or used in the

other courses like in reading and in writing course. So there should be very solid links between the language courses in the school. To establish coherence, teachers should come together periodically and of course before actually starting teaching these courses, maybe the design of the courses have to be taken together and the courses have to be designed in such a way that there are close links between the language courses. And the teachers, while choosing their materials, should take into account all those links that they think should be established in the courses, and there should be a very close liaison between the teachers as well. They should look at the ways that they teach, they evaluate and they grade the students, and there should be some kind of harmony between the teachers and between the courses as well. (Teacher B)

Moreover, the instructor argued for continuity between ELT 121 and ELT 122, and she explained how this continuity should be as in the following way.

I think 121 and 122 should be closely linked, and one should put more emphasis on more social skills, less formal English and the other on more formal skills. So one should aim to improve the students' social skills in carrying out daily events maybe, and the other should emphasize the formal skills like giving presentations, taking part in informal discussions, etc. So they should be considered together and they should be designed together, and there should be some kind of gradual improvement towards those more formal skills. 121 and 122 have to be taken into consideration together and redesigned together so as to allow some tasks, some skills to be covered in 121 and the other skills to be covered in 122. maybe more socializing, less formal skills that students need to sort of use in their real life in their daily life have to be covered in and more formal skills like giving presentations, taking part in discussions, taking part in debates have to be covered in 122. So we can divide, I mean less formal skills in one element and more formal skills in another element. (Teacher B)

4.3.5.2 Reading Skills

Reading Skills I (ELT 123)

Based on the course evaluation questionnaire results, 75.6% of the students suggested coherence between ELT 123 and other language improvement courses (i.e. ELT 121, ELT 125 and ELT 127), arguing that “they are all one language, they complete each other” (24.4%), “what is learnt in ELT 123 helps in other courses”

(19.5%), “we use one in others” (12.2%), or “it is necessary for better learning and more success” (7.3%). On the other hand, 24.4% of the students said “no” when they were asked whether or not there should be coherence between ELT 123 and the other language improvement courses, and they presented reasons such as: “these courses should be different because each one is unique”, “these courses have different topics and focuses” and “no there is no need”.

During the interviews, two of the students stated that ELT 123 should be related with the other language improvement courses whereas the third student suggested that they should learn different things in each course.

Like the majority of the students, the course instructor (Teacher C) believed that there should be coherence among the language improvement courses. He argued that some parts should be *recycled* in different courses. He explained the parts that should be recycled or cultivated in different courses as:

Some parts, some things must be recycled in different courses. For example, our ambition is to teach our students how to become a teacher. Here we have English, we have teaching. When we speak about English, we have different approaches to English, English as a linguistic text, English as a language, literature, culture. In other words, all these things must be cultivated in different courses and all of them must be interrelated. In other words, analysis of English from linguistic viewpoint, analysis of English as a culture, analysis of English as a sociological phenomenon, and something like that. So, all these things must be used in the classrooms or cultivated. (Teacher C)

Reading Skills II (ELT 124)

In ELT 124 course evaluation questionnaire, majority of the students (90%) proposed that ELT 124 should be in coherence with the other language improvement courses offered in the same semester (ELT 122, ELT 126 and ELT 128), but 10% of them said there should not be relationship among them. The students who argued for coherence gave the following reasons to support their argument: “they are related, they complete each other and they are all one language” (32.5%), “what is learnt in ELT 124 is used in other courses” (20%), “other courses help in the reading course” (7.5%), and “they should be related for better understanding/learning and more success” (7.5%). On the other hand, only one of

the students who argued against coherence came up with a concrete reason saying “if these courses are related, it will be like repeating the same thing over and over again”.

Similarly, in the interviews, all three students expressed that there should be coherence between ELT 124 and the other language improvement courses. For example, one of them said “They should be related, because we do reading in all the courses and we should be able to understand what we read”.

Parallel to questionnaire results, during the interviews, all three students argued that there should be continuity between ELT 123 and ELT 124, and they explained how or why this relationship should be as follows:

Student 1: There should be. We can understand and learn better.

Student 2: They should be related. I should learn the basics in the first semester and in the second semester I should be able to build on it. But, there wasn't such a thing in this course.

Student 3: They should be related. I would have had difficulty in 124 if I hadn't taken 123.

Like students, the course instructor (Teacher D) said that ELT 124 should definitely be in coherence with the other courses, and to establish this relationship she suggested that the teachers should sit together and decide what they are going to do. She added that skills should be overlapping in different courses; they should be recycled. She suggested creating committees for all these courses and sitting and talking together ahead of time. She further proposed that these committees should interact with each other to achieve coherence.

With regard to continuity between ELT 123 and ELT 124, based on the questionnaire results, 87.5% of the students proposed continuity between the two courses whereas 12.5% of them argued against it. The students who argued for continuity explained that continuity is necessary for better understanding and more fruitful learning to take place (25%), these two courses should go from simple to complex for building upon prior learning to take place (12.5%), the two courses complete each other (10%), they have a common aim, which is to develop students'

reading skills (5%), etc. However, the students who argued against continuity either did not present any reasons for their argument or said “it is boring for the students”.

Finally, like students, the instructor argued that the two courses should follow each other. She said there should be continuity between the things teachers try to cover in these courses, and the teachers should not cover or repeat the same things as if they are new in the following course (i.e. ELT 124).

Advanced Reading Skills (ELT 221)

Regarding coherence between reading courses and the other language improvement courses, 84.6% of the students believed that all language improvement courses should be in coherence whereas 15.4% of them thought in the opposite way. Some of those students who suggested coherence argued that all these courses are related, they complete each other and they form a whole, so they should be in coherence (38.5%), while the others put forward reasons like “this coherence gets students to learn English better and to be more successful”(15.4%) and “reading courses help students in other courses” (5.1%). On the other hand, the students who argued against coherence either explained that these are different courses with different aims, focuses and contents, and that is why they can not be related with each other.

In addition, during the interviews, all three students stated that there should certainly be relationship between the reading courses and the other language improvement courses. In other words, they all argued for coherence saying “of course there should be” or “certainly there should be”. To support their arguments they put forward the following explanations:

Student 1: Of course, certainly. Firstly, for those people who are going to be teachers, they, the courses, should all come together. You should be successful in all of them in order to be a teacher. In each course, all skills should be included. For example, a reading course should not include only reading, there must be speaking, listening, and writing as well.

Student 2: Of course, there should be. If you can not do one, you can't do the others automatically.

Student 3: I should be able to use what I learn in one in the others.

On the other hand, the course instructor (Teacher E) did not believe that the reading courses should be in coherence with the other language improvement courses. She claimed that it is very difficult to establish a connection between reading courses and grammar courses, but it may be possible to connect reading and writing courses although it is not necessary. For example, in the writing courses students can write on the topics they read and discussed about in the reading courses, or they can summarize the texts they read in the reading courses.

With respect to continuity among the three reading courses (ELT 123, ELT 124 and ELT 221), majority of the students (89.7%) believed that there should be continuity among them whereas the others (10.3%) thought in the opposite direction. As in ELT 124, the students arguing for continuity put forward explanations such as continuity is necessary for better learning, reading courses should go from simple to complex (i.e. building upon prior learning), the three courses should complete each other, and the common aim of the three courses is to develop students' reading skills. However, the students who were against the continuity among the reading courses did not present any concrete reasons, simply saying "there shouldn't be" or leaving the explanation part in the questionnaire blank.

Similarly, in the interviews, all three students suggested that there should be continuity among the reading courses. One of the students suggested that the reading courses should go from simple to complex but there should not be big difference among the courses in terms of difficulty. The other student said the reading courses should be related not only in terms of difficulty level but also in terms of vocabulary; in each new course they should build upon what they learnt in the previous reading course.

Parallel to students' opinions, the course instructor argued for continuity among the reading courses too. She said the most important thing is that there should be gradual increase in the level of difficulty. For example, ELT 123 should be at the lowest level, but a bit higher than the students' level ($i+1$), and ELT 124 should be more difficult than ELT 123, and ELT 221 should be the most difficult reading course in which students work on advanced texts. In order to achieve this continuity, the course instructor suggested designing all three reading courses

together and selecting materials accordingly. Teachers should not have students read texts on more or less the same topics, texts at the same difficulty level, or texts which are of the same type (genre) in all the reading courses. For example, there should be balance in terms of the text types that students read in three courses; they should read short stories, newspaper articles, academic texts, nonacademic texts, etc. in balance.

4.3.5.3 Writing Skills

Writing Skills I (ELT 125)

Based on the course evaluation questionnaire, majority of the students (82.9%) suggested that there should be relationship between ELT 125 and the other language improvement courses (i.e. ELT 121, ELT 123 and ELT 127), but 17.1% of them did not desire such a relationship. To explain why ELT 125 should be related with the other courses, 31.7% of the students said they use writing (what they learn in the writing course) in other language improvement courses. To illustrate, one of the students stated that ELT 125 helped him a lot in terms of organization when he was preparing his speech for ELT121. Moreover, 23.3% of the students argued that all these courses complete each other, they form a whole and they are one language, and therefore they should all be related with each other in some ways. The rest of them came up with explanations like “other courses help us in ELT 125”, “or “for more success and better learning they should be related”. On the other hand, the students who argued against coherence among the courses put forward reasons such as they can not use what they learn in one course in the others or these courses are different in terms of their topics.

In the interviews, while one of the students argued against coherence between ELT 125 and other language improvement courses saying “we should only focus on writing in this course”, the other two students suggested that ELT 125 should be related with the other language improvement courses. For instance, one of them said “You want it or not they are already related. They should be related. We use grammar in writing, or we use the words we learn in reading when we are writing”.

The course instructor (Teacher F) also suggested that ELT 125 should be related with the other language improvement courses, especially with the reading course. In cases where different courses are taught by different teachers, she proposed sharing course policy sheets and books in order to achieve coherence among the courses. Her suggestions regarding coherence were as follows:

I think we should establish parallelism or contact with the other teachers so that we could ask our students to utilize what they have learnt in another course in a writing class for example or vice versa. For example, I mean if you are teaching a theoretical course like Approaches to ELT let's say, in that course you could ask them to the responses that they give to the questions in that course should be in an organized manner for example. They should not write down the ideas in any matter but in the format that they've learnt in the writing class. So, if we collaborate as teachers, then the students will benefit more. That should be done I think.

We should supplement one another. So, whatever they learn in the writing should not just stay in the writing. So, if you are teaching reading let's say, because I used to do that when I was teaching reading and writing, I would ask them to write a reading question based on the format that they used in the writing class. For example, I would ask them to describe a scene, I would ask them to classify the stories, I would ask them to compare and contrast the characters for example. This way, whatever they learnt in the writing class would be pulled into the reading class I think. They are aware that we'll be using this in different courses as well, and that is how interdisciplinary studies work anyway.

Perhaps, what we could do is to share our course policy sheets, because over them we have everything; so, if we give our course policy sheets to each one of the other teachers, we try to keep track of all of them anyway, one week early one week later that doesn't make a lot of difference anyway. But if we share them then we know what we're doing. And, for example if you a reading teacher and I am a writing teacher, and if you know the format that I am using or in my writing class, so you can integrate that in your reading class and vice versa. So, that is the only way of doing it. For example, I as a reading and the writing teacher can also benefit from ELT 112. We should share our course policy sheets. The books and the course policy sheets should be, all among the first year first semester teachers. (Teacher F)

Writing Skills II (ELT 126)

The results of the course evaluation questionnaire show that, the majority of the students (90.7%) suggested coherence between ELT 126 and other language improvement courses (ELT 122, ELT 124 and ELT 128) because they reported believing that all these courses are naturally related, and they complement each other and form a whole (48.8%). Also, the students argued that they should be able to use what they learn in ELT 126 in the other courses (23.3%), or they stated that what they learn in other courses, for example in grammar, helps them in ELT 126 (9.3%). Finally, they believed that these courses should be in coherence because this leads to better learning. On the other hand, except for one student, the students who were against coherence among the language improvement courses (9.3%) did not present any reasons for their argument; only one of them said “it would make students lose interest if the same topic is repeated in another course”.

Similarly, during the interviews, all three students said ELT 126 should be related with the other language improvement courses, and two of them presented the following explanations:

Student 1: For example, our writing teacher could ask us to write an essay to explain how we learnt something in the grammar lesson, or our oral communication teacher could ask us to present something that we wrote about in the writing class. Checking what was learnt in one course in another course.

Student 2: Like grammar, if you know grammar properly, when you are writing you use grammar properly. I don't know what teachers should do to combine them. But it was a good idea to learn grammar in writing. Knowledge and skills should be related, but topics I don't think so because it is boring to work on the same topics.

Like students, the instructor of ELT 126 (Teacher F), who was the instructor of ELT 125 in the previous semester, argued for coherence between ELT 126 and the other courses saying “What I said for ELT 125 applies to this course as well”.

With respect to continuity between ELT 125 and ELT 126, almost all the students (95.3%) proposed that there should be continuity between the two writing

courses. To explain the reason, 20.9% of the students said the two courses should complete each other to form a whole and ELT 126 should be the continuation of ELT 125, 18.6% of them argued that continuity is necessary for better learning and more improvement in terms of writing skills to take place, and 11.6% of them suggested that these courses should go from simple to complex (i.e. building upon prior learning). Finally, 9.3% of the students simply said “they should be related” without giving any concrete reasons(s) and 11.6% did not respond to the ‘why’ question at all.

Moreover, in the interviews all the students stated that the two courses should be related: they should go from simple to complex, and the topics and techniques should be related as well. For instance, one of the students said “It would be confusing if there was no continuity. Students would have a lot of difficulties in ELT 126 if they did not take 125”.

Finally, the course instructor also argued that there should be continuity between ELT 125 and ELT 126, and these courses should be designed together to ensure that they are in sequence and they supplement one another to achieve everything completely at the end.

Advanced Writing Skills (ELT 222)

In ELT 222 course evaluation questionnaire, all the students (100%) suggested that the writing courses (ELT 125, ELT 126 and ELT 222) should be in coherence with all the other language improvement courses. 43.8% of the students stated that the language improvement courses complete each other to form a whole and therefore what is learnt in one is used in the others. The rest of the students presented reasons such as writing courses help students in the other language improvement courses and vice versa, and all the courses should be in coherence for better learning of language to take place.

During the interviews, similarly, all three students argued for coherence between the writing courses and the other language improvement courses. Two of the students put forward the following explanations as regards this issue:

Student 1: Yes, there should be. If you don't have grammar you can't write but at the same time the more you write the better your

grammar gets. What we read in the reading course helps us to widen our viewpoint and this helps us when we are writing in the writing course.

Student 2: Of course they should be, because they all progress, develop together.

Regarding continuity among the writing courses, almost all the students (97.9%) thought that the three writing courses should be linked or related with each other. 27.1% of the students argued that continuity among the writing courses helps students learn better and more easily and consequently develop their writing skills better. In addition, while 18.8% of the students simply said “there should be continuity” without giving any concrete reason(s), the rest put forward some reasons for the necessity of coherence like: “continuity helps remembering things learnt better”, “building upon prior learning (recycling information) leads to the development of overall writing skills”, “the three courses should go from simple to complex”, etc.

In the same way, during the interviews, all the students suggested continuity among the writing courses. They further explained that these courses should go from simple to complex and they should not repeat the same things in the two courses. Also, they said they should be able to use what they learnt in one course in the next writing course; there should be *building upon prior learning*.

Finally, parallel to students’ opinions, the instructor of ELT 222 (Teacher B) argued for both coherence and continuity in the interview. As to coherence between ELT 222 and the other language improvement courses, she presented the following suggestions:

The grammar courses, the reading courses should help to this course (ELT 222). Of course the grammar courses should emphasize more advanced grammar points and should work towards writing better sentences. And the reading courses should emphasize, should expose students to different types of reading texts and therefore different organizational patterns of English and help them recognize at least both the organization and different languages used in those different texts.

If the language improvement courses are geared towards making the students' English more sophisticated and more mature and maybe giving them the habit to explore both the language and areas in English, this course could benefit in a better way from the other courses. When designing this course, I think the other course teachers should come together and should see how much work they have learnt in other courses and how much other courses could benefit this course. (Teacher B)

The instructor also suggested that the three writing courses should be related with each other, and they should be designed together to ensure continuity among them. Her proposal was as the following:

First of all the writing courses should be designed all together. I think there are three writing courses. The first writing course should aim at a more sentential and maybe grammatical skills and maybe building paragraphs and the second course should emphasize maybe putting all those sentential and grammatical skills in a more maybe in a less organized essay format giving them enough opportunity to exploit language in a writing mood, and this course should give them a more formal approach to writing making them more aware of the formal essay types and to give them more opportunities to write more sophisticated and formal essays. (Teacher B)

4.3.5.4 English Grammar

English Grammar I (ELT 127)

In the course evaluation questionnaire, majority of the students (85.1%) argued that there should be relationship or coherence between ELT 127 and the other language improvement courses (ELT 121, ELT 123 and ELT 125) whereas 14.9% of them did not think that they should be in coherence. In order to explain why there should be coherence between ELT 127 and the other language improvement courses, 36.2% of the students stated that grammar is related with and it is used in all the courses (for example in ELT 125 and ELT 123), and 23.4% of them argued that the language improvement courses should be related in order to complete each other. In addition, while 8.5% of the students claimed that coherence is necessary for better language learning to take place, the rest of the students did not present any reasons for their “yes” answer. On the other hand, the students who

said “no” explained that the courses are different in terms of aims, topics or the activities done.

During the interviews, all three students stated that there should be relationship between ELT 127 and other language improvement courses. For example, one of them further explained: “If I don’t know grammar structures, I can’t prepare or make a presentation. I use grammar in that course, and I also use what I learn in other courses in this course. They all go parallel to each other and they help each other”.

The course instructor (Teacher A) also argued for coherence between ELT 127 and the other courses. His response to the question “Should there be relationship between ELT 127 and other language improvement courses?” was:

Definitely. If your idea is just to teach grammar, you can never have that. If you teach grammar also as a tool, you have to do it, otherwise there’s no rationale to learn grammar. As I mentioned, grammar as a subject matter, grammar as a tool or instrument and grammar as something to be taught later. (Teacher A)

In order to achieve coherence among the language improvement courses he suggested designing all the courses in a parallel way; he further said “otherwise you can not achieve. Not pieces and bits, but as a whole”.

English Grammar II (ELT 128)

Regarding the coherence between ELT 128 and the other language improvement courses (ELT 122, ELT 124 and ELT 126), 86% of the students believed that ELT 128 should be in coherence with the other courses whereas 14% of them thought in the opposite way choosing ‘no’ as an answer. To explain the reason for their answer, some of the students who argued for coherence put forward the following arguments: i) grammar is needed or used in the other courses, so it should be in coherence with them (46.5%), ii) language improvement courses are naturally related and they complete each other to form a whole, i.e. English language, iii) what is learnt in one is used in the others (32.6%), and iv) this coherence helps students learn English better (4.6%). On the other hand, the students who argued against coherence presented reasons like grammar is different

from other courses in terms of its focus, this coherence would confuse students, or students would get bored because of the relationships among the courses.

Parallel to the questionnaire results, in the interviews, all three students argued for coherence between ELT 128 and the other language improvement courses. For example, one of them said “If I don’t know the basics of grammar, I can’t make a presentation in Oral Communication Skills, or I can’t write an essay in the writing course” to support her argument.

As to continuity between the two grammar courses (ELT 127 and ELT 128), majority of the students (93%) believed that there should be continuity between them whereas the others (7%) thought in the opposite direction, arguing against continuity. 20.9% of the students who argued for continuity said that continuity is necessary for better learning to take place. The rest of the students put forward explanations like grammar courses should go from simple to complex (i.e. building upon prior learning) and complement each other to form a whole (32.6%), or the two grammar courses have a common aim and consequently they should be related. However, the students who were against continuity between the grammar courses either did not present any reasons, saying “I can’t think of why”, or just gave explanations like “it is not necessary” or “new semester new work; we should start from fresh”.

Similarly, in the interviews, all three students also suggested continuity between ELT 127 and ELT 128. They considered the two courses as one course and therefore they believed that they should be related. They argued that one should be the continuation of the other, and they should go from simple to complex.

Like the students, the instructor of ELT 128 (Teacher C) suggested having both coherence and continuity. As to coherence between ELT 128 and the other language improvement courses, he argued that in order to be able to teach grammar as a tool, the course should be integrated with the other skill courses. He proposed that all the language improvement courses should be planned together to attain this coherence among them. In addition, he suggested that the teachers of different courses should meet every week to coordinate their actions. Actually, his first suggestion was different, but because of the fact that the curriculum proposed by

YÖK can not be changed, he modified his original suggestion, which was as the following.

There can be stage 1, stage 2. For stage 1 English there must be integration. We should have English 1 instead of Reading 1, Writing 1, Grammar 1, etc. The main thing here is teaching all these things integratively. (Teacher C)

Finally, the instructor argued that there should definitely be continuity between ELT 127 and ELT 128. He said that ELT 127 must be the prerequisite of ELT 128, and they should be different in terms of difficulty, going from simple to difficult.

4.3.5.5 Overall

Except for the instructor of ELT 221, all the course instructors and majority (almost all) of the students suggested that the language improvement should be in coherence. They argued that students should be able to transfer knowledge and information from one course to the other, and these courses should complement each other to form a whole. Also, the students stated that coherence among the courses is necessary for better learning of English to take place, and the instructors suggested recycling information in different courses for more effective learning. On the other hand, the instructor of ELT 221 argued that reading and writing courses can be related but such a relationship is not necessary.

As to continuity, all the instructors and almost all students proposed that there should be continuity between or among different levels of the same-skill courses (e.g. Writing Skills I, Writing Skills II, and Advanced Writing Skills). They stated that they should go from simple to complex, one should be the continuation of the other, and they should complement each other. Moreover, they argued that there should be continuity because their aims and focus are the same – to teach English language.

In brief, both students and instructors suggested continuity and coherence between or among the language improvement courses.

CHAPTER V

DISCUSSION OF RESULTS AND IMPLICATIONS

This chapter consists of discussion of the results and implications of the study. The first section provides the summary and discussion of the results of the study, and the second section discusses the implications of the study for future language improvement courses and research.

5.1 Discussion of Results

The results of the study are discussed in accordance with the five focus areas in the evaluation design or model implemented in the study. The results obtained from different sources are compared and contrasted, and they are discussed in the light of the research questions, separately for each group of same-subject courses.

5.1.1 Course Aims and Objectives

Oral Communication Skills

The *current status descriptions*, obtained through the analysis of course policy sheets, and student and teacher interviews reveal that the main aim of the two *Oral Communication Skills* courses, i.e. ELT 121 and ELT 122, is to improve students' listening and speaking skills by engaging them in a variety of tasks. The course objectives regarding listening skills constitute developing students' listening sub-skills like listening for main ideas, listening for specific information, listening and note-taking, listening and answering comprehension questions, etc. On the other hand, the course objectives related to speaking skills are to get students to talk or communicate orally and to enable them to give formal presentations by donating them with necessary skills or techniques.

As to the *evaluation* of the course aims and objectives, when the results of the student questionnaires and interviews are compared with the results of the teacher interviews, it is observed that they contradict each other because while the

majority of the students expressed positive attitudes toward course aims and objectives, the evaluations of the instructors of both ELT 121 and ELT 122 were negative. For instance, the results of the course evaluation questionnaires demonstrate that the majority of the students not only evaluated the existing course aims and objectives positively but also thought that the course met their needs and expectations. However, students' evaluations show that while the first *Oral Communication Skills* course (ELT 121) met students' needs regarding listening skills more than it did their needs in terms of speaking skills, the second course, ELT 122, was considered to be more effective in terms of meeting students' speaking skills. To illustrate, during the interviews, majority of the students taking ELT 121 said their speaking skills have not improved much or they have problems in pronunciation. These findings may be interpreted as the indication of imbalance between the objectives of listening and speaking skills in the *Oral Communication Skills* courses. An alternative conclusion emerging from these results may be that the two courses complement or compensate each other; while the first course emphasizes listening objectives more, the following course focuses more on objectives regarding speaking skills.

Contrary to students' evaluations, the course instructors evaluated the courses in terms of their aims and objectives negatively. They both reported having problems in achieving course aims and objectives. More specifically, one of the instructors argued that the objectives were not realistic; they did not address to the needs of the students and the Department. In brief, both of the instructors suggested revising the *Oral Communication Skills* courses in terms of their objectives. As was discussed in 2.1 in Chapter II, there are different curriculum and course design models. In these various frameworks, the process of course design is broken down into components or stages. In the two frameworks suggested by Brown (1995) and Graves (1996), *needs assessment* is the first stage in course design process. In order to specify course goals and objectives and decide about other course components such as content, materials and evaluation, first the needs of the students must be identified. Therefore, this necessity is confirmed by the suggestion put forward by the instructor of ELT 122. The course instructor's not finding the course objectives

realistic can be due to the fact that the students' needs were not analyzed and identified during the design of the *Oral Communication Skills* courses.

Although the evaluations of the students contradict with those of the course instructors, the results of the questionnaires and interviews reveal that their *suggestions for improvement* are parallel to each other. They both suggested that the Oral Communication Skills courses should aim at getting students to do more practice. The students proposed doing more practice on the existing aims and objectives specified in the syllabus. They suggested 'more listening and speaking practice' as a course aim. Also, they recommended developing not only students' presentation skills but also their discussion skills, argumentation skills, and ability to use classroom language as prospective teachers. Similarly, the course instructors suggested more practice thorough having students engage in natural conversations and different kinds of communication activities.

Reading Skills

The results related to the description of the aims and objectives of the *Reading Skills* courses show that the reading courses mainly aim at developing students' reading skills, which include reading sub-skills like skimming, scanning, guessing, reading between lines, etc., and their vocabulary knowledge. In addition to these two common aims, the second reading course, ELT 124, aims to teach students how to extract information from texts and organize it for better comprehension and retention, and to develop students' paraphrasing, note-taking and summarizing skills, whereas the last reading course, ELT 221, includes having students study texts with emphasis on stylistic features and make use of pragmatic concepts while analyzing and appreciating texts among its objectives.

Overall, majority of the students evaluated the three *Reading Skills* courses in terms of their aims and objectives positively. In spite of this positive evaluation, they reported that the courses did not meet *all* their needs and expectations; that is, the aims and objectives of the courses did not fully address to their expectations and needs in terms of reading skills and vocabulary. In brief, the courses met the students' needs and expectations to some extent. Except for the instructor of the first reading course, the instructors of the other two reading courses evaluated the course

aims and objectives positively, in general. However, both the students and the instructors added that ‘insufficient reading practice’ was the missing point regarding course aims and objectives.

With respect to the improvement of the *Reading Skills* courses in terms of their aims and objectives, the students argued that there should be more emphasis on developing students’ vocabulary knowledge. Moreover, they suggested adding the development of students’ *reading aloud* and *fast reading* skills to the course objectives. Finally, both the students and the instructors proposed that the reading courses should aim at getting students to do a lot more reading practice; that is, to have students read a lot more.

In addition to these common suggestions for improvement, the instructor of ELT 123 recommended integrating literature (i.e. developing students’ literary skills) into the course, and the instructor of ELT 221 suggested that developing students’ academic reading skills (i.e. teaching them how to read subject matter course books) should be one of the objectives of *Advanced Reading Skills* course. Lastly, some of the students enrolled in ELT 124 argued that the course should aim at developing students’ *thinking skills*, while 18% of the students taking ELT 221 suggested that developing students’ high-order reading skills like synthesizing, analyzing, inferencing deep meaning, and making oral and written comments on the texts, should be among the objectives of the course.

Writing Skills

The results concerning the description of the current status of the *Writing Skills* courses, obtained from the analysis of course policy sheets and the teacher and student interviews, reveal that the first writing course, ELT 125, aims at having students write good, solid, sound English sentences, combine sentences, do correction or editing, analyze sample paragraphs, make an outline of a given text, and to summarize a text. Additionally, the teacher said developing students’ thinking skills is one of the objectives of the course. The second and the third writing courses (ELT 126 and ELT 222) on the other hand, aim to develop students’ essay writing skills. More specifically, the objectives of these two courses are to reinforce basic principles in essay writing, which are unity, support, coherence and

sentence skills, to teach students different patterns of essay development, and to encourage students to write on a content read and discussed in class. Moreover, they aim at emphasizing and revising grammar. When the aims and objectives of ELT 126 and ELT 222 are compared, it is noticed that the two writing courses were the same in terms of their aims and objectives. As a result, it can be concluded that there was lack of continuity between the two courses as ELT 222 was the repetition of ELT 126 in terms of aims and objectives. To sum up, the three *Writing Skills* courses focus on developing students' formal writing skills at sentence, paragraph and essay levels. Therefore, it can be concluded that getting students to develop their skills in writing different genres like letter, petition, curriculum vitae, story, poem, etc. (rather than only paragraph or essay) was not among the objectives of the writing courses. Instead, developing students' sentence skills or grammar, and getting them to write content-wise rich and well-organized paragraphs or essays are the objectives of the writing courses.

Both the students and the course instructors evaluated the existing course aims and objectives positively in all the three *Writing Skills* courses. When the results regarding the evaluation of the language improvement courses in terms of their aims and objectives are analyzed, it is noticed that ELT 125 and ELT 126 were the most positively evaluated courses. Majority of the students and the course instructor (same instructor taught ELT 125 and ELT 126) argued that the objectives were adequate, they were effective in developing students' writing ability, they were all attained, and they met the students' needs and expectations. On the other hand, in ELT 222, while the majority of the students and the course instructor expressed positive opinions about the course aims and objectives, one of the three students (in the interviews) argued that the objectives of improving students' grammatical accuracy and developing their critical thinking skills should have been emphasized more in the course. In addition, this student reported not attaining the course objective 'getting students to be able to write a research paper'. To sum up, the evaluations of the instructors and the students were parallel to each other.

In spite of the fact that both the instructors and the students expressed highly positive attitudes toward the aims and objectives of the writing courses, they at the same time put forward some *suggestions* for improvement. In ELT 125, while

41.5% of the students did not suggest anything, arguing that the existing course aims and objectives were sufficient, the rest of the students suggested that the course should also develop their thinking skills to get them to write fluently, their grammar, as well as their skills in writing other types of texts like petitions, letters, resumes, etc. (not only paragraphs and essays). Some students' suggestion which is 'adding the development of students' critical thinking skills to the existing course objectives' is in contradiction with what the course instructor said when describing the course objectives. She said one of the objectives of the course is to develop students' thinking skills. The reason for this contradiction may be that although developing students' critical thinking skills was among the course objectives, it could not be attained. Finally, as a suggestion, the instructor of ELT 125 recommended integrating more reading into ELT 125 with the aim of improving students' vocabulary.

In the second writing course, ELT 126, 55.8% of the students stated that the current course aims and objectives were adequate, and therefore they did not suggest any improvements in the course aims and objectives. However, the rest of the students put forward suggestions such as getting students to be able to write different types of texts rather than only essays, having students do more writing practice, teaching them mechanics, and equipping them with critical thinking skills. In addition, although the course instructor evaluated the course aims and objectives highly positively, she proposed that journal keeping should be among the course objectives, and as in ELT 125, reading should be integrated to the course.

As in the previous writing courses, more than half of the students (54.2%) did not suggest any improvements in ELT 222 in terms of its aims and objectives, claiming that the present status is adequate and effective. On the other hand, the rest of the students suggested adding the following objectives to the existing ones: teaching students to write a research paper, helping students for vocabulary development, having students do more writing practice, donating students with editing skills, developing students' critical thinking skills and summarizing skills, and getting them to be able to keep journals. Finally, the course instructor argued that the course should aim at developing students' language (i.e. grammar and vocabulary) and idea development skills.

To conclude, majority of the students and the course instructors evaluated the existing status of the writing courses in terms of their aims and objectives positively, but at the same time they recommended adding some more objectives to the existing ones. Moreover, it is observed that data coming from different sources are parallel, verifying each other.

English Grammar

Data obtained from the analysis of the course policy sheets demonstrate that the main aim of English Grammar courses is to teach students basic English grammatical structures for fluency and accuracy in the language. In addition, the course instructors described the aim of the grammar courses as to teach students what grammar is, how to use it, and how to teach it.

The results concerning the evaluation of the course aims and objectives show that the majority of the students evaluated the course aims and objectives in the grammar courses positively. However, they claimed that the course objectives concerning the use and teaching of grammar were not attained. Parallel to students' evaluations, the course instructors also evaluated the realization of the objective 'teaching what grammar is' positively whereas they expressed negative opinions about the achievement of the objectives 'teaching how to use of grammar' and 'teaching how to teach grammar'.

Therefore, both the instructors and the students suggested that the grammar courses should aim at getting students to be able to *use* grammar and to be able to *teach* it to others. Moreover, the students proposed that the two grammar courses should aim to teach grammar at advanced level; that is, they should teach details about the grammar structures. More specifically, one of the instructors suggested that integrative teaching of grammar should be the aim; that is, getting students to use grammar in reading, writing, listening, speaking and other things should be the aim. When the data concerning current status descriptions, evaluations and suggestions for improvements are compared, it is observed that although some of the objectives (i.e. use of grammar and teaching grammar to others) were stated to be already existing, they could not be achieved because both the students and the course instructors mentioned these objectives as missing points when they evaluated

the course aims and objectives, and then when they were asked to give suggestions for improvement they put forward adding these two objectives. Therefore, it can be concluded that although teaching how to use grammar and how to teach grammar were listed in the course outline as course objectives, in practice nothing or not much was done to attain them, or what was done in the grammar courses to attain them was not sufficient or effective.

Achieving all the objectives (i.e. teaching *what* grammar is, *how to* use it and *how to teach* it) may be possible by adopting a ‘task-based syllabus’ in the grammar courses. As Breen (1987b) explains, task-based syllabus focuses on both language forms and functions, and therefore it includes two main task types: Communication tasks which focus on using the target language, and learning tasks which focus on the exploration and learning of the language systems. Communication tasks can get students to learn how to use grammar, whereas learning tasks may enable them to learn what grammar is. Also, learning tasks may help them learn how to teach grammar indirectly, because exploration and learning of language system may get students to develop language awareness and therefore to be able to explain this system they have learnt to others.

5.1.2 Course Content and Materials

The current status descriptions of the contents of the language improvement courses and the materials used in these courses were summarized in section 4.1.2.5. In this part, the results regarding the evaluations of the language improvement courses in terms of their contents and materials are discussed together with the findings concerning the suggestions for improvement. The results emerging from different sources were compared and contrasted for this discussion.

Oral Communication Skills

In general, majority of the students expressed positive attitudes toward course content and materials in *Oral Communication Skills* courses. However, these students argued that the course materials were not sufficient. Similarly, the course instructors also evaluated course materials as ‘*insufficient*’, and therefore they said they had to be supplemented. Furthermore, while the students believed that the

materials were more useful for improving their listening skills in ELT 121, they thought that they were more helpful for improving their speaking skills in ELT 122.

More specifically, the students' evaluations reveal that they considered video materials as the most effective materials. Also, they argued that the speaking parts of the two *Course Packs* were full of theoretical stuff, and therefore they did not use these parts much. The course instructors' evaluations verify this finding because they also reported not studying the speaking part much.

As to the themes and topics covered in the *Oral Communication Skills* courses, majority of the students and the instructors expressed positive opinions. For instance, students stated that the topics like *dating*, *marriage*, and *relationships* were very good whereas the topic *ethnic cuisine* was very boring. ELT 122 instructor's evaluation of the topics matches exactly with the students' evaluations. On the other hand, as regards listening and speaking skills included in the course content, the course instructor of ELT 122, for example, argued that the skills covered were not very realistic; she stated that more realistic or authentic skills (i.e. skills that students need to function in real life) should have been included in the course content. In both courses, the main emphasis was on developing students' *formal presentation skills*, but this is only one of the speaking skills they need in order to be able to function in daily life or they will need in the future as English teachers. Thus, it can be concluded that first the needs of the students should be identified, and then the course aims and objectives and the course content should be specified. As it has been explained above, *needs assessment* is the first step in the process of course design (Brown, 1995; Graves, 1996), and it is important for specifying course aims and objectives, content, materials and evaluation system realistically. Moreover, Strasheim (1991) focuses on the instructional validity of undergraduate teacher education programs, and he argues that these programs do not address to the language needs of teachers in the real world of the schools, so majority of student teachers lack the skills to communicate effectively. Strasheim's (1991) argument is verified by the above mentioned results concerning the reality of the course objectives and reality and authenticity of the skills taught to students.

When the students were asked to give suggestions for improving *Oral Communication Skills* courses in terms of content and materials, they suggested

enriching the course content in terms of practice rather than adding new components. In other words, they suggested practicing the existing listening and speaking skills more. In addition, some students proposed adding the following elements to the content of ELT 121: discussion skills, pronunciation, and listening to radio. Like students, the course instructors suggested providing students with more input in listening and more opportunities to practice speaking (that is, to get involved in real acts of speech) rather than adding new elements. On the other hand, as to the topics and themes covered in the courses, generally the instructors and the students expressed positive opinions, but some students suggested that the topics should be about daily or current issues, and the instructor of ELT 122 stated that topics should be related to the students' lives and they should be the ones they have information about.

With respect to the materials, both the instructors and the students proposed using more and wider variety of materials. For instance, the instructor of ELT 121 recommended making some modifications in the speaking part of *ELT 121 Course Pack*; including more selective and relevant information as well as demos, whereas the instructor of ELT 122 suggested replacing *ELT 122 Course Pack* with a new book or a new set of materials. On the other hand, the students mainly suggested adding new materials, using a wide variety of material, and watching more videos. Also, they suggested using more audio-visual materials and providing students with opportunities to use language laboratory for self study. In brief, the students' and the instructors' suggestions for improvement are parallel to each other, and it can be concluded that they consider *Oral Communication Skills* courses a bit weak in terms of materials, and practice of existing skills.

Reading Skills

Generally, the questionnaire results demonstrate that the majority of the students evaluated the three reading courses in terms of their contents and materials positively. However, although students thought that the materials were useful, they did not believe that they were fully sufficient for improving their reading skills and vocabulary.

In the first reading course, ELT 123, students expressed highly negative opinions about *ELT 123 Course Pack*, and they reported that they did not use it much; they just did one text from *Course Pack*. On the other hand, they considered the book *Power Play* better. Parallel to students' evaluations, the instructor of ELT 123 argued that the topics in *ELT 123 Course Pack* were too academic. The teacher pointed out that there was problem about allocation of course materials; he believed that two books were too much and therefore they did not use *ELT 123 Course Pack* (only one text). Excluding *ELT 123 Course Pack*, evaluations concerning the course materials were positive.

Similarly, in the second reading course, ELT 124, the students' evaluations show that the book *Power Play* was believed to be more effective than the other book, *Lexis*. Although both the instructor and the students thought that *Lexis* was boring, they argued that its exercises were very helpful for improving students' vocabulary. Finally, in the first two courses, students thought that personal or fun reading materials were the most effective ones. Therefore, it can be concluded from these findings that the students would like to be given opportunity to choose what they will read rather than to be imposed texts or books by the instructor.

In *Advanced Reading Skills*, ELT 221, the evaluations of the students and the course instructor were parallel. As to course content, they thought that the skills covered were sufficient and effective, but regarding topics and themes they put forward criticisms because the topics were mainly about America and American culture. Also, their evaluations of the course book, *Mosaic I*, demonstrate that it was *good* in general. However, both the teacher and the students pointed out two weaknesses of the course book as: i) it was weak in terms of vocabulary development; vocabulary exercises were not enough, and ii) it was all about America and American culture.

As to topics and themes covered, the students in all three reading courses suggested having variety in terms of topics and focusing on topics about daily or current issues. For instance, one of the students explained the reason for her suggestions as: "Daily issues, so that I can live these topics outside the classroom. In order to understand the main ideas or details, the texts, topics of the texts have to be meaningful for me".

Regarding the skills which constitute the contents of the reading courses, generally the students and the course instructors recommended doing more practice on the existing ones rather than adding new skills. However, they also suggested adding some more components to the course contents. For instance, the instructor of ELT 124 suggested adding more complex reading skills and strategies to the course content, some students in ELT 123 and ELT 124 proposed adding *reading aloud* to the syllabus, and some students in ELT 221 recommended including *literary skills* in the course.

Finally, with respect to materials, the students suggested using a variety of materials, different text types, and more supplementary materials in the reading courses. On the other hand, the instructor of ELT 123 recommended redesigning the course from the scratch, piloting materials and allocating them more carefully. The suggestion of ELT 124 instructor was to replace the course books with a new one which covers the course objectives and had good exercises. And, the instructor of ELT 221 proposed using the same course book but supplementing it with other materials to compensate for its weaknesses she mentioned in her evaluation of the book.

Writing Skills

In general, majority of the students expressed positive opinions about the contents and materials of the *Writing Skills* courses. Likewise, the evaluations of the instructor of ELT 125 and ELT 126 were positive. On the contrary, the instructor of ELT 222 argued that the topics or themes selected by the students were restricted, and the course book, *College Writing Skills*, was very American and repetitive. The same comments regarding the course book were made by some ELT 222 students as well.

In the first two writing courses, ELT 125 and ELT 126, both the instructor and the majority of the students evaluated the topics or themes and the skills covered highly positively. However, although their overall evaluations of the course materials were positive, the instructor and the students of ELT 125 pointed out a weakness of one of the course books. They argued that the explanations in *Paragraph Patterns* were not sufficient, and the instructor said that she had to

supplement the book with other materials because the explanation part was missing. On the other hand, both the students and the teacher said the book used in ELT 126, *College Writing Skills*, was very good. This was in contradiction with the evaluation of the instructor of ELT 222 and some of the students enrolled in this course because the students thought that the book was American, and it was not easy to follow.

Lastly, the instructor of ELT 222 also pointed out negative sides of the overall course content. She stated that there were missing skills such as skills necessary for report, resume and CV writing, and there should have been more emphasis on sentence skills at different levels.

On average, about 63% of the students did not suggest any improvements in the contents and the materials of the *Writing Skills* courses, arguing that their current status is okay and they should continue as they are. On the other hand, some of the students and the course instructors put forward some recommendations for improvement. For example, in ELT 125 some students proposed using more supplementary materials, using a book which includes detailed explanations and a lot of sample paragraphs, and including different types of texts (not only paragraphs) in the course content. Similarly, the course instructor suggested either replacing *Paragraph Patterns* because it is weak in terms of explanation or supplementing the explanation parts of the book. In ELT 126, on the other hand, the suggestion, which was put forward by some students, was to include vocabulary development in the course content. Last of all, in ELT 222 some students suggested including *research paper, all essay types, other forms of texts like resumes, petitions and letter*, and *editing* in the course content. Parallel to students' recommendations, the course instructor suggested offering another writing course to teach those missing skills (please see p.259). Also, both the teacher and some students proposed using the existing book, but supplementing it.

English Grammar

Overall, majority of the students and the course instructors expressed positive attitudes toward *English Grammar* courses regarding their contents and materials. Yet, they also specified weaknesses when they evaluated the course

content and materials. While the students argued that '*Grammar Notes*' sections in the course book (the same book was used in the two courses) were very effective, they criticized the book because it was weak in terms of variety of exercises. They also complained that the explanations provided in the book were not detailed enough. The price of the book was another negative aspect they pointed out. Finally, the students criticized that they were not given enough supplementary materials. On the other hand, the course instructors evaluated the course content positively, arguing that the grammar points included in the content were representative sample of basic English structures. As to the course book, while they found the book method of presenting new structures (in context) effective, they criticized the book because it does not emphasize production; it mainly includes recognition-based exercises and activities. Also, the instructor of ELT 127 complained that the audio cassettes of the course book were not available.

As to suggestions, 40.4% of the students in ELT 127 and 67.4% of the students in ELT 128 did not suggest any improvements, arguing that the current status of the courses in terms of content and materials were sufficient and effective. However, the rest of the students and the course instructors suggested some modifications. The students recommended covering more grammar structures or topics, focusing on the existing topics in more detail (by given detailed explanations), and strengthening the practice component of the course content through using a variety of supplementary materials. They asked for materials which include a variety of exercises and detailed explanations on the topics. Also, they proposed using audio-visual materials in the grammar courses. Like students, the course instructors suggested supplementing the weak parts of the book rather than replacing it. Moreover, they suggested including more production-based tasks, measuring what students have learned through various speaking, listening and writing tasks. In other words, they recommended integration of skills in the grammar courses.

5.1.3 Course Conduct

The current status descriptions of the conduct of the language improvement courses were presented in section 4.1.3 and summarized in part 4.1.3.5. In other

words, the teaching-learning process in the language improvement courses was explained in detail. Therefore, in this part, the results related to the evaluation of *course conduct* in the language improvement courses are discussed in conjunction with the findings concerning the suggestions for improvement. The results emerging from different sources, namely course instructors and students, were compared and contrasted intended for this discussion.

Oral Communication Skills

In their evaluation of the teaching-learning process in the two Oral Communication Skills courses, generally students expressed positive opinions. They argued that *presentations*, *video sessions* and the *teacher (teacher's methodology)* were the most useful aspects in the courses. However, while they evaluated teacher-student interaction or relationship in the courses highly positively, they reported not having very good student-student interaction. Also, majority of the students complained about not having variety in the lessons; that is, they reported doing more or less the same type of tasks and activities in the lessons.

Parallel to students' evaluations, the course instructors also argued that there was not sufficient variety in the lessons. For instance, the instructor of ELT 122 said "there was not sufficient variety in terms of *form* and *theme* of activities". On the whole, when the instructors evaluated overall teaching-learning process in ELT 121 and ELT 122, they claimed that it was effective *to a certain extent* (to 50-60%). In addition, the instructor of ELT 122 said it could have been more effective with better materials.

With respect to suggestions for improvement, the students did not suggest any improvement in terms of teacher-student interaction or relationship because as they expressed in their evaluations, they believed that the existing situation was already effective. On the other hand, although generally they expressed positive attitudes toward course conduct, they put forward the following suggestions for the improvement of the teaching-learning process: using a wide variety of methods and activities in the lessons, doing more practice (for example, more presentations, discussions and video viewing), balancing listening and speaking activities in the courses, having better student-student interaction and cooperation, and having fewer

students in the classrooms. In brief, students proposed ‘practice-based’ teaching-learning process.

Like students, the teachers did not suggest any changes in terms of teacher-student relationship, expressing satisfaction with the current state. However, they proposed some modifications in order to improve the teaching-learning process in the courses. For example, the instructor of ELT 122 recommended *steaming* students for better teaching-learning process, and having *less teacher talk* in the classroom. On the other hand, the instructor of ELT 121 claimed that the course should be organized by the students for making the teaching task easier and more effective. He highly recommended that the students should even create the syllabus together with their teacher. It may be possible to put this recommendation into action through an alternative syllabus type explained by Breen (1987 b). Process syllabus is a plan for classroom work. It involves teacher and students, *together*, in a cycle of decision making related to their ways of working, their content syllabus and their choices of activities and tasks.

To sum up, when the results from different sources are compared, it is noticed that both the instructors and the students suggested getting students to be more active, to be more involved in the lessons by engaging them in more listening and speaking practice.

Reading Skills

Overall, majority of the students evaluated the teaching-learning process in the *Reading Skills* courses positively. However, the evaluations of the students in ELT 221 reveal that they did not find the instructor’s way of teaching interesting. On the contrary, the students expressed positive opinions about the teacher in the first two reading courses, ELT 123 and ELT 124. Yet, they expressed less satisfaction with the use of audio-visual aids in the lessons.

Moreover, in all the reading courses, the students argued that student-student relationship was not very effective. As to teacher-student relationship, on the other hand, both the students and the instructors in ELT 123 and ELT 124 made positive evaluations. However, the students in ELT 221 argued that teacher-student relationship in the course was not effective, there was little interaction, and the

teaching-learning process was teacher-centered and therefore students were passive in the classroom.

Related to variety in the lessons in terms of methods and activities, majority of the students in all three reading courses argued that there was not much variety in the lessons. The evaluations of the two instructors were parallel with the students' evaluations, whereas the evaluation of the instructor of ELT 124 was in contradiction. She claimed that there was a lot of variety in her lessons, and she even considered this variety "too much". Therefore, it is possible to conclude that the students' and the instructor's perceptions of '*variety*' are different. The instructor may consider getting student to do different types of reading (like fun reading, academic reading and shared reading) as variety, but what students mean by variety may be to follow various procedures or methods in conducting lessons.

Last of all, while the instructors of ELT 124 and ELT 221 evaluated the overall teaching-learning process as '*effective*', the instructor of ELT 123 believed that it was not effective because "lots of things were missing" he said.

As to the improvement of the teaching-learning process in the reading courses, first, the students suggested using a *variety* of methods and activities in the conduct of the lessons. Then, both the students and the instructors proposed that students should be more active in the classroom; they should be involved more in the course. Also, the students argued that they should do more reading practice.

The students and the instructors of ELT 123 and ELT 124 did not suggest any changes regarding student-teacher relationship or interaction because as they pointed out in their evaluations, the current situation in this respect was already effective. However, the students enrolled in ELT 221, as they were not pleased with the teacher's way of teaching and her relationship with them, proposed that the teacher should teach in an interesting way and have positive attitudes toward students. In other words, the students suggested better teacher-student interaction or relationship in the classroom. To conclude, when the results for all 10 courses are compared and contrasted, it can be observed that ELT 221 is the only language improvement course in which the students evaluated teacher-student relationship and interaction negatively and as a result put forward suggestions for improvement.

Parallel to their evaluations, while the instructors of ELT 124 and ELT 221 did not suggest major changes in the teaching learning process (doing more drama tasks in ELT 124, steaming students in ELT 221), the instructor of ELT 123 recommended re-planning and re-organizing the teaching-learning process in the course. His suggestion regarding course conduct is in match with his previous suggestion, which was redesigning the course from scratch.

Writing Skills

In general, both the students and the course instructors expressed highly positive opinions about teaching-learning process in the *Writing Skills* courses. Yet, the results show that some of the students believed that the issues like effective use of audio-visual aids, student-student interaction and variety in the lessons were evaluated comparatively less positively.

As to activities and tasks, students argued that they were useful and enjoyable, and more specifically, they considered *practice*, *teacher feedback*, *homework* and *class work*, *peer correction*, and *process writing method* as the most effective aspects in the courses. Furthermore, both the students and the instructors evaluated teacher-student relationship or interaction in the writing courses highly positively.

Regarding variety in terms of activities, the students thought that there was not much variety, but the students in ELT 125 and ELT 126 stated that that was not a problem because the lessons were not boring. On the other hand, while the students in ELT 222 believed that there was not variety in terms of activities, they argued that there was variety in terms of essay types and themes.

In brief, the evaluations of both the students and the teachers demonstrate that the existing teaching-learning process (i.e. course conduct) was effective in the writing courses. Therefore, rather than suggesting major improvements, they recommended some minor modifications. To illustrate, the students proposed using a wide variety of methods and tasks to bring variety to the lessons. Also, they asked for doing more writing practice, and getting more teacher feedback. In addition, they believed that students should be engaged in more pair or group work, they should participate more in the lessons, they should help each other more and share what

they write with each other. Also, students in ELT 126 recommended doing more exercises on vocabulary and punctuation. Finally, while the instructor of ELT 125 and ELT 126 did not suggest any improvements, arguing that the current teaching-learning process was effective, the instructor of ELT 222 put forward two suggestions although she believed that the teaching-learning process in her class was effective. Her first suggestion was to have fewer students in the classroom, which was also requested by some students (“maximum 25 students” they said), and her second recommendation was to have an assistant who will help students correct their mistakes.

English Grammar

Except for the issues like variety in terms of activities, student-student interaction and use of audio-visual aids, majority of the students expressed highly positive ideas about teaching-learning process in the two grammar courses. When they evaluated the teaching-learning process, they specified *doing exercises in the book, teacher’s method of teaching, and writing their sentences on the board* as the most useful aspects of the course conduct. On the other hand, they argued that there was not much variety in the grammar courses. They either did the exercises in the book or wrote sentences on the board. While the instructor of ELT 128 agreed with the students, the instructor of ELT 127 stated that there was variety in the lessons although it was not a perfect one.

As to teacher-student relationship, the evaluations of both the students and the instructors were highly positive. They believed that the current state regarding teacher-student interaction or relationship in the grammar courses was effective. Finally, like students, the instructors evaluated overall teaching-learning process in the grammar courses positively. They said it is effective, but at the same time they added that there is always something missing; that is, their evaluation can be subjective.

Parallel to above-summarized evaluations, the students suggested having variety in terms of materials, exercises, activities and tasks in the grammar lessons. Also, they thought that there should be more practice on the grammar structures. The students’ other suggestion was that the teacher should provide students with

more detailed explanations about the grammar structures, and he should use audio-visual aids such as audio or video cassettes in the lessons to make them more enjoyable and effective. Finally, as the students and the instructors evaluated teacher-student relationship in the grammar courses highly positively, they did not suggest any improvements regarding this issue.

Although the instructors of the grammar courses evaluated teaching-learning process in the courses positively, they put forward some suggestions. The instructor of ELT 127 recommended doing more communicative activities in the classroom, having more integration and more transfer of grammar knowledge into other things (i.e. speaking, writing, etc.). In other words, he proposed adding 'production' element to the grammar lessons. On the other hand, the instructor of ELT 128 suggested conducting lessons in the form of a workshop where the all the participants are equal. Designing task-based syllabuses (Breen, 1987b) for the grammar courses may help to put this recommendation into practice, because this type of syllabus includes communication tasks which focus on using language and sharing meaning through spoken and written communication. Being involved in such communication tasks gets students to activate and put together their grammar knowledge and use it in other things, which may lead to better language learning.

5.1.4 Student Assessment

The current status descriptions of the language improvement courses in terms of *student assessment* were explained in section 4.1.4 in Chapter IV and the assessment tools used in the courses were summarized in Table 4.2 on page 92. In this part, the results related to the evaluation of *student assessment* in the language improvement courses are discussed together with the findings regarding the suggestions for improvement. The results emerging from different sources were compared and contrasted for this discussion.

Oral Communication Skills

The results concerning students' evaluations of assessment component in the *Oral Communication Skills* courses demonstrate that majority of the students thought that *assessment* was generally effective in the courses. For instance, the

results reveal that there was parallelism between the exams (assessment tools) and classroom practice, the instructions were clear, the students were informed about the evaluation criteria before the exams or presentations, etc. However, it is also observed that some students (around half of the students) have doubts about correct measurement of their actual listening and speaking abilities. Similarly, both of the course instructors reported having doubts regarding scoring or correct/objective measurement of the students' actual abilities. For example, the instructor of ELT 122 further said that the assessment tools such as presentations and participation worked to the benefit of students such that students whose actual speaking skills were not that much good were able to get high marks because they had worked hard and gotten prepared well for their presentations and attended all the classes regularly.

When the students were asked to give suggestions for the improvement of assessment in ELT 121 and ELT 122, majority of the students did not put forward any suggestions. They either did not respond to the question or briefly said "I have no idea". The reason for this may be that as the students were first year students (who had not taken any methodology courses), they had no information about alternative and better ways of assessing students' listening and speaking skills more effectively. In spite of the fact that most of the students did not recommend any changes, some students came up with suggestions like giving listening quizzes, taking in-class performance into consideration more (giving more marks to it), and using methods like role-play or interview to test students' speaking skills.

The instructor of ELT 121, who evaluated scoring as 'problematic', recommended using more than one scorer during the speaking exams or presentations and including peer evaluation in student assessment. In other words, he suggested the method of *inter-rater* (or *inter-marker*) *reliability* (Henning, 1987, p.82; Weir, 1990, p.32) to have more objective and consistent scoring in the course. However, the instructor of ELT 122 did not suggest any changes, arguing that all the tools they used in ELT can be used in future as well although she had mentioned about the drawback about using presentations and participation in assessment while evaluating assessment in the course.

Reading Skills

On the whole, most of the students' attitudes toward assessment in *Reading Skills* courses were positive. The evaluation results demonstrate that exams were in line with classroom practice. On the other hand, the students evaluated exams or quizzes as less effective compared to non-exam ways like homework, assignment, projects and journals. Although, they considered ways of assessment good, they expressed doubts about correct measurement of their actual reading ability.

The evaluations of the instructors of three reading courses were different. The instructor of ELT 123 evaluated assessment in the course negatively, explaining that they use the same technique (i.e. giving a passage and asking questions about it) all the time and that the results do not reflect students' actual ability. On the other hand, while the instructor of ELT 124 evaluated assessment in the course very positively, saying that the measurement tools and her exam technique (i.e. giving the passage(s) before the exam) were very good, she expressed doubts using response journal as an assessment tool. Finally, the instructor of ELT 221 argued that exams are effective ways of assessment but she has doubts about including journal, homework and attendance in the assessment. This was in contradiction with students' evaluations as they thought that non-exam ways were better in measuring their performance.

As in *Oral Communication Skills* courses, while around half of the students did not suggest any improvements in the *Reading Skills* courses in terms of assessment, the rest of the came up with recommendations such as including reading aloud in assessment, giving more quizzes or pop quizzes, and allocating more marks (higher percentages) to non-exam ways of assessment.

Since the instructor of ELT 123 had proposed redesigning the course from scratch, he naturally suggested reconsidering 'assessment' in the course. On the other hand, the instructors of the other two courses gave suggestions which are in connection with their evaluations. The instructor of ELT 124 suggested including oral exams, quizzes and pop quizzes in assessment, and the instructor of ELT 221 proposed omitting journal, giving 5% to attendance and participation (not 10%), and rather than allocating 60% to midterm and final exams, giving a number of exams

(i.e. quizzes) frequently. It can be observed that the suggestions of these two instructors match with those of students.

Writing Skills

The results related to the evaluation of assessment in *Writing Skills* courses demonstrate that the majority of the students and the course instructors believed that the current status regarding student assessment in the writing courses was effective. In other words, both groups evaluated assessment in the writing courses positively. For example, the students stated that evaluation or what was asked in the exams was parallel to classroom practice. Moreover, they argued that non-exam ways such as homework and assignments were more effective methods of assessment compared to the exams (i.e. midterm and final). Some of the students in ELT 126 further argued that it was good to have variety in terms of assessment tools. Finally, the course instructors' evaluation match exactly with the students' evaluations. For example, like students, the instructor of ELT 125 and 126 thought that it was good to have variety, and similarly, the instructor of ELT 222 said that they had balanced assessment scheme.

As the majority of the students and the instructors evaluated assessment in the writing courses positively, naturally they either did not suggest any changes in the existing system or they put forward minor suggestions for improvement. For example, some students argued that there should be balance between exams and non-exam ways of assessment. That is, they believed that higher percentages should be allocated to class work and homework in the assessment scheme. Also, they proposed giving more quizzes, and quizzes on essay writing (not only grammar quizzes as in ELT 126 and ELT 222). Finally, the instructor of ELT 125 and ELT 126 did not suggest any modifications, arguing that everything was okay and the current system of assessment should continue to exist. Similarly, the instructor of ELT 222 argued that the assessment tools used in the course were effective, but she added that students' essays should be assessed by double raters. Therefore, as in the *Oral Communication Skills* courses, for more objective and consistent scoring, *inter-rater reliability* (Henning, 1987, p.82; Weir, 1990, p.32) is suggested.

English Grammar

Generally, the evaluations of the majority of students and the course instructors were positive. For instance, the students thought that there was parallelism between classroom practice and exams in terms of content, form and difficulty level. Yet, only around 50% of the students agreed with the idea that their grammar knowledge was measured correctly. On the other hand, the course instructors believed that the methods of assessment used in the grammar courses were effective, but at the same time they added that there should have been more sources or more variety in terms of assessment tools.

As in the other courses, majority of the students did not propose any suggestions for improvement. However, some students put forward suggestions such as: giving more quizzes, taking in-class performance into consideration more, measuring how students explain or teach grammar to others through presentations, and using variety of testing techniques. On the other hand, the course instructors suggested using a variety of assessment tools “to make results more reliable”, as the instructor of ELT 128 argued. Also, they suggested using indirect methods like writing tasks, project work, and production-based communicative type of tasks to measure grammar indirectly. Therefore, it can be concluded that *indirect approach to test construction* (Hughes, 1989; p.14-16) is suggested to be used in the grammar courses for better assessment.

5.1.5 Continuity and Coherence between or among the Courses

To describe the current status of the language improvement courses in terms of coherence (inter-subject) and continuity (intra-subject) relationships existing between or among them, the researcher analyzed the course policy sheets. The results reveal that except for the relationship between *Writing Skills II* (ELT 126) and *Advanced Writing Skills* (ELT 222), which was more like *repetition* rather than continuity, there existed continuity between or among all the other language improvement courses. On the other hand, as to inter-subject relationships or coherence between or among the language improvement courses, generally the researcher could not identify much evidence in the course policy sheets.

Both the students and the course instructors evaluated the current status of the language improvement courses regarding coherence and continuity between or among them, and they put forward their suggestions for improvement. The results concerning these issues are discussed below.

Oral Communication Skills

In the two *Oral Communication Skills* courses, majority of the students (62.2%-78%) argued that there were inter-subject relationships between these courses and the other language improvement courses, and as a results they were able to transfer skills from these courses to others and vice versa. As their evaluations were positive, they suggested the continuation of the current state. To illustrate 78.4% of the students in ELT 121 and 87.8% of the students in ELT 122 supported the argument ‘there should be coherence between these courses and the other language improvement courses’ in the questionnaire. Contrary to students’ evaluations, the course instructors stated that there was no coherence. They further explained that there was lack of harmony and communication among teachers teaching different courses. Therefore, they suggested that the language improvement courses should be in coherence to get students to transfer skills and information among them, and teachers should work together to establish this coherence. In other words, teachers should consider all these courses as a whole and create solid links among them. To this aim, they should come together periodically and design all these courses together to establish links in terms of materials, ways of teaching and evaluation.

As regards continuity between ELT 121 and ELT 122, majority of the students’ (90.2%) evaluations were positive; they believed that there was continuity between the two courses. As a result, they suggested that the current state should continue to exist. However, while the instructor of ELT 122 was not able to evaluate continuity between the two courses because she had no idea about the first course (ELT 121), she proposed that the two courses should be related. To achieve continuity between them, she suggested considering and re-designing them together in order to allow some skills (i.e. less formal skills) to be covered in ELT 121 and the other skills (i.e. more formal skills) in ELT 122.

Reading Skills

In all three *Reading Skills* courses, majority of the students' evaluations related to inter-subject relationships between these courses and the other language improvement courses were positive; they argued that these courses were in coherence with the other language improvement courses and they were able to transfer skills from these courses to others and vice versa. Therefore, they suggested that the existing status should continue to exist. Contrary to students' evaluations, the instructor of ELT 123 thought that there was no coherence between this course and the others because he did not know what the other teachers did. On the other hand, the instructor of ELT 124 stated that there was relationship between ELT 124 and the writing course (ELT 126) in terms of only one topic (text structures/patterns of organization in texts). And, the instructor of ELT 221 reported that there was relationship between reading and writing courses but such a relationship was not necessary. Parallel to their evaluations, except for the instructor of ELT 221, the instructors suggested that there should be coherence among the language improvement courses. They recommended that information or skills should be overlapping and they should be recycled in different courses, and therefore teachers should decide what they are going to do together. Furthermore, the instructor of ELT 124 suggested creating committees for all these courses and working together to achieve coherence among the language improvement courses.

With respect to continuity among the reading courses, majority of the students' evaluations were positive; they believed that there was continuity between or among the reading courses. Consequently, they suggested continuation of the existing situation. However, while the instructors could not evaluate continuity between or among the reading courses as they did not teach the previous reading course or courses, they believed that there should be continuity between or among the reading courses. For instance, the instructor of ELT 124 argued that there should be continuity so that the teachers should not cover or repeat same things in different courses. The instructor of ELT 221, on the other hand, suggested that there should be gradual increase in level of difficulty and to achieve this, all reading courses should be designed together and materials should be selected accordingly.

Writing Skills

As in *Oral Communication Skills* and *Reading Skills* courses, majority of the students' evaluations of coherence between *Writing Skills* courses and the other language improvement courses were positive. In other words, they argued that they were related, so they were able to transfer skills among the courses. Since their evaluations were positive, naturally they did not suggest any changes regarding coherence, arguing that the existing status should continue to exist. On the other hand, while the instructor of ELT 125 and ELT 126 thought that there was relationship between the writing courses and the reading courses, the instructor of ELT 222 evaluated the current status in terms of coherence among the courses in a negative way, saying that there was no coherence between the writing courses and the other language improvement courses. As to suggestions for improvement, both instructors recommended that there should be coherence among the courses and they explained their proposals for attaining this coherence. For instance, the instructor of ELT 125 and ELT 126 believed that teachers should share their course policy sheets or books in order to achieve coherence among the courses, and teachers should establish parallelism among the courses to enable students to transfer skills.

The majority of the students evaluated continuity between or among the writing courses positively, and they suggested the continuation of the existing situation. Like students, the instructor of ELT 126 also argued that there was continuity between ELT 125 and ELT 126, and she suggested designing all three writing courses together to guarantee this continuity among them. However, the instructor of ELT 222 believed that there was no continuity among the writing courses, and she put forward suggestion which was similar to the other instructor's suggestion: designing writing courses together to achieve continuity among them.

English Grammar

The results concerning the students' evaluations of coherence between *English Grammar* courses and the other language improvement courses are parallel to the results obtained for the other courses. Majority of the students argued that there was coherence between the grammar courses and the other language improvement courses, and they were able to transfer skills and information among

the courses. Therefore, they suggested that the existing situation should continue to exist. On the other hand, while the evaluation of the instructor of the first *English Grammar* course (ELT 127) was parallel to the students' evaluations, the instructor of ELT 128 stated that there was no explicit coherence between the grammar course and the other courses. However, both instructors suggested that there should be coherence because it is not possible to teach grammar on its own. They recommended integrating grammar with other skills. And, like some of the other instructors, they suggested designing all language improvement courses together to achieve coherence among them.

Finally, both the instructor of ELT 128 and majority of the students thought that there was continuity between the two *English Grammar* courses. They explained that these courses went from simple to complex. Therefore, they did not suggest any changes for improvement, believing that the current status was satisfactory.

5.2 Implications of the Study

The presents study has some implications for future language improvement courses and for language program evaluation research.

5.2.1 Implications for Future Language Improvement Courses

Based on the results of the present research study, the following recommendations can be made for the betterment of the 10 language improvement courses offered at Eastern Mediterranean University, Department of ELT. These recommendations may be considered when revising the courses in future.

1. Conducting *needs assessment* should be the first stage when designing or redesigning the language improvement courses in order to identify the needs and expectations of the students and the Department of ELT, and consequently to be able to design and offer courses which address to the current and future needs of the students, as well as to the needs of the department. Students, instructors, administrators and the graduates of the ELT Department can be involved in such a

needs assessment study, and their views, needs and expectations regarding ‘language improvement’ can be identified through questionnaires and interviews.

Although the present research study is an evaluation study, it is a *needs analysis* too. The results concerning the third research question, i.e. students’ and instructors’ suggestions for the betterment of the language improvement courses can be considered as their *needs*. In other words, in this evaluation study, ongoing needs assessment was done too. Asking the students and the instructors to suggest changes for improvement can be regarded as an indirect way of identifying their needs.

2. The results of the present study reveal that in the course policy sheets (i.e. course outlines) only the overall aims of the language improvement courses are stated, and that there are no other written documents which list and explain the course objectives (instructional objectives) in detail. Therefore, it is suggested that in addition to goals or aims, the instructional objectives of each language improvement course should be specified in detail and documented by the instructors. Doing this may help to ensure:

- i) *parallelism* among different groups of the same course in terms of direction or aim of instruction;
- ii) *continuity* between or among different levels of the same-subject courses because teachers can refer to the document related to a particular course and plan the following course as a continuation of this course;
- iii) *coherence* among the language improvement courses because teachers can learn about what is exactly done in other courses by referring to these documents;
- iv) *consistency* of the language improvement courses offered in different academic years such that, a particular course is not different in terms of its aims and objectives every time (i.e. every academic year) it is offered.

3. There should be *variety* in terms of course materials; the course books should be supplemented with different authentic written and/or audio-visual materials.

4. As it was suggested by the students, covering topics and themes which are about daily or current issues seems to be better for the motivation of the students.
5. The course books to be used in the language improvement courses should include detailed explanations and various exercises; explanation and practice-wise rich books should be selected.
6. Course materials should be allocated carefully so that it can be possible to cover all the materials in given time and to ensure that the materials appeal to the students' interests and needs and they serve to the course aims and objectives. The results of the present study demonstrate that for example the speaking parts in the *Course Packs* of ELT 121 and ELT 122, and *ELT 123 Course Pack* were not used completely.
7. Course books which are culture-biased should not be used. For example, in the present study, the instructors and the students complained that the textbooks used in some courses were 'American'.
8. Audio-visual aids and materials, such as video and audio cassettes, OHP, etc. should be used *more* in the conduct of the language improvement courses.
9. There should be variety in terms of theme and form of activities and of classroom procedures.
10. The *practice* (the term '*practice*' includes both *practice* and *production*) component of the teaching-learning process in the language improvement courses should be strengthened; there should be more practice on the existing course content though various exercises and production-oriented tasks. In other words, '*practice-based instruction*', in which practice and production are the center of instruction, is recommended in the language improvement courses.

11. In *English Grammar* courses, in addition to recognition-based exercises and activities, production-based communication tasks should be included to get students to use their grammar knowledge in spoken and written communication.

12. Student-student interaction should be promoted in the language improvement courses through engaging students in more pair and group work activities.

13. It is suggested to involve students more in the courses and to get them to be more active in the classroom. This can be achieved by providing them with more opportunity to talk in the classroom and engaging them in a variety of tasks which appeal to their interests and needs.

14. It is recommended to have fewer students (for example not more than 25) in the classrooms, especially in the *Writing Skills* and *Oral Communication Skills* courses. Also, it is suggested to do ‘*streaming*’ in these courses for more effective teaching-learning process to take place; students should be grouped on the basis of their level of language ability. Streaming students could eliminate difficulties or problems encountered during teaching-learning process which are due to having students with different language levels in the same classroom. These two recommendations need to be dealt with at an administrative level.

15. It is recommended that various sources of information for assessment be used. Also, it may be better to have balance between the weights of the exams (i.e. midterm, quizzes, final) and the weights of the non-exam ways.

16. The existing alternative assessment tools need to be enhanced; that is, ‘*construct validity*’ needs to be considered, so that the results of the assessment tools (i.e. students’ marks) reflect the actual ability or knowledge of the students more effectively.

17. There should be coherence (i.e. inter-subject relationships) and continuity (i.e. intra-subject relationships) between or among the language improvement courses,

and to achieve this, it is highly recommended to form a committee called '*Language Improvement Courses Committee*', which has four sub-committees, namely '*Oral Communication Skills Courses Committee*', '*Reading Skills Courses Committee*', '*Writing Skills Courses Committee*' and '*English Grammar Courses Committee*'. Course instructors should be the members of sub-committees, and a representative from each sub-committee should be a member of the '*Language Improvement Courses Committee*'. The duties of sub-committees can be as follows:

- i) As it is mentioned in the second recommendation on page 338, specifying goals or aims and instructional objectives of each language improvement course in detail and preparing a comprehensive written document (i.e. a report). All same-subject courses (e.g. Reading Skills I, Reading Skills II and Advanced Reading Skills) should be considered together to ensure continuity between or among them.
- ii) Reviewing materials in the market and preparing a list of suitable materials in order to propose to the '*Language Improvement Courses Committee*'. Each piece of material should be described in detail, and why it is suitable for a particular course should be explained. Finally, all this information should be presented in a report.
- iii) Deciding upon common methodology or teaching-learning process to be used in the classrooms and explaining it in detail in the report.
- iv) Specifying the ways of assessment in the courses and explaining each assessment method in detail in the report.
- v) Providing input, in the form of a comprehensive report, to the '*Language Improvement Courses Committee*'.

On the other hand, the '*Language Improvement Courses Committee*' should:

- i) analyze, evaluate and synthesize the input provided by the four sub-committees,
- ii) consider and design all the language improvement courses together, and
- iii) prepare a comprehensive written document (i.e. language improvement courses curriculum), which includes detailed information as regards course aims or goals, instructional objectives, materials, teaching methodology (classroom procedures), and assessment system.

18. There should be recycling of skills and information in different language improvement courses for better language learning to take place.

5.2.2 Implications for Research

In general, no major problems were experienced when conducting the evaluation model employed in this study. The variety of data sources was the major strength of the model, because this provided detailed data, which made it possible to put forward some recommendations for future language improvement courses.

Another strength of the model was that it could be implemented in different contexts or for different purposes by adapting or changing the focus areas in the model accordingly. To illustrate, in a micro level evaluation, like an evaluation of a course, the components of the course become the focus areas, whereas in a macro level evaluation, like an evaluation of the whole curriculum, the four focus areas (*goals, organization, operations, outcomes*) in the original model (Bellon and Handler's model, 1982) replace the course components in the adapted model. Furthermore, the evaluation model employed in the present study can also be used to evaluate only one component in a course such as course materials or teaching-learning process. To conclude, adaptability or flexibility of the evaluation design of this study was one of its strengths.

The major drawback of the present study was the fact that it did not embrace perceptions of the administrators (Head and Assistant Head of the Department of ELT, and Dean of Faculty of Education) and the graduates (i.e. graduates of Eastern Mediterranean University Department of ELT). Therefore, it can be recommended that further studies employing the same evaluation design could include these two

groups as well, because their views could be very valuable in specifying the needs of the ELT Department and future needs of the ELT students regarding language improvement. Finally, as it has been mentioned above, the present study was a needs analysis too, so adding these two sources would provide more data and add a new dimension.

As to the overall assessment of the evaluation model or the research design, it enabled comprehensive evaluation of the existing language improvement courses in terms of their main components. Also, it provided data concerning the needs and wants of the students, which made it possible to put forward suggestions for the improvement of the existing courses or recommendations for future language improvement courses.

Lastly, some implications of the present research study for language program evaluation research are as follows:

1. The present study concentrated on the evaluation of the 10 language improvement courses; evaluating the other courses in the curriculum in terms of 'language improvement' component was not in the scope of the present study. For the future evaluation studies, it would be ideal to evaluate the whole ELT curriculum at Eastern Mediterranean University with respect to 'language improvement'. The results of such a comprehensive evaluation study may provide recommendations which could be very useful for improving the ELT students' English, which was mentioned as a problem in the first chapter.
2. The present study focused on the evaluation of the language improvement courses at Eastern Mediterranean University Department of ELT during the Academic Year 2002-2003. In other words, the present case study investigated the language improvement courses in the ELT program at only one university. It is suggested to carry out similar evaluation studies (i.e. reduplication studies) at the ELT departments of other universities in Cyprus and Turkey, which implement the same ELT curriculum in order to be in compliance with the standards and requirements of the Council of Higher Education (Yüksek Öğretim Kurumu, YÖK).

By comparing and contrasting the results to be obtained from these evaluation studies, it would be possible to be able to make some generalizations.

3. Although the present study focused on the evaluation of the language improvement courses in the ELT curriculum at Eastern Mediterranean University, the evaluation model or design implemented in the study can be effectively used for the evaluation of the other courses (e.g. methodology courses, literature/culture courses, etc.) in the ELT curriculum. Furthermore, because of its flexibility and adaptability, it can be used (with some modifications) for the study of any language course, component of a course, or whole language curriculum at high school and university levels.

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EVALUATING THE LANGUAGE IMPROVEMENT COURSES
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FATOŞ EROZAN

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APPENDIX A

EVALUATING LANGUAGE IMPROVEMENT COURSES IN THE ELT CURRICULUM AT EMU

Dear Students,

This questionnaire has been designed to collect your opinions about **ELT 121** course for evaluation purposes. The course will be evaluated in terms of its features such as objectives, content and materials, course conduct, assessment, and relationship with other courses.

It is absolutely essential that you express your views realistically. The data to be collected through your responses will be of great value to the improvement of the language improvement courses in the ELT curriculum at EMU.

Your identity and individual responses will be kept strictly confidential, and the results of the questionnaire will be used only for research purposes.

Thank you for your participation and cooperation.

Fatoş Erozan
ELT Department

ELT 121- Oral Communication Skills I
Course Evaluation Questionnaire

Please read the following questions/statements and put an X as appropriate.

I. GENERAL BACKGROUND:

1. Your age: ____ years old.
2. Your sex: ☐ Male ☐ Female
3. Your mother tongue: ☐ Turkish ☐ English ☐ Other (please specify) _____
4. Which of the following English exams did you take and what were/was your grade(s)?
☐ TOEFL: _____ ☐ EMU Proficiency Exam: _____ ☐ IELTS: _____
☐ Other (please specify the exam and your score): _____
5. Did you attend any English language preparatory school (prep.)? ☐ Yes ☐ No
6. If yes, what type?
☐ College prep. ☐ Anatolian high school prep. ☐ EMU prep.
☐ Other (please specify) _____
7. How would you rate yourself in **English** in the following areas?

	Very Good	Good	Satisfactory	Poor
Reading				
Listening				
Speaking				
Writing				
Grammar				
Vocabulary				

8. Can you tell your difficulties, if any, in understanding English or in communicating in English in class? In...

	A lot of difficulties	Some difficulties	Little difficulties	None at all
Reading				
Listening				
Speaking				
Writing				
Grammar				
Vocabulary				

9. In what language areas and study skills do you think you need practice to decrease the difficulties you have?

	A lot of practice	Some practice	Little practice	No practice
Reading				
Listening				
Speaking				
Writing				
Grammar				
Vocabulary				
Summarizing				
Note-taking				
Doing library research				
Other (please specify)				

II. COURSE AIMS AND OBJECTIVES:

Please mark (X) as appropriate.

