INVESTIGATION OF SYSTEMIC CHANGE AT A UNIVERSITY PREPARATORY LANGUAGE DEPARTMENT: THE NORTHVIEW CASE

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ÖMER FARUK İPEK

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____

Prof. Dr. Tülin Gençöz
Director

I certify that this thesis satisfies all the requirements as a thesis for the degree of Doctor of Philosophy.

Assoc. Prof. Dr. Bilal Kırkıcı
Head of Department

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

Assoc. Prof. Dr. Cendel Karaman
Supervisor

Examining Committee Members

Prof. Dr. Ayşegül Daloğlu (METU, FLE)

Assoc. Prof. Dr. A.Cendel Karaman (METU, FLE)

Assoc. Prof. Dr. Betil Eröz-Tuğa (METU, FLE)

Assoc. Prof. Dr. Paşa Tevfik Cephe (Gazi, FLE)

Assoc. Prof. Dr. Ayşegül Amanda Yeşilbursa (Uludağ, FLE)

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

Name, Last name : Ömer Faruk İPEK

Signature :

ABSTRACT

INVESTIGATION OF SYSTEMIC CHANGE AT A UNIVERSITY PREPARATORY LANGUAGE DEPARTMENT: THE NORTHVIEW CASE

İpek, Ömer Faruk
Ph. D. Department of Foreign Language Education
Supervisor: Assoc. Prof. Dr. Cendel Karaman

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This qualitative explanatory case study provides insight into the self-initiated prescriptive and planned systemic change process at a university preparatory department called 'Northview' situated in the western part of Turkey. Although English is taught worldwide and there are many English language institutions, few studies have been conducted on the systemic aspect of English language teaching. Therefore, by using a conceptual framework and related literature, this study examined the reasons, components, the roles of the people involved in it and results of the systemic change process.

Two years of data, including documents that regulated Northview since its foundation, observation and field notes, and focus group interviews with both alumni and semi-structured interviews with instructors and administrative staff, were analyzed using systems and systemic change perspectives. The interviews were all audio-recorded and then transcribed. After employing descriptive coding procedures using a software for qualitative data analysis, four requirements and five themes emerged.

Findings showed that the system requires powerful reasons for change. Then, there needs to be change in the components of the system such as organization, curriculum, communication and assessment. Third, people play a crucial role in the systemic change process. Finally, transformational results should be obtained at the end of the systemic change process. These four requirements are analyzed under five themes; motivation, standards, structural change, whole school involvement and leadership. At the end of the study, a model, 'Integrated-Contents Systemic Change (I-CSC)' is constructed that would guide the systemic change initiatives in English language institutions and education.

Key Words: Systemic change, English as a foreign language, preparatory department

ÖZ

ÜNİVERSİTE YABANCI DİL HAZIRLIK BÖLÜMÜ SİSTEM DEĞİŞİKLİĞİ ARAŞTIRMASI: NORTHVIEW DURUM ÇALIŞMASI

İpek, Ömer Faruk
Doktora, Yabancı Diller Eğitimi Bölümü
Tez Yöneticisi, Doç. Dr. A.Cendel Karaman

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Bu açıklayıcı nitel durum çalışmasında, Türkiye'nin batı bölümünde bulunan 'Northview' olarak isimlendirilmiş, üniversite hazırlık bölümünün öz-girişimi ile kurallı ve planlı bir şekilde gerçekleştirilen sistem değişiklik süreci incelenmiştir. İngilizce bütün dünyada öğretilmesine ve birçok İngilizce öğreten kurum bulunmasına rağmen, İngiliz dili öğretiminin sistem yaklaşımı hakkında pek az çalışma bulunmaktadır. Bu yüzden, kavramsal çerçeve ve ilgili literatür kullanılarak, bu çalışma sistem değişikliği sürecinin sebeplerini, içeriğini, insan rollerini ve sonuçlarını incelemiştir.

Northview'ın kuruluşundan bu yana sistemini düzenleyen belgeler, gözlem ve alan notları, mezun öğrencilerle yapılan odak grup mülakatı ve hem öğretim elemanları hem de idari personelle yapılan yarı-yapılandırılmış mülakatlardan oluşan iki yıllık veri, sistem ve sistem değişikliği bakış açısıyla analiz edilmiştir. Mülakatlar kayıt altına alınıp yazıya aktarılmıştır. Nitel veri analizi programı kullanılarak açıklayıcı kodlama prosedürleri uygulandıktan sonra, dört gereklilik ve beş tema ortaya çıkmıştır.

Bulgular göstermiştir ki, öncelikle sistemi değişikliği için güçlü sebepler olmalıdır. Sonrasında, organizasyon, müfredat, iletişim ve değerlendirmeden oluşan içerikte değişiklik yapılmalıdır. Üçüncü olarak, insan rolleri sistem değişikliğinde büyük öneme sahiptir. Son olarak, sistem değişikliği süreci sonunda dönüşümsel sonuçlar elde edilmelidir. Bu dört gereklilik motivasyon, standartlar, yapısal değişiklik, tüm okul katılımı ve liderlik temalarıyla incelenmiştir. Çalışmanın sonunda, sistem değişikliği girişiminde bulunacak İngilizce dil kurumları ve eğitimi için 'Bütünleşik-İçerik Sistem Değişikliği (I-CSC)' modeli oluşturulmuştur.

Anahtar Kelimeler: Sistem değişkliği, Yabancı dil olarak İngilizce, İngilizce hazırlık bölümü

To the mother of my three children, Esma…

To my children, Hasan Mete, Elif, Ali Kaan…

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ABBREVIATIONS	
BoED	Board of Education and Discipline
CIPP	Content, Input, Process, Product
CBAM	Concerns-Based Adaption Model
CBT	Computer Based Test
CEFR	Common European Framework of References for Languages
CSR	Comprehensive School Reform
ELT	English Language Teaching
DOI	Diffusion of Innovations
FCE	First Certificate in English
FLE	Foreign Language Education
FLT	Foreign Language teaching
HEC	Higher Education Council
HEI	Higher Education Institutions
HRO	High Reliability Organizations
I-CSCM	Integrated-Contents Systemic Change Model
IELTS	International English Language Testing System
GST	General Systems Theory
GSTE	Guidance for Systemic Transformation in Education
KPDS	Examination of Foreign Language Proficiency of State Employees
MoNE	Ministry of National Education
SLT	Second Language Teaching
PISA	The Program for International Student Assessment
PIRLS	The Progress in International Reading Literacy Study
RRD	Rules and Regulations Document
TOEFL	Test of English as a Foreign Language
ÜDS	Inter-University Foreign Language Examination

USA	United States of America
YDS	Foreign Language Test

CHAPTER I

INTRODUCTION

Globalization and the spread of the Internet and information technology has changed the needs of society and social development by creating shifts in our understandings, thoughts, and beliefs, and in the plans and programs in our lives. However, the concept of change can sometimes be difficult and might take time to accept, especially when it involves education. Shifts in education lead to changes and reforms in curriculums and educational institutions, and in the interactions between students and teachers. Such changes also apply to languages and language education programs (Coşkun & Daloğlu, 2010). Thus, the increased use of English worldwide has caused shifts in English language teaching (ELT), materials, testing, and curriculum to improve English language learning among students (Jenkins, 2009). The spread of English, which is used as a means of communication between non-native speakers of English (Crystal, 2003; Kachru, 1986), has also affected the policies, implementations, and research regarding ELT (Kırkgöz, 2009a).

The role of language education is to prepare learners for meaningful communication, and this goal has led to the development of new understandings of the content and processes involved in language education (Liddicoat, 2011). During the last several decades, language teaching has undergone many changes to the theories, approaches, methods, and even specific teaching techniques used, and a new method, approach, or theory has emerged nearly every decade (Karn, 2007). The emergence of such innovations in language teaching has also affected the research paradigm of education.

As the ultimate purpose of educational research is to improve the quality of education (Reigeluth & Frick, 1999, p. 1) by examining the system of education (Watson & Reigeluth, 2008), it is important to understand what a 'system' means. A system is defined as "a set or arrangement of things so related or connected as to form a unity and organic whole" (Webster, 1979, p. 1853). This definition suggests that a system needs to be coherent and act in unity. Regarding the systems of education, Banathy and Jenlink (1996) asserted that "The systems view generates insights into ways of knowing, thinking, and reasoning that enable us to apply systems inquiry in educational systems" (p. 47). More recently, Broks (2016) explained how a system functions with its parts: "System is a totality of a system's interconnected parts and as a whole, each system is a part of its surrounding medium, made from other systems" (p. 109). Education is considered a system because it connects with other systems. Watson and Reigeluth (2008) pointed out that, "While the global society is transforming its mechanistic worldview and moving towards the information age, the field of education is also changing its perception of educational systems" (p. 45). Regarding educational change, Jenlink et al. (1996) stated that the "purpose of systemic change is to create a better educational system than what currently exists" (p. 22). Therefore, all systemic changes need to result in improvements and developments; otherwise, the study would not go far beyond the current situation. While the importance of educational change has been emphasized, Tanner (2004) reported that few empirical studies focus on the systemic view of education.

It is therefore crucial to understand language education in the world throughout history to comprehend the current context explored in this study. Brown (1991) summarized the subject fields studied in ELT. He postulated four key reasons why learners attempt to acquire the language: the position of English in the countries, the position of the politics, the content of the curricula, and the methods and their shifts. Twelve years later, Richards (2003) investigated the research fields and concluded that Second Language Teaching (SLT) and Foreign Language Teaching (FLT) have been changing constantly. He found that main focuses of research are (1) the goals, methods, grammar, and the process of language teaching; (2) the role of the learner; (3) the four main skills of ELT; (5) the assessments; and (6) teacher preparation. Accordingly, three main developments have taken place in ELT: "the shifts from communicative language teaching to Task-based language teaching, from method based pedagogy to post-method pedagogy, and from systemic discovery to critical discourse" (Kumaravadivelu, 2006, p.59). However, the three important themes have focused on changing the content and methodology of ELT, while the systemic view of ELT is missing.

From a general perspective, the 1960s witnessed the emergence of applied linguistics as a field, and in the 1970s, methodology courses for foreign language teachers became available in the United States (U.S.), utilizing the latest theories and research in applied linguistics. It was assumed that such knowledge would enhance teachers' classroom practices. In the early 1980s, teacher training emerged as a priority in the work of the Council of Europe (Borg, 2011), and Richards and Nunan (1990) compared ELT teacher education literature with that of general education.

In the last decade, teacher cognition has been a critical field in ELT teacher education departments. Tsui (2011) argued that early studies of teacher thinking focused on teachers' planning, classroom decision-making processes, and implicit theories. However, in later years, teacher cognition, which arose from the practitioners' experiences and reflection, affected teacher education programs. Hammond (2006) stated that the field managed to create stronger, more effective teacher education programs over time because teachers need to understand the student, manage the classroom, communicate well, use technology effectively, and reflect on their classroom practices. Teacher education programs have therefore shifted to ensure the teacher candidates are equipped with these professional skills.

In terms of foreign language teacher education in Turkey, Akyel (2012) and Evcim (2013) summarized that the ELT education programs lack a systemic view of English education. Akyel (2012) stated that teacher education system in the early years of the republic focused on improving the conditions of schools and teaching staff, opening more teaching training schools and training teachers for the villages, and emphasizing pedagogy. Since ELT departments were launched in the second half of the twentieth century, the subjects taught to teacher candidates focused on methodology, content (English), general educational subjects, and common courses, such as Turkish, History, and elective Western languages (Evcim, 2013). The history of ELT literature lacks details related to management, systems thinking, and changes to ELT or an ELT institution.

This view is supported by Alptekin and Tatar's (2011) study, which, despite being in the Turkish context, has similar findings to the ELT research field worldwide. According to Alptekin and Tatar (2011), major educational reforms and changes have taken place since the foundation of the republic, particularly in relation to ELT in Turkey. Alptekin and Tatar claimed that the growing demand for Western languages such as German, French, and English has caused worldwide reforms and research in these subjects. Since English has become the lingua franca of the world, the theories and methods concerning ELT have become of great interest among scholars. Alptekin and Tatar's review of the literature shows that the research on ELT in Turkey between 2005–2009 mostly involved the following areas:

- Foreign language teaching and teachers
- Foreign language learning and learners
- Foreign language teacher education
- Listening and speaking
- Reading and writing
- Measurement and evaluation
- Language and culture (p. 331)

However, it is clear from their review that previous research neglected the systemic view and changes to ELT (Kennedy, 1988). This lack of attention might be because ELT departments, which educate English language teachers, fail to provide courses addressing the systemic view of English language education in their curricula. To understand why university ELT departments lack a systemic view and fail to provide systemic change skills, it would be beneficial to examine current ELT teacher education programs (Evcim, 2013; Tezgiden-Cakcak, 2015).

According to Kırkgöz (2009b), Turkey was affected by the global impact of English as the language of science, communication, and technology, and universities established foreign language centers or institutions to enable their students to receive an efficient English language education. Turkey thus responded to the influence of English through its policy on its foreign language education system (Doğançay-Aktuna & Kızıltepe, 2005) by opening Basic English departments or English preparatory classes, aside from ELT programs, to teach English to their students. Kırkgöz (2005) summarized that the spread of English worldwide, making it the foremost international language, had increased the importance of teaching English, and many universities thus started to provide one-year English preparatory education to their students. In these English preparatory programs, new students prepare for their departmental courses and for their future academic and professional careers (Coşkun, 2013). Tunç (2010) stated that these preparatory programs help students cope with the departmental courses in the faculties. However, Coşkun asserted that, despite efforts to teach English to adequate levels, the initiatives to teach the English language have been unsuccessful, thus highlighting the need to pay special attention to the systemic view of English language education.

An investigation of the language teaching curriculum and programs offering one-year intensive English classes at the universities showed that the students experienced difficulties when attempting to use English for research and communication purposes (Karataş & Fer, 2009). It is therefore essential to evaluate the current ELT programs and systems (Brown, 1995; Coşkun & Daloğlu, 2010; Lynch, 1996; Yang, 2009).

Another reason for studying this topic is that ELT managers are usually ELT graduates, which means that a student studies at an ELT department of a university and graduates as an English language teacher. Sometime after entering the profession, the teacher can become the coordinator, department head, or director of the institution. However, the undergraduate programs of FLE departments do not provide any courses that prepare teachers to design and change an institution's ELT program.

Tanner (2004) noted that "In most cases, researchers have focused on systemic reform in the area of general education, not special education" (p. 13), which thus highlights the need for systemic change research in the ELT field. The findings of this study will provide an example for current practitioners or teachers with managerial duties in ELT institutions and for future leaders of ELT institutions, who will be at the core of implementing reforms.

Last, according to the British Council (2015), which conducted a study about the current state of English language education at universities in Turkey, change is necessary in four contexts: international, national, institutional, and departmental. In the international context, the British Council's report states that, while many universities have been founded in the last decade to educate more people and the number of people receiving higher education has increased, the quality of education has actually decreased. In the national context, the report states that universities whose medium of instruction is English is favored by both the students and their parents. This preference has caused a deficiency in academic staff and high-quality education at other universities whose medium of instruction is Turkish. In an institutional context, the report states that students who start their undergraduate education begin English preparatory departments of these universities with low motivation. Moreover, in such departments, the curriculum and instruction are far from meeting the needs of international requirements and necessities. In the departmental context, although instructors have sufficient certifications to teach in university preparatory departments, these instructors' have some instructional deficiencies, which were not solved in their ELT departments. Additionally, there are not enough instructors working in the preparatory departments. As a result of this report, the British Council recommended implementing some changes in all four contexts. The first step is to place stronger emphasis on the departmental changes.

After acknowledging English as a popular and widely used language, and based on the above mentioned reasons, this study takes a systemic view of the English language education in an English preparatory department located in Turkey, named Northview. The Northview context will be discussed in terms of four key components relating to the systemic view: (1) curriculum, (2) organization, (3) assessment, and (4) communication.

1.1 The Scope of Systemic Change

In general, systemic change transforms the current position into a different one, and it is a process of continuous change (Reigeluth & Garfinkle, 1994). The history of change in higher education is examined using three models: elite, mass, and universal. The elite model prepares the high class for elite roles in the country. This model became a mass model after World War II because the percentage of the population attending higher education institutions increased. The mass model focused on preparing for the broader range of elite roles in the country. At present, this mass model is becoming a universal model for preparing and adapting the whole population for the new technological and social changes (Trow, 2007). The transformation from the elite to the universal model in higher education has led to changes to be made to the systems of these institutions. A ‘systemic change’ is described as a change to the system by the body of thinking concerned with the design of an entirely new system that was never implemented before (Watson et al., 2008).

Desimone (2002) summarized school reform or change, stating that it should foster schoolwide changes that affect all aspects of schooling, such as the curriculum, instruction, organization, professional development, and parental involvement. School reform is typically implemented in three stages: The first involves systemic changes relating to salary standards and regulations and the school day, and the second involves broadening the relationship between school and family. However, it is argued that these two stages do little to improve the school organization. The solution offered aims to reform every component of the entire school.

The management of change (Hutchinson, 1991) is considered an important feature in ELT; however, it is argued that change could be problematic because it is slow, contradictory, and threatening. Based on examples from Holland, Singapore, and Sweden, Davies (2009) stated that ELT is successful in some national educational systems. Additionally, Borman et al. (2003) stated that, since the 1980s, top-down and centralized efforts were made to achieve school reform. However, some change initiatives in other countries such as comprehensive school reform, which has been implemented across the U.S. has several differentiating points, such as placing importance on science-based research; integrating instruction, assessment, classroom management, professional development, and school management; providing continuous teacher development and training; setting measurable goals; providing support for teachers, principals, and other staff; encouraging meaningful involvement; and performing annual evaluations.

Change in ELT is a process and not just a product (Bolitho, 2012). Change requires systemic procedures, and it needs to be envisioned for the long-term. Teachers are the main target of the change and there must be initiatives. Successful change projects are characterized by thinking and negotiating among key participants. Hayes (2012) named three components of change in ELT as policy and resources, stakeholder engagement, and management; whereas, Murray (2012) stated that change is close to innovation. It is argued that local context, policymakers, teacher knowledge and beliefs, quality and content of teacher education programs, materials, and local perceptions about language and language learning should be examined critically.

School improvements can be made when they are well-reasoned, when teachers are involved in the change process, and when there is capable leadership. One model emphasized is externally developed reform design where school improvement is developed by an organization outside the school. In this design, the design group engineers the principles, implements the strategies and materials, and provides support (Datnow & Springfield, 2000). Datnow et al. (1998) stated that, in reform implementation, educators' actions in schools shape the classroom, school, and district. Therefore, interactions in a context affect the outcomes of the reform. They emphasized the relation among the stakeholders as real people confronting real problems, interacting together, and enacting reforms.

As institutions, schools have a legal responsibility to their stakeholders, which includes their directors, boards of management, staff, the students, families, and even the country. The managers of these institutions need to organize, to implement and fulfill these responsibilities. Further, in these institutions or organizations, the people responsible, such as directors, coordinators, or chairpersons, need to manage the organization, select suitable staff, and oversee developments; establish good communication in, around, and out of the school; organize the resources and information; manage the curriculum development and innovations; and use the financial records effectively (White et al., 1991). Change is a complex and systemic process that requires special attention and capabilities.

1.3 The Study

Existing systemic change literature indicates that managers or leaders of these institutions or organizations need to possess special skills to handle all these issues. However, in English preparatory schools of universities, the responsibility is typically given to an ELT graduate who knows very little about management. As there have been educational problems or failures in the curriculum, these institutions have experienced change in the management, instructions, assessment, rules and regulations documents (RRDs), the curriculum, books, and even the staff; it is therefore difficult for the responsible individuals to implement and control the change process in the schools.

While ELT research typically focuses on methodology, evaluation, skills, teacher education, and English as a world language, research into the management and system design and change of ELT is limited. The directors of the institutions rely mostly on literature pertaining to another field, such as management, planning, and evaluation because there is limited literature from which to understand the structure of an ELT institution and learn how to manage the changes that the institution experiences (Noriko, 2010). This study therefore examines the systemic change process that occurred at Northview over a two-year period, with relevance to the curriculum, organization, assessment, and communication. Finally, this study examines the students' and staffs' receptions to the changes.

1.2 Significance of the Study

Few existing studies examine the systemic view of ELT in real contexts, using real cases. It is limited to the curriculum changes and to a small research community. Understanding and acquiring the systemic view of education would provide researchers, scholars, or practitioners with systemic and empirical thinking toward their systems and education (Banathy, 1996).

Systemic change is a problematic issue that typically faces resistance and failure if not well planned (Reigeluth & Garfinkle, 1994). This study will provide insights and an example road map of how systemic change can be implemented in an English preparatory department. Such an understanding and experience will contribute to the theme of systemic change for all institutions and bridge the gap in the literature related to systemic change in foreign language institutions in Turkey and worldwide (Banathy & Jenlink, 2003; Coşkun, 2013). Current researches on changes in education are mostly limited to curriculum or material issues such as buildings or classrooms; however, systemic change requires more than this. This specific case therefore deals with each component of systemic change to provide an example.

Furthermore, because the amount of empirical data supported by methodology is limited and existing research provides unscientific and non-empirical research results, institutions seeking change might receive unexpected results. To overcome this problem, this study provides empirical data in relation to findings from existing literature and puts forth the methodological rules to aid decision makers or educators who are in charge of the systemic change process.

Additionally, because understanding the historical background and experiences of systemic change initiatives is also important, this study presents a real example of the historical systemic changes of a university preparatory department and discusses how to successfully implement each component of systemic change. This study also contributes to a reevaluation of the systems used not only in foreign language schools, but also in any school or institution that needs change.

As teaching a foreign language systemically in the Turkish context is problematic, various changes were made in the last few decades (Kırkgöz, 2009a). These systemic changes were made according to the results of studies conducted in other countries, where teaching English has been successful. However, as each context and case has its special issues and problems, this study proposes suggestions and change initiatives suited to a Turkish context.

Lastly, this study will demonstrate to researchers, practitioners, and policymakers that systemic change is a controversial issue; a systemic view relates to not only the methods of teaching or instruction, but also its various components, such as the people, students, places, materials, and behaviors. Therefore, this study will enable people to reconsider their ideas about the meaning of systemic change and how it can be accomplished.

1.4 Context of the Study

Northview, the focus of this research, was chosen purposefully because the department has experienced several major changes in the last decade. The changes were implemented because of the failure of the English education provided by the institution. The last change, which occurred in 2014, was different from the former changes, and it affected everything and everyone at the university.

The school in this study is situated in the western part of Turkey and is a middle-ranked university according to student scores and preference rates. The university was founded in 1992 and has been teaching in various fields for nearly 25 years. The university has four institutes that offer graduate education, ten faculties that provide four to six years of undergraduate education, six schools, and seven vocational schools that have two years' technical education. The university has over 30,000 students, and 5,000 new students enroll every year, among whom, nearly 800 study at the School of Foreign Languages, English Preparatory Department, known as Northview in this study for purposes of anonymity.

The School of Foreign Languages has three departments: the Translation and Interpretation Department with five academicians; the Modern Languages Department with 10 instructors; and the Preparatory Department, which is the context of this study in this study, with 38 instructors and 800 students. Of the 38 instructors in the Preparatory Department, four are from different countries. The remaining 34 instructors are Turkish nationals educated in departments of ELT and English Literature at Turkish universities.

There are two kinds of instructional designs at Northview. There is a "compulsory" group of students, whose departments give instruction in English up to their graduation in their faculties, and "optional" group of students whose departments teach less than 30% of their subjects in English. The compulsory group departments are Biology, Physics, Mathematics, Chemistry, Psychology and Sociology in the Science and Letters Faculties, and the International Relations Department in the Faculty of Economics and Administration. The optional group departments are the departments in the Faculty of Architecture and Engineering such as Computer, Environmental, Food, Electric-Electronic, Chemistry, and Machinery Engineering. The vast majority of students studying at Northview are compulsory group students.

Northview gives one academic year of English Language education, divided into two academic terms, fifteen weeks each. The students need to fulfill certain responsibilities to pass, which include not exceeding the maximum number of allowed absences; taking exams such as quizzes, midterms, and the final; and obtaining an average score of 60. Compulsory group students failing to obtain an average score of 60 to pass are required to study for another more year in the department because they will be unable to follow the instruction in English in their departments. While optional students' pass score is same as compulsory group students, optional group students can continue their education in their departments even if they fail to pass the department.

As stated above, Northview has experienced several systemic changes in recent years. For example, between 1996 and 2010, the department used a linear curriculum. Then, a new director appointed from a different department implemented a modular curriculum consisting of five modules. This system continued for two years, before the linear system was reinstated. However, the curriculum of the new system, the official RRD, the expected levels of students, the books, and the instructors' happiness in the institution had many deficiencies. Therefore, the chairperson and the management changed, and a systemic change process started in the institution. This study investigates the last systemic change that took place in 2014 by examining relevant literature.

1.5 Research Questions

The main purpose of this study is to investigate the systemic change process at Northview by focusing on four dimensions: the reasons, the content, people's roles, and the results of the systemic change process. The following research questions were used to investigate the change process at the Northview case:

1) How are the reasons for systemic change explained by the participants?
2) How are the components of systemic change explained by the participants?
3) How do the stakeholders situate themselves in the process of systemic change? What were the roles of the stakeholders in the change process?
    a) What were the roles of the chair?
    b) What were the roles of instructors?
    c) What were the roles of administrative staff?
4) How are the results of change described by the particpants?
    a) What are the results of the change from the instructors and administrative staff perspective?
    b) What are the results of change from the students' perspective?

1.6 Definitions of Terms

The following terms are frequently used throughout this study and have a key role in understanding the in-depth value and structure of this dissertation.

System: While the definitions of systems vary, they tend to be similar. A system is a set of interconnected parts that interact with each other to operate as a whole. A system is a living mechanism that responds to changes around it (Tanner, 2004). In this dissertation, system relates to the organization, curriculum, assessment, and communication at Northview. More specifically, the current system of Northview is investigated.

Systemic Change: Systemic change describes modifications to parts of a system (Adelman & Taylor, 2007). According to Tanner (2004), in social sciences, systemic change is related with the process and the outcome. As the system changes, new outcomes occur, and these new outcomes can be seen in individuals' beliefs, the policies, and the standards. This study examines the components of the previous system before changes were made in 2014 and investigates the process and outcomes of the new system.

Systemic view in education: The systemic view refers to the organizational, administrative, and instructional qualities and descriptors of the educational systems (Banathy, 1995). In this study, this term is used to examine the organizational, curricular, communications, and assessment structures of Northview.

Systemic change in education: Duffy and Reigeluth (2010) described systemic change in education as "transforming the system's core and supporting work processes, transforming the system's internal social infrastructure, transforming the system's relationship with its external environment, and transforming the system's change processes from piecemeal to systemic transformational change" (p. 204).

Organization: Child (1972) defined the organization as "the formal allocation of work roles and the administrative mechanisms to control and integrate work activities” (p. 2). In the current study, as the department is a formal place where people’s roles and administrative mechanisms had been provided and continually proceeded, job-related activities and structures are integrated and controlled within the administrative mechanisms.

Curriculum: Curriculum is defined as “what teaching and instruction is to be offered and sometimes what its purposes and objectives are” (Kelly, 2009, p. 7). Ornstein and Hunkins (1993) presented a more general definition: “A plan for action or written document that includes strategies for achieving desired goals or ends” (p. 9). In this dissertation, curriculum includes the books, materials, pacing schedule, extracurricular activities, academic calendar, and the instruction.

Assessment: Sadler (1989) stated that assessment is making judgments on students’ performance in certain subjects. In this study, these judgments are made based on the scores for presentations and quizzes, and the midterm, final, and proficiency exams.

CHAPTER II

THEORETICAL FRAMEWORK

The theoretical framework in a qualitative study shows where to start, what to include, the method of the research design, and the way the researcher interprets the results of the data (Meriam, 2009). As this indicates the boundaries of the research, it is important to decide what to know or remember before progressing.

For the content of the theoretical framework in the current dissertation, constructivism, systems theory, systemic change, and specifically, the Systemic Change Process (SCP) conceptual framework will be examined in detail. In this section, a synthesis of the related theoretical frameworks routed through the current study will be given.

2.1 Constructivism

Schools are socially constructed organizations where students, teachers, and school community transact with each other in order to function as a system. Moreover, schools are constructed in order to achieve the goals of the community through the cooperative and collective negotiation and decision-making with the help of individuals and the groups in the school system. (Bowen, 2009). As a result, it requires linking the current study with the constructivist position to systemic view of education and educational change.

Constructivism emerged in the 1970s and since then it has been used widely both in education and research (Gergen, 1985). It provides a metaphor used for knowledge construction and human learning that rejects the principles of behaviorism and emphasizes the importance of human experience and social interaction (Mayer, 1999) which also affected the educational organizations such as schools. According to Liu and Mathews (2005) “Constructivists hold the belief that knowledge is not mechanically acquired, but actively constructed within the constraints and offerings of the learning environment” (p. 387). Constructivism "has become a necessity in educational circles and ... stems from a long and respected tradition in cognitive psychology, especially the writings of Dewey, Vygotsky, and Piaget" (Danielson, 1996; p. 23). Von Glasersfeld (1984) describes constructivism as a "theory of knowledge with roots in philosophy, psychology and cybernetics" (p.162). In this perspective, knowledge is a metaphor constructed by the individual through interactions with the environment. Ültanır (2012) summarizes constructivism as following:

> Constructivism is an epistemology, a learning or meaning-making theory that offers an explanation of the nature of knowledge and how human beings learn. The real understanding is only constructed based on learners’ previous experience and background knowledge. It maintains that individuals create or construct their own new understandings or knowledge through the interaction of what they already believe and the ideas, events, and activities with which they come into contact. (p. 195).

Constructivism is a theory that explains how knowledge is constructed when information contacts with the existing knowledge in human’s experiences. It also derived the metaphor of ‘building’ or ‘constructing’. It is a theory of how people learn, build, or construct new information by building on the existing knowledge. Constructivism emphasizes the importance of the beliefs, thoughts and ideas that an individual experiences when they encounters the new information. Unlike behaviorism, constructivism does not see the human brain as an empty slate, but as a dynamic state that internalizes new information and constructs a new understanding (Brooks & Brooks, 1999; Saunders, 1992). Fox (2001) summarized the constructivist view of learning as follows:

1. Learning is an active process.
2. Knowledge is constructed, rather than innate, or passively absorbed.
3. Knowledge is invented not discovered.
4. All knowledge is socially constructed,
5. It is essentially a process of making sense of the world.
6. Effective learning requires meaningful, open ended, challenging problems for the learner to solve (p. 24).

First, it is stated that both human beings and animals in general acquire knowledge by acting upon the world. People act and react and they learn from these experiences. As knowledge and learning is an active process, people investigate and act upon their world while getting to know it. Second, it is stated that human beings have a distinctive cognitive system that is inherited and the ability to learn and reason are all based on the innate capacity of the human. Next, as knowledge is invented, people perceive and know the world from their socio-cultural and historical perspectives. Thus, human knowledge is seen as the construct and the product of the mind. Glassersfeld (1996) asserted that knowledge is the result of their sensory world and it is specific to their ways of perceiving. As knowledge is socially constructed, although people have their personal experience of knowledge, they can share in common and although education is a social process which is influenced by the culture, are made of sub-cultural norms and systems. Fifth, regarding making sense of the knowledge, it requires actively understanding the knowledge. Lastly, it is asserted that knowledge and effective learning requires meaningful and challenging problems for the learner to solve to engage them with the subject deeply (Fox, 2001).

When we look at the epistemological perspective of constructivism, it is argued that knowledge and reality do not have an absolute value, or there is no way to know it (Murphy, 1997). According to von Glassersfeld (1995) “reality in the constructivist paradigm is made of the networking and relationships that we rely on in our living, and on which others rely on, too” (p.7). Therefore, it can be summed up that the individual interprets reality based on experiences and interactions.

Constructivism emerged as the leading topic of knowledge and human learning in 1980s. According to the constructivist researchers, knowledge is not mechanically acquired but an active-process, and constructed with the interaction of individuals (Liu & Matthews, 2005). Constructivism is discussed under two headings; cognitive constructivism and social constructivism. According to Liu and Matthews (2005) the features cognitive constructivism are the following:

> The cognitive/radical constructivism is believed to stem largely from Piaget’s work, with followers such as Bruner, Ausubel, and von Glasersfeld. According to current literature, theorists affiliated with this line of thinking focus on the intrapersonal process of individual knowledge construction. They argue that knowledge is not a self-sufficient entity; that knowledge is not directly transmittable from person to person, but rather is individually

> and idiosyncratically constructed or discovered. Cognitive or radical constructivists consequently emphasize learner-centered and discovery-oriented learning processes. In the process, social environment and social interaction work merely as stimulus for individual cognitive conflict (p. 387).

Cognitive constructivism emphasized the intrapersonal process of individual learning and knowledge construction. It is argued that knowledge cannot be constructed by the self-entity and it cannot be transmitted from one person to another directly. Learner-centered education and construction and discovery are the key instruments for learning and meaning construction (McInerney, 2002). The basic principles of cognitive constructivism are the following:

1. Knowledge is not passively received either through the senses or by way of communication, but it is actively built up by the cognizing subject.
2. The function of cognition is adaptive and serves the subject's organization of the experiential world, not the discovery of an objective ontological reality (Glasersfeld, 1988; p. 83).

The second type of constructivism is called social constructivism. It is a theory developed by psychologist Lev Vygotsky. Social constructivism emphasizes the importance of the social context and the environment of the human while constructing the knowledge. Heylighen (1993) states that social constructivism "sees consensus between different subjects as the ultimate criterion to judge knowledge. Truth or reality will be accorded to those constructions on which most people of social group agree" (p. 2). Liu and Matthews (2005) summarized the social constructivist view of knowledge as following:

> The social or realist constructivist tradition is often said to derive from the work of Vygotsky. Others classified in this category include Kuhn, Greeno, Lave, Simon, and Brown. Varied as these theorists' ideas are, they are popularly held to be proponents of the central role of the social environment in learning. Learners are believed to be acculturated into their learning community and appropriate knowledge, based on their existent understanding, through their interaction with the immediate learning environment. Learning is thus considered to be a largely situation-specific and context-bound activity (p. 388).

Since social constructivism is based on specific assumptions on reality, knowledge and learning, it is necessary to understand these in the social constructivist view. According to the social constructivist view, reality is constructed through human activity and interaction. All the members have roles in inventing the meaning of the reality of the world. Reality cannot be discovered because it does not exist before its invention. Moreover, social constructivists believe that knowledge is a human product and it is socially constructed. Human beings create and construct knowledge in the interaction with society (Kim, 2001).

Learning occurs in the learning community and with the appropriate knowledge, which is based on existing knowledge and understanding. Hence, context is in the centre of learning (Wolfolk, 2001). In Vygotsky's social constructivism, reality exists, but it is not knowable to the individual without the help of the social environment and interaction. Knowledge is based on shared social experiences, language used and meanings built. Negation, consensus and social interaction help the self to construct knowledge. Moreover, the cognitive function is the social adaptation by the agreement or disagreement of existing knowledge and social interaction (Liu & Mathews, 2005).

Constructivism in education and schools has been a big push to educational change. Most schools initiate change with the decision of a single person who is mostly the school leader- the principal, or with a small committee. However, the constructivist educational change allows the participants to share and negotiate their own understandings of the problems and their solutions. The constructivist approach to change which is based on collaboration, discussion, negotiation and agreement is more likely to obtain achieving results (Miles; 1998; Wagner, 1998). Penual and Riel (2007) argue that researchers have started to conduct constructivist view of change in schools. They assert the importance of teachers working together to change the school, and they continue that "We need to look at the ties between individuals and within subgroups and at the interactions that take place within these networks (p.612).

Under the light of all these explanations and definitions of constructivism, the current study used the principles of social constructivism to examine the systemic change process at the English Preparatory department under study. As the key principles of constructivism propose, individual's ideas, experiences, and beliefs about the systemic change are investigated since it is believed that, as in social constructivism, knowledge is constructed through the interaction of individuals with each other and negotiations for meaning-making.

2.2 Systems Theory and Systemic Change

The vast body of systems literature that has arisen over the past forty years is often contradictory and confusing (Patton, 1990). Nevertheless, there seems to be consensus about the concepts comprising a systems perspective, the terms systems theory, systems thinking, systems perspective and systems approach are used almost interchangeably in the literature. Therefore, as a collection of these labels, systemic view in education is used as the umbrella term in the current study.

Tochon and Karaman (2009) stated that the challenge for educational systems is the discrepancy and distinctness of human beings and societies that interact with each other. It is also emphasized that in order for the deep and clear understanding of systems thinking of the individuals and societies, one should look into the interaction, communication, and dialogical aspects of the parts of the system. Moreover, in educational research, the researcher should reconsider the complexity in systemic approach since there may be abrupt interrelated circumstances. By taking the systems thinking into consideration regarding educational research, the features and specialties of individuals and societies ought to be reconsidered in order to make connections between the entities of the systems which are called micro-systems (Karaman, 2010).

Systems are an important part of all general regulations and organizations such as states, unions, countries, cities, districts, institutions, schools and even small organizations. The system of an organization steers the way to be ruled, managed and planned (Capra, 1996). Moreover, systems are purposeful and their performance can be determined. They have a user or users and they have parts (components) which have purposes in and of themselves. Systems are closely related with the contexts and its environment where there is an insider that is an insider and is able to change the parts of the system. Moreover, a designer acts a role that can route the authority and design the structure of the system. By doing so, the designer can affect the conceptualization of the system and can change the final results of the whole system.

The aim of the designer is to make more thorough and valuable system for the users (Churchman, 1979). Accordingly, three components of a system are:

1. *A set or arrangement of things:* Each component of a system can be identified and examined separately. Understanding the system does not demand that the system be seen only as the whole.
2. *So related or connected as to form:* These components, however, do not function in isolation. One can identify and examine the inherent interdependencies and interactions between them.
3. *A unity or organic whole:* the nature and existence of the relationships between the components presents synergies that cause the operation of the whole to be more effective than the operation of the parts in isolation (Salisbury, 1996, pp. 9-10)

A different definition which is more scientific is given by Ackoff (1981) who states that a system is formed by more than one requirement which fulfills the following requirements; (1) the feature of a single unit in a system affects the whole system, (2) the effect of an element on the whole system is independent, (3) however, subgroups of the elements are formed, all have an effect on the behavior of the whole but none has an independent effect on it.

Systems theory is dependent on the interrelations between the parts of a system. It focuses on the relationships between the parts of a system in its environment and its context. Systems theory or systems thinkers do not try to understand the whole system separately by isolating it as the functioning parts seem different when they are investigated separately (Tanner, 2004). Capra (1996) summarizes systems thinking as the following:

> Systems thinking concentrates not on basic building blocks, but on basic principles of organization. Systems thinking is contextual, which is the opposite of analytical thinking. Analysis means taking something apart in order to understand it; systems thinking means putting it into context of a larger whole (p. 30).

All systems are interrelated with other systems and their sub-systems (Tanner, 2004). According to Broks (2016), thinking is a spiritual human activity and it means processing information. All thoughts and thinking activities are interconnected and form hierarchical structures. All phenomena in human world of thoughts are reflected as systems. Systems are interconnected with their sub-systems in hierarchy. Mink et al. (1994) listed the features of system theory as shown in Table 1 below.

Table 1 Features of Systems Theory (Mink et al., 1994, p.151)

	Features	**Explanations**
Features	1) Holism	The unit (however defined) should be considered as a functioning whole. Because of holism, any subsystem or dimension of the unit can be the focus and still permit the dynamics of the entire system to be known.
	2) Interdependence	The various interrelationships among the subsystems ensure that change in a subsystem will influence all other parts of the system.
	3) Synergism	All parts of the system working together create an interactive effect that is greater than the sum of those parts working separately.
	4) Open-closed continuum	It characterizes the degree of interaction a system has with the environment. An open system has permeable boundaries across which information and resources flow. A closed system has no interaction with the environment.
	5) Static-dynamic continuum	It describes the degree of change occurring within the system over time.
	7) Goal Seeking,	Which contrasts with state maintenance, in that goal seeking describes a system reacting differently to an internal or external event to produce a different outcome than it has in the past.
	8) Purposive	A system can produce the same outcome in different ways or it can produce different outcomes in the same way.
	9) Equifinality	A quality describing a system's ability to achieve the same end using different means
	10) Feedback, feed through, and feed forward mechanisms	It involves the communication and assessment of information and action in order to maintain or change the system state.

Ludwig Von Bertalanffy (1950), who was a biologist, is the researcher who established systems theory as a scientific movement. It is stated that mechanisms and organisms should be thought and studied as complex structures His ideas about systems are generally accepted as “General Systems Theory” (GST). According to Caws (2015), Von Bertalanffy was the first person who made the distinction between *open* and *closed systems* and described open systems as “open in all sorts of ways – and they can be closed by the selective admission of adjacent elements” (p.515). Von Bertalanffy (1951; as cited in Jackson, 2009) showed that the concept of an open system which depends on the environment, evolves toward states of greater complexity and differentiation, and is capable of self-regulation by adaptation to current circumstances, changing the structure and process of internal components

In the early 1950s, several scholars from different fields, influenced by Bertalanffy, shared a similar idea: the unified nature of reality which is explained as unified disciplined inquiry in understanding the complexities which are difficult to understand by using the principles or theories of a single discipline or field. Consequently, a multi-disciplined perspective that tried to understand the complexities of the world in all manifestations emerged. As a result of their studies, systems theory emerged. Three consequences of systems theory were formed. The first was that there used to be correspondences in the principles from different fields, which caused complexities for a single definition or solution to the problem. With a general theory, it was thought to be useful tool. Second, it was the deficiency of classical science to explain the definitions and situations in different fields such as organization, wholeness, directiveness, and control. GST would be capable of giving exact definitions for these concepts. Third, it was believed that only systems theory can explain the aspects of different fields by looking into them in systems view (Banathy & Jenlink, 2003). Bertalanffy (1968; as cited in Laszlo & Krippner, 1998), summarizes GST as follows:

- There is a general tendency toward integration in the various sciences, natural and social.
- Such integration seems to be centered in a general theory of systems.
- Such a theory may be an important means of aiming at exact theory in the nonphysical fields of science.
- Developing unifying principles running “vertically” through the universe of the individual sciences, this theory brings us nearer to the goal of the unity of sciences.
- This can lead to a much needed integration in scientific education (p.68).

According to Skyttner (2001) early studies and publications of GST tended to focus on management science. He stated that "A system is a set of interacting units or elements that form an integrated whole intended to perform some function. Reduced to everyday language we can express it as any structure that exhibits order, pattern and purpose" (p.53). In GST, there are three basic elements; the concept of order, systemic research, and the deficiency of traditional science. It is argued that the world is imagined as an order, and systemic research is necessary for GST. Lastly, traditional science is unable to solve many real-world problems because its approach is too often narrow and inclined towards a restricted area (Skyttner, 1996). Basic assumptions regarding GST as a philosophy of the world and life have been summarized by Bowler (1981; as cited in Skyttner, 1996). A selection is given below:

- The universe is a hierarchy of systems; that is, simple systems are synthesized into more complex systems from subatomic particles to civilizations.
- All systems, or forms of organization, have some characteristics in common, and it is assumed that statements concerning these characteristics are universally applicable generalizations.
- All levels of systems have novel characteristics that apply universally upward in the hierarchy to more complex levels but not downward to simpler levels.
- It is possible to identify relational universals that are applicable to all systems at all levels of existence.
- Every system has a set of boundaries which indicates some degree of differentiation between what is included in and excluded from the system.
- Everything that exists, whether formal, existential, or psychological, is an organized system of energy, matter and information.
- The universe consists of processes synthesizing systems of systems and disintegrating systems of systems. It will continue in its present form as long as one set of processes does not eliminate the other (p.19)

Social systems are described by GST as purposeful systems whose members intentionally and collectively formulate objectives of the systems. The social organization of the systems can be assessed by reference to the state of the whole system. The change in one part will affect the other parts of the system. Furthermore, it is stated that social systems are guided by values; therefore, social systems are not concerned with physical needs but with values that depend on beliefs and values that members have (Skyttner, 1996). In this relation, the current study will also deal with the values and the beliefs that the people hold in the institution. Bowen (2009) discusses schools as social systems which sociologist refer as formal organizations in which they are planfully organized to achieve the shared objectives which are set beforehand and enforces rules and regulations which govern the interaction among the parts of the system.

As discussed above, social systems are purposefully constructed; schools are also assessed as social organizations in which change in one part would affect the other parts of the schools as interconnected systems. The systems view of education is described in Banathy and Jenlink (2003) as follows:

> The systems view generates insights into ways of knowing, thinking, and reasoning that enable us to apply systems inquiry in educational systems. Systemic educational change will become possible only if the educational community will develop a systems view of education, if it embraces the systems view, and if it applies the systems view in its approach to change. (p. 47)

Understanding the theoretical lens of systemic view of the world is important since the objects and their attributes are in relation and interdependent. We can understand from the characteristics of GST that it is a cyclical process and it needs to be regulated. Moreover, these systems have subsystems which are implied by hierarchy (Skyttner, 1996). As a result, theories of systemic change benefitted from the features of GST; therefore, systemic change literature started after the expansion of systems theory. In order to understand what systemic change is definitions for theory and change are given in the following paragraphs.

Theory is defined as “a set of interrelated constructs, definitions, and propositions that presents a systemic view of phenomena by specifying relations among variables, with the purpose of explaining and predicting phenomena” (Kerlinger, 1986, p.9). According to Marion (2002):

> Theory is not reality; it is our best shot at describing reality… Theory is a worldview, a paradigm, a philosophy, a way of understanding reality. A person who adheres to one theory will draw one set of conclusions about reality; one who adheres to another will draw another one set of conclusions. The two people may approach research differently, they may ask different questions, and they certainly would draw different conclusions about their observations… (p. 4).

As the word ‘theory’ is used with ‘change’ in this study, it is necessary to explain what it is. Burnes (2004) states that change is a progressive part of an organization throughout its life process. Fullbright-Anderson, Kubisch and Cornell (1998) define the “theory of change” as “a systemic and cumulative study of the links between activities, outcomes and context of the initiative” (p.16). The theory of change is described as a how and why an initiative works (Weiss, 1995). The theory of change is used in order to develop, implement and evaluate programs. Some of the key advantages of using the theory of change are listed below:

- Change is a common sense approach
- It provides information about how, why and whether an intervention works.
- It helps a diverse range of stakeholders reach a realistic consensus on what is to be achieved, how, using what resources and under what constraints
- It provides an overarching theoretical framework which clearly identifies knowledge gaps and so helps you to choose the appropriate formative and evaluation research methods. (Da Silva & Lee, 2014; p. 9)

Moreover, “theory of change is a theory-based approach to planning, implementing or evaluating change at an individual, organizational or community level…intended to achieve outcomes through actions, while taking into account its context” (Laing & Todd , 2015, p.3). Theory of change can be used in programs, initiatives, and program evaluation. In order to develop a theory of change, the following steps can be implemented: literature review, document analysis, observation, individual interviews, group interviews or workshops, and visual and participatory methods (Laing & Todd, 2015).

Current educational systemic change research traces its roots to the philosophical ancestors (which emerged in the 1940s), referred as the *Diffusion of Innovations (DOI).* This tradition was commonly based on anthropology, sociology, and communication. The effect of this tradition on education reached its peak in 1970s. Rogers (2003) first introduced DOI into the ducational context, and since then, it has gained huge popularity among the change researchers.

The core principles of diffusion of innovation research emerged from (1) the German- Austrian and the British schools of diffusionalism in anthropology (whose members claimed that most changes in a society resulted from the introduction of innovations from other societies); and, (2) the role of imitators of other system processes. This change paradigm was mainly focused on communication and interaction between people in social systems. (Rogers, 2003)

Diffusion of innovations research is seen as the basic theory of systemic change and although this philosophy arose from the marketing field, it affected social systems. The DOI approach did not affect the educational systems as a whole, yet it succeeded to influence the importance of communication in educational systems (Ellsworth, 2000).

The general principles of DOI are argued in Rogers (2003). It is claimed that innovation is affected by four key elements. These are innovation, communication channels, time and social systems (Cheng, Kao & Lin 2004). It is offered that “an innovation is an idea, practice, or project that is perceived as new by an individual or other unit of adoption” (Rogers, p.12). Even if the innovation was created a long time ago, if it is encountered or perceived as new, then it is an innovation. The second element of DOI is communication channels, which are described by Rogers (2003) as “a process in which participants create and share information with one another in order to reach a mutual understanding” (p.5). It is stated that diffusion is the specific kind of communication which is conveyed through two tools; mass media and interpersonal communication. Another element in DOI theory is time. It is stated that one of the strongest dimensions of innovation research is time. The last element is the social system in the diffusion process. Rogers defined social systems as “a set of interrelated units engaged in joint problem solving to accomplish a common goal” (p.23). As DOI occurs in social systems, it is influenced by the social systems around it.

Rogers (2003) also describes the innovation-decision process. It is stated that it is an information-seeking activity used to decrease the ambiguity and uncertainty. The process includes five steps. These are knowledge, persuasion, decision, implementation, and confirmation. Şahin (2006) summarizes the steps as following:

> In the knowledge step, an individual learns about the existence of innovation and seeks information about it. “What?,” “how?,” and “why?” are the critical questions in the knowledge phase. During this phase, the individual attempts to determine “what the innovation is and how and why it works”. The persuasion step occurs when the individual has a negative or positive attitude toward the innovation and the individual shapes his or her attitude after he or she knows about the innovation, so the persuasion stage follows the knowledge stage in the innovation-decision process. At the decision stage in the innovation-

> decision process, the individual chooses to adopt or reject the innovation. If an innovation has a partial trial basis, it is usually adopted more quickly, since most individuals first want to try the innovation in their own situation and then come to an adoption decision. At the implementation stage, an innovation is put into practice. There may be uncertainties about the implementation. Thus, the implementer may need technical assistance from change agents and others to reduce the degree of uncertainty about the consequences. At the confirmation stage the individual looks for support for his or her decision and if the individual is exposed to conflicting messages, then it can be reversed (p.16).

Both GST and DOI expanded the research in systemic change in education although these two theories were not originally related with the field. The principles of these two theories affected the research and the theories of educational change in the literature. As a result, situated in the outer circle of the systemic change research, these two theories acted as the basis of this study in an educational context.

2.2.1 Systemic Change in Education

The systems view in education is explained by Banathy (1995) who explained that a systems view makes it possible to examine and describe the system and its setting, and also its components and parts such as the purposes, relationships with its parts, the environment, the actions, the characteristics of the levels, and the behaviors and the change. In order to change a school system, Banathy suggested four strategies: fix the parts, fix the people, fix the school, and fix the system. The first approach is about adopting new innovations such as curriculum and instructional practices. In this approach, the change happens in the core of the educational programs by fixing individual parts of the whole school system. “Fix the people” approach means training and developing the educational staff’s behaviors, practices, attitudes, values and beliefs. The third approach- “fix the school”- is seen as the unit to change. The school improvement or change team implements needs analysis, identifies the solution, and plans the change. This approach is also called the reform movement in education. The last approach is the “fix the system approach”. In this approach, the people responsible for the change give attention to all parts of the system, as changing one part affects the other parts and components simultaneously. This can also be as the “reconstructing” (Saskhin & Egermeier, 1992, p.14) all the parts of the system in a school. In this study, the last approach is used as the whole systems will be the objective of the change, and it is believed change in one component of the department will change the other parts.

Educational systems have several components which route the systems in the state, district or school level. One of the core issues in systemic change is the components of it. The components of systemic change are given in Table 2 below.

Anderson (1993) proposed vision, public and political support for the change, networking and partnerships, teaching-learning changes, administrative roles and responsibilities, and policy assignments as the components of educational systems. Networking and partnerships, teaching and learning changes, policy assignments, national content standards, ambitious student learning outcomes, action plans and implementation, systemic change outcomes, monitoring, evaluating, adjusting and timeline for outcomes can be listed as Danek, Calbert and Chubin's (1994) elements for educational reform. On the other hand, public and political support, ambitious students learning outcomes, systemic change outcomes, monitoring, evaluating, and adjusting, new models for outcomes, and centralized and decentralized change processes are other components proposed by Clune (1993). Moreover, the National Science Foundation (1996) also listed its own components for the educational systemic change as: teaching-learning changes, administrative roles and responsibilities, ambitious student learning outcomes, systemic change outcomes, monitoring, evaluating, and adjusting, new models of practice, and a centralized-decentralized change process.

One of the lists that incorporate quite different components than the others is Smith and O'Day's (1991) component list. The change process incorporates several main items after deciding the change in the system. In the list three main elements for the systemic change are listed. First, there should be a unity in the understanding of the vision and the goals of what a school should be like; second, a compatible system design of the instruction and the curriculum; and third, the support of the authority whether it is school, district, or state wide.

Table 2 Components of Systemic Change

Researcher	**Anderson (1993)**	**Clune (1993)**	**Danek, Calbert and Chubin (1994)**	**National Science Foundation (1996)**	**Smith and O'Day (1991)**	**Hall and Hord (2015)**
Components	Vision	Monitoring, evaluating, and adjusting.	Teaching-learning changes	Monitoring, evaluating, and adjusting.	Vision and goals	Standards
	Public and political support	public and political support	Networking and partnerships	Teaching-learning changes	Establishing a coherent system of instructional guidance	Curriculum
	Networking and partnerships	Centralized and decentralized change process	Students learning outcomes	Centralized and decentralized change process	Restructuring the governance system	Policy and governance
	Teaching learning changes	Students learning outcomes	National Content standards	Students learning outcomes		Resources
	Administrative roles and responsibilities	Systemic Change Outcomes	Policy assignments	Administrative roles and responsibilities		Professional staff
	Policy assignments			Systemic Change Outcomes		Instruction

Hall and Hord (2015) assert that, in systems thinking, all parts or components (also known as subsystems) of the systems are strongly linked to one another. Ignorance of one part or pressure on another component would influence the other parts of the systems. This approach combines all the components below;

Standards: What students are expected to learn and be able to do,
Curriculum: What the district expects students should know and be able to do,
Instruction: The "how" of teaching and strategies used to deliver a curriculum,
Assessment: Formal and informal procedures that provide a means for measuring student progress,
Resources: Staffing, time budget, facilities, equipment, and materials,

Professional Staff: Recruitment and retention of high-quality personnel, professional development, and appraisal,
Policy and Governance: Rules and procedures to be followed and how decisions are made to implement those rules and procedures,
Family and Community: Support that build positive connections among teachers, parents, schools, and the community (Hall & Hord, 2015; p.216).

In higher education, the need for change is increasing to meet the needs of the changing world and information in the modern society. As a result of the pressure coming from the developing and changing world, educational technologists study to lead the transformation of systems in educational institutions. Systemic change is implemented in the systems from the current one to the more complex and a new one (Watson & Watson, 2013). Duffy and Reigeluth (2012, as cited in Watson & Watson, 2013) identify the six core elements and requirements of a systemic change at an institution. These are as follows:

-It alters the institution's culture by changing its assumptions, behaviors, products, and processes
-It profoundly affects the entire institution
-It is intentional
-It occurs over time
-It creates a system that continuously pursues an idealized future for itself
-It significantly transforms the current system to perform in an entirely new paradigm (p.43).

It is also important to understand the systemic change process. Communication and negotiation are important parts of the systemic change process. They bring the stakeholders together to understand and accept the views of different stakeholders (Joseph & Reigeluth, 2010). Banathy's (1996) systemic change approach proposed five major steps for the change implementers to follow in their systemic change process as follows:

1. Transcending the existing system and leaving it behind
2. Envisioning an image of the system that is desired
3. Designing the system, which, when implemented, transforms the existing state to the desired future state
4. Presenting / displaying models of the system we design
5. Planning for the implementation of the design (p.61).

Before starting the systemic change process, being ready and thinking through the necessity of the systemic change process gains importance. Banathy (1991) listed some recommendations for the initiatives to consider before beginning the systemic change process:

1. Understand systems design
2. Develop capability for design
3. Develop organizational capacity for design
4. Generate willingness in the community to support the design effort
5. Prepare a plan for the design inquiry (p.165).

2.2.2 Systemic Change Process – A Conceptual Framework

As a conceptual framework, Joseph and Reigeluth (2010) present a synthesis of the major ideas of systemic change in education. Their conceptual framework of the systemic change process includes six main items: *broad stakeholders view, learning organization, understand the systemic change process, evolving mindsets about education, systems view of education,* and *systems design* (Joseph & Reigeluth, p. 99). These six elements are presented in a loop; each affects one another. Jenlink et al. (1996) also proposed the logic of the systemic change process in order to achieve a successful change process in education; they listed three main developmental ideas that need to be fostered. These are *breaking out of old mindsets, building a shared vision,* and *developing a passion for that vision*.

It is stated that broad stakeholder ownership is the foundation of every systemic change process, and without broad stakeholder ownership; other elements of the loop would lose their importance. Educational stakeholders' are community members actively involved in the system and the change process. It is thought that the stakeholders need to think of the welfare of the school even if their children do not study there because in order to have the wealth of the whole community the welfare of the others in society should be provided with the best educational opportunities. Therefore, education has a direct influence on the government, state and the district level issues such as crime rates, and pensions. It is also expressed that the negotiation of the stakeholders who have different backgrounds, experiences, and opinions make the change process stronger. Moreover, the roles of the stake holders need to be changed as they would become creators, designers and envisioners of a new educational system (Johnson & Reigeluth, 2010). Jenlink et al. (1996) describe it as follows:

> How can you help stakeholders to develop a passion for the new vision of education? The most important consideration is to foster a sense of ownership of the vision, which requires their authentic participation in, responsibility for, and control over the process by which they develop the vision. This requires that the leadership of the district be willing to step out of their old mindsets about administration and embrace a new mindset that entails empowering rather than controlling (p.24).

Second, learning organization is stated as an important aspect for success in the systemic change process. Dibella and Nevis (1998) explain the learning organization as: "a systems-level concept with particular characteristics or metaphors for ideal organization" (p.6). It is the ideal of an organization to become (product). Senge (1990) also defines learning organizations as: "continually expanding its capacity to create its future" (p.14). Senge (1990) also believes that *personal mastery, shared vision, team learning, mental models,* and *systems thinking,* which he called 'the five disciplines of the learning organizations', can help the systemic change regarding learning organizations.

Third, according to Johnson and Reigeluth (2010), stakeholders should have a deep understanding of the systemic change process. It is stated that this understanding is the bridge to educational transformation. In addition, communication among the members of the change is crucial, and it makes connections between the diverse groups in change process. Moreover, the stakeholders need to understand the content of different educational systems. For the third and the fourth steps, Jenlink et al. (1996) use “building a shared vision” as a theme. They describe it as follows:

> How can you help stakeholders to build a shared vision of education? To do this, you need to help them to reach consensus on beliefs about education, for they are the foundation of any vision. Since beliefs (or values) about education are likely to differ among your stakeholders, you must bring different kinds of stakeholders together to try to understand why the others believe what they do. This requires a psychological environment in which stakeholders feel safe in sharing their beliefs about education- an environment where everyone suspends their judgments of others while sharing. It also requires the development of group-process skills for dialogue, self-disclosure, listening, and conflict resolution, which takes guidance, time, and patience (p.23).

The fourth item in the systemic change conceptual framework is “evolving mindsets”. The concept of school is engrained in people’s mind and many think of classrooms, students, chalkboards, textbooks, the principal, exams and grading when they think about school. However, in this conceptual framework, until the stakeholders can evolve their mental models of schools, they will not achieve changes in education. Researchers believe that systemic change is based on helping people to change or evolve their mindsets about education (Caine & Caine, 1997). Jenlink et al. (1996) describe it as following:

> How can you help stakeholders to break out of their mindsets about education and change? One essential means is to help them see the need for a systemically different approach to education. Another is to foster exposure to new approaches in education, which can be done through readings, videos, lectures, site visits, and dialogues with all stakeholders (p.23).

‘Systems view’ is the next item for this conceptual framework. Joseph and Reigeluth (2010) define this as “developing a systemic view of educational systems and an understanding of the activity (or dynamics) of systems in order to undertake serious systemic change efforts in education” (p.108). Moreover, Banathy (1992) asserts three explanations for the systems view as follows:

- The systemic view helps us to understand the true nature of education as a complex, open, dynamic human activity system that operates in ever-changing multiple environments and interacts with a variety of societal systems (p.17).

