EVALUATION OF AN ENGLISH LANGUAGE TEACHING PROGRAM AT A
PUBLIC UNIVERSITY USING CIPP MODEL

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FERDA TUNÇ

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Approval of the Graduate School of 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 in Educational Sciences

_____

Prof. Dr. Ali Yıldırım
Head of Department

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

_____

Assoc. Prof. Dr. Cennet Engin Demir
Supersivor

Examining Committee Members

Assoc. Prof. Dr. Cennet Engin DEMİR   (METU, EDS)   _____

Assist. Prof. Dr. Hanife AKAR   (METU, EDS)   _____

Dr. Perihan SAVAŞ   (METU, FLE)   _____

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Name, Last name: Ferda TUNÇ

Signature   :

ABSTRACT

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TUNÇ, Ferda

M.S. Department of Educational Sciences

Supervisor: Assoc. Prof. Dr. Cennet Engin DEMİR

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This study aimed to evaluate the effectiveness of Ankara University Preparatory
School program through the perspectives of instructors and students. To this end,
the CIPP (context, input, process, and product) evaluation model developed by
Stufflebeam (1971) was utilized. 406 students attending the preparatory school in
the 2008-2009 academic year and 12 instructors teaching in the program
participated in the study. The data were gathered through a self-reported student
questionnaire and an interview schedule which was designed for the instructors.
Besides, in order to obtain more detailed information about the preparatory school,
written documents were examined. While the data based on the questionnaire were
analyzed through descriptive and inferential statistics, content analysis was carried
out to analyze the qualitative data. Multivariate Analysis of Variances with Pillai's

Trace test was employed to investigate whether the significant differences among dependent variables across independent variables existed.

Results of the study indicated that the program at Ankara University Preparatory School partially served for its purpose. The findings revealed that some improvements in the physical conditions, content, materials and assessment dimensions of the program were required to make the program more effective.

Key words: Curriculum, Curriculum evaluation, Foreign language teaching

ÖZ

ANKARA ÜNİVERSİTESİ HAZIRLIK OKULU PROGRAMININ CIPP MODELİ İLE DEĞERLENDİRİLMESİ

TUNÇ, Ferda

Yüksek Lisans Eğitim Bilimleri Bölümü

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Bu çalışmada Ankara Üniversitesi Hazırlık Okulu Programı'nın etkililiğini okutmanların ve öğrencilerin bakış açılarından değerlendirilmesi amaçlanmıştır. Bu hedefle, Stufflebeam (1971) tarafından geliştirilen CIPP (bağlam, girdi, süreç, ürün) değerlendirme modeli kullanılmıştır. Araştırmanın örneklemini 2008-2009 akademik yılında hazırlık okulunda öğrenim gören 406 öğrenci ve 12 okutman oluşturmaktadır.

Veriler öğrenciler için geliştirilen anket ve okutmanlar ile yapılan mülakatlar yoluyla toplanmıştır. Hazırlık okulu ile ilgili daha detaylı bilgi elde etmek amacıyla, doküman analizi yapılmıştır. Anket yoluyla toplanan veriler betimsel ve çıkarımsal istatistik yöntemleri kullanılarak analiz edilirken, nitel veriler içerik

çözümlemesi tekniğiyle incelenmiştir. Gruplar arasında istatistiksel olarak önemli farklar olup olmadığını incelemek için çoklu varyans analizi kullanılmıştır.

Çalışmanın sonuçları Ankara Üniversitesi Hazırlık Okulu Programı'nın amacına kısmen ulaştığını göstermiştir. Çalışmada elde edilen bulgular programın daha iyi işlemesi için, fiziksel şartlar, içerik, kaynak ve değerlendirme boyutlarında geliştirilmeye gerek olduğunu ortaya koymuştur.

Anahtar kelimeler: Program, Program değerlendirme, Yabancı dil eğitimi

To my beloved family

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INTRODUCTION

1.1 Background to the Study

English used to be spoken as a monolingual language which was restricted to Britain and its domain of influence. However, today it is spoken by over two billion people in the world in various dialects and proficiency levels. As English has gone beyond its natural borders, nonnative speakers of English outnumber native speakers three to one as asserted by Crystal (1997). In course of time, English has established itself as the world language of research and publication and it is being used by a multitude of universities and institutes of learning all around the world as the language of instruction (Flowerdew and Peacock, 2001). On account of the current status of English, the need for English as a foreign language has placed a remarkable change in the requirements of many educational systems. Thus, some crucial aspects related to English teaching such as the ones about curriculum, methodology and evaluation has gained considerable importance throughout the world. Nunan (1992) states that though there are a wide range of diverse and sometimes contradictory views on the nature of language and language learning, curriculum developers need to take account of and respond to data coming from learners, teachers, evaluation specialists and so on.

As for Turkish educational milieu, teaching and learning English has for a long time been an inevitable part of one's life in some way or another. Konig (2003) suggests that in Turkey, main aims for the teaching of English are usually for higher education, better job opportunities and for following technological and scientific improvements. Daloğlu (1996) points out one of the most important prerequisites of delivering effective and quality language education is having a clearly defined curriculum in

terms of its teaching goals and specific objectives. Therefore, having a good curriculum is one of the vital steps towards achieving high quality language tuition. It is from this standpoint that arises the importance of evaluation so as to comprehend the success and failures of a program. Evaluation is a process that we carry out to obtain data to determine whether to make changes, to make modifications, eliminations and/or accept something in the curriculum (Ornstein and Hunkins, 1998). Thus, it can be said that a systematic and perpetual evaluation is a must while determining future strategies. According to Brown (1989) this continuous evaluation implies that there should always be preparation for revision of all of the elements in the curriculum plan. He points out the importance of evaluation and states that

> …the ongoing program evaluation is the glue that connects and holds all of the elements together. Without evaluation, there is no cohesion among the elements and if left in isolation, any of them may become pointless. In short, the heart of the systematic approach to language curriculum design is evaluation-the part of the model that includes, connects and gives meaning to all of the other elements. (p. 235)

Furthermore, it is essential to evaluate the opinions of the students and the teachers in order to maintain a comprehensive overview of all aspects of the process of learning English within a preparatory school (Kalfazade, Oran, Sekban and Tınaz, 1987). From this point forward, there are many studies cited in literature abroad and in Turkey regarding curriculum evaluation issue.

To begin with, one of these studies was carried out by Yıldız (2004) whose aim was to evaluate the Turkish Language Program for foreigners at Minsk State Linguistic University (MSLU) in Belarus. He evaluated this program by using Daniel Stufflebeam's Context, Input, Process, Product (CIPP) Model. The purpose of this evaluation study was to identify the discrepancies between the current status and the desired outcomes of the Turkish program at MSLU. Moreover, the researcher aimed to find out the aspects of the Turkish program that should be maintained, strengthened, added or deleted. The researcher collected data from students who were attending the program in the 2002-2003 academic year, from instructors who were teaching in the program in the same academic year, from the graduates of the program, from former instructors of this program, from the parents of the students who were currently attending the program, and finally from the authorities at the

institution and the employers of the graduates of this program in Minsk. In order to carry out the evaluation study, he made use of both qualitative and quantitative data, such as questionnaires, interviews and an analysis of written documents. The results of his study revealed that the language program at MSLU partially met the needs and the demands of the learners. In the end, the researcher put forward some recommendations so as to help the program meet the needs of the students in a better way.

Another study was conducted by Pittman (1985) whose aim was to evaluate a social science curriculum in a local school district by using Robert Stake's Responsive Evaluation Model. The purpose of the evaluation was to develop, implement, and evaluate a curriculum evaluation process to determine the areas of strength and concerns so that revisions could be made and to find out if the revisions have an obvious effect on students' skills with regard to social studies. The researcher benefitted a wide range of data collection techniques such as questionnaires, open-ended response surveys, classroom observations, and interviews. The findings suggested that the social studies curriculum was in a sound condition, yet a few improvements were needed to make it more effective. He also suggested that the goals of the program be defined clearly; and that the materials be revised by the teachers and supervisors.

Another evaluation study was carried out by Yanık (2007) who aimed to evaluate the English language curriculum of the sixth, seventh and eighth grades of public primary schools. The major areas of investigation were the teachers' and students' perceptions of the curriculum goals and content, instructional strategies, evaluation and assessment procedures, learner attitudes and the problems encountered during the curriculum implementation. Data were collected from 368 teachers and 1235 students randomly selected from the 21 cities and 42 towns of the seven regions of Turkey through a questionnaire for teachers and students. The results revealed that the implementation process of the English language curriculum showed differences in relation to the facilities of schools and classrooms, teacher and student characteristics and perceptions.

A similar study was done by Güllü (2007). This study presented an evaluation of the English program at Vocational School of Çukurova University from the students' point of view. The study investigated what the students thought about the usefulness and effectiveness of this program and the problems they encountered as well as if this program met the needs and expectations of the students. In order to achieve this aim, two instruments were used. First of all, a questionnaire by which the students evaluated the program from different perspectives was given. Then, they were interviewed to elicit their opinions about the program. The results revealed that the students faced certain problems such as the difficulty of the course content considering their level of English; unattractive and irrelevant course materials, lack of motivation and interest and lack of physical equipments. Thus, the data revealed that the program did not match students' expectations and needs. Therefore, it needed to be improved and adapted for matching to students' future needs.

1.1.1 Preparatory School and Ankara University

Since the introduction of foreign language instruction into the Turkish education system, there has been an increasing need for intensive English education at universities. This need is satisfied through preparatory schools which give students a full one year of English education. Preparatory schools enable students to have a proficient knowledge of English so that they can follow their courses in their departments effectively. Because of this crucial mission attributed to preparatory schools, it is essential that the preparatory school curriculum be evaluated so as to see its strengths and weaknesses.

Ankara University being a Turkish-medium university has also been affected by this tremendous influence of foreign language, which led to the foundation of School of Foreign Languages in 26/01/2002. The responsible body in the institution which deals with English is Preparatory Unit.

The researcher is an instructor at the preparatory school and has observed many occasions when the instructors and students express their discontentment regarding the effectiveness of the English program implemented at the university. Despite the

fact that a substantial amount of time, money and effort is allocated for teaching-learning process, neither the students nor the instructors appear to be pleased with the outcomes of the program. Furthermore, since the program was established, no research has been carried out to see how effective the implemented program is. Thus, the questions such as how much the instructors and students are satisfied with the program, whether the materials are sufficient in achieving the aims and whether the assessment procedures are parallel to the instruction are left unanswered. With all these points in mind, the researcher aims to find the answers to these questions, as all the programs need to be evaluated to find out whether the developed and organized experiences are producing the intended outcomes or results and to diagnose the strengths and weaknesses of the plans and organizations (Tyler, 1949).

1.2 Purpose of the Study

The main purpose of the study is to evaluate the effectiveness of Ankara University Preparatory School program through the perspectives of instructors and students using context, input, process and product components of the CIPP evaluation model developed by Stufflebeam (1971). More specifically, the environment that the English program takes place, the students' and instructors' perceptions in terms of objectives, content, teaching methods, materials and assessment dimensions of the program and the students' perceptions of their own competencies are aimed to be examined. By means of this study, the researcher's ultimate aim is to suggest relevant adaptations and contribute to the improvement of the preparatory school curriculum.

1.3 Significance of the Study

In a direct sense, this study will inform educators and decision makers about the students' competencies in four skills, characteristics of teaching- learning process through the instructors' and students' perspectives. Therefore, this particular study will help the Preparatory School administration to figure out how effective the current English Teaching Program is, along with identifying the strengths and weaknesses of the program. By means of providing a thorough picture of the program, this evaluation study will help administrators make relevant changes, additions and deletions to the program. Furthermore, perceived skills competencies revealed by this study will be helpful for teachers to make wise decisions to improve students' competencies. It is hoped that the results of the study will provide valuable insights into the effectiveness of the program and be used as a framework for curriculum improvement studies at Ankara University.

More specifically, four skills development plays an important role in the language learning process. Ensuring that the students possess the previously aimed competencies in four skills is one of the preliminary goals of preparatory school. Therefore, it is vital to see what the students think about the emphasis on four skills and how they perceive their competencies. Furthermore, effects of several demographic variables on students' perceived English competencies revealed by this study will be helpful for instructors, stake holders and curriculum planners to make wise decisions to improve students' competencies.

Additionally, the results will provide information regarding the materials, teaching methods, assessment and communication opportunities, all of which will definitely add up to the suggestions to improve the identified deficiencies in preparatory school classes.

Another significant aspect of this study is that it will contribute to the scant body of literature on preparatory school program evaluation in Turkey. By these means, the results of the study may be considered as a clue for other universities in understanding the deficiencies in their programs.

1.4 Limitations of the Study

The main limitation of this study is that it relies on only students' self-reported data. In other words, the findings are a measure of how students perceive their own competencies. It may be more preferable to support students' self-reported data with a variety of measurement tools, such as direct observation and achievement tests.

A second limitation is about the lack of an external evaluator. Involvement of an external evaluator in the study might be much better so as to enhance the credibility and objectivity of the evaluation.

Thirdly, data collector bias might be considered as a limitation. Since the instructors were supposed to conduct the questionnaires to their students, the students might have been unwilling to express their genuine ideas about the questions.

In addition, during the face to face interview with the instructors, some respondents may not have truthfully answered the questions that they found sensitive. More specifically, several interviewees were concerned about the administrators' reactions to their answers. Thus, they may have been hesitant to reveal their true opinions or attitudes related to the program.

Last of all, though the results can be insights to other universities in relation to the encountered problem, the results of this study still cannot be generalized to other contexts in Turkey.

CHAPTER 2

REVIEW OF LITERATURE

This chapter provides an overview regarding the significance of English language and its current status in Turkish education system. Focusing on the approaches and methods in English Language Teaching (ELT), different conceptions of curriculum are provided. Afterwards, the need for curriculum evaluation is pointed out with a focus on the evaluation models. Prior to information about preparatory schools and problems related with these schools, a review of the Stufflebeam's Context, Input, Process, Product Model is presented.

2.1 English Language Today

It is a well-known fact that English is gaining importance day by day in our world. The continuing expansion of English is very much influenced by the historical aspects which resulted in its critical place today. Crystal outlines the history of the spread of English along these lines:

> In the seventeenth and eighteenth centuries, English was the language of the leading colonial nation Britain. In the eighteenth and nineteenth centuries, it was the language of the leader of the industrial revolution-also Britain. In the late nineteenth century and the early twentieth, it was the language of the leading economic power-the USA. As a result, when new technologies brought new linguistic opportunities, English emerged as a first rank language in industries which affected all aspects of society-the press, advertising, broadcasting, motion pictures, sound recording, transport and communications (Crystal, 1997, pp. 110-111).

In the same way, as stated by Toker (1999), the English language has become more common among world communities, especially since World War II, and accepted for international communication. In addition, it is not possible to neglect the effect of colonization in the course of this immense expansion. As Crystal (1997) suggests

thanks to its colonial acts, the British Empire took the preliminary steps to make its language the world language, which were followed by the triumphant acts of the former colony of the British Empire- the United States-in the 19th century. Graddol (2000) reports that millions of people from British Isles, France, Spain and Italy flocked in the United States, as they fled from the results of revolution, poverty and famine in Europe. Therefore, a considerable number of people coming from different language backgrounds had to live together, which in time led to the necessity of one single language. Consequently, after one or two arrival of generations, these immigrant families had gradually come to speak English, through a natural process of assimilation.

Starting with the discovery of the continent of America and followed by the industrialization, English had its role as an international language by means of scientific developments and cultural exports, too. Crystal (1997) emphasizes "technological advances in the form of movies and records fueled new mass entertainment industries which had a worldwide impact" (p. 8). Similarly, in order to point out the crucial influence of cultural and scientific transfer from the United States, Rohde (1996) suggests that what centuries of British colonialism and decades of Esperanto couldn't do, a few years of free trade, MTV, and the Internet has. He also adds that English dominates international business politics and culture more than any other language in human history.

Apart from its supremacy in the United States, English language yielded a notable dignity in European countries as well. This status of English was mainly due to the foundation of European Union which functions through a hybrid system of twenty seven countries in an intergovernmental and supranational way. As a part of its language policy, European Union cradles the other 23 languages and supports the sustenance of minority languages. Nevertheless, the most widely spoken language in the union is English beyond any doubt.

The situation in Turkey is not different from the rest of the world especially because of the effect of globalization and strong political ties with the U.S. (Doğançay-Aktuna, 1998). The initial interaction however between Turkish people and English language dates back to commerce relations between the Ottoman Empire and Great

Britain around the 1530s (Demircan, 1988). Partners in trade did not learn each other's language; instead they used the Greek, Jewish and Armenian minorities in Istanbul and Izmir as translators throughout centuries of business (Lewis, 1982). Though the Ottomans were not intolerant of other languages, permitting their subjects in the Balkans and the Arab peninsula to use their native tongues instead of imposing Turkish on them (Brosnahan, 1973), they seemed indifferent to foreign varieties. Relationships with the United States started with a trade agreement between the Americans and the Ottoman Empire in 1830. Missionaries were granted the right to set up schools in the Empire, and in 1863 Americans founded the private school, Robert College, which produced its first Turkish Muslim graduate in 1903 (Davison, 1961, cited in Bear, 1985, p. 121). Doğançay-Aktuna (1998) points out the succeeding steps of the interaction as follows:

> Under capitulations during the years between 1820 and 1923, foreign-owned and run schools could follow the curriculum of their own choice. This was to change after 1923, when the Republic of Turkey was founded by Kemal Atatürk after the collapse of the Ottoman Empire. Education was then secularized, with a ban on the teaching of Arabic and Persian in primary and secondary schools. The number of foreign schools was also stabilized. The urgent educational goal of the new Republic was the spreading of literacy in Turkish, in a manner congruent with developing nationalism and nation-building (p. 26).

