

AN EVALUATION OF THE ENG 311,
ADVANCED COMMUNICATION SKILLS

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DEREM YELESEN

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Approval of the Graduate School of Social Sciences

Prof. Dr. Sencer Ayata
Director

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

Prof. Dr. Wolf König
Head of Department

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.

Assoc. Prof. Dr. Gölge Seferoğlu
Supervisor

Examining Committee Members

Assoc. Prof. Dr. Gölge Seferoğlu (METU, FLE) _____

Prof. Dr. Hüsnü Enginarlar (METU, FLE) _____

Dr. Yeşim Somuncuoğlu (METU, MLD) _____

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

Name, Last name:

Signature:

ABSTRACT

AN EVALUATION OF THE ENG 311, ADVANCED COMMUNICATION SKILLS

Yelesen, Derem

M.A., Department of English Language Education

Supervisor: Assoc. Prof. Dr. Gölge Seferoğlu

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The purpose of this study was to evaluate the course Eng 311, *Advanced Communication Skills*, offered by the Department of Modern Languages at Middle East Technical University. To fulfill this aim two questionnaires were designed to be administered to 198 out of 923 students taking this course, one at the beginning of the term and the other at the end of the term. What is more, another questionnaire was designed to be e-mailed to 114 graduate students who took this course before they graduated. In addition, a different version of the questionnaires was designed to be administered to 22 instructors teaching this course. Later, five of these instructors were also interviewed by the researcher. In this way, all these participants' opinions about the objectives, materials and the assessment in Eng 311 were identified. The quantitative data gathered from the questionnaires were analysed by conducting t-tests, ANOVA tests and chi-square tests. The qualitative data gathered from the open-ended questions in the questionnaires and the interviews were analysed by content analysis by the researcher.

The results of the study revealed that the participants were satisfied with the course. Most of the objectives of the course were considered as important by most for the participants. As regard the materials, although there were some complaints about some parts of the textbook, it was considered as effective as a whole. The type of materials that were rated the lowest were CDs and videos. As for the assessment, it was revealed by the results that there were some problems regarding standardization in the department, and the breakdown of points. In addition to these, some instructors also complained that the time allotted to the components of this lesson was not sufficient.

Keywords: Evaluation; objectives; materials; assessment

ÖZ

ENG 311, İLERİ İLETİŞİM BECERİLERİ DERSİNİN DEĞERLENDİRMESİ

Yelesen, Derem

Yüksek Lisans Tezi, İngiliz Dili Eğitimi Bölümü

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Bu çalışmanın amacı Orta Doğu Teknik Üniversitesi'nde Modern Diller Bölümü tarafından verilen Eng 311, İleri İletişim Becerileri dersinin değerlendirmektir. Bu amaç için dersi alan 923 öğrenciden 198ine biri dönem başında, biri dönem sonunda verilmek üzere iki anket hazırlanmıştır. Bunlara ek olarak, dersi mezun olmadan önce almış 114 mezun öğrenciye elektronik posta ile gönderilmek üzere bir anket daha hazırlanmıştır. Bunların dışında, dersi veren 22 öğretmene verilmek üzere de bu anketlerin değişik bir versiyonu geliştirilmiş, daha sonra da bu öğretmenlerden beşiyle röportaj da yapılmıştır. Bu yöntemler uygulandığında, bütün katılımcıların dersin amaçları, derste kullanılan materyaller, ve notlandırma ile ilgili görüşleri alınmış olmuş, anketlerden elde edilen nicel veriler t-testler, varyans testleri ve chi-square testleri uygulanarak analiz edilmiştir. Anketlerdeki açık uçlu sorulardan ve röportajlardan elde edilen nitel veriler ise içerik analizi ile incelenmiştir.

Çalışmanın sonuçları katılımcıların bu dersten genellikle memnun olduklarını göstermiştir. Dersin amaçlarından çoğu katılımcıların çoğu tarafından önemli olarak görüldüğü ortaya çıkmıştır. Derste kullanılan materyallerden ders

kitabının bazı kısımları ve CD ve DVDlerin kalitesi ile ilgili Őikayetler olsa da, genel itibarıyla materyaller de katılımcılar tarafından faydalı bulunmuŐtur. Sonular aynı zamanda Őunu gstermiŐtir ki, blmde standardizasyon ile ilgili problemler vardır ve katılımcılar not daėılımından da Őikayetidir. Bunlara ek olarak, bazı ğretmenler dersin amalarına ulaŐabilmek iin bir dnemdeki toplam ders saati zamanının da yeterli olmadığı grŐndedir.

Anahtar szckler: Deėerlendirme, ders amaları, materyaller, notlandırma

To My Parents

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CHAPTER I

INTRODUCTION

1.0 Presentation

This chapter presents the background to the study and the Curriculum Renewal Project carried out at the School of Foreign Languages (SFL) in addition to the purpose of the study, the research questions, and the significance of the study.

1.1 Background to the study

English was brought to the United States by the Pilgrim Fathers who went to the USA from England in 1620 and it remained as the language spoken both in USA and other countries (Harmer, 2003, p.2). Later on, after the World War II English became the international language for technology and commerce and speakers of other languages needed to learn it to be able to take part in world trade and to be aware of and contribute to scientific and technological developments in the world. This, along with other factors, helped English to become a *lingua franca*, “a language widely adopted for communication between two speakers whose native languages are different from each other’s and where one or both speakers are using it as a ‘second’ language” (p.1). Harmer claims that there were other factors that led to English becoming a *lingua franca*, such as the fact that “much travel and tourism is carried on, around the world, in English”. He also states that the fact that “a great deal of academic discourse around the world takes place in English” also contributed to the spread of it. Another factor Harmer mentions is popular culture; he gives examples such as English medium songs and movies (p.3). As a result of all these factors, English has become a *lingua franca*. Thus, the field of English Language

Teaching (ELT) has gained more importance and English has started to be taught all around the world.

Turkey is one of the countries in which English has been taught as a second language. In addition to that in some private schools science and mathematics have also been taught in English. There are also both private and state English-medium universities. To illustrate, Middle East Technical University (METU), one of the first state universities built in Turkey, was founded in 1956 using English as the medium of instruction. At METU, School of Foreign Languages (SFL) also teaches English at the Department of Basic English (DBE). There the students are taught basic grammar, and reading, listening and speaking skills they will need during their departmental studies in order to help them carry out their undergraduate studies more easily and successfully.

After students finish the preparatory year, they start their undergraduate studies, during which they take four English courses offered by the Department of Modern Languages (DML). Students are required to take two of these during their freshman year. The first course they take is ENG 101 Development of Reading and Writing Skills I, which used to focus mostly on improving reading skills before the Curriculum Renewal Project conducted at SFL between the years 2001-2005. The next course students take is ENG 102 Development of Reading and Writing Skills II, which used to focus mostly on improving writing skills before the Curriculum Renewal Project. Then, during their sophomore or junior year, students take ENG 211 Academic Oral Presentation Skills, which focuses on improving presentation skills. If their department requires them to, they take Eng 311 Advanced

Communication Skills during their either junior or senior year except for the students in one department, which requires its students to take the course during their sophomore year. This course, which was the focus of this particular study, aims to improve skills students will need when applying for jobs or graduate programs, and ones they will need after they get employed or accepted.

ENG 311 is supposed to be an integrated skills course, in which there are vocabulary exercises in addition to reading, listening, writing and speaking activities. The course has two main parts; the first part is “The Job Hunt”, which focuses on reading and writing skills along with some vocabulary exercises to improve students’ knowledge of job related vocabulary. The second part “On the job Skills” focuses on listening and speaking skills.

When the course began to be offered in 1999 it was piloted in a few sections using the handouts prepared by some instructors at DML and a commercial book *Communicating in Business*. These materials were used until 2003, when two thin books *Language and Communication Skills for Job Search* and *Language and Communication Skills on the Job* written by Yurdanur Özkan, Şahika Tarhan and Zelal Akar were published as the course books. These books were used for two years and meanwhile the SFL Curriculum Renewal Project was being conducted. Both according to the results of this project, which was implemented at DML in 2004-2005, and getting feedback from the instructors in meetings, a new version of the book, which is the one still being used now, was published in 2005.

As mentioned before, this study aims to evaluate the course ENG 311 as program evaluation is crucial to understand whether the program is successful in realizing its aims. As stated by Hutchinson&Water, it “helps to show how well the course is actually fulfilling the need” (1991, p.152). Thus, needs have to be

identified first for evaluation to show whether they are fulfilled or not. That means, for effective evaluation a needs analysis study needs to be carried out to learn the needs of students so that the evaluation study could analyze whether these needs are met or not. For this purpose, the SFL carried out a comprehensive needs assessment study as part of the Curriculum Renewal Project, the details of which can be seen below.

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

As evaluation is such an important component of language teaching, the SFL planned a Curriculum Renewal Project in 2001 in order to evaluate the courses offered by DBE and DML and review the curricula of both departments respectively according to the results of the study. The project also aimed to enable

- both DBE and DML to collaborate in their efforts to draw up specific course syllabi and the overall departmental curriculum,
- the SFL to identify its educational policy and define this policy in written form,
- the teachers in DBE and DML to share their expertise and experiences within the framework of the curriculum renewal cycle and thus bring forth innovation.

The project was initiated with a comprehensive needs analysis study carried out in the 2002-2003 academic year. This needs assessment study undertook to identify the linguistic and non-linguistic needs of the METU students, both in pursuing their academic studies in their faculties and in meeting professional demands after graduating. The reason for the needs analysis study was to elicit the

needs of the students so that the objectives of the courses offered by the SFL could be revised accordingly to meet these needs.

1.2.1 Needs Assessment

The needs were elicited through a questionnaire administered to 2735 students at freshman, sophomore, junior and senior levels from all five faculties (Architecture, Education, Arts and Sciences, Administrative Sciences and Engineering), interviews and workshops with 58 SFL instructors, interviews with 18 instructors representing the Faculties at METU, and employers and 24 employees, who are METU graduates, at randomly selected state and private organizations.

The questionnaire administered to students was prepared to investigate students' academic needs in their departments. It included five parts; the first four about the four language skills, namely, reading, writing, listening and speaking, and the last part about non-linguistic skills like study skills and cooperative learning. For each section, students were asked to rate the frequency of the various skills and subskills they were asked to use in their departments, and their perceived effectiveness in using these particular skills and subskills. There was also an open-ended question at the end of each section, asking the students to identify the difficulties they faced regarding the particular language skill. There was another open-ended question at the very end, which aimed to measure how students perceived the contributions of METU to their personal lives and their careers. In addition to these questionnaires, workshops were held with instructors at the SFL to investigate the situation across the university regarding students' English language skills and their academic needs. The instructors were chosen according to their years of teaching, experiences of teaching different courses, and their representing different units in the SFL. The questions asked to instructors aimed to answer the

following questions: a) What should a METU graduate be able to accomplish in the workplace and what should a DBE graduate be able to accomplish during his/her studies at METU using his/her English? b) What skills and knowledge bases are necessary for a DBE graduate to be able to fulfill the required tasks? The third group involved in the study was 18 instructors from 8 departments at METU. All five faculties were represented by these instructors. The purpose of interviewing these instructors was to investigate the situation across the university regarding students' English language skills and the requirements of their departmental programs. In order to find answers to these questions, the interview questions focused on three aspects: a) the course requirements, b) students' performance in relation to these requirements, and c) what should be done to overcome the flaws identified as regards to the four linguistic, and some non-linguistic skills. Finally, 24 METU graduates, 11 working at the state sector and 13 at the private sector, and their employers were interviewed. The interview questions asked to graduates focused on the linguistic and non-linguistic skills they needed to use in work life, and the ones they had difficulty with. The employers were asked to comment on their employees' performances regarding the same three aspects mentioned above.

1.2.2 Results of the needs assessment study regarding junior and senior level students and graduates

According to the results of the teacher questionnaire, it was decided by SFL teachers that a METU graduate should be able to comprehend texts at an advanced level of all genres using a variety of reading skills; express himself/herself in written discourse correctly and fluently; express himself/herself in oral discourse correctly and fluently; think critically and avoid logical fallacies; be aware of ethical concerns

related to general academic work and his/her own field in particular; be aware of cultural differences; use technology appropriately to communicate in English; develop and use effective learning strategies to regulate their learning.

The questionnaire administered to students revealed that students need speaking skills as they are expected to participate in class discussions and make presentations during junior and senior years. They stated that vocabulary, insufficient practice in speaking, anxiety, 'thinking in Turkish' and grammatical accuracy while speaking were the sources of difficulty regarding this language skill. As for reading, the questionnaire results indicated that the students were expected to read extensively on assigned topics and read for research purposes. The main difficulties they face were unknown words and phrases and complex structures in texts. Regarding listening, students stated that they had difficulty in understanding foreign accents and fast speakers in addition to pronunciation as another problematic aspect. Writing seemed to be the least problematic area as students were required to write certain discourse types only. What was considered as problematic was vocabulary and grammatical accuracy just like in speaking. Students were also asked to comment on the contributions of METU to them in the questionnaire. The answers to this question revealed that students thought they developed their self-confidence, study skills, thinking skills, time management and research skills in addition to critical thinking and problem solving skills. Moreover, they also believed that they became more social individuals with improved English skills, prepared well for their future careers.

According to the results of the interviews held with instructors from different departments, it was revealed that writing skills were emphasized more across the curriculum in junior and senior years. As for reading, all students were required to read extensively for different purposes. The main difficulties students faced,

according to instructors, were inferencing and critical reading. More emphasis on speaking was observed at these levels in all departments. Students were required to participate in class discussions and do oral presentations for different purposes. The main difficulty emphasized by instructors as regards to speaking was language problems. Regarding nonlinguistic goals, it was indicated that although there was no explicit emphasis on these in departmental curricula, students were expected to think critically, regulate their own learning processes, work in groups, comply with the academic conventions and use technology as part of their learning processes. However, except for the technology goal, the students were reported as being ineffective in all the nonlinguistic goals mentioned above.

Interviews with graduates and their employers revealed that reading and writing were the skills needed most and that what graduates mostly need to read in English were e-mails, internet texts, business reports, research studies and correspondence. Some graduates reported that they had difficulty in understanding research studies because of unknown terminology in the texts. As regards writing, graduates reported that they were required to write e-mails, business reports, research studies, correspondence, translations and sometimes fax texts, in which they sometimes had difficulty because of not being able to find the correct words to express themselves as they lack the knowledge of appropriate terminology. The employers of these graduates also pointed out that they needed to write the above mentioned pieces. In addition, some employers thought that the graduates had difficulty in writing correspondence as what they wrote mostly required editing. The third rank was occupied by speaking, which was followed by listening. Graduates mentioned that these skills were needed in telephoning, socializing events, business meetings as well as conferences/seminars and delivering presentations. However,

they also added that they did not prefer to speak in English in these situations as they did not have time to practice before. Although employers considered the graduates as successful in listening, they claimed that they were not that successful in speaking as they lacked practice in everyday conversation & socializing, in addition to not having self-confidence.

The elicited results were used to formulate or change the finalized SFL Goals and Objectives. The aim in finalizing the goals and objectives of the SFL was to create a meaningful coherence and differentiation between the syllabi of the two departments – the Department of Basic English and the Department of Modern Languages. The description of the course Eng 311 and its objectives revised according to these results are below:

1.2.3 ENG 311 Course Description

The main focus of this course is on the ability to use English productively so that learners can express themselves effectively on a variety of job-related situations requiring oral and written interaction with foreigners. It is a skill-based language course weaving around two main themes: 1) *the job hunt* that requires CV and application letter writing, interview skills, etc., from prospective graduates and 2) *on-the-job* situations that are deemed to require certain tasks such as socializing, telephoning, presenting information, holding meetings. Within the former theme students are involved in a project work, an investigation of a company/institution they will select according to their career interests. The latter theme further provides practice in conversational English, emphasizing appropriate and fluent speech.

1.2.3.a Testing Implications of the ENG 311

There are two oral exams, the first of which is the presentation in which students present the information they have gathered about the company or school they decided to apply to. The second oral exam is the job interview in which students role-play the applicant interested in the job/program they have applied for. In addition, students submit a portfolio which includes a copy of the job/program advertisement, two drafts of their CV and cover letter, 2 drafts of their letter of intent/statement of purpose, and a response paper reflecting on their research and presentation experiences at the beginning of the term. In addition to these, there is a final exam at the end of the term. It includes a listening component and aims to test everything students are expected to have learnt all through the semester. Finally, students are also graded for their performance in classroom tasks and activities, namely class work. This part includes the three role-plays performed by students during class hours, and their interest and participation in addition to the quiz(zes) they take.

1.2.3.b Course Aims and Objectives

This course is designed to equip students with effective language and communication skills during the job application process and at work life after graduation. By the end of the course students will have

- built an awareness of their own career goals and interests and learned about available job opportunities suited to their interests and expectations
- improved their skills as a candidate for future jobs/recruitment
- been able to function effectively in a variety of tasks in English such as making presentations, telephoning, meeting, socializing, etc. (professional communication skills)

- improved their language skills with an emphasis on speaking and listening required in a job context
- become more competent in language areas (grammar and vocabulary) within a job context
- been familiar with the topics and themes used in work life
- become sensitive to cultural differences in international work environments

*** Course Material**

Akar, N. Z., Özkan, Y., & Tarhan, Ş. (2005). *Language and communication skills after graduation* (rev. ed). Ankara: METU Press.

*** The Layout of the revised book**

The book has been divided into two parts: *The Job Hunt* and *On the Job Skills*. The first part includes three units and there are five units in the second part. Each unit in the first part starts with a reading text followed by some comprehension and/or discussion questions. The first unit is the shortest of all; it aims to make the students explore themselves and what they want to do when they graduate, and introduces how to read advertisements. The second unit aims to teach how to write three documents needed when applying for a job or graduate program; namely, the CV, the cover letter, and the letter of intent or the statement of purpose. For this purpose, there are input about writing these, samples of these documents and tips on how to write them in this unit. The third unit aims to teach skills needed when being interviewed. Thus, after the reading passage, which is a sample interview, there are tips on what to do before and during an interview, sample interview questions, and a role play at the end of the unit.

Each unit in the second part of the book starts with a reading text followed by comprehension or discussion questions just like the ones in the first part. However, there are listening and speaking tasks added as the aim of this part to teach students on-the-job skills, which require using these two skills effectively. Speaking is practiced as role plays instead of discussions, and in addition to listening and speaking tasks, there are checklists in each unit, in which students can see the structures they can use in different business contexts, such as socializing, telephoning, giving presentations, and holding or participating in meetings.

*** Grading:**

The breakdown of points is as follows:

- Presentation: 15 %
 - Job Interview: 20 %
 - Portfolio: 20 %
 - Cover letter: $2 + 2 = 4$ %
 - CV: $1 + 1 = 2$ %
 - Letter of Intent / Statement of purpose: $4 + 4 = 8$ %
 - Response paper: 6 %
 - Classwork: 15 %
 - socializing role-play: 2,5 %
 - telephoning role-play: 2,5 %
 - meeting role-play: 2,5 %
 - interest and participation: 2,5 %
 - quiz(zes): 5 %
- Final exam: 30 %

*** Attendance**

Students are allowed 8 hours of absence but it is strongly recommended that they attend all the classes regularly as this is an interactive course in which the assessment is done on a continuous basis. They also have to be in class for oral exams quizzes, and role-plays as there are no make-up for any one of them unless they have an official medical report.

1.3 Purpose of the Study

Curriculum studies have been carried out in the Department of Modern Languages (DML) for the last few years and according to the results of these studies, the syllabus for each of the other three compulsory English courses offered at the department has been redesigned and a new course book written by some instructors working at DML has been published. After this process, further studies have been conducted to see whether these changes have been beneficial for the students or not.

However, Eng 311, which is a relatively new course, has not gone through such a process. The new version of the book, which was published in 2005 and in 2006 with some corrections, was not created according to the results of a comprehensive study. The only information the minor changes were based on was the short feedback received from instructors. Hence, a thorough research study had to be conducted so that the opinions of both the instructors teaching the course and the students taking the course could be identified and decisions could be taken as to whether more changes should be made in the syllabus.

The purpose of this study was to evaluate the course Eng 311 offered at the Department of Modern Languages by investigating the opinions of 311 instructors, 311 students, and recent METU graduates, who took Eng 311 before graduation. More specifically, by examining the questionnaires filled in by all these participants,

and the interview results, the objectives, the materials and the assessment of Eng 311 were analyzed and solutions were suggested as to whether any of these components of the course has to be redesigned and if so, how this could be achieved.

1.4 Research Questions

This study will investigate the following research questions:

1. What are teachers' perceptions about
 - a. the course objectives?
 - b. the course materials and tasks?
 - c. the assessment techniques?
 - d. the methodology used in Eng 311?
2. What are students' perceptions about
 - a. the course objectives?
 - b. their degrees of competence and need in specific objectives of the course?
 - c. the course materials and tasks?
 - d. the assessment techniques?
3. What are graduates' perceptions about the course objectives?

1.5 Significance of the Study

Most of the Business English courses offered at several different universities in the world are offered to students majoring in Business. Even if they are offered to other students too, the focus is on the reading, listening, writing and speaking skills they need when applying to jobs or after they get employed. Eng 311, on the other hand, focuses on the language the students will need to use when applying to both jobs and graduate programs, and the language they need to use after they get employed or are accepted. Since most similar courses' focus is on skills rather than

language, little research has been done on courses like Eng 311. Hence, this study may contribute to the field of English for Specific Purposes (ESP), teaching Business English in an academic setting by analyzing data about students', instructors' and graduates' opinions on the course. It may help us to see how such a course could be designed, what sort of materials could be used, and how students' performance could be assessed.

At the local level, the Department of Modern Languages may benefit from this study. The administration and the syllabus committee will be aware of the students' expectations and opinions about the current course we are offering. In addition, they will be informed about a crucial piece of information; the graduate students' experiences after they graduated. This piece of information is crucial because it will show whether we can achieve the course objectives or not, in addition to whether we should make some changes regarding the content or the objectives of the course. According to this data, the administration and my colleagues in the syllabus committee may decide to change some parts of the course and make it more applicable to real life.

The instructors may also benefit from this study in that they will be notified of their students' expectations and thoughts regarding the course; so they may make some minor changes in the way they use the materials or assess the students according to these expectations and comments. What is more, they will also be more aware of what the other instructors teaching this course are doing in their classes, what tools they are using to assess students, and the like. According to this information, they may decide to conduct a standardization meeting if needed. Furthermore, if some changes according to students', graduates' or instructors'

comments are made, this study may encourage the students to enroll in this course as it will be an elective course from next semester on.

CHAPTER II

REVIEW OF LITERATURE

2.0 Presentation

In this chapter, after the definition of evaluation in the general sense of the term and what it means in education, its procedures will be listed, and who the audience for the evaluation should be will be discussed. Then, the origins of ESP (English for Specific Purposes), its definition, and the fundamental features of ESP will be discussed followed by a discussion of a specific type of it; EOP, namely Business English or Business Communication courses.

2.1 Evaluation

2.1.1 What is evaluation?

Evaluation as defined in *Cambridge International Dictionary of English* (1995, p.471) is “judging or calculating the quality, importance, amount or value of (something)”. Similarly, National Board of Education (in Jakku-Sihvonen, 1996, p.54) defines evaluation as “defining the value of things: analyzing and interpreting the state, benefits or value of something on the basis of facts and views”. Also, Robinson defines it as “the discovery of the value of something for some purpose” (1991, p.65).

As “evaluation captures the very essence of education” (Dressel in Marcus, Leone & Goldberg, 1983, p.37), a somewhat different definition of evaluation needs to be given regarding educational evaluation. Cronbach (cited in Marcus, Leone & Goldberg, 1983, p.35) defines evaluation as a “systematic examination of events occurring in and consequent on a contemporary program – an examination conducted

to assist in improving this program and other programs having the same general purpose”. A simpler definition has been published by Tyler (1949, p.105): Evaluation is “a process for finding out how far the learning experiences as developed and organized are actually producing the desired results and the process of evaluation will involve identifying the strengths and weaknesses of the plans”.

As pointed out above, different definitions of evaluation in education have been suggested by experts. The reason for this could be that there are different kinds of evaluation, or as proposed by Gardner, different premises that evaluation can be based on. The first is evaluation as professional judgment; that is the one to determine the worth of a program best is an expert. The second premise is evaluation as measurement, which presumes that the aims of the program can be measured. The third premise is evaluation as the correspondence between objectives and performance, which is related to the achievement of the objectives. The fourth one is decision-oriented evaluation, which seeks to arrive at decisions regarding the program. The fifth premise is goal-free or responsive evaluation, which bases evaluation only on outcomes (in Marcus, Leone & Goldberg, 1983, p.38).

Another different definition of evaluation, in fact a definition of the fourth type of evaluation mentioned by Gardner, is proposed by Richards (2001, p.286):

[Curriculum evaluation] focuses on collecting information about different aspects of a language program in order to understand how the program works, and how successfully it works, enabling different kinds of decisions to be made about the program, such as whether the program responds to learners’ needs, whether further teacher training is required for teachers working in the program, or whether students are learning sufficiently from it.

In the above definition, the purpose of evaluation has also been mentioned. Anderson and Associates (cited in Marcus, Leone & Goldberg, 1983, p.36) agree that

the main purpose in evaluating a program is to gain information about what decisions to make about the program. Likewise, Bachman claims that evaluation “is the collection and use of information for the purpose of decision-making” (1981, p.107-108). Though describing it in a different way, Lander (cited in Jakku-Sihvonen, 1996, p.56) agrees that the aim of evaluation is to “present arguments for and against change or to test the value of newly adopted methods and arrangements”. Similarly, Kelly and Johnston (cited in Marcus, Leone & Goldberg, 1983, p.36) claim that the aim of evaluation is to gather information for decisions about the program. They also add that another purpose is “to ensure that program goals are being worked toward in the most effective and efficient manner” (p.36). Tyler agrees that the aim is to see to what extent the program objectives are achieved (1949, p.110). Hutchinson & Waters also agree that evaluation aids “to assess whether the course objectives are being met” (1991, p.144). A different opinion has been proposed by Jakku-Sihvonen (1996, p.55) that evaluation aims at

acquiring evidence for putting together a complex and thorough description of the process under evaluation, and at formulating an interpretative analysis of the good and bad features of the process, and its benefits, advantages and disadvantages on the basis of clearly defined values and/or the objectives set for the process.

Bell mentions several possible purposes for evaluation including

to guide any curriculum changes, to document events, to measure cost-effectiveness, to determine curriculum-related in-service needs of staff, to identify any unintended outcomes of the program, and to clarify objectives (in Robinson, 1991, p.67).

These different purposes of evaluation can be categorized into three:

formative, illuminative and summative evaluation (Richards, 2001, p.288-293).

Formative evaluation is the name given to the type of evaluation that “is carried out

during the life of a course or project” (Robinson, 1991, p.65) and aims to decide “what is working well, and what is not, and what problems need to be addressed” (p.288). Marcus, Leone & Goldberg (1983, p.38) add that it is “developmental, intended to improve the effectiveness and operation of the program” or as emphasized by Bachman “in order to facilitate decision-making regarding the improvement of content, organization, strategies, and techniques” (1981, p.109). Illuminative evaluation, on the other hand, does not aim to change the course; it only “seeks to find out how different aspects of the program work or are being implemented” (Richards, 2001, p.289). The third type, summative evaluation, in contrast, “is carried out when the course or project is finished” (Robinson, 1991, p.66) and aims to “make decisions about the worth or value of different aspects of the curriculum” (p.292). As Marcus, Leone & Goldberg also stated, it focuses on gathering information to decide whether the program should continue or not (1983, p.38) or whether to adopt one of competing programs (Bachman, 1981, p.109).

Apart from its purpose, evaluation may be categorized into two according to the type of its orientation as having a process or an outcome orientation (Marcus, Leone & Goldberg 1983, p.38). Robinson presents the same information as two types of evaluation: process and product evaluation (1991, p.66). Evaluation that has a process orientation focuses on the implementation of the program; how it operates, what goes wrong, whether the resources are used efficiently, and the like. In this way, process evaluation “leads to recommendations regarding changes in the procedural aspects of the program so that it might become more effective” (Marcus, Leone & Goldberg 1983, p.38). Outcome evaluation, on the other hand, focuses on the effects of the program; whether the intended effects are achieved or not in addition to whether unintended effects occurred or not. According to Dressel this

type of evaluation “[permits] the adjustment of delivery strategies in order to enhance the likelihood that the program’s intended results become reality” (p.39).

Evaluation procedures serve for several fundamental purposes in education. First of all, according to Tyler they help to identify the strengths and weaknesses of the program. Second, evaluation “is a powerful device for clarifying educational objectives if they have not already been clarified in the curriculum planning process”. Finally, it also has “great importance in the individual guidance of pupils” (1949, pp.123-124). That evaluation serves these purposes can also be understood by looking at the procedures to be followed during the evaluation process.

2.1.2 What are the evaluation procedures?

The procedures of educational evaluation have been listed by Tyler (1949, pp.111-117) as follows:

1. define or clarify objectives,
2. identify the situations which will give the student the chance to express the behavior implied by the objectives,
3. examine available evaluation instruments to see how far they may serve the evaluation process desired,
4. construct or devise new evaluation instruments if necessary,
5. try out some of the situations suggested as situations that give the student a chance to express the behavior desired,
6. devise a means of getting a record of the student’s behavior in this test situation,
7. decide upon the terms or units that will be used to summarize or to appraise the record behavior obtained,
8. determine how far these rating or summarizing methods are objective.

Semrow (in Marcus, Leone & Goldberg, 1983, p.37) also provides a list of the steps of educational evaluation as follows:

1. clarify goals and objectives,
2. examine resources required to accomplish goals,
3. examine alternative ways of meeting the goals,
4. predict potential problems,
5. choose the best alternative,
6. develop and implement a plan around that alternative,
7. critique the process and follow up on recommendations.