- The systems view is a certain way of looking at ourselves, at the environments we live in, at the systems that surround us, and at those we are a part of (p.15).
- The systems view is a way of thinking, it is a world view we can posses. And there are ways by which it can be delivered (p.16).

In the past decades, systems thinking and systems view in human and social systems have been applied, and as a result several models have emerged (Banathy & Jenlink, 1996). Banathy and Jenlink (1996) organized all those models and methods in four domains of inquiry as follows:

- The systems analysis and description of educational systems by the application of three systems models: the systems environment, functions / structure, and process / behavioral models
- Systems design, conducting comprehensive design inquiry with the use of design models, methods, and tools appropriate to education
- Implementation of the design by systems development and institutionalization
- Systems management and the management of change (p. 48).

Banathy (1992) constructed three models that show the relationship between systems and environment, functions and structure, and process and behavioral model. These models are the lenses to understand, describe and analyze the educational systems as open, dynamic and complex social systems. (Johnson & Reigeluth, 2010). The models are shown below:

> **1.Systems–Environment Model.** The use of the systems–environment model enables us to describe an educational system in the context of its community and the larger society.
>
> **2. Functions/Structure Model.** The use of the functions/structure model focuses our attention on what the educational system is at a given moment of time. It enables us to (a) describe the goals of the system (that elaborate the purposes that emerged from the systems–environment model), (b) identify the functions that have to be carried out to attain the goals, (c) select the components (of the system) that have the capability to carry out the functions, and (d) formulate the relational arrangements of the components that constitute the structure of the system.
>
> **3. Process/Behavioral Model.** The use of the process/behavioral model helps us to concentrate our inquiry on what the educational system *does* through time. It projects a “motion picture” image of the system and guides us in understanding how the system behaves as a changing and living social system (Johnson & Reigeluth, 2010, p. 48).

The last item in the conceptual framework is ‘the systems design’. Banathy (1991) argues that the systemic change process needs to be a systems design process. According to Banathy (1996) systems design begins with the engagement of a dialogue about why there is a desire to engage in design. The five major design processes proposed by Banathy (1996) are as follows:

- Transcending the existing system and leaving it behind.
- Envisioning an image of the system that we wish to create.
- Designing the system, which, when implemented, transforms the existing state to the desired future state.
- Presenting / displaying the model(s) of the system we design.
- Planning for the implementation of the design (p. 61).

Furthermore, according to Johnson and Reigeluth (2010), “Systems design requires a thorough understanding of a systems view of education in general and of systems dynamics in particular” (p.112). Also creation rather than paying attention to the content of the process is favored in a design process (Jenlink, 1995). In order to accomplish the systemic design, “continuously helping stakeholders to transcend their images of school, thinking in the ideal about a new system, subsystems, and a detailed model of their new system is given as method to help stakeholders” (Joseph & Reigeluth, 2010, p.113).

To sum up, this chapter reviewed the theoretical framework that is used in this study. Specifically, this chapter presented; 1) constructivism and how the principles of constructivism are be used in presenting and discussing the findings, and 2) definitions and principles of systems theory and systemic change conceptual framework in order to comprehend the logic behind the systemic view of this dissertation. In the following chapter, systemic change models, national and international studies on systemic change both in general education and EFL contexts are reviewed.

CHAPTER III

LITERATURE REVIEW

This chapter reviews the different systemic change models and presents several studies of systemic change initiatives in different contexts in Turkey and abroad. For effective and continuous educational change, the systemic reform or transformation should relate to all aspects and components of a system in the educational setting. If the change initiative becomes successful, it is not only seen in the classroom, but also in the whole school and administration and in the community (Reigeluth & Garfinkle, 1991).

The population of students, changing policies, and the need for higher success rates, and the social and global needs can be the major reasons for implementing systemic changes in schools (Watson & Watson, 2013) and in EFL institutions. While it is clear that the changing world forces change, it requires the need for systemic change in higher education. From this perspective, systemic change is described as "the body of thinking concerned with the design of an entirely new system that was never designed to deal with challenges and processes it currently faces" (Watson et al., 2008, p. 18). Systemic change, which is often called a paradigm shift, entails replacing the whole system. The change must be comprehensive for all aspects to be successful. Therefore, when change is intended in education, it must involve all parts of education including the classroom, building, district, and community. The nature of change alters the learning experiences, instructional processes, and the administrative organizations (Banathy, 1991).

To understand systemic change in education, this chapter presents a review of the literature focusing on changes at nationwide, districtwide, and schoolwide levels in three separate sections. The first section examines systemic change models that have been used in educational contexts. The second section reviews international studies involving nationwide, districtwide, and schoolwide systemic changes in both general education and EFL contexts. The last section summarizes several studies conducted in Turkey, largely at the tertiary level, and discusses the general school change initiatives, specifically in EFL settings.

3.1 Systemic Change Models in Education

This section discusses various systemic change models. To apply a systemic change, school reform or systemic innovations, mostly, planned and systemic models, which have been studied empirically, are constructed. None of the following models are thought to be superior to the other because each one might suit different contexts and systems.

When organizations have a change issue, the first thing to consider is whether the change is *planned* or *unplanned* and whether the change is *prescriptive* or *descriptive*. Unplanned change occurs when there is a disorganized initiative towards an immediate and particular problem. This kind of change is often emergent and done in order to solve these little problems immediately (Burnes, 2009). On the other hand, “Planned change occurs when leaders in the organization recognize the need for a major change and proactively organize a plan to accomplish the change" (McNamara, 2005, p. 175). Planned change happens as soon as a need for a change is needed and anticipated by the management. In a planned change, there is a plan to improve the system, and then implementation of that proposed plan for change follows (Burnes, 2009). Furthermore, a change initiative can also be categorized into two such as descriptive and prescriptive, which Schech-Storz (2012) summarized as:

> Most change models can be categorized as descriptive or prescriptive based on the perspective being examined. Descriptive theorists attempt to explain change and its influences on managers, and prescriptive theorists and models provide more of a blueprint for implementing change (p.22).

In the current study, the categorization of the change process is planned and prescriptive, because it describes a planned change initiative of a university preparatory department, which was started consciously and willingly by stakeholders in the department. Additionally, this study not only describes the current status of the change process, but also proposes some methods for improving the organization, curriculum, communication, and assessment in the department during the change process. In the following paragraphs, several systemic change models will be reviewed.

3.1.1 Lewin's Three Step Model

The idea that change is quite strategic, continuous and shared instead of being cumulative and separate which is the most important focal point in the prescriptive change model development. The most referred prescriptive organizational change model was designed by Lewin (1951), a scientist considering the sorts of obstacles organizations come across and the ways to build up ways that would cause change at the group, organizational and societal level (as cited in Burnes, 2004).

As Ellsworth outlined (2000), a three step model of unfreezing, moving and refreezing to carry organizations a step forward in terms of stability with a satisfying achievement. In his theory, Lewin states that organizations are to have time initially to sustain the change and organizational involvement analysis before "unfreezing" the organization. While expanding his theory, he made many inferences for effective change. His inferences are; "1) there needs to be a change motivator or the change does not occur; 2) employees are at the heart of changes within the organization; 3) those affected by the change need to adapt, incorporate the new processes into their routine and discontinue past practices; and 4) even with desirable goals, resistance to change is common so for a change to be effective, it must be reinforced by replacing organizational behaviors and attitudes" (Lewin, 1951, as cited in Burnes, 2004, p. 984). In Lewin's model, the unfreezing step is the change motivation starting by diagnosing the resistant forces. He suggested that power in sustaining the momentum for change will be provided by opposite and equal resisting forces. As referred in Burnes (2004), Lewin put forward that in the unfreezing step, organizations should:

a) Create a motivation for the change and encourage the replacement of old behaviors and attitudes with those desired by management.

b) Devise ways to reduce barriers to change.

c) Create psychological safety. Once the organization unfreezes for the change, it transitions to the move stage. This is the stage in which the organization moves forward with the change even though it may result in a short but stressful period that will eventually lead to an equilibrium where the organization is stable (p. 985)

During the move stage, the equilibrium is adjusted by resisting the forces and minimizing their impact, so change can occur. During this stage, the new values or changes are introduced and organizations plan their actions regarding this notion (Lewin, 1951; as cited in Burnes, 2004). In this stage, the organizations need to consider the following principles:

d) Provide new information, new procedures, new behaviors, and new ways to look at things.
e) Help employees learn new concepts or points of view.
f) Role models, mentors, experts, benchmarking results, and training become useful mechanisms to facilitate change (as cited in Burnes, 2004; p.956)

When diminishing the resistant forces, an increase in driving forces occurs. This phase is when the final step is involved to freeze the change. Refreezing is the stage of routinizating the change. This can be achieved by setting a new structure, rules, processes and incentives to support the newly established status quo as the accepted behavior. It also covers helping employees adapt to the changed behavior or attitude and perform it doing in their routines. Positive reinforcement, which is used by trainers and managements, ought to be given. It is a need that reinforcement of the stability of the change should be helped by coaching and modeling (Burnes, 2004).

The fundamental and general inference among organizational change theories is the interpretation that transitions turn into more concrete states of quasi-equilibrium in which organizational identity can once more be stabilized (Meaney & Pung 2008). In this three-step model, it is asserted that organizations run in long time spans in a frozen state in which most processes remain unchanged. Any kind of change appearing in this period is thought to be small and causes more efficient and effective operations. A modification to how the business functions can only be thought as a real state when transitional period during which turbulence is advanced into the organization because of the economic changes and innovation forces. This necessity is evaluated and utilized to determine whether a complete organizational change is needed. If change is regarded as a must, then the organization must "unfreeze" to let the brainstorming of the ideas to react to the obstacle. (Cummings & Huse, 1989, as cited in Ellsworth, 2000).

3.1.2 The Concerns-Based Adoption Model (CBAM)

The Concerns-Based Adoption Model (CBAM) is a commonly used method and technique in order to work on the implementation of change in education which can be done by the educators and by other agents who act as the facilitators. CBAM is one of the models that are supported by scientific data and strong proof in educational change domain. This educational reform is based on assessing, identifying and clarifying the change process which is implemented by the educators putting effort on the instructional material and the process. CBAM was developed at the University of Texas Research and Development Center for Teacher Education (Hall & Hord 1987; Hord, et al., 1987). Anderson (1997) states that;

> The CBAM provides an elaborate framework and methodology for describing key dimensions of the process, content, and support for teacher implementation of changes in curriculum and instruction. This description is accomplished by applying various schemas for classifying teacher implementation attitudes and behaviors, change management approaches, and change-facilitating interventions and roles (p. 333).

Some researchers have developed models of change and proposed principles based on their understandings, and they explained the axioms of the systemic change process. For example, Hall and Hord (2015) listed 12 principles of change, stating that systemic change at individual, organizational, or systemwide levels is highly complicated and dynamic. It is asserted that people in charge of change will benefit from these principles. Hall and Hord's (2015) twelve principles are listed below:

1. Change is learning
2. Change is a process
3. The school is the primary organizational unit for change
4. Organizations adopt change – individuals implement change
5. Interventions are key to the success of the change
6. Appropriate interventions reduce resistance to change

7. District- and school-based leadership is essential to long-term change success
8. Facilitating change is a team effort
9. Mandates can work
10. Both internal and external factors greatly influence implementation success
11. Adopting, implementing, and sustaining are different phases of the change process
12. Finally, focus, focus, and focus (Hall & Hord, 2015; pp.9-19).

The first principle emphasizes that, while changing the system, the change leader learns about the environment, the issue, the solutions, and the implementations. The second principle asserts that change is not accomplished by a one-time announcement from the executive leader. At higher levels, the change process typically takes three to five years. The third principle states that the key organizational unit for making change successful is the school. Everyone working or taking part in the system of the school learns and advances as the change process continues. The fourth principle tells us that, although everyone talks about concepts such as reform, policy, systems, or organizations, successful change starts and ends at the individual level. The whole school or system does not change until individuals change. The fifth principle emphasizes that people who lead the change process tend to be preoccupied with the innovation and its use. These can be called interventions, and workshops might be the most used example of these interventions. Following this principle, there may be resistance to change, and the solution to this change is thinking of the appropriate interventions for the correct group at the correct time. The seventh principle refers to the importance of bottom-up change as those nearest to the action have the best idea of how to make the change succeed. The eighth principle focuses on the importance of teamwork.

In the change process, the change leader has to create a team to assist the change process, which would contribute greatly to change. As a change strategy, mandates can be used. Although mandates are criticized for being a top-down approach, they could work well in change situations. The tenth principle concerns internal factors in the change process, which include beliefs, attitudes, values, perceptions, expertise, and the physical features of institutions such as the classrooms and facilities, and external factors in the change process, which include state policies, district features, families, and central policies. The eleventh principle is the diversification of adopting, sustaining, and implementing the change process, which should be handled separately from one another. The last principle highlights the importance of focusing deeply and critically on the change process (Hall & Hord, 2015).

CBAM is a strong framework to measure and follow the reform direction at the personal level, where achievement is finally decided. This model suggests several instruments for identifying and taking actions against concerns before they start; evaluating the degree to which the reform is put into work practically; describing what "use in practice" seems; and investigating what changes can be done without any problems (Hall & Hord, 2011). Lastly, CBAM framework consists of three diagnostic dimensions. Two of these are linked to the change timeline, allowing the facilitator to prescribe interventions that address concerns when they are most likely to arise.

3.1.3 Diffusion of Innovations

The classical change model is the Diffusion of Innovations (DOI) model by Rogers (1995). While this model was originally designed for sociology, anthropology, and marketing fields, it has contributed to reform, innovation, or change in educational settings.

This model identifies the most salient characteristics of innovations and each characteristic of these innovations. Rogers (2003) stated that "relatively little effort has been devoted to analyzing innovation difference" (p. 204). Rogers (1995) framework consists of five attributes: (1) relative advantage, (2) compatibility, (3) complexity, (4) trialability, and (5) observability.

Relative advantage questions whether the innovation is better than the system that is implemented. The following six indicators show whether it is better to change or not: (a) economic profitability, (b) low initial cost, (c) decreased discomfort, (d) social prestige, (e) savings in time and effort, and (f) immediacy of reward. An example of educational innovation is technology in ELT classes and changing the curriculum according to this new technology.

Compatibility is the congruence of the new with the values, experiences, and needs of the adopters. An example of this is determining whether the technology and the curriculum suit the values and ethics of the school community.

Complexity indicates that innovations that are difficult to understand will be implemented and will diffuse more slowly, and the acceptance of the innovation will be more difficult. In education, for example, if the new technology and the curriculum based on technology in ELT classes are difficult to implement and understand, there may be resistance to implementing the innovation.

Trialability is described as, “the degree to which an innovation may be experimented with on a limited basis” (Rogers, 2003, p. 258). This means that the innovations that can be divided into small pieces to try will be adopted more rapidly than those which cannot be divided.

Finally, observability means that the adopter of the innovation should observe the use of the new innovation in the change context. For example, if the new technology and curriculum in ELT is used with ease, the diffusion of the innovation is accepted and will succeed.

Ellsworth (2000) states that change agents more tend to prefer this view if only they are dealing with the real improvement of the reform, or if they are determining whether to embrace the idea of the reform so as to meet the local needs. Although the real structure of the reform may have already been decided, Roger’s (1995) framework might be helpful to decide on how it should be served to its target audience. For instance, the impression of the reform may occasionally be developed by prioritizing the similarities to different beliefs and instruments that the change agents are already comfortable.

3.1.4 Conditions of Change Model

Ely’ (1990) Conditions of Change Model focuses on the environment of change studies. This model explores the circumstances that predispose an environment toward change and focuses on the rich and consistent knowledge base supporting conditions that appear to apply equally to change in any cultural setting. This model has eight conditions to become successful in the educational change process, which mostly emphasize the environment of the change initiative. The eight conditions are listed as follows:

1. There must be dissatisfaction with the status quo.
2. The people who will ultimately implement any innovation must possess sufficient knowledge and skills to do the job.
3. The things that are needed to make the innovation work should be easily accessible.
4. Implementers must have time to learn, adapt, integrate, and reflect on what they are doing.
5. Rewards or incentives must exist for participants.
6. Participation is expected and encouraged.
7. Support for the innovation by key players and other stakeholders is necessary.
8. Leadership must be evident. (Ely, 1990; p. 300)

In this model, the agent is aided in the initial determination of whether change is likely to succeed, and thus whether it is worth pursuing under the existing circumstances. After assessing the presence or absence of the conditions, the prospective change agent may learn whether or not the project has a good chance of yielding the anticipated benefits. Since failure can bring some personal consequences for an innovation's advocates and waste the organization's time and resources, it may be best to avoid projects when these conditions are not present. Yet beyond this, the Conditions of Change Model can be also useful for the practitioner who chooses direct intervention toward improving one or more of the conditions, either before the implementation effort is launched or in response to changes in them as it progresses (Ellsworth, 2000).

3.1.5 Meaning of Educational Change Model

In this model, the focus has been on the change agent or the stakeholders, not the environment. This model tries to connect educational reform to different views of its major agents at both state and national level. There is no other framework that handles individual actors of the change process according to their individual features. Fullan and Stiegelbauer (1991) assert several tips for resisting, dealing with, or managing change initiations from different perspectives. These tips are generally preceded by a measurement where each of these agents positioned as a group, attitudes, and other features that are in relation to their intention against school reform. They are also followed by the debate of warnings and constraints in relation to each task and facilities in resistance or support to educational reform. This model also prioritizes the change agent at different perspectives such as being the teacher or the manager.

This view is highly possible to present the change agent best in offering different kinds of reform actions which are generally bound to or particularly effective for practitioners in their special roles. These actions may be positioned inside the reform process. This model can help the change agent comprehend the other views to implement which requires cooperation. It may also help the practitioner to understand those who resist the desired change (Fullan, 2007).

The Meaning of Educational Change Model discusses the causes and nature of the change implementation from the agent's perspective, and factors affecting the implementation are given under three categories: (a) the characteristics of change, (b) local characteristics, and (c) external factors. The six stakeholders are identified as the teacher, the principal, the student, the district administrator, the consultant, and the community (Ellsworth, 2000). As the first three items relate to the current study, they are discussed here.

First, the teacher needs to think of several questions before committing herself or himself to the change implementation. The teacher should ask whether the change addresses an important need, or if there is evidence that it has worked in other places and has contributed to more effective learning. The teacher should also establish whether the administration supports the innovation and if the fellow teachers support the process. Second, as principals are the effective agents for change, this model identifies some guidelines for the change principles. The principal should brainstorm possible solutions and avoid blaming others for any difficulties encountered during the process. They need to think big but start small by focusing on something tangible and essential such as the curriculum and instruction. The principal should also work on developing a professional culture, building comfort, encouraging their staff with innovations, and supporting their staff. Additionally, the principal should establish and communicate a clear vision. The third agent, the student, is considered the major agent of the change implementation and requires special attention. The teachers or change implementers must identify ways in which the innovation will alter the relationship between the agents and plan strategies for enhancing student motivation and understanding the innovation process. Students should be thought of as partners in learning. The specific strategies should be planned to build students' competencies in their changed roles (Ellsworth, 2000).

3.1.6 Stages of Planned Change

This model focuses on the resistance to change. It can be concluded that the term *strategies* represents wider concept than *resistance;* however its true identification of limitations to reform states it as the classical formation of this structure. In this model, eighteen factors exist; consisting four main categories, which intervene reform efforts and change the agent's view of reforms. This model state that although the positive parts of change process is neglected in other models, the negative aspects of change are represented by these four categories of barriers, and resistance are cultural, social, organizational, and psychological. For cultural barriers, values and beliefs, cultural ethnocentrism, saving face, and incompatibility of a cultural trait with the change are listed. On the other hand, for social barriers, five items are listed. These are group solidarity, rejection of outsiders, and conformity to norms, conflict, and group introspection. The third category is organizational barriers. Five examples of organizational barriers are "threat to power and influence, organizational structure, behavior of top-level administrators, climate for change in the organizations, and technological barriers to resistance" (Zaltman & Duncan, 1977, as cited in Ellsworth, 2000, p. 174). The final major category discussed in this model is psychological barriers. These are perception, homeostasis (the desire to maintain the comfortable level of sustainability), conformity, and commitment and personality factors (Zaltman & Duncan, 1977, as cited in Ellsworth, 2000).

Ellsworth (2000) asserts that this model may be helpful to the change agents as it discovers reform from another point of view through different models. By highlightening the resistance and limitations to the reform, this model aid the change agent to identify such barriers as they appear, or event to describe and point their underlying behavior before they exist. It is important to note that a given individual can harbor intense pro-change and pro-resistance attitudes simultaneously.

3.1.7 The Guidance System for Transforming Education Model (GSTE)

This model is an essential component of the overall change strategy. Several coordinated and mutually reinforcing innovations, such as infrastructure curriculum, pedagogy, and technology are usually necessary to support effective, lasting change

(Hirumi, 1995). The GSTE model supplies a holistic perspective of the interactions among components of the change, the involvement of the stakeholders, and the surrounding systems external to the immediate environment into which innovations are being introduced. While the model traces its roots to Banathy (1991), it has since been explained and clarified by Reigeluth and Garfinkle (1994). Reigeluth and Garfinkle's (1994) perspective might be of particular use to the practitioner because this framework is illustrated in a series of exemplars or case-based examples that show its key points in practice (Ellsworth, 2000).

Systemic change requires changes to be made to all aspects of an educational system including schools, classroom practices, curriculum, and assessment. One theory that offers a detailed guidance for systemic change is the Guidance System for Transforming Education (GSTE) by Jenlink et al. (1996). This system helped the initiatives to follow the systemic change process step by step (Joseph & Reigeluth, 2005). The GSTE is a model for the systemic change process in education. It was designed to help the facilitator provide some guidelines to follow a disciplined order. There are five core phases to consider:

1. Assess the readiness and negotiate an agreement
2. Prepare the core team for the change process
3. Prepare expanded teams for the process
4. Engage in the design of a new educational system
5. Implement and evolve the new system (Jenlink et al., 1996, pp. 24–27).

These five main phases are discussed under 26 discrete events, which are shown in Table 1 (Jenlink et al., 1996; Joseph & Reigeluth, 2005). These discrete events comprise a chronological series of activities for engaging in systemic change, which are summarized as five phases (See Table 3).

Table 3 Discrete Events of the Guidance for Transforming Education Model (GSTE) Adapted from Jenlink et al., (1996).

Phase 1 **Assess Readiness and Capacity**	**Event 1:** Assess and enhance your readiness to be a facilitator **Event 2**: Establish or redefine a relationship with a school district **Event 3:** Assess district's readiness for change and negotiate a formal agreement **Event 4:** Assess the district's capacity for change
Phase 2 **Prepare the Core Team**	**Event 5:** Select the participants for the core team **Event 6:** Create the core team dynamic **Event 7:** Capacitate the initial core team in systems design **Event 8:** Design Events 9–11 **Event 9:** Identify competing change efforts **Event 10:** Evaluate openness to change **Event 11:** Evaluate the existing culture for change **Event 12:** Design the process for expanding the core team
Phase 3 **Prepare the Expanded Teams**	**Event 13:** Expand and build the decision-making team **Event 14:** Select and build the design team **Event 15:** Capacitate and enculturate the design team **Event 16:** Redesign the change process
Phase 4 **Design a New Educational System**	**Event 17:** Evolve mindsets about education **Event 18:** Explore ideal beliefs and assumptions about education **Event 19:** Select and build multiple design teams **Event 20:** Explore ideal visions based on common beliefs **Event 21:** Develop a system for evaluating the results of the change process **Event 22:** Design a system of functions for each ideal vision **Event 23:** Design the components for accomplishing each function **Event 24:** Design the administrative and governance systems
Phase 5 **Implement and Evolve the New System**	**Event 25:** Develop an implementation process for evolving to the new system **Event 26:** Evolve, evaluate, and revise the new system

Phase 1: Assess readiness and capacity

Before starting the systemic change, it is important to assess the facilitator's readiness for the systemic change. The facilitator also assesses the readiness and capacity of the school for change. If the facilitator and the stakeholders are both ready for the change process, they negotiate with each other to set the expectations for all the stakeholders involved in the change process. Moreover, the facilitator needs to analyze his relationship with key leaders in the school to determine whether or not to proceed to the next level. If the result of the analysis is positive, both sides should develop a plan for redefining their relationships in a formal ground. To assess the school's readiness for change, the facilitator should set some criteria by looking at documents and interviewing the stakeholders. Furthermore, the facilitator needs to ensure the stakeholders understand the need for the change process and the nature of the change effort. For assessing the school's capacity for change, the facilitator meets with the stakeholders to identify the existing and lacking capacities for the systemic change.

Phase 2: Prepare Core Team

After a formal agreement has been made between the facilitator and the school, a core team needs to be established to initiate the change process. The core team should be small, and its members should be selected from different groups in the school; it is important to choose core team members that are well-respected within their groups. After recruiting the core team, the facilitator should announce the team members to others and make the stakeholders aware of the process. To create a core team dynamic, the core team members need to work together to develop a team culture and teaming skills. Then, to train the initial core team in systems design, the facilitator should develop a skill and knowledge base for educational systems design. In this event, they may investigate various systems theories and practices and models. Moreover, the facilitator needs to help the core team to begin communication among all stakeholders. After training the core team about the change process, the facilitator starts to guide the core team for designing events 9 to 11. In event 9, the core team and the facilitator identify the competing change effort regarding where the resources are being directed. After identifying the competing change efforts, in event 11, the facilitator assists the core team in evaluating the openness to change, and they discuss the reasons why the school is open or closed to change. In event 11, the facilitator involves the core team in evaluating the existing culture, beliefs, and assumptions. In event 12, the core team discusses whether to expand itself into a decision-making team or the design team first. The decision-making team comprises 20–25 people, which is relatively larger and more powerful than the design team. However, the design team, comprising 8–12 people, is a rather small group of people who devote their time to designing a new educational system.

Phase 3: Prepare the Expanded Teams

This phase comprises four events. In event 13, the facilitator expands and builds the decision-making team if it is done before event 14. Here, the decision-making team is stronger than the design team, and the decision-making team identifies personality profiles and common beliefs. Then, the core team facilitates the development of a skill and knowledge base for the participants. Additionally, the core team shares the results of all prior evaluations. In event 14, if it is done after event 13, five people are selected among the decision-making team to serve in the design team. These five people work with the other members selected in the school to serve in the design team. The design team decides its operational way. Then, in event 15, the facilitator helps the training and enculturating of the design team by facilitating additional training for the design team with respect to the theories of systemic change, practices, and the models. Here, the team might choose design approaches such as user-designer, expert-designer, interactive or non-interactive, designing or planning, and outside-in or inside-out. After selecting a suitable approach, the design team redesigns the change process.

Phase 4: Design a New Educational System

In this phase, the facilitator helps with the decision-making and design teams to identify their mindsets, and discuss their current educational mindsets. The facilitator then attempts to develop an understanding of different educational systems and designs, and in event 18, the facilitator assists both teams to develop basic beliefs and assumptions about their educational system. They negotiate an ideal educational system for their context. In event 19, the facilitator selects and builds multiple design teams based on the individuals' beliefs. In event 20, the teams explore ideal visions based on their common beliefs. The facilitator assists in facilitating each design team to reach a consensus on particular beliefs and assumptions. Here, the design team communicates its vision with the stakeholders and tries to foster their understanding. Then, in event 21, the facilitator and the design team develops a system for evaluating the results of the change process, and in event 22, the teams design a system function for each ideal vision by guiding the design team members in moving from general to more specific levels of the new system. In event 23, the team designs the components for accomplishing each function of the new system, and in event 24, the design teams design the administrative and governance systems (Jenlink et al., 1996). Joseph and Reigeluth (2005) summarized this phase as follows:

> This phase is probably the most intensive of all the phases, because it requires all those involved to share their beliefs about education. Here, stakeholders must come together to envision their ideal educational system. It is expected that various stakeholder groups will have very different ideal visions, as different stakeholders within each group will. What is more important is the foundational set of common beliefs about education that must be developed and agreed upon by all stakeholders. It is from this set of common beliefs that ideal visions of education can be created to design a new educational system. Often, multiple design teams are formed so that the common beliefs can be implemented in very different ways in different schools in the district. (p. 941)

Phase 5: Implement and Evolve the New System.

The last phase consists of two events. Event 25 develops a plan for evolving to the new system over time while trying to minimize the conflict between the regulations of the new and the old systems. Then, in event 26, the facilitator and the design teams and other stakeholders evolve, evaluate, and revise the new system using the principles mentioned in event 21 (Jenlink et al., 1996). Joseph and Reigeluth (2005) discussed this phase as follows:

> Once the ideal system has been generated and approved, the community develops an implementation process for gradually evolving the current system ever closer to the ideal. Some compromises on the ideal are usually required, especially in the short term, and of course the ideal will change as they get closer to it. This means that they need not only a plan for evolving the current system toward the ideal, but also a plan for evolving the ideal. Evaluation is an integral part of both of these processes. (p. 941)

The Systemic Change Process (Jenlink et al., 1996) proposes 18 continuous events to ensure continual engagement in the process: (1) evaluate and improve the change process, (2) build and maintain political support, (3) sustain motivation, (4) develop and sustain appropriate leadership, (5) build and maintain trust, (6) evolve mindset and culture, (7) periodically secure necessary resources, (8) develop skills in systems thinking, (9) periodically and appropriately allocate necessary resources, (10) develop group processes and team-building skills, (11) build team spirit, (12) engage in self-disclosure, (13) engage in reflection, (14) develop design skills, (15) communicate with stakeholders (two-way), (16) build and evolve a community, (17) foster organizational learning, and (18) build an organizational memory (Jenlink et al., 1996; pp.24-28).

Similar to Jenlink et al. (1996), this study investigates the requirements and components of systemic change at Northview. The discussion chapter of this dissertation compares the results obtained from the current study and the GSTE model to deepen our understanding.

3.2 International Studies on Systemic Change in General Education and EFL Contexts

Research studies on systemic change focus on school reform, school innovations, change in all components of the system that a department or institution runs, and research of the management. The following summarizes some systemic change studies.

Fullan (2009) investigated three types of large-scale reform movements in schools. He stated that one large-scale education reform, which started in the 1960s, failed because it ignored the implementation stage and the context and culture of the community. Fullan’s (2009) article reviewed the whole school district reform, the whole school reform, and state or nationwide reform movements using particular models.

Fullan (2000) also analyzed two school district reforms: the New York City District 2 case and the Chicago School System. Elmore and Burney (1998), who give a detailed analysis of Fullan’s analysis, outlined several principles of the systemic change in the New York case. The change process focused on instruction; however, instructional improvement is a long process involving awareness, planning, implementation, and reflection. While shared expertise accelerates the systemic change process, the focus is on improving the system. Beneficial ideas come from talented and qualified people who work together as a team, and clear expectations, decentralization, collegiality, caring, and respect are important. Elmore and Burney (1998) developed the following five emerging themes:

> *Principle 1:* Principals are the key actors in instructional improvement.
> *Principle 2:* Each school presents a unique bundle of attributes into a unique set of instructional improvement problems. (p. 17)
> *Principle 3:* Sustained instructional improvement is a process of bilateral negotiation between system-level administrators and principals. (p. 18)
> *Principle 4:* Common work among principals and teachers across schools is a source of powerful norms about systemwide instructional improvement. (p. 18)
> *Principle 5:* Instructional improvement is primarily about the depth and quality of student work. (p. 19)

Fullan's (2000) second case about systemic change involved two huge systemic change initiatives with 550 schools in the Chicago School District. The first change initiatives commenced in 1988 and ended in 1994. The main feature of the six-year change movement was that the system was decentralized and the authority was given to local school councils. In 1994, one third of the schools were engaged in the self-initiated systemic change, one third struggled with the reform, and one third was left behind. In 1994, the second systemic change initiative began. The district reversed the decentralization, but this time addressed building capacity and external accountability. Therefore, extra-school infrastructure was established under five themes: (1) develop policies and goals to support school improvement; (2) make significant advances in the professionals' knowledge and skills to work cooperatively; (3) develop external accountability to track the progress of the schools; (4) there were no mandate programs for all schools; and (5) accept the help of external assistance coming from universities, profit groups, and learning networks (Bryk et al., 1998). Based on these two districtwide educational change initiatives, Fullan (2000) presented the following seven principles for action:

> 1. Become stable learning communities in which students know and are known by adults in the schools and in which students experience personalized teaching and learning.
> 2. Create equitable opportunities for every student to engage in a broad, intellectually challenging curriculum.

> 3. Sustain a strong sense of equity and inclusiveness among parents and stakeholders.
> 4. Decentralize control of resources and decision-making.
> 5. Link professional development to the creation of stable learning communities.
> 6. Reallocate professional time in schools and school families.
> 7. Create, use, and publicize ongoing assessments of student and school performance. (p. 13)

Fullan (2000) summarized the common features of the two above mentioned cases, stating that both focused on the organizational and instructional systems of schools, the devotion to changing teaching practices was linked to improved student performance, both mobilized multi-level partnerships, and both demonstrated school rapport at the district level. Moreover, both cases accelerated capacity building and promoted data-driven inquiry and ongoing assessment. Lastly, there was a preoccupation with equity and accountability.

Fullan (2000) also summarized the whole school reform that took place in the U.S. in the 1990s. This type of systemic change focused on entire schools, and involved hundreds of schools and districts. Twenty-four models were used but three outperformed: Direct Instruction, High Schools That Work, and Success for All. The core and shared components of these four models were indicated as "(1) organizational change, staffing, and administrative support, (2) a focus on curriculum and instruction, (3) supplies and materials, (4) scheduling and grouping, (5) monitoring of student progress and performance, and (6) family and community support" (Fullan, 2000, p. 17).

In contrast, Tanner (2004) examined the application of the theory of systemic change to a state-level reform as an interpretative, instrumental case study. The data collection instruments in this study were interviews, observations, and document analysis. Three types of data analysis tools were used: holistic, inductive, and typological. Six themes emerged from the inductive analysis of participants' interviews: lofty ideals, permission to experiment, perceptions of power, perceptions of belongings, leadership, and communications.

Harris (2010) explored the nationwide system change to education in Wales and investigated the use of the School Effectiveness Framework (SEF) in the reform project. The reason for the systemic change was that Wales underperformed in the international league tables, particularly in math, science, and English. In 2006–2007, the government introduced a national school effectiveness framework to achieve system-level reform and improve student outcomes for all students. The reform framework was tri-level, which implied that all schools must be integrated in the systemic change project, and district or local levels needed to act together with the state. The first principle of the systemic change was that large-scale change can only occur if all professionals are integrated into the process. Additionally, the nationwide systemic change involves improving all schools and focusing on the gap between high and low achievers. A countrywide reform, building collective capacity, requires paying more attention to collectivity rather than individuals (Hansen, 2009). In the Welsh context, the collective capacity is built with professional learning communities (Harris & Jones, 2010). The aim was for professionals to collaborate in a disciplined way. Professional learning communities are implemented with the joint decision-making and a clear goal. To meet the needs of students, professional learning communities should be given opportunities to innovate, change, and develop. Countrywide change cannot be achieved without fragmented and piecemeal reform processes because there are too many stakeholders, and this requires leadership in every school. It is concluded that, to implement a wide systemic change reform, professional learning communities should be built, and leadership in all classrooms, schools, and districts should be encouraged.

Naicker and Mestry (2016) studied the systemwide educational change in a South African context, asserting that the development of the systems can be achieved by the association between high-quality leadership and effective schools. They found that the school culture of the school district, strategies such as collective capacity building, joint problem solving, networking, and system leadership might strengthen systemic change efforts (Naicker & Mestry, 2016).

Hopkins (2011) reported a case in the Northern Metropolitan Region of Melbourne in Victoria. The main educational goal was to provide high quality education for all students regardless of their backgrounds. Specifically, the goals are to be literate, numerate, and curious, with schools continuing to provide a broad-base twenty-first century curriculum through setting goals. To achieve their goal, the district set some principles in advance. First, student learning and achievement is at the center of all teachers' concerns, and enhancing the quality of teaching is central to any improvement strategy. This aim is intended to be achieved by selection policies, which means that only the best people can be teachers. The district asserted that sustained professional learning opportunities should be implemented out of the curriculum studies. Additionally, leadership has high expectations to achieve the systemic change process in the district schools. For the system context, standards of professional practices and ongoing and transparent data to facilitate improvements in learning and teaching are thought to be compulsory. Early intervention for school performance and inequities in student performance are addressed. Finally, system level structures are established to make the link between the levels of the system.

As a result of the effective school systemic change project, the district proposed a model called Integrated School Improvement Model (ISIM), which consists of five levels: (1) powerful learning, (2) instructional leadership, high quality teaching, and high expectations; (3) pedagogical knowledge, curriculum frameworks and standards, assessment and teaching, and student voice; (4) recruitment and workforce, professional learning communities, data, school improvement team, organizing for learning, and prioritization and planning; and (5) system leadership, differential intervention and support, family and community partnerships, and networking and disciplined innovations. In the report, it is stated that the systemic change directly addresses student needs, promotes the professional growth of teachers, and enhances the role of the school. It is concluded that the improvement of the system will result from the deeper development of networking, including school leaders taking on systemwide roles.

Giesting (2011) investigated an elected school board's role as part of a district leadership team dedicated to substantial systemic change. The study follows an elected board over six years through interviews, observations, and document analysis to find how board members ethically negotiate tensions between their roles as community representatives and as district leaders who formulate policy and vote for change. The study focused on how elected members were responsive to their constituents and how the leadership role of the school board interfaced with other district leadership roles to implement and sustain change. The study concluded that elected members of governance boards, who can bring about noteworthy changes, will provide insight to district change leaders and other boards of education who could emulate the same processes so that they might also be instrumental in raising student achievement and promoting equity necessary for educational reform.

Reagle (2006) studied the systemic change at a school district in Alaska. The main objective of the systemic change was to improve the current status of the children studying at the schools in that district. The special position of the district was that only 10% of the students could read at grade level, and the district was bottom in different field subjects. The district invited parents, students, school board members, business leaders, and community members to meet with the educators to discuss the problems of the schools. The result of such efforts developed the Quality Schools Model based on four structural components: shared vision, leadership, standards-based design, and continuous improvements.

Saban's (1997) case study investigated school reform using accelerated schools model, which emphasizes the need for comprehensive organizational restructuring of schools in meeting the needs of at-risk students. This model started in 1996 to bring disadvantaged students up to grade level by the end of their elementary school experiences. The purpose of the study was to explore the evolving concerns of school communities in the process of the Accelerated Schools Model during the 1996–1997 school year.

The study took place at a school situated in a central Ohio city, which has a population of approximately 40,000. The school district had a student enrollment of 6,600 in the grades kindergarten through twelve. The district's student-teacher ratio was about 42 to 1,000 or 1 teacher to 24 students. The school had 390 students, most of whom are European-American. Of 390 students, 36 were developmentally handicapped, and 13 had been identified as learning disabled. According to the regulations, 35% of the student population is required to be at-risk while in this school this rate was 65%. The students were mostly form middle-class and poor communities. The staff members, which have remained stable for many years, have witnessed the changes in the school community over the years. This school had 44 certified and classified staff members. The study used purposeful sampling, and the school principal, classroom teachers, change facilitators, representatives of staff members, and parents were invited to participate on a voluntary basis.

At the end of the study, the researcher listed some suggestions after conducting the systemic change at this school. First, school reformers should recognize the complexity of emotions in people and respond to them accordingly. Second, school reformers should reflect on the change process continuously—continuous reflection on the implementation efforts constitutes one of the values, and the heart, of the transformation process. Third, school reformers should recognize that systemic school change takes time, and thus provide appropriate time for change. Since change takes time, one needs to be patient and realize that any change that is going to be meaningful will take time to develop. Fourth, school reformers should recognize that students' perspectives are critical to the change process. Thus, educators at schools should recognize the need and importance of the students' voices in the improvement efforts. Fifth, school reformers should focus on the students' learning and recognize that systemic school change will not be successful if the classroom teachers fail to adopt and translate reform ideas into effective practice in their classroom. It is important for school reformers to recognize that school reform is systemic, and systemic school change is not a simple event but an ongoing process. School reformers should thus not neglect the personal experience and meaning of educational change. Reformers should also implement staff development because individuals have different needs at different stages of the change. Additionally, at a school, the power and authority must be distributed to the professionals, and the professionals must be empowered to make school-related decisions. It is also important to involve parents in their children's education. Lastly, the school reformer must be aware that the physical structure of the school plays a significant role in the change effort.

Schech-Strorz (2012) studied how a prescriptive change initiative affected the organization with change management methods in order to find out whether these prescriptive change processes were successful or not. Statistical data was collected to examine the correlation between change implementation and achievement of the change management in order to see whether this prescriptive and planned process reached higher success rates. In order to ensure high representation of the total participants and to obtain valuable information, purposeful sampling was used. One hundred and fifty people of the organization participated in the study. Questionnaires were used in order to collect the data. It was found out that if the change initiative is planned carefully and suitably, then the organization would benefit from it in terms of investment, growth, and efficiency. However, the initiators and the organization can face failure in introducing new outcomes or activities if there is a mismatch between the technics used for change. It is concluded that if prescriptive change management technics are defined beforehand and the change process is planned carefully, there will be a positive correlation between the process and the success at the end.

Joseph (2003) utilized qualitative research to test the Guidance System for Transforming Education (GSTE), proposed by Jenlink et al. (1996). The GSTE is a model for systemic change in a school-based reform. The study, which took place in a partly urban and partly rural area of India, instigated three of the 26 stages of the model: (1) forming a school core team, (2) developing the core team of leaders in a two-day retreat, and (3) building the core team's knowledge base in systems thinking and systems design. The results showed the systemic change initiative could have been more successful if events five and six had been improved. For event seven, the researcher and the core team included a series of readings, group dialogues, and collective reflections that helped the core team to begin to develop a learning organization.

Hutchins (1999) studied the utility and practicality of the Systemic Change Process Model (SCPM; Jenlink et al., 1996). This model was created for the systemic redesign of education. The researcher used the formative research methodology, which involved selecting a design model, selecting an instance of the model, collecting and analyzing formative data, and offering tentative revisions of the model. The researcher concluded that improvements needed to be made to the implementation and organization of the model regarding activities dealing with unwilling participants and conflict, a specific event for designing a new curricular and new instructional material, training and enculturation for the student population, information about how leadership can affect the process of the design and how to handle leadership changes, and strategies for coping with elements of the system that cannot be changed.

Lee's (1997) study reports on a 10-year school/university reform effort. The data used in this study has been collected since before the college of education formally agreed to pursue comprehensive educational reform. Universities and school districts across the country formed partnerships to improve the American educational system. The purpose of this naturalistic case study was to develop a theory of collaborative educational reform based on ten years of data characterizing the educational reform activities. In this specific context, the data collection tools are meeting notes and documents, interviews, and articles mentioning the change process. It is concluded that, to engage in systemic education reform, one has to become a system that engages with other systems committed to educational reform, and that learns and adapts based on those interactions. The only way to develop internal coherence, make larger connections, and develop competence can, and probably should, occur simultaneously. The researcher summarized that, if the competence is individual and not collective or institutional, we are not fully engaged in systemic educational reform, and the partnership is at risk.

Green and Etheridge (2001) investigated systemic changes in eight different school districts in the U.S. to analyze the leadership process, decision-making, standards and curriculum development, and community involvement. The common feature of these eight districts was that they were successful with their systemic change efforts. In all of the schools, reform began with the dispositions of the stakeholders to do things differently because they were dissatisfied with the status of their schools. Six themes emerged from the success of the investigation into the systemic changes. The first theme, "creative tensions," means envisioning better conditions and more successful schools. Stakeholders and leaders participated in workshops, retreats, or conferences. The teams were created, and they attempted to solve a common problem as a team. The second theme was "leadership." Unlike top-down systemic change activities, the leader was flexible, collaborative, and empowering. The leaders, who were selected within the district, built a common vision and maintained continuity. The third theme was participation. They believed that through participation and dialogue, common understanding could be achieved. As they participated in the change process, they needed to take risks and their roles were expanded; they also participated in the decision-making process. The fourth theme was "commitment and factors," which identified core values to guide the study and form a basis for all decisions. They envisioned that the focus needs to be on student learning. Next, as educators have to have shared goals and consistencies, the fifth theme was "collaborative relationships." As many groups and people were involved in the process, they collaborated with the same vision and objective. The sixth theme was "professional development," which suggests that professional development needs to be understanding, comprehensive, and integrative.

After examining both nationwide and districtwide systemic change in general education literature, since the main focus of this dissertation is the EFL setting, it is useful to review the English language systemic change processes in different parts of the world.

Noriko (2010) conducted a qualitative ethnographic study regarding the English Language Teaching system used in Japan. This study investigated how a large scale reform movement initiated by the Ministry of Education, Culture, Sports, Science and Technology (MEXT) in Tokyo primary schools affected the teachers working there. Archival data, media reportage, observations, and interviews were used in the data collection method. The results showed that although teachers had positive attitudes towards their jobs and teaching English at primary schools, it was found that they did not favor MEXT. One important finding was that the goals of the change process should be clear and explained to the stakeholders beforehand. Interviews conducted with the participants showed that reform resulted in four demands to teachers. These were 1) change in role and behavior, 2) change in skills, 3) change in intensification of time, and 4) shared understanding. The school responded well to these four demands. However, due to the fact that she was informed about her new role, the Principal's manifestation of the powerful leadership in the process was the main reason for these issues. The study also revealed that the result of the change initiative depends mostly on how a principal approaches and interprets change although the education system is centralized in Japan. On the contrary, the participants rated MEXT negatively. The dissatisfaction of the change and management were the results of not being clear in the process and with the policy. Noriko (2010) notes that all the innovations, whether small or large, that failed to reach institutionalization had one thing in common: lack of clarity. While the teachers had positive comments about English language and ELT, they gave negative ratings to MEXT, which had responsibility to change. Moreover, it is stated that there needs to be a consensus among teachers about the beliefs and attributes of education.

Segovia and Hardison (2009) investigated the English curriculum reform in Thailand. The curriculum designers found inadequacy in teaching and learning, transferring theory into practice, communicative curriculum, identifying student needs, diagnosing learning problems, using different techniques, and constructing communicative tests. After listing their needs and deficiencies, the change initiative started, and the curriculum planners disseminated information to supervisors and teachers through televised lectures, one-day conferences, and documents. The lectures were about the theory behind the reform. They taught teachers the learner-centered approach, which considers teachers as facilitators. The one-day conference was organized by the supervisors, who demonstrated the participatory learning approach. "Teaching Methods of a Learner-centered Approach" was used as the material. Nunan (2003) stated that the reform initiative in Thailand gave rise to the curricular change movement in other Asian countries. One important drawback of the reform was that, although teachers played a major role in the change movement, they were untapped resources in the decision-making process.

Liton (2013) investigated the EFL teachers' perceptions, evaluations, and expectations about the English language courses at the tertiary level in Saudi Arabia. The data were collected from 25 instructors working at EFL departments of universities. Liton (2013) found that the syllabus was inappropriate for achieving English language proficiency, and thus highlighted a need for systemic change in EFL programs. The syllabus needed to put emphasis on vocabulary, listening and speaking skills, and grammar, and the course contents needed to include Saudi socio-cultural items for learners to make the teaching materials more relevant to the students. Third, the pre-university course needed to be modernized and learner-centered. Fourth, for Task-Based Language Teaching (TBLT), the class size should be lowered from 100–110 to 25 students. Fifth, English should be the medium of instruction in their departments, since Saudi students do not have much opportunity to use English outside the classroom. Sixth, authentic texts should be integrated into the curriculum, and last, English should be introduced to students at lower ages, before enrolling in universities.

Jun and Liangrong (2011) explored the systemic change at a university EFL program in China and proposed a model for their new system. It is stated that although students study English for many years, they are still uncomfortable and insufficient at communicating in English. The problems listed are large classrooms, mixed proficiency levels, different motivation types and levels, insufficient interaction in the classroom, outdated teaching notions, and examination-oriented instruction. The aim of the university is to educate their students with international standards, expand their horizons, encourage critical thinking, provide a supportive language learning environment, increase competitive value of the university students' English proficiency to an international level, and enable communicative competence in their programs. The English Language Center (ELC) in the university implemented a series of reforms in four major areas: instruction, the examination system, faculty support, and organizational development. To address these major areas, the ELC proposed a model comprising the following strategies:

Innovation in academic design and instruction: integrated skills orientation, learner-centered instruction, task-based instruction, collaborative learning, theme-based instruction, and cultivation of critical thinking.
Placement and exam system: placement tests, formative assessment, class participation, reflective journal-writing, essays, quizzes, interactive oral tasks, presentations, final examinations, pre-tests, and post-tests.
Faculty support and development: professional development and faculty research.
Organizational development and capacity: cultivation of learner autonomy, extension of classroom instruction, additional facilities, and co-curricular activities (Jun & Liangrong, 2011, p. 39).

First, they focused on innovations in academic design and instruction; second, they established a placement and assessment system for the students; third, they provided faculty support such as research opportunities, professional activities, and ongoing workshops; and fourth, they encouraged student-run activities to stimulate language learners to become language learners.

This section reviewed systemic change in both general education and EFL contexts and in nationwide, districtwide and school-related contexts. The following section reviews several national studies that have focused on systemic change at schools.

3.3 National Studies on Systemic Change

This section of the literature review focuses on nationwide systemic changes in general education, investigates the nationwide curricular changes related to English language education, and discusses studies focusing on curricular systemic changes conducted at the university level.

3.3.1 Studies on Systemic Change in General Education Context in Turkey

Change is also seen in the Turkish context in the current literature. However, the main focus of these studies was on the curricular reform, teacher or administrative perspectives, and resistance to change. In the following paragraphs, several studies on change in education are given.

Akşit (2007) discussed a number of reform initiatives in Turkey, which are mostly concerned with curricular and structural changes. While various changes have been implemented into the education system in Turkey, these efforts were not directed to the core educational practices. The need for changes in education started from the low achievement scores in international measurement benchmarks, such as The Program for International Student Assessment (PISA) and The Progress in International Reading Literacy Study (PIRLS), which showed Turkey as one of the least successful countries. To increase the success rate in education, Turkey started two reform initiatives—one curricular and the other structural. The curricular reform aimed to prepare young citizens for the real world, and the structural reform aimed to decentralize the provision of education in Turkey. The following main objectives of the curricular reform were reported in the Board of Education and Discipline (BoED, 2005):

- Reduce the amount of content and number of concepts.
- Arrange the units thematically.
- Develop nine core competencies across the curriculum.
- Move from a teacher-centered didactic model to a student-centered constructivist model.
- Incorporate ICT into instruction.
- Monitor student progress through formative assessment.
- Move away from traditional assessment of recall, and introduce authentic assessment.
- Enhance citizenship education.
- Introduce second language courses from primary school.
- Widen the scope of religious education.
- Establish a system of student representation.
- Engage students in community work. (as cited in Akşit, 2007, pp. 133–134)

While the structural reform movement in 2005 intended to redefine the central role of the ministry of National Education (MoNE), it is argued that the suggested changes resulted in controversies that could not be solved. It is summarized that, while the curricular reform was perceived positively, structural aspects caused controversies, and it has not succeeded yet. The article states that "the rate of adoption of any change will not only depend on what the changes are and how they presented, but also how they are perceived by the stakeholders" (p. 136).

Kasa and Ersöz (2016) studied the perceptions of teachers on the instructional change initiatives and argued whether the educational systemic change regarding the curriculum has had positive or negative perceptions among the teachers. An open-ended questionnaire was administered to 286 prospective teachers. The results showed that some participants found the changes to be positive and others found them to be negative. Kasa and Ersöz asserted that initial implementation of the new instructional design has been rather problematic, but the efforts to render it more effective continue.

On the other hand, Canlı, Demirtaş and Özer (2015) examined the school administrators' tendencies towards instructional change. In the study, 212 school administrators who work in the schools situated in the south-east part of Turkey participated, using the appropriate sampling strategy. The researchers used the School Administrators' Tendencies towards Change Scale in order to measure the participating principals' tendencies. The results of the study showed that school administrators were the initiators of the change, and these people believed in the success and advantages of change. The administrators tend to keep their positions in the change process, and they showed moderate resistance to change. To sum up, these administrators tend to have sympathy towards change. On the other hand, variables such as gender and educational differences showed different results in change while area of expertise, type of task, experience and school type did not show any meaningful difference regarding resistance to change. More specifically, the participants were moderate to change and discussed that the resistance should not be neglected. Additionally, while the male administrators believed that they were more positive and eager to change than female administrators, the results showed that the female administrators were actually more open to change than were the males. Moreover, the administrators, who held a master's degree, showed no more resistance to change than those holding a bachelor's degree.

Tunçer (2013) studied and summarized the literature for resistance to instructional change in the Turkish context. The study relied on the changed management and resistance to the change framework, examined the causes of resistance, and identified prevention methods. Tunçer found that one of the basic conditions of successful change management was ensuring the effectiveness of the change process, and resistance to change should be eliminated as much as possible. To accomplish this, Tunçer concluded that communication, education, participation, support, negotiation, compromise, threat and oppression, manipulation and cooperation, change planning, practice implementation, and forecasting methods should be used. The author also asserted that current circumstances and individual characteristics must be considered, and positive methods should be applied primarily to gain employees (Tunçer, 2013).

Şahin (2012), who investigated resistance to instructional change, examined the manifestations of curriculum change by looking at teachers' perceptions. The major focus of this study was the school culture. A phenomenological design was used to investigate the meanings that the teachers in the study attached to changes in the curriculum and the structure of their work. Semi-structured teacher interviews were conducted with 60 teachers to find out the meaning and consequences of curriculum change. The findings showed that, even though the teachers perceived the change as a threat to their professional work because of a lack of expertise, they later approved the values and beliefs of the new curriculum. The teachers also defined factors as constraints to their implementation of the curriculum, such as physical limitations or insufficient in-service training.

3.3.2 Studies on Systemic Change in EFL Context in Turkey

This section of the study reviews several studies on systemic changes in EFL contexts. Turkey, which has had the intention to be a member of the European Union (EU) for decades, aims to be congruent with the EU educational policies. The last two educational reforms in K-12 were made to fulfill the requirements of the EU frameworks. All the systemic changes, especially ELT, were a result of this ongoing process. Accordingly, Cansever (2009) summarized the current status between the efforts for coherence between Turkey and the EU:

> Life-long learning has become the main point in EU's educational strategy. This concept includes in itself all the stages and forms of education and combines them. Currently, what is expected from modern education systems is to be structured in a model that allows life-long learning. As a candidate of the EU, Turkey has internalized the educational reforms. In the globalizing world, Turkey should be having these educational reforms in practice urgently to be a developed nation and to stay alive. (p. 223)

Since the importance of educational reform in Turkey is stated in the study above, several studies were conducted to improve the instructional changes at universities in EFL contexts. The following paragraphs review some of these studies. Because English is taught throughout the first and secondary education in Turkey (Kırkgöz, 2009b), it would be useful to start with the curricular change in the K-12 context.

Haznedar (2010) discussed the reform movement implemented in Turkey in the foreign language education curriculum in 2006. The reform movement in 1997, which involved about eight years' compulsory education, made some innovations to Turkey's primary education. The first change was to extend the compulsory education from five to eight years. Other objectives involved enabling a 100% schooling rate and stopping integrated classrooms, especially in rural areas. In addition, second language education changed with the new curriculum. English language courses started in the fourth grade rather than the sixth grade, and this curriculum was used until 2006 when a new curriculum was implemented in all K-12 schools. The new curriculum consisted of student-centered education leaving the classical methods such as teaching grammar and vocabulary directly. Rather, the new curriculum emphasized the daily life use of language functionally. However, it is asserted that crowded classrooms, physical deficiencies of the schools, and the qualified teacher education system affected the implementation of the new curriculum. Haznedar concluded by suggesting the following changes that need to be made to the curriculum: teaching contemporary teaching methods to language teachers, integrating in-service training with classroom research, enriching the course contents of the classes in ELT departments, and establishing an academic institution to evaluate the new curriculum effectively.

After summarizing the curricular change initiative in a K-12 context, the following paragraphs review instructional and organizational changes. An example of a new instructional change at an English preparatory department can be seen at MEF University in Istanbul. The change and design of the curriculum was conducted by the curriculum team of the English preparatory department and published as a case study by McKeown (2016). The department decided to implement a flipped language environment to construct a dynamic second-language context. A flipped classroom is one in which students are taught online prior to their university lessons, and during class time, they practice what they have learned with the instructor

(Knewton, 2015). In this method, students are in the center of the shift, and the knowledge is created not consumed. The role of the instructor is to facilitate students' interactions with each other and with the material that was introduced in advance via technological tools. The process is ongoing, and the curriculum unit of the department diagnoses and evaluates the program and the curriculum annually. The team found that the change in the curriculum and instruction increased the students' success rates.

Karip and Köksal (1996) discussed suggestions for effective instructional design and changes, and summarized four key components: (1) management and leadership, (2) teachers' professional development, (3) monetary resources and institutions, and (4) educational programs. He proposed that the quality in education would improve by changing and improving those four key elements. It is stated that leadership and management enables the development of the learning environment, and these help to improve the culture of the school and its environment, teaching facilities, initiatives in teaching, student success rates, the program, and the differences among the students. Furthermore, teachers' professional development helps to improve the standards that are expected from the teachers. This notion also sets some criteria for content and pedagogic knowledge. Effective systemic changes in Turkey also address monetary resources for institutions. However, in industrialized countries, the expense of education does not have positive or big effect on the quality of education. As components of educational programs, the course contents, course books, materials, and the learning-teaching process have a positive effect on the effective system design and change.

The British Council (2015) published a report that shows the current state of English instruction at Turkish universities and the need for the reform movement. The report states that reform is needed to enhance the quality of the underperforming universities in Turkey, and it is worth considering the kinds of reforms at universities in Turkey. The report makes recommendations in seven areas relating to university league tables, research, the Bologna process, quality assurance, and inward and outward student mobility:

> English language provision should be improved at all levels – preparatory, undergraduate, graduate and staff – as part of a government-backed program to upgrade Turkish universities so that they can improve their standings in league tables. Elements of this program might include the setting of English-language

> standards for students, English teachers and academics, more and more targeted professional training academics and English teachers, and more relevant English curricula at preparatory, undergraduate and graduate levels. (p. 52)

In summary, the report states that, as academics' English language proficiency levels should be improved for better quality research products, English courses need to be offered to all academics. Furthermore, all English departments should fulfill the requirements of the Bologna process, and all English schools and departments should aim to qualify for national and international accreditation through a recognized quality assurance system.

A change and curriculum evaluation study conducted in the university preparatory department at Yildiz Technical University in Turkey evaluated the instruction program of preparatory classes with 54 instructors and 753 students in the 2014–2015 academic year (Akpur, Alcı, & Karataş, 2016). The researchers used the Context, Input, Process, and Product (CIPP) model developed by Stufflebeam (2003). The findings showed that the students and the instructors both had positive ideas about the components of the instruction; however, the students suffered some drawbacks because they were unable to improve their language skills, there was an imbalance of skills in the curriculum, the audio-visual materials were inappropriate, and they had insufficient knowledge of English for their fields of study. As a result, the researchers highlighted the need for changes to the needs analysis to determine the objectives of the curriculum. It was also decided that all stakeholders should participate in setting the goals, developing the learning experiences and methods, and designing the assessment criteria. In addition, the authors advised that all four skills should be emphasized in the curriculum, diverse audio-visual materials should be encouraged, and real-life situations should be added to the curriculum.

Öztürk (2015) studied the modular EFL curriculum in Hacettepe University in Turkey. In this study, the modular EFL curriculum was investigated under three dimensions: planning, implementation, and evaluation processes. The study used the method design and collected data from people responsible for testing, materials instructors, students, and the students' scores. The strengths of the curriculum are listed as being a flexible, dynamic, procedural, and process-product oriented curriculum, which minimizes student loss. It is suggested that integrating a better placement exam, having alternative assessment measures, and emphasizing different skills with different densities would enable a more effective and appropriate curriculum.

