AN EVALUATION OF THE EFFECTIVENESS OF THE ENG 101,
DEVELOPMENT OF READING AND WRITING SKILLS 1 COURSE

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AN EVALUATION OF THE EFFECTIVENESS OF THE ENG 101,
DEVELOPMENT OF READING AND WRITING SKILLS 1 COURSE

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Approval of the Graduate School of Social Sciences

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I certify that this thesis satisfies all the requirements as a thesis for the degree of Master of Science.

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This is to certify that we have read this thesis and that in our opinion it is fully adequate, in scope and quality, as a thesis for the Master of Science.

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ABSTRACT

AN EVALUATION OF THE ENG 101, DEVELOPMENT OF READING AND WRITING SKILLS 1

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The purpose of this study was to evaluate the *ENG 101, Development of Reading and Writing Skills 1*, and find out about the effectiveness of this course in terms of the goals and objectives, methods and materials and evaluation procedures. To fulfill that aim, three questionnaires and an interview document were designed and given to 21 ENG 101 instructors and 255 students taking the couse. In addition to the questionnaires, interviews were held with 9 ENG 101 instructors and 1 administrator, and feedback was obtained from the end-of the term evaluation meeting. Another questionnaire to evaluate the coursebook, *English for Academic Purposes 1* was designed and given to 19 instructors who taught the ENG 101 course. It was prepared to collect feedback about the newly-written coursebook of the ENG 101 in detail. To analyse quantitative data, descriptive statistics, one-way ANOVA and t-test were conducted. The qualitative data gained from the interviews, open ended questions and feedback from the end of course meeting were analysed via content analysis.

The results of the study revealed that the participants were generally satisfied with the course since most of the answers given in the questionnaires were around 3 (out of 4) "moderately", which meant that all parties had generally favourable

perceptions about the effectiveness of the ENG101 regarding the achievement of the objectives, effectiveness of the methods, materials and evaluation procedures as well as the coursebook. However, there were some complaints stemming from teachers' workload and time constraints including too many writing tasks and insufficient language input for which certain administrative academic decisions were taken and work on relevant modifications started.

ÖZ

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Tez Yöneticisi: Prof. Dr. Hüsnü Enginarlar

Temmuz 2005, 134 sayfa

Bu çalışmanın amacı İngilizce 101 , Okuma ve Yazma Becerilerini Geliştirme 1, dersinin, amaçlar, kullanılan yöntem, ders malzemeleri ve değerlendirme araçları göz önüne alındığında, ne denli etkili ve başarılı olduğunu tespit etmektir. Araştırma, Orta Doğu Teknik Üniversitesi 101 dersi öğrencileri ve okutmanlarına uygulanan bir anket çalışması ve bireysel görüşmelerden elde edilen verilere dayanmaktadır.Veri toplamak üzere, öğrenci ve okutmanlar için ayrı düzenlenen, farklı ve ortak sorulardan meydana gelen , dört ölçekli ve açık uçlu sorulardan oluşan iki anket hazırlanmış, 21 okutman ve 255 öğrenciye uygulanmıştır. Buna ek olarak, 9 okutman ve bir idareciyle, düzenlenmiş mülakat formu kullanılarak bireysel görüşme yapılmış, dönem sonu ders değerlendirme toplantısı sonuçları kullanılmış, ayrıca yeni yazılmış olan ve ilk kez okutulan ders kitabını değerlendirmek maksadıyla 19 okutmana kitap değerlendirme anketi verilmiştir. Elde edilen nicel veriler tek yönlü varyans analizi, t-testi ve betimsel istatistik yöntemleri kullanılarak yapılmıştır. Nitel veriler ise içerik analizi yapılarak alt kategori ve temalar oluşturularak incelenmiştir.

Bulgular, katılımcı grupların İngilizce 101 dersinden, genel anlamda memnun olduğunu ve dersin etkili bir şekilde verildiğine inandığını göstermiştir. Zaman darlığı ve müfredatın yoğunluğundan kaynaklanan, yazma becerisinin aşırı yoğun ölçülmek istenmesi ve öğrencilerin kelime ve gramer eksiklikleri şeklindeki bazı sıkıntılar kurs sonu toplantısında değerlendirilmiş ve yönetim tarafından gerekli önlemler alınmaya başlanmıştır.

Anahtar sözcükler: Değerlendirme; Eng 101 kursunun etkililiğini tespit etme; amaçlar; kullanılan yöntem ve ders malzemeleri; değerlendirme araçları

To My Parents

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CHAPTER 1

INTRODUCTION

Presentation

This chapter opens with a general view and then presents some background information including the reasons for carrying out this particular study by describing the Curriculum Renewal Project carried out in 2002 at the School of Foreign Languages together with the results of the Needs analysis, the ENG 101 Development of Reading and Writing Skills 1 course, the purpose of the study with the specific research questions and the significance of the study making references to the relevant literature in order to clarify the reasons for evaluating the effectiveness of the ENG 101.

1.1 Background to the study

After the Second World War, English started to spread quickly in the world and eventually turned out to be the most commonly used language. It became the language of communication, commerce, science and technology and education. Nowadays, regarding the field of education, not only in private education centers but also in state schools and universities English is used as the medium of instruction. Middle East Technical University (METU from now on) is one example of such state universities where instruction is in English. To be able to equip the students from different departments with the required skills in English language and help them function effectively in their studies and/or jobs, METU tries to create the best learning atmosphere catering for the needs of its learners. At METU, particularly at the Department of Basic English (DBE from now on) and the Department of Modern Languages (DML form now on), learners are equipped with the language skills

namely reading, listening, writing and speaking as well as their sub-skills that are necessary for them in order to deal with the requirements of their departments and their work environment in the future. While the DBE provides the learners with the necessary knowledge and practice on the basic skills in English before they start to study in their departments, the DML offers different courses each semester on different skills including reading, writing, listening, speaking/giving presentations, translation and so on during the students' departmental studies. The DML follows a process oriented and a constructivist approach providing the learners with meaningful, relevant and coherent teaching-learning experiences via realistic tasks achieved through integration of all four language skills contextualized in themes. With the help of this principle , students are expected to become competent in the skills offered including the high level ones. Relevant instruction is also believed to promote autonomy, critical thinking and motivation. In their first year, students are offered the ENG 101, Development of Reading and Writing their Skills 1 course, which was the focus of this particular study. More specifically, this study aimed to evaluate the effectiveness of that course considering the objectives, methods and materials and the evaluation procedures used.

The most important reason for the choice of this specific course as the focus of this study was that, as Cohen, Kirschner and Wexler (2001) also pointed out, the development of reading skills is the most important goal among the other 3 main skills; speaking, writing and listening since especially EAP learners, who study English for Academic Purposes, will need to do a lot of reading related to their own field and understand different texts to continue with their studies and/or their work in a confident manner.

Besides, since English became the medium of instruction in many educational institutions including universities, there has been growing interest in English Language Teaching profession (ELT) and English language courses which could equip learners with different skills to communicate effectively in that language. Considering the huge demand in such courses, a lot of studies have been conducted into the area of ELT many of which focused on the issue of course development in

order to provide learners with quality language education, and suggestions have been made as to the planning, implementation and evaluation of different English language courses by well known scholars so far. Among those, the ones on course evaluation raised a lot of interest in the field.

Graves (1996) for instance, gave value to both teachers' own experiences and the experiences and theories of others in the process of course design. She asserted that "…experience can serve as a basis for developing new courses or modifying existing ones." (p.1). Furthermore, she claimed that the course development process was similar to curriculum development in broad sense and added that course development included planning a course, teaching it and modifying the plan both during and after the course. More specifically, she listed the stages of course development as planning the course, teaching the course, modifying/replanning the course and reteaching the course. She highlighted the fact that there was an ongoing assessment and decision making everywhere in the process. So, there was more to course design than just planning it. In her study, she gave specific examples from different course design experiences, and in each one, she highligthted the issue of evaluation with different suggestions to evaluate different courses.

Brown (1995) presented a study on the elements of language curriculum which consisted of needs analysis, objectives, testing, materials, teaching and evaluation, each component affecting all others. Brown showed the great importance he attached to the *evaluation* component by using an effective metaphor to define the term; "glue that connects and holds all elements together" (p.217). He stressed that without evaluation; the other elements in the curriculum would lack cohesion and be meaningless. Thus, language courses just as all others need evaluation at certain periods for different purposes.

Both of the studies above hint the importance of evaluation in any course. As a common point, they underline the fact that all forms of formal instruction include certain factors such as *objectives, materials and methods, and assessment procedures*, which have to be evaluated at certain periods for different purposes ranging from modification and improvement to certain decisions about whether the

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program offered should continue or not. Forming the basis for such important decisions, evaluation is one of the most crucial components of any instructional program. That is why the aim of this study was to *evaluate* the effectiveness of ENG 101, Development of Reading and Writing Skills 1 considering the objectives, materials and methods and the assessment procedures.

Keeping the necessity and significance of evaluation practices, in order to be able to provide the students with quality instruction and cater for their needs, the School of Foreign Languages (SFL) carried out a needs analysis study concerning the METU students in 2002. The results revealed that reading and writing were the most needed skills by those students. This verified the assumption that the reading and writing skills were the most important ones among the other skills namely listening and speaking.

1.2 Curriculum Renewal Project at the School of Foreign Languages at METU in 2002

The administration of the METU School of Foreign Languages (SFL) initiated a Curriculum Renewal Project in 2002 with the aim of evaluating the courses offered by the DBE and the DML and reviewing the curricula of both departments respectively in the light of the findings.

As stated by Graves (2000) on the basis of any course design process, there was *needs assessment.* Hence, within the framework of Curriculum Renewal Project at METU, a needs analysis, the first element of any curriculum or course design, was conducted to find out the current situation across the university as well as the industry considering students' English language skills , departmental requirements and their professional life after graduation. In the light of the results of the needs analysis process, the department aimed to develop more effective courses taking the students' needs into account. The needs analysis would also help the responsible parties to decide where to start the renewal.

1.2.1 Needs Assessment and Its Results Concerning Reading and Writing Skills

As part of the study carried out by the DML within the framework of Curriculum Renewal project, interviews were held with 18 instructors from 8 different departments (Engineering, Arts & Sciences, Education, Administrative Sciences and Architecture at METU), 24 METU graduates from different departments, 11 working at the state sector and 13 at the private sector and their employers, the English Instructors at the School of Foreign Languages (SFL from now on) as well as the students who had received ENG 101 and ENG 102 courses (codes of the courses offered to develop the learners' reading and writing skills) at freshman level. The open –ended questions in the interview held in the departments emphasised three aspects: the course requirements, students' performance in relation to those requirements and what had be done to overcome the identified problems regarding the four linguistic skills as well as some non-linguistic ones such as learner autonomy, critical thinking, social values, team-work, ethics and technology. The semi-structured and open–ended questions asked to METU graduates in the industry on the other hand focused on activities and tasks mostly needed and performed by them in business contexts in terms of the linguistic skills, the activities and tasks they mostly had difficulty with and whether they performed some non- linguistic skills. Employers were asked parallel questions requiring them to evaluate the METU graduates' performance in business contexts considering the same three points given. Questionnaires were also given to 2735 METU undergraduate students across 4 years to discover their academic needs in order to be able to improve the existing SFL curriculum and better serve the needs of METU students in all faculties. The questionnaire included five sections the first four of which focused on the four main linguistic skills. The last part emphasized the non-linguistic ones; study skills and cooperative learning. Students were asked to rate: the frequency of the various skills and sub-skills that were to be used in their departments and their perceived effectiveness in using those skills. Each part of the tool included an open ended question, where students were asked to report the difficulties faced during the

application of these skills. The last open-ended question aimed to measure the student perceptions of the contributions of METU to their personal lives and careers. Finally, 58 teachers from the DBE and DML were involved in the focus group sessions where worksheets were filled in. The questions focused on what a METU graduate had be able to accomplish in the work environment and a DBE graduate had be able to do during his studies at METU, using his English and what skills and knowledge bases were necessary for him to be able to fulfill the requirements.

As a result of the data analysis at the end of the interviews in terms of the reading skills, it had been discovered that in the departments, students had to read different text types and employ different reading skills at different departments of METU. At the Engineering, Elementary Mathematics Education and Physics departments, usually short descriptive summaries or explanation of certain processes with visual representations (charts,graphs, tables, figures or pictures) were presented mainly in the coursebooks. On the other hand, at the Architecture and Sociology departments, students did both extensive and intensive reading to practise certain subskills such as skimming, scanning, finding main ideas etc...The Sociology students were to read 300-400 page texts each week and the students from the Architecture were to read and analyse visual data as well. The major problems that were common in all departments were that the learners had difficulty relating and integrating information from different sources of different forms and poor vocabulary and language to be able to follow texts. When the Junior and Senior levels were concerned, there was relatively more reading at the Engineering departments compared to the Freshman and Sophomore years. Junior and Senior levels read journal articles, reports, long texts (to review literature for their reports) and were required to analyse and synthesize information, which were considered to be high level thinking skills. The difficulties faced by those students at this level were inferencing and critical reading.

As a result of the data analysis carried out at the end of the interviews held in the industry, it had been realized that METU graduates in the state institutions needed mostly reading and writing, reading being prior to writing. They had to read

all kinds of sources of information including e-mails, internet texts, business reports, and research studies as well as fax texts, catalogues and brochures, the last three being less frequent. Almost half of the group said that they had difficulties in comprehending the research studies, unfamiliar texts and such because of insufficient vocabulary and language skills while the other half faced no problems. Employers of the same group reported similar views, and half of them added that the graduates of the high schools where the medium of instruction was English felt more confident and comfortable while reading in English.

The data analysis at the end of the interviews with METU graduates working at private institutions revealed almost the same results as the ones at the state sector; the most required skills were reading and writing , reading being prior to writing. Those at the private institutions had to read all sources of information and meeting minutes, in English. While one third of the graduates had no problem with reading the required documents, the rest found it difficult to read business reports and scientific research studies due to the lack of sufficient knowledge of the terminology used in them. Similarly employers reported that they required the graduates to read all kinds of sources of information including fax texts, e-mails, internet texts, brochures & catalogues and less frequently business reports and research studies. Most of the employers found the graduates successful while only a few believed that those graduates found it hard to read and understand reports due to insufficient knowledge of terminology.

In addition to the data obtained through interviews, questionnaires were given to analyse student needs. Regarding the reading skills and the sub-skills, both quantitative and qualitative (ANOVA results) data analysis showed that there was a significant difference between the freshman year and the further levels. For most departments the sub-skills were basicaly reading their coursebooks and articles. Starting in the second year, the students were expected to do extensive reading on the assigned topics as well as for research purposes.The major difficulty students had was vocabulary and unknown phrases, which slowed them down while reading

hindering their comprehension. Similarly, complex   structures in texts made comprehension difficult, which affected concentration negatively .

Finally, the results gained via the worksheets filled in during the focus group sessions revealed that there was an agreement among the instructors, who believed that a DBE graduate had be able to read, understand and react to texts of different lengths, levels, subjects and genres at upper-intermediate level; express himself accurately in writing for different purposes; express himself orally as accurately as possible; listen to and appropriately respond to spoken discourse; have the qualities of an independent learner, employ the skills learned to utilize his knowledge and develop his self-confidence; think critically; be aware of professional ethical practices, social values and international cultural understanding. Similarly, a METU graduate had to be able to comprehend high level texts of all genres; express himself in written and oral discourse accurately and fluently, i.e. by being aware of register, audience and purpose; think critically; be aware of ethical issues, and cultural differences; use technology appropriately to communicate in English; develop and use effective learning strategies to regulate their learning.

As a result, the needs analysis described in detail revealed that there was a need to develop the reading and writing skills of METU students by improving the ENG 101 course taking their weaknesses into account. For this reason, this course was redesigned in the light of the results gained through the needs analysis described above and tried in the first semester of 2004 with a renewed material, the present coursebook (see Appendix 2) and assessment procedures.

1.2.2 ENG 101 Course Description (After the Revision)

As mentioned earlier, the ENG 101, Development of Reading and Writing Skills 1 course, which also included some listening and speaking practice but focused primarily on reading, is the first language course offered by the DML during the students' first year in their faculties. Considering the necessity for improvement, the

Curriculum Unit reconsidered the content of the ENG 101 and came up with the following design;

English 101 has been redesigned to become a learner-centered, integrated-skills based course that would develop students in the four skills (reading, writing, listening & speaking) in an academic context. Tasks involving higher order thinking skills would require students not only to perform at knowledge and comprehension levels, but to evaluate information, ideas and judgments as well. The variety of texts and perspectives presented through themes in and outside of class would facilitate their critical thinking process and thus, enable students to become active and autonomous learners.

More specifically, within a thematic approach, reading, writing, speaking, and listening skills would be developed, with a language component in order to build on the foundation established at the Department of Basic English. In speaking and writing, students would be encouraged to use language forms that they would learn through reading and listening. Under broad themes (or threads), the students would be exposed to extensive reading both in and outside the classroom. They would be encouraged to read a variety of texts such as short stories, academic articles, research reports, reviews and journalistic texts as well as chapters from textbooks.

As part of reading and comprehension, students would be encouraged to analyze texts and re-formulate information in graphic organizers. Students would also learn to interpret and transfer information from a visual representation (such as a graphic, diagram, or pie-chart) into written or spoken discourse.

Students would have acquired paragraph writing skills at the Department of Basic English. Hence, in the ENG 101 they would proceed to write full essays as end products of the themes they would be exposed to. Within the thematic approach, students would be encouraged to use the language structures and vocabulary learnt during the reading and speaking tasks in their writing assignments.

In the process writing approach adopted in this course, emphasis would be placed on unity and coherence, and the use of different discourse patterns for different purposes.

During reading, writing and speaking tasks, particular structures or language forms essential to the students' academic requirements would be highlighted.

A thematic approach to promoting vocabulary development would be integrated in tasks designed to develop all four language skills. (Syllabus committees would prepare vocabulary lists for all courses, during the materials development process.) The words in those lists would be taught with their collocations in a meaningful context. Testing would be done by means of tasks and assignments requiring the use of target vocabulary.

ENG 101 would include class discussions, use of audio and video tapes (to stimulate listening and discussion), listening to lectures for note-taking, graded debates, critiques, and mini presentations to develop listening and speaking skills.

Aside from linguistic skills, ENG-101 would also explicitly reinforce non-linguistic skills such as study habits, critical thinking and learning strategies. It would promote an awareness of ethical issues and social values, as well as collaborative teamwork.

Avoiding plagiarism would be a priority (an emphasis on local topics and direct personal research wherever possible would be an effective strategy towards this end). Cases of plagiarism would be severely penalized.

1.2.2.a Testing Implications of the ENG 101 (After the Revision)

It had been decided that during the course, there would be continuous assessment of class work. Students would be responsible for the contents of extensive reading material to be assigned both in and out of the classroom.

After the treatment of each theme, quizzes, discussions and debates, graded writing tasks would be used to evaluate the skills and knowledge acquired through the activities under that theme.

The Midterm and Final exams would include thematic discussion questions. Students would read texts assigned during the course and given in the exam, to reply comprehension and discussion questions related to the themes covered in the course.

1.2.2.b Course Aims and Objectives:

The overall aim of this newly revised course was to:

1. Use correct, appropriate language structures, vocabulary & discourse markers
2. Learn, internalize, accept and carry out the stages in a process writing approach, while writing paragraphs and/or essays
3. Understanding key ideas in a text
4. Recognize the relationship between ideas in a text
5. Recognize the attitude of the writer
6. Read Extensively
7. Read with reasonable fluency
8. Deduce the underlying meaning in sentences or parts of a text
9. Evaluate, synthesize and use information from (multiple) texts
10. Identify main idea(s) in spoken discourse
11. Listen for a specific purpose to choose relevant information
12. Initiate and maintain discussions

* Course Material:

Alperer, S., Eşit, C., Pehlivanoğlu-Noyes, F., Sığınan, Ö., Somuncoğlu, Y. (2004). *English for academic purposes I.* Ankara: ODTÜ Basım İşliği

*The Layout Of The Revised Book

The book had been divided into 3 themes, each consisting of 2-4 units. Each theme led to a "Putting it All Together" section, in which the students were expected to make use of the information (content and skills) that they learned in that particular theme. Students would also be exposed to extensive reading texts

outside of class and would be asked to answer reflection questions subsequent to each extensive reading text.