Dressel (in Marcus, Leone & Goldberg, 1983, p.37) puts forward a similar list of steps:

1. identify and examine the values inherent in the program to be reviewed,
2. formulate or clarify the program's goals, objectives, and purposes,
3. reach agreement regarding a set of criteria to measure advancement toward those goals,
4. collect and analyze appropriate data,
5. determine to what extent the goals have been met,
6. determine the relationship between the experience of the student within the program and the outcomes of the program,
7. identify any unplanned and undesirable side effects of the program,
8. continuously review the modified program and the evaluation process.

As emphasized by Marcus, Leone & Goldberg (1983, p.43) "the foundation for the assessment should be the self-study", the steps of which are very similar to the steps followed for evaluation in general. According to Kells and Maasen, for an effective evaluation, the evaluators should ask themselves some questions such as:

What are our goals, aims and objectives? Are they clearly stated?...Is the programme designed in view of the realization of the goals? Is the programme functioning well?...Are the constraints for realization of the goals satisfactory? Are the goals realized? How can we collect data systematically? (in Vroeijenstijn in Craft, 1992, p.119).

The steps to be taken for an effective evaluation study are in fact in accordance with these questions. For instance, Dressel (in Marcus, Leone & Goldberg 1983, p.44) claims that effective self-studies should include the following elements:

1. determination of institutional and programmatic mission, goals, and educational objectives,
2. measurement of the educational and other outcomes of the program,
3. assessment of the ability of the curriculum to produce the desired outcomes,
4. the appraisal of the adequacy of program resources and the effectiveness of their deployment to meet program goals,
5. the examination of the program's planning and decision-making processes,
6. the interpretation of the aforementioned and the identification of strategies to shore up weak points and to enhance strong ones.

As can be noticed easily, each list starts with identifying and/or clarifying goals and objectives. The reason why doing this is so crucial is that

unless there is some clear conception of the sort of behavior implied in the objectives, one has no way of telling what kind of behavior to look for in the students in order to see to what degree these objectives are being realized (Tyler, 1949, p.111).

The evaluation instruments mentioned in the first list or the way to collect data as mentioned in the third should not be misunderstood as paper and pencil tests only. Just as this is possible, they may also refer to observations, interviews, questionnaires, and collection of actual products made by students (Tyler, 1949,

p.108). Hutchinson and Waters also mention test results, questionnaires, discussions, interviews and “informal means” as evaluation techniques (1991, p.153). Robinson adds checklists, rating scales, observation, and records as other techniques that could be used (1991, p.69).

One of the most common evaluation instruments is the questionnaire. Questionnaires are “relatively easy to prepare, they can be used with large numbers of subjects, and they obtain information that is relatively easy to tabulate and analyze” (Richards, 2001, p.60). Questionnaires can be comprised of either structured or unstructured items, structured ones being items that give subjects responses to choose from and unstructured ones being items that ask subjects to write their responses using their own words (p.60). Another point Richards makes about questionnaires is that piloting is essential “to identify ambiguities and other problems before the questionnaire is administered” (p.60).

Another common method of evaluation is the interview, which allows for “a more in-depth exploration of issues than is possible with a questionnaire, though [it takes] longer to administer and [is] only feasible for smaller groups” (p.61). Interviews, which may be conducted face-to-face or over the telephone, are categorized into three by Arksey and Knight: structured, semi-structured, and unstructured interviews. Whereas there is a script the interviewer must stick rigidly in structured interviews, s/he may ask additional questions if the interview is semi-structured. In unstructured interviews, on the other hand, the interviewer either has a list of broad topics to explore, or has no such direction at all. While the structured interview is led by the interviewer according to the script s/he has, the interviewer has a more passive role in unstructured interviews as the interviewees are asked to

explain their own ideas using their own words. The semi-structured interview, on the other hand, is led by partly the interviewer and partly the interviewee (1999, pp.6-8).

As for the type of measurement, either quantitative measurement, which yields “data that can easily put into clear categories and summarized by numbers, which can then be subject to statistical manipulation” (Arksey&Knight, 1999, p.6), or qualitative measurement, which provides “data in the form of complex stories, images, descriptions and such-like that cannot be easily put into categories or simplified” (p.6), could be used. As an alternative, both kinds could be used together, which would be a better choice “because they serve different purposes and can be used to complement each other” (Robinson, 1991, p.297) and “high quality results require a combination of various material collection and processing methods” (Jakku-Sihvonen, 1996, p.57). Lynch agrees that “the strongest approach to evaluation is one that combines as many methods, qualitative and quantitative, as are appropriate to the particular evaluation context” (in Robinson, 1991, p.66). Another reason why qualitative measurement should be used in addition to quantitative methods is that “opinion may be a useful source of information and should not be discounted as being too subjective or too hard to measure” (Marcus, Leone & Goldberg, 1983, p.46). Both types of data can be used to gather information from different types of audiences.

Surveys and interviews may provide both kinds of data as both closed questions, which provide quantitative data, and open-ended questions, which may provide either qualitative or quantitative data could be asked in both types of instruments. Whereas the respondent is required “to choose from a set of numbered options” when answering closed questions, s/he “has the freedom to answer in his or her own way rather than in terms of the researcher’s predefined answer categories”

(Swift in Sapsford&Jupp, 2006, p.159). A researcher may prefer to use open-ended questions in a survey for six reasons as listed by Kent (2001, p.227): The researcher may be unsure about what the responses might be, there may be too many responses to list, s/he may want to see spontaneous responses, to avoid bias, to “mop up” different views than in the closed questions, or to “enliven the report” using quotes from the responses. The answers to closed questions could be pre-coded while the ones to open-ended questions can be categorized by the researcher by transforming them into “variables for which there are values for all cases” after all the data have been collected. “These values can be treated quantitatively to produce statistics, just as with closed questions” (Swift in Sapsford&Jupp, 2006, p.160).

Kent also mentions that responses to open-ended questions may either be treated as qualitative data, or can be coded to get quantitative data. Qualitative data, “isolated words, phrases, statements, commentary or detailed description”, help researchers to get unanticipated findings; thus generating or revising conceptual frameworks. On the other hand, they also have some disadvantages: they are slow to collect and analyze, they are a poor basis on which to generalize, and they tend to reflect researcher bias. The second option is to code the data; that is to convert “verbatim answers into numerical code” (2001, p.228), which is what Neuendorf believes the researcher must do as “a content analysis has as its goal a numerically based summary of a chosen message set” (2002, p.14).

According to Swift open-ended questions need to be coded if the frequencies of the answers need to be reported or if the answers to the open-ended questions need to be related to other variables. As the first step in this process, the researcher should read all the answers to a particular question, stack the questionnaires according to which answers were of the same kind, go through the piles a second or time to be left

with as few piles as possible. At the end of this part of the process, there should be only few answers that could not be classified. “At this stage [the researcher] would have the basis for [the] initial coding frame for the particular open-ended question”. Then, according to this initial frame, the researcher will decide whether to “go ahead with coding the questions”. If the decision is to go ahead, a coding frame will be formed following “the same principles that guided the assignment of codes to the closed questions; that is a unique value for each category” (in Sapsford&Jupp, 2006, pp. 166-167).

If there are too many responses, Kent (2001, p.231) and Boulton and Hammersly (in Sapsford&Jupp, 2006, p.251) suggest taking a sample and read all the responses in that sample to develop the frame. Then, the rest could be read and those responses could be fit into the categories in the developed frame. Boulton and Hammersly also mention the next few steps as comparing and contrasting all the items of data in each category, developing the frame or reassigning some data segments if necessary. During this process some categories will be “integrated into a network of relationships” (in Sapsford&Jupp, 2006, p.253).

Swift suggests three approaches a researcher can adopt while drawing up a coding frame. The first one is the ‘representational approach’ in which the researcher views “the data as expressing in their surface content – what is ‘out there’”. When using this approach, the main purpose of the researcher is to “produce a set of codes that reduce the data to their essentials, with the codes reflecting the surface meaning of the raw data as faithfully as possible”. The second approach is viewing the data as having additional and implicit meanings. When using this approach, “the coding frame takes into account ‘facts’ in the situation, rather than treating the data individually as though they are context-free”. When the third approach, ‘hypothesis-

guided approach', is used, the researcher views the data as having several different meanings "according to the theoretical perspective from which they are approached". In this case, "the coding frame would be one based on the researcher's views and hypotheses rather than on the surface meanings of the set of written-in answers" (in Sapsford&Jupp, 2006, pp.170-171).

After the process of coding the results need to be analyzed. Since the responses to open-ended questions are converted into quantitative data too, some tests may be used to analyze all the data. For instance, *chi-square* tests may be used "to establish whether or not the two variables of the contingency table (or cross-tabulation) are independent of each other" (Calder&Sapsford in Sapsford&Jupp, 2006, p.218). What is more, *t-tests* may be used to identify the difference between the means of two groups, based on the normal distribution (p.241).

As for the missing data, both Swift (in Sapsford&Jupp, 2006, p.175) and Schofield (in Sapsford&Jupp, 2006, p.49) mention that the number of missing values should be reported "so that the reader can get some idea of how representative the analyzed cases are likely to be of the whole sample" (Swift in Sapsford&Jupp, 2006, p.175). The writer also mentions that most of the time researcher can only report the missing or uninterpretable items as 'missing' whereas sometimes s/he can "infer what a value must be from the values on other variables ... or once the data are keyed in" (pp.174-175).

2.1.3 Who should the audience be in evaluation?

For a qualified evaluation there should be

continual involvement of various audiences...to obtain their value perspectives and to establish a mutual problem-solving, trusting relationship...that facilitates subsequent policy making, program planning, and program implementation (Braskamp in Marcus, Leone & Goldberg, 1983, p.40).

The audience could involve students, alumni, teachers, curriculum developers, and administrators.

The reason why students should be chosen to be a part of the evaluation process is that “respect, care for students, and listening to what they have to say on teaching and other issues are considered fundamental aspects of good teaching” (Brookfield, Centra, Greene, Taylor & Vella in Austin&Austin, 2002, p.2) as “students are the best judges of teaching” (Werdell, 1966, p.17). Nunan (cited in Richards, 2001, p.101) also adds:

The effectiveness of a language program will be dictated as much by the attitudes and expectations of the learners as by the specifications of the official curriculum. . . . Learners have their own agendas in the language lessons they attend. These agendas, as much as the teacher’s objectives, determine what learners take from any given teaching/learning encounter.

What is more, students’ comments “would provide specific information as to what aspects of a particular course may need attention” (Williams, 2001, p.4). To illustrate, student evaluation could be used to help the syllabus designers and administration designate course objectives (Thompson&Serra, 2005, p.694). They will also be able to make the necessary changes according to students’ comments on the objectives of the course. If students are also asked to comment on the materials, the teaching methods and assessment procedures in the course, the syllabus designers could be able to improve these aspects of the course too. Furthermore, using students’ course evaluation data would enable “analyses that can guide refinements of curricular and pedagogical initiatives” (p. 698).

Alumni should also be involved in the evaluation process as studying their views “may yield surprising evidence” (Marcus, Leone & Goldberg, 1983, p.46). To illustrate, they “provide important feedback on the relevance and effectiveness” (Tan

San Yee, 1993, p.15) of the program. In addition, evaluation needs to be “supplemented after a period of time in order to get a more accurate picture of its effectiveness” (Jakku-Sihvonen, 1996, p.57). Robinson agrees with this idea in that she claims “this would ascertain the effectiveness of [the] course in preparing students for their subsequent work or study experience” (1991, p.66). Hutchinson and Waters also point out that one of the most valuable times for evaluation is after the course as “the learners will be in a position to judge how well the course prepared them for the target situation they are [then] in” (1991, p.155).

Teachers should also be involved in the evaluation process as they are “key insiders” as Richards call them in this process. He adds that involving these “key insiders” in the evaluation process is a crucial factor in successful evaluation “because as a consequence, they will have a greater degree of commitment to acting on its results” (2001, p. 296). Another reason why faculty should be involved in the evaluation process is that the evaluation study is designed to help them (Werdell, 1966, p.36).

2.2 English for Specific Purposes (ESP)

2.2.1 The Origins of ESP

Hutchinson and Waters present three factors that led to the emergence of ESP. First, after the Second World War technology and commerce became the two forces that dominated the world, which demanded for an international language that turned out to be English. This created “a whole mass of people wanting to learn English, not for the pleasure or prestige of knowing the language, but because English was the key to the international currencies of technology and commerce”.

Second, there was “a revolution in linguistics”; that is “the ways in which language is actually used in real communication” were discovered and the opinion

that the English used differs according to the context it is used in emerged. This gave rise to the following idea: “If language varies from one situation of use to another, it should be possible to determine the features of specific situations and then make these features the basis of the learners’ course”.

Third, a learner-centered approach started to be adopted as a result of developments in educational psychology (1987, pp.6-8). The effect of all these factors, as put forward by Nababan, “was a strong demand for the English teaching profession to meet the required needs” (1993, p.1). Bhatia (1986, p.12) also mentions two factors as the two “major pedagogical trends” that ESP coincided with: “the movement to learner-centered instruction, with its emphasis on needs analysis and relevant content material, and the movement to discourse analysis as the fundamental level of language description”.

2.2.2 The definition of ESP

Thus, ESP emerged as a result of all the above mentioned factors but what exactly is meant by ESP? Mountford mentions that “in ESP ‘purpose’ refers to the eventual practical use to which the language will be put in achieving occupational and academic aims” (1988, p.77). As for a definition of ESP, Hutchinson&Waters see it as an *approach* rather than a *product*; they define ESP as “an approach to language teaching in which all decisions as to content and method are based on the learner’s reason for learning” (1991, p.19). They also mention what ESP is not; they claim that ESP is not

a matter of teaching ‘specialised varieties’ of English ... not just a matter of Science words and grammar for Scientists, hotel words and grammar for Hotel staff and so on ... not different in kind from any other form of language teaching, in that it should be based in the first instance on principles of effective and efficient learning (p.18).

Furthermore, Dudley-Evans (1998, p.2) points out that since the early days of English for Specific Purposes (ESP) in 1960s, needs analysis has been crucial. He adds that this could be considered as the first step in ESP and that to define what it means, other aspects of it should also be considered. According to Dudley-Evans & St. John (in Dudley-Evans, 1998, p.3) the definition of ESP is as follows:

- ESP is designed to meet specific needs of the learner.
- ESP makes use of the underlying methodology and activities of the disciplines that it serves.
- ESP is centered on the language appropriate to these activities in terms of grammar, lexis, register, study skills, discourse and genre.

In addition to these “absolute characteristics”, they also suggest some “variable characteristics”:

- ESP may be related to or designed for specific disciplines.
- ESP may use, in specific teaching situations, a different methodology from that of General English.

In addition to these definitions there are two major aspects that ESP is mostly characterized with: that it is for adult learners, and learners with at least an intermediate level of proficiency in the target language (Dudley-Evans & St. John in Dudley-Evans, 1998, p.3; Robinson, 1991, p.3). The reason for the former, according to Kennedy and Bolitho is because these learners are “well aware of their purpose in learning the language” (cited in Steinhausen, 1991, p.3). McDonough also makes a similar assertion in saying that this is because “it is only by that age that they have developed a specialism or job preference” (p.3). The reason for the latter is the belief that learners should start with general English and then go onto learning “a specific scientific superstructure” (Close in Steinhausen, 1993, p.3), or as suggested

by Bhatia “before coming to an articulation of his ‘intentions, attitudes, emotions, and evaluations’ a learner does get an opportunity to master the mechanics of a language” in this way (1986, p. 12). These beliefs, however, have been challenged by some scholars who assert that ESP can be taught to younger learners or learners who do not have a high level of proficiency in the target language (Steinhausen, 1993, p.3; Dudley-Evans, 1998, p.2).

As for the purpose of ESP courses, Steinhausen asserts that it should be “a combination of wants and needs” of the learners (1993, p.6) and adds that “ESP implies the aim to *communicate* for a specific purpose” (p.8). Hutchinson and Waters present the aim of an ESP course as meeting “two main needs of the learners: their needs as language *learners*, and their needs as language *users*” (1991, p.153). Dudley-Evans claims that there are two points to be clarified. First, the aim of an ESP course is not to teach content but “to provide learners with sufficient awareness of language, rhetoric and study skills to enable them to learn the subject content” (1998, p.3). Second, most ESP courses are subject specific; that is, there may be different English courses for students of different departments; such as English for Chemistry, English for Doctors, and the like. However, this does not mean that other courses such as ones that focus on “common-core skills or genres that belong to any discipline or profession” cannot be regarded as ESP courses. Thus, Dudley-Evans categorizes ESP courses as “English for General Academic Purposes (EGAP), English for General Business Purposes (EGBP), English for Specific Academic Purposes (ESAP), and English for Specific Business Purposes (ESBP)” (p.3).

2.2.3 The fundamental features of ESP

Yoshida's article presents the results of a study in which students were asked to report what they think should and should not be included in an ESP program. The features to be included in an ESP program include the following:

- course materials that encourage students to think deeply rather than merely memorize language rules, vocabulary, and miscellaneous facts
- course instruction that is immediately applicable to current studies and daily activities
- many out-of-class opportunities for students to use English in natural settings
- division of students according to skill level
- a certain amount of freedom to design or select one's own assignments
- self-paced courses
- the option to test out of courses if a student's ability is already quite high (1998, pp.71-72).

What is criterial to ESP, however, is different according to researchers. Robinson mentions, as the first feature criterial to ESP, the fact that it is *goal directed*;" that is, students study English not because they are interested in the English language (or English-language culture) as such but because they need English for study or work purposes" (1991, p.2). The second feature she mentions, as the main aim of an ESP course is to meet the needs of the learners, is that it is based on a needs analysis, "which aims to specify as closely as possible what exactly it is that students have to do through the medium of English" (p.3). This needs analysis is "the starting point for course design" (Waters, 1993, p.2). Richards agrees that

“instead of designing a course according to an analysis of the target language, an ESP approach starts with a needs analysis” (2001, p.32). Another feature that characterizes ESP is that the thorough needs analysis is followed by the specification of objectives (Bachman, 1981, p.107). This step is followed by a specialized course and materials design (Waters, 1993, p.2).

2.2.3.1 Needs Analysis

As can be seen, researchers agree that the fundamental feature that characterizes ESP is a thorough needs analysis as it “can be of great help in deciding on the language functions and communicative strategies of the LSP [Language for Specific Purposes] materials” (Nababan, 1993, p.4). What is meant by a needs analysis, what is the purpose of it and how can it be carried out then? According to Bhatia “the purpose of a learner-centered needs analysis is to restrict and focus the syllabus on a selective range of language elements and a particular set of language uses” (1986, p.10). The most suitable ones for a needs analysis study conducted at the beginning of an ESP course among the several possible purposes of needs analysis suggested by Richards are “to find out what language skills a learner needs in order to perform a particular role ... [and] to help determine if an existing course adequately addresses the needs of potential students” (2001, p.52).

Robinson claims that a process-oriented needs analysis would focus on information about “the processes which students engage in and the strategies they employ, both when learning a language and when engaged in their specialized areas of interest” (1991, p.11). According to Tan San Yee a thorough needs analysis should include the following:

- the nature of the target language;
- the context in which the target language will be used;

- the language abilities of the target students;
- the language weaknesses of the target students;
- the wants and constraints of the departments serviced, including time constraints;
- the students' target jobs;
- the availability of resources;
- clients' expectations/feedback from industry (1993, p.5).

Now, what is meant by *needs* has to be clarified as it may have several different meanings. To illustrate, Robinson presents five possible meanings of the word by quoting other writers. First, *needs* can refer to students' study or job requirements. Second, it may refer to ““what the user-institution or society at large regards as necessary or desirable to be learnt from a programme of language instruction”” (Mountford cited in Robinson, 1991, p.7). Third, it may mean “what the learner needs to do to actually acquire the language”. Fourth, *needs* may refer to “what the students themselves would like to gain from the language course”. Finally, it could also mean what the students do not know or cannot do in the language (Robinson, 1991, pp.7-8). Hutchinson and Waters, on the other hand, present a different categorization. They divide need into two as target needs and learning needs. Target needs include necessities, which is “the type of need determined by the demands of the target situation”, lacks; that is what the learners lack regarding the target language, and wants; that is what the learners think they need. What the writers mean by the term *learning needs* is “what knowledge and abilities ... the learners require in order to be able to perform to the required degree of competence in the target situation” (1991, pp.55-62).

In order to conduct a needs analysis Schutz and Derwing propose eight phases to follow: defining the purpose, delimiting the target population, delimiting the parameters of investigation, selecting the information-gathering instrument, collection of data, analysis of the results, interpretation of the results, and critique of the project (1981, pp.35-44). As for the target population, Wiriyachitra points out that “it is important to obtain information from several sources, including learners, employers, institutions and subject specialists” (1986, p.122).

As for what instruments to use for a needs analysis study, Mackay and Bosquet present a rather short list including questionnaires, structured interviews, and checklists (1981, pp.9-10). Robinson suggests a longer list including seven different techniques: questionnaires, interviews, observation, case studies, which are carried out by analyzing one individual, tests, authentic data collection, which means making audio or video recordings of real life situations, and participatory needs analysis, which requires a more active role from the students (1991, pp.12-15). Hutchinson and Waters list more or less the same techniques to be used for analyzing the *target needs*: questionnaires, interviews, observation, data collection, and informal consultations with sponsors, learners and others (1991, pp. 58-59).

2.2.3.2 Specification of objectives

There could be different purposes of identifying goals and objectives.

Richards mention four as follows:

- to provide a clear definition of the purposes of a program
- to provide guidelines for teachers, learners, and materials writers
- to help provide a focus for instruction
- to describe important and realizable changes in learning

Several researchers have also mentioned the importance of specifying goals. Richards, for example puts forward three assumptions about goals that make it fundamental to identify and specify them:

- People are generally motivated to pursue specific goals.
- The use of goals in teaching improves the effectiveness of teaching and learning.
- A program will be effective to the extent that its goals are sound and clearly described (2001, p.112).

As for objectives, which are “statements of more specific purposes” when compared to goals, Richards proposes three major advantages of describing them: They facilitate learning, they provide measurable outcomes, and they are prescriptive (pp.122-123). Tan San Yee adds that specifying the objectives and making them “concrete, realistic, attainable and measurable” are crucial because doing this “means that all concerned (lecturers, students, department serviced polytechnic, industry) can know exactly what educational outcomes are expected, and if these objectives have been achieved at the end of the course” (1993, p.6).

2.2.3.3 Materials design

According to Nababan “in writing materials for the ESP course, the emphasis should be placed on the component that is appropriate for, and most helpful in, achieving the course objectives”. The writer adds that vocabulary, linguistic structures, discourse structure, language functions and pronunciation should all be included in the syllabus and thus in the materials (1993, p.10). The materials used in an ESP course, according to Steinhausen, should be materials “that encourage learners to learn, that contain interesting texts and enjoyable activities which engage the learners’ thinking capacities and are relevant to their needs” (1993, p.8). Waters

also mentions how materials of an ESP course should be. He asserts that they should include “activities which require students to think creatively, but which nevertheless involve only relatively simple, straightforward language, rather than the other way round”. He adds that

there should be plenty of lively, challenging, stimulating activities capable of motivating learners who lack confidence in their ability to use English and who may tend to view ESP as only a requirement rather than in more positive terms.

He also mentions that more guidance should be provided for teachers in the teacher’s book (1993, p.16).

2.2.4 Types of ESP

Different categorizations regarding the types of ESP have been presented by different researchers. Kennedy and Bolitho (in Steinhausen, 1993, p.7) categorizes ESP into two: “independent ESP, where English is a separate subject on the curriculum, but with a related content to other subjects” and “integrated ESP, where English is the medium for learning other subjects”. A different kind of classification is made considering the content of ESP courses. Robinson, for instance, classifies ESP as EOP (English for Occupational Purposes), which includes job related skills, EAP (English for Academic Purposes), involving academic skills, and EST (English for Science and Technology), which can refer to both work-and study-related needs” (1991, p.2). Mackay&Mountford make a different classification; they see both ESP and EST as variants of ELT (English Language Teaching) and mention that more specifically, the terms EAP and EOP can be used to indicate the purpose of education (1978, p.4). According to “the tree of ELT” provided by Hutchinson&Waters, on the other hand, ESP, a branch of ELT, is divided into three: EST, EBE (English for

Business and Economics) and ESS (English for Social Sciences), each of which is divided into two as EAP and EOP (1991, p.17).

2.3 EOP and Business English or Business Communication courses

The need for ESP has been growing rapidly since the times it first emerged after the Second World War. As English is the language that is being used in international spheres like business, commerce and trade, the need for Business English has increased. This is why Business English or Business Communication courses, which can be considered under the category English for Business Purposes, have started to be offered at several universities or institutions.

Business English is defined by Pickett as “a mediating language between the technicalities of particular businesses ... and the language of the general public” (in Robinson, 1991, p.97). Business English generally “caters for a multitude of users and activities, among whom there can often be very little similarity” (p.97). That is, these courses can cater for the needs of “both the occupational user of English (for example the manager of a company, an accountant, a secretary) and the student (for example the student of business, banking, economics or management)” (p.97).

As for the content of the Business English courses specific for students or businessmen in a specific department or field, Robinson claims that there could be some content teaching in addition to language (p.99) On the contrary, Iacobelli states that EFL (English as a Foreign Language) instructors should remind themselves that they are experts in language teaching; hence, they “should not pretend to teach business English as a business/management course but as a language course” (1993, p.9). Micheau and Billmyer add that in addition to language content, “interactional skills have now become a topic of discussion in their own right” (in Robinson, 1991, p.98). Robinson also states that “cultural aspects of business communication” should

be focused on in Business English courses too (p.98). Murray also mentions the importance of cultural aspects and claims that “multicultural communication can be incorporated into units and assignments currently included in most introductory business communication courses” (1994, p.40). Ramsey states the reason for the importance of communication saying that “multinational organizations need quality in their communication, and they need good communication if they are to produce quality” (1994, p.45). Scott agrees that global issues should be addressed but he asserts that there should be a separate international business communication course as “the basic business communication course already has more content than can be adequately covered” (1994, p.44).

According to Murray (1994, p.40) the units and assignments included in most introductory business communication courses are: “communication theory, the formal business report, communication technology, legal aspects of business communication, and nonverbal communication”. Although written only three years after Murray’s article, Brieger’s (in Flinders, 2001, p.191) explanation is quite different. He claims that Business English courses should cover four main areas:

- General language knowledge (grammar in a business context)
- Professional communication skills (for presentations, meetings, telephoning, etc.)
- Specialist language knowledge (the specialist lexis of a given professional activity and/or business sector)
- General communication skills (for survival and for professional socializing)

Flinders himself adds two more to these areas:

- Intercultural communication skills
- Learner training materials in a business context

Considering what is now covered in most Business English or Business Communication courses, it seems that a combination of all these areas or more specific assignments make up the content of the courses. Especially communication seems to be seen as crucial and programs are designed to improve communication skills. As Ramsey emphasizes “Universities need to refine and develop business communication to reflect the real world and the extent of communication in global business”. Although this is very difficult to do, most programs strive to reach this aim. They also aim to teach what Ramsey claims they should: “Educational institutions must insist that graduates know how to listen effectively, speak articulately, read attentively, and write grammatically and that they understand the nonverbal agenda, especially across cultural lines” (1994, p.46).

As for the materials used in Business English teaching, Robinson divides them into two as the general ones, and the ones that are more specific. The general coursebooks are very similar to coursebooks for EGP (English for General Purposes) – “working through a standard set of structures, teaching much common core as well as some work-related vocabulary, and dealing equally with all the skills” (1991, p.98). These kinds of coursebooks have very general aims. To illustrate, Jones and Alexander is “a flexible learner-centered course in communication skills for people who need English in their day-to-day work” (1990, p. iv). As can be noticed easily, the target audience is also very general. Cotton and Robbins also state that their book is

for upper-intermediate to advanced [level] students of business who wish to improve their communication skills in English and extend their knowledge of the business world, and for practicing business people who need to use English more effectively in their work (1996, p.4).

Some other examples for such books are Benn and Dummett (1992), Greenal (1986), and Clark, Zimmer & Tinervia (1991).

Robinson (1991, p.99) asserts that coursebooks can also be more specific than this. They could be “skill specific”; that is they can focus on one skill such as listening only. There could be coursebooks whose focus is on listening and speaking together. Ellis and O’Driscoll, for instance, focus on socializing skills (1987) and Bruce (1988) focuses on telephoning skills. Another example for this kind of a coursebook is Howard-Williams and Herd, which focuses on job-related vocabulary acquisition (1992). Likewise, books could focus on grammar too. Fawcett and Sandberg (1990), for instance, is a coursebook that focuses on a different aspect of English grammar and aims to have learners practise those in job-related situations. In addition to the skill specific coursebooks, there are also “books which are specific as to work area” (Robinson, 1991, p.99); that is the book may focus on specific work areas such as management, trade or law only. Both Cotton and McGrath (1989), and Jonnard (1984), for example, focus on English for trade only.

CHAPTER III

METHODOLOGY

3.0 Presentation

This chapter presents the overall design of the study, the participants, the research questions, the data collection instruments along with data collection procedures and data analysis.

3.1 Overall Design of the Study

The purpose of this study is to evaluate the course Eng 311 through the perceptions of the instructors, students, and graduates with regard to the objectives, the materials, the assessment procedures and the methodology in the course. The data has been collected via both quantitative and qualitative instruments as “in language program evaluation both quantitative and qualitative approaches to collecting information are needed, because they serve different purposes and can be used to complement each other” (Richards, 2001, p.297). The questionnaires administered to the teachers, students and graduates have all provided both kinds of data. In addition to that, the interviews that have been done with some instructors have provided additional qualitative data.

3.2 Participants

There are three different groups of participants in this study as it is one “that combines different techniques to explore one set of research questions”, which is described as “triangulation” (Arksey&Knight, 1999, p.21). The first group is one fifth of all the students that took the course Eng 311 in Spring 2006. The second group consists of the instructors at the Department of Modern Languages, who taught

the course in Spring 2006. The last group of participants is graduates who took the course between the years 2000 and 2005.