Genç (2011) studied the design of a flexible content-based curriculum at the university level and found a deficiency in the English curriculum for students studying at university. Genç proposed a new content-based instruction (CBI) curriculum, and listed several principles and assumptions for the new curriculum:

- Develop students' proficiency and ability to use English effectively in a variety of contexts related to their future careers.
- Increase the quality of education by creating opportunities for increasing students' job opportunities.
- Compete with more prestigious universities that offer all English-medium instruction.
- Adopt English as a prerequisite for the accreditation.
- Encourage students and staff to take part in international joint projects in their fields. (p. 92)

After diagnosing the problems in their instructional system, the new content of the English curriculum is based on a gradual introduction of the curriculum, text and task authenticity, flexibility, learner and teacher autonomy, and integration of technology and teacher involvement in the program design and development. First, the students attend intensive English programs to become familiar with CBI. After completing the intensive program (preparatory classes), they continue their English education in their departments following the CBI curriculum. In the intensive program, students take a proficiency exam at the beginning of year, and the students are placed in their classes. A level coordinator is assigned to each level, and a tutor is assigned to teach each class. In this intensive program, students are taught the four basic skills. The proposed model offers several committees. The testing committee prepares the exams, the program development committee is responsible for designing the pacing schedule, the materials development committee is responsible for developing or adapting the material, the professional development committee diagnoses the teachers needs and wants and focuses on arranging seminars or workshops, and the student life improvement committee deals with social and academic issues to improve students' lives (Genç, 2011).

After students finish the intensive program, they continue to their departments, and for English lessons CBI offers English courses for two hours a week. The goal is to integrate CBI with language teaching. The model proposed in the study is more language-driven in the beginning and gradually becomes more content-driven. The goal of the program is to teach the language skills that enable them to use English effectively in written and oral contexts related to their fields. The new model offers the following courses: Advanced Writing Skills in English, Advanced Reading and Speaking Skills in English, English for Professional Purposes I, English for Professional Purposes II, English in the Workplace, and Research Paper in English. Genç (2011) concluded her ideas about the new curriculum as follows:

> The content-based curriculum has its rewards and challenges. Students who finish the content-based language program successfully are expected to be proficient in both the target language and the subject matter they have studied for their profession. They can update their knowledge since they get access to the latest developments in their fields through the sources, most of which are written in English. The ultimate achievement is, of course, to equip our students with proficient skills in English, which will hopefully help them find a better job, and use English in their future work place efficiently. (p. 108)

Özkanal and Hakan (2010) investigated the effectiveness of an English Preparatory Program at Osmangazi University in Turkey. The study was conducted with 129 students who finished the program successfully. A Likert-type questionnaire and open-ended questions were used to evaluate the effectiveness of the program. The program was found to be successful in teaching English, and the instructors were good at teaching. However, the students stated that the physical conditions of the school were unsatisfactory and that the students needed English for Specific Purposes (ESP) content. As a result of the evaluation, the researchers suggested that the program should focus on speaking and listening, increase the number of extracurricular activities, include technical English in the program, and have more skills-oriented content such as note-taking and presentations.

Gökdemir (2005) examined preparatory department programs at five Turkish Universities, and made suggestions in the following areas:

1. The courses should not only convey the course content directly. Students should not do memorizing; they need to improve their language learning abilities using real-life activities.

2. Students need to be seen as part of the lesson, and they need to be given responsibilities that suit their previous experiences.
3. The institution should take a more academic approach to language teaching so that students can be confident knowing that universities are the correct places to learn English. Modern and contemporary teaching methods should be used.
4. Students should be made to understand the importance of English for their whole life.
5. All the staff working at preparatory school should be more careful about the difficulties that the students might face.
6. The schools should present a relived and relaxed environment to students.
7. Technological devices should be integrated into the core program during their education.
8. The audio-visual materials should be in different varieties regarding the cultural and personal differences of the students.
9. Instructors should generate and foster student awareness and participation. (pp. 254–255)

Mirici and Saka (2004) proposed a model for English Preparatory Class for the Black Sea Region countries through the Internet. Their article explained the model in detail and examined whether it contributed to students' learning and English levels (Mirici & Saka, 2004). The model is designed specifically for the Faculty of Engineering and Architecture students in the 1996–1997 academic year. The organizational structure of a typical preparatory department is given in detail as follows:

The coordinator is responsible for (a) designing, improving, and coordinating the programs in all stages; (b) organizing meetings and interviews with the lecturers and the students; and (c) arranging social activities.
Vice-Coordinators of Administrative Affairs help the coordinator with the registration affairs.
Vice-Coordinators of Testing Affairs prepare the test drafts and are responsible for controlling the printing and publishing affairs.
Lecturers (a) teach the classes, (b) check the exam papers, and (c) give feedback about the flow of the program.
The technician is responsible for having the test papers and handouts published and delivered.

The secretary does the office work and types the quiz papers, handouts and formal documents (proficiency exams, mid-terms, and achievement tests). (Mirici & Saka, 2004, p. 34)

In Mirici and Saka's study, the system used in the preparatory department has some organizational regulations. Before the term begins, the coordinator prepares the educational program and keeps in touch with the publishers to provide the materials that will be used during the academic year. The technicians control the classroom and the building for the new term. The coordinator and some volunteer lecturers prepare the proficiency/placement exam, which is conducted at the beginning of the academic year. During the academic year, the coordinator coordinates the proficiency/placement exam, establishes the class lists, and controls the official work, which includes preparing student cards, student lists, classroom labels, and materials. The coordinator arranges delivery of the course materials and holds meetings with the students to discuss the pacing schedule. The coordinator checks the content of the midterms and the quizzes, and, with the instructors, arranges social activities such as conferences, seminars, and club organizations. After the term ends, the coordinator evaluates the results of the program by interviewing the instructors. The coordinator evaluates the results of the interviews and the test scores, and makes arrangements for the next year. The coordinator organizes meetings to listen to ideas about the following year. An analysis of the pre- and post-test results highlighted a significant difference between the students' English level at the beginning and at the end of the program.

3.4 Conclusion of the Literature Review Chapter

This section reviewed previous evaluations of systemic changes to EFL institutions. Overall, the existing literature focused on the curricular aspects of the EFL institutions and recommended several changes to their curricula. However, this study investigates the entire system including the curriculum, organization, assessment, and communication. Having reviewed the studies on changes in the curricula for general education and EFL contexts in Turkey and abroad, the following chapter presents the method used in this dissertation.

CHAPTER IV

METHOD

In this section of the study, qualitative research design and the reasons for choosing this type of a research design are examined. After discussing the qualitative research design with its philosophical assumptions used in this study, the description and types of case study research are given by relating it with the specific case used in this study. After that the role of the researcher is explained. Then, the sampling strategies and detailed information about participants are indicated. The chapter continues with the data collection resources and the data collection procedure. Then, the quality criteria- trustworthiness and triangulation are described. Lastly, the data analysis procedure and data analysis tool are given.

4.1 Qualitative Research Design

In this study, the qualitative case study is used in order to understand the specific case better. According to Denzin and Lincoln (2000) both qualitative and quantitative researchers put emphasis on the individual’s thoughts, point of views and beliefs. However, actor’s perspectives are emphasized and considered more in a qualitative research. Denzin and Lincoln (2000) summarized the qualitative research as follows:

> Qualitative researchers stress the socially constructed nature of reality, the intimate relationship between the researcher and what is studied, and the situational constraints that shape inquiry. They seek answers to questions that stress how social experience is created and given meaning (2000: p.8).

It can be inferred from the citation above that a school is socially-constructed institution where managers, instructors, and students interact with each other both socially and academically. Moreover, these people have relationships that affect one another. Accordingly, as in the current study, one of the aims is to investigate the social experience of these people. It is important to research their social experiences with regard to the specific case in detail.

Human behavior and thoughts are governed by general, universal laws and characterized by the regularities underlying them. Besides, the social world is understood from the perspective of individuals, who construct that specific social world by taking a part with ongoing action in that social environment or organization. Thus, social sciences are seen as subjective rather than objective fields of study that examine direct experience and relationships between the individuals and their experiences of those social structures (Cohen, Manion & Marrison, 2013). Denzin and Lincoln (2011) summarize the characteristics of a qualitative study as following:

> Qualitative research is a situated activity that locates the observer in the world. Qualitative research consists of a set of interpretative, material practices that make the world visible. These practices transform the world. They return the world into a series of representations, including field notes, interviews, conversations, photographs, recordings, and memos to the self. At this level, qualitative research involves an interpretative, naturalistic approach to the world. This means that qualitative researchers study things in their natural settings, attempting to make sense of, or interpret, phenomena in terms of the meanings people bring them (p.3).

The summary above emphasizes the importance of real world exploration while doing a qualitative study. It is also understood that interpretation and real life representations with several data collection instruments are necessary in order to make meanings in the naturalistic approaches.

Creswell (2013) emphasizes several characteristics of qualitative research such as natural setting, researcher as the key instrument, using multiple methods, complex inductive and deductive reasoning, focusing on the participants' meanings, having an emergent design, reflexivity of the researcher, and developing a complex picture of the problem and the issue (a holistic account).

> Qualitative research begins with assumptions and the use of interpretative/theoretical frameworks... To study this problem, qualitative researchers use an emerging qualitative approach inquiry, the collection of data in a natural setting sensitive to the people and places under study, and data analysis that is both inductive and deductive and establishes patterns or themes. The final written or presentation includes the voices of participants, the

reflexivity of the researcher, a complex description and interpretation of the problem, and its contribution to the literature or a call for change (p. 44).

Qualitative research designs mostly work with small cases such as an institution, school, or even with a program, and the researcher seeks ways to understand the case in detail by approaching closely and intimately. These details are investigated by looking at people's understanding of the case and its results and the interaction with both the case and the other people experiencing the same case (Silverman, 2013).

Individuals always bring certain beliefs and philosophical assumptions to the research. These philosophical assumptions inform the research about the theories that guide the research. The logic behind the philosophical assumption in a qualitative study starts with deciding on where this philosophical assumption sits within the overall research process. The philosophy is the use of abstract ideas, thought and beliefs which help to decide the route of the research. The importance of the philosophy in a qualitative study is to formulate the problem and research questions to study, the site of the community where people are trained, work and research, and to decide on the approach of the researcher and the community for the study (Creswell, 2013). Therefore, in the following section, the philosophical assumptions in qualitative study and the way they are linked to this study are examined.

4.2 Philosophical Assumptions

There are four philosophical assumptions in a qualitative study; ontological, epistemological, axiological, and methodological. Ontological philosophy questions the nature of reality, epistemology questions what counts as knowledge and how knowledge claims are justified. Axiology questions the role of values in research. Methodology questions the process of the research. The characteristics of ontology are that the reality is multiple as seen through many views, and researchers report different perspectives as themes develop in the findings. For the epistemological philosophy in a qualitative study, the relationship between the research and the researched subject is characterized, and subjective evidence from the participants is studied. Quotes from the participants gain importance in order to decide the epistemology of a qualitative study (Cresswell, 2013; Mingers, 2003)

For the axiological philosophical assumptions, the researcher openly discusses the values, and shapes the study with the interpretation of the participants' views. The methodological assumptions help the researcher to decide the process of the research, the context, the particulars before the generalizations, and the description of the context in detail. These philosophical assumptions may be hidden or reflected explicitly in the qualitative study by looking at the interpretative frameworks used. These interpretative frameworks may be the social science theories used to frame qualitative studies: post-positivism, social constructivism, and transformative perspectives (Creswell, 2014; Mertens, 2014).

Post-positivists do not believe in strict cause-and-effect relationships, but believe that all effects and causes are probable. Post positivist researchers conduct logically related steps, and try to understand multiple perspectives. They use multiple perspectives of analysis including computer analysis of the data, writing the paper in the form of a scientific report with a structure similar to quantitative research. In social constructivism, people try to understand the world in which they live and work. These people build subjective meanings of their experiences and lives (Creswell, 2013).

In the current study, the social constructivist view of interpretative framework is adopted. As we look into the relationship between the four philosophical assumptions and the social constructivist view of interpretative framework, it can be stated that multiple realities are constructed through individuals' lived experiences and interactions with others. The reality that is researched is co-constructed between the research and the researched theme and subject. Individual values are negotiated among individuals who are subject to the study. Lastly, the literary style of writing is used. Interviewing, observing and analysis of texts are used as methodology.

4.3 Social Constructivist Research

The social constructivist view of knowledge also affected the research paradigm. For most researchers, the belief and attention turned to the social and negotiated meaning-making in the research field. According to Petit and Huault (2008):

> Many studies in the domain of knowledge management insist on the socially constructed nature of knowledge and stress the need for a break with the

> dominant positivist paradigm. In general, researchers attempting to free themselves from a positivist vision in the social sciences have tried to emphasize the potential that a constructivist approach has to offer. Their focus has been on its main dimensions, in particular, on the negation of ontological preconceptions, the co-construction of knowledge with actors and pragmatic orientation. In general, researchers attempting to free themselves from a positivist vision in the social sciences have tried to emphasize the potential that a constructivist approach has to offer. Their focus has been on its main dimensions, in particular, on the negation of ontological preconceptions, the co-construction of knowledge with actors and pragmatic orientation (p.75).

In the social constructivist research paradigm, importance is given to the interaction between subject, objects and methods of knowledge construction (Burell & Morgan, 1979). In this type of research, objectivism, empirical realism, objective truth is not believed as the main aim. On the contrary, knowledge and truth are the results of the mind. This idea revealed the importance of pluralistic and subjective results of reality (Gergen, 1999; Schwandt, 1994). Knowledge is seen as the continuous construction, and the researcher and the phenomenon cannot be separated. Social constructivist research is interested in grounding their work to subjective meanings, interpersonal relationships, and actively participating in the construction of the phenomenon. The understanding is interactional and conversational, and agreement is a result of the negotiation of the participants (Guba & Lincoln, 1989).

In order to apply the requirements of social constructivist view in a research, interpretation can be applied in all stages of a qualitative research (Creswell, 2013). Guba and Lincoln (1994) emphasize the relationship between the interpretative framework and ontology, epistemology, axiology and methodology. Creswell (2013) lists how these beliefs are related with the social constructivist research framework. For ontology (the nature of reality), there are multiple realities which are constructed through people's interactions and lived experiences. For epistemological beliefs (how reality is known), "reality is co-constructed between the researcher and the researched and shaped by individual experiences" (p.36). For axiological beliefs (role of values), individual values are favored and gain importance. Lastly, for methodological beliefs (approach to inquiry), literary writing style and inductive methodology such as interviewing, observing, and analysis of the texts are used. Creswell (2013) discusses social constructivist research as:

> In social constructivism, individuals seek understanding of the world in which they live and work. They develop subjective meaning of their experiences- meanings directed toward certain objects or things. These meanings are varied and multiple, leading the researcher to look for the complexity of views rather than narrow meanings into a few categories or ideas. The goal of the research is to rely as much as possible on the participants' views of situation. Often, these subjective meanings are negotiated socially and historically…In terms of practice, the questions become broad and general so that participants can construct the meaning of a situation, a meaning typically forged in discussions or interactions with other persons. The more-open ended the questioning, the better, as the researcher listens carefully to what people say or do in their life setting. Thus, constructivist researchers often address the process of interaction among individuals… The researcher makes an interpretation of what they find, and interpretation shaped by their own experiences and background (p.25).

In this study, social constructivist view of research is taken into consideration. The context of the study exists in a socially constructed environment, and people in this context are in contact and in relation to each other, and since the systemic view of the department under study and the current and previous systems are all established with the experiences of people, specifically social constructivist paradigm of research is chosen.

4.4 Case Study

Since this study is designed as a case study, it is important to understand the characteristics of a case study. According to Yin (2012) a case is bound by a specific time and setting, and the researcher collects data using a pre-described procedure in a period of time from the individuals experiencing that case. Punch (1998) also points out that the aim of a case study is to develop a full understanding of the situation. Creswell (2013) explains case study research as following:

> Case study research is a qualitative approach in which the investigator explores a real-life, contemporary bounded system (a case) or multiple bounded systems (cases) over time, through detailed, in-depth data collection involving multiple sources of information (e.g., observations, interviews, audio-visual material, and documents and reports), and reports a case description and case themes (p.98).

Yin (1994) points out that a case study does not represent a sample, and in doing a case study, the goal will be to expand and generalize theories and not to enumerate frequencies. Yin (2009) defines the case study as "an empirical inquiry about a contemporary phenomenon, set within its real-world context – especially when the boundaries between phenomenon and contexts are evident" (p. 18).

> A case is generally a bounded entity (a person, organization, behavioral condition, event, or other social phenomenon)...Case study research assumes that examining the context and other complex conditions related to the case being studied are integral to understanding the case. In-depth focus on the case produces a wide range of topics to be covered by any given case study. In this sense, case study research goes beyond the study of isolated variables. As a product, and as a final feature in appreciating case study research, the relevant case study data is likely to come from multiple and not singular sources of evidence (p.6)

A case study is used in many fields such as programs, events, and activities (Stake, 1995), and there are several procedures for conducting a case study. The first step is determining whether a case study is suitable for the intended research subject. The next step is, identifying the case clearly to provide an in-depth understanding of it if it is an individual, a program, an event, or an activity. Then, the researcher needs to decide on the sampling and data collection procedure and instruments in order to conduct the study. After these procedures, the researcher has to analyze the data in detail (Creswell, 2013).

Yin (2012) proposed three steps in designing a case study. The first step is to define the case that one is studying. A case is generally a bounded entity (a person, organization, behavioral condition, event or other social phenomenon). It is also expressed that the case serves as the main unit of analysis in a case study. In a case study, the researcher must determine what is important, interesting, or significant.

The second step is selecting one of four types of case study designs. In this step the researcher should decide whether the case study is comprised of single or multiple cases. Among the single or multiple case study designs, the researcher also needs to decide if the case is a holistic or an embedded case study (Yin, 2008).

The third step involves deciding whether or not to use theory to fulfill the methodological procedures, such as constructing the research question, selecting the case, refining the case study design, or deciding the way the data will be collected. For example, an initial perspective can state that successful school principals perform as instructional leaders. Therefore, the researcher must attempt to build, extend, and support this perspective. This can test a hypothesis. However, this way may limit the researcher. Therefore, one can also state that the theory may be proposed after the initial findings of the results in order not to limit the research.

It is important to decide what the unit of analysis (case) in the study is and it can be found in Baxter and Jack (2008). They state that “While you are considering what your research question will be, you must also consider what the case is. This may sound simple, but determining what the unit of analysis (case) is can be a challenge for both novice and seasoned researchers alike” (p. 545). It can be understood that, although the case is an enormous one with its participants, the data, and the issues, the unit of analysis should be placed in the core of the study. The unit of analysis is the major entity that is being analyzed in a study. It is the 'what' or 'who' that is being studied. In social science research, typical units of analysis include individuals (most common), groups, social organizations and social artifacts (Yin, 2012). In the current study, the unit of analysis is the systemic change at Northview.

4.4.1 Types of Case Study

There are two types of case study: a single or a multiple case study. If the researcher limits his study with a single organization, institution, or case, then it is called a single case study. On the other hand, if there are more than one organizations, institutions or cases, then a multiple case study would be more appropriate. In this study, as there is the case of the systemic change at a school, a single case study will be implemented (Yin, 2012).

Two types of case study designs according to the method used are also listed: *explanatory* and *descriptive* case study (Yin 2012). The explanatory case study is defined as following:

> An explanatory case study consists of: (a) an accurate rendition of the facts of the case, (b) some consideration of alternative explanations of these facts, and (c) a conclusion based on the single explanation that appears most congruent with the facts (Yin, 1981; p. 61)

On the other hand, in a descriptive case study, a descriptive theory is used in order to describe the case before the researcher starts the research. It means that, the researcher has a theory to explain a single or multiple case(s) rather than collecting information from everything about the case. In the explanatory case studies, the reseacher tries to understand how or why something happened rather than just asking what has happened. In the current study, an explanatory single case study research is used in order to explain the reasons, components, the roles of the people, and the results of the change at Northview between 2014-2016.

4.5 The Role of Researcher

This section explains the role of the researcher's background; how I started to get interested in this subject, started to think of the case, and how the study is designed. It would be beneficial to say that my role as the researcher in this study is defined as a 'complete participant' (Spradley, 1980) who is fully engaged with the research site and the context.

Being a complete participant eased my work during this study for several aspects (Agar, 1980). First, it was easy for me to focus on the entire culture-sharing groups (Creswell, 2013) which were the students, instructors, and other staff working at Northview. It also enabled me to describe and interpret the shared and learned values and beliefs. Moreover, as I was immersed in the day-to-day lives of the people at Northview, I had the chance to observe them closely and interview them regularly.

I worked several years for Ministry of National Education (MoNE) as an English teacher after my graduation at an ELT department. Three years later, I started my job as an instructor at the preparatory department which is the case in this study, and it has been nine years since I started. Throughout my career at the department, I was able to experience and follow several organizational and curricular changes initiated at the department.

All these reminded me that we know very little about what a system is and how systemic change can be started and implemented. These are the reasons why I became interested in the systemic change as a research topic.

The time that me and my supervisor in this study negotiated about the research topic of my dissertation, my supervisor advised me to examine and study the systemic change initiative that my department had just started to conduct. After we decided on the topic of this study, I applied to the ethical commission and to the directorate of the school to get the required official permissions. This is the process how the subject of this study was chosen and got started.

After receiving the required documents, people working at the school helped us a lot to gain access to the official records and documents related with our study. Although I was granted by the director and the ethical commission to conduct this research, I had some doubts about whether the staff would like to participate and support this study. After I explained the purpose and the scope of the study, they volunteered to take part in the study except one instructor who told that she does not want to talk about the previous organizational or curricular changes and the people who initiated them.

The next step was to start the observation, collecting the official records and the documents. I was taking notes during the official and social meetings, and collecting the announcements, e-mails, and student scores. I also started to look and examine my own department more critically and I was noting down all details about the school. I was also examining the people, their behaviors, and the culture of the school more carefully. While doing these, I was trying to be sensitive in the context, be a good communicator with the people, trying to develop empathy, be tolerant and not the disturb people while doing my observation.

I conducted interviews after observation and field notes and obtaining official documents. All these results were a chance for me to study the subject in detail. I followed the data collection and data analysis procedures not to be lost in the huge data. I made notes, wrote memos, did drafting, used member checking and peer reviewing whether to see if I had not missed small pieces and to see whether the data is coherent with each other.

I also had one advantage which is being the complete participant in this study. As I experienced various systemic change initiatives in the institutions, I was aware of people's reactions to such a change process. To sum up, the procedures that are followed from the very beginning of this study provided us sufficient data and results to interpret and come to a conclusion.

From the beginning to the end of the study, I was the department head of the current system and one of responsible person for all the changes at Northview. This responsibility placed me as one of the members in the core team.

4.6 Research Setting

This study is conducted at an English Preparatory Department which is named as ‘Northview’ in this study. Northview is one of the three departments under the School of Foreign Languages at a middle-ranked (according to the students’ university entrance exam scores) university situated in the western part of Turkey. The other two departments are the Modern Languages Department and the Translation and Interpretation Department. The aim of Northview is to teach intensive English classes to the new students at the university.

At Northview, there are 38 instructors and approximately 800 students every year which make Northview the biggest department at the university. Every year nearly 700 new and 100 repeat students come to Northview to attend the intensive English classes. There are three groups of students; (a) must group students (whose department offers all courses in English or whose department offer 30% of the courses in English, or (b) optional group students (whose medium of education is mainly Turkish at their departments). Among the new 700 students, most of the students’ level of English when they arrive is A1 according to the CEFR. Their level is assessed by the proficiency exam at the beginning of the academic year. After these students’ levels are decided, they are put into the appropriate classes according to their level. The classes are consisted of mostly 30 students and they get 24 hours of English language education each week. The academic year consists of two semesters- each continues for 15 weeks.

During their education, students are required to take 11 quizzes, 4 midterms, and a final exam at the end. Moreover, they need to do two presentations- one poster, one PowerPoint. If students’ GPAs are over 60, then they have the right to continue their education at their departments at the faculties. If a student’s GPA is lower than 60, they take the make-up exam. If they fail at this exam, must students study one more year at Northview; however, if they are optional department students, these unsuccessful students can continue their education at their own departments.

When we investigate the history of the department, Northview was founded as a language center at first; however, with the needs of the university and the requirements of the Higher Education Council (HEC) regulations, it changed into a department in nearly 25 years. During the history of the department, nearly fifteen managements changed and seven RRDs were published which regulated the official authority and boundaries of the department that are analyzed in detail in the results chapter.

In parallel with the changes in RRDs and with the management, the main focus of this study is the organizational, curricular, assessment, and communication change experienced at Northview between 2014-2016. More specifically, the reasons, components, results of the change and people's roles in this process are investigated in the current study.

4.7 Sampling

The quality of a study depends not only on the appropriate methodology or instrumentation, but also on the suitable sampling strategies (Morrison, 1993). Sampling needs to be done before the planning of the methodology and the other design sections in the research. Getting information from the whole population is nearly impossible because of the time, expense, and accessibility to the all participants. Therefore, a smaller group, which is intended to represent the overall population, is selected, and this group is called the sample. In order to do so, purposeful sampling in which the researcher chooses the participants who will directly experience the case and will possess the characteristics that the study requires is used in this study. As the name suggests, the sample is chosen for a specific purpose (Cohen et al., 2007). The participants are decided purposefully beforehand in order to represent the whole population. These participants consist of the people who directly experienced the systemic change process in the school.

4.8 Participants

The participants of this study are the instructors, the director, and the administrative staff in the School of Foreign Languages, as well as the students who experienced both the previous system and the current system. The instructors were chosen as one of the main participants since they directly connected to the change and led the change in the institution. Secondly, the students who studied in those two systems were chosen to take part in the study as participants because these students are affected by the change regarding their curriculum, books, exams, rules and regulations, and attitudes of the instructors. Also, the administrative staff such as, the director, the secretary of the school, and the department secretary were the other participants as they directly affected, experienced by, and helped the change process.

4.8.1 Alumni

In this study, five students who studied at the Preparatory department and experienced the last two organizationally different departments in the 2013-2014 and 2014-2015 academic years took part. These students were interviewed in a focus group. These students were selected purposefully as they had the chance to experience and study at the two different departments in terms of the curriculum, organization, assessment, and communication, and they could express their feelings and experiences concerning about them. All of them were male students and they were from different departments. All these students are Science and Letters Faculty students. Their departments vary as Chemistry, and Biology. Also, they graduated from different high schools such as Regular, Health and Anatolian. Moreover, their English level which they state before starting university differs. Their level of English vary as low and medium. Table 4 demonstrates some demographic information about these students.

Table 4 The List of Student Participants

Student	Gender	Department	English Level before the preparatory department	Time of interview	Total Duration of the interview
S-1	Male	Chemistry	Beginner	January, 2016	
S-2	Male	Biology	Beginner	January, 2016	
S-3	Male	Biology	Beginner	January, 2016	85 mins
S-4	Male	Chemistry	Beginner	January, 2016	
S-5	Male	Biology	Beginner	January, 2016	

4.8.2 Instructors

Twelve instructors were offered a chance to participate in the study. The purpose and the scope of the study were explained in detail to the instructors, and the confidentiality was emphasized. After that, one instructor did not volunteer to take part in the interview. She said that she became too tense and anxious in such interviews, and she refused to participate in the study. Eleven instructors wanted to participate in the study willingly; therefore, eleven instructors accepted to participate in the study, and all of them accepted audio-recording.

Eleven full-time instructors, who were also observed, were interviewed individually for the study. These eleven instructors accepted the interview and audio-recording. The instructors have varying degrees of teaching experience, but all of them were the instructors who taught and experienced the last two systems actively. Therefore, it was beneficial to interpret their interview results regarding the systemic change process in the department.

Among the eleven instructors that were interviewed nine of them had been working as instructors, and two of them had been working as assistant professors in the school. Their age ranged between 31 and 42, and their work experience in the school ranged between 8 to 20 years. All of the instructors were educated in Turkey and got diplomas in Turkish universities. Three of them had majored in English Language and Literature while eight of them had majored in English Language Teaching (ELT).

Each of the participants was invited to participate in the study face-to-face. After eleven instructors accepted to take part in the interviews, they were asked job-related professional questions in order to understand their educational backgrounds and their previous experience in the school. No specific information such as their names or their school names is provided in order to keep their identities confidential.

For the purposes of keeping the anonymity of participants, they were given a number from 1 to 11. In order to indicate that they are instructors, the abbreviation of “instructor” is added to the beginning of the number as follows: INS-1, INS-2, etc. Each instructor will be introduced in detail below in order to give a better understanding of their professional lives. The specific information is given in Table 5 below.

Table 5 The List of Instructor Participants

Instructors	Gender	Age	Field of Education	Level of Education	Experience	Time of interview	Duration of Interview
IN-1	Female	33	English Language and Literature	BA	11	February,2016	23 mins.
INS-2	Female	34	English Language Teaching Curriculum and Instruction	BA MA	13	February, 2016	32 mins.
INS-3	Female	31	English Language Teaching Educational Management	BA MA	8	March, 2016	23 mins.
INS-4	Female	36	English Language Teaching English Language Teaching Translation and Interpretation	BA MA PhD	15	April, 2016	58 mins.

Table 5 (Continued)

Instructors	**Gender**	**Age**	**Field of Education**	**Level of Education**	**Experience**	**Time of interview**	**Duration of Interview**
INS-5	Male	37	English Language Teaching	BA	15	April, 2016	25 mins.
			Educational assessment	MA			
INS-6	Male	33	English Language and Literature	BA	11	April, 2016	35 mins.
			Sociology	MA			
INS-7	Female	33	English Language Teaching	BA	12	March, 2016	33 mins.
			English Language Teaching	MA			
			Foreign Language Teaching	PhD			
INS-8	Male	42	English Language and Literature	BA	20	October, 2016	32 mins

Table 5 (Continued)

Instructors	Gender	Age	Field of Education	Level of Education	Experience	Time of interview	Duration of Interview
INS-9	Female	42	English Language Teaching	BA	11	October, 2016	34 mins.
			English Language Teaching	MA			
INS-10	Female	33	English Language Teaching	BA	12	October, 2016	27 mins
			English Language Teaching	MA			
INS-11	Male	33	English Language Teaching	BA	11	October, 2016	19 mins
			English Language Teaching	MA			
			English Language Teaching	PhD			
Total							**473 mins**.

INS-1 is an experienced teacher. The department under study is her second work place, as she used to work at a primary school in the same city before. She has been working in this school for six years. First of all, it would be useful to express that her major is not ELT. This is important because she had not been educated to become a teacher. Parallel with her major which is English Language and Literature, she likes reading, especially the classics, and she connects this habit with her classroom practice. She encourages her students to read and to do reading exercises. Moreover, she expressed that her communication with her students was effective and her students are comfortable around her. She describes herself as an even-keeled and traditional teacher. She said she teaches directly without many extra-curricular activities. She mainly focuses on grammar in her lessons, and she does not use games or different activities in her classes. Interestingly, she said that she was boring in the class, and it was normal for her students to describe her as boring and standard, although she believes that she teaches well. She does not attend conferences as she does not describe herself as an academician but as a teacher. When she first started working at the school and basic language skills were taught separately, she gave Reading and Writing courses; however, now as it is integrated curriculum, like everybody in the department, she gives Basic English lessons. In the previous system, she always had a duty and responsibility. Once, she was working on reading and writing unit that was responsible for preparing the writing file, and then she volunteered to work in the testing unit. However, she stated that she was not happy with working in the testing unit as there were very few people in the unit, and the workload was too much. She even stated that there were frequent quarrels between the people in the testing unit, that they reported experiencing burnout.

INS-2 also majored in English Language and Literature, and she has an MA degree in Curriculum and Instruction. She had 13 years of professional experience at thetime of the study. This is her second place of work and she has been teaching in the department for 10 years. She used to work at a primary school in a village in the eastern part of Turkey. She stated that she followed the course book strictly, and she did not do extra activities. She supplemented her students with extra worksheets that her students needed. She usually follows the pace of other classes to be in coordination. She stated that she tried to make her students feel enthusiasm and she tried to motivate them. She wants to understand their psychology and mood. In grammar lessons, she is teacher-centered, but in other parts of the lesson, she tried to be student-centered. When she first started working at the school, she was assigned reading and writing classes, and she continued this until RRD 4 in 2010. After RRD 4, the skills based curriculum was stopped and integrated skills started. After that year, she had duties in both the reading and writing unit and the testing unit. She expressed the similar ideas as INS-1 that she was really "unhappy" in the testing unit, as there were frequent arguments about the quality of the exams, and they were criticized by the other instructors in the department. However, she stated that it was not their fault since they tried their best. She blamed of the program, books, materials, student level and the whole system in the department.

INS-3 majored in English Language Teaching, and she graduated in 2008, when she was employed by the university, so he has been in the department for eight years. When she first came to the department, she was hired as a listening and speaking instructor. She stated that she is a hospitable and supporting teacher. She explains everything to her students in detail. She tries to be active in the class and wants everybody to participate in the activities and speak. She was assigned to work in the testing unit in the previous system, and she shared similar feelings with INS-1 and INS-2. She stated that it was really difficult to prepare exams for the entire school, as there were not enough instructors working in that unit, and she complained that the organization did not allow them to work efficiently.

INS-4 is an experienced teacher in the department. She has been teaching since 2001, and this is her second place of work. Her bachelor and master's degree is in ELT. Currently, she is a PhD candidate in Translation department and she is writing her dissertation. Previously, taught at a university Preparatory department. She thinks that she is a good teacher; however, she has some reservations about the notion of teaching. She questioned how true it had been to teach a language that she did not know completely. She argued that she tried to teach English with Turkish and she stated that her students made it difficult for her to teach and tired her. From the early days until 2010, she was working as a Reading and Writing instructor. She still likes reading and writing classes, but she is an integrated Basic English course teacher now, as the system does not allow instructors to teach one specific skill separately. She was also assigned to the reading and writing unit in the past, and she was not complaining about the change; on the contrary, she expressed her gratitude for being in that unit as she felt really motivated and wanted to do her best in that unit.

INS-5 was one of the previous assistant-directors of the school. He carried out that duty for a very short time- 5 months- and he stated that he quit his managerial duty because of burnout from managing the school. He is also an experienced teacher as he graduated from university in 2001. He majored in ELT and holds an MA degree in Assessment and Evaluation. He states that he feels a sense of obligation to his students and he thinks of them when he is in the school. He describes himself as a giving teacher. He pointed out that students are important for him and he is a disciplined person both outside and inside the classroom. He likes to guide his students to accomplish their work. From the beginning of his career in this school, he has always been a Basic English teacher, and he has always been in the testing unit except in the 2016-2017 academic year. Last year, his unit was changed by the department chair. He is currently working in the new "Professional Development Unit (PDU)". He noted that he enjoys organizing PDU events.

INS-6 has been working in the department for eight years, and he majored in English Language and Literature. He holds an MA in Sociology. He described himself as a good communicator. He likes to have good and effective communication with his students both inside and outside the classroom. He likes to teach meaningfully which means that he tries to create bridge between what is taught and what is seen and experienced in real life context regarding the English language. As his bachelor is in Literature and he holds his MA in Sociology, he stated that he liked talking about philosophy, sociology, and literature during his classes. He likes to motivate his students by talking about contemporary topics in his classes. When he first started his profession in the institution, he was hired as a listening and speaking instructor, and once he was the coordinator of this unit. He did this for about one year and then he quit being a coordinator as he stated that it was a very tiring duty.

Similar to INS-6, INS-7 has also been working in the department for eight years. She majored in ELT and holds an MA in the same department. However, she changed her field for her PhD to Foreign Language Teaching. From the beginning of her career in the department, she has always given Basic English courses in the Preparatory department and Modern Languages department. She is also competent in Italian as she wrote her PhD thesis in Italy. She thinks that she is student-centered. She watches her students carefully during class time and engages in self-reflection to herself and make changes or diagnose students according to those reflections, all of which she states that she is a flexible teacher. She also said that she teaches inductively, and she avoids direct teaching and grammar teaching deductively.

INS-8 is one of the most experienced teachers in the study and the department. One of his unique characteristics is that he is one of the instructors that has been working in the institution since the foundation of preparatory classes in 1996. Therefore, he has seen many directors, managers and systems in the department. He was majored in English Language and Literature, and he has been working in the school for 20 years. He likes teaching, and he still has enthusiasm for teaching English. He attends several conferences and certificate programs in summers and during semester breaks. He is also one of the former vice-directors in the school, as he was assigned to this position twice. However, as the director changed during those periods, he had to give up his managerial duties.

INS-9 is also one of the vice directors in the history of the school. She stated that her managerial duty had also been short because of conflicts that she had had with the people in higher positions. She tried to do lots of things for the sake of system such as changing the curriculum, school culture, materials, and books; however, there was not enough time for her to put these into action. This is her second workplace as she had worked at a primary school right after her graduation from university. She started this school twenty years ago, and she is interested in listening and speaking skills. She majored in ELT and holds an MA in the same field.

INS-10 had been working in the institution for about eight years and this is her second workplace. Before, she had worked as an English teacher at a primary school in a small town. She stated that she had primary and high school students there studying at a multi-program high school and regional primary boarding school, so their educational levels had been low, and also the conditions had been very hard. She graduated from an ELT department and holds an MA in the Assessment and Evaluation field. She was formerly the vice-chair of one of the previous organization. She is a very effective and popular teacher among students, as all of her students have a great time during her lessons. She states that she plans extensively and she always has extra-curricular activities with her that she likes to share these with other instructors. As she was the former vice-chairperson, she experienced the previous system closely. She expressed her feeling explicitly about the previous systems and she was able to make comparisons between each system.

INS-11 majored in ELT, and he continued and completed his MA and PhD in the same field. He has many articles and publications in his field. He has been working in the institution for about 11 years and he is also one of vice-directors and chairpersons in the previous organization. This is why he is specially asked to be involved in the study. His managerial duty was long compared with the other directors or chair people. He gave up his duties because he had to fulfill his military service duty and he took a break from teaching and managing for one year. As a teacher, he likes to make his students do research and find their own ways of learning. He states that he does not engage in direct teaching, but fosters students to find their learning styles.

Moreover, four of the instructors have been interviewed in the focus group. These instructors were chosen intentionally as they have witnessed the change process today and in the past regarding. Therefore, these instructors had the chance to compare the process of current and previous systemic changes. There are four instructors in the focus group, and these instructors work experiences vary from 8 to 20 years. They graduated from different departments, such as English Language Teaching, and English Language and Literature. One instructor has a bachelor’s degree, two of them have master’s degree and one of them holds a PhD. The list is shown below in Table 6.

Four instructors were interviewed in a focus group in order to evaluate the interview questions and interpret the results. These four instructors were chosen intentionally, as all of them had managerial positions in the previous systems. For the sake of the anonymity, they have also been given acronyms in this study such as FOCI-1, FOCI-2, etc.

FOCI-1 is an assistant professor who majored in ELT and continued and completed his graduate studies in the Curriculum and Instruction. He worked in two different schools: a primary school after his university graduation, and a preparatory department at a different university. Currently, he has two managerial duties. One is the assistant director of the School of Foreign Languages, and the other one is department head of the Translation and Interpretation department. In the former system he was a coordinator of the testing unit. As a teacher, he states that he is disciplined and strict. He also pointed out that he likes to talk to his students during the class and tries to understand their learning capacities and abilities. He thinks that management is a stressful job.

Table 6 The List of Focus Group Instructors Interview Participants

Focus group instructors	**Gender**	**Age**	**Education field**	**Level of Education**	**Experience**	**Time of interview**	**Total Duration of Interview**
FOCI-1	Male	37	Curriculum and Instruction	PhD	14	January, 2016	
FOCI-2	Male	43	English Language Literature	BA	20	January, 2016	
							74 mins
FOCI-3	Female	36	English Language Teaching	MA	14	January, 2016	
FOCI-4	Male	30	Curriculum Instruction	MA	8	January, 2016	

FOCI-2 is one the most experienced instructors in the institution. He has been working in the same school for about twenty years. One unique thing about him is that he was the only authority in the school between 2007 and 2010. Those years, he was the assistant director of the school where the director was the rector who gave all the authority in the school to him. After he had resigned his managerial position, for four years, he did not take any managerial duties until the last systemic change started. He is currently the coordinator of the Testing Center of the School of Foreign Languages he was appointed as the Assistant Director of the School again (by February, 2017). He stated that he did not know what it means to be a teacher theoretically, as he majored in English Language and Literature department. He said that he learned teaching in the classroom and from more experienced teachers.

FOCI-3 is also one of the most experienced teachers in the school. She started to work here right after her graduation from the English Language and Literature department. Seven years after her graduating, she started her MA in ELT and completed it in 2011. She is currently the vice-chairperson of the department, and it is her first managerial duty. Before the last systemic change started in 2014, she was giving Basic English classes, but before that, she was a Reading and Writing instructor. She stated that when she was offered to be the vice-chair position responsible for the curriculum and instructors, at first she did not want to accept as she believed that it was a stressful job; however, after some time, she wanted to take part in the systemic change process.

FOCI-4 is the least experienced person in the management. He majored in ELT and has an MA degree in Curriculum and Instruction. He is the other vice-chair of the department responsible for the testing unit. Previously, he was working as the coordinator who was responsible for the testing and material in the previous system, but he quitted that position himself because he stated that he felt uncomfortable with the management and the system. As a teacher, he thinks that he is a facilitator in the classroom. He stated that he guides his students, and he believes that all the instructors are working for the sake of students. He pointed out that he is a student-centered instructor, and he plans his lessons beforehand. He noted that he has strict rules in the class and he thinks that his students get used to his rules in time. He also believes that coordinating and working with instructors is a tiring and stressful job; however, he likes to negotiate with the instructors in his unit.

4.8.3 Administrative Staff

The administrative staff has witnessed the change process from the beginning up until now. They have always supported and helped to gain access to the official documents. These administrative staff has taken responsibility to ensure the success of change process. They can be listed as the Director of School of Foreign Languages, the Secretary of the School who is responsible for the building and the administrative duties, and the Department Secretary, who deals with the official documents of the Preparatory department. They were interviewed one by one and their interviews have been audio-recorded and transcribed. These transcriptions were translated into English by the researcher. The acronym AS is used in the text, e.g. AS1, AS2, etc. As their management and administrative positions have been observed, detailed information is provided. The list of these participants is given below in Table 7.

Table 7 The List of Administrative Staff Participants

Administrative Staff (AS)	Gender	Age	Position	Years in the School	Duration
AS-1	Male	50	Director	2	
AS-2	Male	46	Secretary of School of Foreign	3	81 mins
AS-3	Male	38	Secretary of the Department	15	

AS-1 is the Director of the School of Foreign Languages, and he was assigned to this position by the Rector in February, 2014. It is not his first managerial duty, as he was the Coordinator of the Erasmus program, and he had been in that position for six years. After six years at the international office, he was hired as the Director of School of Foreign Languages. He states that he is not only experienced in managing but also educated in it. His PhD is in Sports Management field, so he knows both the theory and the practice of management. He majored in Physical Education department at one of the highest ranked universities in Turkey. After his graduation, he started at a high school as a teacher, and then he decided to continue his career in the academy and went to the U.S. to start his master's degree in the sports management field. Then, he continued his education in Organizational Behavior department. He currently (by March, 2017) has several managerial duties: he is a senate member, the Department Head of Sports Management, and the Director of School of Foreign Languages. Beside his managerial positions, he continues to teach in his own department. He states that he tries to enable his students to get the best education, and he likes to change his students' study behavior. As a manager, he stated that small and daily issues take too much time. However, he likes to work on academic and educational issues. He thinks that negotiation in management is so important, and he favors bottom-up management.

AS-2 is the Secretary of the School of Foreign Languages. He has been working in this position since 2013, and he is the first secretary of the school, which means that he is too busy to design the administrative mechanism in the school. He was first hired as a security guard in the university 17 years ago. He did that job for 8 years, and then he became an officer in the rector's office. Two years later, he got a promotion and became the chief of his unit, and after three years working as the chief, he was assigned as the Secretary of School of Foreign Languages. In September 2016, he got another promotion and became the General Secretary of the University. He states his professional principles as being disciplined and trustful. He helps with the workload and students' requests.

AS-3 is the Secretary of the Preparatory Department, who is responsible for the paperwork, and the tasks that both the department head and the school secretary give. He has been working in the same institution from the beginning of his career in 2002. He worked with five different managements throughout his career. He states that he tries to do his best for the sake of the school and he shares his experiences with the new managers.

4.9 Data Collection Resources

In this section, data collection instruments, data collection methods, and data collection procedures are described. In a qualitative case study, the resources of data collection are not limited to only one or two sources. The good case study is considered to benefit from multiple data collection sources (Lincoln and Guba, 1985). Yin (2012) listed six commonly used sources of data collection in a case study as following:

- Direct observation (e.g. human actions or physical environment)
- Interviews (e.g., open-ended conversations with key participants)
- Archival records (e.g., student records)
- Documents (e.g. newspaper articles, letters and e-mails
- Participant-observation (e.g. being identified as a researcher but also filling a real-life role in the scene being studied)
- Physical artifacts (e.g., computer downloads of employees' work) (p.10).

In this study, three types of data collection sources are used: observations, interviews, and documents. Both focus group and semi-structured interviews, official document analyses, and the observation techniques in the school are used. According to Creswell (2013) data collection is conducted in order to build an in-depth picture of the case. In Table 8 below, the data collection instruments, resources and the purpose of these methods are given.

Table 8 Data Collection Resources

Data collection instrument	Data Resources	N	Purpose
Focus group interviews	Instructors Alumni	4 5	Identify the interview questions, decide the themes and interpret the results
Semi structured interviews	Instructors Administrative staff	11 3	Decide the themes and interpret the results
Observation	Observational Journal		
Documents	Rules and regulations document (RRD) Official reports Exam scores		

4.9.1 Interviews

Interviews are used to evaluate or assess a person and gather data in a study. For the purposes of this study, the research interview has been defined as ‘a two-person conversation initiated by the interviewer in order to obtain research-relevant information. Interviews are categorized under three categories: structured, semi-structured, and unstructured. In structured interviews, the content and the procedures are organized in advance, which means that the researcher does not have a great freedom to change the content and the sequence of the interview questions. In semi-structured interviews, the questions have also been prepared beforehand, but the researcher has some freedom to add, pass, modify, or replace the interview questions. In unstructured interviews, the interviewer starts with a general question and gives control to the participant to the interview and does not have much control on the sequence and the content (Cohen et al., 2007).

Also, the focus group interview is defined as despite not being representative of the whole focused group, with purposive selecting, in depth interviews are done on a given topic. Participants in this type of research are, therefore, “selected on the criteria that they would have something to say on the topic, are within the age-range, have similar socio-characteristics and would be comfortable talking to the interviewer and each other” (Richardson & Rabiee, 2001, p.5). In the current study both semi-structured and focus group interviews are conducted in the participants’ own native language in order to make them comfortable and obtain an in-depth data from the participants.

4.9.2 Observation and Field Notes

The second data collection instrument is the observation. Creswell (2009) defines observation as “the act of noting a phenomenon, often with instruments, and recording it for scientific purposes” (p. 54). He goes on to say that observation in research is systematic and formal. The case study observation is conducted in the field and in its naturalistic settings. Therefore, the observer to one degree is involved in the observation process (Creswell, 2013).

Yin (2012) emphasized the importance of direct observations in a qualitative case study. It is stated that direct observations can focus on human actions, physical environments, or real world events. Researchers’ own five senses are used to take field notes, and create narratives based on what the researcher sees, hears and feels. Another way to do direct observation is making direct observations using formal observational instruments and then noting, rating and reporting.

There are four types of observation used in a qualitative study. These are complete observation, observer as participant, participant as observer, and complete-participant (Creswell, 2013). In the complete observer role, the observer is as detached as possible from the setting under study. Observers are neither seen nor noticed. Such a role was thought to represent a kind of ideal of objectivity, although it is mostly out of favor because it can lend itself to deception and raise ethical issues. In the observer-as-participant role, the researcher conducts observations for brief periods, perhaps in order to set the context for interviews and other types of research. The researcher “is known and recognized, but relates to the subjects of study solely as a researcher. In the participant-as-observer, the observer is more fully integrated into the life of the group under study and is more engaged with the people; he or she is as much a friend as a neutral researcher. Lastly, the complete participant observer “disappears completely into the setting and is fully engaged with the people and their activities” (Angrosino, 2007; p. 54) , perhaps even to the extent of never acknowledging his or her own research agenda.

Field notes also help us to collect observational data details. The written field notes that the researcher keeps detail what is heard, seen, and thought and may help the researcher while collecting and analyzing the data. The quality of the observation that the researcher does should be detailed and extensive in order to achieve a thorough and thick description. In the field notes, the researcher studies people, events, objects, activities and conversations (Yin, 2007). In the current study complete-participant type is used, as the researcher is fully engaged with the research context for 70 hours and 87 full pages of field notes are taken. Moreover, observation and field notes are used in this study in order to find out the changes happened in the school regarding the instructors and administrative staffs’ behavior and attitude towards the school. In order for an in-depth understanding of the site and the change to develop, the researcher will observe the instructors, students, and administrative staff.

4.9.3 Documents

The last data collection instrument used in this study is documents such as official rules and regulations, exam scores and the official reports. Creswell (2009) points out that documents may be the official and public documents in an institution. Simons (2009) describes the use of documents as following:

> Formal document analysis tends to be used less than interview and observation in case study research, and its potential for adding depth to a case have not perhaps been fully exploited. However, there are many ways in which documents can be used in case study to portray and enrich the context and contribute to an analysis of issues. I am using the word ‘document’ widely to mean not only formal policy documents or public records but anything written or produced about the context or site. This can include documents that formally represent the organization, such as prospectuses, annual reports, audit reports, equal opportunity statements, vision statements, rules and regulations,

> examination results, and informal documents like newspapers, bulletins, memos, all of which may contain clues as to how the organization envisages itself and how the program has evolved (p.65).

In order to understand the systemic changes in the school under study, this study explored the past and previous rules and regulations documents dated 1993, 1996, 2005, 2010, 2012, 2013, 2015. Also, the statistical comparisons of students' scores are given in the first chapter. Lastly, the official reports that were written after the planning and evaluation meetings are analyzed.

4.10 Data Collection Procedure

First of all, the pilot study of the interview questions was done with some of the participants. Then, the focus group interviews with the instructors and the students were conducted in order to find the main themes or subjects of the semi-structured interviews. After analyzing the results of the focus group interviews, the content and sequence of the semi-structured interviews were controlled, and then they were applied to the instructors, students, and the administrative staff. After the interviews, the collection and analysis of the documents were done. While these three data collection instruments were being conducted, observation would still continue. All interviews were audio-recorded and transcribed by the researcher. Then the data were transcribed and translated into English. A visual representation of data collection procedures can be seen in the Figure 1 below:

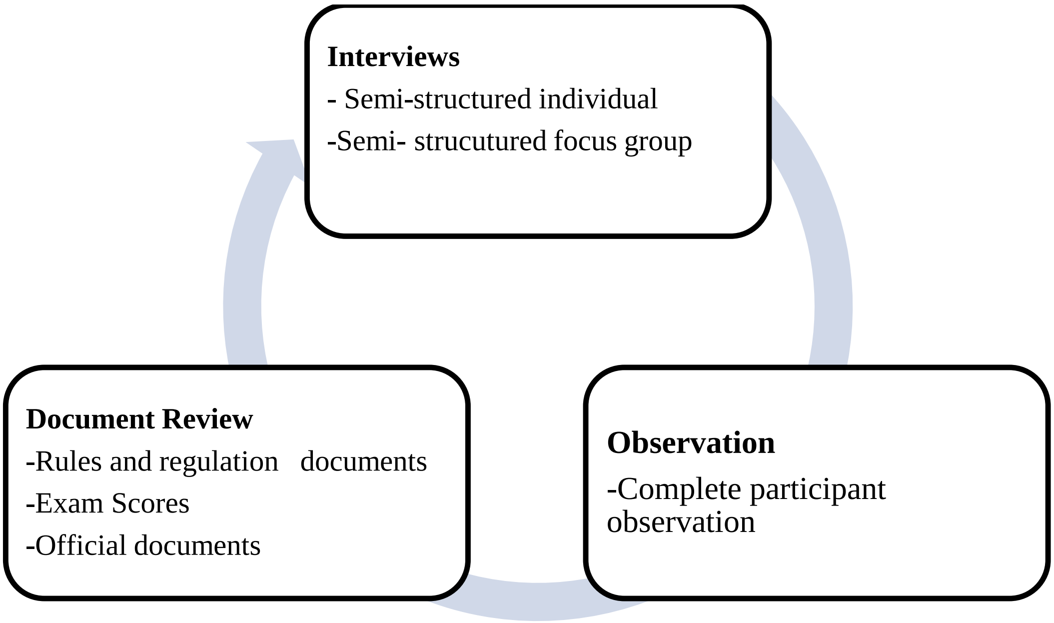

Figure 1 Data Collection Procedure

As can be seen in the Figure 1, data collection is an ongoing process, and the three data collection instruments have been implemented at the same time continuously. The data collection procedure started in October 2014 and continued through October 2016. During this long period of data collection, the changes about the organization, curriculum, assessment, and communication occurred in the school regarding the instructors, administrative staff, and the students were observed. While observation was being done, both interviews and documents were collected.

4.11 Quality Criteria

In this section of the study, the quality of the study is discussed under two subheadings; trustworthiness and triangulation. Trustworthiness criteria enable the study to become more valid. On the other hand, triangulation refers to comparison of different sources and types of data by looking at different theories related to the subject under study (Patton, 2002). The following paragraphs discuss both trustworthiness and triangulation issues in relation to the literature.

4.11.1 Trustworthiness

One of the concerns that this study aims is the broad understanding of the systemic change by examining the context and the people in the process. To ensure that the interpretations and the results of this study are trustworthy, *credibility, transferability, dependability,* and *conformability* as the naturalists' equivalents for the validity are examined (Lincoln & Guba, 1985). Eight strategies have been presented in order for the validity or trustworthiness of the qualitative study. These are prolonged engagement and persistent observation, triangulation, peer review, negative case analysis, clarifying researcher bias, member checking, rich and thick description, and external audits. Prolonged engagement and persistent observation in the field means learning the culture and checking the results of the data gathered. The second is triangulation where the researcher uses multiple and different sources, methods, or theories in order to check the data and the methods used. Thirdly, the peer review or debriefing provides the researcher an external thought and idea on the method and the data. Next, in negative case analysis, the researcher extends the hypothesis while the research goes on and compares it with the negative cases. Clarifying researcher bias enables the readers to understand from which point the researcher looks into the researched items and the subject. Therefore, it would be easier for the reader to understand what message the researcher wants to convey. In member checking, the researcher checks the data and the results with the participants whether there are misleading points. Rich and thick description enables the readers to understand the situation, aim of the study, and comment on the results deeply. Lastly, in external audits, the researcher allows an external consultant or researcher to examine both the process and the product. (Creswell, 2013; Lincoln & Guba, 1985)

Credibility in the quantitative research is used similar to the validity in the quantitative research. Credibility criteria show whether the findings are true for the situation and whether it measures what it actually intended to measure (Lincoln & Guba, 1985). In this study, in order to enable credibility, prolonged engagement and persistent observation techniques are used. To do so, the researcher engages in the site for a long time to understand the environment, culture of the school, the components and the people. Moreover, thick description of the context, components, and findings are given. Peer review is also used to check the results and the data collected.

Secondly is transferability, which is also known as generalizability of the study and the findings. Yin (1994) argues whether the findings can be generalized in a qualitative study. However, Merriam (1998) stated that a case is not selected to generalize the findings but to understand the deeper level of meanings and understandings of the case and this could be achieved by looking at the case in detail. Since this study is constructed as a single case qualitative research design, rather than transferability, by doing thick description of the case, in-depth understanding of the study is aimed.

Thirdly, dependability is called the preconditioning of credibility (Lincoln & Guba, 1985). The equivalent of dependability in a quantitative study is the reliability which is finding similar results and understandings when the study is conducted again. However, it would be difficult to find the same results in a qualitative research as the qualitative research deals with humans and their experiences. On the other hand, dependability could be achieved by using the same methodology and it should be consistent and dependable with the other. (Lincoln & Guba, 1985). In order to achieve dependability, triangulation of the methods and data are used. Moreover, by examining the negative case in this subject, the coherence of the results is analyzed. Lastly, external audit criterion is applied by having an external researcher and academician to check the process of the study. For dependability, the researcher uses detailed field notes, good quality of tape recording and transcription, and spend time in the researched place and group. Intercoder reliability where more than one researcher does the coding and compares their results is also used for the reliability of the data (Creswell & Miller, 2000). In this study, an instructor who holds his Phd in ELT field checked the codes of the results of data gathered.

The last criterion is the confirmability, which tells that whether the data, findings, and the conclusions are internally coherent. This criterion is important for the sake of other researchers who may intend to conduct a similar study (Miles & Huberman, 1994). In order to accomplish confirmability, detailed notes have been taken from the beginning of the study. Moreover, after transcribing the interview results, members that participated in the study are asked to check their words whether to see if they want to add more words or control their comments on the question they were asked. Lastly researcher's bias is also taken into account not to mislead the readers' assumptions on the findings of the study.

To sum up, in this study, in order to make the results trustworthy, the researcher engaged in the site for a long time to understand the environment, culture of the school, and the system. Also, multiple resources of data collection instruments and participants are used in order to triangulate the method and the data. During these implementations, the researcher worked closely with the thesis supervisor for debriefing. In this study, as the researcher is the complete observer, his ideas and beliefs are shared explicitly. Also, the interview transcription is checked with the participants for member checking. As mentioned earlier, thick descriptions is done in order to enable an in-depth analysis of the case.

4.11.2 Triangulation

Triangulation is checking the components of the method and the data sources in multiple ways, and it strengthens credibility, dependability, confirmability of the study (Stake, 1995). Lincoln and Guba (1985) suggest that "no single item of information should ever be given serious consideration unless it can be triangulated" (p.283). Two types of triangulation can help the study become more trustworthy. These are methodological and data source triangulation.

Data Source Triangulation

Data source triangulation refers to searching for support of the participants' interviews results or observational reports whether they are coherent and similar to each other. In this study, data source triangulation is done by examining the results of observational field notes that the researcher kept during the observation sessions, and by comparing the results of the interviews.

Methodological Triangulation

Methodological triangulation requires different types of method for data collection (Lincoln & Guba, 1985). In this study, interviews with individual instructors, instructors in focus groups, interviews with administrative staff, and focus group interviews with alumni are used. Moreover, observational field notes and official documents are used in order for cross check of the results obtained.

4.12 Data Analysis

Creswell (2013) states that ‘the data analysis strategies in a qualitative research consists of preparing and organizing the data, then reducing the data into themes through a process of coding and finally representing the data in figures, tables or a discussion’ (p.180).

Official documents such as rules and regulations documents and exam scores were collected, and observations were done. The necessary field notes were taken; moreover, both focus group and individual semi-structured interviews were conducted, and was audio recorded for an in-depth analysis of the current study. Therefore, there are numerous sources of data collected to be analyzed. The collected data needs to be analyzed so that some sort of sense will emerge from all that information. Two types of data analysis have been proposed by Angrosino (2007); *descriptive analysis,* and *theoretical analysis*. The definitions are given below;

> Descriptive analysis is the process of taking the stream of data and breaking it down into its component parts; in other words, what patterns, regularities, or themes emerge from the data? On the other hand, theoretical analysis is the process of figuring out how those component parts fit together; in other words, how can we explain the existence of patterns in the data, or how do we account for the perceived regularities? (p.67).

Angrosino (2007) lists five important components of data analysis procedure for the descriptive analysis. The first one is data management. In this section, field notes should be kept clearly organized. Then the second one is overview reading. Here, the researcher needs to read through notes before proceeding with a more formal analysis. The next component is clarification of the categories. The researcher needs to begin with a description of what was seen in his notes. Then, moves to classification of the notes, which is the essential process of taking apart the narrative description and identifying categories or themes is. The last one is presentation of the data. Here the researcher summarizes the useful categories in the text, tabular, or figure form. On the other hand, for the theoretical analysis, the researcher considers the patterns in light of existing literature, and then demonstrates how findings relate to the interpretation of others.

Another data analysis strategy is given in Creswell (2013). He proposes the *analytical data analysis procedure or spiral data analysis procedure*. For a qualitative case study, it is summarized that the researcher needs to create and organize files for the data, read through the text, make notes in the margin, form initial codes, describe the case and its context, use categorical aggression to establish themes of patterns, and after that use direct interpretation, develop a naturalistic generalizations of what was learned, and present an in-depth picture of the case using narrative, tables, and figures. He states that “the process of data collection, data analysis, and report writing are not distinct steps in the process- they are interrelated and often go on simultaneously in a research project” (Creswell, 2013, p.182).