Grading:

The weighting of different assessment tools were planned to be as follows;

- Midterm Exam: 25%
- Final Exam: 35%
- Reflective Essay: 10%
- Reaction/Response Essay:
  %5
- Swap-Shop & Class-Work:
  5%
- Reflection Sheets: 10%

* Attendance:

The students were allowed 12 hours of absence. They would get an "NA" grade if they exceeded this limit. If they missed an exam or a 'Putting It All Together' session, they would not be given a make-up unless they had an official medical report. It was their responsibility to catch up to the class and to make-up any work. Missing the class did not excuse them from not turning in assignments.

As part of the Curriculum Renewal Project, the Unit responsible for preparing the textbook and the relevant materials for the ENG 101 course undoubtedly put a lot of effort into that stage of the course design cycle. As a result of this hard work, a renewed coursebook *English for Academic Purposes 1* by Alperer, S., Eşit, C., Noyes, P.F., Sığınan, Ö., Somuncuoğlu, Y. (2004) emerged with the assumption that it would cater for the needs of the learners at METU by achieving the goals and objectives redesigned in the previous stage. In order to be able to confirm this assumption, there was a need for feedback in different forms. That is why a group of teachers came together as the Testing Unit members, where

they prepared the exams, homework to be set regularly as well as written and oral projects.

Despite such great effort put on course design, it would not be possible to conclude that everything was over. After the replanning stage, the program needed to be implemented to see how it worked or if it worked at all. Then would come the course evaluation stage which could prepare the way to increase the quality of education offered, to repair the flaws, modify the ill functioning components, form important decisions as to whether a course should continue or not. Evaluation was a vital issue that had to be carefully carried out for all types of formal instruction. As Graves (2000) suggested, evaluation was everywhere in a language curriculum and any course.

In the process of course evaluation, a special focus on materials would be necessary since they were central to any effective course as McDonough and Shaw (1993) suggested. Since the ENG 101 textbook was rewritten as an in-house textbook produced by the teachers of the DML, there was the need to pilot it and evaluate how it worked. Naturally, published books might not fully serve the needs of our learners and might not be as flexible and valid as well-prepared in-house books could. Still, this could not guarantee that there would be no problem with such books so particular attention to the coursebook might be crucial even though these kinds of books are considered to be the most appropriate and relevant ones.(More information on the renewed textbook could be found in Appendix 2). That is why this study also aimed to pay special attention to the effectiveness of the newly written coursebook after the piloting stage as well as the course itself.

The type of materials evaluation that would be suitable was a "retrospective" one (Ellis: 1997) , which was carried out *after* the materials were tried. It aimed at discovering the effectiveness of the materials including (and with a special focus on) the textbook by getting the views of both the students and the teachers . Feedback from this evaluation would be used for further decisions as to whether the materials should be modified or kept as they are.

The evaluation presented in this study was both at macro and micro levels considering the textbook, *English for Academic Purposes 1* by Alperer, S., Eşit, C., Noyes, P.F., Sığınan, Ö., Somuncuoğlu, Y. (2004). In other words, there was both an overall and a detailed look at the main coursebook to be able to get a more reliable picture about its effectiveness.

As for the choice of the criteria to evaluate a textbook, there were various suggestions in the form of lists given by different writers such as Breen and Chandlin (1987), Richards (2001), Jordan (1997), Brown (2001), Harmer (2001), Cunningsworth (1995), Hutchinson (1987), Sheldon (1988), Grant (1987), Ur (1996) and so on. Although all the criteria suggested by those scholars looked different on the surface concerning the items in the lists, most of them had a lot of common aspects ranging from the physical outlook of the book to the content of it. The criteria suggested by Cunningsworth (1995) were appropriate; comprehensive and practical with clear questions. Thus, his suggestion was taken as the basis for the coursebook evaluation process in this study.

1.3 Purpose of This Study

This study was designed to evaluate the *effectiveness* of the ENG 101 course offered by the DML to METU students from various departments regarding
- the objectives
- materials (with a specific focus on the course book) and methods
- assessment

to find out the answers to the specific ***research questions*** below:
1. How do the rationale and objectives of the ENG101 course relate to the DML curriculum rationale and objectives?

      -To what extent are the objectives of the ENG101 achieved?

      -Do the students improve/maintain their linguistic and educational skills by the implementation of the program?

2. Are the methods and materials used in the ENG101 effective in achieving the course objectives?

3. To what extent do the ENG101 student evaluation procedures and tools measure the skills and knowledge targeted in the objectives of the ENG101?

4. Is the curriculum on paper perceived and implemented in the same way by all instructors?

1.4 Significance of the Study

Change is an inevitable aspect of life and that is why it is very natural and crucial to reflect any kind of change in the environment in teaching and learning activities taking place in any educational institution.

As mentined before, there have been some changes recently in the Development of Reading and Writing Skills course offered by the DML, whose vision statement stated that this department would offer courses with continuously updated methods and materials. , and the department was in need of feedback on how the renewed ENG101 course worked in order to be able to make any necessary further modifications before it was offered next time to the students.

The changes that took place were the coursebook studied , the content with more focus on writing than the previous versions of the same course this time and the assessment methods with more written homework incorporated including two essays, paragraphs to be graded and six reflection sheets in the form of questionnaires following some extensive reading tasks, after the comprehensive needs analysis study described in detail. Therefore, this evaluation study attempted to contribute to the improvement of the effectiveness of this specific course which was designed to equip METU students with the necessary reading (and writing as a secondary focus) skills that would be used both in their academic and professional life, in a meaningful way with realistic tasks. Reading as well as writing is a very important skill at METU, where the

medium of instruction is English , and the students should be able to follow the courses given in their departments, refer to sources in this language to be able to carry out certain projects. It was hoped that the results of this would positively contribute to the curriculum development process by providing useful feedback that was gained both from the teachers and the students about the different aspects of the ENG 101 course in a general and specific sense.

Although there were some studies on *evaluation* in literature, they focused on either the certain components of a course in general or the books/materials used. There were very few comprehensive studies considering a course (including the ENG 101 or any similar one) both in general sense and with a more specific focus on a certain element such as the coursebook.Thus, this particular study aimed to contribute to the existing evaluation procedures by providing a double perspective; one being in course (general) level and the other one in materials level with a specific focus on the coursebook.

CHAPTER 2

LITERATURE REVIEW

Presentation

This chapter is the review of literature with the theories of well known scholars on the topic of evaluation. It starts with the definition of evaluation according to different scholars and continues with purposes of different types of evaluation, how to decide on the effectiveness of a course and some empirical studies carried out related with evaluation.

2.1 What is Evaluation?

Brown (1995) defined evaluation in a very general sense considering the curriculum as follows:

> … the systematic collection and analysis of all relevant information necessary to promote the improvement of the curriculum and to asses its effectiveness within the context of a particular institution involved…
>
> (1995, p.24)

Brown (1995) found this definition very similar to the needs analysis and stated that the difference lied on the amount and quality of information. While the needs analysis which was carried out in the first stages of curriculum development

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had to rely on interviews, questionnaires, linguistic analyses and professional judgement, evaluation could include all those listed tools to assess the effectiveness of a program as well as all the data gathered before and during the implementation process which refered to developing objectives, writing and using the tests, adopting, developing, or adapting materials, and teaching.

Brown supported the idea of systematic curriculum development, which viewed curriculum as a process that could be modified rather than a product which was inflexible. Since student types, language theories and politics of the institution might change, a curriculum had to be able to adapt to those changes in order to function effectively. As a result, he made his definition even more clear when he said:

> … Program evaluation then, might be defined as the ongoing process of information gathering, analysis, and synthesis, the entire purpose of which is to constantly improve each element of a curriculum on the basis of what is known about all of the other elements, separately as well as collectively…
>
> (1995, p.24)

Compared to the first definition given in the begining by Brown, Worthen and Sanders (1973, p.19) provided a rather more limited idea for the term saying "Evaluation is the determination of the worth of a thing. It includes obtaining information for use in judging objectives, or the potential utility of alternative approaches designed to attain specified objectives". Although, this definition was broader than the one suggested by Popham (1975), who interpreted evaluation as a "formal assessment of the worth of educational phenomena" (p.8), it was more restricted compared to Brown's idea in which evaluation focused on both the worth and/or effectiveness of a program and promoting its improvement. It was clear in Worthen and Sanders' definition that evaluation was limited to a rather goal-oriented approach which was only one aspect of this particular evaluation study.

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Graves (2000) and Richards (1996-7) believed that course evaluation was finding answers to questions like "Was the course effective? How effective was it? In what ways? Where did it fall short?. Richards put it as:

> Curriculum evaluation focuses on collecting information about different aspects of a language program in order to understand how the program works, enabling different kinds of decisions to be made about the program such as whether the program responds to learner needs, whether further teacher training is required for teachers working in the program or whether students are learning sufficiently from it .
>
> (2001, p. 286)

Similar to Brown, Graves showed the importance she attached to evaluation by placing it in the center, heart, of the course development cycle and considering it to be ongoing which led to decision making.

In a more recent article, Starr-Glass (2005) defined evaluation as "a means of obtaining information about course strenghts and weaknesses so that instructional and administrative decisions can be made" (p.196). He added that "course evaluation is designed to produce relevant evidence for decision making" (p.204). In his definition, the importance he attached to evaluation was apparent. In a way, he said that to be able to take serious decisions both in the teaching-learning and management levels, evaluation was a vital component.

2.2 Purposes of Different Types of Evaluation

First of all, many specialists agreed on the general aim of evaluation; an evaluation study was carried out in order to promote and improve effectiveness as well as quality of education, and it gave way to important decisions that were to be taken carefully analyzing the results that would be obtained from the process. Richardson (2005) drew particular attention to student feedback during evaluation

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studies and believed that student feedback was the primary source of evidence for finding out about the teaching quality so it could be used to improve the quality of instruction. Marincovich (1998) admitted that student evaluation of teaching systems did not only serve the purpose of improving faculty teaching, but also providing accurate and reliable data on the quality of faculty's teaching to administrators who were to make importanat decisions on the granting of renewal, promotion and salary-setting as well as giving students information on faculty teaching that would help them decide on the courses to take. He then added another function making reference to Menges (1990) who asserted that evaluation of teaching provided information for ac-creditation reviews.

Marincovich (1998) suggested some steps to improve teaching through the use of student evaluations:

- Situate the Evalution System Firmly Within the Academic Context
- Strive for the Quick Processing and Return of Forms
- Help Faculty to Interpret Their Evaluation Results
- Create Opportunities for Peer Evaluation
- [Create a Grace Period in the Evaluation of New Faculty (this step was applicable for new faculties only)]
- Educate Students Regarding Their Role in an Evaluation System
- Stress the importance of Midterm,as Well as End-of-Term, Feedback
- Create Opportunities for Reflection on One's Teaching Evaluations

(1998, p.4-8)

Marincovich also put forward the idea of Teaching Centers which could;
- Provide Teaching Consultation Services
- Provide Assistance in Interpreting Students' Written Comments
- Produce Materials that Expose Faculty to More of the Research and Thinking on Student Evaluations

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- Use the Power of Stories (of professors who had problems with teaching evaluations and solved them)
- Influence the Next Generation (of Teaching Assistants

(1998, p.8-11)

Regarding the different types of evaluation, scholars made a distinction between the formative and summative evaluation whose purposes and time of application were different from each other. Formative evaluation took place during the implementation of a program in order to make the necessary changes at parts where the course fell short or weak, that is, to improve its effectiveness, "to give students a voice" (Graves, 2000; p.215) and modify it. Summative evaluation, on the other hand, took place after the implementation of a curriculum in order to make decisions as to whether the program should continue or not and to collect the necessary information for the redesign of a course if it continued, which was what this particular study focused on. Richardson (2005) claimed that it would be sensible to collect feedback after the completion of a course since what was of interest was the entire experience to the parties responsible for the evaluation and the redesign, improvement of a course.

Gilbert (2004) talked about two types of curriculum evaluation making reference to Sriven (1973) and Norris (1998). The first one was 'Extrinsic' or 'pay-off' evaluation which was based on judging the extent to which the aims and objectives were achieved and assumed (even required) that the outcomes of a program could be stated in measurable terms. Gilbert criticized this situation mentioning about a limitation of of this case; as a result of the assumption that the outcomes could be stated in only measurable terms, the objectives which were not stated or which were broader than the operationalized outcomes would be ignored. He highlighted the fact that extrinsic evaluation could not evaluate the worth of the stated objectives themselves. However, the second type of evaluation namely 'intrinsic' evaluation focused on the value of the objectives themselves, on the

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consequences, outcomes and implications of programs which might not have been given in the program objectives.

Weir and Roberts (1994) distinguished between two major purposes for program evaluation one being "program accountability" and the other "program development". They explained that program accountability looked at the effects of a program at significant end points to help some outer audience. Development – oriented evaluation, on the other hand, aimed to improve the quality of a program during the implementation process. They added that the last type might involve the staff who took part in the program. Unlike many specialists, Richards (2001) talked about three different purposes for evaluation; formative, illuminative and summative. Formative evaluation focused on ongoing improvement of a program and tried to find out what was working well as well as what was not. He also listed some questions related to this kind of evaluation:

- Has enough time been spent on particular objectives?
- Have the placement tests placed students at the right level in the program?
- How well is the textbook being received?
- Is the methodology teachers are using appropriate?
- Are teachers or students having difficulties with any aspect of the course?
- Are students enjoying the program? If not, what can be done to improve their motivation?
- Are students getting sufficient practice work? Should the workload be increased or decreased?
- Is the pacing of the material adequate?

(2001, p.288)

Illuminative evaluation tried to sort out how different aspects of the program worked or were implemented. It had more to do with the teaching and learning stage

in a program. The course did not need to be modified as a result of this kind of evaluation. The questions listed for the illuminative type were as follows:

- How do students carry out group-work tasks? Do all students participate equally in them?
- What type of error-correction strategies do teachers use?
- What kinds of decisions do teachers employ while teaching?
- How do teachers use lesson plans when teaching?
- What type of teacher-student interaction patterns typically occur in classes?
- What reading strategies do students use with different kinds of texts?
- How do students understand the teacher's intentions during a lesson?
- Which students in a class are most or least active?

(2001, p.289)

Such questions put light on, as the name "illuminative evaluation" suggested, in-class issues.

Finally, summative evaluation was conducted at the end of a course to decide on the worth or value of different aspects of a curriculum. Thus, it focused on the effectiveness, efficiency and acceptability of a program. The questions were:

- How effective was the course? Did it achieve its aims?
- What did the students learn?
- How well was the course received by students and teachers?
- Did the materials work well?
- Were the objectives adequate or do they need to be revised?
- Were the placement and achievement tests adequate?
- Was the amount of time spent on each unit sufficient?
- How appropriate were the teaching methods?
- What problems were encountered during the course?

(2001, pp.291-292)

Considering the concerns of the three types of evaluation suggested by Richards, it is possible to claim that this study included questions from all those three types, even though it was summative in nature regarding the time of its application.

2.3 How to Decide on the Effectiveness

Richards (2001) suggested a comprehensive view of "effectiveness" including the mastery of objectives, performance on tests, measures of acceptability, retention rate (or reenrollment rate) and efficiency of the course. The last point on "efficiency" was where they disagreed with Tomlinson (1998) who considered this issue as another focus being at the same level with "effectiveness", not as being only one of the measures of it. (According to Tomlinson, it was one of the two principal foci; the other one being the "effectiveness"). Moreover, he claimed that "effectiveness" was much easier to focus on since it questioned the program effectiveness in terms of meeting the needs of the learners only. In his view, "efficiency" was much more difficult to determine since it required an answer to the question; "Does the program meet the needs of the learners more effectively than some alternative program?" (Tomlinson, 1998, p:223). He added that "it is necessary to compare the learning gains evidenced by one program with the gains by another program which differed in some way from the targeted program.". Weir (1995), however, did not seem to perceive this term as complex. To him, efficiency of a course was just one measure of the success of a course, and it focused on the extent to which a course was straightforward to develop and implement. It might be related with the problems that could occur during the course, the time spent on planning and course development and the need for specialized materials and teacher training, the amount of time needed for meetings. He did not talk about an "alternative program" (or "gains evidenced by an alternative program"). In this study, "efficiency" was treated as a requirement for "effectiveness", in other words, as a subcategory of it as well as the other measures listed .

In order to get a true picture about the effectiveness of a course, *mastery of objectives,* which was only one aspect of this study, might not be a sufficient indication since the mastery could be achieved by students' private studies to compensate for the loss caused by the poor quality of the teaching or materials used. Or the mastery would be possible by spending too little time on an objective or despite the negative attitudes of learners.

Weir (1995) suggested that besides the mastery of objectives, *performance on tests* could provide valuable feedback to the teachers and testing staff about the effectiveness of the course. He further claimed that achievement tests could have important washback effect on teaching and learning. They helped decisions on any changes needed in a program, including the objectives. A good test which was reliable and valid could provide useful information on the quality of a course. Struyven (2005) argued that students' learning was related to evaluation practices, they were affected by assessment, that is, "the students' experience of evaluation and assessment determines the way in which the student approaches learning." (p.326). Moreover, she believed that since students' learning was influenced by their perceptions of the learning environment, students' views might help the teachers or course designers improve their educational practice. In her own words, "Students' perceptions serve the purpose of guiding us in our reflective attempts to improve our educational practices and achieve a higher quality of learning and education for students" (p.338).

Nieweg (2004) stated the importance of assessment for the students quoting from Van Der Vuleuten and Driessen (2000, p.9) where they said, "Students will define educational success as success in the assessment programme" (p.204). Thus, for students' curriculum was not different from the assessment program. They continued saying that no matter how excellent the goals of the program were, if they did not equal the assessment program, they were bound to lose the fight.

Soundarajan (2004) complained about not paying enough attention to using the assessment results to improve programs. He strenghthened his claim with the

views of different scholars such as Pomerantz (2002), Angelo (1999), Henry et al. (2001) and Peterson and Einarson (2001) who questioned the lack of value that was to be given to assessment while taking decisions to improve courses. They all agreed on the point that the primary purpose of assessment had to be program improvement and the focus should not be the accountability dimension of assessment all the time.

This point however was a limitation of this specific study so it was suggested as a matter of further research.

Still, these two issues mentioned above were still not enough to decide on the extent of effectiveness of a course. In addition to those, *positive rating of the course by teachers and students*, which was another aspect of this study, was crucial. Weir (1995) called this point as measure of *acceptability.* He stated that even if the course was rated positively, the number of students reaching the objectives was important, too. Acceptability was related with time-tabling, class size, choice of materials or teachers' teaching styles. Richardson (2005) shared the same view with Weir saying that there had to be more emphasis on students' (as well as teachers' even though more indirectly) level of satisfaction with the teaching or the program in general. According to him, the difference between expectations and perceptions determined this level. Together with their perceptions of academic quality, expectations could also be identified using or designing appropriate tools. Richardson noted that in addition to the informal and formal meetings with the students and teachers, use of formal intruments had two advantages during evaluation practice. The first one was that with the help of those instruments, we could obtain feedback from the entire student population and the second one was that they documented experiences in a systematic way. Thus, he stressed the role of those formal tools in the evaluation process.

Another factor to consider related with the effectiveness of a program was efficiency which was concerned with how straightforward the course was to develop and implement. This might include the problems that could occur during the implementation stage, time that would be spent on planning and developing the

course, the need for specialized materials and teacher training and time necessary for consultation and meetings.

Richardson (2005) also noted the importance of response rates in surveys to be able to get healthy picture of a course. He stated that a response rate of % 50 was considered to be satisfactory in social research. Richardson added that collecting feedback in classroom and before announcing the students' final grades would lead to higher response rate and reduce the effect of sampling error and sampling bias. He reminded that in order to get high response rates, it was important to motivate the students since high achievers would complete feedback-questionnaires but the failing students would be reluctant to do so. Marincovich (1998) raised another important point about student evaluations of teaching by claiming that students had to be trained in their evaluation role during their initial orientation to university. Taking on the attitude of coach, they had to be able to give direct, constructive and practical feedback. It was also important to talk more with students about how feedback in the previous years had helped to improve courses. Scholars agreed on the point that it was important for the students to know that their feedback was read and taken seriously to be able to concentrate on the tools. Otherwise students would not take the survey seriously.

However, Dommeyer, Baum, Hanna and Chapman (2004) disagreed with Richardson's view on the effect of in-class feedback saying that in a classroom situation, instructors might manipulate ratings through their comments and actions while distributing questionnaires, might even change results before turning them in. Moreover, students would not be able to write written comments as the filling out process would be carried out at the end of class. Instead of in class method, online evaluation was suggested due to its advantages. Firstly, in the online method, certain costs were avoided such as printing, distributing, scanning and storing papers, typing open ended –questions, writing reports to summarize the results and so on. Secondly, there was no danger of being affected by the presence of a faculty member during the process. Thirdly, students had enough time to provide their response as complete as possible. Lastly, there was no danger for students to be identified by their

handwriting in online method so they felt safer while answering the questions. In spite of these advantages, it was claimed by those scholars that online method was not popular for the faculties were doubtful about the response rates and the accuracy of the answers in such a case. Besides, studies on this issue showed that the method of evaluation did not have a significant effect on the ratings.