A questionnaire was administered to 198 students in 12 sections out of 923 students in 49 sections taking the course this semester. The classes were chosen according to the departments; the students in two classes from the Faculty of Architecture, three from the Faculty of Engineering, two from the Faculty of Arts and Sciences, three from the Faculty of Economic and Administrative Sciences, and two from the Faculty of Education made up the participants. However, there were also students from other departments taking the course in these sections; thus, there were students from almost all the departments that were taking the course involved in the survey. 9,1% of these students were sophomores; 41,9% were juniors; 41,9% were seniors and 3% were fifth grade students. The reason why the percentages of juniors and seniors were so high was that Eng 311 is normally offered to these students, and sophomores in only one department. Table 3.2a shows the faculties of both the whole student population that took the course in Spring 2006, and the ones that answered the survey questions.

Table 3.2a

Number of students categorized according to their faculties

Faculties	Number of students who took the course ENG 311		Number of students who answered the questions	
Architecture	49	5,30 %	27	13,63 %
Engineering	417	45,17 %	61	30,80 %
Economic and Administrative Sciences	153	16,57 %	39	19,69 %
Education	85	9,20 %	33	16,66 %
Arts and Sciences	219	23,72 %	38	19,19 %
Total	923		198	

It can be realized by looking at this table that the percentage of Architecture students who answered the survey questions was higher than their percentage in the

whole student population that took the course in Spring 2006, and on the contrary, the percentage of Engineering students was lower. The reason for this was that the sections from all the faculties to be given the questionnaire were selected according to both their representing different faculties, and according to whether their class hours were convenient for the researcher to attend and administer the questionnaire. Since two of the classes with low registration numbers from the Department of Architecture had convenient class hours, both were included in the study.

In addition to their faculties, the students could also be grouped according to their levels at the university, which is shown in Table 3.2.b.

Table 3.2.b

Number of students categorized according to their grade levels

Grades	Number of students who took the course ENG 311		Number of students who answered the questions	
Freshman	0		0	
Sophomore	40	4,33 %	18	9,47 %
Junior	422	45,72 %	83	43,68 %
Senior	451	48,86 %	83	43,68 %
Fifth grade	8	0,86 %	6	3,15 %
Total	923		190	

It can be seen in the table that the total number of students that answered the questionnaire was 190 although this number was 198 in the previous table. The reason for this was that 8 students did not state which grade they were at; so the ones who answered the question were considered when this table was being created. In addition, it can also be recognized that the percentage of sophomores is higher among the 190 students that answered the questions when compared to the percentage of those in the whole student population that took the course. The reason for this was that there was only one department, namely Department of Metallurgical Engineering (METE), that required its students to take this course at sophomore

level, and there was three METE sections taking the course this semester. The researcher wanted to include some of these students in the study to learn their comments on the course and when one of the sections was included, it made up 9,47 % of all the students that answered the questions. Also, the percentage of fifth grade students was higher when compared to their percentage in the whole student population. The reason for this was that since there were only 8 such students, their comments were also considered valuable and thus, 6 of these 8 students who were fifth graders were in one of the sections chosen to be included in the study.

In addition, 61,1% of these students that answered the survey questions were male and 38,9% were female. As for the students' level of English and which other courses they have taken, 73,6% attended the Department of Basic English at METU and 26,4% did not. Of those who attended it, 46% finished it at upper level 40,5% at intermediate level and 13,5% at pre-intermediate level. Their grade to pass was an AA(90-100) for 2,9%, a BA(85-89) for 5,9%, a BB(80-84) for 4,4%, a CB(75-79) for 16,2%, a CC(70-74) for 30,9%, a DC(65-69) for 15,4% and a DD(60-64) for 24,3%. Table 3.2c shows the numbers of students that took all four courses offered by MLD before.

Table 3.2.c

The number of students who took the English courses ENG 101, 102, 211 and 311 before

	# of Ss who took the course		# of Ss who did not take the course		# of Ss who did not answer the question		Total
Eng 101	128	65 %	69	38,84 %	1	0,50 %	198
Eng 102	160	81,2 %	37	18,68 %	1	0,50 %	198
Eng 211	194	98,5 %	3	1,51 %	1	0,50 %	198
Eng 311	6	3,1 %	190	95,95 %	2	1,01 %	198

It is obvious in the table above that there is a gradual increase in the number of students in the first column as they move onto the next class when they are required to take a different English course. The reason for this is that the students who get 75 and above in the Proficiency exam are exempted from Eng 101, the ones who get 80 and above are exempted from Eng 102 and the ones who get 90 and above are exempted from Eng 211. As the number of students who got higher scores in the test were lower, the number of them who took these courses were higher.

A questionnaire has also been administered to 22 of the 25 teachers who have taught Eng 311 this semester. Five of these instructors have worked in the Department of Modern Languages for 16-25 years, seven for 10-15 years, and ten for 4-9 years. Five have taught this course for 5-7 years, seven for 3-5 years, eight for 1-3 years, and two for only one semester. Two of these instructors are syllabus developers and another two are administrators.

Later, five of these instructors were interviewed. The ones to be interviewed were decided according to four phenomena: their position in the department, the years of teaching in the department the answers they gave to the questions in the questionnaire, and their comments in the Eng 311 evaluation meeting conducted at the end of the term as usual. When all these were considered, one of the interviewees was an administrator who taught the course for six years, another was one of the writers of the Eng 311 book, who taught the course for seven years. The other three interviewees were instructors, one of whom taught the course for seven years, another for one year, and another for only one semester.

Another questionnaire was designed to be emailed to 114 recent graduates who had taken the course Eng 311 before they graduated. The purpose of administering a questionnaire to graduates too was to see how much of what they had

learned in Eng 311 they used in work / academic life, and whether MLD had been able to achieve the course objectives. From the 114 graduate students, to whom the questionnaire was sent, only 22 replied. The graduation years and faculties these students graduated from are shown in Table 3.2d and Table 3.2e below.

Table 3.2d

Graduation years of graduate students

Graduation year	Number of students to whom the questionnaire was sent		Number of students who replied	
2002	10	8,7 %	1	4,8 %
2004	20	17,5 %	1	4,8 %
2005	80	70,1 %	18	85,7 %
2006	4	3,5 %	1	4,8 %

Table 3.2e

Faculties of graduate students

Graduation year	Number of students to whom the questionnaire was sent		Number of students who replied	
Faculty of Engineering	74	66,07 %	16	72,7 %
Faculty of Education	9	8,03 %	1	4,5 %
Faculty of Architecture	2	1,78 %	1	4,5 %
Faculty of Administrative Sciences	14	12,5 %	2	9,1 %
Faculty of Arts and Sciences	13	11,6 %	2	9,1 %
Total	112		22	

The following table shows where the graduates who answered the questions were working or studying at.

Table 3.2f

The institutions the graduate students were working or studying at

Type of institution	Number of graduates working/studying currently (%)	Number of graduates who worked before their current job (%)
Graduate study at an English-medium university in Turkey	18,2	0
Graduate study at a Turkish-medium university in Turkey	4,5	0

Table 3.2f continued

Graduate study abroad	13,6	0
Job at a state institution in Turkey	4,5	0
Job at a private institution in Turkey	36,4	83,3
Job at a foreign private institution in Turkey	9,1	16,7
Job abroad	9,1	0
Military service	4,5	0

The results above showed that most of the graduate students who answered the questions (36,4%) were working at a private institution in Turkey. This could indicate that these graduates needed to use English for their work as most private companies in Turkey work with foreign companies. In addition to this, 9,1% were working at a foreign private institution and another 9,1% at a firm abroad. These graduates must have used English during the application process and they must also be using English at work. What is more, in addition to the 13,6% of graduates who were studying in a graduate program abroad, 18,2% were studying at English-medium universities in Turkey. These also indicated that these students needed to use English during their studies too. When the graduates' former jobs are considered, it can be seen that those who worked before their current jobs worked at either a Turkish (83,3%) or a foreign (16,7%) private institution in Turkey, which showed that they needed English for those jobs too.

3.3 Research Questions

This study will investigate the following research questions:

1. What are teachers' perceptions about
 - a. the course objectives?
 - b. the course materials and tasks?
 - c. the assessment techniques?

- d. the methodology used in Eng 311?
2. What are students' perceptions about
 - a. the course objectives?
 - b. their degrees of competence and need in specific objectives of the course?
 - c. the course materials and tasks?
 - d. the assessment techniques?
3. What are graduates' perceptions about the course objectives?

3.4 Data Collection Instruments

To be able to find answers to these questions, two questionnaires were administered to the students taking the course at that time, one at the beginning of the term, and one at the end. In the former the students were asked to state their expectations from the course, rate how important they thought each objective of the course was, and explain the reason why they thought so. In addition, they were also asked to rate how competent they were in and how much they believed they needed the more specific objectives of the course Eng 311. There were both closed and open-ended questions in the questionnaire (See Appendix A).

Then, at the end of the term, a second questionnaire was given to the same students to see whether their ideas had changed. In addition to the same tables in the first questionnaire, there was one more asking the students to tick to what extent they believed they had improved the skills they had expected to improve. Furthermore, they were also asked to write comments on the materials used in the class, the major tasks they had to do, other forms of assessment, the method of the teacher, and the sequence of the tasks. These parts consisted of open-ended questions in order not to limit the responses (See Appendix B).

In addition to these, a different questionnaire was administered to the graduates who took the course before. The participants were first asked to give some personal information about themselves. Then, they were asked to state whether they thought the tasks they had to perform during the course had been useful or not and in what way (See Appendix C). Graduates were not asked to comment on the materials or assessment as a long time had passed since some had graduated and the researcher believed that they would not remember details about the course. Another reason for this was not to make the questionnaire longer as the researcher thought this would decrease the response rate.

A separate questionnaire was administered to the instructors teaching the course. The instructors were asked to rate how important each objective of the course was according to them. Moreover, they were asked to state to what extent they agreed with certain statements regarding the materials, assessment, and approach and methodology. These parts of the questionnaire were adapted from a rubric designed by Somuncuoğlu (in press). In addition, the instructors were also asked to give information about how they assessed the students as it had been a concern for all the instructors that there was no standardization concerning assessment in Eng 311 (See Appendix D).

Five of these instructors were also interviewed at the end of the term and asked two open-ended questions about course objectives, three about materials, and eight about assessment and methodology, three of these being specifically about standardization issues (See Appendix E). The reason why “uncoded”; that is open-ended questions were used was that they “[allowed] the researcher to search the full range of responses obtained before reducing replies to a set of categories” (Wilson&Sapsford in Sapsford&Jupp, 2006, p.101).

Lastly, the minutes of the two end-of-term evaluation meetings of Eng 311 were also used as data.

3.5 Data Collection Procedures

At the beginning of the term, a questionnaire to be administered to Eng 311 students was designed by the researcher. Then, after the department chairperson and one of the assistant directors of School of Foreign Languages checked the questionnaire some minor changes were made. Next, it was piloted in one class, which had 20 students, as this was “essential to identify ambiguities and other problems before the questionnaire [was] administered” (Richards, 2001, p.60). It was discovered that the responses were reliable with coefficients above .90. Only a minor change had to be made in the first part related to personal information about the participants. Then, as the questionnaires were duplicated, each questionnaire was given a number, and the questionnaire was administered to the 197 students mentioned above. Thus, each student had a number that corresponded to the number on the questionnaire they filled out. The researcher personally went to each class to administer the questionnaire so that the participants could give more satisfactory answers, and thus the questionnaires would be more reliable.

Towards the end of the term the second questionnaire to be given to students was created. After being checked by the department chairperson and one of the assistant chairpersons, the second questionnaire was duplicated to be distributed during the last week of the term to the same classes, the students of which completed the first questionnaire. A separate folder was formed by the researcher for each class, in which there were the same number of copies of the questionnaire as the number of students that completed the first survey in that class. In addition to the questionnaire sheets there was another sheet on which there was the list of the students that had

filled out the first questionnaire together with the number they had got then. The questionnaire sheets were also numbered so that the researcher could know which questionnaire was completed by which student as the instructors were asked to give each student the questionnaire that corresponded to the number they had in the list. To make sure that each instructor administered the questionnaires like this, another sheet was included in the folder, on which there were instructions for the instructors explaining how to administer the questionnaire. The reason why such a sheet had to be included was that the researcher could not go to each class to administer the questionnaire as was done for the first one at the beginning of the term. Unfortunately, out of 197 students who filled in the first questionnaire, only 129 filled in this one as some instructors had canceled their classes in the last week of the term, and some were trying to catch up with the schedule and did not have time to administer the questionnaire during class hours. For this reason, they gave the questionnaires to the students to fill out at home and bring back later; however, only few students did so.

After the researcher prepared the questions to be asked to instructors, the questionnaire was checked by one of the assistant directors of the School of Foreign Languages and the format of it was changed considerably. The first part in the questionnaire asking the instructors to state how important they thought each course objective was and to what extent each had been achieved remained the same. Nevertheless, the rest of the questionnaire was changed. Whereas the instructors were asked to write their ideas using their own words about the materials, assessment, and approach and methodology used in Eng 311 as an answer to open-ended questions in the first version of the questionnaire, Likert scale was used in the second version to make the data quicker to collect and easier to analyze. The

instructors were asked to state to what extent they agree with certain statements regarding the materials, assessment, and approach and methodology. These questionnaires administered to instructors were distributed at the end of the second 311 evaluation meeting held in the department. Some answered the questions right away and some brought the questionnaires back a few days later.

In addition to the questionnaire, five instructors were also asked questions in a semi-structured face-to-face interview. The ones to be interviewed were decided according to their positions in the department, the answers they gave to the questions in the questionnaire, and their comments in the Eng 311 evaluation meeting conducted at the end of the term as usual. To interview the instructors, the researcher first scheduled a suitable time for the interview by asking the instructors when they were available. Then, the researcher went to the offices of the instructors at the scheduled times to interview them personally one by one to make the interviews more reliable. The interviews could be considered as semi-structured as the researcher sometimes asked follow-up questions for clarification or additional questions related to the topic in addition to the ones agreed in advance. At some instances, interviewees also asked some questions or made some further comments about a different aspect of the topic. Meanwhile, the interviewer took notes to be used for analysis later. When conducted this way, each interview lasted approximately half an hour.

This term, different from the previous terms, a second meeting was decided to be held to discuss the problematic parts of the course. The usual evaluation meeting was recorded and the researcher took notes during the second meeting as some topics were being discussed again.

The last questionnaire administered was sent by email to recent graduates who had taken the course Eng 311. Despite the fact that “web-based surveys by necessity must be completed at a computer terminal [and] ... cannot be easily put aside to be completed in a different location [and] ... at a later time” (Moss&Hendry, 2002, p.585), a web-based survey has been preferred both because it was easier to reach the subjects in this way, and because email surveys were “cheaper, ... faster in transmission, ... less likely to be ignored as junk mail, [and they] encourage respondents to reply” (p. 584).

The email addresses of 114 graduates were collected by collecting their portfolios from their instructors, who had been keeping them in their offices. Then, a questionnaire was designed using the Dreamweaver program as the researcher wanted to make it easier for the participants to answer the questions as in this way, the questionnaire can be displayed on a webpage as one clicks on the link in the email. This method can be said to be more effective as according to research, “an embedded survey, which was easy to access, had a response rate five times higher than an attached questionnaire that was more difficult to access” (Dommeyer&Moriarty in Moss&Hendry, 2002, p.). Also, using a web-based survey makes the responses anonymous, which is also a factor affecting the response rate. As Kittleson and Ranchhod&Zhou (in Moss&Hendry, 2002, p.) showed, “a lack of anonymity in the use of some email surveys [was] a reason for low response rates”. Thus, when the respondents open the email, they click on the hotlink and a text-only questionnaire appears. When they finish answering the questions related to their experiences after graduation, they click the “send” button to submit the questionnaire.

After all these procedures were completed, an email was sent to each graduate student, whose email address the researcher had. Each person received an email titled “sizin katkılarınızla Eng 311 dersinin değerlendirme çalışması” (an assessment of Eng 311 with your contributions). The reason why the title was written in Turkish instead of in English was that more attention could be drawn this way. Everyone receives emails, whose titles are in English, from people they do not know and most of them deletes these kinds of email messages without opening them. To avoid this, the title was written in Turkish. In addition, the message each graduate received started with their own name, and they saw only their own email address in the recipient part. The reason why the messages were sent this way was because this would be more reliable and would increase the response rate. Although “a realistic estimate of survey completion time” was not given and “aggregate, de-identified results [were not] displayed to [the respondent] on his or her completion of the survey”, it was hoped that at least half of the graduates who received the email (105 out of 114) would respond but unfortunately only 22 did.

3.6 Data Analysis

After all the data were collected, the quantitative data were analyzed using the program SPSS. The qualitative data gathered from the open-ended questions in the questionnaires and the interviews, on the other hand, were subjected to content analysis by the researcher.

The responses to student questionnaires were coded as there was enough number of responses. As Kent (2001, p.231) and Boulton and Hammersly (in Sapsford&Jupp, 2006, p.251) suggested, some responses were read by the researcher to develop a coding frame and then the rest were also fit into these categories that were formed. If there were responses that did not fit into the existing categories, new

categories were formed. While coding the responses what is named as 'representational approach' by Swift (in Sapsford&Jupp, 2006, p.170) was used. The researcher tried to use "codes reflecting the surface meaning of the raw data as faithfully as possible". When coding the responses to the part asking for an explanation as to why the students thought particular objectives of the course were important or not, for instance, the researcher first formed fourteen to twenty two groups of answers written by the students who thought the objectives were very important. After all responses were fit into one of these categories, which had been formed after reading most of the answers, the similar ones were grouped together and labeled under a more general heading. To illustrate, groups such as "to have a good career", "to get a promotion" and "not to lose your job" were later grouped together and labeled as "to be successful at your job". After the process of coding *chi-square* tests, *t-tests*, and *one way ANOVA* tests were used when analyzing these quantitative data.

The responses to teacher and graduate questionnaires, and the data from the interviews and the evaluation meeting, on the other hand, were treated as qualitative data as there were few number of respondents. As Kent suggested, these responses were used "as a basis for reviewing, summarizing, or elaborating the range or type of view, opinion or attitude being expressed by the respondents" (2001, p.228). The responses were also categorized broadly and paraphrased to be used in the report. In addition, some were also used as "quotations with which to enliven [the] report" (p.229).

CHAPTER IV

RESULTS

4.1 Presentation

This chapter presents the analyses of the results of the two questionnaires administered to students, the questionnaire sent to graduate students, the questionnaire administered to teachers, the data gathered through the interviews with five instructors, and the minutes of the end-of-term meeting.

4.2 Results of the students questionnaires

4.2.1 Research Question 1.a: What are students' perceptions about the course objectives?

4.2.1.1 Responses to the first questionnaire

The results of the first questionnaire administered at the beginning of the term showed that students thought most of the objectives of the course were important. Table 4.2.1a shows the frequencies of the student responses to the first question in Part III, where they were asked to rate how important they thought each objective was and write the reason why they thought so.

Table 4.2.1.1a*Responses to Question 1 in PART III of the first questionnaire*

	i) very important (%)	ii) not very important (%)	iii) completely unnecessary(%)
a) being aware of one's own career goals and interests	79,3	13,6	7,1
b) being aware of one's personality traits, strengths and weaknesses	71,7	19,2	9,1
c) doing research on available job opportunities suited to one's interests and qualifications	73,3	22,6	4,1
d) improving language skills required when applying for a job	80,3	16,7	3,0
e) improving language skills after one gets employed	54,6	36,2	9,2
f) improving written presentation skills required when applying for a job	85,3	10,2	4,6
g) improving oral presentation skills	72,7	23,2	4,0
h) improving skills required while being interviewed	84,7	13,3	2,0
i) improving socializing skills	48,2	38,1	13,7
j) improving telephoning skills	45,4	40,3	14,3
k) improving skills required in a meeting	73,6	20,3	6,1

The item for which the smallest number of students said 'very important' and the biggest number said 'completely unnecessary' was item j, *improving telephoning skills*, followed by item i, *improving socializing skills*, and then by item e, *improving language skills required after one gets employed*.

As regards the reasons why students chose one of the three options, the reasons students wrote were coded by the researcher. The percentages presented below are the percentages of students that wrote a reason as to why they chose a particular option; i, *very important*, ii, *not very important* or iii, *completely unnecessary*. For item a, *being aware of one's career goals*, for instance, 54,7% of those who wrote an explanation as to why they chose i, *very important*, and 18,8% of the ones that chose ii, *not very important* wrote that they thought so

because they would need this skill to achieve their goals and to be successful and happy. 31,3% of the ones who said this skill was very important said it was important to be able to plan their future and 6,3% said it was important to get prepared in order to achieve their goals. Others (5,6%) said it was a very important skill to be learnt or improved in Eng 311 as they would not try to achieve it or think about their careers otherwise and that this course got them into the mood of graduation. 12,5% of others, who wrote a reason as to why they thought this objective was not very important, said they thought so as they were not interested in becoming aware of their career goals. In addition, 37,5% of those who believed the objective was not very important, and 90% of the ones who said it was completely unnecessary said they thought so because they were already aware of what they wanted to do in the future.

As regards item b, *being aware of one's personality traits, strengths and weaknesses*, 38,6% of the students, who said this objective was very important, wrote that this would be very helpful for them to plan their future, choose the right aim and the most suitable job for themselves. 31,6% of them thought this objective was very important as this was necessary for them to know themselves better and to improve themselves. Others (15,8%) said that it was important because they had to be aware of their personality traits. 8,8% said this would always be helpful for them for the rest of their lives, and 5,3% stated that this was necessary for them to be successful and happy. As for the students who said this objective was not very important there were both positive and negative reasons. To illustrate, 30% of these students said that it was important for their future, whereas another 30% wrote that it was not so easy to help students become aware of their personality traits. Moreover, 40% of them said they were already aware

of their traits, strengths and weaknesses. This was also the reason written by 81,8% of students who thought his objective was completely unnecessary. The reason written by the remaining 18,2% was that Eng 311 was an English course, not a psychology course.

For item c, *doing research on available job opportunities suited to one's interests and qualifications*, 25,9% of the students who said that this objective was very important wrote that it was important to find the best suited job for themselves. 22,2 % of them wrote that it was important because they would need to do this to be aware of the available job opportunities, and 16,7% of them said it was important to be happy. Other students who believed this was very important wrote that it would help them to get prepared according to the information they gathered and to be ready for different opportunities (3,7%) and to start thinking of these before graduation (3,7%). Moreover, 14,8% of them and 13,3% of those who said this objective was not very important said they thought so because this would help them to be successful and because it was something they could lifelong benefit from (6,7% and 9,3% respectively). In addition, 13,3% of those who said this objective was not very important thought that they needed this skill. The remaining 60% of them and all the students who said this objective was completely unnecessary, on the other hand, said that this could not be learned or improved in Eng 311.

66,1% of the students who indicated that item d, *improving language skills required when applying for a job* was very important and 11,8% of those who thought it was not very important wrote the reason for that as they would need these skills to be employed or to be accepted to a program in today's globalized world. Others (25,8% and 5,9% respectively) wrote that these skills

would be useful for them as they would be able to create a good first impression on people and prove themselves by this way. Another 4,8% and 5,9% of students said that these skills were lifelong skills. In addition, 3,2% of those who said it was very important said that they could express themselves effectively in this way. The ones who believed this objective was not very important or completely unnecessary wrote two different reasons. 17,6% of those who said it was not very important and 60% of the ones who thought it was completely unnecessary said that they thought Eng 311 would not be effective in achieving this objective. In addition, 58,8% of the students who thought this objective was not very important and 40% of those who said it was completely unnecessary wrote that they would not need these skills in Turkey.

The reason indicated most by 34,2% of the students who said item e, *improving language skills required after one gets employed* was very important and 11,1% of the ones who said it was not very important was that they had to learn these. In addition, 26,3% of the former group and 22,2% of the latter said that they would need these skills to be successful in their jobs. Other than these, 26,3% of the students in the former group wrote that they would make use of these skills at every stage in their lives. Moreover, 5,3% mentioned that they would be able to express themselves better using these skills just like 3,7% of the students in the latter group, and the remaining 7,9% in the former group just said that these would be useful for them. As for the negative thoughts regarding this item, 44,4% of the students who thought this objective was not very important and 58,3% of those who thought it was completely unnecessary wrote they thought they would not need these skills after they got employed in Turkey. Moreover, the remaining 18,5% of those who said it was not very important and

41,7% of those who thought it was completely unnecessary said they thought so because they believed Eng 311 could not improve these skills.

Most students said they thought item f, *improving written presentation skills required when applying for a job or program* was very important. Of those who thought this objective was very important, 34,3% said that they needed to learn these. 31,3% said it would help them to express themselves well. Furthermore, 22,4% of them, just like 25% of those who thought this objective was not very important, wrote that they thought this would be useful for them to increase their chance of getting a good job. Others (10,4%) mentioned that it would make it easier for them to reach their goals and that they would lifelong benefit from this skill. Of all the respondents who filled out the questionnaire only 16,1% had negative opinions about this objective. 9,9% of these respondents, who had negative opinions, thought that they could learn these through other sources, so they did not need Eng 311 for this (37,5% of all the respondents who wrote an explanation as to why they thought this objective was not very important and 66,7% of those who thought it was completely unnecessary), and 6,2 % thought they simply did not need to learn these (37,5% of the respondents who wrote an explanation as to why they thought this objective was not very important and 33,3% of those who thought it was completely unnecessary).

For item g, *improving oral presentation skills* 37,8% of the students that chose i, *very important* and 4,8% of those who chose ii, *not very important* said they believed they would need this skill for the interview, in meetings and in their jobs. 37,8% wrote that they would need this skill to express themselves better and to communicate well. 13,3% mentioned its help in making them more self-

confident and successful, and 11,1% said they thought it would be necessary to have this skill after graduation for the rest of their lives. Others had negative thoughts about this objective. 38,1% of those who chose ii, *not very important*, mentioned that they would not need these skills after they graduated. In addition, 38,1% of them and 50% of those who chose iii, *completely unnecessary* wrote that they believed Eng 311 would not improve their oral presentation skills. Furthermore, 19% of the former and 33,3% of the latter said they already knew how to give oral presentations. The remaining 16,7% of the latter wrote that they thought this objective was unnecessary because it pushed them into stress.

31,5% of students who chose i, *very important*, wrote that item h, *improving skills required while being interviewed* was very important to make a good first impression and to prove themselves. 25,9% mentioned that it was necessary, 20,4% that it was important as it was good practice before graduation. 13% said it was important to increase their chances of getting employed, and 9,3% thought that these skills would help them lifelong. The ones who thought this objective was not very important or completely unnecessary wrote that they would not need to learn these as they already knew them or because they “trusted” themselves (60% and 50% respectively), and because they thought Eng 311 would not be effective in helping them achieve this objective (40% and 50% respectively).

66,7% of the students who thought item i, *improving socializing skills* was very important wrote they thought so because they needed these skills, 26,7% of them said these skills would make them more social and thus happier, and the remaining 6,7% said it would be good practice in class. For this objective, all the students who thought it was not very important wrote negative reasons to explain

why they thought so. 50% of them, for instance, said they thought they would not need these skills in the future when working, just like 21,1% of the students who chose iii, *completely unnecessary*. Another reason written by 25% of the former and 47,4% of the latter was that they thought these skills could not be taught in Eng 311 in class. The third reason was that they already had socializing skills (written by 6,3% and 26,3% respectively). In addition to these, 18,8% of the students who chose ii, *not very important* wrote that they thought teaching these in class would not be effective.

52% of the students who said item j, *improving telephoning skills* was very important and 15,4% of those who said it was not very important wrote that they needed to learn these skills. Of those who chose i, *very important*, 16% said it was important to be sociable and to have good communication skills. Another 16% wrote that they would use these skills lifelong. 12% mentioned its importance as practice for real life. As for the negative opinions, 7,7% of those who chose ii, *not very important* and 66,7% of those who chose iii, *completely unnecessary* wrote that they thought they did not need to learn these at all. In addition, 69,2% of the former and 11,1% of the latter said they thought they would not need to use these skills in the future. The remaining 7,7% of the former and 22,2% of the latter mentioned that telephoning skills could not be taught in Eng 311 in class.

The reason why 41% of the students who thought item k, *improving skills required in meetings* was very important, and 16,7% of those who thought it was not very important was the idea that they would need those skills in the future. The second reason mentioned the most (by 28,2% and 33,3% respectively) was that these skills would help them to be successful in their jobs. The other positive

reasons mentioned by the students who chose i, *very important* were that it was good practice (12,8%), it was important to make a good impression on others (10,3%), and that they would use these skills lifelong (7,7%). Students who had negative ideas about this objective mentioned three reasons. 25% of those who chose ii, *not very important* and 62,5% of those who chose iii, *completely unnecessary* said those skills could not be taught in Eng 311. In addition, 8,3% of the former and 25% of the latter said they did not need to learn these skills. The last reason mentioned by 16,7% of the former and 12,5% of the latter was that they would not need to use these skills in the future.

In order to understand whether some factors like gender, level of English, faculty or grade had affected the results, chi-square tests were applied for each item. According to the results of the tests, each of these factors seemed to affect the answers to only one or two of the items.

Table 4.2.1.1b

The association between gender and responses to item f

Gender		item f, <i>improving written presentation skills</i>			Total
		very imp.	not very imp.	comp.unnec.	
male	Count	104	8	8	120
	% gender	86,7%	6,7%	6,7%	100,0%
female	Count	64	12	1	77
	% gender	83,1%	15,6%	1,3%	100,0%
Total	Count	168	20	9	197
	% gender	85,3%	10,2%	4,6%	100,0%

$X^2 = 6,702$
 $df = 2$
 $p = 0,035$

According to the results of the Chi-Square, 86% of male students and 83,1% of female students thought *improving written presentation skills required when applying for a job* was very important. 6,7% of male students said it was not very important while 15,6% of female students wrote so, and 6,7% of male

students said that it was completely unnecessary whereas only 1,3% of female students said so. These results indicated that more male students thought this objective was unnecessary. The reason for this may be that, as one of those students said, they may be thinking of running their own business, in which case they would not need to submit any of those written documents, namely CVs, cover letters, or letters of intent.