Hence, the main concern then was to emphasize the mother tongue instead of foreign language as most of the people were illiterate. Nonetheless, in March 1924, a Western foreign language was made a compulsory school subject for all, with the aim of culturally enriching the Turks (Sebüktekin, 1981). As Demircan (1988) states the importance of foreign languages as a means of cultural and technological enrichment was acknowledged in the new Republic, although these had to be accessed through translations for the time being. Because of the growing influence of American economic and military power in time, the spread of English in Turkey was inevitable. Doubtlessly, all these contributed to the penetration of English into the education system, as well. Doğançay-Aktuna (1998) suggests that after the 1980s, international ties had been strongly established and, in a rapidly globalizing world with liberalism and free enterprise, Turkey felt an even more urgent need to keep up in terms of foreign language proficiency. (This meant language-in-education planning to aid the

acquisition of English. According to the statistical figures for 1987–88, there were 193 English-medium (103 private, 90 state-owned), 15 German-medium (8 private, 7 state-owned), 11 French-medium (9 private, 2 state-owned), and 2 private Italian-medium secondary schools in Turkey (Demircan, 1988). The division between the number of English-medium and other foreign language medium schools clearly illustrates the outstanding influence of English in the country.

2.1.1 Current Status of English in Turkish Education System

The more English language gains importance, the more it becomes crucial to teach and learn the language more effectively. Because of this situation, English language learning and teaching plays an important role in Turkish education system.

It is an obvious fact that, most young adults are exposed to English in some way or another throughout their education life. By means of Anatolian High schools, English medium schools, British Council, American Cultural Association, private language courses and English medium universities, a substantial number of Turkish citizens have been learning English in different settings but with the same aim which is attaining the opportunities it will create (Üzüm, 2008). In the Turkish educational context, English is neither the second language nor an official one; yet, it is "the most useful foreign language" (Konig, 1990 p. 86). However, there is much dispute about the ideal role of English in Turkish national education system. Unlike some scholars who advocate English-medium instruction, supporting the view that bilingual education develops not only one's cognitive but also linguistic abilities in native language (Alakuş, 1989), others believe that it reduces cognitive abilities causing insufficient in-class participation and eventually threatening one's own native language and culture (Demircan, 1995; Sinanoğlu, 1974).

2.2 Approaches and Methods in English Language Teaching (ELT)

In spite of the importance given to language learning by the national educational system, Turkish students relatively fail to acquire both productive and comprehensive skills in English and they generally fall behind the desired level of proficiency. The reasons of this failure have been discussed in Turkey for a long time. The efficacy of the methodologies implemented has been considered as the main cause behind this failure (Karahan, 2007; Üzüm, 2008). Therefore, the significance of the use of methods in English language teaching cannot be ignored in the process.

The history of English language teaching (ELT) can be separated into five decades as "early period, the nineteen-sixties, the nineteen-seventies, the nineteen-eighties, the nineteen-nineties and "the new-millennium" depending on the major developments in the field (Jawarskowa and Porte, 2007). The early period of English language teaching was the time of Grammar Translation Method, which emerged from the study of Latin and became the usual way of studying foreign languages (Richards and Rodgers, 1990). As Bowman (1989) states in a typical Grammar translation class, the main focus is on reading and writing with little attention being given to speaking or listening. Sentence is considered to be the basic unit of language and grammar is taught deductively through sentence analysis. Besides, too much time is spent on analyzing grammatical structures and translating them to native and target languages. Additionally, Brown indicates that, the early 1960s were the time of shift to "oral practice through pattern drills and a good deal of behaviorally-inspired conditioning" (cited in Jawarskowa and Porte, 2007, p. 18). Audio-Lingual Method emphasizes the importance of listening comprehension and oral proficiency with accurate pronunciation. Thus, the students have the roles of parroting what is said to them. The distinguishing activities of this method are dialogues, drills, repetition and restatement. In this type of learning environment, teachers' role is to control, monitor and correct the learners' performances.

After Audio-Lingual Method, the main focus shifted from repetition or parroting to stimulus response. As stated by Richards and Rodgers, the main purpose of Total Physical Response (TPR) can be stated as "to teach oral proficiency at a beginning level" by relying on "meaning interpreted through movement" (Richards and Rodgers,

1990, p. 91). TPR puts more emphasis on meaning than the form so grammatical structures are taught inductively. The main activities of TPR require the learners to perform the commands provided by the teacher. The learners' roles are to listen and perform while the teachers' role is to expose the students to the target language through his or her commands.

Towards the end of 1960s and beginning of 1970s, the criticisms towards behavioral approaches to learning led to Cognitive Code Learning, which proposed more "deductive" learning of structures together with some drilling practice associated with audio-lingual method, but by adding "more creativity and meaningful learning in classroom routines" (cited in Jawarskowa and Porte, 2007, p. 2). Actually, this was the time emphasis was on integration of skills and more meaningful activities, especially role-plays rather than the structural activities in the form of mechanical drills.

Suggestopedia, another method that gained importance afterwards, aimed to deliver advanced conversational proficiency quickly (Richards and Rodgers, 1990). Classroom environment with bright atmosphere, musical background and comfortable chairs were thought to facilitate information flow.

Silent Way, a method developed by Gattegno (1976), is based on the assumption that teacher should be silent as much as possible in the classroom and the learner should be encouraged to produce as much language as possible. The main goal of this method is to provide students with oral facility in basic elements of the target language focusing on grammatical items and vocabulary. In silent way, teachers' role is to elicit from students through mimes and gestures.

Another method which was called Community Language Learning is based on a holistic approach to learning in that learning is viewed as being not only cognitive but also affective. In other words, this method is derived from humanistic approaches to learning. The main purpose of the method is to help the learners achieve near-native like mastery of language. Howatt (1984) emphasizes that group works in the form of discussions, conversations, presentations, reflection and observation of what is experienced in class, listening to the teacher, talk about classroom interaction and

feelings about the classroom experiences are the main activities that are carried out in this type of learning environment.

The methods described so far influenced the emergence of a broader concept of "approach" to language teaching which included various methods. Thus, the centrality of grammar in language teaching and learning was questioned as it was suggested that language learning involved much more than just grammatical competence. As a consequence, the extremely structured, teacher-oriented, grammar based translation and memorization oriented, traditional foreign language teaching left its place to a learner-centered, communicative based teaching that founds instruction on learners' communicative needs (Richards and Rodgers, 2001). Although, due to the word "communication", Communicative Language Teaching might come into view as face-to face oral interaction, it also embodies writing and reading activities (Savignon, 2007; Thompson, 1996; Whitely, 1993). In a given context where learners' needs are being satisfied, the significance of certain linguistic rules cannot be ignored (Savignon, 2007). As expressed by Whitely (1993), the teachers are considered to be the facilitator and the guide of the procedures and/or activities that will promote communication. In this type of learning environment, students interact with others by expressing themselves and sharing opinions so they have an active role in the classroom. It is obvious that the main principles of this method reflect a constructivist approach in language teaching. Constructivism emphasizes that learners construct knowledge as a result of their own activities and interaction with the environment. According to constructivist theory, individuals construct knowledge in interaction with their environment, and in the process both the individual and the environment are changed (Abdal-Haqq, 1998; Airasian and Walsh, 1997; Brooks and Brooks, 1993; Richardson, 1997).

After all these methods and their implications, in the twentieth century, the notable notion became the idea that there is no best method appropriate for all teaching situations, which eventually led to the models of integrated teaching. The integrated skills teaching as the term suggests is the teaching of four main skills, specifically reading, writing, listening and speaking in conjunction with each other. The main

advantage of such an approach is that it enables the learner to be proficient in the target language with all four skills with meaningful tasks and activities.

2.3 Different Conceptions of Curriculum

The fact that the term *curriculum* does not have any single exact definition ultimately leads to emergence of various interpretations from different educators. "The curriculum field is by no means clear; as a discipline of study and as a field of practice, curriculum lacks clean boundaries…'' (Olivia, 2001, p. 10).

While some educators define the concept of curriculum as subjects or subject matters, the others define it as experiences that a learner has under the guidance of the school. Ornstein and Hunkins (2004) provides five different definitions for the concept of curriculum which can be listed as follows; A curriculum can be defined as a plan for action or a written document that includes strategies for achieving desired goals or ends. A curriculum can be defined broadly- as dealing with experiences of the learner. Curriculum can be considered as a system for dealing with people and the processes or the organization of personnel and procedures for implementing that system. Curriculum can be viewed as a field of study. Finally, curriculum can be considered in terms of subject matter or content. Tanner and Tanner (1980) on the other hand; defines curriculum as "The cumulative tradition of organized knowledge, modes of thought, race experience, guided experience, planned learning environment, cognitive/affective content and progress, an instructional plan, instructional ends or outcomes, and a technological system of production" (p. 54). A different approach to defining curriculum was taken by Robert M. Gagne (1987), who wove together subject matter, the statement of ends, sequencing of content, and pre-assessment of entry skills required of students when they begin the study of content.

There is also a group of educators who regard curriculum as a production system. To illustrate, Bobbitt (1923) defines curriculum as the series of things which children and youth must do and experience by way of developing ability to do the things well that make the affairs of adult life. Similarly, according to Popham (1972) curriculum revolves around "objectives that an educational system hopes its learners will achieve" (p. 96).

By the 1980s, the concept of curriculum expanded even more with changes in social emphasis. For example; Tanner and Tanner stated that "Curriculum is the learning experiences and intended outcomes formulated through systematic reconstruction of knowledge and experience, under the auspices of the school, for the learners' continuous willful growth in personal-social competence" (Tanner and Tanner, 1984, p. 102). Besides, Jon Wiles and Joseph Bondi not only described curriculum as plan for learning but also considered the curriculum as a goal or set of values, which are activated through a development process culminating in classroom experiences (Wiles and Bondi, 1985). Similarly, Hilda Taba (1962) put forward a similar definition of curriculum. She defined curriculum as a plan for learning and lists the elements:

> A curriculum usually contains a statement of aims and of specific objectives; it indicates some selection and organization of content; it either implies or manifests certain patterns of learning and teaching, whether because the objectives demand them or the content organization requires them. Finally it includes a program of evaluation of the outcomes (p. 47).

Geneva Gay (2000), writing on desegregating the curriculum, offered a broad interpretation of curriculum: If we are to achieve equally, we must broaden our conception to include the entire culture of the school- not just subject matter and content.

2.4 Curriculum Evaluation

It is a fact that evaluation may be conducted for a wide range of reasons in every part of our life. In terms of education, it can be stated that the main purpose of evaluation is to obtain information about student and teacher performance along with classroom interactions. In the same way, the aims might also include to identify strengths and weaknesses of particular activities in a program.

There is no widely agreed upon definitions of evaluation. While some educators relate evaluation with measurement, the others define it as the assessment of the extent to which specific objectives have been attained. Some view evaluation as primarily scientific inquiry, whereas others argue that it is essentially the act of collecting and providing information to enable decision-makers to function

effectively (Worthen and Sanders, 1998). Though it can be said that evaluation can refer to small-scale activities which involves basically a teacher and his\her students, it can also refer to large-scale studies which involves many schools and teachers. Despite this lack of consensus about the phenomenon, Talmage (1982) defines evaluation as the act of rendering judgments to determine value-worth and merit-without questioning or diminishing the important roles evaluation plays in decision making. Moreover, "evaluations can differ on many dimensions, among them design (experimental, quasi-experimental, regression discontinuity) intent (advocacy versus objective assessment), philosophical underpinnings (quantitative versus qualitative), and others" (Frechtling, 2007 p. 104).

Cronbach (1991) makes a distinction among three types of decisions that requires evaluation:

1) Course improvement: deciding what instructional materials and methods are satisfactory and where change is needed.
2) Decisions about individuals: identifying the needs of the pupil for the sake of planning his instruction, judging pupil merit for purposes of selection and grouping, acquainting the pupil with his own progress and deficiencies.
3) Administrative regulation: judging how good the school system is, how good individual teachers are, etc.

Evaluation was conceptualized by Ralph Tyler (1991) as a process essential to curriculum development. The purpose of evaluation was stated as to determine the extent to which the curriculum had achieved its stated goals. Evaluation was the basis for the identification of strengths and weaknesses in the curriculum, followed by re-planning, implementation and evaluation (Gredler, 1996). Similarly, Worthen and Sanders (1998) stated that evaluation is the formal determination of the quality, effectiveness or value of a program, product, project, process, objective or curriculum. In addition, there are several judgment methods that are used for evaluation during this determination process. These are mainly determining standards for judging quality and deciding whether those standards should be relative or absolute. Secondly, collecting relevant information and finally applying the standards

to determine quality. Hence, in the light of these definitions related to evaluation, it can be concluded that Program Evaluation is therefore a systematic inquiry designed to provide information to decision makers and/or groups interested in a particular program, policy or other intervention. This inquiry might be exemplified as 'How does the program work?', 'Does the program produce unintended side effects and so on?' (Cronbach, 1980, p. 87) Program Evaluation generally involves assessment of one or more of five program domains. a) the need for the program b) the design of the program c) the program implementation and service delivery d)the program impact or outcomes and e) program efficiency (cost effectiveness). Similarly, the nature of program evaluation is described as

- Program evaluation is not determination of goal attainment
- Program evaluation is not applied social science
- Program evaluation is neither a dominant nor autonomous field of evaluation (Payne, 1994, p. 15).

Mackay (1994) states that in the field of foreign language teaching, the term 'program evaluation' is used to a wide variety of activities, ranging from academic, theory - driven research to informal enquiries carried out by a single classroom. Thus, evaluation may focus on many different aspects of a language program such as curriculum design, classroom processes, the teachers and students.

2.4.1 The Need for Curriculum Evaluation

Evaluation is a central component of the educational process. Thus, it is certainly a critical and challenging mission. Kelly (1999) defines curriculum evaluation as the process by which we attempt to gauge the value and effectiveness of any particular piece of educational activity. The two common goals of program evaluation, as stated by Lynch (1996) are evaluating a program's effectiveness in absolute terms and/or assessing its quality against that of comparable programs. Program evaluation not only provides useful information to insiders on how the current work can be improved but also offers accountability to outside stakeholders.

It aims to discover whether the curriculum designed, developed and implemented is producing or can produce the desired results. The strengths and the weaknesses of the

curriculum before implementation and the effectiveness of its implementation can be highlighted by the help of evaluation (Ornstein and Hunkins, 1998). Thus, a systematic and continuous evaluation of a program is significant for its improvement, which ultimately leads to the need for curriculum evaluation.

2.4.2 Summative Evaluation and Formative Evaluation

A different way of analyzing curriculum evaluation is in terms of the timing of the evaluation, the ways in which it is made, the instruments used and the purpose for which the results are used.

Scriven (1991) introduced into the literature of evaluation the concept of *Formative* and *Summative Evaluation*. Formative evaluation requires collecting and sharing information for program improvement. While a program is being installed, the formative evaluator works to provide the program planners and staff with information to help adjust it to the setting and improve it (Morris and Fitz-Gibbon, 1978). Formative evaluation is typically conducted during the development or improvement of a program or product or person and so on and it is conducted often more than once (Scriven, 1991). The purpose of formative evaluation is to validate or ensure that the goals of the instruction are being achieved and to improve the instruction if necessary by means of identification and subsequent remediation of problematic aspects (Weston, Mc Alpine and Bordonaro, 1995). Therefore, it is apparent that formative evaluation provides data to enable on-the-spot changes to be made where necessary. Students' learning activities can be refocused and redirected and the range and depth of instructional activities of a curriculum can be revised in 'mid-stream' (Tunstall and Gipps, 1996). Hence, it applies to both course improvement and students' growth, although some writers tend to concentrate only upon the former (Pryor and Torrance, 1996). In brief, formative evaluation is conducted during the operation of a program to provide program directors evaluate information useful in improving the program. For example, during the development of a curriculum package, formative evaluation would involve content inspection by experts, pilot tests with small numbers of children and so forth. Each step would result in immediate feedback to the developers who would then use the information to make necessary revisions.

Summative evaluation, on the other hand, is conducted at the end of a program to provide potential consumers with judgments about that program's worth or merit. For example, after the curriculum package is completely developed, a summative evaluation might be conducted to determine how effective the package is with a national sample of typical schools, teachers and students at the level for which it was developed (Worthen and Sanders, 1998). The summative evaluator's function is not to work with the staff and suggest improvements while the program is running but rather to collect data and write a summary report showing what the program looks like and what has been achieved. Summative Evaluation is the final goal of an educational activity. Thus, summative evaluation provides the data from which decisions can be made. It provides information on the product's efficacy. For example, finding out whether the learners have learnt what they were supposed to learn after using the instructional module. Summative evaluation generally uses numeric scores or letter grades to assess learner achievement.

While formative evaluation leads to decisions about program development including modification, revision and the like, summative evaluation leads to decisions concerning program continuation, termination, expansion, adoption and so on. Audiences and uses for these two evaluation roles are also very different. In formative evaluation the audience is program personnel or those responsible for developing the curriculum. On the other hand, summative evaluation audiences include potential consumers such as students, teachers and other professionals, funding sources and supervisors. However, it is a fact that both formative and summative evaluation are essential because decisions are needed both during the developmental stages of a program to improve and strengthen it and again when it has stabilized to judge its final worth or determine its future. The aforementioned differences between the two are summarized in Table 1.

Table 1. Differences between Formative and Summative Evaluation

Basis for Comparison	Formative Evaluation	Summative Evaluation
Purpose	To improve the program	To certify program utility
Audience	Program administrators and staff	Potential consumer
Who should do it?	Internal evaluator	External Evaluator
Major characteristics	Timely	Convincing
Measures	Often informal	Valid/reliable
Frequency of data collection	Frequent	Limited
Sample size	Often small	Usually large
Questions	What's working? What needs to be improved? How can it be improved?	With whom? At what cost? With what training?

Educational Evaluation: Alternative Approaches and Practical Guidelines by Blaine R. Worthern and James R. Sanders (1987).