Cohen (2005) focused on a very significant point, areas of evaluation to improve the quality of education in his study and refered to literature related with this issue. Firstly, he talked about Williams and Battens' 1981 study of quality of life among high school students in which six areas of evaluation were identified as:

- positive affect
- negative affect
- status
- identity
- opportunity and professors

(2005, p.124)

Then, he went on with Roberts and Clifton's 1992 study involving university students which suggested a re-conceptualization of those six areas into four dimensions as:

- positive affect
- interaction with professors
- interaction with students
- negative affect

(2005, p.124)

Cohen stated that the dimensions of interaction with professors and other students were interpersonal, positive and negative affect again involved interaction between

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the student and the course (i.e. interest vs. disinterest) or between the student and the teacher (i.e. encouragement vs. fear).

Cohen also talked about Student Evaluation of Educational Quality (SEEQ) which defined nine factors of teaching effectiveness:

- learning/value
- enthusiasm
- organization
- group interaction
- individual rapport
- breadth of coverage
- exams
- assignments
- workload difficulty

(2005, p.124)

Cohen added that "These factors have been verified over 30 published studies"(p.124). He stressed the concept of interaction as one of the organizing principles of evaluation but also reminded that the interaction dimension was not the only factor in evaluation, the course content and the teacher's effectiveness might be considered separately. Then, it was possible to suggest five categories:

- interaction with professors
- interaction with other students
- interaction with/interest in course material
- course quality (i.e. organization, depth of content)
- teaching quality

(2005, p.124)

Considering the issue of coursebook evaluation, Akdeniz (2004) talked about a study carried out in America which revealed that the students spent between % 75 and % 95 of their classtime working on their coursebook. In another study involving the teachers working at primary and secondary schools, it was discovered that % 81.5 of those teachers used the coursebook in their classes. That was why Akdeniz gave a lot of importance to the criteria to be used in evaluation studies. He listed some categories as content, organization, readability, understandabilty of the concepts and principles, approaches to teaching-learning, lab activities and evaluation and physical quality. Many scholars agreed with those criteria and suggested similar categories.

2.4. Empirical Studies on Evaluation

Regarding some studies carried out related with evaluation, it is possible to summarize the following research:

Ayman (1997) carried out a case study in Bilkent University School of Foreign Language (BUSEL) involving 90 randomly selected Upper Intermediate students and 45 instructors. The purpose was to find out how those different groups; the students and the instructors evaluated the in-house textbook (macro level), Bilkent Academic Studies in English 3 (BASE 3), which was based on English for Academic Purposes (EAP) and designed for Upper Intermediate students. The book was prepared concerning the needs of the students, instructors and the institution, and the evaluation study consisted of the perceptions of the two parties mentioned above regarding the overall effectiveness of the material after it was implemented.

The instruments used to gather data about the study were questionnaires and interviews. Ayman prepared a student questionnaire consisting of seven sub-titles:

1.Physical Appearance
2.Coverage/content
3.Organisation and linkage
4.Level

5.Activities

6.Supporting Resources

7.Language and readibility

Ayman added one more sub-title in the instructors' version:

1. Teacher's Book

The data analysis revealed that both the students and the instructors were generally positive about the coursebook, the instructors being more positive. Still, there were some aspects of the book about which both parties were negative. They thought that some activities, content/topics and the teacher's book needed improvement.

Coşkuner (2002) carried out a research at Başkent University including 189 students and 10 instructors. The purpose was to evaluate the effectiveness of the English for Specific Purposes (ESP) textbook "English for Business Studies" as an instructional material for the "Faculty of Administrative Sciences" and "Faculty of Applied Sciences" (ENG-261/262 and MENG-217/218).

The instruments used in the study were questionnaires and interviews with both the students and the instructors. The questionnaires were based on the nine criteria defined at macro level evaluation level, which measured the overall effectiveness of the textbook. Coşkuner used the following criteria for her study:

1.Aims and Needs of the Students in Studying English

2.Layout and Physical Appearance

3.Language and Readibility

4.Design and Organisation

5.Content and Coverage

6.Developing Four Language Skills and Communicative Abilities

7.Encouraging Learner Interaction in the Classroom

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8.Presentation and the Practice of Vocabulary

9.Developing Learner Autonomy in Studying

The results revealed that both parties felt positive about most of the characteristics of the textbook and thought that it achieved the objectives. However, it was discovered that there was a need for more listening activities.

Kanik (2002), in her work on the evaluation of the effectiveness of the ESP reading materials for 215 English for Law course at the English Language School of Başkent University, mainly focused on the materials offered. The study was based on the nine criteria to judge the effectiveness of the materials at macro level including:

1.The development of the reading skills,

2.Suitability of content,

3.Selection and organisation of tasks/activities,

4.Development of vocabulary through reading,

5.Level of texts and tasks/activities,

6.Clarity of instructions,

7.Consideration of learning style differences,

8.Development of learner autonomy and

9.Physical appearance of the materials

She evaluated the materials also at micro level by focusing on some selected units. The results indicated that the materials were effective in relation to most of the criteria but they did not consider different learning styles, opportunities for autonomy in reading skills and interests of the learners in terms of the content, tasks and physical appearance.

Another study was carried out by Kesal (2003) whose purpose was to investigate to what extent constructivist classroom characteristics existed in *ELT Methodology II* courses in ELT departments. Secondly, the aim was to explore the extent to which constructivist learning activities and evaluation strategies were

perceived to be useful by the students and the instructors as well as the extent to which the students and the instructors in ELT departments had constructivist conceptions of learning and teaching. Final aim was to find out whether students' perception of constructivist classroom characteristics differed according to certain variables such as university, sex, type of high school the students graduated from, expected average score in the course and perceived competency in English. The study involved 410 students and 15 instructors at four universities namely MidEast Technical University, Gazi University, Çukurova University and Dicle University.

The tools to collect data were a questionnaire to the students, interviews with the students and the instructors and observation of students' microteaching practices. Data was analysed via both quantitative and qualitative analysis techniques. The questionnaire was a five point Likert scale including 8 dimensions namely:

1.Learning Activities
2.Evaluation
3.Professional Relevance
4.Reflective Thinking
5.Negotiation
6.Leadership
7.Empathy
8.Support

The results revealed that most of the students and the instructors perceived the classroom characteristics to be constructivist with only a few differences in their perceptions. Moreover, classroom characteristics were constructivist, which was found to be more useful (when the activities and the evaluation strategies were concerned) by the students and the instructors compared to the traditional ones. Furthermore, majority of the students and the instructors held either cognitivist or constructivist conceptions of learning. However, the students were behaviorist once the teaching was concerned while the instructors were constructivist.. Finally, the

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perception of constructivist classroom characteristics differed according to universities, expected average score and perceived competency in English but not to sex or the type of high schools the students graduated from. Still, the learning activities, evaluation strategies, students' learning experiences and instructors' roles in the classroom had to be improved to make *ELT Methodology II* classes more constructivist in nature.

Yumuk (1998) carried out her study at Bilkent University. The aim was to evaluate the effectiveness of 23 in-house materials prepared for Bureau Management and Secretarial Studies through macro and micro evaluations on the basis of 5 criteria developed:

1.Content in support for the attainment of course objectives
2.Organization of content in support for the attainment of course objectives
3.Consideration of perceptual learning style differences
4.Integration of learner training elements to develop autonomy
5.Physical appearance to enhance learning

The aim of the macro evaluation was to investigate the overall effectiveness of the materials, and the micro evaluation aimed to investigate the match between what was planned and what actually happened. It also aimed to provide empirical data for macro evaluation by identifying strengths and weaknesses in the design of the materials. Macro evaluation involved questionnaires administered to 41 students, content description of the 23 in-house materials and interviews with the Curriculum Level Coordinator, 2 instructors and 9 students.

The results showed that the materials were effective to some extent once the criteria 1, 2 and 5 were considered. However, to a large extent they were not effective since they did not meet the other two criteria (3 and 4). Thus, there was a need for a more learner-centered approach to the design and evaluation of materials.

All of the studies presented here were on mainly the materials evaluation which was only one aspect of this particular study except for Kesal's, which was larger in scope than the other work. In that sense, her research was rather closer to the foci of this specific study.

Considering the literature on course evaluations, one example could be Starr-Glass' (2005) evaluation of a distance-learning course. The course was intended to prepare students for working on an undergraduate dissertation in business and economic areas, to help them understand more about research methodology. The course followed a tutorial approach emphasizing individual mentor-student exchanges. In the evaluation process, students were to articulate their learning experiences via metaphor and mapping techniques.

The course was offered to twenty senior students in their final year of a bachelor' degree in business administration and all of them were enrolled in the international program of an American, regionally accredited, state university. Almost all participants were native Czech speakers and very good at English.

The approach followed in the evaluation was to directly listen to participants and let them tell about the aspects of the course they had discovered. Starr-Glass did not prefer an objectives-based evaluation for he wanted a more enriched ending, that is, an insight into the impact of the process and the dynamics of the course which had started with mailing method and continued in an online format.

The instrument asked specific questions on the difficulties encountered, thoughts on improvement or change. It included three short exercises namely:

- **Semantic Indicators** where students were asked to think of words they would associate with the 'ideal' course and then list half-a-dozen words that came to mind about the course they completed. This exercise was repeated in students'native language, too.
- **Simple and Extended Metaphors** where students were to consider the course in an indirect sense writing a short, direct simile; "the course was like a…because…". Then this single sentence would turn into a short, one- paragraph story.

- **Construction of Experiental Map** where students were to draw a map of the course representing their unique, original experiences.

(2005, p.199)

Although students found metaphors difficult and needed some encouragement in the mapping exercises, the results revealed that the course was well-constructed promoting independent thought, consideration and reflection among participants. The only problem was that in the beginning of the course, the objectives were not very clear. Starr-Glass concluded saying that although evaluation maps could not substitute for the actual journeys, they could provide enriched appreciation of experiences that was necessary for the improvement and effectiveness of any course.

Soundarajan (2004) focused on the use of assessment results to improve engineering programs, which involved a group of courses rather than a single course. He presented an approach adopted by the Computer Science and Engineering program that served to identify improvements based on assessment results, to provide high quality documentation and help incoming students and new faculty to understand the structure and evolution of the program. He stated that in the USA, for engineering programs, recently revised Engineering Criteria 2000 which attached importance to programs with well-defined objectives and outcomes has been used. This criteria required programs to perform regular assessment to see how well the outcomes were being achieved, to use the results of the assessments to improve programs and to document this usage as well as the improvements made.

The assessment tools used in the study were:

1. Assignment and examinations
2. Student Evaluations of Teaching
3. Exit Surveys (completed by all students near graduation who ranked the objectives concerning how well they were met and how important they were)
4. Alumni Surveys (similar to exit surveys where recent alumni ranked the objectives in their current professional position; how well they were prepared by the program, regarding the objectives)

5.Supervisor/manager surveys (Alumni who graduated several years ago and was expected to bea supervisor ranked the importance of the objectives and how well the program prepared the respodent's recent supervisees with respect to each.

<div align="right">(2004, p.599)</div>

Soundarajan used the term 'CGR' for the approach used in the study and stated that this approach proved to be very valuable by allowing the faculty groups to summarize data from various assessment tasks and present them in coherent concepts of groups of courses, ensuring related faculty groups to interact with each other regularly when preparing the CGR for the particular group, enabling faculty who were not directly related with a given group of courses to get a broad understanding of those (important especially for cases where courses in one group were prerequisites for courses in another group), allowing students and faculty to get a thorough understanding of the courses in the curriculum as well as how the curriculum evolved and the rationale behing this evolution and finally providing documentation to show how the results of the assessment tools were used to improve the effectiveness of the program.

In another study, Gilbert (2004) proposed a framework for evaluating the doctoral curriculum, based on concepts from curriculum evaluation. It specifically focused on the quality of research training. The framework could ask those two questions:

1. to what extent does the research training provided in various doctoral programs achieve the stated goals of these programs? (extrinsic evaluation)
2. to what extent do the goals and content of doctoral programs lead to research training which meets the needs of students, interested parties and the community as a whole in a context of social, cultural, economic and technological change? (intrinsic evaluation)

<div align="right">(2004, p.303)</div>

According to Gilbert, these questions could be applied at threee levels of the research training system and each of these would involve different evaluation criteria:

- Level one is the practice of individual doctoral research project. The focus is on the outcomes for individual students of specific training programs and the supervision and the process of thesis production

- Level two is the field of study where questions could be asked about the extent to which researchtraining across the university system is appropriate to the potential and desirable outcomes that might be expected.

- At level three the doctoral degree could be tested in terms of its contribution to knowledge and to life and progress of graduates and the community.

(2004, p.304-305)

Gilbert added that the field of study was the most important entry point for understanding the operation and the outcomes of the doctoral curriculum and for evaluation of that curriculum in the current context. The aims of the doctorate were usually most explicit at the institutional level, which required that they be so general as to make extrinsic evaluation rather questionable. He then proposed an improved version of the questions given above.The questions appropriate to an evaluation of the doctoral curriculum would be:

1. What are the goals, content and learning experiences of doctoral research training programs in particular fields of research?

2. In any field of research, is there consensus about these goals and the kinds of program which are in place to achieve them? If not, are there systematic variations in goals and programs which reflect significant issues for research training in the field?

3.How do the goals and program content, the procedural and propositional knowledge of research training in particular fields of research relate to the challenges to the doctoral curriculum outlined, such as developments in knowledge forms, generic skills (an important knowledge outcome and a part of the focus at level three

whose questions are determined and made manifest in the practices of particular fields of study) and changing academic roles?

4.How do the goals and program of research training in particular fields meet the needs of students and other interested parties relevant to research in those fields?

(2004, p.307)

Gilbert stated that "The purposes of the doctoral curriculum are just as diverse and are constantly challenged by changes in the context of research and research training" (p.308). He concluded stressing the importance of evaluation of the doctoral curriculum using the framework proposed.

Akdeniz (2004) evaluated gained behaviors and implemented activites in the course examination of the Subject Curriculum and his purpose was to determine the intended objectives of this course which was new. Although the contents of the course were given, objectives and implementation processes were not stated in the course documentation. The course involved 20 physics, chemistry and science education postgraduate students and the program, the materials were discussed with them. The course required the students to complete five homework including:

1. identifying a book and a topic to analyse
2. identifying the extent to which the book identified was user friendly and useful
3. reviewing literature and developing criteria to evaluate the part identified
4. preparing an appropriate methodology for the topic to be analysed
5. working on the selected topic using the method developed

Data were collected from these students through a questionnaire which included open ended questions, and an analysis of their projects.

The results of the questionnaire revealed that the students had gained the skills of identifying materials, explaining the importance of the coursebook, developing criteria, developing a method to analyse documents and interpreting

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relevant research results. However, it was stressed that the presence of students who were doing their Master's degree in different fields affected the class discussions negatively. Moreover, the results indicated that it was difficult for the students to find the relevant literature and collect data both from the teachers and the students by talking to them. In order to improve the effectiveness of the course, it was suggested that there was a need to strengthen the relationship between the faculty and the school. Besides, the course could be given to only the students from the same field of study rather than mixed groups. Moreover, discussions and presentations could be carried out in a more organized manner.

Considering the projects, it was found that in general, making sufficient use of literature review, method used to analyse results and preparing a scientific report items in the criteria were the points in which students performed poorly. Items on identifying reasons and appropriateness of suggestions for the results were the ones where students were at avarage. In brief, most of the intended objectives of the course were achieved, though activities were to be developed to run in a more systematic way.

Another study on evaluation was carried out by Yalçın (2005) who evaluated physics instruction in high schools in Erzincan province. He examined the behavioral patterns in teacher student interaction as a factor affecting physics instruction in 9-12th grades of different high schools in the province of Erzincan. Before the data collection stage, there was a situation analysis which revealed that the number of labs were not enough especially in high schools of the small towns. Based on that situation, two questionnaires were developed using the Likert scale format and piloted on 60 students and three teachers in two different schools in Erzincan. After the validity and reliability analysis, necessary changes were made on the tools. There were three categories in the questionnaires; attitude towards the coursebook, influence of the classroom situation and effective use of classroom situation.They were then administered to 600 physics students and 30 teachers in 17 high schools.

Concerning the attitudes of the students and teachers towards the books and the extent to which the lab supported physics education, it was dicovered that the

average scores of both groups were close to each other and both parties had negative perceptions on those items. According to the students and the teachers, the books were not effective considering the content, examples and resources. In terms of the effective use of the classroom situation, there was a meaningful difference between the student and teacher scores. The most negative answers were on the amount of time allocated for the lab-lesson, sufficiency of classrooms and the relationship of the course content with other courses. In general, however, it was discovered that the students had more negative perceptions on those items.That is why there was a need for a more student-centered approach during the classroom activites.

CHAPTER 3

METHODOLOGY

Presentation

In this chapter, the design of the study, data collection instruments namely questionnaires to evaluate the effectiveness of the ENG 101 to be given to 21 instructors of the Department of Modern Languages teaching this course and 255 students studying at different departments of the Middle East Technical University, a questionnaire to evaluate the coursebook of the ENG 101 to be given to 19 instructors, interview with one administrator and nine instructors in the same department, the minutes of the end-of the term course evaluation meeting and the subjects of the study are defined in detail.

3.1 Design of the Study

While evaluating the ENG 101 course, the *approach* was the *responsive evaluation* (Norris 1990 and Tomlinson 1998). *Responsive model* aimed to put light on the *teaching and learning processes* which are quite complex in nature. There was a course evaluation *questionnaire* in which the participants , instructors and students, responded to questions on both the achievement of the objectives and teaching-learning processes.

As stated by Weir and Roberts and Tomlinson, there were two general *purposes* for evaluating courses and/or programs; one being *accountability* and the other one being *development*. When *accountability* was concerned, as also confirmed by Nieweg (2004), the purpose was finding out *whether the stated goals of a program have been met*, for which *summative test scores* were used. For such a

purpose "objectives" model was appropriate. When *development* was considered, the purpose could be either *to improve the curriculum* or foster teacher development (sometimes both could be focused on). In this case, the suitable approach was the *responsive model*. The evaluation that was carried out in this study aimed to focus on the purpose of "development".

To conclude, *the types of information* that was collected for the evaluation was based on *responsive model* in which *documents* such as *syllabus, interviews with the participants, and meeting minutes* were examined to obtain *qualitative* data. Q*uestionnaires* as the major data collection *instruments* were given to two major *data sources; students* from different departments and *instructors* (and one administrator) teaching the course at the moment so as to get further data on the effectiveness of the ENG 101 course.

Specialists like H.D. Brown (2001), Harmer (2001), Cunningsworth (1995), Breen and Candlin (1987), Skierso (1991), McDonough & Shaw (1993), Sheldon (1988) and Tomlinson (1998) made offers as to help teachers or relevant parties decide on a suitable coursebook and among these, Cunningsworth's criteria were considered adequate and more practical with leading questions which made it easier to follow.

3.2 Data Collection Instruments

The instruments that were used in this research were *two identical questionnaires* with a few differences in some items and the language used, one to be administered to the instructors and the other one to the students to evaluate the course (the laguage was simplified in the students version to avoid confusion or misunderstanding), *a coursebook evaluation questionnaire* to be given to the instructors only and *interview* with the ENG 101 instructors. There was also *end-of the term meeting minutes*. The questionnaires were prepared using four-point scale.

The instructors' questionnaire, the students' questionnaire and the interview questions were prepared by the members of the Curriculum Evaluation Committee including the researcher considering the experiences and the elements of curriculum suggested by well known scholars. The instructors' questionnaire to evaluate the coursebook was designed by the researcher referring to Cunningworth's criteria and checked by the Chairperson of the DML as well as the Syllabus and Testing Committee for further improvements. It was prepared to collect feedback about the newly-written coursebook of the ENG 101 from the instructors teaching this course.

The questionnaires to evaluate the course were administered to 21 ENG 101 instructors and 255 students who were randomly chosen by the committee members.

In addition, there were interviews with 9 ENG 101 instructors and 1 administrator, as well as feedback from the end-of the term evaluation meeting. The questions for the interview were prepared by the same committee considering the issues the instructors' questionnaire did not include and the points that the instructors would like to elaborate on or share with the committee members.