The spiral starts with the process. At the very beginning, the researcher organizes the data into computer files, for analysis either by hand or computer. After the organization of the data, researchers continue analysis with to get a sense of the whole database. Reading the transcripts several times is suggested (Creswell, 2007). Writing notes or memos in the margins would help the researchers in the initial process of exploration. The next step is describing, classifying, and interpreting data into codes and themes. Here, the researcher moves from the reading and memoing to describing, classifying, and interpreting the data. The researcher forms codes or categories and represents the heart of qualitative data analysis. The researcher builds a detailed description, develops themes and provides the interpretation. The codes can represent information that researchers expect to find before the study, surprising information that researchers did not expect to find, and information that is conceptually interesting or unusual to researchers. The next step in data analysis is interpreting the data. According to Creswell (2009), it involves;

> Abstracting out beyond the codes and themes to the larger meaning of the data. It is a process that begins with the development of the codes, the formation of themes from codes, and then the organization of themes into larger units of abstraction to make sense of the data. Several forms exist, such as interpretation based on hunches, insights, and intuition. Interpretation also might be within a social science construct or idea or a combination of personal views as contrasted with a social science construct idea (p.201).

The final phase is representing the data. It shows what is found in the text, table, or figure form. It can be a comparison table, a matrix, or a hierarchical tree diagram and the cells contain text, not numbers.

In the present study, Creswell's (2013) *analytical* and Angrosino's (2007) *theoretical* data analysis procedures are used. I first created and organized files for the data. Then I read through the texts, made notes, and formed initial codes. Then I described the case and the context regarding the results of the codes and themes. Next, for classifying phase, I used categorical aggression to establish themes and patterns. During the interpretation phase, I used direct interpretation, and developed naturalistic generalizations of what was learned. Lastly, in the data analysis procedure, I tried to present in-depth picture of the case using figures and tables in relation to the relevant literature and similar cases.

4.12.1 Coding

In this study, for the in-depth analysis of the data collected, Saldana's (2009) coding manual (codes to theory model) is used. He explains the model as following:

> A code in qualitative inquiry is most often a word or short phrase that symbolically assigns a summative, salient, essence-capturing, and/or evocative attribute for portion of language-based or visual data. The data can consist of interview transcripts, participant observation field notes, journals, documents, literature, artifacts, photographs, vide, websites, e-mail correspondence, and so on (p.3).

Coding starts with writing codes and putting them under categories and finally combining the categories to reach certain themes or concepts. In his book, he lists the types of coding to be used in the data analysis procedure. In this study, descriptive coding, which is a one-word code summarizes the primary topic of the excerpt used. By using descriptive coding, the initial codes were noted on the documents. Next, these codes were categorized and then concepts and themes that will help to explore the case are asserted.

4.12.2 Qualitative Data Analysis Software

In the current study, in order to analyze the large body of data, MAXQDA qualitative data analysis software was used. This software is used to import texts and PDF documents that have been prepared after the observation or interview results and help the researcher to organize and analyze it neatly With the program, one can keep the demographic information of the data, do the coding, add memos, and group them under certain categories. The researcher can also upload focus group interviews and survey transcriptions and start analyzing them. Moreover, the software enables the researcher to create maps for their thematic work (MAXQDA, 2015). One screenshot from MAXQDA software while doing the data analysis and coding in this study is given in the next page in Picture 1. John and Johnson (2000) summarized the advantages of using such software in the analysis as following:

> The advantages of using qualitative data analysis software include being freed from manual and clerical tasks, saving time, being able to deal with large amounts of qualitative data, having increased flexibility, and having improved validity and auditability of qualitative research (p.1).

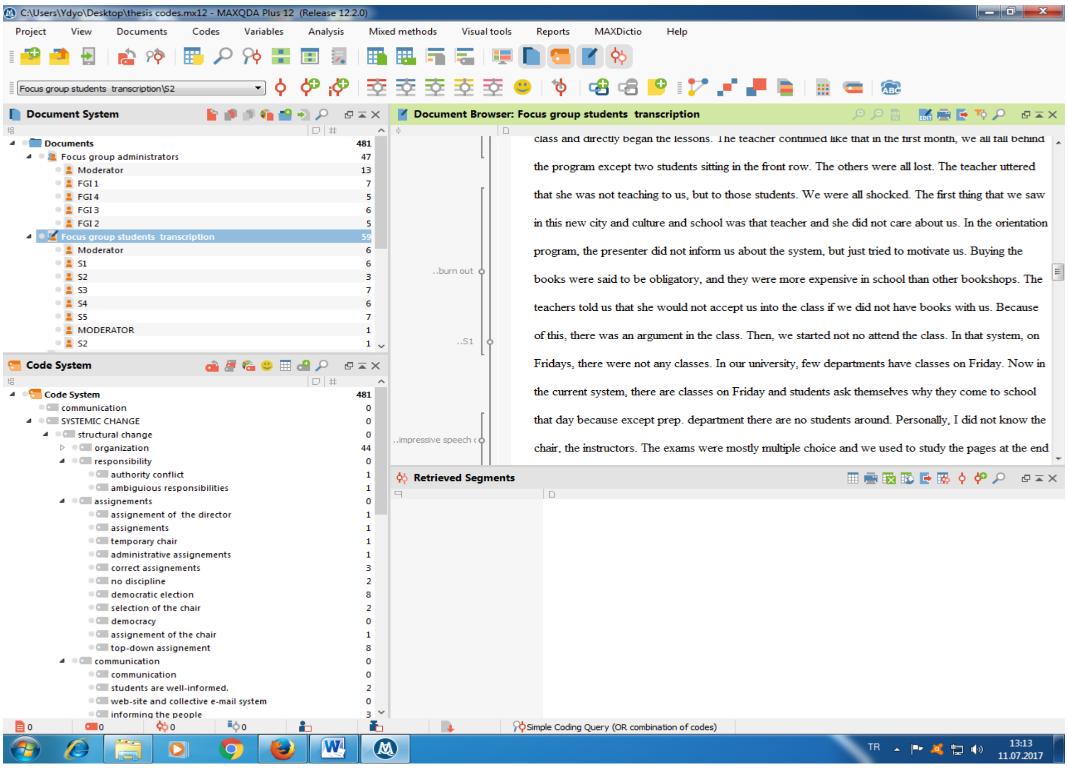

Illustration 1 Qualitative Data Analysis Software (MAXQDA)

In the current study, after transcription the data, they were uploaded to the software and descriptive coding was done. After obtaining the codes (see Appendix A), the categories and the sub-category decided. In order to be trustworthy, member-checking and inter-coder processes were applied. After the analytical data analysis procedure, descriptive procedure was done by examining the related studies and cases in the literature.

4.13 Conclusion of the Method Chapter

In this section, the research methodology used throughout the of the current dissertation is given. Specifically, the qualitative research design, philosophical assumptions, case study, the role of the researcher, sampling strategies, information about the participants, data collection tools and procedures, data analysis tools and procedures, and the quality criteria were outlined. In the following chapter, the results of the study will be given.

CHAPTER V

RESULTS

This chapter presents the results of the documents, interviews, and observation analyses in relation to the research questions. For an in-depth analysis, three data collection tools were used to draw logical conclusions that answer the four main research questions. This section of the study follows a thematic outline, which starts with a review of the institution's documents and is followed by a data analysis of the documents, interviews, and observations in line with the resulting themes.

The reasons for the systemic change at Northview are drawn from an analysis of the instructors, alumni, and administrators' answers to the interview questions. The documents are used to develop an in-depth understanding of the systemic change experiences in the department. Finally, the observation results are given regarding the reason, content, roles of the people, and the results for the systemic change.

An analysis of the collected data resulted in five themes: motivation, leadership, structural change, standards, and whole school involvement (see Figure 2). Each theme has a follow-up statement, which differs according to the aim of each research question, and each research question is analyzed under these themes. To understand the reasons, components, roles of the people, and the results of the system change process in Northview, the interviews conducted with the instructors, administrative staff, and alumni are analyzed in detail. The findings of the document analyses and the interview results are supported by an observation analysis.

5.1 Review of Institutional Documents at Northview

Because the historical background of the department and its former organization has a significant effect, seven RRDs that have been published since the foundation of the university, are analyzed. Table 9 presents the names and dates of the RRDs.

Table 9 The List of Rules and Regulations Documents

Document	Name	Date
RRD1	RRD of Language Education and Research Center	15/05/1993
RRD2	RRD of Language Education and Research Center Preparatory Classes Education and Assessment	31/10/1996
RRD3	RRD of Language Education and Research Center Preparatory Classes Education-Teaching and Assessment	31/10/2005
RRD4	RRD of Foreign Language Education and Research Center Preparatory Classes Education-Teaching and Assessment	12/11/2010
RRD5	RRD of Foreign Language Education-Teaching and Assessment	07/09/2012
RRD6	RRD of Basic English Department Education-Teaching and Assessment	25/06/2013
RRD7	RRD of Preparatory Department Education-Teaching and Assessment	07/06/2015

5.1.1 General Descriptions of the RRDs

The university involved in the current study started providing an English language education from the start of its establishment in 1993, when the first RRD was released. This document gave limited information about how to implement

English courses since the Preparatory Department had not yet been founded. With the publication of this document, the Language Education and Research Center was officially opened in 1993 under the authority of the rector's office. The institution did not have the authority to be represented in the university senate. This document consists of four main sections: definitions, aim, field of work, and organization and administration. The definitions section defined the name of the language center, the aims section determined that the aim of the center was to give language education to the university staff and the students and increase their language level. It was also claimed that the center needed to conduct research on language education. This RRD contained limited content, with an indicator sentence that was broad with an unclear aim; thus might be because it was the first official RRD to establish and assign a center responsible for language education. Table 10 shows a detailed comparison of the content of the RRDs.

The second RRD, which was put into operation three years after the first one, in 1996, was more detailed than the first, as the preparatory classes were founded in that year. The document consisted of 10 sections: aim, base, the aim of the preparatory education, the definitions of the preparatory students, the duration of preparatory education, attendance, preparatory education program, exams and assessment, disciplinary procedure, and graduation. As the school of foreign languages had not yet been founded, the institution was still a language center without separate departments. The second RRD was thus a basic preparatory class document. The name of the document changed, and a "Preparatory Classes" statement was added to the title of the document. This document, which described the aim, duration, definitions, attendance, program, exams and evaluation, proficiency exam, midterms, quizzes, assignments, and make-up exams in detail, was one of the most detailed RRDs. This second RRD was used unchanged for nine years.

Table 10 Comparison of Rules an Regulations Documents

Items	**RRD 2 (1996)**	**RRD 3 (2005)**	**RRD 4 (2010)**	**RRD 5 (2012)**	**RRD 6 (2013)**	**RDD 7 (2015)**
Class hours (Weekly)	20-32	20-30	20-32	At least 24	At least 20	At least 20
The base score to pass the Department	70	60		65	65	60 - 80
Exemption criteria	No information	No information	FCE – C TOEFL-CBT – 183 IELTS-5.5. KPDS-60 ÜDS-60 If a student studied at a preparatory school at a different university in the last 3 years and has at least 60 GPA score.	FCE –C TOEFL-CBT 198 IELTS 4 KPDS – 60 ÜDS – 60 If a student studied at a preparatory school at a different university in the last 3 years and has at least 60 GPA score.	TOEFL(IBT) – 72 TOEFL (PBT)- 531 IELTS – 4 YDS - 60 If a student studied at a preparatory school at a different university in the last 3 years	a) If the student has the equal scores which are indicated in HEC. b) If a student studied at a preparatory school at a different university in the last 3 years. c) If the student studied at a high school which was in a country where English is an official language.

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Table 10 (Continued)

Items	RRD 2 (1996)	RRD 3 (2005)	RRD 4 (2010)	RRD 5 (2012)	RRD 6 (2013)	RDD 7 (2015)
How to take the proficiency exam and the final assessment	Student's GPA needs to be at least 70 to take the proficiency exam in the end.	Student's GPA needs to at least 55 to take the proficiency exam in the end.	a) Students need to fulfill the attendance requirement b) Students need to have 60 GPA in each module c) Each student has the right to fail twice in the modules. If he fails more than two, he cannot attend the classes but can take the proficiency exam. d) Students need to get 60 on the proficiency exam or 70 in the last module (AFLCS)	a) The average of two terms comprise 40% percent of the GPA. The other 60% is from the final exam. b) If a student did not take the quizzes or midterms and his term average is 0 (zero), he has the right to take the proficiency exam and get at least 65.	a) Students who exceed the non-attendance limit cannot take the proficiency exam at the end of the year and repeat the program. b) Their average scores needs to be at least 65.	a) Students who exceed the non-attendance limit cannot take the proficiency exam at the end of the year and repeat the department. b) Their average score needs to be at least 60, and 80 for the departments accepting students with foreign language scores to the university.

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Table 10. (Continued)

Items	RRD 2 (1996)	RRD 3 (2005)	RRD 4 (2010)	RRD 5 (2012)	RRD 6 (2013)	RDD 7 (2015)
Exams at the beginning of the academic year	There is only the proficiency exam at the beginning	There are both proficiency and placement tests at the beginning	There are both proficiency and placement tests at the beginning	Placement test is used to assess both proficiency and placement.	The exam at the beginning of the academic year is named both proficiency and placement exam.	There is only the proficiency exam, and it is used as to assess whether the students are proficient in English, or for placement purposes.
Midterm	a) At least 3 midterms in each semester b) Midterms count toward 60% of the GPA.	a)At least 2 midterms in each semester b) Falls semester midterms count toward 25% the GPA, Spring midterms count toward 35%.	No midterms	a) At least 2 midterms. b) The portion of midterms in GPA in one term is 60%.	No information	a) The department chair decides how many midterms to conduct. b) Midterms make up 60% of the term average.
Quizzes	At least one quiz needs to be taken, and there is no time limit.	At least one quiz needs to be done. -The quizzes can take mostly 15-20 minutes term is 15%	No predetermined number of quizzes.	No predetermined number of quizzes.	No information	The department chair decides how many quizzes to conduct.

Table 10 (Continued)

Items	RRD 2 (1996)	RRD 3 (2005)	RRD 4 (2010)	RRD 5 (2012)	RRD 6 (2013)	RDD 7 (2015)
Assignments / Portfolios	At least two assignments should be given in each term.	No certain number of assignments	Portfolios were started.	No assignments or portfolios.	No information	The department chair decides whether to assign any projects or assignments and include them in to the term average score.
Final Exam	The proportion of final exam is 40 in GPA in one term.	No final Exam.	a) At the end of each module, a final exam is conducted. b) The proportion of final exam is 50% in GPA in one module.	No information	No information	a) It is the proficiency exam in the end of the year. b) Final exam have 40% proportion in the GPA.
Make-up exam	Students need to submit their health reports in one week to the directorate in order to take the midterm and final make-up exams.	Students need to submit his health report in ten days to the directorate in order to take only the midterm make up exam.	Only final exams have make-ups.	Students need to submit his health report in three days to the directorate in order to take only midterm make-up exams.	If a student fails in the academic year, then the proficiency exam at the beginning of the following year is used as the make-up exam.	Students need to submit their health report in three days to the directorate in order to take the midterm or final make-up exams.

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Table 10 (Continued)

Items	RRD2 (1996)	RRD3 (2005)	RRD4 (2010)	RRD5 (2012)	RRD 6 (2013)	RDD7 (2015)
Portion of term average counted toward GPA	50% fall term 50% spring term	45% fall term 55% spring term		45% fall term 55% spring term	25% fall term 25% spring term 50% proficiency exam	30% fall term 30% spring term 40% proficiency exam
Summer School	No information	No information	Only the students who succeeded in the fourth module or the students who were not successful in the fifth module can attend summer school.	No information	No information	No information
Dismissing (the criteria for unsuccessful students)	After two years	After two years	No dismissing	No information	No information	After two years

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In 2005, the RRD 3 was published with eleven sections, which were similar to those in RRD 2. The name remained the same and only a few changes were made to the implementation of the preparatory classes, such as the exams and the weight of each exam. The only section added to this document was the content section. This document remained as detailed as the previous document.

One of the biggest changes in the history of the school was experienced in 2010 when the modular curriculum was introduced, although this did not involve a structural change with the school as a School of Foreign Languages or Preparatory Department. As a result of the curricular change to the school, the RRD had to be changed. RRD 4 described the details of that new department and was divided into three main sections. The first section consisted of four parts: aims, content, base, and definitions. The second section discussed the fundamentals of education including the aim of the preparatory education, the students, the duration, and the proficiency exam. The third section explained the fundamentals of the program, course exams, and assessments. Notably, RRD 4 was the first to make an official mention of summer school and to contain an exemption section. Moreover, with the publication of this document, the university started to accept the results of internationally or nationally recognized exam scores such as the Test of English as a Foreign Language (TOEFL), the International English Language Testing System (IELTS), the First Certificate in English (FCE), the Examination of Foreign Language Proficiency of State Employees (KPDS in Turkish), and the Inter-University Foreign Language Examination (ÜDS in Turkish).

RRD 4 stipulated using the Common European Framework of References for Languages (CEFR) to determine the modules and student proficiency levels. There were five modules as A1, A2, B1, B2, and AFLCS (Advanced Foreign Language for College Studies). AFLCS was the last module which was designed to prepare the students to the exam that all students needed to take at the end of the academic year, and this module was special to the Northview. Student level was determined by results of the proficiency exam given to students at the beginning of the academic year, and they were placed in the appropriate module. The first four modules continued for five weeks, and assessment was based on results of the quiz and the students' portfolio, attendance, and final exam scores. If the student obtained an average score higher than 60 for each module, the student could continue to the next module. Unique to this RRD was that students obtained extra points for attending the classes.

RRD 5 was published in 2012, when the curriculum of the department was changed again, the modular system was brought to an end, and the school returned to a linear curriculum similar to that detailed in RRDs 2 and 3. RRD 5 consisted of two main sections. The first section outlined the aims, content, base, and definitions, and the second section described the curriculum, which was similar to the former one but with some changes to the content.

One year later, in 2013, RRD 6 was published to make some small changes to the content of RRD 5. Because of the students' low scores, some deficiencies in the curriculum, and burnout among the instructors, RRD 7 was published in 2015.

Because the RRDs leading up to 2015 had failed to mention the required pass scores, students of ELT or Translation and Interpretation Departments could pass with a 65 GPA. RRD 7 resolved this problem by adding an item explaining the pass scores for the different departments. Another problematic issue related to make-up exams. Although the students had to be given a make-up exam, in line with the academic calendar, RRD 6 stated that the proficiency exam at the beginning of the academic year would be used as a make-up exam; however, this contradicted the RRD of the Higher Education Council (HEC). RRD 7 resolved this situation by adding a make-up exam item between the dates stated in the academic calendar. The last ambiguity of RRD 6 was that, although the RRD of the HEC stated that there needed to be a proficiency exam after the fall term, RRD 6 failed to mention this. Therefore, RRD 7 clarified this matter by confirming that students who were unsuccessful in the previous year would sit a proficiency exam after the fall term.

5.1.2 Detailed Description and Comparison of RRDs

RRD 2 designed preparatory classes by indicating several specific rules about how to conduct and run the English preparatory classes, although the structure or the name of the center remained unchanged. As Table 8 shows, the institution had the authority to give 20–32 classes a week in RRD 2. In RRD 3, the number of weekly class hours changed to 20–32, and in RRD 4, this number reverted to 20–32. The number of weekly courses changed again in RRD 5 to at least 24 classes each week, decreased in RRD 6 to at least 20 classes each week, and remained the same in RRD 7.

One of the most important changes in the RRD was the pass score, which stipulates the score a student needs to achieve to pass the proficiency exam. In RRD 2, the pass score was 70, which is the highest score throughout the history of the Preparatory Department. This score decreased to 60 with RRD 3 in 2005, and remained the same in RRD 4. The pass score increased in RRD 5 to 65, and remained the same in RRD 6. However, in RRD 7, two pass scores were indicated. One for the Departments such as Psychology, Sociology, International Relations, Mathematics, Biology, Chemistry, and all Engineering Faculty Departments, and the other for the departments that accept students with foreign language scores on university entrance exams, such as the ELT and Translation and Interpretation Departments. The pass score for the first group is 60, and for the second group is 80. Although there were two groups in 2013, different score requirements were not indicated in RRD 6.

Exemptions, which are for students who do not have to study in the Preparatory Department because of their special situations, were not mentioned in RRDs 2 and 3; thus, we can assume that there were no given exemption rights for the students. Exemptions first appeared in the publication of RRD 4 in 2010, and subsequent RRDs contain different regulations for exemptions. According to RRD 4, a student with a C or above in the FCE, 183 in the TOEFL computer-based test (CBT), 5 in the IELTS, 60 in the KPDS, and 60 in the ÜDS does not need to study in the Preparatory Department. Additionally, a student who had studied at a preparatory school of a different university in the previous three years and has a GPA of at least 60 is exempt from one-year compulsory preparatory education.

This regulation changed slightly in RRD 5 in 2012. While the scores for FCE, KPDS, and ÜDS remained the same, the required scores for the TOEFL and IELTS exams changed to at least 198 in the TOEFL-IBT (Internet-based test) and 4 in the IELTS. However, the statement regarding students with three years at a different preparatory school or a GPA of at least 60 remained the same as in RRD 4. In 2013, with the publication of RRD 6, the exemption criteria changed again. This time a student needs to get 72 in the TOEFL-IBT and 531 in the TOEFL-CBT. The IELTS score remained the same, but there was one important change regarding the KPDS and ÜDS. The HEC decided to replace the KPDS and ÜDS with the Foreign

Language Test (YDS in Turkish). Although the name changed, the required score remained the same. The statement regarding studying at another department and achieving a GPA of 60 also remained the same in RRD 6.

RRD 7, published in 2015, saw the biggest change in the exemption item. As the HEC changed the equivalency in such exams, the department refers to the HEC regulations and indicates that if a student (a) has equal scores to those indicated in the HEC, (b) studied at a preparatory school at a different university in the previous three years, or (c) had studied at a high school in a country where English is an official language, they do not need to study in the Preparatory Department. The last statement was included for the first time in an RRD in the history of the Preparatory Department.

Another item discussed in the RRDs concerns the proficiency exam taken at the end of the year and the final assessment. In RRD 2, a student's average score for the year needed to be at least 70 to take the proficiency exam, and this decreased to 55 in RRD 3. This situation differed in RRD 4 in 2010, when the modular system started. There were five modules in a year, and each module contained quizzes and a final exam. The students needed to fulfill the attendance requirement and achieve a score of 60 in each module to take the proficiency exam at the end of the year. Moreover, each student had the right to fail a module twice. However, if a student failed more than twice, they could not attend the classes but they could take the proficiency exam. Last, the students needed to achieve a score of 60 on the proficiency exam or an average of 70 in the last module. The modular curriculum was changed with the publication of RRD 5 in 2012. In RRD 6, the attendance requirement was removed from the document and it was written that, if a student did not take the quizzes or midterms and his term average is 0 (zero), he had the right to take the proficiency exam and get at least 65. The same management released RRD 6 one year later in 2013 and changed the attendance requirement again. This time students who exceeded the non-attendance limit could not take the proficiency exam at the end of the year, were obliged to the academic year, and their average score needed to be at least 65. RRD 7 stated that students who exceeded the non-attendance limit could not take the proficiency exam at the end of the year and must repeat the year; their average score needed to be at least 60 for most departments and 80 for the departments accepting students with foreign language scores to the university.

The exams at the beginning of the year were assigned various names and uses in each of the RRDs. For example, while RRD 2 refers only to the proficiency exam at the beginning of the year, RRDs 3 and 4 both mention proficiency and placement tests at the beginning of the year. However, in RRD 5, the exam named "placement test," is used to assess proficiency *and* place the students, while in RRD 6, the exam at the beginning of the academic year is named both proficiency and placement exam and is used for both purposes. RRD 7 has only the proficiency exam, which is used to assess whether the students are proficient in English, or for placement purposes.

Regarding the midterms, RRD 2 stated that at least three midterms were required in each semester, and the portion of midterms counting toward the student's GPA in one term was 40%. In RRD 3, at least two midterms had to be conducted in each semester, and the portion of the midterms was 25% in the fall semester and 35% in spring. RRD 4 made no mention of the midterms. In RRD 5, in 2012, at least two midterms had to be given to students, and the portion of the midterms counting toward the GPA in one term was 60%. In RRDs 6 and 7, there was no item listed for the midterms, and the decision was left to the department chair. Midterms make up 60% of the term average.

In reference to quizzes, RRD 2 states that at least one quiz had to be administered; however, no time limit was indicated in the document. Quizzes made up 10% of the term average. In RRD 3, at least one quiz lasting 15–20 minutes needed to be done, and the quiz made up 15% of the term average in each of the spring and fall terms. RRD 4 contained no predetermined number of quizzes; however, quizzes made up 20% of the term average. In RRD 5, while no predetermined number of quizzes were given, the quizzes in each term contributed 40% to the term average. RRDs 6 and 7 provided no information about quiz numbers or frequencies, and the decision was left to the department chair. In RRD 7, quizzes made up 40%.

Turning to the assignments sections, RRD 2 states that at least two assignments should be given in each term, and the portion of assignments in each term is 10% of the GPA. In RRD 3, there was no certain number of assignments; however, the portion of assignments in each term was 5% of the GPA. With the publication of RRD 4, and the introduction of the modular system, portfolios were introduced. The portfolio scores were 20% of each module average. In RRDs 5 and 6, the portfolios were stopped, and there were no alternative items about assignments or portfolios. RRD 7 stated that the department chair decides whether to assign any projects or assignments and include them in the term average score.

The RRDs also addressed the final exams. In RRD 2, the final exam was worth 40%; however, RRD 3 does not mention a final exam indicator. In RRD 4, at the end of each module, one final exam was conducted, and the portion was worth 50% of the GPA in a module. In RRDs 5 and 6, the final exam is not mentioned, and the decisions were left to the department chair. In RRD 7, the final exam is the proficiency exam at the end of the year, which is worth 40% of the GPA.

Regarding the make-up exams, RRD 2 stated that students needed to submit their progress reports in one week to the directorate to take midterm and final make-up exams, while in RRD 3, students needed to submit their progress reports in ten days to the directorate to take only the midterm make-up exam. According to RRD 4, only final exams have make-ups. In RRD 5, students needed to submit their progress reports in three days to the directorate to take only midterm make-up exams. RRD 6 states that if a student failed the academic year, they could take the proficiency exam at the beginning of the following year as a make-up exam. Finally, in RRD 7, students needed to submit their health report in three days to the directorate to take the midterm or final make-up exams; make-up exams for the final exam were indicated in the academic calendar for the first time.

The scoring in each term is also different in each RRD. For example, while the fall and spring terms account for 50% each in RRD 2, they are 45% and 55% in RRD 3, respectively. There is no indicator in RRD 4 because of the introduction of the modular curriculum. RRD 5 returns to the same proportions used in RRD 3; however, these change in RRD 6 to 25% in the fall term, 25% in the spring term, and 50% for the proficiency exam. Last, in RRD 7, the fall and spring terms account for 30% each, and the proficiency exam is assigned 40%.

Regarding summer school, only RRD 4 contains specific information. In this RRD, it is explained that only the students who passed the fourth module or the students who were unsuccessful in the fifth module could attend the summer school. The last item in the RRDs is dismissals. In RRDs 2, 3, and 7, unsuccessful students are dismissed after two years. However, dismissal is not mentioned in RRDs 4, 5, or 6.

The RRDs show that several changes have been made in the department's official regulations. An analysis of Table 2 shows that more changes occurred later in the department than in the early years, and it can be inferred that the changes were made to overcome the deficiencies of former RRDs.

5.2 Results of Research Question 1: How are the reasons for systemic change explained at Northview by the administrative staff, the instructors, and the students?

In relation to research question 1, which asked about the problems of the previous organization, curriculum, communication, and assessment, and the reason for changes in these areas, five themes emerged from the analysis of the observation and interview data. Figure 2 shows the categories and five themes: (1) *low-motivation and willingness to contribute to change*, (2) *whole school involvement and negotiation*, (3) *reconstruction of academic and administrative organization*, (4) *attributes of the leader*, and (5) *specification of benchmark and standards*. Deficiencies in the transmission of information emerged as a subcategory. Each theme was formed by four to five categories, which are given in Figure 2. These categories were also formed by several codes (see Appendix A), which are discussed in this section of the study. In subsequent mentions, the themes are shortened to the following: (1) *motivation*, (2) *whole school involvement*, (3) *structural change*, (4) *leadership*, and (5) *standards*.

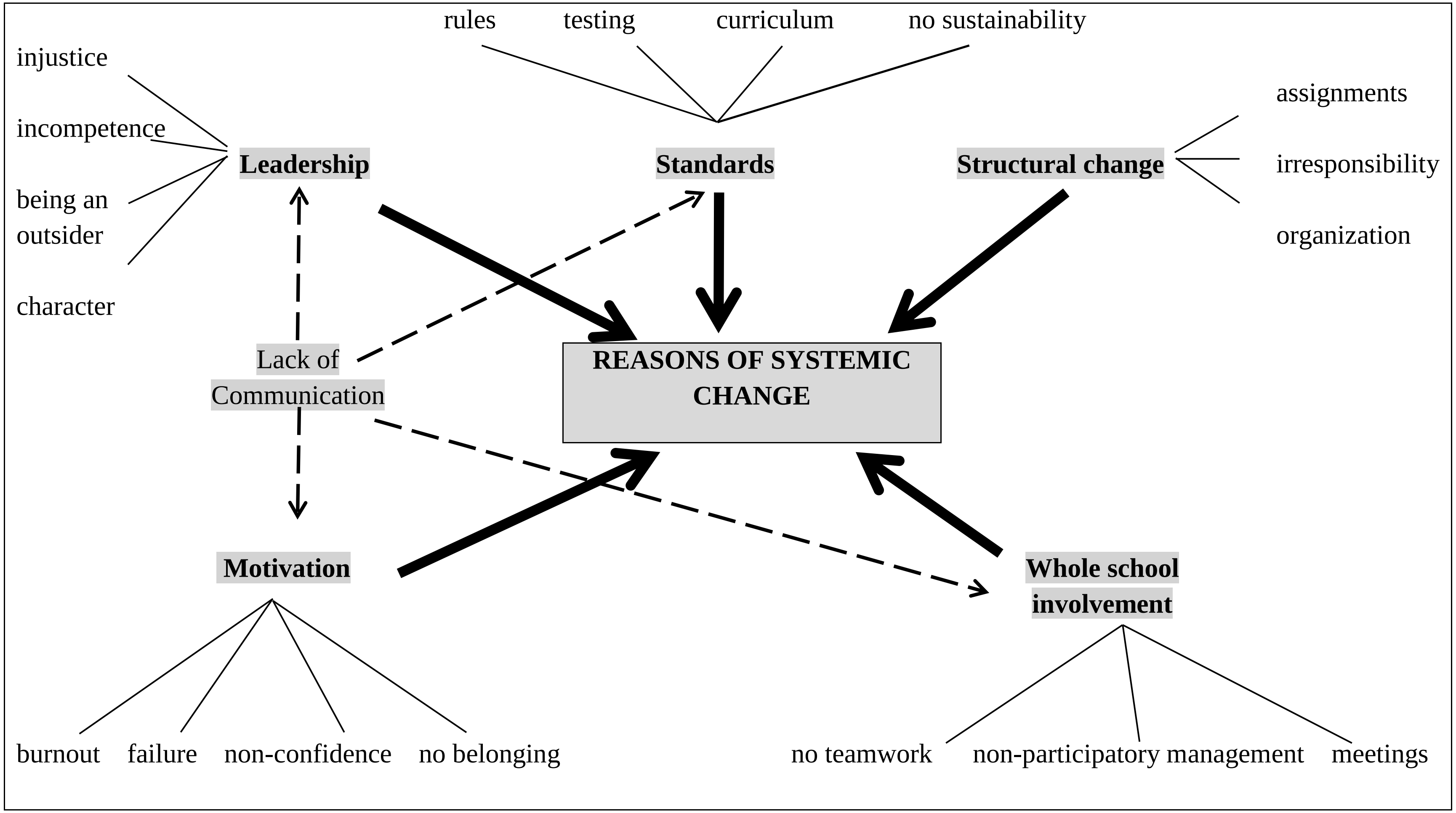

Figure 2 The Flowchart of Categories and Themes Formed the Reasons of Systemic Change at Northview

5.2.1 Motivation: Lack of Motivation and Eagerness to Contribute to Change

The interview results indicate that the instructors, students, and administrative staff had low motivation toward the school. Most of the instructors stated that the changes made to the curriculum and the organization of the department over the years had resulted in unmotivated instructors, administrative staff, and students. After interpreting the interview and observation data, the categories that emerged for their low motivation were *burnout*, *failure*, *lack of communication*, *lack of confidence*, and *no sense of belonging* (Figure 3).

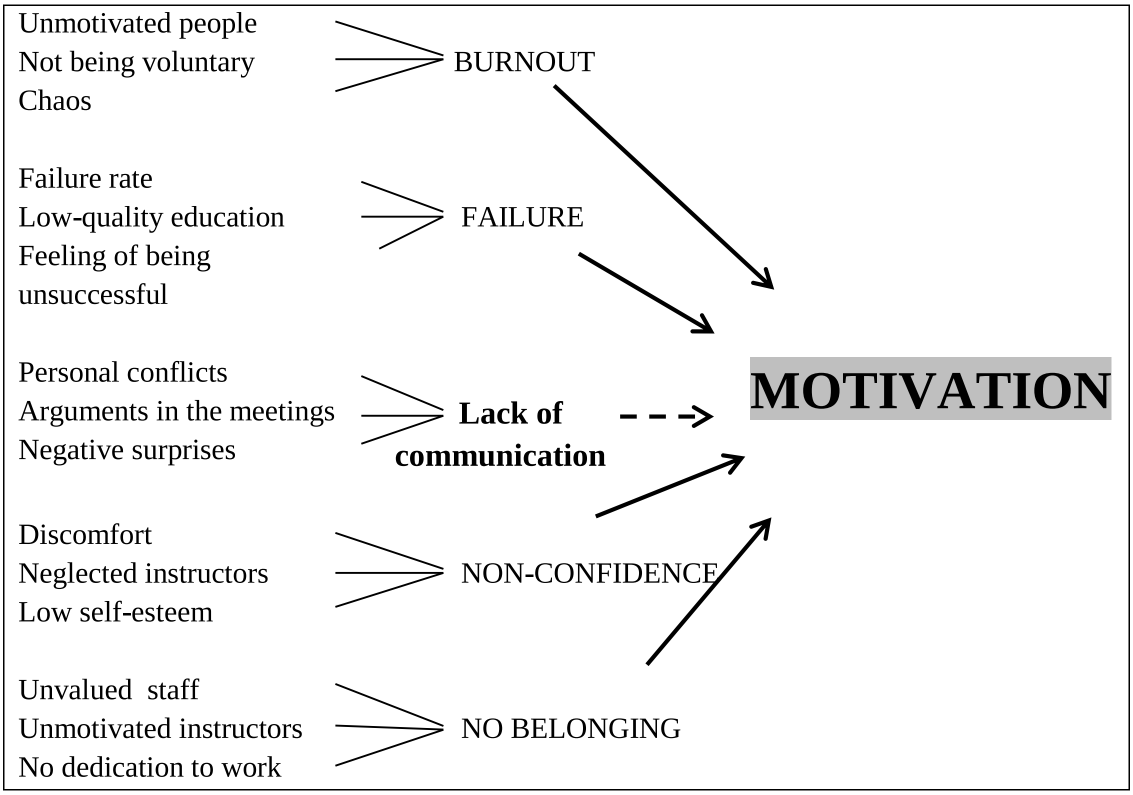

Figure 3 Codes and Categories of Motivation (reasons)

An important category under the theme of *motivation* is the issue of *burnout* among the instructors. Figure 3 displays the three most frequent codes for each category. The codes used are *unmotivated people, not being voluntary, chaos, failure rates, low-quality education, feeling of being unsuccessful, personal conflicts, arguments in the meetings, bad surprises, discomfort, neglected instructors, low self-esteem, unvalued instructors, unmotivated instructors*, and *no dedication to work*.

These codes formed the categories and those categories affected the low motivation of the people toward their jobs in the school. In this regard, S-1 expressed his disturbance and burnout.

> Classes started the day after the orientation program. A teacher came to class and directly began the lessons without communicating with us. The teacher continued like that for the first month, and we all fell behind schedule except for two students sitting at the front. The others were all lost. The teacher uttered that she was not teaching us, but only those students. We were all shocked. The first thing that we saw in this new city and culture and school was that teacher, and she did not care about us. In the orientation program, the presenter did not explain the system to us, and only tried to motivate us. Buying the books was said to be obligatory, and they were more expensive in school than in other bookshops. The teachers told us that she would not accept us into the class if we did not have the books with us. Because of this, there was an argument in the class. Then, we started not to attend.

According to the above excerpt, S-1's burnout started at the beginning of the academic year, which suggests that he started the school year with low motivation due to his teacher's attitude toward the class and because it was compulsory to buy the books to be accepted into the class.

Two instructors supported S-1's position. INS-5 and INS-6 stated that, because of the bad reputation of the department among the alumni and the other instructors working in the department, the students were coming to the department with prejudices. Similarly, AS-1 stated that, before he registered at the school, he had heard some negative ideas from outsiders. Those outsiders argued that it had been a waste of time to send their students to the school for a whole year of preparatory education. He added that the instructors were very tense, and it was understood that the instructors were unmotivated. He added that the instructors thought that meetings were unnecessary because instructors were not given any responsibilities, or opportunities to speak during the meetings. Another reason given for teacher burnout was pressure. INS-7 describes one of her experiences:

> One day I was a few minutes late. It was not usual for me as I am a punctual instructor. However, that day, I saw that the director standing at the top of a ladder, and he warned me rudely not to be late for class. I was shocked. After that day, I never used the front door, but the door at the back of the class so I would not see the director again, even if I came to school on time.

It is understood from the excerpt that although INS-7 had been highly motivated toward the job, the manager's attitude lowered her motivation. INS-8 supported INS-7, and added that by using their hierarchical power over the instructors, everybody was tense and unwilling to come to school. She stated that there was a military-like relationship—the director made commands that must be carried out. INS-10 supported these ideas claiming that, in time, the director was unable to find any volunteers to work at the school, which created a sense of fear in the department. Moreover, INS-2 expressed her fear of the previous department chairs stating that instructors hesitated to use the photocopy machine and were afraid of the managers. INS-9 also gave an example of a pressure experience. According to him, the department chair had not allowed the instructors to continue their graduate education, which explained why people started their graduate studies very late. She added that the previous management and organization were based on punishments. When the instructors did something unwanted, or they expressed something that the department chair did not like, they were punished with more classes or additional work. INS-8 described the result of the burnout in the institution: the instructors started to keep quiet and stay in their offices without interfering in anything at the school; they just came to school, taught their classes, and left, like machines.

Another category under the theme of motivation was *failure*. The three most frequent codes in the category of failure are *failure rates*, *low-quality education*, and *a feeling of being unsuccessful*. INS-8 described the previous department as lost years:

> Within this system, which lasted two years, students did not improve. After students started studying in their departments at the university, their teachers were saying, "You didn't learn anything about English." So the generation within this time period can be called "lost." Of course, there were some students that studied hard and became successful, but there was not a proper layout, so the students were in a gap. They couldn't find answers to their questions.

By looking at the excerpt above, it is understood that there was a low success rate, and this resuted in criticisms made by the others related with the system. Moreover, it can be said that INS-8 situates herself as one of the instrcutors who was feeling upset for the students.

Lack of communication also lowered the *motivation* in the department. According to the results of observation and interviews, three codes fell into this category: *personal conflicts, arguments in the meetings,* and *negative surprises*. INS-5 stated that previously, because there were no communication channels with the management because of fear or not being taken seriously, the instructors talked with each other but they did not share their opinions with the managers, even regarding their professional problems. An analysis of the observation results shows that during the meetings in the previous system, because of personal conflicts between the instructors and the chair, and among the instructors themselves, the meetings were not concluded with efficient results, and there were often serious arguments. As a result, the instructors refrained from sharing their ideas and, instead, kept quiet during these sessions. After some time, the meetings turned out to be monologues, suggesting that the motivation of the instructors and the department chair decreased significantly. INS-5 agreed that the meetings were fraught, stating that no one knew the subjects of the department, and they were unsure about whether they would oppose or agree with each other's opinions during the meetings. INS-9 supported this by emphasizing personal conflicts in the department:

> There were extreme oppositions. Everyone was against each other. Some people even avoided eye contact. Maybe there are still some fragments of those bad days, but the majority of the people working in this institution are newcomers, and this may be one of the reasons why there is no conflict any more.

According to the excerpt above, it is understood that people working at Northview did not have much and efficient communication with eachother as a result of past experiences. However, after employing new instrcutors in the system, this situation has changed. This might have also provoked the confidence rates of the people in the department. Another category under the motivation theme is *non-confidence*, which included codes *discomfort*, *neglected instructors*, and *low self-esteem*. INS-9 complained about these problems:

> The manager and administrative staff made us feel constrained. The thoughts of teachers were not considered or trusted, and the teachers were seen as personnel that could be commanded, so the chair people were commanding teachers by saying "do this, make it happen, fill out this form." The teachers

> thought that their prestige was reduced, and they were uneasy. To sum up, it was not a comfortable and relaxed work environment.

It can be understood from INS-9's words that the relationship between the management and the instructors were so tense that they did not trust eachother and this caused discomfort among them. This may also be the case for feeling belonging to their workplace. *A lack of a sense of belonging* to the department was a big problem in the former department. From the perspective of administrative staff, AS-2 stated that, as the administrative staff did not know their responsibilities, they became fed up with their work. FOCI-1 asserted that the instructors were very unhappy, because they felt undervalued, which led to a feeling of neglect in the department.

INS-7 expressed her feelings about the deficiencies of the previous curriculum, stating that motivation is related to every component of the curriculum. She reported that the level of motivation among the students was decreasing daily, and the language teaching program in the previous curriculum was difficult because it was above the students' level. As a result of this conflict between the student level and the content of the curiculum, all the teachers and students were so unmotivated. She concluded that nothing worked well in the classes.

> Before I started my job here, other faculty members told me that the instructional quality was not high, and the students were just wasting one year in this department without learning anything. Furthermore, it was said that the students studying here had some disciplinary problems. Most of the students were not attending the classes, preparing for their lessons, or participating in the lessons. The students said that the department was banishing them from university life. On the other hand, the instructors were so unmotivated; they did not take ownership of their jobs and their institution. They did not have respect for themselves or their jobs. Moreover, there was no sense of belonging in the department. The school was like their second or third address. There was lots of disinterest, and discussions were not focused on the students.

To improve their motivation, INS-4 stated that a curricular change was urgently needed, because she did not want to waste their time and effort or that of the students. Moreover, she expressed that all the instructors were babbling, which deteriorated their motivation. She continued that the previous system went out of her mind. She stated that she did not find the previous department chair honest, adding that there cannot be such irresponsibility.

5.2.2 Whole School Involvement and Negotiation

The second theme addressing systemic change is the *whole school involvement and negotiation*, which comprised the following categories: *lack of communication*, *meetings*, *no teamwork*, and *non-participatory management* (see Figure 4).

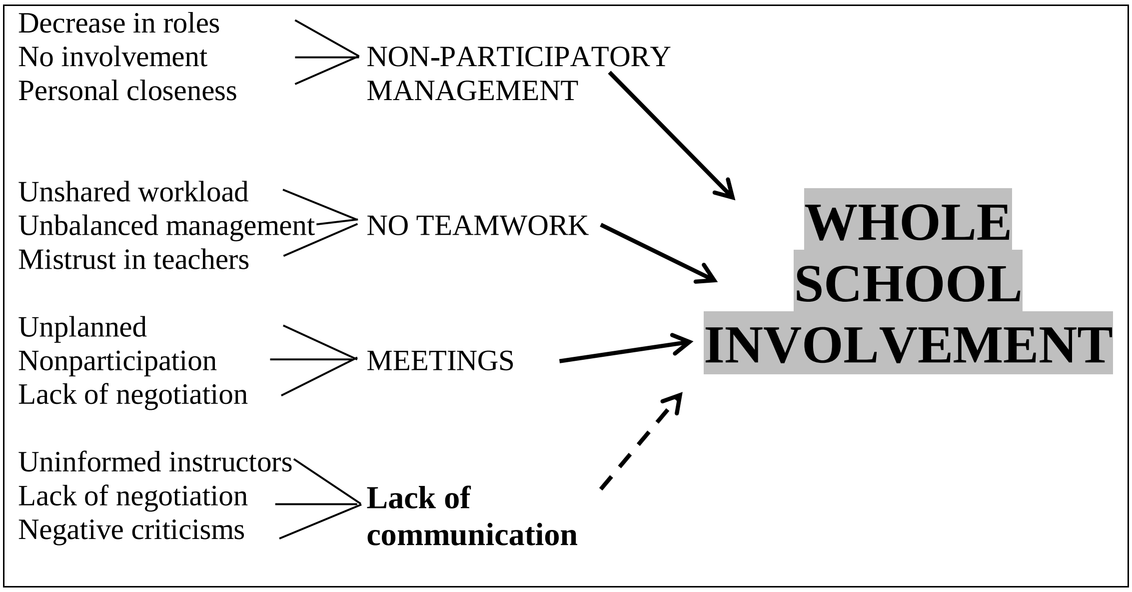

Figure 4 Codes and Categories of Whole School Involvement (reasons)

In terms of the *meetings*, most of the participants (INS-2, 3, 8, 10, FOCI-1, 3) claimed that the previous department chair failed to hold regular and effective negotiations to plan and evaluate the year during the meetings with the instructors. Most instructors felt that their ideas were not taken seriously by the management, because these meetings were conducted as obligatory requirements that had to be done at least once a year, usually at the beginning of the term. Additionally, no one participated in the discussions because the instructors knew that making a contribution or sharing their ideas would lead to some serious arguments. Therefore, everyone chose to keep quiet. The following is an example of those meetings, which turned out to be the last meeting where an instructor had willingly contributed.

> In one of the meetings, the chairperson asked people to write down the positive and negative aspects of the year. Although everyone wrote about the deficiencies of the exams, only one instructor wanted to talk about it. After he criticized the exams, the chairperson and the instructors who were in the testing office started to shout at him and everybody felt nervous.

As no one wanted to share their ideas because of opposition, the whole school involvement and negotiation between the instructors and the department chair came to an end; however, the gossiping and criticisms among the instructors increased.

The results of interviews and observations show that the category *lack of communication* contains three codes: *uninformed instructors, lack of negotiation,* and *negative criticisms.* Here, we try to understand the lack of communication by looking at these three codes in detail. First, INS-10 complained about the lack of positive criticism:

> They were just criticizing. Everyone accepts a job when it is offered officially, unless they have an excuse. But, if you don't assign them a responsibility, the only thing they will do is to step aside and watch as if it's a soap opera. "What kind of a scenario is this? It’s such bad acting!" But when you say, "You give it a try, then!”—Nothing. It's always easy to criticize if you haven't worked for it, and I do not think the criticisms were personal. We may have made some mistakes, but what we got was not constructive criticism. In order to make constructive criticism, one should say, “There is a problem with this exam that we encountered in previous ones, as well. I know you work hard at it, but obviously it's not enough. What should we do?” It should be said politely, not with accusations about a person’s age or lack of experience.

The excerpt highlights that INS-10 had been annoyed and disappointed with the way the criticisms were communicated in the school. Moreover, she also complained about the way the criticisms were made to the people who were responsible for the department.

In terms of the *uninformed instructors,* INS-8 shared that when new regulations were put in place regarding the proficiency scores, the non-attendance numbers, and the exam dates, the instructors heard about these new rules from the students, which was an unwelcome surprise.

Lack of negotiation related to the situation mentioned by nearly all of the instructors regarding the meetings, which were sometimes held during the academic year. According to INS-7 and INS-10, these meetings were not conducted to ask the instructors’ opinions or to get them involved in the decision-making process, but rather for the department chair to share his decisions. The inability of the instructors to share their opinions and lack of participatory management made the instructors feel undervalued and unhappy. INS-10 gave the following example of this situation:

> In the previous department, the chair formed the groups in the department such as testing, materials, or extra-curricular units by saying "the testing unit will be selected." A large amount of teachers were not involved in these organizations. There were some specific criteria, so only a fraction of teachers were chosen. The chosen teachers worked with good intentions, but after a while, they became tired because a lot of work was shared among a few people. In the exams, there were some faults with the questions. The chair said "we can scrape along this method" but students were aggrieved. I worked with that management for two years and due to exasperation and exhaustion, I began to say "OK, I will do just my teaching duty and nothing else, I am fed up."

The excerpt above shows us that only few people were active in the management and the others placed themselves as the authority who had the right to criticize the people in the management.

The category *lack of teamwork* under this theme referred to observations that the previous department chair constituted a team comprising his close friends. INS-10, who was the vice-chairperson in the previous system, said that the workload was not shared among the staff, which was a weakness of the previous organization. Moreover, they did not know the people in charge when a problem occurred. For example, INS-10 stated that she did not know who had been in charge of attendance records if she had a problem with it. She continued that there was a gap in the management because of the circumstances related to the head of the department at the time. INS-8 supported her ideas:

> The chair did not want to distribute the authority or responsibility because he didn't trust anyone. The managerial staff was like a group of friends, who worked only with people they loved or they trusted. However, when they don't include all the teachers, the teachers they choose have a heavy workload. If they had shared the authority and responsibility, everyone would have taken part, and the difficulty of the work would have been reduced. However, they didn't share, and they were criticized as far as I saw. Sometimes, the chosen teachers' groups were doing something and we supported them, but sometimes we criticized them. It's bad for both sides. For the chosen side, they were working in hard conditions, and for the other side, they were not included in such organizations, so there was no progress oriented toward improvement. When the teachers are not included in organizations, they only went to classes and then went home.

It is understood from INS-8's words that the previous chair had chosen to work with very few people and the chair had neglected the rest. She situates herself as one of the instructors who was neglected and was not trusted.

The last category under the theme of *whole school involvement* is *non-participatory management*. Under this category, the most frequent code was *personal closeness*. INS-3 stated that there were no standard implementations or rules because things were discussed only with close friends in the institution. AS-1's observation about the school when he was first assigned to the school is important because he said that when the teams were formed or the assignments were given, the department chair wanted to protect his close friends. AS-2 also looked at this situation from a historical perspective, saying that before the School of Foreign Languages was founded, no proper management was implemented.

5.2.3 Structural Change: Reconstruction of Academic and Administrative Organization

One of the themes that emerged after analyzing the data was *structural change*. Nearly all the participants expressed the importance of structural change in the department, which was considered lacking in the previous organization of the department. As shown in Figure 5, the related categories that emerged in this theme were *organization*, *responsibility*, and *assignments*.

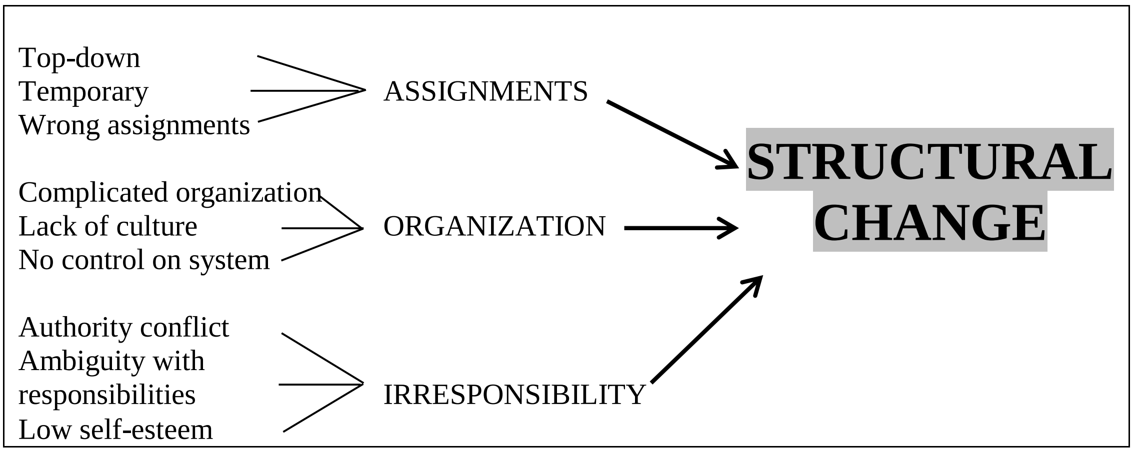

Figure 5 Codes and Categories of Structural Change (reasons)

The participants of this study expressed the need for change in the structure of Northview. Having experienced many changes, INS-5 described the reasons for structural change:

> I myself was the vice-director of the institution. I had the chance to work with five or six different directors. All the previous directors here tried to do something for the sake of the department; however, these were all temporary. These directors were doing their managerial duties for 1–2 years, and then they resigned or they were removed from their positions. Things that those directors tried to implement here were not completed.

INS-6 supported these statements and agreed that they were never able to pass on a school culture to the newcomers because a new director would come to the institution, choose two vice-directors and some coordinators and start work. However, the department chair was unable to continue to the end of their initial plan—they either resigned their position willingly or they were forced to resign from their managerial duties. INS-4 also complained about the sudden and unexpected change of the directors or the chair:

> All the directors and the chair people were here for their own systems. In other words, they all wanted to bring their systems and have everyone implement the things that they wanted. They thought that it was so easy to implement a system. No, it is not. Not only the students, but also the instructors, families, and the whole university are affected by the change. They underestimated these things. Mostly, they did not negotiate the changes with the others, so they failed.

As the above quotations show, the people in the department chair changed very quickly and usually failed to complete their official three-year obligation. The results of these unplanned changes were mostly dissatisfaction with the system and failure to teach English to the university students. As the people in charge changed, the systems and the implementations changed. As the document analysis shows, seven RRDs have been published since the foundation of the department. AS-1, who has been the director throughout the systemic change process, summarized the previous structural organization and the current organization:

> The school has three important duties. The first is teaching students of the Translation and Interpretation Department. The second is giving two or three hours of weekly Basic English courses at the faculties and schools. The third and the most important one is the English Preparatory department,

> which gives a one-year intensive English language education. Before the systemic change, one director and two assistant directors tried to do everything in the school. There was not a true organizational structure. The assistant directors were also the heads of the departments. There were no vice-chairpersons of the departments, and the vice-directors did not want to share their responsibilities or their power. I think the reason was that all the previous directors or vice-directors tried to benefit from their position against the other staff in the institution. They were mainly thinking about themselves, and this wore down the people working here. Moreover, in the institution, there are not only academic staff and students but also administrative staff, whose job it is to help the academic actions continue smoothly. Two years ago, when I started here, I saw that the duties of the academic staff and the administrative staff were mixed. The academic staff were involved in proctoring, evaluating, and making copies of the exams. This was a very dangerous situation, because it complicated the administrative staff's job to the point where they forgot their responsibilities and duties.

The excerpt above highlights three main problems: failing to share the duties, selfishness, and interference by the administrative staff in academic issues. To resolve those problems, one of the very first things that were changed was the structure.

In another interview, INS-4 added some other points related to the structural change. She indicated that the instructors did not know the time, location, or content of the exams. She was afraid to receive students' questions about the exams because she did not know anything about them. She also complained about the communication tools and methods because they often heard about things after the students. She summarized this situation as ambiguousness.

5.2.4 Leadership: Attributes of the Leader

Leadership emerged as one of the themes of the systemic change, and the interviews conducted with the participants highlighted problems with leadership in the categories *character*, *being an outsider*, *incompetence*, and *justice* (Figure 6). *Lack of communication* also emerged as a subcategory of this theme.

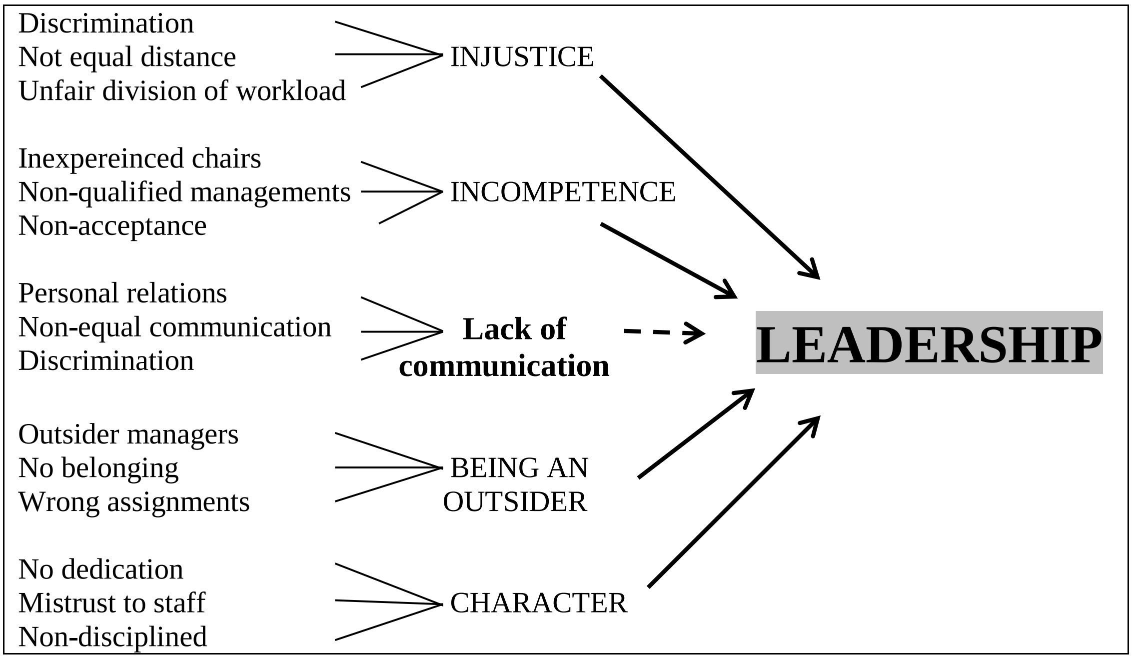

Figure 6 Codes and Categories of Leadership (reasons)

The category *character of the leader*, which was mentioned by nearly all of the participants in the study, included the code *dedication to work*. INS-8 stated that the previous directors had been temporary, and they did not dedicate themselves to Northview. The chairperson in the previous management, in particular, cared little about the development of Northview because she had arrived a few months ago and would leave five months later. She emphasized that no one had embraced Northview until the last change process. Additionally, AS-1 stated that the instructors and managers lacked confidence because the chair people had not shared the authority. During the previous organization, it was also observed that the vice-director held a more managerial position and the authorities. For example, one of the instructors in the school was a vice-director, and the department head of two different departments. However, even though it was stated that he was very busy, he did not share his authority or responsibilities with others. INS-8 expressed her unhappiness with the character of the previous chair as follows:

> The manager and managerial staff made us feel constrained. The thoughts of the teachers were neither cared about nor trusted. Also, the teachers were seen as personnel that could be commanded, so they were commanding teachers by saying “do this, make it happen, fill out this form,” etc. The teachers were thinking that their prestige was reduced so they were uneasy. To sum up, it was not a comfortable work environment.

We can understand from the excerpt above that the previous chair used commands and direct speech to the instrucotrs working at Northview. It can also be inferred that instrucors felt themselves as invaluable and neglected.

The other two categories under the leadership theme are *being an insider* and *competence*. According to the observation and interviews, there has never been a director whose field was English; one was from the Turkish Literature Department, and one was from the Mathematics Teaching Department who was not competent in English, and this caused the competence problem in the school. AS-1 stated that the previous chair did not feel she belonged at the school, adding that the school was her third or fourth position. Additionally, INS-1 said that the previous chair did not know anybody in the school and she did not show any effort to get to know them. That is why, she explained, it was better to be an insider. INS-9 shared her ideas:

> Well, they were trying to do something in their own way; but, for example, the director of the previous system was from the Turkish Literature Department, so what can you expect him to do? He is a man of letters. I think the reason for the failures was that the people who did not know us became our managers. They met only with specific people and managed the situation according to the desires of these specific people.

INS-4 expressed her unhappiness about the department head and the department chair. She stated that the previous chairperson was a modern person, and she did not have much communication with the head. She complained that the department head left the management to the people working under her, which caused chaos. She also stated that the chairperson did not own the department. INS-4 explained it as follows:

> The previous chairperson came here from a different university, and she did not know our university. I think that she abused the institution. She did not do anything for the sake of the department, only for herself. She got bored with the department, and at first chance she could, she escaped from here.