Table 4.2.1.1c

The association between having attended the Department of Basic English and responses to item i

		item i, <i>improving socializing skills</i>			Total
Basic English		very imp.	not very imp.	comp.unnec.	
Yes	Count	75	57	13	145
	% bas.eng.	51,7%	39,3%	9,0%	100,0%
No	Count	20	17	14	51
	% bas.eng.	39,2%	33,3%	27,5%	100,0%
Total	Count	95	74	27	196
	% bas.eng.	48,5%	37,8%	13,8%	100,0%

$$X^2 = 10,934$$

$$df = 2$$

$$p = 0,04$$

Whether the students had attended the Department of Basic English (DBE) or not was significantly influential only on the responses they gave to item i, *improving socializing skills*. Whereas 51,7% of the students who had attended DBE thought this objective was very important, only 39,2% of those who had not attended DBE thought so. 39,3% of the former and 33,3% of the latter thought it was not very important. In addition, only 9% of the former thought it was unnecessary while 27,5% of the latter thought so. These results may have different indications. First, they may prove that students who had attended DBE at METU were more aware of the importance of socializing and thus, they said improving socializing skills was an important objective. The reason for this could be that those students generally believe that they do not have enough speaking

skills even after graduating from the DBE. The students who had not attended DBE, on the other hand, believe that they already know English well and that they do not need to learn these any more. In addition to this, there was another reason why these students said this objective was not that important. Most of them wrote that socializing skills could not be improved by a single English course in just one semester.

Table 4.2.1.1d

The association between faculties and responses to item i

Faculties		item i, <i>improving socializing skills</i>			Total
		very imp.	not very imp.	comp.unnec.	
Architecture	Count	12	13	2	27
	% faculty	44,4%	48,1%	7,4%	100,0%
Engineering	Count	30	17	13	60
	% faculty	50,0%	28,3%	21,7%	100,0%
Administrative Sciences	Count	18	16	5	39
	% faculty	46,2%	41,0%	12,8%	100,0%
Education	Count	22	11	0	33
	% faculty	66,7%	33,3%	,0%	100,0%
Arts and Sciences	Count	13	18	7	38
	% faculty	34,2%	47,4%	18,4%	100,0%
Total	Count	95	75	27	197
	% faculty	48,2%	38,1%	13,7%	100,0%

$$X^2 = 16,108$$

$$df = 8$$

$$p = 0,04$$

The chi square results also indicated a significant association between faculties and the responses given to item i, *improving socializing skills*. None of the students at the Faculty of Education said this objective was unnecessary while 7,4% of Architecture, 12,8% of Administrative Sciences, 18,4% of Arts and Sciences, and 21,7% of Engineering students said so. The reason for this could be

that Education students were more aware of the importance of socializing skills or that students at other faculties considered themselves already equipped with these skills, and thus concluded that they did not need to learn them.

Table 4.2.1.1e

The association between grade level and responses to item a

Grade level		item a, <i>being aware of one's own career goals and interests</i>			Total
		very imp.	not very imp.	comp. unnec.	
2nd	Count	17	1	0	18
	% grade	94,4%	5,6%	,0%	100,0%
3rd	Count	71	8	4	83
	% grade	85,5%	9,6%	4,8%	100,0%
4th	Count	58	17	8	83
	% grade	69,9%	20,5%	9,6%	100,0%
Total	Count	146	26	12	184
	% grade	79,3%	14,1%	6,5%	100,0%

$$X^2 = 9,127$$

$$df = 4$$

$$p = 0,05$$

The Chi Square results indicated that the grade levels had significant associations with item a, *being aware of one's own career goals and interests*. While this test was being applied, the fifth grade students were not included as there were only six of them who answered the survey questions, and it would have distorted the results if they were included too. According to the results, 94,4% of sophomores said this objective was very important while 85,5% of juniors and only 69,9% of seniors said so. The reason for this could be that as students move to the next grade they seem to have thought about what they would like to do after they graduate. This was most probably why sophomores thought this objective was very important as they were not yet aware of their career goals and interests. The reason why fewer juniors and even fewer seniors said the same objective was very important was that they were already more

aware of these as there was very little time left for them before they graduated and thus they had already made plans for the future.

Table 4.2.1.1f

The association between grade level and responses to item j

Grade level		item j, <i>improving telephoning skills</i>			Total
		very imp.	not very imp.	comp.unnec.	
2nd	Count	9	7	2	18
	% grade	50,0%	38,9%	11,1%	100,0%
3rd	Count	34	42	7	83
	% grade	41,0%	50,6%	8,4%	100,0%
4th	Count	38	25	18	81
	% grade	46,9%	30,9%	22,2%	100,0%
Total	Count	81	74	27	182
	% grade	44,5%	40,7%	14,8%	100,0%

$$X^2 = 9,845$$

$$df = 4$$

$$p = 0,043$$

The chi square results also showed a significant association between grade level and the responses to item j, *improving telephoning skills*. While only 8,4% of juniors and 11,1% of sophomores said this objective was completely unnecessary, 22,2% of seniors said so. The reasons stated by seniors as to why they thought so included statements such as “I already know how to speak on the phone”, “This is not a skill that could be improved in class”, and “It will not be useful for us in work life”. The sophomores and juniors, on the other hand, thought there were still things they could learn in Eng 311.

As regards an association between the level students were at when they finished DBE, and their responses to the items, no significant association was evident in the results of the chi square tests.

4.2.1.2 Responses to the second questionnaire

Below in Table 4.2.1.2a the responses of students to the first question in the third part of the second questionnaire are presented.

Table 4.2.1.2a

Responses to Question 1 in PART III of the second questionnaire

	i) very important (%)	ii) not very important (%)	iii) completely unnecessary (%)
a) being aware of one's own career goals and interests	76,9	18,2	5,0
b) being aware of one's personality traits, strengths and weaknesses	75,2	14,9	9,9
c) doing research on available job opportunities suited to one's interests and qualifications	73,3	24,2	2,5
d) improving language skills required when applying for a job	76,9	16,5	6,6
e) improving language skills after one gets employed	60,0	33,3	6,7
f) improving written presentation skills required when applying for a job	82,5	13,3	4,2
g) improving oral presentation skills	73,3	21,7	5,0
h) improving skills required while being interviewed	80,8	14,2	5,0
i) improving socializing skills	55,0	34,2	10,8
j) improving telephoning skills	52,9	31,1	16,0
k) improving skills required in a meeting	60,5	26,9	12,6

As can be seen by looking at the percentages displayed in the table above, the highest percentage for each objective was in the first column, which proved that each objective was considered by most students as very important. The highest percentages in the second column, *not very important*, were for items i, *improving socializing skills*, e, *improving language skills after one gets employed*, and j, *improving telephoning skills* (34,2%, 33,3% and 31,1% respectively). These three objectives were the same ones which the highest number of students considered as not very important in the first questionnaire. This may prove that not many students'

thoughts changed during the term about these objectives. A more accurate comment on this can be made according to the results of the Chi square tests comparing the responses to each objective's importance given in the first and the second questionnaires, the results of which will be presented later in this chapter.

There were only few students who wrote an explanation as to why they thought the objectives were important or not in the second questionnaire administered at the end of the term. Thus, the results presented below show the percentages of what percent of those students wrote which reasons. For item a, *being aware of one's own career goals and interests*, 66,7% of the students who said it was very important wrote so because they needed to learn how to do this and the remaining 33,3% said it was important to plan their future accordingly. All the students who said this objective was not very important wrote that they already were aware of their goals and thus did not need this.

For item b, *being aware of one's personality traits, strengths and weaknesses* 45,5% of the students who chose i, *very important*, wrote that it was important to know themselves better and 36,4% said it was important for success and happiness. 9,1% mentioned its being helpful for them, and the remaining 9,1%, together with 100% of those who chose ii, *not very important*, wrote that it was important to gain awareness about these. All the students who chose iii, *completely unnecessary*, on the other hand, mentioned that they were already aware of their personality traits and thus they did not need Eng 311 for this.

44,4% of the students who said item c, *doing research on available job opportunities suited to one's interests and qualifications*, was very important wrote that the reason why they thought so was because it was important to learn about different job opportunities. 44,4% mentioned its positive effects on success and

happiness and the remaining 11,1% said they needed to learn how to do research. All the students who chose ii, *not very important* said they thought this could not be learned in Eng 311 and all the students who chose iii, *completely unnecessary* said they would not need this skill.

As regards item d, *improving language skills required when applying for a job*, 87,5% of the students who chose i, *very important* and 50% of those who chose ii, *not very important* wrote that it would be useful for them after graduation. The remaining 12,5% of the former said they needed to learn these skills. The remaining 50% of the latter, on the other hand, together with all the students who chose iii, *completely unnecessary*, said that they would not need these in the future.

The students who thought item e, *improving language skills after one gets employed* was very important mentioned four different reasons: 40% said they would be more successful in their jobs, 20% said they would be able to express themselves better, 20% said they would use these skills lifelong, and the remaining 20% stated that it was necessary to learn them. As for the negative ideas, 50% of the students that chose ii, *not very important*, wrote that Eng 311 would not be effective in teaching these skills. The remaining 50% and all the ones that chose iii, *completely unnecessary* said they would not need those skills.

83,3% of the students who thought item f, *improving written presentation skills required when applying for a job*, was very important wrote that it was important to help them express themselves better. The remaining 16,7% said they needed to learn these skills. In addition, 50% of those who chose ii, *not very important* said they thought it was useful to learn them. The remaining 50%, on the other hand, wrote that they would not need them. As for the ones who chose iii, *completely unnecessary*, all of them said they did not need to learn these skills.

As regards item g, *improving oral presentation skills*, 75% of the students who said it was very important wrote that it was important to help them express themselves better. The remaining 25% said that they would need those skills lifelong. For this item, all the students that chose ii, *not very important* wrote a positive reason; that is that they needed to learn these skills. As for the ones who chose iii, *completely unnecessary*, 50% said they thought it could not be taught in Eng 311 and the rest said they already knew those.

37,5% of the students who said item h, *improving skills required while being interviewed*, was very important wrote that they thought so because it would help them make a good impression on others. Another 37,5% thought it was important for success. 12,5% said they would need these skills lifelong and the remaining 12,5% said it was necessary, together with 50% of those who thought this objective was not very important. The remaining 50% wrote that they did not need to learn these skills. The ones who chose iii, *completely unnecessary*, said they thought these skills could not be taught effectively in Eng 311.

The students who thought item i, *improving socializing skills* was very important wrote two different reasons: 60% said it was necessary and 40% said it was important to be successful. The ones who chose ii, *not very important*, on the other hand, had different ideas: 50% said Eng 311 would not be effective in teaching these skills to them and the other half said they would not need socializing skills in the future. As for the ones that chose iii, *completely unnecessary*, the reason they wrote was that they already knew how to socialize.

33,3% of the students who thought item j, *improving telephoning skills* was very important said that it was necessary to learn these skills. Another 33,3% said it was important as they would use these skills lifelong. 16,7% wrote that it would help

them to be successful and the remaining 16,75 mentioned the objective's importance in helping them to become more sociable and thus create a better impression on others. The rest of the students who wrote reasons had negative ideas about this objective; 50% of those who chose ii, *not very important* and 75% of those who chose iii, *completely unnecessary* said they did not need to learn telephoning skills. The remaining 50% of the former and 25% of the latter mentioned that telephoning skills could not be taught in Eng 311.

For item k, *improving skills required at a meeting* 40% of the students who thought it was very important and 50% of those who thought it was not very important wrote that they needed to learn those skills. Another 40% of the former said that it was important to be successful in their jobs and the remaining 20% said they would always use these skills. The remaining 50% of the latter, on the other hand, said they did not need to learn these skills just like 33,3% of those who thought the objective was completely unnecessary. Another 33,3% of those students said these skills could not be taught in Eng 311, and the remaining 33,3% said they would not need these skills in the future.

To see whether there was any significant association between factors like gender, level of English, faculty or grade and the responses given to this part of the questionnaire, the same chi-square tests were applied for the same items in the second questionnaire administered at the end of the term. As regards the results of the chi-square tests, there was no significant association between any of the factors and any of the items.

4.2.1.3 Associations between the responses to the first and the

second questionnaires

Table 4.2.1.3a

Association between the responses to item a in the first questionnaire and ones in the second questionnaire

		item a, <i>being aware of one's own career goals and interests</i>			Total
Importance of objectives		very important (2nd questionnaire)	not very important (2nd questionnaire)	completely unnecessary (2nd questionnaire)	
very important (in the first questionnaire)	Count	83	10	4	97
	% importance of objectives	85,6%	10,3%	4,1%	100,0%
not very important (in the first questionnaire)	Count	7	7	1	15
	% importance of objectives	46,7%	46,7%	6,7%	100,0%
completely unnecessary (in the first questionnaire)	Count	3	5	1	9
	% importance of objectives	33,3%	55,6%	11,1%	100,0%
Total	Count	93	22	6	121
	% importance of objectives	76,9%	18,2%	5,0%	100,0%

$$X^2 = 22,781$$

$$df = 4$$

$$p = 0,0001$$

The results of the chi square showed that there was a strong association (Cramer's $V = 0,307$; $p = 0,0$) between the responses given to item a, *being aware of one's own career goals and interests* in the first questionnaire and ones given in the second questionnaire. 46,7% of those who said this objective was not very important in the first questionnaire said it was very important in the second questionnaire. What is more, 33,3% of those who said it was completely unnecessary in the first questionnaire said it was very important and 55,6% said it was not very important. On the other hand, only 4,1% of those who thought it was very important at the beginning of the term said it was completely unnecessary at the end. These prove that a significant number of students' ideas changed by the end of the term and they decided that this objective was indeed more important than they thought at the

beginning of the term. Conversely, 46,7% of those who said the objective was not very important in the first questionnaire did not change their opinion. In addition, 10,3% of those who thought it was very important at the beginning of the term, started to think it was not very important at the end of the term. The reason for this change could be that those students could not get what they expected; that is they might have seen that they were already aware of their career goals and thus Eng 311 could not help them in this respect.

Table 4.2.1.3b

Association between the responses to item b in the first questionnaire and ones in the second questionnaire

importance of objectives		item b, <i>being aware of one's personality traits, strengths and weaknesses</i>			Total
		very imp. (2nd questionnaire)	not very imp. (2nd ques.)	comp.unnec. (2nd ques.)	
very important (in the first questionnaire)	Count	71	9	5	85
	% imp.of obj.s	83,5%	10,6%	5,9%	100,0%
not very important (in the first questionnaire)	Count	16	5	3	24
	% imp.of obj.s	66,7%	20,8%	12,5%	100,0%
completely unnecessary (in the first questionnaire)	Count	4	4	4	12
	% imp.of obj.s	33,3%	33,3%	33,3%	100,0%
Total	Count	91	18	12	121
	% imp.of obj.s	75,2%	14,9%	9,9%	100,0%

$$X^2 = 16,376$$

$$df = 4$$

$$p = 0,0003$$

Although 10,6% of those who said item b, *being aware of one's personality traits, strengths and weaknesses* was very important in the first questionnaire, they started to think that it was not very important by the end of the term. 66,7% of those who thought it was not very important at the beginning of the term started to think that it was very important indeed by the end of the term. What is more, 33,3% of those who stated that it was a completely unnecessary objective at the beginning of the term said that it was very important and 33,3% said it was not very important at

the end of the term. Those who thought this objective was unnecessary at the beginning of the term said they thought so because this was something personal and that they did not need an English course for this, and they stated that they were already aware of their personality. However, the results of the chi-square test proved that 66,6% of these students changed their minds probably because they realized that there were still things they had to learn about themselves and that Eng 311 helped them to do this.

Table 4.2.1.3c

Association between the responses to item c in the first questionnaire and ones in the second questionnaire

importance of objectives		item c, <i>doing research on available job opportunities suited to one's interests and qualifications</i>			Total
		very imp. (2nd questionnaire)	not very imp. (2nd ques.)	comp.unnec. (2nd ques.)	
very important (in the first questionnaire)	Count	69	14	2	85
	% importance of objectives	81,2%	16,5%	2,4%	100,0%
not very important (in the first questionnaire)	Count	18	11	1	30
	% importance of objectives	60,0%	36,7%	3,3%	100,0%
completely unnecessary (in the first questionnaire)	Count	1	1	0	2
	% importance of objectives	50,0%	50,0%	,0%	100,0%
Total	Count	88	26	3	117
	% importance of objectives	75,2%	22,2%	2,6%	100,0%

$X^2 = 6,406$

df = 4

p = 0,171

Although p equaled 0,171 for item c, the results of the chi-square were presented as there were very few students who said this objective was completely unnecessary. Item c, *doing research on available job opportunities suited to one's interests and qualifications* was one of the items in which there was the most significant positive change. 60% of those who said it was not very important in the first questionnaire decided that it was very important by the end of the term. What is more, 50% of those who thought it was completely unnecessary at the beginning of

the term started to think that it was indeed very important by the end of the term.

Likewise, the other 50% of those students started to think that the objective was not that important, which indicated that there was a change toward positive in their opinions too.

Table 4.2.1.3d

Association between the responses to item d in the first questionnaire and ones in the second questionnaire

importance of objectives		Item d, <i>improving language skills required when applying for a job</i>			Total
		very imp. (2nd questionnaire)	not very imp. (2nd ques.)	comp.unnec. (2nd ques.)	
very important (in the first questionnaire)	Count	81	10	7	98
	% imp.of obj.s	82,7%	10,2%	7,1%	100,0%
not very important (in the first questionnaire)	Count	8	9	1	18
	% imp.of obj.s	44,4%	50,0%	5,6%	100,0%
completely unnecessary (in the first questionnaire)	Count	4	1	0	5
	% imp.of obj.s	80,0%	20,0%	,0%	100,0%
Total	Count	93	20	8	121
	% imp.of obj.s	76,9%	16,5%	6,6%	100,0%

$$X^2 = 17,906$$

$$df = 4$$

$$p = 0,0001$$

Item d, *improving language skills required when applying for a job* was another item in which there was a very significant positive change (Cramer's $v = 0,272$). 44,4% of those who said it was not very important in the first questionnaire decided that it was very important by the end of the term. What is more, 80% of those who thought it was completely unnecessary at the beginning of the term started to think that it was indeed very important by the end of the term. Furthermore, the other 20% of those students started to think that the objective was not that important. The reason why those students thought so at the beginning of the term was because they thought they would not need these skills as long as they applied to firms or universities in Turkey. Their opinion might have changed when they saw that they

could apply the skills they learn in this course to other areas of life. They also might have changed their opinion because they believed that their language skills did indeed improve. Another option may be that those students may have decided to apply to foreign firms or ones that are abroad; thus they came to decide that they would need these skills.

Table 4.2.1.3e

Association between the responses to item e in the first questionnaire and ones in the second questionnaire

importance of objectives		item e, <i>improving language skills required after one gets employed</i>			Total
		very imp. (2nd questionnaire)	not very imp. (2nd ques.)	comp.unnec. (2nd ques.)	
very important (in the first questionnaire)	Count	49	16	4	69
	% imp.of obj.s	71,0%	23,2%	5,8%	100,0%
not very important (in the first questionnaire)	Count	18	21	2	41
	% imp.of obj.s	43,9%	51,2%	4,9%	100,0%
completely unnecessary (in the first questionnaire)	Count	5	3	2	10
	% imp.of obj.s	50,0%	30,0%	20,0%	100,0%
Total	Count	72	40	8	120
	% imp.of obj.s	60,0%	33,3%	6,7%	100,0%

$$X^2 = 12,373$$

$$df = 4$$

$$p = 0,015$$

As regards item e, *improving language skills required after one gets employed*, 29% of those who said this objective was very important in the first questionnaire decided that it was not that important by the end of the term. What is more, 51,2% of those who thought it was not very important did not change their mind. However, 60% of those who stated that this objective was completely unnecessary at the beginning of the term came to think that it was very important and 33,3% decided it was not very important by the end of the term. The reason for this change could be that the students who applied for jobs at local companies or programs at Turkish medium universities realized that they did not need to use

English after they got employed or accepted, whereas the students who applied for jobs at foreign companies or programs at English medium universities, or jobs or programs abroad, realized that they needed certain language skills after they got employed or accepted. One of those students, for instance, decided that this objective was necessary although at the beginning of the term he thought it was unnecessary as it “depended on the job”. The reason for this was probably because he applied for or even found a job at a foreign company or one that was abroad.

Table 4.2.1.3f

Association between the responses to item f in the first questionnaire and ones in the second questionnaire

importance of objectives		item f, <i>improving written presentation skills</i>			Total
		very imp. (2nd questionnaire)	not very imp. (2nd ques.)	Comp.unnec. (2nd ques.)	
very important (in the first questionnaire)	Count	85	12	2	99
	% imp.of obj.s	85,9%	12,1%	2,0%	100,0%
not very imp. (in the first questionnaire)	Count	12	1	1	14
	% imp.of obj.s	85,7%	7,1%	7,1%	100,0%
completely unnecessary (in the first questionnaire)	Count	1	3	2	6
	% imp.of obj.s	16,7%	50,0%	33,3%	100,0%
Total	Count	98	16	5	119
	% imp.of obj.s	82,4%	13,4%	4,2%	100,0%

$$X^2 = 23,344$$

$$df = 4$$

$$p = 0,0001$$

Item f, *improving written presentation skills required when applying for a job*, was one of the items for which there was the highest association (Cramer’s $V=0,313$) between the responses in the first and second questionnaires according to the results of the chi-square tests. The most significant difference was the change in the percentage of students who said they believed this objective was not very important at the beginning of the term. 85,7% of them said it was very important in the second questionnaire at the end of the term. The reasons given by students as to

why they thought the objective was not very important were their beliefs that content was more important than form, and that they could learn how to write these through other means. One of those students who thought so at the beginning of the term, however, stated that learning how to write those documents was necessary to get a job at the end of the term. Another one, who also changed his mind, said that firms chose who to hire according to these documents, thus this objective was very important. These indicate that these students started to think that Eng 311 taught them some necessary skills as to how to write those documents, which would help them get employed or accepted to graduate programs.

Table 4.2.1.3g

Association between the responses to item g in the first questionnaire and ones in the second questionnaire

importance of objectives		item g, <i>improving oral presentation skills</i>			Total
		very imp. (2nd questionnaire)	not very imp. (2nd ques.)	comp.unnec. (2nd ques.)	
very important (in the first questionnaire)	Count	67	16	4	87
	% imp.of obj.s	77,0%	18,4%	4,6%	100,0%
not very important (in the first questionnaire)	Count	18	9	1	28
	% imp.of obj.s	64,3%	32,1%	3,6%	100,0%
completely unnecessary (in the first questionnaire)	Count	3	1	1	5
	% imp.of obj.s	60,0%	20,0%	20,0%	100,0%
Total	Count	88	26	6	120
	% imp.of obj.s	73,3%	21,7%	5,0%	100,0%

$X^2 = 4,842$

df = 4

p = 0,304

The reason why p equaled 0,304 for item g, *improving oral presentation skills*, was that there were many students who changed their opinions and since this proved that 311 was beneficial, the results of the test were presented although p was too high. Although 18,4% of the students who thought this objective was very important at the beginning of the term started to think that it was not very important

at the end, a great number (64,3%) of the ones who thought it was not very important at the beginning said they thought it was very important at the end of the term. What is more, 73,3% of those who thought this objective was completely unnecessary said it was very important in the second questionnaire. The reasons mentioned most in the first questionnaire by these students were the ideas that presentation skills could not be taught in Eng 311, that they would not need these skills in the future, and that they already knew these skills. As they changed their minds at the end of the term, they must have realized that these skills, which would be helpful for them in the future, could indeed be taught in class and that there were still different things they could learn about giving presentations.

Table 4.2.1.3h

Association between the responses to item h in the first questionnaire and ones in the second questionnaire

importance of objectives		item h, <i>improving skills required while being interviewed</i>			Total
		very imp. (2nd questionnaire)	not very imp. (2nd ques.)	comp.unnec. (2nd ques.)	
very important (in the first questionnaire)	Count	86	13	4	103
	% imp.of obj.s	83,5%	12,6%	3,9%	100,0%
not very important (in the first questionnaire)	Count	10	2	2	14
	% imp.of obj.s	71,4%	14,3%	14,3%	100,0%
completely unnecessary (in the first questionnaire)	Count	0	2	0	2
	% imp.of obj.s	,0%	100,0%	,0%	100,0%
Total	Count	96	17	6	119
	% imp.of obj.s	80,7%	14,3%	5,0%	100,0%

$$X^2 = 15,096$$

$$df = 4$$

$$p = 0,005$$

The changes in students' ideas regarding item h, *improving skills required while being interviewed*, were mostly positive. First, all the students who thought this objective was completely unnecessary at the beginning of the term, said it was not very important at the end. Second, 71,4% of those who said it was not very important

at the beginning, stated that it was very important in the second questionnaire. One of those students, who said that this was related to personality and that Eng 311 could not change it in the first questionnaire, stated that it was very important in the second questionnaire given at the end of the term. Another student who wrote that there was no need for Eng 311 to achieve this in the first questionnaire was one of the students who said this objective was very important in the second questionnaire. These proved that what students were taught during the term regarding this objective showed them that there were important skills they needed to learn to be successful in interviews.

Table 4.2.1.3i

Association between the responses to item i in the first questionnaire and ones in the second questionnaire

importance of objectives		item i, <i>improving socializing skills</i>			Total
		very imp. (2nd questionnaire)	not very imp. (2nd ques.)	comp.unnec. (2nd ques.)	
very important (in the first questionnaire)	Count	43	10	4	57
	% imp.of obj.s	75,4%	17,5%	7,0%	100,0%
not very important (in the first questionnaire)	Count	19	23	3	45
	% imp.of obj.s	42,2%	51,1%	6,7%	100,0%
completely unnecessary (in the first questionnaire)	Count	3	8	6	17
	% imp.of obj.s	17,6%	47,1%	35,3%	100,0%
Total	Count	65	41	13	119
	% imp.of obj.s	54,6%	34,5%	10,9%	100,0%

$$X^2 = 29,967$$

$$df = 4$$

$$p = 0,0001$$

According to the chi-square results, the item with the highest association (Cramer's $V=0,355$) as regards the responses to it in the first and the second questionnaires was item i, *improving socializing skills*. The changes in students' opinions seemed mostly positive again. 42,2% of those who thought this objective was not very important at the beginning of the term stated that they thought it was

very important at the end of the term. To illustrate, one student who said so in the first questionnaire because he thought it depended on the job decided that it was an important objective as Eng 311 was helpful in achieving it. Furthermore, 47,1% of those who said this objective was completely unnecessary at the beginning said it was not very important and 17,6% of them said it was very important. The reasons stated in the first questionnaire as to why they thought the objective was unnecessary were ones like they were already social creatures, or socializing could not be improved in an English course in just one semester, or they would not need these skills in the future. In fact, the reason why these students (13,7%) said this objective was unnecessary at the beginning of the term seemed to be because of its wording. The real objective was not improving socializing skills, but the language skills needed while socializing. Since it was worded that way, however, several students reacted to it saying that they were already sociable and that they did not need Eng 311 to improve their socializing skills. Then, during the term, as students saw what was really meant by this, that the aim was not to improve their socializing skills but their language skills, they realized the importance of it and changed their minds.

Table 4.2.1.3j

Association between the responses to item j in the first questionnaire and ones in the second questionnaire

importance of objectives		item j, <i>improving telephoning skills</i>			Total
		very imp. (2nd questionnaire)	not very imp. (2nd ques.)	comp.unnec. (2nd ques.)	
very important (in the first questionnaire)	Count	37	13	6	56
	% imp.of obj.s	66,1%	23,2%	10,7%	100,0%
not very important (in the first questionnaire)	Count	22	17	5	44
	% imp.of obj.s	50,0%	38,6%	11,4%	100,0%

Table 4.2.1.3j continued

completely unnecessary (in the first questionnaire)	Count	4	6	7	17
	% imp.of obj.s	23,5%	35,3%	41,2%	100,0%
Total	Count	63	36	18	117
	% imp.of obj.s	53,8%	30,8%	15,4%	100,0%

$X^2 = 15,221$

$df = 4$

$p = 0,04$

Chi-square results showed that there was a significant association between student responses to item j, *improving telephoning skills* in the first and the second questionnaires. 50% of the students who stated that this objective was not very important in the first questionnaire said that it was very important in the second questionnaire. Likewise, 53,8% of those who thought it was completely unnecessary at the beginning of the term started to think that it was very important by the end of the term. In addition, 30,8% of them said it was not very important in the second questionnaire. The reason for these positive changes in their opinions was probably the same with the one mentioned above for item i. Because of the wording of the objective, at the beginning of the term, students thought they did not need to learn telephoning skills as they already knew how to speak on the phone. However, as they learned the necessary language skills for telephoning in English during the term, they realized its importance. On the other hand, for this item there were several changes in the opinions of students that were negative. To illustrate, although it had been expected that all the students who thought this objective was very important at the beginning of the term would still think so at the end of the term, only 66,1% of them did not change their minds. 23,2% of the rest started to think that it was not very important and 10,7% of them that it was completely unnecessary. At the beginning of the term, as the reason why they thought this objective was important, some of these students said it was good for practice and that they would always need these skills in

the future. However, the results of the chi-square showed that they did not think so at the end of the term. They may have thought that the practice in class was not enough or that they would not need these skills in English especially if they decided to apply to local firms or universities in which case they would be using Turkish, not English.

Table 4.2.1.3k

Association between the responses to item k in the first questionnaire and ones in the second questionnaire

importance of objectives		item k, <i>improving skills required in a meeting</i>			Total
		very imp. (2nd questionnaire)	not very imp. (2nd ques.)	comp.unnec. (2nd ques.)	
very important (in the first questionnaire)	Count	56	16	9	81
	% imp.of obj.s	69,1%	19,8%	11,1%	100,0%
not very important (in the first questionnaire)	Count	14	12	3	29
	% imp.of obj.s	48,3%	41,4%	10,3%	100,0%
completely unnecessary (in the first questionnaire)	Count	2	4	2	8
	% imp.of obj.s	25,0%	50,0%	25,0%	100,0%
Total	Count	72	32	14	118
	% imp.of obj.s	61,0%	27,1%	11,9%	100,0%

$$X^2 = 9,946$$

$$df = 4$$

$$p = 0,041$$

The percentages for item k, *improving skills required in a meeting*, were similar to that of item j. 48,3% of the students who thought this objective was not very important at the beginning of the term said it was very important at the end. Similarly, 25% of those who stated that it was completely unnecessary at the beginning said it was very important, and 50% said it was not very important at the end of the term. The reason for this change could be that the ones who thought this could not be learned in a course or that these skills could not be changed or improved saw that they could indeed be learned and improved. On the other hand, there were also students whose ideas changed in the opposite direction. 19,8% of the students who stated this objective was very important in the first questionnaire said that it was

not very important, and 11,1% of them said it was completely unnecessary in the second questionnaire. The reason for this change could be that those students decided to work at Turkish companies and thought that they would not need these skills in English.

4.2.2 Research Question 1.b: What are students’ perceptions about their degrees of competence and need in specific objectives of the course?

4.2.2.1 The mean scores of student responses

After the data were gathered and entered into the program SPSS the reliability of the items in the second question in Part III was calculated. As there were more than one question to evaluate students’ competence in or need for a particular objective; such as doing research or giving an oral presentation, those items testing the levels of students in the same objective were made continuous variables; that is they were considered as one and one Cronbach’s alpha value was calculated for them each. The results of this analysis are presented in Table 4.2.2.1a, Table 4.2.2.1b, Table 4.2.2.1c and Table 4.2.2.1d below.

Table 4.2.2.1a

Mean scores, number of items that were grouped, and Cronbach’s alpha value of the student responses to the second question(competence) of Part III in the first questionnaire

	Student mean	Number of items	Cronbach’s alpha
RESEARCH			
1. doing research to find out about different companies	3,49	2	0,631
2. communicating with someone from the company I have decided to apply to to get more information	3,29		
WRITTEN WORK			
3. expressing my goals and interests in written form effectively	3,33	5	0,869
4. expressing my personality traits in written form effectively	3,34		
5. writing an effective CV	2,93		
6. writing an effective cover letter	2,54		
7. writing an effective letter of intent / statement of purpose	2,57		

Table 4.2.2.1a continued

INTERVIEW			
8. being able to provide relevant and satisfactory answers in the interview	3,12	9	0,883
9. being able to give specific examples when talking about experiences, knowledge, etc.	3,21		
10. giving coherent and unified answers	3,21		
11. being self confident	3,55		
12. using my voice effectively	3,26		
13. being competent and fluent in English	3,15		
14. being presentable	3,32		
15. using effective body language	3,24		
16. having appropriate attitude and manners	3,63		
SOCIALIZING			
17. building relationships with visiting business associates	3,32	9	0,928
18. developing conversations with them	3,45		
19. responding to them positively	3,67		
20. introducing people	3,65		
21. making offers	3,36		
22. conducting small talk	3,55		
23. making requests	3,35		
24. making invitations	3,45		
25. informing foreigners of the local places, food, festivals, sightseeings, etc.	3,49		
TELEPHONING			
26. initiating phone calls	3,43	5	0,882
27. receiving phone calls	3,53		
28. closing phone calls	3,45		
29. leaving and taking messages	3,47		
30. listening actively	3,83		
MEETING			
31. opening a meeting	2,86	7	0,706
32. proceeding with the agenda	3,02		
33. asking for clarification	3,52		
34. clarifying unclear parts	3,40		
35. stating opinions to come to decisions	3,50		
36. interrupting someone	2,90		
37. ending a meeting	3,22		
ORAL PRESENTATION			
38. making an effective introduction in a presentation	3,52	8	0,875
39. preparing effective audio visual aids in a presentation	3,83		
40. using those audio visual aids effectively during the presentation	3,75		
41. using my body language effectively in a presentation	3,33		
42. using accurate grammar and vocabulary during the presentation	3,35		
43. organizing the ideas to be used in the presentation effectively	3,86		
44. making an effective conclusion in a presentation	3,72		
45. answering questions related to the presentation effectively	3,73		

As Cronbach's alpha values of above 0,60 are considered reliable and ones above 0,80 are considered highly reliable, this analysis showed that the results of these items were reliable. As for the students' mean scores for each item, the values ranged from 2,54 to 3,86. The lowest score was elicited for item 6 (2,54), *writing an effective cover letter*. This proved that most of the students believed they were not competent in this task. Other items that got low scores within this group, *written work*, were item 7 (2,57), *writing an effective letter of intent/statement of purpose* and item 5 (2,93), *writing an effective CV*. This indicated that most students thought that they were not good at the written work required to be completed for this course. There were two other low scores (though they are considered average): Item 31 (2,86), *opening a meeting*, and item 36 (2,90), *interrupting someone*. These meant that many students thought they lacked some competence in some of the skills related to meetings.

As for the high scores, the item with the highest score was item 43 (3,86), *organizing the ideas to be used in the presentation effectively*. In addition, the next four highest scores were for items 39 (3,83), *preparing effective audio visual aids in a presentation*, item 40 (3,75), *using those audio visual aids effectively during the presentation*, item 45 (3,73), *answering questions related to the presentation effectively*, and item 44 (3,72), *making an effective conclusion in a presentation*. All these items that got the highest scores were in group C. d. *oral presentation*. This proved that many students believed they were competent in giving presentations.

Table 4.2.2.1b

Mean scores, number of items that were grouped, and Cronbach's alpha value of the student responses to the second question(need) of Part III in the first questionnaire

	Student mean	Number of items	Cronbach's alpha
RESEARCH			
1. doing research to find out about different companies	3,68	2	0,86
2. communicating with someone from the company I have decided to apply to to get more information	3,77		
WRITTEN WORK			
3. expressing my goals and interests in written form effectively	4,02	5	0,87
4. expressing my personality traits in written form effectively	3,93		
5. writing an effective CV	4,31		
6. writing an effective cover letter	4,26		
7. writing an effective letter of intent / statement of purpose	2,57		
INTERVIEW			
8. being able to provide relevant and satisfactory answers in the interview	4,27	9	0,95
9. being able to give specific examples when talking about experiences, knowledge, etc.	4,09		
10. giving coherent and unified answers	4,04		
11. being self confident	3,90		
12. using my voice effectively	3,91		
13. being competent and fluent in English	4,09		
14. being presentable	3,82		
15. using effective body language	3,82		
16. having appropriate attitude and manners	3,72		
SOCIALIZING			
17. building relationships with visiting business associates	3,68	9	0,96
18. developing conversations with them	3,76		
19. responding to them positively	3,63		
20. introducing people	3,61		
21. making offers	3,54		
22. conducting small talk	3,42		
23. making requests	3,63		
24. making invitations	3,51		
25. informing foreigners of the local places, food, festivals, sightseeings, etc.	3,37		
TELEPHONING			
26. initiating phone calls	3,64	5	0,95
27. receiving phone calls	3,65		
28. closing phone calls	3,54		
29. leaving and taking messages	3,58		
30. listening actively	3,64		
MEETING			
31. opening a meeting	3,95	7	0,91
32. proceeding with the agenda	3,85		
33. asking for clarification	3,74		

Table 4.2.2.1b continued

34. clarifying unclear parts	3,95		
35. stating opinions to come to decisions	3,89		
36. interrupting someone	2,32		
37. ending a meeting	3,75		
ORAL PRESENTATION			
38. making an effective introduction in a presentation	3,92	8	0,79
39. preparing effective audio visual aids in a presentation	3,75		
40. using those audio visual aids effectively during the presentation	3,76		
41. using my body language effectively in a presentation	4,33		
42. using accurate grammar and vocabulary during the presentation	3,95		
43. organizing the ideas to be used in the presentation effectively	3,81		
44. making an effective conclusion in a presentation	3,87		
45. answering questions related to the presentation effectively	3,89		

The values of Cronbach's alpha in this part of the questionnaire were even higher than the ones in the first part, which proved that these items were reliable in measuring what had been intended to be measured. When the mean scores were considered, they ranged from 2,32 to 4,33. There were only two items that were rated so low as to be considered *little*: Item 36 (2,32), *interrupting someone* and item 7 (2,57), *writing an effective letter of intent / statement of purpose*. This meant that many students thought they did not need to learn these skills. As for the highest scores, item 41 (4,33), *using my body language effectively in a presentation* was the one with the highest, which proved that most students believed they needed this skill. After that, item 5, *writing an effective CV*, followed it with a score of 4,31. Then came item 8 (4,27), *being able to provide relevant and satisfactory answers in the interview* followed by item 6 (4,26), *writing an effective cover letter*. These showed that most students considered these skills as important and thought they needed them.

Table 4.2.2.1c

Mean scores, number of items that were grouped, and Cronbach's alpha value of the student responses to the second question(competence) of Part III in the second questionnaire

	Student mean	Number of items	Cronbach's alpha
RESEARCH			
1. doing research to find out about different companies		2	0,867
2. communicating with someone from the company I have decided to apply to to get more information			
WRITTEN WORK			
3. expressing my goals and interests in written form effectively	3,89	5	0,859
4. expressing my personality traits in written form effectively	3,85		
5. writing an effective CV	4,20		
6. writing an effective cover letter	4,04		
7. writing an effective letter of intent / statement of purpose	3,94		
INTERVIEW			
8. being able to provide relevant and satisfactory answers in the interview	3,92	9	0,886
9. being able to give specific examples when talking about experiences, knowledge, etc.	3,94		
10. giving coherent and unified answers	3,88		
11. being self confident	4,10		
12. using my voice effectively	3,82		
13. being competent and fluent in English	3,67		
14. being presentable	3,93		
15. using effective body language	3,78		
16. having appropriate attitude and manners	4,00		
SOCIALIZING			
17. building relationships with visiting business associates	3,90	9	0,931
18. developing conversations with them	3,83		
19. responding to them positively	4,15		
20. introducing people	4,16		
21. making offers	4,02		
22. conducting small talk	4,07		
23. making requests	4,04		
24. making invitations	4,08		
25. informing foreigners of the local places, food, festivals, sightseeings, etc.	4,05		
TELEPHONING			
26. initiating phone calls	4,02	5	0,914
27. receiving phone calls	4,10		
28. closing phone calls	4,09		
29. leaving and taking messages	4,10		
30. listening actively	4,07		
MEETING			
31. opening a meeting	3,88	7	0,906
32. proceeding with the agenda	3,90		

Table 4.2.2.1c continued

33. asking for clarification	4,05		
34. clarifying unclear parts	3,99		
35. stating opinions to come to decisions	4,05		
36. interrupting someone	3,74		
37. ending a meeting	4,05		
ORAL PRESENTATION			
38. making an effective introduction in a presentation	4,17	8	0,902
39. preparing effective audio visual aids in a presentation	4,22		
40. using those audio visual aids effectively during the presentation	4,23		
41. using my body language effectively in a presentation	3,92		
42. using accurate grammar and vocabulary during the presentation	3,83		
43. organizing the ideas to be used in the presentation effectively	4,25		
44. making an effective conclusion in a presentation	4,21		
45. answering questions related to the presentation effectively	4,17		

The values of Cronbach's alpha were really high for this part of the questionnaire, which proved that these items were all highly reliable. As for the mean scores, the values ranged from 3,78 to 4,25. Even the item with the lowest score – item 15, *using effective body language* in an interview, had a mean score of 3,78, which showed that most students considered themselves as *highly competent* in this skill. The two items with the next lowest scores were item 18 (3,83), *developing conversations with them (visiting business associates)*, and item 42 (3,83), *using accurate grammar and vocabulary during the presentation*. These scores also indicate that most students thought they were highly competent in these skills too. The highest scores all indicated that most students thought their level of competence was very high in the following skills: Item 43 (4,25), *organizing the ideas to be used in the presentation effectively*, item 40 (4,23), *using those audio visual aids effectively during the presentation*, item 39 (4,22), *preparing effective audio visual aids in a presentation*, and item 5 (4,20), *writing an effective CV*.

Table 4.2.2.1d

Mean scores, number of items that were grouped, and Cronbach's alpha value of the student responses to the second question(need) of Part III in the second questionnaire

	Student mean	Number of items	Cronbach's alpha
RESEARCH			
1. doing research to find out about different companies	3,48	2	0,898
2. communicating with someone from the company I have decided to apply to to get more information	3,66		
WRITTEN WORK			
3. expressing my goals and interests in written form effectively	3,55	5	0,952
4. expressing my personality traits in written form effectively	3,60		
5. writing an effective CV	3,73		
6. writing an effective cover letter	3,62		
7. writing an effective letter of intent / statement of purpose	3,55		
INTERVIEW			
8. being able to provide relevant and satisfactory answers in the interview	3,96	9	0,972
9. being able to give specific examples when talking about experiences, knowledge, etc.	3,89		
10. giving coherent and unified answers	3,90		
11. being self confident	3,82		
12. using my voice effectively	3,70		
13. being competent and fluent in English	3,95		
14. being presentable	3,66		
15. using effective body language	3,64		
16. having appropriate attitude and manners	3,65		
SOCIALIZING			
17. building relationships with visiting business associates	3,63	9	0,984
18. developing conversations with them	3,62		
19. responding to them positively	3,56		
20. introducing people	3,43		
21. making offers	3,54		
22. conducting small talk	3,41		
23. making requests	3,50		
24. making invitations	3,46		
25. informing foreigners of the local places, food, festivals, sightseeings, etc.	3,43		
TELEPHONING			
26. initiating phone calls	3,55	5	0,982
27. receiving phone calls	3,50		
28. closing phone calls	3,47		
29. leaving and taking messages	3,49		
30. listening actively	3,69		
MEETING			
31. opening a meeting	3,50	7	0,975
32. proceeding with the agenda	3,51		

Table 4.2.2.1d continued

33. asking for clarification	3,41		
34. clarifying unclear parts	3,53		
35. stating opinions to come to decisions	3,54		
36. interrupting someone	3,35		
37. ending a meeting	3,45		
ORAL PRESENTATION			
38. making an effective introduction in a presentation	3,64	8	0,980
39. preparing effective audio visual aids in a presentation	3,58		
40. using those audio visual aids effectively during the presentation	3,55		
41. using my body language effectively in a presentation	3,61		
42. using accurate grammar and vocabulary during the presentation	3,75		
43. organizing the ideas to be used in the presentation effectively	3,58		
44. making an effective conclusion in a presentation	3,63		
45. answering questions related to the presentation effectively	3,68		

As in the previous part, the alpha values in this part were also very high, which indicated that these items were also reliable. The mean scores had a limited range; they ranged from 3,35 to 3,96. The item with the lowest score was item 36 (3,35), *interrupting someone*, which showed that most students thought their need for this skill was average. The other items with the lowest scores fell into the category of *high*. Items 22, *conducting small talk*, and 33, *asking for clarification*, both got a score of 3,41 followed by item 25, *informing foreigners of the local places, food, festivals, sightseeings, etc.*, with a score of 3,43.

The items with the highest mean scores were item 8 (3,96), *being able to provide relevant and satisfactory answers in the interview*, item 13 (3,95), *being competent and fluent in English*, and item 10 (3,90), *giving coherent and unified answers*. These indicated that most students believed these skills were needed to be learned.

Table 4.2.2.1e

The number of answers to, and the mean score and standard deviation of the answers to each part of the second question(competence) in Part III of the first questionnaire

	# of valid answers	#of missing answers	Mean	Std. dev.
Research	124	74	3,395	0,863
Oral presentation	123	75	3,641	0,616
Telephoning	124	74	3,546	0,762
Socializing	124	74	3,477	0,781
Interview	124	74	3,336	0,688
Meeting	124	74	3,181	0,761
Written work	124	74	2,952	0,798

The mean score results of the first questionnaire showed that students thought they were already competent in some of the skills but that they considered themselves not that competent in others. The part the most students rated high was the last part, *oral presentation*, with a mean score of 3,64. This proved that they thought they had a high level of competence in giving oral presentations. The next highly rated part was *telephoning* (3,54) followed by *socializing* (3,47), and *research* (3,40). In other skills, on the other hand, namely *interview* (3,33), *meeting* (3,18), and *written work* (2,95), the mean scores indicated that the students thought they had average competence.

Table 4.2.2.1f

The number of answers to, and the mean score and standard deviation of the answers to each part of the second question(need) in Part III of the first questionnaire

	# of valid answers	#of missing answers	mean	standard deviation
Written work	124	74	4,162	0,846
Interview	124	74	3,960	0,998
Oral presentation	123	75	3,870	1,123
Meeting	123	75	3,764	0,933
Research	123	75	3,727	1,147
Telephoning	123	75	3,598	1,184
Socializing	124	74	3,583	1,086

The answers to the question how much they thought they needed these skills listed in the above table showed that students believed they needed to learn all the skills. The skill with the highest mean score was *written work* (4,16) followed by *interview* (3,96), *oral presentation* (3,87), *meeting* (3,76) and *research* (3,72). The lowest scores were for *telephoning* (3,60) and *socializing* (3,58), which meant that they thought they did not need to learn these skills as much as the previously mentioned ones but it is worth mentioning that even the scores of these two fell into the category of *high*.

Table 4.2.2.1g

The number of answers to, and the mean score and standard deviation of the answers to each part of the second question(competence) in Part III of the second questionnaire

	# of valid answers	#of missing answers	mean	standard deviation
Oral presentation	121	77	4,123	0,589
Socializing	120	78	4,049	0,646
Telephoning	120	78	4,080	0,713
Written work	121	77	3,986	0,625
Meeting	119	79	3,958	0,656
Interview	121	77	3,898	0,568
Research	121	77	3,826	0,740

The mean scores of the same skills for *competence* in the second questionnaire were higher than the ones in the first questionnaire. The part with the

highest mean score was *oral presentation* (4,12). In fact, although the mean scores were higher, and all meant *high competence*, even the highest score did not correspond to *very high*. The next highest score was for skill five (4,08), *telephoning* followed by *socializing* (4,04), *written work* (3,98), *meeting* (3,95), *interview* (3,89) and the skill with the lowest score was *research* (3,82).

Table 4.2.2.1h

The number of answers to, and the mean score and standard deviation of the answers to each part of the second question(need) in Part III of the second questionnaire

	# of valid answers	#of missing answers	mean	standard deviation
Interview	120	78	3,774	1,197
Written work	120	78	3,615	1,254
Oral presentation	120	78	3,597	1,325
Research	121	77	3,574	1,207
Telephoning	119	79	3,534	1,342
Socializing	120	78	3,498	1,282
Meeting	118	80	3,463	1,266

The mean scores of the answers to the question how much they thought they needed these skills were lower in the second questionnaire administered at the end of the term. The skills students thought they still needed to learn most were ones related to *interview* (3,77), *written work* (3,61), *oral presentation* (3,59), and *research* (3,57). The skills with the lowest mean scores were *telephoning* (3,53), *socializing* (3,50) and *meeting* (3,46). This indicated that students thought they already learned these skills; however, this did not mean that they thought they did not need to learn these anymore. On the contrary, the mean scores of these parts also showed that the need for these was *high* too.

4.2.2.2 Factors that influenced the responses

T-tests and oneway ANOVA tests were applied to these items too to see whether the same factors were influential on the responses. The results of the t-tests revealed that there was no significant difference between whether the students had

attended DBE and how competent they see themselves in these skills. Likewise, one way ANOVA results showed that there was no significant difference between grade levels and competence in these skills in both questionnaires. The results of the one way ANOVA tests showed that the students' grade level did not have a significant effect on the response they gave to the question related to their competence level. However, the faculty they belonged to seemed to be an influential factor when their responses about their competence in interviews in the second questionnaire given at the end of the term were examined. Students' views on their competence levels change according to different faculties.

Table 4.2.2.a

Difference between faculties in terms of students' competence in interview part in the second questionnaire

	N	Mean	Std. Deviation	F	df	p
1,00 Architecture	17	3,5817	,71743	3,278	4, 119	0,014
2,00 Engineering	45	3,8593	,53884			
3,00 Administrative Sciences	25	4,1289	,50377			
4,00 Education	19	4,0738	,52656			
5,00 Arts and Sciences	15	3,7704	,43939			
Total	121	3,8986	,56810			

As there seemed to be a significant difference between the faculties ($p=0,014$), a further test, namely, the Bonferroni Post-Hoc test was applied according to the results presented above to understand which group was significantly different from which. The results of this test revealed that there was a significant difference in the mean scores of the Faculty of Architecture and the Faculty of Administrative Sciences in that the mean score of the latter was much higher than the former. This proved that the students of the latter believed they were much more competent in interviews than the students of the former. The reason for this could be that most of

the students at the Faculty of Administrative Sciences also experience attending an interview outside class for some competitions, and they are better speakers than the students at other departments as their faculty requires the use of both written and spoken English more than other faculties do.

Although the results of t-tests showed there was no significant difference between the competence levels of students that had attended DBE and the ones that had not, and although oneway ANOVA showed that there was no such difference between students' grade levels and competence levels in both questionnaires. As regards the needs of the students to learn these skills, the oneway ANOVA tests showed that there was a relationship between the students' grade levels and their need to learn interview skills in the first questionnaire. These results are shown in Table 4.2.2.2d and Table 4.2.2.2e.

Table 4.2.2.2b

Difference between grade levels regarding the need for research part in the first questionnaire

	N	Mean	Std. Deviation	f	df	p
2nd	13	4,3846	0,79461	2,819	3, 116	0,042
3rd	50	3,8200	1,08684			
4th	51	3,4902	1,19369			
5th	6	3,1667	1,47196			
Total	120	3,7083	1,15334			

The results of the LSD Post Hoc test applied later to realize which group was significantly different than the others revealed that there was a significant difference between the mean score of the sophomores and those of the seniors and fifth grade students. Sophomores believed they needed to learn how to do research more than students at higher grades. This was most probably because as students move onto higher grade levels, they learn more about researching as they need to do research for

their departmental courses at higher grades. Thus, since the fifth grade students and seniors were the ones that had been studying at METU for the longest time, they were the ones that had done the most research and thus, being the ones that had learned researching the most, they were the ones that thought they needed this skill the least.

There was also a significant difference in grade levels of students regarding skills needed for meetings. Table 4.2.2.2e shows the mean scores of students at different grade levels.

Table 4.2.2.2c

Difference between grade levels regarding the need for skills required in meetings part in the first questionnaire

	N	Mean	Std. Deviation	f	df	p
2nd	13	4,2308	,39786	2,843	3, 116	0,041
3rd	50	3,8857	1,00062			
4th	52	3,5809	,87066			
5th	5	3,1429	1,49147			
Total	120	3,7600	,94275			

The results of the Tamhane Post Hoc test applied afterwards showed that there was a significant difference between the mean score of sophomores and that of seniors. Whereas sophomores thought they had a very high need for these skills, seniors thought they did not need it that much (although their mean score corresponded to *high*). The reason for this could be that some seniors had already worked at some institutions as summer practice and did not have to conduct or even attend meetings because they were only students helping people working there. Thus, they believed they would not need that skill in the future either, or even if they would, not in English. Sophomores, on the other hand, still believed that meetings

were an important component of business life, and that they would need the skills in the future.

As regards the one way ANOVA results regarding faculties, there was a significant difference between them regarding three of the skills in the first questionnaire. Tables 4.2.2.2d, 4.2.2.2e and 4.2.2.2f show the results of the ANOVA.

Table 4.2.2.2d

Difference between faculties regarding the need for socializing skills part in the first questionnaire

	N	Mean	Std. Deviation	d	df	p
Architecture	16	2,9514	1,24654	2,458	4, 119	0,049
Engineering	46	3,8816	0,82332			
Administrative Sciences	26	3,6181	1,19121			
Education	21	3,4775	1,19146			
Arts and Sciences	15	3,4352	1,08193			
Total	124	3,5839	1,08629			

Although it seemed that Engineering students were the ones who thought they needed socializing skills the most, and the Architecture students the ones who thought they needed them the least, the Tamhane test could not find any significant difference between the different faculties considering this skill.

Table 4.2.2.2e

Difference between faculties regarding the need for telephoning skills part in the first questionnaire

	N	Mean	Std. Deviation	D	df	p
Architectue	16	2,9125	1,34058	2,519	4, 118	0,045
Engineering	46	3,8565	1,04534			
Administrative Sciences	26	3,7846	1,26986			
Education	21	3,2952	1,27847			
Arts and Sciences	14	3,6464	,80729			
Total	123	3,5988	1,18412			

There also seemed to be a significant difference between faculties regarding students' need for telephoning skills. In order to achieve more certain results, LSD post hoc test was applied and according to its results, there was a significant difference between the mean score of Architecture students and those of Engineering and Administrative Sciences students. Whereas others thought they had a *high* need for telephoning skills, Architecture students thought their need for this skill was *average*. This might indicate that while Architecture students thought they already knew how to talk on the phone, more Engineering students comprehended what was actually meant by this objective; that it aimed to improve the language skills needed when talking on the phone, not skills related to how to talk on the phone.

Table 4.2.2.2f

Difference between faculties regarding the need for skills required in meetings part in the first questionnaire

	N	Mean	Std. Deviation	d	df	p
Architecture	16	3,1914	1,00971	2,806	4, 118	0,029
Engineering	46	3,9006	,78412			
Administrative Sciences	26	4,0549	,95795			
Education	20	3,5500	1,13463			
Arts and Sciences	15	3,7429	,68978			
Total	123	3,7647	,93323			

As there seemed to be a significant difference between faculties regarding skills needed at meetings, LSD post hoc test was applied to learn which results were significant. According to the results of the test, just like for telephoning skills, there was a significant difference between the mean score of Architecture students and those of Administrative Sciences and Engineering students. Again like for telephoning skills, while Architecture students thought they had an *average* need for skills needed at meetings, the others thought they needed these skills more. The

reason for this difference could be that whereas engineering and administration students believed they would need to work in groups or attend meetings in business life, architecture students may have thought they could work alone without the need to attend meetings.

4.2.2.3 Comparison of the two questionnaires

Paired sample t-tests were done to see whether there was a significant difference between the competence levels students indicated in the first and the second questionnaire.

Table 4.2.2.3a

Difference between competence levels in different skills rated in the first questionnaire and the ones rated in the second questionnaire

	Paired Differences		t	df	p
	Mean Difference	Std. Deviation			
RES_COM – RES_COM2	-,44118	,89768	-5,361	118	0,0001
WRIT_COM - WRI_COM2	-1,01429	,97557	-11,342	118	0,0001
INT_COM - INT_COM2	-,56338	,70821	-8,678	118	0,0001
SOC_COM – SOC_COM2	-,58310	,81032	-7,817	117	0,0001
TEL_COM - TEL_COM2	-,54746	,84668	-7,024	117	0,0001
MEET_COM - MEE_COM2	-,76231	,87673	-9,405	116	0,0001
ORAL_COM - ORA_COM2	-,47579	,68566	-7,538	117	0,0001

It was expected that there should be a significant increase in students' competence levels, which was confirmed by t-test results. The mean differences all have minus values, which shows that the mean scores were higher in the second questionnaire than the ones in the first questionnaire.

Table 4.2.2.2b

Difference between levels of need for different skills rated in the first questionnaire and the ones rated in the second questionnaire

	Paired Differences		t	df	p
	Mean Difference	Std. Deviation			
RES_NEE – RES_NEE2	,18644	1,12432	1,801	117	0,074
WRIT_NEE – WRI_NEE2	,57119	1,10949	5,592	117	0,0001
INT_NEE – INT_NEE2	,19270	,98978	2,115	117	0,037
SOC_NEE – SOC_NEE2	,11817	1,11654	1,150	117	0,253
TEL_NEE – TEL_NEE2	,06638	1,32430	,540	115	0,590
MEET_NEE – MEE_NEE2	,30509	1,20178	2,722	114	0,007
ORAL_NEE – ORA_NEE2	,28813	1,15977	2,687	116	0,008

The same kinds of tests were done to understand whether there was a significant difference between the need students felt for the skills at the beginning and at the end of the term. This time, it was expected that there should be a significant decrease in the need students felt, which was again confirmed by the results of the tests as all the mean differences had plus values, proving that the mean scores were higher in the first questionnaire than the ones in the second questionnaire, which showed that students had satisfied these needs.

4.2.3 Research Question 1.c: What are students' perceptions about the course materials and tasks?

According to the comments written by students in Part II of the second questionnaire given at the end of the term, most students seemed satisfied with the course book, and almost half the students with the recordings and videos. 56,6% of students had positive opinions concerning the texts in the course book. They mentioned their being sufficient, appropriate, helpful and useful. 39,6%, on the other hand, were not satisfied with the texts because they thought they were not enough, and that they were boring and long. Some also mentioned that there was no need for

reading texts in Eng 311. The comments written about the grammar and vocabulary exercises in the course book were mostly (75,2%) positive too. Students indicated that the exercises were helpful, useful, sufficient, necessary and enjoyable. 20,2% of students, however, had negative ideas. Whereas some thought the exercises were not enough, some thought there were too many. Some said there was no need for the exercises, some that they were difficult, and some that they were unsatisfactory. As regards the tasks in the book, 80,4% of the students thought highly about them; they wrote that the tasks were helpful, useful, sufficient and enjoyable. Only 14,7% had negative opinions; they thought that the tasks were too many, not useful and boring. Some also mentioned that there was no need for such tasks.