The questionnaires were used to collect quantitative data and the interview was conducted to obtain qualitative data. The end-of -term meeting minutes were also used to add to the qualitative data obtained from the interview with the ENG 101 instructors.

In order to check the validity of the instruments, they were developed in the light of expert opinion and piloted with relevant parties. 25 students in one class were involved in the piloting of the students' questionnaire and 21 instructors participated in the piloting of the instructors' questionnaire. 19 instructors' responses to the coursebook evaluation questionnaire were used to check te validity of the coursebook questionnaire. To increase the validity of the coursebook questionnaire, it was also shown to the Syllabus and Testing Committee. Moreover, these tools were checked by the Curriculum Evaluation Commitee as well as the Director of the SFL, who supervised this project. Relevant changes and improvements to the questionnaires were made based on the invaluable feedback from these parties. In addition, these tools were piloted by the researcher in order to see the amount of time needed to

complete it and also any kinds of problems that might occur during its implementation. After the piloting process, Cronbach's Alpha was calculated to check the internal consistency of the instruments. Finally, it was discovered that the instruments were reliable with coefficients above .90.

3.2.1 Questionnaires to Evaluate the Course

In order to get the instructor and student views on the effectiveness of the ENG 101 course, two questionnaires identical in form and content were prepared by the Curriculum Evaluation Committee members including the researcher to be given to these participants after the implementation of the ENG 101 course. There were only a few differences between these two surveys as they would be explained below.

There were four major parts in the *students' questionnaire – objectives, methods and materials, evaluation procedures, and attitude - in addition to the section on background personal information.* However, in the questionnaire given to the *instructors, the last part (students' general attitude towards ENG 101) was eliminated*. In the first part, both groups were to decide on the extent to which the course objectives were achieved (corresponds to part 2 in the students' questionnaire).

Table 3.2.1.a below shows some of the items taken from the instructors' course evaluation questionnaire, where they were asked to decide on the extent to which objectives of the course was achieved including the meanings of the four-point scale:

1 = Not at all
2 = Little
3 = Moderately
4 = Very much/Completely

To what extent has ENG101 course been effective in helping students…

Table 3.2.1.a

A Part of the Objectives Section from the Instructors' Course Evaluation Questionnaire

	1	2	3	4
1. use correct, appropriate language structures, vocabulary and discourse markers in writing				
2. internalize and carry out the stages in a process writing approach, while writing paragraphs and/or essays				
3. understand the key/main ideas in a text				

Table 3.2.1.b below is taken from the same part in the students' course evaluation questionnaire, where they were asked to tick the relevant box depending on their choice in relation to the achievement of the objectives (First, they were to fill in the background information part):

1- Personal Background

1- Your Department:_____
2- Have you studied in the Basic English Department: Yes___   No ___
3- If you ticked <u>yes</u> in question 2 , which level did you start at ?_____
4- Is this the first time you are taking this course? Yes ___   No__

Please use the scale below to indicate your perceptions/opinions related to   the components of ENG101 course. Put a tick (√) in the response which best illustrates your opinion.

1 = Not at all
2 = Little
3= Moderately
4= Very much/Completely

To what extent has ENG101 course improved you in….

Table 3.2.1.b

A Part of the Objectives Section from the Students' Course Evaluation Questionnaire

	1	2	3	4
	Not at All	Little	Moderately	Very Much
5. using correct, appropriate language structures, vocabulary and transitionals/linking expressions in writing				
6. learning and carrying out the stages in a process writing approach, while writing paragraphs and/or essays				
7. understanding the main ideas in a text				

In the next part, the respondents were to evaluate the usefulness of the materials used such as the books, recordings and handouts (if there were any) and the methods. Some items in the instructors' questionnaire were not included in the students since those items required expertise in the teaching profession.

Table 3.2.1.c below shows a part of this section from the instructors' course evaluation questionnaire, where the instructors evaluated the materials and methods used in ENG 101:

Please use the scale below to indicate your perceptions/opinions related to the teaching methods and materials used in ENG 101 course. Put a tick (√) in the response which best illustrates your opinion.

1=**S**trongly **D**isagree   2=**D**isagree   3=**A**gree   4= **S**trongly **A**gree

Table 3.2.1.c
A Part of the Methods and Materials Section from the Instructors' Course Evaluation Questionnaire

	SD	D	A	SA
	1	2	3	4
15. The syllabus and specific guidelines bear sufficient information about suggested teaching methods and strategies.				
16. The teaching methods suggested in the syllabus effectively address different learning styles.				
17. Teacher's discretion related to teaching methods and strategies is supported in the present curriculum.				
18. The present curriculum is too rigid to implement a variety of teaching methods and strategies.				
19. The present curriculum supports the prevalence of a variety of interactional patterns in the teaching-learning process.				
20. The curriculum mainly fosters learner-centered instruction.				

Table 3.2.1.d below presents the items from the same part in the students' course evaluation questionnaire this time. As it could be seen, those items were different from the ones in the instructors' course evaluation questionnaire the relevant part of which is shown in Table 3 above:

Please use the scale below to indicate your perceptions/opinions related to the components of ENG 101 course. Put a tick (√) in the response which best illustrates your opinion.

=**S**trongly **D**isagree   2=**D**isagree   3=**A**gree   4= **S**trongly **A**gree

Table 3.2.1.d
A Part of the Methods and Materials Section from the Students' Course Evaluation Questionnaire

	SD	D	A	SA
	1	2	3	4
19. The teaching styles are suitable for different learning styles.				
20. There is a variety of interactional patterns (communication in the form of <u>teacher to students</u>, <u>student to student</u> and <u>student to teacher</u>) during the sessions.				
21. The learners are actively involved in the lessons.				

In the same part, there were also items related to the current and desired methods in the instructors' and the students' course evaluation questionnaires identical in form. Table 3.2.1.e shows an example from the relevant section below:

28.   Please read the list of teaching methods below and indicate their desired and current implementation in ENG101 course by putting a tick (√) in the relevant box. Use this scale:

1=not at all
2=little
3=somewhat
4=very much/completely

Table 3.2.1.e
Current and Desired Methods Section in the Instructors' and the Students' Course Evaluation Questionnaires

	CURRENT				DESIRED			
	1	2	3	4	1	2	3	4
a. Lecturing								
b. Discussion								
c. Individual or group projects								

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Table 3.2.1.e continued

d. Conferencing								
e.Other.......................................								

In the next part, the quality of the assessment procedures was evaluated. The students' and instructors' course evaluation questionnaires had common items but the students' version had more items than the instructors'. In addition, there were some differences in the comments/suggestions parts as well as the open ended questions. For instance, in the instructors' version, comments on the pace (timing) of the course, as well as on the class size , time –tabling and further improvements were sought, which were not included in the students' version since these were technical issues related to the teaching profession. However, further student comments were required under the title; "Any other comments".

Table 3.2.1.f below is an example taken from this part in the instructors' course evaluation questionnaire:

Table 3.2.1.f
A Part of the Evaluation Procedures Section in the Instructors' Course Evaluation Questionnaire

	SD	D	A	SA
	1	2	3	4
30. The class-work assessment procedures are meaningfully ordered.				
31. The students' development in process writing is effectively assessed.				

Table 3.2.1.g is an example section taken from the same part in the students' course evaluation questionnaire:

Table 3.2.1.g

A Part from the Evaluation Procedures Section in the Students' Course Evaluation Questionnaire

	SD	D	A	SA
	1	2	3	4
34. The classwork assessment procedures (paragraph writing, swap-shop, etc.) are relevant to each other.				
35. The classwork assessment procedures effectively assess our development process.				

In the students' course evaluation questionnaire, there was also a section on the attitudes of the students towards the course, which was not included in the instructors' version. Table 3.2.1.h shows a part of this section from the students' questionnaire:

Table 3.2.1.h

A Part of the Attitude Section in the Students' Course Evaluation Questionnaire

	SD	D	A	SA
	1	2	3	4
43. What I learn in this course will be very useful for me later.				
44. Success in this course is dependent on hard work; If one works hard, s/he will be successful.				
45. What we learn and do in this course is enjoyable.				
46. This course has motivated me to develop my language skills in English.				

3.2.2 Questionnaire for the Instructors to Evaluate the Coursebook

In the questionnaire for the instructors to evaluate the revised coursebook, there were 33 questions one of which was open-ended. There was also "Comments and Suggestions" sections where instructors could elaborate on any question and/or write any additional note. For the first 29 questions, they were to tick a box depending on the degree they agreed or disagreed with the statements given. For the 31st and 32nd questions, they could circle the option(s) they agreed with in order to complete the statements given in half. The last question was for them to elaborate on the answer they gave for the 32nd question which focused on the improvements needed for the book.

Table 3.2.2 shows some example items from the coursebook evaluation questionnaire given only to 19 instructors teaching the ENG 101:

Please indicate your opinions about the coursebook by ticking the relevant boxes below:

SA   Strongly Agree
A   Agree
D   Disagree
SD   Strongly Disagree

Table 3.2.2

Example Items from the Coursebook Evaluation Questionnaire

	SA	A	D	SD
1. The aims of the book correspond closely with the aims of the teaching program and the learners' needs				
2. The reflects a combination of theme–based and skills-based approaches				
3. The book provides coursebook the students with process-oriented teaching-learning experiences				

(See the complete forms of the questionnaires in Appendix 1)

As stated before, the instruments that were used in this study were questionnaires to evaluate the ENG 101 course as well as the coursebook. The questionnaires were given to both the ENG 101 instructors and students in identical forms with only a few differences in the number, content and language of some items in certain sections. In addition, there were document analysis, interviews with the ENG 101 teachers, and feedback from the end of course evaluation meeting.

3.2.3 Interviews with the ENG 101 Instructors

Nine randomly selected instructors giving the ENG 101 course and one administrator were invited to share their views about the course in an interview. These meetings were held during the teachers' office hours, and the data were used to find out whether the curriculum on paper was perceived and implemented in the same way by all the instructors.There were 5 questions and their sub-questions in the interview tool.(See Appendix 1 for the interview questions).

The questions were prepared by the members of the Curriculum Evaluation Committee based on the assumption that the instructors would have certain specific issues to raise about the points asked. Moreover, the questions were considered to provide further data on the course and the coursebook.

Another platform where the instructors could pool their concerns and suggestions about the course was the end-of the term meeting which took place at the end of the course inviting all the ENG 101 instructors to evaluate the course. The outcomes of that meeting were also included in this study in order to provide further feedback from all the instructors to increase the reliability of the study.

3.2.4 Subjects of the Study

This study was conducted at the DML in METU and involved one administrator, instructors and students.

As for the participants, 21 randomly selected ENG 101 instructors took part in the completion of the course evaluation questionnaire. Again randomly selected 255 ENG 101 students filled in the students' questionnaire to evaluate the course. A representative number of students from various departments at METU was selected regardless of gender or age. During the selection process, the percentages of student population in each department were also taken into consideration. One administrator and nine randomly selected instructors were involved in the interview and 19 instructors completed the coursebook evaluation questionnaire.

CHAPTER 4

RESULTS

Presentation

This chapter is the analysis of the results of the research in three sections: the results of the ENG 101 students' questionnaire concerning all four parts namely "objectives, methods and materials, evaluation procedures, and student attitude", the results of the ENG101 instructors' questionnaire with almost the same parts except for the "attitude" section, and the data gathered through the interviews with 9 instructors and one administrator.

4.1   The Results of the ENG101 Students' Questionnaire

Below are the results of the reliability analysis obtained from the piloting study done on 25 students studying at METU and taking ENG101. As it could be seen, Cronbach Alpha was .90 which showed that the tool was reliable.

```
   R E L I A B I L I T Y   A N A L Y S I S   -   S C A L E   (A L P H
A)


 * * * A1            has zero  variance

 * * * A2            has zero  variance

 * * * A4            has zero  variance

      N of Cases =        20,0


Item Means               Mean      Minimum      Maximum        Range
Max/Min    Variance
              2,6060       1,9000       3,0500       1,1500
1,6053     ,0595
Reliability Coefficients   42 items
Alpha =   ,9087           Standardized item alpha =   ,9226
```

```
     The piloting process proved that the tool was reliable with
the Alpha

result of ,92.
```

*90 and above values are considered to be reliable.

The results of the students' course evaluation questionnaire are explained under the relevant research questions. The results are also presented in tables and graphic forms.

4.1.1 Research question 1:

-To what extent are the rationale and objectives of ENG101 achieved?

-Do the students improve/maintain their linguistic and educational skills   by the implementation of the program?

Table 4.1.1 below shows the mean scores of the student responses to the objectives part of the students' course evaluation questionnaire. The scores are out of 4.00:

Table 4.1.1
Mean Scores of the Student Responses to the Objectives Part of the Students' Course Evaluation Questionnaire

	St. M
1. using correct, appropriate language structures, vocabulary and transitionals/linking expressions in writing	2.67
2. learning and carrying out the stages in a process writing approach, while writing paragraphs and/or essays	2.75
3. understanding the main ideas in a text	2.88
4. recognizing the relationship between ideas in a text	2.85
5. recognizing the tone and purpose of the writer	2.93

Table 4.1.1 continued

6. reading more outside the class independently to cope with a variety of reading material	*2.15
*Sign. Mean Diff. across the DBE Levels: Upp.Int. Mean – 1.50 (lowest)	
7. reading fluently	*2.44
8. finding out the underlying meaning in sentences or parts of a text	2.80
9. evaluating and analyzing information from (multiple) texts in reading	2.79
10. synthesizing and using information from (multiple) texts in writing	2.75
11. identifying main idea(s) in spoken discourse	2.61
12. initiating and maintaining discussions	2.52
13. listening for a specific purpose to choose relevant information.	*2.40
14. developing my vocabulary building strategies (guessing, using dictionaries etc…)	2.75

Considering the research questions which focus on the extent to which the objectives of the ENG 101 were achieved in the student questionnaire, it was found that the mean score values in this part ranged from ***2.15 to 2.93 out of 4.00***, with the lowest score for item 10 (2.15), *reading more outside the class independently to cope with a variety of reading material.* Most of the students thought that they were not be able to show much progress in extensive reading (reading outside the class).

The second lowest score was for item 17 (2.40), *listening for a specific purpose to choose relevant information,* which meant that most of the students needed more listening practice and materials to be able to improve more in that skill .

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The third lowest score was for item 11 (2.44), *reading fluently* and just like in the previous objective, the students believed that they could show little improvement only in reading a material fluently.

Similarly, for item 16 (2.52), *initiating and maintaining discussions,* many students (40.4 among 252) thought that they showed little improvement in (though the result was close to moderately), and there was a need for more discussion activities in class.

The highest mean score was for item 9 (2.93), *recognising the tone and purpose of the writer.* The students were quite content with their improvement they made in recognising the attitude of a writer in a reading material done in class as well as why a text was written (the ultimate aim of a text).

For all the other items, all the student perceptions were close to *"moderately"* when they were asked about the extent to which they had improved in those objectives in ENG 101 course, which meant that in general students were quite content with the amount of progress they made during the course.

In addition, the results of one-way-ANOVA test revealed that there was only one significant difference across the DBE start level with respect to item 10, *reading more outside the class independently to cope with a variety of reading material.* Interestingly enough, beginners had a mean score of 2.26, elementary level with 2.20, intermediate 1.96 and finally upper intermediate level 1.50, which showed that the beginner levels had a considerably higher perception related with that particular objective and were more positive even though they still thought that they needed to improve more in extensive reading. So, it was found out that the upper levels expected more. Still, only one significant difference in this section of the questionnaire revealed the power of the questionnaire in terms of its consistency. There was no significant difference in the mean scores of the other items concerning the t-test and ANOVA results.

Figure 4.1.1 shows the results of the objectives part in the students' course evaluation questionnaire in graph form:
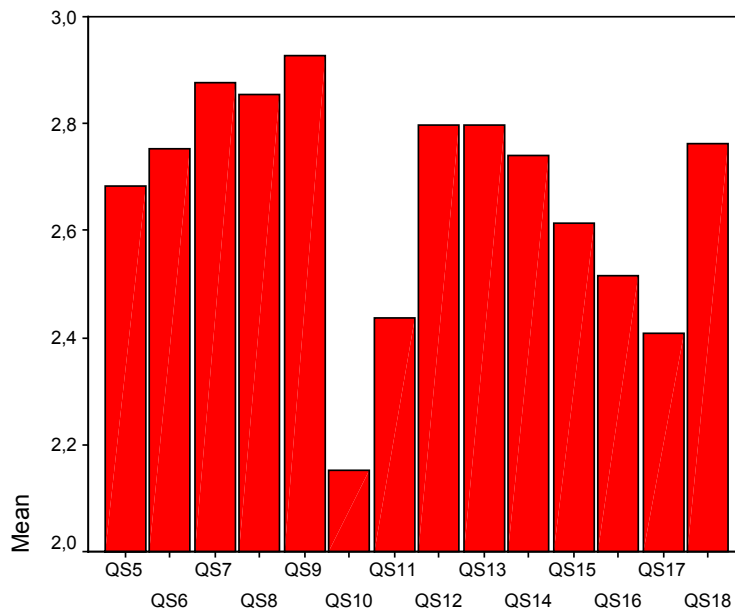
Figure 4.1.1: Results of the Objectives Part in the Students' Course Evaluation Questionnaire in Graph Form

4.1.1.a Results of the " further comments" part related with the "objectives":

       "Please use the space below to put your further comments and suggestions related to the objectives of ENG 101"

Of the fourty five students who answered this question, the majority gave favourable answers. Twelve students stated that the course was both interesting and useful and three students said the course brought about effective improvement. Some students (seven) required more reading texts and more emphasis on writing. Two students stated more listening practice is needed. On the other hand, five students complained the course was not interesting enough. Furthermore, five students said they had no significant development in the target skills. Finally, three students found the texts too difficult whereas only one student stated the level of difficulty of both the texts and the tasks was appropriate. Thus, it could be seen that there was a consistency between the answers given in this part and in the part where students were to tick the relevant boxes according to their views on the amount of improvement they made.

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4.1.2 Research question 2;

   -Are the methods and materials used in ENG101 effective in achieving the course rationale and objectives?

   Table 4.1.2 presents the results of the evaluation of materials and methods part in the students' course evaluation questionnaire:

Table 4.1.2
Mean scores of the Responses of the Students to the Evaluation of Materials and Methods Part in the Students' Course Evaluation Questionnaire

	St. M
15. The teaching styles are suitable for different learning styles.	2.73
16. There is a variety of interactional patterns (communication in the form of <u>teacher to students</u>, <u>student to student</u> and <u>student to teacher</u>) during the sessions. *<u>Sig. Mean Diff. b/w DBE (2.91) & NON-DBE (3.15)</u>	2.97
17. The learners are actively involved in the lessons. *<u>Sig. Mean Diff. b/w DBE (2.78) & NON-DBE (3.02)</u>	2.84
18. The texts in the textbook are useful to carry out the speaking and writing tasks.	2.58
19. The texts/tasks in the book are interesting and motivating.	*2.30
20. The learning experiences and tasks in the textbook are relevant to the needs of the students.	*2.49
21. The tasks in the textbook are challenging enough; they contribute to students' development or growth in different language skills.	2.61

Table 4.1.2 continued

22. The tasks in the textbook are repetitive and quite mechanical	2.63
23. The themes are meaningfully ordered.	2.82
24. Reading and studying on the same theme for a period of time was helpful.	2.72

As regards the research question on the effectiveness of the materials and methods used in the ENG 101, it was discovered that the mean scores ranged from **2.27 to 2.97 out of 4**, with the lowest value on item 26 (2.27), *The tasks in the textbook are interesting and motivating.* Apperantly, many students were not happy with the activities in the book.

The second lowest mean score was on item 23 (2.31), *The texts in the book are interesting and motivating*, which again meant that many students did not favour the texts much in the book.

Another item whose score was below average was 24 (2.49), *The learning experiences and tasks in the textbook are relevant to the needs of the students*. Thus, a lot of students could not relate the activities in the book to their needs, that is, they thought they did not need those tasks.

Mean scores of all the other items in the methods and materials part were above 2.50, which meant that students were generally content with the teaching methods and materials used in the course.

The highest value was on item 20 (2.97), *There is a variety of interactional patterns (communication in the form of <u>teacher to students, student to student</u> and <u>student to teacher</u>) during the sessions*. Students seemed quite happy with different forms of interactional patterns, which was one of the most important criteria to decide on the effectiveness of instruction.