2.5 Evaluation Models

Evaluation has a long history, which ultimately lead to the use of various evaluation models by curriculum specialists. Evaluation models differ greatly with regard to curriculum evaluation approaches. The underlying reasons behind this variety of classifications are generally related to evaluators' diverse philosophical ideologies, cognitive styles, methodological preferences, values and practical perspectives. Due to this diversity in curriculum evaluation, it is not possible to come up with only one single model. As Erden (1995) states, researchers can choose the most appropriate model in terms of their purposes and conditions during their curriculum evaluation models or they can develop a new one making use of the existing ones.

Fitzpatrick, Sanders and Worthen (1998) classify the evaluation approaches under the categories of objectives oriented evaluation approach, management oriented evaluation approach, consumer oriented evaluation approach, expertise oriented

evaluation approach, adversary oriented evaluation approach and participant oriented evaluation approach.

Objectives-Oriented Evaluation Approaches:

The distinguishing feature of an objectives-oriented evaluation approach is that the purposes of some activity are specified and then evaluation focuses on the extent to which those purposes are achieved.

Management- Oriented Evaluation Approaches:

Its rationale is that evaluative information is an essential part of good decision making and that the evaluator can be most effective by serving administrators, policy makers, boards, practitioners, and others who need good evaluative information.

Consumer-Oriented Evaluation Approaches:

Independent agencies or individuals who take responsibility to gather information on educational or other human services products, or assist others in doing so, support the consumer-oriented evaluation approach. These products generally include: curriculum packages, workshops, instructional media, in-service training opportunities, staff evaluation forms or procedures, new technology, software and equipment, educational materials and supplies, and even services to agencies.

Expertise-Oriented Evaluation Approaches:

Expertise-Oriented Evaluation Approach depends primarily upon professional expertise to judge an institution, program, product or activity.

Adversary-Oriented Evaluation Approaches:

Adversary-Oriented Evaluation Approach in its broad sense refers to all evaluations in which there is a planned opposition in the points of view of different evaluators or evaluation teams.

Participant-Oriented Evaluation Approaches:

Participant-Oriented Evaluation Approach aims at observing and identifying all of the concerns, issues and consequences integral to human services enterprise.

Worthern, Sanders and Fitzpatrick (1998) highlighted the aspect of each approach under eight headings such as proponents, purpose of evaluation, distinguishing characteristics, past uses, contributions to the conceptualization of an evaluation, criteria for judging evaluations, benefits and limitations. The described analysis is presented in tables (See Appendix A).

2.5.1 Stufflebeam's Context, Input, Process, Product Model

Stufflebeam is an "influential proponent of a decision-oriented evaluation approach" designed to help administrators make good decisions (Worthern, Sanders and Fitzpatrick 1998, p. 98). His approach to evaluation is recognized as the CIPP model. The first letters of each type of evaluation-context, input, process and product-have been used to form the acronym CIPP, by which Stufflebeam's evaluation model is best known. The main features of the four types of evaluation as proposed by Stufflebeam and Shinkfield (1985) were provided in Appendix B.

This comprehensive model considers evaluation to be a continuing process (Ornstein and Hunkins, 2004). Gredler suggests that the approach is based on two major assumptions about evaluation. These assumptions are 1) that evaluations have a vital role in stimulating and planning change and 2) that evaluation is an integral component of an institution's regular program. (Gredler, 1996) Thus, evaluation is not a specialized activity associated with innovative projects, and the CIPP perspective is not intended to guide the conduct of an individual study (Stufflebeam, 1980). The four evaluation dimensions and the relationship among each other are illustrated in Figure 1.

Figure 1. The Four Evaluation Dimensions and the Relationship among each other
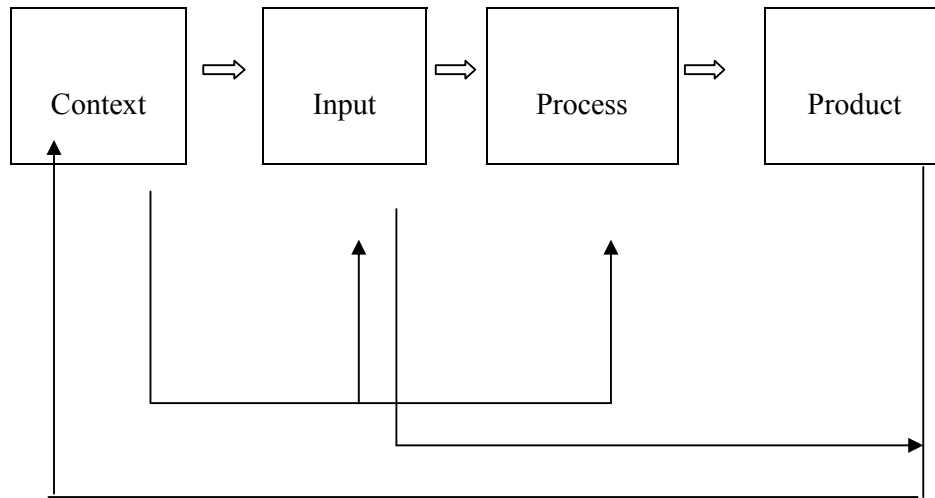
Stufflebeam (1971) views evaluation as the process of delineating, obtaining and providing useful information for judging decision alternatives. These processes are executed for four types of administrative divisions each of which represents a type of evaluation. These evaluations may be conducted independently or in an integrated sequence (Gredler, 1996). They can be listed as follows:

Planning decisions   -   Context Evaluation

Structuring decisions   -   Input Evaluation

Implementing decisions   -   Process Evaluation

Recycling decisions to judge

And react to program attainments   -   Product Evaluation

2.5.1.1 Context Evaluation

Context evaluation involves studying the environment of the program. Its purpose is to define the relevant environment, portray the desired and actual conditions pertaining to that environment, focus on unmet needs and missed opportunities and diagnose the reason for unmet needs (Ornstein and Hunkins, 1998). Determining what needs are to be addressed by a program helps in defining objectives for the program (Worthern, Sanders and Fitzpatrick, 1997). "The results of a context evaluation are intended to provide a sound basis for either adjusting or establishing goals and priorities and identifying needed changes" (Stufflebeam and Shinkfeld, 1985, p. 172). One suggested use of context evaluation is a means for a school district to communicate with the public to achieve a shared understanding of the district's strengths, weaknesses, needs, opportunities and pressing problems. Other uses are to convince a funding agency of the worth of a project, to develop objectives for staff development, to select schools for priority assistance, and to help parents or advisers focus on developmental areas requiring attention (Gredler, 1996). Context evaluation is really a situational analysis – a reading of the reality in which the individuals find themselves and an assessment of that reality in light of what they want to do. This diagnosis stage of evaluation is not a one-time activity. It continues to furnish baseline information regarding the operations and accomplishments of the total system (Ornstein and Hunkins, 1998).

2.5.1.2 Input Evaluation

The second stage of the model, input evaluation is designed to provide information and determine how to utilize resources to meet program goals. Input evaluators assess the school's capabilities to carry out the task of evaluation; they consider the strategies suggested for achieving program goals and they identify the means by which a selected strategy will be implemented. Input evaluates specific aspects of the curriculum plan or specific components of the curriculum plan. It deals with the following questions: Are the objectives stated appropriately? Are the objectives congruent with the goals of the school? Is the content congruent with the goals and objectives of the program? Are the instructional strategies appropriate? Do other strategies exist that can also help meet the objectives? What is the basis for believing

that using these content and these instructional strategies will enable educators to successfully attain their objectives? (Ornstein and Hunkins, 1998) An important component of this analysis is to identify any barriers or constraints in the client's environment that may influence or impede the operation of the program. In other words, the purpose of Input Evaluation is to help clients consider alternatives in terms of their particular needs and circumstances and to help develop a workable plan for them (Stufflebeam, 1980; Stufflebeam and Shinkfeld, 1985).

2.5.1.3 Process Evaluation

The focus of process evaluation is the implementation of a program or a strategy. The main purpose is to provide feedback about needed modification if the implementation is inadequate. That is, are program activities on schedule? Are they being implemented as planned? Are available resources being used efficiently? And do program participants accept and carry out their roles? (Stufflebeam, 1980; Stufflebeam and Shinkfeld, 1985). In addition, "process evaluation should provide a comparison of the actual implementation with the intended program, the costs of the implementation, and participants' judgments of the quality of the effort" (Stufflebeam and Shinkfeld, 1985. p. 175). Process evaluation includes three strategies. "The first is to detect or predict defects in the procedural design or its implementation stage, the second is to provide information for decisions and the third is to maintain a record of procedures as they occur." This stage, which includes the three strategies, occurs during the implementation stage of the curriculum development. It is a piloting process conducted to debug the program before district-wide implementation. From such evaluation, project decision makers obtain information they need to anticipate and overcome procedural difficulties and to make decisions (Ornstein and Hunkins, 1988, p. 345).

Although the main purpose is to provide feedback on the extent of implementation, process evaluation can fulfill two other functions. They are 1) to provide information to external audiences who wish to learn about the program and 2) to assist program staff, evaluators, and administrators in interpreting program outcomes (Gredler, 1996).

2.5.1.4 Product Evaluation

The primary function of product evaluation is "to measure, interpret, and judge the attainments of a program" (Stufflebeam and Shinkfeld, 1985, p. 176). Product evaluation, therefore, should determine the extent to which identified needs were met, as well as identify the broad effects of the program. The evaluation should document both intended and unintended effects and negative as well as positive outcomes (Gredler, 1996). The primary use of product evaluation is to determine whether a program should be continued, repeated and/or extended to other settings (Stufflebeam, 1980; Stufflebeam and Shinkfeld, 1985). However, it should also provide direction for modifying the program to better serve the needs of participants and to become more cost effective. Finally, product evaluation is an essential component of an "accountability report" (Stufflebeam and Shinkfeld, 1985, p. 178). At this stage, product evaluation helps evaluators to connect activities of the model to other stages of the whole change process (Ornstein and Hunkins, 1988).

As a logical structure for designing each type of evaluation, Stufflebeam proposed that evaluators follow these steps:

A.   Focusing the Evaluation

    1. Identify the major level(s) of decision making to be served, for example, local, state or national

    2. For each level of decision making, project the decision situations to be served and describe each one in terms of its locus, focus, critically, timing, and composition of alternatives.

    3. Define criteria for each decision situation by specifying variables for   measurement and standards for use in the judgment of alternatives.

    4. Define policies within which the evaluator must operate.

B.   Collection of Information

    1. Specify the source of the information to be collected.

    2. Specify the instruments and methods for collecting the needed information

    3. Specify the sampling procedure to be employed.

4. Specify the conditions and schedule for information collection.

C. Organization of Information

1. Provide a format for the information that is to be collected.

2. Designate a means for performing the analysis.

D. Analysis of Information

1. Select the analytical procedures to be employed.

2. Designate a means for performing the analysis.

E. Reporting of Information

1. Define the audiences for the evaluation reports

2. Specify means for providing information to the audiences.

3. Specify the format for evaluation reports and/or reporting sessions.

4. Schedule the reporting of information.

F. Administration of the Evaluation

1. Summarize the evaluation schedule.

2. Define staff and resource requirements and plans for meeting these requirements.

3. Specify means for meeting policy requirements for conduct of the evaluation.

4. Evaluate the potential of the evaluation design for providing information that is valid, reliable, credible, timely, and pervasive (i.e. will reach all relevant stakeholders).

5. Specify and schedule means for periodic updating of the evaluation design.

6. Provide a budget for the total evaluation program.

(Stufflebeam, 1980, p. 100).

2.6 Evaluation Studies Conducted Abroad and In Turkey

There are many evaluation studies conducted abroad and in Turkey. While some of these studies make a thorough curriculum evaluation, some others choose to evaluate only one particular part of a curriculum.

To begin with, one of these studies was done by Rhodes and Torgunrud (1989) in Canada. The purpose of this study was to identify teacher and student needs relative to the implementation of new and revised curricula; determine the effectiveness of current publication and procedures in providing the support needed and identify means for improving them. The researcher benefitted reviews of the pertinent research, interviews with teachers and administrators as well as consultants responsible for curriculum implementation and consultant analyses. The findings of this study indicated that curriculum implementation supports publications and provisions were needed and widely used, but should be augmented and increased when the curriculum change was of a substantive nature or required marked changes in teacher knowledge, beliefs, attitudes and pedagogical practices.

Another evaluation study was carried out by Erdem (1999) who aimed to explore the effectiveness of English language curriculum at METU Foundation High School. Goals, organizations, operations and outcomes were the main aspects of the evaluation study. The researcher collected the data from teachers, students and school principals. Data were collected through questionnaires, interviews, observations and written curriculum documents. The results of the study revealed that the current teacher-centered curriculum should be replaced with a student-centered one. Besides, there is a need to improve in-service training and to set up an ongoing curriculum evaluation system.

Moreover, Erdoğan (2005) conducted a study to evaluate the English curriculum implemented at the 4th and 5th grade primary state schools through the views of the teachers and the students. The findings of the study showed that though the teachers at primary school regarded the objectives and the content consistent, they did not think it

was effective. Besides, unless some revisions were made, such a curriculum was not applicable in their opinion. As for the students, they seemed to be happy learning English at 4th and 5th grade.

Likewise, a study was conducted to evaluate the effects of curriculum renewal project by Gerede (2003) at Anadolu University, Intensive English Program. The *old* and *renewed* curricula of Preparatory Program were compared based on the students' perceptions. The researcher made use of questionnaires and interviews so as to collect data. The main criterion for the evaluation was the perceived language needs of the students to follow English-medium content courses at five English-medium departments at Anadolu University. Results revealed that there were a few significant differences between the two curricula in terms of meeting the students' language needs. Based on the results, relevant suggestions were made for the curriculum renewal process.

A similar study was done by Topçu (2005) and it examined the implementation of the theme-based curriculum in the 2003-2004 academic year to meet the goals and objectives of Department of Basic Education students at METU. The research design of the study included questionnaires and focus group interviews with former DBE students and DBE teachers. The results indicated that there was a big difference between the perceptions of teachers and students. More specifically, the teachers were more negative about the program. Especially, pre-intermediate group teachers were quite dissatisfied with the program. Implementation and quality of the materials and lack of communication between teachers and administrators were considered as probable reasons. In terms of materials, reading skill was the most successfully developed. Moreover, students found handouts much more useful than the course books. Writing skill seemed to be the most problematic area in the program. Finally, as a result of time limitation, teachers were perceived to be more active in class and pair/group work were considered as ineffective.

Nam (2005) carried out a study in South Korea, which focused on the perceptions of college students and their English teachers regarding the new communication-based English curriculum and instruction in a specific university-level English program. The

study also explored the needs for future college EFL curriculum design and instructional development in the general South Korean context. The findings of the study demonstrated that while students generally seemed to have somewhat negative opinions, teachers seemed to have somewhat positive opinions about the effectiveness of the new curriculum. Moreover, the findings showed that it was likely that the current communication-based EFL curriculum may not comply with the students' desires, owing to several weaknesses of the curriculum itself and some barriers already existing in the institutional system behind the curriculum.

Şahin (2006) conducted a similar study and the purpose of this study was to examine the effectiveness of the in-service teacher training program, The Certificate for Teachers of English (CTE), run jointly by two departments: The Department of Basic English (DBE) and the Department of Modern Languages (DML) of the School of Foreign Languages (SFL) at Middle East Technical University (METU) in terms of whether it achieved its objectives and to provide suggestions regarding the redesigning of the program for the following years. Results revealed that the CTE program was effective in terms of achieving its objectives. However, there could be improvements in certain components of the program. The main drawback was that the model is a nonlinear one which made it difficult to concentrate on a particular level of evaluation at a particular time. Therefore the suggestion for a more linear and definite model for the evaluation of the CTE program was proposed.

Another example could be the one that was carried out by Pekiner (2006), whose purpose was (1) to investigate the effects of new science and technology curriculum on 4th and 5th grade students' achievement in terms of knowledge and understanding levels outcomes and higher order thinking skills, (2) to investigate effects of new science curriculum on the students" attitudes towards science, and (3) to examine teachers' classroom activities in lessons. Her findings showed that the new curriculum did not make any change for fourth grade students; however, it made some changes for the fifth grade. She also found significant difference between the activities of the pilot and control group.

Another study was done by Al-Darwish (2006). The purpose of this evaluation study was to examine the perceptions of Kuwaiti elementary school English language teachers, and their supervisors regarding the teachers' effectiveness in teaching English to first and second graders. The main findings of the study were that the Kuwaiti English language teachers strongly approved of communicative language teaching. However, the actual classroom teaching was not student but highly teacher-centered. Besides, the teachers, and the supervisors, would have liked to expand the official curriculum to include more translation into Arabic, and earlier introduction of reading, writing, and simple grammar. Last of all, the teachers and the researcher satisfaction level with the teachers' current level of proficiency in English language was quite low. The teachers generally criticized their college education, of being theoretical and not focusing more on practice.

Karataş (2007) carried out an evaluation study which aimed to evaluate the syllabus of English II instruction program applied in Modern Languages Department, Yıldız Teknik University, School of Foreign Languages via the opinions of the teachers and students by using context, input, process and product (CIPP) model. According to findings of the study, some significant differences between the teachers' and students' opinions about the context, input, process and product elements of the syllabus were found. Relating to context element, some significant differences were seen on the suitability of the program's objectives for the students' improvement, of the textbook for the students' level. Concerning the input element, the teachers had negative opinions only about the contribution of the audio-visual materials used in the program to the improvement of the students. Regarding the process element, the mean of the teachers' thoughts were found higher than the students' related to doing sufficient exercises and revision, providing the students' participation, availability of the activities languages skills can be used and spending time on solving students' problems about the lesson and some significant differences have come into. The teachers emphasized that the program had no positive effect on the students' improvement in listening, speaking and grammar. Besides, according to the teachers, the syllabus was not enough to provide the students with necessary English knowledge for various job areas.

One more study was carried out by Akar (2009), who aimed to find out how effective the foreign language teacher training colleges (FLTTC) in Poland were, and to investigate the difficulties they experienced. In order to understand in-depth information related to the purpose and process of this program, the researcher made use of a two-way mixed method, a case study and survey. The findings of the study revealed that FLTTCs were mainly used so as to learn a foreign language and to get a better job. Additionally, it was suggested that the participants generally had positive perceptions of their teaching in the classroom.

2.7 Preparatory Schools

As English Language has become more common among world communities, and accepted for international communication, its dominance in scientific and technical fields increased, as well. As a result, within the last decade it is seen that the emergence of special English courses for nonnative speakers started teaching English mainly to science and engineering students became important. The reason for the emergence of preparatory schools has been the result of the demand for the scientific and technical fields of industrialized countries. These schools have gradually grown up widespread, largely in account of a tremendous need to use English internationally in the field of science, technology, trade, commerce, diplomacy, law and so on (Toker, 1999). Preparatory schools are extremely important, in fact absolutely critical where the students will do their studies in English, and it is the duty of each university administration to ensure that preparatory schools are given the proper resources. Language laboratories, videos, tape-recorders etc. are of great importance (Serpil, 1989).

2.7. 1 The Objectives of Preparatory Schools in Turkey

Though the universities with a preparatory school may have a varied list of objectives, the major ones are:

- To teach the students how to read and understand so they can easily follow their courses;
- To learn the necessary writing skills so they will be able to take notes during their courses;

- To be able to listen and speak in order to follow their lectures;
- To be able to ask questions to their lecturers when they start their education in their departments.

2.7.2 Types of Preparatory Schools

2.7.2.1 Intensive Courses

The major goal of intensive instruction as practiced in the Defense Language Institute was near native oral command of a language by adult learners. Since then, however, intensive courses have been developed for a variety of purposes and audiences.

1.   Intensive courses that stress specific isolated skills (listening, speaking, reading, and writing) or that address a particular level (elementary, intermediate, and advanced).
2.   Intensive courses for language teachers who utilize them as a means of review or for purposes of continuous education.
3.   Intensive courses for specific groups: a) for engineers; c) for business and industry and so on.
4.   Intensive study on the high school level
       (Benseler and Schulz, 1978).

2.7.2.2 Components of Intensive Instruction

1. Intensive instruction provides extended daily exposure to the language, ranging from two to eight hours per day, within a relatively short span of time.

2. Generally, they require a larger number of classroom contact hour.

3. Intensive instruction is usually conducted in small classes. Total enrollment does   not exceed 30 students.

4. Most successful intensive courses are team-taught and staffed by more than one instructor. The teaching team consists of one or two professional teachers.

5. The focus of instruction is primarily oral/aural, emphasizes colloquial everyday language use and covers all major aspects of grammar necessary for clear communication in the target language.

6. The target language is the medium of instruction as much as possible.

7. Regular practice in the language laboratory is required for supplementary drill and reinforcement.

8. Students are constantly provided with feedback and are frequently evaluated.

9. Extra-curricular activities are offered that give students the opportunity to come in contact with the target language in real life contexts and to use the   language as a means of communication in a non-classroom setting.

10. The staff is willing to devote considerably more time and energy to planning construction   (Toker, 1999, pp. 110 -111).

2.7.3 Universities with a Preparatory Program in Turkey

Universities in Turkey may be categorized as follows in relation to their way of providing foreign language education.

1. Turkish-medium instruction universities (Universities accepting Turkish as the medium of instruction: Istanbul, Ankara, Ege, etc.)
2. Universities offering English-medium instruction programs. Gaziantep University for instance offers English medium-instruction in the departments of Engineering Faculties. On the other hand, the courses of other departments are taught in Turkish.
3. Foreign language medium instruction universities. The medium of instruction is English in all the programs: Boğaziçi, ODTU, Bilkent (Ceyhan, 1981).

2.7.4 Problems in Preparatory Schools

The outweighing idea is that learning a foreign language is crucial and there are several other commonly agreed on ideas about the problems faced in preparatory schools. For example, it is believed the nature and quality of the teacher greatly influences the effectiveness of a curriculum. Similarly, Toker (1999) states that the major problem with the teachers at preparatory schools is that most of them are from an arts background, they have not been trained as teachers and they have no or little interest in science. Additionally, some people think that preparatory schools are definitely insufficient to teach English. For example as far as Kulemaka (1994) is concerned, valuable time in such schools is being wasted to learn a language. In her study, Erdem (1990) argues that most of the teachers are not pleased with their students' current knowledge of target language and that neither students nor the teachers can learn a foreign language at a desired level at preparatory schools. Besides, Sinanoğlu (1996) disapproves of English-medium instruction at schools as he considers this type of learning a foreign language as a total waste of time, labor and money. In the same way, some also believe that the quality of instruction highly depends on the students' willingness and self-discipline. Carroll (1962) regards the speed of acquisition as the most important element in learning a foreign language successfully. Likewise, Lamson (1974) describes the biggest problem in Preparatory School instruction as accommodating those students who learn language slowly. As Toker (1999) states scheduling may be another constraint in preparatory school instruction since neither students nor teachers might be so willing to commit such extra time. Furthermore, some argue that preparatory schools cost a lot for both the students and the governments since facilities for language learning are usually more expensive than traditional schools. As a matter of fact, adequacy of learning materials plays an important role in language learning. Grittner (1969) suggests that for an effective language learning to take place, visual and audio learning materials must be totally integrated into the teaching/learning process. Birkmair (1973) also points out that the studies reveal machine-aided instruction to be effective in intensive language learning.

2.8 Summary of the Literature Review

In the light of this literature, it can clearly be seen that English language has a critical place in today's world. This status of English has very much been influenced by historical aspects such as colonization, industrialization and globalization.

As foreign language education gained a gradual and remarkable importance, the use of most effective methods to teach the target language became a crucial issue. Thus, a variety of methods and approaches emerged in the field.

Turkey being affected by this tremendous influence of English has also felt a need to keep up with the rest of the world. Hence, establishment of institutions that can provide learners with intensive language education became a common occasion. In the course of time, the number of universities with a preparatory school increased considerably. However, there occurred commonly agreed problems faced in preparatory schools, which affected the achievement of predefined objectives in preparatory schools. Thus, the need for a curriculum evaluation has become one of the most important processes so as to determine the merit of a program; to find out its strengths and weaknesses; to make improvements; to give advice on revision, modification, or a total change of the program. That is exactly the main reason behind conducting this particular study. More specifically, to see whether the preparatory school program is doing well and to identify the ill parts if any and to make systematic improvements in the system accordingly constitute the major aims of this study.

CHAPTER 3

METHODOLOGY

This chapter presents overall design of the study, research questions, description of the variables, participants, data collection instruments, data collection procedure and data analysis.

3.1 Overall Design of the Study

The purpose of this study was to evaluate the effectiveness of Ankara University preparatory school program from the perspectives of instructors and students. The CIPP (context, input, process, and product) evaluation model developed by Stufflebeam (1971) was used in the study.

In this evaluation study, both qualitative and quantitative data were collected. Qualitative data were gathered through interviews with the instructors currently working at the preparatory school. Written documents were also made use of so as to obtain more detailed information about the preparatory school. As for quantitative data, a self-reported questionnaire consisting of 63 items in six sections was used to collect data from the students. Descriptive and inferential statistics were used to analyze the data collected through the questionnaire.

3.2 Research Questions

This study was guided by four major research questions and related sub-questions which are listed below:

1) **Context**
   a) What kind of educational setting does the English program take place?

2) **Input**

    a) What are the student and instructor characteristics?

    b) What are the students' overall perceptions of emphasis on four skills, grammar and vocabulary learning?

    c) What are the students' and instructors' perceptions of the objectives and content dimensions of the program?

3) **Process**

    a) What are the students' perceptions on materials, teaching methods, and assessment dimensions of the program along with communication feasibility with instructors and administrators?

    b) What are the instructors' perceptions on the effectiveness of the preparatory school in relation to materials, assessment and teaching methods dimensions of the program?

    c) What are the instructors' perceptions on the commonly encountered problems during the implementation of the program?

4) **Product**

    a) What are the students' perceived competencies in four skills?

    ➤ Is there a significant difference in the perceived competencies of the students in four skills with respect to gender?

    ➤ Is there a significant difference in the perceived competencies of the students in four skills with respect to department enrolled?

    ➤ Is there a significant difference in the perceived competencies of the students in four skills with respect to type of high school graduated?

    ➤ Is there a significant difference in the perceived competencies of the students in four skills with respect to education level of parents?

    ➤ Is there a significant difference in the perceived competencies of the students in four skills with respect to their class levels?

    b) To what degree does the current program meet the needs and expectations of the instructors?

3.3 Description of the Variables

The variables in this study were categorized into two being independent variables and dependent variables.

3.3.1 Independent variables

There are six independent variables in this study:

a. Gender: It is a categorical variable with two levels (1=Female, 2=Male).
b. Department: It is categorical variable with two levels (1=Social Studies, 2= Natural and Applied Sciences)
c. Level: It is a categorical variable with three levels. (1=A, 2=B, 3=C)
d. High school type: It is a categorical variable with two levels (1=High schools with preparatory, 2= High schools without preparatory).
e. Education level of mother: It is a categorical variable with three levels (1=elementary/middle, 2=high school, 3= university and above).
f. Education level of father: It is a categorical variable with three levels (1=elementary/middle, 2=high school, 3= university and above).

3.3.2 Dependent Variables

There is one dependent variable in this study:

a. Students' perceived competencies in four skills: It is a continuous variable with four levels (4=Quite Competent, 3=Competent, 2=Little Competent 1=Not Competent).

3.4 Participants

The target population that the researcher aimed to gather data for the questionnaire consisted of all the students attending preparatory school classes in 2008-2009 academic year at School of Foreign Languages, Ankara University. The sample was composed of 406 students from 27 classes belonging to A, B, C levels (See Appendix C). In order to determine the sample, a list of all the classes and levels was obtained

from the students' affairs office and then volunteer instructors were kindly asked to conduct the questionnaire to the students. Through the sampling process, out of 60 classes at preparatory school, 27 classes contributed in the study. Eventually, a total of 406 students; 220 girls and 186 boys, 137 students from A level, 137 students from B level, 132 students from C level constituted the sample of this study.

For the interview, out of 75 instructors, 12 instructors participated in the study. The instructors were visited in their rooms and volunteer instructors were asked to contribute to the study. Thus, Four A level, 4 B level and 4 C level instructors were interviewed to understand their opinions with regard to the program implemented.

3.5 Data Collection Method

Both qualitative and quantitative data were collected in this evaluation study. Quantitative research is one of the research methodologies relying heavily on numbers in reporting results, sampling and provision of estimated instrument, reliability and validity (McMillan and James, 2001). Similarly, quantitative researchers seek to establish relationships between variables and look for and sometimes explain the causes of such relationships (Fraenkel and Wallen, 2005).

Since describing the current status of the program was one part of this evaluation study, the cross-sectional survey method was chosen among the other types of descriptive research methods as the most suitable one. In cross-sectional studies, the purpose of the research is descriptive, generally in the form of a survey. There is usually no hypothesis, but the aim is to describe a subgroup within the population with respect to a set of factors. In addition, a cross-sectional study lets the researchers find the prevalence of the outcome of interest, for subgroups within the population at a given time-point (Levin, 2006). More specifically, a self-reported questionnaire consisting of 63 items in six sections was used to gather data from the students. Descriptive and inferential statistics were used to analyze the data collected through the questionnaire.

As for qualitative source of data, along with written documents, the instructors working at the preparatory school were interviewed individually so as to comprehend their perceptions on the effectiveness of the program implemented. Qualitative data are collected mainly in the form of words or pictures and seldom involve numbers. Content analysis is a primary method of data analysis (Fraenkel and Wallen, 2005). As Nunan (1993) states there can be "disparities between what teachers believe happens in class and what actually happens" (p. 139). Therefore, such investigation should compare the teachers' and learners' perceptions.

In brief, both qualitative and quantitative data were used in this evaluation study. The qualitative data were collected through interviews, written documents and the quantitative data were collected through questionnaire.

3.6 Data Collection Instruments

Questionnaires, interview schedule and written documents were used to collect data in this study.

3.6.1 Questionnaire

After a broad study on the literature, the data collection instrument was developed by the researcher herself. The researcher made a comprehensive examination about the questioned points through the analysis of the related articles, books, journals and theses conducted both in Turkey and abroad. In addition, two focus group interviews with 12 students were conducted so as to obtain in-depth opinions regarding the topics of concern. In other words, the main reason behind conducting focus group interviews was to determine the items of the questionnaire. During the focus group interviews, the researcher aimed to elicit the students' general perceptions of their competencies in four skills and the learning environment. Perceived problems were aimed to be deduced by asking open ended questions. Afterwards, in accordance with the relevant literature and the focus group interview findings, the researcher designed a self-reported questionnaire consisting of six parts (See Appendix D).

Along with gathering students' demographic information, the questionnaire served for the purpose to find out the preparatory school students' perceived competencies in four skills (reading, writing, speaking, listening), their perceptions on content, materials, teaching methods, assessment and finally communication with instructors and administrators.

Part 1 (Demographic Information): This part of the questionnaire aimed to obtain information on the students' age, gender, department enrolled, educational background of parents and type of high school graduated.

Part 2 (Overall perceptions of emphasis on skills): This part was designed in order to find out the students' perceptions on the frequency of emphasis put on four skills, grammar and vocabulary. Part 2 comprised of 6 items: writing, reading, listening, speaking, grammar and vocabulary. It consisted of five point scale items. The values ranged from 1-5 indicating 5 for Always, 4 for Often, 3 for Sometimes, 2 for Seldom and 1 for Never.

Part 3 (Students' perceived competencies in four skills): This part was designed in relation with the objectives of the curriculum implemented at the school along with the relevant literature. Part 3 included 24 items in total with 4 alternative responses. The values ranged from 1-4 where 4 referred to Quite Competent, 3 to Competent, 2 to Little Competent and 1 to Not Competent.

Part 4 (Students' perceptions of materials): The purpose of this section was to obtain information about the students' perceptions of sufficiency of the materials used throughout teaching-learning process. This part consisted of 6 items with 4 alternative responses presented for each item with a value ranging from 1-4: 4=Quite Sufficient, 3=Sufficient, 2=Not sufficient, 1=Completely Insufficient.

Part 5 (Students' perceptions on frequency of various teaching methods): This section was designed to investigate the students' perceptions on how often certain teaching methods are used in the class. This part includes 8 items with a five point scale. The values ranged from 1-5: 5=always 4=Often 3=Sometimes 2=Seldom 1=Never.

Part 6 (Students' perceptions on assessment): This part of the questionnaire aimed to find out the students' perceptions on assessment tools and criterion. The students were provided with 6 items with four alternative responses. The values ranged from 1-4 meaning 4 for Strongly agree, 3 for Agree, 2 for Disagree and 1 for Strongly Disagree.

Part 7 (Students' perceptions on communication feasibility): The purpose of this part of the questionnaire was to see the students' perceptions on their interaction and communication feasibilities with instructors and administrators. Part 7 consisted of 6 items with four alternative responses. The values ranged from 1-4 referring 4 to Strongly agree, 3 to Agree, 2 to Disagree and 1 to Strongly Disagree.

After the researcher developed the questionnaire, it was examined by four English instructors and one expert from the department of Educational Sciences at Middle East Technical University so as to ensure its content and face validity. Having made all necessary rewritings on the questionnaire, a pilot testing was carried out with 20 students which would not be included in the sampling. The reason behind conducting the pilot study was to see whether the instrument was in appropriate length, the items were understandable and the wording was appropriate. After implementing the pilot study, no reason was found to make adaptations on the questionnaire items.

In order to find out the reliability of the questionnaire, reliability coefficient was calculated for each section separately after the data were collected. The reliability coefficient was found to be .76 for the Section 1, .78 for the Section 2, .94 for the Section 3, .88 for the Section 4, .84 for the Section 5, .88 for the section 6.

3.6.2 Interview Schedule

An interview schedule was used in order to get in-depth data about the instructors' perceptions on the current program implemented at the preparatory school. Note-taking technique was used during the interviews which were conducted individually. The interview schedule consisted of open-ended questions related to the program, as they provide valuable information in gathering more detailed data in the sense that they give the respondents an opportunity to express their points of view freely. During the interviews, the instructors were asked about the objectives of the program and to

what extent those objectives were met along with their opinions regarding the teaching methods, materials and assessment dimensions of the program.

In the development process of interview questions, one expert in Curriculum and Instruction field and two practitioner instructors at the institution were consulted. Prior to the administration of the interviews, the questions were tested on 2 instructors so as to see whether the questions were understandable and clear. Before conducting the interviews with the respondents, some adaptations related to the wording of the questions were done in the light of the pilot study. After the planning for the interview, the researcher selected a sample of the population to conduct the interviews by asking volunteer instructors. The main aim was to find out the instructors' points of view regarding the program and to help complement unclear points from the questionnaire.

The interview schedule consisted of four demographic information questions and 6 open-ended questions (See Appendix E).

3.6.3 Written Documents

Written documents were reviewed to provide information about the environment, the research site, organizational structure, goals and the objectives of the institution where the study was carried out. The following documents were reviewed: 1) University booklet, 2) University advertisement handouts and brochures, 3) the University's official web site, 6) class lists.

3.7 Data Collection Procedure

Before conducting the questionnaire, permission was taken from METU Human Subjects Ethics Committee in February, 2009. Afterwards, the researcher explained the details of the study to the administration of the institution so as to get necessary permission for conducting the study. Afterwards, the classes were determined for each level and the researcher informed the instructors of the study.

The questionnaire was administered to a total of 406 students in the last week of May, 2009. The students were provided with information about the study and how to fill in the instrument. According to the principles Dörnyei (2003) maintains, the oral and written instructions included what the study is about, why it is important or socially useful, the organization responsible for administering the study, emphasizing that there are not right or wrong answers, requesting sincere answers, promising confidentiality and saying thank you. There appeared no problem during the administration of the study. The students were told that there was no time limit for filling out the questionnaire. However, it took approximately 20 minutes for the students to complete it.

As for the instructors' perceptions of the program, 12 instructors were interviewed. The schedules were set up in convenience of the interviewees. After giving the respondent background information about the study, the researcher assured the interviewee of confidentiality as no authorized persons would have access to their answers. The researcher was fully aware of the importance of enabling the informant to be at ease so as to obtain a high rate of participation. As a technique to record the answers, the interviewer chose to write down the responses immediately. Each interview approximately took 20 minutes and at the end of the interview, the researcher thanked again to the respondents for their contribution in the study.

3.8 Data Analysis

The data collected through the questionnaire were compiled and the Statistical Package for the Social Sciences [SPSS] 15.0 program was employed to analyze the data. The students' answers in the questionnaire were examined for abnormalities and missing data. Because of incomplete information, out of 415 students who participated in the study, the data gathered from 9 students were not included in the analysis. Subsequently, the data were analyzed through both descriptive and inferential statistics.

To begin with, the researcher used descriptive statistics to describe the identified features of the data in the study. The frequencies, means, percentages, and standard deviations for the items were demonstrated. In order to calculate descriptive statistics, questionnaire items were grouped in accordance with independent variables, and also descriptive categories were developed from the data itself for the sections.

The researcher also employed inferential statistics to find out if any significant differences among dependent variables across independent variables existed. The analysis involved the use of Multivariate Analysis of Variances [MANOVA] with Pillai's Trace test. Pillai's Trace test was preferred since it is, as Olson (1976) stated, more robust than the other three multivariate tests: Wilks's lambda, Hotelling's trace, and Roy's largest root (cited in Liu, 2003, p.54). It was also highlighted by Bray and Maxwell (1985) that as compared to the other tests, its robustness is the most when the assumptions are violated (cited in Field, 2005, p. 594).

When any effect were found to be statistically significant at the .05 alpha level, univariate analysis of variance [ANOVA] was conducted to find the factor(s) contributing to the multivariate significance. If more than two categories (as in the case of students' class levels) regarding an independent variable occurred, the Bonferroni test was performed to determine which of the subgroups' mean scores on the dependent variables differed significantly.

The analysis for the interviews involved descriptive data, as well. Note-taking technique was used. All the answers of the interviewees were analyzed by categorizing the points that came out from the statements for each question. In addition, thematic analysis and grouping of the answers from different interviewees to the same or similar questions were employed for the analysis of interviews. The content analysis was carried out. Answers from different interviewees to common questions or perspectives on central issues were categorized under four sub-headings. These subheadings were formed with regard to objectives, content, methods and materials, and assessment dimensions of the program. First, the statements to the interview were grouped under each related sub-heading. The statements which

presented a different point were listed one by one. The similar statements were listed below the related sub-heading and also the frequencies for the repeating ideas were obtained.

CHAPTER 4

RESULTS

This chapter reports the findings of the study. The purpose of this study was to evaluate the effectiveness of Ankara University preparatory school program through the perspectives of instructors and students. Hence, the results were displayed under four parts of the CIPP (context, input, process, and product) evaluation model developed by Stufflebeam (1971). In addition to the instructor interviews, a cross-sectional survey with a self-reported student questionnaire was employed so as to examine the research questions of the study. The quantitative data were analyzed using SPSS for Windows 15.0 and the qualitative data were analyzed through content analysis.

The questions in the interview and questionnaire aimed to gather data related to the context, input, process and product stages of the study. The data obtained from the questionnaires and interviews were presented in the sequence according to the four components of the curriculum: 1) objectives, 2) content, 3) methods and materials, and 4) assessment.

The questionnaire results in the tables were displayed in terms of means, standard deviations, percentages and frequencies. Depending on the type and content of the data gathered, either mean scores and standard deviations or percentages and frequencies were presented in the tables. Additionally, inferential statistics were employed to determine if the significant differences among dependent variables across independent variables existed. Interview findings were also presented following quantitative data where relevant.

4.1 Context

The sub-question about the context component of the evaluation was:

> ➢ *What kind of educational setting does the English program take place?*

At this stage of the evaluation study, written documents were reviewed in order to gather data about the environment, the research site, facilities and aims of the institution. As a result of the review on written documents, the following data were gathered.

The particular site under investigation in this study was Ankara University preparatory school which was founded in 26/01/2002. Ankara University preparatory school aims to enable its students to keep up with the modern world and follow the literature of their own fields, submit papers and make presentations in the target language. Ankara University has been implementing the current curriculum since 2004-2005 academic year. The students who intensively study the foreign language in the School of Foreign Languages Preparatory Classes for one year graduate from this school at an upper level. At this level, they are expected to understand what they read and hear in the foreign language and to communicate both in written and spoken language. Moreover, the students who attend the foreign language classes in their faculties can further improve their foreign language, learning the terminology of the subjects they study to follow the foreign publications. Thus, the students are expected to graduate from Ankara University having a good command of the foreign language they have studied.

The aims of the preparatory school are to enable students to

- comprehend what they read and listen
- express themselves in oral and written contexts
- communicate in cultural and social life in the language of the education program.

For some departments, it is mandatory to attend the preparatory classes while it is voluntary for the others (See Appendix F). There are about 1300 students at preparatory classes at Ankara University in total. The classes are divided into three

levels being Level A, Level B and Level C. The hours of education for each level are 24, 22 and 20 respectively. The students who successfully complete preparatory class education are given a certificate at the end of the academic year. However, those who fail can start their undergraduate education on the condition that they provide the required proficiency score till they graduate. Unless the students provide the required score, they are not given their diploma even if they graduate.

The assessment process consists of five main parts;

- ❖ First Semester Assessment Score (FSAS)
- ❖ Second Semester Assessment Score (SSAS)
- ❖ Yearly Assessment Score (YAS)
- ❖ Spring Proficiency Test Score
- ❖ Final Assessment Score (FAS)

First Semester Assessment Score and Second Semester Assessment Score consist of five sections which are midterms, quizzes, oral exams, portfolios and class reports. Semester Assessment Score is calculated as such;

- ❖ Semester Assessment Score = Mid-terms (40%) + Quizzes (20%) + Oral Exams (20%)+Portfolios(10 pts)+ Class Reports (10 pts)

As for the facilities in preparatory school, which have an immense influence on students' achievement, the conditions were described below.

a) *Building and Classrooms*

The preparatory school building is situated in Gölbaşı, Ankara. It takes approximately 50 minutes from the city centre to get there. The classes are scheduled in one building and there is access to wireless internet connection in each classroom. There are 102 classes in total which are spread on four floors. Information boards are placed in the hallways of each floor; thus, students can be updated on the current and upcoming events. The administrators' and instructors' rooms are also in this building both on the second and third floor. In addition, on the third floor there are rooms for meetings, conferences and

presentations. These rooms are also used for the purposes of opening and closing of the academic year and meetings of the academic staff. The classes hold 26 students at most and all the classes are equipped with DVD/ CD players along with projection apparatuses.

The students' responses in the open-ended questions revealed that a great majority of the students (88.7%) were pleased with the building as it was modern, clean and new. However, they added the environment that the building was situated in did not have any social facilities around, which caused them to feel isolated and de-motivated.

b) *Computer Laboratories*

The students have access to internet by means of computer laboratories. In addition, the students can borrow books to improve their English at all levels. The students are supposed to register their names while borrowing books.

c) *Medical Service*

There is a room allocated for doctors in the building. In case of emergency, the students and staff can consult the doctor so as to get medical help.

d) *Accommodation*

The preparatory school does not provide any accommodation facilities. However, there are various private dormitories in the neighborhood for students.

e) *Transportation*

Buses and minibuses serve for the transportation of the personnel and the students. In addition, private transportation means are provided for those who want to be collected from their houses. The students' answers in the open-ended questions displayed that about three-quarters (78%) of the students were not pleased with the transportation means and they complained that private school bus was expensive for them to afford.

f) Canteens

There are two canteens in the building; one being on the ground floor and the other being on the fourth floor. Besides, there is a cafeteria in another building which takes about 10 minutes to get there from the main building. In the open-ended questions, more than two-third (74%) of the students stated that nutrition was a problem for them as food was served cold and there were some unhygienic conditions. Additionally, they indicated that it was difficult for them to get there especially in winter as it was not close enough. From the students' statements, it can be concluded that canteens seem to be insufficient to meet the students' needs.

4.2 Input

4.2.1 Student Characteristics

406 preparatory school students participated in the study through questionnaires. 220 (54.2%) were girls and 186 (45.8%) were boys. The frequencies and percentages of the students that took part in the study are illustrated in Table 2.

Table 2. Distribution of Students by Sex

Sex	f	%
Female	220	54.2
Male	186	45.8
TOTAL	406	100

In the study, the students were also required to provide data in relation to their parents' educational background. Table 3 reports the frequencies and percentages of students for education level of parents. About half of the students (50.2%) stated that their mothers were graduates of elementary or middle school. 31% of the students expressed that their mothers graduated from high school. However, the percentages decreased to 18.7% for university and above graduates. Data show that about one-third (32%) of the students' fathers were graduates of elementary or middle school. Additionally, 27.8% of the students indicated that their fathers graduated from high school. Lastly, the percentages increased to 40.1% for fathers who were university and above graduates.

Table 3. Distribution of Students by Education Level of Parents

Education Level	Mothers		Fathers	
	f	*%*	*f*	*%*
Elementary/Middle	204	50.2	130	32
High School	126	31	113	27.8
University and above	76	18.7	163	40.1
TOTAL	406	100	406	100

As shown in Table 4, the percentage of students who graduated from high schools with preparatory school was higher (70%) than those students who graduated from a high school without preparatory school (30%).

Table 4. Distribution of Students by the Type of High Schools Graduated

School Type	*f*	*%*
High schools with prep.	284	70
High schools without prep.	122	30
TOTAL	406	100

In the survey, the students were asked to provide information about their departments, as well. As it can be seen in Table 5, half of the respondents indicated that they were natural and applied sciences students and the other half reported that they were social sciences students. The natural and applied sciences departments consisted of faculty of medicine, faculty of pharmacy, veterinary medicine and engineering. On the other hand, the social sciences departments included educational sciences, faculty of letters, physical education department, faculty of communication and political sciences.

Table 5. Distribution of Students by Departments Enrolled

Departments	*f*	*%*
Social Sciences	203	50
Natural and Applied Sciences	203	50
TOTAL	406	100

Furthermore, in the survey, the students were asked for information about their levels. The percentages of students attending A, B, C levels were 33.5%, 34% and 32.5% respectively (See Table 6).

Table 6. Distribution of Students by Levels

Levels	*f*	*%*
Level A	136	33.5
Level B	138	34
Level C	132	32.5
TOTAL	406	100

4.2.2 Instructor Characteristics

In order to examine the instructors' perceptions, an interview was conducted. 12 instructors participated in the study through interviews. 4 A level, 4 B level, 4 C level instructors stated ideas in relation to objectives, content, materials, and method dimensions of the program along with assessment procedures. The frequencies and percentages of the instructors that took part in the study with respect to level are illustrated in Table 7.

Table 7. Distribution of Instructors by Levels

Levels	*f*	*%*
Level A	4	33.3
Level B	4	33.3
Level C	4	33.3
TOTAL	12	100

Of the respondents, more than two-quarter (58.3%) were female and 41.6% were male. Table 8 reports the frequencies and percentages of the instructors in terms of gender.

Table 8. Distribution of Instructors by Sex

Sex	*f*	*%*
Female	7	58.3
Male	5	41.6
TOTAL	12	100

In the study, the instructors were also required to provide data in relation to their experience in teaching. Table 9 reports the frequencies and percentages of instructors for teaching experience.

Table 9. Distribution of Instructors by Teaching Experience

Teaching Experience	*f*	*%*
1-5 Years	4	33.3
5-10 Years	2	16.6
10- Years	6	50
TOTAL	12	100

The instructors were also asked to indicate the faculties that they graduated from. Of the interviewees, more than two-quarters (66.6%) were graduates of faculty of arts and sciences while 33.3% were graduates of faculty of education.

4.2.3 Objectives

After the written documents were reviewed, it was seen that the objectives of the preparatory school for each skill was not stated. However the main aims of the program were listed in the school's website. According to the given information, the major aims of the program were as follows:

- to keep up with the modern world and follow the literature of their own fields
- to submit papers and make presentations in the target language
- to communicate both in written and spoken language
- to understand what they read and hear in the foreign language

Along with written documents, the researcher also conducted interviews with instructors so as to gather data about the objectives of the program. The first question in the interview was designed in order to elicit program objectives from the instructors. Besides, it was also aimed to see what the instructors think about the achievement of these objectives. The instructors agreed on the objectives of the preparatory school and expressed that the main objective of the school was to help the students gain the basic skills of reading, writing, listening and speaking. Additionally, the instructors stated that it was one of the significant objectives of the preparatory school to provide the students with the sufficient knowledge in the target language so that they could follow the literature in their fields. As for the achievement of these objectives, all the A level instructors (f=4) stated that the program failed to do so.

Unlike C level instructors (f=4) who reported that the program relatively achieved its objectives. Similarly, most of the B level instructors (f=3, 75%) said that the program failed to achieve objectives. In brief, most of the instructors (f= 7, 58.3%) reported that the program failed to achieve the objectives due to several reasons which were listed by the instructors as follows:

- Discrepancy among students' levels and backgrounds
- Problems caused by the fact that there is no student retention
- Lack of motivation in the students
- Lack of a serious sanction on failing in the class.

In the same way, the second question in the interview aimed to obtain information about the extent to which the specified objectives were achieved with regard to four skills. All the instructors (f=12, 100%) indicated that though a certain amount of improvement was observed in the students' proficiency of English, still it could not be regarded as sufficient. This was mostly caused by varying attitudes towards learning English, lack of motivation, transportation problems and high number of students in the classes. Additionally, the instructors added that the program definitely failed to improve students' listening and speaking skills because of not allocating enough time for these skills and lack of practice opportunities in real life.

4.2.4 Content

The data about the content dimension of the program was gathered from the students and instructors. Section 1 in the instrument was designed in order to find out what the students thought about the frequency of emphasis on four skills, grammar and vocabulary.

Table 10 reports the frequencies and percentages of students' overall perceptions on the issue. The percentages of students stating writing, reading, listening, vocabulary and speaking skills as "often" been emphasized were 46.3%, 50.2%, 44.1%, 46.1%, 30.5% respectively. As for grammar, almost two-quarters of them (45.3%) reported that grammar has "always" been emphasized throughout the lessons.

Table 10. Students' Perceptions on Emphasis for Four Skills, Grammar and Vocabulary Learning

Skills	Always		Often		Sometimes		Seldom		Never	
	f	*%*	*f*	*%*	*f*	*%*	*f*	*%*	*f*	*%*
Writing	59	14.5	188	46.3	128	31.5	25	6.2	6	1.5
Reading	100	24.6	204	50.2	80	19.7	17	4.2	5	1.2
Listening	86	21.2	179	44.1	111	27.3	26	6.4	4	1.0
Speaking	95	23.4	124	30.5	122	30.0	59	14.5	6	1.5
Grammar	184	45.3	155	38.2	53	13.1	8	2.0	6	1.5
Vocabulary	140	34.5	187	46.1	61	15.0	15	3.7	3	.7
TOTAL	406	100	406	100	406	100	406	100	406	100

The instructors similarly indicated that they tried to emphasize four skills evenly. However, as the program was usually overloaded, it was difficult to focus on communicative activities.

4.3 Process

The sub-question about the process component of the evaluation was:

➢ *What are the students' perceptions in terms of teaching methods, materials and assessment dimensions of the program?*

Both qualitative and quantitative data were collected in order to obtain more detailed information for the process stage of the evaluation study. Results of the questions were presented for methods, materials and assessment dimensions of the program separately.

4.3.1 Teaching Methods

Students' Perceptions on the Use of Teaching Methods

In this part of the questionnaire, it was aimed to investigate the frequencies and percentages of the use of teaching methods in the classes. Students were given 8 items with five point scale items: 5= always, 4=often, 3=sometimes, 2=seldom, 1=never.

Table 11 shows the frequencies and percentages for students' perceptions on the use of various teaching methods during courses. As it is obvious in the table, more than one-third (37.9%) of the students reported that students' asking questions "often" took place and about two-fifth (38.2%) of the students said they "sometimes" carried out

role plays. More than one-third (40.1%) stated that they "often" did group work activities and 41.9% of the students expressed that they "often" did pair work activities. While a great majority of the students (70.4%) agreed that lecturing "always" took place, almost two-quarters of the students (48.8%) said that their teachers "often" asked questions while teaching. Last of all, the percentage of students who stated that they "often" did presentations was higher (43.6%) than that of those who reported that discussion (34.2%) "sometimes" took place.

Table 11. Students' Perceptions on Teaching Methods Used

Methods	Always		Often		Sometimes		Seldom		Never	
	f	*%*	*f*	*%*	*f*	*%*	*f*	*%*	*f*	*%*
Questions	128	31.5	154	37.9	106	26.1	15	3.7	3	.7
Role play	31	7.6	74	18.2	155	38.2	111	27.3	35	8.6
Group work	58	14.3	163	40.1	149	36.7	36	8.9	-	-
Lecturing	286	70.4	96	23.6	17	4.2	2	.5	5	1.2
Pair work	91	22.4	170	41.9	117	28.8	23	5.7	5	1.2
Eliciting	107	26.4	198	48.8	73	18.0	26	6.4	2	.5
Discussion	49	12.1	131	32.3	139	34.2	70	17.2	17	4.2
Presentation	87	21.4	177	43.6	120	29.6	21	5.2	1	.2
TOTAL	406	100	406	100	406	100	406	100	406	100

Instructors' Perceptions on the Use of Teaching Methods

The third question in the interview was designed so as to understand the types of teaching methods used during courses. All the instructors expressed that they tried to add variety in the lessons through pair works, group works and role plays. However, because of the overloaded weekly program, it was difficult to conduct them frequently. Thus, the instructors pointed out that lecturing was the mostly used method of instruction in their lessons.

4.3.2 Materials

Students' Perceptions on Materials

The questionnaire included a section about the materials used during lessons. This part of the questionnaire was composed of 6 items: Reading Materials, Listening CDs, Writing Materials, Grammar Materials, Audio-visual Materials for Speaking Activities and lastly Materials for Daily Life English in Four Skills.

Table 12 shows the frequencies and percentages for students' perceptions on the items listed above. As can be seen in the table, while the percentages of the students stating the reading and writing materials as sufficient were 56.4%, 53.4% respectively, about half of the students stated that listening and grammar materials were sufficient 50.0%, 50.5% respectively. In terms of daily life activities, 44.6% of the students reported materials including daily life issues as sufficient. Finally, more than two-fifth of the students (44.3%) agreed that the speaking materials were insufficient and 30.3% of them reported them as sufficient.

Table 12. Students' Perceptions on Materials

Materials	QS		S		NS		CI	
	f	*%*	*f*	*%*	*f*	*%*	*f*	*%*
Reading materials	134	33	229	56.4	38	9.4	5	1.2
Listening CDs	110	27.1	203	50	80	19.7	13	3.2
Writing materials	75	18.5	217	53.4	105	25.9	9	2.2
Grammar materials	142	35	205	50.5	51	12.6	8	2
Speaking materials	51	12.6	123	30.3	180	44.3	52	12.8
Daily life materials	61	15	181	44.6	123	30.3	41	10.1
TOTAL	406	100	406	100	406	100	406	100

QS=Quite Sufficient, S=Sufficient, NS= Not Sufficient, CI=Completely Insufficient

Instructors' Perceptions on Materials

In the same way, during the interview more than three-fifth (67%) of the instructors expressed that they had problems about the adequacy of the materials. In other words, they expressed that there were not enough materials provided for them to use during lessons. However, all the instructors agreed that the available materials were suitable for the level of students.

4.3.3 Students' Assessment

Students' Perceptions on Assessment

This part of the questionnaire aimed to reveal the students' perceptions on assessment criterion. It consisted of 6 items which required four alternative responses: 4=strongly agree, 3=agree, 2=disagree 1, strongly disagree.

Table 13 shows the frequencies and percentages for students' perceptions on assessment. As it can be seen in the table, about three-fifth of the students (59.6%) agreed that the exams were in line with what were taught in the class. The percentage of students who agreed that quizzes and midterms helped them learn better was higher 41.6% than those students who disagreed 30.5%. More than two-fifth (40.9%) of the students disagreed on that exams were consistent and 33.7% of the students agreed. Almost two-quarter (48.0%) reported that class report point was a good assessment criterion to evaluate their performance. More than two-fifth (40.9%) of the students agreed that preparing portfolio was a productive way of improving skills. However, 26.1% of them disagreed on its benefit in language learning. 45.1% of the students

agreed that the number of exams done was sufficient and 40.1% of them strongly agreed on the issue.

Table 13. Students' Perceptions on Assessment

Assessment	Strongly Agree		Agree		Disagree		Strongly Disagree	
	f	*%*	*f*	*%*	*f*	*%*	*f*	*%*
Exams reflect the content	93	22.9	242	59.6	58	14.3	13	3.2
Exams help me learn better	65	16	169	41.6	124	30.5	48	11.8
Exams are consistent	37	9.1	137	33.7	166	40.9	66	16.3
Class reports are beneficial	148	36.5	195	48	42	10.3	21	5.2
Portfolio helps me learn better	62	15.3	166	40.9	106	26.1	72	17.7
Number of exams is enough	163	40.1	183	45.1	34	8.4	26	6.4
TOTAL	406	100	406	100	406	100	406	100

Instructors' Perceptions on Assessment

The fifth question in the interview was about the assessment dimension of the program. The answers varied to this question in terms of the levels that the instructors worked with. To be clear, while all the A level instructors agreed that the quizzes and midterms were suitable for the level of students, all the C level and half of the B level instructors reported that the exams were difficult for the level of the students. They maintained this caused loss of student motivation.

At the end of the interview, the instructors were asked about their further comments and suggestions about the preparatory school curriculum. Five (42%) of the instructors ended the interview with their suggestions. One of the instructors stated that all the departments should have a one year mandatory preparatory school education. Otherwise, the students lacked motivation as they were aware of the fact that there was no sanction if they failed in the class. Two of the instructors expressed that lack of materials could be solved by organization of a testing unit. By this way, the instructors might have the opportunity to reach a wide range of materials for their classes. Besides, two other instructors said that it was more desirable to teach students less but in a much more effective way rather than overloading the students with lots of detailed information.

4.3.4 Students' Perceptions on Communication Feasibility with the Instructors and Administrators

In this part of the questionnaire, the students' perceptions of the opportunities to contact administrators and their instructors easily were aimed to be examined. There were 5 questions with 4 alternative answers: 4=strongly agree, 3=agree, 2=disagree 1, strongly disagree.

The frequencies and percentages for the students' perceptions are illustrated in Table 14. As can be seen in Table 14, about half of the students 54.4% strongly agreed that they could contact instructors whenever they wished. The percentages of the students who strongly agreed that they could ask questions easily to their instructors and state their ideas freely were 57.6% and 47.5% respectively. Almost half of the students 47.8% agreed that their ideas were considered during decision making related to classroom activities. Lastly, more than two-fifth (41.9%) of the students agreed that they could easily contact preparatory school manager and assistant manager.

Table 14. Students' Perceptions on Communication Feasibility with Instructors and Administrators

Communication	Strongly Agree		Agree		Disagree		Strongly Disagree	
	f	*%*	*f*	*%*	*f*	*%*	*f*	*%*
Contacting Instructors	221	54.4	163	40.1	17	4.2	5	1.2
Asking questions easily	234	57.6	159	39.2	11	2.7	2	.5
Stating ideas freely	193	47.5	176	43.3	33	8.1	4	1
Considering ss' opinions	149	36.7	194	47.8	53	13.1	10	2.5
Contacting administrators	42	10.3	170	41.9	124	30.5	70	17.2
TOTAL	406	100	406	100	406	100	406	100

*Students'

4.3.5 Instructors' Perceptions on the Commonly Encountered Problems

The fourth question in the interview aimed to gather information about the problems and difficulties encountered in the implementation process of the program. More than two-quarters (58.3%) of the instructors said that they had problems regarding student quality in terms of discipline. More specifically, they indicated that it was common to see students behaving in an improper way. In the same way, more than two-third

(67%) of the instructors expressed that they had problems about the adequacy of the materials. However, all the instructors agreed that the available materials were suitable for the level of students.

4.4 Product

4.4.1 The Students' Perceived Competencies in Four Skills

Section 2 in the instrument was designed in order to examine students' perceived competencies in writing, reading, listening and speaking skills. The mean scores for writing, reading, listening and speaking skills were 2.83, 2.83, 2.60 and 2.68 respectively.

In order to see if students' perceptions varied with some background variables such as gender, department enrolled, type of high school graduated, level and parents' educational levels, a set of MANOVA analyses were employed. As the assumption of homogeneity of variance couldn't be met, Pillai's Trace test was used as its robustness to violations of assumptions was the most (Bray and Maxwell, 1985, cited in Field, 2005, p. 594). It was also recommended by Olson (1979) to use Pillai's Trace rather than Wilks's Lambda to evaluate multivariate significance when the assumptions could not be met (cited in Tabachnick and Fidell, 2001, p.330).

4.4.2 Differences among Students Regarding Their Perceived Competencies in Four Skills According to Gender

A one-way multivariate analysis of variance was conducted in order to determine the effect of gender on the perceptions of students of their competency in four skills. Based on the data shown in Table 15, the MANOVA results indicated that gender had no significant effect on the perceived skill competencies [Pillai's trace= .029, $F(4,401)= 2.95$, $p>.05$, $\eta^2=.029$].

Table 15. The Results of MANOVA for the Effect of Gender on Students' Perceived Competencies

Effect	Value	F	Hypothesis df	Error df	p	η^2
Gender Pillai's Trace	.029	2.95	4.0	401.0	.020	.029

The means and standard deviations of perceived competencies in four skills according to gender are presented in Table 16.

Table 16. Students' Perceived Competencies by Gender

Skills	Girls		Boys	
	M	SD	M	SD
Writing	2.87	.43	2.78	.62
Reading	2.84	.44	2.80	.47
Listening	2.58	.47	2.62	.58
Speaking	2.63	.52	2.72	.56

4.4.3 Differences among Students Regarding Their Perceived Competencies in Four Skills According to Department

In order to determine the effect of department, a one- way MANOVA was performed. As illustrated in Table 17, the MANOVA results demonstrated that department had no significant effect on perceived skill competencies [Pillai's trace= .018, $F_{(4,401)}$=1.80, p>.05, η^2=.018].

Table 17. The Results of MANOVA for the Effect of Department on Students' Perceived Competencies

Effect	Value	F	Hypothesis df	Error df	P	η^2
Department Pillai's Trace	.018	1.80	4.0	401.0	.127	.018

The mean scores and standard deviations of perceived competencies in four skills according to department enrolled are given in Table 18.

Table 18. Students' Perceived Competencies by Department Enrolled

Skills	Social Sciences		Natural and Applied Sciences	
	M	SD	M	SD
Writing	2.77	.46	2.89	.58
Reading	2.77	.45	2.87	.45
Listening	2.56	.54	2.64	.51
Speaking	2.64	.54	2.70	.54

4.4.4 Differences among Students Regarding Their Perceived Competencies in Four Skills According to Type of High School Graduated

A one-way MANOVA was performed in order to determine the effect of the type of high school graduated. Based on the data illustrated in Table 19, the MANOVA results indicated a significant main effect for the type of high school graduated on perceived skills competencies [Pillai's trace= .071, $F(4,401)=7.62$, $p<.001$, $\eta2 =.071$].

Table 19. The Results of MANOVA for the Effect of Type of High School on Students' Perceived Competencies

Effect	Value	F	Hypothesis df	Error df	P	$\eta2$
School Type Pillai's Trace	.071	7.62	4.0	401.0	.000	.071

Univariate tests were conducted as follow-up tests to the MANOVA (see Table 20). The univariate test results showed that type of high school had a significant effect on "writing" [$F(1,404) =23.195$, $p<.001$, $\eta^2 =.054$], "reading" [$F(1,404) = 16.283$, $p<.001$, $\eta^2 =.039$], "listening" [$F(1,404) = 9.581$, $p<.001$, $\eta^2 =.023$], and "speaking" [$F(1,404) = 19.154$, $p<.001$, $\eta^2=.045$].

Table 20. Follow-up Test Results for the Effect of Type of High School on Students'
Perceived Skill Competencies

	Dependent Variables	Df	F	p	η^2
	Writing	1	23.195	.000	.054
Type of high	Reading	1	16.283	.000	.039
school	Listening	1	9.581	.000	.023
	Speaking	1	19.154	.000	.045

As it can be observed in Table 21, the students who graduated from a high school with a preparatory class achieved higher mean scores for writing, reading, listening, speaking skills than the students who graduated from a high school without a preparatory education.

Table 21. Students' Perceived Competencies by the Type of High School Graduated

Skills	High Schools with Prep.		High Schools without Prep.	
	M	SD	M	SD
Writing	2.91	.51	2.64	.52
Reading	2.88	.42	2.68	.49
Listening	2.65	.48	2.48	.59
Speaking	2.75	.49	2.49	.61

4.4.5 Differences among Students Regarding Their Perceived Competencies in Four Skills According to Education Level of Parents

In order to determine the effect of education level of mother, education level of father, and the interaction of mother and father education level, a two-way MANOVA was performed. As illustrated in Table 22, the analysis indicated that education level of parents had no significant effect on students' perceptions of skill competencies. More specifically, education level of mothers did not have significant effect on the students' perceived competencies [Pillai's trace =.017, $F(8,790)$ = .832, p>.05, η^2=.008]. Similarly for education level of father [Pillai's trace = .032, $F(8,790)$ = 1.617, p>.05, η^2 =.016] and the combination "father education level x mother education level" [Pillai's trace = .044, $F(16,1588)$ = 1.105, p>.05, η^2 =.011] did not have a significant effect on the students' perceived competencies in four skills.

Table 22. *The Results of MANOVA for the Effect of Education Level of Parents on Students' Perceived Skills Competencies*

Effect	Value	F	Hypothesis df	Error df	p	η^2
Education level of mother Pillai's Trace	.017	.832	8.0	790.0	.574	.008
Education level of father Pillai's Trace	.032	1.617	8.0	790.0	.116	.016
Education level of mother x Education level of father Pillai's Trace	.044	1.105	16.000	1588.000	.345	.011

Table 23 contains the means and standard deviations of the perceived competencies on four skills according to education level of parents.

Table 23. Students' Perceived Competencies by Education Level of Parents

Skills	Mother Education Level						Father Education Level					
	1		2		3		1		2		3	
	M	SD	M	SD	M	SD	M	SD	M	SD	M	SD
Writing	2.74	.47	2.90	.46	2.96	.71	2.69	.47	2.82	.48	2.95	.57
Reading	2.77	.46	2.85	.46	2.92	.42	2.73	.45	2.86	.46	2.87	.43
Listening	2.51	.53	2.67	.53	2.71	.48	2.43	.51	2.67	.54	2.69	.50
Speaking	2.62	.54	2.77	.55	2.65	.51	2.56	.54	2.74	.55	2.71	.52

1=Elementary/Middle School, 2=High School, 3=University and above

4.4.6 Differences among Students Regarding Their Perceived Competencies in Four Skills According to Class Levels

In order to determine the effect of class level, a one- way MANOVA was performed. As demonstrated in Table 24, the MANOVA results displayed a significant main effect for the class level on perceived skills competencies [Pillai's trace= .138, $F(8,802)=7.44$, p<.001, $\eta^2=.069$].

Table 24. *The Results of MANOVA for the Effect of Class Level on Students' Perceived Competencies*

Effect	Value	F	Hypothesis df	Error df	p	η^2
Level Pillai's Trace	.138	7.44	8.0	802.0	.000	.069

Univariate tests were conducted as follow-up tests to the MANOVA (see Table 25). The univariate tests showed that class levels had a significant effect on "writing" [$F(2,403) = 13.257$, $p<.001$, $\eta^2 =.062$], "reading" [$F(2,403) = 11.528$, $p<.001$, $\eta^2 =.054$], "listening" [$F(2,403) =15.862$, $p<.001$, $\eta^2 =.073$], and "speaking" [$F(2,403) = 24.362$, $p<.001$, $\eta^2 =.108$].

Table 25. *Follow-up Test Results for the Effect of Level on Students' Perceived Skill Competencies*

	Dependent Variables	df	F	P	$\eta2$
	Writing	2	13.257	.000	.062
Levels	Reading	2	11.528	.000	.054
	Listening	2	15.862	.000	.073
	Speaking	2	24.362	.000	.108

In order to investigate the mean differences among dimensions, Bonferroni multiple comparisons were used as it is the most robust to Type 1 error (Field, 2005). Post Hoc analysis to the univariate ANOVA with Bonferroni test was conducted to examine the mean differences among groups in detail (see Table 26). This analysis revealed that students in Level C obtained significantly higher mean value than Level B and Level A for all skills. That is, C Level students perceived themselves more competent compared to B level and A Level students.

Table 26. The Mean Differences among Students' Perceived Skills Competencies with respect to Class Levels

Depended Variable	Level (I)	Level (J)	Mean Difference (I-J)	P
Writing	A	B	-.15*	.039
		C	-32*	.000
	B	A	.15*	.039
		C	-.16*	.022
	C	A	.32*	.000
		B	.16*	.022
Reading	A	B	-.12	.078
		C	-26*	.000
	B	A	.12	.078
		C	-.14*	.029
	C	A	.26*	.000
		B	.14*	.029
Listening	A	B	-.06	.980
		C	-.33*	.000
	B	A	.06	.980
		C	-.27*	.000
	C	A	.33*	.000
		B	.27*	.000
Speaking	A	B	-.23*	.001
		C	-.44*	.000
	B	A	.23*	.001
		C	-.20*	.004
	C	A	.44*	.000
		B	.20*	.004

*The mean difference is significant at the .05 level

As shown in Table 27, the students from Level C achieved much higher mean scores for each skill than the mean scores of students from Level B and the mean scores of students from Level A.

Table 27. Students Perceived Competencies by Class Levels

Skills	Level A		Level B		Level C	
	M	SD	M	SD	M	SD
Writing	2.67	.53	2.83	.61	3.00	.37
Reading	2.69	.52	2.82	.40	2.96	.39
Listening	2.47	.60	2.53	.45	2.80	.45
Speaking	2.45	.59	2.68	.47	2.89	.46

4.5 Summary of Findings

In this chapter, the results of the study were presented under the context, input, process and product components of Stufflebeam's evaluation model. Table 28 shows the results of the study with regard to the four evaluation dimensions separately.

In the first section, data regarding the context component of the program was gathered through written documents which were university booklet, brochures and the official website of the school. The results of this part consisted of data related to the environment, the research site and the facilities of the institution. The results showed that though the building had several significant facilities such as computer laboratories and classes that were equipped with technological devices for language learning, there were some points that remained as a problem for instructors and students in terms of context dimension of the program. To begin with, the number of students in the classes was considered as a weak point to be worked on. The teachers supported the view that in the case of language learning, it was difficult and ineffective to teach in crowded classrooms. Furthermore, transportation issue was regarded as a big problem by students. More specifically, they stated that it was expensive to use private school bus and public buses were not that frequent to use. As a result, if they missed the bus, they most probably were late for school. As the school was situated far away from the city centre, the students indicated that they wasted too much time coming and going to school. Besides, they stated that they did not have any social facilities around the school, which caused them to feel de-motivated as they did not feel as a part of the university. Lastly, they indicated nutrition as a problematic issue since they were not content with the related services. With all these points in mind, it can be inferred that though the environment was suitable for teaching and

learning English in some ways, it still had some weaknesses to be worked on in several aspects, as well.

In the second section, student characteristics in terms of sex, education level of parents, type of high school graduated, department enrolled and levels were displayed. In addition, instructor characteristics were also analyzed with respect to sex, level, years of teaching experience and faculties graduated from. About half of the students' mothers were graduates of elementary or middle school and two-fifth of the students' fathers were university and above graduates. More than two-third of the students were graduates of high school with preparatory schools. As for the department, half of the students were attending natural and applied sciences and the other half were social sciences students. The number of students for all levels was almost the same. In terms of instructor characteristics, it was seen that 4 instructors from each level participated in the study and more than two-quarter of them were female. Half of the instructors had a teaching experience of 10 years or more and more than two-quarters were graduates of faculty of arts and sciences whereas 33.3% were graduates of faculty of education. As for objectives, information about the objectives was gathered from the written documents and it was seen that there were no specifically identified objectives. The instructors' perceptions of the objectives were obtained through interviews and it was stated that they were partially met. In other words, the results suggested that though the program achieved some of its objectives, it failed to achieve all of them as far as the instructors were concerned. More specifically, the instructors said the program failed to realize the objectives related to listening and speaking skills. Similarly, the results showed that the students had much less mean scores in these skills compared to others. In terms of content dimension of the program, the results indicated that all skills were "often" emphasized from the perspectives of students. However the results of the interview showed that instructors thought sufficient amount of time was not allocated to speaking and listening skills.

In the third section, teaching methods, materials and assessment dimensions of the program were focused on. Both the students and instructors agreed that the mostly used type of method was lecturing. The survey results indicated that the materials were sufficient for all skills except for speaking skill. However, the interview results

showed that the instructors did not find materials sufficient for all skills. Finally, as for assessment, the students generally agreed that exams reflected the content and they were productive. However, they were indicated as inconsistent in difficulty. Similarly, the instructors stated that exams were beneficial but they had varying answers among the levels in terms of the difficulty. To be clear, while all the A level instructors agreed that the quizzes and midterms were suitable for the level of students, all the C level and half of the B level instructors reported that the exams were difficult thus not suitable for the level of the students.

In the fourth section, product component of the evaluation was analyzed through the students' perceived competencies in writing, reading, listening and speaking skills. According to the results, it was concluded that the students perceived themselves more competent in writing and reading skills than listening and speaking skills. In addition, in this section, the results of MANOVA were given. The results suggested that gender variable and department enrolled had no significant effect on skill competencies. According to the results, it was seen that type of high school graduated had a significant effect on perceived competencies of four skills. A two-way MANOVA results indicated that education level of parents had no significant effect on students' perceptions of skill competencies. Finally, MANOVA results displayed a significant main effect for the class levels on skills competencies. This analysis revealed that students in Level C obtained significantly higher mean value than Level B and Level A for all skills. The next chapter will present the discussion, conclusions and implications.

Table 28. Ankara University Preparatory School Program Evaluation

	CONTEXT	INPUT	PROCESS	PRODUCT
Objective	To define the institutional context	Are the objectives stated appropriately? Are the objectives and content congruent with the goals of the school?	to provide feedback on the extent of implementation	To collect descriptions judgments of outcomes
Method/ Data sources	By using survey, document review, and interviews.	By conducting questionnaires with the students and interviews with the instructors.	By obtaining specified information from students and instructors through interviews and questionnaires.	By performing both qualitative and quantitative analyses through questionnaires and interviews.
Results	The context was partly suitable for teaching/learning English with some points to be strengthened. Classroom facilities, laboratories were strong points, whereas lack of social facilities and difficulty in transportation needed to be improved.	✓ About half of the students' mothers were graduates of elementary or middle school and two-fifth of the students' fathers were university and above graduates. ✓ More than two-third of the students were graduates of high school with preparatory schools. ✓ As for the department, half of the students were attending natural and applied sciences and the other half were social sciences students. ✓ In terms of instructor characteristics, 4 instructors from each level participated in the study and more than two-quarter of them were female. Half of the instructors had a teaching experience of 10 years or more. ✓ The program lacked clearly stated objectives and the instructors expressed though the program achieved some of its objectives, it failed to do so in listening and speaking skills.	✓ Mostly used type of method was lecturing. ✓ Materials were sufficient for all skills except for speaking skill from the students' perspectives. ✓ The instructors did not find materials sufficient. ✓ As for assessment, it was agreed that exams reflected the content and they were productive but they were reported as inconsistent in difficulty.	✓ The students perceived themselves more competent in writing and reading skills than listening and speaking skills. ✓ Boys and girls considered themselves equally competent in four skills. ✓ There was no difference between students' perceptions from different departments in terms of four skills. ✓ Students with prep. education perceived themselves more competent than the others. ✓ Students from different education level of parents perceived themselves equally competent. ✓ Students from C level perceived themselves more competent than the students from A level and B level. ✓ The instructors reported that the students could not improve their listening and speaking skills at a desired level.

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CHAPTER 5

CONCLUSION AND IMPLICATIONS

The final chapter deals with the discussion of the results, conclusions drawn from the findings and implications for practice and future research.

5.1 Discussions and Conclusions

In this study, it was aimed to evaluate the effectiveness of Ankara University Preparatory School Program through the perspectives of instructors and students using context, input, process and product components of the CIPP evaluation model developed by Stufflebeam (1971).

5.1.1 Context

The aim of gathering data in the context stage was to answer the sub-question related to this stage, *"What kind of environment does the English program take place in (the research site and facilities.)?"* As Brown (2001) notes the institutional context within which the language is learnt plays an important role in effective teaching. Similarly, Kramsch (1998) emphasizes the importance of taking into consideration the context in language teaching. He maintains that the success of language teaching is heavily influenced by the context within which it takes place. Moreover, Cabatoff (1996) argues that program evaluation studies should also examine and reflect social, political and institutional environment.

Data were collected through examination of a set of written documents on the environment, facilities, goals and the objectives of the institution. The results regarding the context dimension of the program indicated that the building had essential facilities and equipments but still there were some weak points related to the context. To begin with, the relatively high number of students in classes was mentioned as a negative point by the instructors. They indicated that it was difficult to

focus on each individual in classes composed of about 26 students. As surveyed by the US Washington Research Center (1987), class size affects student achievements and classroom climate. It was found that smaller classes have a positive effect on student achievements, and give an opportunity for all students to reach their potential. According to the results, transportation was another problematic issue among the students and instructors. As Spence (2000) suggests when the students are required to travel much longer distances to reach their schools, very long bus rides take a toll on students, their schoolwork, and the degree to which they can participate in after-school activities. This finding is consistent with the findings of Chenoweth and Galliher (2004) who pointed out that, students riding school buses for long hours have lower aspirations for attending college, which in the end may cause high dropout rates.

Thus, it can be concluded that the teaching/learning facilities and resources at the preparatory school partly served for their purpose. In other words, in terms of the context dimension of the program, the preparatory school needs some revisions which will be focused on later.

5.1.2 Input

Data were gathered through analyzing written documents and conducting interviews with instructors.

Objectives

According to the analysis of written documents and interview findings, it was found out that the objectives of preparatory school were not stated clearly in a detailed way. Additionally, the interview results with the instructors revealed their expectations with the objectives of the program were not met. In other words, as far as the perceptions of the instructors were concerned, the goals and objectives were not achieved to a satisfactory level. Thus, it can be concluded that the program was deficient in objective dimension. Ediger (2006) acknowledges that it is vital to state each objective carefully so that teachers and learners can understand what is to be achieved. It can be inferred that stating general and specific objectives contributes greatly to the achievement. In the same way, the importance of general and specific

objectives was discussed by Wakeford and Roberts (1982), Hunskaar and Seim (1984), Ho Ping Kong et al. (1991), and Kowlowitz et al. (1990). They emphasized that the lack of uniform teaching and clear objectives may result in poor educational outcomes (cited in Ringsted et al., 2001, p. 83).

Content

Both the results of the instructor interview and student questionnaire revealed that all skills (reading, writing, speaking and listening) were "often" emphasized. However, grammar was indicated to be emphasized the most frequently. As the instructors stated, overloaded program made it difficult to spare enough time for communicative activities. In other words, they suggested that content lacked enough focus on speaking and listening skills. As far as Morris (1956) is concerned, although too much focus on grammar increases one's knowledge of the target language, it may prevent listening and speaking skills from improving. In addition, Finocchiaro and Brumfit (1983) claim that focusing too much on grammar leads "to learning about the language rather than learning to use the language" (p. 21). The findings from the instructors interview seem to be contradicting to the up to date implications of foreign language curriculum, of which aim is to improve practical communication (MFL working Group, cited in Lawes, 2000, p. 41), to enable students obtain necessary language skills in order that they can speak the target language successfully (Thompson, 1996), to "maximize opportunities for learners to use the target language for meaningful purposes" (Mitchell, 1994, p. 38), to involve communicative language along with grammar and vocabulary (Johnson, 1988). Finally, it can be concluded that the program lacked sufficient focus on speaking and listening skills.

5.1.3 Process

Teaching Methods

With regard to the type of teaching methods used, the questionnaire results of the students and the instructors' interview showed parallel perceptions. More specifically, similar to the students' perceptions, the instructors also indicated that the mostly used type of instructional method was lecturing. However, the other methods such as

eliciting, group working, presentation were also stated as used "often" in classes. As Luk (2006) points out the use of varied and contemporary teaching methods have a profound role in providing a better mastery of English. Therefore, it can be concluded that method dimension of the program was satisfactory for both the instructors and students as both groups agreed that various teaching methods were used.

Materials

According to the questionnaire and interview results, it was found out that role plays, group works, pair works, eliciting, discussions and presentations also took place during instruction along with lecturing. Thus, it was seen that teachers made use of different instructional methods, techniques to teach different skills of which importance in language learning is supported by the related literature (Lewis and Hill, 1992; McDonough and Shaw; Nunan, 1993; Richards and Rodgers, 1991; Willis, 1983).

On the other hand, the perceptions about the supplementary materials varied from instructors to students. Unlike the students, instructors held the opinion that the materials were not sufficient. Thus, it can be assumed that material dimension of the program did not serve its purpose completely. The students however indicated that materials were enough for each skill with the exception of one. More than one-third of the students stated that speaking materials were not sufficient. The findings obtained in Al-Yousef's (2007) study show similarity in this aspect. The supplementary materials were poorly graded by the instructors in his study, as well.

Assessment

As for the assessment component, both instructors and students considered that weekly quizzes were effective for a better learning. This shows parallelism with the findings of Tunç's (2009) study. In his curriculum evaluation study, too, he found out that the exams measured enough reading, writing and grammar skills. Besides, both of the groups claimed that exams were beneficial for learners' making revision, and keeping themselves alert all throughout the term. However, in this study there were

conflicting ideas among instructors about the difficulty of the exams in terms of the levels. More specifically, B and C level instructors indicated exams as hard and not suitable for the level of students. This was most probably because of the fact that different coordinators prepared exams for each level. Moreover, though the students agreed that exams helped them learn better, they disagreed about their consistency of difficulty. In other words, they stated that the difficulty level of the exams was not consistent.

Communication

In terms of the communication feasibility with the administrators and instructors, it was seen that the students were pleased with that. In particular, the students expressed that they could easily contact the instructors and the administrators. In addition, they stated that they could express themselves freely. As Bryk and Schneider (2002) argue, allowing relational trust to grow by supportive behavior in a school community triggers the effective interplay of the various factors towards academic productivity. As Torgesen (2007) points out, an administrator has the opportunity to create and nurture an environment for students that supports the development of language learning by making sure that effective communication strategies are implemented. Similarly, Paterson (2007) states that without communication skills, a teacher, as well as most other careers dealing with people, is destined to failure. A teacher must be an expert communicator, not only in the classroom, but also with other colleagues, and as a representative of the school to the general public. He maintains that success or failure of any teacher begins with his or her ability to communicate. To sum up, although the program was found to be sufficient in establishing communication feasibility with the administrators and instructors, it was regarded as insufficient in materials and assessment dimensions.

5.1.4 Product

The findings of the study showed that the students perceived themselves less competent in listening and speaking skills. Students' own perceptions of low competencies in the related areas could be attributed to the lack of opportunities for real life practices. Additionally, it was found out that these areas were focused on the

least in the program. These results provided parallel evidence with the study carried out by Al-Darwish (2006) who found out that the students regarded themselves much less competent in speaking and listening skills. Similarly, the study done by Yıldız (2004) showed that the students experienced more difficulties in listening and speaking. Thus, it can be concluded that the program lacked sufficient focus on listening and speaking skills.

According to the related literature, insufficient numbers of communicative activities, little emphasis on particularly listening and speaking skills may negatively influence the student motivation and the efficiency of teaching/learning process. Therefore, they should be encouraged in curriculum implementation (Deniz, 2006; Hu, 2005, Jeon and Hann, 2006; Savignon, 1983).

In this study, the effects of gender, department enrolled, type of high school graduated, education level of parents and class levels were also examined. The results showed that there was no significant difference between girls and boys regarding their perceived competencies in four skills. This finding appears to be similar to that of Razmjoo (2008) who found out that there was no significant difference between male and female participants regarding perceived language success. As Lai (2003) points out gender difference is an important theme in linguistic education because it influences the design of curriculum, teaching method, instructional strategy, and students' learning processes. In addition, students were asked to state their educational level of parents. The results showed that educational level of parents had no significant effect on the students' perceived competencies. The findings showed reverse outcomes compared to comments of Bowen (1978) on the effect of educational background of parents on students. He suggests that "an abundance of evidence based on major national studies with huge samples indicates a very strong and positive relationship between the education of parents and the measured intelligence, academic achievement, and extracurricular participation of children in school or college" (Bowen, 1978, p. 197). The reason for the impact of parental education may be that more educated parents are more likely to involve in activities which promote their children's learning (Stevenson and Baker, 1987, cited in

Bogenschneider, 1997, p. 720) while less-educated parents are less willing or unable to become involved in their children's education (Epstein, 1989, cited in Bogenschneider, 1997, p. 720). In their study, Zappalà and Considine (2001) underlined that parents with higher educational background are more likely to encourage the value of higher levels of achievement, and also more likely to provide with the psychological and educational support. The reason behind this difference between previous studies could be related to the age of students. In other words, as the students were older than the subjects of other studies mentioned previously, parental involvement might not be so intense.

In this study, the students were also asked to indicate their departments. The results showed that department enrolled had no significant effect on the students' perceived competencies. More specifically, the departments were separated as the social sciences and natural and applied sciences. However, the students' perceptions of their competencies of four skills did not differ with respect to their departments. In other words, students from different departments considered themselves equally competent. This finding appears to provide parallel evidence with the findings of Prapphal (2002) who in his study reported that there was no significant difference between the competencies of science and social sciences students. Moreover, type of high school graduated was also examined in this study. The findings revealed that type of high school graduated had a significant effect on the students' perceived competencies of four skills. This may be in association with the fact that the students coming with an English background from high school probably find it much easier to build on their existing knowledge. Finally, the results of the study indicated that class level had a significant effect on the students' perceptions of competencies. This finding was not unexpected as Level C students were much more advanced than the Level B and Level C students. More specifically, their placement score range was much higher than the other groups in the proficiency exam.

5.2 Implications for Practice

Based on the results of the study and discussions, it was found out that the program needed some revisions to make better use of existing opportunities. The following recommendations and suggestions might contribute to the improvements and/or revisions in the objectives, content, teaching methods, materials and assessment dimensions of the program.

This study indicated that the instructors and students expressed discontentment about the context component of the program. More specifically, they stated that transportation was a big problem. In order to overcome this, more frequent bus schedule could be organized so as to prevent instructors and students feel stressed. Moreover, free school bus facilities offered by the university could be arranged in order to provide much easier transportation means. The other point was the number of students in the classes. As both the students and instructors suggested, the number of students in the classes could be lessened so as to increase the efficiency during lessons. Additionally, the students indicated that nutrition was a problematic issue for them. Hence, the quality of food might be paid attention. Finally, as the students complained about the lack of social facilities, physical environment could be improved to help students feel a part of the university and socialize better.

The results of the interviews and research on written documents revealed that the current curriculum lacked well defined objectives. Thus, a detailed curriculum could be designed including all the dimensions clearly indicated. More specifically, as the instructors provided different perceptions about the objectives of the program during the interviews, they could be defined and stated in an organized and understandable way. Besides, it is necessary that the instructors are well-informed about the goals and objectives to be achieved.

This study also revealed that the students perceived themselves less competent in listening and speaking skills. The related literature is full of practical solutions for the aforementioned problems, which might be overcome by applying suitable instructional methods such as listening practice, drill work, speaking activities. (CEFR, 2001; Lewis and Hill, 1992; McDonough and Shaw, 1998; Nunan, 1993).

Thus, in order to increase the competencies in speaking and listening skills, a more communicative approach could be implemented. As it is stated by Schulz (1999), communicative language teaching often uses language functions or speech acts (e.g. asking questions, reporting, making requests), rather than pure teaching of grammatical structures. Additionally, in-service training might be arranged so as to provide the instructors with the opportunity to keep up with the current improvements in language teaching and help them implement more communicative and learner centered teaching. Besides, communication with native speakers during the classes can provide good language practice. As noted by Schulz (1999), foreign language learning is enhanced by large amount of meaningful input that can also be obtained trough direct interaction with native speakers.

The instructors and students also expressed that the program was overloaded. In order to handle this problem, the weekly schedule could be lessened so that the teachers could find the opportunity to apply various teaching methods without being too depended on the course book.

Additionally, during the interviews, the instructors indicated that supplementary materials were not sufficient to give students enough chance to practice. A material pool could be designed so as to help instructors find sufficient amount of tests and tasks. Thus, more speaking and listening materials could be developed; the amount of extra materials could be increased. As the students considered themselves less competent in listening and speaking skills, more audio-visual means could be made use of in the classroom in order to help students get more competent in listening skill.

Finally, the instructors and students also indicated that the difficulty of the exams was not consistent. In order to overcome this problem, a testing unit could be founded so as to have an organized and systematic team for the exams.

5.3 Implications for Further Research

The purpose of this study was to make an evaluation of Ankara University Preparatory School Program based on students' and instructors' perspectives. Thus, the researcher gathered data only from the current students and instructors. The researcher did not endeavor to collect data from graduates of the program. Future studies may focus on a comparative analysis. For example, a study based on the perceptions of the graduates and their comparison with the current ones might be conducted.

As the needs and characteristics of students attending Preparatory School have not been analyzed so far, another study might be a need analysis. In other words, it could be carried out to find out the needs of the instructors and students. Particularly, the students' needs regarding listening and speaking skills could be focused on so as to make relevant adaptations and contribute to the improvement of the program.

This study made use of questionnaires, written documents and interviews as the main data gathering tools. Students' skills competencies were determined through a self-reported questionnaire so the results were a measure of how students perceived their own skills. Students' perceived competencies might not be accurate when compared to actual competencies; they may underestimate or overestimate their skills. That's why another study could make use of different measures in determining skills competencies. For example, achievement tests and/or observations can be employed in order to make the evaluation more comprehensive.

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APPENDICES

APPENDIX A

A Comparative Analysis of Alternative Evaluation Approaches

	Objectives-Oriented	Management-Oriented	Consumer-Oriented	Expertise-Oriented	Adversary-Oriented	Participant-Oriented
1. Some Proponents	Tyler Provus Metfessel and Michael Hammond Popham Taba Bloom Talmage	Stuffflebeam Alkin Provus	Scriven Komoski	Eisner Accreditation Groups	Wolf Owens Levine Kourilsky	Stake Patton Guba and Lincoln Rippey MacDonald Parlett and Hamilton Cousins and Earl
2. Purpose of Evaluation	Determining the extent to which objectives are achieved.	Providing useful information to aid in making decisions	Providing information about products to aid decisions about purchases or adoptions	Providing professional judgementts of quality	Providing a balanced examination of all sides of controversial issues, high- lighting both strengths and weaknesses	Understanding and portraying the complexities of a programmatic activity, responding to an audience's requirements for information

3.Distinguishing characteristics	Specifying objectives using objectives to gather data; looking for discrepencies between objectives	Serving rational decision making; evaluating at all stages of program development and performance	Using criterion checklists to analyze product testing; informing consumers	Basing judgments on individual knowledge and experience; use of consensus standards	Use of public hearings, opposing points of view; decision based on arguments heard during proceedings	Reflecting multiple realities; use of inductive reasoning and discovery
4. Past uses	Program development monitoring participant outcomes;needs assessment	Program development; institutional management systems; program planning; accountability	Consumer reports; product development; selection of products for dissemination	Self-study;blue-ribbon panels accreditation; examination by committee; criticism	Examination of controversial programs or issues;policy hearings	Examination of innovations or change about which little is known; ethnographies of operating programs

5. Contributions to the conceptualization of an evaluation	Pre-post measurement of performance clarification of goals; use of objective tests and measurements that are technically sound	Identify and evaluate needs and objectives; consider alternative program designs and evaluate them;watch the implementation of a program;look for bugs and explain outcomes	Lists of criteria for evaluating educational products and activities; archival references for completed reviews; formative-summative roles of evaluation;bias control	Legitimation of subjective criticism; self-study with outside verification; standards	Use of forensic and judicial forms of public hearing; cross-examination of evidence; thorough presentation of multiple perspectives	Emergent evaluation designs; use of inductive reasoning
6. Criteria for Judging Evaluations	Measurability of objectives; measurement Reliability and validity	Utility; feasibility; propriety; technical soundness	Freedom from bias technical soundness; defensible criteria used to draw conclusions and make recommendations	Use of recognized standards; qualifications of experts	Balance; fairness; publicness; opportunity for cross-examination	Credibility; fit; auditabilty; confirmability
7. Benefits	Ease of use, Simplicity;focus On outcomes; High acceptability Forces objectives To be set	Comprehensiveness; sensitivity to information needs of those in a leadership position systematic approach to evaluation	Emphasis on consumer information needs; influence on product developers; concern with cost-effectiveness and utility	Broad coverage efficiency(ease of implementation, timing)	Broad coverage close examination of claims;aimed toward closure or resolution; illumination of different sides of issues	Judgment, context pluralistic inductive

8. Limitations	Oversimplification of evaluation and programs; outcomes-only orientation reductionistic linear	Emphasis on organizational efficiency and production model; assumption of orderliness and predictability in decision making	Cost and lack of sponsorship may suppress creativity or innovation not open to debate	Replicability; vulnerability to personal bias; scarcity of supporting documentation to support conclusions; open to conflict of interest	Fallible arbiters or judges; high potential costs and consumption of time; reliance on investigatory and communication skills of presenters	Nondirective high labor intensity and cost

From: Educational Evaluation: Alternative Approaches and Practical Guidelines by Blaine R. Worthern and James R. Sanders. 1987 p.179

APPENDIX B

Four Types of Evaluation

	Context Evaluation	**Input Evaluation**	**Process Evaluation**	**Product Evaluation**
Objective	To define the institutional context, to identify the target population and assess their needs, to identify opportunities for addressing the needs, to diagnose problems underlying the needs and to judge whether the proposed objectives are sufficiently responsive to the assessed needs	To identify and assess system capabilities, alternative program strategies, procedurals designs for implementing the strategies, budgets and schedules	To identify or predict in process defects in the procedurals design or its implementation, to provide information for the preprogrammed decisions and to record and judge procedural events and activities	To collect descriptions judgments of outcomes and to relate them to objectives and to context, input and process information and to interpret their worth and merit
Method	By using such methods as system analysis, survey, document review, hearings, interviews, diagnostic tests and the Delphi techniques.	By inventorying and analyzing available human and material resources, solution strategies and procedurals designs for relevance, feasibility, and economy	By monitoring the activity's potential procedurals barriers and remaining alert to unanticipated ones, by obtaining specified information for programmed decision	By defining operationally and measuring outcome criteria, by collecting judgments of outcomes from stakeholders and by performing both qualitative and quantitative analyses.
Relation to decision making in the change process	For deciding upon the setting to be served, the goals associated with meeting needs or using opportunities, and the objectives associated with solving problems	For selecting sources of support, solution strategies and procedural designs	For implementing and refining the program design and procedure	For deciding to continue, terminate, modify or refocus a change activity and to present a clear record of effects(intended and unintended, positive and negative)

*From: Educational Evaluation: Alternative Approaches and Practical Guidelines by Blaine R. Worthern and James R. Sanders. 1987 p.179

APPENDIX C

27 classes belonging to A, B, C levels that constituted the sample

A LEVEL	B LEVEL	C LEVEL
1. A-104	1. B-06	1. C-205
2. A-107	2. B-10	2. C-209
3. A-203	3. B-15	3. C-207
4. A-115	4. B-12	4. C-213
5. A-109	5. B-03	5. C-203
6. A-108	6. B-05	6. C-204
7. A-105	7. B-14	7. C-215
8. A-111	8. B-07	8. C-212
9. A-117	9. B-17	
10. A-114		

APPENDIX D

Student Questionnaire

Sevgili Öğrenciler,

Bu anket Ankara Üniversitesi Yabancı Diller Yüksekokulu'nda uygulanan programı değerlendirme çalışmaları kapsamında görüşlerinizi almak amacı ile hazırlanmıştır. Aşağıda hazırlık sınıflarında gerçekleştirilen etkinliklerle ilişkili olarak bazı ifadeler verilmiştir. Lütfen bu ifadeleri dikkatle okuyarak size doğru gelen en uygun seçeneği işaretleyiniz. Elde edilen bilgiler tamamen bilimsel amaçlar için kullanılacak ve kimliğiniz kesinlikle gizli tutulacaktır. Bu nedenle, çalışmanın amacına ulaşabilmesi için **lütfen samimiyetle cevap veriniz** ve **hiçbir ifadeyi cevapsız bırakmayınız.**

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Eğitim Bilimleri Yüksek Lisans Öğrencisi

KİŞİSEL BİLGİLER
1. Bölümünüz : _____
2. Cinsiyetiniz: Bayan ( ) Erkek ( )
3. Yaşınız: _____
4. Kurunuz : _____
5. Sınıfınız: _____
6. Geçen dönem notunuz: _____
7. Mezun olduğunuz lise türü:
    a) Anadolu Lisesi
    b) Süper Lise
    c) Fen Lisesi
    d) Meslek Lisesi
    e) Özel Lise
    f) Düz Lise
    g) Diğer_____
8. Anne-Baba eğitim durumu:

Annenizin en son bitirdiği okul:

1. Okuryazar değil
2. Okuryazar ama bir okulu bitirmedi
3. İlkokul mezunu (5 yıllık)
4. Ortaokul mezunu
5. Lise mezunu
6. Üniversite mezunu
7. Üniversite üstü (Yüksek lisans veya doktora)

Babanızın en son bitirdiği okul:

1. Okuryazar değil
2. Okuryazar ama bir okulu bitirmedi
3. İlkokul mezunu (5 yıllık)
4. Ortaokul mezunu
5. Lise mezunu
6. Üniversite mezunu
7. Üniversite üstü (Yüksek lisans veya doktora)

I. Aşağıda belirtilmiş olan dil becerilerinin hazırlık okulunda aldığınız dil eğitimi süresince hangi sıklıkla üzerinde durulduğunu düşünüyorsunuz? İşaretleyiniz.

BECERİLER	Her zaman	Sık Sık	Bazen	Nadiren	Hiç
9. Yazma					
10. Okuma					
11. Dinleme					
12. Konuşma					
13. Dilbilgisi					
14.Sözcük bilgisi					

II. Aşağıda belirtilmiş olan genel dil becerilerinde kendinizi ne derece yeterli görüyorsunuz? İşaretleyiniz.

YAZMA	Oldukça yeterli	Yeterli	Biraz yeterli	Yeterli değil
15. Verilen konuya uygun bir ana fikir cümlesi bulabilme				
16. Akıcılık için geçiş kelimelerini ve bağlaçları yerinde kullanabilme				
17. Kelimeleri doğru anlamda ve doğru yerde kullanabilme				
18. Verilen bir konuyu aşama aşama sınırlandırabilme				
19. Bahsedilen konuları özetleyici bir sonuç bölümü yazabilme				
20. Giriş, gelişme ve sonuç kurallarına uygun olarak paragraf yazabilme				

OKUMA	Oldukça yeterli	Yeterli	Biraz yeterli	Yeterli değil
21. Bir okuma parçasının ana fikrini anlayabilme				
22. Göz atma ve tarama stratejilerini uygulayabilme				
23. Metin ile ilgili sorulan sorulara doğru cevaplar verebilme				
24. Bir okuma parçasındaki kanıtlanmış bilgileri kişisel görüşlerden ayırt edebilme				
25. Okuma parçasında açıkça belirtilmemiş fakat ima edilmiş fikirleri bulabilme				
26. Metindeki ipuçlarını kullanarak bilinmeyen kelimelerin anlamını tahmin edebilme				

DİNLEME	Olduça yeterli	Yeterli	Biraz yeterli	Yeterli değil
27. Dinlenilen konuşmanın ana fikrini anlayabilme				
28. Dinleme yaparken not alabilme				
29. Konuşmadaki detay bilgileri ayırt edebilme				
30. Konuşmadaki önemli noktaları anlayabilme				
31. Konuşmanın akışını belirleyen kelimeleri ipucu olarak kullanabilme				
32. Belirli bir amaç saptayarak bir konuşmayı dinleyebilme				

KONUŞMA	Oldukça yeterli	Yeterli	Biraz yeterli	Yeterli değil
33. Herhangi bir konuda diyalog başlatıp sürdürebilme ve sonlandırabilme				
34. Belirlenen konular üzerinde sunumlar hazırlayıp sunabilme				
35. Anlaşılabilir telaffuz ile konuşabilme				
36. Fikirleri akıcı bir şekilde ifade edebilme				
37. Bir fikre katılıp katılmadığını aktarabilme				
38. Sıkça kullanılan ifadeleri uygun durumlara göre etkili bir biçimde kullanabilme				

III. Aşağıda belirtilmiş olan materyallerin derslerde kullanımının ne ölçüde yeterli olduğunu düşünüyorsunuz? İşaretleyiniz.

MATERYALLER	Oldukça yeterli	Yeterli	Yeterli değil	Hiç Yeterli değil
39. Okuma metinleri				
40. Dinleme cd'leri/ DVD'ler				
41. Yazma materyalleri				
42. Dil bilgisi materyalleri				
43. Konuşma becerilerini geliştirmeye yönelik görsel-işitsel materyaller				
44. Günlük yaşantılarımızla ilgili konuları içeren okuma, yazma, konuşma ve dinleme materyalleri				

Başka belirtiniz:

IV. Aşağıda belirtilmiş olan ders işleme yöntemleri sınıflarınızda ne sıklıkla kullanılmaktadır? İşaretleyiniz.

YÖNTEM	Her zaman	Sık Sık	Bazen	Nadiren	Hiç
45. Öğrencilerin soru sorması					
46. Rol yapma (Role-play)					
47. Grup çalışması					
48. Öğretmenin konu anlatması					
49. Eşli çalışma (Pair work)					
50. Öğrencilerin soru yanıtlaması					
51. Tartışma					
52. Öğrencilerin sunum yapması					

Başka belirtiniz:

V. Aşağıda belirtilmiş olan değerlendirme ifadelerine ilişkin düşünceleriniz nelerdir? İşaretleyiniz.

DEĞERLENDİRME	Kesinlikle Katılıyorum	Katılıyorum	Katılmıyorum	Hiç katılmıyorum
53. Uygulanan sınavlar derslerin içeriğini yansıtıyor.				
54. Yapılan ara sınav ve quizler daha iyi öğrenmeme yardımcı oluyor.				
55. Uygulanan sınavların zorluk derecesi genel olarak birbirleriyle tutarlı.				
56. Kanaat notu (Class report) sınıf içi performansımı değerlendirme açısından iyi bir ölçüttür.				
57. Gelişim dosyası (Portfolio) dil becerilerimin gelişmesini değerlendirme açısından faydalıdır.				
58. Uygulanan sınavlar sayı olarak yeterlidir.				

Başka belirtiniz:

VI. Aşağıda belirtilmiş olan ifadelere ne derece katılıyorsunuz? İşaretleyiniz.

İLETİŞİM	Kesinlikle Katılıyorum	Katılıyorum	Katılmıyorum	Hiç katılmıyorum
59. İstediğim zaman hocalarımıza ulaşabilirim.				
60. Bir sorum olduğunda hocalarımıza rahatlıkla sorabilirim.				
61. Derslerde fikirlerimi çekinmeden söyleyebilirim.				
62. Sınıf içi etkinlikleri düzenlemede fikirlerimiz göz önünde bulundurulur.				
63. Hazırlık Okulu müdür veya müdür yardımcılarına kolaylıkla ulaşabilirim.				

Başka belirtiniz:
_____

Hazırlık Bölümü'nde aldığınız eğitim ile ilgili olarak olumlu ve olumsuz eklemek istedikleriniz:

1.   **Olumlu**_____
_____
_____
2.   **Olumsuz**_____
_____
_____

 Anket soruları bitmiştir. Zaman ayırdığınız için teşekkür ederim.

Interview Schedule

ÖĞRETMEN GÖRÜŞME SORULARI

Tarih:

Saat:

Sevgili Meslektaşım,

Bu çalışmanın amacı Ankara Üniversitesi Hazırlık Okulu Programı'nın önceden belirlenen hedeflere ulaşması bakımından etkililiğini, öğrencilerin başarısını analiz ederek öğretmen ve öğrencilerin bakış açısından değerlendirmektir. Bu çalışma sonucunda, öğrencilerin sahip olduğu İngilizce beceri düzeyleri saptanacak, öğrencilerin İngilizce dersine yönelik tutumları belirlenecek ve dersin uygulanmasında karşılaşılan olumsuzluk ve yetersizlikler ortaya konulacaktır. Sizinle yapacağımız bu görüşme çalışmaya büyük katkıda bulunacaktır. Elde edilen bilgiler tamamen bilimsel amaçlar için kullanılacak ve kimliğiniz kesinlikle gizli tutulacaktır. Yardımlarınız için teşekkür ederim.

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KİŞİSEL BİLGİLER

Cinsiyet: Bayan ( )   Erkek ( )

Kaç yıldır öğretmenlik yapıyorsunuz:

Mezun olduğunuz üniversite ve fakülte:

Hangi kurda çalışıyorsunuz:

PROGRAM SORULARI

1.   Sizce Hazırlık Okulu amaçları nelerdir? Bu amaçlara yeterince ulaşılıyor mu? Neden?

2.   Sizce öğrenciler okuma, yazma, dinleme ve konuşma becerilerini ne ölçüde geliştiriyor? Neden?

3.   Derslerinizde hangi yöntemleri uyguluyorsunuz?

a) Ne sıklıkla ders anlatımı, ikili veya grup çalışmaları uyguluyorsunuz?

4. Uygulamada karşılaştığınız problemler, güçlükler nelerdir?

    a) Materyallerin yeterliliği

    b) Materyallerin seviyeye uygunluğu

    c) Öğrenci niteliği

    d) Disiplin problemleri

5. Vizeler ve haftalık sınavlar hakkında ne düşünüyorsunuz?

6. Hazırlık okulu programı ve uygulamaları hakkında eklemek istediğiniz başka bir şeyler var mı? Neler?

Katıldığınız için teşekkür ederim.

APPENDIX F

Departments/ Faculties for Mandatory Preparatory School

1. Department of World Religions (Faculty of Divinity)
2. Faculty of Communication
3. Faculty of Engineering
4. Faculty of Political Sciences
5. Sociology, English Language and Literature (Faculty of Letters)
6. Tourism (Beypazarı Vocational High School)
7. Physical Education and Sport
8. Faculty of Medicine
9. Landscape Architecture (Faculty of Agriculture)

Departments/ Faculties for Voluntary Preparatory School

1. Faculty of Education
2. Faculty of Science
3. Faculty of Law
4. Faculty of Pharmacy
5. Faculty of Dental Medicine
6. Faculty of Health Sciences
7. Faculty of Veterinary Medicine