Students were also asked to comment on other materials like the cassettes and videos. Regarding the recordings, 38,5% of the students thought they were good, sufficient and beneficial. However, 53,2% thought that they were not sufficient, not useful, difficult to understand and had low quality. As regards the videos, except for the ones who said they had not watched any videos, 72,1% said videos were helpful, useful, good and enjoyable. The ones who had negative opinions about videos (18%) wrote that they were not sufficient and not necessary.

Writing tasks were mostly rated positively. Students said it was useful, helpful and necessary for them to learn how to write a CV (97,2%), cover letter (87%), letter of intent/statement of purpose (83,8%), and response paper (58,5%). As for the negative comments, only 2,8% of the students said there were no good examples of CVs and that it should not be standard. In addition, students wrote that learning how to write a cover letter (12%) and a letter of intent/statement of purpose (14,3%) was not necessary and that the examples were not enough or not good.

There were more students (37,2%) who had negative thoughts about the response paper. They said that it was unnecessary and not useful having insufficient examples.

Although most students had positive opinions about the speaking tasks too, there were more students who had negative ideas when compared to writing tasks. Students wrote that all these tasks were useful, helpful, good and necessary (presentation-58%, interview-88,9%, socializing role play-66,4%, telephoning role play-64,2%, meeting role play-60,6%), and that the role plays were enjoyable too. As for the negative comments on these, 40% of the students wrote that the presentation was not necessary, not useful and boring. Moreover, 11,1% wrote that the interview was not effective and that it was stressful. Regarding the role plays, students said they were not necessary, not realistic and not useful (socializing-31,8%, telephoning-32,1%, meeting-35,4%).

4.2.4 Research Question 1.d: What are students' perceptions about the assessment techniques?

64,9% of the students were satisfied with the quiz as they thought it was necessary, and good practice for the final. The ones who did not think so (27,8%) said that it was not necessary, and that it was difficult. As for interest and participation 72,5% wrote that they enjoyed participating, and that they thought it was necessary. 17,6%, on the other hand, said they thought it should not be graded. Not many students wrote comments about the final as most of them had not taken the final when they filled out the questionnaires. According to the ones who wrote comments, the final was good and necessary (33,9%) whereas most students (64,3%) thought that it was not necessary, and that it was difficult and long. As regards the method of the teacher, almost all the students (96%) that wrote comments said it was

good, excellent or interesting. According to most students (86,5%) the sequence used in the course was also good, excellent or reasonable. However, there were also some students (12,4%) who thought that it was boring or confusing, and some suggested that the interviews should be held after the letter of intent was written or that the CV should be written after the presentation.

4.3 Results of the graduate questionnaires

4.3.1 Research Question 2: What are graduates' perceptions about the course objectives?

The results of the electronic survey showed that graduates needed to use most of the skills needed when applying to a firm or university. Table 4.3a below shows the numbers of graduates that needed to use those skills.

Table 4.3.1a

Number of graduates who needed to use the application skills they learned in Eng 311

Skill	Number of graduates who needed to use the skills during the application process (%)	Number of graduates who did not need to use the skills during the application process (%)
Writing a CV	95	5
Writing a cover letter	35	65
Writing a letter of intent/statement of purpose	55	45
Attending an interview	90	10

These results showed that the graduates who took Eng 311 at METU actually used the application skills taught in Eng 311 in real life when applying to companies or universities. Especially, writing a CV and attending an interview are skills mostly needed after graduation, which was proved by the fact that only 5% of the graduates did not have to write a CV and only 10% did not have to attend an interview.

Table 4.3b below shows what percentage of graduates needed to use which of these skills during the application process.

Table 4.3.1b*Number of graduates who needed to use certain application skills together*

Skills	Number of graduates who needed to use certain application skills (%)
Only writing a CV	5
Only attending an interview	5
Writing a CV and attending an interview	25
Writing a CV and a cover letter, and attending an interview	10
Writing a CV and a letter of intent/statement of purpose, and attending an interview	30
Writing a CV, a cover letter and a letter of intent/statement of purpose, and attending an interview	20
Writing a CV, a cover letter and a letter of intent/statement of purpose	5

As regards which of these skills graduates had to use when applying for a single job or program, 30% of the graduates had to attend an interview in addition to writing a CV and a letter of intent or statement of purpose. 25% had to write a CV and attend an interview, and 20% did all and they also wrote a cover letter.

The table below shows in which language the graduates made use of the listed skills.

Table 4.3.1c*The language used for the four skills*

Skills	Number of graduates who needed to use English (%)	Number of graduates who needed to use Turkish (%)
Writing a CV	61,1	38,9
Writing a cover letter	85,7	14,3
Writing a letter of intent/statement of purpose	100	0
Attending an interview	22,2	77,8

It is seen that all the graduates who had to write a letter of intent or a statement of purpose needed to use English. The reason for this was probably

because all these students applied to either universities abroad, English-medium universities in Turkey, or private firms in Turkey. 85,7% of those who had to write a cover letter needed to do so in English. The one person who did not have to write it in English (the remaining 14,3%) applied to a state organization in Turkey. Whereas 61,1% of the graduates had to write a CV in English, 38,9% had to do so in Turkish. There were graduates who applied to private organizations in Turkey in both groups. This indicated the fact that not all private organizations required English and that what was required depended on the organization. As regards the language used in interviews, only 22,2% of the graduates attended one in English. Those were graduates who applied to a foreign firm in Turkey, a Turkish private company in Turkey, a firm abroad, and a university abroad. What was interesting was that some of the graduates who said they applied for a graduate program or a job abroad said that they attended an interview in Turkish.

As regards whether the graduates thought what they were taught in Eng 311 regarding these four skills were helpful or not, below in Table 4.3d are the percentages according to the results of the survey.

Table 4.3.1d

Number of graduates who thought the application skills were helpful or not

Skills	Number of graduates who thought what they learned was helpful	Number of graduates who thought what they learned was not helpful
Writing a CV	90,5	9,5
Writing a cover letter	73,3	26,7
Writing a letter of intent/statement of purpose	76,5	23,5
Attending an interview	65	35

90,5% of graduates thought that what they learned about writing a CV in Eng 311 was helpful. As for the reason why they thought so, 53,3% of those who said so

wrote that learning the format of a good CV was helpful. 33,3% said it was helpful to learn how to write a CV and the remaining 13,3% wrote that learning what to include in a good CV was beneficial for them.

The skill that got the second highest percentage was writing a letter of intent/statement of purpose with 76,5% of graduates saying it was useful. 40% of those who thought so wrote that they learned how to write a good one. 30% mentioned that learning the format was beneficial. 20% said they were accepted for the job/graduate program thanks to what they learned in Eng 311 regarding the letter of intent/statement of purpose. The remaining 10% said it was beneficial for them to learn what to include in a good letter of intent/statement of purpose.

73,3% of the graduates thought what they learned regarding writing a cover letter was helpful. As regards the reason why, 44,4% of them mentioned that learning the format was beneficial. 33,3% said they learned how to write an effective cover letter. 11,1% said they learned what to include in a good cover letter, and the remaining 11,1% wrote that they understood the purpose of writing a cover letter.

Only 65% of the graduates said what they learned about the interview was helpful. The reason they mentioned most (45,5%) was that they learned how to express their qualifications and how to behave and speak under pressure. 27,3% said the exercises in class were good experiences for them. The other 27,3% said what they learned in Eng 311 made them more self confident and comfortable. On the other hand, 35% said these were not helpful, the reason for which could be that 77,8% of the graduates who attended an interview attended one in Turkish. This reason was also mentioned by some; they said that since the real interview was in Turkish it was different than what was done in class.

In fact, 44,4% of the graduates said the interview simulation in ENG 311 was similar to the real interview they had. As for the reason why they thought so, they mentioned that the questions asked and the attitude of the interviewer were almost the same. However, 55,6% said that the real interview was different in that more technical questions were asked. In addition to this, unlike one graduate who said that the atmosphere was friendlier in the real interview, another said there was more pressure.

Another difference between the interview simulation in class and the real interviews seemed to be the number of interviewers. Although 29,4% of the graduates were interviewed by one person as in the simulation in class, 70,6% were interviewed by a jury. The number of interviewees, on the other hand, was the same; all the graduates who answered the question said that they were interviewed alone just like in the simulation in class.

As regards the skills needed after one gets employed or accepted, the graduates were asked whether they actually needed to use those skills they were taught in Eng 311 in real life for work or their studies. Table 4.3e shows the results of the answers given to this question.

Table 4.3.1e

Number of graduates who used the skills needed after getting employed/accepted

Skills	Number of graduates who needed to use the skills (%)	Number of graduates who did not need to use the skills (%)
Socializing with foreign business counterparts	61,5	38,5
Talking on the phone with foreign business counterparts	61,5	38,5
Conducting meetings with foreign business counterparts	23,1	76,9

Table 4.3.1e continued

Attending meetings with foreign business counterparts	53,8	46,2
Making presentations in English at the company	46,2	53,8

These results indicated that the skills most graduates (61,5%) needed to use after getting employed or accepted were socializing and talking on the phone with foreigners. The next skill most graduates (53,8%) needed to use was attending meetings with foreigners. What was interesting about the results was that the graduates who were working abroad said they did not need to use this skill. The skills the lowest number of graduates needed to use were making presentations in English (46,2%) and conducting meetings in English (23,1). The reason for this was probably the fact that the graduates had been working or studying at those institutions for only a year the most.

When asked whether they thought what they learned in Eng 311 concerning these five skills was useful, 71,4% of the graduates said they thought they were beneficial. As for the reasons why they thought socializing skills they learned in Eng 311 were helpful, the graduates who wrote an explanation said that they needed to do small talk and go to restaurant meetings as part of their jobs, and that the speaking exercises in class were good practice as they helped them to be more comfortable. They also mentioned that they needed to talk on the phone with foreigners all the time and the exercises in class were good practice for them. The ones who wrote an explanation as to why they thought what they learned in Eng 311 regarding telephoning were helpful, mentioned that they got familiar with the process and the terminology used when talking on the phone. The graduates who thought what they learned about giving presentations was beneficial wrote that they learned or reviewed

how to prepare for presentations, draw attention, handle timing and deal with questions. As for conducting meetings, graduates said they became familiar with how to conduct a meeting and they had good practice in class.

The 28,6% who said they were not useful consisted of four graduates. One was studying at a Turkish medium university, and another was working at a Turkish private institution in Turkey. The reason why these two graduates thought what they learned was not beneficial for them must be that they did not need to use English during their studies or work. Another graduate who thought so had not started working as he was on his military duty. The reason why that graduate thought so could be that he had not applied for a job. The last graduate who said so was one who was working abroad. As the reason why he thought so, he wrote that he did not need to use these skills and that was why he thought what he was taught in Eng 311 was not useful.

As an answer to the question whether they thought there could be other objectives of Eng 311, some graduates suggested the following:

- Conversations with foreigners from well-known companies
- Foreigners from firms in meeting simulations as this would make the experience more serious
- Meeting simulations without spectators as the students could be more comfortable this way
- Unplanned and unprepared speaking as this is how people speak in real life

4.4 Results of the teacher questionnaires, interviews and evaluation

meeting minutes

4.4.1 Research Question 3.a: What are teachers' perceptions

about the course objectives?

Table 4.4.1a

Responses to PART I in the questionnaire /how important the instructors think each objective is

	i) very important(%)	ii) not very important(%)	iii) completely unnecessary(%)
a) being aware of one's own career goals and interests	90,5	4,8	4,8
b) being aware of one's personality traits, strengths and weaknesses	90	5	5
c) doing research on available job opportunities suited to one's interests and qualifications	85,7	9,5	4,8
d) improving language skills required when applying for a job	85,7	9,5	4,8
e) improving language skills after one gets employed	61,9	33,3	4,8
f) improving written presentation skills required when applying for a job	81	14,3	4,8
g) improving oral presentation skills	61,9	33,3	4,8
h) improving skills required while being interviewed	95,2	0	4,8
i) improving socializing skills	80	20	0
j) improving telephoning skills	66,7	23,8	9,5
k) improving skills required in a meeting	61,9	33,3	4,8

The objective which the highest number of instructors (95,2%) considered very important was item h, *improving skills required while being interviewed*. The objectives with the next highest percentages were item a, *being aware of one's own career goals and interests* (90,5%) and item b, *being aware of one's personality traits, strengths and weaknesses* (90%). The objective which the highest number of instructors (9,5%) said was completely unnecessary was item j, *improving*

telephoning skills. The objectives which the highest number of instructors (33,3%) said were not very important were item e, *improving language skills after one gets employed*, item g, *improving oral presentation skills* and item k, *improving skills required in a meeting*. The first interview question was asked to understand the reason why such a high percentage of instructors thought so. The question was:

Q. 1 Do you think that improving language skills required after one gets employed, improving oral presentation skills, and improving skills required in a meeting are important objectives? Why/Why not?

The instructors said that all these objectives were indeed important. According to one of the interviewees the first one mentioned in the question was very important as the main aim of the course was improving language skills rather than other skills needed during or after the application process. The second objective was considered as the least important when compared to the other two by the interviewees. The reason for this was that students already learned presentation skills in Eng 211, which they take before this course. However, one of the interviewees also pointed out the fact that a considerable amount of time passed after students took Eng 211 especially if the students were taking Eng 311 when they were seniors. In this case, they forgot what they learned in Eng 211; so thanks to Eng 311 these skills were reviewed and improved. This comment also pinpointed the fact that the importance of objectives changed according to the grade levels of students. The same interviewee also mentioned that it also changed according to the departments of the students. Students at departments related to social sciences, according to the interviewee, may not need to learn these in Eng 311 as they already knew these. As regards the third objective mentioned in the question, all the interviewees considered it as an important objective to achieve an important on-the-job skill.

Table 4.4.1b

Teachers' ideas about to what extent the objectives were achieved at the end of the term

	1-to a great extent (%)	2-to a certain extent (%)	3-only a little (%)	4-not at all (%)
a) being aware of one's own career goals and interests	38,1	61,9	0	0
b) being aware of one's personality traits, strengths and weaknesses	42,9	52,4	4,8	0
c) doing research on available job opportunities suited to one's interests and qualifications	19	71,4	9,5	0
d) improving language skills required when applying for a job	14,3	81	4,8	0
e) improving language skills after one gets employed	10	50	35	5
f) improving written presentation skills required when applying for a job	61,9	28,6	9,5	0
g) improving oral presentation skills	9,5	42,9	42,9	4,8
h) improving skills required while being interviewed	42,9	33,3	19	4,8
i) improving socializing skills	4,8	61,9	28,6	4,8
j) improving telephoning skills	9,5	66,7	19	4,8
k) improving skills required in a meeting	9,5	57,1	23,8	9,5

The objective which the highest number of instructors (61,9%) thought was achieved to a great extent was item f, *improving written presentation skills required when applying for a job*. The item which the smallest number of instructors thought was achieved was item i, *improving socializing skills*. Although none of the instructors thought objectives a, b, c, d and f were not achieved at all, 9,5% said objective k, *improving skills required in a meeting*, 5% said objective e, *improving language skills after one gets employed*, and 4,8% said objectives g, h, i and j were not achieved at all. In the department meeting held at the end of the term to evaluate the course, one instructor mentioned that objective k was not achieved as there was not sufficient time to cover the topic fully.

The purpose of the second question asked in the interviews was to identify the reasons why the instructors thought these objectives were not achieved. They were asked the following question:

Q.2 Do you think we have achieved the objectives improving language skills required after one gets employed, and improving oral presentation skills? If no, why not?

As regards the first objective mentioned in the question, one interviewee said Eng 311 could only familiarize students with the necessary language skills and all the other interviewees agreed with her in that the reason for not being able to achieve this objective fully was because there was not enough time to practice. As for the second skill, improving oral presentation skills, one interviewee said Eng 311 could not improve these skills a lot as students had already learned them in Eng 211. Another said this objective could not be achieved as the students were required to give only one presentation, which was not sufficient. Another said there was not enough time to achieve this objective. And the last interviewee said it depends on the students whether what was done in Eng 311 to achieve this objective was sufficient or not.

4.4.2 Research Question 3.b: What are teachers' perceptions about the course materials and tasks?

Table 4.4.2a

To what extent instructors agree with the statements regarding the materials used in Eng 311

	1(%)	2(%)	3(%)	4(%)
1. The texts in the book are interesting and motivating.	0	54,5	36,4	9,1
2. The texts in the book are chosen well to serve the purpose they meant to serve in ENG 311.	4,8	61,9	28,6	4,8

Table 4.4.2a continued

3. The texts in the book enhance students' critical thinking skills.	4,8	28,6	42,9	23,8
4. The texts in the book are authentic.	13,6	63,6	18,2	4,5
5. The tasks concerning writing are effective.	18,2	45,5	31,8	4,5
6. Listening skills are practiced effectively in an integrated way through the tasks in the book.	22,7	45,5	22,7	9,1
7. Speaking skills are practiced effectively in an integrated way through the tasks in the book.	9,1	54,5	36,4	0
8. The tasks in the book are interesting and motivating.	18,2	36,4	40,9	4,5
9. The input concerning job application and the samples provided were effective.	33,3	38,1	28,6	0
10. The input concerning on the job tasks and the samples and checklists provided are effective.	26,3	57,9	15,8	0
11. The textbook as a whole reflects the objectives of the ENG 311 course.	28,6	66,7	4,8	0
12. I did not use most of the book as I did not find it useful.	4,5	27,3	45,5	22,7
14. I felt the need to supplement the book to a great extent.	9,5	28,6	47,6	14,3
15. The units in the book are sequenced in a meaningful way.	27,3	31,8	31,8	9,1
16. The tasks in the book are meaningful.	19	66,7	14,3	0
17. The book is user-friendly.	13,6	59,1	22,7	4,5
18. The videos/DVDs used in the course are beneficial in reaching the objectives of the course.	9,1	40,9	40,9	9,1
19. The quality of the tape recorder was satisfactory.	31,8	36,4	22,7	9,1
20. The quality of the CD recording used for listening tasks was satisfactory.	40,9	22,7	22,7	13,6
21. The quality of the DVD player/video player was satisfactory.	22,7	45,5	27,3	4,5

1 = Strongly agree 2 = Agree 3 = Disagree 4 = Strongly disagree

The first four items in the list were about the reading texts in the textbook.

54,5% of the instructors agreed that the texts in the book were interesting and motivating. Moreover, 61,9% of them also agreed that the texts were chosen well to serve the purpose they meant to serve in ENG 311. On the other hand, 42,9% of the instructors disagreed with the statement that the texts in the book enhanced students' critical thinking skills. What is more, 23,8% strongly disagreed with this statement. Therefore, the third question in the interview was asked to the interviewees:

Q.3 Do you think the texts in the book enhance students' critical thinking skills? If no, why not? Do you have any suggestions?

Although one of the interviewees, who was one of the writers of the textbook, said Eng 311 was not a reading course, thus the aim of the texts was not to enhance students' critical thinking skills, she also admitted that the texts might not be lending to discussions that would serve for the same purpose either. In fact, some interviewees thought some of the texts did serve the purpose. Two of the interviewees mentioned that the text about entering the EU was beneficial in that it led to good class discussion and thus helped to enhance students' critical thinking skills. Another instructor said that the text about differences in cultures served the same purpose. The other texts, on the other hand, were considered to be not challenging enough, too simple, and not much related to the topic, applying for and getting a job or being accepted to a graduate program. As regards some suggestions, interviewees suggested including some cases like a real interview, or texts about topics that could be discussed with foreigners such as globalism, world economy, politics, investments, or common knowledge.

Although most instructors agreed with the statements that writing and listening tasks in the book were effective, a high percentage (36,4%) thought speaking skills were not practiced effectively in an integrated way through the tasks in the book. The fourth question in the interview asked instructors whether they thought so and asked for their suggestions to improve the tasks:

Q.4 Do you think that speaking skills are practised effectively in an integrated way through the tasks in the book? If no, what do you think can be done to solve this problem?

In fact, three of the interviewees said the role plays worked well in the classroom. Nevertheless, they also added that it would be better if there were more. The fourth interviewee said she thought they did not actually work well as it was not natural and the classes were too crowded. The last interviewee's answer may, in fact, explain the reason why there was such a discrepancy among different instructors' ideas. She said whether speaking activities worked or not depended on the class. She said if the level of the students was low, instructors should do more practice in class, and maybe watch the graded role plays in their offices. If the level was high, then the instructors should add more challenging input or activities.

As regards the input parts in the textbook, 71,4% of the instructors agreed that the input concerning job application and the samples provided were effective. In addition, 84,2% of them also agreed that the input concerning on the job tasks and the samples and checklists provided were effective. What is more, 95,3% of the instructors agreed that the textbook as a whole reflected the objectives of the ENG 311 course and 72,7% that the book was user-friendly.

In contrast, the opinions about the other materials used in the course, namely DVDs and audio CDs, were not that positive. As regards the quality of the material, 36,3% of the instructors thought the quality of the CD recording used for listening tasks was not satisfactory and 31,8% thought the quality of the DVD player/video player was not satisfactory. This complaint was also expressed by one of the instructors at the evaluation meeting. The content of the DVDs was rated even more negatively in the questionnaire; 50% of the instructors said the videos/DVDs used in the course were not beneficial in reaching the objectives of the course. One of these instructors also mentioned this at the evaluation meeting. This was the reason why

the fifth question in the interviews asked the interviewees to comment on the content of the DVDs:

Q.5 Do you think the videos/DVDs used are beneficial in reaching the objectives of the course? If no, do you have any suggestions to make them more beneficial?

Only one of the interviewees said she used all the DVDs in class and added that the most beneficial was the one in Turkish on what to do before and during an interview. The other interviewees said they thought one in English would be more ethical. As for the other DVDs, all the interviewees said the commercial video on interviews was too American and not applicable to Turkish culture. For the third video on interviews, the interviewees said its quality was too low. Regarding the last video, which is about socializing, the interviewees said it was not beneficial for the students. Instead of these, the interviewees suggested recording an actual interview made in one of the leading companies in Turkey. One also added that there should be errors in the content instead of the behavior and that there should be a bad and a good version to be compared. In addition to that, one of the interviewees also suggested recording some situations in which people make some mistakes and make a fool of themselves while socializing, and a professional presentation given at a company. Another one suggested recording a meeting so that the students could watch a sample before they prepare and act out one in class.

4.4.3 Research Question 3.c: What are teachers' perceptions

about the assessment techniques?

Table 4.4.3a

To what extent instructors agree with the statements regarding the assessment techniques used in Eng 311

	1(%)	2(%)	3(%)	4(%)
1. The criteria in the checklist used to grade the presentation reflect what is taught in class.	22,7	68,2	4,5	4,5
2. The criteria in the checklist used to grade the interview reflect what is taught in class.	54,5	45,5	0	0
3. The criteria in the checklists used to grade the role plays reflect what is taught in class.	13,6	86,4	0	0
4. The checklists are user –friendly.	31,8	68,2	0	0
5. The students are informed beforehand about the grading criteria.	63,6	31,8	4,5	0
6. Students are given feedback after each task they carry out.	68,2	31,8	0	0
7. The final exam reflects the objectives of the course.	63,6	27,3	9,1	0
8. The class work assessment procedures effectively assess students' development process.	22,7	63,6	13,6	0
9. The grading criteria for the portfolio are appropriate and reliable.	19	47,6	23,8	9,5
10. Each instructor in the department expects the same standards from student presentations.	0	15,8	63,2	21,1
11 Each instructor in the department expects the same standards from student interviews.	0	26,3	57,9	15,8
12. Each instructor in the department expects the same standards from student role plays.	0	15,8	52,6	31,6
13. Each instructor in the department expects the same standards from student portfolios.	0	36,8	47,4	15,8
14. The breakdown of grades for student assessment throughout the course is appropriate.	0	66,7	28,6	4,8

1 = Strongly agree 2 = Agree 3 = Disagree 4 = Strongly disagree

4.4.3.1 Checklists

All the instructors agreed that the criteria in the checklist used to grade the interview and the one to grade the role plays reflected what was taught in class, and that the checklists were user –friendly. In addition, 91% also agreed that the criteria in the checklist used to grade the presentation reflect what is taught in class. They

were asked to further comment on the checklists in the interview in the following way:

Q.6. Are you satisfied with the checklists? Would you like to suggest some changes for further improvement? / If no, what do you think can be done to solve this problem?

One of the interviewees said that she had difficulty in deciding whether a student was fair or good as there was not any other alternative in between in the checklists. As a suggestion for the checklist used to grade the interview, another interviewee said the interviewer could also be asked to give a holistic grade to each student and that the mean score of the two grades, one given by the instructor and one by the interviewer, could be considered as the student's final grade.

4.4.3.2 The final exam

As regards the final exam, 90,9% of the instructors agreed that it reflected the objectives of the course. In the interviews, the interviewees were asked to comment on this by answering the following questions:

Q.7 Do you think the final exam reflects the objectives of the course? If yes, do you have any suggestions for further improvement? If no, what do you think can be done to solve this problem?

All the interviewees said the final exam reflected the objectives of Eng 311; however, they had some concerns. One of them said that grading the open-ended questions on interviews was difficult as whatever the students wrote, no matter whether they knew something about interviews or not, they got the points. Another one said it was too long and that it was the second time everything was tested. That was why she agreed with the other three interviewees that the final exam could be omitted. Only one of the interviewees disagreed with this idea as she thought the

more students were tested on a particular subject, the better they learned. One of the interviewees who thought the final exam could be omitted also mentioned that written testing was more objective; thus we could keep the exam. Others could not come up with a suggestion for another component that could replace the final exam except the administrator. She suggested that there could be a midterm exam testing the written components taught in Eng 311 and the speaking parts could be tested at the end of the term in an oral exam, in which co-raters, other instructors in the department, would also watch the role plays and grade the students; and the mean score of the two grades, one given by the instructor and one by the co-rater, would be the student's final grade.

4.4.3.3 The breakdown of points

Although 86,3% of instructors agreed that the class work assessment procedures effectively assessed students' development process, 33,3% disagreed with the statement that the grading criteria for the portfolio were appropriate and reliable. One instructor also mentioned this at the evaluation meeting, saying that the points allocated for the response paper, a component of the portfolio, were too much. As other instructors also agreed, the points of the response paper were reduced to four from six, and these two points were added to the two drafts of the CV since some instructors thought giving only one point to each draft of the CV was not a good idea. Two other instructors claimed at the second evaluation meeting that five points were too much for interest and participation. Others also agreed; thus it was decided to omit that component. It was also agreed that the points of the role plays were too low; however some instructors said the presentation should be reduced to 10 from 15 and others said the interview should be reduced to 15 from 20 to add points to the role plays. As a result of the voting, it was decided that both the

presentation and the interview would be kept the same and the 2,5 points taken from the interest and participation component would be added to the total points of the role plays, which increased to 10 from 7,5 after this decision. The instructors did not want to increase the point allocation of the role plays more as they were also tested in the final exam and even in the quiz too. In addition to these, the results of the questionnaire also indicated that 33,4% of the instructors also believed that the breakdown of grades for student assessment throughout the course was not appropriate. Therefore, the following question was asked to the interviewees in the interviews:

Q. 8 Do you think the breakdown of grades is appropriate? Do you think the one decided at the evaluation meeting is a better alternative when compared to the old version? Why/Why not?

Three of the interviewees were satisfied with the last version of the point breakdown. The other two, on the other hand, had different suggestions. The senior instructor said she preferred to have the interest and participation component too as she thought there should be a difference between students who participated and ones that did not. Thus, she suggested decreasing the grade of the interview task instead of omitting this component. The other interviewee who had a different suggestion was one of the book writers. She suggested omitting the response paper completely instead of decreasing its point, and increasing the points of the role plays.

4.4.3.4 The portfolio

63,2% of the instructors disagreed with the statement that each instructor in the department expected the same standards from student portfolios. The number of drafts instructors made students write (Table 4.4.3.4a) and the time when they graded

the drafts were also different according to the answers they gave to questions 15 and 17 in Part III.a in the questionnaire.

Table 4.4.3.4a

How many drafts teachers have students make of the components of the portfolio

	1 draft (%)	2 drafts (%)	3 drafts (%)	2 or 3 drafts (%)	No limit (%)
CV	27,3	45,5	13,6	9,1	4,5
Cover letter	27,3	45,5	13,6	9,1	4,5
Letter of Intent /Statement of Purpose	22,7	63,6	0	9,1	4,5

As for the explanations written by some of the instructors as to why they made students write a particular number of drafts, the ones who said their students wrote only one draft wrote that they thought that was enough as what was expected from the students was very clear and that they had samples both in the textbook and on the Internet. The ones whose students wrote two or three drafts said that the more students wrote, the better the products became. In fact, two instructors, one of whom said she made the students write one draft and the other two, wrote the same reason as an explanation; they both said they did so because it was what was required by the department. This could either be because they had wrong information on the requirements of this course, or more probably because there was a misunderstanding when answering the questions in the questionnaire stemming from the word ‘draft’. Some instructors included the final product too while others did not.

In addition to the difference in the number of drafts instructors made students write, there was a difference in when these drafts were graded too. 81,8 % of the instructors said they graded each draft. 50% of them said they graded the drafts as they received them, 45,5% said they graded all the drafts together at the very end, and 4,5% said they may do either depending on the class. As regards the reasons why

they preferred one of these options, the instructors who said they graded the components of the portfolio as they received them said it was necessary for the process approach, that students would not take it seriously if the drafts were not graded, and that it was easier that way as it saved time. Interestingly, all the instructors who wrote an explanation as to why they preferred to grade all the components at the very end also said that the reason was to see the progress or improvement in the writings as a process approach was being used in Eng 311.

These results indicated that instructors had different ways of grading the portfolio. Thus, the following question was asked to the interviewees in the interviews:

Q. 9 The way instructors grade the components of the portfolio is different. 50% grade each component as they receive them, and 45,5% grade all at the very end. Do you think this is a problem? Why/ Why not?

One of the interviewees did not consider this as a problem as she tried doing both and decided that there was no difference. Another one pointed out that the difference between instructors concerning when to grade the components was not the problem. Instead, the fact that some instructors did not give feedback to the students on the first drafts they wrote was the actual problem. The others, on the other hand, believed that the difference in the timing of grading among instructors was indeed a problem. They said one of the options should be chosen and all the instructors should grade the components of the portfolio using the same method. However, they could not suggest any of them as both had advantages and disadvantages. Two interviewees pointed out a disadvantage of grading the drafts as they are received saying it was difficult for the instructors to grade the same thing twice. An advantage of doing so, on the other hand, according to one of these interviewees was the fact that otherwise

the students did not know 20 percent of their total grade until the end of the term.

What is more, if instructors graded the drafts as they received them, the students who got a low grade may study more to increase their grade.

4.4.3.5 Role plays

84,2% of the instructors disagreed with the statement that each instructor in the department expected the same standards from student role plays. Even the answers given to the following questions in the questionnaire indicated such differences among instructors. Whereas 40,9% of the instructors assigned the role plays in advance, 27,3% of them did so on the spot in the classroom. The remaining 31,8% said they did both depending on the class and the task. 13,3 % of the former assigned one particular role play to each pair or group and 73,3 % assigned a variety of role plays to be chosen from. 6,7% made their preference according to the level of class and the remaining 6,7 % asked students to form their own context for the role play. As for the instructors who assigned role plays on the spot, 93,3 % of them gave a few minutes to the students to get ready to act out the role plays while 6,7% did not give any time for the students to get prepared.

As for the explanations written by some of the instructors regarding these answers, the ones who assigned role plays in advance justified this by saying this was less stressful for the students and that they could learn by repetition. Otherwise it would be too unrealistic and difficult for the students as they had not been really involved in business life. They also said that carrying out the role play as such saved time as students did not spend time in class getting prepared for the role plays. Other instructors who wrote an explanation as to why they assign role plays on the spot wrote that this was the only way to test whether students really learned or not as

otherwise they only memorized the dialogues. They added that this technique was more like real life.

The evaluation meeting minutes also proved that there were huge differences between what was expected by instructors from the role plays. Some instructors said they assigned the role plays in advance. An instructor complained that even if she assigned the role plays on the spot, the students wrote a dialogue when getting prepared and tried to memorize it. Another instructor said that it was not a problem if the students memorized as she believed students learned that way. Other instructors, on the other hand, said they assigned the role plays on the spot as they believed this was more like real life. Another point discussed related to the role plays was whether to have some audience during the role play performances in the class or not. Some instructors said there should be an audience as students should get used to that. All these results showed that the way role play assignments were handled differed greatly among classes. Thus, the following question was asked in the interviews:

Q. 10 The way instructors have the students perform the role plays is also different. Do you think we should standardize this? Why / Why not?

All the interviewees agreed that the way role plays were handled should be standardized. When the role plays were assigned in advance, this led to memorization. The product was very good but the role plays were artificial. The administrator, the instructor who taught Eng 311 only once and the senior instructor suggested assigning them on the spot and letting students improvise for 15 minutes before acting out. The instructor who taught Eng 311 twice suggested assigning the role plays in advance as students also memorize during the given 15 minutes, and she added that for telephoning and meetings, people also get ready in advance in real

business life. The book writer said it was difficult to standardize as the method used should be determined according to the students.

4.4.3.6 Presentations

As regards the presentations, 84,3% of the instructors also disagreed with the statement that each instructor in the department expected the same standards from student presentations. This topic was also discussed at the evaluation meeting in detail. Some instructors expressed their concerns about what to expect from students in the presentations. It was mentioned that some instructors expect a good content while others also expect students to obey the rules of giving academic presentations. Another point discussed about the presentation was the time when it was due. Since it was an on-the-job skill, some instructors suggested changing the time for giving presentation input and the time when the students presented in the semester. They also said that otherwise it and interfered with the first part of the course – job hunt. Some instructors also mentioned that this skill was taught in Eng 211 too and that the aim in this presentation was to have students share the information they gathered about the firms or schools they were planning to apply to. Nonetheless, one instructor also said that when there was a mixed student group from different departments, this became meaningless. As a result, it was decided at the end of the first evaluation meeting that it could be a good idea to keep the purpose of having students share information with their classmates but to change the task. At the second evaluation meeting, one instructor suggested having students submit that information in written form to the teacher instead of presenting it. However, another instructor pointed out that expressing themselves in spoken language was an important objective to achieve by the help of the presentation. Another suggested replacing the presentation with a debate task during which students would discuss the information they found like in a

panel discussion. At the end of these discussions, it was decided that the presentation input and task should be kept as it was, with the same purpose, being done at the same time in the semester. The reason for this was that it was beneficial in making the students do research on the firms or colleges they were going to apply to, and that if it was delayed until the last weeks of the term other problems such as content and lack of time would occur.

4.4.3.7 Quizzes

95,5% of the instructors said they gave quizzes and 4,5% said they may not depending on the class. 54,5% of the instructors said they gave only one quiz, 22,7% said they gave two quizzes and the remaining 22,7% said they give either one or two quizzes depending on the class. As for when these quizzes were given, 5,3% of the instructors said they gave the quiz in the middle of the term. 68,4% said they gave it towards the end of the term. And 26,3% said they gave the first one in the middle and the second one towards the end of the term.

What the instructors included in the quizzes is shown in Table 4.4.3.7a below.

Table 4.4.3.7a

The content of the quizzes

	Yes (%)	No (%)
CV format	4,5	95,5
Cover letter format	31,8	68,2
Letter of intent/statement of purpose format	4,5	95,5
Vocabulary in the first two chapters of the book	77,3	22,7
Vocabulary related to socializing, telephoning, meetings	81,8	18,2
Socializing role play	63,6	36,4
Telephoning role play	59,1	40,9
Meeting role play	50	50

As regards the content of the quizzes, the results indicated that most of the instructors asked vocabulary questions. At the evaluation meeting this topic was

discussed too and one of the instructors said that she thought asking about the content of the second part of the book was better as these were more important. She also tried to support this view by saying that in this way there would be a balance as some students who could not perform well in the role plays could get a high grade from the quiz when the same content was written. However, according to the results of the questionnaires, there was a considerable difference in the content of the quizzes students took. Thus, the following question was asked in the interviews:

Q. 11 The content of the quizzes instructors give is also different. Do you think we should standardize this? Why / Why not?

Except one of the instructors, who thought it was better not to be standard in this issue as being standard led to being mechanic and memorization, all the other interviewees said they thought quizzes should be standard to be more fair as otherwise some students were luckier as the quizzes they take were easier. The senior instructor said at least there could be a few quizzes prepared and instructors could have the right to choose among those approved by the department. As regards the content of quizzes, one instructor said role plays should be included and another said vocabulary and role plays were also asked in the final exam; so students' ideas or comments on some issues like entering the EU could be asked instead.

4.4.3.8 Interest and Participation

To the question asking what kind of criteria they considered when grading students regarding interest and participation, instructors wrote several different answers such as attendance, motivation, eagerness, timely submission of assignments, asking and responding to questions, participating in class discussions, and progress through the semester.

4.4.3.9 Further comments

Two instructors complained about the response paper being written and graded out of 6 points just like three other instructors who mentioned this at the first evaluation meeting. Two of them had said that the content was not that good as students either summarized their presentation or “made up things”. Others also mentioned that the point allocation was too much for this task. Another instructor complained about the quality of the CDs and the use of non-native speakers in these CDs used for the listening component in the final exam as the students could not understand what was said because of the problems related to quality and pronunciation. Another instructor mentioned that the syllabus was suffocating.

4.4.4 Research Question 3.d: What are teachers’ perceptions about the methodology used in Eng 311?

4.4.4a

To what extent instructors agree with the statements regarding the methodology used in Eng 311

	1(%)	2(%)	3(%)	4(%)
1. The theme based approach works well in the course.	10	45	35	10
2. The process approach works well in the course.	38,1	47,6	14,3	0
3. The course assumes a learner-centered approach.	14,3	81	4,8	0
4. The course is designed to include a variety of interactional patterns (communication in the form of teacher to students, student to student and student to teacher).	33,3	66,7	0	0
5. The number of spoken tasks is appropriate to reach the objectives of the course.	19	38,1	42,9	0
6. The presentation is appropriate to the objectives of the course.	9,5	42,9	42,9	4,8
7. The time allotted to each component of the syllabus is sufficient.	4,8	38,1	52,4	4,8
8. Lessons are done using different equipment and tools, like the OHP, pictures, tape recorders, etc.	33,3	61,9	4,8	0

1 = Strongly agree 2 = Agree 3 = Disagree 4 = Strongly disagree

45% of the instructors disagreed with the statement that the theme based approach works well in the course. Thus, the interviewees were asked to comment on this by answering the following question:

Q. 12 Do you think the theme based approach works well in the course? Why/Why not? If no, what can be done to make it work better?

In fact, none of the interviewees thought there was a theme based approach in Eng 311. They thought just adding reading texts did not make it theme based and that it was impossible to make this course theme based.

Furthermore, 57,2% of the instructors said they thought the time allotted to each component of the syllabus was not sufficient. Thus, a further question about this issue was asked to the interviewees:

Q.13 Do you think the time allotted to each component of the syllabus is sufficient? If no, could you suggest a solution for this problem?

Only one of the interviewees said she had no problems regarding timing. All the other interviewees said timing was problematic. As a suggestion, they said the first part on application could be kept shorter as there were other sources students could make use of like the explanations and samples in the textbook in addition to the Internet. One of the instructors suggested increasing the class time from three to four hours a week as all the skills taught were important and none of them could be abandoned.

One of the instructors wrote in the 'further comments' part that she needed more time to cover the second half of the course. Another one said there should be more spoken tasks. Another said socializing should not be stressed that much as other spoken tasks were more meaningful and helpful for the students. In addition, she also mentioned that the students wanted more listening tasks. Another instructor

wrote that the presentation should not be included in Eng 311 as it “stole” time from the rest of the syllabus.

CHAPTER V

CONCLUSIONS

5.0 Presentation

This chapter presents the conclusions of the study drawn according to the results of the research. The conclusions, which are presented according to the research questions, are followed by a short summary of the study, some suggestions for implementation, and limitations of the study in addition to suggestions for future research.

5.1 Conclusions of the study

5.1.1 Research question 1.a: What are students' perceptions about the course objectives?

In the first questionnaire, most students stated that they thought most of the course objectives were very important. Only two of the objectives were rated by less than 50% of the respondents as 'very important'. These were item j, *improving telephoning skills*, and item i, *improving socializing skills*. The reason why these two objectives were not considered as important by most of the students could be the way they were expressed. In fact, the aim is to improve language skills needed when talking on the phone, or socializing. However, because of the wording of the objectives, the students probably thought that the aim was to teach them how to speak on the phone or how to socialize, which they thought was not possible or necessary.

Some students wrote the reasons why they thought the way they did, and stated that most of the objectives were very important for them to learn to achieve

their goals, success and happiness in the future. Moreover, they also mentioned that they could get prepared for the future and improve themselves. In addition, some also said that they would be able to express themselves better, and that they would need these skills lifelong. Finally, students stated that they would get a good job, best suited to themselves if the course objectives could be achieved.

The ones who disagreed with the idea that the course objectives were very important said they already knew some of these, that they could not be taught in Eng 311 in the classroom, or that they thought they would not need to use these skills in the future.

To see whether factors such as gender, level of English, faculty or grade had affected the results, chi-square tests were conducted and the results indicated that there was a significant correlation between only few of these factors and the items.

In the second questionnaire, the same two objectives were the ones that were considered to be 'not very important' by most students when compared to the other objectives. However, the percentages of these students were less than those of the ones who said these objectives were not important in the first questionnaire, which indicated that there was a positive change in most of these students' opinions by the end of the term.

5.1.2 Research Question 1.b: What are students' perceptions about their degrees of competence and need in specific objectives of the course?

According to the mean scores of the responses in the first questionnaire in the part asking students to rate how competent they were at certain skills, it was seen that the skill most students thought they were competent in was giving presentations, telephoning, socializing, and research. The reason for this could be that almost all the

students that filled out the questionnaire had taken Eng 211, which is a course whose main aim is to teach students how to give effective presentations. Thus, they probably thought that they were already competent in this skill. As for telephoning and socializing, the students thought they already knew how to do these; so they said they were competent in these too. Similarly, most students probably thought that they already knew how to do research as they had been required to do it for other courses before.

In contrast, students thought they had average competence in writing the documents required when applying for a job or graduate program, and the skills needed for meetings and interviews. The reason for this could be that most students probably had not learned how to write documents such as a CV or cover letter, or how to conduct or attend meetings, or had not experienced being interviewed before and that was why they thought they were not competent in these skills.

In the part asking students to rate how much they thought they needed to learn the skills, the two specific skills rated least were *interrupting someone* and *writing an effective letter of intent / statement of purpose*, showing that students thought their need to learn them was little. The reason for this was probably because they thought interrupting someone was not a skill to be learned as they thought they already knew how to do that. As for the latter, students probably thought they would not need to know how to write a letter of intent or statement of purpose either because they did not know what they were, or because they had not been asked to write either one when they had applied for some jobs before.

When the mean scores of the broader categories such as written work, meeting or interview were calculated, it was seen that the ones with the highest mean scores were written work, interview, oral presentation, meeting and research. The

lowest scores, on the other hand, were for telephoning and socializing but in fact, even the scores of these two fell into the category of *high*. These results indicated that students thought they needed to learn writing, interviewing, presentation, meeting and research skills whereas they thought they needed to learn telephoning and socializing skills less probably because they thought they already knew these.

As regards the associations between some factors and the responses to these questions, the faculties seemed to be an influential factor on the students' thoughts regarding the need for telephoning and meeting skills in the first questionnaire. The most significant difference was between the responses given by Architecture and Administrative Sciences and Engineering students. The results indicated that Architecture students thought they needed both these skills less than other students who thought they did. The reason for this could be that Architecture students thought they would not work at companies or study at universities where they would need to use these skills.

The mean scores of the responses to the same two parts in the second questionnaire, on the other hand, indicated that students thought they were highly competent in all the skills, and that they thought all the skills were needed to be learned except for one, *interrupting someone*, whose mean score indicated an average level of need. These results proved that students believed they had become highly competent in all the objectives of the course. As for the needs, interrupting someone could have been considered as a skill not needed to be learned probably because they thought it was too easy or more probably because they could not understand its importance.

As in the first questionnaire, faculties were an influential factor on a particular skill in the second questionnaire. Students at the Faculty of Administrative

Sciences thought they were more competent than the ones at the Faculty of Architecture in interviews. The reason for this could be that they are more experienced in being interviewed and speaking as their faculty requires them to speak more.

When the results of the two questionnaires were compared, it was seen that the competence level of students were higher in all categories at the end of the term, and that the need they feel to learn the skills was less. These indicated that the students' competence level in each part increased thanks to the education they got during the term.

5.1.3 Research Question 1.c: What are students' perceptions about the course materials and tasks?

Students were asked in the second questionnaire to write comments on the coursebook, the recordings and videos, and the writing and speaking tasks. They mostly wrote positive comments regarding the book and the videos. However, most said that the recordings were of low quality and thus difficult to understand. As for the tasks, all the writing tasks were considered useful except for the response paper. Almost half the students said it was not necessary and not useful. The reason for this could be that students were aware of the fact that they would not be required to write a response paper when applying for a job or a graduate program. Thus, they thought they should not be required to do so in Eng 311 either.

All the speaking tasks were considered to be helpful and necessary by more than half of the respondents. The one that the highest percentage of students wrote positive comments about was the interview. This may probably be because it was the first time most students experienced being interviewed and learned how to answer or

react to the interview questions. Since they knew that the interview was a crucial component of the process of finding a job, they considered this part of the course as crucial and beneficial. The role plays were considered to be useful by most students while still a huge number of them considered them as not necessary, not realistic and not useful. The task that the lowest percentage of students thought highly about was the presentation; they said it was not necessary and useful and that it was boring. The reason for this was, as mentioned before, some students thought they already knew how to give a good presentation and thus, did not need to spend more time on it in another course. The reason why some students thought it was boring could be that they had to listen to the same topic 20 times as each student presented the same aspects of the companies or schools they choose to apply to almost in the exact same order.

5.1.4 Research Question 1.d: What are students' perceptions about the assessment techniques?

According to the results of the questionnaires, most students seemed to be satisfied with the assessment techniques used. However, there were of course some that were not. While most students said the quiz was very helpful, a small number of students said it was not as it was too difficult. Similarly, whereas most students had positive opinions about interest and participation, some said it should not be graded. As for the sequence of the graded tasks, most students thought it was reasonable; however, some said it was confusing and suggested some changes. The only item about which most students had negative opinions was the final exam; they stated that it was not necessary and that it was too long. The reason why they thought so was

most probably the fact that everything graded during the term was tested once again in the final exam.

5.1.5 Research Question 2: What are graduates' perceptions about the course objectives?

The results of the graduate questionnaire showed that almost all the graduates that replied to the e-mail had to write a CV and attend an interview to get employed or accepted to a graduate program. What is more, 55% had to write a letter of intent or statement of purpose, and 35% a cover letter. 90% of them said what they learned about writing a CV in Eng 311 was beneficial for them, probably because they were required to write one when they graduated and most probably they used the one they wrote for Eng 311. As for what they learned regarding writing a cover letter and a letter of intent or statement of purpose, most of the graduates said they considered them useful (73,3% and 76,5% respectively). When compared to these results, a fewer number of graduates said what they learned about interviews was helpful probably because 77,8% of the graduates had attended interviews in Turkish, not in English. Nevertheless, 44,4% of the graduates said that the interview they attended was similar to the simulation in Eng 311.

As for the on-the-job skills, most graduates said they needed to use socializing, telephoning and meeting skills whereas almost half of them said they needed the presentation skills. Furthermore, only 23,1% of them said they needed to use the skills necessary for conducting a meeting, which was most probably because of the fact that they were not in high positions yet. Although they did not need some of these skills, 71,4% said that they thought what they learned about them in Eng 311 was beneficial.

All in all, graduates seemed to believe that most of both the job application and on-the-job skills taught in Eng 311 were useful as they actually needed to use most of them in real life.

5.1.6 Research Question 3.a: What are teachers' perceptions about the course objectives?

95,2% of the instructors believed that *improving skills required while being interviewed* was a very important objective, followed by *being aware of one's own career goals and interests* (90,5%) and *being aware of one's personality traits, strengths and weaknesses* (90%). In contrast, 9,5% of them said *improving telephoning skills* was completely unnecessary. Moreover, 33,3% said *improving language skills after one gets employed, improving oral presentation skills* and *improving skills required in a meeting* were not very important. The interviewees, on the other hand, said they thought all these objectives were indeed very important.

As for how much the course objectives had been achieved, 61,9% of the instructors said *improving written presentation skills required when applying for a job* was achieved to a great extent. In contrast, 42,9% believed that *improving presentation skills* was achieved only a little, and 9,5% that *improving skills required in a meeting* was not achieved at all. The reason why they thought so, according to the meeting minutes and interview results, was that there was not sufficient time to cover these topics fully, that students could not practice enough, and for presentation skills, that students already knew how to give presentations as they had taken the course Eng 211.

5.1.7 Research Question 3.b: What are teachers' perceptions about the course materials and tasks?

The results of the teacher questionnaires showed that teachers were mostly content with the texts in the coursebook. The only point they seemed to be dissatisfied with was the idea that the texts did not stimulate critical thinking. The interviewees mentioned that some texts were too easy and irrelevant. Teachers were also satisfied with the tasks in the book, with the exception of speaking tasks, of which 36,4% believed there should be more. The input parts in the book were also satisfying. Nevertheless, 38,1% of the instructors still said that they felt the need to supplement the book.

Whereas the quality of the videos was considered high, some instructors said that the CDs used for listening tasks had low quality. As for the content of the videos, 50% of the instructors believed it was beneficial while the remaining 50% disagreed with this idea. The interviewees mentioned that some were not applicable to the Turkish culture, some were not up-to-date, and that there were not enough videos to be shown.

5.1.8 Research Question 3.c: What are teachers' perceptions about the assessment techniques?

Most instructors were satisfied with the checklists used to grade the presentation, the portfolio, and the role plays. Most instructors thought the final exam reflected the course objectives effectively. In fact, one instructor wrote that the final exam was “very good” on the questionnaire sheet as a further comment. Only 9,1% of the instructors were not satisfied with the final exam. Some of the interviewees mentioned that it may be omitted as it tests the same things for the second time.

As regards the breakdown of points, 33,3% of the instructors disagreed with the statement that the breakdown of points was appropriate. 33,3% also said that the grading criteria for the portfolio was not appropriate either. At the end of the second evaluation meeting, these comments were considered and after different suggestions were voted, the breakdown was changed.

Standardization was indeed an issue according to the results of the questionnaire, as more than half of the instructors said they disagreed with the statements that all the instructors expected the same standards from the presentations, interviews, portfolios, and role plays. The answers to the questions in the questionnaire related to the number of drafts collected for the portfolio, the time when the components of the portfolio were graded, the way role plays were assigned and the content of the quizzes revealed that there were huge discrepancies about the way these were applied by the teacher.

Whereas some instructors collected only one draft of the components of the portfolio, some collected two, and some even more. In addition, some instructors preferred to grade each component of the portfolio as they received them. However, some preferred to grade all components at the very end when all of them were completed. What is more, while some instructors assigned the role plays in advance, some did so on the spot. In addition, whereas some assigned only one role play to each pair or group, others assigned several role plays to choose from. There were differences regarding the number and content of the quizzes too. Some instructors gave only one quiz while others gave two. Furthermore, whereas some instructors asked mainly vocabulary questions, others asked questions about the language use in role plays, and some asked for students' opinions on a particular topic.

5.1.9 Research Question 3.d: What are teachers' perceptions about the methodology used in Eng 311?

Most instructors believed that the learner centered process approach worked well in Eng 311, in which different interactional patterns could be used. However, 45% thought that the theme-based approach did not work well. In fact, the interviewees mentioned that Eng 311 was not a course in which this approach could be used. Another item instructors were not satisfied with was the number of spoken tasks; 42,9% said it was not appropriate to achieve the course objectives. What is more, 47,7% said the presentation was not appropriate to the objectives of Eng 311. In fact, some interviewees even suggested omitting that task completely. Another aspect of the course some instructors were not content with was the time allotted to each component. 57,2% of the instructors thought there was not a sufficient amount of time to cover all the components of Eng 311 fully.

5.2 Summary of the study

This study aimed to evaluate the course Eng 311, Advanced Communication Skills regarding the students', graduates' and teachers' ideas on the importance of objectives and whether they were achieved or not in addition to the students' and teachers' views on the materials and tasks, assessment techniques, and methodology used in the course.

To reach that aim, a questionnaire was designed by the researcher at the beginning of the term and was piloted with 20 students in one of the Eng 311 sections. Then, it was administered to 197 students taking the course. Another questionnaire was designed towards the end of the term by the researcher and that questionnaire was administered to the same students at the end of the term. In addition to these, the researcher also designed another questionnaire to be e-mailed to

114 graduates who had taken Eng 311 before graduating. 22 of these graduates filled out that questionnaire. Furthermore, another questionnaire was designed to be given to the instructors teaching Eng 311. 22 of the 25 instructors filled out that questionnaire, which was given to them at the end of the term. Five of these instructors were also interviewed by the researcher at the end of the term. As the last instrument to collect data, minutes of the two end-of-term evaluation meetings were used.

Some of the qualitative data, such as interview notes, minutes of the meetings, and some open-ended questions in the questionnaires, was treated as qualitative and was subjected to content analysis by the researcher. The rest, on the other hand, was coded by the researcher and changed into quantitative data. To analyze the quantitative data, several tests such as t-tests, chi-square and ANOVA were conducted using the program SPSS.

The results of the study indicated that all parties were mostly satisfied with the course although they all had some reservations regarding some aspects of it. To illustrate, some students thought some objectives of the course were unnecessary. In addition, some instructors complained that there was not enough time to achieve all the objectives of the course and they were also concerned about the standardization issues.

5.3 Suggestions for implementation

5.3.1 Suggestions for the syllabus committee

5.3.1.1 The objectives

a) The wording of some objectives such as “improving socializing skills” should be changed. Instead of skills like socializing or telephoning, language skills should be

emphasised. Thus, such objectives could be reworded as “improving language skills needed when socializing”.

b) A meeting for all the instructors once and one at the beginning of each term for instructors who have just started teaching the course could be held so that each instructor has a clear idea of what the objectives of Eng 311 are. In this way, it will be possible to standardize the way certain tasks are handled as each instructor will expect the same standards from the students in different tasks such as the presentation, or the role plays.

5.3.1.2 The materials

a) More speaking activities could be added. Maybe a booklet can be formed by compiling different activities instructors have used in their classes. These may be used either as practice if more practice is needed, or as the graded role play tasks. Also, these tasks in the booklet can be of different difficulty levels so that instructors may choose the appropriate ones to use according to their students’ levels of proficiency.

b) Some of the reading texts in the coursebook could be changed with ones that enhance students’ critical thinking skills more. These may be about topics students may talk about when talking to foreigners, such as globalism, traditions, and the like.

c) The content of the videos should be changed. Videos that show a real job interview in English, a real socializing situation, a real presentation given at a firm, or a real meeting could be used. If recording real dialogues is not possible, scripts could be written and actors could be hired to act out the role plays and be recorded. While writing the scripts, including some mistakes related to the content or language could be a good idea. In fact, two versions of the same situation could be written, one with mistakes, and the other the correct version of the former. In this way, students

will be able to see what mistakes they should avoid making and they will have the chance to compare a bad and good version of a presentation, meeting, job interview, and the like.

d) Since both some instructors and some students complained about the quality of the CD recordings, the dialogues could be recorded once again to achieve higher quality. In addition, students also mentioned that it was very difficult for them to understand the different accents used in the recordings. Thus, maybe the speakers may speak a little more slowly without changing the accents.

5.3.1.3 The methodology

a) The presentation was also considered as unnecessary by both some students and instructors. To make it more meaningful and less boring, which were comments written by students, instead of one student presenting about one particular company or university, a group of students may present different opportunities they have in a particular field. For instance, one member of the group may present some options they have in the private sector in the field of mechanical engineering, another will present options in the governmental sector, another can talk about the probabilities of running their own business, and the like. In this way, students will have to do more thorough research of the opportunities in their field, which is the main purpose of the task, as they will be required to present more than only one company they may want to work at.

b) The sequence of some tasks may be changed. For instance, the interview could be conducted after the letters of intent are collected as in real life. What is more, the students may be asked to write a CV after they prepare their presentation as they should choose which company or university to apply to after doing thorough research about all possibilities in their field.

c) Almost all instructors complain about lack of time to cover all tasks fully. Thus, since each task is an integral part of the course that can not be given up, the time allotted to the first part of the course could be shortened as students see samples of what they are required to write in the textbook, and they may see more in other sources, such as the Internet.

5.3.1.4 Assessment

- a) The response paper's percentage has been decreased. However, it may be a good idea to omit it completely as suggested by both some instructors and some students.
- b) The number of drafts to be collected for the portfolio and the time when to grade each draft should be standardized and the instructors should be asked to follow what has been decided.
- c) From the results of the graduate questionnaires it was understood that the interviews graduates attended in real life were different from the simulations in Eng 311 in that most of them were in Turkish and the graduates were interviewed by a jury, not only one interviewer. This can be applied to Eng 311 as well; instead of only the class instructor grading the students, a second instructor, the interviewer for instance, may also grade the students and the mean score of the two grades could be considered as the final grade of the student. In this way, it will be more fair too.
- d) The time when the role plays are assigned and the number of the role plays that are assigned to each pair or group should also be standardized. In addition to some students and graduates, some instructors also complained that the role plays were not natural. Thus, as some graduates also suggested, role plays should be spontaneous. Instructors could tell the students to study the language to use in a particular situation, say a socializing situation, and then during the class hour, the teacher could assign a pair a context and ask them to perform a role play according to that

particular situation right away without having the time to memorize, as this is how things work in real life. For meetings, on the other hand, it would be unrealistic to ask students to perform a role play spontaneously as working people also get prepared before meetings in real life too. Thus, the instructors could prepare several memos for different meetings and give each group one memo without assigning any group member a particular role; that is, the instructor should not tell who the chairperson is going to be, or what each student will have to argue about. S/he should just tell them to get prepared for the meeting, to think about what they could talk about or suggest, and to go over the language they will have to use in the role play.

e) The number of quizzes each instructor gives to students is different, which leads to unfairness among classes. Thus, a decision should be taken as to how many quizzes should be given to students. In addition, some students said that the quiz they took was very difficult while others said it was easy and beneficial, which proves that the difficulty level of the quizzes given to students by different instructors is not the same. In addition, the content is also different, which is probably one of the reasons why some quizzes are more difficult than others. To solve this problem, quizzes should also be standardized. To be able to do that, a strategy used in another course offered by the department, Eng 101, could be used. Decisions could be taken as to what should be asked in the quizzes and some sample quizzes may be prepared by the syllabus committee so that instructors have a clear idea of what to ask and how to ask it in the quizzes, which will help them prepare their own quizzes to give their students.

5.3.2 Suggestions for the testing committee

a) The final exam could be omitted as it tests what is already tested before during the term once again. Instead, as the administrator who was interviewed suggested, a

midterm could be prepared, in which writing skills in the first part of the course; namely, writing a CV, a cover letter and a letter of intent/statement of purpose, and skills needed for a successful job interview are tested. As for the writing skills, questions about the content, language and format of these pieces of writing could be asked. As regards the interview, instead of questions about how to behave or what to do in a job interview, ones about the content and language could be asked. In this way, the content of the role plays will not be tested twice and the final will not be seen as unnecessary and will not be too long, as complainingly indicated by some students.

b) The breakdown of points was also an issue. Although most instructors were satisfied with the last version, some were still concerned. If the above mentioned changes are realized, the percentage of the midterm will be lower, and the percentage of the role plays could be higher. In addition, the percentage of the presentation may remain the same as students will be required to do more research for the project. Thus, a possible breakdown could be as follows: the portfolio: 20 points (CV: 2+2, cover letter:3+3, letter of intent/statement of purpose:5+5), the job interview: 20 points, the presentation: 15 points, the midterm: 20 points, the quiz: 5 points, the role plays: 20 points.

5.3.3 Suggestions for the administration

a) Some students wrote that they thought Eng 311 should be offered later, in the fourth year for instance, whereas some who were taking it in their senior year said it should be offered earlier. Thus, a good solution might be to offer it to seniors in the fall semester only.

b) A suggestion of some students and the graduates was to have some businessperson visit their class to be able to ask questions to him/her and to benefit from what s/he

tells them. If this can be arranged, these guest speakers may share their experiences with the students and give them some advice related to their applications.

c) Evaluation studies like this one should be continuous. The new changes in the syllabus or materials should be evaluated too for formative evaluation to be carried out effectively.

d) Since both students and instructors complain that Eng 311 is too loaded and there is insufficient time to cover all the content in one term only, the course could be divided into two. In the one to be offered in the first term, the focus could be the job search and more time could be allotted to the presentation and the interview. The course that would be offered during the second semester, on the other hand, could focus on on-the-job skills. In addition to socializing, telephoning and meeting, which are covered in the current syllabus, there could be another chapter on business letters, e-mails and business reports, which were all mentioned as causing difficulty both by the graduates and the employers in the needs analysis study that was conducted by SFL as part of the Curriculum Renewal Project.

5.4 Limitations of the Study

The number of students the questionnaire was going to be administered to had been determined as 200, as approximately 2000 students were taking the course this semester. To be able to do this, at the beginning of the term the questionnaire was given to students in 12 sections taking the course. However, a second questionnaire was also going to be given to the same students at the end of the term. Unfortunately, however, the second questionnaire could not be administered to all the 197 students who participated in the first questionnaire. This was an expected situation but getting only 129 back from the students was not expected. The reason why this happened was that it had been anticipated that not all the same students could be found at the

end of the term in the same classes. On the other hand, something that had not been speculated happened; two teachers had to end classes earlier than the normal time and when the researcher gave the questionnaires to the instructors at the beginning of the last week of the term, they had already ended the term; so they could only see their students on the final exam day and gave them the questionnaires then. But only a few students brought the questionnaires back during the following week.

Another difficulty faced was regarding the e-mail surveys. Again, not getting a reply from almost half of the graduates an e-mail was sent to had been anticipated. Nevertheless, only 22 participants out of 114 (19,29 %) replied.

Another limitation of this study was that opinions of employers or professors at departments offering graduate programs were not included due to the difficulties in finding work places or universities where METU graduates who graduated after the year 2001 were working or studying.

5.5 Suggestions for further research

Next time such a study is going to be conducted, employers and professors in the committees deciding which students to be accepted to graduate programs could also be involved. This would provide invaluable feedback to the researcher as in this way, whether METU graduates who have taken Eng 311 are significantly different from graduates of other universities, or METU graduates of older years in the tasks they learned doing in Eng 311 could be learned. What is more, the researcher could also be informed about whether they need to use these skills they are taught in Eng 311 and how successful they are when using them.

Another strategy to be employed could be trying to reach more graduates who have taken Eng 311. Maybe the researcher could try to find where they live or work and go to those places either to give them a questionnaire or even to interview them.

If some employers are going to be interviewed, the METU graduates working there could be easily accessible, for instance. In this way, the researcher can collect more information about which skills are actually needed and used in real life, and graduates' opinions on how beneficial Eng 311 has been for them.

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APPENDIX A

QUESTIONNAIRE FOR ENG 311 STUDENTS

The purpose of this questionnaire is to collect data for the evaluation of the ENG 311 course. All responses will be kept strictly confidential. Therefore, I would be grateful if you could give sincere and detailed responses to all of the questions. Thank you very much in advance for your time and patience.

Derem Yelesen
METU, Department of English Language Teaching
M.A. student

PART I: PERSONAL INFORMATION

1. Have you attended the Department of Basic English? Yes No

If so, a. which level were you when you finished?

b. what was your grade?

2. Have you taken Eng 101? Yes No
102? Yes No
211? Yes No

3. Have you taken Eng 311 before? If so, why are you taking it again?

4. Which department are you a student at?

PART II: EXPECTATIONS

1. What skills do you expect this course to improve?

PART III: ENG 311

1. Could you indicate which one of the following objectives of ENG 311 are **i) very important**, **ii) not very important** and **iii) completely unnecessary** for you. Please indicate your choices in the boxes provided.

Then, please write an explanation about **why you think so** in the right hand column.

i)	ii)	iii)		Why?
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	a) being aware of one's own career goals and interests	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	b) being aware of one's personality traits, strengths and weaknesses	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	c) doing research on available job opportunities suited to one's interests and qualifications	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	d) improving language skills required when applying for a job	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	e) improving language skills required after one gets employed	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	f) improving written presentation skills required when applying for a job (CV, cover letter, etc.)	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	g) improving oral presentation skills	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	h) improving skills required while being interviewed	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	i) improving socializing skills	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	j) improving telephoning skills	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	k) improving skills required in a meeting	

If you think that there should be other objectives of this course, please specify:

2. Below is a list of skills and abilities related to searching and applying for a job and those needed after getting employed. On the left hand column rate **how competent you consider yourself** in each skill. On the right hand column rate **your need** for these skills and abilities. (Please respond by putting a circle around the appropriate number in each column).

Degree of Competence					SKILLS AND ABILITIES	Degree of Need				
<u>Not at all</u>	<u>Little</u>	<u>Average</u>	<u>High</u>	<u>Very high</u>		<u>Not at all</u>	<u>Little</u>	<u>Average</u>	<u>High</u>	<u>Very high</u>
					<u>A. Searching for a job</u>					
					<u>a. Research</u>					
1	2	3	4	5	1. doing research to find out about different companies	1	2	3	4	5
1	2	3	4	5	2. communicating with someone from the company I have decided to apply to to get more information	1	2	3	4	5
					<u>B. Applying for a job</u>					
					<u>a. Written work</u>					
1	2	3	4	5	3. expressing my goals and interests in written form effectively	1	2	3	4	5
1	2	3	4	5	4. expressing my personality traits in written form effectively	1	2	3	4	5
1	2	3	4	5	5. writing an effective CV	1	2	3	4	5
1	2	3	4	5	6. writing an effective cover letter	1	2	3	4	5
1	2	3	4	5	7. writing an effective letter of intent / statement of purpose	1	2	3	4	5
					<u>b. Interview</u>					
1	2	3	4	5	8. being able to provide relevant and satisfactory answers in the interview	1	2	3	4	5
1	2	3	4	5	9. being able to give specific examples when talking about experiences, knowledge, etc.	1	2	3	4	5
1	2	3	4	5	10. giving coherent and unified answers	1	2	3	4	5
1	2	3	4	5	11. being self confident	1	2	3	4	5
1	2	3	4	5	12. using my voice effectively	1	2	3	4	5
1	2	3	4	5	13. being competent and fluent in English	1	2	3	4	5

<u>Not at all</u>	<u>Little</u>	<u>Average</u>	<u>High</u>	<u>Very high</u>		<u>Not at all</u>	<u>Little</u>	<u>Average</u>	<u>High</u>	<u>Very high</u>
1	2	3	4	5	14. being presentable	1	2	3	4	5
1	2	3	4	5	15. using effective body language	1	2	3	4	5
1	2	3	4	5	16. having appropriate attitude and manners	1	2	3	4	5
<u>C. After getting employed</u>										
<u>a. Socializing</u>										
1	2	3	4	5	17. building relationships with visiting business associates	1	2	3	4	5
1	2	3	4	5	18. developing conversations with them	1	2	3	4	5
1	2	3	4	5	19. responding to them positively	1	2	3	4	5
1	2	3	4	5	20. introducing people	1	2	3	4	5
1	2	3	4	5	21. making offers	1	2	3	4	5
1	2	3	4	5	22. conducting small talk	1	2	3	4	5
1	2	3	4	5	23. making requests	1	2	3	4	5
1	2	3	4	5	24. making invitations	1	2	3	4	5
1	2	3	4	5	25. informing foreigners of the local places, food, festivals, sightseeings, etc.	1	2	3	4	5
<u>b. Telephoning</u>										
1	2	3	4	5	26. initiating phone calls	1	2	3	4	5
1	2	3	4	5	27. receiving phone calls	1	2	3	4	5
1	2	3	4	5	28. closing phone calls	1	2	3	4	5
1	2	3	4	5	29. leaving and taking messages	1	2	3	4	5
1	2	3	4	5	30. listening actively	1	2	3	4	5
<u>c. Meeting</u>										
1	2	3	4	5	31. opening a meeting	1	2	3	4	5
1	2	3	4	5	32. proceeding with the agenda	1	2	3	4	5
1	2	3	4	5	33. asking for clarification	1	2	3	4	5
1	2	3	4	5	34. clarifying unclear parts	1	2	3	4	5
1	2	3	4	5	35. stating opinions to come to decisions	1	2	3	4	5
1	2	3	4	5	36. interrupting someone	1	2	3	4	5
1	2	3	4	5	37. ending a meeting	1	2	3	4	5

<u>Not at all</u>	<u>Little</u>	<u>Average</u>	<u>High</u>	<u>Very high</u>		<u>Not at all</u>	<u>Little</u>	<u>Average</u>	<u>High</u>	<u>Very high</u>
					<u>d. Oral presentation</u>					
1	2	3	4	5	38. making an effective introduction in a presentation	1	2	3	4	5
1	2	3	4	5	39. preparing effective audio visual aids in a presentation	1	2	3	4	5
1	2	3	4	5	40. using those audio visual aids effectively during the presentation	1	2	3	4	5
1	2	3	4	5	41. using my body language effectively in a presentation	1	2	3	4	5
1	2	3	4	5	42. using accurate grammar and vocabulary during the presentation	1	2	3	4	5
1	2	3	4	5	43. organizing the ideas to be used in the presentation effectively	1	2	3	4	5
1	2	3	4	5	44. making an effective conclusion in a presentation	1	2	3	4	5
1	2	3	4	5	45. answering questions related to the presentation effectively	1	2	3	4	5

THANK YOU VERY MUCH FOR YOUR TIME AND PATIENCE

APPENDIX B

QUESTIONNAIRE FOR ENG 311 STUDENTS

The purpose of this questionnaire is to see whether your opinions regarding the ENG 311 course have changed. All responses will be kept strictly confidential. Therefore, I would be grateful if you could give sincere and detailed responses to all of the questions. Thank you very much in advance for your time and patience.

Derem Yelesen
METU, Department of English Language Teaching
M.A. student

PART I: EXPECTATIONS

1. According to the first questionnaire given at the beginning of the term, below are the skills you said you expected to improve by the help of ENG 311. Please indicate **how much** you think you have been able to improve these.

Skills	Improved to a great extent	Improved to a certain extent	Improved only a little	Not improved at all
Language skills				
Writing skills				
Speaking /communication skills				
Listening skills				
Reading skills				
Skills about job application in general				
Personal skills (confidence, negotiation, etc.)				

2. In summary, can you say your expectations from ENG 311 have been met?

Yes No

PART II: COMPONENTS

Please write your comments about the following regarding ENG 311.

Materials

THE COURSE BOOK	
Reading texts	
Grammar & vocabulary exercises	

Tasks/ Activities	
OTHER MATERIALS	
The recordings used for listening activities	
Videos (interviews, socializing)	

Tasks

WRITING SKILLS	
CV	
Cover letter	
Letter of intent /statement of purpose	
Response paper	
SPEAKING SKILLS	
The presentation	
The interview	
Socializing role play	
Telephoning role play	
Meeting role play	

Other forms of assessment

The quiz	
----------	--

Interest & Participation	
The final exam	

Other

Method of the teacher (the techniques the teacher has used; the way the teacher has taught in class)	
Sequence of the tasks (research+CV+presentation+interview+letter of intent)	

PART III: ENG 311

1. Could you indicate which one of the following objectives of ENG 311 are **i) very important**, **ii) not very important** and **iii) completely unnecessary** for you. Please indicate your choices in the boxes provided.

Then, especially if you have changed your mind or you (still) think any of these is unnecessary, please explain **why** in the right hand column.

i)	ii)	iii)		Why?
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	a) being aware of one's own career goals and interests	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	b) being aware of one's personality traits, strengths and weaknesses	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	c) doing research on available job opportunities suited to one's interests and qualifications	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	d) improving language skills required when applying for a job	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	e) improving language skills required after one gets employed	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	f) improving written presentation skills required when applying for a job (CV, cover letter, etc.)	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	g) improving oral presentation skills	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	h) improving skills required while being interviewed	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	i) improving socializing skills	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	j) improving telephoning skills	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	k) improving skills required in a meeting	

If you think that there should be other objectives of this course, please specify:

2. Below is a list of skills and abilities related to searching and applying for a job and those needed after getting employed. On the left hand column rate **how competent you consider yourself** in each skill. On the right hand column rate **your need** for these skills and abilities. (Please respond by putting a circle around the appropriate number in each column).

Degree of Competence					SKILLS AND ABILITIES	Degree of Need				
<u>Not at all</u>	<u>Little</u>	<u>Average</u>	<u>High</u>	<u>Very high</u>		<u>Not at all</u>	<u>Little</u>	<u>Average</u>	<u>High</u>	<u>Very high</u>
					<u>A. Searching for a job</u>					
					<u>a. Research</u>					
1	2	3	4	5	1. doing research to find out about different companies	1	2	3	4	5
1	2	3	4	5	2. communicating with someone from the company I have decided to apply to to get more information	1	2	3	4	5
					<u>B. Applying for a job</u>					
					<u>a. Written work</u>					
1	2	3	4	5	3. expressing my goals and interests in written form effectively	1	2	3	4	5
1	2	3	4	5	4. expressing my personality traits in written form effectively	1	2	3	4	5
1	2	3	4	5	5. writing an effective CV	1	2	3	4	5
1	2	3	4	5	6. writing an effective cover letter	1	2	3	4	5
1	2	3	4	5	7. writing an effective letter of intent / statement of purpose	1	2	3	4	5
					<u>b. Interview</u>					
1	2	3	4	5	8. being able to provide relevant and satisfactory answers in the interview	1	2	3	4	5
1	2	3	4	5	9. being able to give specific examples when talking about experiences, knowledge, etc.	1	2	3	4	5
1	2	3	4	5	10. giving coherent and unified answers	1	2	3	4	5
1	2	3	4	5	11. being self confident	1	2	3	4	5
1	2	3	4	5	12. using my voice effectively	1	2	3	4	5
1	2	3	4	5	13. being competent and fluent in English	1	2	3	4	5

<u>Not at all</u>	<u>Little</u>	<u>Average</u>	<u>High</u>	<u>Very high</u>		<u>Not at all</u>	<u>Little</u>	<u>Average</u>	<u>High</u>	<u>Very high</u>
1	2	3	4	5	14. being presentable	1	2	3	4	5
1	2	3	4	5	15. using effective body language	1	2	3	4	5
1	2	3	4	5	16. having appropriate attitude and manners	1	2	3	4	5
<u>C. After getting employed</u>										
<u>a. Socializing</u>										
1	2	3	4	5	17. building relationships with visiting business associates	1	2	3	4	5
1	2	3	4	5	18. developing conversations with them	1	2	3	4	5
1	2	3	4	5	19. responding to them positively	1	2	3	4	5
1	2	3	4	5	20. introducing people	1	2	3	4	5
1	2	3	4	5	21. making offers	1	2	3	4	5
1	2	3	4	5	22. conducting small talk	1	2	3	4	5
1	2	3	4	5	23. making requests	1	2	3	4	5
1	2	3	4	5	24. making invitations	1	2	3	4	5
1	2	3	4	5	25. informing foreigners of the local places, food, festivals, sightseeings, etc.	1	2	3	4	5
<u>b. Telephoning</u>										
1	2	3	4	5	26. initiating phone calls	1	2	3	4	5
1	2	3	4	5	27. receiving phone calls	1	2	3	4	5
1	2	3	4	5	28. closing phone calls	1	2	3	4	5
1	2	3	4	5	29. leaving and taking messages	1	2	3	4	5
1	2	3	4	5	30. listening actively	1	2	3	4	5
<u>c. Meeting</u>										
1	2	3	4	5	31. opening a meeting	1	2	3	4	5
1	2	3	4	5	32. proceeding with the agenda	1	2	3	4	5
1	2	3	4	5	33. asking for clarification	1	2	3	4	5
1	2	3	4	5	34. clarifying unclear parts	1	2	3	4	5
1	2	3	4	5	35. stating opinions to come to decisions	1	2	3	4	5
1	2	3	4	5	36. interrupting someone	1	2	3	4	5
1	2	3	4	5	37. ending a meeting	1	2	3	4	5

<u>Not at all</u>	<u>Little</u>	<u>Average</u>	<u>High</u>	<u>Very high</u>		<u>Not at all</u>	<u>Little</u>	<u>Average</u>	<u>High</u>	<u>Very high</u>
					<u>d. Oral presentation</u>					
1	2	3	4	5	38. making an effective introduction in a presentation	1	2	3	4	5
1	2	3	4	5	39. preparing effective audio visual aids in a presentation	1	2	3	4	5
1	2	3	4	5	40. using those audio visual aids effectively during the presentation	1	2	3	4	5
1	2	3	4	5	41. using my body language effectively in a presentation	1	2	3	4	5
1	2	3	4	5	42. using accurate grammar and vocabulary during the presentation	1	2	3	4	5
1	2	3	4	5	43. organizing the ideas to be used in the presentation effectively	1	2	3	4	5
1	2	3	4	5	44. making an effective conclusion in a presentation	1	2	3	4	5
1	2	3	4	5	45. answering questions related to the presentation effectively	1	2	3	4	5

THANK YOU VERY MUCH FOR YOUR TIME AND PATIENCE

APPENDIX C

The purpose of this questionnaire is to collect data for the evaluation of the ENG 311 course. All responses will be kept strictly confidential. Therefore, I would be grateful if you could give sincere and detailed responses to all of the questions.

Thank you very much in advance for your time and patience.

Derem Yelesen
Department of English Language Teaching.
MA Student

1. When did you graduate from METU?

2. From which department did you graduate?

3. At which company have you been working?/At which university have you been pursuing a graduate degree?

4. How long have you been working/studying there?

5. After graduation, did you work at a different company/study at a different university before this one?

- Yes
 No

6. If yes, what is the name of the company/university?

7. How long did you work/study there?

8. During the application process which of the following did you have to do? Please check the ones you needed to do.

- Writing a CV
- Writing a cover letter
- Writing a letter of intent
- Attending an interview

9. In what language did you need to do these?

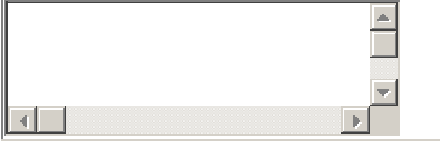
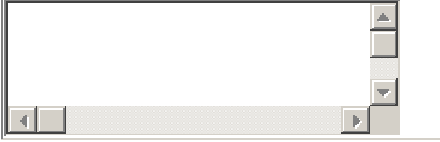

Skills	Language
Writing a CV	Please Select ▼
Writing a cover letter	Please Select ▼
Writing a letter of intent	Please Select ▼
Attending an interview	Please Select ▼

10. Considering the tasks above, was what you learned in ENG 311 beneficial? Please check either Yes or No for each item below.


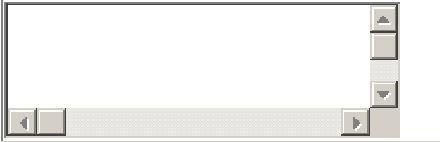
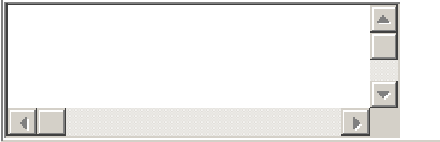

Skills	Was it beneficial	
Writing a CV	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Writing a cover letter	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Writing a letter of intent	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Attending an interview	<input type="checkbox"/> Yes	<input type="checkbox"/> No

11. If **yes**, in what ways was it **helpful**?

Writing a CV	
--------------	--

Writing a cover letter	
Writing a letter of intent	
Being interviewed	

12. If **no**, why do you think it was **not helpful**?

Writing a CV	
Writing a cover letter	
Writing a letter of intent	
Being interviewed	

13. If you were interviewed before getting employed/accepted, do you think the interview simulation in ENG 311 was similar to the real interview you had?

- Yes
- No

14. If **yes**, in what ways was it **similar**?



15. If **no**, in what ways was it **different**?



16. How was the interview conducted? Please check the valid statements.

- I was interviewed by one person
- I was interviewed by a jury
- I was interviewed together with other applicants
- I was interviewed alone

17. After you were hired/accepted, which of the following did you need to do? Please check the ones you have experienced doing.

<input type="checkbox"/>	Socializing with foreign business counterparts
<input type="checkbox"/>	Talking on the phone with foreign business counterparts
<input type="checkbox"/>	Conducting meetings with foreign business counterparts
<input type="checkbox"/>	Attending meetings with foreign business counterparts
<input type="checkbox"/>	Making presentations in English at the company

18. Considering these skills above, was what you learned in ENG 311 beneficial?

- Yes
- No

19. If **yes**, in what ways was it **helpful**?

Socializing with foreign business counterparts in English	
Talking on the phone with foreign business counterparts in English	
Conducting meetings with foreign business counterparts in English	
Attending meetings with foreign business counterparts in English	
Making presentations in English at the company	

20. If **no**, why do you think it was **not helpful**?

Socializing with foreign business counterparts in English	
Talking on the phone with foreign business counterparts in English	
Conducting meetings with foreign business counterparts in English	
Attending meetings with foreign business counterparts in English	

Making presentations in English at the company

21. Please prioritize the following skills according to how important you think they are in work/academic life. Please start with 1- most important.

- Socializing with foreign business counterparts 1 2 3 4 5
- Talking on the phone with foreign business counterparts 1 2 3 4 5
- Conducting meetings with foreign business counterparts 1 2 3 4 5
- Attending meetings with foreign business counterparts 1 2 3 4 5
- Making presentations at the company 1 2 3 4 5

22. Thinking of your work experience, do you think there are other language and communication skills needed in work/academic life that should be covered in ENG311?

- Yes
- No

23. If yes, what are they?

24. Do you have any other comments?

Send

APPENDIX D

QUESTIONNAIRE FOR ENG 311 INSTRUCTORS

The purpose of this questionnaire is to collect data for the evaluation of the ENG 311 course. All responses will be kept strictly confidential. Therefore, I would be grateful if you could give sincere and detailed responses to all of the questions. Thank you very much in advance for your time and patience.

Derem Yelesen
METU, Department of English Language Teaching
M.A. student

PART I: OBJECTIVES

1. Could you indicate which one of the following objectives of ENG 311 you think are **i) very important**, **ii) not very important** and **iii) completely unnecessary**. Please indicate your choices in the boxes provided.

Then, please indicate to what extent you think these objectives have been achieved in the right hand column. Please put a tick (✓) in the response which best illustrates your opinion.

1 = to a great extent 2 = to a certain extent 3 = only a little 4 = not at all

i)	ii)	iii)		1	2	3	4
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	a) being aware of one's own career goals and interests				
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	b) being aware of one's personality traits, strengths and weaknesses				
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	c) doing research on available job opportunities suited to one's interests and qualifications				
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	d) improving language skills required when applying for a job				
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	e) improving language skills required after one gets employed				
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	f) improving written presentation skills required when applying for a job (CV, cover letter, etc.)				
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	g) improving oral presentation skills				
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	h) improving skills required while being interviewed				
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	i) improving socializing skills				
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	j) improving telephoning skills				
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	k) improving skills required in a meeting				

If you think that there should be other objectives of this course, please specify:

PART II: MATERIALS

Please tick the appropriate cell to indicate to what extent you agree with the following statements regarding the materials used in ENG 311.

1 = Strongly agree 2 = Agree 3 = Disagree 4 = Strongly disagree

	1	2	3	4
1. The texts in the book are interesting and motivating.				
2. The texts in the book are chosen well to serve the purpose they meant to serve in ENG 311.				
3. The texts in the book enhance students' critical thinking skills.				
4. The texts in the book are authentic.				
5. The tasks concerning writing are effective.				
6. Listening skills are practiced effectively in an integrated way through the tasks in the book.				
7. Speaking skills are practiced effectively in an integrated way through the tasks in the book.				
8. The tasks in the book are interesting and motivating.				
9. The input concerning job application and the samples provided were effective.				
10. The input concerning on the job tasks and the samples and checklists provided are effective.				
11. The textbook as a whole reflects the objectives of the ENG 311 course.				
12. I did not use most of the book as I did not find it useful.				
14. I felt the need to supplement the book to a great extent.				
15. The units in the book are sequenced in a meaningful way.				
16. The tasks in the book are meaningful.				
17. The book is user-friendly.				
18. The videos/DVDs used in the course are beneficial in reaching the objectives of the course.				
19. The quality of the tape recorder was satisfactory.				
20. The quality of the CD recording used for listening tasks was satisfactory.				
21. The quality of the DVD player/video player was satisfactory.				

22. If you have any further comments related to the textbook or any supplementary material, please state them below.

PART III: ASSESSMENT

Please tick the appropriate cell to indicate to what extent you agree with the following statements regarding the assessment in ENG 311.

1 = Strongly agree 2 = Agree 3 = Disagree 4 = Strongly disagree

	1	2	3	4
1. The criteria in the checklist used to grade the presentation reflect what is taught in class.				
2. The criteria in the checklist used to grade the interview reflect what is taught in class.				
3. The criteria in the checklists used to grade the role plays reflect what is taught in class.				
4. The checklists are user –friendly.				
5. The students are informed beforehand about the grading criteria.				
6. Students are given feedback after each task they carry out.				
7. The final exam reflects the objectives of the course.				
8. The class work assessment procedures effectively assess students’ development process.				
9. The grading criteria for the portfolio are appropriate and reliable.				
10. Each instructor in the department expects the same standards from student presentations.				
11 Each instructor in the department expects the same standards from student interviews.				
12. Each instructor in the department expects the same standards from student role plays.				
13. Each instructor in the department expects the same standards from student portfolios.				
14. The breakdown of grades for student assessment throughout the course is appropriate.				

Please also answer the following questions regarding assessment.

a. Portfolio

15. How many drafts do you have the students make of the following?

CV _____
 Cover letter _____
 Letter of intent / statement of purpose _____

16. Do you grade each draft? Yes No

17. Do you grade each one as you receive them or do you grade at the very end?

I grade each as I receive them.

I grade all at the very end.

18. How do you justify your answers to the last three questions?

b. Role Plays

19. How do you assign the role plays?

in advance

on the spot

20. If you assign them in advance, do you assign

one particular role play to each pair/group?

a variety of role plays to be chosen from?

21. If you assign them on the spot, do you give

no time for practice?

a few minutes for practice?

22. How do you justify your answers for the last three questions?

e. The quiz(zes)

23. Do you give quizzes? Yes No

24. How many do you give? _____

25. When in the semester do you give it/them?

26. Which of the following do you include in the quiz(zes)?

CV format

Cover letter format

Letter of Intent/Statement of purpose format

Vocabulary in the first two chapters in the book

Vocabulary related to socializing, telephoning, meetings

Socializing role play

Telephoning role play

Meeting role play

f. Interest and participation

27. What kind of criteria do you consider when grading students? Please justify your answer.

g. Further comments

28. If you have any further comments related to the evaluation procedures, please state them below.

PART IV: APPROACH AND METHODOLOGY

Please tick the appropriate cell to indicate to what extent you agree with the following statements regarding the approach and methodology used in ENG 311 classes.

1 = Strongly agree 2 = Agree 3 = Disagree 4 = Strongly disagree

	1	2	3	4
1. The theme based approach works well in the course.				
2. The process approach works well in the course.				
3. The course assumes a learner-centered approach.				
4. The course is designed to include a variety of interactional patterns (communication in the form of teacher to students, student to student and student to teacher).				
5. The number of spoken tasks is appropriate to reach the objectives of the course.				
6. The presentation is appropriate to the objectives of the course.				
7. The time allotted to each component of the syllabus is sufficient.				
8. Lessons are done using different equipment and tools, like the OHP, pictures, tape recorders, etc.				

9. If you have any further comments related to the approach/methodology, please state them below.

APPENDIX E

INTERVIEW QUESTIONS

1. Do you think that improving language skills required after one gets employed, improving oral presentation skills, and improving skills required in a meeting are important objectives? Why/Why not?
2. Do you think we have achieved the objectives improving language skills required after one gets employed, and improving oral presentation skills? If no, why not?
3. Do you think the texts in the book enhance students' critical thinking skills? If no, why not? Do you have any suggestions?
4. Do you think that speaking skills are practised effectively in an integrated way through tasks in the book? If no, what do you think can be done to solve this problem?
5. Do you think the videos/DVDs used are beneficial in reaching the objectives of the course? If no, do you have any suggestions to make them more beneficial?
6. Are you satisfied with the checklists? Would you like to suggest some changes for further improvement? / If no, what do you think can be done to solve this problem?
7. Do you think the final exam reflects the objectives of the course? If yes, do you have any suggestions for further improvement? If no, what do you think can be done to solve this problem?
8. Do you think the breakdown of grades is appropriate? Do you think the one decided at the evaluation meeting is a better alternative when compared to the old version? Why/Why not?
9. The way instructors grade the components of the portfolio is different. 50% grade each component as they receive them, and 45,5% grade all at the very end. Do you think this is a problem? Why/ Why not?
10. The way instructors have the students perform the role plays is also different. Do you think we should standardize this? Why / Why not?
11. The content of the quizzes instructors give is also different. Do you think we should standardize this? Why / Why not?
12. Do you think the theme based approach works well in the course? Why/Why not? If no, what can be done to make it work better?
13. Do you think the time allotted to each component of the syllabus is sufficient? If no, could you suggest a solution for this problem?