Concerning the significance values, the results revealed that there were significant differences between perceptions of the students who were exempt from the DBE and those who studied DBE with regard to items 20 (see the item above),

21 *The learners are actively involved in the lesson* and 28 *Lessons are done using different equipments and tools, like OHP, pictures, tape recorders, etc.* The ones who did not study at the DBE had higher perceptions and more favourable answers than the other group. So, the DBE students expected more variety concerning the interactional patterns, learner involvement in the lessons and they wanted to have sessions in which a variety of equipment is used. Still, in those items, both groups' answers were close to *"moderately"*, which meant that those students in both groups were quite satisfied with the variety of interactional patterns used, their involvement in the lessons and the equipment used by the teachers to present the lessons.

Figure 4.1.2 shows the results of the evaluation of materials and methods part in the students' course evaluation questionnaire in graph form:
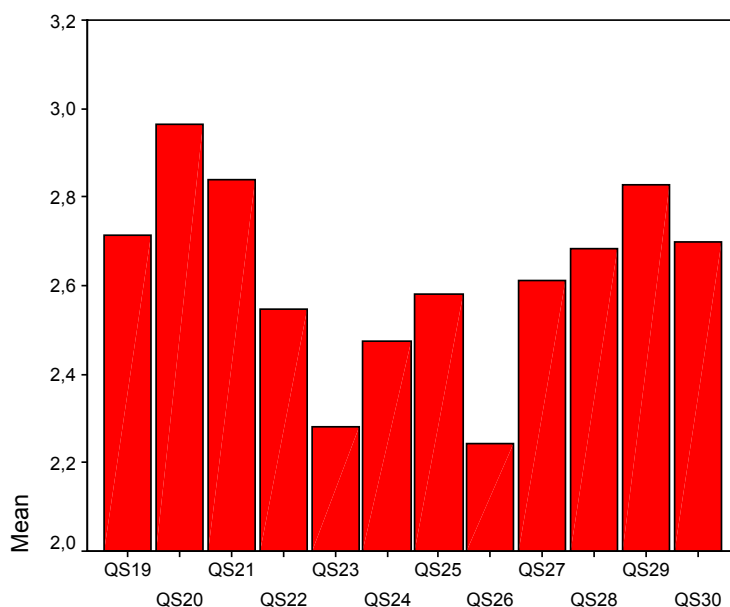
Figure 4.1.2: Results of the Evaluation of Materials and Methods Part in the Students' Course Evaluation Questionnaire in Graph Form

4.1.2.a Results of the open-ended questions related with the methods and materials part:

- **" 31. Please explain your reasons for your answers to item 27"**

Fourty nine students responded to this question. Half of the responses (24) were complaints about the two topics 'Brain' and 'Intelligence' in the first theme. The reason for this was that they were already dealt with in the DBE, so these students found these topics boring and repetitive. Next, six students found the vocabulary task 'guessing meaning from context' repetitive and not much useful. Three students found the the number of comprehension questions too many and one student said the reading skills were too much emphasised. One student said speaking in the form of discussion activities was not emphasised enough. One student stressed there was too much paragraph writing. On the other hand, sixteen students stated that the course included useful repetition (recycling) which was relevant and meaningful in skills development and was good practise for exams.

4.1.2.b Results of the open-ended questions related with the methods and materials part:

- **"32. Please write in the space provided below what subjects you would like to read about in ENG101"**

Ninety four students answered this question. In addition to the twenty four students who complained about some of the topics of the first theme, three more students complained about the same topics here. Below is the listed topics from the most popular to the least:

Popular Events/Culture (18) – Astrology/Business/Social Issues/Traveling

Science (21) – Biology/Medicine/Astronomy/Innovations/Robots/Technology

Art (15) - Music, Cinema, Fashion

Social Sciences (19) – Psychology/ International Relations/ World History/Politics/ Turkish Culture/Literature

 Sports (8)

"33. Please read the list of teaching methods below and indicate how much you like (or find useful) each for ENG101 course by putting a tick (√) in the relevant box"

Regarding the question on the methods favoured most by the students, it was found out that the results ranged from **2.67 to 2.97 out of 4**, which meant that all the methods listed were moderately favoured by the students. The results moved as follows from the lowest to the highest values:

* lecturing as the least favoured method (2.67)

* conferencing (one- to- one feedback and guidance) (2.75)

* individual and groupwork (2.92)

* discussion (2.97)

So, the most prefered method was *discussions* and the least prefered was *lecturing*, which meant that the students wanted to participate actively in the lessons rather than only listening to the teacher. They liked speaking more than just listening.

No significant differences were identified between the responses of different groups in any of the questions in this part, which proved the internal consistency of the items once more, and showed that the students, regardless of the groups they belonged to, shared similar views once compared.

Figure 4.1.2.b shows the results of the desired and current methods part in the students' course evaluation questionnaire:
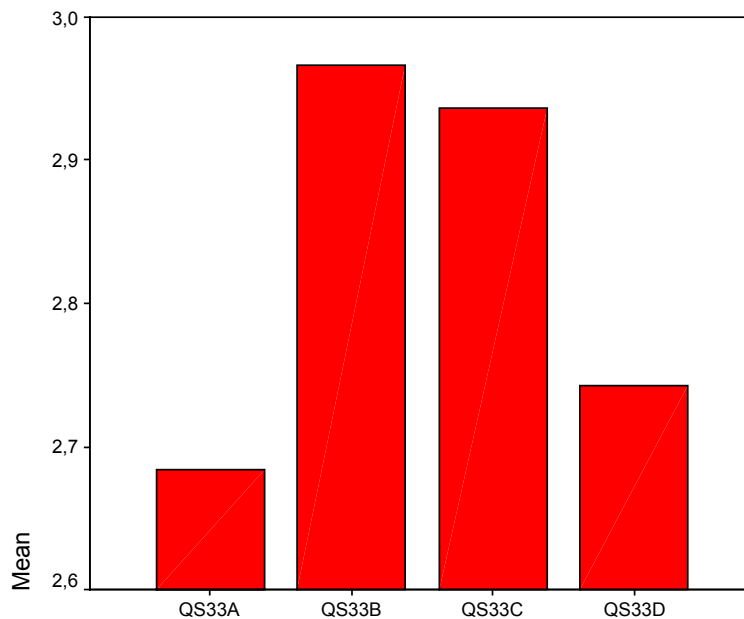
Figure 4.1.2.b: Results of the Desired and Current Methods Part in the Students' Course Evaluation Questionnaire in Graph Form

4.1.2.c Results of the " further comments" section in the preferred teaching methods part:

   -"Please use the space below to put your further comments and relevant suggestion for the methods and materials in ENG101"

Twenty students responded to this item. The most frequent responses were related to the assignments and the writing tasks. These students complained that they had to do too much homework and there was too much emphasis on writing. One student suggested they needed sample essays before starting to write.Another student emphasized organized/structured feedback sessions were needed. Four students suggested more speaking was needed. Three students suggested more listening practice (in the form of listening to lectures and note-taking) should be included. Some suggested translation tasks could be included in the program.

4.1.3 Research question 3:

- **To what extent do the ENG101 student evaluation procedures and tools measure the skills and knowledge targeted in the objectives of ENG101?**

Table 4.1.3. demonstrates the results of the effectiveness of the evaluation procedures part in the students' course evaluation questionnaire:

Table 4.1.3

Mean Scores of the Responses of the Students to the Effectiveness of the Evaluation Procedures Part in the Students' Course Evaluation Questionnaire

	St. M
28. The class-work assessment procedures are meaningfully ordered.	3.02
29. The students' development in process writing is effectively assessed. *Sig. Mean Diff. b/w DBE (2.75) & NON-DBE (2.98)	2.81
30. Assessment is based on rigid standards which impede creative writing and expression of individual perceptions. *Sig. Mean Diff. b/w DBE (2.69) & NON-DBE (2.37)	2.61
31. The assessment criteria are relevant and meaningful.	2.77
32. There is a meaningful link between the assessments and the rationale of the course.	2.85
33. The grade I received after the assessment was realistic.	2.80

When the effectiveness of the evaluation procedures was considered by the students, the results demonstrated that the mean score values ranged from **2.61 to 3.02 out of 4,** which meant that in general, the students were *moderately* content with the effectiveness of the evaluation procedures including the assessment criteria and its relevance, the link between the assessment procedures and the course content, grades the students got as a result of these procedures as well as the assessment of the student development in process writing and their development in general**.** In other words, students thought that evaluation tools and procedures measured the skills and knowledge targeted in the objectives of the course.

The lowest score was on item 36 (2.61) though, *Assessment is based on rigid standards, which limits creative writing and expression of individual perceptions*. Although the students were not negative on this item, they thought that some improvement might be necessary to increase the amount of flexibility in the assessment procedures and tools and encourage creativity a bit more.

The highest score was on item 34 (3.02), *The classwork assessment procedures (paragraph writing, swap-shop, etc.) are relevant to each other*, which meant that for the students, these procedures were meaningful since they were relevant to each other.

With regard to the differences between the answers of different groups, it is worth noting that there were significant differences between the answers of the students who did and did not study at DBE concerning item 35, *The classwork assessment procedures effectively assess our development process* with higher perceptions on the part of the ones who did not study at DBE. Those students were happier with the effectiveness of the assessment procedures than the ones who studied at DBE. In addition, the t-test result for item 36 (see the item above) showed that the students who did not study at the DBE had relatively a more positive idea about the amount of the flexibility that the assessment procedures offered to encourage creative thinking and expression of individual perceptions. In other words, they believed that the evaluation procedures were not really limiting the creativity and expression of individual thought.Another significant difference between the two groups occured on item 38, *The students were provided with information about the assessment criteria* with higher perceptions on the side of the non DBE group. Those students believed to have been provided with enough information on the evaluation criteria more strongly than the DBE group. Final significant difference between the two groups was on item 41, *The students' <u>development</u> in process writing (reflective essay & reaction response essay) is effectively assessed*. On this item, non-DBE students were more positive than the other group who moderately agreed with this point.

Figure 4.1.3 below shows the results of the effectiveness of the evaluation procedures part in the students' course evaluation questionnaire in graph form:
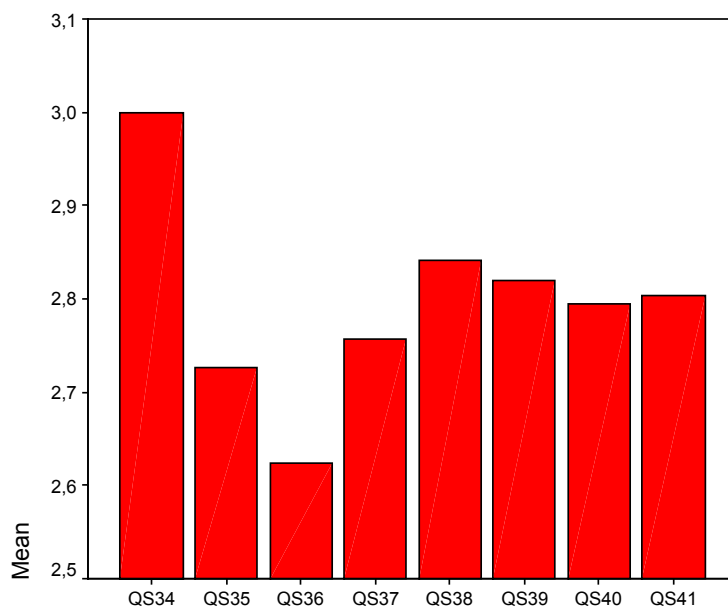
Figure 4.1.3: Results of the Effectiveness of the Evaluation Procedures Part in the Students' Course Evaluation Questionnaire in Graph Form

4.1.3.a Results of the "further comments" part:

- **"Please use the space below to put your further comments and suggestions for the evaluation procedures in ENG101 (You can also refer to the assignments, the reflection sheets and the Midterm examinations)"**

Twenty four students answered this question. The most frequent response (10) was related to the Reflection Sheets. The complaints were that they were too many in number and not useful enough (repetitive). Furthermore, the students suggested that the Reflection Sheets should have less weight within the overall course grade and they should include more personalisation than the reorganisation of previously written paragraphs. More specifically, the students propose the Reflection Sheets should require more creativity and extension of ideas.

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4.1.3.1 "Do you believe time devoted to this course (4 hours a week) is OK? If not, how many hours should it be?"

A hundred five students responded to the question. Eighty one students were happy with four hours a week. Fifteen students suggested it should be 3 hours a week. Fourteen students said 2 hours a week would be okay. Two students wanted 6 hours a week. Two other students wanted 8 hours a week.

4.1.4 Results of the "Attitude" part:

This part was included only in the students' course evaluation questionnaire. Table 4.1.4 shows the results of the section related with the attitude of the students towards the course:

Table 4.1.4

Mean Scores of the Responses of the Students to the Attitude Section in the Students' Course Evaluation Questoinnaire

	St. M
34. What I learn in this course will be very useful for me later.	2.66
35. Success in this course is dependent on hard work; If one works hard, s/he will be successful. *Sig. Mean Diff. b/w DBE (2.49) & NON-DBE (2.15)	*2.41
36. What we learn and do in this course is enjoyable.	*2.35
37. This course has motivated me to develop my language skills in English.	*2.50

Table 4.1.4 continued

38. The process approach in this course has relieved my anxiety in writing essays.	2.54
39. The speaking tasks and activities in this course have provided me with more self-confidence in speaking. *Sig. Mean Diff. b/w DBE (2.46) & NON-DBE (2.74)	2.53

In the **Attitude** section of the questionnaire, the results ranged from **2.35 to 2.66 out of 4.00,** and the lowest score was on item 45 (2.35), *What we learn and do in this course is enjoyable*. The students did not seem to enjoy the course much.

The second lowest value below average was on item 44 (2.41), *Success in this course is dependent on hard work*. The students thought that no matter how hard one tried, it was difficult to get high grades from this course.

Apart from the items above, there were no negative answers in this part since the mean scores were close to *moderately*. The highest value belonged to item 43 (2.66), *What I learn in this course will be very useful for me later*, which showed that the students were aware of the significance of the course content and its value for the future.

Similar to the findings in the other sections, the non-DBE students had a more favourable attitude in general. For the item "expectation of success in relation to hard work/effort", (44) however, the students from the DBE had a higher mean score than the other group; they believed success was dependent on hard work to a higher extent. Non-DBE group thought that there were other factors playing a role in success. However, the general understanding among all the students was that there is almost no correlation between hard work and success. Although, the general perception among the students was that the course was not enjoyable enough, the non- DBE group was relatively more positive about this issue. Finally, the non-DBE students were significantly more positive about the contribution of the course to their self-confidence in speaking.

Figure 4.1.4 shows the results of the section related with the attitude of the students towards the course in graph form:
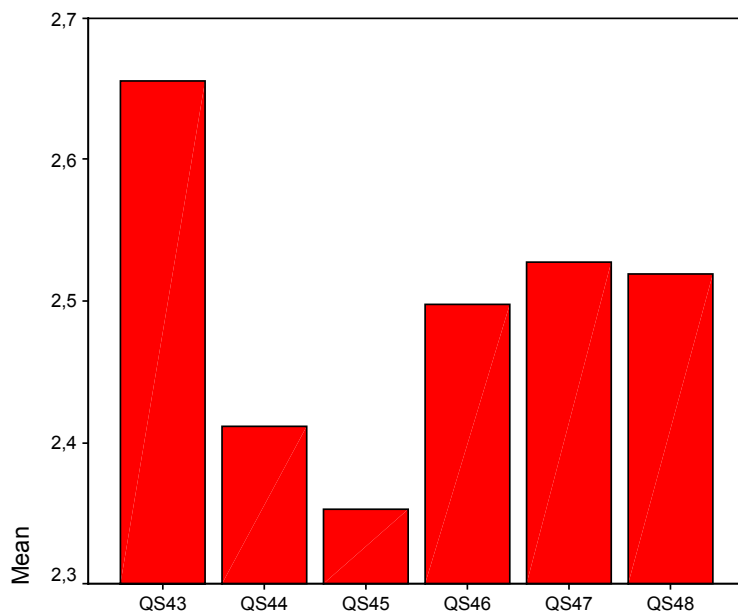
Figure 4.1.4: Results of the Section Related with the Attitude of the Students towards the Course in Graph Form

4.1.4.a Results of the "further comments" part:

-"Please use the space below to put your further comments about how you feel in this course and suggest any solutions to overcome the difficulties".

Eleven students responded to the question but only four of them proposed solutions. These students thought that the amount of homework should be less. The other responses to this question were typically: "I don't like English", "I don't feel good in this course" or "I like the course".

4.2 The Results of the ENG101 Instructors' Questionnaire
4.2.1 Part 1: The Results of the Objectives Part

Table 4.2.1 presents the results obtained from the instructors' course evaluation questionnaire regarding the achievement of the objectives part:

Table 4.2.1

Mean Scores of the Responses of the Instructors to the Achievement of the Objectives Part in the Instructors' Course Evaluation Questionnaire

	Inst. M
1. using correct, appropriate language structures, vocabulary and transitionals/linking expressions in writing	2.57
2. learning and carrying out the stages in a process writing approach, while writing paragraphs and/or essays	2.71
3. understanding the main ideas in a text	3.05
4. recognizing the relationship between ideas in a text	3.05
5. recognizing the tone and purpose of the writer	3.52
6. reading more outside the class independently to cope with a variety of reading material	2.52
7. reading fluently	2.86
8. finding out the underlying meaning in sentences or parts of a text	2.66
9. evaluating and analyzing information from (multiple) texts in reading	3.00
10. synthesizing and using information from (multiple) texts in writing	2.95
11. identifying main idea(s) in spoken discourse	2.55

Table 4.2.1 continued

12. initiating and maintaining discussions	2.62
13. listening for a specific purpose to choose relevant information.	2.76
14. developing my vocabulary building strategies (guessing, using dictionaries etc…)	2.76

Regarding the research question on the extent to which ENG 101 was effective in helping the students improve in the objectives, it was found out that the mean scores in the teachers' questionnaire ranged **from 2.52 to 3.52 out of 4.00,** which showed that most of the teachers were content with the effectiveness of the course concerning the achievement of the objectives.

The instructors thought that the course was *moderately* effective in helping the students improve on item 6 (2.52), *read extensively*, and believed that they improved completely on item 5 (3.52), *recognise the tone and purpose of the writer*. So, in general most of the instructors were happy with the achievement of the objectives of the course.

Figure 4.2.1 presents the results obtained from the instructors' course evaluation questionnaire regarding the achievement of the objectives part in graph form:
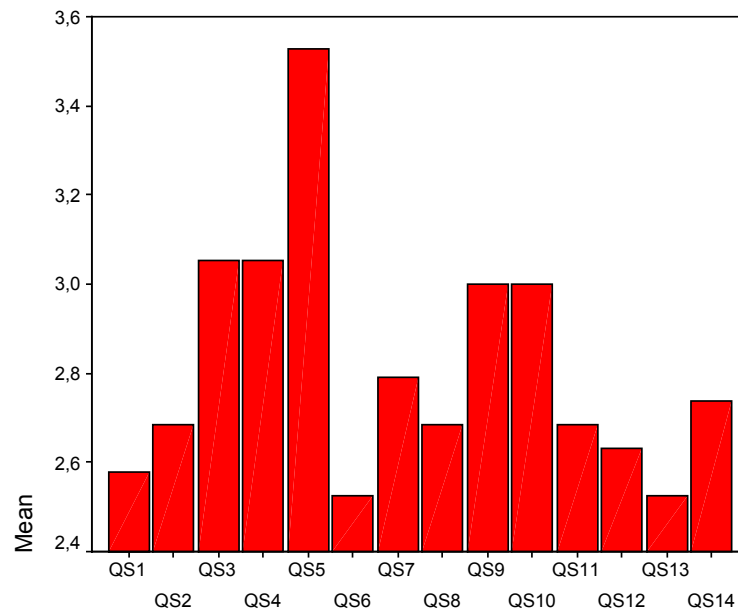
Figure 4.2.1: Results Obtained from the Instructors' Course Evaluation Questionnaire Regarding the Achievement of the Objectives Part in Graph Form

4.2.1.a Results of the "further comments" Part:

In terms of the objectives, of the four instructors, three instructors stated that there was too much writing. One said that the excessive number of students was an obstacle to reach the goals and objectives. One suggested using some extensive reading activities such as reading books at home and evaluating performance according to an honor system.

4.2.2 Part 2: Results of the Methods and Materials Part:

Table 4.2.2 shows the results of the effectiveness of methods and materials part in the instructors' course evaluation questionnaire:

Table 4.2.2

Mean Scores of the Responses of the Instructors to the Effectiveness of Methods and Materials Part in the Instructors' Course Evaluation Questionnaire

	Inst. M
15. The teaching styles are suitable for different learning styles.	2.90
16. There is a variety of interactional patterns (communication in the form of <u>teacher to students</u>, <u>student to student</u> and <u>student to teacher</u>) during the sessions.	3.10
17. The learners are actively involved in the lessons.	3.05
18. The texts in the textbook are useful to carry out the speaking and writing tasks.	3.14
19. The texts/tasks in the book are interesting and motivating.	2.86
20. The learning experiences and tasks in the textbook are relevant to the needs of the students.	2.80
21. The tasks in the textbook are challenging enough; they contribute to students' development or growth in different language skills.	2.90
22. The tasks in the textbook are repetitive and quite mechanical	1.78
23. The themes are meaningfully ordered.	
24. Reading and studying on the same theme for a period of time was helpful.	
25. The syllabus and specific guidelines bear sufficient information about suggested teaching methods and strategies.	3.24
26. Teacher's discretion related to teaching methods and strategies is supported in the present curriculum.	2.90
27. The present curriculum is too rigid to implement a variety of teaching methods and strategies.	1.95

Considering the results of the effectiveness of the methods and materials section in the instructors' questionnaire, it was found that the instructors had very positive perceptions; the lowest scores were 1.78 (item 26) and 1.95 (item 18). Since those items were negatively worded, low values meant positive rating.Thus, the instructors ticked the disagree column for item 26, *The tasks in the textbook are repetitive and quite mechanical* and 18, *The present curriculum is too rigid to implement a variety of teaching methods and strategies*, which meant that they were happy with the tasks in the book as well as the flexibility of the

curriculum. In addition, for item 15 (3.24), *The syllabus and specific guidelines bear sufficient information about suggested teaching methods and strategies*, the instructors again had positive perceptions.

Figure 4.2.2 shows the results of the effectiveness of methods and materials part in the instructors' course evaluation questionnaire in graph form:
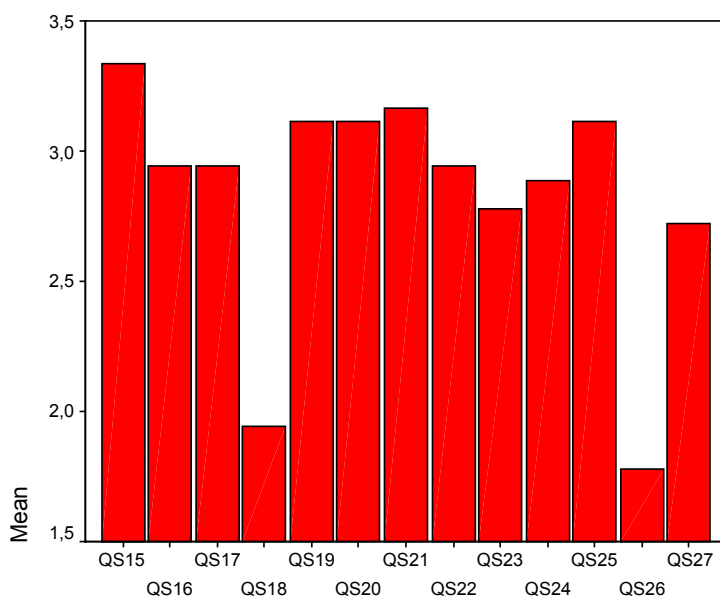
Figure 4.2.2: Results of the Effectiveness of Methods and Materials Part in the Instructors' Course Evaluation Questionnaire in Graph Form

4.2.2.a Results of the "further comments" Part:

In terms of methods and materials, of the five instructors, one said that there were too many Reflection Sheets; and Reflective Essays should require more creativity. One stated that the language in the first two texts was easier than that of the rest of the book. It should be more difficult right from the beginning. One said that integration of skills added variety but couldn't be dealt with at length so as to help students.

4.2.2.b Results of question 28:

- 28. Please read the list of teaching methods below and indicate their desired and current implementation in the ENG 101 course by putting a tick (√) in the relevant box. Use this scale:

When the instructors were asked to indicate their desired and current implementation method among the ones listed in the ENG 101 course, it was discovered that most of them favoured *discussion* (3.70) method, and agreed that the current implemented method was *individual and group projects* (2.76). The least desired method on the other hand was *lecturing* (2.25) and the least implemented current one was *conferencing* (1.80).

Besides, the t-test results related to the difference between the current and desired implementation of the teaching methods revealed that the instructors desired significantly *more discussion, individual or group projects and conferencing, but less lecturing.*

Figure 4.2.2.b presents the results of the current and desired methods in the instuctors' course evaluation questionnaire:
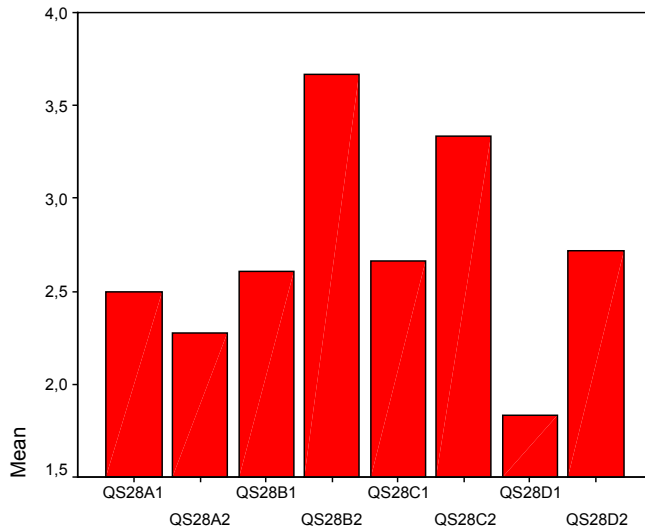
Figure 4.2.2.b: Results of the Current and Desired Methods in the Instuctors' Course Evaluation Questionnaire

4.2.2.c Results of question 29:

- **29. Comment on the length, level and quality of the following:**

- Reading texts
- Listening material (texts and recordings)

As regards the reading texts, of the twenty six instructors who answered the questions, six stated that they were successful; three thought they were of appropriate level; three believed that the third theme was interesting; seven stated that some texts were too long. Two thought that the length was fine but one believed that balance in terms of length was needed. Three said that some texts were boring and one stated that there should be a wider variety. As for the listening texts, of the 19, six stated that they were not authentic or natural. One said that they were integrated and meaningful. Six found them successful. However, two believed that they were too long; one believed that the book needed better listening texts. Another one found the quality poor. Two thought listening practice was not enough.

4.2.3   Part 3: Results of Evaluation Procedures Part:

Table 4.2.3 shows the results obtained from the instructors concerning the effectiveness of the evaluation procedures:

Table 4.2.3

Mean Scores of the Responses of the Instructors to the Effectiveness of the Evaluation Procedures in the Instructors' Questionnaire

	Inst. M
28. The class-work assessment procedures are meaningfully ordered.	2.68
29. The students' development in process writing is effectively assessed.	*2.40
30. Assessment is based on rigid standards which impede creative writing and expression of individual perceptions.	*2.45
31. The assessment criteria are relevant and meaningful.	2.81
32. There is a meaningful link between the assessments and the rationale of the course.	2.71

As regards the research question on the effectiveness of the evaluation procedures section in the instructors' questionnaire, the mean scores ranged **from 2.40 to 2.81 out of 4.00.** The results revealed that the instructors were generally content with assessment procedures except for item 31 (2.40), *The students' development in process writing is effectively assessed*. On the other hand, the students had more favorable perceptions for the same item.

The instructors were particularly satisfied with the relevancy and meaningfullness of the assessment criteria used since many of them ticked the "agree" column in item 33, *The assessment criteria are relevant and meaningful*. Moreover, item 32 , *Assessment is based on rigid standards which impede creative*

writing and expression of individual perceptions had a low score (2.45) indicating that the assessment standards did not limit the students' creativity and were flexible enough to give the students the opportunity to express their ideas freely in their writings. Finally, in general the instructors agreed on the effectiveness of all the evaluation procedures in the course.

Figure 4.2.3 shows the results obtained from the instructors concerning the effectiveness of the evaluation procedures in graph form:
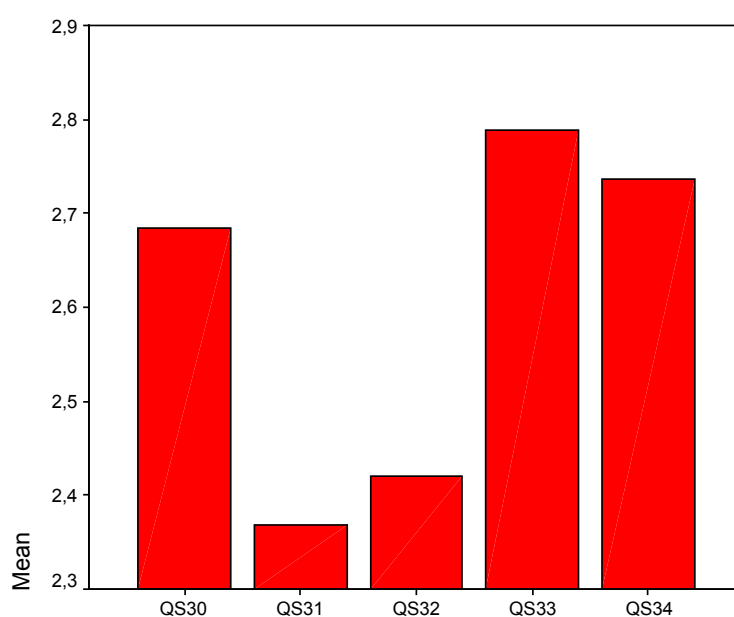
Figure 4.2.3: Results Obtained from the Instructors Concerning the Effectiveness of the Evaluation Procedures in Graph Form

4.2.3.a Results of the "further comments" Part:

Regarding the evaluation procedures, of the twelve instructors, four stated that there were too many Reflection Sheets and paragraphs. Four instructors thought that grading everything was not good. Two said that there was too much writing. One believed that more grades should be allotted for swap-shops. Another one said that grade allocation needed re-adjustment.

4.2.3.b Results of question 39:

- **39. Please comment on the effectiveness of the procedures suggested to prevent plagiarism in this course.**

As for plagiarism, of the sixteen, seven thought using reflection sheets was a good method because they include personalization. Five believed that plagiarism was successfully prevented. Two stated that because of overload, there was plagiarism. One thought it was difficult to prevent this problem since students could find texts on the net. One stated that they were not effective.

4.2.3.c Results of question 40:

- **40. Does the time allocated for the tasks and activities in the syllabus match with the actual classroom implementation?**

Considering the time match, of the eighteen, six instructors said it was fine. Six said that more time was needed especially for tasks, group work and discussions. Four believed that the pace was too fast for students to follow. One thought due to the course being overloaded and demanding, time was not enough.

4.3   Results of the Instructors' Questionnaire to Evaluate the Coursebook:

Below are the results of the reliability analysis obtained from the piloting study done on the instructors to evaluate the coursebook for the ENG101.As it could be seen, Cronbach Alpha was over .90 which showed that the tool was reliable.

```
    R E L I A B I L I T Y   A N A L Y S I S   -   S C A L E
    (A L P H A)

      N of Cases =        15,0

                                           N of
Statistics for      Mean    Variance    Std Dev  Variables
    Scale        80,9140   758,6044    27,5428        58
Item Means                Mean      Minimum    Maximum      Range
Max/Min    Variance
```

```
                          1,3951        -,1525      3,3333      3,4858    -
21,8619    2,0079


Reliability Coefficients    58 items

Alpha =   ,9606           Standardized item alpha =   ,9639
```

Table 4.3 shows the results obtained from the instructors' coursebook evaluation questionnaire in terms of the minimum and maximum scores, mean and standard deviation values in the form of descriptive statistics:

Table 4.3

Results Obtained from the Instructors' Coursebook Evaluation Questionnaire

	N	Minimum	Maximum	Mean	Std. Deviation
QS1	19	1	4	2,79	,92
QS2	19	1	4	3,11	,88
QS3	19	2	4	2,68	,58
QS4	19	1	4	2,68	,67
QS5	19	3	4	3,05	,23
QS6	19	1	4	2,58	,84
QS7	19	2	4	2,74	,65
QS8	19	2	4	2,84	,60
QS9	19	2	4	3,05	,40
QS10	19	2	4	2,53	,61
QS11	19	2	3	2,68	,48
QS12	18	1	4	2,94	,64
QS13	18	1	4	2,67	,84
QS14	19	2	4	2,95	,52
QS15	19	2	4	2,95	,40
QS16	19	2	4	2,79	,63
QS17	19	2	4	2,84	,60
QS18	19	2	4	2,58	,61
QS19	18	2	4	2,89	,58
QS20	19	1	4	2,95	,71
QS21	19	2	4	3,00	,58

Table 4.3 continued

QS22	17	2	4	2,82	,64
QS23	18	1	4	2,56	,78
QS24	19	2	4	2,53	,61
QS25	17	1	4	2,71	,77
QS26	19	1	2	1,26	,45
QS27	18	3	4	3,28	,46
QS28	19	2	4	3,21	,63
QS29	19	2	4	2,74	,56
Valid N (listwise)	15				

With regard to the coursebook evaluation questionnaire results given only to the instructors, the mean scores ranged **from 1.26 to 3.28 out of 4.00** , which showed that the instructors were generally satisfied with the coursebook except for item 26 (1.26), *The book is physically strong and long-lasting.*They thought that the book could easily tear apart so it needed to have a stronger binding. In addition, the instructors thought that the book would become even more effective if the texts were more suitable for the students' interests (item10) and encouraged learner autonomy (item 24). Similarly, they believed that the integration of some language points into the themes would increase the level of effectiveness of the book (item 6).

Considering all the other items in the survey, they were quite satisfied, especially with the price and the availibility of the book (item 27, *The book is affordable for the students to be able to buy* and item 28, *The book is easily available*. Similarly, the instructors were quite content with the approaches (a combination of theme and skills-based), layout (organisation), suitability of the language level of the reading materials (including the tasks) to the language level of the students and the amount of student involvement in the book.(items 2,5,9 and 21). Moreover, most of them agreed that *The book includes meaningful and realistic tasks/activities* (item 15) and *The book includes critical thinking sections* (item 20).

When the strenghts of the book were concerned, nine out of eighteen instructors who answered this question were content with the themes and topics, thirteen out of eighteen favoured the texts and thirteen out of eighteen liked the activities/tasks and exercises in the book

In terms of the parts the book needed improvements, out of eighteen, six went for the themes and topics, two of them went for the texts, six for the activities/tasks and exercises and fifteen for the physical qualities. Only one instructor thought that the book needed modification in all the aspects listed in the question and one said timing and input.

Considering item 32, five out of thirteen who answered this part thought that the book needed a wider variety of texts from different genres written in different styles, five asked for a better binding to make it long-lasting. Some other suggestions included more visual information, motivating themes, more difficult texts, more language skills and organization in writing, shorter texts, process aproach steps, texts for creativity, task/discovery based input , no vocabulary activities, tearable Reflection Sheets, more input and coherence between activities and tasks, no Reflection Sheets or Reflective Essays and less number of themes and topics.

For the "Suggestions and Comments" part, there were only five answers; one said that he was in partial disagreement with the items 1,2,3,18,19,21,and 22 (see the items in the questionnaire in Appendix 1), one emphasized the poor binding quality and difficulty in finding the book since it was easily out of stock, two asked for more extensive reading and one less weight for the writing component, one thought that Reflection Sheet 4 needed to be proofread. One insructor emphasized her satisfaction with the flexible approach in writing (not forcing the students to adhere to strict rules in writing) since this helped the learners develop their techniques, and they had a chance to concentrate more on meaning not form.This approach also enhanced the students' efforts to improve their style and communication. The same instructor continued saying that s/he loved the articles as well as the interconnectedness of the input materials and language points.

Figure 4.3.a below shows the results obtained from the instructors' coursebook evaluation questionnaire regarding the odd- number items:
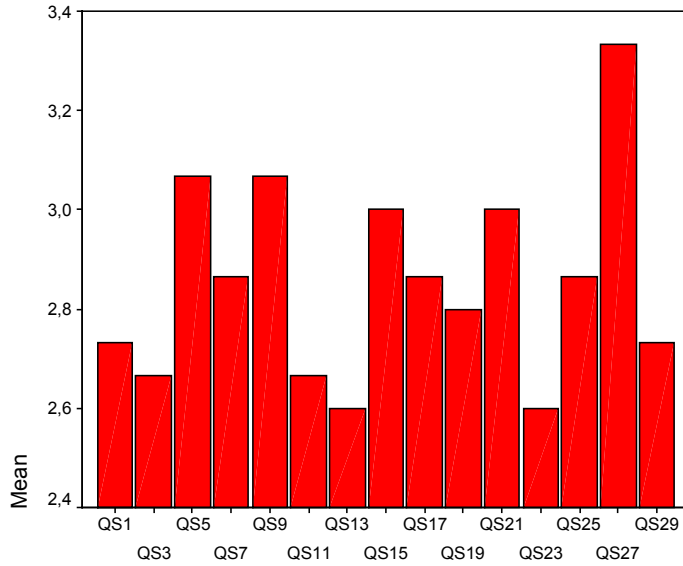
Figure 4.3.a: Results Obtained from the Instructors' Coursebook Evaluation Questionnaire Regarding the Odd- Number Items

Figure 4.3.b shows the results obtained from the instructors' coursebook evaluation questionnaire regarding the even- number items:
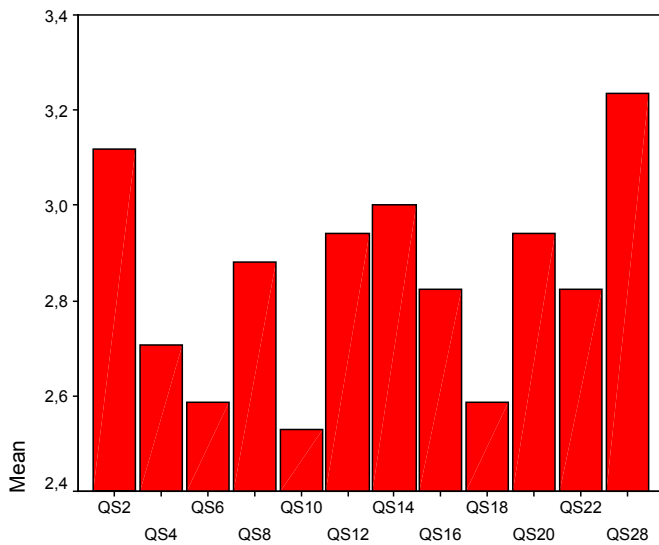
Figure 4.3.b: Results Obtained from the Instructors' Coursebook Evaluation Questionnaire Regarding the Even- Number Items

4.4   The Results of the Interviews with the Instructors:

Q.1 What do you think the rationale of the new DML curriculum is?

The most common response given to this question was that it provided a flow between the two departments (the DBE and the DML) and thus bridged the gap between the DBE and the DML programs. The expected answer to this question was;

-Theme-based approach

-Integrated skills

-Process learning approach

-Autonomy

It was apparent that the concept of "rationale" meant "aim" in the instructors' mind since this was the implied aim of the new curriculum in general sense. The positive point was that the instructors had similar understanding of the concept, which meant consistency among the instructors in teaching.

Q.2   How do you feel about the match between the ENG 101 course in implementation and the rationale of the new curriculum? Why? You may refer to the:

* goals and objectives

* the tasks in the textbook

* the evaluation tools

[The rationale of the new DML curriculum includes a focus on "process approach", "integrated skills", "autonomous learning", and "theme-based approach"]

The responses can be categorized as:

Process approach:

Of the eight instructors interviewed, one said the process approach worked well, whereas the others said it did not. The reasons for this negative perception among the instructors were lack of time for the essays and too much paragraph writing. The instructors did not have enough time to read the student essays in detail or give detailed feedback on their first drafts. That is why they thought that the number of tasks on paragraph writing needed to be less.

Integrated skills:

[The responses to this question proved to be contradictory as oppose to the answers to the first question, and it was rather difficult to code and interpret the responses.]

Three teachers said integration of skills worked well through the process. Two instructors said there had be more emphasis on reading and writing as reading was done as a transition to writing. Writing was more emphasized than speaking, in terms of production skills. Almost all the instructors said that there was variety in the book in terms of the texts and tasks. There was no process writing or speaking. Listening added variety to the course. The book did not encourage speaking. This skill had be implemented in a more organized way.

There was good transition across the themes and units. There had be better transition between the paragraph and essay input. Finally, there were too many reading materials.