The other problem with the leadership of the previous system was the *justice* and how the authority was viewed. Nearly all the instructors emphasized the lack of justice in the previous department. They claimed that one of the biggest reasons for chaos and failure was lack of fairness to the people working in the department. INS-3 mentioned that the previous management had favored some of the instructors with whom they had personal closeness and relationships. She noted that the workload was not shared equally among them. She adds that the school was managed by the department chair's close friends, who were not chosen by the people working there; thus, they were giving preferential treatment to the people who were close to them. She also protested that she should not have to be close to the department chair to expect equal treatment. INS-8 also gave an example about the lack of fairness:

> I heard from my friends that they are exiled, or they are not doing what they want. Sometimes, the rector came to our meetings, saying "This teacher will do this, another one will do this." The teachers were complaining, "Why is it always me? I am getting old, I will retire soon."

From the exerpt above, it is understood that the chair allowed other people outside the department to interfere the process. By looking at INS-8's words, this caused complaints and disturbance in the department in terms of not being respected or unfairness.

5.2.5 Standards: Specification of Benchmarks and Standards

The theme of *standards* and their implementation in the department was frequently mentioned in the interviews because it was commonly expressed that there were no standards in the department. The categories under the theme of standards were *no sustainability, curriculum, lack of communication, testing* and *rules* (Figure 7).

INS-11 expressed that stable standards are needed that are specific to the institution, but also all organizations should have a part that is changed. INS-10 supported this idea by saying that the institution needed to have the ability to make its own rules. However, the rules used to change with each new manager. She expressed her concerns as follows:

> I think changes here have always been personal. Each newcomer denigrates the former one, and promises to do better than they did. I personally witnessed a literal "take down" a couple of times. They took the lead by toppling the former management. It was back in 2006 or 2007 when we were new in this building. As I said, it was a literal take down. "They were useless; we will be doing this better. Things will change. Pass grade is 60 from now on, or should we change it again? What about 50?"

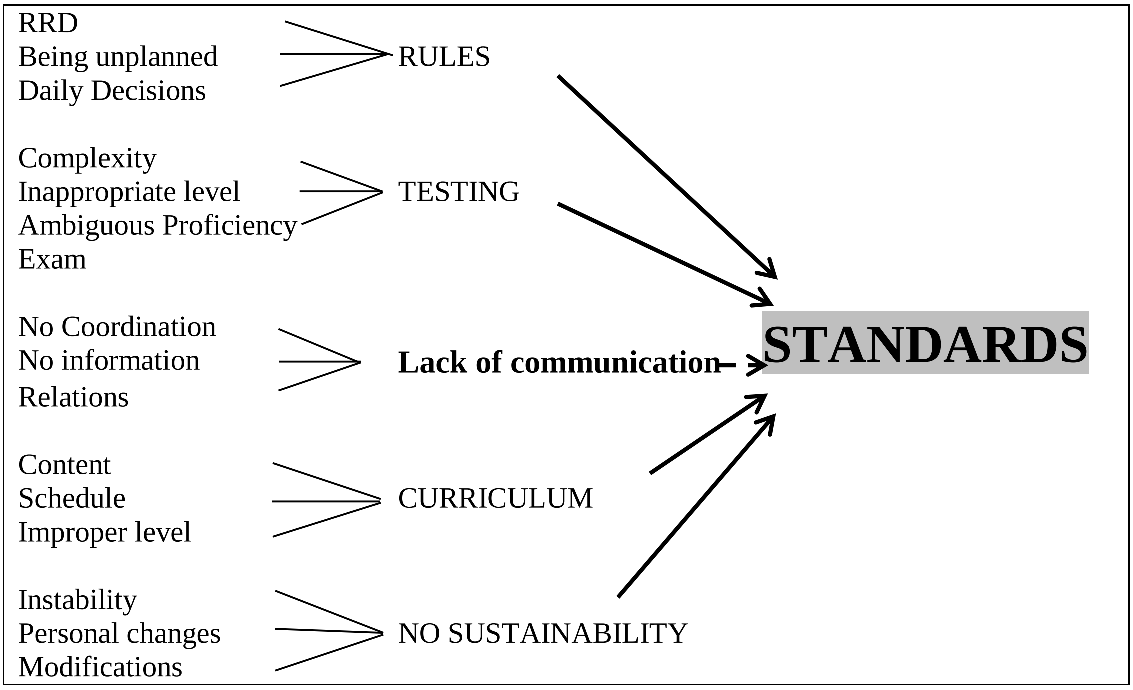

Figure 7 Codes and Categories of Standards (reasons)

We can understand from the paragraph above that each systemic change initiative started with the new management, which caused problems with maintaining stable standards. Moreover, INS-7 claimed that there were uncertainties in the curriculum, such as the portion of the exam results for the overall end of term average and the content of the exams. She added that appointments for the units were done secretly, without negotiating with anyone. S-4 expressed his disagreement with the rule of mixing classes frequently during the year, and S-1 emphasized the importance of communicating through the orientation program at the beginning of each term. S-1 complained about the orientation program because someone gave a presentation about the department that he could not remember and the next day, classes started with a teacher who came to class and directly began the lessons without communicating with them. INS-3 expressed her feelings about the lack of effective communication as follows:

> Communication was so different in the previous department. There was not a healthy communication between people. People were not aware of their duties. There were no standards for anything here. For example, people did not know what would happen if they came to work late or if they were not in the exam

> room at the due time. We did not know about these things. Since there were no standard implementations, we were not serious in our jobs.

Besides the lack of communication in the department that INS-3 stated, INS-2 asserted that the curricular change was necessary because many things in the department were outdated. She exemplifies that there were deficiencies in testing and giving instructions. Everyone wanted to do something but there were no standards. Being one of the most experienced instructors in the department, INS-10 gave examples of how things changed without any standards:

> I have been working there since 1994, and I'm one of the oldest personnel. After the new chair, as you see, we saw lots of organizational and curricular changes. Some of them were made due to the requests of the rectorship, some of them were made because new managers were not satisfied with the old system, and a large part of these modifications were made due to students' requests. In the past, before the new chair, lots of our students had some problems that were written in national papers; these events were reported as "Students in Preparatory Department Revolted and Marched to Rector's Office."

INS-10's words can show that there were organizational and curricular irregularities in the previous department. Another category under the theme of *standards* was *curriculum*. There were some deficiencies in the books and materials used in the department (INS-7); however, the instructors were forbidden to prepare and distribute extra materials for the class. The instructors were annoyed with this implementation because some of the instructors were doing that. INS-6 and INS-11 conveyed that with each managerial change, the curriculum of the department changed, which caused problems in the department. S-3 complained about the deficiencies in the curriculum:

> Books, programs, teachers' attitudes, teachers' instructions in classes, information given to students, brochures, exams, portions of the exams, announcements, the use of technology—the new curriculum brought discipline to the teachers. I did not open the book in the first year because teachers were covering thirty pages a day.

INS-8 described the above situation as "cruel." FOCI-3 stated that the pacing schedule was prepared two days before the classes started, which meant sometimes they did not see it before classes started. FOCI-4 also reported that, in the 2013–2014 academic year, the whole set of books were finished in one semester, and in the next semester, the department chair asked the instructors to prepare a file for the classes, which was one of the main reasons for the failure to learn. S-3 discussed the problems of the curriculum and ambiguity as follows:

> Everything was complicated. Nobody knew what they were supposed to do. For example, our teacher didn't tell us we had an exam until one day before. We were all shocked. Moreover, the instructor did not know the exam time and date. Neither the instructors nor the chair knew what they would encounter. Things were all irregular. They were leaving the classroom in the middle of the lesson.

Similarly, S-4 complained about the curricular ambiguity, pointing out that books were changed every year and the curriculum was changed every two years. He continued that they were doing three hour lessons in the morning but in the afternoon, they watched movies, which were not indicated in the program. He stated that it was enjoyable but after some time they realized they had not learned anything. He also complained that they did not know about the proficiency exam, the curriculum, or the chair, and a problem discussed in the student focus group was the number of classes per day and the weekly schedule. The previous curriculum contained 24 hours of classes a week between Monday and Thursday, which worked out at six hours a day, which S-2 stated was long and tiring. INS-9 expressed her experiences, which summarize the problem with the curriculum:

> I was in the beginner group. During that time, there were a lot of lecturers in the beginner group. Each week, I was making photocopies for what to teach. I was specifying the topics and contents, and I was making photocopies according to these things. It was difficult for us to make photocopies for each week because I had to communicate with each of the lecturers about how they should implement each lesson. For the next year, we tried to create a 'file' system so that we could create a standardized lesson plan. For the following years, we started writing our own programs instead of using photocopies. So we started to write our own examples etc., we reached today's level. Thanks to these things, I thought that I should skip to Listening/Speaking because I thought we had covered everything about Listening/Reading.

Here, INS-9 complained about the category *lack of communication* because at that time, the lecturers were giving information to their students but each lecturer was telling his/her own words. There were three groups. The lecturers that were in the highest group, were doing things in their own way, thus nothing was certain for the other groups. When they went to classes, they did not know what they were going to teach the students. INS-4 supported her and expressed that while she was telling something about the curriculum, another instructor was saying something very different. Teachers sometimes felt embarrassed that the students knew more than the instructors because the coordinators had shared information directly with the students. S-3 complained about the instructors' communication style:

> The teachers were too laid-back because of the attitudes of the previous chairperson. Can a teacher humiliate the student's native accent? I had an argument with my teacher about this incident. I hated the class after this. Everything was free and there was no discipline.

In relation to the category *testing*, the interviews showed that there was a gap between what was taught and what was asked in the exams. INS-2 stated that efforts had been made to fix the testing unit but they were unsuccessful. INS-1 reported that the exams were prepared by a few people, but not to a specific standard. INS-8 expressed that the level of the exams was higher than the level of the students. S-4 gave an example of the deficiency of the tests:

> While we were expecting a proficiency exam in the semester, the chair announced that proficiency exam would not be done and we were all shocked. They cancelled the exam suddenly. Then we gathered students and wrote official letters, and talked to the rector. The rector helped us. It was not mandatory for students of the International Relations Department to pass the proficiency test, but suddenly, the chair decided to make the proficiency exam mandatory for them. Lots of students suffered because of this decision.

The *rules* at Nothview were also problematic. INS-3 stated that Northview did not have any standard rules regarding, for example, what might happen if an instructor was late to school or experienced problems with the students. INS-4 and INS-7 emphasized the importance of the RRD. The RRD used to be very unclear and gave too much authority to the chair, which resulted in non-standardized decisions. AS-1 expressed that, as the RRD was not clear, and when pressure from the top reached the department, they had no rules to guide them. Moreover, INS-7 complained about a rule that prohibited the instructors from continuing their graduate studies.

5.2.6 Summary of the Reasons for Systemic Change

The analysis of the findings from the interview and observation results indicate that five themes emerged in relation to the systemic change at Northview: (1) low motivation and eagerness to contribute to change, (2), reconstruction of administrative and academic organization (3) whole school involvement and negotiation, (4) specification of benchmarks and standards, and (5) attributes of the leader. Each theme is drawn from several categories that emerged from the data analysis procedure. The categories under the theme of motivation include motivation, burnout, failure, non-confidence, and no sense of belonging ; the categories the theme of leadership are injustice, incompetence, being an outsider, and character; the categories under the theme of whole school involvement include meetings, no teamwork, and non-participatory management; the theme on standards includes rules, testing, curriculum, and no sustainability; and assignments, organization, and irresponsibility formed the structural change theme. *Lack of communication* emerged as a subcategory of the first four themes.

The results from the interviews and observations show that, because the instructors' motivation levels were very low in the previous department, they were unable to concentrate on their jobs, and they lacked a sense of belonging in their profession and to the school. Moreover, the participants pointed out that they wanted justice and an insider leader who was competent and had positive characteristics. The instructors and the students mentioned problems with the standards in the department involving the curriculum, rules, assessment, and communication, and most of the instructors reported feeling lonely because they lacked involvement in the system or the decision-making process. Additionally, although meetings were held, they were irregular and ineffective. Finally, the administrative staff and the previous chair asserted that a major structural change was needed to ensure smooth management.

5.3 Results of Research Question 2: How are the Components of the Systemic Change Explained at Northview?

Regarding the second research question, which addresses the content and components of the systemic change at Northview, three themes and four main groups of components emerged after analyzing the observation and interview data (Table 11). Those four groups are formed by 20 components of the systemic change. The themes and the components are first discussed separately, and the relationship between the themes and the components are then presented together.

The content of the systemic change constituted the core of the change process. To understand the themes that emerged, it is necessary to examine the steps and content of the change in detail. As the RRDs are one source of data in this study, the official written reports and RRDs are analyzed. The official written records of meetings held in the department are also examined. The components of changes are analyzed under the themes (Table 12).

Table 11 The Relations of Components of Systemic Change with Themes

		THEMES		
COMPONENTS		**Whole School Involvement**	**Standards**	**Structural Change**
	Curriculum	Materials Books One-Year Pacing Schedule	Materials Academic Calendar One-Year Pacing Schedule Extracurricular activities Weekly Schedule	Weekly Schedule
	Assessment	Exams Presentations	Exams Presentations	
	Organization	Teamwork RRD Design of Classes Planning Committee Evaluation Committee	RRD Design of Classes Course registration	Staff, Teamwork, RRD, Core-team, Design of Classes, Planning Committee, Evaluation Committee, Course-Partners, Assignments
	Communication	Official & Social meetings	Orientation programs Official & Social meetings Communication tools	

5.3.1 Components of Systemic Change at Northview

As seen in table, three themes emerged from the categories: (1) whole school involvement and negotiation, (2) specification of benchmarks and standards, and (3) reconstruction of academic and administrative organization. Twenty components formed the four main groups: curriculum, assessment, organization, and communication. Components that have a relationship with more than one theme are written in two or three groups. Table 12 shows the components of the systemic change under the four main groups.

Table 12 Components of systemic change

COMPONENTS OF SYSTEMIC CHANGE	
Curriculum	**Assessment**
1. Books 2. Materials 3. One-year pacing schedule 4. Academic calendar 5. Extra-curricular Activities 6. Weekly schedule	16. Presentations 17. Exams
Organization	**Communication**
7. Core-team 8. Teamwork 9. RRD 10. Design of classes 11. Planning and Evaluation committees 12. Course registration 13. Staff 14. Course-partners 15. Assignments	18. Official and social meetings 19. Orientation programs 20. Communication tools

Curriculum

According to the official reports in the department, the initiative for curriculum change started after the assignment of the new chair. The department chair wrote a draft of a new curriculum for the department and called thirteen instructors to participate in the planning commission. The aim of the planning commission was to plan the change process, starting with the curriculum. The planning commission met for three full days to discuss the aim of the university and the department, reviews the previous curriculum and the students' levels and needs, and analyze the CEFR and TESOL criteria to see what standards might exist. Last, the planning commission investigated the English curriculum of the departments in the faculties to ensure coherence.

After working for two weeks, the commission decided on the components of their curriculum. Because their students' level is low when they first come to the department, they should set achievable goals. The curriculum that they created was presented to the other instructors working in the department. After everybody accepted the components of the curriculum, they proceeded to choose appropriate books for the students.

1. Books

After analyzing the official document and the curriculum, the department chair decided to organize a book selection commission. The department chair sent an official email asking who wanted to participate and eleven instructors volunteered to participate in the book selection commission, which then searched for documents prepared by the previous chair to select the books. The commission specified five course books for the main course based on the curriculum prepared by the planning commission. The instructors in the book selection commission shared those books for micro-teaching (10–15 minutes teaching sessions) in their classes with the students. The instructors stated that they chose two complicated and difficult units in each book, which they taught at the same time in the classes. Then, they came together and discussed the positive and negative sides of the books. Among these five books, three of them were removed, and the other two books were examined in detail to find out whether they were appropriate and amenable with the curriculum. Last, they voted on a course book, and nine out of eleven instructors agreed on one course book. The commission selected listening and note-taking course books, reading, and vocabulary course books in the same way.

2. Materials

The previous curriculum prohibited the instructors from providing supplementary materials (INS-5 and INS-6). However, the planning commission determined that the instructor can decide whether to use supplementary materials in their classroom. This change gave the instructors the authority and responsibility to prepare and distribute handouts for their classes.

3. One-Year Pacing Schedule

Focus group instructors stated that in the former curriculum, the pacing schedule was prepared weekly; however, sometimes the instructors did not receive the schedule before the week commenced. The instructors therefore taught at their own pace, which caused irregularities in the department.

In the new system, the core team, comprising the department head and the assistant chairpersons, prepared a one-year pacing schedule and distributed it to the instructors one month before the academic year started. The schedule is also uploaded to the website for the students to access.

4. Academic Calendar

According to the official documents, the university senate prepares a tentative academic calendar and asks for the opinions of each department. Until the 2014–2015 academic year, instructors of the Preparatory Department had not replied to the senate’s official paper, which indicates that the department always accepted what the senate had prepared. AS-1 stated that this caused ambiguity at the beginning of the academic year since the proficiency exam was held after the term started. However, after the management change, the new chair discussed the academic calendar in detail with the planning commission to ensure that the academic calendar included the dates and times of the proficiency exams, the start of the academic year, and the exam dates. After the commission and the department chair made the necessary changes to the tentative academic calendar, they informed the university senate officially. With the new academic calendar, the Preparatory Department extended the academic year from 28 to 30 weeks.

5. Extra-curricular activities

According to the official documents, the previous curriculum included several extra-curricular activities such as speaking, writing, theatre, cinema clubs, and writing portfolios. The planning commission discussed which extra-curricular activities were necessary and decided that only the speaking clubs would continue because the remaining clubs had not worked well in the previous system. The observation results showed that they also discussed the content of the speaking clubs that, according to the official documents, would be taught by foreign instructors. The speaking clubs would hold six to eight students and at least twenty sessions would be held each week. The students needed to enroll for these sessions online, and the foreign instructors would practice the topics that were taught to students one week before.

6. Weekly Schedule

The instructors pointed out that the department offered 24 hours of classes a week in the previous and current weekly schedules. However, according to the official documents, in the previous schedule, classes were held for six hours a day over four days a week between Monday and Thursday, and there were no classes on Friday. As the students pointed out that six hours a day was long and tiring, the department chair discussed this topic with the planning commission. The commission decided to hold five classes each day from Monday to Thursday and for four hours on a Friday.

Organization

Organizational change at Northview involved making changes in nine areas: core teams, teamwork, RRDs, class design, planning and evaluation committees, course registration, staff, course-partners, and assignments. Each of these organizational change components are described in detail below.

7. Core team

According to the focus group instructors, after the chairperson was assigned, he assigned two instructors as vice-chairpersons, and these three people formed the core team. The core team reviewed the previous curriculum, and decided on the department’s weaknesses and strengths. The core team formed the planning and evaluation commissions to discuss the change process.

8. *Teamwork*

An analysis of the documents showed that the department chair formed several teams to discuss the materials, testing, and registration. These teams worked collaboratively to ensure the materials relate to the exams. Each team was responsible to one chairperson.

9. Rules and Regulations Document (RRD)

Since the foundation of the department, seven different RRDs have been published to account for changes made to the rules for organizing the department. The last RRD was published in 2015 following several meetings with the instructors and administrative staff. In these meetings, the deficiencies of the system were discussed, and the necessary changes were proposed to the directorate of the School of Foreign Language. After these meetings were held with the directorate, the document was approved and sent to the university senate. AS-1 stated that, in the senate, the rector negotiated each item with the deans and directors at the university. After receiving their approval, the document was sent to the General Directorate of Law and Decree (GDLD) under the Prime Ministry. After the approval of the GDLD, the RRD was published in the Official Gazette, and the department began using it. This change process for the RRD took six months. In the RRD, several changes were made in relation to the proficiency and other exams, exemption, non-attendance numbers, scores, and equivalence.

10. Design of the Classes

In the previous system, the students were mixed and put in different classes every seven weeks, which the students felt was insufficient time to get used to the class and the teacher. The new organization thus changed this rule so that the classes became mixed after the first semester, based on their scores.

11. Planning and Evaluation Committees

The planning commission was formed by the department chair to negotiate the past and present status of the department and the beginning of the change process. The planning commission comprised thirteen instructors. Three of them were the board members, three were selected from among the instructors with at least five years' experience at the institution, and four of them were the former chair people. The reason for choosing the former chair people was to actively integrate them into the process and benefit from their managerial experience. The last three people were instructors who had completed their graduate studies in ELT or Curriculum and Instruction.

The evaluation committee comprised four or five groups of instructors (6–8 instructors in each group). This committee aimed to meet at the end of each term to evaluate and discuss the students' levels and the curriculum, books, materials, and exams.

12. Course Registration

The official documents show that the previous organization lacked a course registration system. The list of students was sent by the Student Affairs Office. However, many of the students on their list opted out of their education. Therefore, even though the department chair put their names on the class lists, the lists did not reflect the actual class numbers; the lists sometimes contained more than 1,000 students, but only 800 students attended the classes. With the organizational change, the department chair implemented a course registration system, which ensured that the students who froze their registration or who decided not to attend were not included on the class lists.

13. Staff

The observations showed that the planning commission examined the results of each class in detail at the end of the term. The instructors in the focus group interviews stated that there were two classes with very low success rates. The chairperson decided not to assign these four instructors to Northview, and after sharing his opinion with the director of the school, the director assigned these instructors to a different department. The department head requested five new instructors, and the director approved; therefore, two months later, five new instructors were employed, and six months later, two more instructors were employed. The department chair contacted the responsible person at the HEC to employ the foreign instructors. After receiving confirmation from the HEC, they announced job openings for foreign instructors and received twenty-one applications. After conducting the interviews, they employed four new foreign instructors, who started three months later. Overall, the department chair employed eleven new instructors in the department.

The official documents showed that in the previous system, if one instructor was ill or unable to teach, the class was sent home. The current system changed this procedure. If an instructor cannot teach that day because of health problems, the students are distributed to the other classes, and the instructor needs to submit an official health report. However, if an instructor is unable to teach that day because of other reasons, such as a conference, the instructor needs to obtain official written permission and indicate the time of their make-up lessons. Additionally, official leave has to be requested at least ten days beforehand. Before writing the official leave document, the instructors need to talk to the vice-chairperson, who is responsible for the staff. No official leave is permitted during the term unless there is an urgent issue.

14. Course Partners

According to the focus group interviews, in the department, there were 24 hours of classes a week, and at least two instructors, called partners, shared a class. Each instructor was able to choose their course partner. However, with the new organization, the rule for choosing their partners was abrogated because some instructors were unable to find partners. In the current system, the department chair decides the partners, who are then free to design their weekly schedule. They can also have one day off.

15. Assignments

According the interview results and the official documents, in the previous organization, the director of the school was the vice-rector, who delegated authority to the vice-directors in the school. The vice-directors were also the department heads of three departments. Therefore, while the Preparatory Department had one vice-chairperson, the other two departments in the school had no vice-chairpersons, and only three people managed the school. However, the number of people managing the school needs to be twelve. According to AS-1, under the new system, there is a director and a secretary of the school. The director assigned two assistant-directors, and then he assigned one instructor as the department head of each department, who appointed their own vice-chairpersons. In the Preparatory Department, after the department head assigned two vice-chairpersons, they shared the work. One vice-chairperson was responsible for testing and the other vice-chairperson was responsible for the curriculum. The distribution of their tasks was announced to instructors via an official email and announced to the students at the orientation program.

The other structural change was about the separating administrative and academic duties in the school. The instructors stated that formerly, the administrative staff were interfering in the academic affairs. After the structural change in the management, the director assigned a department secretary for each department, and the mechanism in each department became more professional.

Assessment

The core team and the planning commission discussed the assessment tools before the start of the 2014–2015 academic year and wrote their final decisions in the RRD. The commission documents indicate two types of assessment tools: exams and presentations, which are discussed in the following paragraphs.

16. Presentations

As indicated in the one-year schedule document, presentations are made in the spring term. Before the presentations, the students are taught how to make a poster and a PowerPoint presentation. The topics are given to the students two weeks before the presentation days so that they have some time to prepare. The students present their work in the classroom to the other students and their instructors, and they receive a final score out of 100. This score is counted as one of the quiz results.

17. Exams

Three types of exams are conducted in the department: quizzes, midterms, and the proficiency exam. The instructors and students both stated the exam dates were not set previously, and neither the students nor the instructors knew what to expect, which caused problems. In the new system, the dates, time, and duration of the exams are set before the academic year starts, and they are written in the pacing schedule. Moreover, it was decided that there would be no classes on the exams days. The instructors stated that having no classes on the exam days made them feel very relaxed because they stated that giving exams is really tiring.

The proficiency exam was also a problematic issue according to the participants (FOCI-2, 3, INS-1, -4, -6, and S-2, S-4). According to the official records and RRD 6, there were two proficiency exams in the academic year, one at the beginning of the term and one at the end of the term. There was also a placement test at the beginning of the term, which was done two days after the proficiency exam. Although there had to be one proficiency exam after the first semester according to the HEC's RRD document, the department did not conduct that proficiency exam. According to the students, it was a problem and the department chair grasped their rights.

The official records show that a standardized proficiency exam had not been created, and the students pointed out that they did not know what to expect from the exam because they were unable to access any example exams. The students and the instructors in this study stated that the proficiency exam was a surprise both to the instructors and to the students, and portions of the exam sections such as listening or writing were not standardized; they changed in every proficiency exam, which caused ambiguity. The instructors and students also pointed out that the level of the exam was not standardized.

In the current system, during the planning meetings, the commission decided to prepare a standardized proficiency exam. They examined the curriculum and the books, and they noted the frequency of each subject, the exercise types, and the genres and topics of the units. Then, they prepared a written report offering an example proficiency exam, which they sent to the instructors to obtain their views. Once all the instructors accepted the prepared proficiency exam, they uploaded an example to the website for the students to access.

The new proficiency exam consists of four sections: reading, writing, use of English and listening, and each part is scored out of 25 giving a total score of 100. As speaking is difficult to measure objectively, it was decided that the speaking skill would be assessed during the semester by presentations and three midterms. Finally, a proficiency exam after the first semester for the students who failed the previous year was also added to RRD 7, and the placement exam was abrogated. The scores of the proficiency exam at the beginning of academic year are used to place the students in suitable classes.

Communication

Change in communication was made by organizing regular official and social meetings; orientation programs, which were done at the beginning of each semester; and communication tools such as social media, website, and collective emails.

18. Official and Social Meetings

The instructors noted that official meetings were held in all organizations in the history of the department. However, these were not held at regular times, only at the chair's request. In the new organization, the department chair decided to have three regular meetings, one at the beginning of the academic year, one at the end of the first term to evaluate the second semester, and one at the end of the academic year. The instructors were called to the second and third meetings in small groups of six to eight. The reason for the small groups was to allow the instructors the chance to express themselves openly and freely.

The new system also introduced social meetings into the department. The administrative and academic staff stated that the social meetings are beneficial for the relations and the communication among the staff. One breakfast at the beginning of academic year and one closing dinner are organized in the department every year.

19. Orientation Programs

According to the observation reports and the official documents, the previous system did not hold an orientation program for the students at the beginning of each academic year. However, in the current system, two orientation programs are held during the year, one at the beginning of the academic year, and the other at the beginning of the spring term. For the orientation program at the beginning of the academic year, all the administrative staff such as the rector, deans, directors, and department heads are invited. The opening speech is done by the rector, and the director of School of Foreign Languages gives the first lesson to the students titled, "How to Be a University Student." Last, the department head of Preparatory Department gives a speech about the department, the curriculum, the exams, and the rules.

In the orientation program at the beginning of the second semester, the director makes the opening speech, and an instructor gives a presentation about motivation in the Preparatory Department. Last, the department head gives information about the curriculum of the spring term and the proficiency exam. The students who participated in this study reported that both of the orientation programs were beneficial for their motivation and for becoming familiar with the department.

20. Communication Tools

The instructors stated that, although there was an official website previously, it was not used actively or efficiently. The website displayed only several pictures of the school and no one was appointed to manage the website. In the current system, the director assigned an administrative staff to improve the design of the website, and the website was updated to include general information about the school and its departments. Each department prepared content for their section, and the Preparatory Department uploaded the RRD, information about academic and administrative staff and their contact information, a non-attendance section where students are able to check their attendance, students’ exam scores, course contents in Turkish and English, an example proficiency exam, school announcements, a one-year pacing schedule, class lists, a list of honor students, and an electronic information booklet.

The instructors stated that previously, the only communication tool was the telephone. However, in the current system, the department chair set up an official email account. Every official announcement about the system, exams, and meetings are done through this email account. The instructors stated that it was much easier for them to keep informed and to act coherently.

5.3.2 Standards: Specification of Benchmarks and Standards

The observation results show that many changes have been made in relation to standardization. The categories that emerged from the observation, interviews, and the document analysis are *rules*, *testing*, *curriculum*, and *sustainability*; *communication* emerged as a subcategory (see Figure 8).

RRD 7 helped to develop sustainable standards because the rules for exams, the necessary scores to be successful in the department, exemption, attendance, and levels are described in the RRD in detail. In addition, the instructors in the department signed official documents after the planning and evaluation meetings regulated specific issues in the department relating to the time of the exams, the arrangement of the units, the evaluation of the exams, the books and the materials, and the weekly schedule.

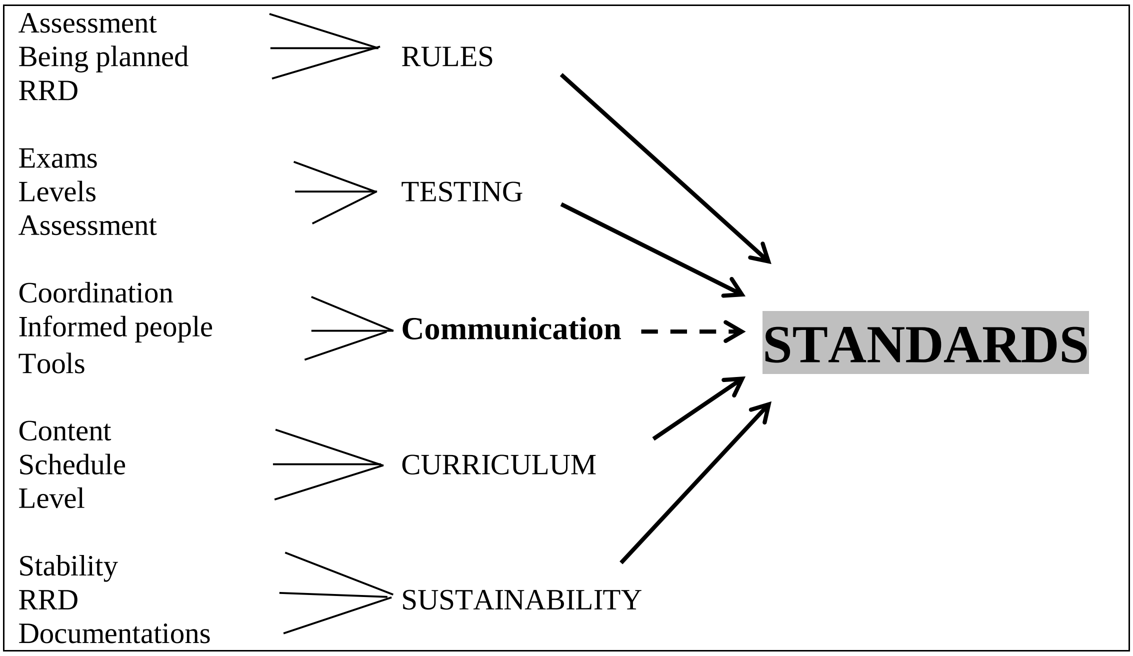

Figure 8 Codes and Categories of Standards (components)

Another category under the theme of standards is *communication tools*. After obtaining an official email address for instant and regular announcements, the department chair used the email account for all communication rather than sending official papers. This official email address was announced to all the instructors at the meeting held at beginning of the term. FOCI-2 and FOCI-4 pointed out that all the instructors liked the idea of official email addresses because they hoped it would enable effective communication between them and the department chair. FOCI-1 believed that the email system helped to resolve the communication problems in the department since the instructors who did not want to speak in front of people could write emails about their ideas and problems. INS-6 stated that the department chair took these seriously because this was one way to get the instructors get used to speaking openly and freely in the meetings.

The orientation programs were also changed under the new organization. They are now held at the beginning of each term in the biggest hall of the university to inform the students of the rules, the curriculum for the following term, and to increase students' motivation. Moreover, there were standards for implementing instructional and communication tools. S-4 discussed them as follows:

> When the communication changed, we had the chance to learn everything on the website; the instructors started to inform us about what the next topic was

and when the next quiz would be held. I believe that the system also changed the attitudes of the teachers. Previously, when a teacher was absent for two weeks, their classes were cancelled. Now, the students are distributed to other classes, so not to fall behind.

INS-4 listed the curricular changes, which pertain to the official meeting culture, books, appointments in the units, orientation program at the beginning of each term, social meetings outside the school, RRDs, weekly schedule, number of weeks in each term, exams, student clubs, the rate of exams for the academic overall average, and the proficiency exam and its application. INS-2 shared her feelings about the instructional changes related to the curriculum:

Our instructions also changed, but this was not because of in-service training. When we changed the system, our instructions were also changed automatically. When we changed the curriculum and testing, our way of teaching also changed. The communication among the teachers also changed. As the skills were integrated, we changed our teaching styles. Formerly, the skills were taught separately but now we have integrated them. Our students thought before that skills were different and they could not use their knowledge in other classes.

INS 1 stated that the new system gave the students a feeling of success because the new curriculum is more manageable and achievable. S-2 summarized the curricular problems and the effect of change as follows:

The whole class gave up on the class because of the instructor and the courses. The teachers were teasing me. They were calling me a tourist. There were no proper or regular classes, and no smooth outline of the courses. The teachers were teaching what they liked, and they were skipping over the units. There were also pop quizzes, and it lowered our motivation. The teacher would let us leave class for the last hour, for example, and in that hour the chair gave us a pop quiz.

According to INS-10, systemic change meant restructuring the processes and programs for the students including the duties, testing systems, and preparations. It also meant beginning to implement new methods instead of using old ones. INS-9 stated that the curriculum became more student-centered rather than exam- or teacher-oriented. INS-3 also emphasized her feelings:

I understand now that the systemic change was necessary since, after changing it, everything runs well. For example, changing our books, adding one more week at the end of each term, decreasing the daily hours from six to five hours,

> having a standard process for the partnership, mixing the students in the middle of the term according to their levels, and changing the exams according to our curriculum and instruction made the system better and more efficient.

The department chair also organized regular meetings, which consisted of one planning meeting at the beginning of the term and two evaluation meetings at the end of each semester. One third of the instructors, who had administrative duties in the previous systems—such as department heads, assistant department heads, and coordinators—were invited to the planning meetings. The meetings held at the beginning of each term were to plan the following year in detail, and the meetings held at the end of each semester with all the instructors in the department were to evaluate the year’s progress. These instructors were divided into four or five groups who might have different ideas about the system to share all kinds of aspects coming from these instructors about the new system. INS-2 conveyed her ideas about the standards:

> I believe that the people who manage the testing unit are very professional about it. The people working in the testing unit are the same but our work organization changed. The criteria for testing have been set, which is very important. Then we decided on the styles of exams. We did a needs analysis, and we looked at the general proficiency exams. Our proficiency exam also prepares our students for some international exams. Accordingly, our instructions also changed.

5.3.3 Whole School Involvement and Negotiation

Three of the categories under the theme *whole school involvement* were *non-participatory management, meetings,* and *teamwork (*Figure 9), and *communication* emerged as a subcategory.

According to INSs-1, -4, -6, -8, and -10 and all FOCIs, the new department chair tried to involve all the stakeholders in the systemic change process. They stated that everything was planned with the instructors first. After a long discussion session at the beginning of the term, the core team implemented the changes and informed the instructors.

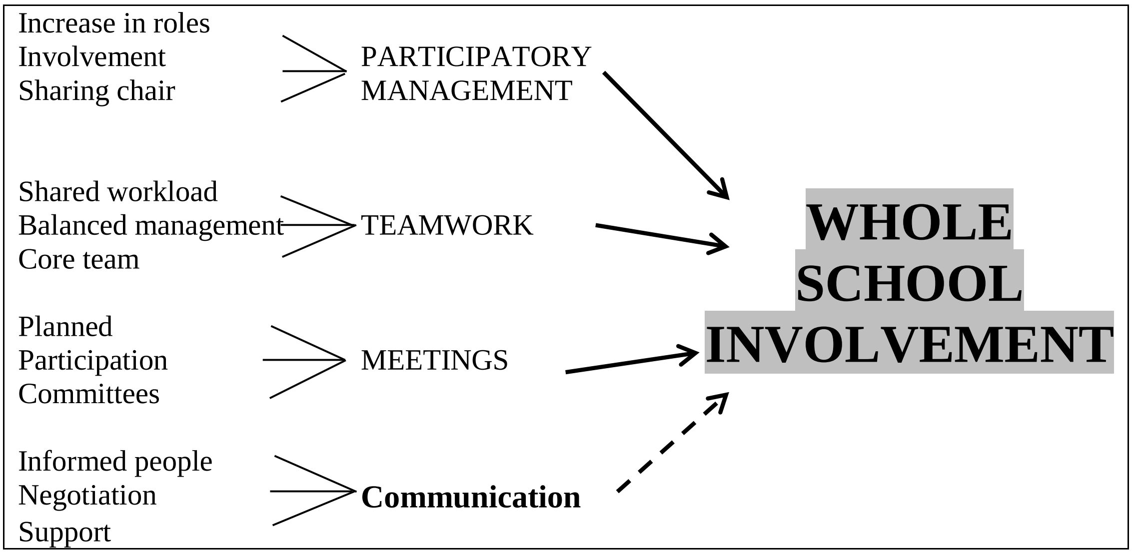

Figure 9 Codes Categories of Whole School Involvement (components)

In these planning meetings, the department changed their books, materials, curriculum, weekly schedule, and skills taught (INS-7). INS-4 indicated the importance of negotiation by stating that the decisions were made with all of the institute's stakeholders. She stated that, in the previous system, a decision was made by one person and the instructors heard about it from the students, which was difficult for the instructors accept. By contrast, this new system involves the whole school in every detail of the system, and they all have a say in how it works. INS-3 agreed with INS-4's statements:

> Evaluation meetings were done with all the instructors in the school. We were all excited because we were divided into small groups for the meeting. We understood that everybody could speak there freely, and we were not surprised. The new management listened to us attentively, took notes, and took us seriously. We expressed our thoughts about the weaknesses of the previous system and proposed what we all believed. We understood that we all wanted the same things: negotiation, justice, standards, and good communication. The new chair people shared everything with us, so there was no resistance toward the new management system since it became our special system.

INS-2 underlined that the amount of gossiping in the school reduced considerably because all opinions can be expressed during the meetings. It was observed that in the meetings during the academic year, the department chair wanted everyone to share their ideas about the systems because the school is the common place of everyone in the school. After the instructors had understood the intention of the chairperson, they trusted him. One important thing here is that the department chair asked the instructors for their opinions about the subjects discussed and listened to everyone critically. After the second meeting, everyone expressed their ideas about the school freely. INS-8 stated the importance of communication and regular meetings:

> The previous chair did not use to share what they were doing, so we were unaware of any new developments. They did not ask for our opinions. The most important thing I see in today’s managements is that in all the steps and all the developments, they’re giving us enough time to express our feelings and thoughts at the semester-end and year-end meetings. They are collecting our thoughts in a comfortable environment.

INS-2 restated that they changed everything in the institution including the curriculum. She noted that they made it more detailed, all teachers were synchronized in preparing the curriculum, and that if any material was needed, they prepared it themselves and in a very short time. They also successfully changed the testing unit, even though past efforts to make a testing unit were always unsuccessful. She personally believes that the testing unit worked well then. INS-10 explained;

> This is the job we get paid for. About resistance, I think those people didn't show resistance because the workload was quite fair. They did not say "You have done nothing for five years, now you deal with all of the exams!" Rather than resistance, it was just disturbance.

INS-1 makes an important point regarding the planning meetings at the beginning of each term and the evaluation meetings at the end of each term. She stated that all the instructors shared their ideas in these meetings freely. Additionally, INS-10 highlighted the importance of teamwork and how it was organized:

> The new team was organized. They eliminated the previous works, and they acted in a harmony. For example, committee meetings were held to change the regulations. Decisions were not made by the same group of people. Groups changed each time for each decision. We had meetings in particular times of the semester but we didn't go overboard about them either. We shared the taken decisions. The communication rate increased, and this was especially good for us because we were not using our email addresses frequently. We used to see only the headlines and sign it without being informed of the content. However,

> now we get informed with emails even for the postponed meetings. People can't say, “I didn't know about it!” any longer. Everybody takes part and this is the most beautiful benefit of the modification.

It can be interpreted that INS-10 appreciates both the organizational and communication changes at Northview. According to the excerpt above, she emphasizes how the teams and committees have worked coherently to make decisions. She is also happy with the way the communication tools are used because she favors the organization in which everybody can participate.

5.3.4 Structural Change: Reconstruction of Academic and Administrative Organization

Based on the official documents and the observation results, the design of structural organization was set at a very early stage of the systemic change process. The categories of the theme *structural change* were *organization*, *responsibility*, and *assignments* (Figure 10).

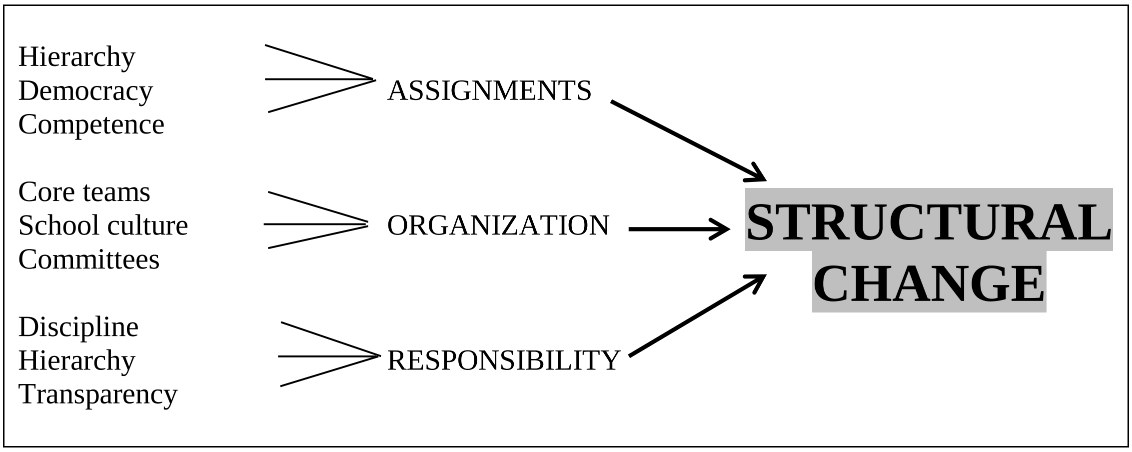

Figure 10 Codes and Categories of Structural Change (components)

First, the Director of School of Foreign Languages was appointed by the rector, the director appointed one assistant-director, and the director sent an email from his personal email account to all the instructors in the School of Foreign Languages asking who they wanted as their department head. There were no nominees. Everyone sent the names that they would like to work with. This continued for a week, and the director talked to the instructors whose names were written most frequently in the emails. S-1 stated that the structural change started everything in the department. He remarked that he was aware that the department became an institution in the second year and it affected his study behavior. He continued that, not only his, but also his teachers' attitudes toward the classes and the students changed, and that all the students were aware of the structural changes in the department.

After the instructors accepted the director's offer for their new positions, the director organized a meeting with all the instructors in the school and announced the department chair. Then, the three department heads started their new positions and appointed two vice-chairs. The Preparatory Department head chose two assistant chairs from different groups. INS-2 stated that, as everyone expected him to choose his best friends, he surprised everyone. The important thing here is that he had informal negotiations with different instructors in the department. After their appointment, the three members of the board held a meeting in which they worked out their responsibilities in their units. One was assigned as the testing unit head, responsible for the preparing, coordinating, and implementing the exams, and the other was assigned as the material/program head, responsible for planning, designing, implementing the curriculum, preparing the materials of the department, and organizing the one-year program schedule.

INS-1 described that the department heads were elected in a democratic way for the first time. Additionally, in the current organization, the small meeting groups of six to eight instructors made the instructors feel comfortable about sharing their beliefs about the school. Another thing that changed about the school culture was that, with the selection of the new department chair, the instructors' negative habits of gossiping about the system, their colleagues, others, and the department chair stopped automatically, because they were openly asked for their opinions about the system during the meetings.

The official records in the school show that in the previous organization, the department chair was appointed from outside the school, and according to INS-7, the department chair people did not know the department. However, with the new organization, the department chair was elected by the instructors among those working in the department, and the structural organization was set. AS-1 stated how the organizational structure was set during the change process:

> There was not a proper structural organization in the school when I first came here. I had known some people working here before, and I talked to them about the school and the system. I think that there needs to be a shock at the beginning of the change. I continued with the same vice-directors who had started here before me. I did not change them at first in order to gain some time, to watch and to try to understand the school. In the management, there needs to be twelve people, but there were only two people managing here. After some time, these two assistant-directors who were also department heads chose to give up their administrative duties because one needed to do his military service duty and the other started at a different university. Then, from my personal email account, I sent an email to the instructors asking who the department heads should be. This was the first time that the instructors were asked about their heads. Surprisingly, there were lots of replies to my questions. The instructors were motivated, as they had the chance to choose their head. I saw that the person in my head was approved by the instructors. Then, I looked into his resume and academic background in detail.

AS-1 indicated that there had never been an election beforehand because, as FOCI-3 explained, the department head was appointed by the director or directly by the rector, and no one was asked for their input regarding it. Moreover, the directors did not share their authority and responsibility with others, and the institution was used to working in this system. Other instructors also expressed their feeling about the election. INS-4 stated that there had been a very democratic election for the first time, which she felt was the correct way to select the department head.

5.3.5 Summary of the Components of Systemic Change

According to the official document and interview analysis, twenty components directly related with the system, which were grouped into four categories: curriculum, assessment, organization and communication.

In this study, the components of the systemic change are interpreted and discussed in relation with the themes *motivation*, *structural change*, *standards*, and *the whole school involvement*, and *leadership*. The participants stated that, before changing the components of their system, they were all involved in the process, and they were motivated to make the necessary changes. The interviews indicate that structural change and a change in standards were enabled through the eagerness of the chairperson that they had elected and with the people involved in the change process. The official records show that the instructors changed components with the support of the administrative staff. Last, the students felt that they benefited considerably from the changes made to the components.

5.4. Results of Research Question 3: How do the stakeholders situate themselves in the process of systemic change at Northview? What were the roles of the stakeholders in the change process?

a) What were the roles of chair?

b) What were the roles of instructors?

c) What were the roles of administrative staff?

This section presents the results of the interviews, observations, and official documents regarding the roles of people in the systemic change process at Northview in 2014–2016. As Figure 11 shows, the school director was the visionary of the school. The change process started with his appointment to the school. Second, the secretary of the school supported the change process in terms of the administrative and official work. However, the department head is the core of the systemic change in the department; he worked with his core team members who were the vice-chairpersons that he appointed. While one vice-chairperson became responsible for the testing unit, the other vice-chairperson became responsible for the curriculum and staff. The department chair represents the core team in the change process, and the instructors are the *supporters* and *evaluators* of the change process. The instructors gave their full support for the change, with any resistance, and all of the instructors meet three times a year to evaluate the process. Furthermore, the planning commission, which was formed at the beginning of the process, planned the components of the curricular. Lastly, the students were situated as the receivers of the benefits of the change process at Northview.

Regarding the roles of the people in the systemic change process, three themes emerged from interpretations of the observations and interview data: *structural change attributes of the leaders*, and *whole school involvement and negotiation*, which are discussed in the following sections.

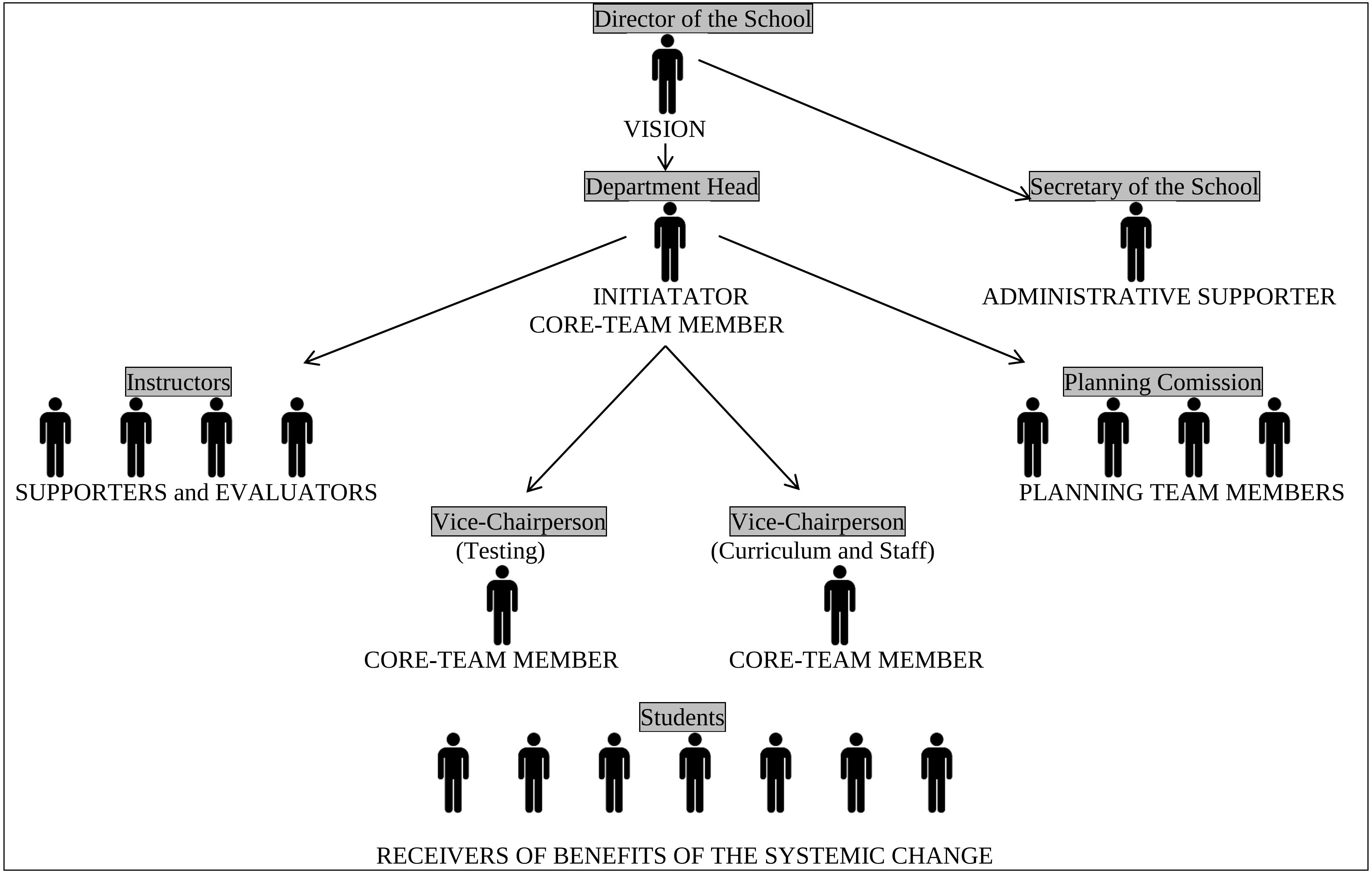

Figure 11 Roles of People in Systemic Change at Northview

5.4.1. Leadership: Attributes of the Leaders

Most of the participants of the current study mentioned leadership in relation to the roles of the people working at the institution. The categories that formed the theme *leadership* are *character*, *competence,* and *justice* (Figure 12).

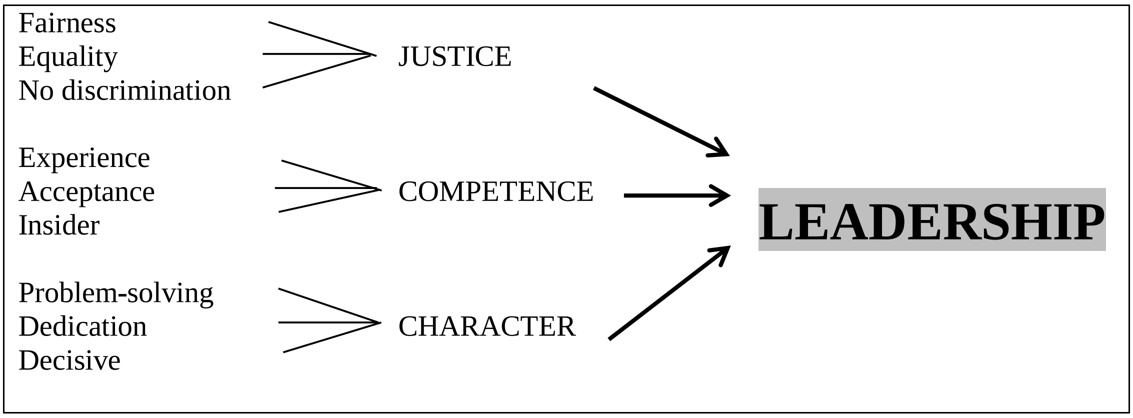

Figure 12 Codes and Categories of Leadership (roles)

The interviews indicated that the instructors were very dissatisfied with the injustice of the previous department chair and the organization because the duties were not distributed equally among those working at Northview. By contrast, after seeing that everybody had an equal workload in the department, INS-1 stated that her prejudice about the new department chair ended, and INS-2 remarked they can talk to the new chair easily. INS-10 stated that no one had embraced the department in the same way as does the current department chair, and INS-2 asserted that *justice* is of great importance to those in the institution. INS-2 also stated that, as the previous department chair people had always had some deficiencies when it came to justice, she did not face any difficulties accepting this change process. In the previous department, unequal workloads had a negative effect on their relationships; however, the current equal workloads allow everyone to become involved in the process, which filled all of the instructors with relief.

In addition, during the meetings, everyone now has equal time to talk, and the appointments are done fairly. According to FOCI-2, no one in the school receives special treatment and all the instructors have equal workloads. Therefore, if one instructor has prepared three exams, he is not given any other duties in the materials unit. The official records show that the appointment of instructors to the units was done according to the workload in that unit. Most importantly, these were outlined in the planning meetings at the beginning of the semester and were announced at the beginning of the academic year.

INS-2 stated that the new management consisted of people from within Northview, and they knew them very well. She continued that they had the same problems and the same anxiety. She felt the goodwill that the new chair had. As they felt this, all the teachers started to feel the same. INS-11 agreed that the gap between the department chair and the instructors has decreased because the department chair listened to them very carefully about who he should work most closely with instead of choosing his closest friends. The FOCI interviews also showed that the chairperson did not choose his vice-chair among his best friends but rather among the other groups of instructors who were respected by their peers.

The category *competence* is discussed with the instructors in relation to the competence of the department chair. INS-8 stated that the department chair did his master’s degree in his second language, not Turkish, and still works in the same field. He pointed out that the chairperson has knowledge of the field, and that he did not learn English just for the academic opportunity it offers.

During the two-year observation in the school and from analyzing the documents, it was found that most of the previous chair people and managers were assigned from different departments or faculties. Therefore, the implementation of the new organization was the first time that an insider was assigned as the department head. The roles and the contribution of the department chair as an insider is discussed in the following paragraphs.

INS-1 stated that, in the previous department, two or three people were responsible for preparing the exams and managing the testing office, which the other instructors were unhappy about. However, in the current department, the department chair organized a detailed plan for the testing office and leads the office in a just and fair way. Moreover, the new department head appointed two vice-heads, who have been assigned responsibilities. One is responsible for testing and the other is responsible for the books, materials, and the program. She said that the chair’s attitude toward the department, the students, and the instructors had always been understanding, planned, and decisive. She continued that decisions are not made based on personal connections. AS-1 shared similar thoughts:

> There was a team with 60 people, so there needed to be a core team who could review the system. The leader should be both human-centered and job-centered. While the leader is thinking of the happiness of his staff, he should also care about the success and discipline of the work. The academic qualification of the department head who was elected is really satisfying. Moreover, he is well-liked and sociable. He has good communication with the other people in the school. He believes in teamwork. He does not have any obsessions. He has equal regard for the people in the institution. He motivates people and loves his job very much. Besides, he deals with every little detail and he spends most of his time at school. This sounds normal, but the previous chairpersons did not dedicate themselves as he does. He organizes not only academic events, but also social events such as dinners, meetings outside of the school, and meals on special days. He is self-confident and open to communication. He has got vision and aims for the institution. He loves his country and he works for it. He is a bit strict, but I believe that someone in the institution should be.

AS-2 stated that there were three change leaders—the director of the school, the secretary of the school, and the department head—who had been very decisive and full of ambition to change the school. INS-8 explained that these three people are committed and team-oriented. He continued as follows:

> I notice that when we complain about a problem, the chair solves the problems as quickly possible. For example, in the past, there were leaks in our building, and these problems have been fixed. Also, the classrooms have been painted, the curtains have been repaired, and the computers are working properly. I also noticed something and shared it with other instructors; in the orientation, the most impressive speech was the chairperson's.

AS-1 described his role in the change process. He stated that he shared the authority with the other managers in the school. He gave them both responsibility and authority, but held the control mechanism in his hand. AS-2 supported his idea and added that the new director was open to new things and had the patience and eagerness for change in the school.

The leadership in the new department and the systemic change process formed a large part of this research question. INS-3 stated that the chairperson's attitudes, speech, and implementations helped and changed people's ideas about Northview. She added that all the instructors were able to accommodate themselves to the new system easily, and people found answers to their questions. Moreover, as the new department chair became close to the instructors, they all felt that they were of value to the institution, and thus wanted to contribute more to the new department. As a result, INS-3 thought that their roles in the change process increased because they were given more responsibility. In addition, INS-4 emphasized the importance of leadership in the systemic change process, stating that she was really happy with the department head. She gave an example of her belief:

> I remember that I had my thesis supervision committee, and I offered to cover my lessons afterwards. The department head told me that they would handle this and assured me that it wasn't a problem. This was a very small example, but I felt very motivated about the institution. After this incident, I felt very happy, and so I try to do my best for the institution.

Furthermore, AS-1 expressed his feelings about the character of the new chairperson. He stated that the chairperson is self-confident, has a vision regarding certain objectives and ideals, and is not vindictive. Although the chairperson is somewhat strict, it is necessary to manage such a big department. INS-8 asserted that the new department chair solves problems immediately and correctly. INS-1 supports this view and added that the chairperson is decisive, does the necessary things for the department, and that the new chair's experience in the school eased their jobs. S-1 realized the effectiveness of the chairperson's speech at the orientation program:

> When we first time came here, the instructors and the chair told us what to do in the department. For example, I remember the presenter (the chair) at the orientation. I remember everything he said in the orientation program at the beginning of the year, unlike in previous years.

Further, regarding the character of the chairperson, INS-8 stated that the new chairperson has commitment, dedication, and respect, which enables the teachers to have respect for him. INS-8 continued his feelings as follows:

> It is about personal differences. For example, not all sportsmen are the same in any sport. Their abilities would be different, even though they're all working in the same way. In this institution, there are some personal differences in terms of working style. Yesterday my friend called me, and I noticed that it was 11 p.m. but he was still working. Even some days, he is working until 1 or 2 a.m. This means he has no concept of overtime; you work personally to develop and to be useful to the institution. All of the instructors make the effort to improve this institution. So anyone can get this education, but not everyone would work like this to improve the institution. I didn't see these kinds of people in the previous administration. It might be because the managerial staff was assigned according to their academic careers, but not according to their personal efforts. Furthermore, the previous managers were saying "OK, we have the biggest position, and all we need to do is management work."

S-1 and S-2 emphasized the impressive speech of the management in the orientation program. INS-3 stated that the professional features of the current department chair were prominent. She said that the current chair is fair and everyone has equal access to him, which allows him to look at the department professionally. INS-1 supported the idea that the current chair is decisive and fair, which encouraged them to behave appropriately. She added that the new chair has always listened to them carefully and tried to find immediate solutions to their problems.

People's positions in the institution have played a significant role in the systemic change process. INS-2 stated that they had all been inside the organization, and they all felt that they did it altogether. INS-9 added that they all thought that they needed to participate in the meetings because their words were taken seriously. FOCI-1 and FOCI-2 stated that formerly, they had all thought that nothing would change, even if they shared their ideas, but they were mistaken. Additionally, while the administrative staff had interfered with the academic issues in the former organization, which was not appropriate, after the systemic change at Northview, the administrative staff focused on their required tasks.