5 4 3 2 1
SA: Strongly agree / A: Agree / NS: Not sure / D: Disagree / SD: Strongly disagree

1. ELT 121 course met my expectations.

☐ Strongly agree ☐ Agree ☐ Not sure ☐ Disagree ☐ Strongly disagree

Please explain your answer:

2. ELT 121 course **aimed** to develop our ability to:

	SA 5	A 4	NS 3	D 2	SD 1
pronounce English words correctly					
give an informative speech on a specific topic					
ask and answer questions orally					
discuss about a topic					
listen to/watch a tape and extract specific information					
listen to/watch a tape and take notes					
listen to/watch a tape and identify the main idea(s)					
get the details while listening to/watching a tape					
make an oral summary					
Read aloud a text					
Other (please specify)					

3. ELT 121 course met my needs regarding *listening* skills.

☐ Strongly agree ☐ Agree ☐ Not sure ☐ Disagree ☐ Strongly disagree

4. ELT 121 course met my needs regarding *speaking* skills.

☐ Strongly agree ☐ Agree ☐ Not sure ☐ Disagree ☐ Strongly disagree

5. With the help of ELT 121 course, *I have improved* in the following areas:

	SA 5	A 4	NS 3	D 2	SD 1
Giving an informative speech on a specific topic					
Asking and answering questions					
Taking part in discussions					
Listening to/watching a tape and taking notes					
Understanding spoken language (e.g. video/audio material)					
Reading aloud					
Listening to/watching a tape and identifying the main idea(s)					
Extracting detailed information while listening to/watching a tape					
Making an oral summary					
Vocabulary					
Pronunciation					
Fluency in speech					
Accuracy in speech					
Grammar					
Other (please specify)					

6. Which *other listening skills* you would like to have been developed/improved in ELT 121? Please explain.

7. Which *other speaking skills* you would like to have been developed/improved in ELT 121? Please explain.

III. COURSE CONTENT AND MATERIALS:

1. Please express your opinion about the following issues in ELT 121:

	SA 5	A 4	NS 3	D 2	SD 1
1. The course materials provided me with what I needed to know or do.					
2. The course materials were appropriate to my interests.					
3. The course materials fit my long term goals in terms of listening skills.					
4. The course materials fit my long term goals in terms of speaking skills.					
5. The topics and themes in the materials were interesting.					
6. The course materials offered continuity (between earlier and later parts).					
7. The listening skills taught in ELT 121 were useful for improving my general listening ability in English.					
8. The speaking skills taught in ELT 121 were useful for improving my general speaking ability in English.					
9. The topics were presented sequentially, i.e. building upon prior learning.					
10. ELT 121 course pack was appropriately priced.					
11. The materials were in line with the course objectives.					

	SA 5	A 4	NS 3	D 2	SD 1
12. Course materials were sufficient to improve my listening skills.					
13. Course materials were sufficient to improve my speaking skills.					
14. It was easy to use the course materials.					
15. Exercises/tasks in the ELT 121 course pack were effective in improving my listening skills.					
16. Exercises/tasks in the ELT 121 course pack were effective in improving my speaking skills.					
17. The course materials had variety.					
18. I had difficulty in following the course materials.					
19. The course materials helped me to improve my listening skills.					
20. The course materials helped me to improve my speaking skills.					
21. The course materials were visually attractive.					
22. The materials were appropriate to our proficiency level in English.					
23. There was a need for supplementary materials to improve my listening skills. (i.e. supplementary materials should have been used)					
24. There was a need for supplementary materials to improve my speaking skills. (i.e. supplementary materials should have been used)					
25. Other (please specify)					

2. The following course materials were *useful* to me:

	SA 5	A 4	NS 3	D 2	SD 1
Texts for reading aloud					
Videotapes and related exercises in the course pack					
Film review videotape (Price of Glory) and related handouts					
Slips of personal questions					
Written material on giving an effective speech (in the course pack)					
Reading text and the following exercises on informative speech (in the course pack)					
Information on "public communication" in the course pack					
Other (please specify)					

3. Are there any other things (i.e. topics, tasks, etc.) you HAVE NOT done in ELT 121 course but you would like to have done? Please explain

4. Are there any things (i.e. topics, tasks, etc.) that you think were NOT necessary to do in ELT 121 course? Please explain.

5. What were the good (positive) and bad (negative) points about the **materials** (i.e. course pack, handouts, etc.) you were working with in this course?

Good (positive) points: _____

Bad (negative) points: _____

6. What **changes** should be made in ELT 121 in terms of the following areas? Give suggestions.

(a) Topics and themes studied: _____

(b) Listening skills taught: _____

(c) Speaking skills taught: _____

(d) Materials used (Course pack, handouts, etc.): _____

IV. COURSE CONDUCT / TEACHING-LEARNING PROCESS:

1. Which activities and methods **were used** in ELT 121?

	More than I wanted	The right amount	Not enough	None
Teacher lecture				
Silent individual work				
Student presentations				
Pair work				
Group work				
Discussions				
Games				
Role plays				
Projects				
Video sessions				
Tape sessions				
Homework/Assignment				
Peer correction				
Self correction				
Reading aloud (by students)				

	More than I wanted	The right amount	Not enough	None
Reading aloud (by the teacher)				
Songs				
Peer evaluation/feedback				
Self evaluation				
Other (please specify)				

2. Which activities and methods *you would like to be used* in ELT 121?

	Frequently	Sometimes	Never
Teacher lectures			
Individual work			
Pair work			
Group work			
Role-plays			
Games			
Songs			
Video sessions			
Tape sessions			
Discussions			
Student (oral) presentations			
Computer-aided activities			
Peer correction			
Self correction			
Teacher correction			
Dictation			
Reading aloud (by students)			
Reading aloud (by the teacher)			
Projects			
Questioning (by the teacher)			
Translation			
Homework/assignments			
Other (please specify)			

3. Please express your opinion about the *teaching-learning process in ELT 121 course*.

	SA 5	A 4	NS 3	D 2	SD 1
1. There was an efficient use of time in class.					
2. There was a good student-teacher interaction in the course.					
3. The students had cooperative relationships with each other.					
4. A variety of activities was used in the course.					
5. The teacher was teaching in an interesting way.					
6. It was easy to follow the teacher.					
7. The teacher's instructions were clear.					
8. The teaching methodology of the teacher was effective in our learning.					
9. The teacher was encouraging us to participate in the lessons.					
10. The teacher used audio-visual aids (OHP, video, tape-recorder, etc.) effectively in the lessons.					
11. The teacher was using the board effectively.					

	SA 5	A 4	NS 3	D 2	SD 1
12.The teacher was giving equal attention to all students in the class.					
13.The teacher corrected our mistakes in an effective way.					
14. I preferred to work individually in class.					
15. I preferred to work with (a) partner(s) in class.					
16. I used only English in class.					
17. The lessons were taught in an interesting way.					
18. Other students helped me to learn in this course.					
19.The teacher helped me to learn in this course.					
20. The teacher was giving sufficient feedback on our performance.					
21. The students were giving sufficient feedback on each other's performance.					

4. What did you find the MOST USEFUL in ELT 121 lessons to improve your listening and speaking skills?

5. What could the teacher have done in order to help you more in ELT 121 course?

6. What could other students have done in order to help you more in ELT 121 course?

7. How should teaching-learning be in ELT 121 course so that it would help the students a lot? Please give suggestions.

V. ASSESSMENT AND STUDENT PERFORMANCE:

1. Express your opinion about the following issues in ELT 121:

	SA 5	A 4	NS 3	D 2	SD 1
1. We were assessed on the things we practiced in the lessons.					
2. Before our presentations, everything was clear about what we were expected to do in the presentations.					
3. The directions on the tests were clear.					
4. We were informed about the evaluation criteria before our presentations.					
5. The test questions (i.e. listening test) were difficult.					
6. The test results demonstrate my actual proficiency / ability in listening skills.					
7. The presentation results demonstrate my actual proficiency / ability in speaking skills.					
8. My listening skills have been correctly measured in the course.					
9. My speaking skills have been correctly measured in the course.					
10. The grading was fair.					
11. HW/assignments were relevant to the course aims.					
12. My performance in this course was good.					
13. My listening skills have improved after this course.					
14. My speaking skills have improved after this course.					
15. I received sufficient feedback on my performance in the presentations.					
16. I received sufficient feedback on my performance in the tests.					

2. The following assessment tools *were effective* in measuring my performance/success in ELT 121 *correctly*:

	SA 5	A 4	NS 3	D 2	SD 1
Presentations					
Listening exam(s)					
Participation					
Reading aloud (final exam)					
Interview (final exam)					
Other (please specify)					

3. In what other ways your listening and speaking skills could have been better measured in ELT 121 course? Please explain briefly.

VI. RELATIONSHIP WITH OTHER COURSES:

1. Should there be (a)n overlap/relationship between ELT 121 and other ELT courses (ELT 123, ELT 125 and ELT 127)?

☐ Yes

☐ No

Why?

2. Was there (a)n overlap/relationship between ELT 121 and other language courses (ELT 123, ELT 125 and ELT 127)?

☐ Yes

☐ No

Please explain your answer:

3. I was able to transfer/use the skills and/or information I learned in ELT 121 in:

	Frequently	Sometimes	Never
ELT 123 Reading Skills I			
ELT 125 Writing Skills I			
ELT 127 English Grammar I			

4. I was able to transfer/use the skills and/or information I learned in the following courses in/to ELT 121:

	Frequently	Sometimes	Never
ELT 123 Reading Skills I			
ELT 125 Writing Skills I			
ELT 127 English Grammar I			

VII. OVERALL EVALUATION:

1. List 3 things in ELT 121 course that helped you the most to improve your listening and speaking skills (**3 POSITIVE aspects** of the course).

1. _____

2. _____

3. _____

2. List 3 things in ELT 121 course that **DID NOT help you** to improve your listening and speaking skills (**3 NEGATIVE aspects** of the course).

1. _____

2. _____

3. _____

3. List your SUGGESTIONS to make ELT 121 course more useful and better adjusted to students' needs.

THANK YOU VERY MUCH FOR YOUR COOPERATION

DOĞU AKDENİZ ÜNİVERSİTESİ
İNGİLİZ DİLİ EĞİTİMİ BÖLÜMÜ MÜFREDATINDAKİ
DİL GELİŞTİRME DERSLERİNİN DEĞERLENDİRİLMESİ

Sevgili Öğrenciler,

Bu anket sizin **ELT 121** dersiyle ilgili görüşlerinizi belirlemek için değerlendirme amaçlı geliştirilmiştir. Bu ders, hedefleri, içerik ve materyalleri, işlenişi, değerlendirme sistemi ve diğer derslerle olan ilişkisi bağlamında değerlendirilecektir.

Fikirlerinizi açıkça ve gerçekçi bir biçimde ortaya koymanız çok önemlidir. Vereceğiniz cevaplar yoluyla toplanacak veri Doğu Akdeniz Üniversitesi İngiliz Dili Eğitimi Bölümü müfredatındaki dil geliştirme derslerinin iyileştirilmesi için büyük önem taşımaktadır.

Kimliğiniz ve bireysel cevaplarınız kesinlikle gizli tutulacaktır. Anket sonuçları sadece araştırma amaçlı kullanılacaktır.

Katılımınız ve işbirliğiniz için teşekkürler.

Fatoş Erozan
İngiliz Dili Eğitimi Bölümü

ELT 121- Konuşma Becerileri I
Ders Değerlendirme Anketi

Aşağıdaki soruları uygun şekilde cevaplayınız veya X ile işaretleyiniz.

1. GENEL ÖZGEÇMİŞ: Yaşınız: _____

1. Cinsiyetiniz: ☐ Erkek ☐ Kadın
2. Anadiliniz: ☐ Türkçe ☐ İngilizce ☐ Diğer (lütfen belirtiniz) _____
3. Aşağıda belirtilen İngilizce sınavlarından hangi veya hangilerine girdiniz işaretleyiniz ve aldığınız notu belirtiniz
☐ TOEFL: _____ ☐ DAÜ İngilizce Yeterlik Sınavı: _____ ☐ IELTS: _____
☐ Diğer (lütfen sınavın ismini ve aldığınız notu belirtiniz): _____
4. İngilizce hazırlık okudunuz mu? ☐ Evet ☐ Hayır
5. Evet ise, ne çeşit bir hazırlık?
☐ Kolej hazırlık ☐ Anadolu Lisesi hazırlık ☐ DAÜ hazırlık ☐ Diğer (lütfen belirtiniz) _____
6. Aşağıdaki alanlarda İngilizcenizi nasıl buluyorsunuz?

	Çok iyi	İyi	Orta	Zayıf
Okuma				
Dinleme				
Konuşma				
Yazma				
Gramer				
Kelime bilgisi				

7. Eğer varsa, sınıfta İngilizce anlama veya iletişim kurmada aşağıda belirtilen alanlarda ne derece zorluk yaşıyorsunuz?

	Çok fazla	Biraz	Çok az	Hiç
Okuma				
Dinleme				
Konuşma				
Yazma				
Gramer				
Kelime bilgisi				

8. Yaşadığınız zorlukları azaltmak için hangi alanlarda veya becerilerde ne kadar pratik yapmanız gerektiğine inanıyorsunuz?

	Çok fazla	Biraz	Çok az	Hiç
Okuma				
Dinleme				
Konuşma				
Yazma				
Gramer				
Kelime bilgisi				
Özetleme				
Not tutma				
Kütüphane araştırması yapma				
Diğer (lütfen belirtiniz)				

II.DERS HEDEFLERİ:

Lütfen uygun şekilde yanıtlayınız veya belirtildiği gibi (X) işaretleyiniz.

5 4 3 2 1
Kesinlikle katılıyorum / Katılıyorum /Kararsızım /Katılmıyorum / Kesinlikle katılmıyorum

1. ELT 121 dersi beklentilerimi karşıladı.

☐Kesinlikle katılıyorum ☐Katılıyorum ☐Kararsızım ☐Katılmıyorum ☐Kesinlikle katılmıyorum

Lütfen yanıtınızı açıklayınız:

2. ELT 121 dersi aşağıdaki alanlarda gelişmemizi **hedefliyordu**

	<i>Kesinlikle Katılıyorum</i>	<i>Katılıyorum</i>	<i>Kararsızım</i>	<i>Katılmıyorum</i>	<i>Kesinlikle Katılmıyorum</i>
	5	4	3	2	1
İngilizce kelimeleri doğru telaffuz edebilme (correct pronunciation)					
Belirli bir konuda bilgilendirici konuşma (informative speech) yapabilme					
Sözlü olarak soru sorup cevaplayabilme					
Herhangi bir konu üzerinde tartışabilme (discussion)					
Kaset dinleyip/izleyip belirli bilgileri bulup çıkarabilme					
Kaset dinleyip/izleyip not alabilme					
Kaset dinleyip/izleyip ana fikir veya fikirleri bulabilme					
Kaset dinlerken/izlerken detaylı bilgileri çıkarabilme					
Sözlü olarak özet yapabilme					
Sesli okuma (reading aloud)					
Diğer (belirtiniz)					

3. ELT 121 dersi **dinleme** becerileriyle ilgili ihtiyaçlarımı karşıladı

☐Kesinlikle katılıyorum ☐Katılıyorum ☐Kararsızım ☐Katılmıyorum ☐Kesinlikle katılmıyorum

4. ELT 121 dersi **konuşma** becerileriyle ilgili ihtiyaçlarımı karşıladı.

☐Kesinlikle katılıyorum ☐Katılıyorum ☐Kararsızım ☐Katılmıyorum ☐Kesinlikle katılmıyorum

5. ELT 121 dersinin yardımıyla, aşağıdaki alanlarda *gelişme kaydettim*

	<i>Kesinlikle Katılıyorum</i>	<i>Katılıyorum</i>	<i>Kararsızım</i>	<i>Katılmıyorum</i>	<i>Kesinlikle Katılmıyorum</i>
	5	4	3	2	1
Belirli bir konu üzerine bilgilendirici konuşma (informative speech) yapma					
Sözlü olarak soru sorup cevaplama					
Tartışmalara katılma					
Kaset dinleyip/video izleyip not tutma					
Sözlü dili (teyp veya videodan) anlama					
Yüksek sesle okuma (reading aloud)					
Kaset dinleyip/izleyip ana fikir veya fikirleri çıkarma					
Kaset dinlerken/izlerken detayları anlayıp çıkarma					
Sözlü olarak özet yapma					
Kelime bilgisi (vocabulary)					
İngilizce telaffuz (pronunciation)					
Akıcı konuşma					
Doğru (hatasız) konuşma					
Grammer					
Diğer (belirtiniz)					

6. ELT 121 dersinde *daha başka* ne gibi *dinleme becerilerinin* geliştirilmesini isterdiniz (hangi beceriler geliştirilmeliydi ancak geliştirilmedi) ? Lütfen kısaca belirtiniz

7. ELT 121 dersinde *daha başka* ne gibi *konuşma becerilerinin* geliştirilmesini isterdiniz (hangi beceriler geliştirilmeliydi ancak geliştirilmedi) ? Lütfen kısaca belirtiniz

III.DERSİN İÇERİĞİ VE MATERYALLER:

1.Aşağıda verilen ELT 121 dersiyile ilgili konulardaki düşünceleriniz nedir?

	<i>Kesintikle Katılıyor</i>	<i>Katılıyor</i>	<i>Kararsızım</i>	<i>Katılmıyorum</i>	<i>Kesintikle Katılmıyorum</i>
	5	4	3	2	1
1. Ders materyalleri, bilmek veya yapmak istediğim her şeyi kapsıyordu.					
2. Ders materyalleri ilgi alanlarıma uygundu.					
3. Ders materyalleri dinleme becerileriyle ilgili uzun vadeli hedeflerime uyuyordu.					
4. Ders materyalleri konuşma becerileriyle ilgili uzun vadeli hedeflerime uyuyordu.					
5. Ders materyallerindeki konular ilgi çekiciydi.					
6. Ders materyallerinde, önceki ve sonraki bölümler arasında süreklilik/ilişki vardı.					
7. ELT 121 dersinde öğretilen dinleme becerileri benim genel dinleme yetimi ilerletmemde yararlı oldu.					
8. ELT 121 dersinde öğretilen konuşma becerileri benim genel konuşma yetimi ilerletmemde yararlı oldu.					
9. Ders konuları sırayla veriliyordu (yeni bir şey öğrenirken bir önce öğrendiklerimize bir şeyler ekleniyordu).					
10.Ders kitabının fiyatı uygundu.					
11.Ders materyalleri dersin hedeflerine yönelikti.					
12.Ders materyalleri dinleme becerilerimi ilerletmem için yeterliydi.					
13.Ders materyalleri konuşma becerilerimi ilerletmem için yeterliydi.					
14.Materyalleri kullanmak (işlemek) kolaydı.					
15.ELT 121 kitabındaki alıştırmalar (exercises, tasks) dinleme becerilerimi geliştirmemde etkili oldu.					
16.ELT 121 ders kitabındaki alıştırmalar (exercises,tasks) konuşma becerilerimi geliştirmemde etkili oldu.					
17.Ders materyallerinde çeşitlilik vardı.					
18.Ders materyallerini takip etmekte zorluk çektim.					
19.Ders materyalleri dinleme becerilerimi geliştirmeme yardımcı oldu.					
20.Ders materyalleri konuşma becerilerimi geliştirmeme yardımcı oldu.					
21.Ders materyalleri görsel olarak çekiciydi.					
22.Ders materyalleri İngilizce seviyemize uygundu.					
23.Dinleme becerilerimi geliştirmek için ek/yardımcı materyallere ihtiyaç vardı (ek materyaller kullanılmalıydı).					
24.Konuşma becerilerimi geliştirmem için ek/yardımcı materyallere ihtiyaç vardı (ek materyaller kullanılmalıydı).					
25.Diğer (belirtiniz)					

2. Aşağıdaki ders materyalleri benim için *yararlı* oldu

	<i>Kesinlikle Katılıyorum</i>	<i>Katılıyorum</i>	<i>Kararsızım</i>	<i>Katılmıyorum</i>	<i>Kesinlikle Katılmıyorum</i>
	5	4	3	2	1
Sesli okuma için kullanılan okuma parçaları					
Video kasetler ve ders kitabındaki onlarla ilgili dinleme alıştırmaları					
Film özeti videosu ("Price of Glory") ve onunla ilgili alıştırmalar					
Üzerlerinde kişisel soruların yazılı olduğu küçük kağıtlar					
ELT 121 ders kitabında, etkili konuşma yapmakla ilgili bilgiler					
ELT 121 ders kitabında, bilgilendirici (informative) konuşmayla ilgili okuma parçası ve alıştırmalar					
ELT 121 ders kitabında, topluluk içinde konuşma yapmakla (public communication) ilgili bilgiler					
Diğer (belirtiniz)					

3. ELT 121 dersinde *yapmadığınız* ancak yapmak istediğiniz daha başka konular ve çalışmalar var mıydı? Lütfen açıklayınız.

4. ELT 121 dersinde yapılmasının gereksiz olduğunu düşündüğünüz konular ve çalışmalar yaptınız mı? Lütfen açıklayınız.

5. ELT 121 dersinde kullandığınız *materyallerle* (ders kitabı, teksirler, vb.) ilgili neler iyi, neler iyi değildi?

İyi (olumlu) yönler: _____

İyi olmayan (olumsuz) yönler: _____

6. ELT 121 dersinde sizce aşağıdaki konularla ilgili ne gibi *değişiklikler* yapılmalıdır? Önerilerinizi yazınız.

(a) İşlenen konular: _____

(b) Öğretilen veya çalışılan dinleme becerileri: _____

(c) Öğretilen veya çalışılan konuşma becerileri: _____

(d) Kullanılan materyaller (ders kitabı, teksirler): _____

IV. DERSİN İŞLENİŞİ, ÖĞRENME-ÖĞRETME SÜRECİ:

1. ELT 121 dersinde hangi aktiviteler ve metodlar *kullanılmıştır*?

	İstediğimden daha fazla	Olması gerektiği kadar	Yeterli değil	Hiç
Öğretmenin ders anlatması (Teacher lecture)				
Tek başına sessiz çalışma (Silent individual work)				
Öğrenci sunuları (Student presentations)				
İkili çalışma (Pair work)				
Gurup halinde çalışma (Group work)				
Tartışmalar (Discussions)				
Oyunlar (Games)				
Rol yapma (Role plays)				
Projeler (Projects)				
Video gösterimi (Video sessions)				
Kaset dinleme (Tape sessions)				
Ödev (Homework/Assignment)				
Öğrencilerin birbirlerinin hatalarını düzeltmesi(Peer correction)				
Öğrencilerin kendi hatalarını düzeltmesi (Self correction)				
Öğrencilerin yüksek sesle okuması (Reading aloud by students)				
Öğretmenin yüksek sesle okuması (Reading aloud by the teacher)				
Şarkılar (Songs)				
Öğrencilerin birbirlerini değerlendirmesi (Peer evaluation/feedback)				
Öğrencilerin kendi kendilerini değerlendirmesi (Self evaluation)				
Diğer (belirtiniz)				

2. Aşağıdaki aktivite ve metodlardan hangilerinin ve ne sıklıkta ELT 121 dersinde **kullanılmasını** isterdiniz?

	Sık sık	Zaman zaman	Hiçbir Zaman
Öğretmenin ders anlatması (Teacher lectures)			
Tek başına çalışma (Individual work)			
İkili çalışma (Pair work)			
Gurup çalışması (Group work)			
Rol yapma (Role-plays)			
Oyunlar (Games)			
Şarkılar (Songs)			
Video gösterimi (Video sessions)			
Kaset dinleme (Tape sessions)			
Tartışmalar (Discussions)			
Öğrencilerin sunuları (Student presentations)			
Bilgisayar destekli çalışmalar (Computer-aided activities)			
Öğrencilerin birbirlerinin hatalarını düzeltmesi (Peer correction)			
Öğrencilerin kendi hatalarını düzeltmesi (Self correction)			
Öğretmenin öğrencilerin hatalarını düzeltmesi (Teacher correction)			
İmla (Dictation)			
Öğrencilerin yüksek sesle okuma yapması (Reading aloud by students)			
Öğretmenin yüksek sesle okuma yapması (Reading aloud by the teacher)			
Projeler (Projects)			
Öğretmenin sorular sorması (Questioning by the teacher)			
Çeviri (Translation)			
Ödev (Homework/assignments)			
Diğer (belirtiniz)			

3. Lütfen **ELT 121** dersindeki **öğretim-öğrenim süreci** (teaching-learning process) ile ilgili görüşlerinizi belirtiniz. (Öğretim-öğrenim süreci: Sınıfta dersin işlenişi)

	<i>Kesinlikle Katılıyor</i>	<i>Katılıyor</i>	<i>Kararsızım</i>	<i>Katılmıyorum</i>	<i>Kesinlikle Katılmıyorum</i>
	5	4	3	2	1
1. Sınıfta zaman verimli kullanılıyordu.					
2. Bu derste öğrenci-öğretmen ilişkisi/etkileşimi iyiydi.					
3. Öğrenciler birbirlerine yardımcı oluyorlardı.					
4. Derste çok çeşitli aktiviteler kullanılıyordu.					
5. Öğretmen dersi ilgi çekici bir şekilde anlatıyordu.					
6. Öğretmeni takip etmek kolaydı.					
7. Öğretmenin ne yapmamız gerektiğiyle ilgili verdiği açıklamalar (instructions) anlaşılardı.					
8. Öğretmenin öğretme yöntemi (methodology) öğrenmemizde etkiliydi.					
9. Öğretmen derse katılmamızı teşvik ediyordu.					
10. Öğretmen tepegöz, video, kaset çalar (teyp) gibi araç gereçleri etkili bir şekilde kullanıyordu.					
11. Öğretmen tahtayı etkili bir biçimde kullanıyordu.					
12. Öğretmen sınıftaki tüm öğrencilerle eşit olarak ilgileniyordu.					
13. Öğretmen yaptığımız yanlışları etkili ve anlaşılır bir şekilde düzeltiyordu.					
14. Sınıfta tek başıma çalışmayı tercih ediyordum.					
15. Sınıfta başkalarıyla birlikte çalışmayı tercih ediyordum.					
16. Sınıfta sadece İngilizce kullanıyordum.					
17. Dersler ilgi çekici bir şekilde işleniyordu.					
18. Diğer öğrenciler bu derste öğrenmeme yardımcı oldular.					
19. Öğretmen bu derste öğrenmeme yardımcı oldu.					
20. Öğretmen yaptığımız çalışmaların (performansımızın) nasıl olduğuyla ilgili olarak bize yeterli bilgi (feedback) veriyordu.					
21. Öğrenciler birbirlerine yaptıkları çalışmaların (performanslarının) nasıl olduğuyla ilgili bilgi veriyorlardı.					

4. ELT 121 dersinde dinleme ve konuşma becerilerinizi geliştirmede en yararlı neyi/neleri buldunuz?

5. ELT 121 dersinde, öğretmen neler yaparak size daha çok yararlı olabilirdi?

6. ELT 121 dersinde, diğer öğrenciler neler yaparak size daha çok yararlı olabilirlerdi?

7. Öğrencilere en iyi şekilde yardımcı olabilmesi için, sizce ELT 121 dersinde öğretim-öğrenim süreci, yani dersin işlenişi, (teaching-learning process) ne şekilde olmalıdır? Lütfen önerilerinizi yazınız.

V. DEĞERLENDİRME VE ÖĞRENCİ PERFORMANSI:

1. Aşağıda ELT 121 dersiyle ilgili olan konular hakkındaki görüşlerinizi belirtiniz

	<i>Kesinlikle Katılıyorum</i>	<i>Katılıyorum</i>	<i>Kararsızım</i>	<i>Katılmıyorum</i>	<i>Kesinlikle Katılmıyorum</i>
	5	4	3	2	1
1. Derslerde alıştırma yaptığımız şeylerden sınav olduk / değerlendirildik.					
2. Sunularımızdan önce sunuşta ne yapmamız beklendiğiyle ilgili her şey açık ve anlaşılırdı.					
3. Sınavlardaki açıklamalar (instructions) açık ve anlaşılırdı.					
4. Sunularımızdan önce değerlendirme kriteriyle ilgili bilgilendiriliyorduk.					
5. Sınav soruları zordu.					
6. Sınav sonuçları benim dinleme becerilerindeki gerçek yetimi/başarımı yansıtıyor.					
7. Sunulardan aldığım notlar benim konuşma becerilerindeki gerçek yetimi/ başarımı yansıtıyor.					
8. Bu derste dinleme becerilerim doğru bir şekilde ölçüldü.					
9. Bu derste konuşma becerilerim doğru bir şekilde ölçüldü.					
10. Değerlendirme adildi.					
11. Ödevler dersin amaçlarına uygundu.					
12. Bu derste performansım/başarım iyiydi.					
13. Bu dersten sonra dinleme becerilerim ilerledi.					
14. Bu dersten sonra konuşma becerilerim ilerledi.					
15. Sunulardaki performansım ile ilgili olarak yeterli bilgi (feedback) aldım.					
16. Sınavlardaki performansım ile ilgili olarak yeterli bilgi (feedback) aldım.					

2. Aşağıdaki değerlendirme araçları ELT 121 dersindeki performansımı (başarımı) *doğru bir şekilde ölçmede etkiliydi*:

	<i>Kesinlikle Katılıyorum</i>	<i>Katılıyorum</i>	<i>Kararsızım</i>	<i>Katılmıyorum</i>	<i>Kesinlikle Katılmıyorum</i>
	5	4	3	2	1
Sunular (Presentations)					
Dinleme sınavı (Listening exam(s))					
Derse katılım (Participation)					
Yüksek sesle okuma (final) (Reading aloud in the final exam)					
Soru-cevap (final) (Interview in the final exam)					
Diğer					

3. ELT 121 dersinde dinleme ve konuşma becerileriniz daha başka hangi yollarla/yöntemlerle daha iyi ölçülebilirdi? Lütfen kısaca açıklayınız.

VI. DİĞER DERSLERLE İLİŞKİLER:

1. Sizce ELT 121 dersiyile diğer ELT dersleri (ELT 123, ELT 125 & ELT 127) arasında bir örtüşme / ilişki / bağlantı *olmalı mıdır*?

☐ Evet

☐ Hayır

Neden?

2. ELT 121 dersiyile diğer ELT dersleri (ELT 123, ELT 125 & ELT 127) arasında bir örtüşme/ilişki/bağlantı *var mıydı*?

☐ Evet

☐ Hayır

Lütfen cevabınızı açıklayınız:

3. ELT 121 dersinde öğrendiğim bilgi ve becerileri aşağıdaki derslere de aktarıp kullanabildim:

	Sık sık kullandım	Zaman zaman kullandım	Hiçbir zaman kullanmadım
ELT 123 (Okuma Becerileri I)			
ELT 125 (Yazma Becerileri I)			
ELT 127 (İngilizce Dilbilgisi I)			

4. Aşağıdaki derslerde öğrendiğim bilgi ve becerileri ELT 121 dersine aktarıp kullanabildim:

	Sık sık kullandım	Zaman zaman kullandım	Hiçbir zaman kullanmadım
ELT 123 (Okuma Becerileri I)			
ELT 125 (Yazma Becerileri I)			
ELT 127 (İngilizce Dilbilgisi I)			

VII.GENEL DEĞERLENDİRME:

1. ELT 121 dersinde dinleme ve konuşma becerilerinizi geliştirmenize en çok yardımcı olan **3 şeyi** belirtiniz. (Bu dersle ilgili **3 OLUMLU nokta**).

1. _____
2. _____
3. _____

2. ELT 121 dersinde dinleme ve konuşma becerilerinizi geliştirmenize yardımcı olmayan **3 şeyi** belirtiniz. (Bu dersle ilgili **3 OLUMSUZ nokta**).

1. _____
2. _____
3. _____

3. ELT 121 dersinin daha yararlı ve öğrencilerin ihtiyaçlarına daha iyi cevap verir bir duruma getirilebilmesi için **ÖNERİLERİNİZ** nelerdir? Kısaca açıklayınız.

YARDIMINIZ İÇİN ÇOK TEŞEKKÜRLER

**EVALUATING LANGUAGE IMPROVEMENT COURSES
IN THE ELT CURRICULUM
AT EMU**

Dear Students,

This questionnaire has been designed to collect your opinions about **ELT 122** course for evaluation purposes. The course will be evaluated in terms of its features such as objectives, content and materials, course conduct, assessment, and relationship with other courses.

It is absolutely essential that you express your views realistically. The data to be collected through your responses will be of great value to the improvement of the language improvement courses in the ELT curriculum at EMU.

Your identity and individual responses will be kept strictly confidential, and the results of the questionnaire will be used only for research purposes.

Thank you for your participation and cooperation.

Fatoş Erozan
ELT Department

ELT 122- Oral Communication Skills II
Course Evaluation Questionnaire

Please read the following questions/statements and put an X as appropriate.

I. GENERAL BACKGROUND:

1. Your age: ____ years old.
2. Your sex: ☐ Male ☐ Female
3. Your mother tongue: ☐ Turkish ☐ English ☐ Other (please specify) _____
4. Which of the following English exams did you take and what were/was your grade(s)?
☐ TOEFL: _____ ☐ EMU Proficiency Exam: _____ ☐ IELTS: _____
☐ Other (please specify the exam and your score): _____
5. Did you attend any English language preparatory school (prep.)? ☐ Yes ☐ No
6. If yes, what type?
☐ College prep. ☐ Anatolian high school prep. ☐ EMU prep.
☐ Other (please specify) _____
7. How would you rate yourself in **English** in the following areas?

	Very Good	Good	Satisfactory	Poor
Reading				
Listening				
Speaking				
Writing				
Grammar				
Vocabulary				

8. Can you tell your difficulties, if any, in understanding English or in communicating in English in class? In...

	A lot of difficulties	Some difficulties	Little difficulties	None at all
Reading				
Listening				
Speaking				
Writing				
Grammar				
Vocabulary				

9. In what language areas and study skills do you think you need practice to decrease the difficulties you have?

	A lot of practice	Some practice	Little practice	No practice
Reading				
Listening				
Speaking				
Writing				
Grammar				
Vocabulary				
Summarizing				
Note-taking				
Doing library research				
Other (please specify)				

II. COURSE AIMS AND OBJECTIVES:

Please mark (X) as appropriate.

5 4 3 2 1
SA: Strongly agree / A: Agree / NS: Not sure / D: Disagree / SD: Strongly disagree

1. ELT 122 course met my expectations.

☐ Strongly agree ☐ Agree ☐ Not sure ☐ Disagree ☐ Strongly disagree

Please explain your answer:

2. ELT 122 course **aimed** to develop our ability to:

	SA 5	A 4	NS 3	D 2	SD 1
pronounce English words correctly					
give a formal presentation on a specific topic					
discuss about a topic					
listen to/watch a tape and extract specific information					
listen to/watch a tape and take notes					
listen to/watch a tape and identify the main idea(s)					
get the details while listening to/watching a tape					
give a persuasive speech					
argue for or against an idea					
participate in a panel presentation					
carry out a project (i.e. mini survey)					
present a project report orally					
Other (please specify)					

3. ELT 122 course met my needs regarding **listening** skills.

☐ Strongly agree ☐ Agree ☐ Not sure ☐ Disagree ☐ Strongly disagree

4. ELT 122 course met my needs regarding **speaking** skills.

☐ Strongly agree ☐ Agree ☐ Not sure ☐ Disagree ☐ Strongly disagree

5. With the help of ELT 122 course, *I have improved* in the following areas:

	SA 5	A 4	NS 3	D 2	SD 1
Giving a persuasive speech on a specific topic					
Taking part in discussions					
Listening to/watching a tape and taking notes					
Understanding spoken language (e.g. video/audio material)					
Listening to/watching a tape and identifying the main idea(s)					
Extracting details while listening to/watching a tape					
Arguing for or against an idea					
Participating in panel presentations					
Conducting a project (i.e. mini survey)					
Presenting a project orally					
Vocabulary					
Pronunciation					
Fluency in speech					
Accuracy in speech					
Grammar					
Other (please specify)					

6. Which *other listening skills* you would like to have been developed/improved in ELT 122? Please explain.

7. Which *other speaking skills* you would like to have been developed/improved in ELT 122? Please explain.

III. COURSE CONTENT AND MATERIALS:

1. Please express your opinion about the following issues in ELT 122:

	SA 5	A 4	NS 3	D 2	SD 1
1. The course materials provided me with what I needed to know or do.					
2. The course materials were appropriate to my interests.					
3. The course materials fit my long term goals in terms of listening skills.					
4. The course materials fit my long term goals in terms of speaking skills.					
5. The topics and themes in the materials were interesting.					
6. The course materials offered continuity (between earlier and later parts).					
7. The listening skills taught in ELT 122 were useful for improving my general listening ability in English.					
8. The speaking skills taught in ELT 122 were useful for improving my general speaking ability in English.					

	SA 5	A 4	NS 3	D 2	SD 1
9. The topics were presented sequentially, i.e. building upon prior learning.					
10. ELT 122 course pack was appropriately priced.					
11. The materials were in line with the course objectives.					
12. Course materials were sufficient to improve my listening skills.					
13. Course materials were sufficient to improve my speaking skills.					
14. It was easy to use the course materials.					
15. Exercises/tasks in the ELT 122 course pack were effective in improving my listening skills.					
16. Exercises/tasks in the ELT 122 course pack were effective in improving my speaking skills.					
17. The course materials had variety.					
18. I had difficulty in following the course materials.					
19. The course materials helped me to improve my listening skills.					
20. The course materials helped me to improve my speaking skills.					
21. The course materials were visually attractive.					
22. The materials were appropriate to our proficiency level in English.					
23. There was a need for supplementary materials to improve my listening skills. (i.e. supplementary materials should have been used)					
24. There was a need for supplementary materials to improve my speaking skills. (i.e. supplementary materials should have been used)					
25. Other (please specify)					

2. The following course materials were *useful* to me:

	SA 5	A 4	NS 3	D 2	SD 1
Cassettes and related listening exercises in the course pack					
Film "Four Weddings and A Funeral" and the related exercises					
Written material on giving an effective persuasive speech (in the course pack)					
Other (please specify)					

3. Are there any other things (i.e. topics, tasks, etc.) you HAVE NOT done in ELT 122 course but you would like to have done? Please explain

4. Are there any things (i.e. topics, tasks, etc.) that you think were NOT necessary to do in ELT 122 course? Please explain.

5. What were the good (positive) and bad (negative) points about the **materials** (i.e. course pack, handouts, etc.) you were working with in this course?

Good (positive) points: _____

Bad (negative) points: _____

6. What **changes** should be made in ELT 122 in terms of the following areas? Give suggestions.

(a) Topics and themes studied: _____

(b) Listening skills taught: _____

(c) Speaking skills taught: _____

(d) Materials used (Course pack, handouts, etc.): _____

IV. COURSE CONDUCT / TEACHING-LEARNING PROCESS:

1. Which activities and methods **were used** in ELT 122?

	More than I wanted	The right amount	Not enough	None
Teacher lecture				
Silent individual work				
Student presentations				
Pair work				
Group work				
Discussions				
Games				
Role plays				
Projects				
Video sessions				
Tape sessions				
Homework/Assignment				
Peer correction				
Self correction				
Reading aloud (by students)				
Reading aloud (by the teacher)				
Songs				

	More than I wanted	The right amount	Not enough	None
Peer evaluation/feedback				
Self evaluation				
Other (please specify)				

2. Which activities and methods *you would like to be used* in ELT 122?

	Frequently	Sometimes	Never
Teacher lectures			
Individual work			
Pair work			
Group work			
Role-plays			
Games			
Songs			
Video sessions			
Tape sessions			
Discussions			
Student (oral) presentations			
Computer-aided activities			
Peer correction			
Self correction			
Teacher correction			
Dictation			
Reading aloud (by students)			
Reading aloud (by the teacher)			
Projects			
Questioning (by the teacher)			
Translation			
Homework/assignments			
Other (please specify)			

3. Please express your opinion about the *teaching-learning process in ELT 122 course*.

	SA 5	A 4	NS 3	D 2	SD 1
1. There was an efficient use of time in class.					
2. There was a good student-teacher interaction in the course.					
3. The students had cooperative relationships with each other.					
4. A variety of activities was used in the course.					
5. The teacher was teaching in an interesting way.					
6. It was easy to follow the teacher.					
7. The teacher's instructions were clear.					
8. The teaching methodology of the teacher was effective in our learning.					
9. The teacher was encouraging us to participate in the lessons.					
10. The teacher used audio-visual aids (OHP, video, tape-recorder, etc.) effectively in the lessons.					
11. The teacher was using the board effectively.					

	SA 5	A 4	NS 3	D 2	SD 1
12. The teacher was giving equal attention to all students in the class.					
13. The teacher corrected our mistakes in an effective way.					
14. I preferred to work individually in class.					
15. I preferred to work with (a) partner(s) in class.					
16. I used only English in class.					
17. The lessons were taught in an interesting way.					
18. Other students helped me to learn in this course.					
19. The teacher helped me to learn in this course.					
20. The teacher was giving sufficient feedback on our performance.					
21. The students were giving sufficient feedback on each other's performance.					

4. What did you find the MOST USEFUL in ELT 122 lessons to improve your listening and speaking skills?

5. What could the teacher have done in order to help you more in ELT 122 course?

6. What could other students have done in order to help you more in ELT 122 course?

7. How should teaching-learning be in ELT 122 course so that it would help the students a lot? Please give suggestions.

V. ASSESSMENT AND STUDENT PERFORMANCE:

1. Express your opinion about the following issues in ELT 122:

	SA 5	A 4	NS 3	D 2	SD 1
1. We were assessed on the things we practiced in the lessons.					
2. Before our presentations, everything was clear about what we were expected to do in the presentations.					
3. The directions on the tests were clear.					

	SA 5	A 4	NS 3	D 2	SD 1
4. We were informed about the evaluation criteria before our presentations.					
5. The test questions (i.e. listening test) were difficult.					
6. The test results demonstrate my actual proficiency / ability in listening skills.					
7. The presentation results demonstrate my actual proficiency / ability in speaking skills.					
8. My listening skills have been correctly measured in the course.					
9. My speaking skills have been correctly measured in the course.					
10. The grading was fair.					
11. HW/assignments were relevant to the course aims.					
12. My performance in this course was good.					
13. My listening skills have improved after this course.					
14. My speaking skills have improved after this course.					
15. I received sufficient feedback on my performance in the presentations.					
16. I received sufficient feedback on my performance in the tests.					

2. The following assessment tools *were effective* in measuring my performance/success in ELT 122 *correctly*:

	SA 5	A 4	NS 3	D 2	SD 1
Presentations					
Listening exam					
Participation					
Project					
Other (please specify)					

3. In what other ways your listening and speaking skills could have been better measured in ELT 122 course? Please explain briefly.

VI. RELATIONSHIP WITH OTHER COURSES:

1. Should there be (a)n overlap/relationship between ELT 122 and other ELT courses (ELT 124, ELT 126 and ELT 128)?

☐ Yes

☐ No

Why?

2. Was there (a)n overlap/relationship between ELT 122 and other language courses (ELT 124, ELT 126 and ELT 128)?

☐ Yes

☐ No

Please explain your answer:

3. I was able to transfer/use the skills and/or information I learned in ELT 122 in:

	Frequently	Sometimes	Never
ELT 124 Reading Skills II			
ELT 126 Writing Skills II			
ELT 128 English Grammar II			

4. I was able to transfer/use the skills and/or information I learned in the following courses in/to ELT 122:

	Frequently	Sometimes	Never
ELT 124 Reading Skills II			
ELT 126 Writing Skills II			
ELT 128 English Grammar II			

5. Was there a continuity (i.e. building upon prior learning) between ELT 121 and ELT 122 (Oral Communication Skills I & II)?

☐ Yes

☐ No

Explain your answer: _____

6. Should there be a continuity (i.e. building upon prior learning) between ELT 121 and ELT 122 (Oral Communication Skills I & II)?

☐ Yes

☐ No

Explain your answer: _____

7. Express your opinion about the relationship between ELT 121 and ELT 122 (Oral Communication Skills I & II):

	SA 5	A 4	NS 3	D 2	SD 1
1. In ELT 122 course, we started from where we had left in ELT 121.					
2. I learned new listening skills in ELT 122- ones which were different from what I had learned in ELT 121.					
3. I learned new speaking skills in ELT 122- ones which were different from what I had learned in ELT 121.					
4. ELT 121 & ELT 122 completed each other in terms of the listening skills taught (there was a continuity between these two courses).					
5. ELT 121 & ELT 122 were similar courses in terms of the speaking skills taught (there was a continuity between these two courses)					
6. ELT 121 & ELT 122 are ordered from simple to complex.					

VII. OVERALL EVALUATION:

1. List **3 things** in ELT 122 course that helped you the most to improve your listening and speaking skills (**3 POSITIVE aspects** of the course).

1. _____

2. _____

3. _____

2. List **3 things** in ELT 122 course that **DID NOT help you** to improve your listening and speaking skills (**3 NEGATIVE aspects** of the course).

1. _____

2. _____

3. _____

3. List **your SUGGESTIONS** to make ELT 122 course more useful and better adjusted to students' needs.

THANK YOU VERY MUCH FOR YOUR COOPERATION

DOĞU AKDENİZ ÜNİVERSİTESİ
İNGİLİZ DİLİ EĞİTİMİ BÖLÜMÜ MÜFREDATINDAKİ
DİL GELİŞTİRME DERSLERİNİN DEĞERLENDİRİLMESİ

Sevgili Öğrenciler,

Bu anket sizin **ELT 122** dersiyle ilgili görüşlerinizi belirlemek için değerlendirme amaçlı geliştirilmiştir. Bu ders, hedefleri, içerik ve materyalleri, işlenişi, değerlendirme sistemi ve diğer derslerle olan ilişkisi bağlamında değerlendirilecektir.

Fikirlerinizi açıkça ve gerçekçi bir biçimde ortaya koymanız çok önemlidir. Vereceğiniz cevaplar yoluyla toplanacak veri Doğu Akdeniz Üniversitesi İngiliz Dili Eğitimi Bölümü müfredatındaki dil geliştirme derslerinin iyileştirilmesi için büyük önem taşımaktadır.

Kimliğiniz ve bireysel cevaplarınız kesinlikle gizli tutulacaktır. Anket sonuçları sadece araştırma amaçlı kullanılacaktır.

Katılımınız ve işbirliğiniz için teşekkürler.

Fatoş Erozan
İngiliz Dili Eğitimi Bölümü

ELT 122- Konuşma Becerileri II
Ders Değerlendirme Anketi

Aşağıdaki soruları uygun şekilde cevaplayınız veya X ile işaretleyiniz.

I.GENEL ÖZGEÇMİŞ:

1. Yaşınız: _____
2. Cinsiyetiniz: ☐ Erkek ☐ Kadın
3. Anadiliniz: ☐ Türkçe ☐ İngilizce ☐ Diğer (lütfen belirtiniz) _____
4. Aşağıda belirtilen İngilizce sınavlarından hangi veya hangilerine girdiniz işaretleyiniz ve aldığınız notu belirtiniz
☐ TOEFL: _____ ☐ DAÜ İngilizce Yeterlik Sınavı: _____ ☐ IELTS: _____
☐ Diğer (lütfen sınavın ismini ve aldığınız notu belirtiniz): _____
5. İngilizce hazırlık okudunuz mu? ☐ Evet ☐ Hayır
6. Evet ise, ne çeşit bir hazırlık?
☐ Kolej hazırlık. ☐ Anadolu Lisesi hazırlık ☐ DAÜ hazırlık
☐ Diğer (lütfen belirtiniz) _____
7. Aşağıdaki alanlarda İngilizcenizi nasıl buluyorsunuz?

	Çok iyi	İyi	Orta	Zayıf
Okuma				
Dinleme				
Konuşma				
Yazma				
Gramer				
Kelime bilgisi				

8. Eğer varsa, sınıfta İngilizce anlama veya iletişim kurmada aşağıda belirtilen alanlarda ne derece zorluk yaşıyorsunuz?

	Çok fazla	Biraz	Çok az	Hiç
Okuma				
Dinleme				
Konuşma				
Yazma				
Gramer				
Kelime bilgisi				

9. Yaşadığınız zorlukları azaltmak için hangi alanlarda veya becerilerde ne kadar pratik yapmanız gerektiğine inanıyorsunuz?

	Çok fazla	Biraz	Çok az	Hiç
Okuma				
Dinleme				
Konuşma				
Yazma				
Gramer				
Kelime bilgisi				
Özetleme				
Not tutma				
Kütüphane araştırması yapma				
Diğer (lütfen belirtiniz)				

II.DERS HEDEFLERİ:

Lütfen uygun şekilde yanıtlayınız veya belirtildiği gibi (X) işaretleyiniz.

5 4 3 2 1
Kesinlikle katılıyorum / Katılıyorum / Kararsızım / Katılmıyorum / Kesinlikle katılmıyorum

1. ELT 122 dersi beklentilerimi karşıladı.

☐Kesinlikle katılıyorum ☐Katılıyorum ☐Kararsızım ☐Katılmıyorum ☐Kesinlikle katılmıyorum

Lütfen yanıtınızı açıklayınız:

2. ELT 122 dersi aşağıdaki alanlarda gelişmemizi *hedefliyordu*

	<i>Kesinlikle Katılıyorum</i>	<i>Katılıyorum</i>	<i>Kararsızım</i>	<i>Katılmıyorum</i>	<i>Kesinlikle Katılmıyorum</i>
	5	4	3	2	1
İngilizce kelimeleri doğru telaffuz edebilme (correct pronunciation)					
Belirli bir konu üzerine sunuş (presentation) yapabilme					
Herhangi bir konu üzerinde tartışabilme (discussion)					
Kaset dinleyip/izleyip belirli bilgileri bulup çıkarabilme					
Kaset dinleyip/izleyip not alabilme					
Kaset dinleyip/izleyip ana fikir veya fikirleri bulabilme					
Kaset dinlerken/izlerken ayrıntıları çıkarabilme					
İkna edici konuşma (persuasive speech) yapabilme					
Bir fikri savunabilme veya bir fikre karşı çıkabilme (argue for or against an idea)					
Panelde katılabilme					
Proje/araştırma yapabilme					
Bir projeyi/araştırmayı sözlü olarak sunabilme					
Diğer (belirtiniz)					

3. ELT 122 dersi *dinleme* becerileriyle ilgili ihtiyaçlarımı karşıladı

☐Kesinlikle katılıyorum ☐Katılıyorum ☐Kararsızım ☐Katılmıyorum ☐Kesinlikle katılmıyorum

4. ELT 122 dersi *konuşma* becerileriyle ilgili ihtiyaçlarımı karşıladı.

☐Kesinlikle katılıyorum ☐Katılıyorum ☐Kararsızım ☐Katılmıyorum ☐Kesinlikle katılmıyorum

5. ELT 122 dersinin yardımıyla, aşağıdaki alanlarda *gelişme kaydettim*

	<i>Kesinlikle Katılıyorum</i>	<i>Katılıyorum</i>	<i>Kararsızım</i>	<i>Katılmıyorum</i>	<i>Kesinlikle Katılmıyorum</i>
	5	4	3	2	1
Belirli bir konu üzerine ikna edici konuşma (persuasive speech) yapma					
Tartışmalara katılma					
Kaset dinleyip/video izleyip not tutma					
Sözlü dili (teyp veya videodan) anlama					
Kaset dinleyip/izleyip ana fikir veya fikirleri çıkarma					
Kaset dinlerken/izlerken ayrıntıları anlayıp çıkarma					
Bir fikri savunma veya bir fikre karşı çıkma (argue for or against an idea)					
Panele katılma					
Proje/araştırma yapma					
Yapılan projeyi/araştırmayı sözlü olarak sunma					
Kelime bilgisi (vocabulary)					
İngilizce telaffuz (pronunciation)					
Akıcı konuşma					
Doğru (hatasız) konuşma					
Grammer					
Diğer (belirtiniz)					

6. ELT 122 dersinde *daha başka* ne gibi *dinleme becerilerinin* geliştirilmesini isterdiniz (hangi beceriler geliştirilmeliydi ancak geliştirilmedi) ? Lütfen kısaca belirtiniz

7. ELT 122 dersinde *daha başka* ne gibi *konuşma becerilerinin* geliştirilmesini isterdiniz (hangi beceriler geliştirilmeliydi ancak geliştirilmedi) ? Lütfen kısaca belirtiniz

III.DERSİN İÇERİĞİ VE MATERYALLER:

1.Aşağıda verilen ELT 122 dersiyile ilgili konulardaki düşünceleriniz nedir?

	<i>Kesintikle Katılıyorum</i>	<i>Katılıyorum</i>	<i>Kararsızım</i>	<i>Katılmıyorum</i>	<i>Kesintikle Katılmıyorum</i>
	5	4	3	2	1
1. Ders materyalleri, bilmek veya yapmak istediğim her şeyi kapsıyordu.					
2. Ders materyalleri ilgi alanlarıma uygundu.					
3. Ders materyalleri dinleme becerileriyle ilgili uzun vadeli hedeflerime uyuyordu.					
4. Ders materyalleri konuşma becerileriyle ilgili uzun vadeli hedeflerime uyuyordu.					
5. Ders materyallerindeki konular ilgi çekiciydi.					
6. Ders materyallerinde, önceki ve sonraki bölümler arasında süreklilik/ilişki vardı.					
7. ELT 122 dersinde öğretilen dinleme becerileri benim genel dinleme yetimi ilerletmemde yararlı oldu.					
8. ELT 122 dersinde öğretilen konuşma becerileri benim genel konuşma yetimi ilerletmemde yararlı oldu.					
9. Ders konuları sırayla veriliyordu (yeni bir şey öğrenirken bir önce öğrendiklerimize bir şeyler ekleniyordu).					
10. Ders kitabının fiyatı uygundu.					
11. Ders materyalleri dersin hedeflerine yönelikti.					
12. Ders materyalleri dinleme becerilerimi ilerletmem için yeterliydi.					
13. Ders materyalleri konuşma becerilerimi ilerletmem için yeterliydi.					
14. Materyalleri kullanmak (işlemek) kolaydı.					
15. ELT 122 kitabındaki alıştırmalar (exercises, tasks) dinleme becerilerimi geliştirmemde etkili oldu.					
16. ELT 122 ders kitabındaki alıştırmalar (exercises, tasks) konuşma becerilerimi geliştirmemde etkili oldu.					
17. Ders materyallerinde çeşitlilik vardı.					
18. Ders materyallerini takip etmekte zorluk çektim.					
19. Ders materyalleri dinleme becerilerimi geliştirmeme yardımcı oldu.					
20. Ders materyalleri konuşma becerilerimi geliştirmeme yardımcı oldu.					
21. Ders materyalleri görsel olarak çekiciydi.					
22. Ders materyalleri İngilizce seviyemize uygundu.					
23. Dinleme becerilerimi geliştirmek için ek/yardımcı materyallere ihtiyaç vardı (ek materyaller kullanılmalıydı).					
24. Konuşma becerilerimi geliştirmem için ek/yardımcı materyallere ihtiyaç vardı (ek materyaller kullanılmalıydı).					
25. Diğer (belirtiniz)					

2. Aşağıdaki ders materyalleri benim için *yararlı* oldu

	<i>Kesinlikle Katılıyorum</i>	<i>Katılıyorum</i>	<i>Kararsızım</i>	<i>Katılmıyorum</i>	<i>Kesinlikle Katılmıyorum</i>
	5	4	3	2	1
Ses kasetleri ve onlara ilişkin ders kitabındaki dinleme alıştırmaları					
“Four Weddings and A Funeral” filmi ve onunla ilgili alıştırmalar					
ELT 122 ders kitabında, ikna edici (persuasive) konuşmayla ilgili bilgiler					
Diğer (belirtiniz)					

3. ELT 122 dersinde *yapmadığınız* ancak yapmak istediğiniz daha başka konular ve çalışmalar var mıydı? Lütfen açıklayınız.

4. ELT 122 dersinde yapılmasının gereksiz olduğunu düşündüğünüz konular ve çalışmalar yaptınız mı? Lütfen açıklayınız.

5. ELT 122 dersinde kullandığınız *materyallerle* (ders kitabı, teksirler, vb.) ilgili neler iyi, neler iyi değildi?

İyi (olumlu) yönler: _____

İyi olmayan (olumsuz) yönler: _____

6. ELT 122 dersinde sizce aşağıdaki konularla ilgili ne gibi *değişiklikler* yapılmalıdır? Önerilerinizi yazınız.

(a) İşlenen konular: _____

(b) Öğretilen veya çalışılan dinleme becerileri: _____

(c) Öğretilen veya çalışılan konuşma becerileri: _____

(d) Kullanılan materyaller (ders kitabı, teksirler): _____

IV. DERSİN İŞLENİŞİ, ÖĞRENME-ÖĞRETME SÜRECİ:

1. ELT 122 dersinde hangi aktiviteler ve metodlar *kullanılmıştır*?

	İstediğimden daha fazla	Olması gerektiği kadar	Yeterli değil	Hiç
Öğretmenin ders anlatması (Teacher lecture)				
Tek başına sessiz çalışma (Silent individual work)				
Öğrenci sunuları (Student presentations)				
İkili çalışma (Pair work)				
Gurup halinde çalışma (Group work)				
Tartışmalar (Discussions)				
Oyunlar (Games)				
Rol yapma (Role plays)				
Projeler (Projects)				
Video gösterimi (Video sessions)				
Kaset dinleme (Tape sessions)				
Ödev (Homework/Assignment)				
Öğrencilerin birbirlerinin hatalarını düzeltmesi(Peer correction)				
Öğrencilerin kendi hatalarını düzeltmesi (Self correction)				
Öğrencilerin yüksek sesle okuması (Reading aloud by students)				
Öğretmenin yüksek sesle okuması (Reading aloud by the teacher)				
Şarkılar (Songs)				
Öğrencilerin birbirlerini değerlendirmesi (Peer evaluation/feedback)				
Öğrencilerin kendi kendilerini değerlendirmesi (Self evaluation)				
Diğer (belirtiniz)				

2. Aşağıdaki aktivite ve metodlardan hangilerinin ve ne sıklıkta ELT 122 dersinde **kullanılmasını** isterdiniz?

	Sık sık	Zaman zaman	Hiçbir Zaman
Öğretmenin ders anlatması (Teacher lectures)			
Tek başına çalışma (Individual work)			
İkili çalışma (Pair work)			
Gurup çalışması (Group work)			
Rol yapma (Role-plays)			
Oyunlar (Games)			
Şarkılar (Songs)			
Video gösterimi (Video sessions)			
Kaset dinleme (Tape sessions)			
Tartışmalar (Discussions)			
Öğrencilerin sunuları (Student presentations)			
Bilgisayar destekli çalışmalar (Computer-aided activities)			
Öğrencilerin birbirlerinin hatalarını düzeltmesi (Peer correction)			
Öğrencilerin kendi hatalarını düzeltmesi (Self correction)			
Öğretmenin öğrencilerin hatalarını düzeltmesi (Teacher correction)			
İmla (Dictation)			
Öğrencilerin yüksek sesle okuma yapması (Reading aloud by students)			
Öğretmenin yüksek sesle okuma yapması (Reading aloud by the teacher)			
Projeler (Projects)			
Öğretmenin sorular sorması (Questioning by the teacher)			
Çeviri (Translation)			
Ödev (Homework/assignments)			
Diğer (belirtiniz)			

3. Lütfen **ELT 122** dersindeki **öğretim-öğrenim süreci** (teaching-learning process) ile ilgili görüşlerinizi belirtiniz. (Öğretim-öğrenim süreci: Sınıfta dersin işlenişi)

	<i>Kesinlikle Katılıyorum</i>	<i>Katılıyorum</i>	<i>Kararsızım</i>	<i>Katılmıyorum</i>	<i>Kesinlikle Katılmıyorum</i>
	5	4	3	2	1
1. Sınıfta zaman verimli kullanılıyordu.					
2. Bu dersteki öğrenci-öğretmen ilişkisi/etkileşimi iyiydi.					
3. Öğrenciler birbirlerine yardımcı oluyorlardı.					
4. Derste çok çeşitli aktiviteler kullanılıyordu.					
5. Öğretmen dersi ilgi çekici bir şekilde anlatıyordu.					
6. Öğretmeni takip etmek kolaydı.					
7. Öğretmenin ne yapmamız gerektiğiyle ilgili verdiği açıklamalar (instructions) anlaşılırdı.					
8. Öğretmenin öğretim yöntemi (methodology) öğrenmemizde etkiliydi.					
9. Öğretmen derse katılmamızı teşvik ediyordu.					
10. Öğretmen tepegöz, video, kaset çalar (teyp) gibi araç gereçleri etkili bir şekilde kullanıyordu.					
11. Öğretmen tahtayı etkili bir biçimde kullanıyordu.					
12. Öğretmen sınıftaki tüm öğrencilerle eşit olarak ilgileniyordu.					
13. Öğretmen yaptığımız yanlışları etkili ve anlaşılır bir şekilde düzeltiyordu.					
14. Sınıfta tek başıma çalışmayı tercih ediyordum.					
15. Sınıfta başkalarıyla birlikte çalışmayı tercih ediyordum.					
16. Sınıfta sadece İngilizce kullanıyordum.					
17. Dersler ilgi çekici bir şekilde işleniyordu.					
18. Diğer öğrenciler bu derste öğrenmeme yardımcı oldular.					
19. Öğretmen bu derste öğrenmeme yardımcı oldu.					
20. Öğretmen yaptığımız çalışmaların (performansımızın) nasıl olduğuyla ilgili olarak bize yeterli dönüt/bilgi (feedback) veriyordu.					
21. Öğrenciler birbirlerine yaptıkları çalışmaların (performanslarının) nasıl olduğuyla ilgili dönüt/bilgi veriyorlardı.					

4. ELT 122 dersinde dinleme ve konuşma becerilerinizi geliştirmede en yararlı neyi/neleri buldunuz?

5. ELT 122 dersinde, öğretmen neler yaparak size daha çok yararlı olabilirdi?

6. ELT 122 dersinde, diğer öğrenciler neler yaparak size daha çok yararlı olabilirlerdi?

7. Öğrencilere en iyi şekilde yardımcı olabilmesi için, sizce ELT 122 dersinde öğretim-öğrenim süreci, yani dersin işlenişi, (teaching-learning process) ne şekilde olmalıdır? Lütfen önerilerinizi yazınız.

V. DEĞERLENDİRME VE ÖĞRENCİ PERFORMANSI:

1. Aşağıda ELT 122 dersiyle ilgili olan konular hakkındaki görüşlerinizi belirtiniz

	<i>Kesinlikle Katılıyorum</i>	<i>Katılıyorum</i>	<i>Kararsızım</i>	<i>Katılmıyorum</i>	<i>Kesinlikle Katılmıyorum</i>
	5	4	3	2	1
1. Derslerde alıştırma yaptığımız şeylerden sınav olduk / değerlendirildik.					
2. Sunularımızdan önce sunuşta ne yapmamız beklendiğiyle ilgili her şey açık ve anlaşılırdı.					
3. Sınavlardaki açıklamalar (instructions) açık ve anlaşılırdı.					
4. Sunularımızdan önce değerlendirme kriteriyle ilgili bilgilendiriliyorduk.					
5. Sınav soruları zordu.					
6. Sınav sonuçları benim dinleme becerilerindeki gerçek yetimi/başarımı yansıtıyor.					
7. Sunulardan aldığım notlar benim konuşma becerilerindeki gerçek yetimi/ başarımı yansıtıyor.					
8. Bu derste dinleme becerilerim doğru bir şekilde ölçüldü.					
9. Bu derste konuşma becerilerim doğru bir şekilde ölçüldü.					
10. Değerlendirme adildi.					
11. Ödevler dersin amaçlarına uygundu.					
12. Bu derste performansım/başarım iyiydi.					
13. Bu dersten sonra dinleme becerilerim ilerledi.					
14. Bu dersten sonra konuşma becerilerim ilerledi.					
15. Sunulardaki performansım ile ilgili olarak yeterli dönüt/bilgi (feedback) aldım.					
16. Sınavlardaki performansım ile ilgili olarak yeterli dönüt/bilgi (feedback) aldım.					

2. Aşağıdaki değerlendirme araçları ELT 122 dersindeki performansımı (başarımı) *doğru bir şekilde ölçmede etkiliydi*:

	<i>Kesinlikle Katılıyor</i>	<i>Katılıyor</i>	<i>Kararsızım</i>	<i>Katılmıyorum</i>	<i>Kesinlikle Katılmıyorum</i>
	5	4	3	2	1
Sunular (Presentations)					
Dinleme sınavı (Listening exam)					
Derse katılım (Participation)					
Proje/ödev (project)					
Diğer					

3. ELT 122 dersinde dinleme ve konuşma becerileriniz daha başka hangi yollarla/yöntemlerle daha iyi ölçülebilirdi? Lütfen kısaca açıklayınız.

VI. DİĞER DERSLERLE İLİŞKİLER:

1. Sizce ELT 122 dersiyle diğer ELT dersleri (ELT 124, ELT 126 & ELT 128) arasında bir örtüşme / ilişki / bağlantı *olmalı mıdır*?

☐ Evet

☐ Hayır

Neden?

2. ELT 122 dersiyle diğer ELT dersleri (ELT 124, ELT 126 & ELT 128) arasında bir örtüşme/ilişki/bağlantı *var mıydı*?

☐ Evet

☐ Hayır

Lütfen cevabınızı açıklayınız:

3. ELT 122 dersinde öğrendiğim bilgi ve becerileri aşağıdaki derslere de aktarıp kullanabildim:

	Sık sık kullandım	Zaman zaman kullandım	Hiçbir zaman kullanmadım
ELT 124 (Okuma Becerileri II)			
ELT 126 (Yazma Becerileri II)			
ELT 128 (İngilizce Dilbilgisi II)			

4. Aşağıdaki derslerde öğrendiğim bilgi ve becerileri ELT 122 dersine aktarıp kullanabildim:

	Sık sık kullandım	Zaman zaman kullandım	Hiçbir zaman kullanmadım
ELT 124 (Okuma Becerileri II)			
ELT 126 (Yazma Becerileri II)			
ELT 128 (İngilizce Dilbilgisi II)			

5. ELT 121 ve ELT 122 (Konuşma Becerileri I & II) dersleri arasında bir devamlılık *var mıydı* (yeni öğrendikleriniz daha önce öğrendiklerinizin devamı niteliğinde miydi)?

☐ Evet

☐ Hayır

Lütfen cevabınızı açıklayınız:

6. ELT 121 ve ELT 122 (Konuşma Becerileri I & II) dersleri arasında bir devamlılık *olmalı mıdır* (yeni öğrendikleriniz daha önce öğrendiklerinizin devamı niteliğinde olmalı mı)?

☐ Evet

☐ Hayır

Lütfen cevabınızı açıklayınız:

7. ELT 121 ve ELT 122 (Konuşma Becerileri I & II) dersleri arasındaki ilişkiyle ilgili görüşlerinizi belirtiniz

	<i>Kesinlikle Katılıyorum</i>	<i>Katılıyorum</i>	<i>Kararsızım</i>	<i>Katılmıyorum</i>	<i>Kesinlikle Katılmıyorum</i>
	5	4	3	2	1
1. ELT 122 dersine, ELT 121 dersinde kaldığımız yerden başladık.					
2. ELT 122 dersinde, ELT 121 dersinde öğrendiklerimden farklı olan yeni dinleme becerileri öğrendim					
3. ELT 122 dersinde, ELT 121 dersinde öğrendiklerimden farklı olan yeni konuşma becerileri öğrendim					
4. ELT 121 ve ELT 122 dersleri, öğretilen dinleme becerileri yönünden birbirlerini tamamlıyorlardı (iki ders arasında süreklilik vardı).					
5. ELT 121 ve ELT 122 dersleri, öğretilen konuşma becerileri yönünden birbirlerini tamamlıyorlardı (iki ders arasında süreklilik vardı).					
6. ELT 121 ve ELT 122 dersleri kolaydan zora doğru sıralanmıştır.					

VII.GENEL DEĞERLENDİRME:

1. ELT 122 dersinde dinleme ve konuşma becerilerinizi geliştirmenize en çok yardımcı olan **3 şeyi** belirtiniz. (Bu dersle ilgili **3 OLUMLU nokta**).

1. _____
2. _____
3. _____

2. ELT 122 dersinde dinleme ve konuşma becerilerinizi geliştirmenize yardımcı olmayan **3 şeyi** belirtiniz. (Bu dersle ilgili **3 OLUMSUZ nokta**).

1. _____
2. _____
3. _____

3. ELT 122 dersinin daha yararlı ve öğrencilerin ihtiyaçlarına daha iyi cevap verir bir duruma getirilebilmesi için **ÖNERİLERİNİZ** nelerdir? Kısaca açıklayınız.

YARDIMINIZ İÇİN ÇOK TEŞEKKÜRLER

**EVALUATING LANGUAGE IMPROVEMENT COURSES
IN THE ELT CURRICULUM
AT EMU**

Dear Students,

This questionnaire has been designed to collect your opinions about **ELT 123** course for evaluation purposes. The course will be evaluated in terms of its features such as objectives, content and materials, course conduct, assessment, and relationship with other courses.

It is absolutely essential that you express your views realistically. The data to be collected through your responses will be of great value to the improvement of the language improvement courses in the ELT curriculum at EMU.

Your identity and individual responses will be kept strictly confidential, and the results of the questionnaire will be used only for research purposes.

Thank you for your participation and cooperation.

Fatoş Erozan
ELT Department

ELT 123- Reading Skills I
Course Evaluation Questionnaire

Please read the following questions/statements and put an X as appropriate.

I. GENERAL BACKGROUND:

1. Your age: ____ years old.
2. Your sex: ☐ Male ☐ Female
3. Your mother tongue: ☐ Turkish ☐ English ☐ Other (please specify) _____
4. Which of the following English exams did you take and what were/was your grade(s)?
☐ TOEFL: _____ ☐ EMU Proficiency Exam: _____ ☐ IELTS: _____
☐ Other (please specify the exam and your score): _____
5. Did you attend any English language preparatory school (prep.)? ☐ Yes ☐ No
6. If yes, what type?
☐ College prep. ☐ Anatolian high school prep. ☐ EMU prep.
☐ Other (please specify) _____
7. How would you rate yourself in **English** in the following areas?

	Very Good	Good	Satisfactory	Poor
Reading				
Listening				
Speaking				
Writing				
Grammar				
Vocabulary				

8. Can you tell your difficulties, if any, in understanding English or in communicating in English in class? In...

	A lot of difficulties	Some difficulties	Little difficulties	None at all
Reading				
Listening				
Speaking				
Writing				
Grammar				
Vocabulary				

9. In what language areas and study skills do you think you need practice to decrease the difficulties you have?

	A lot of practice	Some practice	Little practice	No practice
Reading				
Listening				
Speaking				
Writing				
Grammar				
Vocabulary				
Summarizing				
Note-taking				
Doing library research				
Other (please specify)				

II. COURSE AIMS AND OBJECTIVES:

Please mark (X) as appropriate.

5 4 3 2 1
SA: Strongly agree / A: Agree / NS: Not sure / D: Disagree / SD: Strongly disagree

1. ELT 123 course met my expectations.

☐ Strongly agree ☐ Agree ☐ Not sure ☐ Disagree ☐ Strongly disagree

Please explain your answer:

2. ELT 123 **aimed to** develop our ability to:

	SA 5	A 4	NS 3	D 2	SD 1
skim (read) a text quickly to obtain the main idea(s).					
scan (look through) a text to locate specific information, such as names, dates, etc.					
read a text carefully to get the details.					
guess the meaning of unknown words in a sentence/text by using the context.					
develop our vocabulary knowledge through learning new words.					
read a text and summarize it.					
infer the deep meaning in a text.					
read and paraphrase sentences.					
read and paraphrase paragraphs in a text.					
analyze characters in a text					
make written comments on a text we've read.					
react orally to a text we've read.					
Other (please specify)					

3. ELT 123 course met my needs regarding **reading skills**.

☐ Strongly agree ☐ Agree ☐ Not sure ☐ Disagree ☐ Strongly disagree

4. ELT 123 course met my needs regarding **vocabulary knowledge**.

☐ Strongly agree ☐ Agree ☐ Not sure ☐ Disagree ☐ Strongly disagree

5. With the help of ELT 123 course, *I have improved* in the following areas:

	SA 5	A 4	NS 3	D 2	SD 1
Reading a text quickly to identify the main idea(s)					
Looking through (scanning) a text to find specific information					
Reading a text carefully to get the details					
Reading a text and summarizing it					
Inferring the deep meaning(s) in a text					
Guessing the meaning of unknown words in a sentence/text by using the context					
Reading and paraphrasing sentences					
Reading and paraphrasing paragraphs in a text					
Answering comprehension question following a text					
Analyzing characters in a text					
Writing comments on a text I have read					
Talking to react to a text I have read					
Vocabulary knowledge					
Pronunciation in English					
Fluency in speech					
Accuracy in speech					
Grammar					
Reading speed					
Critical thinking					
Other (please specify)					

6. Which *other reading skills* you would like to have been developed/improved in ELT 123? Please explain.

III. COURSE CONTENT AND MATERIALS:

1. Please express your opinion about the following issues in ELT 123:

	SA 5	A 4	NS 3	D 2	SD 1
1. The course materials provided me with what I needed to know or do.					
2. The course materials were appropriate to my interests.					
3. The course materials fit my long term goals in terms of reading skills.					
4. The course materials fit my long term goals in terms of vocabulary knowledge.					
5. The topics and themes in the materials were interesting.					
6. The course materials offered continuity (between earlier and later parts).					
7. The reading skills and strategies taught in ELT 123 were useful for improving my general reading ability in English.					
8. The strategies taught in ELT 123 were useful for improving my ability to guess the meanings of unknown words.					
9. ELT 123 course materials were useful for improving my general vocabulary knowledge in English.					
10. The topics(e.g. computers, family) were presented sequentially, i.e. building upon prior learning.					

	SA 5	A 4	NS 3	D 2	SD 1
11. The reading skills were taught sequentially, i.e. building upon prior learning.					
12. The course books were appropriately priced.					
13. The materials were in line with the course objectives.					
14. Course materials were sufficient to improve my reading skills.					
15. Course materials were sufficient to improve my ability to guess unknown vocabulary.					
16. Course materials were sufficient to improve my vocabulary knowledge in English.					
17. It was easy to use the course materials.					
18. Exercises/tasks in the ELT 123 course pack were effective in improving my reading skills.					
19. Exercises/tasks in "Power Play" were effective in improving my reading skills.					
20. Exercises/tasks in the ELT 123 course pack were effective in improving my vocabulary knowledge.					
21. Exercises/tasks in "Power Play" were effective in improving my vocabulary knowledge.					
22. The course materials had variety.					
23. I had difficulty in following the course materials.					
24. The course materials helped me to improve my reading skills.					
25. The course materials helped me to improve my vocabulary knowledge.					
26. The course materials were visually attractive.					
27. The course materials were appropriate to our proficiency level in English.					
28. There was a need for supplementary materials to improve my reading skills. (i.e. supplementary materials should have been used)					
29. There was a need for supplementary materials to improve my vocabulary knowledge. (i.e. supplementary materials should have been used)					
30. Other (please specify)					

2. The following course materials were *useful* to me:

	SA 5	A 4	NS 3	D 2	SD 1
Reading texts I have chosen for fun reading tasks					
Short stories in "Power Play"					
Questions following the short stories in "Power Play"					
Glossary following each short story in "Power Play"					
"The guideline for reading short stories" in "Power Play"					
Texts in ELT 123 Course Pack					
Questions (scanning, vocabulary, comprehension) related to the texts in <i>ELT 123 Course Pack</i>					
Vocabulary activities in the ELT 123 Course Pack					
Vocabulary activities in "Power Play"					
Paraphrasing activities in the ELT 123 Course Pack					
Supplementary materials provided by the course instructor: reading texts and questions related to these texts					
Other (please specify)					

3. Are there any other things (i.e. topics, tasks, etc.) you HAVE NOT done in ELT 123 course but you would like to have done? Please explain.

4. Are there any things (i.e. topics, tasks, etc.) you think were NOT necessary to do in ELT 123 course? Please explain.

5. What were the good (positive) and bad (negative) points about the **materials** (course books, handouts, etc.) you were working with in this course?

Good (positive) points: _____

Bad (negative) points: _____

6. What **changes** should be made in ELT 123 in terms of the following areas? Give suggestions

(a) Topics and themes (of the texts) studied: _____

(b) Reading skills and strategies taught: _____

(c) Materials used (ELT 123 Course pack, “Power Play”, supplementary materials, etc.): _____

IV. COURSE CONDUCT / TEACHING-LEARNING PROCESS:

1. Which activities and methods *were used* in ELT 123?

	More than I wanted	The right amount	Not enough	None
Teacher lecture				
Silent individual work				
Student presentations				
Pair work				
Group work				
Discussions				
Games				
Role plays				
Projects				
Video sessions				
Tape sessions				
Reading aloud by students				
Reading aloud by the teacher				
Silent reading				
Whole class feedback sessions on exercises				
Homework/Assignment				
Peer correction				
Self correction				
Teacher correction				
Other (please specify)				

2. Which activities and methods *you would like to be used* in ELT 123?

	Frequently	Sometimes	Never
Teacher lectures			
Individual work			
Pair work			
Group work			
Role-plays			
Games			
Songs			
Video sessions			
Tape sessions			
Discussions			
Student presentations			
Computer-aided activities			
Peer correction			
Self correction			
Teacher correction			
Dictation			
Reading aloud by students			
Reading aloud by the teacher			
Projects			
Questioning (by the teacher)			
Translation			

	Frequently	Sometimes	Never
Homework/assignments			
Personal reading			
Other (please specify)			

3. Please express your opinion about the *teaching-learning process in ELT 123 course*.

	SA 5	A 4	NS 3	D 2	SD 1
1. There was an efficient use of time in class.					
2. There was a good student-teacher interaction in the course.					
3. The students had cooperative relationships with each other.					
4. A variety of activities was used in the course.					
5. The teacher was teaching in an interesting way.					
6. It was easy to follow the teacher.					
7. The teacher's instructions were clear.					
8. The teaching methodology of the teacher was effective in our learning.					
9. The teacher was encouraging us to participate in the lessons.					
10. The teacher used audio-visual aids (OHP, video, tape-recorder, etc.) effectively in the lessons.					
11. The teacher was using the board effectively.					
12. The teacher was giving equal attention to all students in the class.					
13. The teacher corrected our mistakes in an effective way.					
14. I preferred to work individually in class.					
15. I preferred to work with (a) partner(s) in class.					
16. I used only English in class.					
17. The lessons were taught in an interesting way.					
18. Other students helped me to learn in this course.					
19. The teacher helped me to learn in this course.					
20. The teacher was giving sufficient feedback on our performance.					
21. The students were giving sufficient feedback on each other's performance.					
22. I preferred reading texts at home to reading them in the class.					

4. What did you find the MOST USEFUL in ELT 123 lessons to improve your reading skills?

5. What could the teacher have done in order to help you more in ELT 123 course?

6. What could other students have done in order to help you more in ELT 123 course?

7. How should teaching-learning be in ELT 123 course so that it would help the students a lot? Please give suggestions.

V. ASSESSMENT AND STUDENT PERFORMANCE:

1. Express your opinion about the following issues in ELT 123:

	SA 5	A 4	NS 3	D 2	SD 1
1. We were assessed on the things (i.e. skills) we practiced in the lessons.					
2. Before the tests, we were given information about the scope of the tests.					
3. The directions on the tests were clear.					
4. The materials we used in the lessons and the test materials were similar in terms of difficulty level.					
5. The test questions were difficult.					
6. The quiz results demonstrate my actual proficiency / ability in reading skills.					
7. The exam results demonstrate my actual proficiency / ability in reading skills.					
8. My reading skills have been correctly measured in the course.					
9. The grading was fair.					
10. HW/assignments were relevant to the course aims.					
11. My performance in this course was good.					
12. My reading skills have improved after this course.					
13. My vocabulary knowledge has improved after this course.					
14. I received sufficient feedback on my performance in the assignments.					
15. I received sufficient feedback on my performance in the quizzes.					
16. I received sufficient feedback on my performance in the exams.					