Such contradiction proved that the instructors had different perceptions in terms of the ideal amount of integration probably due to the different needs of their students.

Theme based approach:

Half of the informants stated that theme based approach was effective.The other half thought that it was not effective since some students were not happy with the topics chosen, that is, the themes were not appealing or interesting enough, which had an effect on the motivation of the students. Besides, it was not interesting to study a topic for a long time.

Evaluation:

The instructors stated that in the exams, there was no vocabulary section, there was no dictionary use, there is no listening component although these were dealt with in the course. Next, exam questions needed to be in accordance with question types in the book. Two instructors found the exams effective. Some said the midterms should be more "production-oriented" and in essay format. Two instructors stated thesis statement writing was not taught but required in the exam. Thus, the instructors believed that the exams needed to reflect the course content more.

The majority of the informants stated that "Going Beyond the Text" section in the book was redundant in terms of writing since there was enough writing integrated into the course.

3. Do you believe the students improved their linguistic skills by this new program? Which ones? To what extent? Why? Why not?

Vocabulary:

Two instructors complained that there was no vocabulary "teaching", but just "guessing". Besides, some items for guessing were not well chosen for those. In some cases there were not enough clues for guessing, and in some others not high-frequency words were chosen. That is why there was a need to spend time on

explicit vocabulary teaching and revision as well as the appropriate items to guess. But in general they believed that the vocabulary improvement was satisfactory.

Language use:

Concerning the language use, the instructors thought that there had to be more grammar emphasis - not in the form of explicit teaching/input but awareness-wise. In general we could not call it a language improvement because the entry characteristics were too low and there was no room for development anyway because there was not enough time. One instructor said 1/4 hours had to be allotted to explicit language teaching, but others emphasized we shouldn't be doing grammar work; that was not our focus anyway. Most of the instructors agreed on the point that more paraphrasing activities were needed.

Reading:

The instructors stated that more strategies for reading; eg, finding main ideas, were needed. Extensive readings (in the Appendices of the coursebook) were not really extensive in that they did not really involve students in research. On the other hand, one instructor said finding relationships between ideas; eg, main and supporting ideas, worked well. Yet, thorough strategy training in class was needed, especially for fluency and more emphasis was needed on extensive reading including reseach. Overall, it could be said that effective improvement in four language skills was observed.

Writing:

The instructors stated that time limitations and the entry characteristics were the major problems. Summarizing was not structured effectively; again paraphrasing was not effectively dealt with. More emphasis was necessary on the development of those

skills. Essays and reflection sheets (paragraph writing) were too loaded and had to be limited in number.

5. Which non-linguistic skills do you believe have been improved by the course? How? (*Learner Autonomy, Critical Thinking, Motivation & Team-Work*)

Critical thinking:

According to the instructors, there were enough discussion questions, but the effectiveness of these was very much dependent on students. This skill was difficult to improve in one semester anyway; but there was good emphasis with the types of questions and tasks, in the form of debates and discussion, in the textbook. However, overall, Theme 1 did not foster critical thinking. This theme needed revision.

For those instructors, the emphasis on this skill had to start right from the beginning. Critical thinking was emphasized through essays, paragraphs, debates, discussions and workshops.

Team-work:

The instructors agreed that the improvement of this skill depended on individual teachers. However, the syllabus lended itself to such an improvement with its tasks and requirements. There was good emphasis on team-work.

Motivation:

Most of the instructors said this non-linguistic skill was mostly student-dependent. Again the first Theme posed some problems. Circling round the same topics, in this theme, caused lack of motivation on both students' and instructors'

part. Still, they agreed that overall, comparatively student motivation was higher this year.

Learner autonomy:

The instructors thought that overall, the syllabus lended itself to learner autonomy.

Finally, all the informants emphasized that improvement in non-linguistic skills was very much dependent on instructor abilities and attitudes. There was significant variety among the instructors in this.

5.   What are the strengths and weaknesses of the text-book? Specifically refer to:

> *a) The variety (themes/topics, skills, tasks, assignments)*
> *b) The transition/link within the themes and across the themes*
> *c) Contribution to students' thinking process*
> *d) Integration of language skills*
> *e) Interest value for both the students and teachers*
> *f) Other*
>> *** Did you use the textbook as it is? Or did you have to omit, supplement or revise certain parts like *texts, input, skills or tasks* in it? Which ones? Why?**

a) Some instructors said 101 has become a 102 course, which was considered to be the continuation of the ENG 101 with more focus on the writing than the reading skills. One instructor said the textbook needed more variety, especially in the first theme. One solution could be combining Theme 1 and Theme 2 into one. There was repetition of the same topics as the DBE reading materials also focused on the same topics. Students complained about this. We had to reduce its load, and extend the last

theme. The topic "brain" was not interesting, anyway. Furthermore, reference questions and vocabulary were a bit loaded according to the instructors.

Most of the informants commented that it was a good approach not to give structures (in essay input)/formulas/mechanical expressions. In this way there was room for original works, interesting texts and effective personalization in tasks.

Variety in tasks and assignments was satisfactory except for the writing assignments. One teacher said comprehension questions were above the students' level. Paragraph input was necessary; there was quick jump on essay writing. Students needed more practice on how to write thesis statement or introduction. Texts were loaded with reference and vocabulary tasks. There was not much balance between questions. The tasks were enjoyable but a bit mechanical.

The reflection sheets were problematic – too much load, too repetitive. More research tasks should be integrated instead of such activities.

b) The informants stated there were no problems in terms of transition; there was good transition across the themes, units and tasks. There should be more emphasis on argumentation and "reaction" throughout.

c) As regards contribution to the thinking process, Theme 1 was not effective, but Themes 2 and 3 were. The integration of skills and tasks helped this.

d) The interest value of the course was a teacher and student dependent issue. Again, Theme 1 was not considered to be interesting enough; Themes 2 and 3 were. The layout of the textbook was attractive.

e) As for using the book as it is, some informants said that they designed and used their own comprehension questions and warm-up activities. They added their own input sessions. Some other used vocabulary and references as homework. Some omitted some of the "Going Beyond the Text" activities and "Reflection Sheets" and added input on Reaction and Response essay structure, as well as summarizing,

writing thesis statement, argumentation and grammar work. One instructor said she included some research questions.

CHAPTER 5

CONCLUSIONS

Presentation

This chapter presents the conclusions of the study drawn in the light of the results obtained by all the research tools used. They are organised according to the related research questions.The chapter also includes suggestions for the implementation including the Textbook, Testing, Teacher Training Committees as well as the instructors, limitations of the study and suggestions for further research.

5.1 How do the rationale and objectives of the ENG 101 course relate to the DML curriculum rationale and objectives?

> **-To what extent are the objectives of the ENG 101 achieved?**
> **-Do the students improve/maintain their linguistic and educational skills by the implementation of the program?**

Considering the achievement of the objectives in the student questionnaire, most of the students agreed that the ENG 101 course improved them moderately in most aspects except for item number 10, *reading more outside the class independently to cope with a variety of reading materi*als, item number 11, *reading fluently* and item 17, *listening for a specific purpose to choose specific information* These students believed that there was little improvement in those objectives. One possible reason for this could have been that most of the reading tasks had been designed to be done in class rather than outside. Besides, most of the students did not have reading (or listening) habits, which could be another reason for such results. Moreover, due to time constraints, teachers might not have been able to do enough listening and extra reading practice in class.

As regards the results of the t-test and ANOVA, there were no significant differences between the answers of the students who studied at DBE and who did not as well as the students who studied at different levels at DBE except for item 6, "extensive reading". The significant difference occured among the DBE levels in that item (1.50 out of 4.00); Upper Intermediate students had the lowest perception probably because they expected more outside reading tasks. Apart from that, they had mostly similar perceptions. The comments the students made regarding the goals and objectives of the course were in line with these findings. The students emphasized that there had to be more reading texts and more listening practice.

In terms of the students' attitude towards the course, it was discovered that in general students found the course useful, motivating and effective in developing their language skills and improving their self-confidence in production skills. However, they disagreed with item 44, *Success in this course is dependent on hard work; if one works hard s/he will be successful*. There may be different reasons for the students to be negative on this item but the most likely one could be their lack of self-confidence. A lot of students do not feel competent in reading and writing skills (especially in L2) and think that no matter how hard they try, it is difficult to get a high grade in those areas due to insufficient background. Another possibility could be not understanding the item correctly. Moreover, almost half of them did not find the course enjoyable, and the reason for this might be related with their low motivation in studying a second language. Most of them did not attach enough importance to learning and studying English for they gave priority to their departmental lessons. As regards the t-test results for item 44, there was a significant difference between the two groups. The students who studied at DBE were significantly more positive in that the success in ENG 101 depended on effortful behaviour. The Non-DBE group thought that there were some other factors influencing success in this course. For item 48, *The speaking tasks and activities in this course have provided me with more self-confidence in speaking*, the students who studied at DBE were less positive than the others. Probably they thought that they needed to practise more due to their level of proficiency in speaking skills.

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With respect to the instructors' perceptions of the goals and objectives of the course, it was found that most of the instructors believed that the ENG 101 course was moderately effective in achieving the objectives stated in the curriculum, which meant that they were satisfied with the achievement of those objectives since the questionnaire was based on a 4-scale format.

Considering the interview results of the instructors, it was found that student improvement in vocabulary was not as effective as expected. Target vocabulary items were not well chosen. The reason for this could be time constraints during the preparation of the book as well as during the course.The instructors highlighted that students' improvement in language was again not effective as required and there should be more language emphasis and input awarenesswise. In terms of reading, similar to the findings stated above, the extensive reading objective was not achieved properly because of the limited time and low student motivation.The interview results considering the achievement of the non-linguistic goals revealed positive results.

Table 5.1.a shows the results related to the achievement of the objectives part in both students' and instructors' course evaluation questionnaires:

Table 5.1.a
Mean Scores of the Responses of the Students and Instructors Related to the Achievement of the Objectives Part in both Students' and Instructors' Course Evaluation Questionnaires

	Inst. M	St. M
1. using correct, appropriate language structures, vocabulary and transitionals/linking expressions in writing	2.57	2.67
2. learning and carrying out the stages in a process writing approach, while writing paragraphs and/or essays	2.71	2.75
3. understanding the main ideas in a text	3.05	2.88
4. recognizing the relationship between ideas in a text	3.05	2.85
5. recognizing the tone and purpose of the writer	3.52	2.93

Table 5.1.a continued

6. reading more outside the class independently to cope with a variety of reading material
 	
   *Sign. Mean Diff. across the DBE Levels:
     Upp.Int. Mean – 1.50 (lowest)
	2.52	*2.15

7. reading fluently	2.86	*2.44
8. finding out the underlying meaning in sentences or parts of a text	2.66	2.80
9. evaluating and analyzing information from (multiple) texts in reading	3.00	2.79
10. synthesizing and using information from (multiple) texts in writing	2.95	2.75
11. identifying main idea(s) in spoken discourse	2.55	2.61
12. initiating and maintaining discussions	2.62	2.52
13. listening for a specific purpose to choose relevant information.	2.76	*2.40
14. developing my vocabulary building strategies (guessing, using dictionaries etc…)	2.76	2.75

Table 5.1.b shows the results of the attitude part in the students' course evaluation questionnaire. This part appeared only in the students' questionnaire that is why the table is related with the mean scores of the students in this part:

Table 5.1.b
Mean Scores of the Responses of the Students to the Attitude Part in the Students'
Course Evaluation Questionnaire

	St. M
34. What I learn in this course will be very useful for me later.	2.66
35. Success in this course is dependent on hard work; If one works hard, s/he will be successful. *Sig. Mean Diff. b/w DBE (2.49) & NON-DBE (2.15)	*2.41
36. What we learn and do in this course is enjoyable.	*2.35
37. This course has motivated me to develop my language skills in English.	*2.50
38. The process approach in this course has relieved my anxiety in writing essays.	2.54
39. The speaking tasks and activities in this course have provided me with more self-confidence in speaking. *Sig. Mean Diff. b/w DBE (2.46) & NON-DBE (2.74)	2.53

5.2 Are the methods and materials used in the ENG 101 effective in achieving the course objectives?

As regards the second research question of the study, methods and materials used in the course, the findings from both the student and instructor questionnaires showed that they perceived these aspects of the course effective in general except for the interest and motivation value of some texts for the students (you may refer to Item 23 in the student questionnaire in Appendix 1). Furthermore, the results of the T-test and ANOVA indicated that no significant differences were created in perceptions according to (a) whether the students studied at DBE or not or (b) their level at DBE. Most of the students had similar perceptions.

As regards the responses to the open-ended questions, the students commented that Theme 1 and Theme 2 were redundant both topic-wise and task-wise. In addition, Theme 1 (Brain) covered the same topics already dealt with at the

DBE. In terms of skills, students' responses turned out to be contradictory as some ask for more speaking and find reading too much, some others find such a recycling process useful. Such contradiction could have resulted from different student needs, expectations and interests.

On the other hand, the instructors' comments mainly focused on the problems related to (a) the reflection sheets and 'going beyond the text' sections, and (b) the difficulty level across the texts in the book. More explicitly, the instructors complained that there were too many reflection sheets to deal with and these tasks did not lend themselves to student creativity. Furthermore, both the texts and the tasks should be more difficult right from the beginning. Critical thinking and reading strategies practice should start from the beginning. Next, the results of the T-test on the instructors' perceptions of the desired and current methods used revealed that there was a significant difference between the current and desired methods. More specifically, the instructors wanted less lecturing but more discussion, conferencing and individual or group projects.

The findings from the interviews with the instructors elaborated more on the strengths and the weaknesses of the textbook. The weaknesses mainly focused on insufficient variety in Theme 1 and 2 in terms of both topics and tasks; in other words, especially the first theme didn't have much interest value for the students, in line with the findings above. The reason for this could be that Theme 1 included a lot of technical information on the *brain* and it was a bit long.

Table 5.2 summarizes the results of the effectiveness of the methods and materials part in both students' and instructors' course evaluation questionnaires. The empty boxes corresponding the items 23 and 24 in the instructors'questionnaire mean that those were not included in the instructors' version. Similarly, the empty boxes corresponding the items 25, 26 and 27 in the students' questionnaire mean that those were not included in the students' version:

Table 5.2

Mean Scores of the Responses of the Students and Instructors to the Effectiveness of the Methods and Materials Part in both Students' and Instructors' Course Evaluation Questionnaires

	Inst. M	St. M
15. The teaching styles are suitable for different learning styles.	2.90	2.73
16. There is a variety of interactional patterns (communication in the form of <u>teacher to students, student to student</u> and <u>student to teacher</u>) during the sessions. *<u>Sig. Mean Diff. b/w DBE (2.91) & NON-DBE (3.15)</u>	3.10	2.97
17. The learners are actively involved in the lessons. *<u>Sig. Mean Diff. b/w DBE (2.78) & NON-DBE (3.02)</u>	3.05	2.84
18. The texts in the textbook are useful to carry out the speaking and writing tasks.	3.14	2.58
19. The texts/tasks in the book are interesting and motivating.	2.86	*2.30
20. The learning experiences and tasks in the textbook are relevant to the needs of the students.	2.80	*2.49
21. The tasks in the textbook are challenging enough; they contribute to students' development or growth in different language skills.	2.90	2.61
22. The tasks in the textbook are repetitive and quite mechanical	1.78	2.63
23. The themes are meaningfully ordered.		2.82
24. Reading and studying on the same theme for a period of time was helpful.		2.72
25. The syllabus and specific guidelines bear sufficient information about suggested teaching methods and strategies.	3.24	

Table 5.2 continued

26. Teacher's discretion related to teaching methods and strategies is supported in the present curriculum.	2.90	
27. The present curriculum is too rigid to implement a variety of teaching methods and strategies.	1.95	

5.3 To what extent do the ENG 101 student evaluation procedures and tools measure the skills and knowledge targeted in the objectives of the ENG101?

Regarding the research question on the effectiveness of the evaluation procedures used in the ENG 101, most of the students and the instructors agreed that the evaluation procedures and tools used in the ENG 101 course were successfully designed and used to measure the skills and knowledge targeted in the objectives. However, half of the students and also the instructors agreed with the statement that *Assessment is based on rigid standards, which limits creative writing and expression of individual perceptions*. This particular result was strengthened by the complaints of the students regarding the 'Reflection Sheets' mentioned in the further comments and the suggestions section of this part. These students believed that the number of the Reflection Sheets was too many and they were repetitive, which was in line with the results related to the other aspects of the course. On the other hand, half of the instructors did not agree that *Students' development in process writing was effectively assessed* because of the limited time to give detailed feedback to student assignments after they completed each stage in their written work.

Moreover, significant differences were observed between the responses of students who studied and who did not study at the DBE. For item 36, *Assessment is based on rigid standards, which limits creative writing and expression of individual perceptions* the students who studied at the DBE had a significantly higher mean score than those who did not study at the DBE. For item 38, *The students were provided with information about the assessment criteria* the students who studied at the DBE had a significantly lower mean score than those who did not study at DBE. For item 41, *The students' development in process writing is effectively assessed*, the

students who studied at the DBE had significantly lower mean scores than those who did not study at the DBE.

According to the results from the Instructor Interviews, some of the instructors believed that there was a mismatch between the content of the course and the content of the exams. A minority of them thought that exams were effective.Those instructors desired a more comprehensive test including the assessment of almost all of the objectives of the course. However, time was not enough to test every objective in the syllabus, and the testing committee had to be selective in that sense.

Table 5.3 summarizes the results of the effectiveness of the evaluation procedures part in both students' and instructors' course evaluation questionnaires. Item 33 was not included in the instructors' version:

Table 5.3
Mean Scores of the Responses of the Students and Instructors to the Effectiveness of the Evaluation Procedures Part in both Students' and Instructors' Course Evaluation Questionnaires

	Inst. M	St. M
28. The class-work assessment procedures are meaningfully ordered.	2.68	3.02
29. The students' development in process writing is effectively assessed. *Sig. Mean Diff. b/w DBE (2.75) & NON-DBE (2.98)	*2.40	2.81
30. Assessment is based on rigid standards which impede creative writing and expression of individual perceptions. *Sig. Mean Diff. b/w DBE (2.69) & NON-DBE (2.37)	*2.45	2.61
31. The assessment criteria are relevant and meaningful.	2.81	2.77
32. There is a meaningful link between the assessments and the rationale of the course.	2.71	2.85

Table 5.3 continued

33. The grade I received after the assessment was realistic.		2.80

5.4 Is the curriculum on paper perceived and implemented in the same way by all instructors?

Regarding the last research question, the data came mostly from the interviews with the instructors which revealed that the instructors had a common notion of the rationale of the new DML curriculum. They had stated that it aimed at bridging the gap between the DML and the DBE. Their answers were mainly related with the textbook, which revealed the need to make the rationale and the curriculum issues more explicit to the instructors from the beginning. As far as the implementation was concerned, instructors used most of the book as it was, despite their complaints (again due to lack of time). However, they made some minor changes according to the needs of their students. These changes included modifying, eliminating and replacing some of the comprehension questions and warm-up activities as well as dealing with Reflection Sheets and Going Beyond the Text activities in different ways.

5.5 Summary of the Study

This study aimed to evaluate the ENG 101, Development of Reading and Writing Skills 1 regarding the effectiveness of the goals and objectives, methods and materials and evaluation procedures.

To fulfill that aim, three questionnaires; two of them to evaluate the ENG 101 course, another one to evaluate the coursebook and an interview document were designed by the researcher together with the members of the Curriculum Evaluation Committee members. Before the administration of the questionnaires, they were piloted on twenty five students and twenty one instructor. The reliability analysis results (Cronbach Alpha) revealed that these instruments were reliable with

coefficients over. 90. Next, the course evaluation questionnaires were given to randomly selected 21 ENG 101 instructors and 255 students taking the course. In addition to the questionnaires, interviews were held with 9 ENG 101 instructors and 1 administrator, and feedback was obtained from the end-of the term evaluation meeting. Another questionnaire to evaluate the coursebook, *English for Academic Purposes 1* was administered to 19 instructors who taught the ENG 101 course. It was prepared to collect feedback about the newly-written coursebook of the ENG 101 in detail.

To analyse quantitative data, descriptive statistics, one-way ANOVA and t-test were conducted. The qualitative data gained from the interviews, open ended questions and feedback from the end of course meeting were analysed via content analysis.

The results of the study revealed that the participants were generally satisfied with the course since most of the answers given in the questionnaires were around 3 (out of 4) "moderately", which meant that all parties had generally favourable perceptions about the effectiveness of the ENG101 in terms of the achievement of the objectives, effectiveness of the methods, materials and evaluation procedures as well as the revised coursebook. However, there were some complaints stemming from teachers' workload and time constraints including too many writing tasks and insufficient language input for which certain administrative academic decisions were taken and work on relevant modifications started.

5.6 Suggestions for Implementation
5.6.1 Suggestions for the Textbook Committee

a) Theme 1 and Theme 2 could be compiled into one, leaving out the repetitive topics and tasks.
b) The purposes, number and grading of the 'Reflection Sheets' and 'Going Beyond the Text' tasks could be revised for improvement (considering the time constraints

so that process writing approach could also be implemented more successfully and effectively). More creativity and personalization should be incorporated into these.

c) More focus on argumentation and reaction is needed all throughout the course. Critical thinking skills should also be highlighted throughout the process, right from the beginning.

d) Students could be assigned some outside reading tasks as homework and they could find those materials themselves in order to gain the habit of independent reading.

e) For summarizing and essay writing, more structured input and feedback should be integrated into the program. Besides, more paraphrasing practice should be incorporated.

f) More listening practice should be included and the recording quality should be improved.

g) More time should be allocated for speaking/discussion tasks.

h)Lecturing should be minimised and more student involvement must be accomplished during the lessons.

ı) More input on thesis statement and/or introduction writing should be provided for the students for they are weak in those skills

5.6.2 Suggestion for the Testing Committee

Midterms should reflect more the content of the course, and should be more 'product-oriented' and essay type questions should be asked in the exams.

5.6.3 Suggestion for the Teacher Training

The practice in non-linguistic skills was very much teacher dependent. So teachers can be guided and/or trained to enable students to achieve such objectives better. Teacher training should also focus on vocabulary teaching skills and methods, as well as materials design for this purpose.

5.6.4 Suggestions for the Instructors

a) To train students in fluent reading , teachers could time the reading activities in class and stick to the time limit.

b) Teachers, depending on the need, could provide students with some extra language input and/or practice materials to compensate for the areas where students are weak or they could exploit the reading texts focusing on the language aspect.

c) Teachers could spend some of the class time on vocabulary teaching and revising, as well as strategy training.

5.7 Limitations of the Study

Despite the strenghts of the study, it had some limitations considering the participants, the instruments used, and the scope. Although the study was conducted on many students from different departments and the instructors at the DML, the study could have been implemented on more students taking the course. Similarly, more instructors could have been participated in the study.

Another weakness was that there were a lot of participants who did not answer the open-ended questions in the questionnaires (since it was already quite long), which might have had an effect on the results.

The other factor that could have had an effect on the results could be misunderstanding the items due to low language proficiency of some students.

In addition, the length of the questionnaires might have discouraged the relevant parties from answering the questions seriously or sincerely by paying careful attention to the items given.

Moreover, this study did not focus on the student performance on tests and the pass rates, which could provide useful further data for the researcher (there is only a rough idea about it; the pass rate is quite high).

5.8 Suggestions for Further Research

Since this particular study did not include the student scores and the pass rates in the course, it could be a matter of further research. The comparison of student grades obtained in the last two terms of the ENG 101 would provide helpful feedback to the researcher in order to decide on the effectiveness of the renewed course.

Moreover, the same study could be carried out with more students and instructors next time it is implemented.

Besides, to decide on the effectiveness of the course, the study could be taken to the departments of the students who studied the ENG 101 and the grades got in the faculties regarding the reading and writing skills could be compared with the ones got in the ENG 101 to see if they match. With the help of such research, it would be possible to see if the ENG 101 course would relate and contribute positively to the students' departmental studies.

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APPENDICES

APPENDIX A

Course Evaluation Questionnaire for the Students

1- Personal Background

1- Your Department:_____
2- Have you studied in the Basic English Department: Yes___   No ___
3- If you ticked <u>yes</u> in question 2 , which level did you start at ?
_____
4- Is this the first time you are taking this course? Yes ___   No___

Please use the scale below to indicate your perceptions/opinions related to the components of ENG101 course. Put a tick (√) in the response which best illustrates your opinion.

1 = Not at all
2 = Little
3 = Moderately
4 = Very much/Completely

To what extent has ENG101 course improved you in….
2-   Objectives

	1 Not at All	2 Little	3 Mode rately	4 Very Much
5. using correct, appropriate language structures, vocabulary and transitionals/linking expressions in writing				
6. learning and carrying out the stages in a process writing approach, while writing paragraphs and/or essays				
7. understanding the main ideas in a text				
8. recognizing the relationship between ideas in a text				

111

Objectives continued

9. recognizing the tone and purpose of the writer				
10.reading more outside the class independently to cope with a variety of reading material				
11.reading fluently				
12.finding out the underlying meaning in sentences or parts of a text				
13.evaluating and analysing information from (multiple) texts in reading				
14.synthesizing and using information from (multiple) texts in writing				
15.identifying main idea(s) in spoken discourse				
16.initiating and maintaining discussions				
17.listening for a specific purpose to choose relevant information.				
18.developing my vocabulary building strategies (guessing, using dictionaries etc…)				

Please use the space below to put your further comments and suggestions related to the objectives of ENG101.

_____
_____
_____
_____

Please use the scale below to indicate your perceptions/opinions related to the components of ENG 101 course. Put a tick (√) in the response which best illustrates your opinion.

1=**S**trongly **D**isagree   2=**D**isagree   3=**A**gree   4= **S**trongly **A**gree

3- **Methods and Materials**	SD	D	A	SA
	1	2	3	4
19. The teaching styles are suitable for different learning styles.				
20. There is a variety of interactional patterns (communication in the form of <u>teacher to students</u>, <u>student to student</u> and <u>student to teacher</u>) during the sessions.				
21. The learners are actively involved in the lessons.				
22. The texts in the textbook are useful to carry out the speaking and writing tasks.				
23. The texts in the book are interesting and motivating.				
24. The learning experiences and tasks in the textbook are relevant to the needs of the students.				
25. The tasks in the textbook are challenging enough; they contribute to students' development or growth in different language skills .				
26. The tasks in the textbook are interesting and motivating.				
27.The tasks in the textbook are repetitive and quite mechanical .				
28. Lessons are done using different equipments and tools, like OHP, pictures, tape recorders, etc.				
29. The themes are meaningfully ordered.				
30. Reading and studying on the same theme for a period of time was helpful.				

31.   Please explain your reasons for your answers to question 27.

32. Please write in the space provided below what subjects you would like to read about in ENG101 course

_____
_____
_____
_____

33.   Please read the list of teaching methods below and indicate how much you like (or find useful) each for ENG101 course by putting a tick (√) in the relevant box. Use this scale:

1=not at all   2=little   3=moderately   4=very much/completely

	1	2	3	4
a. Lecturing				
b. Discussion				
c. Individual or group work				
d. Conferencing (one-to-one feedback and guidance)				
e.Other......................................				

Please use the space below to put your further comments and relevant suggestions for the methods and materials in ENG101.

_____
_____
_____

4.Evaluation Procedures

	SD	D	A	SA
	1	2	3	4
34. The classwork assessment procedures (paragraph writing, swap-shop, etc.) are relevant to each other.				
35. The classwork assessment procedures effectively assess our development process.				
36. Assessment is based on rigid standards, which limits creative writing and expression of individual perceptions.				

Evaluation Procedures continued

37.The assessment criteria are relevant and meaningful.				
38.The students are provided with information about the assessment criteria.				
39.There is a meaningful link between the assessments and the course content.				
40.The grade I received after the assessment was realistic.				
41.The students' <u>development</u> in process writing (reflective essay & reaction-response essay) is effectively assessed				

Please use the space below to put your further comments and relevant suggestions for the evaluation procedures in ENG101 (You can also refer to the assignments on the Reflection Sheets and the Midterm).

_____

_____

42. Do you believe time devoted to this course (4 hours a week) is OK ? If not how many hours should it be?

_____

_____

5-   Attitude

	SD	D	A	SA
	1	2	3	4
43. What I learn in this course will be very useful for me later.				
44. Success in this course is dependent on hard work; If one works hard, s/he will be successful.				
45. What we learn and do in this course is enjoyable.				
46. This course has motivated me to develop my language skills in English.				

Attitude continued

47. The process approach in this course has relieved my anxiety in writing essays.				
48. The speaking tasks and activities in this course have provided me with more self-confidence in speaking.				

Please use the space below to put your further comments about how you feel in this course and suggest any solutions to overcome the difficulties

_____

_____

_____

_____

APPENDIX B

Course Evaluation Questionnaire for the Instructors

Please use the scale below to indicate your perceptions/opinions related to the achievement of the following course objectives throughout ENG 101. Put a tick (√) in the response which best illustrates your opinion.

1 = Not at all
2 = Little
3 = Moderately4 = Very much/Completely
To what extent has ENG101 course been effective in helping students….

I-   Objectives

	1	2	3	4
1. use correct, appropriate language structures, vocabulary and discourse markers in writing				
2. internalize and carry out the stages in a process writing approach, while writing paragraphs and/or essays				
3. understand the key/main ideas in a text				
4. recognize the relationship between ideas in a text				
5. recognize the tone and purpose of the writer				
6. read extensively				
7. read with reasonable fluency				
8. deduce the underlying meaning in sentences or parts of a text				
9. evaluate analyze information in (multiple) reading texts				

Objectives continued

10. synthesize and use information in (multiple) texts in writing				
11. listen for a specific purpose to choose relevant information				
12. initiate and maintain discussions				
13. identify main idea(s) in spoken discourse				
14. develop students' vocabulary building strategies				

Please use the space below to put your further comments and suggestions related to the objectives of ENG101.

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

Please use the scale below to indicate your perceptions/opinions related to the teaching methods and materials used in ENG 101 course. Put a tick ($\sqrt{}$) in the response which best illustrates your opinion.

1=**S**trongly **D**isagree   2=**D**isagree   3=**A**gree   4= **S**trongly **A**gree

II-   Methods and Materials

	SD	D	A	SA
	1	2	3	4
15. The syllabus and specific guidelines bear sufficient information about suggested teaching methods and strategies.				

Methods and materials continued

16. The teaching methods suggested in the syllabus effectively address different learning styles.				
17. Teacher's discretion related to teaching methods and strategies is supported in the present curriculum.				
18. The present curriculum is too rigid to implement a variety of teaching methods and strategies.				
19. The present curriculum supports the prevalence of a variety of interactional patterns in the teaching-learning process.				
20. The curriculum mainly fosters learner-centered instruction.				
21. Theme-based approach was effective in providing a meaningful context for learning and production.				
22. The tasks in the textbook are challenging enough to bring about desired personal and intellectual growth.				
23. The learning experiences and the tasks in the textbook are relevant to the needs of the students.				
24. The tasks in the textbook are interesting and motivating.				
25. The texts and tasks in the textbook are of desired quality (authentic, meaningful, and well-graded).				
26. The tasks in the textbook are repetitive and quite mechanical.				
27. The support skills (reading, listening, and speaking) are effectively integrated into the writing component (horizontal organisation) to bring about holistic and meaningful learning.				

Please use the space below to put your further comments and suggestions related to the methods and materials used in ENG101.

_____
_____
_____
_____

28.   Please read the list of teaching methods below and indicate their desired and current implementation in ENG101 course by putting a tick (√) in the relevant box. Use this scale:
1=not at all
2=little
3=somewhat
4=very much/completely

	CURRENT				DESIRED			
	1	2	3	4	1	2	3	4
a. Lecturing								
b. Discussion								
c. Individual or group projects								
d. Conferencing								
e. Other								

29.   Comment on the length, level and quality of the following:

- Reading texts
- Listening material (texts and recordings)

_____
_____
_____
_____
_____
_____

III.   Evaluation Procedures

	SD	D	A	SA
	1	2	3	4
30. The class-work assessment procedures are meaningfully ordered.				
31. The students' development in process writing is effectively assessed.				
32. Assessment is based on rigid standards which impede creative writing and expression of individual perceptions.				
33. The assessment criteria are relevant and meaningful.				
34. There is a meaningful link between the assessments and the rationale of the course.				

Please use the space below to put your further comments and suggestions related to the evaluation procedures in ENG101.

_____
_____
_____
_____
_____

   37. Please comment on the effectiveness of the procedures suggested to prevent plagiarism in this course

APPENDIX C

Coursebook Evaluation Questionnaire for the Instructors

Please indicate your opinions about the coursebook by ticking the relevant boxes below

SA   Strongly Agree
A   Agree
D   Disagree
SD   Strongly Disagree

	SA	A	D	SD
1. The aims of the book correspond closely with the aims of the teaching program and the learners' needs				
2. The coursebook reflects a combination of theme–based and skills-based approaches				
3. The book provides the students with process-oriented teaching-learning experiences				
4. Skills are presented and practised in an integrated manner in the book				
5. The coursebook is easy to follow regarding the layout				
6. Sufficient language points are integrated into the themes in the book				
7. Language points take student needs into account				
8. The material for vocabulary learning strategies in the book is adequate in terms of quantity and range				
9. Reading materials in the book are suitable for the students' language proficiency				
10. Reading texts are suitable for the students' interests				
11. There is enough text variety in the book				
12. Texts in the book provide the students' with a lot of input to use in the output.				
13. Activities/Tasks in the book are relevant to the students' academic needs				
14. Activities/Tasks related with the reading texts are suitable for the students' language proficiency				
15. The book includes meaningful and realistic tasks/activities				
16. There is a smooth and logical transition between the activities /tasks in the book				
7. There is a smooth and logical transition between the units in the book				
18. Topics of the units are interesting enough to motivate the students				
19. The book addresses the students' learning styles and expectations (in general)				
20. The book includes critical thinking sections				
21. The book encourages student involvement				
22. The book includes strategy development sections				
23. The book helps the students with study skills				
24. The book encourages learner autonomy (taking a degree of responsibility for their own learning by setting their own individual learning targets)				
25. The book has an attractive physical appearance				
26. The book is physically strong and long-lasting				

Coursebook Evaluation Questionnaire for the Instructors

27. The book is affordable for the students to be able to buy				
28. The book is easily available				
29. In general, the book is appealing and motivating,I enjoyed teaching with it.				

30. The book is particularly strong in terms of its

     a) Themes and Topics

     b) Texts

     c) Activities/Tasks and Exercises

     d) Physical Qualities

     e) Other _____

31. The book needs improvement-change in terms of its

     a) Themes and Topics

     b) Texts

     c) Activities/Tasks and Exercises

     d) Physical Qualities

     e) Other _____

32. What should change specifically about the option you circled in question 32 above?

⊗ **ANY OTHER COMMENTS or SUGGESTIONS (for its future use) :**

APPENDIX D

INTERVIEW QUESTIONS

1. **What do you think the rationale of the new curriculum is?**

2. **How do you feel about the match between the ENG 101 course in implementation and the rationale of the new curriculum? Why? You may refer to the :**

   *goals and objectives

   *the tasks in the textbook

   *the evaluation tools

3. **Do you believe the students improved their linguistic skills by this   new program? Which ones? To what extent? Why? Why not?**

4.**Which non-linguistic skills do you believe have been improved by the course? How?** (Special note to the interviewer: First try to elicit those skills from the interviewee, if she is not clear about them provide her with these: Learner Autonomy, Critical Thinking, Motivation & Team-work)

5.**What are the strengths and weaknesses of the textbook? Specifically refer to:**

   a. **The variety (themes/topics, skills, tasks, assignments)**

   b. **The transition/link within the themes and across the themes**

   c. **Contribution to students' thinking process**

   d. **Integration of language skills**

e. **Interest value for both the students and teachers**

f. **Other**

*Did you use the textbook as it is? Or did you have to omit, supplement or revise certain parts like texts, input, skills or tasks in it? Which ones?

ENG 101 Coursebook Description

ENGLISH

FOR ACADEMIC

PURPOSES

I

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**DEPARTMENT OF MODERN LANGUAGES
SCHOOL OF FOREIGN LANGUAGES
METU**

ANKARA 2004

FOREWORD

You could not step twice into the same river;
For other waters are ever flowing on to you (Heraclitus)

And these *ever flowing waters* cause people to "change" and adapt to new situations. "Change" is an inevitable part of our lives since "There is nothing permanent except change." Thus, this book is an outcome of the change that the curriculum of the School of Foreign Languages is going through. Change is a natural process in education and curricula issues. The rapidly changing world shapes learners' needs and stakeholders' expectations and requirements; thus, educators need to meet these needs and expectations by continuously evaluating their programs and materials and making the necessary adaptations.

As a result of the Curriculum Renewal Project, initiated and implemented by the School of Foreign Languages, this book is written to cater to the needs of freshman students in all four language skills (reading, writing, speaking and listening). Furthermore, it aims to build up on learners' vocabulary and enhance their higher order thinking skills.

The reading texts and tasks, the writing assignments, the discussion questions, the listening tasks, and reflection sheets are all linked to each other in a meaningful way to reach the goals defined in the Curriculum Renewal Project.

Thank you Yeşim Somuncuoğlu,

Özlem Sığınan,

Funda Pehlivanoğlu Noyes,

Selin Alperer and

Ceyda Eşit

for undertaking such a difficult job as writing a course book and producing a book that displays signs of devotion, diligence and creativity.

NİHAL CİHAN

Chairperson
Department of Modern Languages
METU

ACKNOWLEDGEMENTS

THE AIM/OF THE BOOK

This book is designed and written with the major aim of providing university students with process-oriented and constructivist instructional experiences in EFL. Within this context, meaningful teaching-learning experiences that build on the integration of four language skills – *Reading, Writing, Speaking and Listening* - contextualized in themes is the major principle towards this aim specified. In other words, language skills are integrated and purposefully treated towards the achievement of process learning, in which relevant skills and language are transferred across tasks.

A *variety* of *relevant* (relevant to students' needs and interests) and *coherent tasks and experiences* in this book build on each other towards higher competence in autonomous/self-regulated learning and critical thinking skills/strategies through the use of tools and tactics. The tasks involve higher order thinking skills requiring students not only to perform at knowledge and comprehension levels but to analyze, synthesize and evaluate information, ideas and judgments as well. The variety of texts and perspectives presented through pre-specified themes in and outside the classroom is expected to enhance critical thinking.

The three themes in this book – ***Brain & Learning***, ***Creativity***, and ***Reacting to Change*** – also build on each other coherently to enable students to develop insights and experiences across the texts and tasks. Therefore, students are expected to reflect their perspectives in written and/or spoken products using accumulated prior and insights as well as autonomous learning and critical thinking skills.

Selin Alperer

Ceyda Eşit

Funda Pehlivanoğlu-Noyes

Özlem Sığınan

Yeşim Somuncuoğlu

AN OVERVIEW

THEME 1: THE BRAIN & LEARNING

UNIT 1: The Brain	
Texts	**Focus**
▪ *The Brain* ▪ *Reconnecting the Brain*	▪ Writer's Technique ▪ Transitions

UNIT 2: Intelligence	
Texts	**Focus**
▪ *8 Different Views of Intelligence*	▪ Guessing Unknown Vocabulary ▪ Introducing & Expressing Opinions

UNIT 3: Language Learning	
Texts	**Focus**
▪ *The Evolution of Language* ▪ **Listening**: *Extracts on the Brain and Language Learning*	▪ Coherence

UNIT 4: Schooling	
Texts	**Focus**
▪ *Early Schooling*	▪ Dictionary skills ▪ Commonly Made Mistakes

PUTTING IT ALL TOGETHER: Reflective Essay

THEME 2: PERSPECTIVES IN CREATIVITY

UNIT 5: What is Creativity?	
Texts	**Focus**
▪ *Everyone is Creative, Everyone is Original* ▪ *What is Creativity?*	▪ Summarizing ▪ Simple, Complex & Compound Sentences

UNIT 6: Creativity & Women	
Texts	**Focus**
▪ *The Little Match Girl* ▪ **Listening:** *Interview*	▪ Listening and Note-Taking

UNIT 7: Creative People	
Texts	**Focus**
▪ *Frida Kahlo* ▪ *Piri Reis* ▪ *Mahatma Gandhi*	▪ Synthesizing Information and Ideas Across Texts

PUTTING IT ALL TOGETHER: **Swap Shop on Biographies of Creative People**

THEME 3: REACTING TO CHANGE

UNIT 8: The Changing World	
Texts	**Focus**
▪ *Global Change- Global Media*	▪ Argumentation

UNIT 9: Forward Into The Past… Back To The Future	
Texts	**Focus**
▪ **Listening***: Eyes That Do More Than See* ▪ *Feeding on Fantasy*	▪ Reacting/Responding to a Text

PUTTING IT ALL TOGETHER: Reaction/ Response Essay

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