5.4.2. Structural Change: Reconstruction of Academic and Administrative Organization

The roles of both administrative and academic staff comprised an important part of the structural change. Two categories are listed in Figure 13 below as *organization* and *assignments.*

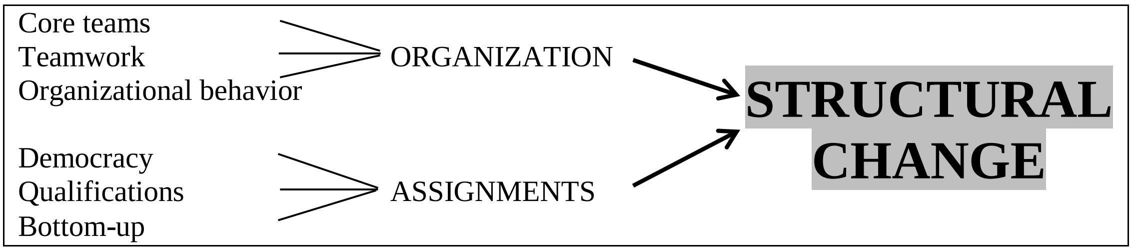

Figure 13 Codes and Categories of Structural Change (roles).

When we examine the *structural change* theme in relation to the roles of the people, AS-2 asserted that the change process started with the assignment of the secretary and the director of the school. Regarding the administrative structure of the school, AS-2 said that he first built the administrative organization with the administrative staff, and he defined their professional job requirements and declared their responsibilities. AS-1 summarized the structural foundation of the systemic change in the school, asserting that a big gap existed between the administrative work and the academic work, which put constraints on the structural organization. He underlined the importance of the structural organization:

> There are colleagues who were working in the school before I was assigned as the director. We negotiated the structural organization of the school. To me, there needs to be shock to start the change. I continued with the vice-director, who was working with the previous directorate to gain some time and understand the school. Then, at the end of the term, those two vice-directors quit their positions and I had the chance to assign my own vice-directors. The reason for that was to convey the message that the change was going to start soon. I sent an email to all the instructors asking who the department heads should be. This was the first time that the instructors were asked about their heads. Surprisingly, there were lots of replies to my questions. The instructors were motivated, as they had the chance to choose their head. I saw that the person in my head was approved by the instructors. Then, I looked into his resume and academic background in detail.

Furthermore, in the focus group interviews, the instructors emphasized the *teamwork* in the school. FOCI-3 stated that after the assignment of the department head, he assigned his core team, which consisted of four people: the department head, two vice-department heads, and the coordinator of registration. These four people started to have regular meetings to diagnose the problems of the previous department and to decide on the items to discuss in the planning and evaluation meetings. In summary, the roles of the people at Northview in the structural change were considered to relate to the organizational change and the teams formed within the department.

5.4.3. Whole School Involvement and Negotiation

This section discusses the roles of the people at Northview in relation to the theme *whole school involvement and negotiation*. INS-5 and INS-6 indicated that during the systemic change, the whole school involvement was achieved by the staff working at the institution. This was the first time that everybody was actively involved in the change process and had a voice regarding the systemic arguments in the process. Figure 14 shows three categories that relate to the theme *whole school involvement*: *participatory management*, *teamwork*, and *meetings*, and *communication* is a subcategory.

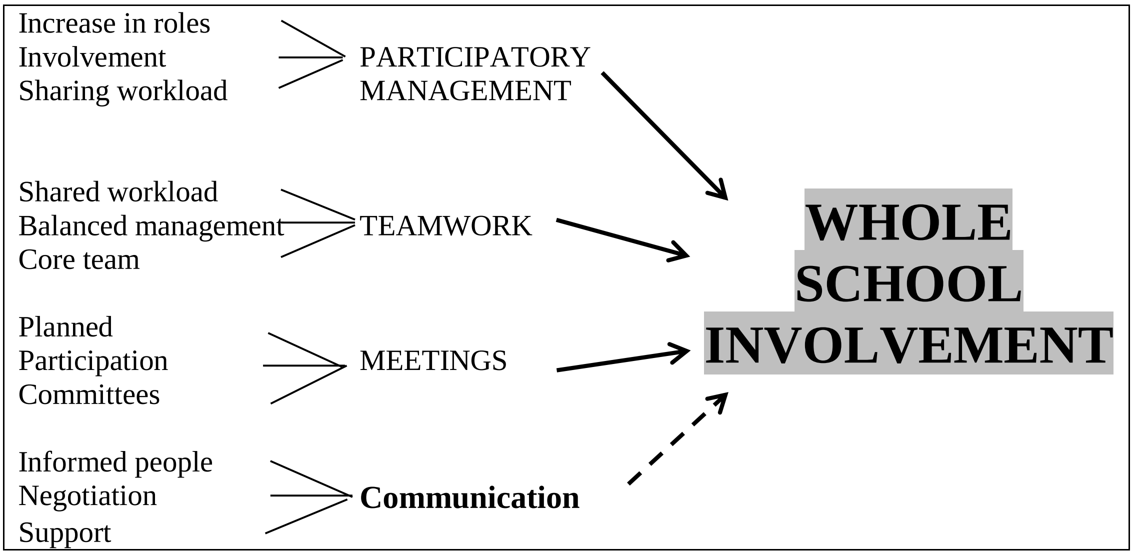

Figure 14 Codes and Categories of Whole School Involvement (roles)

INS-10 discussed the category *lack of communication* in relation to *participatory management*, stating that the reason for not encountering resistance to the change was because of the positive personal relations and communication. She asserted that the new department chair tried to share everything with the instructors and actively included them in the change process. She also emphasized the change in communication between the instructors and the department chair:

> If you criticize properly and politely, people listen to you. For instance, I wrote an email a couple of times to complain about some negative things, and I discussed my criticisms verbally with the chair, and he said that he took note of them. People listen to your complaints and troubles when you use the right words. When I say "I'm sick today, I can't come," I didn't receive responses such as, "Where are you! Get a medical report!" But I relate this to my undoubted good intention. They made my work easier, quite simply. Also, some informational brochures were printed, and several meetings were held, which was really good because even a person that did not attend the meeting was able to know thanks to these brochures that included annual plans. These brochures help us in a really good way, especially when we're working with partners because sometimes we're unable to contact our partners, so it was an excellent development. There is no disruption for the students and teachers because the communication problems that are caused by telephone batteries or the telephone network were solved. Also, they made good use of the website and social media. Since the last management, I have seen that the students are well-informed.

INS-5 and INS-6 stated that they had not faced any difficulties throughout the change process because they witnessed it actively. They asserted that, because the change in the school was considered necessary by everyone, they had a smooth and easy transition. They elaborated that the meetings at the beginning of the term were so beneficial that they had not experienced any difficulties. INS-5 also stated that when he saw that his suggestions were included in the change, he became more motivated for the change. INS-6 said that the instructors and the department chair allowed sufficient time for each other to reorganize everything in the department. INS-4 also emphasized the importance of the meetings, stating that during the planning and evaluation meetings, people had the chance to express their thoughts about the system, which made them participate in the process.

Teamwork was one of the categories under the theme *whole school involvement*. One of the first things that the new chair did was to organize the team in the department and allow them to work in a peaceful environment. INS-8 stated that working as a team had been effective since issues has arisen that one person alone could not have dealt with. He continued that they eliminated the previous works and acted in harmony. AS-1 supported this view and added that they were like a family, which required teamwork. He added that the department head and his core team were competent in their jobs. Their communication channels had always been open and he not experienced any anxiety about being unsuccessful.

INS-3 emphasized the importance of *participatory management*. She stated that all the instructors wanted to share their thoughts and beliefs about the change process because they had understood that their opinions were valued and considered; therefore, the instructors' roles had been expanded. INS-3 supported that the department chair shared every idea and decision with them, and INS-2 stated that she was happy participating in the meetings:

> We are all inside the system. We all feel that we do it all together. We all think that we need to participate in the meetings because our words are taken seriously. Formerly, we all thought that nothing would change even if we shared our beliefs, but now everything has changed.

In summary, the roles of those involved in the change process in relation to the whole school involvement and negotiation were affected by teamwork, participatory management, organization of meetings, and the way people communicate with each other.

5.4.4 Summary of the Roles of the People in the Systemic Change Process at Northview

After analyzing the interviews and documents, three themes emerged: *structural change*, *leadership*, and *whole school involvement and negotiation*. While *character*, *competence*, and *justice* formed the *leadership* theme, *organizations* and *assignments* formed the *structural change* theme, the *whole school involvement* theme comprised *communication*, *meetings*, *teamwork*, and *participatory management* categories.

The instructors reported playing a considerable role in the change process since they were involved in each level and component of the systemic change, and they felt important and motivated during the process. The instructors enjoyed being members of the team and were happy to participate in the management. Moreover, the former chair noted that the assignment style of the department chair also helped them to work in harmony with the department chair and with their colleagues. Moreover, while electing the department chair, the participants placed emphasis on the importance of the character and competence of the change leader. Last, the administrative staff remarked that sharing their experiences and supporting each other enabled them to work effectively.

5.5 Results of Research Question 4: How Are the Results of Change Described at Northview?

a) **What are the results of the change from the instructors' perspective?**

b) **What are the results of change from the students' perspective?**

c) **What are the results of the change from the administrative staff's' perspective**?

The results of the change are discussed in response to research question 4, and the themes that emerged are *structural change, motivation*, and *standards.* W*hole school involvement and negotiation* emerged as a sub-theme that related to all three themes (Figure 15). The figure demonstrates that the students' motivation increased following the systemic change, which is directly related to the success of the systemic change process. In addition, since the instructors, committees, and core team were actively and willingly involved in the change process, the whole school involvement is achieved, which affected motivation of the people in the department. Their active involvement in the process enabled them to set the standards, increase the motivation rate, and change the structure of the department through negotiations. Three themes therefore emerged as a result of the *Organizational and Instructional Transformation at Northview.*

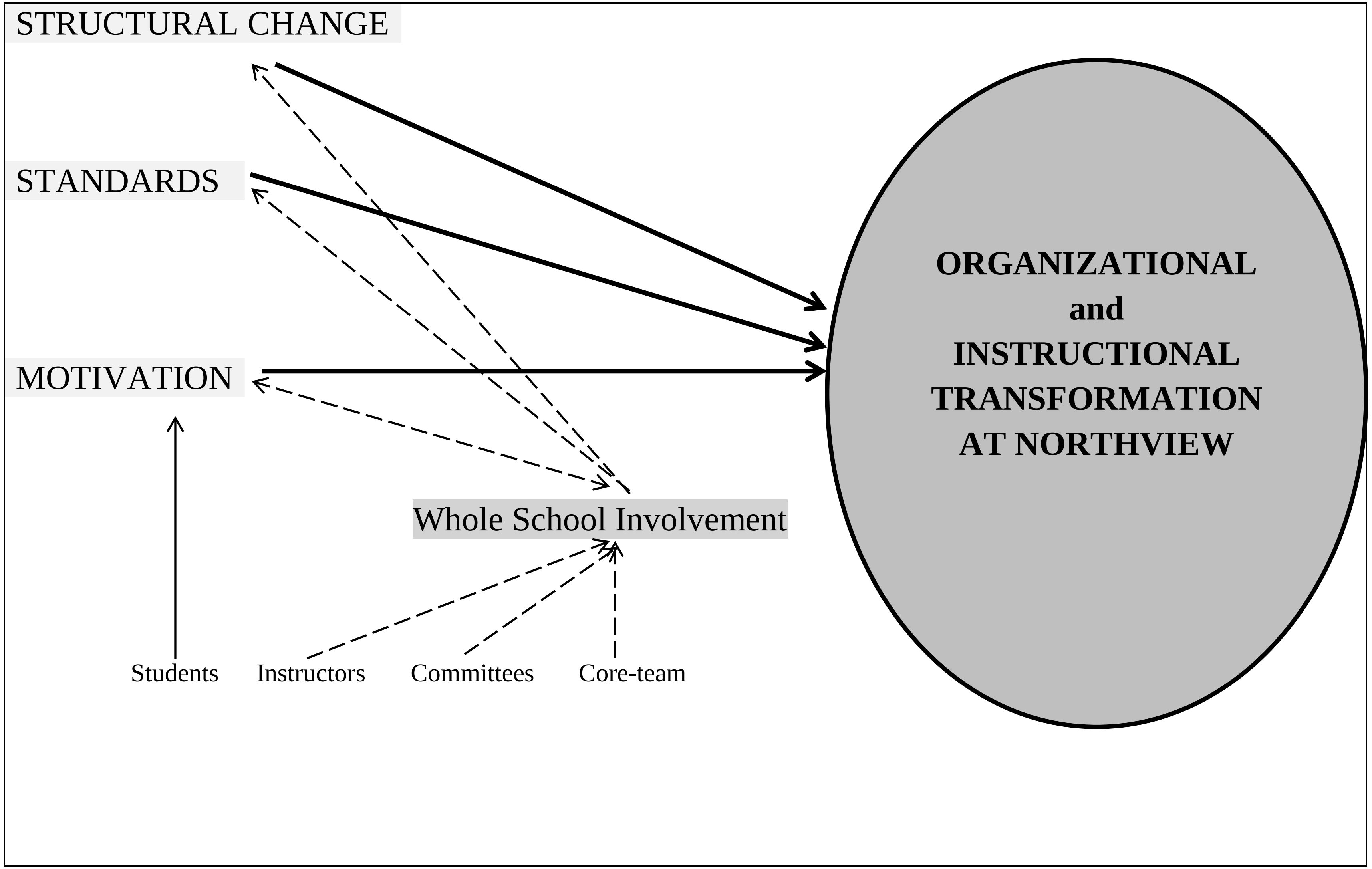

Figure 15 The Summary Flowchart of te Results of Systemic Change at Northview

Figure 15 shows the three major themes and one sub-theme. *Whole school involvement*, which emerged as the sub-theme, is promoted by the instructors, committees, and the core team. Then, the involvement of whole school affected people's motivation to change the standards and structural changes in the department. As a result of their active participation, changes were accomplished in relation to the themes: *motivation*, *standards*, and *structural change*. Therefore, in answer to this research question, the results of the systemic change are described as the "Organizational and Instructional Transformation at Northview." The success is attributed to the motivation of people to implement new standards in the department and achieve structural change. As shown in the figure, while whole school involvement has a mutual relation with motivation, whole school involvement affects the standards, structural change and the results of the systemic change.

5.5.1. Structural change: Reconstruction of Academic and Administrative Organization

The results of the systemic change are discussed under three themes in instructors and students' point of views which is shown in Figure 16 below. Structural change was formed by three different categories; *assignment*, *responsibility*, and *organization.*

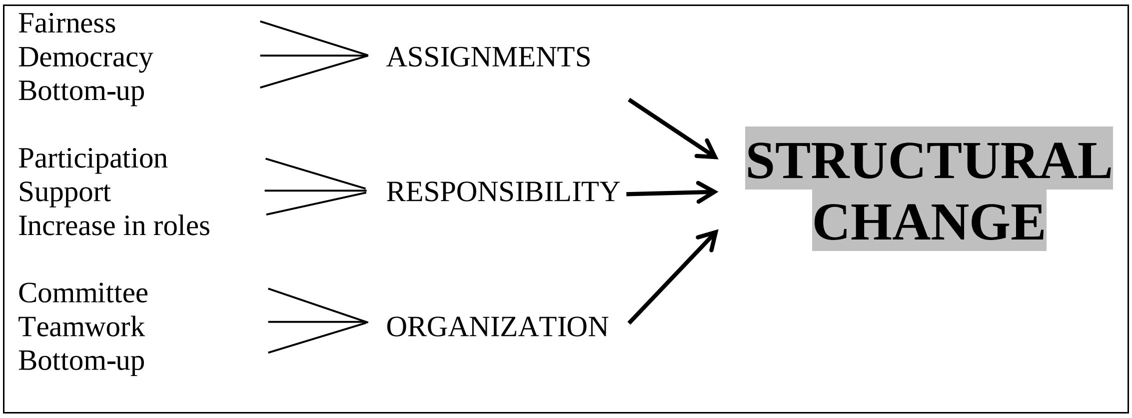

Figure 16 Codes and Categories of Structural Change (results)

Organization and *responsibility* are interpreted together since they are closely related in terms of the results of the systemic change. According to the observation results, the organizational structure has changed the most. There is now one director, two vice-directors, three department heads, and two vice-chairpersons for each department. In addition, a secretary was appointed to deal with administrative issues. AS-1 stated that the responsibilities of the administrative and academic staff are now clearly defined, and each group is only responsible for their area of expertise. AS-2 supported this idea, adding that if an instructor or a student has an administrative problem, they need to communicate with the department head. If the department head cannot solve the problem, he refers to the directorate, and they deal with the problem together; FOCI-1 and FOCI-3 called this the school hierarchy. INS-10 stated that every position had an owner. Thus, if there is a problem regarding the exams, they should see the vice-chairperson who is responsible for the testing unit; however, for a problem concerning materials, they should see the other vice-chairperson. For any other problem, they can see the department head. INS-10 emphasized that they know with whom they need to make contact for any given situation, and he mentioned that when they have a problem with one of the students in their class, they do not have to consult the director directly. AS-1 expressed his feeling about the results:

> I had a great belief in being successful. Organizations are like families. They require teamwork. The most important result was how the structural organization was designed. Everybody knows what they need to do. So, we can see the success rates of the students. Moreover, the results of systemic change can be seen when we look at other departments or schools in the university. For example, the English Language Teaching (ELT) Department, which was founded nearly 20 years ago, has just decided to start mandatory English preparatory education. I believe that they now believe in the quality of the education given here. Moreover, the Nursing School, the Sports Management Department, and the Training Department has also started offering English language education to their students.

The third category relates to the *assignments* of the director, department head, or the people in the testing and materials units. The observation results indicate that in the previous system, the department chair was assigned by the rector without the instructors' input or a democratic election. The department chair was an outsider who did not know the school before being assigned. However, following the systemic change, the department head was assigned based on an election and negotiations with the instructors, the assignments of the units were made based on negotiations within the core team.

5.5.2 Motivation

Figure 17 shows the three different categories that form the theme of *motivation*: *achievement*, *confidence and belonging*, and *negotiation*. C*ommunication* is a subcategory.

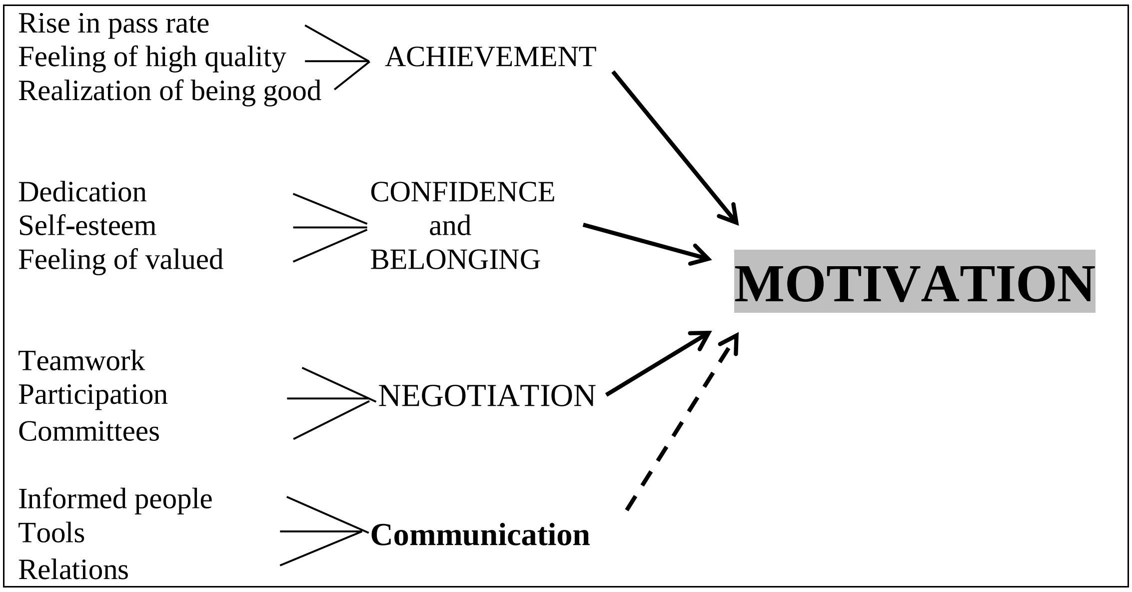

Figure 17 Codes and Categories of Motivation (results).

FOCI-3 and FOCI-4 indicated that the students' motivation increased starting with the orientation program at the beginning of the year. S-5 stated that the systemic change had motivated the students' study habits for the exams. S-3 supported S-5 and expressed himself as follows:

> After the systemic change, I was really motivated for success due to changes in the portions and the official regulations document. We were able to see the proficiency exam before we took it, and the department started showing the students pictures that had the highest scores, which motivated lots of students. After the system changed, we started to get to know the teachers and the chair. The instruction and curriculum changed the relationship between the students and teachers.

At the end of the systemic change process, AS-1 stated that motivation increased gradually among the instructors, administrative staff, and even the students. INS-4 shared her positive feelings about establishing the school culture, which was created during the change process. INS-6 noted that people used to complain about the department to the rector, which he now accepts was not true. It is emphasized that they did not have any problems with the students. They can easily say that it is the only institution that does not have such problems. Moreover, he adds that everything is shared with the instructors before announcements are made to the students. As people are happy, they now have their meals in the institution and they spend time at the school after their classes.

INS-3 expressed that the systemic change positively affected her attitude toward her work, adding that she has more trust in herself and the system, and that instructors no longer encounter negative surprises as a result of daily decisions or lack of clarity or gossip. INS-4 also expressed her feelings about her motivation in the current department.

> I wanted to have my evening tea at school several days ago. I used to hate staying at school after classes in the past. I was shocked by this plan. However, the idea came to my mind spontaneously. I think that I wanted to see people and be in school at that time. Another important example is that I did not use to defend my institution beforehand. One day someone was talking about my institution negatively. I heard his words and started to defend my school. I explained the systemic change in this department. Afterwards, I was really surprised with my response. We did not use to talk about our department because of the negative effect it had on us.

INS-2 stated that the previous system had many misleading and deficient points, which she remembers well. She pointed out that the systemic change affected the relationship between the students and the teachers because they only have small complaints compared with the former system. In addition, in the previous system, the teachers could not find common ground, even though they did not have many different beliefs, and the instructors were classified as either a reading teacher, a writing teacher, or a main course teacher. The former chair had decided on that system alone and presented his decisions to us. However, the new department chair had told them that their ideas and beliefs were important, so they felt really valuable to the institution.

The department chair formed a planning commission and had small evaluation meetings with the instructors, and they understood that the results of the meetings were taken seriously and acted accordingly. She also added that they were able to see the results of the change by the end of the last year. The proficiency test results were very high, with an 80% success rate. People started to think that Northview was successful, standards have been implemented in all areas of Northview, and she now feels a sense of belonging to her institution and takes responsibilities. She believes that everybody enjoys Northview now.

INS-1 claimed that the results of the systemic change were clear when the results of the students' whole year performance were announced on the department website. Compared with the previous website, the new website gave everybody a sense of satisfaction and pride about the effective job they had done throughout the whole year. As stated in the section on research question, the motivation of the instructors, administrative staff, and the students was low in the previous department because of a failure of the program, fear of the department chair, and uncertainty about the system. INS-6 and INS-7 stated that in the current system, they are really relaxed and happy when they come to school and enter the class because there is not a negative feeling in the whole school. The instructors feel that they are valued and respected.

FOCI-3 stated that, since the successful change, she had a feeling of achievement. INS-5 said that not only the instructors', but also the students' motivation and belief in the department had changed since they were sure that they would be successful. Furthermore, INS-8 supported that both the instructors and the students' motivation level increased day by day because the success rate increased from 17% to 80%. She continued, "The students who study properly pass their class at Northview. It is good that there is no victimization of students as in the past." Accordingly, S-5 stated how their motivation rate increased after the systemic change:

> In the former system, we were all non-attendant because of the system and instructors. Systemic change motivated us to work hard for the exams. After the systemic change, I was really motivated to succeed due to changes in the portions and the official regulations document. Moreover, we are able to see the sample proficiency exam before we sit for it. You also started showing the students pictures that had the highest degree, and this motivated lots of students.

INS-4 had a very different viewpoint, stating that they were aware of being good teachers after seeing the students learn English and pass the proficiency exam. INS-4 summarized her feelings as, "We were able to see the results of the change at the end of the last year. The proficiency results were very good and people started to think that the preparatory department is successful."

Regarding the meetings, it was observed that in the meetings at the beginning of the academic year and the evaluation meetings at the end of each semester, the instructors felt nervous at first because of the fear inherited from the previous meetings in the former system. However, after realizing that the department chair was understanding, and was seeking ways to deal with the problems positively, their perception of the department chair also changed. INS-4 emphasized the importance of the social meetings and meals outside of the school. She believed that these social facilities enabled people to get closer to each other and thus stopped the informal talk and gossiping. It is also indicated that their problem was not laziness, but not knowing how to foster their motivation and energy. INS-7 expressed her ideas as follows:

> I wake up feeling better in the mornings. I am not tense or worried anymore. In the past, I remember that the materials were given to us while we were walking along the corridor going to our class without any information, and the department head was waiting for us in the early morning on the stairs to insult us. Now I feel very well because I know that even if I get to work late because of oversleeping or an illness, I can easily call the appropriate person to handle the problem for me and I can cover my lessons or do some extra lessons in the future. I do this because I feel responsible for my department.

Lastly, INS-3 stated that the character and the communication style of the department head increased the instructors' motivation levels. There were various ideas about the leadership of the change process; however, everybody concluded that they are really happy with the style in which the department chair performs his duties. INS-3 stated that the department chair did not see them as workers but as valuable and respectful people sharing the same values in the same institution. The department chair makes them feel important to the success of the department, and everyone can reach the department chair whenever needed. She also thinks that the emotional intelligence of the chairperson is so high that everybody has a good relationship with the chairperson. Last, she thinks that the leader of the change behaves professionally.

5.5.3 Standards: Specification of Benchmarks and Standards

Referring to the theme *standards* in relation to the observation and the interview results for research question 4, the categories under the theme are *rules, testing, curriculum*, and *lack of communication* as a subcategory (Figure 18).

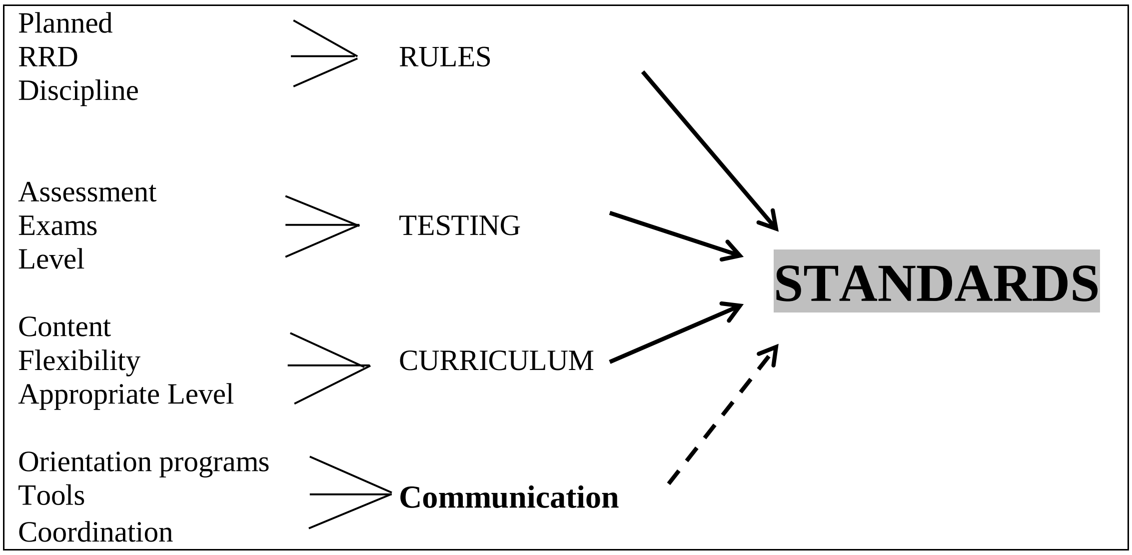

Figure 18 Codes and Categories of Standards (results)

According to the students' focus group interview results, the curriculum has been standardized. First, S-4 stated that all students had to attend the orientation program, which they benefitted from very much because it was extremely effective. Moreover, having lessons for six hours a day had been really long and tiring for S-4 as opposed to the current five hours. He continued that when the system changed, they had the chance to learn everything on the website; the instructors informed them of the next topic and the date of the next quiz. S-4 believed that the system has also changed the attitudes of the teachers, and S-3 asserted that the books, the program, the teachers' attitudes, the teacher's instructions in the classes, the information given to students, the brochures, the exams, the portions of the exams, the announcements, and the use of technology had all been standardized, which has brought discipline to the teachers. S-5 summarized the change in standards as follows:

> In the previous organization, the classes were mixed three times a year. But the new system mixes the classes only once a year. I would have just got used to my class, and suddenly they would be mixed. It was awful. There was no plan and the department was far from being technologically savvy. The department uses technology effectively now. Previously, we were covering four books a term but now they are distributed evenly. Everything is set before the term starts in the new system. There are also worksheets since we needed extra work to be successful. In the previous system, we had classes for six hours a day, and it was tiring. Now there are only five hours of classes a day, and the semester break has changed from nearly from seven weeks to four weeks, which is better for us.

The school rules have also been standardized. FOCI-4 stated that the instructors started to become more disciplined with their duties such as handing work in on time and class hours. Moreover, the instructors know the procedure for obtaining official permission for leave; they talk to the vice-head of the department and complete an official request paper. They can also plan their courses with the vice-head and talk over how to cover the lesson or do their make-up lessons. Under the new system, the instructors also have two office hours, which they have to announce to their students and ensure they are available in their offices during those hours in case the students need help with their studies.

After the planning and evaluation meeting with the instructors, and the publication of RRD 7, the rules and testing system were changed. The required amount and timings of quizzes, midterms, proficiency, and make-up exams were decided so that everyone knows what is expected and when. Moreover, INS-7 stated that they changed the weekly schedule to extend the number of weeks in the semester from 14 to 15 weeks. INS-3 and INS-4 stated that the partnership and mixing of the classes once in the middle of the year is beneficial for the students' education.

INS-3 expressed that, to be sustainable, collaboration and negotiation should continue. She added that rather than personal and daily decisions, there were now certain standards that were established in the RRDs. Further, the department chair did not treat people based on their personal closeness, but rather according to the standards. INS-3 also emphasized that no one—students, instructors, or the administrative staff—had unanswered questions because everything had been clearly designed.

In terms of the category *lack of communication*, As AS-1 expressed that the systemic change in the department improved the dignity of the department. Other departments started to look into the Preparatory Department in detail and have more positive feelings about it. The other departments also started to send their students to receive the English language education for one year. AS-1 also noted that the school now actively uses social media and the Internet. A new website has been created for the department, which is accompanied by a student booklet. A sample proficiency exam, the RRD, the exam score lists, attendance results, and even instructors' resumes are uploaded to the website, which was not done in previously. Further, announcements are made regularly via emails and the website (S-1 and S-4). INS-10 emphasized the importance of communication:

> One of the best things that came with this modification is the orientation meeting. Students couldn't get how serious it was but after the second and the third one, their attendance rates to the classes increased. Only 50% or 60% of the students showed up to the first one but this number increased year by year since they know that this meeting will guide them throughout the semester. In this meeting, they are not only informed verbally but also given a booklet that contains information about the department such as the attendance limits, book lists, the grading system, and content of the exam. They learn what's going to happen at the end of the semester during this first meeting and this provides relief to both the students and the lecturers.

The exerpt above show us that, in thechange process, several concrete steps were taken rearding the communcaiton tools which affected the attendance and motivation of the students.

5.5.4 Summary of the Results of Systemic Change at Northview

The analysis of the interview results and official documents led to three themes: *structural change*, *motivation*, and *standards*. Structural change comprises four categories: *organization*, *responsibility*, *assignments*, and *communication*; *motivation* comprises three categories: *achievement*, *communication*, and *belonging*; and *standards* is based on four categories: *curriculum*, *communication*, *testing*, and *rules*.

According to the administrative staff interviews and document analysis, the structure of the school has changed. Formerly, two people were responsible for running the department. However, the change in the assigned management marked the start of the change process and enabled everyone to know their responsibilities. As a result of change process, the instructors and the students feel a sense of belonging to the school and their communication rate increased. The instructors also helped to change the curriculum, the testing style, and the school rules, and the students’ success rates and motivation levels increased.

CHAPTER VI

DISCUSSION

The aim of this study was to explore; the reasons for systemic change, the components of the systemic change, the roles of people who contributed or resisted to change, and the results of the systemic change process in relation to the theory of systemic change. The results presented in the previous section under each research question in detail with the themes that emerged. This chapter examines and discusses the research findings derived from the data with the related literature and studies conducted on systemic change. The discussion of this study is derived from the data mostly from the principles of social constructivist research paradigm that is based on the personal experiences of the participants (Creswell, 2013; Fox, 2001; Liu & Mathews, 2005; Ültanır, 2012; Petit & Hault, 2008)

For the first research question, which deals with the reason of the systemic change, findings were discussed by looking at five themes: *low-motivation and the eagerness to contribute to change, attributes of the leader*, *whole school involvement and negotiation, specification of benchmarks and standards,* and *reconstruction of the academic and administrative organization.* Moreover, as a sub-category, *lack of transmission of information* were discussed in relation to those five themes. The reasons of change at Northview are also listed in various studies which supports the findings of this research (Anghelache & Bantea, 2011; Hoover & Harder, 2015; Mariana & Viorica-Torii, 2015)

As the second research question deals with the components of the systemic change, which are the specific units of change, twenty changed items which are grouped under four sections as: 1) curriculum, 2) assessment, 3) organization, and 4) communication, in the department are discussed in relation to three themes. The themes are the *specification of benchmarks and standards, reconstruction of academic and administrative organization,* and *whole school involvement and* *negotiation*. T*ransmission of information* as the sub-category is discussed under the light of these themes.

The roles of people during the change process at Northview are explained in the third research question. Here, the roles of the Director, the Secretary of School, Department Head, Vice-chairpersons, and instructors' roles are discussed with three themes. The themes that emerged are *reconstruction of benchmarks and standards, attributes of the leader* and *whole school involvement and negotiation*. *Transmission of information* is discussed under each theme.

Lastly, the results of systemic change are discussed under three themes and the sub-category - *transmission of information* sub-category. These three themes are the *reconstruction of academic and administrative organization, motivation, and specifications of benchmarks*. While discussing the results of this study, related literature and examples from similar studies are used.

In the following part of this chapter, in order for an analytic understanding of the flow of the study, the new design model named "Integrated-Contents Systemic Change (I-CSC)" model is presented which summarizes and shows the content of systemic change in this specific case. After that, the comparison of three models from the literature, which are also mentioned in Chapter III, with the proposed model of this study is given. At the end, each code and category of the results of the study is discussed with the findings of similar studies conducted in Turkey and abroad.

6.1 Integrated-Contents Systemic Change (I-CSC) Model

In order for a better and collective understanding of the study, a design model of this specific case is proposed below (see Figure 19). The figure is designed as a result of the research findings. The model is formed with four concentric circles since it is easier to follow the relationships between the unit of analysis, themes and categories. The figure was also divided into segments with both dashes and lines.

The first inner circle states the unit of analysis in the study which occurred as systemic change in the current case. This unit of analysis is placed in the core of the figure as all other themes are interrelated with this central theme. Moreover, it is also placed in the center in order to ease people's understanding the core and basic of the model at first look into the model.

In the second circle, five themes framed the unit of analysis which means that the unit of analysis in this case is depicted in relation to these themes. The inclusive names of the themes are written in the figure as the general names of each theme which differ in each research question. The inclusive and general names of the themes emerged as *motivation, leadership, whole school involvement, standards* and *structural change*. However, these labels differ in their explanations in each research question according to the findings.

In the third inner circle, the sub-category which affected four of the themes can be seen. The general name is labeled as *communication,* and it is separated from the themes with dashed lines in order to show that it is not a theme but a sub-category of each theme. This finding is supported by several studies which prioritizes the importance of communication (Reigeluth et al., 2008). As can be seen in the figure, communication does not have a direct relationship with structural change that is why communication circle excludes it in the figure.

In the outer circle, the most frequently mentioned codes and categories which constitute the sub-category and the themes are given. Out of the circle, the labels of four requirements for this specific systemic change case are indicated as; 1) reasons, 2) components, 3) roles, and 4) results. This shows us that, in order for a systemic change at such an English language institution, reasons, components, roles of people, and the results should exist (see figure 19 below).

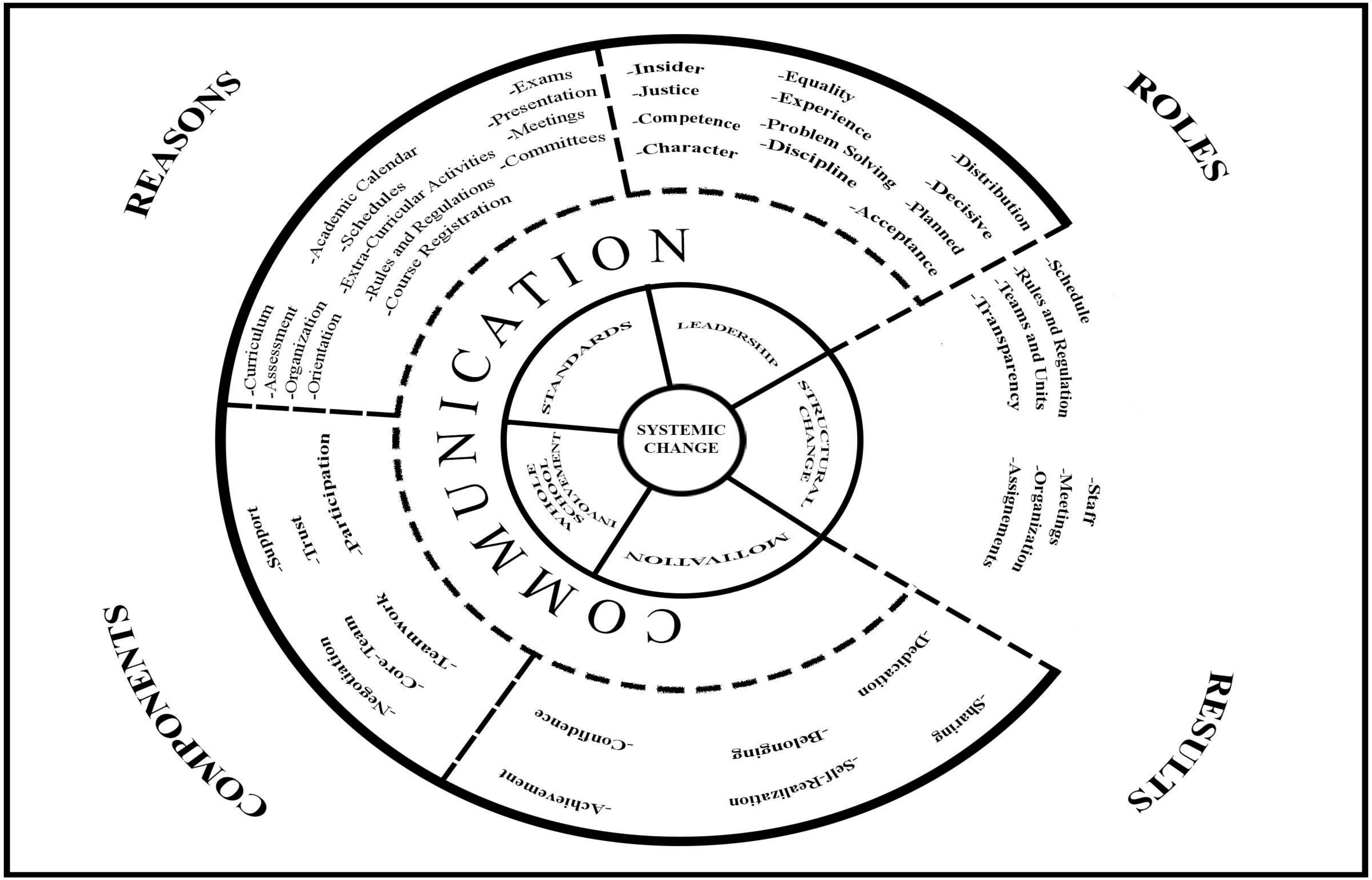

Figure 19 Integrated-Contents Systemic Change Model (I-CSC Model)

6.2. Comparison of Integrated-Contents Systemic Change Model with the Other Models

Integrated-Contents Systemic (I-CSC) Model presents a demonstration of systemic change at Northview. The model is a detailed one as starting from the outer circle, the most frequent *codes and categories* that created five themes of the 'content' of the model are given. Moreover, four *requirements* for the systemic change at an English Preparatory department are mentioned as reasons, components, roles of people and the results. As these requirements and the components are integrated, the name of the model was decided as Integrated-Contents Systemic Change (I-CSC) model. It would be better to compare I-CSC model with other systemic change models in the literature to see how they differ or show similarities. Table 13 below demonstrates the summary of four models. Four requirements of I-CSC model are discussed with the themes that established the integrated-contents of the model.

The first requirement of I-CSC model is stated as reasons. These reasons are formed by the lack of motivation and eagerness to contribute to change, attributes of the leaders, lack of whole school involvement and negotiation, specification of benchmarks and standards, and reconstruction of academic and administrative organization. When we look at the other three models, GSTE stated that there needs to be readiness capacity to change in its Phase 1. On the other hand, in CBAM, Principle 1 is about learning the environment. However, as in this study, the change leader is an insider; there was no need for a learning process. However, the change leader tried to find out what people thought and knew about the system. Moreover, in the tenth principle in CBAM, it is stated that the beliefs, thoughts ideas, and policies and regulation factors affect change process which shows similarities with the first requirements of the I-CSC model since the department discussed both internal and external factors that CBAM stated. In Conditions of Change model, Condition 1 which is dissatisfaction with the status goes parallel with the first requirement of I-CSC model. In Condition 1, similar to GSTE Phase 1, there needs to be problems with the current situation of the system. Unlike in Condition 5 in Conditions of Change model, in I-CSC model, there was not an incentive but psychological motivation to become more successful.

Table 13 Comparison of I-CSC Model with the Other Models

	I-CSC Model		GSTE Model Jenlink et.al.(2004)	CBAM (Hall and Hord, 2015)	Conditions of Change Model (Ely,1990)
	Requirements	**Themes**			
FEATURES OF THE MODELS	**Reasons**	**1.**Motivation **2.**Structural Change **3.**Standards **4.**Leadership **5.**Whole School Involvement	**Phase 1 –** Assess readiness and capacity	**Principle 1-** Change is learning **Principle 10-** Internal and external factors	**Condition 1 –** Dissatisfaction with the status **Condition 5-** Rewards or incentives
	Components	**1.**Structural Change **2.** Standards **3.**Whole School Involvement	**Phase 4-** Design a new educational system	**Principle 3-** School is the primary organization **Principle 5-** Interventions **Principle 6-** Appropriate interventions to reduce resistance **Principle 9-**Mandates can work	**Condition 3-** Accessible components
	Roles	**1.**Leadership **2.**Whole School Involvement **3.**Structural Change	**Phase 2-** Prepare the core-team **Phase 3-**Prepare the expanded teams	**Principle 7-** School based leadership **Principle 8-** Team effort	**Condition 2-** Knowledgeable and skilled people **Condition 6-** Participation **Condition 7-** Support for innovation **Condition 8-** Leadership
	Results	**1**. Structural Change **2.**Standards **3.**Motivation **4.**Whole School Involvement	**Phase 5-**Implement and evolve the new system	**Principle 2-** Change is a process **Principle 4-** Organizations adopt, individuals implement change **Principle 11-** Adopting, implementing, and sustaining are different phases	**Condition 4-** Time to learn, adapt and implement

In the second requirement, in I-CSC model components are discussed. Here, there were four main groups formed by twenty components were changed, and these components are discussed under three themes as: whole school involvement and negotiation, specification of benchmarks and standards, and reconstruction of administrative and academic organization. In GSTE Phase 4, it is stated that, designing a new educational system is necessary which is formed mainly by the components of the new education. In CBAM Principle 3 which emphasized the importance of school in change process, Principle 5, where workshops, seminars or meeting would be useful for informing people, Principle 6, in which making the interventions at the most appropriate time to decrease the resistance level, and Principle 9 which is about the mandates and the hierarchy correlate with the components of I-CSC model. Lastly, in Conditions of Change model, Condition 3 emphasizes the importance of accessible components to follow a smooth and simple path for change.

Thirdly, in I-CSC model, roles of people are discussed with reconstruction of academic and administrative organization, attributes of the leader, and whole school involvement and negotiation. Parallel to this, in GSTE, Phases 2 and 3 mention the importance of teamwork and core-teams. In CBAM, leadership and team effort are emphasized in Principle 7 and 8. Lastly, in Conditions of Change model, the importance of knowledgeable and skilled people, participation and leadership is discussed in Conditions 2, 6 and 8 which shows similarity with I-CSC model.

The last requirement of I-CSC model is the results of the systemic change process, and it is formed by three themes; reconstruction of administrative and academic organization, specifications of benchmarks and standards, and motivation, and one sub-theme; whole school involvement and negotiation. In GSTE, Phase 5 in which implementing and evolving the new system and the evaluation are given. Moreover, in CBAM, Principle 2, which discusses that change is a process and takes some time, Principle 4, in which individuals are key to change and it is similar to whole school involvement of I-CSC model, and Principle 11 which emphasizes adopting, implementing, and sustain the change process show similarity with the results of I-CSC model. Lastly, in Condition of Change model, Condition 4 mentions the importance of time, adaption and implementation which correlates with all themes in results in I-CSC model.

6.3 The Participants' Explanations of the Reasons of Systemic Change at Northview

The first research question of the study explored the reasons of systemic change in the department. The results derived from the analysis of the data show that, the reason of the systemic change in the department is explained by several themes as follows:

1) Motivation- the eagerness to contribute to change,
2) Whole school involvement and negotiations
3) Standards – specification of benchmarks
4) Attributes of the leader
5) Structural change – reconstruction of administrative and academic organizations

The first theme that had impact on the unit of analysis (systemic change) which emerged as eagerness of people at the school to contribute to change was one of the prominent requirements. In order to conceive their eagerness, reflections on burnout, feeling of failure, lack of information transmission between the parts of the system, lack of self-confidence and mistrust and no feeling of belonging to school are discussed. All these elements support the findings of some other studies conducted on the motivational reasons of systemic change (Pan, 2007; Wyse et al., 2014).

It is understood that after several systemic changes experienced in the school, the instructors became tense and they started to have prejudice towards their jobs. The failure of the previous organizations, curricula, and instruction also made people think that it was a waste of time trying to fix things at their work place. Similar findings were obtained in Hargreaves (2004), who discusses the negative results of repetitive changes in the system that occurred in the institution.

Moreover, chaos came into prominence with fear from punishments and exposure to mobbing. Seeing that the students could not achieve the requirements in the system, failure came into question among the instructors and the administrative staff. This feeling also resulted in low motivation and mistrust. Although they personally struggle a lot and things do not change, the level of self-confidence of the instructors and the students decrease. Moreover, the idea of delivering low-quality education and seeing that they are lost in the system justify their burnout and mistrust to the school. The beliefs, values and thought of people in systemic change process is also argued in Banathy (1995) as “fixing the people” in the change process

The eagerness to change was also supported by the lack of information transmission between the people at school. The low-quality communication, personal conflicts and arguments and gossiping as a result of not being open the effective information transmission blocked the communication channels after years. Recent research shows that ‘relational trust’ (Holmes et al., 2013; Keshner & McQuillan, 2016) among the change agents is seen as one of the points in change literature which is also a matter in this study.

The other main reason for change occurred as lack of whole school involvement and lack of negotiation in this study regarding the reasons of change. Lack of effective information exchange, irregularities in meetings, feeling alone in teamwork, and top-down and non-participatory management appeared as one of the main reasons of the systemic change parallel to the ones in the literature (Hargreaves, 2004; Heargreaves & Fink, 2000; Kershner & McQuillan, 2016; Lauritzen, 2016; Zhu et al., 2010). In the previous organziations, although several official meetings were held, these were not administered regularly, and people did not know when and what to speak about. Moreover, the instructors could not find a chance to participate in the management and negotiation. The lack of effective and productive negotiation in these meetings resulted in loneliness. Teams were not able to operate effectively. Quietness became one of the traditions of the meetings and management. Lastly, lack of transmission of information between the management, instructors, and students caused eagerness to change to a system where they would find a place for themselves to express themselves and negotiate the issues which is in line with the findings of Duffy and Reigeluth (2008) and Woodman et al. (1993). The importance of communication channels is also emphasized in D*iffusion of Innovations* theory (Rogers, 2003; Deshors et al., 2016) which asserts that systemic change is the process that people share information with one another.

The structural organization of the system did not permit the mechanisms of school work in coherence which is parallel to the findings in several cases (Earl & Katz, 2005; Loorbach & Rotmans, 2010). Previously, the whole organization and mechanism in the school was under few people’s authority, and they did not favor to share their authority. Although there were twelve positions in the management, only two or three people shared the authority. Moreover, there used to be changes in the management of the department very frequently and this also caused avoiding taking responsibilities. Moreover, the assignments to the management had always been top-down without negotiating with the stakeholders in the institution. Sudden and unexpected changes in the management also caused the managers to feel burnout. Being the chairperson or the director was perceived as a threat among the possible nominees of the management since they were aware that they would resign or would be dismissed from their positions. Emphasizing the importance of job-commitment, this study revealed that the commitment to the responsibilities of the director or chairperson was low which caused unmotivated staff. The place of administrative and organizational process is mentioned in this study which yielded similar findings parallel to Nohl & Somel's (2016) study.

Lastly, non-specific benchmarks with the fundamentals of the system, assessments, information transmission, the content of language education, and practices induced change. Specific benchmarks about curriculum, organization, assessment, communication, exams, books and materials, staff, weekly schedule, academic calendar, teamwork, and committees were not specified, and these caused the need for change in the system. This study supports the findings of some others which conducted on the standards of educational system (Green & Etheridge, 2001; Reagle, 2006; Reigeluth et al, 2008).

6.4 The Exploration of Components of Systemic Change at Northview

The components of the systemic change may vary in different systems as these are separate cases. In the current study twenty components were identified. These components were discussed in relation with three themes emerged after analyzing the data. These themes are *specification of the benchmarks of the systems, reconstruction of academic and administrative organization* and *whole school involvement and negotiation.* Moreover, *communication as the transmission of information* as the sub-category is also discussed. These components are discussed with the results of related and similar cases mentioned in the theoretical framework and literature review sections of this study. One important feature of the components in this study is that each of them was decided with long and detailed negotiations with the instructors at the school which is also mentioned in Moore (2005).

One of the phases that Fullan (2007) emphasized in the systemic change is the 'implementation of systemic change' which is also seen as one of the components of change in this study. To start with, the components of systemic change in this study are categorized into four: *curriculum, organization, assessment,* and *communication*. Curriculum is formed by materials, books, one-year pacing schedule, academic calendar, extra-curricular activities, and weekly schedule. Zavadsky (2016) refers to the importance of change in curriculum in the systemic change process which demonstrates similarity with this study. Secondly, organization constitutes teamwork, RRD, design of classes, planning and evaluation committees course registration, staff, core-team, course partners, and assignments. Thirdly, assessment is formed by presentations, and exams. Lastly, communication is composed of official and social meetings, orientation programs, and communication tools such as e-mails, web-site, social media, and brochures. The components of change in the system go parallel with the studies in the literature on systemic change (e.g. Reigeluth & Carr-Chelmann, 2009; Zhu & Engles, 2014).

Similar to the findings of this study, Banathy (1995) argues that the first step should be 'fixing the parts' of the system such as curriculum and instruction. When we look at the curriculum, there were various clubs and the portfolio in the previous system. After discussing these activities with the planning commission, it was stated that students do not benefit from writing, cinema and theater clubs, and portfolio assessment. However, it was decided that speaking clubs would continue with a condition that is to change the content. It was thought that if such extra-curricular activities do not help students with the academic improvement, then it would be inevitable to get through them. Moreover, the weekly schedule was changed by the planning commission. It was decided that six hours a day is too much for the students and it led to boredom and unwillingness to stay in the class. Therefore, it was decided that there would be five classes from Monday to Thursday and four hours on Friday. By doing so, it was aimed that students' concentration and attending to the classes would increase. The students in the focus group interviews supported this decision, and expressed their positive feelings about this arrangement. Moreover, the academic calendar was extended from fourteen weeks to fifteen weeks in a semester. This was done not to rush in the classes but to teach the subjects more effectively. Although the instructors do not get extra benefit, they all supported the extension. Lastly, the content of language program was changed. First, the status before the systemic change process was examined by looking at the books, materials, student levels, exam scores and the needs of the departments. Then, the planning commission started to design the whole year curriculum and the expected outcomes. It is stated by the instructors that as they have been using the same curriculum for three years, they think that they gave a right decision. It is argued in the related literature that curricular changes in the systemic change process which is also seen in this study is crucially important (Cotton, 1999; Danek et al., 1994; Darling-Hammond, 2004; Davenport & Anderson, 2002; Hall & Hord, 2015; Hargreaves & Fink, 2003).

Books were changed after students and instructors' negative feedback on them. It is stated by the instructors that in the second semester of the previous system, they were not able to use the planned course books, so a file for the second semester was prepared by the instructors with the former chairperson's decision. It is pointed out that the main reason was the incompatibility between the students' and their expected English levels. After the systemic change process started, it is seen in the official documents of the department that a book selection commission was formed with thirteen instructors, and they started to examine five course books for their education. These instructors conducted several pilot lessons of the same topic, and they were gathered again and discussed what worked well and what did not. After negotiating with each other, they decided on one course book. Then, this commission selected the skills books for listening and reading in the same way. One more decision that this commission made was preparing their own book as a supplementary material. It is stated that no course books would be effective and efficient by itself. It is noted that the supplementary book which would be prepared by the instructors would consist of writing section, weekend worksheet section, vocabulary section, and revision sections for the exam studies.

It was narrated by both instructors and students that days, duration, and content of exams were problematic in the previous curriculum. Moreover, it is stated that additional assessment types such as attending to clubs and keeping portfolio caused unjust results at the end of the year. When the documents and field notes were analyzed, it was seen that the days of the quizzes were changed. It is seen that, there are four quizzes, two midterms in the first semester, and five quizzes, two midterms, two presentations, and one final exam in the second semester. Days and time of the exams are predetermined at the beginning of the academic year and are put into the one-year pacing schedule by the department chair. Moreover, this document is announced to the students in the web-site. Moreover, the proportions of each quiz were increased and the proportions of the midterms and final exam were resigned. For other assessment types, the scores that students obtained from writing, theater and speaking clubs and portfolio assessment ended. However results from presentations continued and they had the same proportions as quizzes. Lastly, the content, time and durations of the proficiency exam was changed according to the official records. In the assessment, two proficiency exams were given to the students – one at the beginning and the other one are at the end of the academic year. In the new assessment, this number was increased to three. One at the beginning which is for both new and old students, one in the middle which is only for old students who failed the previous year, and one at the end of the academic year as the final exam. Moreover, the content of the proficiency exam was redesigned by examining each exercise types and the subject of the curriculum. According to the interview results, neither the students nor the instructors were sure about the content of the proficiency exam in the previous system. In the new system, one example proficiency exam was uploaded to web-site, and it is stated that it became a criterion for the students. Furthermore, the time and duration of the exam changed. While it was done in a day in the previous system in two sessions, it is now done in two days with four sessions, and the results are announced one day after the exam finishes.

The other change occurred in the whole school involvement and negotiations in terms of the components of change. These are listed as the organization, staff, course registration, official leaves, RRDs, partners, covering the absent instructors, communication, orientation programs, website, communication tools, and official and social meetings. It was both reported by the instructors and the seen in the official document that, there was not a course registration system in the previous system. It was narrated that this caused having extra-students who do not actually registered in the department because of leaving the school or freezing their registration. As a result, it is seen in the official lists that there were over one thousand students in the department while the actual number was around eight hundred. With the new system, course registration has become a must, so the actual number of the students is in the lists now. There was also a change with the staff. According to the interviews, the instructors whose students' achievement rates were low were appointed to a different department in the school. Moreover, the official leaves were changed. It is stated that instructors are obliged to take the chair's official permission for official leave. The course-partner system in the department was also changed. According to the observational records, instructors were free to choose their partners. However, in the new system the chair decides the course-partners at the beginning of each term and announces them with official e-mails. Moreover, in the last system, when an instructor did come to the school, the lessons were cancelled. However, in the new system, there are no off classes as the students are distributed to other classes. It is stated that by doing so, students do not fall behind the program.

Other change was about the RRD. After the planning commission's decision, the chair worked on the RRD and determined the items to be fixed and these were negotiated with both the planning commission and the director. In the RRD, as stated in the results section, regulation about the proficiency exams, quizzes, midterm, presentations and final assessment, proportion of the exams for GPA, and exemption criteria were written. Research on systemic change show that policy assignments and governance is crucially important which also supports the findings of this study (Danek et al., 1994; Smith & O'Day, 1991).

There are several changes about communication regarding whole school involvement and negotiation in relation to the change in the components. First are the orientation programs. In the current communication system, it is pointed out that there are two orientation programs. One is at the beginning of the term in order to inform the students about the school, department and the curriculum. The other one is at the beginning of the second semester in order to motivate students for the second semester and inform them about the program in the second semester. Moreover, it is observed that in the new system, web-site is used more. There is a Preparatory Department section in the website, and the curriculum, the whole year program, an example proficiency exam, attendance hours, exam results and information booklet is given. Furthermore, it is stated that an official e-mail account was obtained for the Preparatory department in order for fast and effective communication. Lastly, official and social meetings are arranged in regular intervals. There are three official meetings arranged in one academic year. One is at the beginning of the academic year, two at the end of each semester. The meeting at the beginning of the academic year was held in order to inform the instructors about the year while end of semester meetings were done for evaluation. On the other hand, social meetings were conducted twice a year. One is at the beginning, and one is at the end of the academic year. The importance of communication with the people working in the school in order for effective change implementation is also mentioned in related studies in the literature (Brinkhurst et al., 2011; Lozano, 2006; Sharp, 2002).

6.5 The Exploration of the Roles of People in the Systemic Change Process at Northview

The third research question aimed to explore the roles of the people working in the school during the change process. According to the results of the data, the School Director, the Secretary of the School, the Department Head, instructors, instructors in planning commission and Vice-chairpersons and students have their own roles in the process. It was observed that as the people in the school worked in coherence in a team, their roles are discussed integrated. The importance of the roles of people in educational change is described in some other studies which supports the findings of this study (Eisen & Barlett, 2006; James & Card, 2012; Reigeluth, 2016)

It is stated in the results section that, the change process started with the director's appointment. He stated that the reputation of the school was always exposed to negative criticisms owing to low-achievement rates and not having standard education. He was the visionary person in the school. The vision of the change process is also emphasized in several studies in the literature and it is supported by the findings of this study (Anderson, 1993; Smith & O'Day, 1991). He envisioned that there was need for the reconstruction of administrative and academic organization. It is stated that the first thing that he did was to choose his core-team. His core-team consisted of the department head, and the school secretary. After the director appointed the department chair, he approved the assignments of the vice-chairpersons that the Department head offered. It is observed that, at the same time, the director worked with the Secretary of the school about the work-division of administrative and academic duties. It is stated that the director set several visionary criteria. According to the official documents, the instructors first need to see their Department heads before applying to the directorate. Then, organizing the orientation programs at the beginning of each semester became mandatory. Lastly, it is narrated that everybody in the school such as school secretary, department heads, and administrative staff and instructors would not exceed their authoritative boundaries.

This resulted in the shared vision in the school where all the people involved in the change process which is also emphasised in other studies (Hines et al., 2017; Holmes et al, 2016).

According to the observation and official documents, the Secretary of the School worked on the work division of the administrative staff. It is stated that, after negotiations with the department head and the director, he designated the department secretary and listed the scope of his duties. It is pointed out that working in coordination with the department head and department secretary was crucially important which is also emphasized in similar studies on the importance of shared work (Ellsworth, 2000; Spillane et al., 2002). Moreover, the secretary of school helped both to the Director and the Department Head for the official rules and documentations. Moreover, it was narrated that, the school secretary's intervention to the academic issues was forbidden by the director. To sum up, the role of the school secretary was being the 'supporter' of the systemic change in terms of administrative issues. Parallel to the findings in the literature about the support of change process (Amoli & Aghashahi, 2015; Fullan, 2001) and administrative roles and responsibilities (Anderson, 1993; National Research Council, 1996), this study demonstrates similar findings.