2. The following assessment tools were *effective* in measuring my performance (success) in ELT 123 *correctly*:

	SA 5	A 4	NS 3	D 2	SD 1
Homework/Assignment (Fun reading tasks)					
Midterm Exam					
Quizzes					
Participation					
Final exam					
Other (please specify)					

3. In what other ways your reading skills could have been better measured in ELT 123 course? Please explain briefly.

VI. RELATIONSHIP WITH OTHER COURSES:

1. Should there be (a)n overlap/relationship between ELT 123 and other ELT courses (ELT 121, ELT 125 and ELT 127)?

☐ Yes ☐ No

Why?

2. Was there (a)n overlap/relationship between ELT 123 and other language courses (ELT 121, ELT 125 and ELT 127)?

☐ Yes ☐ No

Please explain your answer:

3. I was able to transfer/use the skills and/or information I learned in ELT 123 in:

	Frequently	Sometimes	Never
ELT 121 Oral Communication Skills I			
ELT 125 Writing Skills I			
ELT 127 English Grammar I			

4. I was able to transfer/use the skills and/or information I learned in the following courses in/to ELT 123:

	Frequently	Sometimes	Never
ELT 121 Oral Communication Skills I			
ELT 125 Writing Skills I			
ELT 127 English Grammar I			

VII. OVERALL EVALUATION:

1. List 3 things in ELT 123 course that helped you the most to improve your reading skills (**3 POSITIVE aspects** of the course).

1. _____

2. _____

3. _____

2. List 3 things in ELT 123 course that **DID NOT help you** to improve your reading skills (**3 NEGATIVE aspects** of the course).

1. _____

2. _____

3. _____

3. List your SUGGESTIONS to make ELT 123 course more useful and better adjusted to students' needs:

THANK YOU VERY MUCH FOR YOUR COOPERATION

DOĞU AKDENİZ ÜNİVERSİTESİ
İNGİLİZ DİLİ EĞİTİMİ BÖLÜMÜ MÜFREDATINDAKİ
DİL GELİŞTİRME DERSLERİNİN DEĞERLENDİRİLMESİ

Sevgili Öğrenciler,

Bu anket sizin **ELT 123** dersiyle ilgili görüşlerinizi belirlemek için değerlendirme amaçlı geliştirilmiştir. Bu ders, hedefleri, içerik ve materyalleri, işlenişi, değerlendirme sistemi ve diğer deslerle olan ilişkisi bağlamında değerlendirilecektir.

Fikirlerinizi açıkca ve gerçekçi bir biçimde ortaya koymanız çok önemlidir. Vereceğiniz cevaplar yoluyla toplanacak veri Doğu Akdeniz Üniversitesi İngiliz Dili Eğitimi Bölümü müfredatındaki dil geliştirme derslerinin iyileştirilmesi için büyük önem taşımaktadır.

Kimliğiniz ve bireysel cevaplarınız kesinlikle gizli tutulacaktır. Anket sonuçları sadece araştırma amaçlı kullanılacaktır.

Katılımınız ve işbirliğiniz için teşekkürler.

Fatoş Erozan
İngiliz Dili Eğitimi Bölümü

ELT 123- Okuma Becerileri I
Ders Değerlendirme Anketi

Aşağıdaki soruları uygun şekilde cevaplayınız veya X ile işaretleyiniz.

I.GENEL ÖZGEÇMİŞ:

1. Yaşınız: _____
2. Cinsiyetiniz: ☐ Erkek ☐ Kadın
3. Anadiliniz: ☐ Türkçe ☐ İngilizce ☐ Diğer (lütfen belirtiniz) _____
4. Aşağıda belirtilen İngilizce sınavlarından hangi veya hangilerine girdiniz işaretleyiniz ve aldığınız notu belirtiniz
☐ TOEFL: _____ ☐ DAÜ İngilizce Yeterlik Sınavı: _____ ☐ IELTS: _____
☐ Diğer (lütfen sınavın ismini ve aldığınız notu belirtiniz): _____
5. İngilizce hazırlık okudunuz mu? ☐ Evet ☐ Hayır
6. Evet ise, ne çeşit bir hazırlık?
☐ Kolej hazırlık. ☐ Anadolu Lisesi hazırlık ☐ DAÜ hazırlık
☐ Diğer (lütfen belirtiniz) _____
7. Aşağıdaki alanlarda İngilizcenizi nasıl buluyorsunuz?

	Çok iyi	İyi	Orta	Zayıf
Okuma				
Dinleme				
Konuşma				
Yazma				
Gramer				
Kelime bilgisi				

8. Eğer varsa, sınıfta İngilizce anlama veya iletişim kurmada aşağıda belirtilen alanlarda ne derece zorluk yaşıyorsunuz?

	Çok fazla	Biraz	Çok az	Hiç
Okuma				
Dinleme				
Konuşma				
Yazma				
Gramer				
Kelime bilgisi				

9. Yaşadığınız zorlukları azaltmak için hangi alanlarda veya becerilerde ne kadar pratik yapmanız gerektiğine inanıyorsunuz?

	Çok fazla	Biraz	Çok az	Hiç
Okuma				
Dinleme				
Konuşma				
Yazma				
Gramer				
Kelime bilgisi				
Özetleme				
Not tutma				
Kütüphane araştırması yapma				
Diğer				

II.DERS HEDEFLERİ:

Lütfen uygun şekilde yanıtlayınız veya belirtildiği gibi (X) işaretleyiniz.

5 4 3 2 1
Kesinlikle katılıyorum / Katılıyorum /Kararsızım /Katılmıyorum / Kesinlikle katılmıyorum

1. ELT 123 dersi beklentilerimi karşıladı

☐Kesinlikle katılıyorum ☐Katılıyorum ☐Kararsızım ☐Katılmıyorum ☐Kesinlikle katılmıyorum

Lütfen yanıtınızı açıklayınız:

2. ELT 123 dersi aşağıdaki alanlarda gelişmemizi **hedefliyordu**

	<i>Kesinlikle Katılıyorum</i>	<i>Katılıyorum</i>	<i>Kararsızım</i>	<i>Katılmıyorum</i>	<i>Kesinlikle Katılmıyorum</i>
	5	4	3	2	1
Okuma parçasını hızlıca okuyup (skimming) ana fikir veya fikirleri bulabilme					
Okuma parçasına göz atıp (scanning) isim, tarih, vb. gibi belirli bilgileri bulabilme					
Parçayı dikkatlice okuyup detayları anlayıp çıkarabilme					
Bilinmeyen kelimelerin cümle/parça içindeki anlamlarını tahmin edebilme					
Yeni kelimeler öğrenerek İngilizce kelime bilgimi artırabilme					
Parça okuyup özetleyebilme					
Parçadaki derin anlamı çıkarabilme					
Cümleleri okuyup, anlamlarını koruyarak, kendi kelimelerimle yazabilme (sentence paraphrasing)					
Paragrafları okuyup, anlamlarını koruyarak, kendi kelimelerimle yazabilme (paragraph paraphrasing)					
Parçadaki karakterleri analiz edebilme					
Okuduğumuz bir parça üzerine yazılı yorum yapabilme					
Okuduğumuz bir parça üzerine konuşup sözlü olarak yorum yapabilme					
Diğer (lütfen belirtiniz)					

3. ELT 123 dersi **okuma** becerileriyle ilgili ihtiyaçlarımı karşıladı

☐Kesinlikle katılıyorum ☐Katılıyorum ☐Kararsızım ☐Katılmıyorum ☐Kesinlikle katılmıyorum

4. ELT 123 dersi **kelime bilgisiyle (vocabulary knowledge)** ilgili ihtiyaçlarımı karşıladı.

☐Kesinlikle katılıyorum ☐Katılıyorum ☐Kararsızım ☐Katılmıyorum ☐Kesinlikle katılmıyorum

5. ELT 123 dersinin yardımıyla, aşağıdaki alanlarda *gelişme kaydettim*.

	<i>Kesinlikle Katılıyorum</i>	<i>Katılıyorum</i>	<i>Kararsızım</i>	<i>Katılmıyorum</i>	<i>Kesinlikle Katılmıyorum</i>
	5	4	3	2	1
Parçayı hızlıca okuyup anafikir veya fikirleri belirleme					
Parçayı gözden geçirip (scanning) belirli bilgileri bulup çıkarma					
Parçayı dikkatlice okuyup detayları anlama					
Parçayı okuyup özetleme					
Parçadaki derin anlam(lar)ı çıkarma					
Bilinmeyen kelimelerin cümle/parça içindeki anlamlarını tahmin etme					
Cümleleri okuyup anlamlarını koruyarak kendi kelimelerimle tekrardan yazma (sentence paraphrasing)					
Parçadaki paragrafları okuyup anlamlarını koruyarak kendi kelimelerimle tekrardan yazma (paragraph paraphrasing)					
Parçayı takip eden, parçayla ilgili, anlama (comprehension) sorularını cevaplama					
Okuma parçasındaki kahramanları analiz etme					
Okuduğum parçayla ilgili yorumlar yazma					
Okuduğum parçayla ilgili konuşup sözlü olarak yorum yapma					
Kelime bilgisi (vocabulary knowledge)					
İngilizce telaffuz (pronunciation)					
Akıcı konuşma					
Doğru (hatasız) konuşma					
Gramer					
Okuma hızı /reading speed)					
Eleştirel düşünme (critical thinking)					
Diğer (lütfen belirtiniz)					

6. ELT 123 dersinde *daha başka* ne gibi *okuma becerilerinin* geliştirilmesini isterdiniz (hangi beceriler geliştirilmeliydi ancak geliştirilmedi)? Lütfen kısaca belirtiniz.

III.DERSİN İÇERİĞİ VE MATERYALLER:

1.Aşağıda verilen ELT 123 dersiyle ilgili konulardaki düşünceleriniz nedir?

	<i>Kesinlikle Katılıyorum</i>	<i>Katılıyorum</i>	<i>Kararsızım</i>	<i>Katılmıyorum</i>	<i>Kesinlikle Katılmıyorum</i>
	5	4	3	2	1
1. Ders materyaller bilmek veya yapmak istediğim herşeyi kapsıyordu.					
2. Ders materyalleri ilgi alanlarıma uygundu.					
3. Ders materyalleri okuma becerileriyle ilgili uzun vadeli hedeflerime uyuyordu.					
4. Ders materyalleri İngilizce kelime bilgisiyle ilgili uzun vadeli hedeflerime uyuyordu.					
5. Ders materyallerindeki konular ilgi çekiciydi.					
6. Ders materyallerinde, önceki ve sonraki bölümler arasında süreklilik/ilişki vardı.					
7. ELT 123 dersinde öğretilen okuma becerileri benim genel okuma yetimi ilerletmemde yararlı oldu.					
8. ELT 123 dersinde öğretilen stratejiler benim bilinmeyen kelimelerin anlamlarını tahmin etme yetimi ilerletmemde yararlı oldu.					
9. ELT 123 ders materyalleri benim genel İngilizce kelime bilgimi ilerletmemde yararlı oldu.					
10.Konular (bilgisayarlar, aile gibi) sırayla veriliyordu (yeni bir şey öğrenirken bir önce öğrendiklerimize bir şeyler ekleniyordu).					
11.Okuma beceriler sırayla öğretiliyordu (yeni bir şey öğrenirken bir önce öğrendiklerimize birşeyler ekleniyordu).					
12.Ders kitaplarının fiyatları uygundu.					
13.Materyaller dersin hedeflerine yönelikti.					
14.Ders materyalleri okuma becerilerimi ilerletmem için yeterliydi.					
15.Ders materyalleri bilinmeyen kelimelerin anlamlarını tahmin etme yetimi ilerletmem için yeterliydi.					
16.Ders materyalleri İngilizce kelime bilgimi ilerletmem için yeterliydi.					
17.Materyalleri kullanmak (işlemek) kolaydı.					
18.ELT 123 kitabındaki (course pack) alıştırmalar (exercises, tasks) okuma becerilerimi geliştirmemde etkili oldu.					
19."Power Play" kitabındaki alıştırmalar (exercises,tasks) okuma becerilerimi geliştirmemde etkili oldu.					
20.ELT 123 kitabındaki alıştırmalar (exercises, tasks) kelime bilgimi geliştirmemde etkili oldu.					
21."Power Play" kitabındaki alıştırmalar (exercises,tasks) kelime bilgimi geliştirmemde etkili oldu.					
22.Ders materyallerinde çeşitlilik vardı.					
23.Dersin materyallerini takip etmekte zorluk çektim.					
24.Ders materyalleri okuma becerilerimi geliştirmeme yardımcı oldu.					
25.Ders materyalleri kelime bilgimi geliştirmeme yardımcı oldu.					
26.Ders materyalleri görsel olarak çekiciydi.					
27.Ders materyalleri İngilizce seviyemize uygundu.					
28.Okuma becerilerimi geliştirmem için ek/yardımcı materyallere ihtiyaç vardı (ek materyaller kullanılmalıydı).					
29.Kelime bilgimi geliştirmek için ek/yardımcı materyallere ihtiyaç vardı (ek materyaller kullanılmalıydı).					
30. Diğer (lütfen belirtiniz)					

2. Aşağıdaki ders materyalleri benim için *yararlı* oldu

	<i>Kesinlikle Katılıyorum</i>	<i>Katılıyorum</i>	<i>Kararsızım</i>	<i>Katılmıyorum</i>	<i>Kesinlikle Katılmıyorum</i>
	5	4	3	2	1
Okuma ödevleri (reading tasks) için kendi seçtiğim okuma parçaları					
“Power Play” kitabındaki hikayeler					
”Power Play” kitabındaki hikayeleri takip eden sorular					
“Power Play” kitabında, her hikayenin sonunda verilen sözlük (glossary)					
“Power Play” kitabında verilen hikaye okuma kılavuzu (a guideline for reading short stories)					
ELT 123 kitabındaki (ELT 123 Course Pack) okuma parçaları					
ELT 123 kitabındaki (ELT 123 Course Pack) okuma parçaları ile ilgili sorular (skimming, scanning, vocabulary, comprehension)					
ELT 123 kitabındaki kelime alıştırmaları (vocabulary activities)					
“Power Play” kitabındaki kelime alıştırmaları (vocabulary activities)					
ELT 123 kitabında, cümleleri kendi kelimelerimizle anlamlarını değiştirmeden yazma alıştırmaları (paraphrasing exercises)					
Ders öğretmeninin verdiği ek materyaller: okuma parçaları ve soruları					
Diğer (lütfen belirtiniz)					

3. ELT 123 dersinde *yapmadığınız* ancak yapmak istediğiniz daha başka konular ve çalışmalar var mıydı? Lütfen açıklayınız.

4. ELT 123 dersinde yapılmasının gereksiz olduğunu düşündüğünüz konular ve çalışmalar yaptınız mı? Lütfen açıklayınız.

5. ELT 123 desinde kullandığınız *materyallerle* (ders kitapları, teksirler, vb.) ilgili neler iyi, neler iyi değildi?

İyi (olumlu) yönler: _____

İyi olmayan (olumsuz) yönler: _____

6. ELT 123 dersinde sizce aşağıdaki konularla ilgili ne gibi **değişiklikler** yapılmalıdır? Önerilerinizi yazınız.

(a) İşlenen konular (parçaların konuları): _____

(b) Öğretilen veya çalışılan okuma becerileri ve stratejileri: _____

(c) Kullanılan materyaller (ELT 123 Course Pack, Power Play, ek materyaller, vb.): _____

IV. DERSİN İŞLENİŞİ, ÖĞRENME-ÖĞRETME SÜRECİ:

1. ELT 123 dersinde hangi aktiviteler ve metodlar **kullanılmıştır**?

	İstediğimden daha fazla	Olması gerektiği kadar	Yeterli değil	Hiç
Öğretmenin ders anlatması (Teacher lecture)				
Tek başına sessiz çalışma (Silent individual work)				
Öğrenci sunuları (Student presentations)				
İkili çalışma (Pair work)				
Gurup halinde çalışma (Group work)				
Tartışmalar (Discussions)				
Oyunlar (Games)				
Rol yapma (Role plays)				
Projeler (Projects)				
Video gösterimi (Video sessions)				
Kaset dinleme (Tape sessions)				
Öğrencilerin yüksek sesle okuması (Reading aloud by students)				
Öğretmenin yüksek sesle okuması (Reading aloud by the teacher)				
Sessiz okuma (Silent reading)				

	İstediğimden daha fazla	Olması gerektiği kadar	Yeterli değil	Hiç
Tüm sınıf olarak alıştırmaların cevaplarını control etme (Whole class feedback sessions on exercises)				
Ödevler (Homework/assignments)				
Öğrencilerin birbirlerinin hatalarını düzeltmesi (Peer correction)				
Öğrencilerin kendi hatalarını düzeltmesi (Self correction)				
Öğretmenin hataları düzeltmesi (Teacher correction)				
Diğer (belirtiniz)				

2. Aşağıdaki aktivite ve metodlardan hangilerinin ve ne sıklıkta ELT 123 dersinde **kullanılmasını** **isterdiniz?**

	Sık Sık	Zaman Zaman	Hiçbir Zaman
Öğretmenin ders anlatması (Teacher lecture)			
Tek başına çalışma (Individual work)			
İkili çalışma (Pair work)			
Gurup çalışması (Group work)			
Rol yapma (Role-plays)			
Oyunlar (Games)			
Şarkılar (Songs)			
Video gösterimi (Video sessions)			
Kaset dinleme (Tape sessions)			
Tartışmalar (Discussions)			
Öğrencilerin sunuları (Student presentations)			
Bilgisayar destekli çalışmalar (Computer-aided activities)			
Öğrencilerin birbirlerinin hatalarını düzeltmesi (Peer correction)			
Öğrencilerin kendi hatalarını düzeltmesi (Self correction)			
Öğretmenin öğrencilerin hatalarını düzeltmesi (Teacher correction)			
İmla (Dictation)			

	Sık Sık	Zaman Zaman	Hiçbir Zaman
Öğrencilerin yüksek sesle okuma yapması (Reading aloud by students)			
Öğretmenin yüksek sesle okuma yapması (Reading aloud by the teacher)			
Projeler (Projects)			
Öğretmenin sorular sorması (Questioning by the teacher)			
Çeviri (Translation)			
Ödev (Homework/assignments)			
Kişisel okuma (Personal reading)			
Diğer (belirtiniz)			

3. Lütfen **ELT 123** dersindeki **öğretim-öğrenim süreci** (teaching-learning process) ile ilgili görüşlerinizi belirtiniz. (Öğretim-öğrenim süreci: Sınıfta dersin işlenişi)

	<i>Kesinlikle Katılıyorum</i>	<i>Katılıyorum</i>	<i>Kararsızım</i>	<i>Katılmıyorum</i>	<i>Kesinlikle Katılmıyorum</i>
	5	4	3	2	1
1. Sınıfta zaman iyi kullanılıyordu.					
2. Bu derste öğrenci-öğretmen ilişkisi/etkileşimi iyiydi.					
3. Öğrenciler birbirlerine yardımcı oluyorlardı.					
4. Derste çok çeşitli aktiviteler kullanılıyordu.					
5. Öğretmen dersi ilgi çekici bir şekilde anlatıyordu.					
6. Öğretmeni takip etmek kolaydı.					
7. Öğretmenin ne yapmamız gerektiğiyle ilgili verdiği açıklamalar (instructions) anlaşılırdı.					
8. Öğretmenin yöntemi (methodology) öğrenmemizde etkiliydi.					
9. Öğretmen derse katılmamızı teşvik ediyordu.					
10. Öğretmen tepegöz, video, kaset çalar (teyp) gibi araç gereçleri etkili bir şekilde kullanıyordu.					
11. Öğretmen tahtayı etkili bir biçimde kullanıyordu					
12. Öğretmen sınıftaki tüm öğrencilerle eşit olarak ilgileniyordu.					
13. Öğretmen yaptığımız yanlışları etkili ve anlaşılır bir şekilde düzeltiyordu.					
14. Sınıfta tek başıma çalışmayı tercih ediyordum.					
15. Sınıfta başkalarıyla bir arada çalışmayı tercih ediyordum.					
16. Sınıfta sadece İngilizce kullanıyordum.					
17. Dersler ilgi çekici bir şekilde işleniyordu.					
18. Diğer öğrenciler bu derste öğrenmeye yardımcı oldular.					

	<i>Kesinlikle Katılıyorum</i>	<i>Katılıyorum</i>	<i>Kararsızım</i>	<i>Katılmıyorum</i>	<i>Kesinlikle Katılmıyorum</i>
	5	4	3	2	1
19.Öğretmen bu derste öğrenmeme yardımcı oldu.					
20.Öğretmen yaptığımız çalışmaların (performansımızın) nasıl olduğuyla ilgili olarak yeterli bilgi (feedback) veriyordu.					
21.Öğrenciler birbirlerine yaptıkları çalışmaların (performanslarının) nasıl olduğuyla ilgili bilgi veriyorlardı.					
22. Okuma parçalarını sınıfta okumak yerine evde okumayı tercih ediyordum.					

4. ELT 123 dersinde okuma becerilerinizi geliştirmede en yararlı neyi/neleri buldunuz?

5. ELT 123 dersinde, öğretmen neler yaparak size daha çok yararlı olabilirdi?

6. ELT 123 dersinde, diğer öğrenciler neler yaparak size daha çok yararlı olabilirdi?

7. Öğrencilere en iyi şekilde yardımcı olabilmesi için, ELT 123 dersinde öğretim-öğrenim süreci, yani derslerin işlenişi (teaching-learning process) ne şekilde olmalıdır? Lütfen önerilerinizi yazınız.

V. DEĞERLENDİRME VE ÖĞRENCİ PERFORMANSI:

1. Aşağıda ELT 123 dersiyle ilgili olan konular hakkındaki görüşlerinizi belirtiniz

	<i>Kesinlikle Katılıyorum</i>	<i>Katılıyorum</i>	<i>Kararsızım</i>	<i>Katılmıyorum</i>	<i>Kesinlikle Katılmıyorum</i>
	5	4	3	2	1
1. Derslerde alıştırmayı yaptığımız şeylerden sınav olduk/değerlendirildik					
2. Sınavlardan önce sınavların içeriğiyle ilgili bilgilendiriliyorduk					
3. Sınavlardaki açıklamalar (instructions) açık ve anlaşılırdı					

	<i>Kesinlikle Katılıyorum</i>	<i>Katılıyorum</i>	<i>Kararsızım</i>	<i>Katılmıyorum</i>	<i>Kesinlikle Katılmıyorum</i>
	5	4	3	2	1
4. Ders ve sınav materyalleri zorluk derecesi açısından birbirleriyle aynıydı					
5. Sınav soruları zordu					
6. Yoklama sınavı (Quiz) sonuçları benim okuma becerilerindeki gerçek yetimi/başarımı yansıtıyor					
7. Sınav sonuçları benim okuma becerilerindeki gerçek yetimi/başarımı yansıtıyor					
8. Bu derste okuma becerilerim doğru bir şekilde ölçüldü					
9. Değerlendirme adil					
10. Ödevler dersin amaçlarına uygundu					
11. Bu derste performansım/başarım iyiydi					
12. Bu dersten sonra okuma becerilerim ilerledi					
13. Bu dersten sonra kelime bilgim ilerledi					
14. Ödevlerdeki performansım/başarımla ilgili yeterli bilgi (feedback) aldım					
15. Yoklama sınavlardaki (Quizzes) performansım/başarımla ilgili yeterli bilgi (feedback) aldım					
16. Sınavlardaki (Exams) performansım/başarımla ilgili yeterli bilgi (feedback) aldım					

2. Aşağıdaki değerlendirme araçları ELT 123 dersindeki performansımı(başarımı) *doğru bir şekilde ölçmede etkiliydi*:

	<i>Kesinlikle Katılıyorum</i>	<i>Katılıyorum</i>	<i>Kararsızım</i>	<i>Katılmıyorum</i>	<i>Kesinlikle Katılmıyorum</i>
	5	4	3	2	1
Ödevler (Fun reading tasks)					
Ara Sınav (Midterm exam)					
Yoklama sınavları (Quizzes)					
Derse katılım (Participation)					
Final sınavı (Final exam)					
Diğer (belirtiniz)					

3. ELT 123 dersinde okuma becerileriniz daha başka hangi yollarla/yöntemlerle daha iyi ölçülebilirdi? Lütfen kısaca açıklayınız.

VI. DİĞER DERSLERLE İLİŞKİLER:

1. ELT 123 dersiyle diğer ELT dersleri (ELT 121, ELT 125 & ELT 127) arasında bir örtüşme/ilişki/bağlantı **olmalı mıdır?**

☐ Evet

☐ Hayır

Neden?

2. ELT 123 dersiyle diğer ELT dersleri (ELT 121, ELT 125 ve ELT 127) arasında bir örtüşme/ilişki/bağlantı **var mıydı?**

☐ Evet

☐ Hayır

Lütfen cevabınızı açıklayınız:

3. ELT 123 dersinde öğrendiğim bilgi ve becerileri aşağıdaki derslere de aktarıp kullanabildim:

	Sık sık kullandım	Zaman zaman kullandım	Hiçbir zaman kullanmadım
ELT 121 (Konuşma Becerileri I)			
ELT 125 (Yazma Becerileri I)			
ELT 127 (İngilizce Dilbilgisi I)			

4. Aşağıdaki derslerde öğrendiğim bilgi ve becerileri ELT 123 dersine aktarıp kullanabildim:

	Sık sık kullandım	Zaman zaman kullandım	Hiçbir zaman kullanmadım
ELT 121 (Konuşma Becerileri I)			
ELT 125 (Yazma Becerileri I)			
ELT 127 (İngilizce Dilbilgisi I)			

VII. GENEL DEĞERLENDİRME:

1. ELT 123 dersinde okuma becerilerinizi geliştirmenize en çok yardımcı olan **3 şeyi** belirtiniz. (Dersle ilgili **3 OLUMLU** nokta)

1. _____
2. _____
3. _____

2. ELT 123 dersinde okuma becerilerinizi geliřtirmenize yardımcı olmayan **3 řeyi** belirtiniz (Dersle ilgili **3 OLUMSUZ nokta**).

1. _____

2. _____

3. _____

3. ELT 123 dersinin daha yararlı ve řğrencilerin ihtiyalarına daha iyi cevap verir bir duruma getirilebilmesi için **ÖNERİLERİNİZ** nelerdir?

YARDIMINIZ İİN OK TEřEKKÜRLER

**EVALUATING LANGUAGE IMPROVEMENT COURSES
IN THE ELT CURRICULUM
AT EMU**

Dear Students,

This questionnaire has been designed to collect your opinions about **ELT 124** course for evaluation purposes. The course will be evaluated in terms of its features such as objectives, content and materials, course conduct, assessment, and relationship with other courses.

It is absolutely essential that you express your views realistically. The data to be collected through your responses will be of great value to the improvement of the language improvement courses in the ELT curriculum at EMU.

Your identity and individual responses will be kept strictly confidential, and the results of the questionnaire will be used only for research purposes.

Thank you for your participation and cooperation.

Fatoş Erozan
ELT Department

ELT 124 - Reading Skills II
Course Evaluation Questionnaire

Please read the following questions/statements and put an X as appropriate.

I. GENERAL BACKGROUND:

1. Your age: ____ years old.
2. Your sex: ☐ Male ☐ Female
3. Your mother tongue: ☐ Turkish ☐ English ☐ Other (please specify) _____
4. Which of the following English exams did you take and what were/was your grade(s)?
☐ TOEFL: _____ ☐ EMU Proficiency Exam: _____ ☐ IELTS: _____
☐ Other (please specify the exam and your score): _____
5. Did you attend any English language preparatory school (prep.)? ☐ Yes ☐ No
6. If yes, what type?
☐ College prep. ☐ Anatolian high school prep. ☐ EMU prep.
☐ Other (please specify) _____
7. How would you rate yourself in **English** in the following areas?

	Very Good	Good	Satisfactory	Poor
Reading				
Listening				
Speaking				
Writing				
Grammar				
Vocabulary				

8. Can you tell your difficulties, if any, in understanding English or in communicating in English in class? In...

	A lot of difficulties	Some difficulties	Little difficulties	None at all
Reading				
Listening				
Speaking				
Writing				
Grammar				
Vocabulary				

9. In what language areas and study skills do you think you need practice to decrease the difficulties you have?

	A lot of practice	Some practice	Little practice	No practice
Reading				
Listening				
Speaking				
Writing				
Grammar				
Vocabulary				
Summarizing				
Note-taking				
Doing library research				
Other (please specify)				

II. COURSE AIMS AND OBJECTIVES:

Please mark (X) as appropriate.

5 4 3 2 1
SA: Strongly agree / A: Agree / NS: Not sure / D: Disagree / SD: Strongly disagree

1. ELT 124 course met my expectations.

☐ Strongly agree ☐ Agree ☐ Not sure ☐ Disagree ☐ Strongly disagree

Please explain your answer:

2. ELT 124 **aimed to** develop our ability to:

	SA 5	A 4	NS 3	D 2	SD 1
skim (read) a text quickly to obtain the main idea(s).					
scan (look through) a text to locate specific information, such as names, dates, etc.					
read a text carefully to get the details.					
guess the meaning of unknown words in a sentence/text by using the context.					
identify whether a word is a noun, adjective, verb or an adverb					
use the new words we have learnt in sentences					
develop our vocabulary knowledge through learning new words.					
identify the difference between main ideas and topics in a text					
read a text and take notes					
make an outline by using the notes					
Summarize a text by using our notes and outline.					
analyze a short story					
analyze characters in a text					
identify the text structure (e.g. cause-and-effect) used in a text					
make written comments on a text we've read.					
discuss about a text we've read.					
understand writer's point of view					
read/think critically					
Other (please specify)					

3. ELT 124 course met my needs regarding **reading skills**.

☐ Strongly agree ☐ Agree ☐ Not sure ☐ Disagree ☐ Strongly disagree

4. ELT 124 course met my needs regarding **vocabulary knowledge**.

☐ Strongly agree ☐ Agree ☐ Not sure ☐ Disagree ☐ Strongly disagree

5. With the help of ELT 124 course, *I have improved* in the following areas:

	SA 5	A 4	NS 3	D 2	SD 1
Reading a text quickly to identify the main idea(s)					
Looking through (scanning) a text to find specific information					
Reading a text carefully to get the details					
Reading a text and note taking					
Making an outline by using the notes					
Writing a summary of a text by using the notes and the outline					
Inferring the deep meaning(s) in a text					
Guessing the meaning of unknown words in a sentence/text by using the context					
Using new words in sentences					
Identifying whether a word is a noun, adjective, adverb or a verb					
Identifying the difference between main ideas and topics in a text					
Answering comprehension question following a text					
Analyzing a short story					
Analyzing characters in a text					
Identifying text structure in a text					
Writing comments on a text I have read					
Discuss about a text I have read					
Understanding writer's point of view					
Vocabulary knowledge					
Pronunciation in English					
Fluency in speech					
Accuracy in speech					
Grammar					
Reading speed					
Critical reading/thinking					
Other (please specify)					

6. Which *other reading skills* you would like to have been developed/improved in ELT 124? Please explain.

III. COURSE CONTENT AND MATERIALS:

1. Please express your opinion about the following issues in ELT 124:

	SA 5	A 4	NS 3	D 2	SD 1
1. The course materials provided me with what I needed to know or do.					
2. The course materials were appropriate to my interests.					
3. The course materials fit my long term goals in terms of reading skills.					
4. The course materials fit my long term goals in terms of vocabulary knowledge.					
5. The topics and themes in the materials were interesting.					

	SA 5	A 4	NS 3	D 2	SD 1
6. The course materials offered continuity (between earlier and later parts).					
7. The reading skills and strategies taught in ELT 124 were useful for improving my general reading ability in English.					
8. The strategies taught in ELT 124 were useful for improving my ability to guess the meanings of unknown words.					
9. ELT 124 course materials were useful for improving my general vocabulary knowledge in English.					
10. The topics(e.g. computers, family) were presented sequentially, i.e. building upon prior learning.					
11. The reading skills were taught sequentially, i.e. building upon prior learning.					
12. The course books were appropriately priced.					
13. The materials were in line with the course objectives.					
14. Course materials were sufficient to improve my reading skills.					
15. Course materials were sufficient to improve my ability to guess unknown vocabulary .					
16. Course materials were sufficient to improve my vocabulary knowledge in English.					
17. It was easy to use the course materials.					
18. Exercises/tasks in “Lexis” were effective in improving my reading skills.					
19. Exercises/tasks in “Power Play” were effective in improving my reading skills.					
20. Exercises/tasks in “Lexis” were effective in improving my vocabulary knowledge.					
21. Exercises/tasks in “Power Play” were effective in improving my vocabulary knowledge.					
22. The course materials had variety.					
23. I had difficulty in following the course materials.					
24. The course materials helped me to improve my reading skills.					
25. The course materials helped me to improve my vocabulary knowledge.					
26. The course materials were visually attractive.					
27. The course materials were appropriate to our proficiency level in English.					
28. There was a need for supplementary materials to improve my reading skills. (i.e. supplementary materials should have been used)					
29. There was a need for supplementary materials to improve my vocabulary knowledge. (i.e. supplementary materials should have been used)					
30. Other (please specify)					

2. The following course materials were *useful* to me:

	SA 5	A 4	NS 3	D 2	SD 1
Short stories in “Power Play”					
Questions following the short stories in “Power Play”					
Glossary following each short story in “Power Play”					

	SA 5	A 4	NS 3	D 2	SD 1
"The guideline for reading short stories" in "Power Play"					
Texts in "Lexis"					
Vocabulary activities in "Lexis"					
Vocabulary activities in "Power Play"					
Supplementary materials provided by the course instructor: Fun reading texts					
Other (please specify)					

3. Are there any other things (i.e. topics, tasks, etc.) you HAVE NOT done in ELT 124 course but you would like to have done? Please explain.

4. Are there any things (i.e. topics, tasks, etc.) you think were NOT necessary to do in ELT 124 course? Please explain.

5. What were the good (positive) and bad (negative) points about the **materials** (course books, handouts, etc.) you were working with in this course?

Good (positive) points: _____

Bad (negative) points: _____

6. What **changes** should be made in ELT 124 in terms of the following areas? Give suggestions.

(a) Topics and themes (of the texts) studied: _____

(b) Reading skills and strategies taught: _____

(c) Materials used ("Lexis", "Power Play", supplementary materials, etc.): _____

IV. COURSE CONDUCT / TEACHING-LEARNING PROCESS:

1. Which activities and methods *were used* in ELT 124?

	More than I wanted	The right amount	Not enough	None
Teacher lecture				
Silent individual work				
Student presentations				
Pair work				
Group work				
Discussions				
Games				
Role plays				
Projects				
Video sessions				
Tape sessions				
Reading aloud by students				
Reading aloud by the teacher				
Silent reading				
Whole class feedback sessions on exercises				
Homework/Assignment				
Peer correction				
Self correction				
Teacher correction				
Other (please specify)				

2. Which activities and methods *you would like to be used* in ELT 124?

	Frequently	Sometimes	Never
Teacher lectures			
Individual work			
Pair work			
Group work			
Role-plays			
Games			
Songs			
Video sessions			
Tape sessions			
Discussions			
Student presentations			
Computer-aided activities			
Peer correction			
Self correction			
Teacher correction			
Dictation			
Reading aloud by students			
Reading aloud by the teacher			
Projects			
Questioning (by the teacher)			
Translation			
Homework/assignments			
Personal reading			
Other (please specify)			

3. Please express your opinion about the *teaching-learning process in ELT 124 course*.

	SA 5	A 4	NS 3	D 2	SD 1
1. There was an efficient use of time in class.					
2. There was a good student-teacher interaction in the course.					
3. The students had cooperative relationships with each other.					
4. A variety of activities was used in the course.					
5. The teacher was teaching in an interesting way.					
6. It was easy to follow the teacher.					
7. The teacher's instructions were clear.					
8. The teaching methodology of the teacher was effective in our learning.					
9. The teacher was encouraging us to participate in the lessons.					
10. The teacher used audio-visual aids (OHP, video, tape-recorder, etc.) effectively in the lessons.					
11. The teacher was using the board effectively.					
12. The teacher was giving equal attention to all students in the class.					
13. The teacher corrected our mistakes in an effective way.					
14. I preferred to work individually in class.					
15. I preferred to work with (a) partner(s) in class.					
16. I used only English in class.					
17. The lessons were taught in an interesting way.					
18. Other students helped me to learn in this course.					
19. The teacher helped me to learn in this course.					
20. The teacher was giving sufficient feedback on our performance.					
21. The students were giving sufficient feedback on each other's performance.					
22. I preferred reading texts at home to reading them in the class.					

4. What did you find the MOST USEFUL in ELT 124 lessons to improve your reading skills?

5. What could the teacher have done in order to help you more in ELT 124 course?

6. What could other students have done in order to help you more in ELT 124 course?

7. How should teaching-learning be in ELT 124 course so that it would help the students a lot? Please give suggestions.

V. ASSESSMENT AND STUDENT PERFORMANCE:

1. Express your opinion about the following issues in ELT 124:

	SA 5	A 4	NS 3	D 2	SD 1
1. We were assessed on the things (i.e. skills) we practiced in the lessons.					
2. Before the tests, we were given information about the scope of the tests.					
3. The directions on the tests were clear.					
4. The materials we used in the lessons and the test materials were similar in terms of difficulty level.					
5. The test questions were difficult.					
6. The assignment/homework results demonstrate my actual proficiency / ability in reading skills.					
7. The exam results demonstrate my actual proficiency / ability in reading skills.					
8. My reading skills have been correctly measured in the course.					
9. The grading was fair.					
10. HW/assignments were relevant to the course aims.					
11. My performance in this course was good.					
12. My reading skills have improved after this course.					
13. My vocabulary knowledge has improved after this course.					
14. I received sufficient feedback on my performance in the assignments/projects.					
15. I received sufficient feedback on my performance in the journal.					
16. I received sufficient feedback on my performance in the exams.					

2. The following assessment tools were *effective* in measuring my performance (success) in ELT 124 *correctly*:

	SA 5	A 4	NS 3	D 2	SD 1
Projects/Assignments					
Midterm Exam					
Journal					
Participation					
Final exam					
Other (please specify)					

3. In what other ways your reading skills could have been better measured in ELT 124 course? Please explain briefly.

VI. RELATIONSHIP WITH OTHER COURSES:

1. Should there be (a)n overlap/relationship between ELT 124 and other ELT courses (ELT 122, ELT 126 and ELT 128)?

☐ Yes

☐ No

Why?

2. Was there (a)n overlap/relationship between ELT 124 and other language courses (ELT 122, ELT 126 and ELT 128)?

☐ Yes

☐ No

Please explain your answer:

3. I was able to transfer/use the skills and/or information I learned in ELT 124 in:

	Frequently	Sometimes	Never
ELT 122 Oral Communication Skills II			
ELT 126 Writing Skills II			
ELT 128 English Grammar II			

4. I was able to transfer/use the skills and/or information I learned in the following courses in/to ELT 124:

	Frequently	Sometimes	Never
ELT 122 Oral Communication Skills II			
ELT 126 Writing Skills II			
ELT 128 English Grammar II			

5. Was there a continuity (i.e. building upon prior learning) between ELT 123 and ELT 124 (Reading Skills I & II)?

☐ Yes

☐ No

Explain your answer:

6. Should there be a continuity (i.e. building upon prior learning) between ELT 123 and ELT 124 (Reading Skills I & II)?

☐ Yes

☐ No

Explain your answer:

7. Express your opinion about the relationship between ELT 123 and ELT 124 (Reading Skills I & II):

	SA 5	A 4	NS 3	D 2	SD 1
1. In ELT 124 course, we started from where we had left in ELT 123.					
2. I learned new reading skills in ELT 124- ones which were different from what I had learned in ELT 123.					
3. I learned new vocabulary items in ELT 124- ones which were different from what I had learned in ELT 123.					
4. ELT 123 & ELT 124 complemented each other in terms of the reading skills taught (there was a continuity between these two courses).					
5. ELT 123 & ELT 124 complemented each other in terms of the vocabulary taught (there was a continuity between these two courses).					
6. ELT 123 & ELT 124 are ordered from simple to complex.					

VII. OVERALL EVALUATION:

1. List **3 things** in ELT 124 course that helped you the most to improve your reading skills (**3 POSITIVE aspects** of the course).

1. _____
2. _____
3. _____

2. List **3 things** in ELT 124 course that **DID NOT help you** to improve your reading skills (**3 NEGATIVE aspects** of the course).

1. _____
2. _____
3. _____

3. List **your SUGGESTIONS** to make ELT 124 course more useful and better adjusted to students' needs:

THANK YOU VERY MUCH FOR YOUR COOPERATION

DOĞU AKDENİZ ÜNİVERSİTESİ
İNGİLİZ DİLİ EĞİTİMİ BÖLÜMÜ MÜFREDATINDAKİ
DİL GELİŞTİRME DERSLERİNİN DEĞERLENDİRİLMESİ

Sevgili Öğrenciler,

Bu anket sizin **ELT 124** dersiyle ilgili görüşlerinizi belirlemek için değerlendirme amaçlı geliştirilmiştir. Bu ders, hedefleri, içerik ve materyalleri, işlenişi, değerlendirme sistemi ve diğer deslerle olan ilişkisi bağlamında değerlendirilecektir.

Fikirlerinizi açıkca ve gerçekçi bir biçimde ortaya koymanız çok önemlidir. Vereceğiniz cevaplar yoluyla toplanacak veri Doğu Akdeniz Üniversitesi İngiliz Dili Eğitimi Bölümü müfredatındaki dil geliştirme derslerinin iyileştirilmesi için büyük önem taşımaktadır.

Kimliğiniz ve bireysel cevaplarınız kesinlikle gizli tutulacaktır. Anket sonuçları sadece araştırma amaçlı kullanılacaktır.

Katılımınız ve işbirliğiniz için teşekkürler.

Fatoş Erozan
İngiliz Dili Eğitimi Bölümü

ELT 124- Okuma Becerileri II
Ders Değerlendirme Anketi

Aşağıdaki soruları uygun şekilde cevaplayınız veya X ile işaretleyiniz.

1. GENEL ÖZGEÇMİŞ:

1. Yaşınız: _____
2. Cinsiyetiniz: ☐ Erkek ☐ Kadın
3. Anadiliniz: ☐ Türkçe ☐ İngilizce ☐ Diğer (lütfen belirtiniz) _____
4. Aşağıda belirtilen İngilizce sınavlarından hangi veya hangilerine girdiniz işaretleyiniz ve aldığınız notu belirtiniz
☐ TOEFL: _____ ☐ DAÜ İngilizce Yeterlik Sınavı: _____ ☐ IELTS: _____
5. Diğer (lütfen sınavın ismini ve aldığınız notu belirtiniz): _____
6. İngilizce hazırlık okudunuz mu? ☐ Evet ☐ Hayır
Evet ise, ne çeşit bir hazırlık?
☐ Kolej hazırlık. ☐ Anadolu Lisesi hazırlık ☐ DAÜ hazırlık
☐ Diğer (lütfen belirtiniz) _____
7. Aşağıdaki alanlarda İngilizcenizi nasıl buluyorsunuz?

	Çok iyi	İyi	Orta	Zayıf
Okuma				
Dinleme				
Konuşma				
Yazma				
Gramer				
Kelime bilgisi				

8. Eğer varsa, sınıfta İngilizce anlama veya iletişim kurmada aşağıda belirtilen alanlarda ne derece zorluk yaşıyorsunuz?

	Çok fazla	Biraz	Çok az	Hiç
Okuma				
Dinleme				
Konuşma				
Yazma				
Gramer				
Kelime bilgisi				

9. Yaşadığınız zorlukları azaltmak için hangi alanlarda veya becerilerde ne kadar pratik yapmanız gerektiğine inanıyorsunuz?

	Çok fazla	Biraz	Çok az	Hiç
Okuma				
Dinleme				
Konuşma				
Yazma				
Gramer				
Kelime bilgisi				
Özetleme				
Not tutma				
Kütüphane araştırması yapma				
Diğer				

II.DERS HEDEFLERİ:

Lütfen uygun şekilde yanıtlayınız veya belirtildiği gibi (X) işaretleyiniz.

5 4 3 2 1
Kesinlikle katılıyorum / Katılıyorum /Kararsızım /Katılmıyorum / Kesinlikle katılmıyorum

1. ELT 124 dersi beklentilerimi karşıladı

☐Kesinlikle katılıyorum ☐Katılıyorum ☐Kararsızım ☐Katılmıyorum ☐Kesinlikle katılmıyorum

Lütfen yanıtınızı açıklayınız:

2. ELT 124 dersi aşağıdaki alanlarda gelişmemizi **hedefliyordu**

	<i>Kesinlikle Katılıyorum</i>	<i>Katılıyorum</i>	<i>Kararsızım</i>	<i>Katılmıyorum</i>	<i>Kesinlikle Katılmıyorum</i>
	5	4	3	2	1
Okuma parçasını hızlıca okuyup (skimming) ana fikir veya fikirleri bulabilme					
Okuma parçasına göz atıp (scanning) isimler, tarihler, vb. gibi belirli bilgileri bulabilme					
Okuma parçasını dikkatlice okuyup ayrıntıları anlayıp çıkarabilme					
Bilinmeyen kelimelerin cümle/parça içindeki anlamlarını tahmin edebilme					
Bir kelimenin isim, sıfat, fiil veya zarf olduğunu anlayabilme					
Öğrendiğimiz yeni kelimeleri cümle içerisinde kullanabilme					
Yeni kelimeler öğrenerek İngilizce kelime bilgimi artırabilme					
Parça içinde, ana fikirler (main ideas) ve konular (topics) arasındaki farkı belirleyebilme					
Okuma parçasını okuyup not çıkarabilme					
Çıkarılan notları kullanıp okuma parçasının planını (outline) yapabilme					
Çıkardığımız notları ve planı kullanarak parçanın özetini yazabilme					
Kısa bir hikayeyi (short story) analiz edebilme					
Okuma parçasındaki karakterleri analiz edebilme					
Okuma parçasındaki metin yapısını (text structure, örneğin “neden-sonuç ilişkisini (cause-and-effect)”) bulabilme					
Okuduğumuz bir parça üzerine yazılı yorum yapabilme					
Okuduğumuz bir parça üzerine konuşup tartışabilme					
Yazarın bakış açısını anlayabilme					
Eleştirel olarak okuyabilme/düşünebilme					
Diğer (lütfen belirtiniz)					

3. ELT 124 dersi **okuma** becerileriyle ilgili ihtiyaçlarımı karşıladı

☐Kesinlikle katılıyorum ☐Katılıyorum ☐Kararsızım ☐Katılmıyorum ☐Kesinlikle katılmıyorum

4. ELT 124 dersi **kelime bilgisiyle (vocabulary knowledge)** ilgili ihtiyaçlarımı karşıladı.

☐Kesinlikle katılıyorum ☐Katılıyorum ☐Kararsızım ☐Katılmıyorum ☐Kesinlikle katılmıyorum

5. ELT 124 dersinin yardımıyla, aşağıdaki alanlarda **gelişme kaydettim**.

	<i>Kesinlikle Katılıyorum</i>	<i>Katılıyorum</i>	<i>Kararsızım</i>	<i>Katılmıyorum</i>	<i>Kesinlikle Katılmıyorum</i>
	5	4	3	2	1
Okuma parçasını hızlıca okuyup anafikir veya fikirleri belirleme					
Okuma parçasını gözden geçirip (scanning) belirli bilgileri bulup çıkarma					
Okuma parçasını dikkatlice okuyup ayrıntıları anlama					
Okuma parçasını okuyup not çıkarma					
Çıkarılan notları kullanarak okuma parçasının planını (outline) yapma					
Çıkarılan notlarla yapılan planı kullanıp okuma parçasının özetini yazma					
Okuma parçasındaki derin anlam(lar)ı çıkarma					
Bilinmeyen kelimelerin cümle/parça içindeki anlamlarını tahmin etme					
Yeni kelimeleri cümle içinde kullanma					
Bir kelimenin isim, sıfat, zarf veya fiil olduğunu belirleme					
Okuma parçası içinde, anafikirler (main ideas) ve konular arasındaki farkı belirleme					
Okuma parçasına ilişkin anlama (comprehension) sorularını cevaplama					
Kısa bir hikayeyi (short story) analiz etme					
Okuma parçasındaki kahramanları analiz etme					
Okuma parçasının metin yapısını (text structure) belirleme					
Okuma parçasıyla ilgili yorumlar yazma					
Okuma parçasıyla ilgili konuşup sözlü olarak yorum yapma					
Yazarın bakış açısını anlama					
Kelime bilgisi (vocabulary knowledge)					
İngilizce telaffuz (pronunciation)					
Akıcı konuşma					
Doğru (hatasız) konuşma					
Grammer					
Okuma hızı /reading speed)					
Eleştirel okuma/düşünme (critical reading/thinking)					
Diğer (lütfen belirtiniz)					

6. ELT 124 dersinde *daha başka* ne gibi *okuma becerilerinin* geliştirilmesini isterdiniz (hangi beceriler geliştirilmeliydi ancak geliştirilmedi)? Lütfen kısaca belirtiniz.

III.DERSİN İÇERİĞİ VE MATERYALLER:

1.Aşağıda verilen **ELT 124** dersiyle ilgili konulardaki düşünceleriniz nedir?

	<i>Kesinlikle Katılıyorum</i>	<i>Katılıyorum</i>	<i>Kararsızım</i>	<i>Katılmıyorum</i>	<i>Kesinlikle Katılmıyorum</i>
	5	4	3	2	1
1. Ders materyaller bilmek veya yapmak istediğim herşeyi kapsıyordu.					
2. Ders materyalleri ilgi alanlarıma uygundu.					
3. Ders materyalleri okuma becerileriyle ilgili uzun vadeli hedeflerime uyuyordu.					
4. Ders materyalleri İngilizce kelime bilgisiyle ilgili uzun vadeli hedeflerime uyuyordu.					
5. Ders materyallerindeki konular ilgi çekiciydi.					
6. Ders materyallerinde, önceki ve sonraki bölümler arasında süreklilik/ilişki vardı.					
7. ELT 124 dersinde öğretilen okuma becerileri benim genel okuma yetimi ilerletmemde yararlı oldu.					
8. ELT 124 dersinde öğretilen stratejiler benim bilinmeyen kelimelerin anlamlarını tahmin etme yetimi ilerletmemde yararlı oldu.					
9. ELT 124 ders materyalleri benim genel İngilizce kelime bilgimi ilerletmemde yararlı oldu.					
10.Konular (bilgisayarlar, aile gibi) sırayla veriliyordu (yeni bir şey öğrenirken bir önce öğrendiklerimize bir şeyler ekleniyordu).					
11.Okuma beceriler sırayla öğretiliyordu (yeni bir şey öğrenirken bir önce öğrendiklerimize birşeyler ekleniyordu).					
12.Ders kitaplarının fiyatları uygundu.					
13.Materyaller dersin hedeflerine yönelikti.					
14.Ders materyalleri okuma becerilerimi ilerletmem için yeterliydi.					
15.Ders materyalleri bilinmeyen kelimelerin anlamlarını tahmin etme yetimi ilerletmem için yeterliydi.					
16. Ders materyalleri İngilizce kelime bilgimi ilerletmem için yeterliydi.					
17.Materyalleri kullanmak (işlemek) kolaydı.					
18.ELT “Lexis” kitabındaki alıştırmalar (exercises, tasks) okuma becerilerimi geliştirmemde etkili oldu.					
19.”Power Play” kitabındaki alıştırmalar (exercises,tasks) okuma becerilerimi geliştirmemde etkili oldu.					
20.“Lexis” kitabındaki alıştırmalar (exercises, tasks) kelime bilgimi geliştirmemde etkili oldu.					
21.”Power Play” kitabındaki alıştırmalar (exercises,tasks) kelime bilgimi geliştirmemde etkili oldu.					
22.Ders materyallerinde çeşitlilik vardı.					
23.Dersin materyallerini takip etmekte zorluk çektim.					

	<i>Kesinlikle Katlıyorum</i>	<i>Katlıyorum</i>	<i>Kararsızım</i>	<i>Katılmıyorum</i>	<i>Kesinlikle Katılmıyorum</i>
	5	4	3	2	1
24.Ders materyalleri okuma becerilerimi geliştirmeme yardımcı oldu.					
25.Ders materyalleri kelime bilgimi geliştirmeme yardımcı oldu.					
26.Ders materyalleri görsel olarak çekiciydi.					
27.Ders materyalleri İngilizce seviyemize uygundu.					
28.Okuma becerilerimi geliştirmem için ek/yardımcı materyallere ihtiyaç vardı (ek materyaller kullanılmalıydı).					
29.Kelime bilgimi geliştirmek için ek/yardımcı materyallere ihtiyaç vardı (ek materyaller kullanılmalıydı).					
30. Diğer (lütfen belirtiniz)					

2.Aşağıdaki ders materyalleri benim için *yararlı* oldu

	<i>Kesinlikle Katlıyorum</i>	<i>Katlıyorum</i>	<i>Kararsızım</i>	<i>Katılmıyorum</i>	<i>Kesinlikle Katılmıyorum</i>
	5	4	3	2	1
“Power Play” kitabındaki hikayeler					
”Power Play” kitabındaki hikayeleri takip eden sorular					
“Power Play” kitabında, her hikayenin sonunda verilen sözlük (glossary)					
“Power Play” kitabında verilen hikaye okuma kılavuzu (a guideline for reading short stories)					
“Lexis” kitabındaki okuma parçaları					
“Lexis” kitabındaki kelime alıştırmaları (vocabulary activities)					
“Power Play” kitabındaki kelime alıştırmaları (vocabulary activities)					
Ders öğretmeninin verdiği ek materyaller: okuma parçaları (Fun Reading)					
Diğer (lütfen belirtiniz)					

3. ELT 124 dersinde *yapmadığınız* ancak yapmak istediğiniz daha başka konular ve çalışmalar var mıydı? Lütfen açıklayınız.

4. ELT 124 dersinde yapılmasının gereksiz olduğunu düşündüğünüz konular ve çalışmalar yaptınız mı? Lütfen açıklayınız.

5. ELT 124 dersinde kullandığınız **materyallerle** (ders kitapları, teksirler, vb.) ilgili neler iyi, neler iyi değildi?

İyi (olumlu) yönler: _____

İyi olmayan (olumsuz) yönler: _____

6. ELT 124 dersinde sizce aşağıdaki konularla ilgili ne gibi **değişiklikler** yapılmalıdır? Önerilerinizi yazınız.

(a) İşlenen konular (parçaların konuları): _____

(b) Öğretilen veya çalışılan okuma becerileri ve stratejileri: _____

(c) Kullanılan materyaller (Lexis, Power Play, ek materyaller, vb.): _____

IV. DERSİN İŞLENİŞİ, ÖĞRENME-ÖĞRETME SÜRECİ:

1. ELT 124 dersinde hangi aktiviteler ve metodlar **kullanılmıştır**?

	İstediğimden daha fazla	Olması gerektiği kadar	Yeterli değil	Hiç
Öğretmenin ders anlatması (Teacher lecture)				
Tek başına sessiz çalışma (Silent individual work)				
Öğrenci sunuları (Student presentations)				
İkili çalışma (Pair work)				
Gurup halinde çalışma (Group work)				
Tartışmalar (Discussions)				
Oyunlar (Games)				
Rol yapma (Role plays)				
Projeler (Projects)				
Video gösterimi (Video sessions)				
Kaset dinleme (Tape sessions)				

	İstediğimden daha fazla	Olması gerektiği kadar	Yeterli değil	Hiç
Öğrencilerin yüksek sesle okuması (Reading aloud by students)				
Öğretmenin yüksek sesle okuması (Reading aloud by the teacher)				
Sessiz okuma (Silent reading)				
Tüm sınıf olarak alıştırma cevaplarını kontrol etme (Whole class feedback sessions on exercises)				
Ödevler (Homework/assignments)				
Öğrencilerin birbirlerinin hatalarını düzeltmesi (Peer correction)				
Öğrencilerin kendi hatalarını düzeltmesi (Self correction)				
Öğretmenin hataları düzeltmesi (Teacher correction)				
Diğer (belirtiniz)				

2. Aşağıdaki aktivite ve metodlardan hangilerinin ve ne sıklıkta ELT 124 dersinde **kullanılmasını** isterdiniz?

	Sık Sık	Zaman Zaman	Hiçbir Zaman
Öğretmenin ders anlatması (Teacher lecture)			
Tek başına çalışma (Individual work)			
İkili çalışma (Pair work)			
Gurup çalışması (Group work)			
Rol yapma (Role-plays)			
Oyunlar (Games)			
Şarkılar (Songs)			
Video gösterimi (Video sessions)			
Kaset dinleme (Tape sessions)			
Tartışmalar (Discussions)			
Öğrencilerin sunuları (Student presentations)			
Bilgisayar destekli çalışmalar (Computer-aided activities)			

	Sık Sık	Zaman Zaman	Hiçbir Zaman
Öğrencilerin birbirlerinin hatalarını düzeltmesi (Peer correction)			
Öğrencilerin kendi hatalarını düzeltmesi (Self correction)			
Öğretmenin öğrencilerin hatalarını düzeltmesi (Teacher correction)			
İmla (Dictation)			
Öğrencilerin yüksek sesle okuma yapması (Reading aloud by students)			
Öğretmenin yüksek sesle okuma yapması (Reading aloud by the teacher)			
Projeler (Projects)			
Öğretmenin sorular sorması (Questioning by the teacher)			
Çeviri (Translation)			
Ödev (Homework/assignments)			
Kişisel okuma (Personal reading)			
Diğer (belirtiniz)			

3. Lütfen **ELT 124** dersindeki **öğretim-öğrenim süreci** (teaching-learning process) ile ilgili görüşlerinizi belirtiniz. (Öğretim-öğrenim süreci: Sınıfta dersin işlenişi)

	<i>Kesinlikle Katılıyorum</i>	<i>Katılıyorum</i>	<i>Kararsızım</i>	<i>Katılmıyorum</i>	<i>Kesinlikle Katılmıyorum</i>
	5	4	3	2	1
1. Sınıfta zaman iyi kullanılıyordu.					
2. Bu dersteki öğrenci-öğretmen ilişkisi/etkileşimi iyiydi.					
3.Öğrenciler birbirlerine yardımcı oluyorlardı.					
4. Derste çok çeşitli aktiviteler kullanılıyordu.					
5.Öğretmen dersi ilgi çekici bir şekilde anlatıyordu.					
6. Öğretmeni takip etmek kolaydı.					
7. Öğretmenin ne yapmamız gerektiğiyle ilgili verdiği açıklamalar (instructions) anlaşılırdı.					
8. Öğretmenin yöntemi (methodology) öğrenmemizde etkiliydi.					
9. Öğretmen derse katılmamızı teşvik ediyordu.					
10.Öğretmen tepegöz, video, kaset çalar (teyp) gibi araç gereçleri etkili bir şekilde kullanıyordu.					
11.Öğretmen tahtayı etkili bir biçimde kullanıyordu					

	<i>Kesinlikle Katılıyorum</i>	<i>Katılıyorum</i>	<i>Kararsızım</i>	<i>Katılmıyorum</i>	<i>Kesinlikle Katılmıyorum</i>
	5	4	3	2	1
12.Öğretmen sınıftaki tüm öğrencilerle eşit olarak ilgileniyordu.					
13.Öğretmen yaptığımız yanlışları etkili ve anlaşılır bir şekilde düzeltiyordu.					
14. Sınıfta tek başıma çalışmayı tercih ediyordum.					
15. Sınıfta başkalarıyla bir arada çalışmayı tercih ediyordum.					
16. Sınıfta sadece İngilizce kullanıyordum.					
17. Dersler ilgi çekici bir şekilde işleniyordu.					
18. Diğer öğrenciler bu derste öğrenmeme yardımcı oldular.					
19.Öğretmen bu derste öğrenmeme yardımcı oldu.					
20.Öğretmen yaptığımız çalışmaların (performansımızın) nasıl olduğuyla ilgili olarak yeterli bilgi (feedback) veriyordu.					
21.Öğrenciler birbirlerine yaptıkları çalışmaların (performanslarının) nasıl olduğuyla ilgili bilgi veriyorlardı.					
22. Okuma parçalarını sınıfta okumak yerine evde okumayı tercih ediyordum.					

4. ELT 124 dersinde okuma becerilerinizi geliştirmede en yararlı neyi/neleri buldunuz?

5. ELT 124 dersinde, öğretmen neler yaparak size daha çok yararlı olabilirdi?

6. ELT 124 dersinde, diğer öğrenciler neler yaparak size daha çok yararlı olabilirdi?

7. Öğrencilere en iyi şekilde yardımcı olabilmesi için, ELT 124 dersinde öğretim-öğrenim süreci, yani derslerin işlenişi (teaching-learning process) ne şekilde olmalıdır? Lütfen önerilerinizi yazınız.

V. DEĞERLENDİRME VE ÖĞRENCİ PERFORMANSI:

1. Aşağıda ELT 124 dersiyle ilgili olan konular hakkındaki görüşlerinizi belirtiniz

	<i>Kesinlikle Katılıyorum</i>	<i>Katılıyorum</i>	<i>Kararsızım</i>	<i>Katılmıyorum</i>	<i>Kesinlikle Katılmıyorum</i>
	5	4	3	2	1
1. Derslerde alıştırma yaptığımız şeylerden sınav olduk/değerlendirildik					
2. Sınavlardan önce sınavların içeriğiyle ilgili bilgilendiriliyorduk					
3. Sınavlardaki açıklamalar (instructions) açık ve anlaşılırdı					
4. Ders ve sınav materyalleri zorluk derecesi açısından birbirleriyle aynıydı					
5. Sınav soruları zordu					
6. Ödev sonuçları benim okuma becerilerindeki gerçek yetimi/başarımı yansıtıyor					
7. Sınav sonuçları benim okuma becerilerindeki gerçek yetimi/başarımı yansıtıyor					
8. Bu derste okuma becerilerim doğru bir şekilde ölçüldü					
9. Değerlendirme adildi					
10. Ödevler dersin amaçlarına uygundu					
11. Bu derste performansı/başarımlarım iyiydi					
12. Bu dersten sonra okuma becerilerim ilerledi					
13. Bu dersten sonra kelime bilgim ilerledi					
14. Ödevlerdeki (Assignments/projects) performansım/başarımla ilgili yeterli dönüt/bilgi (feedback)aldım					
15. Günlük (journal) çalışmamdaki performansım/başarımla ilgili yeterli dönüt/bilgi (feedback) aldım					
16. Sınavlardaki (Exams) performansım/başarımla ilgili yeterli dönüt/bilgi (feedback) aldım					

2. Aşağıdaki değerlendirme araçları ELT 124 dersindeki performansımı(başarımlarımı) *doğru bir şekilde ölçmede etkiliydi:*

	<i>Kesinlikle Katılıyorum</i>	<i>Katılıyorum</i>	<i>Kararsızım</i>	<i>Katılmıyorum</i>	<i>Kesinlikle Katılmıyorum</i>
	5	4	3	2	1
Ödevler (Projects/assignments)					
Ara Sınav (Midterm exam)					
Günlük (Journal)					
Derse katılım (Participation)					
Final sınavı (Final exam)					
Diğer (belirtiniz)					

3. ELT 124 dersinde okuma becerileriniz daha başka hangi yollarla/yöntemlerle daha iyi ölçülebilirdi? Lütfen kısaca açıklayınız.

VI. DİĞER DERSLERLE İLİŞKİLER:

1. Sizce ELT 124 dersiyle diğer ELT dersleri (ELT 122, ELT 126 & ELT 128) arasında bir örtüşme / ilişki / bağlantı **olmalı mıdır?**

☐ Evet

☐ Hayır

Neden?

2. ELT 124 dersiyle diğer ELT dersleri (ELT 122, ELT 126 & ELT 128) arasında bir örtüşme/ilişki/bağlantı **var mıydı?**

☐ Evet

☐ Hayır

Lütfen cevabınızı açıklayınız:

3. ELT 124 dersinde öğrendiğim bilgi ve becerileri aşağıdaki derslere de aktarıp kullanabildim:

	Sık sık kullandım	Zaman zaman kullandım	Hiçbir zaman kullanmadım
ELT 122 (Konuşma Becerileri II)			
ELT 126 (Yazma Becerileri II)			
ELT 128 (İngilizce Dilbilgisi II)			

4. Aşağıdaki derslerde öğrendiğim bilgi ve becerileri ELT 124 dersine aktarıp kullanabildim:

	Sık sık kullandım	Zaman zaman kullandım	Hiçbir zaman kullanmadım
ELT 122 (Konuşma Becerileri II)			
ELT 126 (Yazma Becerileri II)			
ELT 128 (İngilizce Dilbilgisi II)			

5. ELT 123 ve ELT 124 (Okuma Becerileri I & II) dersleri arasında bir devamlılık *var mıydı* (yeni öğrendikleriniz daha önce öğrendiklerinizin devamı niteliğinde miydi)?

☐ Evet

☐ Hayır

Lütfen cevabınızı açıklayınız:

6. ELT 123 ve ELT 124 (Okuma Becerileri I & II) dersleri arasında bir devamlılık *olmalı mıdır* (yeni öğrendikleriniz daha önce öğrendiklerinizin devamı niteliğinde olmalı mı)?

☐ Evet

☐ Hayır

Lütfen cevabınızı açıklayınız:

7. ELT 123 ve ELT 124 (Okuma Becerileri I & II) dersleri arasındaki ilişkiyle ilgili görüşlerinizi belirtiniz.

	<i>Kesinlikle Katılıyorum</i>	<i>Katılıyorum</i>	<i>Kararsızım</i>	<i>Katılmıyorum</i>	<i>Kesinlikle Katılmıyorum</i>
	5	4	3	2	1
1. ELT 124 dersine, ELT 123 dersinde kaldığımız yerden başladık					
2. ELT 124 dersinde, ELT 123dersinde öğrendiklerimden farklı olan yeni okuma becerileri öğrendim.					
3. ELT 124 dersinde, ELT 123 dersinde öğrendiklerimden farklı olan yeni kelimeler öğrendim					
4. ELT 123 ve ELT 124 dersleri, öğretilen okuma becerileri yönünden birbirlerini tamamlıyorlardı (iki ders arasında süreklilik vardı).					
5. ELT 123 ve ELT 124 dersleri, öğretilen konuşma becerileri yönünden birbirlerini tamamlıyorlardı (iki ders arasında süreklilik vardı).					
6. ELT 123 ve ELT 124 dersleri kolaydan zora doğru sıralanmıştır.					

VII.GENEL DEĞERLENDİRME:

1. ELT 124 dersinde okuma becerilerinizi geliřtirmenize en çok yardımcı olan **3 řeyi** belirtiniz. (Dersle ilgili **3 OLUMLU nokta**)

1. _____

2. _____

3. _____

2. ELT 124 dersinde okuma becerilerinizi geliřtirmenize yardımcı olmayan **3 řeyi** belirtiniz (Dersle ilgili **3 OLUMSUZ nokta**).

1. _____

2. _____

3. _____

3. ELT 124 dersinin daha yararlı ve öğrencilerin ihtiyaçlarına daha iyi cevap verir bir duruma getirilebilmesi için **ÖNERİLERİNİZ** nelerdir?

YARDIMINIZ İÇİN ÇOK TEŞEKKÜRLER

**EVALUATING LANGUAGE IMPROVEMENT COURSES
IN THE ELT CURRICULUM
AT EMU**

Dear Students,

This questionnaire has been designed to collect your opinions about **ELT 221** course for evaluation purposes. The course will be evaluated in terms of its features such as objectives, content and materials, course conduct, assessment, and relationship with other courses.

It is absolutely essential that you express your views realistically. The data to be collected through your responses will be of great value to the improvement of the language improvement courses in the ELT curriculum at EMU.

Your identity and individual responses will be kept strictly confidential, and the results of the questionnaire will be used only for research purposes.

Thank you for your participation and cooperation.

Fatoş Erozan
ELT Department

**ELT 221- Advanced Reading Skills
Course Evaluation Questionnaire**

Please read the following questions/statements and put an X as appropriate.

I. GENERAL BACKGROUND:

1. Your age: ____ years old.
2. Your sex: ☐ Male ☐ Female
3. Your mother tongue: ☐ Turkish ☐ English ☐ Other (please specify) _____
4. Which of the following English exams did you take and what were/was your grade(s)?
☐ TOEFL: _____ ☐ EMU Proficiency Exam: _____ ☐ IELTS: _____
☐ Other (please specify the exam and your score): _____
5. Did you attend any English language preparatory school (prep.)? ☐ Yes ☐ No
6. If yes, what type?
☐ College prep. ☐ Anatolian high school prep. ☐ EMU prep.
☐ Other (please specify) _____
7. How would you rate yourself in **English** in the following areas?

	Very Good	Good	Satisfactory	Poor
Reading				
Listening				
Speaking				
Writing				
Grammar				
Vocabulary				

8. Can you tell your difficulties, if any, in understanding English or in communicating in English in class? In...

	A lot of difficulties	Some difficulties	Little difficulties	None at all
Reading				
Listening				
Speaking				
Writing				
Grammar				
Vocabulary				

9. In what language areas and study skills do you think you need practice to decrease the difficulties you have?

	A lot of practice	Some practice	Little practice	No practice
Reading				
Listening				
Speaking				
Writing				
Grammar				
Vocabulary				
Summarizing				
Note-taking				
Doing library research				
Other (please specify)				

II. COURSE AIMS AND OBJECTIVES:

Please mark (X) as appropriate.

5 4 3 2 1
SA: Strongly agree / A: Agree / NS: Not sure / D: Disagree / SD: Strongly disagree

1. ELT 221 course met my expectations.

☐ Strongly agree ☐ Agree ☐ Not sure ☐ Disagree ☐ Strongly disagree

Please explain your answer:

2. ELT 221 **aimed to** develop our ability to:

	SA 5	A 4	NS 3	D 2	SD 1
read (skim) a text quickly to obtain the main idea(s).					
scan (look through) a text to locate specific information such as names, dates, etc.					
read a text carefully to get the details.					
guess the meaning of unknown words in a text by using the context.					
read a text and summarize it.					
infer the deep meaning in a text.					
make written comments on a text we've read.					
discuss about a text we've read.					
identify figurative language (e.g. metaphors) in a text					
write something about the reading texts we've read.					
paraphrase sentences.					
identify whether a word is a noun, adjective, verb or an adverb.					
learn new vocabulary.					
think critically.					
identify the difference between facts and opinions in a text.					
identify the difference between main ideas and examples in a text					
understand the writer's point of view					
use a dictionary					
Other (please specify)					

3. ELT 221 course met my needs regarding **reading skills**.

☐ Strongly agree ☐ Agree ☐ Not sure ☐ Disagree ☐ Strongly disagree

4. ELT 221 course met my needs regarding **vocabulary knowledge**.

☐ Strongly agree ☐ Agree ☐ Not sure ☐ Disagree ☐ Strongly disagree

5. With the help of ELT 221 course, ***I have improved*** in the following areas:

	SA 5	A 4	NS 3	D 2	SD 1
Reading a text quickly to identify the main idea(s)					
Looking through (scanning) a text to find specific information					
Reading a text carefully to get the details					
Reading a text and summarizing it					
Inferring the deep meaning(s) in a text					
Guessing the meaning of unknown words in a text					
Answering comprehension questions following a text					
Writing comments on a text I have read					
Discussing about the text I have read					
Sentence paraphrasing					
Understanding figurative language (e.g. metaphors) in a text					
Writing something about the texts I've read					
Vocabulary knowledge					
Reading speed					
Critical thinking					
Differentiating between facts and opinions in a text					
Differentiating between main ideas and examples in a text					
Using a dictionary					
Understanding the writer's point of view					
Identifying whether a word is a noun, adjective, verb or an adverb					
Pronunciation in English					
Fluency in speech					
Accuracy in speech					
Grammar					
Other (please specify)					

6. Which ***other reading skills*** you would like to have been developed/improved in ELT 221? Please explain.

III. COURSE CONTENT AND MATERIALS:

1. Please express your opinion about the following issues in ELT 221:

	SA 5	A 4	NS 3	D 2	SD 1
1. The course materials provided me with what I needed to know or do.					
2. The course materials were appropriate to my interests.					
3. The course materials fit my long term goals in terms of reading skills.					
4. The course materials fit my long term goals in terms of vocabulary knowledge.					
5. The topics and themes in the materials were interesting.					
6. The course materials offered continuity (between earlier and later parts).					
7. The reading skills and strategies taught in ELT 221 were useful for improving my general reading ability in English.					

	SA 5	A 4	NS 3	D 2	SD 1
8. The strategies taught in ELT 221 were useful for improving my ability to guess the meanings of unknown words.					
9. The course materials were useful for improving my general vocabulary knowledge in English.					
10. The topics (e.g. health, family, etc.) were presented sequentially, i.e. building upon prior learning.					
11. The reading skills were taught sequentially, i.e. building upon prior learning.					
12. The course book was appropriately priced.					
13. The materials were in line with the course objectives.					
14. Course materials were sufficient to improve my reading skills.					
15. Course materials were sufficient to improve my ability to guess unknown vocabulary.					
16. Course materials were sufficient to improve my vocabulary knowledge in English.					
17. It was easy to use the course materials.					
18. Exercises/tasks in the ELT 221 textbook were effective in improving my reading skills.					
19. Exercises/tasks in the ELT 221 textbook were effective in improving my vocabulary knowledge.					
20. The course materials had variety.					
21. I had difficulty in following the course materials.					
22. The course materials helped me to improve my reading skills.					
23. The course materials helped me to improve my vocabulary knowledge.					
24. The course materials were visually attractive.					
25. The course materials were appropriate to our proficiency level in English.					
26. There was a need for supplementary materials to improve my reading skills. (i.e. supplementary materials should have been used)					
27. There was a need for supplementary materials to improve my vocabulary knowledge (i.e. supplementary materials should have been used).					
28. Other (please specify)					

2. The following course materials were *useful* to me:

	SA 5	A 4	NS 3	D 2	SD 1
Materials (texts) I have chosen for personal reading					
Reading texts in the course book ("Mosaic I")					
Exercises and tasks in the course book ("Mosaic I")					
Extra exercises related with the texts in the course book provided by the teacher					
Extra materials (i.e. reading texts and questions) provided by the teacher					
Other (please specify)					

3. Are there any other things (i.e. topics, tasks, etc.) that you HAVE NOT done in ELT 221 course but you would like to have done? Please explain.

4. Are there any things (i.e. topics, tasks, etc.) that you think were NOT necessary to do in ELT 221 course? Please explain.

5. What were the good (positive) and bad (negative) points about the **materials** (course book, handouts, etc.) you were working with in this course?

Good (positive) points: _____

Bad (negative) points: _____

6. What **changes** should be made in ELT 221 in terms of the following areas? Give suggestions.

(a) Topics and themes (of the reading texts) studied: _____

(b) Reading skills and strategies taught: _____

(c) Materials used (Mosaic I, handouts, etc.): _____

IV. COURSE CONDUCT / TEACHING-LEARNING PROCESS:

1. Which activities and methods **were used** in ELT 221?

	More than I wanted	The right amount	Not enough	None
Teacher lecture				
Silent individual work				
Student presentations				
Pair work				
Group work				
Discussions				
Games				

	More than I wanted	The right amount	Not enough	None
Role plays				
Projects				
Video sessions				
Tape sessions				
Reading aloud by students				
Reading aloud by the teacher				
Silent reading				
Background music				
Whole class feedback sessions on exercises				
Homework/Assignment				
Journal keeping				
Peer correction				
Self correction				
Teacher correction				
Other (please specify)				

2. Which activities and methods *you would like to be used* in ELT 221?

	Frequently	Sometimes	Never
Teacher lecture			
Individual work			
Pair work			
Group work			
Role-plays			
Games			
Songs			
Video sessions			
Tape sessions			
Discussions			
Student presentations			
Computer-aided activities			
Peer correction			
Self correction			
Teacher correction			
Dictation			
Reading aloud by students			
Reading aloud by the teacher			
Projects			
Questioning (by the teacher)			
Translation			
Homework/assignments			
Journal keeping			
Other (please specify)			

3. Please express your opinion about the *teaching-learning process in ELT 221 course*.

	SA 5	A 4	NS 3	D 2	SD 1
1. There was an efficient use of time in class.					
2. There was a good student-teacher interaction in the course.					
3. The students had cooperative relationships with each other.					
4. A variety of activities was used in the course.					
5. The teacher was teaching in an interesting way.					
6. It was easy to follow the teacher.					
7. The teacher's instructions were clear.					
8. The teaching methodology of the teacher was effective in our learning.					
9. The teacher was encouraging us to participate in the lessons.					
10. The teacher used audio-visual aids (OHP, video, tape-recorder, etc.) effectively in the lessons.					
11. The teacher was using the board effectively.					
12. The teacher was giving equal attention to all students in the class.					
13. The teacher corrected our mistakes in an effective way.					
14. I preferred to work individually in class.					
15. I preferred to work with (a) partner(s) in class.					
16. I used only English in class.					
17. The lessons were taught in an interesting way.					
18. Other students helped me to learn in this course.					
19. The teacher helped me to learn in this course.					
20. The teacher was giving sufficient feedback on our performance.					
21. The students were giving sufficient feedback on each other's performance.					
22. I preferred reading texts at home to reading them in class.					
23. Background music played during the lessons motivated me to work.					
24. Journal keeping activity was useful.					
25. I preferred doing exercises at home to doing them in class.					
26. Instead of students themselves, the teacher should have chosen the books for personal reading.					

4. What did you find the MOST USEFUL in ELT 221 lessons to improve your reading skills?

5. What could the teacher have done in order to help you more in ELT 221 course?

6. What could other students have done in order to help you more in ELT 221 course?

7. How should teaching-learning be in ELT 221 course so that it would help the students a lot? Please give suggestions.

V. ASSESSMENT AND STUDENT PERFORMANCE:

1. Express your opinion about the following issues in ELT 221:

	SA 5	A 4	NS 3	D 2	SD 1
1. We were assessed on the things (i.e. skills) we practiced in the lessons.					
2. Before the tests, we were given information about the scope of the tests.					
3. The directions on the tests were clear.					
4. The materials we used in the lessons and the test materials were similar in terms of difficulty level.					
5. The test questions were difficult.					
6. The exam results demonstrate my actual proficiency/ ability in reading skills.					
7. My reading skills have been correctly measured in the course.					
8. The grading was fair.					
9. HW/assignments were relevant to the course aims.					
10. My performance in this course was good.					
11. My reading skills have improved after this course.					
12. My vocabulary knowledge has improved after this course.					
13. I received sufficient feedback on my performance in the assignments.					
14. I received sufficient feedback on my performance in personal reading.					
15. I received sufficient feedback on my performance in the exams.					
16. I received sufficient feedback on my performance in the journal.					

2. The following assessment tools were *effective in measuring* my performance/success in ELT 221 *correctly*:

	SA 5	A 4	NS 3	D 2	SD 1
Homework/Assignment					
Midterm Exam					
Journal					
Participation & attendance					
Final exam					
Personal reading					
Other (please specify)					

3. In what other ways your reading skills could have been better measured in ELT 221 course? Please explain briefly.

VI. RELATIONSHIP WITH OTHER COURSES:

1. Should there be (a)n overlap/relationship between ELT 123, ELT 124 & ELT 221 and other language courses (ELT 121&122, ELT 125&126 and ELT 127&128)?

☐ Yes ☐ No

Why?

2. Was there (a)n overlap/relationship between ELT 123, ELT 124 & ELT 221 and other language courses you took before (ELT 121&122, ELT 125&126 and ELT 127&128)?

☐ Yes ☐ No

Please explain your answer:

3. I was able to transfer/use the skills and/or information I learned in ELT 123, 124 & 221 (Reading courses) in:

	Frequently	Sometimes	Never
ELT 121&122 Oral Communication Skills I&II			
ELT 125&126 Writing Skills I&II			
ELT 127&128 English Grammar I&II			

4. I was able to transfer/use the skills and/or information I learned in the following courses in/to ELT 123, ELT 124 & ELT 221:

	Frequently	Sometimes	Never
ELT 121&122 Oral Communication Skills I&II			
ELT 125&126 Writing Skills I&II			
ELT 127&128 English Grammar I&II			

5. Was there a continuity (i.e. building upon prior learning) among the reading courses, i.e. ELT 123, ELT 124 & ELT 221?

☐ Yes

☐ No

Explain your answer: _____

6. Should there a continuity (i.e. building upon prior learning) among the reading courses, i.e. ELT 123, ELT 124 & ELT 221?

☐ Yes

☐ No

Explain your answer: _____

7. Express your opinion about the relationship among the reading courses, i.e. ELT 123, ELT 124 & ELT 221:

	SA 5	A 4	NS 3	D 2	SD 1
1. In each new reading course, we started from where we had left in the previous one.					
2. I did not learn new reading skills in ELT 221- ones which were different from what I had learned in ELT 123 & ELT 124.					
3. ELT 123, ELT 124 & ELT 221 were similar courses in terms of the skills taught.					
4. Reading courses (ELT 123, ELT 124 & ELT 221) are ordered from simple to complex.					

VII. OVERALL EVALUATION:

1. List **3 things** in ELT 221 course that helped you the most to improve your reading skills (**3 POSITIVE aspects** of the course).

1. _____

2. _____

3. _____

2. List **3 things** in ELT 221 course that **DID NOT help you** to improve your reading skills (**3 NEGATIVE aspects** of the course).

1. _____

2. _____

3. _____

3. List **your SUGGESTIONS** to make ELT 221 course more useful and better adjusted to students' needs:

THANK YOU VERY MUCH FOR YOUR COOPERATION

DOĞU AKDENİZ ÜNİVERSİTESİ
İNGİLİZ DİLİ EĞİTİMİ BÖLÜMÜ MÜFREDATINDAKİ
DİL GELİŞTİRME DERSLERİNİN DEĞERLENDİRİLMESİ

Sevgili Öğrenciler,

Bu anket sizin **ELT 221** dersiyle ilgili görüşlerinizi belirlemek için değerlendirme amaçlı geliştirilmiştir. Bu ders, hedefleri, içerik ve materyalleri, işlenişi, değerlendirme sistemi ve diğer deslerle olan ilişkisi bağlamında değerlendirilecektir.

Fikirlerinizi açıkça ve gerçekçi bir biçimde ortaya koymanız çok önemlidir. Vereceğiniz cevaplar yoluyla toplanacak veri Doğu Akdeniz Üniversitesi İngiliz Dili Eğitimi Bölümü müfredatındaki dil geliştirme derslerinin iyileştirilmesi için büyük önem taşımaktadır.

Kimliğiniz ve bireysel cevaplarınız kesinlikle gizli tutulacaktır. Anket sonuçları sadece araştırma amaçlı kullanılacaktır.

Katılımınız ve işbirliğiniz için teşekkürler.

Fatoş Erozan
İngiliz Dili Eğitimi Bölümü

ELT 221- İleri Düzeyde Okuma Becerileri
Ders Değerlendirme Anketi

Aşağıdaki soruları uygun şekilde cevaplayınız veya X ile işaretleyiniz.

1. GENEL ÖZGEÇMİŞ:

1. Yaşınız: _____
2. Cinsiyetiniz: ☐ Erkek ☐ Kadın
3. Anadiliniz: ☐ Türkçe ☐ İngilizce ☐ Diğer (lütfen belirtiniz) _____
4. Aşağıda belirtilen İngilizce sınavlarından hangi veya hangilerine girdiniz işaretleyiniz ve aldığınız notu belirtiniz
☐ TOEFL: _____ ☐ DAÜ İngilizce Yeterlik Sınavı: _____ ☐ IELTS: _____
5. Diğer (lütfen sınavın ismini ve aldığınız notu belirtiniz): _____
6. İngilizce hazırlık okudunuz mu? ☐ Evet ☐ Hayır
Evet ise, ne çeşit bir hazırlık?
☐ Kolej hazırlık. ☐ Anadolu Lisesi hazırlık ☐ DAÜ hazırlık
☐ Diğer (lütfen belirtiniz) _____
7. Aşağıdaki alanlarda İngilizcenizi nasıl buluyorsunuz?

	Çok iyi	İyi	Orta	Zayıf
Okuma				
Dinleme				
Konuşma				
Yazma				
Gramer				
Kelime bilgisi				

8. Eğer varsa, sınıfta İngilizce anlama veya iletişim kurmada aşağıda belirtilen alanlarda ne derece zorluk yaşıyorsunuz?

	Çok fazla	Biraz	Çok az	Hiç
Okuma				
Dinleme				
Konuşma				
Yazma				
Gramer				
Kelime bilgisi				

9. Yaşadığınız zorlukları azaltmak için hangi alanlarda veya becerilerde ne kadar pratik yapmanız gerektiğine inanıyorsunuz?

	Çok fazla	Biraz	Çok az	Hiç
Okuma				
Dinleme				
Konuşma				
Yazma				
Gramer				
Kelime bilgisi				
Özetleme				
Not tutma				
Kütüphane araştırması yapma				
Diğer (belirtiniz)				

II.DERS HEDEFLERİ:

Lütfen uygun şekilde yanıtlayınız veya belirtildiği gibi (X) işaretleyiniz.

5 4 3 2 1
Kesinlikle katılıyorum / Katılıyorum /Kararsızım /Katılmıyorum / Kesinlikle katılmıyorum

1. ELT 221 dersi beklentilerimi karşıladı

☐Kesinlikle katılıyorum ☐Katılıyorum ☐Kararsızım ☐Katılmıyorum ☐Kesinlikle katılmıyorum

Lütfen yanıtınızı açıklayınız:

2. ELT 221 dersi aşağıdaki alanlarda gelişmemizi **hedefliyordu.**

	<i>Kesinlikle Katılıyorum</i>	<i>Katılıyorum</i>	<i>Kararsızım</i>	<i>Katılmıyorum</i>	<i>Kesinlikle Katılmıyorum</i>
	5	4	3	2	1
Okuma parçasını hızlıca okuyup (skimming) ana fikir veya fikirleri bulabilme					
Okuma parçasına göz atıp (scanning) isim, tarih, vb. gibi belirli bilgileri bulabilme					
Parçayı dikkatlice okuyup detayları anlayıp çıkarabilme					
Bilinmeyen kelimelerin parça içindeki anlamlarını tahmin edebilme					
Parçayı okuyup özetleyebilme					
Parçadaki derin anlamı çıkarabilme					
Okuduğumuz bir parça üzerine yazılı yorum yapabilme					
Okuduğum bir parça üzerine sözlü olarak tartışıp yorum yapabilme					
Bir parçadaki mecazi anlamları (metaphors) çıkarabilme					
Okuduğumuz parçalarla ilgili bir şeyler yazabilme					
Cümleleri, anlamlarını koruyarak, farklı şekilde yazabilme (paraphrasing)					
Bir kelimenin isim, sıfat, fiil veya zarf olduğunu ayırt edebilme					
Yeni kelimeler öğrenebilme					
Eleştirisel düşünebilme (critical thinking)					
Bir parçadaki gerçekler (facts) ve kişisel görüşler (opinions) arasındaki farkı ayırt edebilme					
Bir parçadaki anafikirler (main ideas) ve örnekler (examples) arasındaki farkı ayırt edebilme					
Yazarın bakış açısını anlayabilme					
Sözlük kullanabilme					
Diğer (belirtiniz)					

3. ELT 221 dersi **okuma becerileriyle** ilgili ihtiyaçlarımı karşıladı

☐ Kesinlikle katılıyorum ☐ Katılıyorum ☐ Kararsızım ☐ Katılmıyorum ☐ Kesinlikle katılmıyorum

4. ELT 221 dersi **kelime bilgisiyle (vocabulary knowledge)** ilgili ihtiyaçlarımı karşıladı.

☐ Kesinlikle katılıyorum ☐ Katılıyorum ☐ Kararsızım ☐ Katılmıyorum ☐ Kesinlikle katılmıyorum

5. ELT 221 dersinin yardımıyla, aşağıdaki alanlarda **gelişme kaydettim**.

	<i>Kesinlikle Katılıyorum</i>	<i>Katılıyorum</i>	<i>Kararsızım</i>	<i>Katılmıyorum</i>	<i>Kesinlikle Katılmıyorum</i>
	5	4	3	2	1
Parçayı hızlıca okuyup (skimming) ana fikir veya fikirleri belirleme					
Parçayı gözden geçirip (scanning) belirli bilgileri bulup çıkarma					
Parçayı dikkatlice okuyup detayları anlama					
Parçayı okuyup özetleme					
Parçadaki derin anlamları çıkarma					
Bilinmeyen kelimelerin parça içindeki anlamlarını tahmin etme					
Parçayı takip eden ve parçayı anlayıp anlamadığımı ölçen soruları (comprehension questions) cevaplama					
Okuduğum parça üzerine yorumlar yazma					
Okuduğum parça üzerine sözlü olarak tartışma					
Cümleleri, anlamlarını koruyarak, farklı şekilde yazma (paraphrasing)					
Bir parçadaki mecazi anlamları (metaphors) çıkarma					
Okuduğum parçalarla ilgili bir şeyler yazma					
Kelime bilgisi					
Okuma hızı (reading speed)					
Eleştirel düşünme (critical thinking)					
Bir parçadaki gerçeklerle (facts) kişisel görüşler (opinions) arasındaki farkı ayırt etme					
Bir parçadaki ana fikirlerle (main ideas) örnekler (examples) arasındaki farkı ayırt etme					
Sözlük kullanma					
Yazarın bakış açısını anlama					
Bir kelimenin isim, sıfat, fiil veya zarf olduğunu ayırt etme					
İngilizce telaffuz (pronunciation)					
Akıcı konuşma					
Doğru/hatasız konuşma					
Grammer					
Diğer (lütfen belirtiniz)					

6. ELT 221 dersinde **daha başka** ne gibi **okuma becerilerinin** geliştirilmesini isterdiniz (hangi beceriler geliştirilmeliydi ancak geliştirilmedi)? Lütfen kısaca belirtiniz.

III.DERSİN İÇERİĞİ VE MATERYALLER:

1.Aşağıda verilen ELT 221 dersiyile ilgili konulardaki düşünceleriniz nedir?

	<i>Kesintikle Katılıyor</i>	<i>Katılıyor</i>	<i>Kararsız</i>	<i>Katılmıyor</i>	<i>Kesintikle Katılmıyor</i>
	5	4	3	2	1
1. Ders materyalleri, bilmek veya yapmak istediğim herşeyi kapsıyordu.					
2. Ders materyalleri ilgi alanlarıma uygundu.					
3. Ders materyalleri okuma becerileriyle ilgili uzun vadeli hedeflerime uyuyordu.					
4. Ders materyalleriİngilizce kelime bilgisiyle ilgili uzun vadeli hedeflerime uyuyordu.					
5. Ders materyallerindeki konular ilgi çekiciydi.					
6. Ders materyallerinde, önceki ve sonraki bölümler arasında süreklilik/ilişki vardı.					
7. ELT 221 dersinde öğretilen okuma becerileri benim genel okuma yetimi ilerletmemde yararlı oldu.					
8. ELT 221 desinde öğretilen stratejiler benim bilinmeyen kelimelerin anlamlarını tahmin etme yetimi ilerletmemde yararlı oldu.					
9. Ders materyalleri benim genel İngilizce kelime bilgimi ilerletmemde yararlı oldu.					
10.Konular (sağlık, aile gibi) sırayla veriliyordu (yeni bir şey öğrenirken bir önce öğrendiklerimize bir şeyler ekleniyordu).					
11.Okuma becerileri sırayla öğretiliyordu (yeni bir şey öğrenirken bir önce öğrendiklerimize birşeyler ekleniyordu).					
12.Ders kitabının fiyatı uygundu.					
13.Ders materyalleri dersin hedeflerine yönelikti.					
14.Ders materyalleri okuma becerilerimi ilerletmem için yeterliydi.					
15.Ders materyalleri bilinmeyen kelimelerin anlamlarını tahmin etme yetimi ilerletmem için yeterliydi					
16. Ders materyalleri benim genel İngilizce kelime bilgimi ilerletmem için yeterliydi.					
17.Materyalleri kullanmak (işlemek) kolaydı.					
18.ELT 221 kitabındaki alıştırmalar (exercises, tasks) okuma becerilerimi geliştirmemde etkili oldu.					
19.ELT 221 kitabındaki alıştırmalar (exercises, tasks) kelime bilgimi geliştirmemde etkili oldu.					
20.Ders materyallerinde çeşitlilik vardı.					
21.Dersin materyallerini takip etmekte zorluk çektim.					
22.Ders materyalleri okuma becerilerimi geliştirmeme yardımcı oldu.					
23.Ders materyalleri kelime bilgimi geliştirmeme yardımcı oldu.					
24.Ders materyalleri görsel olarak çekiciydi.					
25.Ders materyalleri İngilizce seviyemize uygundu.					
26.Okuma becerilerimi geliştirmem için ek/yardımcı materyallere ihtiyaç vardı (ek materyaller kullanılmalıydı).					
27.Kelime bilgimi geliştirmem için ek/yardımcı materyallere ihtiyaç vardı (ek materyaller kullanılmalıydı)					
28.Diğer (lütfen belirtiniz)					

2. Aşağıdaki ders materyaller benim için **yararlı** oldu

	<i>Kesinlikle Katılıyorum</i>	<i>Katılıyorum</i>	<i>Kararsızım</i>	<i>Katılmıyorum</i>	<i>Kesinlikle Katılmıyorum</i>
	5	4	3	2	1
“Kişisel okuma” (personal reading) için kendi seçtiğim okuma parçaları					
Ders kitabındaki, (“Mosaic I”) okuma parçaları					
Ders kitabındaki (“Mosaic I”) alıştırmalar, aktiviteler					
Ders öğretmeninin verdiği, ders kitabındaki parçalarla ilgili ek alıştırmalar					
Ders öğretmeninin verdiği ek materyaller: okuma parçaları ve soruları					
Diğer (lütfen belirtiniz)					

3. ELT 221 dersinde **yapmadığınız** ancak yapmak istediğiniz daha başka konular ve çalışmalar var mıydı? Lütfen açıklayınız.

4. ELT 221 dersinde yapılmasının gereksiz olduğunu düşündüğünüz konular ve çalışmalar yaptınız mı? Lütfen açıklayınız.

5. ELT 221 desinde kullandığınız **materyallerle** (ders kitabı, teksirler, vb.) ilgili neler iyi, neler iyi değildi?

İyi (olumlu) yönler: _____

İyi olmayan (olumsuz) yönler: _____

6. ELT 221 dersinde sizce aşağıdaki konularla ilgili ne gibi **değişiklikler** yapılmalıdır? Önerilerinizi yazınız.

(a) İşlenen konular (parçaların konuları): _____

(b) Öğretilen veya çalışılan okuma becerileri ve stratejileri: _____

(c) Kullanılan materyaller (ELT 221 ders kitabı (Mosaic I), , ek materyaller, vb.): _____

IV. DERSİN İŞLENİŞİ, ÖĞRENME-ÖĞRETME SÜRECİ:

1. ELT 221 dersinde hangi aktiviteler ve metodlar *kullanılmıştır*?

	İstediğimden daha fazla	Olması gerektiği kadar	Yeterli değil	Hiç
Öğretmenin ders anlatması (Teacher lecture)				
Tek başına sessiz çalışma (Silent individual work)				
Öğrenci sunuları (Student presentations)				
İkili çalışma (Pair work)				
Gurup halinde çalışma (Group work)				
Tartışmalar (Discussions)				
Oyunlar (Games)				
Rol yapma (Role plays)				
Projeler (Projects)				
Video gösterimi (Video sessions)				
Kaset dinleme (Tape sessions)				
Öğrencilerin yüksek sesle okuması (Reading aloud by students)				
Öğretmenin yüksek sesle okuması (Reading aloud by the teacher)				
Sessiz okuma (Silent reading)				
Fon müziği (Background music)				
Tüm sınıf olarak alıştırma cevaplarını kontrol etme (Whole class feedback sessions on exercises)				
Ödevler (Homework/assignments)				
Günlük tutma (Journal keeping)				
Öğrencilerin birbirlerinin hatalarını düzeltmesi(Peer correction)				
Öğrencilerin kendi hatalarını düzeltmesi(Self correction)				
Öğretmenin hataları düzeltmesi (Teacher correction)				
Diğer (belirtiniz)				

2. Aşağıdaki aktivite ve metotlardan hangilerinin ve ne sıklıkta ELT 221 dersinde **kullanılmasını** isterdiniz?

	Sık Sık	Zaman Zaman	Hiçbir Zaman
Öğretmenin ders anlatması (Teacher lecture)			
Tek başına çalışma (Individual work)			
İkili çalışma (Pair work)			
Gurup çalışması (Group work)			
Rol yapma (Role-plays)			
Oyunlar (Games)			
Şarkılar (Songs)			
Video gösterimi (Video sessions)			
Kaset dinleme (Tape sessions)			
Tartışmalar (Discussions)			
Öğrencilerin sunuları (Student presentations)			
Bilgisayar destekli çalışmalar (Computer-aided activities)			
Öğrencilerin birbirlerinin hatalarını düzeltmesi (Peer correction)			
Öğrencilerin kendi hatalarını düzeltmesi (Self correction)			
Öğretmenin öğrencilerin hatalarını düzeltmesi (Teacher correction)			
İmla (Dictation)			
Öğrencilerin yüksek sesle okuma yapması (Reading aloud by students)			
Öğretmenin yüksek sesle okuma yapması (Reading aloud by the teacher)			
Projeler (Projects)			
Öğretmenin sorular sorması (Questioning by the teacher)			
Çeviri (Translation)			
Ödevler (Homework/assignments)			
Günlük tutma (Journal Keeping)			
Diğer (belirtiniz)			

3. Lütfen **ELT 221** dersindeki **öğretim-öğrenim süreci** (teaching-learning process) ile ilgili görüşlerinizi belirtiniz. (Öğretme-öğrenme süreci: Sınıfta dersin işlenişi)

	<i>Kesinlikle Katılıyor</i>	<i>Katılıyor</i>	<i>Kararsız</i>	<i>Katılmıyor</i>	<i>Kesinlikle Katılmıyor</i>
	5	4	3	2	1
1. Sınıfta zaman iyi kullanılıyordu.					
2. Bu dersteki öğrenci-öğretmen ilişkisi/etkileşimi iyiydi.					
3. Öğrenciler birbirlerine yardımcı oluyorlardı.					
4. Derste çok çeşitli aktiviteler kullanılıyordu.					
5. Öğretmen dersi ilgi çekici bir şekilde anlatıyordu.					
6. Öğretmeni takip etmek kolaydı					
7. Öğretmenin ne yapmamız gerektiğiyle ilgili verdiği açıklamalar (instructions) anlaşılırdı					
8. Öğretmenin öğretme yöntemi (methodology) öğrenmemizde etkiliydi.					
9. Öğretmen derse katılmamızı teşvik ediyordu.					
10. Öğretmen tepegöz, video, kaset çalar (teyp) gibi araç gereçleri etkili bir şekilde kullanıyordu.					
11. Öğretmen tahtayı etkili bir biçimde kullanıyordu.					
12. Öğretmen sınıftaki tüm öğrencilerle eşit olarak ilgileniyordu.					
13. Öğretmen yaptığımız yanlışları etkili ve anlaşılır bir şekilde düzeltiyordu.					
14. Sınıfta tek başıma çalışmayı tercih ediyordum.					
15. Sınıfta başkalarıyla bir arada çalışmayı tercih ediyordum.					
16. Sınıfta sadece İngilizce kullanıyordum.					
17. Dersler ilgi çekici bir şekilde işleniyordu.					
18. Diğer öğrenciler bu derste öğrenmeme yardımcı oldular.					
19. Öğretmen bu derste öğrenmeme yardımcı oldu.					
20. Öğretmen yaptığımız çalışmaların (performansımızın) nasıl olduğuyla ilgili olarak yeterli bilgi (feedback) veriyordu.					
21. Öğrenciler birbirlerine yaptıkları çalışmaların (performanslarının) nasıl olduğuyla ilgili bilgi veriyordu.					
22. Okuma parçalarını, sınıfta okumak yerine, evde okumayı tercih ediyordum.					
23. Derslerde çalınan fon müziği beni çalışmaya teşvik ediyordu.					
24. Günlük tutma çalışması yararlıydı.					
25. Parçalarla ilgili alıştırmaları, sınıfta yapmak yerine, evde yapmayı tercih ediyordum.					
26. Kişisel okuma için kullanılan kitapları, öğrencilerin kendileri yerine, öğretmen seçmeliydi.					

4. ELT 221 dersinde okuma becerilerinizi geliştirmede en yararlı neyi/neleri buldunuz?

5. ELT 221 dersinde, öğretmen neler yaparak size daha çok yararlı olabilirdi?

6. ELT 221 dersinde, diğer öğrenciler neler yaparak size daha çok yararlı olabilirdi?

7. Öğrencilere en iyi şekilde yardımcı olabilmesi için, sizce ELT 221 dersinde öğretim-öğrenim süreci, yani dersin işlenişi (teaching-learning process), ne şekilde **olmalıdır**? Lütfen önerilerinizi yazınız.

V. DEĞERLENDİRME VE ÖĞRENCİ PERFORMANSI:

1. Aşağıda ELT 221 dersiyle ilgili olan konular hakkındaki görüşlerinizi belirtiniz

	<i>Kesinlikle Katılıyorum</i>	<i>Katılıyorum</i>	<i>Kararsızım</i>	<i>Katılmıyorum</i>	<i>Kesinlikle Katılmıyorum</i>
	5	4	3	2	1
1. Derslerde alıştırma yaptığımız şeylerden sınav olduk/değerlendirildik.					
2. Sınavlardan önce sınavların içeriğiyle ilgili bilgilendirildik.					
3. Sınavlardaki açıklamalar (instructions) açık ve anlaşılırdı.					
4. Ders ve sınav materyalleri zorluk derecesi açısından birbirleriyle aynıydı.					
5. Sınav soruları zordu.					
6. Sınav sonuçları benim okuma becerilerindeki gerçek yetimi/başarımı yansıtıyor.					
7. Bu derste okuma becerilerim doğru bir şekilde ölçüldü.					
8. Değerlendirme adil.					
9. Ödevler dersin amaçlarına uygundu.					
10. Bu derste performansım/başarım iyiydi.					
11. Bu dersten sonra okuma becerilerim ilerledi.					
12. Bu dersten sonra kelime bilgim ilerledi.					
13. Ödevlerdeki performansım/başarımla ilgili olarak yeterli bilgi (feedback) aldım.					
14. Kişisel okuma (personal reading) çalışmasındaki performansım/başarımla ilgili yeterli bilgi (feedback) aldım.					
15. Sınavlardaki (Exams) performansım/başarımla ilgili yeterli bilgi (feedback) aldım.					
16. Günlük tutma (journal keeping) çalışmasındaki performansım/başarımla ilgili yeterli bilgi (feedback) aldım.					

2. Aşağıdaki değerlendirme araçları ELT 221 dersindeki performansımı/başarımı *doğru bir şekilde ölçmede etkiliydi*:

	<i>Kesinlikle Katılıyor</i>	<i>Katılıyor</i>	<i>Kararsız</i>	<i>Katılmıyor</i>	<i>Kesinlikle Katılmıyor</i>
	5	4	3	2	1
Ödevler (Homework/assignment)					
Ara Sınav (Midterm exam)					
Günlük tutma (Journal keeping)					
Derse katılım (Participation&attendance)					
Final sınavı (Final exam)					
Kişisel okuma (Personal reading)					
Diğer (belirtiniz)					

3. ELT 221 dersinde okuma becerileriniz daha başka hangi yollarla/yöntemlerle daha iyi ölçülebilirdi? Lütfen kısaca açıklayınız.

VI. DİĞER DERSLERLE İLİŞKİLER:

1. ELT 123, ELT 124 & ELT 221 dersleriyle (okuma dersleri) diğer dil geliştirme dersleri (ELT 121&122, ELT 125&126, ELT 127&128) arasında bir örtüşme/ilişki/bağlantı *olmalı mıdır*?

☐ Evet

☐ Hayır

Neden?

2. ELT 123, ELT 124 & ELT 221 dersleriyle daha önce aldığınız diğer temel dil dersleri (ELT 121&122, ELT 125&126, ELT 127&128) arasında bir örtüşme/ilişki/bağlantı *var mıydı*?

☐ Evet

☐ Hayır

Lütfen cevabınızı açıklayınız:

3. ELT 123 & 124 derslerinde (okuma derslerinde) öğrendiğim bilgi ve becerileri aşağıdaki derslere de aktarıp kullanabildim:

	Sık sık kullandım	Zaman zaman kullandım	Hiçbir zaman kullanmadım
ELT 121&122 (Konuşma Becerileri I&II)			
ELT 125&126 (Yazma Becerileri I&II)			
ELT 127&127 (İngilizce Dilbilgisi I&II)			

4. Aşağıdaki derslerde öğrendiğim bilgi ve becerileri ELT 123, ELT 124 & ELT 221 derslerine aktarıp kullanabildim:

	Sık sık kullandım	Zaman zaman kullandım	Hiçbir zaman kullanmadım
ELT 121&122 (Konuşma Becerileri I&II)			
ELT 125&126 (Yazma Becerileri I&II)			
ELT 127&128 (İngilizce Dilbilgisi I&II)			

5. Okuma dersleri (ELT 123, ELT 124 & ELT 221) arasında bir devamlılık **var mıydı** (yeni öğrendikleriniz daha önce öğrendiklerinizin devamı niteliğinde miydi)?

☐ Evet

☐ Hayır

Lütfen cevabınızı açıklayınız:

6. Okuma dersleri (ELT 123, ELT 124 & ELT 221) arasında bir devamlılık **olmalı mıdır** (yeni öğrendikleriniz daha önce öğrendiklerinizin devamı niteliğinde olmalı mı)?

☐ Evet

☐ Hayır

Lütfen cevabınızı açıklayınız:

7. Okuma dersleri (ELT 123, ELT 124 & ELT 221) arasındaki ilişkiyle ilgili görüşlerinizi belirtiniz

	<i>Kesinlikle Katılıyorum</i>	<i>Katılıyorum</i>	<i>Kararsızım</i>	<i>Katılmıyorum</i>	<i>Kesinlikle Katılmıyorum</i>
	5	4	3	2	1
1. Her yeni okuma dersinde bir önceki okuma dersinde nerede kalmışsak oradan başladık					
2. ELT 221 dersinde, ELT 123 ve ELT 124 derslerinde öğrendiklerimden farklı olan yeni okuma becerileri öğrenmedim					
3. ELT 123, ELT 124 ve ELT 221 dersleri, öğretilen okuma becerileri yönünden birbirlerinin aynisiydiler.					
4. Okuma dersleri (ELT 123, ELT 124 ve ELT 221) kolaydan zora doğru sıralanmıştır.					

VII.GENEL DEĞERLENDİRME:

1. ELT 221 dersinde okuma becerilerinizi geliştirmenize en çok yardımcı olan **3 şeyi** belirtiniz. (Dersle ilgili **3 OLUMLU nokta**)

1. _____
2. _____
3. _____

2. ELT 221 dersinde okuma becerilerinizi geliştirmenize yardımcı olmayan **3 şeyi** belirtiniz (Dersle ilgili **3 OLUMSUZ nokta**).

1. _____
2. _____
3. _____

3. ELT 221 dersinin daha yararlı ve öğrencilerin ihtiyaçlarına daha iyi cevap verir bir duruma getirilebilmesi için **ÖNERİLERİNİZ** nelerdir?

YARDIMINIZ İÇİN ÇOK TEŞEKKÜRLER

**EVALUATING LANGUAGE IMPROVEMENT COURSES
IN THE ELT CURRICULUM
AT EMU**

Dear Students,

This questionnaire has been designed to collect your opinions about **ELT 125** course for evaluation purposes. The course will be evaluated in terms of its features such as objectives, content and materials, course conduct, assessment, and relationship with other courses.

It is absolutely essential that you express your views realistically. The data to be collected through your responses will be of great value to the improvement of the language improvement courses in the ELT curriculum at EMU.

Your identity and individual responses will be kept strictly confidential, and the results of the questionnaire will be used only for research purposes.

Thank you for your participation and cooperation.

Fatoş Erozan
ELT Department

ELT 125- Writing Skills I
Course Evaluation Questionnaire

Please read the following questions/statements and put an X as appropriate.

I. GENERAL BACKGROUND:

1. Your age: ____ years old.
2. Your sex: ☐ Male ☐ Female
3. Your mother tongue: ☐ Turkish ☐ English ☐ Other (please specify) _____
4. Which of the following English exams did you take and what were/was your grade(s)?
☐ TOEFL: _____ ☐ EMU Proficiency Exam: _____ ☐ IELTS: _____
☐ Other (please specify the exam and your score): _____
5. Did you attend any English language preparatory school (prep.)? ☐ Yes ☐ No
6. If yes, what type?
☐ College prep. ☐ Anatolian high school prep. ☐ EMU prep.
☐ Other (please specify) _____
7. How would you rate yourself in **English** in the following areas?

	Very Good	Good	Satisfactory	Poor
Reading				
Listening				
Speaking				
Writing				
Grammar				
Vocabulary				

8. Can you tell your difficulties, if any, in understanding English or in communicating in English in class? In...

	A lot of difficulties	Some difficulties	Little difficulties	None at all
Reading				
Listening				
Speaking				
Writing				
Grammar				
Vocabulary				

9. In what language areas and study skills do you think you need practice to decrease the difficulties you have?

	A lot of practice	Some practice	Little practice	No practice
Reading				
Listening				
Speaking				
Writing				
Grammar				
Vocabulary				
Summarizing				
Note-taking				
Doing library research				
Other (please specify)				

II. COURSE AIMS AND OBJECTIVES:

Please mark (X) as appropriate.

5 4 3 2 1
SA: Strongly agree / A: Agree / NS: Not sure / D: Disagree / SD: Strongly disagree

1. ELT 125 course met my expectations.

☐ Strongly agree ☐ Agree ☐ Not sure ☐ Disagree ☐ Strongly disagree

Please explain your answer:

2. ELT 125 aimed to develop our ability to:

	SA 5	A 4	NS 3	D 2	SD 1
combine sentences correctly					
use linking words correctly and appropriately					
spell words correctly					
use punctuation marks correctly					
form grammatically correct sentences					
understand coherence and unity in a paragraph					
narrow down a general topic through brainstorming					
write a topic sentence					
write supporting points for a topic sentence					
write a concluding sentence for a paragraph					
make an outline of a paragraph					
write a descriptive paragraph					
write a narrative paragraph.					
write a comparison and contrast paragraph.					
write a classification paragraph.					
write a cause and effect paragraph.					
write an argumentative (personal opinion) paragraph					
identify the errors in a written work (a paragraph)					
correct the errors in a written work (a paragraph) – editing					
write a summary of a text					
Other (please specify)					

3. ELT 125 course met my needs regarding *writing skills*.

☐ Strongly agree ☐ Agree ☐ Not sure ☐ Disagree ☐ Strongly disagree

4. With the help of ELT 125 course, I *have improved* in the following areas:

	SA 5	A 4	NS 3	D 2	SD 1
Sentence combining					
Using linking words correctly and appropriately					
Spelling					
Punctuation					
Writing a coherent and unified paragraph					
Narrowing down a general topic through brainstorming					
Topic sentence writing					
Writing supporting points for a topic sentence					
Writing a concluding sentence for a paragraph					
Making a paragraph outline					
Descriptive paragraph writing					
Narrative paragraph writing					
Writing a comparison and contrast paragraph					
Writing a classification paragraph					
Writing a cause and effect paragraph					
Writing an argumentative (personal opinion) paragraph					
Identifying errors in a paragraph					
Correcting errors in a paragraph – editing					
Writing a summary of a text					
Accuracy in writing					
Grammar					
Fluency in writing					
Critical thinking					
Other(please specify)					

5. Which *other writing skills* you would like to have been developed/improved in ELT 125? Please explain.

III. COURSE CONTENT AND MATERIALS:

1. Please express your opinion about the following issues in ELT 125:

	SA 5	A 4	NS 3	D 2	SD 1
1. The course materials provided me with what I needed to know or do.					
2. The course materials were appropriate to my interests.					
3. The course materials fit my long term goals in terms of writing skills.					
4. The topics and themes in the materials were interesting.					
5. The course materials offered continuity (between earlier and later parts).					
6. The writing skills taught in ELT 125 were useful for improving my general writing ability in English.					

	SA 5	A 4	NS 3	D 2	SD 1
7. The writing skills were taught sequentially, i.e. building upon prior learning.					
8. The course books were appropriately priced.					
9. The materials were in line with the course objectives.					
10. Course materials were sufficient to improve my writing skills.					
11. It was easy to use the course materials.					
12. Exercises/tasks in the textbook "Sentence Combining" were effective in improving my writing skills.					
13. Exercises/tasks in "Paragraph Patterns" were effective in improving my writing skills.					
14. The course materials had variety.					
15. I had difficulty in following the course materials.					
16. The course materials helped me to improve my writing skills.					
17. The course materials were visually attractive.					
18. The course materials were appropriate to our proficiency level in English.					
19. There was a need for supplementary materials to improve my writing skills. (i.e. supplementary materials should have been used)					
20. The supplementary materials the teacher used were useful for improving my writing skills. (Answer this item only if your teacher used supplementary materials)					
21. Other (please specify)					

2. The following course materials were *useful* to me:

	SA 5	A 4	NS 3	D 2	SD 1
Sentence combining exercises in "Sentence Combining"					
Sample paragraphs in "Paragraph Patterns"					
Exercises in "Paragraph Patterns"					
Supplementary materials provided by the teacher					
Other (please specify)					

3. Are there any other things (i.e. topics, tasks, etc.) you HAVE NOT done in ELT 125 course but you would like to have done? Please explain.

4. Are there any things (i.e. topics, tasks, etc.) you think were NOT necessary to do in ELT 125 course? Please explain.

5. What were the good (positive) and bad (negative) points about the **materials** (course books, handouts, et.) you were working with in this course?

Good (positive) points: _____

Bad (negative) points: _____

6. What **changes** should be made in ELT 125 in terms of the following areas? Give suggestions

(a) Topics and themes studied (i.e. read or written about): _____

(b) Writing skills taught: _____

(c) Materials used ("Sentence Combining", "Paragraph Patterns", handouts, etc.): _____

IV. COURSE CONDUCT / TEACHING-LEARNING PROCESS:

1. Which activities and methods **were used** in ELT 125?

	More than I wanted	The right amount	Not enough	None
Teacher lecture				
Silent individual work				
Student presentations				
Pair work				
Group work				
Discussions				
Games				
Role plays				
Projects				
Reading aloud written work				
Whole class activities done on the board				
Whole class feedback sessions on exercises				
Homework/Assignment				
Peer correction				
Self correction				
Teacher correction				
Journal keeping				
Brainstorming				
Other(please specify)				

2. Which activities and methods *you would like to be used* in ELT 125?

	Frequently	Sometimes	Never
Teacher lecture			
Individual work			
Pair work			
Group work			
Role-plays			
Games			
Songs			
Video sessions			
Tape sessions			
Discussions			
Brainstorming			
Student presentations			
Computer-aided activities			
Peer correction			
Self correction			
Teacher correction			
Dictation			
Reading aloud by students			
Reading aloud by the teacher			
Projects			
Questioning (by the teacher)			
Translation			
Homework/assignments			
Other (please specify)			

3. Please express your opinion about the *teaching-learning process in ELT 125 course*.

	SA 5	A 4	NS 3	D 2	SD 1
1. There was an efficient use of time in class.					
2. There was a good student-teacher interaction in the course .					
3. The students had cooperative relationships with each other.					
4. A variety of activities was used in the course.					
5. The teacher was teaching in an interesting way.					
6. It was easy to follow the teacher.					
7. The teacher's instructions were clear.					
8. The teaching methodology of the teacher was effective in our learning.					
9. The teacher was encouraging us to participate in the lessons.					
10.The teacher used audio-visual aids (OHP, video, tape-recorder, etc.) effectively in the lessons.					
11.The teacher was using the board effectively.					
12.The teacher was giving equal attention to all students in the class.					
13.The teacher corrected our mistakes in an effective way.					
14. I preferred to work individually in class.					
15. I preferred to work with (a) partner(s) in class.					
16. I used only English in class.					

	SA 5	A 4	NS 3	D 2	SD 1
17. The lessons were taught in an interesting way.					
18. Other students helped me to learn in this course.					
19. The teacher helped me to learn in this course.					
20. The teacher was giving sufficient feedback on our performance (i.e. written work).					
21. The students were giving sufficient feedback on each other's performance (i.e. written work).					

4. What did you find the MOST USEFUL in ELT 125 lessons to improve your writing skills?

5. What could the teacher have done in order to help you more in ELT 125 course?

6. What could other students have done in order to help you more in ELT 125 course?

7. How should teaching-learning be in ELT 125 course so that it would help the students a lot? Please give suggestions.

V. ASSESSMENT AND STUDENT PERFORMANCE:

1. Express your opinion about the following issues in ELT 125:

	SA 5	A 4	NS 3	D 2	SD 1
1. We were assessed on the things (i.e. skills) we practiced in the lessons.					
2. Before the tests, we were given information about the scope of the tests.					
3. The directions on the tests were clear.					
4. The materials we used in the lessons and the test materials were similar in terms of difficulty level.					
5. The test questions were difficult.					

	SA 5	A 4	NS 3	D 2	SD 1
6. The assignment/homework results demonstrate my actual ability/proficiency in writing skills.					
7. The exam results demonstrate my actual ability/proficiency in writing skills.					
8. My writing skills have been correctly measured in the course.					
9. The grading was fair.					
10. HW/assignments were relevant to the course aims.					
11. My performance in this course was good.					
12. My writing skills have improved after this course.					
13. I received sufficient feedback on my assignments.					
14. I received sufficient feedback on my class work.					
15. I received sufficient feedback on my performance in the exams.					

2. The following assessment tools were *effective in measuring* my performance/success in ELT 125 *correctly*:

	SA 5	A 4	NS 3	D 2	SD 1
Homework/Assignment					
Classwork					
Midterm 1					
Midterm 2					
Final exam					
Other (please specify)					

3. In what other ways your writing skills could have been better measured in ELT 125 course? Please explain briefly.

VI. RELATIONSHIP WITH OTHER COURSES:

1. Should there be (a)n overlap/relationship between ELT 125 and other ELT courses (ELT 121, ELT 123 and ELT 127)?

☐ Yes ☐ No

Why?

2. Was there (a)n overlap/relationship between ELT 125 and other language courses (ELT 121, ELT 123 and ELT 127)?

☐ Yes ☐ No

Please explain your answer:

3. I was able to transfer/use the skills and/or information I learned in ELT 125 in:

	Frequently	Sometimes	Never
ELT 121 Oral Communication Skills I			
ELT 123 Reading Skills I			
ELT 127 English Grammar I			

4. I was able to transfer/use the skills and/or information I learned in the following courses in/to ELT 125:

	Frequently	Sometimes	Never
ELT 121 Oral Communication Skills I			
ELT 123 Reading Skills I			
ELT 127 English Grammar I			

VII. OVERALL EVALUATION:

1. List **3 things** in ELT 125 course that helped you the most to improve your writing skills (**3 POSITIVE aspects** of the course).

1. _____
2. _____
3. _____

2. List **3 things** in ELT 125 course that **DID NOT help you** to improve your writing skills (**3 NEGATIVE aspects** of the course).

1. _____
2. _____
3. _____

3. List **your SUGGESTIONS** to make ELT 125 course more useful and better adjusted to students' needs:

THANK YOU VERY MUCH FOR YOUR COOPERATION

DOĞU AKDENİZ ÜNİVERSİTESİ
İNGİLİZ DİLİ EĞİTİMİ BÖLÜMÜ MÜFREDATINDAKİ
DİL GELİŞTİRME DERSLERİNİN DEĞERLENDİRİLMESİ

Sevgili Öğrenciler,

Bu anket sizin **ELT 125** dersiyle ilgili görüşlerinizi belirlemek için değerlendirme amaçlı geliştirilmiştir. Bu ders, hedefleri, içerik ve materyalleri, işlenişi, değerlendirme sistemi ve diğer derslerle olan ilişkisi bağlamında değerlendirilecektir.

Fikirlerinizi açıkça ve gerçekçi bir biçimde ortaya koymanız çok önemlidir. Vereceğiniz cevaplar yoluyla toplanacak veri Doğu Akdeniz Üniversitesi İngiliz Dili Eğitimi Bölümü müfredatındaki dil geliştirme derslerinin iyileştirilmesi için büyük önem taşımaktadır.

Kimliğiniz ve bireysel cevaplarınız kesinlikle gizli tutulacaktır. Anket sonuçları sadece araştırma amaçlı kullanılacaktır.

Katılımınız ve işbirliğiniz için teşekkürler.

Fatoş Erozan
İngiliz Dili Eğitimi Bölümü

ELT 125- Yazma Becerileri I
Ders Değerlendirme Anketi

Aşağıdaki soruları uygun şekilde cevaplayınız veya X ile işaretleyiniz.

1. GENEL ÖZGEÇMİŞ:

1. Yaşınız: _____
2. Cinsiyetiniz: ☐ Erkek ☐ Kadın
3. Anadiliniz: ☐ Türkçe ☐ İngilizce ☐ Diğer (lütfen belirtiniz) _____
4. Aşağıda belirtilen İngilizce sınavlarından hangi veya hangilerine girdiniz işaretleyiniz ve aldığınız notu belirtiniz
☐ TOEFL: _____ ☐ DAÜ İngilizce Yeterlik Sınavı: _____ ☐ IELTS: _____
☐ Diğer (lütfen sınavın ismini ve aldığınız notu belirtiniz): _____
5. İngilizce hazırlık okudunuz mu? ☐ Evet ☐ Hayır
6. Evet ise, ne çeşit bir hazırlık?
☐ Kolej hazırlık. ☐ Anadolu Lisesi hazırlık ☐ DAÜ hazırlık
☐ Diğer (lütfen belirtiniz) _____
7. Aşağıdaki alanlarda İngilizcenizi nasıl buluyorsunuz?

	Çok iyi	İyi	Orta	Zayıf
Okuma				
Dinleme				
Konuşma				
Yazma				
Gramer				
Kelime bilgisi				

8. Eğer varsa, sınıfta İngilizce anlama veya iletişim kurmada aşağıda belirtilen alanlarda ne derece zorluk yaşıyorsunuz?

	Çok fazla	Biraz	Çok az	Hiç
Okuma				
Dinleme				
Konuşma				
Yazma				
Gramer				
Kelime bilgisi				

9. Yaşadığınız zorlukları azaltmak için hangi alanlarda veya becerilerde ne kadar pratik yapmanız gerektiğine inanıyorsunuz?

	Çok fazla	Biraz	Çok az	Hiç
Okuma				
Dinleme				
Konuşma				
Yazma				
Gramer				
Kelime bilgisi				
Özetleme				
Not tutma				
Kütüphane araştırması yapma				
Diğer (belirtiniz)				

II.DERS HEDEFLERİ:

Lütfen uygun şekilde yanıtlayınız veya belirtildiği gibi (X) işaretleyiniz.

5 4 3 2 1
Kesinlikle katılıyorum / Katılıyorum /Kararsızım /Katılmıyorum / Kesinlikle katılmıyorum

1. ELT 125 dersi beklentilerimi karşıladı

☐Kesinlikle katılıyorum ☐Katılıyorum ☐Kararsızım ☐Katılmıyorum ☐Kesinlikle katılmıyorum

Lütfen yanıtınızı açıklayınız:

2. ELT 125 dersi aşağıdaki alanlarda gelişmemizi **hedefliyordu**

	<i>Kesinlikle Katılıyorum</i>	<i>Katılıyorum</i>	<i>Kararsızım</i>	<i>Katılmıyorum</i>	<i>Kesinlikle Katılmıyorum</i>
	5	4	3	2	1
Cümleleri birbirlerine doğru bir şekilde bağlayabilme					
Bağlaçları (linking words) doğru ve uygun bir şekilde kullanabilme					
Kelimeleri doğru yazabilme (spelling)					
Noktalama işaretlerini doğru bir şekilde kullanabilme (punctuation)					
Grammer açısından doğru, gramer kurallarına uyan cümleler kurabilme					
Paragraftaki bütünselliği (coherence and unity) anlayabilme					
Beyin fırtınasıyla (brainstorming) geniş bir konuyu daraltabilme					
Ana fikir cümlesi (topic sentence) yazabilme					
Ana fikir cümlesini destekleyici cümleler (supporting points) yazabilme					
Bir paragrafın sonuç cümlesini yazabilme					
Paragraf planı (outline) yapabilme					
Betimleyici paragraf (descriptive paragraph) yazabilme					
Öyküsel paragraf (narrative paragraph) yazabilme					
Karşılaştırma paragrafı (comparison and contrast paragraph) yazabilme					
Sınıflandırma paragrafı (classification paragraph) yazabilme					
Sebeup ve sonuç paragrafı (cause and effect paragraph) yazabilme					
Tartışma/kişisel görüş bildirme paragrafı (argumentative/personal opinion paragraph) yazabilme					
Bir yazıdaki (paragraftaki) hataları bulabilme					
Bir yazıdaki (paragraftaki) hataları düzeltebilme					
Bir paçanın özetini yazabilme					
Diğer (belirtiniz)					

3. ELT 125 dersi **yazma** becerileriyle ilgili ihtiyaçlarımı karşıladı

☐Kesinlikle katılıyorum ☐Katılıyorum ☐Kararsızım ☐Katılmıyorum ☐Kesinlikle katılmıyorum

4. ELT 125 dersinin yardımıyla, aşağıdaki alanlarda **gelişme kaydettim**

	Kesinlikle Katılıyorum	Katılıyorum	Kararsızım	Katılmıyorum	Kesinlikle Katılmıyorum
	5	4	3	2	1
Cümleleri bağlama					
Bağlaçları doğru ve uygun bir şekilde kullanma					
Kelimeleri doğru yazma (spelling)					
Noktalama işaretlerini kullanma (punctuation)					
Bütünsel (coherent & unified) bir paragraf yazma					
Beyin fırtınasıyla genel bir konuyu daraltma					
Ana fikir cümlesi (topic sentence) yazma					
Ana fikir cümlesini destekleyici cümleler (supporting ideas) yazma					
Bir paragrafın sonuç cümlesini yazma					
Paragraf planı (outline) yapma					
Betimleyici paragraf (descriptive paragraph) yazma					
Öyküsel paragraf (narrative paragraph) yazma					
Karşılaştırma paragrafı (comparison and contrast paragraph) yazma					
Sınıflandırma paragrafı (classification paragraph) yazma					
Sebeup ve sonuç paragrafı (cause and effect paragraph) yazma					
Tartışma/kişisel görüş bildirme paragrafı (argumentative/personal opinion paragraph) yazma					
Bir paragraftaki hataları bulma					
Bir paragraftaki hataları düzeltme (editing)					
Bir parçanın özetini yazma					
Doğru/hatasız yazma (accuracy in writing)					
Gramer					
Akıcı yazma (fluency in writing)					
Eleştirisel düşünme (critical thinking)					
Diğer (lütfen belirtiniz)					

5. ELT 125 dersinde **daha başka** ne gibi **yazma becerilerinin** geliştirilmesini isterdiniz (hangi beceriler geliştirilmeliydi ancak geliştirilmedi)? Lütfen kısaca belirtiniz.

III.DERSİN İÇERİĞİ VE MATERYALLER:

1.Aşağıda verilen ELT 125 dersiyle ilgili konulardaki düşünceleriniz nedir?

	<i>Kesinlikle Katılıyor</i>	<i>Katılıyor</i>	<i>Kararsız</i>	<i>Katılmıyor</i>	<i>Kesinlikle Katılmıyor</i>
	5	4	3	2	1
1. Ders materyalleri, bilmek veya yapmak istediğim herşeyi kapsıyordu.					
2. Ders materyalleri ilgi alanlarıma uygundu.					
3. Ders materyalleri, yazma becerileriyle ilgili uzun vadeli hedeflerime uyuyordu.					
4. Ders materyallerindeki konular ilgi çekiciydi.					
5. Ders materyallerinde önceki ve sonraki bölümler arasında süreklilik/ilişki vardı.					
6. ELT 125 desinde öğretilen yazma becerileri benim genel yazma yetimi ilerletmemde yararlı oldu.					
7. Beceriler sırayla öğretiliyordu (yeni bir şey öğrenirken bir önce öğrendiklerimize birşeyler ekleniyordu).					
8. Ders kitaplarının fiyatları uygundu.					
9. Ders materyalleri dersin hedeflerine yönelikti.					
10. Ders materyalleri yazma becerilerimi ilerletmem için yeterliydi.					
11. Materyalleri kullanmak (işlemek) kolaydı.					
12. "Sentence Combining" kitabındaki alıştırmalar (exercises, tasks) yazma becerilerimi geliştirmemde etkili oldu.					
13. "Paragraph Patterns" kitabındaki alıştırmalar (exercises, tasks) yazma becerilerimi geliştirmemde etkili oldu .					
14. Ders materyallerinde çeşitlilik vardı.					
15. Dersin materyallerini takip etmekte zorluk çektim.					
16. Ders materyalleri yazma becerilerimi geliştirmeme yardımcı oldu.					
17. Ders materyalleri görsel olarak çekiciydi.					
18. Ders materyalleri İngilizce seviyemize uygundu.					
19. Yazma becerilerimi geliştirmem için ek/yardımcı materyallere ihtiyaç vardı (ek/yardımcı materyaller kullanılmalıydı).					
20. Ders öğretmeninin kullandığı ek/yardımcı materyaller yazma becerilerimi geliştirmemde yararlıydı. (Bu soruya eğer ek/yardımcı materyal kullanılmışsa cevap veriniz)					
21. Diğer (lütfen belirtiniz)					

2. Aşağıdaki ders materyalleri benim için *yararlı* oldu

	<i>Kesinlikle Katılıyor</i>	<i>Katılıyor</i>	<i>Kararsız</i>	<i>Katılmıyor</i>	<i>Kesinlikle Katılmıyor</i>
	5	4	3	2	1
"Sentence Combining" kitabındaki cümle bağlama alıştırmaları					
"Paragraph Patterns" kitabındaki örnek paragraflar					
"Paragraph Patterns" kitabındaki alıştırmalar					
Öğretmen tarafından verilen ek/yardımcı materyaller					
Diğer (lütfen belirtiniz)					

3. ELT 125 dersinde **yapmadığınız** ancak yapmak istediğiniz daha başka konular ve çalışmalar var mıydı? Lütfen açıklayınız.

4. ELT 125 dersinde yapılmasının gereksiz olduğunu düşündüğünüz konular ve çalışmalar yaptınız mı? Lütfen açıklayınız.

5. ELT 125 desinde kullandığınız **materyallerle** (ders kitapları, teksirler) ilgili neler iyi, neler iyi değildi?

İyi (olumlu) yönler: _____

İyi olmayan (olumsuz) yönler: _____

6. ELT 125 dersinde sizce aşağıdaki konularla ilgili ne gibi **değişiklikler** yapılmalıdır? Önerilerinizi yazınız.

(a) İşlenen konular (okunan veya hakkında yazılan konular): _____

(b) Öğretilen veya çalışılan yazma becerileri: _____

(c) Kullanılan materyaller (“Sentence Combining”, “Paragraph Patterns” , vb.): _____

IV. DERSİN İŞLENİŞİ, ÖĞRENME-ÖĞRETME SÜRECİ:

1. ELT 125 dersinde hangi aktiviteler ve metodlar *kullanılmıştır*?

	İstediğimden daha fazla	Olması gerektiği kadar	Yeterli değil	Hiç
Öğretmenin ders anlatması (Teacher lecture)				
Tek başına sessiz çalışma (Silent individual work)				
Öğrenci sunuları (Student presentations)				
İkili çalışma (Pair work)				
Gurup halinde çalışma (Group work)				
Tartışmalar (Discussions)				
Oyunlar (Games)				
Rol yapma (Role plays)				
Projeler (Projects)				
Yazılanların yüksek sesle okunması (Reading aloud written work)				
Tahtada tüm sınıfça yapılan çalışmalar (Whole class activities done on the board)				
Tüm sınıf olarak alıştırma cevaplarını kontrol etme (Whole class feedback sessions on exercises)				
Ödevler (Homework/assignments)				
Öğrencilerin birbirlerinin hatalarını düzeltmesi(Peer correction)				
Öğrencilerin kendi hatalarını düzeltmesi (Self correction)				
Öğretmenin hataları düzeltmesi (Teacher feedback/correction)				
Günlük tutma (Journal keeping)				
Beyin fırtınası (Brainstorming)				
Diğer (belirtiniz)				

2. Aşağıdaki çalışma ve metodlardan hangilerinin ne sıklıkta ELT 125 dersinde **kullanılmasını** **isterdiniz?**

	Sık Sık	Zaman Zaman	Hiçbir Zaman
Öğretmenin ders anlatması (Teacher lecture)			
Tek başına çalışma (Individual work)			
İkili çalışma (Pair work)			
Gurup çalışması (Group work)			
Rol yapma (Role-plays)			
Oyunlar (Games)			
Şarkılar (Songs)			
Video gösterimi (Video sessions)			
Kaset dinleme (Tape sessions)			
Tartışmalar (Discussions)			
Beyin fırtınası (Brainstorming)			
Öğrencilerin sunuları (Student presentations)			
Bilgisayar destekli çalışmalar (Computer-aided activities)			
Öğrencilerin birbirlerinin hatalarını düzeltmesi (Peer correction)			
Öğrencilerin kendi hatalarını düzeltmesi (Self correction)			
Öğretmenin öğrencilerin hatalarını düzeltmesi (Teacher correction)			
İmla (Dictation)			
Öğrencilerin yüksek sesle okuma yapması (Reading aloud by students)			
Öğretmenin yüksek sesle okuma yapması (Reading aloud by the teacher)			
Projeler (Projects)			
Öğretmenin sorular sorması (Questioning by the teacher)			
Çeviri (Translation)			
Ödev (Homework/assignments)			
Diğer (belirtiniz)			

3. Lütfen **ELT 125** dersindeki **öğretim-öğrenim süreci** (teaching-learning process) ile ilgili görüşlerinizi belirtiniz. (Öğretim-öğrenim süreci: Sınıfta dersin işlenişi)

	<i>Kesinlikle Katılıyorum</i>	<i>Katılıyorum</i>	<i>Kararsızım</i>	<i>Katılmıyorum</i>	<i>Kesinlikle Katılmıyorum</i>
	5	4	3	2	1
1. Sınıfta zaman iyi kullanılıyordu.					
2. Bu derste öğrenci-öğretmen ilişkisi/etkileşimi iyiydi.					
3.Öğrenciler birbirlerine yardımcı oluyorlardı.					
4. Derste çok çeşitli aktiviteler kullanılıyordu.					
5.Öğretmen dersi ilgi çekici bir şekilde anlatıyordu.					
6. Öğretmeni takip etmek kolaydı.					
7. Öğretmenin ne yapmamız gerektiğiyle ilgili verdiği açıklamalar (instructions) anlaşılırdı.					
8. Öğretmenin öğretme yöntemi (methodology) öğrenmemizde etkiliydi.					
9. Öğretmen derse katılmamızı teşvik ediyordu.					
10.Öğretmen tepegöz, video, kaset çalar (teyp) gibi araç gereçleri etkili bir şekilde kullanıyordu.					
11.Öğretmen tahtayı etkili bir biçimde kullanıyordu.					
12.Öğretmen sınıftaki tüm öğrencilerle eşit olarak ilgileniyordu.					
13.Öğretmen yaptığımız yanlışları etkili ve anlaşılır bir şekilde düzeltiyordu.					
14. Sınıfta tek başıma çalışmayı tercih ediyordum.					
15. Sınıfta başkalarıyla bir arada çalışmayı tercih ediyordum.					
16. Sınıfta sadece İngilizce kullanıyordum.					
17. Dersler ilgi çekici bir şekilde işleniyordu.					
18. Diğer öğrenciler bu derste öğrenmeme yardımcı oldular.					
19.Öğretmen bu derste öğrenmeme yardımcı oldu.					
20.Öğretmen yaptığımız çalışmaların (yazdıklarımızın) nasıl olduğuyla ilgili olarak yeterli bilgi (feedback) veriyordu.					
21.Öğrenciler birbirlerine yaptıkları çalışmaların (yazdıklarının) nasıl olduğuyla ilgili bilgi veriyorlardı.					

4. ELT 125 dersinde yazma becerilerinizi geliştirmede en yararlı neyi/neleri buldunuz?

5. ELT 125 dersinde, öğretmen neler yaparak size daha çok yararlı olabilirdi?

6. ELT 125 dersinde, diğer öğrenciler neler yaparak size daha çok yararlı olabilirlerdi?

7. Öğrencilere en iyi şekilde yardımcı olabilmesi için, sizce ELT 125 dersinde öğretim-öğrenim süreci, yani dersin işlenişi (teaching-learning process), ne şekilde olmalıdır? Lütfen önerilerinizi yazınız.

V. DEĞERLENDİRME VE ÖĞRENCİ PERFORMANSI:

1. Aşağıda ELT 125 dersiyle ilgili olan konular hakkındaki görüşlerinizi belirtiniz

	<i>Kesinlikle Katlıyorum</i>	<i>Katlıyorum</i>	<i>Kararsızım</i>	<i>Katılmıyorum</i>	<i>Kesinlikle Katılmıyorum</i>
	5	4	3	2	1
1. Derslerde alıştırma yaptığımız şeylerden sınav olduk/değerlendirildik.					
2. Sınavlardan önce sınavların içeriğiyle ilgili bilgilendirildik.					
3. Sınavlardaki açıklamalar (instructions) açık ve anlaşılırdı.					
4. Ders ve sınav materyalleri zorluk derecesi açısından birbirleriyle aynıydı.					
5. Sınav soruları zordu.					
6. Ödev sonuçları benim yazma becerilerindeki gerçek yetimi/başarımı yansıtıyor.					
7. Sınav sonuçları benim yazma becerilerindeki gerçek yetimi/başarımı yansıtıyor.					
8. Bu derste yazma becerilerim doğru bir şekilde ölçüldü.					
9. Değerlendirme adil.					
10. Ödevler dersin amaçlarına uygundu.					
11. Bu derste performansım/başarım iyiydi.					
12. Bu dersten sonra yazma becerilerim ilerledi.					
13. Ödevlerdeki performansım/başarımla ilgili yeterli bilgi (feedback) aldım.					
14. Sınıf içi çalışmalarındaki (classwork) performansım/başarımla ilgili yeterli bilgi (feedback) aldım.					
15. Sınavlardaki (exams) performansım/başarımla ilgili yeterli bilgi (feedback) aldım.					

2. Aşağıdaki değerlendirme araçları ELT 125 dersindeki performansımı (başarım) *doğru bir şekilde ölçmede etkiliydi*:

	<i>Kesinlikle Katılıyorum</i>	<i>Katılıyorum</i>	<i>Kararsızım</i>	<i>Katılmıyorum</i>	<i>Kesinlikle Katılmıyorum</i>
	5	4	3	2	1
Ödevler (Homework/assignment)					
Sınıf içi çalışmalar (Classwork)					
1. Ara sınavı (Midterm 1)					
2. Ara sınavı (Midterm 2)					
Final sınavı (Final exam)					
Diğer (belirtiniz)					

3. ELT 125 dersinde yazma becerileriniz başka hangi yollarla/yöntemlerle daha iyi ölçülebilirdi? Lütfen kısaca açıklayınız.

VI. DİĞER DERSLERLE İLİŞKİLER:

1. ELT 125 dersiyle diğer ELT dersleri (ELT 121, ELT 123 & ELT 127) arasında bir örtüşme/ilişki/bağlantı *olmalı mıdır*?

☐ Evet

☐ Hayır

Neden?

2. ELT 125 dersiyle diğer temel dil dersleri (ELT 121, ELT 123 ve ELT 127) arasında bir örtüşme/ilişki/bağlantı *var mıydı*?

☐ Evet

☐ Hayır

Lütfen cevabınızı açıklayınız:

3. ELT 125 dersinde öğrendiğim bilgi ve becerileri aşağıdaki derslere de aktarıp kullanabildim:

	Sık sık kullandım	Zaman zaman kullandım	Hiçbir zaman kullanmadım
ELT 121 (Konuşma Becerileri I)			
ELT 123 (Okuma Becerileri I)			
ELT 127 (İngilizce Dilbilgisi I)			

4. Aşağıdaki derslerde öğrendiğim bilgi ve becerileri ELT 125 dersine aktarıp kullanabildim:

	Sık sık kullandım	Zaman zaman kullandım	Hiçbir zaman kullanmadım
ELT 121 (Konuşma Becerileri I)			
ELT 123 (Okuma Becerileri I)			
ELT 127 (İngilizce Dilbilgisi I)			

VII.GENEL DEĞERLENDİRME:

1. ELT 125 dersinde yazma becerilerinizi geliştirmenize en çok yardımcı olan **3 şeyi** belirtiniz.
(Dersle ilgili **3 OLUMLU nokta**)

1. _____
2. _____
3. _____

2. ELT 125 dersinde yazma becerilerinizi geliştirmenize yardımcı olmayan **3 şeyi** belirtiniz (Dersle ilgili **3 OLUMSUZ nokta**).

1. _____
2. _____
3. _____

3. ELT 125 dersinin daha yararlı ve öğrencilerin ihtiyaçlarına daha iyi cevap verir bir duruma getirilebilmesi için **ÖNERİLERİNİZ** nelerdir?

YARDIMINIZ İÇİN ÇOK TEŞEKKÜRLER

**EVALUATING LANGUAGE IMPROVEMENT COURSES
IN THE ELT CURRICULUM
AT EMU**

Dear Students,

This questionnaire has been designed to collect your opinions about **ELT 126** course for evaluation purposes. The course will be evaluated in terms of its features such as objectives, content and materials, course conduct, assessment, and relationship with other courses.

It is absolutely essential that you express your views realistically. The data to be collected through your responses will be of great value to the improvement of the language improvement courses in the ELT curriculum at EMU.

Your identity and individual responses will be kept strictly confidential, and the results of the questionnaire will be used only for research purposes.

Thank you for your participation and cooperation.

Fatoş Erozan
ELT Department

ELT 126 - Writing Skills II
Course Evaluation Questionnaire

Please read the following questions/statements and put an X as appropriate.

I. GENERAL BACKGROUND:

1. Your age: ____ years old.
2. Your sex: ☐ Male ☐ Female
3. Your mother tongue: ☐ Turkish ☐ English ☐ Other (please specify) _____
4. Which of the following English exams did you take and what were/was your grade(s)?
☐ TOEFL: _____ ☐ EMU Proficiency Exam: _____ ☐ IELTS: _____
☐ Other (please specify the exam and your score): _____
5. Did you attend any English language preparatory school (prep.)? ☐ Yes ☐ No
6. If yes, what type?
☐ College prep. ☐ Anatolian high school prep. ☐ EMU prep.
☐ Other (please specify) _____
7. How would you rate yourself in **English** in the following areas?

	Very Good	Good	Satisfactory	Poor
Reading				
Listening				
Speaking				
Writing				
Grammar				
Vocabulary				

8. Can you tell your difficulties, if any, in understanding English or in communicating in English in class? In...

	A lot of difficulties	Some difficulties	Little difficulties	None at all
Reading				
Listening				
Speaking				
Writing				
Grammar				
Vocabulary				

9. In what language areas and study skills do you think you need practice to decrease the difficulties you have?

	A lot of practice	Some practice	Little practice	No practice
Reading				
Listening				
Speaking				
Writing				
Grammar				
Vocabulary				
Summarizing				
Note-taking				
Doing library research				
Other (please specify)				

II. COURSE AIMS AND OBJECTIVES:

Please mark (X) as appropriate.

5 4 3 2 1
SA: Strongly agree / A: Agree / NS: Not sure / D: Disagree / SD: Strongly disagree

1. ELT 126 course met my expectations.

☐ Strongly agree ☐ Agree ☐ Not sure ☐ Disagree ☐ Strongly disagree

Please explain your answer:

2. ELT 126 **aimed to** develop our ability to:

	SA 5	A 4	NS 3	D 2	SD 1
spell words correctly					
use punctuation marks correctly					
form grammatically correct sentences					
understand coherence and unity in an essay					
narrow down a general topic through brainstorming					
write a thesis statement					
write supporting points for a thesis statement					
write a concluding paragraph					
make an outline of an essay					
write a descriptive essay					
write a narrative essay					
write a comparison and contrast essay					
write a process essay					
identify the errors in a written work (an essay)					
correct the errors in a written work (an essay) – editing					
Other (please specify)					

3. ELT 126 course met my needs regarding **writing skills**.

☐ Strongly agree ☐ Agree ☐ Not sure ☐ Disagree ☐ Strongly disagree

4. With the help of ELT 126 course, I **have improved** in the following areas:

	SA 5	A 4	NS 3	D 2	SD 1
Spelling					
Punctuation					
Writing a coherent and unified essay					
Narrowing down a general topic through brainstorming					

	SA 5	A 4	NS 3	D 2	SD 1
Thesis statement writing					
Writing supporting points for a thesis statement					
Writing a concluding paragraph					
Making an essay outline					
Descriptive essay writing					
Narrative essay writing					
Writing a comparison and contrast essay					
Writing a process essay					
Identifying errors in an essay					
Correcting errors in an essay – editing					
Accuracy in writing					
Grammar					
Fluency in writing					
Critical thinking					
Other(please specify)					

5. Which **other writing skills** you would like to have been developed/improved in ELT 126? Please explain.

III. COURSE CONTENT AND MATERIALS:

1. Please express your opinion about the following issues in ELT 126:

	SA 5	A 4	NS 3	D 2	SD 1
1. The course materials provided me with what I needed to know or do.					
2. The course materials were appropriate to my interests.					
3. The course materials fit my long term goals in terms of writing skills.					
4. The topics and themes in the materials were interesting.					
5. The course materials offered continuity (between earlier and later parts).					
6. The writing skills taught in ELT 126 were useful for improving my general writing ability in English.					
7. The writing skills were taught sequentially, i.e. building upon prior learning.					
8. The course book was appropriately priced.					
9. The materials were in line with the course objectives.					
10. Course materials were sufficient to improve my writing skills.					
11. It was easy to use the course materials.					

	SA 5	A 4	NS 3	D 2	SD 1
12. Exercises/tasks in the textbook “College Writing Skills” were effective in improving my writing skills.					
13. The course materials had variety.					
14. I had difficulty in following the course materials.					
15. The course materials helped me to improve my writing skills.					
16. The course materials were visually attractive.					
17. The course materials were appropriate to our proficiency level in English.					
18. There was a need for supplementary materials to improve my writing skills. (i.e. supplementary materials should have been used)					
19. The supplementary materials the teacher used were useful for improving my writing skills. (Answer this item only if your teacher used supplementary materials)					
20. Other (please specify)					

2. The following course materials were *useful* to me:

	SA 5	A 4	NS 3	D 2	SD 1
Sample essays in “College Writing Skills”					
Exercises in “College Writing Skills”					
Supplementary materials provided by the teacher					
Other (please specify)					

3. Are there any other things (i.e. topics, tasks, etc.) you HAVE NOT done in ELT 126 course but you would like to have done? Please explain.

4. Are there any things (i.e. topics, tasks, etc.) you think were NOT necessary to do in ELT 126 course? Please explain.

5. What were the good (positive) and bad (negative) points about the *materials* (course books, handouts, et.) you were working with in this course?

Good (positive) points: _____

Bad (negative) points: _____

6. What **changes** should be made in ELT 126 in terms of the following areas? Give suggestions

(a) Topics and themes studied (i.e. read or written about): _____

(b) Writing skills taught: _____

(c) Materials used ("College Writing Skills", handouts, etc.): _____

IV. COURSE CONDUCT / TEACHING-LEARNING PROCESS:

1. Which activities and methods **were used** in ELT 126?

	More than I wanted	The right amount	Not enough	None
Teacher lecture				
Silent individual work				
Student presentations				
Pair work				
Group work				
Discussions				
Games				
Role plays				
Projects				
Reading aloud written work				
Whole class activities done on the board				
Whole class feedback sessions on exercises				
Homework/Assignment				
Peer correction				
Self correction				
Teacher correction				
Journal keeping				
Brainstorming				
Other(please specify)				

2. Which activities and methods *you would like to be used* in ELT 126?

	Frequently	Sometimes	Never
Teacher lecture			
Individual work			
Pair work			
Group work			
Role-plays			
Games			
Songs			
Video sessions			
Tape sessions			
Discussions			
Brainstorming			
Student presentations			
Computer-aided activities			
Peer correction			
Self correction			
Teacher correction			
Dictation			
Reading aloud by students			
Reading aloud by the teacher			
Projects			
Questioning (by the teacher)			
Translation			
Homework/assignments			
Other (please specify)			

3. Please express your opinion about the *teaching-learning process in ELT 126 course*.

	SA 5	A 4	NS 3	D 2	SD 1
1. There was an efficient use of time in class.					
2. There was a good student-teacher interaction in the course .					
3. The students had cooperative relationships with each other.					
4. A variety of activities was used in the course.					
5. The teacher was teaching in an interesting way.					
6. It was easy to follow the teacher.					
7. The teacher's instructions were clear.					
8. The teaching methodology of the teacher was effective in our learning.					
9. The teacher was encouraging us to participate in the lessons.					
10.The teacher used audio-visual aids (OHP, video, tape-recorder, etc.) effectively in the lessons.					
11.The teacher was using the board effectively.					
12.The teacher was giving equal attention to all students in the class.					
13.The teacher corrected our mistakes in an effective way.					

	SA 5	A 4	NS 3	D 2	SD 1
14. I preferred to work individually in class.					
15. I preferred to work with (a) partner(s) in class.					
16. I used only English in class.					
17. The lessons were taught in an interesting way.					
18. Other students helped me to learn in this course.					
19. The teacher helped me to learn in this course.					
20. The teacher was giving sufficient feedback on our performance (i.e. written work).					
21. The students were giving sufficient feedback on each other's performance (i.e. written work).					

4. What did you find the MOST USEFUL in ELT 126 lessons to improve your writing skills?

5. What could the teacher have done in order to help you more in ELT 126 course?

6. What could other students have done in order to help you more in ELT 126 course?

7. How should teaching-learning be in ELT 126 course so that it would help the students a lot? Please give suggestions.

V. ASSESSMENT AND STUDENT PERFORMANCE:

1. Express your opinion about the following issues in ELT 126:

	SA 5	A 4	NS 3	D 2	SD 1
1. We were assessed on the things (i.e. skills) we practiced in the lessons.					
2. Before the tests, we were given information about the scope of the tests.					
3. The directions on the tests were clear.					
4. The materials we used in the lessons and the test materials were similar in terms of difficulty level.					

	SA 5	A 4	NS 3	D 2	SD 1
5. The test questions were difficult.					
6. The assignment/homework results demonstrate my actual ability/proficiency in writing skills.					
7. The exam results demonstrate my actual ability/proficiency in writing skills.					
8. My writing skills have been correctly measured in the course.					
9. The grading was fair.					
10. HW/assignments were relevant to the course aims.					
11. My performance in this course was good.					
12. My writing skills have improved after this course.					
13. I received sufficient feedback on my assignments.					
14. I received sufficient feedback on my class work.					
15. I received sufficient feedback on my performance in the exams.					

2. The following assessment tools were *effective in measuring* my performance/success in ELT 126 *correctly*:

	SA 5	A 4	NS 3	D 2	SD 1
Homework/ Out-of-class assignment					
Classwork / In-class-assignment					
Midterm Exam					
Quizzes					
Final exam					
Other (please specify)					

3. In what other ways your writing skills could have been better measured in ELT 126 course? Please explain briefly.

VI. RELATIONSHIP WITH OTHER COURSES:

1. Should there be (a)n overlap/relationship between ELT 126 and other ELT courses (ELT 122, ELT 124 and ELT 128)?

☐ Yes

☐ No

Why?

2. Was there (a)n overlap/relationship between ELT 126 and other language courses (ELT 122, ELT 124 and ELT 128)?

☐ Yes

☐ No

Please explain your answer:

3. I was able to transfer/use the skills and/or information I learned in ELT 126 in:

	Frequently	Sometimes	Never
ELT 122 Oral Communication Skills II			
ELT 124 Reading Skills II			
ELT 128 English Grammar II			

4. I was able to transfer/use the skills and/or information I learned in the following courses in/to ELT 126:

	Frequently	Sometimes	Never
ELT 122 Oral Communication Skills II			
ELT 124 Reading Skills II			
ELT 128 English Grammar II			

5. Was there a continuity (i.e. building upon prior learning) between ELT 125 and ELT 126 (Writing Skills I & II)?

☐ Yes

☐ No

Explain your answer:

6. Should there be a continuity (i.e. building upon prior learning) between ELT 125 and ELT 126 (Writing Skills I & II)?

☐ Yes

☐ No

Explain your answer:

7. Express your opinion about the relationship between ELT 125 and ELT 126 (Writing Skills I & II):

	SA 5	A 4	NS 3	D 2	SD 1
1. In ELT 126 course, we started from where we had left in ELT 125.					
2. I learned new writing skills in ELT 126- ones which were different from what I had learned in ELT 125.					
3. ELT 125 & ELT 126 complemented each other in terms of the writing skills taught (there was a continuity between these two courses).					
4. ELT 125 & ELT 126 complemented each other in terms of the topics/themes read or written about (there was a continuity between these two courses).					
5. ELT 125 & ELT 126 are ordered from simple to complex.					

VII. OVERALL EVALUATION:

1. List **3 things** in ELT 126 course that helped you the most to improve your writing skills (**3 POSITIVE aspects** of the course).

1. _____

2. _____

3. _____

2. List **3 things** in ELT 126 course that **DID NOT help you** to improve your writing skills (**3 NEGATIVE aspects** of the course).

1. _____

2. _____

3. _____

3. List **your SUGGESTIONS** to make ELT 126 course more useful and better adjusted to students' needs:

THANK YOU VERY MUCH FOR YOUR COOPERATION

DOĞU AKDENİZ ÜNİVERSİTESİ
İNGİLİZ DİLİ EĞİTİMİ BÖLÜMÜ MÜFREDATINDAKİ
DİL GELİŞTİRME DERSLERİNİN DEĞERLENDİRİLMESİ

Sevgili Öğrenciler,

Bu anket sizin **ELT 126** dersiyle ilgili görüşlerinizi belirlemek için değerlendirme amaçlı geliştirilmiştir. Bu ders, hedefleri, içerik ve materyalleri, işlenişi, değerlendirme sistemi ve diğer derslerle olan ilişkisi bağlamında değerlendirilecektir.

Fikirlerinizi açıkça ve gerçekçi bir biçimde ortaya koymanız çok önemlidir. Vereceğiniz cevaplar yoluyla toplanacak veri Doğu Akdeniz Üniversitesi İngiliz Dili Eğitimi Bölümü müfredatındaki dil geliştirme derslerinin iyileştirilmesi için büyük önem taşımaktadır.

Kimliğiniz ve bireysel cevaplarınız kesinlikle gizli tutulacaktır. Anket sonuçları sadece araştırma amaçlı kullanılacaktır.

Katılımınız ve işbirliğiniz için teşekkürler.

Fatoş Erozan
İngiliz Dili Eğitimi Bölümü

ELT 126- Yazma Becerileri II
Ders Değerlendirme Anketi

Aşağıdaki soruları uygun şekilde cevaplayınız veya X ile işaretleyiniz.

1. GENEL ÖZGEÇMİŞ:

1. Yaşınız: _____
2. Cinsiyetiniz: ☐ Erkek ☐ Kadın
3. Anadiliniz: ☐ Türkçe ☐ İngilizce ☐ Diğer (lütfen belirtiniz) _____
4. Aşağıda belirtilen İngilizce sınavlarından hangi veya hangilerine girdiniz işaretleyiniz ve aldığınız notu belirtiniz
☐ TOEFL: _____ ☐ DAÜ İngilizce Yeterlik Sınavı: _____ ☐ IELTS: _____
5. Diğer (lütfen sınavın ismini ve aldığınız notu belirtiniz): _____
6. İngilizce hazırlık okudunuz mu? ☐ Evet ☐ Hayır
Evet ise, ne çeşit bir hazırlık?
☐ Kolej hazırlık. ☐ Anadolu Lisesi hazırlık ☐ DAÜ hazırlık
☐ Diğer (lütfen belirtiniz) _____
7. Aşağıdaki alanlarda İngilizcenizi nasıl buluyorsunuz?

	Çok iyi	İyi	Orta	Zayıf
Okuma				
Dinleme				
Konuşma				
Yazma				
Gramer				
Kelime bilgisi				

8. Eğer varsa, sınıfta İngilizce anlama veya iletişim kurmada aşağıda belirtilen alanlarda ne derece zorluk yaşıyorsunuz?

	Çok fazla	Biraz	Çok az	Hiç
Okuma				
Dinleme				
Konuşma				
Yazma				
Gramer				
Kelime bilgisi				

9. Yaşadığınız zorlukları azaltmak için hangi alanlarda veya becerilerde ne kadar pratik yapmanız gerektiğine inanıyorsunuz?

	Çok fazla	Biraz	Çok az	Hiç
Okuma				
Dinleme				
Konuşma				
Yazma				
Gramer				
Kelime bilgisi				
Özetleme				
Not tutma				
Kütüphane araştırması yapma				
Diğer (belirtiniz)				

II.DERS HEDEFLERİ:

Lütfen uygun şekilde yanıtlayınız veya belirtildiği gibi (X) işaretleyiniz.

5 4 3 2 1
Kesinlikle katılıyorum / Katılıyorum /Kararsızım /Katılmıyorum / Kesinlikle katılmıyorum

1. ELT 126 dersi beklentilerimi karşıladı

☐Kesinlikle katılıyorum ☐Katılıyorum ☐Kararsızım ☐Katılmıyorum ☐Kesinlikle katılmıyorum

Lütfen yanıtınızı açıklayınız:

2. ELT 126 dersi aşağıdaki alanlarda gelişmemizi **hedefliyordu**.

	<i>Kesinlikle Katılıyorum</i>	<i>Katılıyorum</i>	<i>Kararsızım</i>	<i>Katılmıyorum</i>	<i>Kesinlikle Katılmıyorum</i>
	5	4	3	2	1
Kelimeleri doğru yazabilme (spelling)					
Noktalama işaretlerini doğru bir şekilde kullanabilme (punctuation)					
Grammer açısından doğru, gramer kurallarına uyan cümleler kurabilme					
Kompozisyondaki bütünselliği/konu birliğini (coherence and unity) anlayabilme					
Beyin fırtınası yöntemiyle (brainstorming) geniş bir konuyu sınırlandırabilme					
Tez cümlesi (thesis statement) yazabilme					
Tez cümlesini destekleyici fikirler (supporting points) yazabilme					
Sonuç paragrafı yazabilme					
Kompozisyon planı (outline) yapabilme					
Betimleyici kompozisyon (descriptive essay) yazabilme					
Öyküsel kompozisyon (narrative essay) yazabilme					
Karşılaştırma kompozisyonu (comparison and contrast essay) yazabilme					
Süreç odaklı kompozisyon (process essay) yazabilme					
Bir yazıdaki (kompozisyondaki) hataları bulabilme					
Bir yazıdaki (kompozisyondaki) hataları düzeltebilme					
Diğer (belirtiniz)					

3. ELT 126 dersi **yazma** becerileriyle ilgili ihtiyaçlarımı karşıladı

☐Kesinlikle katılıyorum ☐Katılıyorum ☐Kararsızım ☐Katılmıyorum ☐Kesinlikle katılmıyorum

4. ELT 126 dersinin yardımıyla, aşağıdaki alanlarda *gelişme kaydettim*

	<i>Kesinlikle Katılıyorum</i>	<i>Katılıyorum</i>	<i>Kararsızım</i>	<i>Katılmıyorum</i>	<i>Kesinlikle Katılmıyorum</i>
	5	4	3	2	1
Kelimeleri doğru yazma (spelling)					
Noktalama işaretlerini kullanma (punctuation)					
Bütünsel/konu birliği bulunan (coherent & unified) bir kompozisyon yazma					
Beyin fırtınası yöntemiyle genel bir konuyu sınırlandırma					
Tez cümlesi (thesis statement) yazma					
Tez cümlesini destekleyici noktalar (supporting ideas) yazma					
Sonuç paragrafı yazma					
Kompozisyon planı (outline) yapma					
Betimleyici kompozisyon (descriptive essay) yazma					
Öyküsel kompozisyon (narrative essay) yazma					
Karşılaştırma kompozisyonu (comparison and contrast essay) yazma					
Süreç odaklı kompozisyon (process essay) yazma					
Bir kompozisyondaki hataları bulma					
Bir kompozisyondaki hataları düzeltme (editing)					
Doğru/hatasız yazma (accuracy in writing)					
Grammer					
Akıcı yazma (fluency in writing)					
Eleştirel düşünme (critical thinking)					
Diğer (lütfen belirtiniz)					

5. ELT 126 dersinde *daha başka* ne gibi *yazma becerilerinin* geliştirilmesini isterdiniz (hangi beceriler geliştirilmeliydi ancak geliştirilmedi)? Lütfen kısaca belirtiniz.

III.DERSİN İÇERİĞİ VE MATERYALLER:

1. Aşağıda verilen ELT 126 dersiyle ilgili konulardaki düşünceleriniz nedir?

	<i>Kesinlikle Katılıyorum</i>	<i>Katılıyorum</i>	<i>Kararsızım</i>	<i>Katılmıyorum</i>	<i>Kesinlikle Katılmıyorum</i>
	5	4	3	2	1
1. Ders materyalleri, bilmek veya yapmak istediğim herşeyi kapsıyordu.					
2. Ders materyalleri ilgi alanlarıma uygundu.					
3. Ders materyalleri, yazma becerileriyle ilgili uzun vadeli hedeflerime uyuyordu.					
4. Ders materyallerindeki konular ilgi çekiciydi.					
5. Ders materyallerinde önceki ve sonraki bölümler arasında süreklilik/ilişki vardı.					
6. ELT 126 dersinde öğretilen yazma becerileri benim genel yazma yetimi ilerletmemde yararlı oldu.					
7. Beceriler sırayla öğretiliyordu (yeni bir şey öğrenirken bir önce öğrendiklerimize birşeyler ekleniyordu).					
8. Ders kitabının fiyatı uygundu.					
9. Ders materyalleri dersin hedeflerine yönelikti.					
10. Ders materyalleri yazma becerilerimi ilerletmem için yeterliydi.					
11. Materyalleri kullanmak (işlemek) kolaydı.					
12. "College Writing Skills" kitabındaki alıştırmalar (exercises, tasks) yazma becerilerimi geliştirmemde etkili oldu.					
13. Ders materyallerinde çeşitlilik vardı.					
14. Dersin materyallerini takip etmekte zorluk çektim.					
15. Ders materyalleri yazma becerilerimi geliştirmeme yardımcı oldu.					
16. Ders materyalleri görsel olarak çekiciydi.					
17. Ders materyalleri İngilizce seviyemize uygundu.					
18. Yazma becerilerimi geliştirmem için ek/yardımcı materyallere ihtiyaç vardı (ek/yardımcı materyaller kullanılmalıydı).					
19. Ders öğretmeninin kullandığı ek/yardımcı materyaller yazma becerilerimi geliştirmemde yararlıydı. (Bu soruya eğer ek/yardımcı materyal kullanılmışsa cevap veriniz)					
20. Diğer (lütfen belirtiniz)					

2. Aşağıdaki ders materyalleri benim için *yararlı* oldu

	<i>Kesinlikle Katılıyorum</i>	<i>Katılıyorum</i>	<i>Kararsızım</i>	<i>Katılmıyorum</i>	<i>Kesinlikle Katılmıyorum</i>
	5	4	3	2	1
"College Writing Skills" kitabındaki örnek kompozisyonlar					
"College Writing Skills" kitabındaki alıştırmalar					
Öğretmen tarafından verilen ek/yardımcı materyaller					
Diğer (lütfen belirtiniz)					

3. ELT 126 dersinde **yapmadığınız** ancak yapmak istediğiniz daha başka konular ve çalışmalar var mıydı? Lütfen açıklayınız.

4. ELT 126 dersinde yapılmasının gereksiz olduğunu düşündüğünüz konular ve çalışmalar yaptınız mı? Lütfen açıklayınız.

5. ELT 126 dersinde kullandığınız **materyallerle** (ders kitapları, teksirler) ilgili neler iyi, neler iyi değildi?

İyi (olumlu) yönler: _____

İyi olmayan (olumsuz) yönler: _____

6. ELT 126 dersinde sizce aşağıdaki konularla ilgili ne gibi **değişiklikler** yapılmalıdır? Önerilerinizi yazınız.

(a) İşlenen konular (okunan veya hakkında yazılan konular): _____

(b) Öğretilen veya çalışılan yazma becerileri: _____

(c) Kullanılan materyaller (“College Writing Skills”, teksirler (handouts), vb.): _____

IV. DERSİN İŞLENİŞİ, ÖĞRENME-ÖĞRETME SÜRECİ:

1. ELT 126 dersinde hangi aktiviteler ve metodlar *kullanılmıştır*?

	İstedğimden daha fazla	Olmaması gerektiği kadar	Yeterli değil	Hiç
Öğretmenin ders anlatması (Teacher lecture)				
Tek başına sessiz çalışma (Silent individual work)				
Öğrenci sunuları (Student presentations)				
İkili çalışma (Pair work)				
Gurup halinde çalışma (Group work)				
Tartışmalar (Discussions)				
Oyunlar (Games)				
Rol yapma (Role plays)				
Projeler (Projects)				
Yazılanların yüksek sesle okunması (Reading aloud written work)				
Tahtada tüm sınıfça yapılan çalışmalar (Whole class activities done on the board)				
Tüm sınıf olarak alıştırmaların cevaplarını kontrol etme (Whole class feedback sessions on exercises)				
Ödevler (Homework/assignments)				
Öğrencilerin birbirlerinin hatalarını düzeltmesi(Peer correction)				
Öğrencilerin kendi hatalarını düzeltmesi (Self correction)				
Öğretmenin hataları düzeltmesi (Teacher feedback/correction)				
Günlük tutma (Journal keeping)				
Beyin fırtınası (Brainstorming)				
Diğer (belirtiniz)				

2. Aşağıdaki çalışma ve metodlardan hangilerinin ne sıklıkta ELT 126 dersinde **kullanılmasını** **isterdiniz?**

	Sık Sık	Zaman Zaman	Hiçbir Zaman
Öğretmenin ders anlatması (Teacher lecture)			
Tek başına çalışma (Individual work)			
İkili çalışma (Pair work)			
Gurup çalışması (Group work)			
Rol yapma (Role-plays)			
Oyunlar (Games)			
Şarkılar (Songs)			
Video gösterimi (Video sessions)			
Kaset dinleme (Tape sessions)			
Tartışmalar (Discussions)			
Beyin fırtınası (Brainstorming)			
Öğrencilerin sunuları (Student presentations)			
Bilgisayar destekli çalışmalar (Computer-aided activities)			
Öğrencilerin birbirlerinin hatalarını düzeltmesi (Peer correction)			
Öğrencilerin kendi hatalarını düzeltmesi (Self correction)			
Öğretmenin öğrencilerin hatalarını düzeltmesi (Teacher correction)			
İmla (Dictation)			
Öğrencilerin yüksek sesle okuma yapması (Reading aloud by students)			
Öğretmenin yüksek sesle okuma yapması (Reading aloud by the teacher)			
Projeler (Projects)			
Öğretmenin sorular sorması (Questioning by the teacher)			
Çeviri (Translation)			
Ödev (Homework/assignments)			
Diğer (belirtiniz)			

3. Lütfen **ELT 126** dersindeki **öğretim-öğrenim süreci** (teaching-learning process) ile ilgili görüşlerinizi belirtiniz. (Öğretim-öğrenim süreci: Sınıfta dersin işlenişi)

	<i>Kesinlikle Katılıyor</i>	<i>Katılıyor</i>	<i>Kararsız</i>	<i>Katılmıyor</i>	<i>Kesinlikle Katılmıyor</i>
	5	4	3	2	1
1. Sınıfta zaman iyi kullanılıyordu.					
2. Bu derste öğrenci-öğretmen ilişkisi/etkileşimi iyiydi.					
3. Öğrenciler birbirlerine yardımcı oluyorlardı.					
4. Derste çok çeşitli aktiviteler kullanılıyordu.					
5. Öğretmen dersi ilgi çekici bir şekilde anlatıyordu.					
6. Öğretmeni takip etmek kolaydı.					
7. Öğretmenin ne yapmamız gerektiğiyle ilgili verdiği açıklamalar (instructions) anlaşılırdı.					
8. Öğretmenin öğretme yöntemi (methodology) öğrenmemizde etkiliydi.					
9. Öğretmen derse katılmamızı teşvik ediyordu.					
10. Öğretmen tepegöz, video, kaset çalar (teyp) gibi araç gereçleri etkili bir şekilde kullanıyordu.					
11. Öğretmen tahtayı etkili bir biçimde kullanıyordu.					
12. Öğretmen sınıftaki tüm öğrencilerle eşit olarak ilgileniyordu.					
13. Öğretmen yaptığımız yanlışları etkili ve anlaşılır bir şekilde düzeltiyordu.					
14. Sınıfta tek başıma çalışmayı tercih ediyordum.					
15. Sınıfta başkalarıyla bir arada çalışmayı tercih ediyordum.					
16. Sınıfta sadece İngilizce kullanıyordum.					
17. Dersler ilgi çekici bir şekilde işleniyordu.					
18. Diğer öğrenciler bu derste öğrenmeme yardımcı oldular.					
19. Öğretmen bu derste öğrenmeme yardımcı oldu.					
20. Öğretmen yaptığımız çalışmaların (yazdıklarımızın) nasıl olduğuyla ilgili olarak yeterli dönüt/bilgi (feedback) veriyordu.					
21. Öğrenciler birbirlerine yaptıkları çalışmaların (yazdıklarının) nasıl olduğuyla ilgili dönüt/bilgi veriyorlardı.					

4. ELT 126 dersinde yazma becerilerinizi geliştirmede en yararlı neyi/neleri buldunuz?

5. ELT 126 dersinde, öğretmen neler yaparak size daha çok yararlı olabilirdi?

6. ELT 126 dersinde, diğer öğrenciler neler yaparak size daha çok yararlı olabilirlerdi?

7. Öğrencilere en iyi şekilde yardımcı olabilmesi için, sizce ELT 126 dersinde öğretim-öğrenim süreci, yani dersin işlenişi (teaching-learning process), ne şekilde olmalıdır? Lütfen önerilerinizi yazınız.

V. DEĞERLENDİRME VE ÖĞRENCİ PERFORMANSI:

1. Aşağıda ELT 126 dersiyle ilgili olan konular hakkındaki görüşlerinizi belirtiniz

	<i>Kesinlikle Katılıyorum</i>	<i>Katılıyorum</i>	<i>Kararsızım</i>	<i>Katılmıyorum</i>	<i>Kesinlikle Katılmıyorum</i>
	5	4	3	2	1
1. Derslerde alıştırma yaptığımız şeylerden sınav olduk/değerlendirildik.					
2. Sınavlardan önce sınavların içeriğiyle ilgili bilgilendirildik.					
3. Sınavlardaki açıklamalar (instructions) açık ve anlaşılırdı.					
4. Ders ve sınav materyalleri zorluk derecesi açısından birbirleriyle aynıydı.					
5. Sınav soruları zordu.					
6. Ödev sonuçları benim yazma becerilerindeki gerçek yetimi/başarımı yansıtıyor.					
7. Sınav sonuçları benim yazma becerilerindeki gerçek yetimi/başarımı yansıtıyor.					
8. Bu derste yazma becerilerim doğru bir şekilde ölçüldü.					
9. Değerlendirme adildi.					
10. Ödevler dersin amaçlarına uygundu.					
11. Bu derste performansım/başarım iyiydi.					
12. Bu dersten sonra yazma becerilerim ilerledi.					
13. Ödevlerdeki performansım/başarımla ilgili yeterli dönüt/bilgi (feedback) aldım.					
14. Sınıf içi çalışmalarındaki (classwork) performansım/başarımla ilgili yeterli dönüt/bilgi (feedback) aldım.					
15. Sınavlardaki (exams) performansım/başarımla ilgili yeterli dönüt/bilgi (feedback) aldım.					

2. Aşağıdaki değerlendirme araçları ELT 126 dersindeki performansımı (başarım) *doğru bir şekilde ölçmede etkiliydi*:

	<i>Kesinlikle Katılıyorum</i>	<i>Katılıyorum</i>	<i>Kararsızım</i>	<i>Katılmıyorum</i>	<i>Kesinlikle Katılmıyorum</i>
	5	4	3	2	1
Ödevler (Homework/ Out-of-class assignment)					
Sınıf içi çalışmalar (Classwork/In-class-assignment)					
Ara sınav (Midterm)					
Yoklama sınavları (Quizzes)					
Final sınavı (Final exam)					
Diğer (belirtiniz)					

3. ELT 126 dersinde yazma becerileriniz başka hangi yollarla/yöntemlerle daha iyi ölçülebilirdi? Lütfen kısaca açıklayınız.

VI. DİĞER DERSLERLE İLİŞKİLER:

1. ELT 126 dersiyse diğer ELT dersleri (ELT 122, ELT 124 & ELT 128) arasında bir örtüşme/ilişki/bağlantı *olmalı mıdır*?

☐ Evet

☐ Hayır

Neden?

2. ELT 126 dersiyse diğer temel dil dersleri (ELT 122, ELT 124 ve ELT 128) arasında bir örtüşme/ilişki/bağlantı *var mıydı*?

☐ Evet

☐ Hayır

Lütfen cevabınızı açıklayınız:

3. ELT 126 dersinde öğrendiğim bilgi ve becerileri aşağıdaki derslere de aktarıp kullanabildim:

	Sık sık kullandım	Zaman zaman kullandım	Hiçbir zaman kullanmadım
ELT 122 (Konuşma Becerileri II)			
ELT 124 (Okuma Becerileri II)			
ELT 128 (İngilizce Dilbilgisi II)			

4. Aşağıdaki derslerde öğrendiğim bilgi ve becerileri ELT 126 dersine aktarıp kullanabildim:

	Sık sık kullandım	Zaman zaman kullandım	Hiçbir zaman kullanmadım
ELT 122 (Konuşma Becerileri II)			
ELT 124 (Okuma Becerileri II)			
ELT 128 (İngilizce Dilbilgisi II)			

5. ELT 125 ve ELT 126 (Yazma Becerileri I & II) dersleri arasında bir devamlılık **var mıydı** (yeni öğrendikleriniz daha önce öğrendiklerinizin devamı niteliğinde miydi)?

☐ Evet

☐ Hayır

Lütfen cevabınızı açıklayınız:

6. ELT 125 ve ELT 126 (Yazma Becerileri I & II) dersleri arasında bir devamlılık **olmalı mıdır** (yeni öğrendikleriniz daha önce öğrendiklerinizin devamı niteliğinde olmalı mı)?

☐ Evet

☐ Hayır

Lütfen cevabınızı açıklayınız:

7. ELT 125 ve ELT 126 (Yazma Becerileri I & II) dersleri arasındaki ilişkiyle ilgili görüşlerinizi belirtiniz

	<i>Kesinlikle Katılıyorum</i>	<i>Katılıyorum</i>	<i>Kararsızım</i>	<i>Katılmıyorum</i>	<i>Kesinlikle Katılmıyorum</i>
	5	4	3	2	1
1. ELT 126 dersine, ELT 125 dersinde kaldığımız yerden başladık					
2. ELT 126 dersinde, ELT 125 dersinde öğrendiklerimden farklı olan yeni yazma becerileri öğrendim					
3. ELT 125 ve ELT 126 dersleri, öğretilen yazma becerileri yönünden birbirlerini tamamlıyorlardı (iki ders arasında süreklilik vardı).					
4. ELT 125 ve ELT 126 dersleri, okunan veya üzerine yazılan konular (topics/themes) yönünden birbirlerini tamamlıyorlardı (iki ders arasında süreklilik vardı).					
5. ELT 125 ve ELT 126 dersleri kolaydan zora doğru sıralanmıştır.					

VII.GENEL DEĞERLENDİRME:

1. ELT 126 dersinde yazma becerilerinizi geliştirmenize en çok yardımcı olan **3 şeyi** belirtiniz. (Dersle ilgili **3 OLUMLU nokta**)

1. _____
2. _____
3. _____

2. ELT 126 dersinde yazma becerilerinizi geliştirmenize yardımcı olmayan **3 şeyi** belirtiniz (Dersle ilgili **3 OLUMSUZ nokta**).

1. _____
2. _____
3. _____

3. ELT 126 dersinin daha yararlı ve öğrencilerin ihtiyaçlarına daha iyi cevap verir bir duruma getirilebilmesi için **ÖNERİLERİNİZ** nelerdir?

YARDIMINIZ İÇİN ÇOK TEŞEKKÜRLER

**EVALUATING LANGUAGE IMPROVEMENT COURSES
IN THE ELT CURRICULUM
AT EMU**

Dear Students,

This questionnaire has been designed to collect your opinions about **ELT 222** course for evaluation purposes. The course will be evaluated in terms of its features such as objectives, content and materials, course conduct, assessment, and relationship with other courses.

It is absolutely essential that you express your views realistically. The data to be collected through your responses will be of great value to the improvement of the language improvement courses in the ELT curriculum at EMU.

Your identity and individual responses will be kept strictly confidential, and the results of the questionnaire will be used only for research purposes.

Thank you for your participation and cooperation.

Fatoş Erozan
ELT Department

**ELT 222- Advanced Writing Skills
Course Evaluation Questionnaire**

Please read the following questions/statements and put an X as appropriate.

I. GENERAL BACKGROUND:

1. Your age: ____ years old.
2. Your sex: ☐ Male ☐ Female
3. Your mother tongue: ☐ Turkish ☐ English ☐ Other (please specify) _____
4. Which of the following English exams did you take and what were/was your grade(s)?
☐ TOEFL: _____ ☐ EMU Proficiency Exam: _____ ☐ IELTS: _____
☐ Other (please specify the exam and your score): _____
5. Did you attend any English language preparatory school (prep.)? ☐ Yes ☐ No
6. If yes, what type?
☐ College prep. ☐ Anatolian high school prep. ☐ EMU prep.
☐ Other (please specify) _____
7. How would you rate yourself in **English** in the following areas?

	Very Good	Good	Satisfactory	Poor
Reading				
Listening				
Speaking				
Writing				
Grammar				
Vocabulary				

8. Can you tell your difficulties, if any, in understanding English or in communicating in English in class? In...

	A lot of difficulties	Some difficulties	Little difficulties	None at all
Reading				
Listening				
Speaking				
Writing				
Grammar				
Vocabulary				

9. In what language areas and study skills do you think you need practice to decrease the difficulties you have?

	A lot of practice	Some practice	Little practice	No practice
Reading				
Listening				
Speaking				
Writing				
Grammar				
Vocabulary				
Summarizing				
Note-taking				
Doing library research				
Other (please specify)				

II. COURSE AIMS AND OBJECTIVES:

Please mark (X) as appropriate.

5 4 3 2 1
SA: Strongly agree / A: Agree / NS: Not sure / D: Disagree / SD: Strongly disagree

1. ELT 222 course met my expectations.

☐ Strongly agree ☐ Agree ☐ Not sure ☐ Disagree ☐ Strongly disagree

Please explain your answer:

2. ELT 222 **aimed to** develop our ability to:

	SA 5	A 4	NS 3	D 2	SD 1
spell words correctly					
use punctuation marks correctly					
form grammatically correct sentences					
understand coherence and unity in an essay					
narrow down a general topic through brainstorming					
analyze an essay in terms of unity, coherence, support and sentence skills					
write an introduction paragraph					
write a thesis statement					
write supporting points for a thesis statement					
write a concluding paragraph					
make an outline of an essay					
write a descriptive essay					
write a narrative essay					
write a comparison and contrast essay					
write a classification essay					
write a cause and effect essay					
write an argumentative essay					
write a research paper					
identify the errors in a written work (an essay)					
correct the errors in a written work (an essay) – editing					
Other (please specify)					

3. ELT 222 course met my needs regarding **writing skills**.

☐ Strongly agree ☐ Agree ☐ Not sure ☐ Disagree ☐ Strongly disagree

4. With the help of ELT 222 course, I *have improved* in the following areas:

	SA 5	A 4	NS 3	D 2	SD 1
Spelling					
Punctuation					
Writing a coherent and unified essay					
Narrowing down a general topic through brainstorming					
Analyzing an essay in terms of unity, coherence, support and sentence skills					
Writing an introductory paragraph					
Thesis statement writing					
Writing supporting points for a thesis statement					
Writing a concluding paragraph					
Making an essay outline					
Descriptive essay writing					
Narrative essay writing					
Writing a comparison and contrast essay					
Writing a classification essay					
Writing a cause and effect essay					
Writing an argumentative essay					
Identifying errors in an essay					
Correcting errors in an essay – editing					
Writing a research paper					
Accuracy in writing					
Grammar					
Fluency in writing					
Critical thinking					
Other(please specify)					

5. Which *other writing skills* you would like to have been developed/improved in ELT 222? Please explain.

III. COURSE CONTENT AND MATERIALS:

1. Please express your opinion about the following issues in ELT 222:

	SA 5	A 4	NS 3	D 2	SD 1
1. The course materials provided me with what I needed to know or do.					
2. The course materials were appropriate to my interests.					
3. The course materials fit my long term goals in terms of writing skills.					
4. The topics and themes in the materials were interesting.					
5. The course materials offered continuity (between earlier and later parts).					
6. The writing skills taught in ELT 222 were useful for improving my general writing ability in English.					
7. The writing skills were taught sequentially, i.e. building upon prior learning.					
8. The course book was appropriately priced.					
9. The materials were in line with the course objectives.					

	SA 5	A 4	NS 3	D 2	SD 1
10. Course materials were sufficient to improve my writing skills.					
11. It was easy to use the course materials.					
12. Exercises/tasks in the textbook "College Writing Skills" were effective in improving my writing skills.					
13. The course materials had variety.					
14. I had difficulty in following the course materials.					
15. The course materials helped me to improve my writing skills.					
16. The course materials were visually attractive.					
17. The course materials were appropriate to our proficiency level in English.					
18. There was a need for supplementary materials to improve my writing skills. (i.e. supplementary materials should have been used)					
19. The supplementary materials the teacher used were useful for improving my writing skills. (Answer this item only if your teacher used supplementary materials)					
20. Other (please specify)					

2. The following course materials were *useful* to me:

	SA 5	A 4	NS 3	D 2	SD 1
Sample essays in "College Writing Skills"					
Exercises in "College Writing Skills"					
Supplementary materials provided by the teacher					
Other (please specify)					

3. Are there any other things (i.e. topics, tasks, etc.) you HAVE NOT done in ELT 222 course but you would like to have done? Please explain.

4. Are there any things (i.e. topics, tasks, etc.) you think were NOT necessary to do in ELT 222 course? Please explain.

5. What were the good (positive) and bad (negative) points about the *materials* (course books, handouts, et.) you were working with in this course?

Good (positive) points: _____

Bad (negative) points: _____

6. What **changes** should be made in ELT 222 in terms of the following areas? Give suggestions

(a) Topics and themes studied (i.e. read or written about): _____

(b) Writing skills taught: _____

(c) Materials used ("College Writing Skills", handouts, etc.): _____

IV. COURSE CONDUCT / TEACHING-LEARNING PROCESS:

1. Which activities and methods **were used** in ELT 222?

	More than I wanted	The right amount	Not enough	None
Teacher lecture				
Silent individual work				
Student presentations				
Pair work				
Group work				
Discussions				
Games				
Role plays				
Projects				
Reading aloud written work				
Whole class activities done on the board				
Whole class feedback sessions on exercises				
Homework/Assignment				
Peer correction				
Self correction				
Teacher correction				
Journal keeping				
Brainstorming				
Other(please specify)				

2. Which activities and methods *you would like to be used* in ELT 222?

	Frequently	Sometimes	Never
Teacher lecture			
Individual work			
Pair work			
Group work			
Role-plays			
Games			
Songs			
Video sessions			
Tape sessions			
Discussions			
Brainstorming			
Student presentations			
Computer-aided activities			
Peer correction			
Self correction			
Teacher correction			
Dictation			
Reading aloud by students			
Reading aloud by the teacher			
Projects			
Questioning (by the teacher)			
Translation			
Homework/assignments			
Other (please specify)			

3. Please express your opinion about the *teaching-learning process in ELT 222 course*.

	SA 5	A 4	NS 3	D 2	SD 1
1. There was an efficient use of time in class.					
2. There was a good student-teacher interaction in the course .					
3. The students had cooperative relationships with each other.					
4. A variety of activities was used in the course.					
5. The teacher was teaching in an interesting way.					
6. It was easy to follow the teacher.					
7. The teacher's instructions were clear.					
8. The teaching methodology of the teacher was effective in our learning.					
9. The teacher was encouraging us to participate in the lessons.					
10.The teacher used audio-visual aids (OHP, video, tape-recorder, etc.) effectively in the lessons.					
11.The teacher was using the board effectively.					
12.The teacher was giving equal attention to all students in the class.					
13.The teacher corrected our mistakes in an effective way.					
14. I preferred to work individually in class.					
15. I preferred to work with (a) partner(s) in class.					
16. I used only English in class.					

	SA 5	A 4	NS 3	D 2	SD 1
17. The lessons were taught in an interesting way.					
18. Other students helped me to learn in this course.					
19. The teacher helped me to learn in this course.					
20. The teacher was giving sufficient feedback on our performance (i.e. written work).					
21. The students were giving sufficient feedback on each other's performance (i.e. written work).					

4. What did you find the MOST USEFUL in ELT 222 lessons to improve your writing skills?

5. What could the teacher have done in order to help you more in ELT 222 course?

6. What could other students have done in order to help you more in ELT 222 course?

7. How should teaching-learning be in ELT 222 course so that it would help the students a lot? Please give suggestions.

V. ASSESSMENT AND STUDENT PERFORMANCE:

1. Express your opinion about the following issues in ELT 222:

	SA 5	A 4	NS 3	D 2	SD 1
1. We were assessed on the things (i.e. skills) we practiced in the lessons.					
2. Before the tests, we were given information about the scope of the tests.					
3. The directions on the tests were clear.					
4. The materials we used in the lessons and the test materials were similar in terms of difficulty level.					
5. The test questions were difficult.					
6. The assignment/homework results demonstrate my actual ability/proficiency in writing skills.					
7. The exam results demonstrate my actual ability/proficiency in writing skills.					
8. My writing skills have been correctly measured in the course.					
9. The grading was fair.					
10. HW/assignments were relevant to the course aims.					
11. My performance in this course was good.					
12. My writing skills have improved after this course.					
13. I received sufficient feedback on my assignments.					
14. I received sufficient feedback on my class work.					
15. I received sufficient feedback on my performance in the exams.					

2. The following assessment tools were *effective in measuring* my performance/success in ELT 222 *correctly*:

	SA 5	A 4	NS 3	D 2	SD 1
Homework (Portfolio)					
Essays					
Midterm Exam					
Quizzes					
Final exam					
Other (please specify)					

3. In what other ways your writing skills could have been better measured in ELT 222 course? Please explain briefly.

VI. RELATIONSHIP WITH OTHER COURSES:

1. Should there be (a)n overlap/relationship between ELT 125, ELT 126 & ELT 222 (Writing courses) and other language courses (ELT 121&122, ELT 123&124 and ELT 127&128)?

☐ Yes

☐ No

Why?

2. Was there (a)n overlap/relationship between ELT 125, ELT 126 & ELT 222 and other language courses you took before (ELT 121&122, ELT 123&124 and ELT 127&128)?

☐ Yes

☐ No

Please explain your answer:

3. I was able to transfer/use the skills and/or information I learned in ELT 125, 126 & 222 (Writing courses) in:

	Frequently	Sometimes	Never
ELT 121&122 Oral Communication Skills I&II			
ELT 123, 124 & 221 Reading Skills I, II & Advanced			
ELT 127&128 English Grammar I&II			

4. I was able to transfer/use the skills and/or information I learned in the following courses in/to ELT 125, ELT 126 & ELT 222:

	Frequently	Sometimes	Never
ELT 121&122 Oral Communication Skills I&II			
ELT 123, 124 & 221 Reading Skills I, II & Advanced			
ELT 127&128 English Grammar I&II			

5. Was there a continuity (i.e. building upon prior learning) among the writing courses, i.e. ELT 125, ELT 126 & ELT 222?

☐ Yes

☐ No

Explain your answer:

6. Should there be a continuity (i.e. building upon prior learning) among the writing courses, i.e. ELT 125, ELT 126 & ELT 222?

☐ Yes

☐ No

Explain your answer:

7. Express your opinion about the relationship among the reading courses, i.e. ELT 125, ELT 126 & ELT 222:

	SA 5	A 4	NS 3	D 2	SD 1
1. In each new writing course, we started from where we had left in the previous one.					
2. I learned new writing skills in ELT 222- ones which were different from what I had learned in ELT 125 & ELT 126.					
3. ELT 125, ELT 126 & ELT 222 complemented each other in terms of the writing skills taught (there was a continuity among these courses).					
4. Writing courses (ELT 125, ELT 126 & ELT 222) are ordered from simple to complex.					

VII. OVERALL EVALUATION:

1. List **3 things** in ELT 222 course that helped you the most to improve your writing skills (**3 POSITIVE aspects** of the course).

1. _____

2. _____

3. _____

2. List **3 things** in ELT 222 course that **DID NOT help you** to improve your writing skills (**3 NEGATIVE aspects** of the course).

1. _____

2. _____

3. _____

3. List **your SUGGESTIONS** to make ELT 222 course more useful and better adjusted to students' needs:

THANK YOU VERY MUCH FOR YOUR COOPERATION

DOĞU AKDENİZ ÜNİVERSİTESİ
İNGİLİZ DİLİ EĞİTİMİ BÖLÜMÜ MÜFREDATINDAKİ
DİL GELİŞTİRME DERSLERİNİN DEĞERLENDİRİLMESİ

Sevgili Öğrenciler,

Bu anket sizin **ELT 222** dersiyle ilgili görüşlerinizi belirlemek için değerlendirme amaçlı geliştirilmiştir. Bu ders, hedefleri, içerik ve materyalleri, işlenişi, değerlendirme sistemi ve diğer derslerle olan ilişkisi bağlamında değerlendirilecektir.

Fikirlerinizi açıkça ve gerçekçi bir biçimde ortaya koymanız çok önemlidir. Vereceğiniz cevaplar yoluyla toplanacak veri Doğu Akdeniz Üniversitesi İngiliz Dili Eğitimi Bölümü müfredatındaki dil geliştirme derslerinin iyileştirilmesi için büyük önem taşımaktadır.

Kimliğiniz ve bireysel cevaplarınız kesinlikle gizli tutulacaktır. Anket sonuçları sadece araştırma amaçlı kullanılacaktır.

Katılımınız ve işbirliğiniz için teşekkürler.

Fatoş Erozan
İngiliz Dili Eğitimi Bölümü

ELT 222- İleri Düzeyde Yazma Becerileri
Ders Değerlendirme Anketi

Aşağıdaki soruları uygun şekilde cevaplayınız veya X ile işaretleyiniz.

1. GENEL ÖZGEÇMİŞ:

1. Yaşınız: _____
2. Cinsiyetiniz: ☐ Erkek ☐ Kadın
3. Anadiliniz: ☐ Türkçe ☐ İngilizce ☐ Diğer (lütfen belirtiniz) _____
4. Aşağıda belirtilen İngilizce sınavlarından hangi veya hangilerine girdiniz işaretleyiniz ve aldığınız notu belirtiniz
☐ TOEFL: _____ ☐ DAÜ İngilizce Yeterlik Sınavı: _____ ☐ IELTS: _____
5. Diğer (lütfen sınavın ismini ve aldığınız notu belirtiniz): _____
6. İngilizce hazırlık okudunuz mu? ☐ Evet ☐ Hayır
Evet ise, ne çeşit bir hazırlık?
☐ Kolej hazırlık. ☐ Anadolu Lisesi hazırlık ☐ DAÜ hazırlık
☐ Diğer (lütfen belirtiniz) _____
7. Aşağıdaki alanlarda İngilizcenizi nasıl buluyorsunuz?

	Çok iyi	İyi	Orta	Zayıf
Okuma				
Dinleme				
Konuşma				
Yazma				
Gramer				
Kelime bilgisi				

8. Eğer varsa, sınıfta İngilizce anlama veya iletişim kurmada aşağıda belirtilen alanlarda ne derece zorluk yaşıyorsunuz?

	Çok fazla	Biraz	Çok az	Hiç
Okuma				
Dinleme				
Konuşma				
Yazma				
Gramer				
Kelime bilgisi				

9. Yaşadığınız zorlukları azaltmak için hangi alanlarda veya becerilerde ne kadar pratik yapmanız gerektiğine inanıyorsunuz?

	Çok fazla	Biraz	Çok az	Hiç
Okuma				
Dinleme				
Konuşma				
Yazma				
Gramer				
Kelime bilgisi				
Özetleme				
Not tutma				
Kütüphane araştırması yapma				
Diğer (belirtiniz)				

II.DERS HEDEFLERİ:

Lütfen uygun şekilde yanıtlayınız veya belirtildiği gibi (X) işaretleyiniz.

5 4 3 2 1
Kesinlikle katılıyorum / Katılıyorum /Kararsızım /Katılmıyorum / Kesinlikle katılmıyorum

1. ELT 222 dersi beklentilerimi karşıladı

☐Kesinlikle katılıyorum ☐Katılıyorum ☐Kararsızım ☐Katılmıyorum ☐Kesinlikle katılmıyorum

Lütfen yanıtınızı açıklayınız:

2. ELT 222 dersi aşağıdaki alanlarda gelişmemizi **hedefliyordu**

	<i>Kesinlikle Katılıyorum</i>	<i>Katılıyorum</i>	<i>Kararsızım</i>	<i>Katılmıyorum</i>	<i>Kesinlikle Katılmıyorum</i>
	5	4	3	2	1
Kelimeleri doğru yazabilme (spelling)					
Noktalama işaretlerini doğru bir şekilde kullanabilme (punctuation)					
Gramer açısından doğru, gramer kurallarına uyan cümleler kurabilme					
Kompozisyondaki bütünselliği/konu birliğini (coherence and unity) anlayabilme					
Beyin fırtınası yöntemiyle (brainstorming) geniş bir konuyu sınırlandırabilme					
Bir kompozisyonu bütünsellik/konu birliği (coherence and unity), destekleyici noktalar (support) ve gramer (sentence skills) açısından analiz edebilme					
Giriş paragrafı yazabilme					
Tez cümlesi (thesis statement) yazabilme					
Tez cümlesini destekleyici noktalar (supporting points) yazabilme					
Sonuç paragrafı yazabilme					
Kompozisyon planı (outline) yapabilme					
Betimleyici kompozisyon (descriptive essay) yazabilme					
Öyküsel kompozisyon (narrative essay) yazabilme					
Karşılaştırma kompozisyonu (comparison and contrast essay) yazabilme					
Sınıflandırma kompozisyonu (classification essay) yazabilme					
Neden sonuç kompozisyonu (cause and effect essay) yazabilme					
Tartışma/kişisel görüş bildirme kompozisyonu (argumentative essay) yazabilme					
Araştırma yazısı (research paper) yazabilme					
Bir yazıdaki (kompozisyondaki) hataları bulabilme					
Bir yazıdaki (kompozisyondaki) hataları düzeltebilme					
Diğer (belirtiniz)					

3. ELT 222 dersi **yazma** becerileriyle ilgili ihtiyaçlarımı karşıladı

☐Kesinlikle katılıyorum ☐Katılıyorum ☐Kararsızım ☐Katılmıyorum ☐Kesinlikle katılmıyorum

4. ELT 222 dersinin yardımıyla, aşağıdaki alanlarda **gelişme kaydettim**

	<i>Kesinlikle Katılıyorum</i>	<i>Katılıyorum</i>	<i>Kararsızım</i>	<i>Katılmıyorum</i>	<i>Kesinlikle Katılmıyorum</i>
	5	4	3	2	1
Kelimeleri doğru yazma (spelling)					
Noktalama işaretlerini kullanma (punctuation)					
Bütünsel/konu birliği olan (coherent & unified) bir kompozisyon yazma					
Beyin fırtınası yöntemiyle genel bir konuyu sınırlandırma					
Bütünsellik/konu birliği (unity and coherence), destekleyici noktalar (support), ve gramer (sentence skills) açısından bir kompozisyonu analiz etme					
Giriş paragrafı yazma					
Tez cümlesi (thesis statement) yazma					
Tez cümlesini destekleyici fikirler (supporting ideas) yazma					
Sonuç paragrafı yazma					
Kompozisyon planı (outline) yapma					
Betimleyici kompozisyon (descriptive essay) yazma					
Öyküsel kompozisyon (narrative essay) yazma					
Karşılaştırma kompozisyon (comparison and contrast essay) yazma					
Sınıflandırma kompozisyonu (classification essay) yazma					
Neden sonuç kompozisyonu (cause and effect essay) yazma					
Tartışma/kişisel görüş bildirme kompozisyonu (argumentative/personal opinion essay) yazma					
Bir kompozisyondaki hataları bulma					
Bir kompozisyondaki hataları düzeltme (editing)					
Araştırma yazısı (research paper) yazma					
Doğru/hatasız yazma (accuracy in writing)					
Gramer					
Akıcı yazma (fluency in writing)					
Eleştirel düşünme (critical thinking)					
Diğer (lütfen belirtiniz)					

5. ELT 222 dersinde **daha başka** ne gibi **yazma becerilerinin** geliştirilmesini isterdiniz (hangi beceriler geliştirilmeliydi ancak geliştirilmedi)? Lütfen kısaca belirtiniz.

III.DERSİN İÇERİĞİ VE MATERYALLER:

1.Aşağıda verilen ELT 222 dersiyle ilgili konulardaki düşünceleriniz nedir?

	<i>Kesintikle Katılıyor</i>	<i>Katılıyor</i>	<i>Kararsız</i>	<i>Katılmıyorum</i>	<i>Kesintikle Katılmıyorum</i>
	5	4	3	2	1
1. Ders materyalleri, bilmek veya yapmak istediğim herşeyi kapsıyordu.					
2. Ders materyalleri ilgi alanlarıma uygundu.					
3. Ders materyalleri, yazma becerileriyle ilgili uzun vadeli hedeflerime uyuyordu.					
4. Ders materyallerindeki konular ilgi çekiciydi.					
5. Ders materyallerinde önceki ve sonraki bölümler arasında süreklilik/ilişki vardı.					
6. ELT 222 dersinde öğretilen yazma becerileri benim genel yazma yetimi ilerletmemde yararlı oldu.					
7.Beceriler sırayla öğretiliyordu (yeni bir şey öğrenirken bir önce öğrendiklerimize birşeyler ekleniyordu).					
8. Ders kitabının fiyatı uygundu.					
9. Ders materyalleri dersin hedeflerine yönelikti.					
10. Ders materyalleri yazma becerilerimi ilerletmem için yeterliydi.					
11. Materyalleri kullanmak (işlemek) kolaydı.					
12. "College Writing Skills" kitabındaki alıştırmalar (exercises, tasks) yazma becerilerimi geliştirmemde etkili oldu.					
13.Ders materyallerinde çeşitlilik vardı.					
14.Dersin materyallerini takip etmekte zorluk çektim.					
15. Ders materyalleri yazma becerilerimi geliştirmeme yardımcı oldu.					
16.Ders materyalleri görsel olarak çekiciydi.					
17.Ders materyalleri İngilizce seviyemize uygundu.					
18.Yazma becerilerimi geliştirmem için ek/yardımcı materyallere ihtiyaç vardı (ek/yardımcı materyaller kullanılmalıydı).					
19.Ders öğretmeninin kullandığı ek/yardımcı materyaller yazma becerilerimi geliştirmemde yararlıydı. (Bu soruya eğer ek/yardımcı materyal kullanılmışsa cevap veriniz)					
20.Diğer (lütfen belirtiniz)					

2. Aşağıdaki ders materyalleri benim için *yararlı* oldu

	<i>Kesinlikle Katlıyorum</i>	<i>Katlıyorum</i>	<i>Kararsızım</i>	<i>Katılmıyorum</i>	<i>Kesinlikle Katılmıyorum</i>
	5	4	3	2	1
“College Writing Skills” kitabındaki örnek kompozisyonlar					
“College Writing Skills” kitabındaki alıştırmalar					
Öğretmen tarafından verilen ek/yardımcı materyaller					
Diğer (lütfen belirtiniz)					

3. ELT 222 dersinde *yapmadığınız* ancak yapmak istediğiniz daha başka konular ve çalışmalar var mıydı? Lütfen açıklayınız.

4. ELT 222 dersinde yapılmasının gereksiz olduğunu düşündüğünüz konular ve çalışmalar yaptınız mı? Lütfen açıklayınız.

5. ELT 222 dersinde kullandığınız *materyallerle* (ders kitapları, teksirler) ilgili neler iyi, neler iyi değildi?

İyi (olumlu) yönler: _____

İyi olmayan (olumsuz) yönler: _____

6. ELT 222 dersinde sizce aşağıdaki konularla ilgili ne gibi **değişiklikler** yapılmalıdır? Önerilerinizi yazınız.

(a) İşlenen konular (okunan veya hakkında yazılan konular): _____

(b) Öğretilen veya çalışılan yazma becerileri: _____

(c) Kullanılan materyaller (“College Writing Skills”, handouts , vb.): _____

IV. DERSİN İŞLENİŞİ, ÖĞRENME-ÖĞRETME SÜRECİ:

1. ELT 222 dersinde hangi aktiviteler ve metodlar **kullanılmıştır**?

	İstediğimden daha fazla	Olması gerektiği kadar	Yeterli değil	Hiç
Öğretmenin ders anlatması (Teacher lecture)				
Tek başına sessiz çalışma (Silent individual work)				
Öğrenci sunuları (Student presentations)				
İkili çalışma (Pair work)				
Gurup halinde çalışma (Group work)				
Tartışmalar (Discussions)				
Oyunlar (Games)				
Rol yapma (Role plays)				
Projeler (Projects)				
Yazılanların yüksek sesle okunması (Reading aloud written work)				
Tahtada tüm sınıfça yapılan çalışmalar (Whole class activities done on the board)				
Tüm sınıf olarak alıştırmaların cevaplarını kontrol etme (Whole class feedback sessions on exercises)				
Ödevler (Homework/assignments)				

	İstediğimden daha fazla	Olması gerektiği kadar	Yeterli değil	Hiç
Öğrencilerin birbirlerinin hatalarını düzeltmesi(Peer correction)				
Öğrencilerin kendi hatalarını düzeltmesi (Self correction)				
Öğretmenin hataları düzeltmesi (Teacher feedback/correction)				
Günlük tutma (Journal keeping)				
Beyin fırtınası (Brainstorming)				
Diğer (belirtiniz)				

2. Aşağıdaki çalışma ve metodlardan hangilerinin ne sıklıkta ELT 222 dersinde **kullanılmasını** **isterdiniz?**

	Sık Sık	Zaman Zaman	Hiçbir Zaman
Öğretmenin ders anlatması (Teacher lecture)			
Tek başına çalışma (Individual work)			
İkili çalışma (Pair work)			
Gurup çalışması (Group work)			
Rol yapma (Role-plays)			
Oyunlar (Games)			
Şarkılar (Songs)			
Video gösterimi (Video sessions)			
Kaset dinleme (Tape sessions)			
Tartışmalar (Discussions)			
Beyin fırtınası (Brainstorming)			
Öğrencilerin sunuları (Student presentations)			
Bilgisayar destekli çalışmalar (Computer-aided activities)			
Öğrencilerin birbirlerinin hatalarını düzeltmesi (Peer correction)			
Öğrencilerin kendi hatalarını düzeltmesi(Self correction)			
Öğretmenin öğrencilerin hatalarını düzeltmesi (Teacher correction)			
İmla (Dictation)			
Öğrencilerin yüksek sesle okuma yapması (Reading aloud by students)			

	Sık Sık	Zaman Zaman	Hiçbir Zaman
Öğretmenin yüksek sesle okuma yapması (Reading aloud by the teacher)			
Projeler (Projects)			
Öğretmenin sorular sorması (Questioning by the teacher)			
Çeviri (Translation)			
Ödev (Homework/assignments)			
Diğer (belirtiniz)			

3. Lütfen **ELT 222** dersindeki **öğretim-öğrenim süreci** (teaching-learning process) ile ilgili görüşlerinizi belirtiniz. (Öğretim-öğrenim süreci: Sınıfta dersin işlenişi)

	<i>Kesinlikle Katılıyorum</i>	<i>Katılıyorum</i>	<i>Kararsızım</i>	<i>Katılmıyorum</i>	<i>Kesinlikle Katılmıyorum</i>
	5	4	3	2	1
1. Sınıfta zaman iyi kullanılıyordu.					
2. Bu dersteki öğrenci-öğretmen ilişkisi/etkileşimi iyiydi.					
3. Öğrenciler birbirlerine yardımcı oluyorlardı.					
4. Derste çok çeşitli aktiviteler kullanılıyordu.					
5. Öğretmen dersi ilgi çekici bir şekilde anlatıyordu.					
6. Öğretmeni takip etmek kolaydı.					
7. Öğretmenin ne yapmamız gerektiğiyle ilgili verdiği açıklamalar (instructions) anlaşılırdı.					
8. Öğretmenin öğretme yöntemi (methodology) Öğrenmemizde etkiliydi.					
9. Öğretmen derse katılmamızı teşvik ediyordu.					
10. Öğretmen tepegöz, video, kaset çalar (teyp) gibi araç gereçleri etkili bir şekilde kullanıyordu.					
11. Öğretmen tahtayı etkili bir biçimde kullanıyordu.					
12. Öğretmen sınıftaki tüm öğrencilerle eşit olarak ilgileniyordu.					
13. Öğretmen yaptığımız yanlışları etkili ve anlaşılır bir şekilde düzeltiyordu.					
14. Sınıfta tek başıma çalışmayı tercih ediyordum.					
15. Sınıfta başkalarıyla bir arada çalışmayı tercih ediyordum.					
16. Sınıfta sadece İngilizce kullanıyordum.					
17. Dersler ilgi çekici bir şekilde işleniyordu.					
18. Diğer öğrenciler bu derste öğrenmeme yardımcı oldular.					
19. Öğretmen bu derste öğrenmeme yardımcı oldu.					
20. Öğretmen yaptığımız çalışmaların (yazdıklarımızın) nasıl olduğuyla ilgili olarak yeterli dönüt/bilgi (feedback) veriyordu.					
21. Öğrenciler birbirlerine yaptıkları çalışmaların (yazdıklarının) nasıl olduğuyla ilgili dönüt/bilgi (feedback) veriyorlardı.					

4. ELT 222 dersinde yazma becerilerinizi geliřtirmede en yararlı neyi/neleri buldunuz?

5. ELT 222 dersinde, öğretmen neler yaparak size daha çok yararlı olabilirdi?

6. ELT 222 dersinde, diğeri öğrenciler neler yaparak size daha çok yararlı olabilirdi?

7. Öğrencilere en iyi şekilde yardımcı olabilmesi için, sizce ELT 222 dersinde öğretim-öğrenim süreci, yani dersin işleniři (teaching-learning process), ne şekilde olmalıdır? Lütfen önerilerinizi yazınız.

V. DEĞERLENDİRME VE ÖĞRENCİ PERFORMANSI:

1. Ařağıda ELT 222 dersiyle ilgili olan konular hakkındaki görüşlerinizi belirtiniz

	<i>Kesinlikle Katılıyorum</i>	<i>Katılıyorum</i>	<i>Kararsızım</i>	<i>Katılmıyorum</i>	<i>Kesinlikle Katılmıyorum</i>
	5	4	3	2	1
1. Derslerde alıştırmaya yaptığımız şeylerden sınav olduk/değerlendirildik.					
2. Sınavlardan önce sınavların içeriğiyle ilgili bilgilendirildik.					
3. Sınavlardaki açıklamalar (instructions) açık ve anlaşılırdı.					
4. Ders ve sınav materyalleri zorluk derecesi açısından birbirleriyle aynıydı.					
5. Sınav soruları zordu.					
6. Ödev sonuçları benim yazma becerilerindeki gerçek yetimi/başarımı yansıtıyor.					
7. Sınav sonuçları benim yazma becerilerindeki gerçek yetimi/başarımı yansıtıyor.					
8. Bu derste yazma becerilerim doğru bir şekilde ölçüldü.					
9. Değerlendirme adildi.					
10. Ödevler dersin amaçlarına uygundu.					
11. Bu derste performansım/başarım iyiydi.					
12. Bu dersten sonra yazma becerilerim ilerledi.					
13. Ödevlerdeki performansım/başarım ile ilgili yeterli dönüt/bilgi (feedback) aldım.					
14. Sınıf içi çalışmalarındaki (classwork) performansım/başarım ile ilgili yeterli dönüt/bilgi (feedback) aldım.					
15. Sınavlardaki (exams) performansım/başarım ile ilgili yeterli dönüt /bilgi (feedback) aldım.					

2. Aşağıdaki değerlendirme araçları ELT 222 dersindeki performansımı (başarım) *doğru bir şekilde ölçmede etkiliydi*:

	<i>Kesinlikle Katılıyorum</i>	<i>Katılıyorum</i>	<i>Kararsızım</i>	<i>Katılmıyorum</i>	<i>Kesinlikle Katılmıyorum</i>
	5	4	3	2	1
Ödevler (Homework/portfolio)					
Kompozisyonlar (Essays)					
Ara sınavı (Midterm Exam)					
Yoklama Sınavları (Quizzes)					
Final sınavı (Final exam)					
Diğer (belirtiniz)					

3. ELT 222 dersinde yazma becerileriniz başka hangi yollarla/yöntemlerle daha iyi ölçülebilirdi? Lütfen kısaca açıklayınız.

VI. DİĞER DERSLERLE İLİŞKİLER:

1. ELT 125, ELT 126 & ELT 222 dersleriyle (yazma dersleri) diğer dil geliştirme dersleri (ELT 121&122, ELT 123, 124 &221, ELT 127&128) arasında bir örtüşme/ilişki/bağlantı **olmalı mıdır?**

☐ Evet

☐ Hayır

Neden?

2. ELT 125, ELT 126 & ELT 222 dersleriyle daha önce aldığınız diğer temel dil dersleri (ELT 121&122, ELT 123, 124 &221, ELT 127&128) arasında bir örtüşme/ilişki/bağlantı **var mıydı?**

☐ Evet

☐ Hayır

Lütfen cevabınızı açıklayınız:

3. ELT 125 & 126 derslerinde (yazma derslerinde) öğrendiğim bilgi ve becerileri aşağıdaki derslere de aktarıp kullanabildim:

	Sık sık kullandım	Zaman zaman kullandım	Hiçbir zaman kullanmadım
ELT 121&122 (Konuşma Becerileri I&II)			
ELT 123, 124 & 221 (Okuma Becerileri I, II & İleri Düzey)			
ELT 127&128 (İngilizce Dilbilgisi I&II)			

4. Aşağıdaki derslerde öğrendiğim bilgi ve becerileri ELT 125, ELT 126 & ELT 222 derslerine aktarıp kullanabildim:

	Sık sık kullandım	Zaman zaman kullandım	Hiçbir zaman kullanmadım
ELT 121&122 (Konuşma Becerileri I&II)			
ELT 123, 124 & 221 (Okuma Becerileri I, II, İleri Düzey)			
ELT 127&128 (İngilizce Dilbilgisi I&II)			

5. Yazma dersleri (ELT 125, ELT 126 & ELT 222) arasında bir devamlılık **var mıydı** (yeni öğrendikleriniz daha önce öğrendiklerinizin devamı niteliğinde miydi)?

☐ Evet

☐ Hayır

Lütfen cevabınızı açıklayınız:

6. Yazma dersleri (ELT 125, ELT 126 & ELT 222) arasında bir devamlılık **olmalı mıdır** (yeni öğrendikleriniz daha önce öğrendiklerinizin devamı niteliğinde olmalı mı)?

☐ Evet

☐ Hayır

Lütfen cevabınızı açıklayınız:

7. Yazma dersleri (ELT 125, ELT 126 & ELT 222) arasındaki ilişkiyle ilgili görüşlerinizi belirtiniz

	<i>Kesinlikle Katılıyorum</i>	<i>Katılıyorum</i>	<i>Kararsızım</i>	<i>Katılmıyorum</i>	<i>Kesinlikle Katılmıyorum</i>
	5	4	3	2	1
1. Her yeni yazma dersinde bir önceki yazma dersinde kaldığımız yerden başladık					
2. ELT 222 dersinde, ELT 125 ve ELT 126 derslerinde öğrendiklerimden farklı olan yeni yazma becerileri öğrendim					
3. ELT 125, ELT 126 ve ELT 222 dersleri, öğretilen yazma becerileri yönünden birbirlerini tamamlıyorlardı (dersler arasında süreklilik vardı).					
4. Yazma dersleri (ELT 125, ELT 126 ve ELT 222) kolaydan zora doğru sıralanmıştır.					

VII.GENEL DEĞERLENDİRME:

1. ELT 222 dersinde yazma becerilerinizi geliştirmenize en çok yardımcı olan **3 şeyi** belirtiniz.
(Dersle ilgili **3 OLUMLU** **nokta**)

1. _____

2. _____

3. _____

2. ELT 222 dersinde yazma becerilerinizi geliřtirmenize yardımcı olmayan **3 řeyi** belirtiniz (Dersle ilgili **3 OLUMSUZ nokta**).

1. _____

2. _____

3. _____

3. ELT 222 dersinin daha yararlı ve řğrencilerin ihtiyalarına daha iyi cevap verir bir duruma getirilebilmesi için **ÖNERİLERİNİZ** nelerdir?

YARDIMINIZ İİN OK TEřEKKÜRLER

**EVALUATING LANGUAGE IMPROVEMENT COURSES
IN THE ELT CURRICULUM
AT EMU**

Dear Students,

This questionnaire has been designed to collect your opinions about **ELT 127** course for evaluation purposes. The course will be evaluated in terms of its features such as objectives, content and materials, course conduct, assessment, and relationship with other courses.

It is absolutely essential that you express your views realistically. The data to be collected through your responses will be of great value to the improvement of the language improvement courses in the ELT curriculum at EMU.

Your identity and individual responses will be kept strictly confidential, and the results of the questionnaire will be used only for research purposes.

Thank you for your participation and cooperation.

Fatoş Erozan
ELT Department

ELT 127- English Grammar I
Course Evaluation Questionnaire

Please read the following questions/statements and put an X as appropriate.

I. GENERAL BACKGROUND:

1. Your age: ____ years old.
2. Your sex: ☐ Male ☐ Female
3. Your mother tongue: ☐ Turkish ☐ English ☐ Other (please specify) _____
4. Which of the following English exams did you take and what were/was your grades?
☐ TOEFL: _____ ☐ EMU Proficiency Exam: _____ ☐ IELTS: _____
☐ Other (please specify the exam and your score): _____
5. Did you attend any English language preparatory school (prep.)? ☐ Yes ☐ No
6. If yes, what type?
☐ College prep. ☐ Anatolian high school prep. ☐ EMU prep.
☐ Other (please specify) _____
7. How would you rate yourself in **English** in the following areas?

	Very Good	Good	Satisfactory	Poor
Reading				
Listening				
Speaking				
Writing				
Grammar				
Vocabulary				

8. Can you tell your difficulties, if any, in understanding English or in communicating in English in class? In...

	A lot of difficulties	Some difficulties	Little difficulties	None at all
Reading				
Listening				
Speaking				
Writing				
Grammar				
Vocabulary				

9. In what language areas and study skills do you think you need practice to decrease the difficulties you have?

	A lot of practice	Some practice	Little practice	No practice
Reading				
Listening				
Speaking				
Writing				
Grammar				
Vocabulary				
Summarizing				
Note-taking				
Doing library research				
Other (please specify)				

II. COURSE AIMS AND OBJECTIVES:

Please mark (X) as appropriate.

5 4 3 2 1
SA: Strongly agree / A: Agree / NS: Not sure / D: Disagree / SD: Strongly disagree

1. ELT 127 course met my expectations.

☐ Strongly agree ☐ Agree ☐ Not sure ☐ Disagree ☐ Strongly disagree

Please explain your answer:

2. ELT 127 aimed to develop our ability to:

	SA 5	A 4	NS 3	D 2	SD 1
use a variety of grammar structures correctly.					
use a variety of grammar structures appropriately in communication.					
identify grammar mistakes.					
correct grammar mistakes.					
explain the form and use of a variety of grammatical structures (such as tenses, passives, etc.) to others.					
teach grammar.					
explain grammar rules.					
Other (please specify)					

3. ELT 127 course met my needs regarding **grammar** knowledge.

☐ Strongly agree ☐ Agree ☐ Not sure ☐ Disagree ☐ Strongly disagree

4. With the help of ELT 127 course, I **have improved** in the following areas:

	SA 5	A 4	NS 3	D 2	SD 1
Using a variety of grammar structures correctly					
Using a variety of grammar structures appropriately in communication					
Identifying grammar mistakes					
Correcting grammar mistakes					
Forming grammatically correct sentences					
Explaining the form and use of a variety of grammar structures to others					
“Present tenses”					
“Past tenses”					
“Future tenses”					

	SA 5	A 4	NS 3	D 2	SD 1
"Tag questions"					
"Additions and responses"					
"Gerunds and infinitives"					
"Reflexive and reciprocal pronouns"					
"Passives"					
"Phrasal verbs"					
Explaining grammar rules					
Teaching grammar					
Vocabulary knowledge					
Accuracy in speaking					
Fluency in speaking					
Accuracy in writing					
General English grammar knowledge					
Other (please specify)					

6. Which *other grammar points and skills* you would like to have been taught in ELT 127? Please explain.

III. COURSE CONTENT AND MATERIALS:

1. Please express your opinion about the following issues in ELT 127:

	SA 5	A 4	NS 3	D 2	SD 1
1. The course materials provided me with what I needed to know or do.					
2. The course materials were appropriate to my interests.					
3. The course materials fit my long term goals in terms of grammar knowledge.					
4. The topics and themes (of the reading texts and exercises) in the materials were interesting.					
5. The course materials offered continuity (between earlier and later parts).					
6. The grammar points taught in ELT 127 were useful for improving my general English grammar knowledge.					
7. The grammar points were taught sequentially, i.e. building upon prior learning.					
8. The course books were appropriately priced.					
9. The materials were in line with the course objectives.					
10. Course materials were sufficient to improve my grammar knowledge.					
11. It was easy to use the course materials.					
12. Exercises/tasks in the "Student Book" were effective in improving my grammar.					
13. Exercises/tasks in "Workbook" were effective in improving my grammar.					
14. The course materials had variety.					
15. I had difficulty in following the course materials.					
16. The course materials helped me to improve my grammar knowledge.					

	SA 5	A 4	NS 3	D 2	SD 1
17. The course materials were visually attractive.					
18. The course materials were appropriate to our proficiency level in English.					
19. There was a need for supplementary materials to improve my grammar (i.e. supplementary materials should have been used)					
20. Other (please specify)					

2. The following course materials were *useful* to me:

	SA	A	NS	D	SD
Reading texts in the "Student Book"					
Explanations of the grammar points or rules in the "Student Book"					
Exercises in the "Student Book"					
Exercises in the "Workbook"					
Supplementary exercises/activities provided by the teacher (Answer this item if the teacher provided any)					
Other (please specify)					

3. Are there any other things (i.e. grammar points, tasks, etc.) you HAVE NOT done in ELT 127 course but you would like to have done? Please explain.

4. Are there any things (i.e. grammar points, tasks, etc.) that you think were NOT necessary to do in ELT 127 course? Please explain.

5. What were the good (positive) and bad (negative) points about the *materials* (course books) you were working with in this course?

Good (positive) points: _____

Bad (negative) points: _____

6. What *changes* should be made in ELT 127 in terms of the following areas? Give suggestions.

(a) Topics and themes (of the reading texts, exercises, tasks, etc.): _____

(b) Grammar points taught: _____

(c) Materials used (“Student Book”, “Workbook”, etc.): _____

IV. COURSE CONDUCT / TEACHING-LEARNING PROCESS:

1. Which activities and methods *were used* in ELT 127?

	More than I wanted	The right amount	Not enough	None
Teacher lecture				
Silent individual work				
Student presentations				
Pair work				
Group work				
Discussions				
Games				
Role plays				
Video sessions				
Tape sessions				
Projects				
Reading aloud by students				
Reading aloud by the teacher				
Silent reading				
Whole class feedback sessions on exercises				
Homework/Assignment				
Peer correction				
Self correction				
Teacher correction				
Other (please specify)				

2. Which activities and methods *you would like to be used* in ELT 127?

	Frequently	Sometimes	Never
Teacher lectures			
Individual work			
Pair work			
Group work			
Role-plays			
Games			
Songs			
Video sessions			
Tape sessions			
Discussions			
Student presentations			
Computer-aided activities			
Peer correction			
Self correction			
Teacher correction			
Dictation			
Reading aloud by students			
Reading aloud by the teacher			
Projects			
Questioning (by the teacher)			
Translation			
Homework/assignments			
Other (please specify)			

3. Please express your opinion about the *teaching-learning process in ELT 127 course*.

	SA 5	A 4	NS 3	D 2	SD 1
1. There was an efficient use of time in class.					
2. There was a good student-teacher interaction in the course.					
3. The students had cooperative relationships with each other.					
4. A variety of activities was used in the course.					
5. The teacher was teaching in an interesting way.					
6. It was easy to follow the teacher.					
7. The teacher's instructions were clear.					
8. The teaching methodology of the teacher was effective in our learning.					
9. The teacher was encouraging us to participate in the lessons.					
10. The teacher used audio-visual aids (OHP, video, tape-recorder, etc.) effectively in the lessons.					
11. The teacher was using the board effectively.					
12. The teacher was giving equal attention to all students in the class.					
13. The teacher corrected our mistakes in an effective way.					
14. I preferred to work individually in class.					
15. I preferred to work with (a) partner(s) in class.					
16. I used only English in class.					

	SA 5	A 4	NS 3	D 2	SD 1
17. The lessons were taught in an interesting way.					
18. Other students helped me to learn in this course.					
19. The teacher helped me to learn in this course.					
20. The teacher was giving sufficient feedback on our performance.					
21. The students were giving sufficient feedback on each other's performance.					

4. What did you find the MOST USEFUL in ELT 127 lessons to improve your grammar?

5. What could the teacher have done in order to help you more in ELT 127 course?

6. What could other students have done in order to help you more in ELT 127 course?

7. How should teaching-learning be in ELT 127 course so that it would help the students a lot? Please give suggestions.

V. ASSESSMENT AND STUDENT PERFORMANCE:

1. Express your opinion about the following issues in ELT 127:

	SA 5	A 4	NS 3	D 2	SD 1
1. We were assessed on the things (i.e. grammar points) we practiced in the lessons.					
2. Before the tests, we were given information about the scope of the tests.					
3. The directions on the tests were clear.					
4. The materials we used in the lessons and the test materials were similar in terms of difficulty level.					
5. The test questions were difficult.					
6. The quiz results demonstrate my actual proficiency in English grammar.					
7. The exam results demonstrate my actual proficiency in English grammar.					
8. My grammar knowledge has been correctly measured in the course.					
9. The grading was fair.					
10. HW/assignments were relevant to the course aims.					
11. My performance in this course was good.					
12. My grammar has improved after this course.					
13. I received sufficient feedback on my performance in the assignments/homework.					
14. I received sufficient feedback on my performance in the quizzes.					
15. I received sufficient feedback on my performance in the exams.					

2. The following assessment tools were *effective in measuring* my performance/success in ELT 127 *correctly*:

	SA 5	A 4	NS 3	D 2	SD 1
Midterm exam					
Quizzes					
Participation					
Final exam					
Other (please specify)					

3. In what other ways your grammar knowledge could have been better measured in ELT 127 course? Please explain briefly.

VI. RELATIONSHIP WITH OTHER COURSES:

1. Should there be (a)n overlap/relationship between ELT 127 and other ELT courses (ELT 121, ELT 123 and ELT 125)?

☐ Yes

☐ No

WHY?

2. Was there (a)n overlap/relationship between ELT 127 and other language courses (ELT 121, ELT 123 and ELT 125)?

☐ Yes

☐ No

Please explain your answer:

3. I was able to transfer/use the skills and/or information I learned in ELT 127 in:

	Frequently	Sometimes	Never
ELT 121 Oral Communication Skills I			
ELT 123 Reading Skills I			
ELT 125 Writing Skills I			

4. I was able to transfer/use the skills and/or information I learned in the following courses in/to ELT 127:

	Frequently	Sometimes	Never
ELT 121 Oral Communication Skills I			
ELT 123 Reading Skills I			
ELT 125 Writing Skills I			

VII. OVERALL EVALUATION:

1. List 3 things in ELT 127 course that helped you the most to improve your English grammar (**3 POSITIVE aspects** of the course).

1. _____

2. _____

3. _____

2. List 3 things in ELT 127 course that **DID NOT help you** to improve your English grammar (**3 NEGATIVE aspects** of the course).

1. _____

2. _____

3. _____

3. List your SUGGESTIONS to make ELT 127 course more useful and better adjusted to students' needs:

THANK YOU VERY MUCH FOR YOUR COOPERATION

DOĞU AKDENİZ ÜNİVERSİTESİ
İNGİLİZ DİLİ EĞİTİMİ BÖLÜMÜ MÜFREDATINDAKİ
DİL GELİŞTİRME DERSLERİNİN DEĞERLENDİRİLMESİ

Sevgili Öğrenciler,

Bu anket sizin **ELT 127** dersiyle ilgili görüşlerinizi belirlemek için değerlendirme amaçlı geliştirilmiştir. Bu ders, hedefleri, içerik ve materyalleri, işlenişi, değerlendirme sistemi ve diğer deslerle olan ilişkisi bağlamında değerlendirilecektir.

Fikirlerinizi açıkça ve gerçekçi bir biçimde ortaya koymanız çok önemlidir. Vereceğiniz cevaplar yoluyla toplanacak veri Doğu Akdeniz Üniversitesi İngiliz Dili Eğitimi Bölümü müfredatındaki dil geliştirme derslerinin iyileştirilmesi için büyük önem taşımaktadır.

Kimliğiniz ve bireysel cevaplarınız kesinlikle gizli tutulacaktır. Anket sonuçları sadece araştırma amaçlı kullanılacaktır.

Katılımınız ve işbirliğiniz için teşekkürler.

Fatoş Erozan
İngiliz Dili Eğitimi Bölümü

ELT 127- İngilizce Dilbilgisi I
Ders Değerlendirme Anketi

Aşağıdaki soruları uygun şekilde cevaplayınız veya X ile işaretleyiniz.

1. GENEL ÖZGEÇMİŞ:

1. Yaşınız: _____
2. Cinsiyetiniz: ☐ Erkek ☐ Kadın
3. Anadiliniz: ☐ Türkçe ☐ İngilizce ☐ Diğer (lütfen belirtiniz) _____
4. Aşağıda belirtilen İngilizce sınavlarından hangi veya hangilerine girdiniz işaretleyiniz ve aldığınız notu belirtiniz
☐ TOEFL: _____ ☐ DAÜ İngilizce Yeterlik Sınavı: _____ ☐ IELTS: _____
5. Diğer (lütfen sınavın ismini ve aldığınız notu belirtiniz): _____
6. İngilizce hazırlık okudunuz mu? ☐ Evet ☐ Hayır
Evet ise, ne çeşit bir hazırlık?
☐ Kolej hazırlık. ☐ Anadolu Lisesi hazırlık ☐ DAÜ hazırlık
☐ Diğer (lütfen belirtiniz) _____
7. Aşağıdaki alanlarda İngilizcenizi nasıl buluyorsunuz?

	Çok iyi	İyi	Orta	Zayıf
Okuma				
Dinleme				
Konuşma				
Yazma				
Gramer				
Kelime bilgisi				

8. Eğer varsa, sınıfta İngilizce anlama veya iletişim kurmada aşağıda belirtilen alanlarda ne derece zorluk yaşıyorsunuz?

	Çok fazla	Biraz	Çok az	Hiç
Okuma				
Dinleme				
Konuşma				
Yazma				
Gramer				
Kelime bilgisi				

9. Yaşadığınız zorlukları azaltmak için hangi alanlarda veya becerilerde ne kadar pratik yapmanız gerektiğine inanıyorsunuz?

	Çok fazla	Biraz	Çok az	Hiç
Okuma				
Dinleme				
Konuşma				
Yazma				
Gramer				
Kelime bilgisi				
Özetleme				
Not tutma				
Kütüphane araştırması yapma				
Diğer (lütfen belirtiniz)				

II.DERS HEDEFLERİ:

Lütfen uygun şekilde yanıtlayınız veya belirtildiği gibi (X) işaretleyiniz.

5 4 3 2 1
Kesinlikle katılıyorum / Katılıyorum /Kararsızım /Katılmıyorum / Kesinlikle katılmıyorum

1. ELT 127 dersi beklentilerimi karşıladı.

☐Kesinlikle katılıyorum ☐Katılıyorum ☐Kararsızım ☐Katılmıyorum ☐Kesinlikle katılmıyorum

Lütfen yanıtınızı açıklayınız:

2. ELT 127 dersi aşağıdaki alanlarda gelişmemizi **hedefliyordu**

	<i>Kesinlikle Katılıyorum</i>	<i>Katılıyorum</i>	<i>Kararsızım</i>	<i>Katılmıyorum</i>	<i>Kesinlikle Katılmıyorum</i>
	5	4	3	2	1
Çeşitli gramer yapılarını doğru şekilde kullanabilme					
Çeşitli gramer yapılarını iletişim sırasında uygun şekilde kullanabilme					
Gramer hatalarını fark edebilme					
Gramer hatalarını düzeltebilme					
Zamanlar (tenses), edilgen cümleler gibi, çeşitli gramer konularının yapı (form) ve kullanılışlarını (use) başkalarına açıklayabilme					
Dilbilgisi öğretebilme					
Gramer kurallarını açıklayabilme					
Diğer					

3. ELT 127 dersi **İngilizce gramer** ile ilgili ihtiyaçlarımı karşıladı

☐Kesinlikle katılıyorum ☐Katılıyorum ☐Kararsızım ☐Katılmıyorum ☐Kesinlikle katılmıyorum

4. ELT 127 dersinin yardımıyla, aşağıdaki alanlarda *gelişme kaydettim*.

	<i>Kesintikle Katılıyorum</i>	<i>Katılıyorum</i>	<i>Kararsızım</i>	<i>Katılmıyorum</i>	<i>Kesintikle Katılmıyorum</i>
	5	4	3	2	1
Çeşitli gramer yapılarını doğru şekilde kullanma					
Çeşitli gramer yapılarını iletişim sırasında uygun şekilde kullanma					
Gramer hatalarını fark etme					
Gramer hatalarını düzeltme					
Dilbilgisi açısından doğru cümleler kurma					
Çeşitli dilbilgisi konularının yapı ve kullanımları ile ilgili başkalarına açıklama yapma					
“Present tenses”					
“Past tenses”					
“Future tenses”					
“Tag questions”					
“Additions and responses”					
“Gerunds and infinitives”					
“Reflexive and reciprocal pronouns”					
“Passives”					
“Phrasal verbs”					
Gramer kurallarını açıklama					
Gramer öğretme					
Kelime bilgisi					
Doğru/hata yapmadan konuşma					
Akıcı şekilde konuşma					
Doğru/hata yapmadan yazma					
Genel İngilizce gramer bilgisi					
Diğer (lütfen belirtiniz)					

5. ELT 127 dersinde *daha başka* ne gibi *gramer konuları ve becerileri öğretilmeliydi* (hangi konular ve beceriler öğretilmeliydi ancak öğretilmedi)? Lütfen kısaca belirtiniz.

III.DERSİN İÇERİĞİ VE MATERYALLER:

1.Aşağıda verilen ELT 127 dersiyle ilgili konulardaki düşünceleriniz nedir?

	<i>Kesinlikle Katılıyorum</i>	<i>Katılıyorum</i>	<i>Kararsızım</i>	<i>Katılmıyorum</i>	<i>Kesinlikle Katılmıyorum</i>
	5	4	3	2	1
1. Ders materyalleri, bilmek veya yapmak istediğim herşeyi kapsıyordu.					
2. Ders materyalleri ilgi alanlarıma uygundu.					
3. Ders materyalleri İngilizce gramer ile ilgili uzun vadeli hedeflerime uyuyordu.					
4. Ders materyallerindeki konular (parça ve alıştırmalardaki konular) ilgi çekiciydi.					
5. Ders materyallerinde önceki ve sonraki bölümler (üniteler) arasında süreklilik vardı.					
6. ELT 127 dersinde öğretilen gramer konuları benim genel İngilizce gramer bilgimi ilerletmemde yararlı oldu.					
7. Gramer konuları sırayla öğretiliyordu (yeni bir şey öğrenirken bir önce öğrendiklerimize birşeyler ekleniyordu).					
8. Ders kitaplarının fiyatları uygundu.					
9. Ders materyalleri dersin hedeflerine yönelikti.					
10. Ders materyalleri İngilizce gramer bilgimi ilerletmem için yeterliydi.					
11. Materyalleri kullanmak kolaydı.					
12. Öğrenci kitabındaki (Student Book) alıştırmalar (exercises, tasks) gramerimi geliştirmemde etkili oldu.					
13. Çalışma kitabındaki (Workbook) alıştırmalar (exercises, tasks) gramerimi geliştirmemde etkili oldu.					
14. Ders materyallerinde çeşitlilik vardı.					
15. Dersin materyallerini takip etmekte zorluk çektim.					
16. Ders materyalleri İngilizce gramerimi geliştirmeme yardımcı oldu.					
17. Ders materyalleri görsel olarak çekiciydi.					
18. Ders materyalleri İngilizce seviyemize uygundu.					
19. İngilizce gramerimi geliştirmem için ek/yardımcı materyallere ihtiyaç vardı (ek materyaller kullanılmalıydı)					
20. Diğer (lütfen belirtiniz)					

2. Aşağıdaki ders materyalleri benim için *yararlı* oldu

	<i>Kesinlikle Katılıyorum</i>	<i>Katılıyorum</i>	<i>Kararsızım</i>	<i>Katılmıyorum</i>	<i>Kesinlikle Katılmıyorum</i>
	5	4	3	2	1
Öğrenci kitabındaki (Student Book) okuma parçaları					
Öğrenci kitabında gramer kurallarıyla ilgili açıklamalar					
Öğrenci kitabındaki alıştırmalar (exercises, activities, tasks)					
Çalışma kitabındaki (Workbook) alıştırmalar					
Ders öğretmeni tarafından verilen ek/yardımcı materyaller (Bu soruyu eğer ek/yardımcı materyaller verilmişse yanıtlayınız)					
Diğer (lütfen belirtiniz)					

3. ELT 127 dersinde **yapmadığınız** ancak yapmak istediğiniz daha başka konular ve çalışmalar var mıydı? Lütfen açıklayınız.

4. ELT 127 dersinde yapılmasının gereksiz olduğunu düşündüğünüz konular ve çalışmalar yaptınız mı? Lütfen açıklayınız

5. ELT 127 desinde kullandığınız **materyallerle** (ders kitapları) ilgili neler iyi, neler iyi değildi?

İyi (olumlu) yönler: _____

İyi olmayan (olumsuz) yönler: _____

6. ELT 127 dersinde sizce aşağıdaki konularla ilgili ne gibi **değişiklikler** yapılmalıdır? Önerilerinizi yazınız.

(a) İşlenen konular (okuma parçalarının konuları, alıştırmalardaki konuları): _____

(b) Öğretilen veya çalışılan gramer konuları: _____

(c) Kullanılan materyaller (Student Book, Workbook, vb.): _____

IV. DERSİN İŞLENİŞİ, ÖĞRENME-ÖĞRETME SÜRECİ:

1. ELT 127 dersinde hangi aktiviteler ve metodlar *kullanılmıştır*?

	İstediğimden daha fazla	Olması gerektiği kadar	Yeterli değil	Hiç
Öğretmenin ders anlatması (Teacher lecture)				
Tek başına sessiz çalışma (Silent individual work)				
Öğrenci sunuları (Student presentations)				
İkili çalışma (Pair work)				
Gurup halinde çalışma (Group work)				
Tartışmalar (Discussions)				
Oyunlar (Games)				
Rol yapma (Role plays)				
Video gösterimi (Video sessions)				
Kaset dinleme (Tape sessions)				
Projeler (Projects)				
Öğrencilerin yüksek sesle okuması (Reading aloud by students)				
Öğretmenin yüksek sesle okuması (Reading aloud by the teacher)				
Sessiz okuma (Silent reading)				
Tüm sınıf olarak alıştırma ve cevaplarını kontrol etme (Whole class feedback sessions on exercises)				
Ödevler (Homework/assignments)				
Öğrencilerin birbirlerinin hatalarını düzeltmesi (Peer correction)				
Öğrencilerin kendi hatalarını düzeltmesi (Self correction)				
Öğretmenin hataları düzeltmesi (Teacher correction)				
Diğer (belirtiniz)				

2. Aşağıdaki aktivite ve metotlardan hangilerinin ve ne sıklıkta ELT 127 dersinde **kullanılmasını** isterdiniz?

	Sık Sık	Zaman Zaman	Hiçbir Zaman
Öğretmenin ders anlatması (Teacher lecture)			
Tek başına çalışma (Individual work)			
İkili çalışma (Pair work)			
Gurup çalışması (Group work)			
Rol yapma (Role-plays)			
Oyunlar (Games)			
Şarkılar (Songs)			
Video gösterimi (Video sessions)			
Kaset dinleme (Tape sessions)			
Tartışmalar (Discussions)			
Öğrencilerin sunuları (Student presentations)			
Bilgisayar destekli çalışmalar (Computer-aided activities)			
Öğrencilerin birbirlerinin hatalarını düzeltmesi (Peer correction)			
Öğrencilerin kendi hatalarını düzeltmesi (Self correction)			
Öğretmenin öğrencilerin hatalarını düzeltmesi (Teacher correction)			
İmla (Dictation)			
Öğrencilerin yüksek sesle okuma yapması (Reading aloud by students)			
Öğretmenin yüksek sesle okuma yapması (Reading aloud by the teacher)			
Projeler (Projects)			
Öğretmenin sorular sorması (Questioning by the teacher)			
Çeviri (Translation)			
Ödev (Homework/assignments)			
Diğer (belirtiniz)			

3. Lütfen **ELT 127** dersindeki **öğretim-öğrenim süreci** (teaching-learning process) ile ilgili görüşlerinizi belirtiniz. (Öğretim-öğrenim süreci: Sınıfta dersin işlenişi)

	<i>Kesinlikle Katılıyorum</i>	<i>Katılıyorum</i>	<i>Kararsızım</i>	<i>Katılmıyorum</i>	<i>Kesinlikle Katılmıyorum</i>
	5	4	3	2	1
1. Sınıfta zaman iyi kullanılıyordu.					
2. Bu dersteki öğrenci-öğretmen ilişkisi iyiydi.					
3.Öğrenciler birbirlerine yardımcı oluyorlardı.					
4. Derste çok çeşitli aktiviteler kullanılıyordu.					
5.Öğretmen dersi ilgi çekici bir şekilde anlatıyordu.					
6. Öğretmeni takip etmek kolaydı.					
7. Öğretmenin ne yapmamız gerektiğiyle ilgili verdiği açıklamalar (instructions) anlaşılırdı.					
8. Öğretmenin öğretme yöntemi (methodology) öğrenmemizde etkiliydi.					
9. Öğretmen derse katılmamızı teşvik ediyordu.					
10.Öğretmen tepegöz, video, kaset çalar (teyp) gibi araç gereçleri etkili bir şekilde kullanıyordu.					
11.Öğretmen tahtayı etkili bir biçimde kullanıyordu.					
12.Öğretmen sınıftaki tüm öğrencilerle eşit olarak ilgileniyordu.					
13.Öğretmen yaptığımız yanlışları etkili ve anlaşılır bir şekilde düzeltiyordu.					
14. Sınıfta tek başıma çalışmayı tercih ediyordum.					
15. Sınıfta başkalarıyla bir arada çalışmayı tercih ediyordum.					
16. Sınıfta sadece İngilizce kullanıyordum.					
17. Dersler ilgi çekici bir şekilde işleniyordu.					
18. Diğer öğrenciler bu derste öğrenmeme yardımcı oldu.					
19.Öğretmen bu derste öğrenmeme yardımcı oldu.					
20.Öğretmen yaptığımız çalışmaların (performansımızın) nasıl olduğuyla ilgili olarak yeterli bilgi (feedback) veriyordu.					
21.Öğrenciler birbirlerine yaptıkları çalışmaların (performanslarının) nasıl olduğuyla ilgili bilgi veriyorlardı.					

4. ELT 127 dersinde İngilizce gramerinizi geliştirmede en yararlı neyi/neleri buldunuz?

5. ELT 127 dersinde, öğretmen neler yaparak size daha çok yararlı olabilirdi?

6. ELT 127 dersinde, diğer öğrenciler neler yaparak size daha çok yararlı olabilirlerdi?

7. Öğrencilere en iyi şekilde yardımcı olabilmesi için, sizce ELT 127 dersinde öğretim-öğrenim süreci, yani dersin işlenişi (teaching-learning process), ne şekilde olmalıdır? Lütfen önerilerinizi yazınız.

V. DEĞERLENDİRME VE ÖĞRENCİ PERFORMANSI:

1. Aşağıda ELT 127 dersiyle ilgili olan konular hakkındaki görüşlerinizi belirtiniz

	<i>Kesinlikle Katılıyorum</i>	<i>Katılıyorum</i>	<i>Kararsızım</i>	<i>Katılmıyorum</i>	<i>Kesinlikle Katılmıyorum</i>
	5	4	3	2	1
1. Derslerde alıştırma yaptığımız konulardan sınav olduk / değerlendirildik					
2. Sınavlardan önce sınavların içeriğiyle ilgili bilgilendirildik					
3. Sınavlardaki açıklamalar (instructions) açık ve anlaşılırdı					
4. Ders ve sınav materyalleri zorluk derecesi açısından birbirleriyle aynıydı					
5. Sınav soruları zordu					
6. Yoklama sınavı (Quiz) sonuçları benim İngilizce gramerindeki gerçek yeterliliğimi/başarımı yansıtıyor					
7. Sınav sonuçları benim İngilizce gramerindeki gerçek yeterliliğimi/başarımı yansıtıyor					
8. Bu derste İngilizce gramerim doğru bir şekilde ölçüldü					
9. Değerlendirme adildi					
10. Ödevler dersin amaçlarına uygundu					
11. Bu derste performansım/başarım iyiydi					
12. Bu dersten sonra İngilizce gramerim ilerledi					
13. Ödevlerdeki performansım/başarımla ilgili yeterli bilgi (feedback) aldım					
14. Yoklama sınavlardaki (Quizzes) performansım/başarımla ilgili yeterli bilgi (feedback) aldım					
15. Sınavlardaki (Exams) performansım/başarımla ilgili yeterli bilgi (feedback) aldım					

2. Aşağıdaki değerlendirme araçları ELT 127 dersindeki performansımı/başarımı *doğru bir şekilde ölçmede etkiliydi*:

	<i>Kesinlikle Katılıyorum</i>	<i>Katılıyorum</i>	<i>Kararsızım</i>	<i>Katılmıyorum</i>	<i>Kesinlikle Katılmıyorum</i>
	5	4	3	2	1
Ara Sınav (Midterm exam)					
Yoklama sınavları (Quizzes)					
Derse katılma (Participation)					
Final sınavı (Final exam)					
Diğer (belirtiniz)					

3. ELT 127 dersinde İngilizce gramer bilginiz daha başka hangi yollarla/yöntemlerle daha iyi ve doğru ölçülebilirdi? Lütfen açıklayınız.

VI. DİĞER DERSLERLE İLİŞKİLER:

1. ELT 127 dersiyle diğer ELT dersleri (ELT 121, ELT 123 & ELT 125) arasında bir örtüşme/ilişki/bağlantı *olmalı mıdır*?

☐ Evet

☐ Hayır

Neden?

2. ELT 127 dersiyle diğer temel dil dersleri (ELT 121, ELT 123 ve ELT 125) arasında bir örtüşme/ilişki/bağlantı *var mıydı*?

☐ Evet

☐ Hayır

Lütfen cevabınızı açıklayınız:

3. ELT 127 dersinde öğrendiğim bilgi ve becerileri aşağıdaki derslere de aktarıp kullanabildim:

	Sık sık kullandım	Zaman zaman kullandım	Hiçbir zaman kullanmadım
ELT 121 (Konuşma Becerileri I)			
ELT 123 (Okuma Becerileri I)			
ELT 125 (Yazma Becerileri I)			

4. Aşağıdaki derslerde öğrendiğim bilgi ve becerileri ELT 127 dersine aktarıp kullanabildim:

	Sık sık kullandım	Zaman zaman kullandım	Hiçbir zaman kullanmadım
ELT 121 (Konuşma Becerileri I)			
ELT 125 (Okuma Becerileri I)			
ELT 125 (Yazma Becerileri I)			

VII.GENEL DEĞERLENDİRME:

1. ELT 127 dersinde İngilizce gramerinizi geliştirmenize en çok yardımcı olan **3 şeyi** belirtiniz. (Dersle ilgili **3 OLUMLU nokta**)

1. _____

2. _____

3. _____

2. ELT 127 dersinde İngilizce gramerinizi geliştirmenize yardımcı olmayan **3 şeyi** belirtiniz (Dersle ilgili **3 OLUMSUZ nokta**).

1. _____

2. _____

3. _____

3. ELT 127 dersinin daha yararlı ve öğrencilerin ihtiyaçlarına daha iyi cevap verir bir duruma getirilebilmesi için **ÖNERİLERİNİZ** nelerdir?

YARDIMINIZ İÇİN ÇOK TEŞEKKÜRLER

**EVALUATING LANGUAGE IMPROVEMENT COURSES
IN THE ELT CURRICULUM
AT EMU**

Dear Students,

This questionnaire has been designed to collect your opinions about **ELT 128** course for evaluation purposes. The course will be evaluated in terms of its features such as objectives, content and materials, course conduct, assessment, and relationship with other courses.

It is absolutely essential that you express your views realistically. The data to be collected through your responses will be of great value to the improvement of the language improvement courses in the ELT curriculum at EMU.

Your identity and individual responses will be kept strictly confidential, and the results of the questionnaire will be used only for research purposes.

Thank you for your participation and cooperation.

Fatoş Erozan
ELT Department

ELT 128- English Grammar II
Course Evaluation Questionnaire

Please read the following questions/statements and put an X as appropriate.

I. GENERAL BACKGROUND:

1. Your age: ____ years old.
2. Your sex: ☐ Male ☐ Female
3. Your mother tongue: ☐ Turkish ☐ English ☐ Other (please specify) _____
4. Which of the following English exams did you take and what were/was your grades?
☐ TOEFL: _____ ☐ EMU Proficiency Exam: _____ ☐ IELTS: _____
☐ Other (please specify the exam and your score): _____
5. Did you attend any English language preparatory school (prep.)? ☐ Yes ☐ No
6. If yes, what type?
☐ College prep. ☐ Anatolian high school prep. ☐ EMU prep.
☐ Other (please specify) _____
7. How would you rate yourself in **English** in the following areas?

	Very Good	Good	Satisfactory	Poor
Reading				
Listening				
Speaking				
Writing				
Grammar				
Vocabulary				

8. Can you tell your difficulties, if any, in understanding English or in communicating in English in class? In...

	A lot of difficulties	Some difficulties	Little difficulties	None at all
Reading				
Listening				
Speaking				
Writing				
Grammar				
Vocabulary				

9. In what language areas and study skills do you think you need practice to decrease the difficulties you have?

	A lot of practice	Some practice	Little practice	No practice
Reading				
Listening				
Speaking				
Writing				
Grammar				
Vocabulary				
Summarizing				
Note-taking				
Doing library research				
Other (please specify)				

II. COURSE AIMS AND OBJECTIVES:

Please mark (X) as appropriate.

5 4 3 2 1
SA: Strongly agree / A: Agree / NS: Not sure / D: Disagree / SD: Strongly disagree

1. ELT 128 course met my expectations.

☐ Strongly agree ☐ Agree ☐ Not sure ☐ Disagree ☐ Strongly disagree

Please explain your answer:

2. ELT 128 aimed to develop our ability to:

	SA 5	A 4	NS 3	D 2	SD 1
use a variety of grammar structures correctly.					
use a variety of grammar structures appropriately in communication.					
identify grammar mistakes.					
correct grammar mistakes.					
explain the form and use of a variety of grammatical structures (such as conditionals, relative clauses, etc.) to others.					
teach grammar.					
explain grammar rules.					
Other (please specify)					

3. ELT 128 course met my needs regarding *grammar* knowledge.

☐ Strongly agree ☐ Agree ☐ Not sure ☐ Disagree ☐ Strongly disagree

4. With the help of ELT 128 course, I *have improved* in the following areas:

	SA 5	A 4	NS 3	D 2	SD 1
Using a variety of grammar structures correctly					
Using a variety of grammar structures appropriately in communication					
Identifying grammar mistakes					
Correcting grammar mistakes					
Forming grammatically correct sentences					
Explaining the form and use of a variety of grammar structures to others					
“Advisability and Obligation in the Past”					
“Speculations and Conclusions about the Past”					
“Factual Conditionals”					

	SA 5	A 4	NS 3	D 2	SD 1
“Unreal Conditionals”					
“Adjective/Relative Clauses”					
“Indirect Speech”					
Explaining grammar rules					
Teaching grammar					
Vocabulary knowledge					
Accuracy in speaking					
Fluency in speaking					
Accuracy in writing					
General English grammar knowledge					
Other (please specify)					

5. Which *other grammar points and skills* you would like to have been taught in ELT 128? Please explain.

III. COURSE CONTENT AND MATERIALS:

1. Please express your opinion about the following issues in ELT 128:

	SA 5	A 4	NS 3	D 2	SD 1
1. The course materials provided me with what I needed to know or do.					
2. The course materials were appropriate to my interests.					
3. The course materials fit my long term goals in terms of grammar knowledge.					
4. The topics and themes (of the reading texts and exercises) in the materials were interesting.					
5. The course materials offered continuity (between earlier and later parts).					
6. The grammar points taught in ELT 128 were useful for improving my general English grammar knowledge.					
7. The grammar points were taught sequentially, i.e. building upon prior learning.					
8. The course books were appropriately priced.					
9. The materials were in line with the course objectives.					
10. Course materials were sufficient to improve my grammar knowledge.					
11. It was easy to use the course materials.					
12. Exercises/tasks in the “Student Book” were effective in improving my grammar.					
13. Exercises/tasks in “Workbook” were effective in improving my grammar.					
14. The course materials had variety.					
15. I had difficulty in following the course materials.					
16. The course materials helped me to improve my grammar knowledge.					

	SA 5	A 4	NS 3	D 2	SD 1
17. The course materials were visually attractive.					
18. The course materials were appropriate to our proficiency level in English.					
19. There was a need for supplementary materials to improve my grammar (i.e. supplementary materials should have been used)					
20. Other (please specify)					

2. The following course materials were *useful* to me:

	SA 5	A 4	NS 3	D 2	SD 1
Reading texts in the "Student Book"					
Explanations of the grammar points or rules in the "Student Book"					
Exercises in the "Student Book"					
Exercises in the "Workbook"					
Supplementary exercises/activities provided by the teacher (Answer this item if the teacher provided any)					
Other (please specify)					

3. Are there any other things (i.e. grammar points, tasks, etc.) you HAVE NOT done in ELT 128 course but you would like to have done? Please explain.

4. Are there any things (i.e. grammar points, tasks, etc.) that you think were NOT necessary to do in ELT 128 course? Please explain.

5. What were the good (positive) and bad (negative) points about the *materials* (course books) you were working with in this course?

Good (positive) points: _____

Bad (negative) points: _____

6. What **changes** should be made in ELT 128 in terms of the following areas? Give suggestions.

(a) Topics and themes (of the reading texts, exercises, tasks, etc.): _____

(b) Grammar points taught: _____

(c) Materials used (“Student Book”, “Workbook”, etc.): _____

IV. COURSE CONDUCT / TEACHING-LEARNING PROCESS:

1. Which activities and methods **were used** in ELT 128?

	More than I wanted	The right amount	Not enough	None
Teacher lecture				
Silent individual work				
Student presentations				
Pair work				
Group work				
Discussions				
Games				
Role plays				
Video sessions				
Tape sessions				
Projects				
Reading aloud by students				
Reading aloud by the teacher				
Silent reading				
Whole class feedback sessions on exercises				
Homework/Assignment				
Peer correction				
Self correction				
Teacher correction				
Other (please specify)				

2. Which activities and methods *you would like to be used* in ELT 128?

	Frequently	Sometimes	Never
Teacher lectures			
Individual work			
Pair work			
Group work			
Role-plays			
Games			
Songs			
Video sessions			
Tape sessions			
Discussions			
Student presentations			
Computer-aided activities			
Peer correction			
Self correction			
Teacher correction			
Dictation			
Reading aloud by students			
Reading aloud by the teacher			
Projects			
Questioning (by the teacher)			
Translation			
Homework/assignments			
Other (please specify)			

3. Please express your opinion about the *teaching-learning process in ELT 128 course*.

	SA 5	A 4	NS 3	D 2	SD 1
1. There was an efficient use of time in class.					
2. There was a good student-teacher interaction in the course.					
3. The students had cooperative relationships with each other.					
4. A variety of activities was used in the course.					
5. The teacher was teaching in an interesting way.					
6. It was easy to follow the teacher.					
7. The teacher's instructions were clear.					
8. The teaching methodology of the teacher was effective in our learning.					
9. The teacher was encouraging us to participate in the lessons.					
10. The teacher used audio-visual aids (OHP, video, tape-recorder, etc.) effectively in the lessons.					
11. The teacher was using the board effectively.					
12. The teacher was giving equal attention to all students in the class.					
13. The teacher corrected our mistakes in an effective way.					
14. I preferred to work individually in class.					
15. I preferred to work with (a) partner(s) in class.					
16. I used only English in class.					

	SA 5	A 4	NS 3	D 2	SD 1
17. The lessons were taught in an interesting way.					
18. Other students helped me to learn in this course.					
19. The teacher helped me to learn in this course.					
20. The teacher was giving sufficient feedback on our performance.					
21. The students were giving sufficient feedback on each other's performance.					

4. What did you find the MOST USEFUL in ELT 128 lessons to improve your grammar?

5. What could the teacher have done in order to help you more in ELT 128 course?

6. What could other students have done in order to help you more in ELT 128 course?

7. How should teaching-learning be in ELT 128 course so that it would help the students a lot? Please give suggestions.

V. ASSESSMENT AND STUDENT PERFORMANCE:

1. Express your opinion about the following issues in ELT 128:

	SA 5	A 4	NS 3	D 2	SD 1
1. We were assessed on the things (i.e. grammar points) we practiced in the lessons.					
2. Before the tests, we were given information about the scope of the tests.					
3. The directions on the tests were clear.					
4. The materials we used in the lessons and the test materials were similar in terms of difficulty level.					
5. The test questions were difficult.					
6. The quiz results demonstrate my actual proficiency in English grammar.					
7. The exam results demonstrate my actual proficiency in English grammar.					
8. My grammar knowledge has been correctly measured in the course.					
9. The grading was fair.					
10. HW/assignments were relevant to the course aims.					
11. My performance in this course was good.					
12. My grammar has improved after this course.					
13. I received sufficient feedback on my performance in the assignments/homework.					
14. I received sufficient feedback on my performance in the quizzes.					
15. I received sufficient feedback on my performance in the exams.					

2. The following assessment tools were *effective in measuring* my performance/success in ELT 128 *correctly*:

	SA 5	A 4	NS 3	D 2	SD 1
Midterm exam					
Quizzes					
Participation					
Final exam					
Other (please specify)					

3. In what other ways your grammar knowledge could have been better measured in ELT 128 course? Please explain briefly.

VI. RELATIONSHIP WITH OTHER COURSES:

1. Should there be (a)n overlap/relationship between ELT 128 and other ELT courses (ELT 122, ELT 124 and ELT 126)?

☐ Yes

☐ No

WHY?

2. Was there (a)n overlap/relationship between ELT 128 and other language courses (ELT 122, ELT 124 and ELT 126)?

☐ Yes

☐ No

Please explain your answer:

3. I was able to transfer/use the skills and/or information I learned in ELT 128 in:

	Frequently	Sometimes	Never
ELT 122 Oral Communication Skills II			
ELT 124 Reading Skills II			
ELT 126 Writing Skills II			

4. I was able to transfer/use the skills and/or information I learned in the following courses in/to ELT 128:

	Frequently	Sometimes	Never
ELT 122 Oral Communication Skills II			
ELT 124 Reading Skills II			
ELT 126 Writing Skills II			

5. Was there a continuity (i.e. building upon prior learning) between ELT 127 and ELT 128 (English Grammar I & II)?

☐ Yes

☐ No

Explain your answer:

6. Should there be a continuity (i.e. building upon prior learning) between ELT 127 and ELT 128 (English Grammar I & II)?

☐ Yes

☐ No

Explain your answer:

7. Express your opinion about the relationship between ELT 127 and ELT 128 (English Grammar I & II):

	SA 5	A 4	NS 3	D 2	SD 1
1. In ELT 128 course, we started from where we had left in ELT 127.					
2. I learned new grammar points in ELT 128- ones which were different from what I had learned in ELT 127.					
3. ELT 127 & ELT 128 complemented each other in terms of the grammar points taught (there was a continuity between these two courses).					
4. ELT 127 & ELT 128 are ordered from simple to complex.					

VII. OVERALL EVALUATION:

1. List **3 things** in ELT 128 course that helped you the most to improve your English grammar (**3 POSITIVE aspects** of the course).

1. _____
2. _____
3. _____

2. List **3 things** in ELT 128 course that **DID NOT help you** to improve your English grammar (**3 NEGATIVE aspects** of the course).

1. _____
2. _____
3. _____

3. List **your SUGGESTIONS** to make ELT 128 course more useful and better adjusted to students' needs:

THANK YOU VERY MUCH FOR YOUR COOPERATION

DOĞU AKDENİZ ÜNİVERSİTESİ
İNGİLİZ DİLİ EĞİTİMİ BÖLÜMÜ MÜFREDATINDAKİ
DİL GELİŞTİRME DERSLERİNİN DEĞERLENDİRİLMESİ

Sevgili Öğrenciler,

Bu anket sizin **ELT 128** dersiyle ilgili görüşlerinizi belirlemek için değerlendirme amaçlı geliştirilmiştir. Bu ders, hedefleri, içerik ve materyalleri, işlenişi, değerlendirme sistemi ve diğer deslerle olan ilişkisi bağlamında değerlendirilecektir.

Fikirlerinizi açıkça ve gerçekçi bir biçimde ortaya koymanız çok önemlidir. Vereceğiniz cevaplar yoluyla toplanacak veri Doğu Akdeniz Üniversitesi İngiliz Dili Eğitimi Bölümü müfredatındaki dil geliştirme derslerinin iyileştirilmesi için büyük önem taşımaktadır.

Kimliğiniz ve bireysel cevaplarınız kesinlikle gizli tutulacaktır. Anket sonuçları sadece araştırma amaçlı kullanılacaktır.

Katılımınız ve işbirliğiniz için teşekkürler.

Fatoş Erozan
İngiliz Dili Eğitimi Bölümü

ELT 128- İngilizce Dilbilgisi II
Ders Değerlendirme Anketi

Aşağıdaki soruları uygun şekilde cevaplayınız veya X ile işaretleyiniz.

1. GENEL ÖZGEÇMİŞ:

1. Yaşınız: _____
2. Cinsiyetiniz: ☐ Erkek ☐ Kadın
3. Anadiliniz: ☐ Türkçe ☐ İngilizce ☐ Diğer (lütfen belirtiniz) _____
4. Aşağıda belirtilen İngilizce sınavlarından hangi veya hangilerine girdiniz işaretleyiniz ve aldığınız notu belirtiniz
☐ TOEFL: _____ ☐ DAÜ İngilizce Yeterlik Sınavı: _____ ☐ IELTS: _____
5. Diğer (lütfen sınavın ismini ve aldığınız notu belirtiniz): _____
6. İngilizce hazırlık okudunuz mu? ☐ Evet ☐ Hayır
Evet ise, ne çeşit bir hazırlık?
☐ Kolej hazırlık. ☐ Anadolu Lisesi hazırlık ☐ DAÜ hazırlık
☐ Diğer (lütfen belirtiniz) _____
7. Aşağıdaki alanlarda İngilizcenizi nasıl buluyorsunuz?

	Çok iyi	İyi	Orta	Zayıf
Okuma				
Dinleme				
Konuşma				
Yazma				
Gramer				
Kelime bilgisi				

8. Eğer varsa, sınıfta İngilizce anlama veya iletişim kurmada aşağıda belirtilen alanlarda ne derece zorluk yaşıyorsunuz?

	Çok fazla	Biraz	Çok az	Hiç
Okuma				
Dinleme				
Konuşma				
Yazma				
Gramer				
Kelime bilgisi				

9. Yaşadığınız zorlukları azaltmak için hangi alanlarda veya becerilerde ne kadar pratik yapmanız gerektiğine inanıyorsunuz?

	Çok fazla	Biraz	Çok az	Hiç
Okuma				
Dinleme				
Konuşma				
Yazma				
Gramer				
Kelime bilgisi				
Özetleme				
Not tutma				
Kütüphane araştırması yapma				
Diğer (lütfen belirtiniz)				

II.DERS HEDEFLERİ:

Lütfen uygun şekilde yanıtlayınız veya belirtildiği gibi (X) işaretleyiniz.

5 4 3 2 1
Kesinlikle katılıyorum / Katılıyorum / Kararsızım / Katılmıyorum / Kesinlikle katılmıyorum

1. ELT 128 dersi beklentilerimi karşıladı.

☐Kesinlikle katılıyorum ☐Katılıyorum ☐Kararsızım ☐Katılmıyorum ☐Kesinlikle katılmıyorum

Lütfen yanıtınızı açıklayınız:

2. ELT 128 dersi aşağıdaki alanlarda gelişmemizi **hedefliyordu**

	<i>Kesinlikle Katılıyorum</i>	<i>Katılıyorum</i>	<i>Kararsızım</i>	<i>Katılmıyorum</i>	<i>Kesinlikle Katılmıyorum</i>
	5	4	3	2	1
Çeşitli gramer yapılarını doğru şekilde kullanabilme					
Çeşitli gramer yapılarını iletişim sırasında uygun şekilde kullanabilme					
Gramer hatalarını fark edebilme					
Gramer hatalarını düzeltebilme					
Koşullu cümleler (conditionals), sıfat tunceleri (adjective/relative clauses) gibi, çeşitli gramer konularının yapı (form) ve kullanılışlarını (use) başkalarına açıklayabilme					
Gramer öğretebilme					
Gramer kurallarını açıklayabilme					
Diğer					

3. ELT 128 dersi **İngilizce gramer** ile ilgili ihtiyaçlarımı karşıladı

☐Kesinlikle katılıyorum ☐Katılıyorum ☐Kararsızım ☐Katılmıyorum ☐Kesinlikle katılmıyorum

4. ELT 128 dersinin yardımıyla, aşağıdaki alanlarda *gelişme kaydettim*.

	<i>Kesinlikle Katlıyorum</i>	<i>Katlıyorum</i>	<i>Kararsızım</i>	<i>Katılmıyorum</i>	<i>Kesinlikle Katılmıyorum</i>
	5	4	3	2	1
Çeşitli gramer yapılarını doğru şekilde kullanma					
Çeşitli gramer yapılarını iletişim sırasında uygun şekilde kullanma					
Gramer hatalarını fark etme					
Gramer hatalarını düzeltme					
Gramer açısından doğru cümleler kurma					
Çeşitli dilbilgisi konularının yapı ve kullanımları ile ilgili başkalarına açıklama yapma					
“Advisability and Obligation in the Past”					
“Speculations and Conclusions about the Past”					
“Factual Conditionals”					
“Unreal Conditionals”					
“Adjective/Relative Clauses”					
“Indirect Speech”					
Gramer kurallarını açıklama					
Gramer öğretme					
Kelime bilgisi					
Doğru/hata yapmadan konuşma					
Akıcı şekilde konuşma					
Doğru/hata yapmadan yazma					
Genel İngilizce gramer bilgisi					
Diğer (lütfen belirtiniz)					

5. ELT 128 dersinde *daha başka* ne gibi *gramer konuları ve becerileri öğretilmeliydi* (hangi konular ve beceriler öğretilmeliydi ancak öğretilmedi)? Lütfen kısaca belirtiniz.

III.DERSİN İÇERİĞİ VE MATERYALLER:

1.Aşağıda verilen ELT 128 dersiyle ilgili konulardaki düşünceleriniz nedir?

	<i>Kesinlikle Katılıyorum</i>	<i>Katılıyorum</i>	<i>Kararsızım</i>	<i>Katılmıyorum</i>	<i>Kesinlikle Katılmıyorum</i>
	5	4	3	2	1
1. Ders materyalleri, bilmek veya yapmak istediğim herşeyi kapsıyordu.					
2. Ders materyalleri ilgi alanlarıma uygundu.					
3. Ders materyalleri İngilizce gramer ile ilgili uzun vadeli hedeflerime uyuyordu.					
4. Ders materyallerindeki konular (parça ve alıştırmalardaki konular) ilgi çekiciydi.					
5. Ders materyallerinde önceki ve sonraki bölümler (üniteler) arasında süreklilik vardı.					
6. ELT 128 dersinde öğretilen gramer konuları benim genel İngilizce gramer bilgimi ilerletmemde yararlı oldu.					
7. Gramer konuları sırayla öğretiliyordu (yeni bir şey öğrenirken bir önce öğrendiklerimize birşeyler ekleniyordu).					
8. Ders kitaplarının fiyatları uygundu.					
9. Ders materyalleri dersin hedeflerine yönelikti.					
10. Ders materyalleri İngilizce gramer bilgimi ilerletmem için yeterliydi.					
11. Materyalleri kullanmak kolaydı.					
12. Öğrenci kitabındaki (Student Book) alıştırmalar (exercises, tasks) gramerimi geliştirmemde etkili oldu.					
13. Çalışma kitabındaki (Workbook) alıştırmalar (exercises,tasks) gramerimi geliştirmemde etkili oldu.					
14. Ders materyallerinde çeşitlilik vardı.					
15. Dersin materyallerini takip etmekte zorluk çektim.					
16. Ders materyalleri İngilizce gramerimi geliştirmeme yardımcı oldu.					
17. Ders materyalleri görsel olarak çekiciydi.					
18. Ders materyalleri İngilizce seviyemize uygundu.					
19. İngilizce gramerimi geliştirmem için ek/yardımcı materyallere ihtiyaç vardı (ek materyaller kullanılmalıydı)					
20. Diğer (lütfen belirtiniz)					

2.Aşağıdaki ders materyalleri benim için *yararlı* oldu

	<i>Kesinlikle Katılıyorum</i>	<i>Katılıyorum</i>	<i>Kararsızım</i>	<i>Katılmıyorum</i>	<i>Kesinlikle Katılmıyorum</i>
	5	4	3	2	1
Öğrenci kitabındaki (Student Book) okuma parçaları					
Öğrenci kitabında gramer kurallarıyla ilgili açıklamalar					
Öğrenci kitabındaki alıştırmalar (exercises, activities, tasks)					
Çalışma kitabındaki (Workbook) alıştırmalar					
Ders öğretmeni tarafından verilen ek/yardımcı materyaller (Bu soruyu eğer ek/yardımcı materyaller verilmişse yanıtlayınız)					
Diğer (lütfen belirtiniz)					

3. ELT 128 dersinde **yapmadığınız** ancak yapmak istediğiniz daha başka konular ve çalışmalar var mıydı? Lütfen açıklayınız.

4. ELT 128 dersinde yapılmasının gereksiz olduğunu düşündüğünüz konular ve çalışmalar yaptınız mı? Lütfen açıklayınız

5. ELT 128 dersinde kullandığınız **materyallerle** (ders kitapları) ilgili neler iyi, neler iyi değildi?

İyi (olumlu) yönler: _____

İyi olmayan (olumsuz) yönler: _____

6. ELT 128 dersinde sizce aşağıdaki konularla ilgili ne gibi **değişiklikler** yapılmalıdır? Önerilerinizi yazınız.

(a) İşlenen konular (okuma parçalarının konuları, alıştırmalardaki konuları): _____

(b) Öğretilen veya çalışılan gramer konuları: _____

(c) Kullanılan materyaller (Student Book, Workbook, vb.): _____

IV. DERSİN İŞLENİŞİ, ÖĞRENME-ÖĞRETME SÜRECİ:

1. ELT 128 dersinde hangi aktiviteler ve metodlar *kullanılmıştır*?

	İstediğimden daha fazla	Olması gerektiği kadar	Yeterli değil	Hiç
Öğretmenin ders anlatması (Teacher lecture)				
Tek başına sessiz çalışma (Silent individual work)				
Öğrenci sunuları (Student presentations)				
İkili çalışma (Pair work)				
Gurup halinde çalışma (Group work)				
Tartışmalar (Discussions)				
Oyunlar (Games)				
Rol yapma (Role plays)				
Video gösterimi (Video sessions)				
Kaset dinleme (Tape sessions)				
Projeler (Projects)				
Öğrencilerin yüksek sesle okuması (Reading aloud by students)				
Öğretmenin yüksek sesle okuması (Reading aloud by the teacher)				
Sessiz okuma (Silent reading)				
Tüm sınıf olarak alıştırmaların cevaplarını control etme (Whole class feedback sessions on exercises)				
Ödevler (Homework/assignments)				
Öğrencilerin birbirlerinin hatalarını düzeltmesi(Peer correction)				
Öğrencilerin kendi hatalarını düzeltmesi (Self correction)				
Öğretmenin hataları düzeltmesi (Teacher correction)				
Diğer (belirtiniz)				

2. Aşağıdaki aktivite ve metotlardan hangilerinin ve ne sıklıkta ELT 128 dersinde **kullanılmasını** ısterdiniz?

	Sık Sık	Zaman Zaman	Hiçbir Zaman
Öğretmenin ders anlatması (Teacher lecture)			
Tek başına çalışma (Individual work)			
İkili çalışma (Pair work)			
Gurup çalışması (Group work)			
Rol yapma (Role-plays)			
Oyunlar (Games)			
Şarkılar (Songs)			
Video gösterimi (Video sessions)			
Kaset dinleme (Tape sessions)			
Tartışmalar (Discussions)			
Öğrencilerin sunuları (Student presentations)			
Bilgisayar destekli çalışmalar (Computer-aided activities)			
Öğrencilerin birbirlerinin hatalarını düzeltmesi (Peer correction)			
Öğrencilerin kendi hatalarını düzeltmesi (Self correction)			
Öğretmenin öğrencilerin hatalarını düzeltmesi (Teacher correction)			
İmla (Dictation)			
Öğrencilerin yüksek sesle okuma yapması (Reading aloud by students)			
Öğretmenin yüksek sesle okuma yapması (Reading aloud by the teacher)			
Projeler (Projects)			
Öğretmenin sorular sorması (Questioning by the teacher)			
Çeviri (Translation)			
Ödev (Homework/assignments)			
Diğer (belirtiniz)			

3. Lütfen **ELT 128** dersindeki **öğretim-öğrenim süreci** (teaching-learning process) ile ilgili görüşlerinizi belirtiniz. (Öğretim-öğrenim süreci: Sınıfta dersin işlenişi).

	<i>Kesinlikle Katılıyorum</i>	<i>Katılıyorum</i>	<i>Kararsızım</i>	<i>Katılmıyorum</i>	<i>Kesinlikle Katılmıyorum</i>
	5	4	3	2	1
1. Sınıfta zaman iyi kullanılıyordu.					
2. Bu dersteki öğrenci-öğretmen ilişkisi iyiydi.					
3.Öğrenciler birbirlerine yardımcı oluyorlardı.					
4. Derste çok çeşitli aktiviteler kullanılıyordu.					
5.Öğretmen dersi ilgi çekici bir şekilde anlatıyordu.					
6. Öğretmeni takip etmek kolaydı.					
7. Öğretmenin ne yapmamız gerektiğiyle ilgili verdiği açıklamalar (instructions) anlaşılırdı.					
8. Öğretmenin öğretme yöntemi (methodology) öğrenmemizde etkiliydi.					
9. Öğretmen derse katılmamızı teşvik ediyordu.					
10.Öğretmen tepegöz, video, kaset çalar (teyp) gibi araç gereçleri etkili bir şekilde kullanıyordu.					
11.Öğretmen tahtayı etkili bir biçimde kullanıyordu.					
12.Öğretmen sınıftaki tüm öğrencilerle eşit olarak ilgileniyordu.					
13.Öğretmen yaptığımız yanlışları etkili ve anlaşılır bir şekilde düzeltiyordu.					
14. Sınıfta tek başıma çalışmayı tercih ediyordum.					
15. Sınıfta başkalarıyla bir arada çalışmayı tercih ediyordum.					
16. Sınıfta sadece İngilizce kullanıyordum.					
17. Dersler ilgi çekici bir şekilde işleniyordu.					
18. Diğer öğrenciler bu derste öğrenmeme yardımcı oldu.					
19.Öğretmen bu derste öğrenmeme yardımcı oldu.					
20.Öğretmen yaptığımız çalışmaların (performansımızın) nasıl olduğuyla ilgili olarak yeterli dönüt/bilgi (feedback) veriyordu.					
21.Öğrenciler birbirlerine yaptıkları çalışmaların (performanslarının) nasıl olduğuyla ilgili dönüt/bilgi veriyorlardı.					

4. ELT 128 dersinde İngilizce gramerinizi geliştirmede en yararlı neyi/neleri buldunuz?

5. ELT 128 dersinde, öğretmen neler yaparak size daha çok yararlı olabilirdi?

6. ELT 128 dersinde, diğer öğrenciler neler yaparak size daha çok yararlı olabilirdi?

7. Öğrencilere en iyi şekilde yardımcı olabilmesi için, sizce ELT 128 dersinde öğretim-öğrenim süreci, yani dersin işleniş (teaching-learning process), ne şekilde olmalıdır? Lütfen önerilerinizi yazınız.

V. DEĞERLENDİRME VE ÖĞRENCİ PERFORMANSI:

1. Aşağıda ELT 128 dersiyle ilgili olan konular hakkındaki görüşlerinizi belirtiniz

	<i>Kesinlikle Katılıyorum</i>	<i>Katılıyorum</i>	<i>Kararsızım</i>	<i>Katılmıyorum</i>	<i>Kesinlikle Katılmıyorum</i>
	5	4	3	2	1
1. Derslerde alıştırma yaptığımız konulardan sınav olduk / değerlendirildik					
2. Sınavlardan önce sınavların içeriğiyle ilgili bilgilendirildik					
3. Sınavlardaki açıklamalar (instructions) açık ve anlaşılırdı					
4. Ders ve sınav materyalleri zorluk derecesi açısından birbirleriyle aynıydı					
5. Sınav soruları zordu					
6. Yoklama sınavı (Quiz) sonuçları benim İngilizce gramerindeki gerçek yeterliliğimi/başarımı yansıtıyor					
7. Sınav sonuçları benim İngilizce gramerindeki gerçek yeterliliğimi/başarımı yansıtıyor					
8. Bu derste İngilizce gramerim doğru bir şekilde ölçüldü					
9. Değerlendirme adildi					
10. Ödevler dersin amaçlarına uygundu					
11. Bu derste performansım/başarım iyiydi					
12. Bu dersten sonra İngilizce gramerim ilerledi					
13. Ödevlerdeki performansım/başarımla ilgili yeterli dönüt/bilgi (feedback) aldım					
14. Yoklama sınavlardaki (Quizzes) performansım/başarımla ilgili yeterli dönüt/bilgi (feedback) aldım					
15. Sınavlardaki (Exams) performansım/başarımla ilgili yeterli dönüt/bilgi (feedback) aldım					

2. Aşağıdaki değerlendirme araçları ELT 128 dersindeki performansımı/başarımı *doğru bir şekilde ölçmede etkiliydi*:

	<i>Kesinlikle Katılıyorum</i>	<i>Katılıyorum</i>	<i>Kararsızım</i>	<i>Katılmıyorum</i>	<i>Kesinlikle Katılmıyorum</i>
	5	4	3	2	1
Ara Sınav (Midterm exam)					
Yoklama sınavları (Quizzes)					
Derse katılma (Participation)					
Final sınavı (Final exam)					
Diğer (belirtiniz)					

3. ELT 128 dersinde İngilizce gramer bilginiz daha başka hangi yollarla/yöntemlerle daha iyi ve doğru ölçülebilirdi? Lütfen açıklayınız.

VI. DİĞER DERSLERLE İLİŞKİLER:

1. ELT 128 dersiyle diğer ELT dersleri (ELT 122, ELT 124 & ELT 126) arasında bir örtüşme/ilişki/bağlantı *olmalı mıdır*?

☐ Evet

☐ Hayır

Neden?

2. ELT 128 dersiyle diğer temel dil dersleri (ELT 122, ELT 124 ve ELT 126) arasında bir örtüşme/ilişki/bağlantı *var mıydı*?

☐ Evet

☐ Hayır

Lütfen cevabınızı açıklayınız:

3. ELT 128 dersinde öğrendiğim bilgi ve becerileri aşağıdaki derslere de aktarıp kullanabildim:

	Sık sık kullandım	Zaman zaman kullandım	Hiçbir zaman kullanmadım
ELT 122 (Konuşma Becerileri II)			
ELT 124 (Okuma Becerileri II)			
ELT 126 (Yazma Becerileri II)			

4. Aşağıdaki derslerde öğrendiğim bilgi ve becerileri ELT 128 dersine aktarıp kullanabildim:

	Sık sık kullandım	Zaman zaman kullandım	Hiçbir zaman kullanmadım
ELT 122 (Konuşma Becerileri II)			
ELT 124 (Okuma Becerileri II)			
ELT 126 (Yazma Becerileri II)			

5. ELT 127 ve ELT 128 (İngilizce Dilbilgisi I & II) dersleri arasında bir devamlılık *var mıydı* (yeni öğrendikleriniz daha önce öğrendiklerinizin devamı niteliğinde miydi)?

☐ Evet

☐ Hayır

Lütfen cevabınızı açıklayınız:

6. ELT 127 ve ELT 128 (İngilizce Dilbilgisi I & II) dersleri arasında bir devamlılık *olmalı mıdır* (yeni öğrendikleriniz daha önce öğrendiklerinizin devamı niteliğinde olmalı mı)?

☐ Evet

☐ Hayır

Lütfen cevabınızı açıklayınız:

7. ELT 127 ve ELT 128 (İngilizce Dilbilgisi I & II) dersleri arasındaki ilişkiyle ilgili görüşlerinizi belirtiniz.

	<i>Kesintikle Katılıyor</i>	<i>Katılıyor</i>	<i>Kararsızım</i>	<i>Katılmıyorum</i>	<i>Kesintikle Katılmıyorum</i>
	5	4	3	2	1
1. ELT 128 dersine, ELT 127 dersinde kaldığımız yerden başladık					
2. ELT 128 dersinde, ELT 127dersinde öğrendiklerimden farklı olan yeni gramer konuları öğrendim					
3. ELT 127 ve ELT 128 dersleri, öğretilen gramer konuları yönünden birbirlerini tamamlıyorlardı (dersler arasında süreklilik vardı).					
4. ELT 127 ve ELT 128 dersleri kolaydan zora doğru sıralanmıştır.					

VII.GENEL DEĞERLENDİRME:

1. ELT 128 dersinde İngilizce gramerinizi geliştirmenize en çok yardımcı olan **3 şeyi** belirtiniz. (Dersle ilgili **3 OLUMLU nokta**)

1. _____
2. _____
3. _____

2. ELT 128 dersinde İngilizce gramerinizi geliştirmenize yardımcı olmayan **3 şeyi** belirtiniz (Dersle ilgili **3 OLUMSUZ nokta**).

1. _____
2. _____
3. _____

3. ELT 128 dersinin daha yararlı ve öğrencilerin ihtiyaçlarına daha iyi cevap verir bir duruma getirilebilmesi için **ÖNERİLERİNİZ** nelerdir?

YARDIMINIZ İÇİN ÇOK TEŞEKKÜRLER

APPENDIX B

ELT 121 Student Course Evaluation Interview

PART I – Course Aims and Objectives

1. To what extent did ELT 121 meet your expectations/needs?
2. Which of your expectations/needs have been met and which ones have NOT been met?
3. What were the objectives/aims of ELT 121? (If they do not remember, students will be provided some course objectives to remind them the rest)
4. Do you believe that you have achieved all these objectives? Please explain.
5. What should have been the objectives/aims of this course? What should ELT 121 course aim to develop in students? Do you have any suggestions?
6. What are your needs in terms of listening and speaking skills that could have been met (but haven't been met) in this course?

PART II – Course Content and Materials

1. What do you think about the **topics/themes** and **skills** covered in this course? (sufficient/insufficient, simple/OK/difficult/relevant/irrelevant to your interests, proficiency level, age, etc.)
2. What other **topics/themes** and **skills** should have been covered in this course?
3. What do you think about the course materials (textbooks, handouts, etc.)? What was good and not so good about the materials you were working with in this course?
PS: Students will be provided some samples of materials and asked their opinions/thoughts about those specifically.
4. What changes should be made to the course materials? What kinds of materials you would like to be used in this course? (PS: this question follows from the previous item)
5. What changes do you suggest in the course content (topics/skills, skills, etc.)?

PART III – Course Conduct

1. The interviewer supplies some sample tasks/activities identified during the observations and also asks “What other activities/tasks you have done in this course?”
2. What do you think about these activities/tasks? (interesting/boring, simple/difficult/OK, useful/not useful for improving your listening and speaking skills, etc.)
3. What kinds of activities/tasks you would like to have been used in this course to help your learn more?
4. What are the student and teacher roles in this course? How should they be?
5. Were there any class rules, routines and variety in the lessons? What do you think about these issues?
6. How was teaching-learning process in the course? How were the lessons conducted? How did the teacher teach? How did you (students) behave?
7. How should teaching-learning process be in this course? How should the lessons be conducted? What should the teacher and other students do which would help you the most in this course? Please indicate your suggestions.

PART IV – Student Assessment

1. How was the relationship between the classroom practice (i.e. what was done in the lessons) and the evaluation (i.e. what was required in the tests or assignments)?
2. What do you think about the assessment tools (e.g. exams, presentations, etc.) used in this course?
3. To what extent do the assessment results reflect your actual success/performance?
4. How should students' success/performance in this course be measured? Which assessment methods should be used?

5. Are you satisfied with your success/performance in this course? Have your listening and speaking skills improved, as you expected? How should your performance be after taking this course?

PART V – Continuity and Coherence

1. Should there be an overlap between this course and other language improvement courses?
2. Was there an overlap between this course and the other language courses? Please explain how.
3. What was overlapping? Knowledge/skills, topics, etc.?
4. How should be, if there should be, the connection between this course and the other language courses?
5. Could you use the skills you developed or information you gained in this course in the other language improvement courses? If yes, how? Please give some examples. If no, would you like to have used?

PART VI – Overall Evaluation

1. What were **three positive/ good things** about ELT 121 course? Three things that should continue to exist in this course?
2. What were **three negative/ not so good things** about ELT 121 course? Three things that should NOT continue to exist in this course?
3. What changes do you suggest in ELT 121 course to make this course better and more useful?

ELT 121 Öğrenci Ders Değerlendirme Görüşmesi

BÖLÜM I - Dersin Hedefleri

1. ELT 121 dersi beklentilerinizi ve ihtiyaçlarınızı ne derece karşıladı?
2. Hangi beklentileriniz/ihtiyaçlarınız karşılandı, hangileri karşılanmadı?
3. ELT 121 dersinin hedefleri nelerdi? (Gerekirse öğrencilere hedeflerden birkaçı hatırlatılacak)
4. Bu hedeflerin tümüne ulaştığınıza inanıyor musunuz? Lütfen açıklayınız.
5. Sizce, bu dersin hedefleri neler olmalıydı? ELT 121 dersi öğrencilerin ne gibi bilgi ve becerilerini geliştirmeyi hedeflemelidir? Bu konuyla ilgili önerileriniz nelerdir?
6. Bu derste karşılanabilecek olan, ancak karşılanmayan, dinleme ve konuşma becerileri ile ilgili ihtiyaçlarınız nelerdir?

BÖLÜM II – Dersin İçeriği ve Materyaller

1. Bu derste işlenen **konular** ve **becerilerle** ilgili görüşleriniz nelerdir? (yeterli/yeterli değil, kolay/tamam/zor, ilgi alanlarıma, yaşma ve İngilizce seviyeme uygun/uygun değil, vb.)
2. Bu derste daha başka ne gibi **konular** ve **beceriler** işlenmeliydi?
3. Ders materyalleri (ders kitabı, teksirler, vb.) ile ilgili ne düşünüyorsunuz? Bu derste kullanılan materyallerle ilgili iyi olan ve iyi olmayan noktalar nelerdi?
PS: Öğrencilere bu derste kullanılan bazı materyal örnekleri gösterilecek ve bunlarla ilgili görüşleri sorulacak.
4. Ders materyallerinde ne gibi değişiklikler yapılmalıdır? Bu derste ne gibi materyaller kullanılmasını isterdiniz? (PS:Bu soru bir önceki sorunun devamıdır)
5. Dersin içeriğinde (işlenen konular, beceriler, vb.) ne gibi değişiklikler öneriyorsunuz?

BÖLÜM III – Dersin İşlenişi

1. Öğrencilere gözlemler sırasında belirlenen bazı aktiviteler hatırlatılacak, ve “Bu derste daha başka ne gibi aktiviteler ve alıştırmalar yaptınız?” sorusu sorulacak.
2. Bu aktiviteler ve alıştırmalar hakkındaki düşünceleriniz nelerdir? (eğlenceli/sıkıcı, basit/zor /tamam, dinleme ve konuşma becerilerimizi geliştirmede yararlı/yararsız, vb.)

3. Bu derste öğrenmenize daha fazla yardımcı olabilecek ne gibi aktiviteler ve alıştırmalar yapmak isterdiniz?
4. Bu derste öğretmen ve öğrenci rolleri nasıldı? Sizce nasıl olmalıydı?
5. Sınıf kuralları veya rutinleri var mıydı? Derslerde çeşitlilik (aktiviteler açısından) var mıydı? Bu konulardaki düşünceleriniz nedir?
6. Bu derste öğretme-öğrenme süreci nasıldı? Dersler nasıl işleniyordu? Öğretmen nasıl öğretiyordu? Öğrenciler nasıl davranıyorlardı?
7. Bu derste öğretme-öğrenme süreci sizce nasıl olmalıdır? Dersler nasıl işlenmelidir? Öğrenciler ve öğretmen sizin en iyi şekilde öğrenebilmenizi sağlamak için neler yapmalıdırlar, nasıl davranmalıdırlar? Önerilerinizi belirtiniz.

BÖLÜM IV – Değerlendirme

1. Derste yapılanlarla sınavlarda sorulanlar arasında nasıl bir ilişki vardı?
2. Derste kullanılan ölçme değerlendirme yöntemleriyle (sınavlar, sunuşlar, vb.) ilgili görüşleriniz nelerdir?
3. Değerlendirme sonuçları (notlarınız) gerçek başarıyı/performansınızı ne derece yansıtıyor?
4. Sizce, bu derste öğrencilerin başarıları/performansları ne şekilde ölçülmelidir? Ne gibi değerlendirme yöntemleri kullanılmalıdır?
5. Bu derste göstermiş olduğunuz başarıdan/performanstan memnun musunuz? Sizce dinleme ve konuşma becerileriniz beklediğiniz şekilde gelişti mi? Bu dersi aldıktan sonra performansınız nasıl olmalıydı?

BÖLÜM V – Diğer Derslerle İlişkiler

1. Bu dersle diğer dil geliştirme dersleri örtüşmeli mi (birbirleriyle ilişkili olmalı mı)?
2. Bu dersle diğer dil dersleri arasında örtüşme (ilişki, bağlantı) var mıydı? Nasıl? Lütfen açıklayınız.
3. Birbiriyle örtüşen noktalar nelerdi? Bilgi/beceriler/konular, vb.?
4. Eğer olması gerekiyorsa, bu ders ve diğer dil dersleri arasında nasıl bir ilişki/bağlantı olmalıdır?
Bu derste öğrendiğiniz bilgi ve becerileri diğer dil derslerinde de kullanabildiniz mi? Evet ise, nasıl?
Hayır ise, kullanmak ister miydiniz?

BÖLÜM VI – Genel Değerlendirme

1. Bu dersle ilgili en iyi üç şey neydi? Bu derste bulunmaya devam etmesi gereken olumlu noktalar nelerdir sizce?
2. Bu dersle ilgili iyi olmayan 3 şey neydi? Bu derste bulunmaması gereken olumsuz noktalar nelerdir sizce?
3. Bu dersi öğrencilerin ihtiyaçlarına daha iyi cevap verir duruma getirmek, daha yararlı yapmak için neler öneriyorsunuz? Bu dersle ilgili ne gibi değişiklikler yapılmalıdır?

ELT 122 Student Course Evaluation Interview

PART I – Course Aims or Objectives

1. To what extent did **ELT 122** meet your expectations/needs?
2. Which of your expectations/needs have been met and which ones have NOT been met?
3. What were the objectives/aims of **ELT 122**? (If they do not remember, students will be provided some course objectives to remind them the rest)
4. Do you believe that you have achieved all these objectives? Please explain.
5. What should have been the objectives/aims of this course? What should **ELT 122** course aim to develop in students? Do you have any suggestions?
6. What are your needs in terms of listening and speaking skills that could have been met (but haven't been met) in this course?

PART II – Course Content and Materials

1. What do you think about the **topics/themes** and **skills** covered in this course? (sufficient/insufficient, simple/OK/difficult/relevant/irrelevant to your interests, proficiency level, age, etc.)
2. What other **topics/themes** and **skills** should have been covered in this course?
3. What do you think about the course materials (course pack, handouts, etc.)?
What was good and not so good about the materials you were working with in this course?
PS: Students will be provided some samples of materials and asked their opinions/thoughts about those specifically.
4. What changes should be made to the course materials? What kinds of materials you would like to be used in this course? (PS: this question follows from the previous item).
5. What changes do you suggest in the course content (topics/skills, skills, etc.)?

PART III – Course Conduct

1. The interviewer supplies some sample tasks/activities identified during the observations and also asks "What other activities/tasks you have done in this course?"
2. What do you think about these activities/tasks? (interesting/boring, simple/difficult/OK, useful/not useful for improving your listening and speaking skills, etc.)
3. What kinds of activities/tasks you would like to have been used in this course to help you learn more?
4. What are the student and teacher roles in this course? How should they be?
5. Were there any class rules, routines and variety in the lessons? What do you think about these issues?
6. How was teaching-learning process in the course? How were the lessons conducted? How did the teacher teach? How did you (students) behave?
7. How should teaching-learning process be in this course? How should the lessons be conducted? What should the teacher and other students do which would help you the most in this course? Please indicate your suggestions.

PART IV – Assessment in the Course

1. How was the relationship between the classroom practice (i.e. what was done in the lessons) and the evaluation (i.e. what was required in the tests or assignments)? Parallel or different?
2. What do you think about the assessment tools (e.g. exams, presentations, etc.) used in this course?
3. To what extent do the assessment results reflect your actual success/performance?
4. How should students' success/performance in this course be measured? Which assessment methods should be used to measure students' (a) listening and (b) speaking skills?
5. Are you satisfied with your success/performance in this course? Have your listening and speaking skills improved, as you expected? How should your performance be after taking this course?

PART V – Relationship with Other Courses

1. Should there be an overlap/relationship between this course and other language improvement courses (ELT 124, 126 & 128)?
2. Was there an overlap between this course and the other language courses? Please explain how.
3. What was overlapping? Knowledge/skills, topics/themes, etc.?
4. How should be, if there should be, the connection between this course and the other language courses?
5. Could you use the skills you developed or information you gained in this course in the other language improvement courses? If yes, how? Please give some examples. If no, would you like to have used?
6. Was there a continuity/connection between ELT 121 and ELT 122? If yes, how or in terms of what (listening and speaking skills, topics/themes, etc.)?
7. Should there be continuity between ELT 121 and ELT 122? If yes, how should it be?

PART VI – Overall Evaluation

1. What were **three positive/ good things** about ELT 122 course? Three things that should continue to exist in this course?
2. What were **three negative/ not so good things** about ELT 122 course? Three things that should NOT continue to exist in this course?
3. What changes do you suggest in ELT 122 course to make this course better and more useful?

ELT 122 Öğrenci Ders Değerlendirme Görüşmesi

BÖLÜM I – Ders Hedefleri

1. **ELT 122** dersi beklentilerinizi ve ihtiyaçlarınızı ne derece karşıladı?
2. Hangi beklentileriniz/ihtiyaçlarınız karşılandı, hangileri karşılanmadı?
3. **ELT 122** dersinin hedefleri nelerdi? (Gerekirse öğrencilere hedeflerden birkaçı hatırlatılacak)
4. Bu hedeflerin tümüne ulaştığınıza inanıyor musunuz? Lütfen açıklayınız.
5. Sizce, bu dersin hedefleri neler olmalıydı? **ELT 122** dersi öğrencilerin ne gibi bilgi ve becerilerini geliştirmeyi hedeflemelidir? Bu konuyla ilgili önerileriniz nelerdir?
6. Bu derste karşılanabilecek olan, ancak karşılanmayan, dinleme ve konuşma becerileri ile ilgili ihtiyaçlarınız nelerdir?

BÖLÜM II – Dersin İçeriği ve Materyaller

1. Bu derste işlenen **konular** ve **becerilerle** ilgili görüşleriniz nelerdir? (yeterli/yeterli değil, kolay/tamam/zor, ilgi alanlarıma, yaşıma ve İngilizce seviyenize uygun/uygun değil, vb.)
2. Bu derste daha başka ne gibi **konular** ve **beceriler** işlenmeliydi?
3. Ders materyalleri (ders kitabı, teksirler, vb.) ile ilgili ne düşünüyorsunuz? Bu derste kullanılan materyallerle ilgili iyi olan ve iyi olmayan noktalar nelerdi?
PS: Öğrencilere bu derste kullanılan bazı materyal örnekleri gösterilecek ve bunlarla ilgili görüşleri sorulacak.
4. Ders materyallerinde ne gibi değişiklikler yapılmalıdır? Bu derste ne gibi materyaller kullanılmasını isterdiniz? (PS:Bu soru bir önceki sorunun devamıdır)
5. Dersin içeriğinde (işlenen konular, beceriler, vb.) ne gibi değişiklikler öneriyorsunuz?

BÖLÜM III – Dersin İşlenişi

1. Öğrencilere gözlemler sırasında belirlenen bazı aktiviteler hatırlatılacak, ve “Bu derste daha başka ne gibi aktiviteler ve alıştırmalar yaptınız?” sorusu sorulacak.
2. Bu aktiviteler ve alıştırmalar hakkındaki düşünceleriniz nelerdir? (eğlenceli/sıkıcı, basit/zor /tamam, dinleme ve konuşma becerilerimizi geliştirmede yararlı/yararsız, vb.)

3. Bu derste öğrenmenize daha fazla yardımcı olabilecek ne gibi aktiviteler ve alıştırmalar yapılmasını isterdiniz?
4. Bu derste öğretmen ve öğrenci rolleri nasıldı? Sizce nasıl olmalıydı?
5. Sınıf kuralları veya rutinleri var mıydı? Derslerde çeşitlilik (aktiviteler açısından) var mıydı? Bu konulardaki düşünceleriniz nedir?
6. Bu derste öğretme-öğrenme süreci nasıldı? Dersler nasıl işleniyordu? Öğretmen nasıl öğretiyordu? Öğrenciler nasıl davranıyorlardı?
7. Bu derste öğretme-öğrenme süreci sizce nasıl olmalıdır? Dersler nasıl işlenmelidir? Öğrenciler ve öğretmen sizin en iyi şekilde öğrenebilmenizi sağlamak için neler yapmalıdırlar, nasıl davranmalıdırlar? Önerilerinizi belirtiniz.

BÖLÜM IV – Değerlendirme

1. Derste yapılanlarla sınavlarda sorulanlar arasında nasıl bir ilişki vardı? Paralel mi, farklı mı?
2. Derste kullanılan ölçme değerlendirme yöntemleriyle (sınavlar, sunuşlar, vb.) ilgili görüşleriniz nelerdir?
3. Değerlendirme sonuçları (notlarınız) gerçek başarılarınızı/performansınızı ne derece yansıtıyor?
4. Sizce, bu derste öğrencilerin başarıları/performansları ne şekilde ölçülmelidir? Ne gibi değerlendirme yöntemleri kullanılmalıdır?
5. Bu derste göstermiş olduğunuz başarıdan/performanstan memnun musunuz? Sizce dinleme ve konuşma becerileriniz beklediğiniz şekilde gelişti mi? Bu dersi aldıktan sonra performansınız nasıl olmalıydı?

BÖLÜM V – Diğer Derslerle İlişkiler

1. Bu dersle diğer dil geliştirme dersleri (ELT 124, 126 & 128) örtüşmeli mi (birbirleriyle ilişkili olmalı mı)?
2. Bu dersle diğer dil dersleri arasında örtüşme (ilişki, bağlantı) var mıydı? Nasıl? Lütfen açıklayınız.
3. Birbiriyle örtüşen noktalar nelerdi? Bilgi/beceriler/konular, vb.?
4. Eğer olması gerekiyorsa, bu ders ve diğer dil dersleri arasında nasıl bir ilişki/bağlantı olmalıdır?
5. Bu derste öğrendiğiniz bilgi ve becerileri diğer dil derslerinde de kullanabildiniz mi? Evet ise, nasıl? Hayır ise, kullanmak ister miydiniz?
6. ELT 121 ve ELT 122 dersleri arasında bir süreklilik/bağlantı var mıydı? Evet ise, nasıl? Bu iki ders ne açıdan birbirleriyle bağlantılıydı (öğretilen dinleme ve konuşma becerileri, işlenen konular, vb.)?
7. Sizce ELT 121 ve ELT 122 dersleri arasında bir süreklilik olmalı mı? Evet ise nasıl bir bağlantı olmalı?

BÖLÜM VI – Genel Değerlendirme

1. Bu dersle ilgili en iyi üç şey neydi? Bu derste bulunmaya devam etmesi gereken olumlu noktalar nelerdir sizce?
2. Bu dersle ilgili iyi olmayan 3 şey neydi? Bu derste bulunmaması gereken olumsuz noktalar nelerdir sizce?
3. Bu dersi öğrencilerin ihtiyaçlarına daha iyi cevap verir duruma getirmek, daha yararlı yapmak için neler öneriyorsunuz? Bu dersle ilgili ne gibi değişiklikler yapılmalıdır?

ELT 123 Student Course Evaluation Interview

PART I - Course Aims and Objectives

1. To what extent did the ELT 123 meet your expectations/needs?
2. Which of your expectations/needs have been met, and which ones have NOT been met?
3. What were the objectives/aims of ELT 123? (If they do not remember, students will be provided some course objectives to remind them the rest)
4. Do you believe that you have achieved all these objectives? Please explain.
5. What should have been the objectives/aims of this course? What should ELT 123 course aim to develop in students? What are your suggestions?
6. What are your needs in terms of reading skills and vocabulary that could have been met (but haven't been met) in this course?

PART II – Course Content and Materials

1. What do you think about the **topics/themes** and **skills** covered in this course? (sufficient/insufficient, simple/OK/difficult/relevant/irrelevant to your interests, proficiency level, age, etc.)
2. What other **topics/themes** and **skills** should have been covered in this course?
3. What do you think about the course materials (course pack, textbook (s), handouts, etc.)? What was good and not so good about the materials you were working with in this course?
PS: Students will be provided some samples of materials and asked their opinions/thoughts about those specifically.
4. What changes should be made to the course materials? What kinds of materials you would like to be used in this course? (PS: this question follows from the previous item)
5. What changes do you suggest in the course content (topics/themes, skills, etc.)?

PART III – Course Conduct

1. The interviewer supplies some sample tasks/activities identified during the observations and also asks “What other activities/tasks you have done in this course?”
2. What do you think about these activities/tasks? (interesting/boring, simple/difficult/OK, useful/not useful for improving your reading (and vocabulary) skills, etc.)
3. What kinds of activities/tasks you would like to have been used in this course to help you learn more?
4. What are the student and teacher roles in this course? How should they have been?
5. Were there any class rules, routines and variety in the lessons? What do you think about these issues?
6. How was teaching-learning process in the course? How were the lessons conducted? How did the teacher teach? How did you (students) behave?
7. How should teaching-learning process have been in this course? How should the lessons be conducted? What should the teacher and other students do which would help you the most in this course? Please indicate your suggestions.

PART IV – Student Assessment

1. How was the relationship between the classroom practice (what was done in the lessons) and the evaluation (i.e. what was required in the tests or assignments)?
2. What do you think about the assessment tools (e.g. exams, quizzes, assignments, etc.) used in this course?
3. To what extent do the assessment results reflect your actual success/performance?
4. How should students' performance/success in this course be measured? Which assessment methods should be used?
5. Are you satisfied with your success/performance in this course? Have your reading skills and vocabulary improved, as you expected? How should your performance be after taking this course?

PART V – Continuity and Coherence

1. Should there be an overlap between this course and other language improvement courses?
2. Was there an overlap between this course and the other language courses? Please explain how.
3. What was overlapping? Knowledge/skills, topics, etc.?
4. How should be, if there should be, the connection between this course and the other language courses?
5. Could you use the skills you developed or information you gained in this course in the other language improvement courses? If yes, how? Please give some examples. If no, would you like to have used?

PART VI – Overall Evaluation

1. What were **three positive/ good things** about ELT 123 course? Three things that should continue to exist in this course?
2. What were **three negative/ not so good things** about ELT 123 course? Three things that should NOT continue to exist in this course?
3. What changes do you suggest in ELT 123 course to make this course better and more useful?

ELT 123 Öğrenci Ders Değerlendirme Görüşmesi

BÖLÜM I – Dersin Hedefleri

1. ELT 123 dersi beklentilerinizi ve ihtiyaçlarınızı ne derece karşıladı?
2. Hangi beklentileriniz/ihtiyaçlarınız karşılandı, hangileri karşılanmadı mesela?
3. ELT 123 dersinin hedefleri nelerdi? (Gerekirse öğrencilere hedeflerden birkaçı hatırlatılacak)
4. Bu hedeflerin tümüne ulaştığınıza inanıyor musunuz? Lütfen açıklayınız.
5. Sizce, bu dersin hedefleri neler olmalıydı? ELT 123 dersi öğrencilerin ne gibi bilgi ve becerilerini geliştirmeyi hedeflemelidir? Bu konuyla ilgili önerileriniz nelerdir?
6. Bu derste karşılanabilecek olan, ancak karşılanmayan, okuma becerileri ve kelime bilgisi ile ilgili ihtiyaçlarınız nelerdir?

BÖLÜM II – Dersin İçeriği ve Materyaller

1. Bu derste işlenen konular ve becerilerle ilgili görüşleriniz nelerdir? (yeterli/yeterli değil, kolay/tamam/zor, ilgi alanlarıma, yaşma ve İngilizce seviyeme uygun/uygun değil, vb.)
2. Bu derste daha başka ne gibi konular ve beceriler işlenmeliydi?
3. Ders materyalleri (ders kitabı, teksirler, vb.) ile ilgili ne düşünüyorsunuz? Bu derste kullanılan materyallerle ilgili iyi olan ve iyi olmayan noktalar nelerdi?
PS: Öğrencilere bu derste kullanılan bazı materyal örnekleri gösterilecek ve bunlarla ilgili görüşleri sorulacak.
4. Ders materyallerinde ne gibi değişiklikler yapılmalıdır? Bu derste ne gibi materyaller kullanılmasını isterdiniz? (PS:Bu soru bir önceki sorunun devamıdır)
5. Dersin içeriğinde (işlenen konular, beceriler, vb.) ne gibi değişiklikler öneriyorsunuz?

BÖLÜM III – Dersin İşlenişi

1. Öğrencilere gözlemler sırasında belirlenen bazı aktiviteler hatırlatılacak, ve “Bu derste daha başka ne gibi aktiviteler ve alıştırmalar yaptınız?” sorusu sorulacak.
2. Bu aktiviteler ve alıştırmalar hakkındaki düşünceleriniz nelerdir? (eğlenceli/sıkıcı, basit/zor /tamam, okuma becerilerimizi ve kelime bilgimizi geliştirmede yararlı/yararsız, vb.)
3. Bu derste öğrenmenize daha fazla yardımcı olabilecek ne gibi aktiviteler ve alıştırmalar yapmak isterdiniz?
4. Bu derste öğretmen ve öğrenci rolleri nasıldı? Sizce nasıl olmalıydı?

5. Sınıf kuralları veya rutinleri var mıydı? Derslerde çeşitlilik (aktiviteler açısından) var mıydı? Bu konulardaki düşünceleriniz nelerdir?
6. Bu derste öğretme-öğrenme süreci nasıldı? Dersler nasıl işleniyordu? Öğretmen nasıl öğretiyordu? Öğrenciler nasıl davranıyorlardı?
7. Bu derste öğretme-öğrenme süreci sizce nasıl olmalıdır? Dersler nasıl işlenmelidir? Öğrenciler ve öğretmen sizin en iyi şekilde öğrenebilmenizi sağlamak için ne yapmalıdırlar, nasıl davranmalıdırlar? Önerilerinizi belirtiniz.

BÖLÜM IV – Değerlendirme

1. Bu derste yapılanlarla sınavlarda sorulanlar arasında nasıl bir ilişki vardı?
2. Bu derste kullanılan ölçme değerlendirme yöntemleriyle (sınavlar, yoklama sınavları, ödevler, vb.) ilgili görüşleriniz nelerdir?
3. Değerlendirme sonuçları (notlarınız) gerçek başarınızı/performansınızı ne derece yansıtıyor?
4. Sizce, bu derste öğrencilerin başarıları/performansları ne şekilde ölçülmelidir? Ne gibi değerlendirme yöntemleri kullanılmalıdır?
5. Bu derste göstermiş olduğunuz başarıdan/performanstan memnun musunuz? Sizce okuma becerileriniz ve kelime bilginiz beklediğiniz şekilde gelişti mi? Bu dersi aldıktan sonra performansınız nasıl olmalıdır?

BÖLÜM V – Diğer Derslerle İlişkiler

1. Bu dersle diğer dil geliştirme dersleri örtüşmeli mi (birbirleriyle ilişkili olmalı mı)?
2. Bu dersle diğer dil dersleri arasında bir örtüşme (ilişki, bağlantı) var mıydı? Nasıl? Lütfen açıklayınız.
3. Birbiriyle örtüşen noktalar nelerdi? Bilgi/beceriler/konular, vb.?
4. Eğer olması gerekiyorsa, bu ders ve diğer dil dersleri arasında nasıl bir ilişki/bağlantı olmalıdır?
5. Bu derste öğrendiğiniz bilgi ve becerileri diğer dil derslerinde de kullanabildiniz mi? Evet ise, nasıl? Hayır ise, kullanmak ister miydiniz?

BÖLÜM VI – Genel Değerlendirme

1. Bu dersle ilgili en iyi üç şey neydi? Bu derste bulunmaya devam etmesi gereken olumlu noktalar nelerdir sizce?
2. Bu dersle ilgili iyi olmayan 3 şey neydi? Bu derste bulunmaması gereken olumsuz noktalar nelerdir sizce?
3. Bu dersi öğrencilerin ihtiyaçlarına daha iyi cevap verir duruma getirmek, daha yararlı yapmak için neler öneriyorsunuz? Bu dersle ilgili ne gibi değişiklikler yapılmalıdır?

ELT 124 Student Course Evaluation Interview

PART I – Course Aims or Objectives

1. To what extent did the **ELT 124** meet your expectations/needs?
2. Which of your expectations/needs have been met, and which ones have NOT been met?
3. What were the objectives/aims of **ELT 124**? (If they do not remember, students will be provided some course objectives to remind them the rest)
4. Do you believe that you have achieved all these objectives? Please explain.
5. What should have been the objectives/aims of this course? What should **ELT 124** course aim to develop in students? What are your suggestions?
6. What are your needs in terms of reading skills and vocabulary that could have been met (but haven't been met) in this course?

PART II – Course Content and Materials

1. What do you think about the **topics/themes** and **skills** covered in this course? (sufficient/insufficient, simple/OK/difficult/relevant/irrelevant to your interests, proficiency level, age, etc.)
2. What other **topics/themes** and **skills** should have been covered in this course?
3. What do you think about the course materials (textbook (s), handouts, etc.)? What was good and not so good about the materials you were working with in this course?
PS: Students will be provided some samples of materials and asked their opinions/thoughts about those specifically.
4. What changes should be made in the course materials? What kinds of materials you would like to be used in this course? (PS: this question follows from the previous item)
5. What changes do you suggest in the course content (topics/themes, skills, etc.)?

PART III – Course Conduct

1. The interviewer supplies some sample tasks/activities identified during the observations, and asks "What other activities/tasks you have done in this course?"
2. What do you think about these activities/tasks? (interesting/boring, simple/difficult/OK, useful/not useful for improving your reading (and vocabulary) skills, etc.)
3. What kinds of activities/tasks you would like to have been used in this course to help you learn more?
4. What are the student and teacher roles in this course? How should they have been?
5. Were there any class rules, routines and variety in the lessons? What do you think about these issues?
6. How was teaching-learning process in the course? How were the lessons conducted? How did the teacher teach? How did you (students) behave?
7. How should teaching-learning process have been in this course? How should the lessons be conducted? What should the teacher and other students do which would help you the most in this course? Please indicate your suggestions.

PART IV – Assessment in the Course

1. How was the relationship between the classroom practice (what was done in the lessons) and the evaluation (i.e. what was required in the tests or assignments)? Parallel or different?
2. What do you think about the assessment tools (e.g. exams, quizzes, assignments, etc.) used in this course?
3. To what extent do the assessment results reflect your actual success/performance?
4. How should students' performance/success in this course be measured? Which assessment methods should be used?
5. Are you satisfied with your success/performance in this course? Have your reading skills and vocabulary improved, as you expected? How should your performance be after taking this course

PART V – Relationship with Other Courses

1. Should there be an overlap/relationship between this course and other language improvement courses ELT 122, 126 & 128)?
2. Was there an overlap between this course and the other language courses? Please explain how.
3. What was overlapping? Knowledge/skills, topics, etc.?
4. How should be, if there should be, the connection between this course and the other language courses?
5. Could you use the skills you developed or information you gained in this course in the other language improvement courses? If yes, how? Please give some examples. If no, would you like to have used?
6. Was there a continuity/connection between ELT 123 and ELT 124? If yes, how or in terms of what (topics/themes, reading skills, vocabulary, etc.)?
7. Should there be continuity between ELT 123 and ELT 128? If yes, how should it be?

PART VI – Overall Evaluation

1. What were **three positive/ good things** about ELT 124 course? Three things that should continue to exist in this course?
2. What were **three negative/ not so good things** about ELT 124 course? Three things that should NOT continue to exist in this course?
3. What changes do you suggest in ELT 124 course to make this course better and more useful?

ELT 124 Öğrenci Ders Değerlendirme Görüşmesi

BÖLÜM I – Ders Hedefleri

1. **ELT 124** dersi beklentilerinizi ve ihtiyaçlarınızı ne derece karşıladı?
2. Hangi beklentileriniz/ihtiyaçlarınız karşılandı, hangileri karşılanmadı mesela?
3. **ELT 124** dersinin hedefleri nelerdi? (Gerekirse öğrencilere hedeflerden birkaçı hatırlatılacak)
4. Bu hedeflerin tümüne ulaştığınıza inanıyor musunuz? Lütfen açıklayınız.
5. Sizce, bu dersin hedefleri neler olmalıydı? **ELT 124** dersi öğrencilerin ne gibi bilgi ve becerilerini geliştirmeyi hedeflemelidir? Bu konuyla ilgili önerileriniz nelerdir?
6. Bu derste karşılanabilecek olan, ancak karşılanmayan, okuma becerileri ve kelime bilgisi ile ilgili ihtiyaçlarınız nelerdir?

BÖLÜM II – Dersin İçeriği ve Materyaller

1. Bu derste işlenen konular ve okuma becerileriyle ilgili görüşleriniz nelerdir? (yeterli/yeterli değil, kolay/tamam/zor, ilgi alanlarıma, yaşıma ve İngilizce seviyeme uygun/uygun değil, vb.)
2. Bu derste daha başka ne gibi konular ve beceriler işlenmeliydi?
3. Ders materyalleri (ders kitapları, teksirler, vb.) ile ilgili ne düşünüyorsunuz? Bu derste kullanılan materyallerle ilgili iyi olan ve iyi olmayan noktalar nelerdi?
PS:Öğrencilere bu derste kullanılan bazı materyal örnekleri gösterilecek ve bunlarla ilgili görüşleri sorulacak.
4. Ders materyallerinde ne gibi değişiklikler yapılmalıdır? Bu derste ne gibi materyaller kullanılmasını isterdiniz? (PS:Bu soru bir önceki sorunun devamıdır)
5. Dersin içeriğinde (işlenen konular, beceriler, vb.) ne gibi değişiklikler öneriyorsunuz?

BÖLÜM III – Dersin İşlenişi

1. Öğrencilere gözlemler sırasında belirlenen bazı aktiviteler hatırlatılacak, ve “Bu derste daha başka ne gibi aktiviteler ve alıştırmalar yaptınız?” sorusu sorulacak.
2. Bu aktiviteler ve alıştırmalar hakkındaki düşünceleriniz nelerdir? (eğlenceli/sıkıcı, basit/zor /tamam, okuma becerilerimizi ve kelime bilginizi geliştirmede yararlı/yararsız, vb.)
3. Bu derste öğrenmenize daha fazla yardımcı olabilecek ne gibi aktiviteler ve alıştırmalar yapılmasını isterdiniz?
4. Bu derste öğretmen ve öğrenci rolleri nasıldı? Sizce nasıl olmalıydı?
5. Sınıf kuralları veya rutinleri var mıydı? Derslerde çeşitlilik (aktiviteler açısından) var mıydı? Bu konulardaki düşünceleriniz nelerdir?
6. Bu derste öğretme-öğrenme süreci nasıldı? Dersler nasıl işleniyordu? Öğretmen nasıl öğretiyordu? Öğrenciler nasıl davranıyorlardı?
7. Bu derste öğretme-öğrenme süreci sizce nasıl olmalıdır? Dersler nasıl işlenmelidir? Öğrenciler ve öğretmen sizin en iyi şekilde öğrenebilmenizi sağlamak için ne yapmalıydılar, nasıl davranmalıydılar? Önerilerinizi belirtiniz.

BÖLÜM IV – Değerlendirme

1. Bu derste yapılanlarla sınavlarda sorulanlar arasında nasıl bir ilişki vardı? Paralel mi, farklı mı?
2. Bu derste kullanılan ölçme değerlendirme yöntemleriyle (sınavlar, yoklama sınavları, ödevler, vb.) ilgili görüşleriniz nelerdir?
3. Değerlendirme sonuçları (notlarınız) gerçek başarınızı/performansınızı ne derece yansıtıyor?
4. Sizce, bu derste öğrencilerin başarıları/performansları ne şekilde ölçülmelidir? Ne gibi değerlendirme yöntemleri kullanılmalıdır?
5. Bu derste göstermiş olduğunuz başarıdan/performanstan memnun musunuz? Sizce okuma becerileriniz ve kelime bilginiz beklediğiniz şekilde gelişti mi? Bu dersi aldıktan sonra performansınız nasıl olmalıdır?

BÖLÜM V – Diğer Derslerle İlişkiler

1. Bu dersle diğer dil geliştirme dersleri (ELT 122, 126 & 128) örtüşmeli mi (birbirleriyle ilişkili olmalı mı)?
2. Bu dersle diğer dil dersleri arasında bir örtüşme (ilişki, bağlantı) var mıydı? Nasıl? Lütfen açıklayınız.
3. Birbiriyle örtüşen noktalar nelerdi? Bilgi/beceriler/konular, vb.?
4. Eğer olması gerekiyorsa, bu ders ve diğer dil dersleri arasında nasıl bir ilişki/bağlantı olmalıdır?
5. Bu derste öğrendiğiniz bilgi ve becerileri diğer dil derslerinde de kullanabildiniz mi? Evet ise, nasıl? Hayır ise, kullanmak ister miydiniz?
6. ELT 123 ve ELT 124 dersleri arasında bir süreklilik/bağlantı var mıydı? Evet ise, nasıl? Bu iki ders ne açıdan birbirleriyle bağlantılıydı (öğretilen okuma becerileri, kelimeler, işlenen konular, vb.)?
7. Sizce ELT 123 ve ELT 124 dersleri arasında bir süreklilik olmalı mı? Evet ise nasıl bir bağlantı olmalı?

BÖLÜM VI – Genel Değerlendirme

1. Bu dersle ilgili en iyi üç şey neydi? Bu derste bulunmaya devam etmesi gereken olumlu noktalar nelerdir sizce?
2. Bu dersle ilgili iyi olmayan 3 şey neydi? Bu derste bulunmaması gereken olumsuz noktalar nelerdir sizce?
3. Bu dersi öğrencilerin ihtiyaçlarına daha iyi cevap verir duruma getirmek, daha yararlı yapmak için neler öneriyorsunuz? Bu dersle ilgili ne gibi değişiklikler yapılmalıdır?

ELT 221 Student Course Evaluation Interview

PART I – Course Aims and Objectives

1. To what extent did ELT 221 meet your expectations/needs?
2. Which of your expectations/needs have been met, and which ones have NOT been met?
3. What were the objectives/aims of ELT 221? (If they do not remember, students will be provided some course objectives to remind them the rest)
4. Do you believe that you have achieved all these objectives? Please explain.
5. What should have been the objectives/aims of this course? What should ELT 221 course aim to develop in students? What are your suggestions?
6. What are your needs in terms of reading skills and vocabulary that could have been met (but haven't been met) in this course?

PART II – Course Content and Materials

1. What do you think about the **topics/themes** and **skills** covered in this course? (sufficient/insufficient, simple/OK/difficult/relevant/irrelevant to your interests, proficiency level, age, etc.)
2. What other **topics/themes** and **skills** should have been covered in this course?
3. What do you think about the course materials (course pack, textbook (s), handouts, etc.)? What was good and not so good about the materials you were working with in this course?
PS: Students will be provided some samples of materials and asked their opinions/thoughts about those specifically.
4. What changes should be made to the course materials? What kinds of materials you would like to be used in this course? (PS: this question follows from the previous item)
5. What changes do you suggest in the course content (topics/themes, skills, etc.)?

PART III – Course Conduct

1. The interviewer supplies some sample tasks/activities identified during the observations and also asks “What other activities/tasks you have done in this course?”
2. What do you think about these activities/tasks? (interesting/boring, simple/difficult/OK, useful/not useful for improving your reading (and vocabulary) skills, etc.)
3. What kinds of activities/tasks you would like to have been used in this course to help you learn more?
4. What are the student and teacher roles in this course? How should they have been?
5. Were there any class rules, routines and variety in the lessons? What do you think about these issues?
6. How was teaching-learning process in the course? How were the lessons conducted? How did the teacher teach? How did you (students) behave?
7. How should teaching-learning process be in this course? How should the lessons be conducted? What should the teacher and other students do which would help you the most in this course? Please indicate your suggestions.

PART IV – Student Assessment

1. How was the relationship between the classroom practice (what was done in the lessons) and the evaluation (i.e. what was required in the tests or assignments)?
2. What do you think about the assessment tools (e.g. exams, assignments, etc.) used in this course?
3. To what extent do the assessment results reflect your actual success/performance?
4. How should students' performance/success in this course be measured? Which assessment methods should be used?
5. Are you satisfied with your success/performance in this course? Have your reading skills and vocabulary improved, as you expected? How should your performance be after taking this course?

PART V – Continuity and Coherence

1. Should there be an overlap between this course and other language improvement courses?
2. Was there an overlap between this course and the other language courses? Please explain how.
3. What was overlapping? Knowledge/skills, topics, etc.?
4. How should be, if there should be, the connection between this course and the other language courses?
5. Could you use the skills you developed or information you gained in this course in the other language improvement courses? If yes , how? Please give some examples. If no, would you like to have used?

PART VI - Overall Evaluation

1. What were **three positive/ good things** about ELT 221 course? Three things that should continue to exist in this course?
2. What were **three negative/ not so good things** about ELT 221 course? Three things that should NOT continue to exist in this course?
3. What changes do you suggest in ELT 221 course to make this course better and more useful?

ELT 221 Öğrenci Ders Değerlendirme Görüşmesi

BÖLÜM I – Dersin Hedefleri

1. ELT 221 dersi beklentilerinizi ve ihtiyaçlarınızı ne derece karşıladı?
2. Hangi beklentileriniz/ihtiyaçlarınız karşılandı, hangileri karşılanmadı mesela?
3. ELT 221 dersinin hedefleri nelerdi? (Gerekirse öğrencilere hedeflerden birkaçı hatırlatılacak)
4. Bu hedeflerin tümüne ulaştığınıza inanıyor musunuz? Lütfen açıklayınız.
5. Sizce, bu dersin hedefleri neler olmalıydı? ELT 221 dersi öğrencilerin ne gibi bilgi ve becerilerini geliştirmeyi hedeflemelidir? Bu konuyla ilgili önerileriniz nelerdir?
6. Bu derste karşılanabilecek olan, ancak karşılanmayan, okuma becerileri ve kelime bilgisi ile ilgili ihtiyaçlarınız nelerdir?

BÖLÜM II – Dersin İçeriği ve Materyaller

1. Bu derste işlenen konular ve becerilerle ilgili görüşleriniz nelerdir? (yeterli/yeterli değil, kolay/tamam/zor, ilgi alanlarıma, yaşıma ve İngilizce seviyeme uygun/uygun değil, vb.)
2. Bu derste daha başka ne gibi konular ve beceriler işlenmeliydi?
3. Ders materyalleri (ders kitabı, teksirler, vb.) ile ilgili ne düşünüyorsunuz? Bu derste kullanılan materyallerle ilgili iyi olan ve iyi olmayan noktalar nelerdir?
PS: Öğrencilere bu derste kullanılan bazı materyal örnekleri gösterilecek ve bunlarla ilgili görüşleri sorulacak.
4. Ders materyallerinde ne gibi değişiklikler yapılmalıdır? Bu derste ne gibi materyaller kullanılmasını isterdiniz? (PS:Bu soru bir önceki sorunun devamıdır)
5. Dersin içeriğinde (işlenen konular, beceriler, vb.) ne gibi değişiklikler öneriyorsunuz?

BÖLÜM III – Dersin İşlenişi

1. Öğrencilere gözlemler sırasında belirlenen bazı aktiviteler hatırlatılacak, ve “Bu derste daha başka ne gibi aktiviteler ve alıştırmalar yaptınız?” sorusu sorulacak.
2. Bu aktiviteler ve alıştırmalar hakkındaki düşünceleriniz nelerdir? (eğlenceli/sıkıcı, basit/zor /tamam, okuma becerilerimizi ve kelime bilgimizi geliştirmede yararlı/yararsız, vb.)

3. Bu derste öğrenmenize daha fazla yardımcı olabilecek ne gibi aktiviteler ve alıştırmalar yapmak isterdiniz?
4. Bu derste öğretmen ve öğrenci rolleri nasıldı? Sizce nasıl olmalıydı?
5. Sınıf kuralları veya rutinleri var mıydı? Derslerde çeşitlilik (aktiviteler açısından) var mıydı? Bu konulardaki düşünceleriniz nelerdir?
6. Bu derste öğretme-öğrenme süreci nasıldı? Dersler nasıl işleniyordu? Öğretmen nasıl öğretiyordu? Öğrenciler nasıl davranıyorlardı?
7. Bu derste öğretme-öğrenme süreci sizce nasıl olmalıdır? Dersler nasıl işlenmelidir? Öğrenciler ve öğretmen sizin en iyi şekilde öğrenebilmenizi sağlamak için ne yapmalıdırlar, nasıl davranmalıdırlar? Önerilerinizi belirtiniz.

BÖLÜM IV – Değerlendirme

1. Bu derste yapılanlarla sınavlarda sorulanlar arasında nasıl bir ilişki vardı?
2. Bu derste kullanılan ölçme değerlendirme yöntemleriyle (sınavlar, ödevler, vb.) ilgili görüşleriniz nelerdir?
3. Değerlendirme sonuçları (notlarınız) gerçek başarıınızı/performansınızı ne derece yansıtıyor?
4. Sizce, bu derste öğrencilerin başarıları/performansları ne şekilde ölçülmelidir? Ne gibi değerlendirme yöntemleri kullanılmalıdır?
5. Bu derste göstermiş olduğunuz başarıdan/performanstan memnun musunuz? Sizce okuma becerileriniz ve kelime bilginiz beklediğiniz şekilde gelişti mi? Bu dersi aldıktan sonra performansınız nasıl olmalıdır?

BÖLÜM V – Diğer Derslerle İlişkiler

1. Bu dersle diğer dil geliştirme dersleri örtüşmeli mi (birbirleriyle ilişkili olmalı mı)?
2. Bu dersle diğer dil dersleri arasında bir örtüşme (ilişki, bağlantı) var mıydı? Nasıl? Lütfen açıklayınız.
3. Birbiriyle örtüşen noktalar nelerdi? Bilgi/beceriler/konular, vb.?
4. Eğer olması gerekiyorsa, bu ders ve diğer dil dersleri arasında nasıl bir ilişki/bağlantı olmalıdır?
5. Bu derste öğrendiğiniz bilgi ve becerileri diğer dil derslerinde de kullanabildiniz mi? Evet ise, nasıl? Hayır ise, kullanmak ister miydiniz?

BÖLÜM VI – Genel Değerlendirme

1. Bu dersle ilgili en iyi üç şey neydi? Bu derste bulunmaya devam etmesi gereken olumlu noktalar nelerdir sizce?
2. Bu dersle ilgili iyi olmayan 3 şey neydi? Bu derste bulunmaması gereken olumsuz noktalar nelerdir sizce?
3. Bu dersi öğrencilerin ihtiyaçlarına daha iyi cevap verir duruma getirmek, daha yararlı yapmak için neler öneriyorsunuz? Bu dersle ilgili ne gibi değişiklikler yapılmalıdır?

ELT 125 Student Course Evaluation Interview

PART I – Course Aims and Objectives

1. To what extent did ELT 125 meet your expectations/needs?
2. Which of your expectations/needs have been met and which ones have NOT been met?
3. What were the objectives/aims of ELT 125? (If they do not remember, students will be provided some course objectives to remind them the rest)
4. Do you believe that you have achieved all these objectives? Please explain.
5. What should have been the objectives/aims of this course? What should ELT 125 course aim to develop in students? Do you have any suggestions?
6. What are your needs in terms of writing skills that could have been met (but haven't been met) in this course?

PART II – Course Content and Materials

1. What do you think about the **topics/themes** and **skills** covered in this course? (sufficient/insufficient, simple/OK/difficult/relevant/irrelevant to your interests, proficiency level, age, etc.)
2. What other **topics/themes** and **skills** should have been covered in this course?
3. What do you think about the course materials (textbook s, handouts, etc.)? What was good and not so good about the materials you were working with in this course?
PS: Students will be provided some samples of materials and asked their opinions/thoughts about those specifically.
4. What changes should be made to the course materials? What kinds of materials you would like to be used in this course? (PS: this question follows from the previous item)
5. What changes do you suggest in the course content (topics/skills, skills, etc.)?

PART III – Course Conduct

1. The interviewer supplies some sample tasks/activities identified during the observations and also asks “What other activities/tasks you have done in this course?”
2. What do you think about these activities/tasks? (interesting/boring, simple/difficult/OK, useful/not useful for improving your writing skills, etc.)
3. What kinds of activities/tasks you would like to have been used in this course to help your learn more?
4. What are the student and teacher roles in this course? How should they be?
5. Were there any class rules, routines and variety in the lessons? What do you think about these issues?
6. How was teaching-learning process in the course? How were the lessons conducted? How did the teacher teach? How did you (students) behave?
7. How should teaching-learning process be in this course? How should the lessons be conducted? What should the teacher and other students do which would help you the most in this course? Please indicate your suggestions.

PART IV – Student Assessment

1. How was the relationship between the classroom practice (i.e. what was done in the lessons) and the evaluation (i.e. what was required in the tests or assignments)?
2. What do you think about the assessment tools (e.g. classwork, exams, homework, etc.) used in this course?
3. To what extent do the assessment results reflect your actual success/performance?
4. How should students' success/performance in this course be measured? Which assessment methods should be used?
5. Are you satisfied with your success/performance in this course? Have your writing skills improved, as you expected? How should your performance be after taking this course?

PART V – Continuity and Coherence

1. Should there be an overlap between this course and other language improvement courses?
2. Was there an overlap between this course and the other language courses? Please explain how.
3. What was overlapping? Knowledge/skills, topics, etc.?
4. How should be, if there should be, the connection between this course and the other language courses?
5. Could you use the skills you developed or information you gained in this course in the other language improvement courses? If yes, how? Please give some examples. If no, would you like to have used?

PART VI - Overall Evaluation

1. What were **three positive/ good things** about ELT 125 course? Three things that should continue to exist in this course?
2. What were **three negative/ not so good things** about ELT 125 course? Three things that should NOT continue to exist in this course?
3. What changes do you suggest in ELT 125 course to make this course better and more useful?

ELT 125 Öğrenci Ders Değerlendirme Görüşmesi

BÖLÜM I – Dersin Hedefleri

1. ELT 125 dersi beklentilerinizi ve ihtiyaçlarınızı ne derece karşıladı?
2. Hangi beklentileriniz/ihtiyaçlarınız karşılandı, hangileri karşılanmadı?
3. ELT 125 dersinin hedefleri nelerdi? (Gerekirse öğrencilere hedeflerden birkaçı hatırlatılacak)
4. Bu hedeflerin tümüne ulaştığınıza inanıyor musunuz? Lütfen açıklayınız.
5. Sizce, bu dersin hedefleri neler olmalıydı? ELT 125 dersi öğrencilerin ne gibi bilgi ve becerilerini geliştirmeyi hedeflemelidir? Bu konuyla ilgili önerileriniz nelerdir?
6. Bu derste karşılanabilecek olan, ancak karşılanmayan, yazma becerileri ile ilgili ihtiyaçlarınız nelerdir?

BÖLÜM II – Dersin İçeriği ve Materyaller

1. Bu derste işlenen **konular** ve **becerilerle** ilgili görüşleriniz nelerdir? (yeterli/yeterli değil, kolay/tamam/zor, ilgi alanlarıma, yaşma ve İngilizce seviyeme uygun/uygun değil, vb.)
2. Bu derste daha başka ne gibi **konular** ve **beceriler** işlenmeliydi?
3. Ders materyalleri (ders kitabı, teksirler, vb.) ile ilgili ne düşünüyorsunuz? Bu derste kullanılan materyallerle ilgili iyi olan ve iyi olmayan noktalar nelerdi?
PS: Öğrencilere bu derste kullanılan bazı materyal örnekleri gösterilecek ve bunlarla ilgili görüşleri sorulacak.
4. Ders materyallerinde ne gibi değişiklikler yapılmalıdır? Bu derste ne gibi materyaller kullanılmasını isterdiniz? (PS:Bu soru bir önceki sorunun devamıdır)
5. Dersin içeriğinde (işlenen konular, beceriler, vb.) ne gibi değişiklikler öneriyorsunuz?

BÖLÜM III – Dersin İşlenişi

1. Öğrencilere gözlemler sırasında belirlenen bazı aktiviteler hatırlatılacak, ve “Bu derste daha başka ne gibi aktiviteler ve alıştırmalar yaptınız?” sorusu sorulacak.
2. Bu aktiviteler ve alıştırmalar hakkındaki düşünceleriniz nelerdir? (eğlenceli/sıkıcı, basit/zor /tamam, yazma becerilerimizi geliştirmede yararlı/yararsız, vb.)
3. Bu derste öğrenmenize daha fazla yardımcı olabilecek ne gibi aktiviteler ve alıştırmalar yapmak isterdiniz?
4. Bu derste öğretmen ve öğrenci rolleri nasıldı? Sizce nasıl olmalıydı?

5. Sınıf kuralları veya rutinleri var mıydı? Derslerde çeşitlilik (aktiviteler açısından) var mıydı? Bu konulardaki düşünceleriniz nedir?
6. Bu derste ki öğretme-öğrenme süreci nasıldı?Dersler nasıl işleniyordu? Öğretmen nasıl öğretiyordu? Öğrenciler nasıl davranıyorlardı?
7. Bu derste öğretme-öğrenme süreci sizce nasıl olmalıdır? Dersler nasıl işlenmelidir? Öğrenciler ve öğretmen sizin en iyi şekilde öğrenebilmenizi sağlamak için neler yapmalıdırlar, nasıl davranmalıdırlar? Önerilerinizi belirtiniz.

BÖLÜM IV – Değerlendirme

1. Derste yapılanlarla sınavlarda sorulanlar arasında nasıl bir ilişki vardı?
2. Derste kullanılan ölçme değerlendirme yöntemleriyle (sınıf içi çalışmalar, sınavlar, ödevler, vb.) ilgili görüşleriniz nelerdir?
3. Değerlendirme sonuçları (notlarınız) gerçek başarınızı/performansınızı ne derece yansıtıyor?
4. Sizce, bu derste öğrencilerin başarıları/performansları ne şekilde ölçülmelidir?Ne gibi değerlendirme yöntemleri kullanılmalıdır?
5. Bu derste göstermiş olduğunuz başarıdan/performanstan memnun musunuz? Sizce yazma becerileriniz beklediğiniz şekilde gelişti mi? Bu dersi aldıktan sonra performansınız nasıl olmalıydı?

BÖLÜM V - Diğer Derslerle İlişkiler

1. Bu dersle diğer dil geliştirme dersleri örtüşmeli mi (birbirleriyle ilişkili olmalı mı)?
2. Bu dersle diğer dil dersleri arasında örtüşme (ilişki, bağlantı) var mıydı? Nasıl? Lütfen açıklayınız.
3. Birbiriyle örtüşen noktalar nelerdi? Bilgi/beceriler/konular, vb.?
4. Eğer olması gerekiyorsa, bu ders ve diğer dil dersleri arasında nasıl bir ilişki/bağlantı olmalıdır?
5. Bu derste öğrendiğiniz bilgi ve becerileri diğer dil derslerinde de kullanabildiniz mi? Evet ise, nasıl? Hayır ise, kullanmak istermiydiniz?

BÖLÜM VI – Genel Değerlendirme

1. Bu dersle ilgili en iyi üç şey neydi? Bu derste bulunmaya devam etmesi gereken olumlu noktalar nelerdir sizce?
2. Bu dersle ilgili iyi olmayan 3 şey neydi? Bu derste bulunmaması gereken olumsuz noktalar nelerdir sizce?
3. Bu dersi öğrencilerin ihtiyaçlarına daha iyi cevap verir duruma getirmek, daha yararlı yapmak için neler öneriyorsunuz? Bu dersle ilgili ne gibi değişiklikler yapılmalıdır?

ELT 126 Student Course Evaluation Interview

PART I – Course Aims or Objectives

1. To what extent did **ELT 126** meet your expectations/needs?
2. Which of your expectations/needs have been met and which ones have NOT been met?
3. What were the objectives/aims of **ELT 126**? (If they do not remember, students will be provided some course objectives to remind them the rest)
4. Do you believe that you have achieved all these objectives? Please explain.
5. What should have been the objectives/aims of this course? What should **ELT 126** course aim to develop in students? Do you have any suggestions?
6. What are your needs in terms of writing skills that could have been met (but haven't been met) in this course?

PART II – Course Content and Materials

1. What do you think about the **topics/themes** and **writing skills** covered in this course? (sufficient/insufficient, simple/OK/difficult/relevant/irrelevant to your interests, proficiency level, age, etc.)
2. What other **topics/themes** and **skills** should have been covered in this course?
3. What do you think about the course materials (textbook, handouts, etc.)? What was good and not so good about the materials you were working with in this course?
PS: Students will be provided some samples of materials and asked their opinions/thoughts about those specifically.
4. What changes should be made to the course materials? What kinds of materials you would like to be used in this course? (PS: this question follows from the previous item)
5. What changes do you suggest in the course content (topics/skills, skills, etc.)?

PART III – Course Conduct

1. The interviewer supplies some sample tasks/activities identified during the observations and also asks "What other activities/tasks you have done in this course?"
2. What do you think about these activities/tasks? (interesting/boring, simple/difficult/OK, useful/not useful for improving your writing skills, etc.)
3. What kinds of activities/tasks you would like to have been used in this course to help you learn more?
4. What are the student and teacher roles in this course? How should they be?
5. Were there any class rules, routines and variety in the lessons? What do you think about these issues?
6. How was teaching-learning process in the course? How were the lessons conducted? How did the teacher teach? How did you (students) behave?
7. How should teaching-learning process be in this course? How should the lessons be conducted? What should the teacher and other students do which would help you the most in this course? Please indicate your suggestions.

PART IV – Assessment in the Course

1. How was the relationship between the classroom practice (i.e. what was done in the lessons) and the evaluation (i.e. what was required in the tests or assignments)? Parallel or different?
2. What do you think about the assessment tools (e.g. classwork, quizzes, exams, homework, etc.) used in this course?
3. To what extent do the assessment results reflect your actual success/performance?
4. How should students' success/performance in this course be measured? Which assessment methods should be used?
5. Are you satisfied with your success/performance in this course? Have your writing skills improved, as you expected? How should your performance be after taking this course?

PART V – Relationship with Other Courses

1. Should there be an overlap/relationship between this course and other language improvement courses (ELT 122, 124 & 128)?
2. Was there an overlap between this course and the other language courses? Please explain how.
3. What was overlapping? Knowledge/skills, topics, etc.?
4. How should be, if there should be, the connection between this course and the other language courses?
5. Could you use the skills you developed or information you gained in this course in the other language improvement courses If yes, how? Please give some examples. If no, would you like to have used?
6. Was there a continuity/connection between ELT 125 and ELT 126? If yes, how or in terms of what (topics/themes, writing skills, etc.)?
7. Should there be continuity between ELT 125 and ELT 126? If yes, how should it be?

PART VI – Overall Evaluation

1. What were **three positive/ good things** about ELT 126 course? Three things that should continue to exist in this course?
2. What were **three negative/ not so good things** about ELT 126 course? Three things that should NOT continue to exist in this course?
3. What changes do you suggest in ELT 126 course to make this course better and more useful?

ELT 126 Öğrenci Ders Değerlendirme Görüşmesi

BÖLÜM I – Ders Hedefleri

1. **ELT 126** dersi beklentilerinizi ve ihtiyaçlarınızı ne derece karşıladı?
2. Hangi beklentileriniz/ihtiyaçlarınız karşılandı, hangileri karşılanmadı?
3. **ELT 126** dersinin hedefleri nelerdi? (Gerekirse öğrencilere hedeflerden birkaçı hatırlatılacak)
4. Bu hedeflerin tümüne ulaştığınıza inanıyor musunuz? Lütfen açıklayınız.
5. Sizce, bu dersin hedefleri neler olmalıydı? **ELT 126** dersi öğrencilerin ne gibi bilgi ve becerilerini geliştirmeyi hedeflemelidir? Bu konuyla ilgili önerileriniz nelerdir?
6. Bu derste karşılanabilecek olan, ancak karşılanmayan, yazma becerileri ile ilgili ihtiyaçlarınız nelerdir?

BÖLÜM II – Dersin İçeriği ve Materyaller

1. Bu derste işlenen **konular** ve **yazma becerileriyle** ilgili görüşleriniz nelerdir? (yeterli/yeterli değil, kolay/tamam/zor, ilgi alanlarıma, yaşıma ve İngilizce seviyeme uygun/uygun değil, vb.)
2. Bu derste daha başka ne gibi **konular** ve **beceriler** işlenmeliydi?
3. Ders materyalleri (ders kitabı, teksirler, vb.) ile ilgili ne düşünüyorsunuz? Bu derste kullanılan materyallerle ilgili iyi olan ve iyi olmayan noktalar nelerdi?
PS: Öğrencilere bu derste kullanılan bazı materyal örnekleri gösterilecek ve bunlarla ilgili görüşleri sorulacak.
4. Ders materyallerinde ne gibi değişiklikler yapılmalıdır? Bu derste ne gibi materyaller kullanılmasını isterdiniz? (PS:Bu soru bir önceki sorunun devamıdır)
5. Dersin içeriğinde (işlenen konular, beceriler, vb.) ne gibi değişiklikler öneriyorsunuz?

BÖLÜM III – Dersin İşlenişi

1. Öğrencilere gözlemler sırasında belirlenen bazı aktiviteler hatırlatılacak, ve “Bu derste daha başka ne gibi aktiviteler ve alıştırmalar yaptınız?” sorusu sorulacak.
2. Bu aktiviteler ve alıştırmalar hakkındaki düşünceleriniz nelerdir? (eğlenceli/sıkıcı, basit/zor/tamam, yazma becerilerimizi geliştirmede yararlı/yararsız, vb.)
3. Bu derste öğrenmenize daha fazla yardımcı olabilecek ne gibi aktiviteler ve alıştırmalar yapılmasını isterdiniz?
4. Bu derste öğretmen ve öğrenci rolleri nasıldı? Sizce nasıl olmalıydı?
5. Sınıf kuralları veya rutinleri var mıydı? Derslerde çeşitlilik (aktiviteler açısından) var mıydı? Bu konulardaki düşünceleriniz nedir?
6. Bu derste öğretme-öğrenme süreci nasıldı? Dersler nasıl işleniyordu? Öğretmen nasıl öğretiyordu? Öğrenciler nasıl davranıyorlardı?
7. Bu derste öğretme-öğrenme süreci sizce nasıl olmalıdır? Dersler nasıl işlenmelidir? Öğrenciler ve öğretmen sizin en iyi şekilde öğrenebilmenizi sağlamak için neler yapmalıdırlar, nasıl davranmalıdırlar? Önerilerinizi belirtiniz.

BÖLÜM IV – Değerlendirme

1. Derste yapılanlarla sınavlarda sorulanlar arasında nasıl bir ilişki vardı? Paralel mi, farklı mı?
2. Derste kullanılan ölçme değerlendirme yöntemleriyle (sınıf içi çalışmalar, yoklama sınavları, sınavlar, ödevler, vb.) ilgili görüşleriniz nelerdir?
3. Değerlendirme sonuçları (notlarınız) gerçek başarılarınızı/performansınızı ne derece yansıtıyor?
4. Sizce, bu derste öğrencilerin başarıları/performansları ne şekilde ölçülmelidir? Ne gibi değerlendirme yöntemleri kullanılmalıdır?
5. Bu derste göstermiş olduğunuz başarıdan/performanstan memnun musunuz? Sizce yazma becerileriniz beklediğiniz şekilde gelişti mi? Bu dersi aldıktan sonra performansınız nasıl olmalıydı?

BÖLÜM V – Diğer Derslerle İlişkiler

1. Bu dersle diğer dil geliştirme dersleri (ELT 122, 124 & 128) örtüşmeli mi (birbirleriyle ilişkili olmalı mı)?
2. Bu dersle diğer dil dersleri arasında örtüşme (ilişki, bağlantı) var mıydı? Nasıl? Lütfen açıklayınız.
3. Birbiriyle örtüşen noktalar nelerdi? Bilgi/beceriler/konular, vb.?
4. Eğer olması gerekiyorsa, bu ders ve diğer dil dersleri arasında nasıl bir ilişki/bağlantı olmalıdır?
5. Bu derste öğrendiğiniz bilgi ve becerileri diğer dil derslerinde de kullanabildiniz mi? Evet ise, nasıl? Hayır ise, kullanmak istermiydiniz?
6. ELT 125 ve ELT 126 dersleri arasında bir süreklilik/bağlantı var mıydı? Evet ise, nasıl? Bu iki ders ne açıdan birbirleriyle bağlantılıydı (öğretilen yazma becerileri, işlenen konular, vb.)?
7. Sizce ELT 125 ve ELT 126 dersleri arasında bir süreklilik olmalı mı? Evet ise nasıl bir bağlantı olmalı?

BÖLÜM VI – Genel Değerlendirme

1. Bu dersle ilgili en iyi üç şey neydi? Bu derste bulunmaya devam etmesi gereken olumlu noktalar nelerdir sizce?
2. Bu dersle ilgili iyi olmayan 3 şey neydi? Bu derste bulunmaması gereken olumsuz noktalar nelerdir sizce?
3. Bu dersi öğrencilerin ihtiyaçlarına daha iyi cevap verir duruma getirmek, daha yararlı yapmak için neler öneriyorsunuz? Bu dersle ilgili ne gibi değişiklikler yapılmalıdır?

ELT 222 Student Course Evaluation Interview

PART I – Course Aims or Objectives

1. To what extent did **ELT 222** meet your expectations/needs?
2. Which of your expectations/needs have been met and which ones have NOT been met?
3. What were the objectives/aims of **ELT 222**? (If they do not remember, students will be provided some course objectives to remind them the rest)
4. Do you believe that you have achieved all these objectives? Please explain.
5. What should have been the objectives/aims of this course? What should **ELT 222** course aim to develop in students? Do you have any suggestions?
6. What are your needs in terms of writing skills that could have been met (but haven't been met) in this course?

PART II – Course Content and Materials

1. What do you think about the **topics/themes** and **writing skills** covered in this course? (sufficient/insufficient, simple/OK/difficult/relevant/irrelevant to your interests, proficiency level, age, etc.)
2. What other **topics/themes** and **skills** should have been covered in this course?
3. What do you think about the course materials (textbook, handouts, etc.)? What was good and not so good about the materials you were working with in this course?
PS: Students will be provided some samples of materials and asked their opinions/thoughts about those specifically.
4. What changes should be made to the course materials? What kinds of materials you would like to be used in this course? (PS: this question follows from the previous item)
5. What changes do you suggest in the course content (topics/skills, skills, etc.)?

PART III – Course Conduct

1. The interviewer supplies some sample tasks/activities identified during the observations and also asks "What other activities/tasks you have done in this course?"
2. What do you think about these activities/tasks? (interesting/boring, simple/difficult/OK, useful/not useful for improving your writing skills, etc.)
3. What kinds of activities/tasks you would like to have been used in this course to help you learn more?
4. What are the student and teacher roles in this course? How should they be?
5. Were there any class rules, routines and variety in the lessons? What do you think about these issues?
6. How was teaching-learning process in the course? How were the lessons conducted? How did the teacher teach? How did you (students) behave?
7. How should teaching-learning process be in this course? How should the lessons be conducted? What should the teacher and other students do which would help you the most in this course? Please indicate your suggestions.

PART IV – Assessment in the Course

1. How was the relationship between the classroom practice (i.e. what was done in the lessons) and the evaluation (i.e. what was required in the tests or assignments)? Parallel or different?
2. What do you think about the assessment tools (e.g. classwork, quizzes, exams, homework, etc.) used in this course?
3. To what extent do the assessment results reflect your actual success/performance?
4. How should students' success/performance in this course be measured? Which assessment methods should be used?
5. Are you satisfied with your success/performance in this course? Have your writing skills improved, as you expected? How should your performance be after taking this course?

PART V – Relationship with Other Courses

1. Should there be an overlap/relationship between this course and other language improvement courses (ELT 121&122, ELT 123&124, ELT 127&128)?
2. Was there an overlap between this course and the other language courses? Please explain how.
3. What was overlapping? Knowledge/skills, topics, etc.?
4. How should be, if there should be, the connection between this course and the other language courses?
5. Could you use the skills you developed or information you gained in the other language improvement courses in this course? If yes, how? Please give some examples. If no, would you like to have used?
6. Was there a continuity/connection between ELT 125, ELT 126 and ELT 222? If yes, how or in terms of what (topics/themes, writing skills, etc.)?
7. Should there be a continuity between ELT 125, ELT 126 and ELT 222? If yes, how should it be?

PART VI – Overall Evaluation

1. What were **three positive/ good things** about ELT 222 course? Three things that should continue to exist in this course?
2. What were **three negative/ not so good things** about ELT 222 course? Three things that should NOT continue to exist in this course?
3. What changes do you suggest in ELT 222 course to make this course better and more useful?

ELT 222 Öğrenci Ders Değerlendirme Görüşmesi

BÖLÜM I – Ders Hedefleri

1. **ELT 222** dersi beklentilerinizi ve ihtiyaçlarınızı ne derece karşıladı?
2. Hangi beklentileriniz/ihtiyaçlarınız karşılandı, hangileri karşılanmadı?
3. **ELT 222** dersinin hedefleri nelerdi? (Gerekirse öğrencilere hedeflerden birkaçı hatırlatılacak)
4. Bu hedeflerin tümüne ulaştığınıza inanıyor musunuz? Lütfen açıklayınız.
5. Sizce, bu dersin hedefleri neler olmalıydı? **ELT 222** dersi öğrencilerin ne gibi bilgi ve becerilerini geliştirmeyi hedeflemelidir? Bu konuyla ilgili önerileriniz nelerdir?
6. Bu derste karşılanabilecek olan, ancak karşılanmayan, yazma becerileri ile ilgili ihtiyaçlarınız nelerdir?

BÖLÜM II – Dersin İçeriği ve Materyaller

1. Bu derste işlenen **konular** ve **yazma becerileriyle** ilgili görüşleriniz nelerdir? (yeterli/yeterli değil, kolay/tamam/zor, ilgi alanlarıma, yaşıma ve İngilizce seviyeme uygun/uygun değil, vb.)
2. Bu derste daha başka ne gibi **konular** ve **beceriler** işlenmeliydi?
3. Ders materyalleri (ders kitabı, teksirler, vb.) ile ilgili ne düşünüyorsunuz? Bu derste kullanılan materyallerle ilgili iyi olan ve iyi olmayan noktalar nelerdir?
PS: Öğrencilere bu derste kullanılan bazı materyal örnekleri gösterilecek ve bunlarla ilgili görüşleri sorulacak.
4. Ders materyallerinde ne gibi değişiklikler yapılmalıdır? Bu derste ne gibi materyaller kullanılmasını isterdiniz? (PS:Bu soru bir önceki sorunun devamıdır)
5. Dersin içeriğinde (işlenen konular, beceriler, vb.) ne gibi değişiklikler öneriyorsunuz?

BÖLÜM III – Dersin İşlenişi

1. Öğrencilere gözlemler sırasında belirlenen bazı aktiviteler hatırlatılacak, ve “Bu derste daha başka ne gibi aktiviteler ve alıştırmalar yaptınız?” sorusu sorulacak.
2. Bu aktiviteler ve alıştırmalar hakkındaki düşünceleriniz nelerdir? (eğlenceli/sıkıcı, basit/zor /tamam, yazma becerilerimizi geliştirmede yararlı/yararsız, vb.)
3. Bu derste öğrenmenize daha fazla yardımcı olabilecek ne gibi aktiviteler ve alıştırmalar yapılmasını isterdiniz?
4. Bu derste öğretmen ve öğrenci rolleri nasıldı? Sizce nasıl olmalıydı?
5. Sınıf kuralları veya rutinleri var mıydı? Derslerde çeşitlilik (aktiviteler açısından) var mıydı? Bu konulardaki düşünceleriniz nedir?
6. Bu derste öğretme-öğrenme süreci nasıldı? Dersler nasıl işleniyordu? Öğretmen nasıl öğretiyordu? Öğrenciler nasıl davranıyorlardı?
7. Bu derste öğretme-öğrenme süreci sizce nasıl olmalıdır? Dersler nasıl işlenmelidir? Öğrenciler ve öğretmen sizin en iyi şekilde öğrenebilmenizi sağlamak için neler yapmalıdırlar, nasıl davranmalıdırlar? Önerilerinizi belirtiniz.

BÖLÜM IV – Değerlendirme

1. Derste yapılanlarla sınavlarda sorulanlar arasında nasıl bir ilişki vardı? Paralel mi, farklı mı?
2. Derste kullanılan ölçme değerlendirme yöntemleriyle (sınıf içi çalışmalar, yoklama sınavları, sınavlar, ödevler, vb.) ilgili görüşleriniz nelerdir?
3. Değerlendirme sonuçları (notlarınız) gerçek başarınızı/performansınızı ne derece yansıtıyor?
4. Sizce, bu derste öğrencilerin başarıları/performansları ne şekilde ölçülmelidir? Ne gibi değerlendirme yöntemleri kullanılmalıdır?
5. Bu derste göstermiş olduğunuz başarıdan/performanstan memnun musunuz? Sizce yazma becerileriniz beklediğiniz şekilde gelişti mi? Bu dersi aldıktan sonra performansınız nasıl olmalıydı?

BÖLÜM V – Diğer Derslerle İlişkiler

1. Bu dersle diğer dil geliştirme dersleri (ELT 121&122, ELT 123&124, ELT 127&128) örtüşmeli mi (birbirleriyle ilişkili olmalı mı)?
2. Bu dersle diğer dil dersleri arasında örtüşme (ilişki, bağlantı) var mıydı? Nasıl? Lütfen açıklayınız.
3. Birbiriyle örtüşen noktalar nelerdi? Bilgi/beceriler/konular, vb.?
4. Eğer olması gerekiyorsa, bu ders ve diğer dil dersleri arasında nasıl bir ilişki/bağlantı olmalıdır?
5. Diğer dil derslerinde öğrendiğiniz bilgi ve becerileri bu derste kullanabildiniz mi? Evet ise, nasıl? Hayır ise, kullanmak ister miydiniz?
6. ELT 125, ELT 126 ve ELT 222 dersleri arasında bir süreklilik/bağlantı var mıydı? Evet ise, nasıl? Bu dersler ne açıdan birbirleriyle bağlantılıydı (öğretilen yazma becerileri, işlenen konular, vb.)?
7. Sizce ELT 125, ELT 126 ve ELT 222 dersleri arasında bir süreklilik olmalı mı? Evet ise nasıl bir bağlantı olmalı?

BÖLÜM VI – Genel Değerlendirme

1. Bu dersle ilgili en iyi üç şey neydi? Bu derste bulunmaya devam etmesi gereken olumlu noktalar nelerdir sizce?
2. Bu dersle ilgili iyi olmayan 3 şey neydi? Bu derste bulunmaması gereken olumsuz noktalar nelerdir sizce?
3. Bu dersi öğrencilerin ihtiyaçlarına daha iyi cevap verir duruma getirmek, daha yararlı yapmak için neler öneriyorsunuz? Bu dersle ilgili ne gibi değişiklikler yapılmalıdır?

ELT 127 Student Course Evaluation Interview

PART I – Course Aims and Objectives

1. To what extent did ELT 127 meet your expectations/needs?
2. Which of your expectations/needs have been met and which ones have NOT been met?
3. What were the objectives/aims of ELT 127? (If they do not remember, students will be provided some course objectives to remind them the rest)
4. Do you believe that you have achieved all these objectives? Please explain.
5. What should have been the objectives/aims of this course? What should ELT 127 course aim to develop in students? What are your suggestions?
6. What are your needs in terms of grammar knowledge and skills that could have been met (but haven't been met) in this course?

PART II – Course Content and Materials

1. What do you think about the **topics/themes** and **grammar points** covered in this course? (sufficient/insufficient, simple/OK/difficult/relevant/irrelevant to your interests, proficiency level, age, etc.)
2. What other **topics/themes** and **grammar points** should have been covered in this course?
3. What do you think about the course materials (course pack, textbook (s), handouts, etc.)? What was good and not so good about the materials you were working with in this course?
PS: Students will be provided some samples of materials and asked their opinions/thoughts about those specifically.
4. What changes should be made to the course materials? What kinds of materials you would like to be used in this course? (PS: this question follows from the previous item)
5. What changes do you suggest in the course content (topics/themes, grammar points, etc.)?

PART III – Course Conduct

1. The interviewer supplies some sample tasks/activities identified during the observations and also asks “What other activities/tasks you have done in this course?”
2. What do you think about these activities/tasks? (interesting/boring, simple/difficult/OK, useful/not useful for improving your grammar knowledge and skills, etc.)
3. What kinds of activities/tasks you would like to have been used in this course to help you learn more?
4. What are the student and teacher roles in this course? How should they have been?
5. Were there any class rules, routines and variety in the lessons? What do you think about these issues?
6. How was teaching-learning process in the course? How were the lessons conducted? How did the teacher teach? How did you (students) behave?
7. How should teaching-learning process have been in this course? How should the lessons be conducted? What should the teacher and other students do which would help you most in this course? Please indicate your suggestions.

PART IV – Student Assessment

1. How was the relationship between the classroom practice (i.e. what was done in the lessons) and the evaluation (i.e. what was required in the tests or quizzes) ?
2. What do you think about the assessment tools (e.g. quizzes, exams, etc.) used in this course?
3. To what extent do the assessment results reflect your actual success/performance?
4. How should students' success/performance in this course be measured? Which assessment methods should be used?
5. Are you satisfied with your success/performance in this course? Have your grammar knowledge and skills improved, as you expected? How should your performance be after taking this course?

PART V – Continuity and Coherence

1. Should there be an overlap between this course and other language improvement courses?
2. Was there an overlap between this course and the other language courses? Please explain how.
3. What was overlapping? Knowledge/skills, topics, etc.?
4. How should be, if there should be, the connection between this course and the other language courses?
5. Could you use the skills you developed or information you gained in this course in the other language improvement courses? If yes, how? Please give some examples. If no, would you like to have used?

PART VI - Overall Evaluation

1. What were **three positive/ good things** about ELT 127 course? Three things that should continue to exist in this course?
2. What were **three negative/ not so good things** about ELT 127 course? Three things that should NOT continue to exist in this course?
3. What changes do you suggest in ELT 127 course to make this course better and more useful?

ELT 127 Öğrenci Ders Değerlendirme Görüşmesi

BÖLÜM I – Dersin Hedefleri

1. ELT 127 dersi beklentilerinizi ve ihtiyaçlarınızı ne derece karşıladı?
2. Hangi beklentileriniz/ihtiyaçlarınız karşılandı, hangileri karşılanmadı?
3. ELT 127 dersinin hedefleri nelerdi? (Gerekirse öğrencilere hedeflerden birkaçı hatırlatılacak)
4. Bu hedeflerin tümüne ulaştığınıza inanıyor musunuz? Lütfen açıklayınız.
5. Sizce, bu dersin hedefleri ne olmalıydı? ELT 127 dersi öğrencilerde ne gibi bilgi ve becerileri geliştirmeyi hedeflemelidir? Bu konuyla ilgili önerileriniz nelerdir?
6. Bu derste karşılanabilecek olan, ancak karşılanmayan, gramer bilgi ve becerileriyle ilgili ihtiyaçlarınız nelerdir?

BÖLÜM II – Dersin İçeriği ve Materyaller

1. Bu derste işlenen konular ve gramer bilgileriyle ilgili görüşleriniz nelerdir? (yeterli/yeterli değil, kolay/tamam/zor, ilgi alanlarıma, yaşıma ve İngilizce seviyeme uygun/uygun değil, vb.)
2. Bu derste daha başka ne gibi konular ve bilgiler işlenmeliydi?
3. Ders materyalleri (ders kitabı, teksirler, vb.) ile ilgili ne düşünüyorsunuz? Bu derste kullanılan materyallerle ilgili iyi olan ve iyi olmayan noktalar nelerdi?
PS: Öğrencilere bu derste kullanılan bazı materyal örnekleri gösterilecek ve bunlarla ilgili görüşleri sorulacak.
4. Ders materyallerinde ne gibi değişiklikler yapılmalıdır? Bu derste ne gibi materyaller kullanılmasını isterdiniz? (PS:Bu soru bir önceki sorunun devamıdır)
5. Dersin içeriğinde (işlenen konular, beceriler, vb.) ne gibi değişiklikler öneriyorsunuz?

BÖLÜM III – Dersin İşlenişi

1. Öğrencilere gözlemler sırasında belirlenen bazı aktiviteler hatırlatılacak, ve “Bu derste daha başka ne gibi aktiviteler ve alıştırmalar yaptınız?” sorusu sorulacak.
2. Bu aktiviteler ve alıştırmalar hakkındaki düşünceleriniz nelerdir? (eğlenceli/sıkıcı, basit/zor /tamam, gramer bilgi ve becerilerimizi geliştirmede yararlı/yararsız, vb.)
3. Bu derste öğrenmenize daha fazla yardımcı olabilecek ne gibi aktiviteler ve alıştırmalar yapmak isterdiniz?

4. Bu derste öğretmen ve öğrenci rolleri nasıldı? Sizce nasıl olmalıydı?
5. Sınıf kuralları veya rutinleri var mıydı? Derslerde çeşitlilik (aktiviteler açısından) var mıydı? Bu konulardaki düşünceleriniz nedir?
6. Bu derste öğretme-öğrenme süreci nasıldı? Dersler nasıl işleniyordu? Öğretmen nasıl öğretiyordu? Öğrenciler nasıl davranıyorlardı?
7. Bu derste öğretme-öğrenme süreci sizce nasıl olmalıdır? Dersler nasıl işlenmelidir? Öğrenciler ve öğretmen sizin en iyi şekilde öğrenebilmenizi sağlamak için ne yapmalıdırlar, nasıl davranmalıdırlar? Önerilerinizi belirtiniz.

BÖLÜM IV – Değerlendirme

1. Bu derste yapılanlarla sınavlarda sorulanlar arasında nasıl bir ilişki vardı?
2. Derste kullanılan ölçme değerlendirme yöntemleriyle (yoklama sınavları, sınavlar vb.) ilgili görüşleriniz nelerdir?
3. Değerlendirme sonuçları (notlarınız) gerçek başarılarınızı/performansınızı ne derece yansıtıyor?
4. Sizce, bu derste öğrencilerin başarıları/performansları ne şekilde ölçülmelidir? Ne gibi değerlendirme yöntemleri kullanılmalıdır?
5. Bu derste göstermiş olduğunuz başarıdan/performanstan memnun musunuz? Sizce gramer bilgi ve becerileriniz beklediğiniz şekilde gelişti mi? Bu dersi aldıktan sonra performansınız nasıl olmalıdır?

BÖLÜM V - Diğer Derslerle İlişkiler

1. Bu dersle diğer dil geliştirme dersleri örtüşmeli mi (birbirleriyle ilişkili olmalı mı)?
2. Bu dersle diğer dil dersleri arasında örtüşme (ilişki, bağlantı) var mıydı? Nasıl? Lütfen açıklayınız.
3. Birbiriyle örtüşen noktalar nelerdi? Bilgi/beceriler/konular, vb.?
4. Eğer olması gerekiyorsa, bu ders ve diğer dil dersleri arasında nasıl bir ilişki/bağlantı olmalıdır?
5. Bu derste öğrendiğiniz bilgi ve becerileri diğer dil derslerinde de kullanabildiniz mi? Evet ise, nasıl? Hayır ise, kullanmak ister miydiniz?

BÖLÜM VI – Genel Değerlendirme

1. Bu dersle ilgili en iyi üç şey neydi? Bu derste bulunmaya devam etmesi gereken olumlu noktalar nelerdir sizce?
2. Bu dersle ilgili iyi olmayan 3 şey neydi? Bu derste bulunmaması gereken olumsuz noktalar nelerdir sizce?
3. Bu dersi öğrencilerin ihtiyaçlarına daha iyi cevap verir duruma getirmek, daha yararlı yapmak için neler öneriyorsunuz? Bu dersle ilgili ne gibi değişiklikler yapılmalıdır?

ELT 128 Student Course Evaluation Interview

PART I – Course Aims or Objectives

1. To what extent did **ELT 128** meet your expectations/needs?
2. Which of your expectations/needs have been met and which ones have NOT been met?
3. What were the objectives/aims of **ELT 128**? (If they do not remember, students will be provided some course objectives to remind them the rest)
4. Do you believe that you have achieved all these objectives? Please explain.
5. What should have been the objectives/aims of this course? What should **ELT 128** course aim to develop in students? What are your suggestions?
6. What are your needs in terms of grammar knowledge and skills that could have been met (but haven't been met) in this course?

PART II – Course Content and Materials

1. What do you think about the **topics/themes** and **grammar points** covered in this course? (sufficient/insufficient, simple/OK/difficult/relevant/irrelevant to your interests, proficiency level, age, etc.)
2. What other **topics/themes** and **grammar points** should have been covered in this course?
3. What do you think about the course materials (textbook (s), handouts, etc.)? What was good and not so good about the materials you were working with in this course?
PS: Students will be provided some samples of materials and asked their opinions/thoughts about those specifically.
4. What changes should be made to the course materials? What kinds of materials you would like to be used in this course? (PS: this question follows from the previous item)
5. What changes do you suggest in the course content (topics/themes, grammar points, etc.)?

PART III – Course Conduct

1. The interviewer supplies some sample tasks/activities identified during the observations and also asks "What other activities/tasks you have done in this course?"
2. What do you think about these activities/tasks? (interesting/boring, simple/difficult/OK, useful/not useful for improving your grammar knowledge and skills, etc.)
3. What kinds of activities/tasks you would like to have been used in this course to help you learn more?
4. What are the student and teacher roles in this course? How should they have been?
5. Were there any class rules, routines and variety in the lessons? What do you think about these issues?
6. How was teaching-learning process in the course? How were the lessons conducted? How did the teacher teach? How did you (students) behave?
7. How should teaching-learning process have been in this course? How should the lessons be conducted? What should the teacher and other students do which would help you most in this course? Please indicate your suggestions.

PART IV – Assessment in the Course

1. How was the relationship between the classroom practice (i.e. what was done in the lessons) and the evaluation (i.e. what was required in the tests or quizzes) ? Parallel or different?
2. What do you think about the assessment tools (e.g. quizzes, exams, etc.) used in this course?
3. To what extent do the assessment results reflect your actual success/performance?
4. How should students' success/performance in this course be measured? Which assessment methods should be used?
5. Are you satisfied with your success/performance in this course? Have your grammar knowledge and skills improved, as you expected? How should your performance be after taking this course?

PART V – Relationship with Other Courses

1. Should there be an overlap/relationship between this course and other language improvement courses (ELT 122, 124 & 126)?
2. Was there an overlap between this course and the other language courses? Please explain how.
3. What was overlapping? Knowledge/skills, topics, etc.?
4. How should be, if there should be, the connection between this course and the other language courses?
5. Could you use the skills you developed or information you gained in this course in the other language improvement courses? If yes, how? Please give some examples. If no, would you like to have used?
6. Was there a continuity/connection between ELT 127 and ELT 128? If yes, how or in terms of what (topics/themes, grammar points, etc.)?
7. Should there be a continuity between ELT 127 and ELT 128? If yes, how should it be?

PART VI – Overall Evaluation

1. What were **three positive/ good things** about ELT 128 course? Three things that should continue to exist in this course?
2. What were **three negative/ not so good things** about ELT 128 course? Three things that should NOT continue to exist in this course?
3. What changes do you suggest in ELT 128 course to make this course better and more useful?

ELT 128 Öğrenci Ders Değerlendirme Görüşmesi

BÖLÜM I – Ders Hedefleri

1. **ELT 128** dersi beklentilerinizi ve ihtiyaçlarınızı ne derece karşıladı?
2. Hangi beklentileriniz/ihtiyaçlarınız karşılandı, hangileri karşılanmadı?
3. **ELT 128** dersinin hedefleri nelerdi? (Gerekirse öğrencilere hedeflerden birkaçı hatırlatılacak)
4. Bu hedeflerin tümüne ulaştığınıza inanıyor musunuz? Lütfen açıklayınız.
5. Sizce, bu dersin hedefleri ne olmalıydı? **ELT 128** dersi öğrencilerde ne gibi bilgi ve becerileri geliştirmeyi hedeflemelidir? Bu konuyla ilgili önerileriniz nelerdir?
6. Bu derste karşılanabilecek olan, ancak karşılanmayan, gramer bilgi ve becerileriyle ilgili ihtiyaçlarınız nelerdir?

BÖLÜM II – Dersin İçeriği ve Materyaller

1. Bu derste işlenen konular ve gramer noktalarıyla/bilgileriyle ilgili görüşleriniz nelerdir? (yeterli/yeterli değil, kolay/tamam/zor, ilgi alanlarıma, yaşıma ve İngilizce seviyenize uygun/uygun değil, vb.)
2. Bu derste daha başka ne gibi konular ve bilgiler/gramer noktaları işlenmeliydi?
3. Ders materyalleri (ders kitabı, teksirler, vb.) ile ilgili ne düşünüyorsunuz? Bu derste kullanılan materyallerle ilgili iyi olan ve iyi olmayan noktalar nelerdi?
PS: Öğrencilere bu derste kullanılan bazı materyal örnekleri gösterilecek ve bunlarla ilgili görüşleri sorulacak.
4. Ders materyallerinde ne gibi değişiklikler yapılmalıdır? Bu derste ne gibi materyaller kullanılmasını isterdiniz? (PS:Bu soru bir önceki sorunun devamıdır)
5. Dersin içeriğinde (işlenen konular, beceriler, vb.) ne gibi değişiklikler öneriyorsunuz?

BÖLÜM III – Dersin İşlenişi

1. Öğrencilere gözlemler sırasında belirlenen bazı aktiviteler hatırlatılacak, ve “Bu derste daha başka ne gibi aktiviteler ve alıştırmalar yaptınız?” sorusu sorulacak.
2. Bu aktiviteler ve alıştırmalar hakkındaki düşünceleriniz nelerdir? (eğlenceli/sıkıcı, basit/zor /tamam, gramer bilgi ve becerilerimizi geliştirmede yararlı/yararsız, vb.)
3. Bu derste öğrenmenize daha fazla yardımcı olabilecek ne gibi aktiviteler ve alıştırmalar yapılmasını isterdiniz?
4. Bu derste öğretmen ve öğrenci rolleri nasıldı? Sizce nasıl olmalıydı?
5. Sınıf kuralları veya rutinleri var mıydı? Derslerde çeşitlilik (aktiviteler açısından) var mıydı? Bu konulardaki düşünceleriniz nedir?
6. Bu derste öğretme-öğrenme süreci nasıldı? Dersler nasıl işleniyordu? Öğretmen nasıl öğretiyordu? Öğrenciler nasıl davranıyorlardı?
7. Bu derste öğretme-öğrenme süreci sizce nasıl olmalıdır? Dersler nasıl işlenmelidir? Öğrenciler ve öğretmen sizin en iyi şekilde öğrenebilmenizi sağlamak için ne yapmalıdırlar, nasıl davranmalıdırlar? Önerilerinizi belirtiniz.

BÖLÜM IV – Değerlendirme

1. Bu derste yapılanlarla sınavlarda sorulanlar arasında nasıl bir ilişki vardı? Paralel mi, farklı mı?
2. Derste kullanılan ölçme değerlendirme yöntemleriyle (yoklama sınavları, sınavlar vb.) ilgili görüşleriniz nelerdir?
3. Değerlendirme sonuçları (notlarınız) gerçek başarınızı/performansınızı ne derece yansıtıyor?
4. Sizce, bu derste öğrencilerin başarıları/performansları ne şekilde ölçülmelidir? Ne gibi değerlendirme yöntemleri kullanılmalıdır?
5. Bu derste göstermiş olduğunuz başarıdan/performanstan memnun musunuz? Sizce gramer bilgi ve becerileriniz beklediğiniz şekilde gelişti mi? Bu dersi aldıktan sonra performansınız nasıl olmalıdır?

BÖLÜM V – Diğer Derslerle İlişkiler

1. Bu dersle diğer dil geliştirme dersleri (ELT 122, 124 & 126) örtüşmeli mi (birbirleriyle ilişkili olmalı mı)?
2. Bu dersle diğer dil dersleri arasında örtüşme (ilişki, bağlantı) var mıydı? Nasıl? Lütfen açıklayınız.
3. Birbiriyle örtüşen noktalar nelerdi? Bilgi/beceriler/konular, vb.?
4. Eğer olması gerekiyorsa, bu ders ve diğer dil dersleri arasında nasıl bir ilişki/bağlantı olmalıdır?
5. Bu derste öğrendiğiniz bilgi ve becerileri diğer dil derslerinde de kullanabildiniz mi? Evet ise, nasıl? Hayır ise, kullanmak ister miydiniz?
6. ELT 127 ve ELT 128 dersleri arasında bir süreklilik/bağlantı var mıydı? Evet ise, nasıl? Bu iki ders ne açıdan birbirleriyle bağlantılıydı (öğretilen gramer bilgi ve becerileri, işlenen konular, vb.)?
7. Sizce ELT 127 ve ELT 128 dersleri arasında bir süreklilik olmalı mı? Evet ise nasıl bir bağlantı olmalı?

BÖLÜM VI – Genel Değerlendirme

1. Bu dersle ilgili en iyi üç şey neydi? Bu derste bulunmaya devam etmesi gereken olumlu noktalar nelerdir sizce?
2. Bu dersle ilgili iyi olmayan 3 şey neydi? Bu derste bulunmaması gereken olumsuz noktalar nelerdir sizce?
3. Bu dersi öğrencilerin ihtiyaçlarına daha iyi cevap verir duruma getirmek, daha yararlı yapmak için neler öneriyorsunuz? Bu dersle ilgili ne gibi değişiklikler yapılmalıdır?

APPENDIX C

Teacher Course Evaluation Interview: A Sample

Part I – Course Objectives

1. What were the objectives/aims of the course ELT 221?
2. Do you believe that all these objectives have been achieved? Please explain.
3. Should there have been other objectives of this course? If yes, what should have been these objectives/aims? What should ELT 221 course aim to develop in students? What are your suggestions related with course objectives?
4. To what extent, do you think, ELT 221 met your students' expectations and needs?
5. What do you think your students still need in terms of reading skills and vocabulary?

Part II – Course Content

1. Which topics/themes and skills were covered in ELT 221 course?
2. Which other topics/themes and skills should have been covered in this course? What changes do you suggest?
3. What changes do you suggest in the course content?
4. What materials did you use in this course? What was good and not so good about the materials used in this course?
5. Should some changes be made in the course materials? What changes should be made? What kinds of materials would have been more effective in students' learning in this course?

Part III – Course Conduct

1. How was teaching-learning process in ELT 221? How did you conduct the lessons?
2. What kinds of activities/tasks were done in the lessons?
3. Do you believe that you provided variety in terms of activities/tasks?
4. Do you believe that the conduct of the lessons, teaching-learning process, was effective?
5. How should teaching-learning process be in this course? How should lessons be conducted? What kinds of activities/tasks should be done?
6. What were the student and teacher roles in this course? How should they have been?

Part IV – Evaluation/Assessment

1. Which assessment tools did you use in this course? What do you think about these assessment tools? Were they effective?
2. To what extent do the assessment results (students' grades) reflect your students' actual performance/success?
3. How should students' performance/success be measured in this course? Which assessment methods do you suggest to be used?
4. Are you satisfied with your students' performance/success in this course? Have their reading skills and vocabulary improved as you expected?

Part V – Relationship with Other Courses

1. Was there a(n) overlap/relationship between this course and other language improvement courses?
2. Should there a(n) overlap/relationship between this course and other language improvement courses?
3. How should be the connection between this course and other language improvement courses? What should be overlapping?
4. Was this course related with other reading courses (i.e. Reading Skills I & II); was there continuity?
5. Should this course be related with other reading courses (i.e. Reading Skills I & II); should there be continuity?

6. How should this relationship be established? What are your suggestions?

Note: Questions 3 & 4 are for second semester courses and ELT 221.

Part VI – Overall Evaluation

1. What was positive/good about ELT 221 course? Which aspects should continue to exist (shouldn't be changed) in this course?
2. What was negative/not so good about ELT 221? Which aspects should NOT continue to exist in this course? What are the things that need to be changed?
3. What are your suggestions for making this course more effective and useful, better adjusted to students' needs? What are your suggestions for improvement?

APPENDIX D

COURSE POLICYSHEETS

**EASTERN MEDITERRANEAN UNIVERSITY • FACULTY OF EDUCATION
DEPARTMENT OF ENGLISH LANGUAGE TEACHING
COURSE POLICY SHEET**

Academic Year/Semester	2002-2003 / FALL SEMESTER	
Course Code and Title	ELT 121 Oral Communication Skills I	
Section	01, 02, 03	
Instructor/s	Senior Lecturer Ahmet Hıdıroğlu (02)	Senior Lecturer Fatoş Erozan (01, 03)
Office Number	ELT 203	ELT 202
Office Phone Number	2617	2616
Course Days Hours Rooms	Monday 14:30-16:20 CL 107 Wednesday 11:30-12:20 CL108	Monday (01) 08:30-10:20 CL 107 Wednesday (01) 11:30-12:20 CL 107 Tuesday (03) 10:30-11:20 CL 107 Thursday (03) 14:30-16:20 CL 205
Office Hours	Tuesday 10:30-12:20 Thursday 10:30-12:20	Monday 10:30-11:20/15:30-16:20 Tuesday 15:30-16:20 Thursday 13:30-14:20
E-mail Address	ahmet.hidiroglu@emu.edu.tr	fatos.erozan@emu.edu.tr

Aim of the Course

The main aim of the course is to develop listening and speaking skills of students through a variety of activities. By the end of the course, students should be able to carry out the following tasks: listening for gist, specific information, detailed comprehension, etc.; reading aloud, asking and answering questions, giving an informative speech, making an oral summary, etc.

Methodology/Classroom Procedures

It is required that all students participate actively in classroom tasks. In addition, there will be two in-class presentations to be prepared and given by students individually.

Weekly Schedule/Summary of Topics

Week 1	Overview of the course content and requirements Asking and answering questions I: Getting to know each other
Week 2	Reading aloud
Week 3	Listening
Week 4	Listening: Essentials of an effective oral presentation
Week 5	Informative speech
Week 6	Presentation 1: Informative speech
Week 7	Presentation 1: Informative speech
Week 8	Midterm Exams
Week 9	Listening (Talking Movies) Oral summary: Film/book review
Week 10	Practice on oral summary: Film/book review
Week 11	Asking and answering questions II: Interview
Week 12	Listening
Week 13	Presentation 2: Oral summary
Week 14	Presentation 2: Oral summary
Week 15	Listening
Week 16	Revision

Requirements
<ul style="list-style-type: none"> • Regular attendance • Active involvement/participation in classroom tasks • Preparing and giving two presentations in the class

Main References / Course Materials / Useful Resources
Main Reference: ELT 121 Course Pack. Supplementary Materials: Related products from various audio-visual and printed sources.

Evaluation and Grading	Percentage %
Participation	5
Midterm	20
Presentation 1	20
Presentation 2	20
Final Exam	35

**EASTERN MEDITERRANEAN UNIVERSITY • FACULTY OF EDUCATION
DEPARTMENT OF ENGLISH LANGUAGE TEACHING
COURSE POLICY SHEET**

Academic Year/Semester	2002-2003 / SPRING SEMESTER		
Course Code and Title	ELT 122 Oral Communication Skills II		
Section/s	01	02	03
Instructor/s	Senior Lecturer Ahmet Hidiroğlu	Assist. Prof. Dilek Yağcıoğlu	Senior Lecturer Fatoş Erozan
Office Number	ELT 203	ELT 102	ELT 202
Office Phone Number	630 2617	630 1695	630 2616
Course Days/Hours/Rooms	Mon. 10:30-11:20 (ASG 06) Thurs. 10:30-12:20 (ASG 06)	Tue. 8:30-10:20 (ASG 06) Thurs. 12:30-13:20 (ASG 06)	Mon. 8:30-10:20 (ASG 06) Wed. 8:30-9:20 (ASG 06)
Office Hours	Mon. 11:30-12:20 Tue. 11:30-12:20	Mon. 10:30-12:20 Wed. 8:30-9:20	Mon. 10:30-11:20 Tue. 10:30-11:20
E-mail Address	ahmet.hidiroglu@ emu.edu.tr	dilek.yagcioglu@ emu.edu.tr	fatos.erozan@ emu.edu.tr
Web Address	http://elt.emu.edu.tr	http://elt.emu.edu.tr	http://elt.emu.edu.tr

Aim of the Course

This course, which is the continuation of ELT 121, aims to further develop students' listening and speaking skills through a variety of activities. More specifically, the course aims at enabling students to give formal presentations using all the essentials of effective presentations.

Methodology/Classroom Procedures

The students will engage in various listening activities that will help them improve their listening skills. In addition, the students will read texts and do exercises that will get them to prepare their presentations.

Weekly Schedule/Summary of Topics

Week 1: March 3-7	Introduction to the course
W2: March 10-14	Effective presentations – Video session
W3: March 17-21	Persuading Others
W4: March 24-28	Term project-input 1 Persuading Others
W5: March 31-April 4	Listening: Ethnic Cuisine
W6: April 7-11	Presentation 1: Persuasive speech
W7: April 14-18	Presentation 1: Persuasive speech
W8: April 19-26	Midterm Exam
W9: April 28-May 2	Listening: Ethnic Cuisine
W10: May 5-9	Listening: Dating, marriage and divorce / Term project-input 2
W11: May 12-16	Listening: Dating, marriage and divorce
W12: May 19-23	Panel Discussions
W13: May 26-30	Listening: Relationships / Term project-input 3
W14: June 2-6	Presentation 2: Panel discussions
W15: June 9-13	Presentation 2: Panel discussions
W16: June 16-18	Listening: Relationships

Requirements

All students are required to attend all classes and participate actively in classroom tasks. In addition, the students will be expected to prepare and deliver presentations individually or in groups.

Main References / Course Materials / Useful Resources
ELT 122 Course Pack

Evaluation and Grading	Percentage %
Listening Exam	20
Presentation 1	20
Presentation 2	20
Participation	5
Project	10
Final Exam	25

**EASTERN MEDITERRANEAN UNIVERSITY • FACULTY OF EDUCATION
DEPARTMENT OF ENGLISH LANGUAGE TEACHING
COURSE POLICY SHEET**

Academic Year/Semester	2002-2003 / FALL SEMESTER	
Course Code and Title	ELT 123 Reading Skills I	
Section	01, 02	
Instructor/s	S. Lecturer Javanshir Shibliyev	S. Lecturer Fatoş Erozan
Office Number	ELT 203	ELT 202
Office Phone Number	630 26 17	630 26 16
Course Days Hours Rooms	Monday 11:30-13:20 CL 107 Wednesday 10:30-11:20 CL 215	Monday 11:30-12:20 CL 108 Wednesday 8:30-10:20 CL 215
Office Hours	Monday 8:30-9:20 Tuesday 10:30-11:20	Monday 10:30-11:20/15:30-16:20 Tuesday 15:30-16:20
E-mail Address	javanshir.shibliyev@emu.edu.tr	fatos.erozan@emu.edu.tr

Aim of the Course

The course aims to develop reading skills of the students. Students will be exposed to a variety of authentic reading materials to help them learn skills such as, guessing meaning from context, skimming, scanning, inferring, interpreting, etc. The course also aims to develop students' vocabulary knowledge.

Methodology/Classroom Procedures

Pre-reading, reading and post-reading activities will be used. The students will be asked to react to reading texts both in oral and written form, as well as doing a variety of activities from the textbooks.

Weekly Schedule/Summary of Topics

Week 1	Introduction
Week 2	Chapter 1 (Course Pack)
Week 3	Chapter 1 (Course Pack)
Week 4	Unit 1 "Thank You M'am" (Power Play)
Week 5	Chapter 2 (Course Pack)
Week 6	Unit 2 "Leg" & "Reunion" (Power Play)
Week 7	Revision
Week 8	Midterm Exams
Week 9	Chapter 3 (Course Pack)
Week 10	Chapter 3 (Course Pack)
Week 11	Chapter 4 (Course Pack)
Week 12	Unit 2 "Rules of the Game" (Power Play)
Week 13	Chapter 5 (Course Pack)
Week 14	Chapter 5 (Course Pack)
Week 15	Unit 2 "Moving Day" (Power Play)
Week 16	Revision

Requirements

Regular attendance
Active involvement in classroom tasks and activities
Submission of assignments on time

Main References / Course Materials / Useful Resources

Dyer, B. (1996). *Power Play*. Prentice Hall Regents.
ELT 123 Course Pack

Evaluation and Grading	Percentage %
Midterm	25
Final	35
Assignment	5
Journal	10
Quizzes	20
Participation	5

**EASTERN MEDITERRANEAN UNIVERSITY • FACULTY OF EDUCATION
DEPARTMENT OF ENGLISH LANGUAGE TEACHING
COURSE POLICY SHEET**

Academic Year/Semester	2002-2003 / SPRING SEMESTER
Course Code and Title	ELT 124 Reading Skills II
Section/s	(01), (02)
Instructor/s	Assist. Prof. Dr. Naciye Kunt
Office Number	ELT 202
Office Phone Number	630-2616
Course Days/Hours/Rooms	(01) Tues. 11:30-13:20 (CL 108); Thur. 11:30-12:20 (CL 203) (02) Mon. 10:30-12:20 (CL 107); Wed. 09:30-10:20 (CL 107)
Office Hours	Monday:09:30-10:20 Tuesday:10:30-11:20 Thursday:13.30-14.20
E-mail Address	naciye.kunt@emu.edu.tr
Web Address	http://elt.emu.edu.tr

Aim of the Course

The aims of this course are to develop students' reading skills and strategies through, fiction and non-fiction texts taken from authentic materials. The course further develops students' vocabulary knowledge. In addition, students will learn how to extract information from texts and organize it for better comprehension and retention.

Methodology/Classroom Procedures

The first hour will be spent on personal and shared reading. For personal reading, you will select your own reading material and share it with others in small groups. You will also keep a response journal. For shared reading, we will both select reading to be shared and discussed as a whole class. You will learn to use a variety of strategies for critical thinking.

The second and third hours will be spent on academic reading. You will complete the tasks and readings in your course texts, **Power Play** and **Lexis**, according to my directions. Some of the tasks will be done in class and some will be done as homework. Periodically, you will be given texts to read from professional journals and books, from which you will learn the organization and the specialized vocabulary and concepts of English Language Teaching.

Weekly Schedule/Summary of Topics

Week 1: March 3-7	Introduction	
W2: March 10-14	Power Play, "Birthday Party"	
W3: March 17-21	Lexis, Ch. 5	Power Play, "The story of an Hour"
W4: March 24-28	Cont'd	Cont'd
W5: March 31-April 4	Cont'd	Power Play, "The Girls in Their Summer Dress"
W6: April 7-11	Cont'd	Cont'd
W7: April 14-18	Power Play, "Sleepy Time Gal"	
W8: April 19-26	Midterm Exam	
W9: April 28-May 2	Lexis, Ch. 6	Power Play, "Sunday in the Park"
W10: May 5-9	Cont'd	Cont'd
W11: May 12-16	Cont'd	Power Play, "So What Are You, Anyway?"
W12: May 19-23	Cont'd	Cont'd
W13: May 26-30	Lexis, Ch. 7	Power Play, "Dry September"
W14: June 2-6	Cont'd	Cont'd
W15: June 9-13	Revision	
W16: June 16-18	Revision	

Requirements

To ensure a profitable and enjoyable learning experience for everyone, you are expected:

- to come to the class on time,
- to complete the required readings and tasks each week,
- to participate in class discussions, and
- to turn assignments in on time.

Main References / Course Materials / Useful Resources

Burgmeier, A. et al. (1991). *Lexis: Academic vocabulary study*. London: Prentice Hall.
Dyer, B. (1996). *Power Play: Individuals in conflict*. London: Prentice-Hall.

Evaluation and Grading	Percentage %
Midterm Exam	25
Journal	10
Projects/Assignments	30
Participation	5
Final Exam	30

**EASTERN MEDITERRANEAN UNIVERSITY • FACULTY OF EDUCATION
DEPARTMENT OF ENGLISH LANGUAGE TEACHING
COURSE POLICY SHEET**

Academic Year/Semester	2002-2003 / FALL SEMESTER		
Course Code and Title	ELT 221 Advanced Reading Skills		
Section/s	(01) and (02)		
Instructor/s	Assist. Prof. Meltem Keleşir		
Office Number	102		
Office Phone Number	630-2613		
Course Days/Hours/Rooms	(01) M 11:30-12:20 [CL 111] T 13:30-15:20 [CL 108]	(02) T 12:30-13:20 [CI 108] Th 10:30-12:30 [ASG 09]	
Office Hours	Monday 13:30-14:20 Tuesday 9:30-10:20 Wednesday 9:30-10:20 Thursday 9:30-10:30		
E-mail Address	meltem.keleşir@emu.edu.tr		

Aim of the Course

Studying different kinds of advanced texts with emphasis on their stylistic features to improve reading skills and vocabulary, making use of pragmatic concepts like speech acts, implicature, deixis and presupposition while analyzing and appreciating texts.

Methodology/Classroom Procedures

The course will be carried in such a way that there is constant interaction in class and that all students participate in all the reading related activities. The pre-reading sessions will prepare the student to the text they will be assigned to read, and after all the while-reading activities are completed, students will be asked to integrate their writing skills into reading. Hence the course will combine reading and writing. The texts in the book will be approached from as many perspectives as possible so as to lead to strong in-class discussions. Students will be asked to take the lead rather than the instructor. The students will be asked to read material in addition to the texts in the coursebook. The supplementary reading material will be determined by the instructor and the student together, and the material will be read by the student in-class and at home. The students will write summaries of their reading material as well as present and discuss them with their classmates.

Weekly Schedule/Summary of Topics

Week 1	Welcoming students. Introduction to the course. "Customs vary with cultures"
Week 2	Cont.
Week 3	"In praise of New York City"
Week 4	"My country"
Week 5	Cont. + h/w: "Mark Twain...."
Week 6	"How to take tests"
Week 7	MIDTERM EXAM
Week 8	Cont.
Week 9	"The changing American family"
Week 10	"The ways and means of long-distance marriages"
Week 11	"Thou shalt not smoke"
Week 12	Cont.
Week 13	"Who owns what in America"
Week 14	"Are men more creative than women?"
Week 15	"The luncheon"
Week 16	"How to read faster"

Requirements
<ul style="list-style-type: none"> • Regular attendance • Active involvement in the classes • Come to class with the course book and a monolingual English dictionary • Keep a journal • Read all supplementary materials

Main References / Course Materials / Useful Resources
Wegmann, B & Knezevic, M. P. (1990) <i>MOSAIC / A Reading Skills Book</i> . McGraw Hill.

Evaluation and Grading	Percentage %
Midterm I	30
Final Exam	30
Journal	10
Homework	10
Participation and Attendance	10
Supplementary reading	10

**EASTERN MEDITERRANEAN UNIVERSITY • FACULTY OF EDUCATION
DEPARTMENT OF ENGLISH LANGUAGE TEACHING
COURSE POLICY SHEET**

Academic Year/Semester	2002-2003 / FALL SEMESTER	
Course Code and Title	ELT 125 Writing Skills I	
Section/s	(01)	(02)
Instructors	Assoc.Prof.Dr. Gül Celkan	Senior Ins. Fatoş Erozan
Office Number	205	202
Office Phone Number	(630) 1538	(630) 2616
Course Days/Hours/Rooms	(01) Monday: 14:30-15:20 CL 112 Wed.: 13:30 – 15:20 CL 107	(02) Tues.: 11:30-13:20 CL 107 Thurs.: 11:30-12:20 ASG 06
Office Hours	Monday: 13:30 – 14:30	Monday: 15:30 – 16:20
E-mail Address	gul.celkan@emu.edu.tr	fatos.erozan@emu.edu.tr

Aim of the Course

Paragraph writing focusing on the characteristics of patterning, cohesion, coherence and unity in the paragraph; paragraph analysis; development; outlining and summarizing the text.

Methodology/Classroom Procedures

The course will primarily focus on sentence composition; once this skill is mastered, the students will be introduced to the methods of paragraph writing.
The class will be conducted in an interactive manner through a variety of tasks and activities.
Spiral method will be used in all the classes in all levels.
Teaching the correction techniques.

Weekly Schedule/Summary of Topics

Week 1 Oct.7 - 11	Introducing the objectives and the requirements of the course Diagnostic paragraph writing on any topic in about 100 words
Week 2 Oct. 14-18	Composing Sentences
Week 3 Oct.21-25	Combining Sentences
Week 4 Oct.28-Nov.1	Writing Descriptive Paragraphs
Week 5 Nov.4-8	Continued
Week 6 Nov.11-14	Writing Narrative Paragraphs
Week 7 Nov.18-22	Continued
Week 8 Nov.25-29	Midterm
Week 9 Dec. 2- 3	Feedback session
Week 10 Dec.9-13	Writing Comparison & Contrast Paragraphs
Week 11 Dec.16-20	Continued
Week 12 Dec.23-27	Writing Classification Paragraphs
Week 13 Dec.30-Jan.2	Continued
Week 14 Jan. 6-10	Writing Cause & Effect Paragraphs
Week 15 Jan.13-17	Continued
Week 16 Jan. 20-24	Catch-up week

Requirements

- Regular attendance
- Active participation
- Submission of assignments on time
- Journal/diary keeping
- A4 size notebook with perforated pages
- Folder

Main References / Course Materials / Useful Resources	
Auerbach, B. & Snyder, B. <i>Paragraph patterns</i> . HBJ.	
Strong, W. (1994) <i>Sentence Combining. A composing book</i> . McGraw Hill.	
Corder & Ruszkiewicz (1989) <i>A Handbook of Current English</i> . Harper Collins.	
Langan, John (2000) <i>College Writing Skills</i> . Mc Graw Hill.	

Evaluation and Grading	Percentage %
Midterm I	20
Midterm 2	20
Out-of-class assignment	15
In-class assignment	15
Final Exam	30

**EASTERN MEDITERRANEAN UNIVERSITY • FACULTY OF EDUCATION
DEPARTMENT OF ENGLISH LANGUAGE TEACHING
COURSE POLICY SHEET**

Academic Year/Semester	2002-2003 / FALL SEMESTER	
Course Code and Title	ELT 126 Writing II	
Section/s	(01)	(02)
Instructor/s	Assoc.Prof.Dr.Gül Celkan	Sen.Ins.Fatoş Erozan
Office Number	205	202
Office Phone Number	630 1538	630 2616
Course Days/Hours/Rooms	Wednesday: 10:30-12:20 (CL 108) Thursday: 12:30-13:20 (CL 107)	Wednesday: 12:30-13:20 (CL 107) Thursday: 13:30-15:20 (CL108)
Office Hours	Wednesday: 9:30-10:20	Monday: 10:30-11:20
E-mail Address	gul.celkan@emu.edu.tr	fatos.erozan@emu.edu.tr

Aim of the Course

Basic principles –unity, support, coherence and sentence skills—will be reinforced; different patterns of essay development will be taught and students will be encouraged to write on a content read and discussed in class. The whole point is to enable students to put down their ideas in a correct content, paying attention to both grammar and format. Grammar will also be emphasized and revised through a variety of out-of-class and in-class activities.

Methodology / Classroom Procedures

Basic characteristics of essay writing and different types of essays are discussed in class and practiced with in and out-of-class activities. Spiral feedback method will be resorted to.

Weekly Schedule/Summary of Topics

Week 1: March 3-7	Introduction to the Course Part One: Essay Writing
Week 2: March 10-14	Writing the thesis statement and supporting details
Week 3: March 17-21	Exploiting the ideas into different paragraphs
Week 4: March 24-28	Description
Week 5: March 31-April 4	Descriptive essay writing
Week 6: April 7-11	Feedback on descriptive mode / Narration
Week 7: April 14-18	Narrative essays
Week 8: April 21- 25	Midterm Exam
Week 9: April 29-May 2	Narrative essay in-class writing
Week 10: May 5-9	Process writing
Week 11: May 12-16	Process writing (in class)
Week 12: May 20-23	Comparison & Contrast
Week 13: May 26-30	Comparison & contrast (whole to whole)
Week 14: June 2-6	Comparison & contrast (point by point)
Week 15: June 9-13	Comparison & contrast (feedback)
Week 16: June 16-18	Revision and catch-up week

Requirements

Regular attendance
Active participation
Submission of assignments on time
A4 size notebook with perforated pages
Folder

Main References / Course Materials / Useful Resources
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Langan, John. (2000). <i>College Writing Skills</i> . N.Y.: Mc Graw Hill (course book)
Corder & Ruszkiewicz. (1989). <i>A Handbook of Current English</i> . N.Y.: Harper Collins (reference)

Evaluation and Grading	Percentage %
Midterm Exam	25
Out-of-class assignment	10
In-class assignment	20
Quizzes	10
Final Exam	35

EASTERN MEDITERRANEAN UNIVERSITY • FACULTY OF EDUCATION
DEPARTMENT OF ENGLISH LANGUAGE TEACHING
COURSE POLICY SHEET

Academic Year/Semester	2002-2003 / SPRING SEMESTER	
Course Code and Title	ELT 222 Advanced Writing Skills	
Section/s	01	02
Instructor/s	Asstst.Prof.Dr.Dilek Yağcıoğlu	Sen.Lecturer Fatoş Erozan
Office Number	ELT 102	ELT 202
Office Phone Number	630 1695	630 2616
Course Days/Hours/Rooms	Mon. 8:30-10:20 (CL 108) Wed. 9:30-10:20 (ASG 06)	Tue. 13:30-15:20 (CL 203) Thurs. 09:30-10:20 (CL 108)
Office Hours	Mon. 10:30-12:20 Wed. 8:30-9:20	Mon. 10:30-11:20 Tue. 15:30-16:20
E-mail Address	dilek.yagcioglu@emu.edu.tr	fatos.erozan@emu.edu.tr
Web Address	http://elt.emu.edu.tr	http://elt.emu.edu.tr

Aim of the Course

The main aim of the course is to enable the students to write full-length essays. During the course the students will be exposed to different patterns of essay development and to the basic principles of essay writing—unity, support, coherence and sentence skills. Eventually, the students will be encouraged to write on a content read and discussed in class. Grammar will also be emphasized and revised through a variety of out-of-class and in-class activities.

Methodology/Classroom Procedures

Students will be exposed to model essays and will discuss the basic characteristics of essay writing and of different types of essays in class. Students will also practice essay writing through a variety of in- and out-of-class activities.

Weekly Schedule/Summary of Topics

W 1: March 3-7	Introduction to the course
W 2: March 10-14	How to write an essay – CWS: Part I An introduction to writing; revision of thesis statements, topic sentences; four bases for correct essays-unity, support, coherence, sentence skills
W 3: March 17-21	How to write an essay – CWS: Part I
W 4: March 24-28	Introduction to essay development and to different essay types
W 5: March 31- April 4	Description
W 6: April 7-11	Narration
W 7: April 14-18	Division and Classification
W 8: April 19-26	Midterm
W 9: April 28- May 2	Cause and Effect
W 10: May 5-9	Comparison and Contrast
W 11: May 12-16	Argumentation
W 12: May 19-23	Argumentation
W 13: May 26-30	Writing a research paper: Selecting and limiting the topic
W 14: June 2-6	Writing a research paper: Gathering information, planning and note-taking
W 15: June 9-13	Writing a research paper: Writing the paper using an acceptable format
W 16: June 16-18	Revision

Requirements

Readings, in- and out-of-class assignments, attendance and participation. Students are expected

to put all their drafts in a portfolio.

Main References / Course Materials / Useful Resources

Langan, John. (2000). *College Writing Skills*. (International 5th Edition). Boston: Mc Graw Hill.

Evaluation and Grading	Percentage %
Midterm Exam	25%
Quizzes (4)	10%
Portfolio	10%
Essays	25%
Final Exam	30%

EASTERN MEDITERRANEAN UNIVERSITY • FACULTY OF EDUCATION
DEPARTMENT OF ENGLISH LANGUAGE TEACHING
COURSE POLICY SHEET

Academic Year/Semester	2002-2003 / FALL SEMESTER	
Course Code and Title	ELT 127 English Grammar I	
Section/s	01	02
Instructor/s	Senior Lecturer Javanshir Shibliyev	Senior Lecturer Ahmet Hıdıroğlu
Office Number	ELT 203	
Office Phone Number	630 26 17	
Course Days/Hours/Rooms	Tuesday: 08.30-10.20 Thursday: 10.30-11.20	Monday: 12.30-13.20 Thursday: 08.30-10.20
Office Hours	Monday: 08.30-09.20 Tuesday: 10.30-11.20 Wednesday: 09.30-10.20 Thursday: 11.30-12.20	Tuesday: 10.30-12.20 Thursday: 10.30-12.20
E-mail Address	javanshir.shibliyev@emu.edu.tr ahmet.hidiroglu@emu.edu.tr	

Aim of the Course

The course is designed to present basic grammatical structures of English required for fluency and accuracy in the language. By the end of the course, students should be able to apply the knowledge gained from this course to basic communicative situations.

Methodology/Classroom Procedures

The class sessions are based on the presentation and discussion of basic grammatical structures as well as a variety of contextualised exercises as classwork and homework with an emphasis on groupwork and peer correction.

Weekly Schedule/Summary of Topics

Week 1	Welcoming students. Overview of the course content and requirements.
Week 2	Part I: Present and Past
Week 3	Part I: Present and Past
Week 4	Part II: Future
Week 5	Part II: Future
Week 6	Part III: Tag Questions
Week 7	Part III: Additions and Responses
Week 8	Mid-term exams
Week 9	Part IV: Gerunds and Infinitives
Week 10	Part IV: Gerunds and Infinitives
Week 11	Part V: Passives
Week 12	Part V: Passives
Week 13	Part V: Passives
Week 14	Part X: Reflective and Reciprocal Pronouns
Week 15	Part X: Phrasal Verbs
Week 16	Revision

Requirements

- Regular attendance
- Participation/involvement in classroom tasks

Main References / Course Materials / Useful Resources	
Fuchs, M, & Bonner, M, (1995). <i>Focus on Grammar: A High-Intermediate Course for Reference and Practice</i> . Longman	
Fuchs, M, & Bonner, M, (1995). <i>Focus on Grammar: A High-Intermediate Course for Reference and Practice</i> . (Workbook) Longman	

Evaluation and Grading	Percentage %
Midterm I	30
Quizzes	30
Participation	5
Final Exam	35

EASTERN MEDITERRANEAN UNIVERSITY • FACULTY OF EDUCATION
DEPARTMENT OF ENGLISH LANGUAGE TEACHING
COURSE POLICY SHEET

Academic Year/Semester	2002-2003 / SPRING SEMESTER	
Course Code and Title	ELT 128 English Grammar II	
Section/s	01	02
Instructor/s	Senior Lecturer Javanshir Shibliyev	Senior Lecturer Ahmet Hidiroglu
Office Number	ELT 203	ELT 203
Office Phone Number	630 2617	630 2617
Course Days/Hours/Rooms	Mon.12:30 – 14:20 (CL107) Wed. 13:30 – 14:20 (CL107)	Mon. 13:30 – 15:20 (ASG 09) Wed. 10:30 – 11:20 (CL 109)
Office Hours	Mon. 11:30 – 12:20 Tues. 14:30 – 15:20 Wed. 12:30 – 13:20	Mon. 11:30-12:20 Tue. 11:30-12:20
E-mail Address	javanshir.shibliyev@emu.edu.tr	ahmet.hidiroglu@emu.edu.tr
Web Address	http://elt.emu.edu.tr	http://elt.emu.edu.tr

Aim of the Course

ELT 128 is the continuation of ELT 127 (English Grammar I). It is designed to continue presenting basic grammatical structures required for fluency and accuracy in the language. It aims to focus on English grammar through reading, writing and speaking activities.

Methodology/Classroom Procedures

The course-book will form a basis for study with additional input to be provided in class. Activities will promote discussion and consolidation of the subject matter.

Weekly Schedule/Summary of Topics

Week 1: March 3-7	Introduction
W 2: March 10-14	Advisability and Obligation in the Past
W 3: March 17-21	Speculations and Conclusions about the Past
W 4: March 24-28	Factual Conditionals: Present
W 5: March 31- April 4	Factual Conditionals: Future
W 6: April 7-11	Unreal Conditionals: Present
W 7: April 14-18	Unreal Conditionals: Past
W 8: April 19-26	Mid-term examination week
W 9: April 28- May 2	Adjective Clauses with Subject Relative Pronouns
W 10: May 5-9	Adjective Clauses with Object Relative Pronouns
W 11: May 12-16	Direct and Indirect Speech
W 12: May 19-23	Indirect Speech: Tense Changes
W 13: May 26-30	Indirect Instructions, Commands, Requests and Invitations
W 14: June 2-6	Indirect Questions
W 15: June 9-13	Imbedded Questions
W 16: June 16-18	Review

Requirements

Regular attendance and participation/involvement in classroom tasks

Main References / Course Materials / Useful Resources
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Fuchs, M. & Bonner, M. (1995). <i>Focus on Grammar: A High Intermediate Course for Reference and Practice</i> . London: Longman

Evaluation and Grading	Percentage %
Midterm Exam	30
Quizzes (4)	30
Participation	5
Final Exam	35

APPENDIX E
OBSERVATION FORM

Course Code: _____ **Group:** _____ **Name of the instructor:** _____ **Page:** _____

Date: _____ **Time:** _____ **No. of students:** _____

Topic of the lesson: _____ **Aim(s) of the lesson:** _____

TIME	TASKS/ACTIVITIES	MATERIALS (INPUT)	TEACHER	STUDENTS	COMMENTS

Course code: _____

Group: _____

Date: _____

Time: _____

Page: _____

TIME	TASKS/ACTIVITIES	MATERIALS (INPUT)	TEACHER	STUDENTS	COMMENTS

GENERAL COMMENTS:



PHYSICAL CONDITIONS

Please provide information about the following issues:

Size of the room	
Number of students	
Light	
Heat	
Acoustics	
Classroom set up/seating arrangements	
Materials available in the room (i.e. OHP, screen, board, video, etc.)	
Students' comments/complaints about physical conditions	
The teacher's comments/complaints about physical conditions	

APPENDIX F

SUMMARY OF GUIDELINES FOR OBSERVATIONS

TIME	TASKS/ACTIVITIES	MATERIALS (INPUT)	TEACHER	STUDENTS	COMMENTS
Start and end time of each activity/task of the lesson.	<p>Activity/task type Lecture, brainstorming, discussion, feedback session, individual work, role-play, game, information gap activity, jigsaw learning, student presentation, pair/group work, etc.</p> <p>Aim of the activity: To practice form/function, speaking, to correct mistakes, to provide feedback, to generate ideas, to provide an overview of a subject, to improve listening skills and sub-skills (i.e. listening for specific information, listening for the gist, etc.), to write a(n) paragraph/essay, etc.</p> <p>Organization: Individual/pair/group/whole class work.</p>	<ul style="list-style-type: none"> The materials used in the lesson. The source of the materials. 	<p>State: What the teacher <i>does</i>, What the teacher <i>says</i>.</p> <p>Teacher's behavior:</p> <ul style="list-style-type: none"> Calls by name Smiles / Shouts Eye contact Encourages students to participate Gets students to ask questions Gives equal attention to all students Use of board Use of audio visual aids Gives HW Summarizes what s/he has said/explained Corrects mistakes Other? <p>Teacher's language:</p> <ul style="list-style-type: none"> use of L1 use of L2 <p>Starting an activity:</p> <ul style="list-style-type: none"> Organizing groups Seating arrangements Giving instructions Appointing roles/duties/ leaders. <p>Monitoring an activity:</p> <ul style="list-style-type: none"> Verbal contact with the students. Walking around <p>Ending an activity:</p> <ul style="list-style-type: none"> Finishing the activity. 	<p>State: What the students <i>do</i>, What the students <i>say</i>. How they respond to what the teacher says/do.</p> <p>Students' behavior:</p> <ul style="list-style-type: none"> Listen to the teacher Participate Do the tasks/activities Ask questions Ask for clarification Initiate exchanges Use of L1 Use of L2 Cause trouble/problems Have verbal contact with each other 	<p>Comments on each stage in the lesson as regards:</p> <ul style="list-style-type: none"> Task/activity: <ul style="list-style-type: none"> - Authentic - Interesting - Appropriate to students' proficiency level, age - Manageable - Leading naturally to L2 use - Relevant to the aims of the lesson, etc. Materials: <ul style="list-style-type: none"> - Relevant to students' age - Interesting - Motivating Teacher's behavior: <ul style="list-style-type: none"> - Interest in the lesson - Attitude toward students - Flexibility - Creativity - Praises / Punishes Other? Teacher's language: <ul style="list-style-type: none"> Pronunciation Intonation Stress Intelligibility Accurate, fluent Students' behavior: <ul style="list-style-type: none"> - Active/passive. - Interested, motivated - Indifferent, bored - Behave appropriately - Prefer to work individually - Compete/cooperate

APPENDIX G

DETAILED GUIDELINES FOR OBSERVATIONS

Dear observer,

I am currently conducting a PhD research study which aims at evaluating and optimizing the language improvement courses (10 courses) offered in the program of the ELT Department at the EMU.

For the evaluation and improvement of classroom procedures, there is a need for lesson observations which will provide information about physical conditions, course conduct, and classroom procedures. That is to say, the aim of the lesson observations in this study is to obtain necessary information for describing the present situation and identifying areas for improvement.

You are kindly requested to participate in this study as an observer and fill in the observation schemes you are provided by following the guidelines given below.

Thank you very much for your cooperation.

Fatoş EROZAN

PhD student, METU.

GUIDELINES FOR OBSERVERS

I. TIME

Please indicate time at the beginning and the end of an activity.

II. TASKS/ACTIVITIES

Please state:

- **Activity/task type:** Lecture, brainstorming, discussion, feedback session, individual work, role-play, game, information gap activity, jigsaw learning, student presentation, pair/group work, etc.
- **Aim of the activity/task:** To practice form/function, speaking, to correct mistakes, to provide feedback, to generate ideas, to provide an overview of a subject, to improve listening skills and sub-skills (i.e. listening for specific information, listening for the gist, etc.), to write a(n) paragraph/essay, etc.

- **Organization:** Individual/pair/group/whole class work.

III. MATERIALS

Please give information about:

- The materials used in the lesson (e.g. handouts, course book, written texts, spoken texts, realia, audio materials, visual materials, audio-visual materials, etc.)
- The source of the materials (e.g. TV, radio, newspapers, magazines, textbook, etc.)

IV. TEACHER

In this part, you are expected to state:

- What the teacher ***does*** and what s/he ***says*** in the classroom.
- **How the teacher behaves:** Smiles, shouts, maintains eye contact, calls by name, uses L1, uses L2, gets students to ask questions (how?), encourages students to participate (how?), uses audio-visual aids, uses the board (please, draw a diagram to show how the board is used, can students see the board?), gives equal attention to all students, gives HW (when? how?), summarizes what s/he has said/explained, how s/he corrects mistakes (e.g. interrupts and immediately gives the right answer, repeats the wrong answer, uses non-verbal means, encourages self correction, asks another students to correct, etc.), how s/he handles problems(e.g. talks to students, shouts, gives punishment), etc.
- **Teacher's language:** Use of L1, use of L2.
- **Handling activities:**
- Starting an activity: Organizing groups (e.g. The teacher asks students to form groups, s/he her/himself forms the groups), arranging seating (i.e. Who arranges seating, teacher or students? How seating is arranged?), giving instructions, appointing roles/duties/ leaders (Who appoints roles, teacher or students?) .
- Monitoring an activity: What the teacher does while students are working on the task/activity - verbal contact with the students (i.e. answering their questions, helping them, participating in activities), eavesdropping, walking around, etc.
- Ending an activity: How does the activity end (e.g. the teacher gives instructions to announce the end of the activity, s/he gives feedback on students' responses, etc.

V. STUDENTS

In this part, you are expected to state:

- What the students ***do*** and what they ***say*** in the classroom.
- How the students respond to the teacher.
- **How the students behave:** Listen to the teacher/follow the lesson, participate, do the tasks/activities they are given, ask questions, ask for clarification, ask for help from the teacher/from their friends, initiate exchanges, use L1 (when), use

L2 (when), cause trouble/problems (How? What kinds of problems?), have verbal contact with each other.

VI. COMMENTS

Please write your comments on:

- **Tasks/Activities:** Authentic, interesting, motivating, appropriate to students' proficiency level and age, manageable, lead naturally to L2 use, relevant to the aims of the lesson, etc.
- **Materials:** Relevant to the students' age, interesting, up-to-date, motivating, exciting/boring, etc.
- **Teacher:** Interested/not interested in the lesson, positive attitudes toward students (enthusiastic, eager to help, patient, tolerant, lively, encouraging, etc.) negative attitudes toward students (indifferent, impatient, angry, rude, etc.), creative (decision making, organizing activities, etc.) flexible (spontaneous solutions to problems, or spontaneous reactions, etc.), praises students, punishes students, etc.
- **Teacher's language:** Clear pronunciation, speaking naturally, accurate language, intelligible speech, fluent speech, appropriate intonation, appropriate volume and pace, etc.
- **Students:** Active, passive, interested, motivated, have appropriate classroom behavior, prefer to work individually/with partners/in groups, have good language proficiency, hard working, compete or cooperate, or both, eager/willing to learn/participate, indifferent, bored, unwilling to learn/participate, etc.

VII. GENERAL COMMENTS

Please write your general comments as regards classroom procedures, conduct of the lesson, and classroom situation. You can also include your comments about tasks/activities, materials, teacher, and/or students in this part.

APPENDIX H

ÖZET

GİRİŞ

İngilizce'nin farklı dilleri konuşan insanların akademik ve akademik olmayan ortamlarda iletişimlerini sağlayan bir 'dünya dili' olması, bu dili öğrenmeyi giderek daha da önemli ve gerekli kılmaktadır. İngilizce'nin bu artan önemine paralel olarak, İngilizce öğretimi mesleği de önem kazanmıştır.

Hizmet öncesi İngilizce öğretmeni yetiştirme programlarının hedefi, etkin ve yetkin (competent) öğretmenler yetiştirmektir. Bu hedefe yönelik olarak, dil öğretmeni yetiştirme programlarının müfredatları, çeşitli katagorilerden oluşan 'öğretmen bilgisi' içermektedir (Shulman, 1987; Roberts, 1998): İçerik bilgisi, pedagoji bilgisi, müfredat bilgisi, ve çevresel faktörlerle ilgili bilgi.

Dil yetisi iyi bir dil öğretmenin en önemli özelliğidir (Lange, 1990). Gerekli dil becerilerine sahip olmayan bir öğretmen, sınıf içi otorite ve öz güvenden yoksun olacak ve bu da onun genel performansını olumsuz yönde etkileyecektir (Cullen, 2001). Sonuç olarak, iyi bir dil öğretmeni öğreteceği dili çok iyi bilmeli (Bolitho, 1998) ki, bu dili öğrencilerine etkili bir şekilde öğretebilsin (Reynolds, 1992).

Dünyanın birçok yerinde, birçok İngilizce öğretmeni, gerek hizmet öncesi gerekse hizmetiçi eğitim programlarında en önemli unsurun 'dil gelişimi' olduğuna inanmakta (Cullen, 2001) ve bunu en önemli ihtiyaç olarak belirtmektedirler (Berry, 1990; Murdoch, 1994; Cullen, 1994).

'Dil gelişimi' İngilizce öğretmenlerinin veya öğretmen adaylarının en önemli ihtiyacı olmasına rağmen, hem hizmet öncesi, hem de hizmetiçi öğretmen yetiştirme programlarında gözardı edilmektedir. 'Dil gelişimi' öğretmen yetiştirme programlarının müfredatındaki en önemli unsur olarak kabul edildiğinden, bu unsurun detaylı bir şekilde değerlendirilmesine gereksinim vardır. Böyle kapsamlı bir program değerlendirmesi çalışması, var olan programların güçlü ve zayıf noktalarının belirlenmesine, var olan programların iyileştirilmesine, ve bu

programlara devam etmekte olan öğrencilerin dil gelişimi ile ilgili ihtiyaçlarının belirlenmesine yardımcı olacaktır.

Bu çalışma, Doğu Akdeniz Üniversitesi Eğitim Fakültesi İngiliz Dili Eğitimi Bölümü'nde, lisans programındaki dil geliştirme derslerini değerlendirmek amacıyla yürütülmüştür. Yüksek Öğretim Kurulu'nun standartları ile uyum içinde olan lisans programının hedefi, öğretmen adaylarını mesleki beceriler yanında gerekli teorik ve pratik bilgi ile donatmaktır.

Öğrencilerin İngiliz dili bilgi ve becerilerini geliştirmek amacıyla, İngiliz Dili Eğitimi Bölümü lisans programının ilk iki yılında 10 adet dil geliştirme dersi verilmektedir. Bu dil geliştirme dersleri aşağıdaki gibidir:

ELT 121-İngilizce Konuşma Becerileri I

ELT 122-İngilizce Konuşma Becerileri II

ELT 123-İngilizce Okuma Becerileri I

ELT 124-İngilizce Okuma Becerileri II

ELT 221-İleri Okuma Becerileri

ELT 125-İngilizce Yazma Becerileri I

ELT 126-İngilizce Yazma Becerileri II

ELT 222-İleri Yazma Becerileri

ELT 127-İngilizce Dilbilgisi I

ELT 128-İngilizce Dilbilgisi II

Doğu Akdeniz Üniversitesi İngiliz Dili Eğitimi Bölümü'nde okuyan birçok öğrencinin İngilizce seviyeleri ile ilgili şikayetçi oldukları gözlemlenmiştir. İngilizce ile ilgili yeterli bilgi ve becerilerden yoksun olduklarından, bazı dil sorunları yaşadıklarını ve gerektiği şekilde iletişim kurmakta zorlandıklarını belirtmektedirler. İngilizce okur, yazar, dinler ve konuşurken zorluk çektiklerini de söylemekte, ayrıca iyi bir dilbilgisine de sahip olmadıklarını iddia etmektedirler. İngiliz Dili Eğitimi Bölümü'ndeki öğretmenler de, öğrencilerin İngilizce düzeyi ile ilgili şikayet dile getirmektedirler.

Öğrencilerin ilk iki yılda toplam 10 tane dil geliştirme dersi almalarına karşılık, birçok öğrencinin İngilizce düzeylerinin çok az ilerlediğini söyledikleri de

gözlemlenmiştir. Diğer bir deyişle, öğrenciler bu derslerin İngilizce seviyeleri üzerinde beklenen etkiyi yapmadığını iddia etmektedirler.

Tüm bu gözlemlere ve resmi olmayan bilgilere dayanarak, dil geliştirme dersleri ile ilgili aşağıdaki sorunlar saptanmıştır:

1. Bu dersler öğrencilerin İngilizce düzeylerinin ilerlemesine çok az katkı koymaktadırlar.
2. Bu dersler arasında yatay ve dikey bağlantılara ihtiyaç vardır.
3. Bu dersler için kapsamlı müfredat hazırlanmasına gerek vardır.
4. Öğrenci ve öğretmenler ders materyalleri ile ilgili sorunlar dile getirmektedirler.
5. Öğrencilerin daha iyi öğrenmelerini sağlayacak sınıf içi uygulamalara ihtiyaç vardır.
6. Aynı dersin farklı gruplarında zaman zaman farklı materyaller, sınıf içi uygulamalar, ve ölçme değerlendirme yöntemleri kullanılmaktadır. Dolayısıyla, daha etkili bir iletişim ağına ihtiyaç vardır.
7. Öğrencilerin İngilizce düzeyini geliştirmelerine yardımcı olmak için ders dışı aktivitelere gereksinim vardır.

Yukarıda açıklanan tüm bu gözlemlerle öğretmen ve öğrencilerden elde edilen resmi olmayan bilgiler ışığında, İngiliz Dili Eğitimi Bölümü lisans programındaki dil geliştirme derslerinin değerlendirilmesi bu araştırmanın konusu olarak seçilmiştir. Yani, bu çalışmanın hedefi Doğu Akdeniz Üniversitesi İngiliz Dili Eğitimi Bölümü lisans programındaki dil geliştirme derslerini değerlendirmek ve bu derslerde iyileştirmeye gereksinim duyan unsurları belirlemektir.

Belirtilen amaca ulaşmak için, çalışma aşağıdaki araştırma sorularına yanıt aramaktadır:

1. Dil geliştirme derslerinin ders hedefleri, ders içeriği ve materyalleri, dersin işlenişi, öğrenci değerlendirilmesi, ve süreklilik (continuity) ve bağdaşıklık (coherence) açısından şu andaki durum nedir?

2. Öğretmenler ve öğrenciler ders hedefleri, ders içeriği ve materyalleri, dersin işlenişi, öğrenci değerlendirilmesi, ve süreklilik (continuity) ve bağdaşıklık (coherence) açısından dil geliştirme derslerini nasıl değerlendirmektedirler?
3. Öğretmen ve öğrenciler dil geliştirme derslerinin hedefleri, içeriği ve materyalleri, dersin işlenişi, öğrenci değerlendirilmesi, ve süreklilik (continuity) ve bağdaşıklık (coherence) açısından iyileştirilmesi için neler önermektedirler?

İLGİLİ LİTERATÜR

Literatürde farklı müfredat ve ders geliştirme modelleri bulunmaktadır (Dubin and Olshtain, 1986; Clark, 1987; Hutchinson and Waters, 1987; White, 1988; Breen 19987a; Breen, 1987b; Nunan, 1988a; Nunan, 1988b; Johnson, 1989; Richards, 1990; Brown, 1995; Aydelott, 1995; Graves, 1996). Bu modellerin ve onlara ışık tutan felsefelerin incelenmesi, bu çalışmada kullanılan değerlendirme modelindeki odak noktalarının belirlenmesinde etkili olmuştur.

Program değerlendirmesi, bir programın planlandığı şekilde işleyip işlemediğini ölçmek için önemli bir yöntemdir. Program değerlendirmesi, programda zayıf noktalar tespit edildiği zaman programı iyileştirerek, veya güçlü ve başarılı bir programın dokunulmadan devamını sağlayarak program kalitesini garanti etmektedir (Rosenbusch, 1991).

Program değerlendirmesinin farklı amaçları vardır. Örneğin, Rea-Dickens ve Germaine (1992) değerlendirmenin iki temel amacını; var olan uygulamaların açıklanıp onaylanması ve var olan uygulamaları değiştirmek için gerekli bilgiye ulaşılması şeklinde açıklamaktadırlar. Diğer taraftan Rosenbusch (1991) değerlendirmenin iki rolü olduğunu öne sürmektedir: i) Ders hedefleri ile belirlenen, arzu edilen sonuçlara ulaşılıp ulaşılmadığını araştırmak, ii) felsefe, hedefler, içerik,, sınıf içi aktiviteler ve değerlendirme uygulamaları arasında bağdaşıklık (ilişki) olup olmadığını kontrol etmek.

Program değerlendirmesinin amacına ve değerlendirme sonucunda değerlendirmenin amacına göre alınacak kararlara bağlı olarak literatürde iki çeşit değerlendirme bulunmaktadır: izlemsel değerlendirme (formative evaluation) ve

sonuç özetleyici değerlendirme (summative evaluation). Brown (1989) izlemsel değerlendirmenin program geliştirilirken onu iyileştirecek bilgiyi toplamak amacıyla yapıldığını açıklamaktadır. Sonuç özetleyici değerlendirme ise, programın sonunda programın başarılı olup olmadığına ve sürüp sürmeyeceğine karar vermek için gerekli bilgiyi toplamak amacıyla yapılmaktadır.

Değerlendirmenin amacı, değerlendirmeyi yapanlar, değerlendirmede yanıt aranan sorular ve kullanılan yöntemlere bağlı olarak literatürde farklı program değerlendirme modelleri ortaya çıkmıştır. Worthen ve Sanders (1987) farklı değerlendirme yaklaşımlarını altı ana başlık altında guruplamışlardır. Her yaklaşımın altında ise farklı değerlendirme modellerini sunup açıklamışlardır.

1. Hedef-Odaklı Değerlendirme Yaklaşımı
2. Yönetim-Odaklı Değerlendirme Yaklaşımı
3. Tüketici-Odaklı Değerlendirme Yaklaşımı
4. Uzman-Odaklı Değerlendirme Yaklaşımı
5. Zıtlık-Odaklı Değerlendirme Yaklaşımı
6. Doğal ve Katılımcı-Odaklı Değerlendirme Yaklaşımı

Program değerlendirmesi alanında, her ne kadar da program hedeflerine ulaşmanın önemli olduğu kabul edilse de, değerlendirme uygulamalarının var olan programı değiştirmek veya iyileştirmek için de kullanılabileceği görüşü bu alanda sonuçtan (*product*) sürece (*process*) doğru önemli bir eğilim kaymasına neden olmuştur (Brown, 1989). Scriven'in (1967) 'goal-free' (hedefsiz) modeli, Stufflebeam (1971) tarafından geliştirilen 'CIPP' modeli bu süreç odaklı yaklaşıma örnek teşkil etmektedir.

Worthen and Sanders'in (1987) açıkladığı modellere ek olarak, literatürde daha başka değerlendirme modelleri de bulunmaktadır (Lynch, 1990; Nunan, 1992; Kirkpatrick, 1998; Posavac and Carey, 2003).

Son olarak, Bellon ve Handler (1982) eğitim programlarını iyileştirmek için bir model geliştirmişlerdir. Bu model dört temel unsuru içermektedir: 1) dört odak noktası, (hedefler, organizasyon, işlemler, sonuçlar), 2) var olan durumun tanımlanması, 3) analiz aktiviteleri, ve 4) iyileştirme unsurları.

Program değerlendirme ile ilgili literatür taraması program değerlendirmede çok farklı modeller olduğunu ortaya koymaktadır, ancak önemli olan hangi modelin değerlendirilecek program için en uygun olduğuna karar vermektir.

Bu çalışmanın araştırma soruları incelendiği zaman, Bellon ve Handler'ın (1982) değerlendirme modelinin adapte edilerek, değiştirilerek, uygulanabileceği tesbit edilmiştir. Araştırma soruları bu çalışmanın üç hedefi olduğunu göstermektedir: 1) Dil geliştirme derslerinin var olan durumlarının tanımlanması, 2) Bu derslerin farklı bakış açılarını göz önüne alarak analiz edilip değerlendirilmesi ve, 3) var olan derslerde iyileştirilmesi gereken unsurların tespit edilmesi. Bu üç hedef Bellon ve Handler'ın modelindeki üç aşamayı yansıtmaktadır – var olan durumun tanımlanması, analiz aktiviteleri, ve iyileştirme unsurları.

Ancak, bu çalışmada Bellon ve Handler'ın modeli olduğu gibi değil, üzerinde bazı değişiklikler yapılarak (uyarlanarak) uygulanmıştır. Bu çalışmada, tüm müfredat değerlendirilmeyeceği ve değerlendirmenin ders seviyesinde olacağı için Bellon ve Handler'ın modelinde bulunan ve müfredatın temel unsurlarını yansıtan dört odak noktası değiştirilip, yerine dil derslerinin temel unsurlarını yansıtan dört odak noktası konmuştur. Ayrıca, İngiliz Dili Eğitimi programındaki 10 tane dil geliştirme dersinin bir araya gelerek bir bütün oluşturması bu dersler arası ilişkileri önemli kıldığından, bu çalışmadaki değerlendirme modeline beşinci bir odak noktası da eklenmiştir – dersler arası *süreklilik* ve *bağdaşıklık*.

Bu değişiklikler dışında, Bellon ve Handler'ın modelindeki üç aşamayı bu çalışmadaki değerlendirme modelinde de gözlemlemek mümkündür: 1. varolan durumun tanımlanması, 2. analiz ve değerlendirme aktiviteleri, ve 3. incelenen noktalarla ilgili gerekli değişikliklerin tespit edilip önerilmesi.

Program değerlendirmesi alanındaki çalışmalar incelendiğinde, bu çalışmaları iki ana başlık altında gruplandırmak mümkündür. İlk gruba, genel olarak yabancı dil eğitimi programlarının değerlendirilmesi çalışmaları girmektedir. Örneğin, Keating (1963, aktaran Beretta, 1992) Fransızca öğretiminde dil laboratuvarının ne derece yararlı olduğunu incelerken, Scherer ve Wertheimer (1964, aktaran Beretta, 1992) 'Colorado Project' olarak bilinen araştırmayı yapmış ve Almanca öğretiminde iki yöntemi karşılaştırmıştır. Aynı amaçla, yeni bir yöntemin etkinliğini ölçmek için, Palmer (1992) bir Almanca dersini değerlendirmiştir. Bu

alışmalara, Beretta ve Davies (1985), Spada (1987), Lynch (1990), Sharp (1990), Lee (1998), Erdem (1999), Lewkowicz and Nunan (1999), Ross (2003), ve Kiely (2003) tarafından yrtlen diğ r yabancı dil eğitimi program ve projelerinin değ rlendirilmesi alışmaları da eklenebilir.

Dil ğretmeni yetiřtirme programlarının değ rlendirildiđi alışmalar ise ayrı bir grup oluřturmaktadır. İlk olarak, Weir ve Roberts (1994) İngiliz Dili Eğitimi program ve projelerinin değ rlendirildiđi iki ayrı durum alışmasını ortaya koymuřlardır. Bu alışmaların ilkinde Nepal’de yapılan drt haftalık bir hizmet ii eğitim projesi değ rlendirilmektedir. İkinci alışmada ise Latin Am erika’da yrtlen iki yıllık bir ğretmen yetiřtirme kursu incelenmiřtir.

Bu alışmalara ek olarak, Jeffcoate (2000) Liverpool niversitesi Eğitim Blm’nde verilen bir İngilizce dilbilgisi dersini değ rlendirmiřtir. Diğ r bir alışmada ise Halbach (1999) drt aylık bir metod dersinin değ rlendirilmesi zerinde durmuřtur. Son olarak, Frad ve Lee (1997) ve Dalođlu (1996) da ğretmen yetiřtirme programlarının değ rlendirilmesi ile ilgili alışmalar yrtmřlerdir.

Bu blmde dil ğretmeni yetiřtirme programlarının değ rlendirilmesi ile ilgili sadece sınırlı sayıda olgu alışması sunulmuřtur. Bunun sebebi, bu alanda yayınlanmış az sayıda alışma olmasıdır (Galluzo ve Craig, 1990, aktaran Fradd ve Lee, 1997); zelikle, “hizmet ncesi ğretmen yetiřtiren programların değ rlendirilmesi ile ilgili ok az yayın bulunmaktadır” (Weir and Roberts, 1994, s. 124).

YNTEM

Bu olgu alışmasının amacı, Dođu Akdeniz niversitesi İngiliz Dili Eğitimi Blm lisans programındaki dil geliřtirme derslerini değ rlendirmektir. Bu alışmada nitel arařtırma yntemlerinden ‘durum alışması’ kullanılmıştır. Durum alışması ařađıdaki řekilde tanımlanmıştır (Yin, 1984, aktaran Yıldırım ve řimřek, 1999):

- (1) gncel bir olguyu kendi gerek yařam erevesi ierisinde alışan,
- (2) olgu ve iinde bulunduđu ierik arasındaki sınırların kesin hatlarıyla belirgin olmadığı, ve
- (3) birden fazla kanıt veya veri

kaynağının mevcut olduğu durumlarda kullanılan, görgül bir araştırma yöntemidir (s. 190).

McDonough ve McDonough (1997) değerlendirme, ihtiyaç analizi ve program geliştirmenin ‘olgu’ kavramının altındaki üç kategori olduğunu söylemektedir. Ayrıca, Stake (1995, aktaran McDonough and McDonough, 1997) ise tüm değerlendirme çalışmalarının olgu çalışmaları olduğunu iddia etmektedir.

Daha önce belirtildiği gibi, literatürde çok çeşitli program değerlendirme modelleri bulunmaktadır. Ancak, bu çalışmanın amacı ve araştırma soruları analiz edildiği zaman, Bellon ve Handler (1982) tarafından önerilen değerlendirme modelinin bu çalışmaya ışık tutabileceği saptanmıştır. Bellon ve Handler’in modelini olduğu gibi uygulamak yerine, bu modelin değiştirilerek (adapte edilerek) uygulanması uygun görülmüştür. Yapılan değişiklikler önceki bölümde detaylı olarak açıklanmıştır.

Bu çalışmaya, 2002-2003 Akademik Yılı’nda dil geliştirme derslerini öğreten öğretmenler ve bu dersleri alan öğrenciler katılmıştır. Öğrenci İşleri’nden elde edilen bilgiye göre, 2002-2003 Akademik Yılı’nda İngiliz Dili Eğitimi Bölümü’nde kayıtlı 43 birinci sınıf ve 52 ikinci sınıf öğrencisi bulunmaktaydı. Genellikle, dil geliştirme derslerini alan öğrenciler birinci veya ikinci sınıf öğrencileriydi. Ancak, bu dersleri tekrar eden az sayıda da olsa üçüncü sınıf öğrencileri de bulunmaktaydı. Her derse kayıtlı öğrenciler, çalışmaya katılan öğrenciler ve katılım oranıyla ilgili bilgiler aşağıdaki gibidir:

Dil Geliştirme Dersi	Derse Kayıtlı Öğrenci Sayısı	Çalışmaya Katılan Öğrenci Sayısı	Katılım Oranı
ELT 121	43	37	86%
ELT 123	53	41	77.4%
ELT 125	53	41	77.4%
ELT 127	53	47	88.7%
ELT 221	52	39	75%
ELT 122	43	41	95.3%
ELT 124	46	40	87%
ELT 126	53	41	77.4%
ELT 128	49	43	87.8%
ELT 222	54	48	88.9%

Öğrencilere ek olarak, bu araştırmaya dil geliştirme derslerini okutan altı öğretmen de katılmıştır. Öğretmenlerle ilgili bilgiler ise aşağıdaki gibidir:

Ders	Dersi Veren Öğretmenler	Görüşme Yoluyla Çalışmaya Katılan Öğretmenler
ELT 121	The researcher, Teacher A	Teacher A
ELT 122	The researcher, Teacher A, Teacher B	Teacher B
ELT 123	Teacher C The researcher	Teacher C
ELT 124	Teacher D	Teacher D
ELT 221	Teacher E	Teacher E
ELT 125	Teacher F The researcher	Teacher F
ELT 126	Teacher F The researcher	Teacher F
ELT 222	Teacher B The researcher	Teacher B
ELT 127	Teacher A, Teacher C	Teacher A
ELT 128	Teacher C	Teacher C

Veriler (nitel ve nicel), öğrenci ders değerlendirme anketleri, öğrenci ve öğretmen görüşmeleri, sınıf gözlemleri, ders tanımlama formlarıyla, ders materyalleri ve değerlendirme ölçekleri (sınavlar) gibi gerekli yazılı belgelerin incelenmesi yöntemleri ile elde edilmiştir.

Öncelikle, her dönemin başında, çalışmaya katılacak olan öğretmenler çalışma boyunca ne yapmaları gerektiği ile ilgili bilgilendirilmişlerdir. Dönem boyunca her dil geliştirme dersinin tüm gruplarında (iki grup) üç hafta boyunca toplam dokuz ders saati gözlem yapılmıştır. Gözlemler, araştırmacıya ek olarak önceden eğitimden geçmiş dört araştırma görevlisi tarafından yapılmıştır. Her sınıfta, iki gözlemci aynı anda sınıfın arkasında oturup gözlem formu üzerinde notlar almıştır.

Her dönemin sonunda, dil geliştirme derslerine kayıtlı öğrenciler her ders için ders değerlendirme anketi yanıtlamışlardır. Ders değerlendirme anketleri, çalışmada araştırılan unsurlar ve araştırma soruları göz önünde tutularak araştırmacı tarafından geliştirilmiştir. Daha sonra, alanlarında uzman öğretim elemanlarına görüşleri sorulmuştur. Elde edilen geri bildirimler doğrultusunda gerekli değişiklikler yapılarak, gönüllü öğrenciler ile pilot uygulama yapılmış ve anketlere son halleri verilmiştir.

Anketlere ek olarak, her ders için üç öğrenci ile görüşme yapılmıştır. Ayrıca, her dönem final sınavlarından sonra öğretmenlerle de görüşme yapılmıştır. Görüşme

formlarının geliştirilmesinde de anketlerin geliştirilmesinde izlenen aşamalar takip edilmiştir. Görüşmelerin tümü ses kayıt cihazı ile kaydedilmiştir.

Son olarak, araştırma kapsamında, her ders için o dersle ilgili ders tanıtım formu, ders materyalleri ve ölçme değerlendirme materyalleri toplanıp, daha sonra analiz edilmiştir.

SONUÇLAR

Bu çalışmanın sonuçları araştırmada uygulanan değerlendirme modelindeki beş odak noktası altında sunulmuştur. Farklı kaynaklardan elde edilen veriler birbirleriyle karşılaştırılmış ve her odak noktası araştırma sorularının ışığında dört ders grubu için ayrı ayrı yanıtlanmıştır.

Dersin Hedefleri

İngilizce Konuşma Becerileri

Ders tanıtım formları ve görüşme sonuçları, ELT 121 ve ELT 122 derslerinin öğrencilerin dinleme ve konuşma becerilerini geliştirmeyi hedeflediğini göstermektedirler. Dinleme ile ilgili ders hedefleri anafikir bulmak için dinleme, detayları tespit etmek için dinleme ve dinleyip not alma gibi becerileri içermektedir. Hedeflenen konuşma becerileri ise öğrencilerin sunuş yapabilme yetilerini geliştirme yönündedir.

Hedeflerin değerlendirilmesi ile ilgili anket ve öğrenci görüşmelerinden elde edilen sonuçlar öğretmen görüşmelerinden elde edilen sonuçlarla ters düşmektedir. Öğrencilerin büyük bir kısmı ders hedeflerini olumlu yönde değerlendirirken, öğretmenlerin değerlendirmelerinin olumsuz olduğu gözlemlenmiştir. Öğretmenlerden bir tanesi ders hedeflerinin gerçekçi bir şekilde saptanmadığını ifade etmiştir.

Öte yandan, hem öğretmenler hem de öğrenciler *İngilizce Konuşma Becerileri* derslerinin öğrencilere daha fazla uygulama yaptırmayı hedeflemelerini önermişlerdir. Ayrıca, bu derslerin öğrencilerin sadece sunuş yapma becerilerini

değil, tartışma, günlük konuşma ve sınıf içinde dili kullanabilme becerilerini de geliştirmesi gerektiğini belirttiler.

İngilizce Okuma Becerileri

Araştırma sonuçları, *İngilizce Okuma Becerileri* derslerinin öğrencilerin okuma becerilerini ve kelime bilgilerini geliştirmeyi hedeflediklerini göstermektedir. Genel olarak, öğrencilerin çoğunluğu ders hedefleri açısından *İngilizce Okuma Becerileri* derslerini olumlu bir şekilde değerlendirmişlerdir. Bu olumlu tutumlarına rağmen, yine de *İngilizce Okuma Becerileri* derslerinin tüm ihtiyaçlarını ve beklentilerini karşılayamadıklarını belirtmişlerdir. Bu arada, ELT 123 dersinin öğretmeni hariç, diğer iki dersin öğretmenlerinin de ders hedeflerine karşı tutumları olumlu yönde olmuştur. Ancak, hem öğrenciler hem de öğretmenler okuma uygulamasının yeterli olmadığına dikkat çekip bunun ders hedefleri ile ilgili bir eksik olduğunu belirttiler.

Ders hedeflerinin iyileştirilmesi ile ilgili olarak öğrenciler kelime bilgisi gelişimi üzerinde daha fazla durulması gerektiğini ifade ettiler. Ayrıca, sesli okuma ve hızlı okuma becerilerinin geliştirilmesinin ders hedeflerine eklenmesini önerdiler. Sonuç olarak, hem öğretmenler hem de öğrenciler *İngilizce Okuma Becerileri* derslerinin öğrencileri daha çok okutmayı hedeflemeleri gerektiğini ortaya koydular. Ayrıca, ELT 124 ve ELT 221 derslerini alan öğrenciler bu derslerin düşünme becerilerini ve ileri düzeyde okuma becerilerini de geliştirmeyi hedeflemesini önerdiler.

İngilizce Yazma Becerileri

İngilizce Yazma Becerileri dersleri öğrencilerin cümle, paragraf ve kompozisyon düzeyinde resmi yazma becerilerini geliştirmeyi hedeflemektedirler. Mektup, dilekçe, özgeçmiş gibi farklı metinleri yazabilmek için gerekli becerileri geliştirmek bu derslerin hedefleri arasında yer almamaktadır.

Hem öğrenciler hem de öğretmenler *İngilizce Yazma Becerileri* derslerini hedefleri açısından değerlendirirken oldukça olumlu bir tutum sergilemişlerdir. Oldukça olumlu değerlendirmelerine rağmen, bu derslerin daha da iyi olmaları için, öğrenciler kritik düşünme becerilerinin geliştirilmesi ve onlara farklı metinleri

yazabilme becerilerinin kazandırılması gibi bazı hedeflerin de var olan ders hedeflerine eklenmesini önermişlerdir.

İngilizce Dilbilgisi

İngilizce Dilbilgisi dersleri öğrencilere temel İngilizce yapılarını öğretmektedir. Ayrıca, ders öğretmenleri bu derslerin üç hedefi olduğunu belirtmişlerdir: Dilbilgisinin ne olduğunu, nasıl kullanılacağını, ve nasıl öğretileceğini öğretmek.

Öğrencilerin çoğu, *İngilizce Dilbilgisi* derslerini hedefleri açısından olumlu bir şekilde değerlendirmişlerdir. Ancak dilbilgisinin kullanılması ile ilgili hedeflere ulaşamadığını da vurgulamışlardır. Öğrencilerin değerlendirmelerine paralel olarak, öğretmenler de değerlendirmelerinde dilbilgisinin ne olduğunu öğretmek dışındaki hedeflere ulaşamadığını iddia etmişlerdir.

Sonuç olarak, hem öğrenciler hem de öğretmenler *İngilizce Dilbilgisi* derslerinin öğrencilerin dilbilgisini kullanmalarını sağlamayı ve onlara dilbilgisini nasıl öğreteceklerini öğretmeyi hedeflemeleri gerektiğini öne sürüp, bunların ders hedefleri olarak hayata geçirilmesini önerdiler.

Dersin İçeriği ve Materyaller

İngilizce Konuşma Becerileri

Genel olarak, öğrenciler *İngilizce Konuşma Becerileri* derslerini içerik ve kullanılan materyaller açısından olumlu bir şekilde değerlendirdiler. Ancak, öğrenciler var olan materyallerin yeterli olmadığını da dile getirdiler. Aynı şekilde, öğretmenler de ders materyallerini ‘yetersiz’ olarak değerlendirdiler ve ders materyallerini başka materyallerle desteklemek zorunda kaldıklarını söylediler. Öğrencilerin değerlendirmeleri video materyallerinin en etkin materyaller olduklarını ortaya koymuştur. Ayrıca, ders kitaplarındaki konuşma ile ilgili kısımların da fazla kullanılmadığı öğrenciler tarafından belirtilmiştir.

Öğrenciler, *İngilizce Konuşma Becerileri* derslerinin içeriklerinin iyileştirilmesi için yeni konular eklemek yerine var olan konular üzerinde daha fazla durulup daha çok uygulama yapılmasını önermişlerdir. Buna ilaveten, konuların

günlük olaylarla ilgili olması gerektiğini de belirtmişlerdir. Ders materyalleriyle ilgili olarak ise, hem öğrenciler hem de öğretmenler daha fazla ve daha çeşitli materyaller kullanılması gerektiğini öne sürmüşlerdir. Ayrıca görsel ve işitsel materyallerin daha fazla kullanılması da öneriler arasındadır.

İngilizce Okuma Becerileri

Anket sonuçları öğrencilerin büyük bir kısmının *İngilizce Okuma Becerileri* derslerini içerik ve ders materyalleri açısından olumlu bir şekilde değerlendirdiklerini göstermektedir. Ancak, öğrenciler ders materyallerinin etkili olduğunu belirtmelerine rağmen materyallerin okuma becerilerini ve kelime bilgilerini geliştirmede tam olarak yeterli olmadığını düşünmektedirler. ELT 123 dersinde kullanılan '*ELT 123 Course Pack*' kitabı hariç, ders materyalleri ile ilgili değerlendirmeler genellikle olumluydu. Ayrıca, öğretmen ve öğrenciler ELT 221 dersinde kullanılan ders kitabını (*Mosaic I*) iyi buldukları halde kitabın tamamen Amerika ve Amerikan kültürü üzerine olmasını eleştirdiler.

Hem öğretmenler hem de öğrenciler yeni konu eklemek yerine var olan içerik üzerinde uygulama yolu ile daha fazla durulmasını önerdiler. Ayrıca ELT 124 dersini alan öğrenciler yüksek sesle okumanın ders içeriğine eklenmesini isterlerken, ELT 221 dersini alan öğrenciler edebi beceriler üzerinde durulmasını önerdiler.

Materyallerle ilgili olarak ise, öğrencilerin önerileri çeşitli materyaller kullanılması, değişik metin çeşitleri üzerinde durulması ve daha fazla ek materyal kullanılması şeklindeydi. Öğretmenler ise farklı öneriler ortaya koydular. ELT 123 dersinin öğretmeni dersin her yönüyle tekrardan geliştirilmesi gerektiğini savunurken, ELT 124 dersinin öğretmeni iki kitap yerine kapsamlı bir tek kitap kullanılmasını öneriyordu. ELT 221 dersinin öğretmeni ise aynı ders kitabını ek materyallerle destekleyerek kullanmayı öneriyordu.

İngilizce Yazma Becerileri

Genellikle öğrencilerin büyük bir çoğunluğu *İngilizce Yazma Becerileri* derslerinin içerik ve materyallerine karşı olumlu bir tutum ortaya koydular. Aynı şekilde, ELT 125 ve ELT 126 derslerinin öğretmeni de olumlu değerlendirmelerde

bulundu. Ancak, ELT 222 dersinin öğretmeni öğrencilerin seçmiş oldukları konuları çok kısıtlı bulduğunu ifade ederek, ders kitabının Amerikan ağırlıklı olduğunu ve tekrarlardan oluştuğunu belirtti. Ders kitabı ile ilgili aynı değerlendirmeler bazı ELT 222 öğrencileri tarafından da yapıldı.

ELT 125 ve ELT 126 derslerinde işlenen konuları ve yazma becerilerini hem öğretmen hem de öğrenciler oldukça olumlu bir şekilde değerlendirdiler. Ancak, bunla birlikte ders kitaplarının bazı zayıf noktalarını da belirttiler. Örneğin, ‘*Paragraph Patterns*’ kitabındaki açıklamaların yeterli olmadığını öne sürdüler. ELT 222 dersinin öğretmeni dersin içeriği ile ilgili olumsuz yönleri dikkat çekerek rapor ve özgeçmiş yazma gibi becerilerin eksik olduğunu vurguladı.

Öğrencilerin yaklaşık %63’ü *İngilizce Yazma Becerileri* derslerinin içerik ve materyallerinde bir değişiklik yapılmamasını önerdiler. Ancak, bazı öğrencilerle öğretmenler daha fazla ek materyal kullanılmasını, detaylı açıklamalar yanında çok sayıda örnek metin içeren bir ders kitabının seçilmesini, ayrıca dersin içeriğinde farklı metin çeşitlerinin bulunması gerektiğini öne sürdüler.

İngilizce Dilbilgisi

Genel olarak, öğrencilerin çoğu ve ders öğretmenleri *İngilizce Dilbilgisi* derslerinin içerik ve materyallerine karşı olumlu tutum sergilediler. Fakat, aynı zamanda içerik ve materyalleri değerlendirirken, zayıf noktalara da değindiler. Öğrencilere göre ders kitabında dilbilgisi kurallarının açıklandığı ‘*Grammar Notes*’ bölümleri çok yararlıydı, ancak ders kitabı alıştırmaları çeşitliliği açısından zayıftı. Fazla ek materyallerin verilmemesi ise öğrencilerin diğer bir şikayet konusuydu.

Öğrenciler gibi, öğretmenlerin de ders içeriğini değerlendirmeleri olumlu yöndeydi. Ders kitabı ile ilgili olarak, konuların metin içerisinde sunulmasını olumlu bir unsur olarak değerlendirirken, kitabın üretime dayalı alıştırmalar değil de algılamaya dayalı alıştırmalar içermesini eleştirdiler.

Öğrencilerin bir kısmı herhangi bir değişiklik önermezken, diğerleri daha çok dilbilgisi konusuna ağırlık verilerek, konular üzerinde daha detaylı durulmasını, çok fazla ek materyal kullanılmasını, görsel ve işitsel materyal kullanımına daha çok yer verilmesini, ve dersin uygulama yönünün güçlendirilmesini önerdiler. Öğretmenler de, ders kitabını kaldırmak yerine zayıf noktalarının güçlendirilmesini

önerdiler. Ayrıca, üretime dayalı daha fazla alıştırmanın yapılması gerektiğini de ifade ettiler.

Dersin İşlenişi

İngilizce Konuşma Becerileri

Öğrenciler genel olarak *İngilizce Konuşma Becerileri* derslerinde dersin işlenişini olumlu bir şekilde değerlendirdi. Sunuşlar, video izleme ve öğretmenin yöntemi en etkili unsurlar olarak belirtildi. Öğretmen-öğrenci iletişimi olumlu değerlendirilirken, öğrenciler arası ilişkilerin çok da iyi olmadığı belirtildi. Ayrıca, öğrencilerin çoğu, derslerde aktiviteler ve sınıf içi uygulamalar açısından yeterli çeşitliliğin bulunmadığından şikayetçi oldular. Öğrencilerin değerlendirmelerine paralel olarak öğretmenler de derslerde yeterince çeşitlilik bulunmadığını iddia ettiler.

Derslerin daha etkili bir şekilde işlenebilmesi için, öğrenciler değişik ve çeşitli yöntemlerin kullanılmasını, daha fazla uygulama yapılmasını, dinleme ve konuşma alıştırmaları arasında dengenin gözetilmesini ve öğrenciler arası iletişimin daha iyi hale getirilmesini önerdiler. Kısacası, ‘uygulamaya dayalı öğretme-öğrenme süreci’ önerildi.

Öğrenciler gibi öğretmenler de var olan ders işleme sisteminden memnun olduklarını belirtip bazı küçük değişiklikler önerdiler. Örneğin, ELT 222 dersinin öğretmeni öğrencileri seviyelerine göre gruplandırmayı ve derslerde öğretmenin konuşma zamanını azaltmayı önerirken, öğretmen ve öğrencilerin müfredatı birlikte oluşturmalarını tavsiye etti.

İngilizce Okuma Becerileri

Genel olarak öğrenciler *İngilizce Okuma Becerileri* derslerindeki öğretme-öğrenme sürecini olumlu bir şekilde değerlendirdiler. Ancak, sadece ELT 221 dersi öğrencileri öğretmenin ders işleme yöntemini çok ilginç bulmadıklarını belirttiler. Ayrıca, tüm okuma derslerinde öğrenciler arası iletişimin zayıf olduğuna dikkat çektiler. Derslerdeki çeşitlilikle ilgili olarak, hem öğrenciler hem de ELT 124 dersinin öğretmeni hariç, öğretmenler derslerin genelde aynı şekilde işlendiğini ve alıştırma açısından çeşitlilik olmadığını söylediler.

Öğrenciler *İngilizce Okuma Becerileri* derslerinde öğretme-öğrenme sürecinin iyileştirilmesi için derslerin farklı yöntemler ve aktiviteler kullanılarak işlenmesini önerdiler. Buna ilaveten, hem öğrenciler hem de öğretmenler öğrenciler arası iletişimin iyileştirilmesi gerektiğini ve bunun için de daha fazla grup çalışması yapılmasını tavsiye ettiler.

İngilizce Yazma Becerileri

Hem öğrenciler hem de öğretmenler *İngilizce Yazma Becerileri* derslerinin işlenişiyle ilgili olumlu değerlendirmeler yaptılar. Ancak, sonuçlar bazı öğrencilerin görsel ve işitsel materyallerin kullanımı, öğrenciler arası iletişim ve derslerdeki çeşitlilik konuları ile ilgili daha az olumlu tutum sergilediklerini göstermektedir. Öte yandan, hem öğrenciler hem de öğretmenler öğretmen-öğrenci ilişkisi ve iletişiminden memnun olduklarını bildirdiler.

Sonuç olarak, hem öğretmenlerin hem de öğrencilerin değerlendirmeleri olumlu olduğundan, fazla bir değişiklik önerilmemiştir. Yalnızca, aktiviteler açısından daha çok çeşitlilik olması, grup çalışmalarının daha sık yapılması yanında daha fazla uygulama yapılması önerilmiştir.

İngilizce Dilbilgisi

Alıştırmalar açısından çeşitlilik, öğrenci-öğrenci iletişimi ve görsel ve işitsel materyallerin kullanılması konuları dışında, öğrencilerin çoğu *İngilizce Dilbilgisi* derslerinin işlenme şeklini olumlu yönde değerlendirdiler. Kitaptaki alıştırmaları yapmak, öğretmenin öğretme yöntemi ve tahtaya kendi cümlelerini yazmak, öğrencilerin en yararlı buldukları unsurlardı.

Öğretmenler de genel olarak derslerdeki öğretme-öğrenme sürecini olumlu bir şekilde değerlendirdiler. Ancak, her zaman için eksik noktaların da var olabileceğini vurguladılar. İletişim ve dilbilgisini yazarken ve konuşurken kullanmaya dayalı alıştırmaların daha fazla yapılması gerektiğini öne sürdüler. Öğrenciler ise alıştırmalarda ve aktivitelerde çeşitlilik olmasını, daha çok uygulama yapılmasını ve derslerde görsel-işitsel araçların daha sık kullanılmasını önerdiler.

Öğrenci Değerlendirmesi

İngilizce Konuşma Becerileri

İngilizce Konuşma Becerileri derslerinde öğrenci değerlendirme, dinleme şeklinde ara sınavlar, sunuşlar, ve konuşma şeklindeki final sınavı yöntemleri ile yapılmaktadır. Öğrencilerin çoğu ve öğretmenler bu değerlendirme sistemini olumlu şekilde değerlendirmişlerdir. Ancak, öğrencilerin bir kısmının gerçek dinleme ve konuşma becerilerinin doğru bir şekilde ölçülüp ölçülmediği ile ilgili kuşkularının olduğu gözlemlenmiştir.

Öğrencilerin çoğu, var olan ölçme ve değerlendirme sisteminde değişiklik önermezken, bazıları dinlemeye yönelik yoklama sınavlarının verilmesini, sınıf içi performansın daha fazla dikkate alınmasını ve konuşma becerilerini ölçerken rol yapma ve görüşme yöntemlerinin kullanılmasını önerdiler. Öğretmenlerden bir tanesi ise konuşma sınavlarında birden fazla kişinin değerlendirme yapmasını tavsiye etmiştir.

İngilizce Okuma Becerileri

Öğrencilerin büyük bir kısmı *İngilizce Okuma Becerileri* derslerinde kullanılmakta olan ölçme ve değerlendirme yöntemlerini olumlu bir şekilde değerlendirmişlerdir. Sonuçlar, öğrencilerin sınav yöntemini sunuşlar gibi diğer yöntemlere göre daha az etkili bulduklarını göstermektedir. Olumlu değerlendirmelerine rağmen, öğrenciler okuma becerilerinin doğru bir şekilde ölçülüp ölçülmediği ile ilgili kuşku dile getirmişlerdir.

Üç öğretmenin değerlendirmeleri ise birbirinden farklıydı. ELT 123 dersinin öğretmeni ölçme değerlendirme sistemini olumsuz şekilde değerlendirirken (devamlı aynı yöntem kullanıldığı için), ELT 124 dersinin öğretmeni sınav parçasını önceden vermesinin ne kadar iyi bir yöntem olduğunu açıklayarak derste ki değerlendirmenin etkili olduğunu savundu. ELT 221 dersinin öğretmeni ise sınavların etkili olduğunu ancak sınav dışı yöntemlerin ne kadar etkili olduğu ile ilgili şüphelerinin bulunduğunu açıkladı.

Öğrenciler değerlendirme sistemine yüksek sesle okumanın eklenmesini, daha fazla yoklama sınavı yapılmasını ve ödevlere daha fazla not verilmesini

önerirken, öğretmenlerse daha sık yoklama sınavları yapılması gerektiğini savundular.

İngilizce Yazma Becerileri

Araştırma sonuçları öğrencilerin büyük bir kısmının ve öğretmenlerin *İngilizce Yazma Becerileri* derslerinde kullanılmakta olan ölçme ve değerlendirme yöntemlerini olumlu bir şekilde değerlendirdiklerini göstermektedir. Dolayısıyla, ne öğrenciler ne de öğretmenler fazla bir değişiklik önermemişlerdir. Ancak, bazı öğrenciler sınıf içi çalışmalara ve ödevlere daha fazla puan verilmesi gerektiğini söylemişler, ayrıca yoklama sınavlarının daha sık yapılmasını da önermişlerdir. ELT 125 ve ELT 126 derslerinin öğretmeni hiçbir değişiklik önermezken, ELT 222 dersinin öğretmeni, kompozisyonların iki kişi tarafından notlanması gerektiğini önermiştir.

İngilizce Dilbilgisi

Öğrencilerin çoğu ve öğretmenler *İngilizce Dilbilgisi* derslerinde kullanılmakta olan değerlendirme yöntemini olumlu bir şekilde değerlendirmişlerdir. Ancak, öğrencilerin yalnızca %50'si dilbilgisi bilgilerinin doğru bir şekilde ölçüldüğüne inandıklarını bildirmişlerdir. Öğretmenler ise, var olan yöntemleri etkin bulduklarını söylemekle birlikte, daha çeşitli yöntemler kullanılmasını önermişlerdir.

Diğer derslerde olduğu gibi, daha sık yoklama sınavı yapılması, sınıf içi çalışmalara daha fazla not verilmesi, sunuşlar yolu ile öğrencilerin grameri nasıl öğrettiklerinin ölçülmesi gibi öneriler dışında fazla bir değişiklik önerilmemiştir.

Dersler Arası İlişkiler

Ders tanıtım formlarının analizi, ELT 126 ve ELT 222 dersleri arasındaki ilişki hariç, aynı beceri derslerinin farklı seviyeleri arasında bir süreklilik olduğunu göstermiştir. Ancak, farklı beceri dersleri arasında bir bağdaşıklık olduğuna dair veriye ulaşamamıştır.

İngilizce Konuşma Becerileri

Öğrencilerin büyük bir çoğunluğu *İngilizce Konuşma Becerileri* dersleri arasında bir süreklilik olduğunu ve bu derslerin aynı zamanda diğer derslerle ilişkili olduğunu bildirmişler, dolayısıyla da var olan durumun devam etmesi gerektiğini önermişlerdir.

Öğretmenler ise, bu derslerle diğer dersler arasında bir bağlantı bulunmadığı, farklı dersleri veren öğretmenlerin iletişim içerisinde olmadıkları şeklinde olumsuz değerlendirmeler yapmışlar ve farklı dersler arasındaki ilişkileri sağlamak için bu dersleri veren öğretmenlerin dersler arası bağdaşıklığı sağlaması gerektiğini savunmuşlardır. Bu amaçla, öğretmenlerin rutin olarak bir araya gelmelerini ve bu dersleri birlikte planlamalarını önermişlerdir.

İngilizce Okuma Becerileri

Öğrencilerin çoğu *İngilizce Okuma Becerileri* dersleri ve diğer beceri dersleri arasındaki ilişkileri olumlu bir şekilde değerlendirip, bir dersten diğer derse bilgi aktarıp kullanabildiklerini söylediler. Buna bağlı olarak da var olan durumda herhangi bir değişiklik yapılmamasını önerdiler. Öğrencilerin değerlendirmelerinin aksine, öğretmenler yazma ve okuma becerileri dersleri arasında az bir bağlantı olduğunu, bunun dışında dersler arasında bağdaşıklık bulunmadığını savundular, ve ELT 221 dersinin öğretmeni hariç diğer ikisi aslında derslerin birbirleri ile ilişkili olması gerektiğini ifade ettiler. Ayrıca, bazı becerilerin üzerinde farklı derslerde durulup tekrarlanmasını, farklı dersleri veren öğretmenlerin ne yapacaklarına birlikte karar vermelerini önerdiler.

İngilizce Okuma Becerileri dersleri arasındaki süreklilik ilişkisi ile ilgili olarak, yine öğrencilerin büyük bir çoğunluğu olumlu değerlendirmede bulunarak, var olan durumun devamını önerdiler. Fakat, öğretmenler diğer dersleri vermedikleri gerekçesiyle herhangi bir değerlendirmede bulunamamalarına karşın, okuma dersleri arasında bir süreklilik olması gerektiğini öne sürdüler. ELT 221 dersinin öğretmeni bu sürekliliği sağlamak için tüm okuma derslerinin bir arada planlanıp materyallerinin de birlikte düşünülmesini önerdi.

İngilizce Yazma Becerileri

İngilizce Konuşma Becerileri ve *İngilizce Okuma Becerileri* derslerinde olduğu gibi, öğrencilerin çoğunluğu *İngilizce Yazma Becerileri* dersleri ile diğer beceri dersleri arasındaki ilişkileri olumlu bir şekilde değerlendirip dersler arasında bilgi ve beceri aktarması yaptıklarını söylemişlerdir. Sonuç olarak da, var olan durumun devam etmesini önermişlerdir.

ELT 125 ve ELT 126 derslerinin öğretmeni, bu derslerle okuma dersleri arasında ilişki olduğunu öne sürerken, ELT 222 dersinin öğretmeni farklı beceri dersleri arasındaki ilişkilerin olumsuz bir şekilde değerlendirip yazma dersleri ile diğer dersler arasında bir ilişki bulunmadığını iddia etti. Öneri olarak, her iki öğretmen de, derslerin birbirleriyle ilişkili olması gerektiğini savunarak, bu ilişkiyi kurabilmek için ders tanıtım formlarıyla ders materyallerini birbirleriyle paylaşmalarını önerdiler.

İngilizce Yazma Becerileri dersleri arasındaki süreklilik ilişkisi ile ilgili olarak, öğrencilerin çoğunluğunun değerlendirmesi üç dersin birbiri ile ilişkili olduğu şeklindeydi. ELT 126 dersinin öğretmeni süreklilik ilişkilerini öğrenciler gibi değerlendirirken, ELT 222 dersinin öğretmeni yazma dersleri arasında bir ilişkinin olmadığını iddia ederek, bu durumu ortadan kaldırmak için üç dersin birlikte planlanıp geliştirilmesini önerdi.

İngilizce Dilbilgisi

Öğrencilerin *İngilizce Dilbilgisi dersleri* ile diğer dersler arasındaki ilişkileri değerlendirmeleri, diğer derslerde bulunan sonuçlara paraleldi - olumluydu. Öte yandan, ELT 127 dersinin öğretmeni dersler arasında bağlantı olduğunu söylerken, ELT 128 dersinin öğretmeni dilbilgisi dersleri ile diğer beceri dersleri arasında açık bir ilişki olmadığını savundu. Her iki öğretmen de bağdaşıklık için tüm derslerin bir arada planlanmasını önerdiler.

İngilizce Dilbilgisi dersleri arasındaki süreklilik ilişkisine gelince; hem öğrenciler hem de öğretmenler iki dersin ilişkili olduğunu, kolaydan zora doğru gidildiğini ve dolayısıyla da var olan durumun devam etmesi gerektiğini savundular.

ÖNERİLER

Bu çalışmanın sonuçlarına dayanarak öne sürülen öneriler *uygulama önerileri* ve *araştırma önerileri* olarak iki ana başlık altında toplanmıştır.

Uygulama Önerileri

Araştırmanın sonuçlarına dayanarak, Doğu Akdeniz Üniversitesi İngiliz Dili Eğitimi Bölümü lisans programında verilen dil geliştirme derslerinin iyileştirilmesi için aşağıdaki öneriler sunulmuştur:

1. Dil geliştirme dersleri tekrardan ele alınırken öğrenciler ve İngiliz Dili Eğitimi Bölümü'nün gereksinimleriyle beklentilerini tespit edebilmek için ilk adım *ihtiyaç değerlendirmesi (gereksinim analizi)* yapmak olmalıdır. Bu yöntemle, öğrencilerin hem şu anki, hem de ilerideki ihtiyaçlarına daha iyi cevap verir durumda olacak dersler yaratılabilir. Gereksinim analizi, bölüm öğrencilerinden, bölümden mezun olup da öğretmenlik yapan eski öğrencilerden ve bölüm öğretim elemanı ve yöneticilerinden anket ve/veya görüşme yöntemleri ile veri toplanarak yapılabilir.
2. Bu çalışmanın sonuçları, ders tanıtım formlarında sadece genel ders hedeflerinin açıklandığını ortaya koymuştur. Her ders için detaylı ders hedeflerinin sunulup açıklandığı dökümanlar bulunmamaktadır. Dolayısıyla, her ders için genel hedefler ve özel ders öğretim hedeflerinin (*instructional objectives*) açıklandığı detaylı belgelerin ders öğretmenleri tarafından hazırlanması önerilmektedir. Bu sayede,
 - i) aynı dersin farklı grupları arasında *paralellik* sağlanmış olur;
 - ii) öğretmenler bu belgelere başvurup bir sonraki dersi bir öncekinin devamı olarak planlayabileceklerinden, Okuma Becerileri I, Okuma Becerileri II ve İleri Okuma Becerileri gibi aynı-konulu derslerin farklı aşamaları arasında *süreklilik* sağlanmış olur;
 - iii) öğretmenler bu belgelere başvurarak diğer derslerde ne yapıldığı ile ilgili bilgi edinebileceklerinden farklı dil geliştirme dersleri arasında *bağdaşıklık* sağlanabilir;

- iv) farklı akademik yıllarda verilen dil geliştirme dersleri arasında, örneğin ders hedefleri açısından, *tutarlılık* sağlanabilir; yani, bir ders farklı yıllarda farklı hedef ve içeriklerle verilmemiş olur.
3. Ders materyalleri açısından *çeşitlilik* olması gerekmektedir; ders kitapları farklı yazılı, görsel ve işitsel materyallerle desteklenmelidir.
4. Öğrencilerin önerdiği gibi, derslerde güncel konular üzerinde durmak öğrenci motivasyonu açısından daha etkili olabilir.
5. Kullanılan ders kitapları detaylı açıklamalar ve çeşitli alıştırmalar içermelidir; açıklama ve uygulama (alıştırma) açısından zengin kitaplar seçilmelidir.
6. Ders materyali seçiminde dikkatli olunması gerekmektedir; öğrencilerin ilgi ve gereksinimlerine cevap verebilen ve belirlenen sürede işlenebilecek, ders hedeflerine uygun materyaller seçilmelidir. Bu çalışmanın sonuçları bazı ders kitaplarının tam olarak kullanılmadığını göstermektedir.
7. Bir tek ülke ve kültür üzerine yoğunlaşmış ders kitapları kullanılmamalıdır. Örneğin bu araştırmada, öğretmenler ve öğrenciler bazı derslerdeki ders kitaplarının tamamen Amerika ve Amerikan kültürü üzerine olduğunu belirtip bu durumdan şikayetçi olduklarını söylediler.
8. Dil geliştirme dersleri işlenirken, tepegöz, video ve ses kasetleri gibi işitsel ve görsel materyaller daha fazla kullanılmalıdır.
9. Alıştırmalarda ve sınıf içi uygulamalarda, konu ve şekil itibarıyla, daha fazla çeşitlilik olmalıdır. Dersler aynı yöntemlerle işlenmemelidir.
10. Dil geliştirme derslerindeki öğretme-öğrenme süreci *uygulama* açısından güçlendirilmelidir; dil geliştirme derslerinin içerikleri çeşitli alıştırma ve

aktivitelerle zenginleştirilmelidir. Diğer bir deyişle, dil geliştirme dersleri için ‘uygulama-odaklı öğretim’ önerilmektedir.

11. *İngilizce Dilbilgisi* derslerinde algılamaya dayalı alıştırmalara ek olarak, öğrencilerin gramer bilgilerini sözlü ve yazılı iletişim yoluyla kullanabilecekleri üretime dayalı alıştırmalarla aktiviteler de yapılmalıdır.

12. Dil geliştirme derslerinde daha fazla grup çalışması yaptırarak öğrenciler arası iletişim güçlendirilmelidir.

13. Öğrencilerin derse daha çok katılımları sağlanmalı ve sınıf içerisinde daha etkin olmaları teşvik edilmelidir. Bu amaçla, onlara ihtiyaçlarına ve ilgi alanlarına hitap eden çeşitli aktiviteler aracılığıyla kendilerini sınıf içinde ifade edebilmelerine yardımcı olacak daha fazla olanak sağlanmalıdır.

14. *İngilizce Yazma Becerileri* ve *İngilizce Konuşma Becerileri* gibi derslerde her sınıfta daha az öğrenci olmalıdır. Ayrıca, öğrenciler dil seviyelerine göre gruplandırılmalıdır.

15. Değerlendirmede çeşitli yöntemler kullanılması önerilmektedir. Ayrıca, sınav ve sınav dışındaki yöntemler arasında puan açısından bir denge gözetilmelidir.

16. Var olan ölçme değerlendirme yöntemleri öğrencilerin gerçek bilgi ve becerilerini daha etkin bir şekilde yansıtabilmeleri açısından iyileştirilmelidir.

17. Dersler arasında *süreklilik* ve *bağdaşıklık* ilişkileri olmalıdır. Bu amaçla, dört alt komisyondan oluşacak olan ‘*Dil Geliştirme Dersleri Komisyonu*’ kurulması önerilmektedir. Alt komisyonların üyeleri ders öğretmenleri olacaklardır. Üst komisyonda ise her alt komisyondan bir temsilci olacaktır. Alt komisyonların görevleri derslerin hedeflerini belirlemek ve detaylı bir şekilde belgelemek, piyasadaki materyalleri araştırmak ve uygun olabilecek materyalleri üst komisyona önermek, sınıf içi uygulamalarla ilgili bir politika belirlemek ve bunu detaylı olarak

açıklamak, kullanılacak ölçme ve değerlendirme yöntemlerini belirlemek, ve tüm bu verileri üst komisyona sunmak.

Üst komisyonun görevleri ise, alt komisyonlar tarafından sunulan bilgileri incelemek, değerlendirmek ve bir araya getirmek, tüm dil geliştirme derslerini bir arada düşünerek geliştirmek, ve ders hedefleri, materyaller, öğretme-öğrenme süreci ve ölçme değerlendirme sistemi ile ilgili bilgi içeren detaylı bir yazılı belge hazırlamaktır.

Araştırma Önerileri

Araştırmanın sonuçları ışığında, program değerlendirme araştırmaları için aşağıdaki öneriler sunulmuştur:

1. Bu çalışma sadece on tane dil geliştirme dersinin değerlendirilmesi üzerinde yoğunlaşmıştır. İleride yapılacak değerlendirme çalışmalarında, Doğu Akdeniz Üniversitesi İngiliz Dili Eğitimi Bölümü lisans programındaki tüm derslerin ‘dil geliştirme’ açısından değerlendirilmesi yoluna gidilebilir. Böyle bir çalışmanın sonuçları, bölüm öğrencilerinin İngilizce ile ilgili sorunlarını çözmekte etkili olabilir.
2. Bu çalışma sadece bir tek üniversitede gerçekleştirilmiştir. Kuzey Kıbrıs ve Türkiye’de YÖK’e bağlı diğer üniversitelerde benzer çalışmaların yapılması önerilmektedir. Bu çalışmalardan elde edilecek sonuçların karşılaştırılması, konu ile ilgili bazı genellemeler yapmayı mümkün kılabilir.
3. Bu çalışmada kullanılan değerlendirme modeli İngiliz Dili Eğitimi Bölümü’ndeki diğer derslerin de değerlendirilmesinde uygulanabilir. Ayrıca, bu model *esnek* ve *uyarlanabilir* olduğundan, farklı düzeylerde dil derslerinin ya da derslerin herhangi bir unsurunun (ders materyalleri gibi), veya tüm müfredatın da değerlendirilmesinde kullanılabilir.

VITA

Fatoş Erozan was born in Famagusta, Cyprus on July 23, 1973. She received her BA degree in English Language Teaching from Boğaziçi University, İstanbul in 1995, and her MA degree in English Language Teaching/Educational Studies from Eastern Mediterranean University in June 1997. She worked at the School of Foreign Languages, Modern Languages Division at Eastern Mediterranean University, where she taught various EFL courses, from 1997 to 1999. Since March 2001, she has been working at Eastern Mediterranean University Department of English Language Teaching. Her main research interests are program evaluation, course design, materials development and adaptation, language teacher education, and Multiple Intelligences in ELT.