Fullan (2007) also emphasizes the importance of 'initiation of change'. It was observed and stated that, the role of the Department Head was to initiate the change process in the department in this case. It is also narrated that he had several duties as an initiator, conductor, and the evaluator of the change process. His duties in the process are discussed in relation to the *reconstruction of administrative and academic organizations, attributes of leadership*, and *whole school involvement and negotiation*. As he was in the core of the systemic change process, he worked with everybody in the department which is supported by some other studies on benefits of teamwork and leadership in change literature (Towndrow et al., 2009; Zhu, 2013; Zhu et al., 2010) Therefore, it is impossible to discuss his role separately with the others.

It is observed that the first thing that the Department Head did was to assign two vice-chairpersons as the core-team members. While one of the vice-chairpersons was responsible for testing, the other one was responsible for the curriculum, materials and the staff. After deciding their duties, they negotiated on how to start the change process. Then, the core-team established a 'planning team' comprising the previous managers, experienced instructors, and the instructors who continue or finished their graduate studies in the field. The planning commission was formed with thirteen people. In the first meeting, they negotiated and evaluated the previous curriculum and the books. They decided that there was a need for book change. Then, the core-team formed a ‘book selection commission’. The planning and book selection commission worked in parallel. Next, after evaluating the previous system, the planning commission listed the components which needed to be changed. It is stated that negotiation was the key concept in these meetings as everyone expressed their ideas. After the commission decided on the components of the change, teams were founded such as testing and materials units. Each vice-chairperson was appointed as the head of these units, and they started to work on preparing the exams and the material with the people appointed in those units. The planning commission’s duty did not end at the beginning of the systemic change. They came together when there was a need for a change in RRD. In order to make changes in the RRD, the commission worked collaboratively with the secretary of the school and the director. In line with the studies which emphasize the importance of collaboration in the change process, this study reveals similar findings (Desimone, 2002; Gallegher et al., 2016; Tan, 2016).

The chairperson also led the ‘evaluation meetings’ which were gathered after each semester. All the instructors were members of this commission and they evaluated the students, books, exams, and expected level of English taught in the classes. It is stated that instructors participated in these evaluation meetings actively because they felt responsible for the department. The importance of teamwork and collaboration is emphasized by Little (2007) as: “school reform is achieved through the active participation and collaboration of the people” (p.13).

Three attributes of the chairperson became prominent; his character, competence (Gudz, 2004), and justice (Albrecht, 2015). It is stated that his character had the appropriate features to become the change leader. It is pointed out that he is decisive, full of ambition, suitable for teamwork, and has commitment. Moreover, it was stated that, both his past experience as being the vice-director of the school, and coordinator of a level in previous systems, and his academic background made him a respected leader in the process. Lastly, it was narrated that he paid attention and was careful about being fair in the department. It is also pointed out that after seeing him managing fairly; most people stopped questioning their workloads this study emphasized the importance of leadership in which the leader acts and gets it power from bottom-up management approach, and responsible for the transformation and change of the system (Hallinger, 2003; Hargreaves & Fink, 2003; Hopkins, 2011; Hoy & Miskel, 2008; Leithwood & Jantzi, 2000).

It is reported that the instructors supported the process since their readiness for change was high. It is noted that the instructors experienced several top-down changes in the past years, and they expressed that most of them failed because of the lack of negotiation and the managers' little knowledge about the department. It is also noted that the last systemic change was a chance for them because they were involved in the process and the change started as a bottom-up process. The study supports the findings of some other studies conducted on the inclusive or bottom-up change process (Heargreaves, 2004; Fullan, 2016).

In this case, students did not play an active role; they were the receivers of the benefits of the systemic change. As all the changes were done for the sake of their success, their scores and positions in the classroom were negotiated in the planning and evaluation commissions. By making necessary changes in the components of the system and RRD, they obtained their rights officially. In the light of participants' experiences and observation results, the study supports the findings of similar studies conducted on active involvement and participation of the change agents (Tan, 2016; Zavadsky, 2016)

6.6 The Exploration of the Results of the Systemic Change Process at Northview

The last research question was about the results of the systemic change process. The results of the systemic change is discussed in relation with three themes; *reconstruction of academic and administrative organization, motivation of people, and specifications of benchmarks*. Also, *whole school involvement and negotiation* emerged as the sub-theme in this research question. The reconstruction of administrative and academic organization is derived from organization, responsibility, assignments, and communication. O the other hand, motivation of people is formed by achievement, communication, and confidence and belonging, and negotiation. Lastly, specification of benchmarks constitutes four major categories; curriculum, communication, testing and rules. The results of the systemic change in this study go parallel with the findings of similar studies in the literature (e.g. Adams & Hester., 2012; Banathy, 1995; Banathy & Jenlink, 1996; Laing & Todd, 2015; Mink et al., 1994).

In the results section, the findings of observational field notes, document analysis and interview results are given in detail. However, these results will be discussed with the findings of similar cases and studies. Since each category is interrelated with each other, the results cannot be discussed separately but holistically which is similar to the finding of Hopkins et al. (2014) who assert that the components of the system are interrelated to each other. The organization of the school was changed after negotiations with the director and the instructors. Besides, the new organization is compatible with the official regulations of the university. Most importantly, while working in the teams assimilated, the hierarchy in the department was constructed as one chairperson, and two vice-chairpersons. In this organization, the responsibilities of both the chair and the instructors are predetermined and announced to everybody in the school – the students, instructors, and administrative staff. After giving the responsibilities and the authority to the people, they are expected to work in coordination and collaboration. Recent researches show that collaboration and participation as teams would support the change process as supported in this study (Bartett, 2008; Kurland, 2011). It is also reported that the election of the chairperson increased the instructors' eagerness to work more effectively as they thought that their opinions are cared and given importance.

The second result was obtained as specifications of benchmarks in the department and the benefits of specification of policies and regulations in the change process which are supported by Fullan (2016). The benchmarks of the curriculum, testing, and rules are negotiated with the instructors in the departments. It is stated that such a bottom-up decision making process motivated the staff and efficiency in the workplace is increased. Setting certain criteria beforehand also resulted in knowledgeable students as they do not have any question in their minds about the system and the education that they get. Moreover, it is narrated that by organizing regular meetings and effective communication tools like e-mails and web-site, informal talks such as gossiping disappeared. This means that there was the acquirement of school culture. By setting the criteria in the department, it was stated that school culture can be established which is also mentioned in several studies (Fullan, 2006; Fullan, 2016; Kershner & McQuallan, 2016).

The last theme that emerged in the results of systemic change is motivation of people. It is pointed out that while the instructors were coming to school unwillingly with fear and burnout, it is narrated that their workplace turned out to be a peaceful and confident environment where they spend extra-time after their classes. It is noted that the instructors feel belonging to school as they support and defend their department out of the school. Next, as the achievement rates of the students increased, student willingness to attend the class rose and participating class activity rates increased. Student participants stated that they know what they will encounter if they study or do not study. They report that it is their choice to become successful or fail. However, after they understand that the system allows them to achieve, they become motivated and willing to learn English. The motivational results of systemic change process are also mentioned in several studies which supports the findings of this study (Leavy, 2005; Martins & Teblanche, 2003; Vickers, 2006).

Various studies highlight the importance of the whole school involvement in educational change (Devos et al., 2007; Hargreaves, 2004) which is also emphasized in this study. Parallel with the results of Little (2007), this study emphasizes the importance of coordination and collaboration among the stakeholders of the systemic change process by giving responsibility to the instructors, working in teams, using participatory management requirements, and with effective communication among the people. The place of people in change process is also emphasized in Fullan (2011). It is stated that since educational change is a complex and complicated issue, success of it is determined by what teachers and people think and do for it. This study also changed several components of the systems such as standards, curriculum, assessment, resources, staff, policy and governance, and organization which are supported by previous studies (Banathy, 1995; Clune, 1993; Danek et al., 1994; Hall & Hord, 2015).

Parallel to the findings of the research conducted in systemic change in education, several main developmental ideas such as understanding the need for systemic change, continuous learning in the organization, building a shared vision, developing passion to change, changing people's beliefs about change and the system, understanding the systems view of education and design which is also seen in the beginning of the systemic change process in this study is supported by the findings of this study (Banathy, 1992; Banathy, 1996; Banathy & Jenlink, 1996; Jenlink et al., 1995; Jenlink et al., 1996; Johnson & Reigeluth, 2010).

In this study, five main themes are discussed and these are supported by the studies conducted. The importance of willingness to contribute to change and motivation is discussed in Noriko (2010), Şahin (2012) and Canlı et al. (2015). Moreover, the standards and specification of benchmarks of systemic change is also emphasized in several studies and supported by the results of this study (Akpur et al., 2016; Fullan, 2000; Gökdemir, 2005; Jun & Lionrang, 2011; McKeown, 2016). Reconstruction of academic and administrative organization, understanding systems design by looking into various studies in the literature, developing ability and organizational capacity, the willingness to change and support from the stakeholders, and lastly preparation to the design recommendations were all prioritized in this study. Moreover, it is taken into consideration that the change initiative is a planned one and it takes time which ends in significant transformation in the system which is highlightened in several researches conducted in literature (Banathy, 1991; Duffy et al., 2010). Moreover, this study goes in line with the research findings about the importance of whole school involvement and negotiation (Harris, 2010; Joseph, 2003; Giesting, 2011; Saban, 1997; Segovia & Hardison; 2009; Tanner, 2004; Tunçer, 2013).

In the following paragraphs of the study, discussion of the findings of the current dissertation will be done in relation to program evaluation literature in ELT field. Specifically the national will be analyzed with the findings of this study holistically.

The findings of this study revealed that there are five themes in order to change an EFL system. These can be summarized as motivation, leadership, standards, whole school involvement, and structural change. Moreover, the systemic change occurred in the organization, curriculum, assessment, and communication. However, most of the studies in the ELT field are related to the curricular aspect of the system investigated.

When we look at the report published by the British Council (2015) that analyzed the English preparatory education in Turkish universities, parallel finding can be found with the current dissertation regarding the reasons of the change. Both studies state that in order to have a better and more successful English language education, EFL institutions need to change their curriculum and content of their programs.

The most widely found literature in program evaluation literature is the curricular aspect of the system. In this study, curriculum emerged as one of the components of the systemic change, and similar findings are found in various studies such as Coşkun, (2013) Genç, (2011), Haznedar (2010), Knewton (2015), Özkanal and Hakan, (2010) and Öztürk (2015). These studies state that the curricular changes should be done in order to be successful in intensive English classes.

The other component of the systemic change in the current study was found as the importance of assessment which shows parallel finding with the study conducted by Akpur et al. (2016). In their study, similar to the findings of this study, learning the types of assessment and implementing them in their curriculum is prioritized. Moreover, Öztürk (2015) in his program evaluation study, it is emphasized that having alternative assessment types should be more appropriate in EFL setting which is similar to the findings of this study.

In the current study, leadership emerged one the themes which shows similarity with the study conducted by Karip and Köksal (1996). In the current dissertation, it was found out that the leader should be competent, experienced, and planned. In parallel with these findings, Karip and Köksal also emphasized the similar findings. Moreover, when one of the characteristics of the leaders emerged as being an insider in order to accomplish the change in an EFL institution which shows similar findings with the study conducted by McKeown (2016).

Lastly, the organizational structure of the EFL institutions is investigated in Mirici and Saka (2004) which shows parallel findings with the current study. In both studies, the structure of an EFL institution is set and described in detail explaining what each team is required to do to manage an EFL institution.

CHAPTER VII

CONCLUSION

In this chapter of the study, final remarks of the dissertation will be given. These remarks consist of expected contributions to the field, specifically to the EFL context, limitations of the study, and implications for researchers, practitioners and policy makers who intend to implement such a change process in their own institutions.

7.1. Expected Contributions to the Field

There are various studies that investigated the management and change at a school or systemic and curriculum design at a school. However, the systemic change of an ELT department or institution with its all components is rare in the literature. Four expected contributions can be listed as a result of this study. First is about the content of the case. Second is about being a resource for different models of change. Third, it is about the methodology, and lastly it is about the model that this study proposes.

First of all, the current study examines the systems that were implemented at an English preparatory department by looking at the historical lens of the systems in the department, and the content of the previous systems. Therefore, the researchers and practitioners may find several real examples of an English Preparatory department. This would enable the readers to compare their own systems and their own language teaching experiences.

Second, in this study, in the theoretical framework and literature review chapters, both the theory of systemic change and example studies conducted on systemic change have been given in order to understand the scope of the current study. The theories and the systemic change examples can be a collective data for the readers who seek to find literature about systemic change, school reform, or educational transformation.

Next, this study follows the principles of qualitative study with the selection of participant, data collection tools and procedures, data analysis tools and procedures, and the interpretation. Moreover, this study paid attention the quality criteria of the qualitative research paradigm. Therefore, researchers or practitioners who are interested in systemic change in their own fields will have the opportunity to see a study which fulfilled the requirements of an empirical qualitative case study.

Lastly, this study proposes a model which can be used for both researchers and practitioners who want to make changes in the system of their English Language schools, departments or institutions. The model proposed was also compared with other change models in the literature to show what differences or similarities they have. Therefore, change initiators may benefit from both the model and the discussion of it by looking at the components of them when they have a desire to change their systems.

7.2. Limitations of the Study

This study is a qualitative single-case study that used observations, interviews, and document analysis in order to explore the systemic change process happened at an English Preparatory department. With any research, several unexpected limitations and problems may occur. In this study, four unanticipated problems emerged. First, it is about the design of the study. Secondly, it is about the time of data collection from students. Next, it is the problem about the role of the researcher in the study, and the last problem is about one data collection instrument.

Being a single-case study design can be the first limitation of this study. Since the case itself is too wide to investigate, and the data was too much to collect and interpret, another case which experienced a similar process could not be implicated. If another case(s) were found and a multiple-case study design was conducted, it would enable both the researcher and the reader to compare and examine those multiple cases.

Another limitation of the study is about the time of the interviews conducted with the alumni. As given in the methodology chapter, five alumni were interviewed who experienced both previous and the current system. However, these alumni were interviewed in the second semester of their education in the current system. Therefore, there is a possibility that these students might forget the content and requirements of the previous system which may affect the interpretation of the data.

Next problem might be about the role of the researcher in the study. As stated earlier, the researcher is complete-participant who is always in the school and has active role during the change process. The problem here may be that, the participants of this study may sometimes hinder their real and sincere thought and beliefs about the systemic change process because of the role of the researcher.

The last problem may be about one data collection instrument which was not used in this study. Since the main aim of the study is to investigate the systemic change process, class observation may have been used in order to see whether there was a change in the instruction given in the department. However, this could take a very long time since there are nearly twenty instructors participated in this study. Moreover, their previous classes had to be observed which was impossible since this study began after the initiation of the systemic change process.

7.3. Implications for Researchers, Practitioners and Policy Makers

As a result of this study, recommendations can be made to the researchers, practitioners and to the policy makers. The implications are divided into three since these people may get different implications according to their own interests. While the researchers may look into the methodology and the theoretical framework of this study in more detail, the practitioners of systemic change may relate themselves more with the results and discussion of this study. Morevoer, the policy makers may relate themselves with the results of this study.

For researchers, it can be recommended that, more empirical case study researches should be employed in systemic change process as there are few studies which deal with the systems of English language schools or institutions. In other words, this model needs to be tested in other contexts and cases. Moreover, the change process requires time and patience as it takes quite a long time to learn the existing and previous system and their positive and negative sides. This means that systemic change is long-term requirement and dedication. This is also an issue for the practitioners. The last suggestion can be the type of evaluation: formative or summative. In such a research which deals with the systemic change, both of them should be conducted as the system is a living and continuous mechanism.

For the practitioners who want to initiate the systemic change in their own English language departments, or institutions, they need to get support from the people in the change process. It would be better if they work in teams and support each other since change in the system is a complex and complicated job, and it requires a heavy work. Similar to this, whole school involvement and negotiation are necessary for smooth and regular steps. This also means that bottom-up change initiative is more appropriate for a change process otherwise; there may be resistance to change. Lastly, it will be beneficial if the practitioner would train both himself and the people in the process about the theories and implementations of systemic change process.

Lastly, for the policy makers, this study emphasizes the importance of bottom-up change process, and active involvement of the stakeholders in the institutions. If a desire for change occurs in such an institution, then people's ideas, thought, and experiences would help the systemic change of that initiative. Moreover, this study implies that since there is huge literature on systemic view of education, research on systemic change in EFL and ESL is missing; therefore, in order to emphasize the importance of systemic view of English education, new courses about systemic design and system management of language education can be offered in master's or doctorate level.

7.4. Conclusion

This study explored the systemic change process at an English Preparatory Department. Specifically, the reasons, the components of a systemic change, the roles of the people of the process, and the results of the systemic change are examined. Five themes emerged as a result of both semi-structured and focus group interviews, observation and field notes analysis, and document reviews. These themes differed according to the specific focus of each research question; however, the foci have remained the same as: motivation, structural change, leadership, whole school involvement and standards.

According to the interpretation of the results of this study, a systemic change model special to English Language departments, schools or institutions has been proposed (I-CSC). This model consists of four requirements which were named after the focus of each research question and the general names of the themes. Both the researchers and the practitioners may benefit from the model as it tries to demonstrate each and every components and steps for a systemic change. Moreover, the readers may reflect on their own experiences regarding the case in this study. In order to exemplify the current contribution to the ELT field, when we investigate the I-CSC model has several components that are only specific to the field such as quizzes, RRDs, presentations, organization and the curriculum.

The change process in this study is a circular- not a linear one, which shows that the change process will always continue in order for the better system. This circular change process is enabled by assessing students' needs and results during and at the end of the academic year. Moreover, for the circular change process, instructors' official evaluation meetings continue at the end of each academic term.

In can also be concluded that the systemic change process at Northiew not only affected the department itself but also caused changes in people's beliefs and institutions in relation to Northview. In students' perspective, students are more conscious before they choose and register the university since they know what they will encounter, and this also affects their motivation and success at Northview. Moreover, the change process affected the instructors working at the department since they have their own word and active participation rights to the administration, and instruction which made them more confident and dutiful. Lastly, the faculties and other departments at the university were affected by the change process. As soon as the departments which have one-year compulsory or optional preparatory education see their new students' language development, their beliefs and attitudes towards Northview have changed positively. Moreover, the other faculties who did not use to have optional preparatory education written official petition to the university senate in order to open optional English preparatory classes.

To sum up, the most important finding of this study is that, in order for a successful systemic change, active involvement, support and negotiation of the people in the process is very important. In order to accomplish this, there needs to be a shared goal, planned procedures, and motivating reasons and results of the change.

Moreover, the whole school should participate in the process with the help of correct attributes of the change leaders.

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APPENDICES

APPENDIX A –FIELD NOTES

(BOOK SELECTION COMMISSION)

21/5/2014

There are ten instructors in the meeting, as three instructors were not able to attend the meetings. This is their third meeting about the book selection. Today, they are going to give their final decision about the main course book. In the previous meetings, they have chosen five course books, and the head distributed them to the instructors to have a detailed look at them. Previously, they decided on the same subjects for micro-teaching in the classrooms. After the second meeting, all the instructors did their micro-teachings, and today they are going to give feedback and have discussion on their final remarks.

The head of the department comes to the meeting and says hello to the instructors who were ready in the meeting room before he came. After asking about their days and health, he reads the agenda of the meeting. After that, the head asks who wants to start first. The most experienced instructor (INS 1) in the meeting wants to start first.

INS 1 states that the reading / writing and listening / speaking sections of course book A (CB-A) may be lower than the students' level. Therefore, she emphasizes that they may need some extra-material. On the other hand, she pointed out that CB-B is more inclusive and appropriate to students' level. So, she votes for CB-B.

While the instructor is speaking and making comments on those two course books, the department head takes detailed notes about her speech.

INS 2 instructor in the meeting wants to speak after the first instructors. She states her concerns that in CB-B, the skills are integrated, but it would be higher than the students' level. Moreover, she continues that the writing skill is not emphasized as in CB-C. She pointed out that CB-A, on the other hand will be easy for their students, and adds that the level would be very low for their students. At last, she recommends CB-C. She explained her reasons as being funnier and more exciting.

INS 3 states that she examined two of the course books, and she supported CB-A. She states that writing sections in CB-B are better than CB-A. However, she expresses her concerns that CB-B would be more difficult than CB-A, so she votes for CB-A.

INS 4 states that he examined CB-D, and he thinks that it is not a suitable course book for their school. He continues that as they have used CB-B in the department before, and they liked it, he favored CB-B. He supports his idea that the vocabulary, listening, and especially reading sections would support their students. Therefore, he recommends CB-B.

INS 5 states that she examined two course books: CB-E and CB-A. She recommends CB-A for the Preparatory department students because she states that there are lots of mechanic exercises in the book which she thinks would be suitable for their students.

INS 6 states that he examined both CB-A and CB-B. He notes that CB-A lacks the vocabulary sections, so he supported CB-B for their education.

INS 7 points out that he taught CB-A and CB-B in his classes in micro-teaching lessons. He states that CB-A is far from teaching the skills that may need, and adds that there are not enough reading sections in CB-A. Therefore, he votes for CB-B.

INS 8 put it short and directly recommends CB-B. The chairperson askes the reasons for his choice, and INS 8 states that they used CB-B in the department before, and he supports that CB-B was favored by the students.

INS 9 states that she examined three course books, and noted that CB-B can be difficult for her students. Moreover, she states that after she used CB-A in her micro-teaching lessons, she states that course book may not be suitable for their final objective. At last, she votes for CB-C.

At the end of the meeting, the chair person expresses his ideas about each course book, and he states that he recommends CB-B for the departments. As a result, they moved on the final voting and CB-B is selected as the new course book.

APPENDIX B- INTERVIEW QUESTIONS

Background information

1. Could you describe your professional background and current position, and will you please describe yourself as a teacher?.
E.g. What are your beliefs about language? (About language learning? About your role as a foreign language instructor?)

Research Question 1: How are the reasons for systemic change explained by the participants?

2. As a teacher working at this institution, how would you describe the current state of the Preparatory Department in comparison with its previous state? (Students who studied in the previous and the current systems, instructors, chair, the vision/goals/mission (culture) of the school?)

3. As an instructor, who has been inside the education and this profession for a long time, what does systemic change mean to you?

4. Was the systemic change initiative started in 2014-2015 academic year necessary? What were the deficiencies and strengths of the system which was implemented before 2014-2015 academic year? Could you please explain the positive and negative sides of the previous system? Moreover, how did the systemic change start in this department in 2014-2015 academic year?

Research Question 2: How are the contents of the change explained?

5. What were the components of the systemic change? What things have been changed during the process?

6. In the previous system, in which areas were change necessary? How did the systemic change process started and continued?
8. What do you think is the most effective way to start the systemic change process? (Bottom-up or top-down)

9. How was the evaluation process in the systemic change initiative? During this process, have you ever faced any difficulties? Moreover, were there any risks? How was the chair's attitude towards you during the process?

Research Q3: How do the stakeholders situate themselves in the process of systemic change? What were the roles of the stakeholders in the change process?

a) What were the roles of the chair?

b) What were the roles of instructors?

c) What were the roles of administrative staff?

10. What were the students, instructors, and the administrators' contributions to the systemic change process? Moreover, how was the administrators, instructors and students' attitude towards change?

11. How did you feel during this process? What was your belief about achieving the change? Moreover, how was your relationships affected by this process?

Research Q4: How are the results of change described?

a)What are the results of the change from the instructors and administrative staffs' perspective?

b)What are the results of change from the students' perspective?

12. What were the reflections of systemic change towards the students, instructors, and administrative staff? What were the deficiencies that you experienced in this process?

13. What things can be done in order to have a sustainable system? How was the results showed up. Moreover, what kinds of effects were there on your job here?

14. Did you see any resistance to change in this department? Were you able to cope with the change?

15. What kind of contributions did change process make to the department? Were there any differences to school in terms of your attitude?

Suggestions

16. Do you have any other suggestions or comments on the systemic change in this department?

APPENDIX C- SAMPLE INTERVIEW SCRIPT
(SEMI-STRUCTURED INTERVIEW 10)

Interviewer: Firstly, can you talk about the process that made you come here, including your high school education and the institutions you worked for?

INS 10: I studied at Anatolian High School back in the days when education of Anatolian high school was lasting for 7 years and I got my preparatory training after primary school. Right after 7 years of high school education, I studied at Department of English and graduated 4 years later. Then, I had a fleeting experience of private teaching institution however I didn't even have time to attend the classes and in a short period of time, I was assigned as a teacher to a public school and worked there for a year. I had primary and high school students in there studying at multi-program high school and regional primary boarding school. So, their educational level was low and also the conditions were hard. A year later, in 2005, I started to my still-continuing job at here as a lecturer.

Interviewer: What was your reason for applying to the university?

INS 10: To be honest, I started to think that I was falling back a little bit while I was working for public school.

Interviewer: What made you think so?

INS 10: Because the syllabus wasn't detailed enough and we were stucked with the grammar classes. I still remember the days I was teaching present perfect tense clauses over and over again and the students' reactions with blank faces. They weren't good at vocabulary. I guess working in a troublesome area had an impact, too. If I had been working in a school in the downtown, parents would have been more conscious. Kids were finding "English" as an outsider or as if it's a toy found in the street. For instance, they were always asking my permission to study for other classes and exams during my classes. Because English classes were not as important as the other classes for them but they had been bearing it just because they like me. This also may had effected. I thought that I could improve myself better in university and use my knowledge extensively. Also, having colleagues around would be better for me. Frankly, this is why I applied to the university.

Interviewer: I see. Then what happened? For example, when did you start your job in here?

INS 10:: I started to working here in September 2005. It's been 12 years approximately. I haven't done something effective about improving myself yet. We just got CELTA together. It was very successful training for me. I also applied for post-graduate education in Assessment and Evaluation. It felt better to go towards this field. But it was kind of a disappointment. But I think I learn from my environment, people around me and problems I come across with my students in class and come up with solutions for next semester. So, this is basically how I left 12 years behind.

Interviewer: What were the other positions that you got here and how long did you take part in them?

INS 10: I took part in a department related to preparation of exams for a short period of time. Apart from that, I worked as the vice-head of the department for 2 semesters. Since the head of the department was living in another city, she wasn't in the big part of the job. Besides, my colleague that I shared my work during the first semester left the university in the second one and I dealt with the most of the job. We were in charge of all of the examination process, attendance records and any other operational matters except management related ones and we pulled it off.

Interviewer: I see. In 2014, we experienced a system modification. Do you think that it was necessary?

INS 10: Yes, it was necessary. Because, last year, while we were organizing the examination process, we shared the tasks in the 5 or 6 - person group. Hence, each person had a lot to do and the others forgot the responsibilities of the job year by year. Forgetting the responsibilities made it easier to criticize the job had been done by the others.

Interviewer: Do you have any examples for this situation? Such as a memory?

INS 10: I don't have a specific memory but let me tell you this one. Once, we prepared an exam and the students had problems about some parts of it. And then, some people complained by saying " Who prepared this? That's what you get if you charge an adolescent lecturer." and more. We were younger than they were.

Interviewer: Well, would they accept this job if they were offered? Were they volunteers for this job?

INS 10: No, they were not volunteers. They were just criticizing and that's what I am trying to mean. Everyone accepts a job when it is offered officially, unless they have some excuses. But, if you don't assign them a responsibility, only thing they will do is to step aside and watch as if it's a soap opera. "What kind of a scenario is this! Such a bad acting!" But when you say "You give it a try, then!", nothing. It's always easy to criticize if you haven't worked for it.

Interviewer: Do you think the criticisms were personal or academic?

INS 10: I don't think they were personal. We may have made some mistakes but what we got was not constructive criticism. In order to make a constructive criticism, one should say " There is a problem with this exam and we encountered with it in previous ones, as well. I know you work hard for it but obviously, it's not enough. What should we do?" It should be told politely, not with accusations about a person's age or lack of experience.

Interviewer: I see. So, you think it was necessary. The first reason was about examination process.

INS 10: Yes, having everyone involved is a good sign of this modification. The other one is, we couldn't have been an institution that makes its own rules. Rules were changing with each new manager of the department and so on.

Interviewer: So, how were these people assigned here?

INS 10: Frankly, I don't have an opinion because we worked with a manager from department of Turkish language and literature, department of mathematics teaching and one of them didn't even know English. So, head of the department had to deal with all of the work. In these circumstances, you have the responsibility but you don't have the authority. You want to change some things but to do it, you have to talk with your manager and explain it with great difficulty**.** As/he is a temporary manager he wouldn’t dedicate himself / herself to the department. S/he doesn't care about development of the department because s/he came 3 months ago and will leave 5 months later. What I am trying to say is, no one had embraced this department until the modification. So, as it was said before, I guess this was the most important problem for us. We had a bunch of responsibilities, we had to deal with everyone and we have students from each department. I mean, half of the student population of the university gets education in this department. However, no one asked about our problems or listened us. Instead, they talked about the cars in the parking area and thought that we do nothing and make good money. However, what we do in here is a serious job. Someone should have seen this matter of fact and represented us in senate. I believe it was fairly important for us. The director came, management staff changed and system modification, so and so. All these happened roughly in the same time but when we approach to these changes as a whole, ıt's a beneficial situation for us. Also, I think we have a hierarchy now. For instance, when you have a problem with one of your students in your class, you don't have to consult to the manager directly or if the student consults to the manager, s/he leads the student to the competent authorities. In this way, s/he also doesn't paint the lecturer into a corner. Now, every position has an owner. If there is a problem about exams, you should see The director, when it's about materials, you should go and see the vice-chair or for any other problem, you should see the department head. You know with whom you should contact in which situation. We didn't have chance to structuring or stuffing because the head of the department was changing constantly.

Interviewer: The team was also changing with the head of the department.

INS 10: Yes, but not only the team but also the methods were changing. For example, when a new manager is assigned, s/he charges one person for a job, but when the other one is assigned after the previous one, s/he charges 6-person group for a job.

Interviewer: Alright, I have a question. Northview was founded in 1996. It's been 20 years and 9 regulations have been made during this period of time. Why do you think some things are always changing?

INS 10: I think it's personal. Each newcomer denigrates the former one and promises to do better than they did. Because, I personally witnessed a literal "take down" a couple of times. They took the lead by toppling the former management. It was back in 2006 or 2007 when we were new in this building. As I said, it was a literal take down. "They were useless, we will be doing this better. Things will change. Pass grade is 60 from now on, or should we change it again? What about 50?" And so on...

Interviewer: Well, how was the continuation of the modification process? I mean, did anyone adopted a procedure for the people who work here?

INS 10: No, the team was formed by the new manager with the names s/he had on mind in advance and it was related to personal relations. No one would say "You can't handle it, we can." Because, as a result of working as a big group for a long time, personal problems and issues can be spoke of. Also, this position doesn't worth to take on the responsibility and it is not a splendid position. Hence, people didn't want to take on the responsibility but if there were a group of people who take it, they would call the shots.

Interviewer: So, how have this system modification started?

INS 10: It happened with an management change. Former manager left and we had a new one but this time he didn't undervalue this department and gave priority to this job. He set to the work with the idea of a permanent personnel cadre. I'm not sure but this is what I saw. And then, the question of "Who can do it? Who wants to do it?" was asked and people made comebacks. Those names were voted and accepted and it was a good thing to have vote for it.

Interviewer: Have it been voted before?

INS 10: No, we didn't vote before. However, there were some points that I couldn't find logical about that voting, too. Because, we didn't know who was nominated as a candidate but they asked us about our candidates in mind. Apart from that, the concept of voting was a good idea in terms of giving people a chance to express an opinion despite the risk of bad results, which it did not end bad. This is how it started. The new team was organized and they eliminated the previous works and they acted in a harmony.

Interviewer: Did the new team take the shots as the others did?

INS 10: No, meetings were hold for each decision.

Interviewer: What kind of meetings were they?

INS 10: For example, committee meetings were held to change the regulations. Decisions weren't made by the same group of people. Groups changed each time for each decision. We had meetings in particular times of the semester but we didn't go overboard about it, either. We shared the taken decisions. Communication rate increased and especially this is quite good for us because we weren't using our e-mail addresses frequently. We used to only see the headlines and just go and sign it and we weren't informed about most of the thing. However, now, we get informed with e-mail even for the postponed meetings. People can't say “I didn't know about it!" any longer. Everybody takes part and this is the most beautiful benefit of the modification.

Interviewer: What were the strengths of the previous system?

INS 10: To be honest, strengths of it were transferred to the new one. For instance, in the previous system, we prepared the exams beforehand because we have a lot to do during the semester; classes, preparing materials, homework, exams, our special life and suchlike. While it takes 2 weeks to prepare an exam during the semester, if you don't have classes to attend, this process decreases down to 3 days. We tried to operate it in the previous system but it had rough edges because only a group of people were in charge of this process. However, it was a strength of it as an idea. Social clubs such as; speaking, cinema, writing clubs were created. Clubs were created with good intentions but then, we tried to grade the students for these clubs to increase the attendance. So, this started to cause problems but it was done with good intentions because these clubs were created and worked selflessly.

Interviewer: What about the weaknesses?

INS 10: First of all, works were not shared among the stuff and this was the most problematic weakness. Moreover, we didn't know about the people in charge of some things in case of a problem. For example, I didn't know who was in charge of attendance records if i have a problem about it. There was a gap in the management because of the circumstances related to the head of the department we had back in those days.

Interviewer: What were the circumstances?

INS 10: She was living in Ankara and she was in here only 3 days of the week and she had her own classes to attend during these 3 days. I also have a memory about this. Once, we were going to hold an examination and she was responsible for preparing and holding it. I attended to my own class and wondered about her whether she prepared the exam. I went to ask to her and apparently he forgot to prepare it. While I continue my class, the exam was prepared in 20 minutes with old questions from previous exams. Luckily, it wasn't an important exam that affects students' grade-point averages. He dedicate himself very well at first but then, maybe being aware that he would leave soon had effects and he kind of kept his hands off the department and this caused us some problems like management gaps. Because we couldn't replace my friend after s/he left and one person had to do the work for two.

Interviewer: Why did this happen? Why did no one assigned for that position?

INS 10: Frankly, no one wanted to do this job.

Interviewer: So, people criticized but didn't want to do it, right?

INS 10: No one wanted that position. And secondly, that position was available only for 1 semester and teaching it during the semester would cause a problem. Also, the ones who accept this position had troubles about personal communication abilities. People that we offered the job didn't want to get involved . Thus and so, that position remained empty. I guess, I also showed heroism and tried to handle it by myself. However, this is a crowded place with tens of staff and hundreds of students. Even if I can do it by myself, it would better to have someone when I make a mistake and correct me when its necessary. Yet, as I told before, it was temporary situation. Most of the work was done in the first semester.

Interviewer: All of the management staff had effects on the process. But what about their attitudes towards the lecturers?

INS 10: They are open the communication. We had times that scrutinized the exams widely with some colleagues, so I have a detailed perspective about this matter. Not for the smallest details but, even I criticized about parts I found missing or deficient. If you criticize properly and politely, people listens you as a matter of course. For instance, I wrote e- mail a couple of times and mentioned it personally and they said that they took none of it. People listen your criticisms and troubles when you use the right words. When I say "I'm sick today, I can't come." I didn't receive sayings like "Where are you! Get a medical report!". But I relate this to my undoubted good intention. They made my work easier, quite simply. However, I'm sure some people tried to take advantage of good intention or people who don't know how to criticize properly got negative reactions and I hope they do. Because it was too sad to see the people arriving to the school at 9.15 am for their classes at 9 am and no one warn them while I try to be at school at 8.30 for my classes at 9 am. Why don't they warn these people?

Interviewer: This makes the one think that it's not fair.

INS 10: Yes, exactly. For example, now, we have a very detailed and ordered list for invigilation. I feel people don't see anything unfair.

Interviewer: I see. Well, change is a painful and resistive process because people get used to a system and it's hard to leave it for another. So, were there any resistance like this against the system modification?

INS 10: I didn't realize such a thing. Some of the things conflict with some people's profits and they feel disturbed. Because they get warned for the things they always do and didn't get warned before or they may have to start preparing the exams. No wonder they are disturbed. But this is the job we get paid. About resistance; I think even those people didn't show resistance because work sharing was quite fair. They were not said "You did nothing for 5 years, now you deal with all of the exams!". Rather than resistance, it was just disturbance. But this situation can be difficult for the ones who think they know the best because of their ages. The thing is, the new management staff consists of younger people than they are. They may feel like they are given orders even if they are not. I work here for a long time and I haven't heard of a sentence including imperative mood. On condition that I head, I would try to solve this problem personally or somehow claim my right. People may have thought so but I didn't realize such a thing yet.

Interviewer: I see that people want others to act fair but they also want to be treated "more fair".

INS 10: They misunderstand the word of 'fair'. What they want is to be treated better and shown favor. But it doesn't work like that.

Interviewer: I am aware of everything since the day one. This is what we call 'conflict with their profits'.

INS 10: Exactly!

Interviewer: They start to say "He is younger than us, he is a friend." and when they don't get a privilege, they go into a sulk.

INS 10: I have a solid communication with all of the management staff. I would be the one ask for privilege, if I wanted to.

Interviewer: Have this modification process affected the students?

INS 10: Yes, it have. One of the best things that came with this modification is the orientation meeting. Students couldn't get how serious it was but after the second and the third one attendance increased. Only 50 or 60 students showed up to the first one but this number increases year by year. Because they know that this meeting will guide them throughout the semester. In this meeting they are not only informed verbally but also given a booklet to get all of the information about the department such as; attendance limits, book lists, grading system, content of the exam. They learn what's going to happen at the end of the semester during this first meeting and this relieves both the student and the lecturer.

Interviewer: So this meeting relieves the students?

INS 10: Of course. At least they know what to do and how to do. Also they don't have to knock the lecturer's door for each question every whipstitch. Even if they ask, lecturer also has a document and s/he can use it and doesn't leave a question mark behind.

Interviewer: So, how did it affect the lecturer? Any effect on lecturer's relations, personal or academic life?

Because I remember someone from former managements said " I was so afraid of the management that I used to use distant ways to not be seen by them even when I don't have class that day. But now, I come for breakfast every morning. " Did you see any person effected personally like this?

INS 10: As people don't have to prepare exams in the break times any more, they have more time for themselves. We organize breakfasts, iftar meals and end of the year meetings. People who didn't have a chance to sit together and talk found a chance and management staff don't act outsider or look down on the others. Everything is on rails and you don't have to look in front of you all the time on a train going very well. So as I see, people set aside time for themselves and their students, just like I do. I think having less students and classes last year may have effect on this. If we consider the student's point of view, seeing another lecturer complain about the exam and the questions would affect their thoughts of the lecturer and this only harms the school. But now, we don't have such a problem. People have no idea about the preparation of the exams. Only a group knows it. So, we can't go to a class and complain about the exams because I am the one who prepared the next exam. In this way, lecturers can't have problems with each other with this kind of matters. We also revealed how much we care about each other. We started to care even we did not before. Students see that this is an institution and actions does matters. For example, when you break a window, you'll be told "You have to take the responsibility of this, someone is in charge of in this kind of situations." instead of "Okay, never mind." I think they know these now. We did this.

Interviewer: Let me ask this. Can you describe the management in here or the sense of leadership if there is? Can you compare the former and the current management, especially in terms of sense of leadership?

INS 10: Formerly, meetings were only to share the work. But now, we have meetings just to share ideas and inform. I mean, the new management doesn't keep the things closed and share every new occasion. Thus, it doesn't feel like they are above us. Also, there is a stability about the positions. A stable manager who knows what we did last year and takes the responsibility of mistakes made last year. However, I hear rumors about him not liking other's ideas from time to time and I don't feel bad talking about it. But generally, I don't have a complaint. It would be a major complaint if there were a malfunction in management. But there is not and I don't hear bad things, either. Management is a stable mechanism in itself and all of the topics are discussed, planned and then come to us. Otherwise, it would take more time to set to work. That’s why this is a closed mechanism but results are always submitted.

Interviewer: Is there anything you want to add about this system modification?

INS 10: Mainly, they are well-intentioned people. Actually, management stuff consists of lecturers and I think this is a good point. They have another position, too. But basically, we do the same job with them and they are not outsiders. They understand us when we have an in-class problem because they experience the same things. To be honest, I wouldn't be okay with management stuff who don't lecture like I do. Things are pretty good as is it now and take less time than it used to.

Interviewer: Do you think this system will change again with a new management staff?

INS 10: To make a change, they should come with a better system and it's not that easy to come up with a new system. People got used to this functioning. They got used to being informed, to be questioned, and they are questioning more now. So, we would go only further, not to the back. And they would ask “What was the problem about the previous system?" Because, you should change something with a better one.

Interviewer: They would say that they are happy with the current system.

INS 10: Of course. We hear positive things from people around us. Rector of the university had a dinner with us and this shows his positive reaction about us. When people realize these, they can't denigrate this system unless a better one is offered. And if there is a better one, let it be. Even the current management wouldn't object to it. So, yes, an embracement can be a matter discussion. And considering my passed years in here, I haven't heard of any rumors like " X person said this, Y person told that" and so on since the last year and nothing happens in front of the everyone.

Interviewer: Thank you.

APPENDIX D - LIST OF CODES AND CATEGORIES FOR INTERVIEW TRANSCRIPTS

Table 12 Codes for Research Question 1(reasons)

<table>
<tr><th>Codes</th><th>Categories</th><th>Themes</th><th>Concept</th></tr>
<tr><td>Having prejudice
Waste of time
Tense instructors
Teacher burnout
Unmotivated instructors
Unnecessary meetings
Mobbing
Not being voluntary
Chaos
Fear
No permission for graduate studies
Punishments
Reduce in the prestige</td><td>Burnout</td><td rowspan="5">MOTIVATION</td><td rowspan="5">SYSTEMIC CHANGE</td></tr>
<tr><td>Low quality education
Feeling of being unsuccessful
Being Loss
Inadequacy of instruction
Failure rate</td><td>Failure</td></tr>
<tr><td>No Help each other
Gossiping
Personal conflicts
Arguments in meetings
Decreased communication rate
Ineffective communication
Bad surprises
Shock
Outsider perception
Negative criticism</td><td>Lack of Communication</td></tr>
<tr><td>Not cared teachers
Low self-esteem
Discomfort
Being reflected in national press</td><td>Non-confidence</td></tr>
<tr><td>Not Valued staff
Unmotivated instructors
Not Valued job
Unwilling to work
No dedication to work
Feeling some constraints by the management</td><td>No belonging</td></tr>
</table>

Table 12 (Continued)

Codes	Categories	Themes	Concept
Discrimination Not Equal distance Unfair division of work	**Injustice**	**LEADERSHIP**	**SYSTEMIC CHANGE**
Inexperienced chair Not qualified directors Effective management Non-proficient chair No trust in the chair Non acceptance of the chair No transparency	**Incompetence**		
Outsider chairperson No belonging of the chair Wrong assignment of the chair	**Being and Outsider**		
Personal relations Arguments in meetings Discrimination Equal distance Non-equal communication	**Lack of communication**		
No dedication to work Non-disciplined No impressive speech No share of the authority No trust to the staff Unease with the chair	**Character / Attributes**		

Table 12 (Continued)

Codes	Categories	Themes	Concept
No standards Preparations Change the scores Ambiguity in the system Preparation in the term RRD Being unplanned Temporary implementations Daily decisions Starting the late Academic studies Student exchange Mixing the classes Partners	**Rules**	**STANDARDS**	**SYSTEMIC CHANGE**
Problems with testing Complexity in testing Change in exams Inappropriate level Ambiguous proficiency exam	**Testing**		
Orientation program No coordination Web-site No informed people Relations	**Lack of Communication**		
Inappropriate level Unbalanced instruction Failure in the system Content Weekly schedule	**Curriculum**		
Instability Personal changes system modifications	**No sustainability**		

Table 12 (Continued)

Codes	Categories	Themes	Concept
Wrong assignments Temporary change Administrative assignments No discipline No democracy Top-down assignment	**Assignments**	**STRUCTURAL CHANGE**	**SYSTEMIC CHANGE**
Core teams Ineffective coordination Not synchronized organization Gap in management Nonprofessional management Complicated organization Problems with the previous system Lack of school culture Outsiders’ interference Bad reputation of the management Organizational behavior No control on system No structural organization Hierarchy Interference of administrative staff Implementations due to students requests Rectorship request	**Organization**		
Authority conflict Ambiguity	**Irresponsibility**		
Wrong assignments Temporary change Administrative assignments No discipline No democracy Top-down assignment	**Assignments**		
Core teams Ineffective coordination Not synchronized organization Gap in management Nonprofessional management Complicated organization Problems with the previous system Lack of school culture Outsiders’ interference Bad reputation of the management Organizational behavior No control on system Hierarchy Interference of administrative staff Implementations due to students requests Rectorship request	**Organization**		

Table 12 (Continued)

Codes	Categories	Themes	Concept
Negative Criticism Questions in mind Unaware of new developments No negotiation Not comprising communication	**Lack of Communication**	**WHOLE SCHOOL INVOLVEMENT**	**SYSTEMIC CHANGE**
Unplanned meetings No participatory management Lack of negotiation	**Meetings**		
Unshared workload Unbalanced management Mistrust in teachers	**No teamwork**		
Personal closeness Not sharing chair Decrease increase in roles No involvement	**No participatory Management**		

Table 13 Codes for Research Question 2 (Components)

Codes	Categories	Themes	Concept
Positive Criticism No questions in mind Beings aware of new developments Positive criticism Support Negotiation Comprising communication Support to the chair Positive criticism	**Communication**	**WHOLE SCHOOL INVOLVEMENT**	**SYSTEMIC CHANGE**
Evaluation meetings Committee meetings Planning meetings Participatory management Asking instructors thought	**Meetings**		
Shared workload Balanced management Trust in teachers	**Teamwork**		
Sharing chair Helping Instructors Increase in roles Involvement in the management	**Participatory management**		

Table 13 (Continued)

Codes	Categories	Themes	Concept
Assessment Preparations Preparation in advance Regulation documents Planned system Permanent decisions Starting the lessons on time Disciplined instructors Academic studies Mixing the classes Partners	**Rules**	**STANDARDS**	**SYSTEMIC CHANGE**
Days Duration Portions Levels Frequency Proficiency exam Assessment Exams	**Testing**		
Orientation program Standard communication Coordination Web-site Collective e-mail system Booklet Social media Relations Brochure s Informing people	**Communication**		
Appropriate level Balanced instruction Instructional change Extension of the semesters Restructuring the program Content Weekly schedule One-year schedule Student oriented	**Curriculum**		
Stability System modifications RRD Documentations	**Sustainability**		

Table 13 (Continued)

Codes	Categories	Themes	Concept
Assignment of the chair Temporary change Administrative assignments Correct assignment Democratic election of the chair Democracy Competence	**Assignments**	**STRCUTURAL CHANGE**	**SYSTEMIC CHANGE**
Core teams Start of change Effective coordination Synchronized organization School culture Organizational behavior Control on system No structural organization Hierarchy Change of administrative staff Soft transition Need for change Planning Committee Evaluation Committee	**Organization**		
No Authority conflict Hierarchy Discipline	**Responsibility**		

Table 14 Codes of Reseaarch Question 3 (Roles)

Codes	Categories	Themes	Concept
Fairness No discrimination Equal distance Fair division of work	**Justice**	**LEADERSHIP**	**SYSTEMIC CHANGE**
Experienced chair Qualified director Effective management Proficient chair Trust in the chair Acceptance of the chair Prove of the chair Transparency	**Competence**		
Dedication to work Attributes of the chair Impressive speech Decisive Understanding share the authority Patient chair Pure minded chair Trust to the staff Problem solving chair	**Character / Attributes**		

Table 14 (Continued)

Codes	Categories	Themes	Concept
Assignment of the chair Permanent change Administrative assignments Correct assignment Democratic election of the chair Democracy Bottom-up assignment	**Assignments**	**STRUCTURAL CHANGE**	**SYSTEMIC CHANGE**
Core teams Start of change Effective coordination Synchronized organization Professional management School culture Reputation of the management Organizational behavior Control on system No structural organization Hierarchy Change of administrative staff Soft transition	**Organization**		

Table 14 (Continued)

<table>
<tr><th>Codes</th><th>Categories</th><th>Themes</th><th>Concept</th></tr>
<tr><td>Positive Criticism
No questions in mind
Being aware of new developments
Positive criticism
Support
Negotiation</td><td>Communication</td><td rowspan="4">WHOLE SCHOOL INVOLVEMENT</td><td rowspan="4">SYSTEMIC CHANGE</td></tr>
<tr><td>Evaluation meetings
Committee meetings
Planning meetings
Participatory management
Asking instructors thought
Negotiation</td><td>Meetings</td></tr>
<tr><td>Shared workload
Balanced management
Trust in teachers
Responsibilities</td><td>Team work</td></tr>
<tr><td>Sharing chair
Share
Increase in roles
Involvement in the management</td><td>Participatory management</td></tr>
</table>

Table 15 Codes of Research Question 4 (results)

Codes	Categories	Themes	Concept
Students' positive feelings High quality education Rise in success Motivated students Realization of being good Feeling of success	**Achievement**	**MOTIVATION**	**SYSTEMIC CHANGE**
No personal arguments Support Well informed students Web-site Collective e-mail system Informing people Booklet Social media Relations Increase in communication rate Effective communication Brochures No surprise Comprising communication Personal relations Positive criticism	**Communication**		
Relieved instructors Cared teachers Comfortable environment Peaceful environment Relaxed psychology Feeling secure Belonging to school Feeling of value Value the staff Motivated instructors Value the job Valued instructors Willing to work Dedication to work	**Confidence and Belonging**		
Team work Participation Committees Support Help each other Personal relations Effective communication	**Negotiation**		

Table 15 (Continued)

Codes	Categories	Themes	Concept
Formal ground Preparations Changing the scores Preparation in advance Regulation documents Planned system Permanent implementations Starting the lessons on time Disciplined instructors Academic studies Mixing the classes Partners	**Rules**	**STANDARDS**	**SYSTEMIC CHANGE**
Change in exams Inappropriate level Proficiency exam Assessment	**Testing**		
Orientation program Standard communication Coordination	**Communication**		
Appropriate system Balanced instruction Extension of the semesters Success In Language Education Restructuring program Content Weekly schedule One-year pacing schedule	**Curriculum**		

Table 15 (Continued)

Codes	Categories	Themes	Concept
Assignment of the chair Administrative assignments Correct assignment Democratic election of the chair Democracy Bottom-up assignment	**Assignments**	**STRUCUTRAL CHANGE**	**SYSTEMIC CHANGE**
Core teams Effective coordination Synchronized organization School culture Reputation of the management Organizational behavior Control on system Hierarchy Administrative Staff Change Teamwork Involvement in the management Evaluation meetings Committee meetings Planning meetings Negotiation	**Organization and Meetings**	**STRUCUTRAL CHANGE**	**SYSTEMIC CHANGE**
Participatory management Increase in roles Teamwork committees Core teams Participation Support Bottom-up	**Responsibility**	**STRUCUTRAL CHANGE**	**SYSTEMIC CHANGE**

APPENDIX F- ETHICAL COMMISSION APPROVAL DOCUMENT

UYGULAMALI ETİK ARAŞTIRMA MERKEZİ
APPLIED ETHICS RESEARCH CENTER

ORTA DOĞU TEKNİK ÜNİVERSİTESİ
MIDDLE EAST TECHNICAL UNIVERSITY

DUMLUPINAR BULVARI 06800
ÇANKAYA ANKARA/TURKEY
T: +90 312 210 22 91
F: +90 312 210 79 59
ueam@metu.edu.tr
www.ueam.metu.edu.tr

Sayı: 28620816 / 138

06 NİSAN 2016

Gönderilen: Doç.Dr. Acendel KARAMAN

İngiliz Dili Eğitimi

Gönderen: Prof. Dr. Canan SÜMER

İnsan Araştırmaları Kurulu Başkanı

İlgi: Etik Onayı

Sayın Doç.Dr. Acendel KARAMAN'ın danışmanlığını yaptığı doktora öğrencisi Ömer Faruk İPEK'in "Üniversite Dil Hazırlık Bölümü Sistem Değişikliği Araştırması : Durum Çalışması" başlıklı araştırması İnsan Araştırmaları Komisyonu tarafından uygun görülerek gerekli onay **2016-EGT-023** protokol numarası ile **15.03.2016-30.09.2017** tarihleri arasında geçerli olmak üzere verilmiştir.

Bilgilerinize saygılarımla sunarım.

Prof. Dr. Canan SÜMER

Uygulamalı Etik Araştırma Merkezi

İnsan Araştırmaları Kurulu Başkanı

Prof. Dr. Meliha ALTUNIŞIK

İnsan Araştırmaları Kurulu

Üyesi

Prof. Dr. Ayhan SOL

İnsan Araştırmaları Kurulu

Üyesi

Prof. Dr. Mehmet UTKU

İnsan Araştırmaları Kurulu

Üyesi

Yrd.Doç.Dr. Pınar KAYGAN

İnsan Araştırmaları Kurulu

Üyesi

APPENDIX H: INFORMED CONSENT FORM

Mülakat Gönüllü Katılım Formu (Öğretim Elemanı)

Bu mülakat ODTÜ İngiliz Dili Öğretimi doktora programı dahilinde yürütülen bir doktora tezi çalışması kapsamında yapılacaktır. Söz konusu çalışmada bir İngilizce Hazırlık bölümü sistem değişikliği konusu incelenmektedir.

Mülakatta görev yapmakta olduğunuz bölümde, sizin sistem değişikliği konusu üzerine görüşlerinize ve kariyer geçmişinize ilişkin sorular yöneltilecektir. Mülakat ortalama 30-40 dakika sürecektir. Vereceğiniz yanıtlar sistem değişikliği sürecinin aydınlatılması için önem taşımaktadır. Mülakata katılımda gönüllülük esastır. Mülakat sırasında sorular nedeniyle ya da başka bir nedenle herhangi bir rahatsızlık hissetmeniz durumunda istediğiniz an mülakatı sonlandırma hakkına sahipsiniz. Böyle bir durumda araştırmacıya mülakata devam etmek istemediğinizi söylemeniz yeterli olacaktır.

Mülakatlarda size sorulan sorulara verdiğiniz yanıtlar yalnızca doktora tezi kapsamındaki araştırmada kullanılacak, görüşmelerin sesli kayıtları şifreli bir bilgisayarda saklanacak ve katılımcının kimliği gizlenecektir. Araştırma yayınlarında görüşmeler sırasında katılımcıların kullandığı ifadelerden katılımcı kimliği gizli tutularak alıntı yapılabilecektir.

Bu çalışma ile ilgili daha ayrıntılı bilgi almak için araştırmacı Ömer Faruk İpek ile (ipek.omer@metu.edu.tr) iletişime geçebilirsiniz. Katılımınız için teşekkürler.

Bu çalışmaya tamamen gönüllü olarak katılıyorum ve istediğim zaman yarıda kesip çıkabileceğimi biliyorum. Verdiğim bilgilerin bilimsel amaçlı yayımlarda kullanılmasını kabul ediyorum. (Formu doldurup imzaladıktan sonra uygulayıcıya geri veriniz).

Ad Soyad

Tarih

İmza

APPENDIX G: VITA

PERSONAL INFORMATION

Surname, Name: İpek, Ömer Faruk
Nationality: Turkish (TC)
Date and Place of Birth: 8 October 1982, Karabük
Marital Status: Married
Phone: +90 505 342 82 74
Fax: +90 374 253 51 27
email: ipek.omer@metu.edu.tr

EDUCATION

Degree	Institution	Year of Graduation
MA	AIBU English Language Teaching	2012
BA	AIBU English Language Teaching	2004
High School	Göl Anatolian Teacher Training High School	2000

WORK EXPERIENCE

Year	Place	Enrollment
2008 February	AIBU Preparatory Department	Instructor
2004 October	Public Schools	Teacher

FOREIGN LANGUAGES

Advanced English,

PUBLICATIONS

1. Evcim, H., İpek, Ö.F. (2013). Effects of jigsaw II on academic achievement in English prep classes. *Procedia - Social and Behavioral Sciences*. 70, 1651–1659

2. İpek, Ö.F., Evcim, H. (2013*)* How do two language instructors' beliefs about teaching and learning reflect their teaching practices?: The bridge between theory and practice. *4th ELT Blacksea Conference. BOLU.*

3. İpek, Ö.F., Karaman, A.C. (2013). How do language instructors at a university preparatory school in western Turkey situate themselves in relation to student success? *V Uluslararası Eğitim Bilimleri Kongresi, Bildiri Kitapçığı, 1621-1630.*

4. Yesilbursa, A., İpek, Ö.F. (2013). Why is it necessary to validate SILL? *Procedia Social-Behavioral Sciences*, 70, 887-893.

5. İpek, Ö.F., Yesilbursa, A. (2017). Language learning strategy use of university preparatory school students? *International Journal of Educational Sciences.* 16(1-3), 60-66

6. İpek, Ö.F., Daloğlu, A. (2017). The effectiveness of special teaching methods Course I in preparing students to special teaching methods II course: A Case Study. *Abant İzzet Baysal Üniversitesi Eğitim Fakültesi Dergisi. 17(1).*

APPENDIX H: TURKISH SUMMARY (TÜRKÇE ÖZET)

GİRİŞ

Küreselleşme, internet ve bilgi teknolojilerinin yaygınlaşması, toplumda ve toplum gelişimini anlamada, insanların günlük planları ve programlarında değişikliklere yol açmıştır. Ancak, değişiklik kavramı, eğitim söz konuş olduğunda biraz zor olabilir. Eğitimdeki değişiklikler müfredat ve eğitim kurumlarında reformlara ve öğretmen-öğrenci ilişkilerinde değişikliklere yol açmıştır. Bu tip değişiklikler ayrıca eğitim programlarını da etkilemiştir. Dünya çapında artan İngilizce kullanımı ayrıca İngiliz dili öğretiminde kullanılan materyallerde, ölçme araçlarında ve İngiliz dili öğretimi müfredatlarında değişikliğe sebep olmuştur.

Yabancı dil eğitiminin amacı öğrencilere anlamlı iletişim bilgisi ve yeteneğini kazandırmaktır. Bu sebeple, son yıllarda dil öğretimi teorileri, yaklaşımları, metotları ve teknikleri değişiklik göstermiştir. Bu tür yenilikler, eğitimdeki araştırma yaklaşımlarını da değiştirmiştir. Eğitim araştırmalarının amacı eğitim kalitesini yükseltmek olduğundan eğitim sistemleri incelenerek sistemin ne olduğunu açıkça tanımlanması gerekmektedir. Sistem, birbiriyle bağlantılı ve bağlı farklı düzenlemelerin birbiriyle uyumlu bir bütün oluşturması anlamında kullanılmıştır. Eğitimdeki sistem araştırmacıları, bilme, düşünme, nedenleri araştırma ve sorgulama konularına üzerinde durmuşlardır. Eğitim bir sistem olarak ele alınır; çünkü var olan diğer sistemlerle bağlantılıdır. Eğitimdeki sistem değişikliği ise var olan sistemden daha iyi bir sisteme geçiş için kullanılır. Böylece bütün sistem değişikliklerinde gelişme ve ilerleme olmak zorundadır. Eğitim sistem değişikliğinin önemi ortadayken sistem değişikliği üzerine çok az araştırma bulunmaktadır.

Eğitim sistemlerini anlamak için dünyadaki geçmiş yabancı dil eğitimi ve yabancı dil öğretimi üzerine yapılmış araştırmalara göz atmak gerekir. Geçmişte yabancı dil öğretimi üzerine yapılan eğitim araştırmaları daha çok motivasyon, İngilizce'nin diğer ülkelerdeki konumu, yabancı dil politikaları, müfredat içerikleri, öğretim metotları ve değişiklikleri, öğretim amaçları, öğrenci rolleri, dört temel beceri, değerlendirme ve öğretmen yetiştirme üzerine yoğunlaşmıştır. Son 10 yılda özellikle öğretmen yetiştiren programlarda öğretmen bilişi üzerine birçok araştırma bulunmaktadır. Bu yüzden öğretmenin ne düşündüğü ve neye inandığı, öğretmen yetiştirme programlarına etki etmiştir. Böylelikle bu programlarda ve içeriklerinde değişiklikler meydana gelmiştir. Türkiye'deki öğretmen yetiştirme araştırmaları ise dünyadaki trendi takip ederek sistem yaklaşımını göz ardı etmiştir.

Türkiye'deki İngiliz dili öğretimi araştırmaları yabancı dil öğretimi ve öğretmenleri, yabancı dil öğretimi ve öğrencileri, yabancı dil öğretmen eğitimi, dört temel beceri, ölçme ve değerlendirme ve dil ve kültür üzerine yoğunlaşmıştır. Buradan da anlaşılacağı üzere; İngiliz dili öğretimi alanında hem dünyada hem de Türkiye'de sistem yaklaşımı ihmal edilmiştir.

Türkiye İngilizce'nin küresel olarak yaygınlaşmasında bilim, iletişim ve teknoloji konularının kullanılması konularında etkilenmiştir. Bu etkiye ayak uydurabilmek için Türk üniversiteleri, yabancı dil merkezleri kurmuşlardır. Bu merkezlerin amacı üniversiteye gelen öğrencilere etkin ve yeterli yabancı dil eğitimi vermektir. Bu kapsamda bahsi geçen yabancı dil eğitim kurumları temel İngilizce ya da İngilizce hazırlık bölümleri açmış olup, bu bölümlerde öğrencilerine İngilizce öğretimi yapmaktadırlar. Bu bölümler, öğrencilerine bir senelik İngilizce hazırlık eğitimi vererek öğrencilerini fakültelerindeki bölümlerinde gösterilecek olan bölüm derslerine hazırlamak; gelecekteki akademik ve mesleki kariyerlerine yardımcı olmak için düzenlemeler yapmışlardır. Bu çabalara rağmen yabancı dil eğitim uygulamaları yeterli seviyede görülmemektedir. Bu sebeple, yabancı dil eğitimi programlarına sistem yaklaşımıyla tekrar değerlendirilmesi gerekmektedir.

Sistem yaklaşımının bu çalışmaya konu olmasının sebeplerinden birisi de İngiliz dili öğretim kurumlarının idarecileri genellikle İngilizce Öğretmenliği bölümü mezunlarından oluşmaktadır. Bir başka deyişle İngilizce öğretmenleri alanda birkaç sene çalıştıktan sonra bağlı bulundukları kurumlarda koordinatörlük, bölüm başkanlığı ya da kurum müdürlükleri yapmaya başlarlar. Ancak bu bölümlerden mezun olan İngilizce öğretmenleri herhangi bir idarecilik ya da kurum yönetimi eğitimi almamışlardır. Bu sebeple aldıkları görevlerin gereğini yaparken, problemler yaşamaktadırlar.

Son olarak British Council'in yayınladığı bir rapor, Türkiye'deki üniversitelerde yabancı dil eğitiminde dört bağlamda değişikliğin olması gerektiğini ortaya koymuştur. Bu bağlamlar uluslararası, ulusal, kurumsal ve bölüm bağlamlarıdır. Uluslararası bağlamdaki sorun, son yıllarda Türk üniversiteleri çok fazla insana yabancı dil eğitimi vermesine rağmen istenen seviyeye ulaşamamış olmasıdır. Ulusal bağlamda ise İngilizce eğitimi aileler ve öğrenciler tarafından tercih edilmesine rağmen yeterli akademik personel ve yüksek kalite sıkıntısı çekmektedir. Kurumsal bağlamda İngilizce hazırlık öğrencilerinin düşük motivasyona sahip oldukları belirtilmiştir. Bölümsel bağlamda ise öğretim elemanlarının yeterli sertifikasyonlara sahip olmasına rağmen öğretim ile ilgili eksikliklerinin bulunduğu kaydedilmiştir. Sonuç olarak bu çalışmada daha çok British Council'in belirttiği bölümsel bağlamdaki değişiklikler üzerine durulmuştur.

İngilizce'nin yaygın kullanımı ve yukarıda belirtilen sebeplerden ötürü bu çalışmada Türkiye'de bulunan bir üniversitenin İngilizce hazırlık bölümünde gerçekleştirilen İngilizce eğitimi sistem değişikliği çalışılmıştır. Bu çalışmada adı geçen bağlama ''Northview'' adı verilmiştir. Northview'daki sistem değişikliği dört ana içerik bakımından incelenmiştir. Bunlar; müfredat, organizasyon, ölçme ve iletişimdir.

Sistem Değişikliği'nin Kapsamı

Genel olarak sistem değişikliği mevcut olanı başka bir duruma dönüştürmek olarak tanımlanır ve bu süreç devamlılık gerektirir. Okul reformu veya değişikliği okuldaki bütün her şeyin değişmesi anlamına gelmektedir. Bu değişikliklerde müfredatın, öğretimin, organizasyonun, mesleki gelişimin ve ailenin katılımı bulunmaktadır. Değişiklik yönetimi ise İngilizce dili öğretimi alanında farklı bir yere sahiptir. Bu alandaki değişim yavaş, karmaşık ve korkutucu olduğundan problemli olarak görülmektedir. 1980'lerde bu alandaki değişimler daha çok tepeden inme ve merkeziyetçi bir anlayışla gerçekleştirilmiştir. İngiliz dili öğretimi'ndeki değişiklikler sadece sonuç odaklı değil; ayrıca süreç odaklıdır. Bu değişiklikler sistemli adımlar ve uzun bir süreç gerektirmektedir. Değişikliklerde öğretmenler ana hedef olarak ortaya çıkmakta ve bu gelişimlerin öznesi konumunda bulunmaktadırlar. Başarılı değişiklik projeleri, katılımcıların aktif desteği ve karşılıklı görüşmeler yolu ile gerçekleştirilir. Değişiklik, sebepleri iyi araştırılırsa, öğretmenler sürecin içerisine dahil edilirse ve yetkin liderlik özellikleri ortaya çıkarsa başarılı olabilir.

Çalışmanın İçeriği

Mevcut sistem değişikliği literatürü, değişim liderleri ve yöneticilerinin özel yeteneklere sahip olması gerektiğini vurgulamaktadır. Ancak İngilizce hazırlık bölümlerinin yöneticileri değişiklik ve liderlik konusunda özel eğitimlere tabi tutulmamışlardır. Eğer mevcut sistemlerinde bir sorun olduğu takdirde bu kurumlar yönetimlerinde, öğretimlerinde, ölçmede, yönerge ve yönetmeliklerinde, müfredatlarında, kitaplarında ve personellerinde değişiklik yapmak zorundadırlar. Bu yüzden bu kurumlardaki idarecilerin bahsi geçen bütün bu konularda uzman olması gerekmektedir. Ancak öğretmen yetiştirme programları incelendiğinde bu idarecilerin değişiklik konusunda herhangi bir eğitim ya da uzmanlıklarının bulunmadığı görülmüştür. Bu idareciler daha çok değişiklik konusundaki mevcut araştırmaları inceleme yoluna gitmişlerdir. Mevcut alan yazında ise sistem değişikliği üzerine yeteri kadar çalışma bulunmadığından, bu idareciler bir kısır döngü içerisine girmişlerdir. Bu sebeple, Northview isimli kurumda geçekleşen bu çalışma, alan yazındaki bu eksikliği gidermede yardımcı olacaktır. Müfredat, organizasyon, ölçme ve iletişim alanlarının oluşturduğu iki sene süren sistem değişikliğini incelemiştir.

Northview bu çalışma için özellikle seçilmiştir. Bunun sebebi, bu bölümde son 10 yılda farklı temel değişiklikler gerçekleştirilmiştir. Northview'daki değişiklikler İngiliz dili eğitimindeki başarısızlıklar sonucu ortaya çıkmıştır. 2014 yılında gerçekleştirilen son değişiklik üniversitedeki herkese ve kurumla bağlı olan her şeye etki ettiğinden dolayı önceki değişikliklerden daha farklıdır.

Bu çalışmada incelenen Northview öğrencilerin tercih sıralamasına göre Türkiye'de orta sıralarda yer alan bir üniversitede bulunmaktadır. Bu üniversite 1992 yılında kurulmuş olup çeşitli alanlarda 25 yıldır eğitim-öğretim yapmaktadır. Üniversitede lisansüstü eğitimi veren 4 enstitü, 4-6 yıl arası eğitim veren 10 fakülte ile 6 yüksekokul ve 2 sene teknik ve mesleki eğitimi veren 7 meslek yüksekokulu bulunmaktadır. Üniversitede 5000'i yeni olmak üzere toplamda ortalama 30 bin öğrenci bulunmaktadır. Northview'e ise yeni gelen 5000 öğrencinin her yıl 800'ü kayıt yaptırmaktadır.

Üniversitedeki Yabancı Diller Yüksekokulu'nda Mütercim-Tercümanlık, Modern Diller ve Hazırlık Bölümleri bulunmaktadır. Hazırlık bölümünde 4'ü yabancı uyruklu olmak üzere 38 öğretim elemanı çalışmaktadır. Northview'da 2 grup öğrenci bulunmaktadır. Bunlar zorunlu ve isteğe bağlı olarak isimlendirilmiştir. Zorunlu grup öğrenciler, fakültelerindeki derslerinin %30'u ya da daha fazlası İngilizce dilinde verildiği için bir yıllık hazırlık eğitimini başarı ile tamamlamak zorundadırlar. İsteğe bağlı öğrencilerinin bölüm derslerinin %30'undan daha azı İngilizce dilinde verildiği için bu öğrenciler bir yıllık İngilizce eğitimde başarılı olamasalar bile fakültelerindeki bölümlerine geçme şansları bulunmaktadır. Northview'daki öğrencilerin büyük çoğunluğu zorunlu grup öğrencisi olarak yer almaktadır.

Northview, her biri 15 haftadan oluşan iki akademik yarı yılın oluşturduğu bir akademik yıl boyunca yabancı dil eğitimi vermektedir. Öğrenciler devamsızlık sayısının geçmemek; gerekli quizler, vizeler ve final sınavına girmekle yükümlüdürler. Girdikleri bu sınavlardan 100 puan üzerinden 60 ortalamaya sahip öğrenciler hazırlık eğitiminde başarılı kabul edilmektedir.

Daha önce de belirtildiği gibi Northview'da farklı sistem değişikleri uygulanmıştır. Örneğin; 1996-2010 yılları arasında doğrusal müfredat uygulanırken 2010 yılında farklı bir idarecinin gelmesi ile kur sistemi uygulanmaya başlamıştır. Bu kur sistemi bölümde iki sene kullanıldıktan sonra başka bir idarecinin atanması sonucu tekrar doğrusal sisteme geçiş yaşanmıştır. 2012'den 2014'e kadar olan süreçte öğrenci başarısında ve eğitim kalitesinde düşüş olması sebebiyle tekrar yönetim ve sistem değişikliğine gidilmiştir. Bu çalışmada 2014'te başlayan sistem değişikliği aşağıdaki araştırma soruları kapsamında incelenmiştir.

1) Sistem değişikliğinin sebepleri katılımcılar tarafından nasıl açıklanmıştır?
2) Sistem değişikliğinin içeriği katılımcılar tarafından nasıl açıklanmıştır?
3) Kurumdaki paydaşlar kendi rollerine sistem değişikliği süresince nasıl açıklamışlardır? Bölüm idaresinin öğretim elemanlarının ve idari personelin sistem değişikliğindeki rolleri nelerdir?
4) Sistem değişikliğinin sonuçları nasıl açıklanmıştır?

TEORİK ÇERÇEVE

Nitel araştırma'da teorik çerçeve çalışmaya nereden başlanacağına, neler içereceğine, araştırma dizaynının yöntemine ve araştırma sonuçlarının yorumlanmasını kapsar. Bu da araştırmanın sınırlarını belirler. Bu çalışmada teorik çerçeve olarak, yapılandırmacılık, sistem teorisi, sistem değişikliği ve sistem değişiklik süreci kavramsal çerçevesi detaylı bir şekilde ele alınmıştır.

Okullar öğrencilerin, öğretim elemanlarının okulla ilgili toplulukların sistem olarak işletilebilmesi için birbirleriyle etkileşim içerisinde olunan sosyal olarak inşa edilmiş organizasyonlardır. Böylelikle bu çalışmayı yapılandırmacı yaklaşımla sistem yaklaşımını bağlantılı bir şekilde incelemiştir. Yapılandırmacılık 1970'lerde hem eğitim hem de araştırma için ortaya çıkmıştır. Öğrenme ve bilgiye ulaşmak konularında yapılandırmacı bir yaklaşım benimsenmiştir. Bu yaklaşım davranışçı kuramın esaslarını reddeder ve insan deneyimlerini ve sosyal etkileşimi ön plana çıkartır. Yapılandırmacılık bilginin nasıl oluştuğunu insan deneyimleriyle ortaya koymaya çalışır. Bu kuram ayrıca insanların inanışlarının, düşüncelerinin ve fikirlerinin yeni bir bilgi ya da deneyimle karşılaşıldığında nasıl şekillendiğini ve yapılandırıldığını inceler. Sistem teorisi ve sistem değişikliği kavramları 40 yıl boyunca karmaşık bir duruma sahiptir. Yine de kavramsal olarak sistem teorisi, sistem düşüncesi, sistem perspektifi ve sistem yaklaşımı birbirlerinin yerine kullanılabilmekte olup hepsi sistem teorisi çatısı altında birleşmektedir. Sistemler kurumların iş ve işleyişlerini düzenlerler. Bu kurumların nasıl planlandığını, yönetildiğini ve kontrol edildiği konularında etkilidir. Ayrıca sistemler amaca yönelik olup işleyişleri daha önceden planlanmalıdır. Kullanıcılar ve içerik bulunmak zorundadır. Ayrıca sistemler çevresiyle etkileşim içerisinde olup diğer sistemlerle bağlantılı ve ilişkilidirler. Sistem teorisi ilk olarak ''Genel Sistem Teorisi'' olarak 1950'li yıllarda Von Bertalanffy isimli biyolog ve araştırmacı tarafından bilimsel bir hareket olarak ortaya çıkmıştır. Genel sistem teorisinde sistemlerin açık olduğu ve birbirlerinden etkilendiği ileri sürülmüştür. Okullar ve kurumlar gibi sosyal sistemler ise genel sistem teorisinde insanların sistemleri kasıtlı olarak etkilediği ve dönüştürdüğü fikriyle ortaya çıkmıştır. Sistemdeki bir parçanın değişikliğe uğramasıyla bütün bir toplumun ya da kurumun etkilenebileceği belirtilmiştir. Eğitim sistem değişikli ise temelini Rogers'ın (2003) ortaya attığı ''yeniliklerin yayılması'' isimli felsefik temelden almaktadır. Bu akım antropoloji, sosyoloji ve iletişim temelinde ilerlemektedir. Yeniliklerin yayılması geleneği dört temel unsur üzerine inşa edilmiştir. Bunlar; yenilik, iletişim kanalları, zaman ve sosyal sistemlerdir. Değişiklik bu dört temel unsur üzerinden gerçekleşmektedir. Eğitimdeki sistem değişikliğinin temel prensipleri ise Banathy (1995) tarafından açıklanmıştır. Bu yaklaşımla sistemlerin açıklanması, incelenmesi, içerikleri, amaçları, ilişkileri, çevresi, hareketleri ve davranışları ön plana çıkmıştır. Eğitimdeki sistem değişikliği için dört temel unsurun olması gerektiği ileri sürülmüştür. Bunlar; sistem bölümlerindeki değişiklikler, insanlardaki değişiklikler, okuldaki değişiklikler ve sistemdeki değişikliklerdir. Ayrıca eğitim sisteminde değişikliklerin olabilmesi için sistem içerik listeleri yapılmıştır. Hall ve Hord (2015) eğitimde sistem değişikliğinin olabilmesi için standartların, müfredatın, öğretimin, ölçmenin, kaynakların, personelin, yönerge ve yönetmeliklerin ve toplumun değişmesi gerektiğini belirtmiştir.

LİTERATÜR İNCELEMESİ

Bu bölümde, sistem değişikliği modelleri ve yapılan sistem değişikliği çalışmaları ile ilgili bilgi verilmektedir. Eğitimde sistem değişikliğine başarıyı artırma ya da değişen politikalar gibi farklı nedenlerle gidilir. Değişimin etkili olması ise yapılan dönüşümün eğitim ortamının bütün yönlerini kapsamasına bağlıdır. Başarı sağlandığı takdirde, etkileri sadece sınıf içinde değil bütün toplumda görülecektir. Farklı sistem değişikliği modelleri, karşıladıkları ihtiyaca göre planlanmış- planlanmamış, kural koyucu- betimleyici gibi sınıflandırılabilir. Ancak, hiçbir model diğerinden daha üstün sayılamaz.

Lewin'in Üç Aşamalı Modeli, serbest bırakma, harekete geçme ve tekrar dondurma kuralını içerir. İlk aşamada değişim için bir motivasyon kaynağı şarttır; eski alışkanlıkların yerine yenilerinin getirilmesi gerekir, fakat değişimin önünde mutlaka engeller olacaktır. Bu yüzden, gereken güvenin sağlanması gerekmektedir. İkinci aşamada ise denge sağlanmalıdır. Ortaya çıkan engellerin etkilerinin en aza indirilmesi, yeni uygulamaların ve davranış biçimlerinin ortaya konulması gerekir. Ayrıca, uzmanlar, rol modeller ve çalışanların eğitilmesi bu aşamanın birer parçası olmalıdır. Son aşama ise değişikliğin standart bir uygulama haline gelmesini amaçlar.Yeni kurallar ve yapılanma rutinin bir parçası haline gelmelidir.

Endişe Odaklı Kabullenme Modeli detaylı bir çerçevede değişiklik uygulamasını ele alır. Bu model, değişimin öğrenme içeren bir süreç ve okulun da değişimin yaşandığı temel öğe olduğu, değişimin bireyler tarafından hayata geçirileceği, atölye çalışmaları gibi müdahalelerin başarıya katkı sağlayacağı ve değişime gösterilen direnci kıracağı, başarı için liderliğin şart olduğu, takım çalışmasının gerekli olduğu, yukarıdan gelen talimatların işe yarayacağı, iç ve dış etkenlerin başarıyı etkileyeceği, kabullenmenin, uygulamanın ve güçlendirmenin değişim sürecinin parçası olduğu ve odaklanmanın şart olduğu prensiplerine dayanır.

Yeniliklerin Dağıtımı klasik bir değişim modelidir. Burada,innovasyonun yerleştirilen sistemden daha iyi olup olmadığı ele alınır. Bu bağlamda, maddi getiri, düşük maliyet, rahatsızlıkların giderilmesi, sosyal prestij, zaman ve işgücü tasarrufu ve mükafat ya da karşılığının hızla elde edilip edilmemesi değişimin belirleyicisidir.

Değişim Şartları Modeli, değişikliğin yapılacağı ortama odaklanır. Mevcut durumla ilgili yaşanan rahatsızlıklar, değişimi başlatacak kişilerin yeterli donanıma sahip olması, değişim için gereken kaynaklara rahatça ulaşılabilmesi, uygulayıcıların yeterli zamana sahip olmaları, katılımcıların ödüllendirilmesi, katılımın desteklenmesi, paydaşların innovasyonu desteklemesi ve liderliğin belirgin olması gerekli şartları oluşturur.

Eğitimsel Değişimin Anlamı Modeli, çevreye değil değişimi gerçekleştiren aktörlere odaklanır. Değişimin yapısı, yerel özellikler ve dışsal faktörler değişime götüren etkenleri oluşturur. Ayrıca, öğretmen, yönetici, öğrenci, bölge yöneticisi, danışman ve toplum değişimin paydaşlarıdır.

Planlanmış Değişimin Aşamaları model'i, öngörülen değişimin yaratacağı direnci ele alır. Bunlar, kültürel, sosyal, kurumsal ve psikolojik engellerdir. Yapılan reformun sınırlılıklarını ortaya koyması açısından değişimi yürüten aktörlere yardımcı olan bir modeldir.

Eğitim Modelini Dönüştüren Danışmanlık Sistemi, değişimin sistemin bütün yönlerini kapsadığını savunur. Okul, sınıf içi uygulamalar, müfredat ve değerlendirme bunlardan bazılarıdır. Bu amaçla, değişim için hazır olup olunmadığı ölçülmeli, ortak bir görüşe varılmalı, takımlar kurulmalı, sistem tasarlanmalı ve yeni sistem yürürlüğe konmalıdır.

Fullan (2009), 1960'larda yapılan bir reformun yürütme aşamasının ve toplumun kültürel yapısının yeterince iyi ele alınmadığı gerekçesiyle başarısız olduğunu belirtir. Fullan (2000) ayrıca New York ve Chicago'da yapılan reformları ele alır. New York çalışması, öğretim odaklı yürütülmüştür. Ancak, öğretimin iyileştirilmesi uzun vadeli bir çalışmadır. Chicago örneğinde ise, yetki merkezde değil yerel okullarda toplanmıştı. Fullan (2000) 1990'larda ABD'de yürütülen reformu da ele almıştır. Burada kullanılan modellerin özünde kurumsal değişim, yönetimsel destek, müfredata ve öğretime odaklanma, materyaller, gruplandırma, öğrenci performansının gözetimi ve aile ve toplum desteği göze çarpmaktadır. Tanner (2004), yapılan sistem değişikliği uygulamalarını devlet seviyesinde reform çalışması olarak ele almıştır. Mülakatlar, gözlemler ve belge analizi yaparak toplanan veriler yüksek idealler, güç algısı, aidiyet algısı ve iletişim konularını öne çıkarmıştır.

Hem Türkiye'deki hem de dünyanın diğer yerlerindeki araştırmalar göstermiştir ki İngiliz dili öğretimi konusunda daha çok müfredat değişikliği çalışmaları yapılmıştır. Buna bağlı olarak müfredat değişikliğinin sistem değişikliğinin sadece bir alt başlığı olduğundan değişiklik konusunda daha kapsamlı çalışmalara ihtiyaç vardır.

YÖNTEM

Bu çalışmada nitel durum çalışması Northview'daki özel durumu anlamak için kullanılmıştır. Hem nicel hem nitel araştırmacılar bireylerin düşüncelerini, bakış açılarını ve inanışları üzerine dururlar. Ancak çalışmada yer alan kişilerin bakış açıları nitel araştırmada daha fazla yer bulur. Okullar ve ilgili kurumlar sosyal olarak yapılandırılmış kurumlar olduğu için nitel araştırmaya uygun bir bağlamdır. Bu okullarda görev alan yöneticilerin, öğretim elemanlarının ve öğrencilerin birbirleriyle olan sosyal etkileşimleri bu çalışma için uygun bir zemin olarak bulunmaktadır. Nitel araştırma dizaynları çoğunlukla kurum, okul ve program gibi küçük alanları incelemek için uygun görülmektedir. Bu yöntemle insan ilişkileri, tecrübeleri, görüş ve önerileri rahatlıkla ortaya çıkarılabilir ve yorumlanabilir. Bireyler araştırmaya karşı her zaman belli inanışlar ve felsefik görüşler beslemektedir. Bu felsefik görüşler araştırmaya yön veren teorilerin temelini oluşturmaktadır. Nitel araştırmada yer alan bu felsefik temeller bütün araştırma süresini etkilemektedir. Bu açıdan felsefe; soyut fikirlerin, düşüncelerin ve inanışların yönlendirilmesi konusunda önemlidir.

Nitel bir araştırmada dört farklı felsefik temel bulunmaktadır. Bunlar; gerçeğin doğasını sorgulayan ontoloji, gerçeğin ne olduğunu sorgulayan epistemoloji, araştırmadaki değerlerin yerini belirten aksiyoloji ve araştırma sürecini sorgulayan metodolojidir. Ayrıca bu çalışma insanların tecrübelerini ve görüşlerini doğrudan incelemek için sosyal yapılandırmacı yorumlama çerçevesi ve daha önce bahsi geçen dört felsefik temel üzerine kurulmuştur. Sosyal yapılandırmacı yaklaşıma göre kişiler, nesneler ve bilgiye ulaşma metotları arasındaki etkileşimler önemlidir. Bu tür bir araştırmada nesnellik, deneysel gerçeklik, nesnel gerçeklik araştırma konusu değildir. Aksine; bilgi ve gerçeklik düşünce ve inanışların sonucu olarak ortaya çıkmıştır. Bu bağlamda bilgi devam eden yapılandırma şekliyle öne çıkar. Sosyal yapılandırmacı araştırmacılar çalışmalarını öznel anlamlandırma, kişiler arası ilişkiler ve aktif katılımla incelerler.

Durum Çalışması

Bu çalışma nitel durum çalışması olduğu için durum çalışmalarının özelliklerini anlamak önemlidir. Durum, zaman ve mekanla sınırlıdır ve araştırmacı önceden planlanmış ve tanımlanmış zaman ve yöntemlerle bireysel tecrübeleri toplar. Ayrıca durum çalışmasında var olan konunun bütüncül bir şekilde anlaşılmasını amaçlamaktadır. Durum çalışmaları diğer konulara örnek teşkil edilebilecek nesnel sonuçlar vermekten daha ziyade gerçek yaşam koşullarına var olan durumu incelemektedir. Bu tür çalışmalar; programlar, olaylar ve faaliyetler için kullanılabilmektedir. Durum çalışması yapabilmek için birkaç adım gerekmektedir. Birincisi; araştırmaya konu olan durumun çalışmaya uygun olup olmamasıdır. İkinci adım; durumun derinlemesine anlaşılabilmesi için iyi bir şekilde tanımlanmasıdır. Sonrasında ise araştırmacı, katılımcıları, veri toplama prosedürlerini ve araçlarını tespit etmelidir. Bahsedilen bu süreçlerden sonra ise araştırmacı toplanan veriyi analiz eder. Durum çalışmalarında analiz biriminin belirlenmesi gerekmektedir. Analiz birimi, birçok veri içerisinde çalışmanın temelini ve merkezini oluşturmaktadır. Bu çalışmada analiz birimi Northview'daki sistem değişiklidir.

Durum çalışmaları tekil veya çoklu durum çalışmaları olmak üzere ikiye ayrılmaktadır. Araştırmacının çalışmasını tek bir organizasyon, kurum veya durum ile sınırlandırmasına tekil durum çalışması denirken; birden fazla organizasyon, kurum veya durum çalışmasına çoklu durum çalışması adı verilir. Ayrıca çalışma metoduna göre durum çalışmaları betimleyici ve açıklayıcı olarak ikiye ayrılmaktadır. Bu çalışmada Northview'da 2014-2016 yılları arasında gerçekleşen sistem değişikliğinin açıklayıcı tekil durum çalışması yöntemiyle tasarlanmıştır.

Araştırmacının Rolü

İngiliz Dili Eğitimi Bölümü'nden mezun olduktan sonra Milli Eğitim Bakanlığı'na bağlı okullarda birkaç yıl İngilizce öğretmeni olarak çalıştım. 3 yıl sonra bu çalışmada adı geçen Northview'da öğretim elemanı olarak görev yapmaya başladım. Bölümdeki kariyerim boyunca farklı yapısal ve müfredat değişikliklerini görme ve tecrübe etme şansını yakaladım. Bunların hepsi bana sistem değişikliğinin nasıl başlatılacağı ve uygulanacağı konusunda ne kadar az bilgi sahibi olduğumuzu gösterdi. İşte bu durum, sistem değişikliği konusunda beni araştırma yapmaya teşvik etti. Danışmanımla bu konudaki gerekli görüşmeler sağlanıp etik komisyonu ve kurum izinleri alındıktan sonra çalışmaya başlanmıştır. Araştırmanın amacını ve kapsamını katılımcılara anlattıktan sonra katılımcılar çalışmaya katılmak konusunda gönüllü olduklarını belirtmişlerdir. Sonrasında ise gözlem ve resmi belgelerin toplanması gerçekleşmiştir. Veri toplama sürecinde resmi ve sosyal toplantıları gözlemleyip not aldım. Ayrıca öğrenci notları, e-postalar ve duyuruları elde etmeye başladım. Aynı zamanda çalıştığım kuruma daha eleştirel gözle bakmaya başladım ve okulla ilgili en ufak detayı not aldım. Not alma esnasında insanların davranışlarını, hareketlerini ve okul kültürünü incelemeye çalıştım. Gözlem yapıp resmi evrakları topladıktan sonra mülakatları gerçekleştirdim. Bu süreç boyunca not tuttum, memo yazdım, taslak çıkarttım, verileri katılımcılarla kontrol ettim ve partner değerlendirmesi konusunda yardım istedim. Bu çalışmada "tam katılımcı" olarak görev aldım ve bunun insan davranışlarını, kurum kültürünü ve geçmişini, mevcut durumu ve insan ilişkilerini incelemek açısından çok faydalı olduğu kanaatine vardım.

Örneklem

Bu çalışmada amaca yönelik örneklem kullanılmıştır. Bu çalışmanın katılımcıları sistem değişikliğini doğrudan etkilediği kişilerden seçilmiştir. Katılımcılar; öğretim elemanları, müdür, idari personel ve her iki sistemi tecrübe eden öğrencilerden oluşmaktadır. Bu çalışmaya 5 mezun öğrenci, 11 öğretim elemanı, 4 odak grup öğretim elemanı ve 3 idari personel olmak üzere toplam 23 kişi katılmıştır.

Veri Toplama Araçları

Bu çalışmada veri toplama araçları olarak; gözlemler, mülakatlar ve belgeler kullanılmıştır. Mülakatlar hem odak grup hem de yarı yapılandırılmış olarak düzenlenmiş olup resmi belge analizi ve gözlem teknikleri kullanılmıştır.

Veri Toplama Prosedürü

İlk olarak, mülakat sorularının pilot çalışması yapılmıştır. Ardından ana temaları belirlemek için öğrenciler ve öğretim elemanlarıyla odak grup mülakatları ve yarı yapılandırılmış mülakatlar gerçekleştirilmiştir. Odak grup mülakatların sonuçları analiz edildikten sonra yarı yapılandırılmış mülakat sorularının içeriği ve sırası kontrol edilmiş ve öğretim elemanlarına, öğrencilere ve idari personeline uygulanmıştır. Mülakatlardan sonra belgelerin toplanması ve analizi yapılmıştır. Bu işlemler gerçekleştirilirken sürekli gözlem yapılmıştır. Bütün mülakatlar ses kaydına alınmış olup araştırmacı tarafından yazıya dökülmüştür.

Kalite kriterlerini yerine getirebilmek için güvenirlilik ve sağlama çalışmaları uygulanmıştır. Veri analizi için analitik veri analizi prosedürleri kullanılmıştır. Bu analizde araştırmacı verileri bilgisayar dosyalarında düzenler, ardından analize başlar. Veriler birkaç kez okunduktan sonra üzerlerine not ve memo yazılır. Daha sonra kodlama ve temaları ortaya çıkarma işlemi başlar. Bu işlem sonrasında açıklama, sınıflandırma ve yorumlama süreçleri yapılır. Son olarak ortaya çıkan veri görsel oluşturarak sunulur. Bu çalışmada betimleyici kodlama tekniği kullanılmış olup MAXQDA isimli nitel veri analizi programı kullanılmıştır.

BULGULAR

Toplanan verilerin sonuçlarına bakıldığında beş ana tema ortaya çıkmıştır. Bunlar; motivasyon, liderlik, yapısal değişiklik, standartlar ve tüm okul katılımıdır. Her bir tema ilgili araştırma sorusu kapsamında farklı yönleriyle incelenmiştir. Bu sonuçlara geçmeden önce Northview'dan kuruluşundan bu yana kullanılmış olan yönetmelikler incelenmiştir.

Northview'un kurulduğu 1993 yılından bu yana yedi farklı yönetmelik yayınlanmış olup bu yönetmelikler bölümü, haftalık ders saatleri, başarı notu, muafiyet, yeterlilik sınavı giriş koşulları, akademik yılbaşı ve yılsonu sınavları, vizeler, quizler, ödevler, yılsonu sınavı telafi sınavı, sınav notlarının genel başarı notuna etkisi, yaz okulu ve ilişik kesme konularında düzenlenmiştir. Örneğin geçme notu 1996 yılındaki yönetmelikte 70 iken 2005 yılındaki yönetmelikle 60'a düşürülmüş olup 2012 ve 2013 yıllarındaki yönetmeliklerde 65 olarak belirtilmiştir. 2015 yılında çıkan son yönetmelikle geçme notu dil bölümleri için 80, diğer bölümleri için 60 olarak belirlenmiştir. Ayrıca 1996 ve 2015 yönetmeliklerinde muafiyet ile ilgili herhangi bir kriter bulunmazken sonrasında gelen dört yönetmelikte farklı kriterler ortaya konulmuştur.

Çalışmada birinci araştırma sorusu, sistem değişikliğinin sebeplerini incelemek üzeredir. Bu bağlamda sistem değişikliğinin sebepleri, düşük motivasyon ve değişime katkı sağlamak için istek, tüm okul katılımı ve görüşme, akademik ve yönetimsel organizasyonun tekrar yapılandırılması, lider özellikleri ve standartların belirlenmesi olarak ortaya çıkmıştır. Bilgi akışındaki eksiklikler alt kategori olarak ortaya çıkmıştır. Motivasyon konusunda katılımcılar tükenmişlik, akademik başarısızlık, iletişim problemleri, kendine güven problemi ve aidiyet hissetmeme konularını ön plana çıkarmışlardır. Tüm okul katılımı temasında ise katılımcılar yönetime katılamamaktan şikayet etmiş bulunmakta olup takım çalışmasının olmadığını; toplantıların plansız, katılımsız ve görüş alışverişinden yoksun olduğunu belirtmişlerdir. Ayrıca öğretim elemanları iletişim eksikliği sebebiyle iletişim problemleri, olumsuz eleştiri ve bilgilendirilmeyen kişiler olduklarını anlatmışlardır. Yapısal değişiklik konusunda ise görevlendirme ve atamaların tepeden inme, geçici ve yanlış kişiler olduğunu belirtmekte olup organizasyonun karışık, kültürden yoksun ve kontrolsüz olduğunu belirtmişlerdir. Ayrıca sorumluluk duygusunun olmadığı ortaya çıkmış olup yetki çatışması, sorumluluk karmaşası ve düşük özgüven ortaya çıkmıştır. Lider özellikleri konusunda ise adaletsizliğin ayrımcılık yapma, eşit mesafede duramama ve iş yükünün adil olmayan bir şekilde dağıtılması konuları ortaya çıkmıştır. Yetersiz idareciler konusunda ise tecrübesiz bölüm idaresi, yetkin olmayan idareciler ve idarecileri kabullenememe kategorileri ön plana çıkmıştır. İletişim eksikliği konusunda ise kişisel ilişkilerdeki düzensizlikler, eşit olmayan iletişim ve ayrımcılık ön plana çıkmıştır. Geçmiş idarecilerin dışarıdan atanması konusunda ise idarecinin kendini kuruma ait hissetmemesi ve öğretim elemanları tarafından yanlış atama olarak değerlendirildiği kanısı hâkimdir. Lider karakteri olarak ise kendini işe adamama, personele güvenmeme ve disiplinsiz olma kategorileri ön plana çıkmıştır. Standartlar konusunda yönetmeliklerde belirtilen kuralların düzensiz ve plansız olduğu belirtilmiştir. Ayrıca kararların günlük alındığı, sınavların seviyelere uygun olmadığı, yeterlilik sınavı konusunda belirsizliğin yaşandığı katılımcılar tarafından belirtilmiştir. Ayrıca iletişim eksikliği konusunda koordinasyonsuzluk, bilgi edinememe ve olumsuz ilişkilerin olduğu ortaya çıkarılmıştır. Bununla birlikte müfredatın içeriğinin uygun olmadığı, haftalık ders saatlerinin fazla olduğu ve sürdürülebilir olmadığı kanaatine varılmıştır.

İkinci araştırma sorusunda ise değişimin içeriği ortaya çıkarılması amaçlanmıştır. Bu bağlamda, sistem değişikliğini dört temel içerikten oluştuğu elde edilmiştir. Bunlar; kitap, materyal, yıllık öğretim programı, akademik takvim, müfredat dışı aktiviteler, haftalık programdan oluşan müfredat, sunumlar ve sınavlardan oluşan ölçme, takım çalışması, yönetmelikler, sınıf dizaynları, planlama ve değerlendirme komiteleri, ders kaydı, personel, ders partnerlikleri ve atama ve görevlendirmelerden oluşan organizasyon ve son olarak resmi ve sosyal toplantılar, oryantasyon programı ve iletişim araçlarından oluşan iletişim olarak belirlenmiştir.

Kitap değişikliği için kitap seçim komisyonu oluşturulmuştur. Bölüm Başkanlığı bütün öğretim elemanlarına kimlerin kitap seçim komisyonuna katılmak isteyeceğini soran bir elektronik posta göndermiştir. Gönüllülerin oluşturduğu Kitap Seçim Komisyonu, Planlama Komisyonu'nun hazırlamış olduğu müfredata bakarak incelemek üzere beş ders kitabı belirlemiştir. Öğretim elemanları bu ders kitaplarını 10-15 dakikalık kısa derslerde uygulamış olup gerekli raporları bir sonraki Kitap Seçim Komisyonu toplantısında sunmuşlardır. İncelenen beş kitap yapılan değerlendirme sonucu ikiye düşürüldükten sonra yapılan tartışmalar sonucu oy çokluğu ile 1 kitap seçilmiş olup seçilen kitap öğretim elemanlarına duyurulmuştur. Bölümde kullanılacak materyaller konusunda ise öğretim elemanları sınıflarının durumuna göre materyal hazırlama, çoğaltma ve sınıflarında kullanmak konularında serbest bırakılmıştır. 1 yıllık öğretim programı hususunda ise daha önceden haftalık verilen program bölüm idaresi tarafından yıllık olarak hazırlanmış olup öğretim elemanlarına dönem başlamadan dağıtılmıştır. Akademik takvim konusunda ise Bölüm Başkanlığı, Planlama Komisyonu'ndan çıkan kararları dikkate alıp üniversite senatosuna resmi yazı ile göndermiştir. Akademik takvim Rektörlüğün taslağındaki gibi değil; bölümün istediği gibi yayınlanmıştır. Bunun sonucunda 28 haftadan oluşan akademik yıl 30 haftaya çıkarılmıştır. Müfredat dışı aktiviteler konusunda ise bir önceki müfredatta bulunan yazma, tiyatro ve sinema kulüpleri çıkarılmış olup sadece yabancı uyruklu öğretim elemanları tarafından verilmek üzere Konuşma Kulübü'nün devam etmesine karar verilmiştir. Haftalık ders programı için ise 24 saat ve 4 güne yayılan ders programı 5 güne yayılmıştır.

Organizasyon konusunda ise materyal, sınav hazırlama ve kayıt ofisi adı altında birimler kurulmuş olup Bölüm Başkanı ve Bölüm Başkan Yardımcıları'ndan oluşan grubun kontrolüne bağlanmıştır. Yönetmelik konusunda ise Planlama Komisyonu'nun belirlediği hususlar çerçevesinde yeni yönetmelik hazırlanmış olup uygulamaya konulmuştur. Sınıf dizaynı konusunda önceden 3 defa karılan sınıflar yine sistemde sadece dönem arası olmak üzere 1 kere karılma yoluna gidilmiştir. Önceden düzensiz ve gündemi olmayan toplantılar yapılırken yeni sistem değişikliği ile birlikte her öğretime elemanının kendini idare edebileceği planlama ve değerlendirme komiteleri oluşturulmuştur. Ders kaydı konusunda ise önceden Rektörlüğün gönderdiği düzensiz listelerin yerine bölüm tarafından ders kayıt sistemi oluşturulmuş olup daha düzenli hale getirilmiştir. Aynı zamanda bölüm başkanlığı etkili ve yetkin görmediği öğretim elemanlarını pasif göreve çekip ya da diğer bölümlere görevlendirdikten sonra 11 yeni öğretim elemanı istihdam etmiştir. Önceden ders partnerliği konusunda herkes en iyi arkadaşını partner olarak seçerken mevcut sistemde bölüm başkanlığı bu yetkiyi kendi eline almış olup belirli kriterler çerçevesinde ders partnerliği eşleşmelerini yapmıştır. Ayrıca bölümdeki atamalar ve görevlendirmeler öğretim elemanlarının kanaat ve düşünceleri doğrultusunda yapılmıştır.

Ölçme konusunda ise bir yılda iki sunum yapılması kararlaştırılmış olup öğrencilerin aldıkları notların quiz notu olarak sisteme girilmesi kararlaştırılmıştır. Ayrıca sınavların genel not ortalamasına olan etkisi değiştirilmiş olup dönem içinde yapılan quiz ve vize notlarının ağırlıklı ortalamaya olan katkıları yükseltilmiştir.

Son olarak; iletişim konusunda eksikliklerin giderilebilmesi için resmi ve sosyal toplantılar düzenlenmiş olup öğrenciler için yılda iki defa olmak üzere oryantasyon programları uygulamaya konulmuştur. Ayrıca iletişim araçları etkin bir şekilde kullanılmış olup öğretim elemanı ve öğrenci şikâyetleri en aza indirilmiştir.

Üçüncü araştırma sorusu kurumdaki insan rollerini araştırmaya yöneliktir. Bu bağlamda yüksekokul müdürü vizyon olarak belirtilmiş, bölüm başkanı girişimci, yüksekokul sekreteri idari destekçi, öğretim elemanları akademik destekçi ve değerlendirici olarak konumlandırılmıştır. Ayrıca öğretim elemanlarından oluşan planlama takımı oluşturulmuştur. Bölüm başkanı ve başkan yardımcılarından oluşan ana takım sistem değişikliğinin merkezinde konumlandırılmıştır. Öğrenciler ise sistem değişikliğinden faydalananlar olarak belirtilmiştir.

Dördüncü ve son araştırma sorusu sistem değişikliği sonuçlarını incelemiştir. Buna göre öğretim elemanları, komiteler ve ana takım gruplarıyla tüm okul katılımı sağlanmış olup standartlar ve yapısal değişiklik elde edilmiştir. Ayrıca hem öğrencilerin hem de bahsi geçen grupların motivasyon düzeyi artmış olup motivasyon, standartlar ve yapısal değişiklik, organizasyonel ve öğretimde dönüşüm sonucuna yol açmıştır.

TARTIŞMA VE SONUÇ

Bu çalışmanın amacı, sistematik değişikliğin sebeplerini, değişikliğe direnç gösteren veya katkı sağlayan insanların rollerini ve sistematik değişiklik teorisi kapsamındaki sistematik değişiklik sürecinin içeriğini ve sonuçlarını keşfetmektir. Sonuçlar bir önceki bölümde detaylı gösterilmiştir. Bu bölüm, sistematik değişiklik üzerine uygulanan ve ilgili literatürle bağlantılı verilerden ortaya konan araştırma bulgularını ele alır. Bu çalışmanın tartışması katılımcıların kişisel tecrübelerine dayanan sosyal, yapılandırmacı araştırma paradigması ilkelerinden ortaya çıkan verilerden toplanmıştır.

Sistematik değişikliğin nedeniyle ilgilenen ilk soru için bulgular beş temaya bakarak değerlendirildi. Düşük motivasyon ve değişikliğe katkı sağlamaya yönelik cesaret, liderin yeterliliği, tüm okul katılımı ve müzakere, standartların özelleştirilmesi, akademik ve yönetimsel organizasyonun yeniden inşa edilmesi. Dahası bu beş temayla ilişkili olarak bilginin aktarılma eksikliği de bir alt kategori olarak tartışılmıştır. Northview daki değişikliğin nedenleri ayrıca araştırmanın bulgularını destekleyen çeşitli çalışmalarda bulunur.

İkinci araştırma sorusu değişikliğin spesifik birimleri olan sistematik değişiklik bileşenleri ile ilgilendiği için müfredat, ölçme, organizasyon, ve iletişim halinde gruplandırılan, 20 değişiklik maddesi üç tema kapsamında ele alınır. Temalar standart ve ölçülerin özeleştirilmesi akademik ve yönetimsel organizasyonun yeniden inşası ve tam okul katılımı ve müzakeredir. Alt kategori olarak bilginin aktarılması bu konuların ışığında değerlendirilir.

Northview'deki değişiklik süreci boyunca insanların rolleri üçüncü araştırma sorusunda açıklanır. Burada yöneticinin okul sekreterinin bölüm başkanının, başkan yardımcılarının ve öğretim elemanlarının rolleri üç tema ile birlikte değerlendirilir. Ortaya çıkan bu temalar, standart ve ölçülerin yeniden hesaplanması liderin öz yeterliliği ve tam okul katılımı ve müzakeredir. Bilginin aktarılması her bir tema altında değerlendirilir. Son olarak sistemli değişikliğin sonuçları üç tema ve bir alt kategori-bilginin aktarılması- altında ele alınır.

Bu bölümün ilerleyen kısımlarında, çalışmanın analitik bir şekilde anlaşılması için, bu özel vakada ki sistematik değişikliğin içeriğini özetleyen ve gösteren Birleşik-İçerik Sistemli Değişiklik modeli sunulmuştur. Daha sonra bu çalışmanın öne sürülen modelinin yanı sıra çalışmanın literatür taraması bölümünde de bahsedilen, literatürden üç modelin kıyaslaması da verilmiştir. Sonunda çalışmanın sonuçlarının her bir kategorisi Türkiye'de ve yurt dışında yürütülen benzer çalışmaların bulguları ile ele alınmıştır.

Birleşik-İçerik Sistemli Değişiklik Modeli

Çalışmayı daha iyi ve kollektif biçimde anlamak için bu özel vakanın desen modeli aşağıda gösterilmiştir. Model, araştırma bulgularının sonucu olarak tasarlanmıştır. Model yuvarlak şekillerle oluşturulmuş ve hem kesik çizgi hem de çizgilerle ayrılmıştır. İlk iç çember bu vakada sistematik değişiklik olarak meydana gelen çalışmadaki analiz birimini verir. İkinci çemberde, bu vakadaki analiz biriminin bu temalarla ilişkili olarak tasvir edildiği anlamına gelen, analiz birimini beş tema şekillendirmiştir.Temanın kapsamlı isimleri her bir araştırma sorusunda farklılık gösteren her bir temanın isimleri olarak tabloda yazılmıştır. Temanın kapsamlı ve genel isimleri: motivasyon, liderlik, tam okul katılımı standart ve yapısal değişiklik olarak ortaya çıkmıştır. Ancak bu etiketler bulgulara göre her bir araştırma sorusundaki açıklamalarında farklılık gösterir. Üçüncü iç çemberde temalarda dördünü etkileyen alt kategoriler görülebilir. Genel ismi iletişim olarak adlandırılır ve onun bir temadan ziyade her bir temanın alt kategori olduğunu göstermesi adına kesik çizgilerle temadan ayrılmıştır. Bu bulgu iletişimin önemine öncelik vurgusu yapan çeşitli çalışmalar ile desteklenmiştir. Modelde gösterildiği gibi iletişim yapısal değişiklikle doğrudan bir ilişkiye sahip değildir.

Dış çemberde, alt kategori ve temaları oluşturan en sık bahsedilmiş kod ve kategoriler verilmiştir. Çemberin dışında bu sistematik değişiklik durumuna yönelik dört gereklilik ismi şu şekilde verilmiştir; nedenler, bileşenler, roller, ve sonuçlar. Bu bize bir dil kurumunda sistematik değişiklik için nedenlerin, bileşenlerin, insan rollerinin ve sonuçlarının var olması gerektiğini gösterir.

Birleşik-İçerik sistem değişiklik modeli Northview'daki sistematik değişikliği gösterir. Modelin içeriğine yönelik 5 temayı oluşturan en sık kod ve kategorileri vermesi ve dış çemberden başlıyor olması dolayısıyla detaylı bir modeldir. Dahası İngilizce hazırlık bölümündeki sistematik değişikliğe yönelik dört gereklilik nedenler;bileşenler, insan rolleri ve sonuçlar şeklinde bahsedilmiştir. Bu gereklilikler ve bileşenler birbirleriyle ilişkili oldukları için modelin ismine Birleşik-İçerik sistem değişiklik modeli olarak karar verilmiştir. Bu modelin literatürdeki diğer sistematik değişiklik modelleriyle benzerlik ve farklarını görmek adına kıyaslamakta fayda vardır.

Katılımcıların Northview deki sistematik değişikliğe dair nedenlerine yönelik açıklamaları

Veri analizlerinden ortaya çıkan sonuçlar, bölümdeki sistematik değişikliğe yönelik nedenlerin aşağıdaki gibi açıklandığını gösterir.

1.Motivasyon-değişikliğe katkı sağlamaya gönüllülük
2.Tüm okul katılım ve uzlaşmaları
3.Standartlar-ölçütlerin belirlenmesi
4.Liderin öz yeterlilikleri
5.Yapısal değişiklik-yönetimsel ve akademik organizasyonların yeniden inşası.

Okuldaki insanların değişikliğe yönelik istekliliği etkiye sahip olan ilk tema idi. İstekliliklerini algılamak için, tükenmişlikleri üzerine, başarısızlık hissi, sistemin parçaları arasında bilgi geçişi eksikliği, özgüven eksikliği, güvensizlik yada okula aidiyet hissinin olamaması üzerine yorumlar yapılmıştır.Bütün bu unsurlar sistematik değişikliğin motivasyon nedenleri üzerine çalışılan diğer çalışmaların bulgularını destekler.

Okuldaki sistematik değişiklik teşebbüsünün ardından öğretim elemanlarının gergin hale geldiği ve mesleklerine yönelik önyargıya sahip olmaya başladıkları görülmektedir. Eski örgüt, müfredat ve öğretimin başarısızlığı da insanları işyerinde bir şeyleri değiştirmeye yönelik çabalarının zaman kaybı olduğuna yönelik düşünmeye itmiştir. Dahası, ceza ve mobbing'e maruz kalma korkusu kaosu ortaya çıkarmıştır. Bu his, motivasyon düşüklüğü ve güvensizlikle sonuçlanmıştır. Kişisel olarak çok çaba göstermelerine ve bir şeylerin değişmemesi, öğretim elemanların ve öğrencilerin özgüvenleri düşmüştür. Dahası düşük kalitede eğitim verme fikri ve sistemin içersinde kaybolduklarını görmek, güvensizliklerini artırdı.Değişikliğe yönelik isteklilik, okuldaki insanlar arası bilgi aktarımının eksikliği ise bu isteği daha da artırdı.Düşük kalitedeki iletişim, kişisel çatışmalar, tartışma ve dedikodular geçen yıllar ile iletişim kanalarını kapattı.

Değişikliğe yönelik başka bir ana sebep de değişiklik nedenlerini ilgilendiren çalışmadaki müzakere eksikliği ve tüm okul katılımındaki eksiklik olarak ortaya çıkmıştır. Etkili bilgi değişikliği eksikliği, toplantılardaki düzensizlik, takım çalışmasında yalnız hissetme, bu duruma katkı sağlamıştır. Önceki organizasyonlarda, çeşitli resmi toplantılar yapılmasına rağmen, insanlar düzenli olarak yönetilmiyor ve ne zaman ne konuşacaklarını bilmiyorlardı. Dahası öğretim elemanları, yönetim ve müzakereye katılım şansı bulamıyorlardı. Bu da yalnızlıkla sonuçlandı. Takımlar etkili biçimde çalışamıyorlardı. Sessiz ve paylaşımın olmadığı toplantılar, yönetimin geleneği haline gelmişti. Son olarak, öğrenci, yönetim ve öğretim elemanları arasındaki bilgi geçişi eksikliği bu olumsuzluğa neden olmuştur.

Sistemin yapısal örgütlenmesi okul çalışmasının mekanizmasının uyum içerisinde çalışmasına müsaade etmemiştir. Daha önceden okuldaki örgüt mekanizması birkaç yetkilinin elindeydi ve bu yetkiyi paylaşmak istememişlerdi. Yönetimde 12 pozisyon yer almasına rağmen sadece 2-3 insan yetkiyi paylaşmışlardı. Dahası, bu durum sorumluluk almalarını da engelledi. Ayrıca yönetime verilen görevler, kurumla müzakere etmeden tepeden inme şekilde verilmiştir. Yönetimdeki beklenmedik ve ani değişiklikler de yöneticilerin tükenmişlik hissetmesine sebep oldu. Yönetici ya da bölüm başkanı olmanın, yönetim adayları tarafında muhtemel bir tehdit olarak algılandı çünkü onlar ya istifa ya da görevden uzaklaştırılacaklarının farkındaydı. Bu çalışma, yöneticinin sorumluluklarının ve kabulünün, motivasyonu düşmüş personelle sonuçlandığını gösterir.

Son olarak, sistemin temelleri ölçme, bilgi aktarımı, dil içeriği ve uygulamalarla ilgili belirli olmayan ölçütler değişikliğe neden olmuştur. Müfredat, örgüt, ölçme, iletişim, kitaplar, sınavlar, materyaller, personel, haftalık program, akademik takvim, takım çalışması ve komiteler hakkındaki belirli ölçütler belirlenmemişti ve bu sistemdeki değişiklik ihtiyacını doğurdu. Bu çalışma eğitim sisteminin standartları üzerine yapılan araştırma bulgularını destekler.

Northviewdaki sistematik değişikliğin bileşenlerinin keşfedilmesi

Sistematik değişikliğin bileşenleri ayrı vakalar oldukları için farklı sistemlerde değişiklik gösterebilir. Bu çalışmada 20 bileşen tanımlanmıştır. Bu bileşenler veri analizinden sonra otaya çıkan üç temayla aracılığıyla incelenmiştir. Bu temalar sistem ölçütlerinin belirlenmesi, akademik ve yönetimsel örgütün yeniden inşa edilmesi ve tüm okul katılımı ve uzlaşmadır. Dahası, alt kategori olarak bilginin aktarılması haliyle iletişimle ele alınmıştır. Bu bileşenler çalışmanın literatür taraması bölümünde ve teorik çerçevesinde bahsedilen benzer vakaların sonuçlarıyla ele alınmıştır. Bu çalışmadaki bileşenlerin bir özelliği de her birinin okuldaki öğretmenlerle detaylı ve uzun bir görüşmenin ardından karar verilmiş olmasıdır.

İlk başta bu çalışmada sistematik değişiklik bileşenleri dört'e ayrılmıştır: müfredat, örgüt, ölçme ve iletişim. Müfredat, materyal, yıllık program akademik takvim, müfredat dışı aktiviteler ve haftalık programla oluşturuldu. İkinci olarak örgüt, takım çalışması, sınıf dizaynı, planlama ve değerlendirme komitesi, kurs kayıt, personel, çekirdek takım, kurs partnerleri ve ödevlerden oluşuyordu. Üçüncü olarak ölçme sunum ve sınavlardan oluşuyordu. Son olarak iletişim, sosyal ve resmi toplantılardan, oryantasyon programından ve e-mail internet sayfası, sosyal medya, ve broşürler gibi iletişim araçlarından meydana geliyordu. Sistemdeki değişiklik bileşenleri, sistematik değişiklik üzerine literatürdeki çalışmalarla paralellik göstermektedir.

Müfredata baktığımızda eski sistemde çeşitli kulüp ve portfolyolar vardı. Planlama komisyonu ile birlikte bu aktiviteleri ele aldıktan sonra öğrencilerin, yazı yazma sinema, tiyatro kulüpleri ve portfolyo değerlendirmelerinden fayda sağlamadığı görülmektedir.

Üçüncü araştırma sorusu, değişiklik süresi boyunca okulda çalışan insanların rollerini keşfetmeyi amaçlamıştı.Veri sonuçlarına göre okul müdürü okul sekreteri, bölüm başkanı, öğretim elemanları, planlama komisyonundakiler, ve bölüm başkan yardımcıları ve öğrenciler süreçteki rollerini aldılar.Okuldaki insanlar takımda uyum içinde çalıştıkça rolleri de bütünleşik hale geldi.

Son araştırma sorusu sistematik değişiklik sürecinin sonuçları hakkındaydı. Sonuçlar üç tema içinde değerlendirildi. Bunlar akademik ve yönetimsel organizasyonun yeniden inşa edilmesi, kişilerin motivasyonu ve ölçütlerin belirlenmesi olarak ortaya çıkmıştır. Ayrıca tüm okul katılımı ve müzakere bu araştırma sorusunun alt temasıydı. Yönetim ve akademik organizasyonun yeniden inşa edilmesi örgüt sorumluluğu görevler ve iletişimden gelmekteydi. Diğer taraftan kişilerin motivasyonu, başarı, iletişim, güven, aidiyet ve müzakere ile oluşuyordu. Son olarak ölçütlerin belirlenmesi, dört temel kategoriden meydana geliyordu. Bunlar, müfredat, iletişim, ölçme ve kurallar ortaya çıkmıştır.

Sonuç

Okullarda uygulanan sistem değişikliği veya yönetimini inceleyen birkaç çalışma bulunmasına rağmen, İngiliz dili öğretimi kurumlarında gerçekleşen sistem değişikliği sürecini inceleyen çalışma bulunmamaktadır. Bu sebeple, yapılan bu çalışma, alana dört farklı boyutta katkı sağlayacaktır.

İlk olarak, bu çalışma, İngilizce hazırlık okulunun sistem değişiklik sürecine tarihsel bir açıdan yaklaşmıştır. Böylelikle, bu çalışma, hem araştırmacılar, hem de uygulayıcılara kendi sistem değişiklik süreçlerine örnek teşkil edebilecektir. Ayrıca, sistem değişikliği yapan kişiler, kendi tecrübelerini yansıtabilecek bir kaynak çalışma elde etmiş bulunmaktadırlar.

İkinci olarak, bu çalışmada, kapsamlı bir teorik çerçeve ve literatür incelemesi yapılmış olup, sistem değişikliği konusunda araştırma ve uygulama yapmak isteyenler, bu bölümler sayesinde sistem değişikliğinin kapsamını ve uygulama örneklerini bulabilirler.

Üçüncü olarak, bu çalışma nitel çalışmanın gereklilikleri olan adımları birebir yerine getirmiştir. Böylelikle, deneysel bir çalışma kapsamına girmiş olup, okuyuculara akademik ve bilimsel veriler sunmaktadır.

Son olarak, çalışmanın sonunda, İngiliz dili öğretiminde uygulanabilecek olan bir sistem değişiklik modeli önerilmiş olup, bu konuda çalışma yapmak isteyenlere kaynak teşkil edebilecektir.

Çalışmanın alana katkıları olduğu kadar, bir de sınırlıkları bulunmaktadır. Bunlardan ilki çalışmanın çoklu-durum çalışması değil de tek durum çalışması olmasıdır. Diğeri ise, mezun öğrencilerden toplanan verinin geç toplanmış olmasıdır. Bir diğer sınırlık ise ardından araştırmacının çalışmadaki rolü olarak değerlendirilmektedir. Son olarak, çalışmada ders gözlemi kullanılmamış olup, eğer bu veri toplama aracı kullanılmış olsaydı öğretimdeki sonuçlar da değerlendirilebilirdi.

Ayrıca, bu çalışmadan araştırmacıların, uygulayıcıların ve politika düzenleyicilerinin çıkaracakları sonuçlar bulunmaktadır. Araştırmacılar için çıkarılabilecek sonuç, bu çalışma deneysel ve akademik bir çalışma olduğu ve sonucunda bir model geliştirildiği ve önerildiği için, bu modelin başka kurumlarda veya okullarda test edilmesi gerekmektedir. Uygulayıcılar ise bu çalışmaya bakarak, kendi kurumlarındaki sistem değişikliği konusunda yardım alabilir ve kendi süreçlerini bu çalışmanın içeriğin de bulabilirler. Düzenleyicilere ise sistem değişikliğinin tabandan-tavana olması gerektiği ve insanların aktif katılımının olması gerektiği vurgulanabilir.

APPENDIX I: TEZ FOTOKOPİSİ İZİN FORMU

ENSTİTÜ

Fen Bilimleri Enstitüsü	
Sosyal Bilimler Enstitüsü	x
Uygulamalı Matematik Enstitüsü	
Enformatik Enstitüsü	
Deniz Bilimleri Enstitüsü	

YAZARIN

Soyadı : İpek
Adı : Ömer Faruk
Bölümü : İngiliz Dili Eğitimi

TEZİN ADI (İngilizce) : INVESTIGATION OF SYSTEMIC CHANGE AT A UNIVERSITY PREPARATORY LANGUAGE DEPARTMENT: A CASE STUDY

TEZİN TÜRÜ : Yüksek Lisans [ ] Doktora [X]

1. Tezimin tamamından kaynak gösterilmek şartıyla fotokopi alınabilir. [X]
2. Tezimin içindekiler sayfası, özet, indeks sayfalarından ve/veya bir bölümünden kaynak gösterilmek şartıyla fotokopi alınabilir. [ ]
3. Tezimden bir (1) yıl süreyle fotokopi alınamaz. [ ]

TEZİN KÜTÜPHANEYE TESLİM TARİHİ: