EVALUATION OF THE EFFECTIVENESS OF ENGLISH COURSES IN SİVAS
ANATOLIAN HIGH SCHOOLS

A THESIS SUBMITTED TO
THE GRADUATE SCHOOL OF SOCIAL SCIENCES
OF
MIDDLE EAST TECHNICAL UNIVERSITY

BY

ARZU YEL

IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR THE DEGREE OF
MASTER OF ARTS
IN
THE DEPARTMENT OF FOREIGN LANGUAGE EDUCATION

SEPTEMBER 2009

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ABSTRACT

EVALUATION OF THE EFFECTIVENESS OF ENGLISH COURSES IN SİVAS ANATOLIAN HIGH SCHOOLS

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September 2009, 186 pages

This study evaluates the English language courses for 9, 10, 11, and 12th grades in Anatolian high schools in Sivas. The participants of the study were 200 students who were enrolled in the courses and 20 teachers who taught them. The quantitative data were obtained through different course evaluation questionnaires for students and teachers.

The eclectic evaluation model employed in this study was structured by adapting the evaluation models suggested by Bellon and Handler (1982) and Brown (1989).

The results of the study show that the courses were not much effective in reaching the goals and objectives of the program, the course content and materials were uninteresting for the students and materials were inadequate in providing opportunities for communicative and student-centered activities, the teaching and learning processes lacked variety, and the assessment procedures were not parallel with the objectives of the courses and approaches of the curriculum.

Some of the important recommendations of the study were that teachers need to be informed about the curriculum (i.e. goals and objectives, approaches), course content and materials need to be revised and supplementary materials for teaching of all language areas (four skills, grammar, and vocabulary) should be provided, variety needs to be added to the teaching activities, and the four skills (listening, speaking, reading, and writing) need to be assessed properly.

Keywords: Evaluation, English language teaching, Anatolian high schools.

ÖZ

SİVAS ANADOLU LİSELERİNDEKİ İNGİLİZCE DERSLERİNİN ETKİLİLİĞİNİN DEĞERLENDİRİLMESİ

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Yüksek Lisans, İngiliz Dili Eğitimi Bölümü

Tez Yöneticisi: Doç. Dr. Ayşegül Daloğlu

Eylül 2009, 186 sayfa

Bu çalışma Sivas Anadolu liselerindeki 9, 10, 11 ve 12. sınıf İngilizce derslerinin değerlendirmesidir. Çalışmaya bu dersleri alan 200 öğrenci ile dersleri veren 20 öğretmen katılmıştır. Nicel veriler öğretmenler ve öğrenciler için hazırlanmış farklı ders değerlendirme anketleri aracılığıyla toplanmıştır.

Bu çalışmada kullanılan değerlendirme modeli, Bellon ve Handler (1982) ile Brown (1989) tarafından önerilen değerlendirme modellerinden yararlanılarak oluşturulmuştur.

Araştırmanın sonuçları derslerin programın hedeflerine ulaşmada çok etkili olmadığını, dersin içeriğinin ve materyallerinin öğrenciler için ilgi çekici olmadığını, materyallerin iletişime dayalı ve öğrenci merkezli aktivitelere fırsat sağlama konusunda yetersiz olduğunu, öğrenme-öğretme süreçlerinin çeşitlilik göstermediğini ve değerlendirmenin dersin hedeflerine ve müfredatın yaklaşımlarına uygun olmadığını göstermektedir.

Çalışmanın bazı önemli önerileri şunlardır: Öğretmenler müfredat hakkında (örneğin amaç ve hedefleri, yaklaşımları) bilgilendirilmeli, ders içeriği ve materyaller yeniden gözden geçirilmeli ve tüm dil becerileriyle (dinleme, konuşma, okuma, yazma, dilbilgisi, kelime bilgisi) ilgili ek materyaller sağlanmalı, öğretme aktivitelerine çeşitlilik kazandırılmalı ve dört beceri (dinleme, konuşma, okuma, yazma) uygun şekilde ölçülmelidir.

Anahtar kelimeler: Değerlendirme, İngiliz dili öğretimi, Anadolu Liseleri

To my parents and my brother
who stood by me all the way…

ACKNOWLEDGEMENTS

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CHAPTER 1

INTRODUCTION

1.0 Presentation

This chapter opens with providing background information to the study and then introduces the setting, purpose of the study and the research questions, and the significance of the study. The last section provides the definition of terms mentioned throughout the study.

1.1 Background of the study

There is no doubt that language plays an important role in every society as a vital tool for communication of thoughts and ideas. It not only reflects the culture of a society but also affects the perception of people belonging to that society. In order to be able to communicate with people from different cultures, people need to learn their languages. Presently, the most popular language is English as it is spoken in more than a hundred countries by 375 million people (Curtis and Romney, 2006). Thus, it is a global language crossing many international boundaries. Although it is the third largest language after Mandarin Chinese and Spanish considering the number of native speakers, it is considered to be the most commonly spoken language when the native and non-native speakers are combined (Grimes, 1996).

According to Crystal (2003), English presently has more than one billion users and non-native speakers outnumber native speakers by a ratio of 3 to 1. Since English has evolved as a global language over time and it is dominant in the present global economy, there is a great demand for the language (Phillipson, 1994). Consequently, English is now:

> the language of science, technology and technical communication; the language medium for global investment, aviation, development aid and medicine. New strategies for survival in fields as diverse as food supply, the human genome or mastery of space are unlikely to be brokered in another language. For anyone involved in international business it has become a basic requirement (The Nuffield Foundation, 2000, p. 14).

English is the prevailing international language in communication, science, business, aviation, entertainment, radio and diplomacy; thus, the world is learning the language for business, development, collaboration and diplomacy. As Phillipson (1994) explains, English is dominant in the present global economy, which generates a vast instrumental demand for the language. The language transcends national boundaries with its attractiveness as more people choose to learn it as well as with the amount of information it contains (Bruthiaux, 2002).

English is widely spoken; thus, it is generally referred to as the lingua franca of the modern era (Graddol, 1997). Although it is not the official language in most countries, it is often taught as a second or foreign language. In addition, English is the most commonly used language in sciences. Ammon (2003) reports that by 1995 English accounted for 87.2% of journal publications in the natural sciences and 82.5% of publications in the social sciences. Benfield and Howard (2000) also show that the proportion of Medline journal articles in English has increased from 72.2% in 1980 to 88.6% in 1996. Similarly, the chemistry journal articles published in English rose from 54.2% to 82.1% over the period 1970-2000 (Sano, 2002).

The spread of English resulted mainly from exploitation, military imposition, and colonization (Doğançay-Aktuna, 1998). Although the development of English began in England during the Anglo-Saxon Era, the language spread around the world with the growth of the British Empire. The first permanent English-speaking colony was established in North America in the early 1600s, and during the 1700s, British English established footholds in parts of Africa, in India, Australia, and New Zealand due to the colonization process (British Library, 1999).

The language began to be common not only in colonized countries but also in non-colonized countries especially after World War II (Phillipson, 1994). Although the colonies announced their independency, they maintained English as it was advantageous in the international arena. The spread of English to the non-colonized parts of the world was fostered by careful language planning with the rise of the United States whose economic and cultural influence and status as a global superpower have accelerated the language's adoption (Doğançay-Aktuna, 1998). Thus, as Graddol (1997) states, there are mainly two prevailing historical forces contributed to the spread of English:

> First was the colonial expansion of Britain which resulted in settlements of English speakers in many parts of the world. This has provided a diasporic base for the language – which is probably a key factor in the adoption of a

language as a lingua franca. In the 20th century, the role of the US has been more important than that of Britain and has helped ensure that the language is not only at the forefront of scientific and technical knowledge, but also leads consumer culture. (p. 14)

Bhatt (2001) also attributes the spread of English to "the economic conditions that created the commercial supremacy of the United Kingdom and the United States" (p. 533). In addition, Kachru (1996) parcels the spread of English into several phases. In the first phase, English spread throughout the British Isles, including Wales, Scotland, and Ireland, during the 16th and 17th centuries. In the second phase, English further expanded to North America, Australia, and New Zealand by means of the migrations of English speaking populations. The third phase, during which the language spread to areas where no English-speaking communities had previously existed (i.e. South Asia, East Africa) had the greatest effect on the sociolinguistic profile of English. According to Kachru (1998), the spread of English caused three concentric circles to appear; the inner circle, the outer circle, and the expanding circle. The three circles "represent three distinct types of speech fellowship of English, phases of the spread of the language, and particular characteristics of the uses of the language and of its acquisition and linguistic innovations" (Kachru, 1986, p. 122). The inner circle refers to countries that use English as their primary language (i.e. UK, US) while the outer circle refers to the countries where English is institutionalized due to colonization (i.e. Singapore, India). On the other hand, the expanding circle includes countries which have no colonial history and where the dispersion of English has come about recently due to the recognition of English as an international language (i.e. China, Greece).

Since Turkey is largely monolingual and was never a colony of a world power, it can be classified in the expanding circle of Kachru's model (Doğançay-Aktuna, 1998). In Turkey, the dominating language has been Turkish which had not given opportunity to a Western language to have an official status (Bear, 1985). Thus, English is a foreign language in Turkey and gets hold of a non-official status adopting a crucial place in every educational institution (Önalan, 2005). On the other hand, the dominating foreign language in Turkey has changed over time. The history of foreign language education in Turkey dates back to the reign of Ottoman Empire where there were three types of educational institutions; traditional institutions (i.e. medressehes) and palace schools (enderun mektepleri), government schools (i.e. military schools), and private schools (i.e. Turkish schools,

minority schools) (Sezer, 2003). When the schools started, Muslims got exposed to the western culture and western languages. Persian, Arabic, and French were used in official correspondence, trading agreements, and laws (Bear, 1985). Especially French was perceived as the leading language and taught in the schools. The opening of Mekteb-i Maarif-i Adliye (school for secular learning) in 1839 contributed much to the teaching of French because the purpose of the school was to train bureaucrats and civil servants for government employment (Akyüz, 2001). In addition, Ottoman Empire's international relations led schools to teach English, German, Italian, Russian, Armenian, Greek, Bulgarian, and Albanian (Demircan, 1988; Sezer, 2003). Thus, during the late 19th and early 20th centuries, multiple foreign languages were taught. With Tanzimat Fermanı published in 1939, Western languages became more important (Sezer 2003). English language teaching also gained importance during the Tanzimat Period which is depicted as the beginning of the Westernization of the educational system (Kirkgöz, 2005). At that time, English actively participated in Turkish industry and America became a prominent trader in the Ottoman Empire, which had influence on language learning (Bear, 1985). With an aim to spread American culture and language, Robert College was founded in Istanbul in 1863 by an American missionary and it was the first institution which used English as the medium of instruction (Council of Higher Education, 2001). However, English was not taught in state schools until 1908 when the "New School" which had Turkish and English instruction was founded (Demircan, 1988).

In 1923, spread of English language teaching accelerated with the collapse of Ottoman Empire and the establishment of the Republic of Turkey. Tevhid-i Tedrisat Kanunu (1924), a law on education including the amendments on teaching programs was enacted to bring together all the scientific and educational institutions under the control of Ministry of National Education (Sezer, 2003). Later, Turkish Education Association was founded in 1928, which also contributed to the teaching of foreign languages, especially English, French and German (Çelebi, 2006). After 1933, academics were brought to Turkey from abroad to instruct foreign language classes.

With modernization and due to the economic and military power of the English speaking countries, English language gained more importance in 1950s and became the dominating foreign language in Turkey (Erdoğan, 2002; Sezer, 2003). In 1953, the first language program development studies started in Turkey (Varış,

1996). Later, the first state-funded English-medium secondary school was opened in 1955 and it was called Anatolian (Anadolu) School (Kirkgöz, 2005). In addition, the foundation of Middle East Technical University in 1956 contributed to the foreign language teaching in Turkey (Çelebi, 2006). Meanwhile, the government encouraged civil servants to learn a foreign language by rewarding them with increment to their salary (Demircan, 1988). After the advancements in science and technology following the World War II and the increase in international relationships, the importance of foreign languages and foreign language teaching programs were appreciated and people were convinced that learning at least one foreign language was essential (Demirel, 1987). Thus, to find more effective ways of teaching a foreign language, Ministry of Education decided to develop a new program in 1972. A syllabus was designed and a list of teaching materials and language teaching methods were prepared by a center that was established to develop foreign language teaching (Yabancı Diller Öğretimini Geliştirme Merkezi) (Keskil, 1999). In 1983, Foreign Language Teaching Law forming a basis to foreign language teaching was enacted (Özbay, 2003). Among other languages, English became the most popular foreign language after 1980s (Demircan, 1988).

In the meantime, with the pressure from parents, the number of the Anatolian schools was increased by the state. Although there were only 12 Anatolian schools in 1974, there were 1457 Anatolian high schools in operation by 2001 (Ministry of National Education, 2001). As for the primary education, English language was included in the curriculum in 1997 at grades 4 and 5 (Kirkgöz, 2005).

Presently, learning a foreign language, especially English, is crucial for a triumphant career in Turkey. Ahmad (1993) puts forward that Prime Minister Özal's liberal import policy caused English to become the essential condition for a successful career which eventually led parents to encourage their children to learn the language. Doğançay-Aktuna (1998) maintains that English has superiority over other foreign languages; thus, Turkish government adopted English for the sake of modernization and westernization. After examining 426 job advertisements, Doğançay-Aktuna (1998) also discovered that 289 of them required a good command of English. Thus, Turkish Ministry of National Education has emphasized the importance of foreign language education. Eventually, the process of language teaching starts at primary school in public schools. High schools also attach importance to the teaching of the language.

The curricula, as well as the syllabuses and teaching programs change according to the needs of the era. Previously, with the 8th Five-Year Development Plan (DPT., 2000), preparatory year in state high schools were initiated and students could attend preparatory classes to study a foreign language for twenty-four hours per week. However, with the arrangements in July 2005, high school education was extended from three to four years and the preparatory year was terminated (Tebliğler Dergisi, 2005). After the new regulation, the English instruction in high schools spread to four years and the emphasis on teaching English in primary schools increased. Presently, English language teaching starts in the 4th grade. After graduating from primary school, students enter an exam and if they pass the exam, they may continue their education in an Anatolian High School, which offers them a chance to learn English in four years at the threshold level expressed by the Council of Europe (Ministry of National Education, 2002). The most intense language education in Anatolian high schools takes place during the first year (10 hours of instruction per week). There are also Foreign Language concentration areas where students study English for 13 hours per week.

The materials in Anatolian high schools were formerly chosen from Ministry-approved American or British commercial publications by a committee of teachers. However, the procedure was changed in 2005 and the textbook 'New Bridge to Success' published by the Ministry of National Education was accepted as the core of language education. The textbook was prepared by a committee whose native language was Turkish. Presently, it is compulsory to adopt the textbook and the use of any other textbook is prohibited. The textbook was initially designed for the previous system which included preparatory classes. After the regulations which terminated the preparatory year, the textbook was sub-divided for use over the four years of instruction.

The Anatolian high schools foreign language curriculum favors student-centered teaching and emphasizes the importance of teaching the four-skills (listening, speaking, reading, and writing) through communicative activities. (Ministry of National Education, 2002). In addition, the basis of the goals and objectives of the courses were the threshold level. Although the curriculum was initially designed for the previous system with the preparatory year, the approaches and methods stated by the Ministry of National Education (2002) did not change for Anatolian high schools after the spread of the education period.

1.2 Purpose of the Study

It has been observed by the researcher that students receive several years of English language education in Turkey yet they are not very successful at using and comprehending the language in written or spoken form. In addition, although the language teaching program in Anatolian high schools appears to be favorable in theory, students and teachers are not content with the implementation of the program. They frequently complain about the difficulty of teaching and learning English due to the chosen textbooks which are considered to be insufficient and to the lack of variety in activities implemented in classrooms. Furthermore, students and teachers blame each other for being unenthusiastic and reluctant to learn or teach the language. Besides, their perspectives and needs appear to be neglected. Thus, this study aims to evaluate the effectiveness of English courses in Anatolian high schools, reveal students' and teachers' attitudes towards these courses, examine the extent to which goals and objectives of the program are achieved, find out the problems in the implementation, discover the effectiveness of the methods, materials and assessment procedures that are used, and suggest some possible solutions for the problems. Accordingly, the study attempts to answer the following research questions:

1. To what extent are the goals and objectives of the English language courses in grades 9, 10, 11, and 12 achieved?

2. To what extent do the content and materials meet the needs and interests of the students?

3. How effective are the methods and activities in reaching the goals and objectives?

4. To what extent do the assessment procedures and tools measure the skills and knowledge targeted in the objectives of the courses?

1.3 Significance of the Study

The effectiveness of English language teaching depends on many things such as teachers, students, and materials as well as the teaching program which set goals taking the learners' needs, level, and interests into account, provide materials, and develop course content and activities. Since the needs change with the time, teaching programs need to be dynamic; they should be changed and

developed continuously, which can be done through evaluation. Thus, the present study explores the English language courses in Anatolian high schools in Turkey with the purpose of evaluating and improving them. The need for such a study has derived from the researcher's observations on the dissatisfaction of teachers and students as well as from the informal feedback of students and teachers about the deficiencies in the program. It is expected that the data obtained and results gained from the participants will positively contribute to the improvement of the courses.

The present study is also significant because it obtains data from all grades in Anatolian high schools, compares the results, and then explains the similarities and differences between the opinions of students and teachers in each grade. Thus, the implications of this study may help English language teachers to realize the weaknesses and strengths of each English course and assist them to prepare lesson plans considering the efficient and lacking sides of the courses. In the light of the findings of the research, the teachers may adapt the courses according to the specific needs of the learners.

In addition, the present study may contribute to the English language teaching in Turkey as the number of studies related to the evaluation of English language courses in Anatolian high schools is very limited and there are no studies conducted in Sivas after the termination of the preparatory year. In addition, it may be significant for the field of evaluation by its adaptable evaluation model which can be implemented in different contexts.

1.4 Definition of Terms

The following terms are used throughout the study to mean:

Goal: 'The broad, general purpose behind a course of study' (Nunan, 1988a, p.158)

Objective: 'A statement describing what learners will be able to do as a result of instruction' (Nunan, 1988a, p.156)

Material: Anything which is used to help to teach language learners (Tomlinson, 1998)

Method: 'The practical realization of an approach which include various procedures and techniques' (Harmer, 2001, p.78).

Activity: Classroom work to attain learning objectives.

Assessment: 'A variety of ways of collecting information on a learner's language ability or achievement' (Brindley, 2001, p.137).

CHAPTER 2

LITERATURE REVIEW

2.0 Presentation

This chapter opens with a review of literature on evaluation of curriculum, program, and materials and then presents the basic components of English language teaching program in Anatolian high schools in Turkey. Finally, some research studies on evaluation are summarized.

2.1 Definition of Curriculum and Evaluation

Curriculum, in its broadest sense, means "what schools teach" while in its narrowest sense it means "a specific educational activity planned for a particular student at a particular point in time" (Eisner, 2002, p.25). Curriculum includes a set of topics, goals, and objectives, specific materials, methods, and evaluation (Maxwell and Meiser, 1997).

The fundamental questions which must be answered in developing a curriculum can be listed as follows:

1. What educational purposes should the school seek to attain?
2. What educational experiences can be provided that are likely to attain these purposes?
3. How can these educational experiences be effectively organized?
4. How can we determine whether these purposes are being attained? (Tyler, 1942, p.39)

However, Richards (2001) reduces these questions to a simpler model:

1. Aims and objectives
2. Content
3. Organization
4. Evaluation

According to Richards (2001), the processes in curriculum development focus on needs analysis, situational analysis, planning learning outcomes, course organization, selecting and preparing teaching materials, providing for effective teaching, and evaluation. Since these elements form a network of interacting

systems, change in one of them has effects on other parts of the system. Richard's approach to curriculum design places teachers and language teaching professionals at the center of the planning and decision-making process.

On the other hand, Bellon and Handler (1982) identify three areas of curriculum organization; resources, organizational process, and program units within the organization. While the resources include time, people, instructional materials, facilities and equipment; the organizational process covers the interactional network of the resources serving the curriculum. On the other hand, the program units refer to the extra-curriculum programs within the institution to support the goals of the curriculum.

As Brown (1995) states, the process of curriculum development is never finished; thus, provisions must always be made for revision of all curriculum elements with a view to improving them. He also identifies the elements of language curriculum as follows:

1. Needs analysis
2. Goals and objectives
3. Language testing
4. Materials development
5. Language teaching
6. Program evaluation

Brown (1995) further suggests that all these elements are interconnected to a never-ending process called evaluation and highlights the importance of evaluation by describing it as the glue that connects and holds all the elements together. He states:

> In the absence of evaluation, the elements lack cohesion; if left in isolation, any one element may become pointless. In short, the heart of the systematic approach to language curriculum design is evaluation: the part of the model that includes, connects, and gives meaning to all the other elements (p.217).

Furthermore, Graves (2000) claims that the purpose of evaluating the course is to help the evaluator make decisions on both ongoing and final basis about the course, and it is possible to evaluate each aspect of a course. She lists these aspects as follows:

1. The goals and objectives
2. The course content
3. The needs assessment
4. The way the course is organized
5. The materials and methods
6. The learning assessment plan
7. The course evaluation plan. (p.214)

As the scholars suggest, evaluation is one of the most important steps of the curriculum processes and contributes to the improvement of education as it "provides educators with information they need to help improve educational practices" (Worthen and Sanders, 1987, p.5). Therefore, many educational and governmental leaders and educated publics support educational evaluation.

Since evaluation is seen as a crucial part of education, many scholars attempt to define it in their own ways. According to Scriven (1967), evaluation is simply judging the worth or merit of something. Similarly, Worthen and Sanders (1973), define evaluation as 'the determination of the worth of a thing" (p.19). For them, evaluation includes obtaining information to judge the objectives or benefit of alternative approaches. Popham (1975) interprets evaluation as "the formal assessment of the worth of educational phenomena" (p.8). A broader definition is "the identification, clarification, and application of defensible criteria to determine an evaluation object's value (worth or merit) in relation to those criteria" (Fitzpatrick et al, 2004, p.5).

All of the above definitions limit evaluation to the assessment of the worth of a program. However, Brown (1995) defines evaluation as "the systematic collection and analysis of all relevant information necessary to promote the improvement of the curriculum and to assess the effectiveness within the context of the particular institutions involved" (p.24). After the effectiveness of a program is assessed, the information can be used in developing the objectives, preparing and using the tests, adopting, developing or adapting the materials and teaching. Thus, his definition focuses on evaluating both the effectiveness of the program and promoting improvement according to the information gathered.

Program evaluation, as Brown (1995) suggests, is "an ongoing process of information gathering, analysis, and synthesis" and the purpose of evaluation is to improve the elements of a curriculum (p.24). He admits that the process of curriculum development is never finished; thus, evaluation is a continuing process which makes the assessment and maintenance of the curriculum possible. Furthermore, evaluation is 'the heart of systematic approach to language curriculum design" which "includes, connects, and gives meaning to all the other elements" (Brown, 1995, p.217).

Similar to Brown, Richards (2001) states that evaluation "focuses on collecting information about different aspects of a language program in order to

understand how the program works, and how successfully it works" (p.286). With the help of the process, some decisions about the program can be made, "such as whether the program responds to learners' needs, whether further teacher training is required for teachers working in the program, or whether students are learning sufficiently from it" (Richards, 2001, p.286). The focus of evaluation may be on different aspects like curriculum design, the syllabus and program content, classroom processes, materials of instruction, the teachers, teacher training, the students, monitoring of pupil progress, learner motivation, the institution, learning environment, staff development, decision making and so on. (Sanders, 1992; Weir and Roberts, 1994 cited in Richards, 2001).

As evaluation is a broad topic, there is need for further explanation about the roles and purposes of evaluation, types of evaluation, approaches to evaluation and evaluation models. Therefore, the following sections summarize the literature about these topics.

2.1.1 Roles and Purposes of Evaluation

The single goal of evaluation is, Scriven (1973) notes, "to determine the worth or merit of whatever is being evaluated" (cited in Worthen and Sander, 1987, p.5). The role of education may vary; it may be a part of a teacher training activity, curriculum development, improvement of learning theory and so on.

According to Worthen and Sanders (1987), evaluation is part of our lives either in an informal or formal way, and it is "a basic form of human behavior" (p.5). Its roles in education are:

1. To provide a basis for decision making and policy formation
2. To assess student achievement
3. To evaluate curricula
4. To accredit schools
5. To monitor expenditure of public funds
6. To improve educational materials and programs (Worthen and Sanders, 1987).

However, Rosenbusch (1991) discusses two main roles of evaluation. One of them is examining whether the desired outcomes are being achieved, and the other one is checking for coherence among the philosophy, goals, objectives, content, classroom activities, and classroom evaluation procedures. Rea-Dickens and

Germaine (1992), on the other hand, mention three main reasons for undertaking evaluations that are accountability, curriculum development and betterment, and self development of teachers. They also state two main functions of evaluation; explaining and confirming existing procedures, and obtaining information to bring about innovation or change in the existing procedures. Moreover, Kirkpatrick (1998) talks about three reasons of evaluation; to justify the existence of the training department by showing how it contributes to the goals and objectives of the organization, decide whether to continue training programs, and gather information on how to improve the future programs. Parallel to Kirkpatrick (1998), Posavac and Carey (2003) explain six purposes of evaluation as to assess unmet needs, document implementation, measure results, compare alternative programs, provide information to maintain and develop quality, and detect negative side effects. These purposes help to plan and improve programs, assess their worth and make corrections in on-going service. Similarly, Richards (2001) explains that main concern of evaluation is to answer the following questions:

1. Is the curriculum achieving its goals?
2. What is happening in classrooms and schools where it is being implemented?
3. Are those affected by the curriculum (e.g., teachers, administrators, students, parents, employers) satisfied with the curriculum?
4. Have those involved in developing and teaching a language course done a satisfactory job?
5. Does the curriculum compare favorably with others of its kind? (p. 286)

Thus, evaluation has an important role in education and may have different purposes. All these purposes discussed by different scholars shape the different types of and approaches to evaluation which are summarized below.

2.1.2 Types of Evaluation

Scholars distinguish between different types of evaluation according to their purposes and time of application. For instance, Weir and Roberts (1994) explain two purposes of evaluation: program accountability and program development. The difference between the two is that the former examines the effects of a program or project at end points while the latter is conducted as the program is going on.

On the other hand, Richards (2001) discusses three different purposes of evaluation; formative, illuminative and summative. Formative evaluation is the type

of evaluation which focuses on the ongoing development and improvement of the program. The information gathered through formative evaluation is used to address problems and improve the program. The questions related to formative evaluation are:

> • Has enough time been spent on particular objectives?
> • Have the placement tests placed students at the right level in the program?
> • How well is the textbook being received?
> • Is the methodology teachers are using appropriate?
> • Are teachers or students having difficulties with any aspect of the course?
> • Are students enjoying the program? If not, what can be done to improve their motivation?
> • Are students getting sufficient practice work? Should the workload be increased or decreased?
> • Is the pacing of the material adequate? (Richards, 2001, p.288)

Another type of evaluation, illuminative evaluation, tries to discover how different aspects of the program work and are implemented. The aim is to provide a deeper understanding of the teaching and learning processes; thus, the course does not need to be modified as a result of this kind of evaluation. The evaluation puts light on in-class issues. The questions related to the illuminative evaluation are as follows:

> • How do students carry out group-work tasks? Do all students participate equally in them?
> • What type of error-correction strategies do teachers use?
> • What kinds of decisions do teachers employ while teaching?
> • How do teachers use lesson plans when teaching?
> • What type of teacher-student interaction patterns typically occur in classes?
> • What reading strategies do students use with different kinds of texts?
> • How do students understand the teacher's intentions during a lesson?
> • Which students in a class are most or least active? (Richards, 2001, p.289)

The last one, summative evaluation, takes place after the implementation of a program is completed and is concerned with determining the effectiveness, efficiency and acceptability of the program. The questions to be answered are:

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

• How appropriate were the teaching methods?
• What problems were encountered during the course? (Richards, 2001, p.292)

Unlike Richards, Fitzpatrick et al (2004) talk about two basic types of evaluation which are formative and summative. They call it formative evaluation if the primary purpose of evaluation is "to provide information for program improvement"; in contrast, they call it summative evaluation if the purpose is to provide information "to serve decisions or assist in making judgments about program adoption, continuation, or expansion" (Fitzpatrick et al, 2004, p.16-17). Scriven (1991), on the other hand, suggests that the results of a study may be used for both summative and formative evaluation (cited in Fitzpatrick et. al, 2004, p.19)

Another difference between the formative and summative evaluation explained by Fitzpatrick et al (2004) is related to the audiences. The audiences of formative evaluation are usually the people who are delivering the program and who can make changes in it since the aim is to improve the program. In contrast, the audiences of summative evaluation are the potential consumers, funding sources, supervisors and other officials.

On the other hand, Gilbert (2004) talks about two types of curriculum evaluation making reference to Scriven (1973) and Norris (1998). The first one is extrinsic evaluation which is based on judging the extent to which the aims and objectives are achieved and assumes that the outcomes of a program could be stated in measurable terms. He further highlights the fact that extrinsic evaluation can not evaluate the worth of the stated objectives themselves. However, intrinsic evaluation focuses on the value of the objectives, on the consequences, outcomes and implications of programs which might not have been given in the program objectives.

On the whole, scholars talk about different types of evaluation; mainly as formative and summative. Basic distinction between them is the time of the evaluation; formative evaluation takes place during the implementation of a program to make changes at the weak parts while summative evaluation takes place after the implementation of the program to make decisions about whether to continue the program or not or redesign the course. Richards (2001) also mentions illuminative evaluation which examines the teaching and learning processes deeply and does not require a modification in the program. In addition, Gilbert (2004) distinguishes between extrinsic and intrinsic evaluation.

2.1.3 Approaches to Evaluation and Evaluation Models

There are many approaches to evaluation because the evaluators have different views, values and preferences. Worthen and Sanders (1987) classify the most common approaches to evaluation into six categories on the basis of the driving force behind doing the evaluation:

1. *Objectives-Oriented Evaluation Approach*: The main concern in this approach is specifying the goals and objectives as well as determining to what extent they have been achieved. The outstanding models of this approach are Tyler's (1942) behavioral objectives model, Metfessel and Michael's (1967) evaluation model, Hammond's (1973) evaluation model, and Provus's (1973) discrepancy evaluation model.

2. *Management-Oriented Evaluation Approach*: In this approach, the focus is on identifying and meeting the informational needs of managerial decision-makers. Stufflebeam's (1971) CIPP (Context, Input, Process, and Product) evaluation model and Alkin's (1969) UCLA (University of California, Los Angeles) evaluation model are some examples for this approach.

3. *Consumer-Oriented Evaluation Approach*: The purpose of the approach is to provide evaluative information about educational products to educational consumers. Scriven's (1967) evaluation model is a well-known example for this approach.

4. *Expertise-Oriented Evaluation Approach*: This approach depends on direct professional expertise to judge the quality of an educational endeavor.

5. *Adversary-Oriented Evaluation Approach*: In this approach, the central focus of evaluation is on the planned opposition in points of view of different evaluators; that is, both strengths and weaknesses of a program are highlighted.

6. *Naturalistic and Participant-Oriented Evaluation Approach*: The basis of determining the values, criteria, needs, and data for the evaluation is naturalistic inquiry and involvement of participants; thus, it relies on human observation and individual perspective. Stake's (1967) countenance model and responsive model, and Parlett and Hamilton's (1976) illuminative model are examples for this approach.

On the other hand, Brown (1995) discusses only four different approaches to evaluation. The first one, product-oriented approaches, is similar to the objectives-oriented evaluation approach described by Worthen and Sanders (1987) with a focus on the goals and instructional objectives with the purpose of determining whether they have been achieved. The second one, static-characteristic approaches, is when the evaluation is conducted by outside experts who inspect a program by examining various accounting and academic records as well as the static characteristics (i.e. the number of library books, seating capacity of classrooms) to determine the effectiveness of a particular program. However, as Brown (1995) suggests, meeting program goals and objectives, while important, was not very helpful in facilitating curriculum revision, change, and improvement; thus, there was a shift to process-oriented approaches, the most important contributor of which was Scriven (1967) who was the first to distinguish between formative and summative evaluation. Stake's (1967) countenance model was another example of this approach. Finally, in decision-facilitation approaches, the evaluators attempt to avoid making judgments. Instead, they favor gathering information that will help the administrators and faculty in the program make their own judgments and decision.

There are numerous other approaches which have their adherents, but the above summaries represent the best-known. Parallel to this, there is also a wide variety of models which can be used for program evaluation. For instance, Tyler (1942) offers a behavioral objectives model in which the focus of the program evaluation is to examine whether the objectives are learned or not. In this evaluation model, the intended outcomes are compared with the actual outcomes. First, behavioral objectives are specified, then tests are developed which reflect all of these objectives. The objectives should be measured at the end of the program and there are two possible conclusions to be drawn: If the objectives are learned, success in meeting the goals is revealed. If the objectives are not learned, failure to attain the goals of the program is specified. Evaluation is mainly summative, relying on measuring students' achievements and the evaluation process is ignored as the emphasis is on test outcomes, the product. In addition, the development of goals and objectives involves not only the instructional materials but also the students, the subject matter, societal considerations, philosophy of education and learning philosophy.

On the other hand, Scriven's (1967) goal-free evaluation model does not limit the evaluators to studying the expected goals of the program; the evaluators should examine what is actually happening and consider the possibility that there are unexpected outcomes; thus, all of the outcomes of a program, not just the outcomes identified in the objectives should be studied. Moreover, Scriven (1967) emphasizes the importance of evaluating not only if the goals have been met but also if the goals themselves are worthy. The value of the program is argued in its correspondence to the needs of the students.

Another program evaluation model, Stake's (1967) countenance evaluation, do not include any prearranged evaluation design but recommends "picking up on whatever turns up" (Alderson and Beretta, 1992, p.16). Descriptive data which examine the congruity between intended and observed as well as judgment data which refer to the judgment of parents, teachers, students, or subject matter experts are included in the evaluation (Marcinkoniene, 2005). The evaluation begins with a rationale, then focuses on descriptive and judgmental operations at three levels: antecedents (prior conditions), transactions (interactions between participants) and outcomes (as in traditional goals but with transfer of learning to real life).

Moreover, CIPP (Context, Input, Process and Product) evaluation model, originated by Stufflebeam (1971), incorporates formative evaluation (Worthen and Sanders, 1987). In this model, four types of evaluation are conducted to make decisions: context evaluation which contributes to the formulation of goals and objectives; input evaluation which helps making decisions on designs; process evaluation which provides information for decision making on procedures, strategies or operations; and product evaluation which serves for decision making on the termination, modification or continuation of the program.

To improve educational programs, Bellon and Handler (1982) introduce an evaluation model which consists of four main elements; the four focus areas, the status description, the analysis activities, and the cumulative improvement components. The first element, the four focus areas (goals, organization, operations, and outcomes) are considered as the main dimensions of any curriculum. The goals deal with the desired outcomes and expectations of the program and should be based on leaner needs. Besides, organization includes the resources (i.e. human resources, physical resources), the processes (i.e. decision making, planning), and the programs for carrying out important educational goals.

The organization also provides for a review and analysis of factors which influence curriculum effectiveness; the specific programs offered, the resources available and how they are used, the ways the communication and decision making are handled, the structure and the arrangement of the school. The third of the four focus areas, operations, focus on the decisions related to learning experiences; curriculum, and instruction. Thus, the program operations include the functioning of the programs and studying of them can help teachers to improve effective strategies to improve student learning. The last one, outcomes are defined as the effects of a program on the participants and the educational setting of the program. Not only the intended but also the unintended program results are considered to be important. In addition, finding out whether stated goals are achieved is more crucial than the measurement of results.

The second element of Bellon and Handler's (1982) evaluation model, the status descriptions, involve a combination of document analyses and interviews or surveys, and they are the preliminary overviews including information about program goals, organization, operations and outcomes. This information about the four focus areas helps to provide a clear perspective about the current state of the program. The information gathered from teachers, administrators, other staff members, students, and parents provide a wide range of viewpoints.

Analysis activities, the third element of the model, analyze the worth and effectiveness of the program. The four focus areas are assessed to identify the steps which may be needed to improve the program. Information gathered during the status descriptions can be used for the analysis of the program. If needed, additional data can be collected through various instruments such as interviews, observations, questionnaires, tests, and attitude scales.

Lastly, curriculum improvement components "represent the gradual development of a set of recommendations and action plans" (Bellon and Handler, 1982, p. 14). The desired curriculum, which may involve little or no change from the current program, may be obtained following each major area of analysis. The interaction of status descriptions and analysis activities makes possible to recommend adjustments on the four focus areas which are being examined.

According to Brown (1995), as mentioned before, curriculum development process includes five elements; needs analysis, goals and objectives, testing, materials, and teaching, each of which need to be evaluated to provide a continuing

process of curriculum development. In addition, the systematic curriculum development is a process which can change and adapt to new conditions like new types of students, changes in language theory, or changes in needs. The process starts with needs analysis which define the goals and objectives. The next step, development of tests, is based on goals and objectives. Then, the materials and instruction are designed in accordance with the needs analysis, goals and objectives, and testing. Finally, evaluation, "the heart of the systematic approach to language curriculum design", connects all of the other elements (Brown, 1989, p. 236). The curriculum components can be viewed from three perspectives: effectiveness of the components, efficiency of the components, and participants' attitudes towards the components. Thus, Brown's (1989) model for evaluation is a two-dimensional model regarding the process of extracting and synthesizing the information; one of them is related to the five elements (needs, objectives, testing, materials, teaching) and the other one is related to the viewpoints (effectiveness, efficiency, attitudes).

To conclude, different approaches and models of evaluation emerged in literature depending on the purpose and conductor of the evaluation, the questions answered and the methods used in the evaluation. The models and different types of evaluation discussed above can be adapted or adopted to be used in different context of program or course evaluation. In addition, there is also a need for a special focus on materials as they are central to any effective course as McDonough and Shaw suggests (1993). Thus, the following section gives some ideas on materials evaluation.

2.1.4 Materials Evaluation

Materials play an important role in obtaining information about the teaching and learning practices in a school, program or institution because they represent the hidden curriculum of the language studies in a program or country. (Richards, 1998). As Kitao and Kitao (1997) suggest, materials specify all the approaches, methods and techniques that are followed, and transmits the underlying philosophy of language teaching to the students' learning in the classroom. Moreover, materials actually control the classroom dynamics since both teachers and students make use of them.

According to Cunningsworth (1995), textbooks play a prominent role in the teaching and learning process and they are the best resource in achieving the objectives which have been set concerning learner needs. Moreover, textbooks convey the knowledge to the learners in a selected, easy and organized way. Hutchinson and Torres (1994) admit that textbooks provide different activities, readings and explanation for the classrooms; thus, they have a positive part in the teaching and learning process.

Furthermore, as Richards (2001) suggests, without textbooks, a program may have no path because they provide structure and guarantee that students in different classes will receive a similar content; thus, they provide standards in instruction. In addition to including a variety of learning resources (i.e. workbooks, videos) which make learning more enjoyable, textbooks serve as a tool to train the inexperienced teachers. They also allow time for teacher to focus on teaching instead of material development.

On the other hand, one particular textbook does not fit every context. As Grant (1987) suggests, the textbook should meet the needs of the students by addressing their interests and abilities and it should also be consistent with the teaching style of a teacher. Therefore, the best textbook to satisfy the needs should be evaluated on a principled basis.

One of the reasons of materials evaluation is to adopt new textbooks. Another one, as Cunningsworth (1995) states, is to find out the strengths and weaknesses of the textbooks that are already in use. The process gives teachers a chance to strengthen the weak points of the textbooks by adapting or substituting materials from other books.

Hutchinson (1987) defines evaluation as a 'matter of judging the fitness of something for a particular purpose' (p.41) Tomlinson (1998) gives a broader definition for material evaluation as:

> The systematic appraisal of the value of materials in relation to their objectives and to the objectives of the learners using them. Evaluation can be pre-use and therefore focused on predictions of potential value. It can be whilst-use and therefore focused on awareness and description of what the learners are actually doing whilst the materials are being used. And it can also be post-use and therefore focused on analysis of what happened as a result of using the materials' (p.11).

Similarly, Cunningsworth (1995) discusses two types of evaluation; one of them is before the textbook is used, while it is being used, and after it is used

depending on the purpose of the evaluation. Pre-use evaluation predicts the performance of the textbook while post-use evaluation identifies the strengths and weaknesses of the textbook and helps to make decisions whether to use the material in the future. According to McDonough and Shaw (1993), the success or failure of a textbook can only be meaningful during or after a period of classroom use.

There are two main approaches to evaluation; micro evaluation and macro evaluation, depending on the purpose of the evaluator. The former focuses on the effectiveness of the tasks by providing in-depth analysis and 'provides an appraisal of the value of specific teaching activities for particular groups of learners (Ellis, 1998, p.222). Macro evaluation, on the other hand, focuses on the overall assessment of whether the materials met the needs and is 'the evaluation of complete programs or projects through the evaluation of materials, teachers and learners' (Ellis, 1998, p.236).

The material evaluation models, adopting either a micro or macro approach, define, select or develop criteria to serve the purpose of the evaluation (Hutchinson, 1987). However, as Sheldon (1988) suggests, 'global list of criteria can never apply in most local environments, without considerable evaluation' (p.242). Hence, the needs and interests of the learners should be considered.

According to Cunningsworth (1995), the essential points in material evaluation are mainly approaches, design, language content, skills, and topics. Besides, Tomlinson (1998) mentions the importance of attractiveness of the materials. He suggests that the textbooks should include photographs and interesting topics. He also believes that learners prefer materials with white spaces instead of materials with lots of different activities crammed on the same page.

Breen and Candlin (1987) lists some questions to be asked while evaluating the materials:

> 1. How and to what extent do the materials fit your learners' long term goals in learning the language and/or following your course?
> 2. How far do the materials directly call on what your learners already know of and about the language?
> 3. How far do the materials meet the immediate language learning needs of your learners as they perceive them?
> 4. Which subject matter (topics, themes, ideas)in the materials is likely to be interesting and relevant to your learners?
> 5. In what ways do the materials involve your learners' values, attitudes and feelings?

6. Which skills do the materials highlight and what kinds of opportunity are provided to develop them?

7. How much time and space, proportionately, is devoted to each skill?

8. How is your learner expected to make use of his/her skills?

9. How are the learners required to communicate when working with materials?

10. How much time and space proportionately, is devoted to your learners interpreting meaning?

11. How much time and space, proportionately, is devoted to your learners expressing meaning?

12. How and how far can your materials meet the desire of individual learners to focus at certain moments on the development of a particular skill or ability use? (p.19-21)

The textbook design model proposed by Turkish Ministry of National Education (1983) contains some guidelines and criteria mainly as:

1. Relevancy of the material to the needs and interests of the learners.

2. Adequacy of the material to meet and support the development of the objectives

3. Sequence and continuity in the materials and the link between the materials

and the students' subject of study.

4. Contribution of the material in encouraging the learners to gain different points of views.

5. Appropriateness of the time specified in the material.

6. Clarity of instructions.

7. Opportunities for self evaluation (cited in Yumuk, 1998, 68)

As can be seen in literature, materials evaluation is of vital importance as it leads to a better understanding of the nature of a particular language program and there are many criteria for evaluation depicted by the scholars. It is implied that the evaluators choose the criteria for evaluation considering the particular context they are conducting the evaluation.

2.2 Foreign Language Teaching Program in Anatolian High Schools

In order to be able to evaluate the English language courses in Anatolian high schools, it is important to identify the basic principles and approaches of the program. As stated in the language program prepared by the Ministry of National Education (2002), the basic principles in the program are; developing the four skills, using audio-visual aids in the teaching, using the native language (Turkish) only when it is necessary, teaching language as a whole, providing opportunities for students to actively participate in the lessons, considering the individual differences,

and encouraging the students to learn the language. In addition to these principles, the fundamental components of the program are briefly explained below.

2.2.1 Communicative Approach

Because teaching English as a second or foreign language has become an important profession, many different approaches, techniques and methods have been developed and many scholars have expressed their views on the best ways of teaching the language. Previously, extremely structured, teacher-oriented, and grammar based methods were used in language teaching. However, in recent decades, oral proficiency in language became significant; thus, communicative based teaching which founds instruction on learners' communicative needs became popular and communicative language teaching emerged as a "buzzword" in second and foreign language teaching (Savignon, 2007, p. 208).

The Communicative Approach, which was developed in 1970s, aims to make communicative competence the goal of language teaching and develop procedures for the teaching of four language skills which recognize the interdependence of language and communication (Richards and Rodgers, 1986). Taken broadly, communicative competence is the ability to communicate with others in an effective and socially appropriate manner (Trenholm and Jensen, 1988). Larsen-Freeman (1986) also defines communicative competence as "being able to use the language appropriate to a given social context" (p.131). According to Hymes (1979), being commutatively competent means knowing everything which is indexed in the language. Thus, the essential theoretical notion and the real goal of language teaching is gaining communicative competence by means of which learners can perform in a variety of situations referring to different types of discourse (Ellis, 1994). Communicative competence is made up of four major strands; grammatical competence, sociolinguistic competence, discourse competence, and strategic competence (Canale and Swain, 1980). Moreover, the acquisition of communicative competence is fulfilled by skills development, which covers both behavioral and cognitive aspects of learning (Littlewood, 1981).

Communicative language teaching includes providing learners with authentic language and preparing them to be able to communicate in many different situations by means of meaning negotiation between speaker and listener (Hendrickson,

1991). Meaning is the centre of all communicative exchanges and students need a great deal of exposure to the language through authentic materials which are very useful for learners in transferring the language chunks learned in the classroom to the outside world . In addition, the classroom environment should be positive and non-threatening so that the students can participate in communicative activities fearlessly and spontaneously. Students play active role in the classroom and interact with each other. The teacher, on the other hand, should be the facilitator and the guide of the procedures that will promote communication (Whitely, 1993). Error correction is rare or absent and students have the responsibility of their own learning (Thompson, 1996). Besides, reading and writing activities as well as teaching of certain linguistic rules are embodied in the approach (Thompson, 1996). As Littlewood (1981) emphasizes, "communicative language teaching pays systematic attention to functional as well as structural aspects of language" (p. 1). The techniques applied in the approach are mainly scrambled sentences, language games, role play, and problem solving tasks (Larsen-Freeman, 1986).

In brief, the basic principles of communicative language teaching can be summarized as follows:

1. All activities are supposed to be communication-centered and reflect real communicating process,

2. Constant error-correcting is to be avoided,

3. Communication cannot take place in the absence of structure; thus, grammar should not be totally ignored,

4. Learners play an active role in negotiation of meaning and need to be exposed to authentic language.

2.2.2 Student-Centered Learning

Student-centered learning is an approach which focuses on the needs of the learners rather than teachers or administrators. The concept has been credited as early as 1905 to Hayward and in 1956 to Dewey's work (O'Sullivan, 2003) and the expansion of the approach into a general theory of education is associated with Carl Rogers' client-centered counseling as well as with the work of Piaget (Burnard 1999). On the other hand, Cornelius-White (2007) state that student-centered learning has its roots from the person-centered education which aims to make teachers more sensible to their learners' need as the learners have a more active

role in language learning. The development of communicative approach in 1970s caused student-centered learning to become more common. As the attention switched from teaching language form to teaching function considering the learners' needs, "the individuality of every learner, their learning styles, and multiple intelligences" began to be recognized by the educators (Yandila et al, 2002, p. 55). The shift of emphasis from teaching to learning has also contributed to the movement of power from teacher to student (Barr and Tagg, 1995). The teacher-focused learning methods, such as lecturing, have begun to be criticized and the alternative approach, student-centered learning, has had a widespread growth (O'Neill and McMahon, 2005)

The approach emphasizes that the knowledge is constructed by students and teacher is the facilitator of learning, not the presenter of information (Kember, 1997). Students have choice in their learning (Rogers, 1983); thus, as Gibbs (1995) also states, the key decisions about learning, such as "what is to be learnt, how and when it is to be learnt, with what outcome, what criteria and standards are to be used, how the judgments are made and by whom" are made by the student through negotiation with the teacher (p.1). The focus is on what students do to learn rather than what teacher does (Harden and Crosby, 2000). In addition, assessment in student-centered learning is different from teacher-centered learning in the sense that students participate in the evaluation of their learning. Instead of summative assessment (i.e. written examinations), formative assessment (i.e. feedback on essays, written comments on assignments) which emphasizes feedback to students on their learning is encouraged to enhance student learning (Light and Cox, 2001). Gibbs (1995) presents examples of student-centered assessments as diaries, journals, portfolios, peer/self assessment, projects, group work, etc. The main principles of student-centered learning are presented by Brandes and Ginnis (1986) as:

- The learner has full responsibility for her/his learning
- Involvement and participation are necessary for learning
- The relationship between learners is more equal, promoting growth, development
- The teacher becomes a facilitator and resource person
- The learner experiences confluence in his education (affective and cognitive domains flow together)
- The learner sees himself differently as a result of the learning experience.

The learner-centered curriculum, as proposed by Nunan (1988b), provides basis for student-centered learning. The curriculum is referred as a collaborative effort between teachers and learners in the phases of course planning, implementation, and evaluation. According to Nunan (1988b), "one important outcome of involving learners in ongoing curriculum development is that not only does it increase the likelihood that the course will be perceived as relevant, but learners will be sensitized to their own preferences, strengths and weaknesses" (p.53). Thus, the learners are active contributors of the curriculum as they are involved closely in the decision-making process regarding the content and implementation of the curriculum.

Although in general student-centered learning is regarded as a valuable approach, it is not without some criticisms. For instance, Simon (1999) believes that student-centered learning can focus completely on the individual learner and may not take into account the needs of the whole class. Similarly, Edwards (2001) thinks that student-centered learning may cause "a person's physical isolation from other learners" (p.42). Besides, O'Sullivan (2003) states that the approach is a Western approach and may not be effective in the developing countries in which there are limited resources and large classes.

In brief, student-centered approach gives students a chance to have choice in their learning and make contribution to the assessment of their own learning. Although the responsibility of the learning is on the shoulders of the learners, the teachers still are responsible for ensuring effective learning to occur. The focus is on the individual learners as well as learning rather than teaching. Besides, learning is seen to be related to the student doing more than the teacher and there is a shift in the power relationship between the student and the teacher. Thus, the students' perceptions must be taken into consideration for productive outcomes.

2.2.3 Common European Framework of References for Languages

Common European Framework of References for Languages (CEFR) is a guideline for describing the achievements of learners of foreign languages across Europe and provides a common basis for the preparation of syllabuses, curriculum guidelines, examinations, textbooks, etc. Development of CEFR initiated in 1989 by

the Council of Europe as part of the project 'Language Learning for European Citizenship" and the first draft publication was in 1996 (Council of Europe, 2001)

CEFR divides learners into three broad divisions; Basic User (A), Independent User (B), and Proficient User (C) which are subdivided into six levels as Breakthrough (A1), Waystage (A2), Threshold (B1), Vantage (B2), Effective Operational Proficiency (C1), and Mastery (C2). The CEFR describes what a learner is supposed to be able to do in reading, writing, listening, and speaking at each level. The focus is not only on the behavioral dimension of language learning but also on the "qualitative aspects of spoken language use" (Council of Europe, 2001, p.20). Little (2003) explains that "Common Reference Levels offer a means of integrating curriculum, teaching, and assessment" (p.25). In addition, the six reference levels provide an internationally accepted scale, facilitate the planning and implementation of integrated language curricula, and include short descriptions that ease specifying and determining language achievement (Little, 2003). The levels are described by Council of Europe (2001) in detail as follows:

> *C2:* Can exploit a comprehensive and reliable mastery of a very wide range of language to formulate thoughts precisely, give emphasis, differentiate and eliminate ambiguity; no signs of having to restrict what he/she wants to say.
>
> *C1:* Can select an appropriate formulation from a broad range of language to express him/herself clearly, without having to restrict what he/she wants to say.
>
> *B2:* Can express him/herself clearly and without much sign of having to restrict what he/she wants to say; has a sufficient range of language to be able to give clear descriptions, express viewpoints and develop arguments without much conspicuous searching for words, using some complex sentence forms to do so.
>
> *B1:* Has a sufficient range of language to describe unpredictable situations, explain the main points in an idea or problem with reasonable precision and express thoughts on abstract or cultural topics such as music and films; has enough language to get by, with sufficient vocabulary to express him/herself with some hesitation and circumlocutions on topics such as family, hobbies and interests, work, travel, and current events, but lexical limitations cause repetition and even difficulty with formulation at times.
>
> *A2:* Has a repertoire of basic language which enables him/her to deal with everyday situations with predictable content, though he/she will generally have to compromise the message and search for words; can produce brief everyday expressions in order to satisfy simple needs of a concrete type: personal details, daily routines, wants and needs, requests for information;

can use basic sentence patterns and communicate with memorized phrases, groups of a few words and formulae about themselves and other people, what they do, places, possessions etc.; has a limited repertoire of short memorized phrases covering predictable survival situations; frequent breakdowns and misunderstandings occur in non-routine situations.

A1: Has a very basic range of simple expressions about personal details and needs of a concrete type (p. 110).

In order to enable long-standing learner autonomy, CEFR also provides a means of life-long individual learning programs. For that purpose, CEFR requires European Language Portfolio which was first introduced in 1997 and validated in 2000 after conducting extensive pilot projects (Schärer, 2000). The results of the projects demonstrated the European Language Portfolio as "an effective tool for promoting reflective learning, motivation and autonomy" (Ushioda, 2006, p.152). Thus, it was recommended that the portfolio should be reinforced by a reference handbook with illustrations and by more in depth definitions for the derivation of course objectives (Schärer and North, 1992). To develop levels of proficiency while encouraging the improvement of plurilingualism, the portfolio was organized including three components; a language passport in which the linguistic identity of the owner is recorded, a language biography in which the language learning targets and progresses are written, and a dossier in which the selection of the best works of the owner are stated (Council of Europe, 2001).

To summarize, CEFR is a guideline prepared by the Council of Europe to provide a comprehensive and coherent framework for language teaching. As well as suggesting European Language Portfolio for self-assessment, CEFR offers Common Reference Levels to describe the learner performance in six levels from basic to proficient user.

After this brief explanation about the components of the language program in Anatolian high schools, it is also important to review the literature on evaluation studies.

2.3 Evaluation Studies

There are various studies carried out on program and materials evaluation both in international and Turkish context some of which are presented below.

2.3.1 Evaluation Studies in International Context

Evaluation studies with different purposes and focuses have been carried out. For example, in Espinola's (1994) study, the focus was on the goals and objectives of the program. The purpose of the data collection procedures was to compare the needs analysis results with the schools action plans to determine if the goals and objectives were related to the identified needs. Results indicated that the districts were responsive to the needs that have been identified.

However, Wood's (2001) focus was on the students' perception. In her study, she evaluated The Diploma in Adult Education at the University of Prince Edward Island by collecting data on past and present students' perceptions of how the diploma has met their needs as adult educators. Multiple data collection procedures (interviews, questionnaires, document review) were used in this evaluation. The findings showed that about 70% of the participants had very similar needs such as the need to be respected, gain knowledge, and upgrade their skills. Many of these needs were met by the program.

Some of the studies in international context were formative, illuminative, or summative in nature. For instance, Sharp (1990) conducted an illuminative evaluation study of a four-month course at the University of Brunei Darussalam. The aim was to upgrade the English of post A-level students. First, formative and summative evaluations were conducted, and the results indicated a number of problem areas such as fluency and listening skills. As a result of the evaluation, a number of course improvements, such as more accurate diagnostic testing, a greater emphasis on oral and written skills, more use of authentic materials and so on, were put into practice.

On the other hand, Finch (2001) conducted a formative evaluation as part of a program development. In the evaluation process both quantitative and qualitative data were used and the focus was on the affective aspects of language learning. Results indicated that language learning is positively affected by implementation of task-based approach.

In their summative evaluation study, Gaba and Dash (2004) evaluated the success of a distance education course 'Instruction in higher education" from the Postgraduate Diploma in Higher Education offered by the Indira Gandhi National Open University. The results obtained from 230 students with the help of a

questionnaire and analyzed in percentages showed that majority of the respondents were satisfied with self-instructional materials, assignments, the extended contact programme, and delivery mechanisms while the others were dissatisfied with academic counseling, and the use of audio-video programmes. The results were used for course revision in the faculty.

As an example to the materials evaluation studies, Hong Xu (2004) explored criteria for assessing ESL textbooks for high school students in Canada. The study intended to develop a list of criteria as well as identifying issues which local ESL teachers encounter while using the textbook. The participants of the study were ESL teachers and the data were collected through questionnaires and interviews. The results revealed that there was a need for a detailed textbook evaluation tool, and means to train teachers to use the tool, and teachers considered that there were many important issues in evaluating a textbook such as the quality of language used in the textbook, attractiveness of the design and layout, accessibility, relevance of the topics, educational validity, variety in activities, follow-up questions for readings, and being up-to-date.

2.3.2 Evaluation Studies in Turkey

There are some studies conducted in Anatolian high schools in order to evaluate the program or the materials used in the program. For example, Çakıt-Ezici (2006) evaluated the effectiveness of the textbook 'New Bridge to Success 3' prepared by Ministry of National Education and used in Anatolian high schools. Teachers and students were the participants of the study and questionnaires and interviews were used as data collection instruments. Results of the study highlighted that the participants had a negative attitude towards the textbook. They found the reading texts complex in terms of vocabulary and structure. The level of the textbook was not appropriate for the age of the students and the textbook failed to consider learning style preferences.

Similar to Çakıt-Ezici (2006), Aytuğ (2007) conducted a study in Anatolian high schools to evaluate the textbook 'New Bridge to Success for 9th Grade New Beginners'. In her study, she explored the teachers' perceptions concerning the textbook. The participants of the study were English language teachers from different Anatolian high schools in Ankara and data were collected through

questionnaires and interviews. The results revealed that the cover of the textbook was unattractive and the topics were uninteresting for the students. In addition, illustrations in the textbook should be restructured to meet the expectations of the students. Teachers' guide should also be revised in order to provide practical ideas for the teachers. Finally, although the workbook was evaluated to be useful, the coursebook was considered to be deficient in supplying speaking tasks and activities.

In addition, Kefeli (2008) explored the perceptions of teachers, students, and parent about the 4-year Anatolian High School English Program. She aimed to reveal the perceptions of the participants about the materials provided by Ministry of National Education and European Language Portfolio, applicability of the communicative language teaching, student-centered approach, and multiple intelligences which were stated in the foreign language curricula. The study was conducted in Ankara. The data were analyzed through content analyses and the findings showed that parents, students, and teachers did not favor the termination of preparatory class. The participants supported language teaching and learning, but they did not think the materials were sufficient to practice the language teaching approaches stated in the curriculum. Besides, participants did not know about the European Language Portfolio.

Another study carried out in Anatolian high schools was conducted by Sarıyer (2008) who investigated the de-motivational factors affecting language learning processes in Anatolian high schools in Denizli. The participants were students and teachers, and data were collected through questionnaires. The findings revealed that the de-motivational factors mainly resulted from external factors such as learning situation, the burden of other lessons. and the lack of technological facilities. More specifically, the monotonous teaching style of teachers, the lack of communicative activities and audio-visual aids, the strict way of evaluation and discipline problems were the most de-motivating factors. Finally, the teachers who had less teaching experience proved to use a variety of communicative tasks and activities while experienced teachers tended to follow more conventional ways of teaching.

Other than the studies which evaluated the program in Anatolian high schools, there are some other program evaluation studies conducted in Turkey. For example, Daloğlu (1996) evaluated the curriculum of Certificate for Overseas

Teachers of English course which was offered at Bilkent University School of English Language as an in-service teacher education program. She collected the qualitative and quantitative data from the tutors, the graduates, and students in the classes of the program. Besides, she employed an eclectic evaluation model; Tyler's curriculum evaluation model and Stufflebeam's formative evaluation (CIPP model). The results of the evaluation showed that the program was effective and met participants' needs to a large extend. On the other hand, she also came to the conclusion that some modifications could be made to make the program better fit the needs of the participants and some components of the course could be strengthened.

In order to identify the perceptions of students on to what extent the program met their needs, Demirbulak (1992) conducted a study and evaluated the ESP course at Bilkent University. The participants of the study were students and graduates of the ESP course and the data were collected through a questionnaire and interviews. The results showed that the needs of the students were not fully met.

Another example, Erdoğan's study (1997) focused on some components of the curriculum; she evaluated the methodology courses of English Language Teaching curriculum at METU. In order to analyze the extent to which the curriculum prepared students for the teaching profession, she conducted the study through questionnaires and interviews. The participants of her study were the graduates, senior students, and instructors. The results showed that the senior students felt better prepared for the teaching profession than the graduates.

Another evaluation study was conducted by Erdem (1999) with a broader perspective including all aspects of the curriculum. He evaluated the English language curriculum at METU Development Foundation School in Ankara and used an adapted version of Bellon and Handler' curriculum evaluation model. The participants of the study were one top-manager, schools principles, teachers, and students. The data were collected through observations, examination of written English language curriculum-related documents, questionnaires for teachers and students, and interviews with top-manager, principles and teachers. The results showed that there was a need for an on-going curriculum evaluation system and procedures for in-service training service. Moreover, the curriculum should be converted from teacher-centered to student-centered.

Some studies also evaluated textbooks used in universities in Turkey. As an example, Coşkuner (2002) evaluated the effectiveness of the textbook "English for Business Studies". The study was conducted in Ankara, Başkent University, Faculty of Administrative Sciences and Faculty of Applied Sciences. The participants were the instructors and students at the related departments. Questionnaires and interviews with instructors and students were the instruments of the study. The results illustrated that the objectives were achieved and participants had positive attitude towards the textbook. On the other hand, there was a need for more listening activities and materials.

Similarly, Ersöz (1990) evaluated the textbook "An English Course for Turks" used in state high schools in Turkey by exploring the participants' considerations. The results of the study indicated that the textbook was not efficient in many aspects as it presented a prescriptive content and language. In addition, the textbook did not follow an integrative approach and did not reflect the current teaching and learning methodologies. Thus, the textbook was not consistent with the English language teaching program in Turkey.

2.4 Summary

In brief, evaluation is an important part of curriculum development and student perception is an important source for evaluation. Research studies may focus on student needs and determine the effectiveness of a program depending on how much those needs are met. With a similar aim, the present study investigates the effectiveness of the English language courses in Sivas Anatolian high schools. Since the materials are the center of the language programs, a special focus is attached to the evaluation of the materials; New Bridge to Success for 9, 10, 11, and 12th grades. The approaches, models, and frameworks discussed in the previous sections in this chapter has contributed to the present study in determining the aspects of the evaluation and the evaluation model implemented in the study.

The following chapter presents the overall research design of the present study, participants, data collection instruments, and data collection and analysis procedures.

CHAPTER 3

METHOD

3.0 Presentation

This chapter presents the research method to be utilized in conducting the study and describes the reasons for using the preferred design to answer research questions of the study. In the first section, the overall research design is described and then the second section gives information about the participants of the study. Data collection instruments are described in the third section and finally the last section explains data collection and analysis procedures.

3.1 Overall Design of the Study

This study is designed as a research study, aiming to evaluate the English language courses in Anatolian high schools. The study is a descriptive one, because the purpose of the researcher was to examine what was happening during the implementation of the program and then describe the results. The name given to this approach in literature is 'descriptive data-based approach' (Rea-Dickens and Germaine, 1992, p.58).

Since the researcher also did not aim to implement any intervention or re-arrangement in the program, the approach of the study may be called as naturalistic inquiry, as Patton (1987) explains, in which the evaluator does not attempt to influence the program or its participants but focuses on "capturing program processes, documenting variations, and exploring important individual differences between various participants' experiences and outcomes" (p.14) Allwright and Bailey (1991) also suggest that this type of inquiry is a process-oriented approach to the description of naturally occurring processes.

As Brown (1995) states, summative evaluation takes place at the end of the program to gather information to determine whether the program was successful. Formative evaluation, on the other hand, takes place during the development of a

program and the purpose is to collect information that will be used for the improvement of the program. Moreover, Fitz-Gibbon and Morris (1987) explain the role of the evaluator of formative evaluation as helping and giving advice to program developers, looking for potential problems and identifying aspects of the program that need improvement. However, summative evaluator's role is to describe the program and produce a summary statement about the program's achievement of its goals. This study was conducted at the end of the program and the purpose was to determine the degree to which the program was successful, efficient, and effective. Therefore, it is possible to say that the study is summative in nature, considering the purpose and the time of its application.

As it was discussed in Chapter 2, there is a wide variety of models that can be used for program evaluation but the choice of which model to use depends on the specific situation. Although some evaluators adopt those models, many conduct evaluations without strict loyalty to any specific model because "formulating single model fitting different evaluation contexts may not be feasible" (Lynch, 1990, p.23). As Fitzpatrick et al (2004) state:

> the value of the alternative approaches lies in their capacity to help us think, to present and provoke new ideas and techniques, and to serve as mental checklists of things we ought to consider, remember, or worry about. Their heuristic value is very high; their prescriptive value seems much less (p.159).

Thus, instead of one approach, a combination of several approaches which is called eclectic approach to evaluation is used by the evaluators. For the design of the present study, an eclectic approach was chosen to make the evaluation better fit into the context of the study. The curriculum evaluation models suggested by Bellon and Handler (1982) and Brown (1989) which are explained in Chapter 2.1.3, seemed to be the most suitable models for the present study. In Bellon and Handler's model, the four focus areas (goals, organization, operations, and outcomes) represent the main elements of curriculum; however, in this study, as the evaluation would be conducted at the course level, the four focus areas have been replaced with the four elements of a language course (goals and objectives, course content and materials, course conduct, and assessment) which are suggested by Brown (1989). In addition, there are three other elements in Bellon and Handler's model; the status description, the analysis activities, and the cumulative improvement components two of which are also included in the eclectic model of the

present study; the analysis activities and the cumulative improvement components. Therefore, on the basis of the eclectic model, first the four elements of a language course (goals and objectives, course content and materials, course conduct, and assessment) are analyzed and evaluated, and then suggestions of the students and teachers for improvement are identified. Since the study does not aim to describe the current state of the courses, the status description in Bellon and Handler's model is omitted. Moreover, the courses were evaluated from the three perspectives as explained by Brown; effectiveness, efficiency, and attitudes.

In addition, materials evaluation was a retrospective one, which was carried out after the materials were tried to discover the effectiveness of the materials (Ellis, 1997). Moreover, student feedback was the primary source of evidence because as Marincovich (1998) believes, the student evaluation can be useful for providing accurate and reliable information on the quality of teaching. Similarly, Richardson (2005) emphasizes that the feedback from students may be used to improve the quality of instruction.

3.2 Participants

The study was conducted in three different Anatolian high schools in Sivas. The participants of this study can be categorized under two groups; the students from different grades and the teachers who taught the courses.

A total of 20 teachers (5 teachers for each grade) were selected for the study regardless of their experience and age. In addition, 200 students (98 male and 102 female) from different grades (50 students from each grade) participated in the study. Since the questionnaire would take a considerable time to fill in, willingness played an important role in the selection of the students. The concentration areas of the students are given in Table 1.

Table 1 Concentration areas of students

Concentration Area	Number of Students
Science	64
Turkish-Mathematics	49
Social Sciences	17
Foreign Language	20
Total	150

3.3 Data Collection Instruments

There are basically two types of data that can be used in an evaluation study; quantitative data and qualitative data. The former can easily be turned into numbers and statistics and include test scores, student rankings, etc. The latter, on the other hand, cannot be turned into numbers and statistics easily and include observations, diary entries, records of staff meetings, etc. (Brown, 1989). The present study is a survey research which uses quantitative data collected through questionnaires including open-ended questions and "closed items" (Nunan, 1992, p.143). The open-ended questions were added to the questionnaire as they would help participants to "respond more sensitively" and the closed-items were added to allow "everyone to answer something" (Gorard, 2001, p.93 & 96). In addition, when Cronbach's Alpha was calculated to check the internal consistency of the instruments, it was discovered that the questionnaires were reliable with coefficients above .90. More specifically, the following are the coefficients of course evaluation questionnaires for:

9th grade students   : .968
10th grade students : .979
11th grade students : .974
12th grade students : .971
Teachers   : .914

3.3.1 Course Evaluation Questionnaires for the Students

The questionnaires (see Appendix A) were prepared to gather information to answer the research questions. In selecting the items, ideas were taken from Cunningsworth (1995), Weir and Roberts (1994), Alderson and Beretta (1992) and McGrath (2002). In addition, the structure of course evaluation questionnaire in Erozan's (2005) study was a model and some parts of her questionnaire were adapted to fit the aims of this study. As for the materials evaluation, the checklists of the following writers were helpful; Breen and Candlin (1987), Richards (2001), Jordan (1997), Brown (2001), Harmer (2001), Cunningsworth (1995), Hutchinson (1987), Sheldon (1988), Grant (1987), and Ur (1996).

Four different questionnaires were designed for four different grades. The questionnaires only differed in the first part where achievement of the course

objectives was evaluated. The aim of the questionnaires was to identify the students' perceptions on different aspects of the courses and their suggestions for the improvement of the courses. The questionnaires were translated into Turkish to reduce the chances of comprehension problems due to language.

The first part of the questionnaires aimed to gather information about the background of the students; their gender, concentration area, perceived level of English and the difficulty they have in language areas. In the second part, goals and objectives of the course were evaluated. The questions consisted of both closed and open-ended items. The closed-ended items were in the form of a scale, from 1 (strongly agree) to 5 (strongly disagree). The open-ended question was for further comments. The course content and the materials were the focus of the third part. In the first section, students were asked to evaluate the materials especially in achieving the objectives regarding the four skills. In the second section, usefulness of the parts of the coursebook and workbook were questioned. The open-ended question was for further comments from students. In the fourth part, teaching and learning processes were evaluated. The first section of this part questioned which activities and methods were used in the classrooms while the second section asked which of the activities and methods the students would prefer to be used. In the third section, more questions were asked about the teaching and learning processes. Open-ended questions also aimed to get more comments from the students. In the last part, the assessment procedures and tools as well as the attitude of the students towards the courses were evaluated. In the open-ended questions, students' comments about the length of the course and their suggestions for improvement were requested.

3.3.2 Course Evaluation Questionnaires for the Teachers

The teacher questionnaires (see Appendix B) consisted of 51 closed-item and 2 open-ended questions. The closed-item questions attempted to reveal the teachers' opinions about the achievement of the objectives, the effectiveness of the materials, use of various methods and techniques, issues related to assessment and attitude. In addition, the open-ended questions tried to get further comments on different aspects of the course.

3.4 Data Collection and Analysis Procedures

At the end of the spring semester, students and teachers filled in the course evaluation questionnaires. It took approximately 40 minutes for students to answer the questions. The data were collected from the Anatolian high schools in Sivas.

The data obtained from the open-ended questions in the questionnaires were analyzed through content analysis, which is "a systematic, replicable technique for compressing many words of text into fewer content categories based on explicit rules of coding" (Stemler, 2001). In content analysis, to determine the presence of certain words or concepts within texts, "researchers quantify and analyze the presence, meanings and relationships of such words and concepts, then make inferences about the messages within the texts, the writer(s), the audience, and even the culture and time of which these are a part" (Busch et al, 2005). In order to conduct a content analysis, the researcher codes the text, breaks it down into manageable categories (i.e word, phrase, sentence), and examines the data to draw conclusions. Therefore, the data in this study were analyzed by listing all the individual responses, grouping the similar responses, and then counting frequencies. However, the closed items were analyzed with the help of the program SPPS 15.0, using descriptive statistics through presenting the frequency counts in percentages. Besides, Wilcoxon tests were applied to compare the difference between the activities and methods used in the classrooms and activities and methods the students desired.

CHAPTER 4

RESULTS

4.0 Presentation

In this section, the results of the student and teacher questionnaires are presented. The presented data were obtained from course evaluation questionnaires. The results of each grade are explained separately in five sections; background information, goals and objectives, course content and materials, course conduct (teaching and learning procedures), and evaluation and assessment. In each section, students' answers to the closed items are analyzed and then responses to the open-ended items are presented. Teachers' answers are also explored at the end of each section. Finally, comparison between the grades and summary of results for all grades are presented.

4.1 Results of 9th Grade English Course Evaluation Questionnaires

The analysis of data obtained from 9th grade course evaluation questionnaire and teacher questionnaire are presented below.

4.1.1 Background Information

The questionnaire was answered by 23 male and 27 female students. The results of the difficulty students have in the language areas are shown in Table 2

Table 2 Degree of difficulty 9th grade students have in language areas

	1 (%)	2 (%)	3 (%)	4 (%)
1. Listening	10	16	45	29
2. Speaking	12	16	58	14
3. Reading	8	24	50	18
4. Writing	6	16	40	38
5. Vocabulary	8	30	48	14
6. Grammar	6	26	48	20

Note: 1: A lot, 2: Some, 3: Little, 4: Not at all

As Table 2 illustrates, 38 % of the students think they have a lot or some difficulty in vocabulary and 32% have difficulty in reading and grammar. However, 78% of the students have little or no difficulty in writing skills.

4.1.2 Goals and objectives

The results of the objectives part of the questionnaires are presented in parts. In the first part, the results regarding the students' expectations are explained. Next, the objectives regarding listening, speaking, reading and writing skills are presented in categories. Finally, the open-ended questions and teachers' opinions are presented.

4.1.2.1 Expectations related to the course

The results show that the course has nearly met the expectations of students and have an average success in meeting the needs of the students in the four skill areas. Table 3 presents the results more specifically.

Table 3 9th grade students' expectations in general and needs regarding the four skills

	S.A. (%)	A. (%)	N.S. (%)	D. (%)	S.D. (%)
4. Expectations	33	34	29	4	0
5. Listening	14	40	38	6	2
6. Speaking	12	44	30	12	2
7. Reading	24	44	24	6	2
8. Writing	32	44	16	6	2

Note: S.A: Strongly Agree, A.: Agree, N.S: Not Sure, D.: Disagree, S.D.: Strongly Disagree

It is obvious from Table 3 that 67% (strongly agree and agree) of the students think their expectations were met in general. Although more than half of the students seem to strongly agree or agree on each item, the needs regarding writing and reading skills seem to have been met more than speaking and listening skills.

4.1.2.2 Listening Objectives

Based on the results of course evaluation questionnaire, on average, 60% of the students confirmed (strongly agree and agree) the listening objectives listed in the questionnaire. Table 4 illustrates students' answers for each item in percentages.

Table 4 9th grade students' opinions about the listening objectives

The course helped me to:	S.A. (%)	A. (%)	N.S. (%)	D. (%)	S.D. (%)
1. understand the information about a person's name, nationality, country and language in the listening texts	50	30	12	6	2
2. respond to oral instructions	22	44	20	12	2
3. differentiate between the sounds I hear	14	40	34	6	6
4. listen and find out the main idea	12	34	42	8	4
5. listen and find out the cause-effect relationships	14	35	33	12	6
6. differentiate between the words I hear	13	47	30	8	2
7. understand the rules in different places i.e. banks, airports when they are said aloud	26	42	20	10	2
8. listen and do the exercises related to it	16	40	26	14	4
9. listen and describe the theme of a song or a poem	16	32	38	12	2
10. enjoy listening to the spoken language appropriate to my level	36	40	10	10	4

Note: S.A: Strongly Agree, A.: Agree, N.S: Not Sure, D.: Disagree, S.D.: Strongly Disagree

The first item in the table has the highest agreement with 80% (strongly agree and agree) which means most of the students think that they can understand personal information when they hear it. Besides, 76% of the students agree on the last item; *enjoy listening to the spoken language appropriate to my level.* On the other hand, only 46% (strongly agree and agree) believe that they can find out the main idea through listening and 48% (strongly agree and agree) believe they can listen and describe the theme of a song or a poem.

4.1.2.3 Speaking Objectives

The results of the course evaluation questionnaire demonstrate that 66% of the students believe (strongly agree and agree) that the course helped them to

achieve the speaking objectives of the course. The exact results in percentages are presented in Table 5 below.

Table 5 9th grade students' opinions about the speaking objectives

The course helped me to:	S.A. (%)	A. (%)	N.S. (%)	D. (%)	S.D. (%)
11. use English to communicate in the classroom	32	32	24	10	2
12. ask and answer questions	26	48	16	10	0
13. explain my ideas and feelings	28	40	24	6	2
14. talk about daily life	20	44	24	8	4
15. use pictures to create and tell stories	30	32	28	6	4
16. make guesses using context clues or key words	16	57	21	0	6
17. use contextual clues to guess what is being talked about	34	40	16	6	4
18. talk about places	12	50	30	0	8
19. tell my future plans	20	36	30	10	4
20. compare people according to their appearance and personality	28	40	22	4	6
21. talk about past events	22	36	34	8	0
22. willingly communicate with people from different cultures	42	29	21	8	0

Note: S.A: Strongly Agree, A.: Agree, N.S: Not Sure, D.: Disagree, S.D.: Strongly Disagree

On the basis of the results illustrated in Table 5, 74% of the students think they can *ask and answer questions*, and *use contextual clues to guess what is being talked about.* More than 50% percent of the students agree on each item, which means at least half of the students think the objectives are achieved.

4.1.2.4 Reading Objectives

The overall achievement of reading objectives (69% strongly agree and agree) seems to be higher than listening and speaking objectives. The details are presented in Table 6.

Table 6 9th grade students' opinions about the reading objectives

The course helped me to:	S.A. (%)	A. (%)	N.S. (%)	D. (%)	S.D. (%)
23. find out the relationship between pictures and sentences	43	35	14	6	2
24. identify the main idea of a reading text	38	40	14	6	2
25. read a text to get the details	4	28	44	18	6
26. comprehend the texts about the lives of other people	12	50	24	10	4
27. understand the rules in different places i.e. banks, airports when I read them.	35	43	16	6	0
28. answer the questions about a reading text	28	38	24	10	0
29. guess the meaning of an unknown word in a reading text	16	52	28	4	0
30. make guesses about the events in a reading text	26	60	8	4	2
31. order the pictures or events according to a reading text	24	60	10	4	2
32. comprehend the titles and events in the magazines and brochures	24	56	18	2	0
33. gather information about the texts I have read	24	42	32	2	0
34. enjoy reading the books appropriate to my level	27	24	35	12	2

Note: S.A: Strongly Agree, A.: Agree, N.S: Not Sure, D.: Disagree, S.D.: Strongly Disagree

According to the results, it is obvious that students believe they can *make guesses about the meaning of an unknown word in a reading text* (86%), and *order the pictures or events according to a reading text* (84%). The least achieved objective in this part is *read a text to get the details* (32%). All the other objectives are agreed by more than 50% of the students.

4.1.2.5 Writing Objectives

The overall agreement for the writing objectives is 66% which is more than listening and speaking objectives but less than reading objectives. Table 7 summarizes the results in percentages.

Table 7 9th grade students' opinions about the writing objectives

The course helped me to:	S.A. (%)	A. (%)	N.S. (%)	D. (%)	S.D. (%)
35. write about the subjects I am interested in	14	41	35	10	0
36. make sentences using the information I have gathered	10	45	33	10	2
37. prepare speeches in written form	42	30	20	6	2
38. communicate in written form using the basic sentence structures	25	50	15	10	0
39. write about past events	20	44	26	10	0
40. write about future plans	24	46	20	8	2
41. write a paragraph using key words	24	42	24	8	2
42. use my own words to answer the questions about a reading text	20	43	29	6	2
43. write a letter, story, poem etc.	22	46	26	6	0
44. take notes or fill in the charts using the given information	18	44	30	8	0
45. be determined to communicate in written form	24	50	22	4	0

Note: S.A: Strongly Agree, A.: Agree, N.S: Not Sure, D.: Disagree, S.D.: Strongly Disagree

The lowest agreements are for the items; *write about the subjects I am interested in* and *make sentences using the information I have gathered* (55%). On the other hand, the most agreed item is *communicate in written form using the basic sentence structures* (75%).

4.1.2.6 Answers to the Open-ended Question in Course Evaluation Questionnaire for Students

The answers to the open-ended question (further comments on the objectives) reveal that some students think the course should have objectives related to pronunciation (3 students), grammar (7 students) and vocabulary teaching (5 students). Three students also express that they need to be taught how to communicate in English. Two of the students suggest that the course should help them to improve their fluency in speaking and make them love the foreign language.

4.1.2.7 Teachers' Opinions about the Achievement of Goals and Objectives

The teachers' opinions about the achievement of the objectives are positive; 4 of the 5 teachers agree that the objectives are achieved. However, all of the five teachers complain about not being informed about the objectives of the course at all. In addition, 3 of them believe the course met the needs and interests of the students.

4.1.3 Course Content and Materials

In this section, the results of teachers' and students' evaluation of course content and materials are presented.

4.1.3.1 Students' Opinions about Course Content and Materials

The first ten questions of the course evaluation questionnaire related to the course content and materials aimed to evaluate the materials in general. Questions from 11-22 were about the teaching of four skills. The rest of the questions (23-26) investigated the need for supplementary materials. The results are presented according to the above mentioned sub-division. Accordingly, the results indicate that the agreement for the first part (questions 1-10) is 55%. Table 8 summarizes the details.

Table 8 9th grade students' opinions about the course content and materials

	S.A. (%)	A. (%)	N.S. (%)	D. (%)	S.D. (%)
1. The topics in the course book were interesting.	14	28	32	16	10
2. The exercises in the workbook were helpful.	8	44	22	18	8
3. There was a variety in course materials.	14	42	16	18	10
4. The course materials met my needs.	20	36	24	12	8
5. The subjects were taught sequentially.	26	36	16	6	16
6. The course materials were easy to use.	14	50	24	6	6
7. The course materials were easy to follow.	18	48	20	10	4
8. The course materials were visually attractive.	18	28	28	14	12
9. The tasks in the course materials were motivating.	14	24	38	14	10
10. The materials were appropriate to my proficiency level in English.	28	36	20	10	6

Note: S.A: Strongly Agree, A.: Agree, N.S: Not Sure, D.: Disagree, S.D.: Strongly Disagree

As can be seen from Table 8, the highest percentage is 66, *the course materials were easy to follow.* However, the agreement for item 9, *the tasks in the course materials were motivating,* is only 38%. The second lowest agreement is on the first item, *the topics in the course book were interesting.*

The results regarding the skills part of the questionnaire (questions 11-22) is presented in Table 9 by their overall percentages.

Table 9 9th Grade students' opinions about the materials

	S.A. (%)	A. (%)	N.S. (%)	D. (%)	S.D. (%)
Listening (questions 11-13)	18	32	23	20	7
Speaking (questions 14-16)	15	28	32	17	7
Reading (questions 17-19)	16	29	30	20	5
Writing (questions 20-22)	20	30	31	10	9

Note: S.A: Strongly Agree, A.: Agree, N.S: Not Sure, D.: Disagree, S.D.: Strongly Disagree

As Table 9 illustrates, nearly half of the students think the materials were helpful for them in teaching the four skills. More specifically, listening and writing materials were more helpful than speaking and reading materials. On the other hand, more than half of the students (58%) think there is need for supplementary materials for each skill. Table 10 shows the results in more detail.

Table 10 9th grade students' opinions about the need for supplementary materials

	S.A. (%)	A. (%)	N.S. (%)	D. (%)	S.D. (%)
23. There was a need for supplementary materials to improve my listening skills.	33	18	31	12	6
24. There was a need for supplementary materials to improve my speaking skills.	29	29	25	12	6
25. There was a need for supplementary materials to improve my reading skills.	36	26	24	10	4
26. There was a need for supplementary materials to improve my writing skills.	40	20	18	10	12
Overall	34.2	23.3	24.3	11.1	7

Note: S.A: Strongly Agree, A.: Agree, N.S: Not Sure, D.: Disagree, S.D.: Strongly Disagree

As Table 10 illustrates, there was need for supplementary materials especially for reading (62% strongly agree and agree) and writing (60% strongly agree and agree) skills.

As for the parts of the coursebook, the results reveal that the most helpful parts were *reading texts, reading dialogues, exercises related to the reading texts, pronunciation exercises and grammar exercises.* On the other hand, the least helpful parts were *listening materials* and *writing projects.* Further details are given in Table 11.

Table 11 9th grade students' opinions about the parts of the coursebook

	1	2	3	4
1. Reading texts	43	37	14	6
2. Exercises related to the reading texts	38	34	16	12
3. Dialogues (reading)	48	30	16	6
4. Pronunciation (listening)	35	37	12	16
5. Vocabulary exercises	28	38	22	12
6. Grammar exercises	36	34	20	10
7. Listening materials	26	26	36	12
8. Writing projects	20	34	32	14
9. Grammar reference	38	28	28	6

Note: 1: A lot, 2: Moderately, 3: Little, 4: Not at all

In addition, answers to the open-ended questions reveal that many students who answered the questions think there is a need for supplementary materials especially for grammar, listening, and reading. Some of them express that the coursebook do not provide enough exercise for grammar (10 students), and reading materials are boring (23 students). In addition, one of the student states that there are too many questions related to reading texts and those questions are "non-sense". Moreover, 13 students report that the listening materials the course offers are useless because there are only two speakers whose pronunciation is neither natural nor smooth. Thus, as a student suggests, the listening materials are not helpful; therefore, they should be abandoned and new listening materials should be provided. In addition, 35 students state that they like visuals (especially videos) and the course would be much better if there would be more visual materials.

Besides, 8 students complain that the course materials are not attractive, effective, sufficient or helpful. According to the answers of 5 students, the vocabulary in the book is unnecessarily complex because the words that they learn are not used in daily conversations. Two students also suggest that there are a lot of grammatical mistakes in the reading texts. One student reports:

> *The materials prepared by the Ministry of National Education are really boring, unattractive, and full of mistakes. We should use more professional materials prepared by native speakers so that the dialogues can be more natural.*

In sum, the analyses of the closed-items and open-ended questions reveal that students' attitudes towards the materials are not very positive. They think that the content is uninteresting, most of the parts of the coursebook are not helpful for

them to improve their skills, and there is need for supplementary materials in all areas of language. In addition, although they think reading texts and dialogues are helpful, they do not think they are appealing. Thus, they favor changes in the content and materials of the course.

4.1.3.2 Teachers' Opinions about Course Content and Materials

The teachers' questionnaire show that all of the five teachers think there is a need for supplementary materials for teaching grammar, vocabulary, listening, speaking and writing skills. None of them think there was enough emphasis on teaching of grammar, vocabulary, listening, speaking and writing skills. Moreover, all of the teachers believe that the transition between the units were not smooth and the book neither addressed different learning styles nor encouraged learner autonomy. 4 of the 5 teachers believe that the coursebook did not encourage student involvement and the materials did not reflect a skills-based approach. On the other hand, 4 teachers agree that there was variety in course materials, the materials were appropriate to the goals and objectives of the course, the materials were easy to follow, and the tasks and activities in the coursebook were meaningful.

As for the teacher's book, they all think that it neither suggested appropriate teaching methods and techniques nor provided enough guidance. Four teachers also state they were not provided with the course materials before the classes began.

In addition, one of the teachers explicitly suggests that the coursebook should be revised; the content should be chosen according to the interests of the students and there must be variety in the materials. In addition, another teacher suggests changes in the listening and reading materials so that they can be appropriate to the level of the students. The rest of the teachers report that the materials are not enjoyable; thus, a more enjoyable and helpful coursebook should be chosen for the course.

As it is clear from the results, teachers agree with the students that there is need for supplementary materials in all language areas. They also think that the course materials including the teachers' book needs revision.

4.1.4 Course Conduct

Opinions of teachers and students related to the teaching and learning processes are as follows.

4.1.4.1 Students' Opinions about Course Conduct

According to the results of the questionnaire regarding the course conduct, the activities and methods mostly used in the course are teacher lecture (100%) and teacher correction (90%). The least used ones are video sessions (40%) and computer-aided activities (52%). On the other hand, the activities and methods the students desire most are games (92), teacher lecture (90), and self correction (90). However, they least enjoy homework (52%) and projects (60%). Table 12 illustrates the results in detail.

Table 12 9th grade students' opinions about the methods and activities

	Used		Desired		
	1&2	3&4	1&2	3&4	Sig.
1. Teacher lecture	100	0	90	10	.009
2. Individual work	78	22	80	20	.337
3. Teacher presentations	74	26	74	26	.537
4. Pair work	61	39	68	32	.051
5. Group work	57	43	76	24	.003
6. Discussions	70	30	78	22	.088
7. Games	66	34	92	8	.000
8. Role plays	60	40	86	14	.000
9. Songs	56	44	84	16	.000
10. Video sessions	40	60	84	16	.000
11. Tape sessions	88	12	76	24	.198
12. Homework/Assignments	88	12	52	48	.000
13. Projects	72	28	60	40	.095
14. Peer correction	82	18	70	30	.032
15. Self correction	78	22	90	10	.009
16. Teacher correction	90	10	84	16	.073
17. Silent reading	55	45	62	38	.281
18. Reading aloud (by students)	86	14	84	16	.299
19. Reading aloud (by the teacher)	74	26	76	24	.642
20. Peer evaluation / feedback	78	22	68	32	.465
21. Self evaluation	76	24	82	18	.033
22. Teacher evaluation	86	14	80	20	.921
23. Computer-aided activities	52	48	88	12	.000
24. Dictation	82	18	72	28	.862
25. Questioning (by the teacher)	88	12	82	18	.068

Table 12 (continued)

26. Translation	86	14	84	16	.468
27. Student presentations	64	36	72	28	.658

Note: *Used*=the activities and methods used in the classrooms, *desired*= the activities and methods students would like to be used, 1=A lot, 2=Moderately, 3= Little, 4=Not at all. *sig.*=significance (Wilcoxon test).

According to a Wilcoxon test, there are significant differences between the used and desired methods and activities especially for *group work, games, role plays, songs, video sessions, homework/assignments and computer-aided activities* (p < 0,05). Looking at the percentages, it can be inferred that students want all these activities and methods more than they are implemented in the classrooms except for *homework/assignments* which they want less than they are given.

The results of the part of the questionnaire which evaluates the teaching-learning processes in general reveal that 73% of the students express positive attitude towards the teaching-learning processes. Table 13 gives the results in more detail.

Table 13 9th grade students' opinions about the teaching and learning process

	S.A. (%)	A. (%)	N.S. (%)	D. (%)	S.D. (%)
1. The class time was used efficiently.	70	18	6	2	4
2. There was a good student-teacher interaction.	64	16	14	4	2
3. There was a good student-student interaction.	46	20	20	10	4
4. We used only English in class.	22	43	12	17	6
5. The teacher was motivating.	69	12	10	7	2
6. The teacher taught in an interesting way.	61	23	8	2	6
7. The instructions were clear.	60	16	8	8	2
8. The teacher used audio-visual aids (OHP, video, tape-recorder, etc.)	46	28	20	2	4
9. The teacher effectively used the board.	58	16	22	4	0
10. The teacher was giving equal attention to all students.	62	20	4	6	8
11. The teacher corrected our mistakes in an effective way.	72	16	6	0	6
12. I preferred to work individually in class.	31	14	20	23	12
13. I preferred to work with a partner in class.	29	18	35	8	10
14. The teacher helped me to learn.	68	20	8	4	0
15. Other students helped me to learn.	33	25	16	18	8

Note: S.A: Strongly Agree, A.: Agree, N.S: Not Sure, D.: Disagree, S.D.: Strongly Disagree

As can be seen from Table 13, the least agreed item is the 12th one; *I preferred to work individually in class* (45%). However, 88% of the students were positive towards efficient use of classroom time, effective correction of mistakes by the teacher, and teacher's helping them to learn.

The responses to the open-ended question asking if there were *any other things they would have liked to do in the course* reveal that students want their teachers to implement different kinds of activities. More specifically, 13 students explain that they want to make discussions or have conversations in the classroom. Some others want more role plays (12), group work activities (7), and writing tasks (3). In general, students do not believe there was variety in the activities and suggest that the teachers should make use of different types of activities.

4.1.4.2 Teachers' Opinions about Course Conduct

Teachers' responses to the questionnaire reveal that 3 of the teachers think there was variety in tasks and activities they did in the classroom. On the other hand, one of them believes that the curriculum did not support the implementation of various teaching methods and techniques.

Overall, both teachers and students have positive opinions about the teaching and learning processes. However, students want the lessons to be more communicative through different types of activities.

4.1.5 Assessment and Attitude

In this section, answers to the questions related to assessment and attitude are analyzed in detail. First, the results of the effectiveness of the assessment tools are presented and then the evaluation of assessment in general is analyzed. Finally, students' and teachers' general attitude towards the course is presented.

4.1.5.1 Assessment Tools

The results of the questionnaire show that 80% of the students think the assessment tools were effective. Table 14 illustrates the results in detail.

Table 14 9th grade students' opinions about the effectiveness of the assessment tools

	1	2	3	4	5
1. Presentations	47	25	16	4	8
2. Assignments	53	27	10	6	4
3. Participation	65	19	6	8	2
4. Quizzes	46	31	10	4	9
5. Exams	53	25	6	10	6

Note: 1: A lot, 2: Moderately, 3: Little, 4: Not at all, 5: Not applicable

It is clear from Table 14 that the most effective tools for assessment were exams and participation and the least effective one was the presentations.

4.1.5.2 Assessment (Questions 1-14)

The results of the questionnaires show that the overall attitude of students regarding the assessment is positive (72%). As Table 15 demonstrates, students mostly agree on being assessed on the things they learned (90%), and the instructions' being clear (88%). However, fewer students think that the results demonstrated their actual proficiency (50%) and their listening skills were measured correctly (61%).

Table 15 9th grade students' opinions about assessment

	S.A. (%)	A. (%)	N.S. (%)	D. (%)	S.D. (%)
1. We were assessed on the things we practiced in the lessons.	74	16	8	2	0
2. The instructions on the tests were clear.	58	30	10	2	0
3. The test materials were similar to the course materials in terms of difficulty level.	37	28	25	4	6
4. We were informed about the assessment criteria.	52	22	20	2	4
5. The assessment criteria were meaningful.	40	34	20	4	2
6. The test questions were challenging.	40	30	20	6	4
The test results demonstrated my actual proficiency.	28	22	28	14	8
8. My listening skills have been correctly measured.	37	24	29	4	6
9. My speaking skills have been correctly measured.	37	31	22	4	6
10. My reading skills have been correctly measured.	37	27	26	8	2
11. My writing skills have been correctly measured.	41	22	27	6	4
12. The grading was fair.	58	23	13	4	2
13. The assignments were relevant.	57	25	10	8	0
14. I received sufficient feedback about my performance.	37	41	16	4	2

Note: S.A: Strongly Agree, A.: Agree, N.S: Not Sure, D.: Disagree, S.D.: Strongly Disagree

Moreover, the three responses to the open-ended question show that students want to be assessed according to their ability to speak and one student suggests that participation should be more important than the exam results.

4.1.5.3 Teachers' Opinions Related to Assessment

The teachers' responses to the questionnaire suggest that three of the teachers are not sure whether the students' grades reflected their actual success or not. All of the teachers think they used different tools for assessment and they assessed the students' grammar and vocabulary knowledge, as well as reading and writing skills most. However, listening and speaking skills are assessed only by one teacher.

In sum, the results show that both teachers and students have a positive attitude towards assessment procedures and report the use of different assessment tools. However, both parties agree that listening skills are not measured properly.

4.1.5.4 Students' Attitude (Questions 15-19)

Most of the students (80%) have positive attitude towards the course. Table 16 illustrates the results in detail.

Table 16 9th grade students' attitude towards the English course

	S.A. (%)	A. (%)	N.S. (%)	D. (%)	S.D. (%)
15. My proficiency in English has improved after this course.	57	23	14	0	6
16. The things I have learned in this course will be very useful for me.	55	29	8	4	4
17. The course was enjoyable.	53	29	12	0	6
18. Thanks to this course, I'm motivated to improve my English.	49	31	10	6	4
19. The course helped me to feel more confident in English.	47	31	14	4	4

Note: S.A: Strongly Agree, A.: Agree, N.S: Not Sure, D.: Disagree, S.D.: Strongly Disagree

As seen in Table 16, students mostly think the course will be useful for them in the future (84%), it was enjoyable (82%), it motivated them to improve their

English (80%), their proficiency improved (80%) and they feel more confident in English (78%).

In addition, 34 students think that the time devoted to the course was enough; 7 of them think it was not enough because they loved the course or wanted to learn English better, and 5 of them think it was more than enough because there was already too much burden of the other courses or English was boring.

Furthermore, 7 students think the course was useful. However, 6 students explained they needed more fun in the classroom to learn better and 2 students mentioned it would be very useful to go abroad to learn the language. 4 of them also explained that translation studies were very useful and should have been used more often.

4.1.5.5 Teachers' Attitude towards the Course

In general, teachers' attitude towards the course is more positive. 4 of them believe the things students learned will be useful, the course helped the students, and 3 of them think the course was motivating.

4.1.6 Overall

As the results show, 9th grade students and teachers have a positive attitude towards the course in general. Although they express having some difficulty in learning the vocabulary, which means extra time needs to be devoted to the improvement of their vocabulary knowledge, more than half of the students believe their expectations in general and needs regarding the skills were met. It can be inferred from the observations of the researcher and the open-ended questions that the needs of the students are basically related to the improvement of communicative skills; most of the students think they need to learn how to communicate in English. As the needs are nearly met, it is possible to assume that the course fairly helped students improve their language skills. The results of the objectives part also signify that again more than half of the students agree the course objectives are achieved. However, it is not possible to conclude that the objectives are fully achieved as 30-40% of the students do not agree. Thus, there is

need for some improvement in the course to fully achieve the goals and objectives which are stated in the curriculum.

As for the content and materials part of the questionnaires, approximately half of the students have a positive attitude towards content and many students think listening and writing materials were more helpful than speaking and reading materials. In addition, many students and teachers agree that there is need for supplementary materials especially for reading and writing. The students also state that grammar reference part and reading texts, dialogues and exercises were the most useful parts of the coursebook while listening and writing materials were least useful. Thus, although the materials are considered to be useful to some extend, they are not sufficient and need to be supplemented.

Moreover, the materials are criticized for being uninteresting and teachers think they were neither skills-based nor encouraged different learning styles or learner autonomy. However, the curriculum clearly states that the materials should be parallel to the needs and interests of the students, adopt a skills-based approach, encourage different learning styles and strategies, and support learner autonomy (Ministry of National Education, 2002). In the light of this information, the materials do not actually fit the approaches of the curriculum and are not helpful in achieving the goals and objectives which mainly focus on the development of four skills.

The evaluation of teaching and learning processes indicate that the attitude of the students and teachers is positive. It is agreed by almost all of the students that the mostly used methods in classrooms are teacher lecture and teacher correction which contradicts with the approach of the curriculum that the activities in the classrooms need to be student-centered and foster learner autonomy. Besides, the limited use of computer-aided activities, games, and video sessions is also contrary to the curriculum as it suggests use of a variety of activities and materials especially the ones that include audio-visuals to support teaching.

Finally, the overall attitude of the students and teachers is highly positive towards the assessment procedures in the course and the course in general. Both parties state that listening skills are not assessed properly. However, students believe that the most effective tools were exams and participation. In addition, project works (assignments) which are considered to be helpful for the students to take the responsibility of their learning (as stated in the curriculum referring to the

projects of Council of Europe), are evaluated as being effective tools for assessment.

In sum, the evaluation of the 9th grade English course show that the course content and materials need to be improved to meet the goals and objectives and to better fit the needs and interests of the students. In addition, teaching and learning processes need to be modified to be more various and enjoyable. The assessment procedures, on the other hand, appear to be effective and parallel to the approaches of the curriculum.

4.2 Results of 10th Grade English Course Evaluation Questionnaires

The analysis of data obtained from 10th grade course evaluation questionnaire and teacher questionnaire are presented below.

4.2.1 Background Information

The questionnaires were filled in by 31 male and 19 female students. The information about their concentration areas is given in Table 17.

Table 17 Concentration areas of 10th grades

	Frequency
Science	20
Turkish-Mathematics	17
Social Sciences	6
Foreign Language	7
Total	50

The results of the questionnaire related to the difficulty students have in language areas are summarized in Table 18.

Table 18 Degree of difficulty 10th grade students have in language areas

	1 (%)	2 (%)	3 (%)	4 (%)
1. Listening	23	20	35	22
2. Speaking	16	43	25	16
3. Reading	14	27	35	24
4. Writing	14	20	31	35
5. Vocabulary	23	29	29	19
6. Grammar	27	15	44	14

Note: 1: A lot, 2: Some, 3: Little, 4: Not at all

According to the results, students express they have a lot or some difficulty in speaking (59%) and vocabulary (52%). On the other hand, they have little or no difficulty in writing (65%) and reading (59%).

4.2.2 Goals and objectives

In this section, the results are presented in parts. First, the results regarding their expectations are explained. Next, the objectives regarding listening, speaking, reading and writing skills are presented in categories. Finally, the open-ended questions and teachers' opinions are presented.

4.2.2.1 Expectations related to the course

The results show that the course has an average success in meeting the students' expectations in general and needs regarding the four skills. Table 19 presents the results more specifically.

Table 19 10th grade students' expectations in general and needs regarding four skills

	S.A. (%)	A. (%)	N.S. (%)	D. (%)	S.D. (%)
4. Expectations	2	25	28	22	23
5. Listening	10	36	24	20	10
6. Speaking	4	39	27	20	10
7. Reading	14	52	12	18	4
8. Writing	12	36	32	14	6

Note: S.A: Strongly Agree, A.: Agree, N.S: Not Sure, D.: Disagree, S.D.: Strongly Disagree

As the results show, only 27% of the students agree that the course met their expectations in general. In addition, their reading expectations are met much more than the other skills.

4.2.2.2 Listening Objectives

The objectives of the course regarding listening skills are confirmed by 46% (strongly agree and agree) of the students. Table 20 illustrates the percentages of students' answers for each item.

Table 20 10th grade students' opinions about the listening objectives

The course helped me to:	S.A. (%)	A. (%)	N.S. (%)	D. (%)	S.D. (%)
1. listen and understand the texts about other people's lives	4	41	29	16	10
2. make guesses about the listening texts	18	48	22	4	8
3. listen and find out the main idea	10	32	36	12	10
4. listen and find out the cause-effect relationships	4	25	43	18	10
5. understand the events in a listening text	6	54	26	4	10
6. listen and do the exercises related to it	6	45	22	7	20
7. listen and describe the theme of a song or a poem	8	24	38	22	8
8. enjoy listening to the things appropriate to my level	16	26	26	20	12

Note: S.A: Strongly Agree, A.: Agree, N.S: Not Sure, D.: Disagree, S.D.: Strongly Disagree

The most achieved objectives of this part are *make guesses about the listening texts* (66%) and *understand the events in a listening text* (60%). However, the least achieved one is *listen and describe the theme of a song or a poem* (32%).

4.2.2.3 Speaking Objectives

The results of the course evaluation questionnaire demonstrate that 51% of the students believe (strongly agree and agree) that the course helped them to achieve the speaking objectives of the course. The exact results in percentages are presented in Table 21 below.

Table 21 10th grade students' opinions about the speaking objectives

The course helped me to:	S.A. (%)	A. (%)	N.S. (%)	D. (%)	S.D. (%)
9. use English to communicate in the classroom	16	14	30	18	22
10. ask and answer questions	20	30	26	12	12
11. explain my ideas and feelings	10	37	31	8	14
12. talk about daily life	4	26	44	8	18
13. make dialogues	6	43	33	2	16
14. use pictures to create and tell stories	16	36	12	18	18
15. make guesses using context clues or key words	24	46	16	2	12
16. use contextual clues to guess what is being talked about	25	39	10	16	10
17. talk about places	6	40	26	14	14
18. tell my future plans	8	36	26	18	12
19. compare people according to their features	14	41	25	6	14

Table 21 (continued)

20. use English to communicate in the classroom	16	14	30	18	22
21. talk about past events	12	38	24	10	16
22. willingly communicate with people from different cultures	20	36	18	14	12

Note: S.A: Strongly Agree, A.: Agree, N.S: Not Sure, D.: Disagree, S.D.: Strongly Disagree

On the basis of the results in Table 21, 70% of the students believe they can make guesses using context clues or key words and 64% of the students willingly communicate with people from different countries.

4.2.2.4 Reading Objectives

The overall agreement in reading objectives is 49% which is less than speaking objectives but more than listening objectives. More specifically, the results are summarized in Table 22 below.

Table 22 10th grade students' opinions about the reading objectives

The course helped me to:	S.A. (%)	A. (%)	N.S. (%)	D. (%)	S.D. (%)
23. find out the relationship between pictures and sentences	20	44	18	4	14
24. identify the main idea of a reading text	20	27	35	4	14
25. read a text to get the details	8	10	40	22	20
26. comprehend the texts about the lives of other people	4	38	32	6	20
27. answer the questions about a reading text	20	28	26	10	16
28. guess the meaning of an unknown word in a reading text	22	26	24	12	14
29. make guesses about the events in a reading text	20	46	20	0	12
30. order the pictures or events according to a reading text	26	28	28	6	12
31. comprehend the titles and events in the magazines and brochures	18	44	18	4	16
32. gather information about the texts I have read	10	32	26	14	18
33. enjoy reading the books appropriate to my level	22	26	28	10	14

Note: S.A: Strongly Agree, A.: Agree, N.S: Not Sure, D.: Disagree, S.D.: Strongly Disagree

According to the results, it is clear that many students believe they can make guesses about the events in a reading text (68% strongly agree and agree) but they

do not agree that they can read a text to get the details (18% strongly agree and agree).

4.2.2.5 Writing Objectives

The lowest achievement of objectives is related to writing objectives since only 43% of the students agree with the items in general. Table 23 summarizes the results in percentages.

Table 23 10th grade students' opinions about the writing objectives

The course helped me to:	S.A. (%)	A. (%)	N.S. (%)	D. (%)	S.D. (%)
34. write about the subjects I am interested in	8	30	30	16	16
35. make sentences using the information I have gathered	6	22	30	22	20
36. prepare speeches in written form	20	40	20	4	16
37. communicate in written form using the basic sentence structures	20	34	28	4	14
38. write about past events	8	38	30	6	18
39. write about future plans	12	42	26	4	16
40. write a paragraph using key words	10	44	22	10	14
41. use my own words to answer the questions about a reading text	6	38	32	8	16
42. write a letter, story, poem etc.	4	20	42	20	14
43. take notes or fill in the charts using the given information	12	22	28	20	18
44. be determined to communicate in written form	14	26	34	14	12

Note: S.A: Strongly Agree, A.: Agree, N.S: Not Sure, D.: Disagree, S.D.: Strongly Disagree

When the results are analyzed, it can be seen that the range is between 60% (prepare speeches in written form) and 24% (write a letter, story, poem, etc.). The achievement of the objectives *communicate in written form using the basic sentence structures, write about future plans,* and *write a paragraph using key words* are also relatively high with 54% agreement.

4.2.2.6 Answers to the Open-ended Question in Course Evaluation Questionnaire for Students

The answers to the open-ended question (further comments on the objectives) reveal that 8 students think grammar and vocabulary teaching should be among the objectives of the course. On the other hand, one student suggests:

The course should teach us reading, writing, listening, and speaking skills. Although the main goal of the course seems like teaching us the four skills, nothing is done to reach that goal.

Another student expresses her opinion as:

The main goal of the course should be to give confidence to the students and make them think that they can speak the language. The course should be motivating.

4.2.2.7 Teachers' Opinions about the Achievement of Goals and Objectives

The teachers' opinions about the achievement of the objectives are nearly positive; 60% think that the objectives are achieved. However, four of the five teachers complain about not being informed about the objectives of the course. Besides, more than half of the teachers (60%) think the course met the needs and interests of the students.

4.2.3 Course Content and Materials

In this section, the results of teachers' and students' evaluation of course content and materials are presented.

4.2.3.1 Students' Opinions about Course Content and Materials

According to the results of the course evaluation questionnaire, the degree of agreement for the first ten questions of course content and materials is 28% which means the students do not have a positive attitude towards the content and materials. Further details are presented in Table 24.

Table 24 10th grade students' opinions about the course content and materials

	S.A. (%)	A. (%)	N.S. (%)	D. (%)	S.D. (%)
1. The topics in the course book were interesting.	6	16	10	29	39
2. The exercises in the workbook were helpful.	4	30	12	28	26
3. There was a variety in course materials.	4	16	16	22	42
4. The course materials met my needs.	2	8	28	20	42
5. The subjects were taught sequentially.	29	35	17	8	11
6. The course materials were easy to use.	8	26	24	18	24
7. The course materials were easy to follow.	4	25	26	25	20

Table 24 (continued)

8. The course materials were visually attractive.	2	16	32	18	32
9. The tasks in the course materials were motivating.	0	14	22	22	42
10. The materials were appropriate to my proficiency level in English.	8	22	20	22	28

Note: S.A: Strongly Agree, A.: Agree, N.S: Not Sure, D.: Disagree, S.D.: Strongly Disagree

As Table 24 shows, the least agreed items in this part are *the materials met my needs (10%), the tasks were motivating (%14),* and *the course materials were visually attractive (18%).* The only item more than half of the students agree is *the subjects were taught sequentially (65%).*

The results regarding the skills part of the questionnaire (questions 11-22) show that students have a negative attitude towards the materials for the skills as well. The highest agreement is on the writing materials which are only agreed by 32% of the students. The details are presented in Table 25.

Table 25 10th grade students' opinions about the materials

	S.A. (%)	A. (%)	N.S. (%)	D. (%)	S.D. (%)
Listening (questions 11-13)	5	19	20	25	31
Speaking (questions 14-16)	5	20	19	23	33
Reading (questions 17-19)	3	24	21	21	31
Writing (questions 20-22)	4	28	21	17	30

Note: S.A: Strongly Agree, A.: Agree, N.S: Not Sure, D.: Disagree, S.D.: Strongly Disagree

On the other hand, the need for supplementary materials for the skills is agreed by 62% of the students. More specifically, more than half of the students think supplementary materials are needed for each skill. Table 26 summarizes the results.

Table 26 10th grade students' opinions about the need for supplementary materials

	S.A. (%)	A. (%)	N.S. (%)	D. (%)	S.D. (%)
23. There was a need for supplementary materials to improve my listening skills.	40	22	18	4	16
24. There was a need for supplementary materials to improve my speaking skills.	46	20	18	2	14
25. There was a need for supplementary materials to improve my reading skills.	36	18	28	4	14

Table 26 (continued)

	S.A	A.	N.S	D.	S.D.
26. There was a need for supplementary materials to improve my writing skills.	43	22	24	0	11
Overall	41	21	22	2	14

Note: S.A: Strongly Agree, A.: Agree, N.S: Not Sure, D.: Disagree, S.D.: Strongly Disagree

As for the parts of the coursebook, the most helpful part seems to be the *grammar reference* for the 10th grade students (66% strongly agree and agree). Reading texts (53.1%), reading dialogues (52%), vocabulary exercises (50%) are also moderately helpful. However, listening materials of the textbook are the least useful (28%) among others. Table 27 gives more details about students' opinions about the coursebook.

Table 27 10th grade students' opinions about the parts of the coursebook

	1	2	3	4
1. Reading texts	14	39	35	12
2. Exercises related to the reading texts	16	32	34	18
3. Dialogues (reading)	12	40	32	16
4. Pronunciation (listening)	18	22	26	34
5. Vocabulary exercises	12	38	28	22
6. Grammar exercises	14	30	30	26
7. Listening materials	8	20	34	38
8. Writing projects	14	20	28	38
9. Grammar reference	29	37	20	14

Note: 1: A lot, 2: Moderately, 3: Little, 4: Not at all

Besides, answers to the open-ended questions (further comments on course content and materials) clarify that many students who answered the question think there is need for supplementary materials especially for listening (15), grammar (8), and vocabulary (6). They think visuals would help their learning (17) and watching movies (9) or listening to songs (8) would be fun. Besides, 5 students suggest that computers would be a good aid for teaching the language. One student also reports that they should have a grammar book with Turkish explanations and CDs for listening.

In addition, the unnecessary parts of the materials according to the students were the listening materials (19), writing projects (5), and the fun corner (4) which was "not funny at all". Many students explain that the listening materials are useless

because the dialogues or speeches are unnatural, and "the same two people kept talking with an unclear accent". One student also rejected all the materials prepared by Turkish Ministry of National Education since she thought they were boring, uninteresting and full of grammar mistakes.

In general, students expressed that the materials were not sufficient, attractive, or appropriate to their level and they were too loaded with unnecessarily complex vocabulary. One student describes the situation as follows:

> *The materials were too much loaded. There was no time for other activities. We were always on a rush trying to finish the book on time. Besides, the book was very colorful; it attracted my little sister's attention more than mine.*

On the whole, the answers to the closed-items and open-ended questions related to the course content and materials indicate that students are not pleased with the coursebook. The only positive side of the textbook seems to be presenting the subjects sequentially and the most useful part is grammar reference. On the other hand, most of the students think there is need for supplementary materials for all the language areas.

4.2.3.2 Teachers' Opinions about Course Content and Materials

The teachers' questionnaire show that all of the five teachers think there is a need for supplementary materials for teaching grammar, vocabulary, listening, speaking and writing skills. Most of them (80%) did not think there was enough emphasis on teaching of grammar, vocabulary, listening, speaking and writing skills. Furthermore, 4 of the teachers believe that the transitions between the units were not smooth and the book did not address different learning styles. Three of the teachers agreed that the materials did not encourage learner autonomy or reflect a skills-based approach.

On the other hand, 60% of the teachers agree that there was variety in course materials, the materials were appropriate to the goals and objectives of the course, the materials were easy to follow, and the tasks and activities in the coursebook were meaningful.

As for the teacher's book, they all think that it neither suggested appropriate teaching methods and techniques nor provided enough guidance. 80% also state they were not provided with the course materials before the classes began.

In addition, teachers' suggestions for the content and materials are similar to the suggestions of the 9th grade teachers. They think the coursebook should either be revised or a new one should be chosen. One of them explains:

The materials should be prepared by a commission consisting of both Turkish and American or British writers, and the capacity and interests of the students should be taken into consideration.

Another teacher also reports that the materials should allow and facilitate the teaching of the four skills.

The results of the course evaluation questionnaires show that students have a more negative attitude than teachers towards the content and materials. However, both parties suggest the use of supplementary materials since the present materials are not sufficient.

4.2.4 Course Conduct

Opinions of teachers and students related to the teaching and learning processes are as follows.

4.2.4.1 Students' Opinions about Course Conduct

The results of the course evaluation questionnaire for students show that the mostly used activities and methods are reading aloud by students (86%) and questioning by the teacher (82%). On the other hand, students mostly like video sessions (%88) and teacher lecture (%88).

Table 28 10th grade students' opinions about the methods and activities

	Used		Desired		
	1&2	3&4	1&2	3&4	Sig.
1. Teacher lecture	72	28	88	12	.009
2. Individual work	58	42	66	34	.023
3. Teacher presentations	34	66	60	40	.007
4. Pair work	44	56	68	32	.001
5. Group work	37	63	64	36	.000
6. Discussions	28	72	50	50	.002
7. Games	24	76	78	22	.000
8. Role plays	32	68	80	20	.000
9. Songs	34	66	80	20	.000
10. Video sessions	12	88	88	12	.000

Table 28 (continued)

11. Tape sessions	37	53	78	22	.000
12. Homework/Assignments	64	36	52	48	.258
13. Projects	48	52	46	54	.465
14. Peer correction	50	50	66	34	.037
15. Self correction	52	48	82	18	.000
16. Teacher correction	70	30	86	14	.054
17. Silent reading	44	56	58	42	.015
18. Reading aloud (by students)	86	14	80	20	.506
19. Reading aloud (by the teacher)	78	22	82	18	.223
20. Peer evaluation / feedback	28	72	60	40	.004
21. Self evaluation	30	70	76	24	.000
22. Teacher evaluation	66	34	78	22	.010
23. Computer-aided activities	4	96	82	18	.000
24. Dictation	50	50	59	41	.051
25. Questioning (by the teacher)	82	18	70	30	.070
26. Translation	66	34	82	18	.013
27. Student presentations	36	64	58	42	.005

Note: *Used*=the activities and methods used in the classrooms, *desired*= the activities and methods students would like to be used, 1=A lot, 2=Moderately, 3= Little, 4=Not at all. *sig.*=significance (Wilcoxon test).

The Wilcoxon test reveals that there are significant differences between the activities and methods used by the teacher and activities and methods wanted by the students for almost all items ($p < 0,05$). According to the test results, the students want more teacher lecture, individual work, teacher and student presentations, pair and group work, discussions, games, role plays, songs, video and tape sessions, peer and self correction, silent reading, peer and self evaluation, teacher evaluation, computer-aided activities and translation activities.

The results of the part of the questionnaire evaluating the teaching-learning processes in general show that 44% of the students have a positive attitude towards teaching-learning processes. 66% of the students think there was a good student-teacher interaction. However, only 16% say that the teacher used audio-visual aids. Table 29 summarizes the results.

Table 29 10th grade students' opinions about the teaching and learning process

	S.A. (%)	A. (%)	N.S. (%)	D. (%)	S.D. (%)
1. The class time was used efficiently.	20	26	26	8	20
2. There was a good student-teacher interaction.	32	34	12	4	18
3. There was a good student-student interaction.	16	35	23	10	16
4. We used only English in class.	14	17	20	20	29
5. The teacher was motivating.	34	22	12	12	20

Table 29 (continued)

6. The teacher taught in an interesting way.	22	22	18	16	22
7. The instructions were clear.	24	16	28	12	20
8. The teacher used audio-visual aids (OHP, video, tape-recorder, etc.)	4	12	12	20	52
9. The teacher effectively used the board.	20	28	18	8	26
10. The teacher was giving equal attention to all students.	38	22	18	2	20
11. The teacher corrected our mistakes in an effective way.	30	28	16	6	20
12. I preferred to work individually in class.	14	10	24	24	28
13. I preferred to work with a partner in class.	20	18	22	18	22
14. The teacher helped me to learn.	32	28	14	8	18
15. Other students helped me to learn.	16	12	20	22	30

Note: S.A: Strongly Agree, A.: Agree, N.S: Not Sure, D.: Disagree, S.D.: Strongly Disagree

The responses to the open-ended question asking if there were *any other things they would have liked to do in the course* reveal that some students believe they could learn English better if they had a chance to speak with the native speakers; thus, they suggested that the activities which required contact with the native speakers would be very useful and fun for them. Most of the students (32) expressed that role-plays, presentations, video sessions, and games would help lessons be less monotonous and more effective.

4.2.4.2 Teachers' Opinions about Course Conduct

Like their students, more than half of the teachers (3) agree that there was not much variety in the activities and tasks they did in the classroom. In addition, all of them state that the curriculum did not support the implementation of various teaching methods and techniques.

Overall, both students and teachers are dissatisfied with the teaching and learning processes. They think there should have been more variety in the activities; however as teachers suggest, the curriculum does not support the implementation of various methods.

4.2.5 Assessment and Attitude

In this section, answers to the questions related to assessment and attitude are analyzed in detail. The results of the effectiveness of the assessment tools are

presented first and next the evaluation of assessment in general is analyzed. Finally, students' general attitude towards the course is presented.

4.2.5.1 Assessment Tools

The results show that 45% of the students think the evaluation tools were effective in general. The details are summarized in Table 30.

Table 30 10th grade students' opinions about the effectiveness of the assessment tools

	1	2	3	4	5
1. Presentations	14	16	13	6	51
2. Assignments	8	33	27	16	16
3. Participation	20	35	21	12	12
4. Quizzes	12	25	16	8	39
5. Exams	31	33	12	14	10

Note: 1: A lot, 2: Moderately, 3: Little, 4: Not at all, 5: Not applicable

As Table 30 illustrates, exams and participation is the most effective tools. The others, on the other hand, are considered to be less effective. In addition, presentations and quizzes are the least used tools for assessment.

4.2.5.2 Assessment (Questions 1-14)

The overall attitude of students towards assessment is 50% which is neither positive nor negative. 75% of the students think the assignments were relevant, 66% think they were assessed on the things they practiced in the lessons and the instructions were clear, and 65% believe that the grading was fair. On the other hand, only 28% admit their speaking skills were correctly measured. The results are summarized in Table 31.

Table 31 10th grade students' opinions about assessment

	S.A. (%)	A. (%)	N.S. (%)	D. (%)	S.D. (%)
1. We were assessed on the things we practiced in the lessons.	30	36	12	6	16
2. The instructions on the tests were clear.	30	36	8	14	12
3. The test materials were similar to the course materials in terms of difficulty level.	12	26	38	4	20

Table 31 (continued)

	S.A	A.	N.S	D.	S.D.
4. We were informed about the assessment criteria.	22	28	22	12	16
5. The assessment criteria were meaningful.	20	27	25	8	20
6. The test questions were challenging.	24	38	10	8	20
7. The test results demonstrated my actual proficiency.	14	32	24	6	24
8. My listening skills have been correctly measured.	8	28	24	10	30
9. My speaking skills have been correctly measured.	6	22	36	8	28
10. My reading skills have been correctly measured.	12	30	22	6	30
11. My writing skills have been correctly measured.	10	36	22	4.2	27
12. The grading was fair.	41	25	16	4	14
13. The assignments were relevant.	31	44	11	4	10
14. I received sufficient feedback about my performance.	12	25	29	10	24

Note: S.A: Strongly Agree, A.: Agree, N.S: Not Sure, D.: Disagree, S.D.: Strongly Disagree

Moreover, 4 students who answered the open-ended question state that they want to be assessed according to their ability to speak. More specifically, one of them explains;

> *The exams mostly test our grammar knowledge. We learn some rules, memorize them, and get high grades but we cannot speak English. If the teachers give us grades for the way we speak English, then we will have to practice and force ourselves to learn how to speak and we will be able to speak more comfortably.*

4.2.5.3 Teachers' Opinions Related to the Assessment

The teachers think that they assess the students' knowledge of grammar and vocabulary and reading skills most. However, none of the teachers assess the students' listening skills. In addition, 3 of the teachers use different tools for assessment and think that students' grades reflect their actual success.

Overall, teachers have a more positive attitude than students towards assessment. In addition, compared to the 9th grades, 10th grade students' attitude is more negative. Answers of the both parties also reveal that the assessment of listening skills is neglected.

4.2.5.4 Attitude (Questions 15-19)

As for the overall attitude, 40% of the students express positive opinions towards the course in general. Table 32 presents the details.

Table 32 10th grade students' attitude towards the English course

	S.A. (%)	A. (%)	N.S. (%)	D. (%)	S.D. (%)
15. My proficiency in English has improved after this course.	12	29	31	8	20
16. The things I have learned in this course will be very useful for me.	16	39	19	6	20
17. The course was enjoyable.	16	31	20	6	26
18. Thanks to this course, I'm motivated to improve my English.	10	20	25	14	31
19. The course helped me to feel more confident in English.	8	20	29	12	31

Note: S.A: Strongly Agree, A.: Agree, N.S: Not Sure, D.: Disagree, S.D.: Strongly Disagree

As it is clear from Table 32, 55% of the students believe the things they learned would be useful for them. However, they do not really believe that the course was enjoyable (47%), their proficiency has improved (41%), they are motivated to improve their English (31%) and the course helped them to feel more confident in English (29%).

In addition, 10 students stated that the time devoted to the course was enough and 5 students reported the course was enough but not effective. 4 students said the course should be elective while 2 students argued that the other subjects were more important; thus, English lessons should be lessened. On the other hand, 10 students stated English lessons should be more than 4 hours a week. One of them explains;

> *I think there should be at least 8 hours of English at school because we can deal with the other courses outside the school; however, it is not possible for us to study English on our own.*

Moreover, one of the students reported that she wanted English to be used as the medium of language once a week. 5 students, on the other hand, explained that they wanted English to be used in the classroom all the time so that they could learn it better. One of the students expressed his opinion as follows:

The lessons should be more interactive and there should be more speaking activities. We always hear the same examples; I go to cinema every weekend. It is really boring and meaningless to hear the same sentences again and again, starting from 4th grade. Our vocabulary knowledge and speaking skills should be improved instead.

4.2.5.5 Teachers' Attitude towards the Course

Teachers' attitude towards the course is more positive than the students. 4 of them agree that the things the students learned will be useful, the course helped the students, and the course was motivating.

4.2.6 Overall

Unlike 9th grades, 10th grade students have a negative attitude towards the course in general. More specifically, they disagree with the achievement of the goals and objectives, show displeasure towards the content and materials, teaching and learning processes, and assessment. Teachers' opinions towards the course are a bit more positive than the students' opinions.

The amount of difficulty students have in language areas show that the speaking skills and vocabulary knowledge needs more attention during the teaching process. The expectations as well as the needs of the students are barely met and the objectives are hardly achieved with agreements less than 50%. As the answers to the open-ended questions and the objectives stated in the curriculum indicate, students' needs are basically related to the development of four-skills to help them use the language for communication. On the other hand, neither the needs of the students nor the objectives of the course are met suggesting that the course did not contribute much to the proper implementation of the curriculum.

In addition, the evaluation of the content and the materials show that the content is not enjoyable or interesting for the students and the materials are not attractive or appropriate to the students' level. Both teachers and students agree that there is need for supplementary materials for the development of the four skills and teaching of grammar and vocabulary. Although the grammar reference and reading texts seem to be helpful for the students, listening and writing materials are evaluated to be ineffective. Moreover, teachers think that the materials are neither skills-based nor encourage different learning styles or learner autonomy; thus, the

materials do not fit the approaches of the curriculum and are not helpful in achieving the goals and objectives of the course.

As for the teaching and learning processes, the evaluation of the students and teachers show that the most used methods and techniques in classrooms are reading aloud, questioning by teacher, and teacher lecture while the most desired ones are video sessions. On the other hand, the course is greatly criticized since the activities lack variety which is opposite to the approach of the curriculum as it suggests the use of many different communicative activities according to the needs and interests of the students.

Finally, the overall attitude of the students and teachers is not positive towards the assessment procedures in the course and the English course in general. Although students believe that the most effective tools were exams and participation, both parties state that the four skills were not assessed properly while the assessment of grammar, vocabulary, and reading was greatly emphasized. In contrast, the curriculum encourages the assessment of four skills (reading, writing, and listening through exams and speaking through participation).

In sum, the evaluation of the 10th grade English course show that the materials need to be improved to meet the goals and objectives, the course content need to be improved to fit the needs and interests of the students, and teaching and learning processes need to be modified to be more various and enjoyable, and the assessment procedures need to be more effective covering all skills and be parallel to the approaches of the curriculum.

4.3 Results of 11th Grade English Course Evaluation Questionnaires

The analysis of data obtained from 11th grade course evaluation questionnaire and teacher questionnaire are presented below.

4.3.1 Background Information

The questionnaires were answered by 19 male (62%) and 31 female (38%) students. The information about their concentration areas is given in Table 33.

Table 33 Concentration areas of 11th grades

	Frequency
Science	20
Turkish-Mathematics	19
Social Sciences	6
Foreign Language	5
Total	50

According to the results, students have most difficulty in speaking and listening while they have less difficulty in writing, reading, grammar, and vocabulary.

Table 34 Degree of difficulty 11th grade students have in language areas

	1 (%)	2 (%)	3 (%)	4 (%)
1. Listening	12	38	30	20
2. Speaking	4	48	44	4
3. Reading	2	34	40	24
4. Writing	0	34	42	24
5. Vocabulary	14	30	48	8
6. Grammar	12	26	38	24

Note: 1: A lot, 2: Some, 3: Little, 4: Not at all

As Table 34 illustrates, 52% of the students think they have a lot or some difficulty in speaking and 50% of the students believe they have difficulty in listening. However, 66% of the students have little or no difficulty in writing skills.

4.3.2 Goals and objectives

In this section, the results are presented in parts; the results regarding the students' expectations, the objectives regarding listening, speaking, reading and writing skills, open-ended questions and teachers' opinions.

4.3.2.1 Expectations related to the course

The results show that the course has an average success in meeting the students' expectations in general and needs regarding the four skills. Table 35 presents the results more specifically.

Table 35 11th grade students' expectations in general and needs regarding four skills

	S.A. (%)	A. (%)	N.S. (%)	D. (%)	S.D. (%)
4. Expectations	4	29	27	29	11
5. Listening	4	16	30	22	18
6. Speaking	2	18	40	22	18
7. Reading	8	56	22	8	6
8. Writing	10	32	26	20	12

Note: S.A: Strongly Agree, A.: Agree, N.S: Not Sure, D.: Disagree, S.D.: Strongly Disagree

As the results show, students think their expectations related to reading are met most (64%). As for the needs regarding the skills, it seems that their needs are not satisfied as the agreement is far less than 50%.

4.3.2.2 Listening Objectives

The average percentage of strongly agree and agree for all the items was obtained to be 55% which means more than half of the students believe the listening objectives are achieved. Table 36 illustrates the percentages of students' answers for each item.

Table 36 11th grade students' opinions about the listening objectives

The course helped me to:	S.A. (%)	A. (%)	N.S. (%)	D. (%)	S.D. (%)
1. understand the details of an event by listening to it	6	32	32	18	12
2. find out the message in the short listening texts	16	64	10	8	2
3. listen and find out the main idea	10	48	24	12	6
4. listen and understand the specific information	2	44	32	8	14
5. listen and do the activities related to it	8	42	27	15	8
6. understand the physical features and characteristics of the people who are talking (in the listening text)	14	56	20	10	0
7. listen and order the pictures and events	22	50	16	6	6
8. have a general understanding of the subject of broadcasts	6	46	20	16	12
9. give importance to listening and watching the programs appropriate to my level	8	22	32	24	14

Note: S.A: Strongly Agree, A.: Agree, N.S: Not Sure, D.: Disagree, S.D.: Strongly Disagree

According to the results, 80% of the students believe they can find out the message in the short listening texts while only 30% of the students give importance to listening and watching the programs appropriate to their level.

4.3.2.3 Speaking Objectives

The results of the course evaluation questionnaire show that the overall agreement for the speaking objectives is 53%. The exact results in percentages are presented in table 37 below.

Table 37 11th grade students' opinions about the speaking objectives

The course helped me to:	S.A. (%)	A. (%)	N.S. (%)	D. (%)	S.D. (%)
10. exchange information about myself and other people	12	56	24	4	4
11. exchange information about daily life	4	48	30	14	4
12. make comparisons	14	52	22	8	4
13. talk about future plans	10	44	32	10	4
14. talk about past events	8	42	28	14	8
15. talk about a place	10	42	34	10	4
16. make guesses using the contextual clues	18	48	10	16	8
17. make discussions on different cases	6	28	26	22	18
18. comment on the statistical information	4	38	34	8	16
19. develop appropriate communication strategies	10	32	38	12	8
20. ask and answer questions orally	31	31	13	13	12
21. take pleasure from talking in the foreign language	16	28	22	20	14

Note: S.A: Strongly Agree, A.: Agree, N.S: Not Sure, D.: Disagree, S.D.: Strongly Disagree

As Table 37 illustrates, students mostly agree that they can exchange information about themselves and others (68%) and they can make guesses using the contextual clues (66%). However, most of them do not believe they can make discussions on different cases (34% agreement).

4.3.2.4 Reading Objectives

The overall achievement of the reading objectives is less than speaking and listening objectives (47%). More specifically, the results are summarized in Table 38 below.

Table 38 11th grade students' opinions about the reading objectives

The course helped me to:	S.A. (%)	A. (%)	N.S. (%)	D. (%)	S.D. (%)
22. read a text to get the details of an event	2	36	33	21	8
23. read a text quickly to find specific information	8	41	27	14	10
24. guess the meanings of new words in a reading text	14	42	12	20	12
25. find out the main idea of a reading text	10	46	26	12	6
26. identify the different structures in a reading text	2	48	32	8	10
27. have a general understanding of the texts in newspapers, magazines, etc.	8	40	24	22	6
28. use clues from the text to guess the content	22	40	20	12	6
29. read a text and do the exercises related to it	6	42	30	10	12
30. comment on the information I learn from a reading text	6	38	34	12	10
31. attach importance to reading materials (e.g. books, magazines) in English	8	12	39	27	14

Note: S.A: Strongly Agree, A.: Agree, N.S: Not Sure, D.: Disagree, S.D.: Strongly Disagree

As the results show, students feel they can use clues from the text to guess the content (62% strongly agree and agree), guess the meaning of new words in a reading text (56% strongly agree and agree), find out the main idea of a reading text (56% strongly agree and agree) but most of them do not think they can do the other things.

4.3.2.5 Writing Objectives

The agreement for writing objectives (42%) is lower than all the other skills. Table 39 summarizes the results in percentages.

Table 39 11th grade students' opinions about the writing objectives

The course helped me to:	S.A. (%)	A. (%)	N.S. (%)	D. (%)	S.D. (%)
32. use different structures correctly	4	28	32	22	14
33. write and exchange information about my interests	10	36	30	10	14
34. write about what I read, listen or watch	4	30	36	16	14
35. properly have written communication with others	6	30	36	18	10
36. write about past events	6	42	26	22	4
37. write about future plans	10	42	28	12	8
38. write about a person or a place	10	35	29	22	4
39. write the summary or the main idea of a text	12	40	18	22	8
40. analyze different genres (e.g. stories, poems.)	8	22	40	14	16

Table 39 (continued)

41. take notes or fill in the charts using the given information	14	28	36	14	8
42. prepare questionnaires and comment on the results of them	10	23	39	16	12
43. prepare reports on the surveys I have made	10	18	30	30	12
44. write dialogues	16	44	18	16	6
45. take pleasure from written communication with people from different countries	20	34	18	22	6

Note: S.A: Strongly Agree, A.: Agree, N.S: Not Sure, D.: Disagree, S.D.: Strongly Disagree

As can be seen in Table 39, although more than half of the students think they can write dialogues (60%), take pleasure from written communication with people from different countries (54%), write about future plans (52%), and write the summary or the main idea of a text (52%), the agreement is under 50% for the rest of the items.

4.3.2.6 Answers to the Open-ended Question in Course Evaluation Questionnaire for Students

The answers to the open-ended question (further comments on the objectives) show that 12 students want to speak the language fluently but the course does not help them at all. In addition, 10 of the students express that they believe the main goal of the course should be teaching how to communicate in English. One student also suggests that the course should help them to love learning a foreign language while another one emphasizes that listening and writing skills are neglected.

4.3.2.7 Teachers' Opinions about the Achievement of Goals and Objectives

The teachers' opinions about the achievement of the objectives are nearly positive; 3 of them think that the objectives are achieved. However, the teachers complain about not being informed about the objectives of the course. In addition, 4 teachers think the course did not meet the needs and interests of the students.

4.3.3 Course Content and Materials

In this section, the results of teachers' and students' evaluation of course content and materials are presented.

4.3.3.1 Students' Opinions about Course Content and Materials

According to the results of the course evaluation questionnaire, the agreement level for the first ten items of course evaluation questionnaire regarding the course content and materials part is only 34% and the details are summarized in Table 40.

Table 40 11th grade students' opinions about the course content and materials

	S.A. (%)	A. (%)	N.S. (%)	D. (%)	S.D. (%)
1. The topics in the course book were interesting.	2	18	24	30	26
2. The exercises in the workbook were helpful.	2	32	24	28	14
3. There was a variety in course materials.	4	22	24	24	26
4. The course materials met my needs.	8	14	20	32	26
5. The subjects were taught sequentially.	36	36	14	10	4
6. The course materials were easy to use.	8	31	27	20	14
7. The course materials were easy to follow.	6	40	34	12	8
8. The course materials were visually attractive.	0	20	26	36	18
9. The tasks in the course materials were motivating.	0	20	30	34	16
10. The materials were appropriate to my proficiency level in English.	0	36	26	30	8

Note: S.A: Strongly Agree, A.: Agree, N.S: Not Sure, D.: Disagree, S.D.: Strongly Disagree

As Table 40 demonstrates, students seem to agree that *the subjects were taught sequentially* (72) but all the other items are mostly disagreed by the students, which means they have a negative attitude towards course content and materials.

Moreover, the results regarding the skills part of the questionnaire (11-22) is presented in Table 41 in overall percentages. It is clear that students have a negative attitude towards the materials for improving the skills.

Table 41 11th grade students' opinions about the materials

	S.A. (%)	A. (%)	N.S. (%)	D. (%)	S.D. (%)
Listening (questions 11-13)	3	14	25	32	26
Speaking (questions 14-16)	3	20	21	32	24
Reading (questions 17-19)	3	21	24	29	23
Writing (questions 20-22)	5	25	23	24	23

Note: S.A: Strongly Agree, A.: Agree, N.S: Not Sure, D.: Disagree, S.D.: Strongly Disagree

Furthermore, the need for supplementary materials is accepted by 68% of the students which means that more than half of the students think supplementary materials are necessary for each skill. Table 42 shows the results in detail.

Table 42 11th grade students' opinions about the need for supplementary materials

	S.A. (%)	A. (%)	N.S. (%)	D. (%)	S.D. (%)
23. There was a need for supplementary materials to improve my listening skills.	28	38	12	14	8
24. There was a need for supplementary materials to improve my speaking skills.	31	39	12	8	10
25. There was a need for supplementary materials to improve my reading skills.	36	38	10	12	4
26. There was a need for supplementary materials to improve my writing skills.	36	28	10	14	12
Overall	33	36	11	12	8

Note: S.A: Strongly Agree, A.: Agree, N.S: Not Sure, D.: Disagree, S.D.: Strongly Disagree

As for the parts of the coursebook, students think the most useful parts were grammar reference, reading dialogues, reading texts, and grammar exercises. However, the least useful part was related to the listening. Table 43 summarizes the results.

Table 43 11th grade students' opinions about the parts of the coursebook

	1	2	3	4
1. Reading texts	18	56	18	8
2. Exercises related to the reading texts	16	46	20	18
3. Dialogues (reading)	26	50	18	6
4. Pronunciation (listening)	16	24	38	22
5. Vocabulary exercises	18	45	25	12
6. Grammar exercises	32	40	16	12
7. Listening materials	6	26	30	38
8. Writing projects	12	37	29	22
9. Grammar reference	37	43	12	8

Note: 1: A lot, 2: Moderately, 3: Little, 4: Not at all

The few answers to the open-ended questions show that in general students think that the reading texts were not helpful because they were very complex in structure and vocabulary. They explained that the exercises in the workbook were helpful to some extent but the coursebook was not helpful at all and most parts of the coursebook needed revision. Moreover, they found the topics uninteresting and "childish".

4.3.3.2 Teachers' Opinions about Course Content and Materials

The teachers believe that the reading texts were helpful. However, they think there was a need for supplementary materials for teaching grammar, vocabulary, listening, and speaking skills. None of them think there was enough emphasis on teaching of grammar, vocabulary, listening, and speaking skills. Moreover, all of the teachers believe that the transition between the units were not smooth, the book did not address different learning styles or encourage learner autonomy. 80% of the teachers believe that the coursebook did not encourage student involvement and agree the materials did not reflect a skills-based approach.

On the other hand, 60% of the teachers agree that there was variety in course materials, the materials were appropriate to the goals and objectives of the course, the materials were easy to follow, and the tasks and activities in the coursebook were meaningful.

As for the teacher's book, they all think that it neither suggested appropriate teaching methods and techniques nor provided enough guidance. All the teachers complain that they were not provided with the course materials before the classes began.

Furthermore, 2 of the teachers suggest that the materials should be visually attractive and include more meaningful activities. Another one highlights that the materials do not support the teaching of four skills.

Overall, the results show that teachers and students are not very content with the materials and they suggest improvements. In addition, they report that supplementary materials could be helpful for all of the language areas.

4.3.4 Course Conduct

Opinions of teachers and students related to the teaching and learning processes are as follows.

4.3.4.1 Students' Opinions about Course Conduct

The results of the course evaluation questionnaire for students reveal that teachers use lecture and translation most and students like teacher lecture, teacher correction, and reading aloud by the teacher most. The results are summarized in Table 44.

Table 44 11th grade students' opinions about the methods and activities

	Used		Desired		
	1&2	3&4	1&2	3&4	Sig.
1. Teacher lecture	88	12	90	10	.944
2. Individual work	67	33	70	30	.112
3. Teacher presentations	45	55	63	37	.007
4. Pair work	47	53	74	26	.000
5. Group work	47	53	85	15	.000
6. Discussions	18	82	71	29	.000
7. Games	17	83	76	24	.000
8. Role plays	12	88	71	29	.000
9. Songs	20	80	65	35	.000
10. Video sessions	8	92	80	20	.000
11. Tape sessions	27	73	71	29	.000
12. Homework/Assignments	61	39	49	51	.068
13. Projects	45	55	49	51	.289
14. Peer correction	41	59	68	32	.018
15. Self correction	53	47	82	18	.001
16. Teacher correction	78	22	88	12	.243
17. Silent reading	35	65	69	31	.004
18. Reading aloud (by students)	75	25	86	14	.529
19. Reading aloud (by the teacher)	78	22	88	12	.043
20. Peer evaluation / feedback	23	77	65	35	.000
21. Self evaluation	41	59	80	20	.000
22. Teacher evaluation	71	29	85	15	.005
23. Computer-aided activities	12	88	79	21	.000
24. Dictation	29	71	58	42	.001
25. Questioning (by the teacher)	80	20	82	18	.578
26. Translation	82	18	80	20	.415
27. Student presentations	31	69	60	40	.002

Note: *Used*=the activities and methods used in the classrooms, *desired*= the activities and methods students would like to be used, 1=A lot, 2=Moderately, 3= Little, 4=Not at all. *sig.*=significance (Wilcoxon test).

As Table 44 illustrates, the Wilcoxon test results show that there are significant differences for the items; *teacher presentations, pair and group work, discussions, games, role-plays, songs, video and tape sessions, peer and self correction, reading aloud by the teacher, peer and self evaluation, teacher evaluation, computer-aided activities, and dictation* all of which students want more than they are implemented in the classes ($p < 0,05$).

The results related to the part of the questionnaire which evaluates the teaching and learning processes in general reveal that 52% of the students have a positive attitude. More specifically, 76% of the students feel that the teacher corrected their mistakes in an effective way and 74% of the students think the teacher helped them to learn. However, only 24% of the students preferred to work individually and 27% agree to the use of audio-visual aids. Table 45 shows the details.

Table 45 11th grade students' opinions about the teaching and learning process

	S.A. (%)	A. (%)	N.S. (%)	D. (%)	S.D. (%)
1. The class time was used efficiently.	33	35	12	12	8
2. There was a good student-teacher interaction.	33	39	14	12	2
3. There was a good student-student interaction.	16	43	23	12	6
4. We used only English in class.	4	25	21	31	19
5. The teacher was motivating.	33	18	23	12	14
6. The teacher taught in an interesting way.	29	18	27	18	8
7. The instructions were clear.	20	33	25	18	4
8. The teacher used audio-visual aids (OHP, video, tape-recorder, etc.)	8	18	27	31	16
9. The teacher effectively used the board.	20	25	31	18	6
10. The teacher was giving equal attention to all students.	26	31	22	10	10
11. The teacher corrected our mistakes in an effective way.	44	33	15	4	4
12. I preferred to work individually in class.	9	15	24	39	13
13. I preferred to work with a partner in class.	20	35	15	26	4
14. The teacher helped me to learn.	41	33	17	7	2
15. Other students helped me to learn.	15	33	13	30	9

Note: S.A: Strongly Agree, A.: Agree, N.S: Not Sure, D.: Disagree, S.D.: Strongly Disagree

The responses to the open-ended question asking if there were *any other things they would have liked to do in the course* reveal that students want their teachers to implement different types of activities. They specify that they want more role plays (5), group work activities (8), games (12), and writing tasks (3). In

general, students do not believe there was variety in the activities and suggest that the teachers should make use of different types of activities.

4.3.4.2 Teachers' Opinions about Course Conduct

Teachers' responses reveal that 3 teachers think there was variety in tasks and activities they did in the classroom. However, 4 teachers believe that the curriculum did not support the implementation of various teaching methods and techniques.

Overall, the attitude of 11th grade students towards course conduct is more positive than 10th grades but less positive than 9th grades. In addition, although teachers think that they make use of different types of activities in the classroom, students express their need for more variety.

4.3.5 Assessment and Attitude

In this section, answers to the questions related to assessment and attitude are analyzed in detail. First, the results of the effectiveness of the assessment tools are presented and then the evaluation of assessment in general is analyzed. Finally, students' general attitude towards the course is presented.

4.3.5.1 Assessment Tools

The results show that 51% of the students show overall agreement for the effectiveness of the assessment tools. The exams and participation are seen as the most effective tools for assessment. Table 46 illustrates the results in detail.

Table 46 11th grade students' opinions about the effectiveness of the assessment tools

	1	2	3	4	5
1. Presentations	8	21	19	21	31
2. Assignments	18	27	29	14	12
3. Participation	29	31	35	2	4
4. Quizzes	13	27	35	10	15
5. Exams	53	31	8	2	6

Note: 1: A lot, 2: Moderately, 3: Little, 4: Not at all, 5: Not applicable

4.3.5.2 Assessment (Questions 1-14)

The overall agreement for this part of the questionnaire is 58%. Students mostly agree that they were assessed on the things they practiced in the lessons (88%), the instructions on the tests were clear (84%) and the grading was fair (71%). However, they mostly disagree that their speaking and listening skills were correctly measured. Table 47 gives more details about the results.

Table 47 11th grade students' opinions about assessment

	S.A. (%)	A. (%)	N.S. (%)	D. (%)	S.D. (%)
1. We were assessed on the things we practiced in the lessons.	55	33	12	0	0
2. The instructions on the tests were clear.	39	45	12	2	2
3. The test materials were similar to the course materials in terms of difficulty level.	19	27	33	19	2
4. We were informed about the assessment criteria.	21	48	19	10	2
5. The assessment criteria were meaningful.	23	38	25	15	0
6. The test questions were challenging.	25	42	21	8	4
7. The test results demonstrated my actual proficiency.	25	29	36	8	2
8. My listening skills have been correctly measured.	19	21	27	38	4
9. My speaking skills have been correctly measured.	8	15	40	31	6
10. My reading skills have been correctly measured.	10	40	25	19	6
11. My writing skills have been correctly measured.	15	38	25	17	6
12. The grading was fair.	44	27	23	2	4
13. The assignments were relevant.	40	27	15	8	10
14. I received sufficient feedback about my performance.	13	42	23	15	7

Note: S.A: Strongly Agree, A.: Agree, N.S: Not Sure, D.: Disagree, S.D.: Strongly Disagree

On the other hand, the open-ended question was not answered by any of the students. The reason might be that they are content with the assessment procedures and tools or they do not have any suggestions.

4.3.5.3 Teachers' Opinions Related to the Assessment

The answers show that 4 teachers believe that students' grades reflected their actual success. However, only 2 teachers agree they used different tools for assessment. 1 of them states they assessed the students' listening and speaking

skills. Moreover, all of them report they assessed grammar and vocabulary knowledge, and reading and writing skills of the students.

Overall, both teachers and students look content with the assessment tools and procedures. They also agree that listening and speaking skills are not measured as much as the other language areas.

4.3.5.4 Students' Attitude (Questions 15-19)

Overall attitude of the students is neither good nor bad with a 55% agreement rate. As table 48 illustrates, more than half of the students agree their proficiency has improved (63%), the things they have learned will be useful for them (62%), they are motivated to improve their English (51%), the course was enjoyable (50%) and the course helped them feel more confident in English (50%).

Table 48 11th grade students' attitude towards the English course

	S.A. (%)	A. (%)	N.S. (%)	D. (%)	S.D. (%)
15. My proficiency in English has improved after this course.	31	31	19	11	8
16. The things I have learned in this course will be very useful for me.	32	30	23	9	6
17. The course was enjoyable.	27	23	25	10	15
18. Thanks to this course, I'm motivated to improve my English.	26	25	23	17	9
19. The course helped me to feel more confident in English.	21	29	29	11	10

Note: S.A: Strongly Agree, A.: Agree, N.S: Not Sure, D.: Disagree, S.D.: Strongly Disagree

The results of the open-ended questions reveal that most of the students (29) think that the time devoted to the course was enough. However, 2 of them think it was not enough because they needed to learn English better, and 7 of them think it was more than enough because there was already too much burden of the other courses.

As for the further suggestions, 5 students report the lessons should be more fun, 3 students state there should be more speaking activities, and 2 students express that the medium of the language should not be English all the time because they cannot understand it.

4.3.5.5 Teachers' Attitude towards the Course

Teachers' attitude towards the course is quite positive. All of them believe the things the students learned will be useful and the course helped the students, and 3 of them think the course was motivating.

4.3.6 Overall

As the results show, 11th grade students have a bit more positive attitude than 10th grades. However, they evaluate the materials and teaching and learning processes more negatively. Teachers' opinions towards the course are slightly more positive. The students affirm having the most difficulty in listening and speaking and their needs related to language areas are not met. As for the objectives, only half of them believe listening, speaking, reading and writing objectives are achieved. The content is evaluated as boring and uninteresting by many students while the materials, especially listening materials, are considered to be ineffective. Thus, both students and teachers believe there is need for supplementary materials for all language areas, especially for grammar, reading and speaking. Similar to the students in the other grades, 11th graders think the most useful parts of the coursebook are reading texts, reading dialogues, and grammar reference while listening sections are less helpful. Teachers also believe the materials do not foster learner autonomy, address different learning styles, or have a skills-based approach.

The results of the evaluation related to course conduct show that students do not have a positive attitude while the teachers are less negative. Teacher lecture and translation are the most used techniques in the classrooms and students like teacher lecture as well as teacher correction, and reading aloud by the teacher. However, translation is not a technique which is favored by communicative approach; thus, by the curriculum. In addition, students' preferences about the techniques (teacher lecture, teacher correction, and reading aloud by the teacher) show their unwillingness to participate and their tendency to dependency on the teacher Thus, they do not prefer the student-centered methods but wish for the teacher-centered methods which may indicate that students either do not attach

importance to the course or lack enthusiasm and want teachers to do everything unlike the curriculum which encourages the vast amount of student participation.

The last part of the questionnaire indicate that 11th grade students' ideas are similar to those in the 10th grade; they believe the tools were not much effective and their speaking and listening skills were not properly measured. Only half of the students have a positive attitude towards the course unlike their teachers who believe the course was helpful for their students.

In brief, the evaluation of the 11th grade English course show that the content and materials need to be modified to fit the goals and objectives of the course as well as the needs and interests of the students, variety should be added to the teaching and learning processes to make them more enjoyable, and the assessment procedures need to be more various covering all language skills.

4.4 Results of 12th Grade English Course Evaluation Questionnaires

The analysis of data obtained from 12th grade course evaluation questionnaire and teacher questionnaire are presented below.

4.4.1 Background Information

The questionnaires were answered by 25 male and 25 female students. The information about their concentration areas is given in the following table.

Table 49 Concentration areas of 12th grades

	Frequency
Science	24
Turkish-Mathematics	13
Social Sciences	5
Foreign Language	8
Total	50

When the degrees of difficulty students have in language areas are examined, the results demonstrate that grammar, writing and listening are the areas that students have more difficulty in. On the other hand, reading and speaking seem easier for them. The details are given in Table 50.

Table 50 Degree of difficulty 12th grade students have in language areas

	1 (%)	2 (%)	3 (%)	4 (%)
1. Listening	28	24	24	24
2. Speaking	25	21	29	25
3. Reading	4	25	33	38
4. Writing	17	37	13	33
5. Vocabulary	8	42	21	29
6. Grammar	12	46	21	21

Note: 1: A lot, 2: Some, 3: Little, 4: Not at all

As Table 50 illustrates, 58% of the students think they have a lot or some difficulty in grammar and 50% have difficulty in vocabulary. However, 71% of the students have little or no difficulty in reading skills.

4.4.2 Goals and objectives

This section presents the results in parts; the results regarding the students' expectations, the objectives regarding listening, speaking, reading and writing skills, open-ended questions and teachers' opinions.

4.4.2.1 Expectations related to the course

The results show that the course has an average success in meeting the students' expectations in general and needs regarding the four skills. Table 51 presents the results more specifically.

Table 51 12th grade students' expectations in general and needs regarding four skills

	S.A. (%)	A. (%)	N.S. (%)	D. (%)	S.D. (%)
4. Expectations	16	32	12	16	24
5. Listening	0	33	33	17	17
6. Speaking	17	42	21	8	12
7. Reading	8	63	12	0	17
8. Writing	8	42	33	4	13

Note: S.A: Strongly Agree, A.: Agree, N.S: Not Sure, D.: Disagree, S.D.: Strongly Disagree

According to the results, nearly half of the students (48%) think their expectations in general are satisfied. As for the needs, especially reading (70.8%)

and speaking (58.4%) are fulfilled. In contrast, their needs related to listening skills seem to be met less (33.3%).

4.4.2.2 Listening Objectives

The average percentage of strongly agree and agree for all the items was obtained to be 45% which means less than half of the students think the listening objectives are achieved in general. Table 52 illustrates the percentages of students' answers for each item.

Table 52 12th grade students' opinions about the listening objectives

The course helped me to:	S.A. (%)	A. (%)	N.S. (%)	D. (%)	S.D. (%)
1. understand the details of an event by listening to it	16	20	28	16	20
2. find out the message in the short listening texts	20	32	24	24	0
3. listen and find out the main idea	24	36	12	20	8
4. listen and understand the specific information	16	28	24	20	12
5. listen and do the activities related to it	17	9	22	39	13
6. understand the physical features and characteristics of the people who are talking (in the listening text)	24	32	20	24	0
7. listen and order the pictures and events	24	36	8	28	4
8. have a general understanding of the subject of broadcasts	16	24	40	20	0
9. give importance to listening and watching the programs appropriate to my level	12	20	20	36	12

Note: S.A: Strongly Agree, A.: Agree, N.S: Not Sure, D.: Disagree, S.D.: Strongly Disagree

According to the results, 60% of the students think they can listen and order the pictures and events, and find out the main idea. However, only 26% of the students believe they can do the activities related to a listening text.

4.4.2.3 Speaking Objectives

The results of the course evaluation questionnaire show that the overall agreement is 42% for the speaking objectives. The exact results in percentages are presented in Table 53 below.

Table 53 12th grade students' opinions about the speaking objectives

The course helped me to:	S.A. (%)	A. (%)	N.S. (%)	D. (%)	S.D. (%)
10. exchange information about health issues	12	17	25	38	8
11. make comparisons	24	32	12	28	4
12. talk about future plans	17	12	38	25	8
13. talk about past events	25	8	42	17	8
14. talk about environmental issues	16	8	32	32	12
15. compare the lifestyles of people from different cultures	8	42	25	21	4
16. talk about a place	16	28	20	32	4
17. make guesses using the contextual clues	25	21	29	21	4
18. make discussions on different cases	8	42	33	13	4
19. comment on the statistical information	13	29	33	25	0
20. improve appropriate communication strategies	13	17	33	29	8
21. ask and answer questions orally	20	36	20	8	16
22. take pleasure from talking in the foreign language	24	29	14	24	9

Note: S.A: Strongly Agree, A.: Agree, N.S: Not Sure, D.: Disagree, S.D.: Strongly Disagree

As can be seen in the results, 56% of the students think they can ask and answer questions orally and make comparisons. On the other hand, they do not think they can exchange information about health issues (29% strongly agree and agree).

4.4.2.4 Reading Objectives

The overall agreement (40%) is slightly different from listening and speaking skills. The details are presented in Table 54.

Table 54 12th grade students' opinions about the reading objectives

The course helped me to:	S.A. (%)	A. (%)	N.S. (%)	D. (%)	S.D. (%)
23. read a text to get the details of an event	17	25	33	21	4
24. read a text quickly to find specific information	8	16	44	32	0
25. guess the meanings of new words in a reading text	17	30	26	22	4
26. find out the main idea of a reading text	21	25	25	12	17
27. identify the different structures in a reading text	25	13	25	33	4
28. have a general understanding of the texts in newspapers, magazines, etc.	13	12	42	29	4
29. use clues from the text to guess the content	8	58	17	9	8
30. read a text and do the exercises related to it	17	25	33	8	17

Table 54 (continued)

31. comment on the information I learn from a reading text	17	26	18	17	22
32. give importance to reading materials (e.g. books, magazines) in English	12	16	24	28	20

Note: S.A: Strongly Agree, A.: Agree, N.S: Not Sure, D.: Disagree, S.D.: Strongly Disagree

As it can be seen from Table 54 students seem to agree on only one item; *use clues from the text to guess the content* (66%). The rate of agreement on the other items is lower than 50% each.

4.4.2.5 Writing Objectives

Writing objectives are the least achieved objectives with 38% agreement on the whole. Table 55 summarizes the results in percentages.

Table 55 12th grade students' opinions about the writing objectives

The course helped me to:	S.A. (%)	A. (%)	N.S. (%)	D. (%)	S.D. (%)
33. use different structures correctly	12	25	24	35	4
34. write and exchange information about my interests	12	12	45	27	4
35. write about what I read, listen or watch	16	20	25	22	16
36. correctly have written communication with others	12	29	29	18	12
37. write about past events	8	41	20	22	8
38. write about future plans	12	33	20	31	4
39. write about a person or a place	20	29	16	14	21
40. write the summary or the main idea of a text	12	41	20	19	8
41. analyze different genres (e.g. stories, poems.)	12	29	29	22	8
42. take notes or fill in the charts using the given information	8	29	33	31	8
43. prepare questionnaires and comment on the results of them	17	4	30	32	17
44. prepare reports on the surveys I have made	8	29	20	31	12
45. write dialogues	25	20	12	31	12
46. take pleasure from communicating with people from different countries	12	16	29	12	31

Note: S.A: Strongly Agree, A.: Agree, N.S: Not Sure, D.: Disagree, S.D.: Strongly Disagree

It is clear from Table 55 that the only item that is agreed by more than half of the students is *write the summary or the main idea of a text* which means that most of the writing objectives are not accomplished properly.

4.4.2.6 Answers to the Open-ended Question in Course Evaluation Questionnaire for Students

Many students (23) complain that the course does not teach English at all. One of them specifically suggests the main goal of the course must be teaching how to speak the language.

4.4.2.7 Teachers' Opinions about the Achievement of Goals and Objectives

The teachers' opinions about the achievement of the objectives are positive; 80% think that the objectives are achieved. However, all of the teachers complain about not being informed about the objectives of the course. Besides, 3 teachers think the course met the needs and interests of the students.

4.4.3 Course Content and Materials

In this section, the results of teachers' and students' evaluation of course content and materials are presented.

4.4.3.1 Students' Opinions about Course Content and Materials

According to the results of the course evaluation questionnaire, 12th grade students have a negative attitude towards course content and materials because the overall agreement is only 39% for the first ten items. The details are given in Table 56.

Table 56 12th grade students' opinions about the course content and materials

	S.A. (%)	A. (%)	N.S. (%)	D. (%)	S.D. (%)
1. The topics in the course book were interesting.	0	29	16	31	24
2. The exercises in the workbook were helpful.	0	20	29	27	24
3. There was a variety in course materials.	12	8	33	31	16
4. The course materials met my needs.	4	16	29	35	16
5. The subjects were taught sequentially.	4	45	25	14	12
6. The course materials were easy to use.	12	16	29	22	21
7. The course materials were easy to follow.	8	37	8	35	12
8. The course materials were visually attractive.	8	4	16	35	37

Table 56 (continued)

9. The tasks in the course materials were motivating.	8	21	20	31	20
10. The materials were appropriate to my proficiency level in English.	8	25	20	22	25

Note: S.A: Strongly Agree, A.: Agree, N.S: Not Sure, D.: Disagree, S.D.: Strongly Disagree

As Table 56 illustrates, students' agreement is below 50% for each item. The highest agreement is only 49% on the item *the subjects were taught sequentially.*

The results regarding the skills part of the questionnaire (11-22) is presented in the following table in overall percentages. Looking at the agreement rates, it can be inferred that students do not like the materials related to skills much.

Table 57 12th grade students' opinions about the materials

	S.A. (%)	A. (%)	N.S. (%)	D. (%)	S.D. %
Listening (questions 11-13)	7	29	18	25	21
Speaking (questions 14-16)	8	17	35	28	12
Reading (questions 17-19)	9	14	37	28	12
Writing (questions 20-22)	11	25	23	26	15

Note: S.A: Strongly Agree, A.: Agree, N.S: Not Sure, D.: Disagree, S.D.: Strongly Disagree

On the other hand, more than half of the students (59%) think there is need for supplementary materials for each skill. Table 58 shows the results in more detail.

Table 58 12th grade students' opinions about the need for supplementary materials

	S.A. (%)	A. (%)	N.S. (%)	D. (%)	S.D. (%)
23. There was a need for supplementary materials to improve my listening skills.	26	22	22	9	22
24. There was a need for supplementary materials to improve my speaking skills.	28	40	16	4	12
25. There was a need for supplementary materials to improve my reading skills.	32	28	12	12	16
26. There was a need for supplementary materials to improve my writing skills.	20	40	12	16	12
Overall	27	32	16	10	15

Note: S.A: Strongly Agree, A.: Agree, N.S: Not Sure, D.: Disagree, S.D.: Strongly Disagree

When it comes to the parts of the coursebook, the results show that the students think most useful parts were grammar exercises, reading dialogues, reading texts, vocabulary exercises, and grammar references. However, the least useful materials were the listening materials.

Table 59 12th grade students' opinions about the parts of the coursebook

	1	2	3	4
1. Reading texts	12	40	20	28
2. Exercises related to the reading texts	16	24	32	28
3. Dialogues (reading)	12	44	20	24
4. Pronunciation (listening)	22	22	30	26
5. Vocabulary exercises	28	24	16	32
6. Grammar exercises	40	24	12	24
7. Listening materials	8	24	32	36
8. Writing projects	4	24	40	32
9. Grammar reference	28	24	32	16

Note: 1: A lot, 2: Moderately, 3: Little, 4: Not at all

According to the answers of the open-ended questions, some students think that the course materials were the same every year. They believe they could be more attractive and enjoyable. Some students also complain about the complexity of vocabulary in the reading texts and state that they do not have much time to study English since they had to spend all their time studying for the university entrance exam. Thus, in addition to believing in the need for supplementary materials, they think an improvement in the current materials is necessary, too.

4.4.3.2 Teachers' Opinions about Course Content and Materials

The teachers' questionnaire show that 2 of the five teachers think there is a need for supplementary materials for teaching listening, speaking, and writing skills. None of them think there was enough emphasis on teaching of listening, speaking and writing skills. Moreover, all of the teachers believe that the transitions between the units were not smooth and 80% of the teachers agree that the materials did not reflect a skills-based approach.

As for the teacher's book, they all think that it neither suggested appropriate teaching methods and techniques nor provided enough guidance. In addition, 60%

of the teachers also state that they were not provided with the course materials before the classes began.

Moreover, one of the teachers reports that materials should be more challenging and include more meaningful tasks. Another one states materials for listening and video sessions are required to develop listening skills. The exercises in the workbook are also criticized for not being meaningful or helpful. Another suggestion is for the teachers' book to include tests for the assessment of listening and reading skills.

Overall, the results show that teachers and students are not very content with the materials and they suggest improvements. In addition, unlike their teachers, students report that supplementary materials could be helpful for all of the language areas.

4.4.4 Course Conduct

Opinions of teachers and students related to the teaching and learning processes are as follows.

4.4.4.1 Students' Opinions about Course Conduct

The results of the course evaluation questionnaire for students show that the mostly used activities and methods in the 12th grades are homework/assignment and teacher lecture, and the most desired ones are teacher lecture and reading aloud by the teacher. The results are summarized in Table 60.

Table 60 12th grade students' opinions about the methods and activities

	Used		Desired		
	1&2	3&4	1&2	3&4	Sig.
1. Teacher lecture	84	16	91	9	.277
2. Individual work	60	40	62	38	.090
3. Teacher presentations	52	48	53	47	.362
4. Pair work	56	44	62	38	.528
5. Group work	54	46	54	46	.361
6. Discussions	60	40	60	40	.357
7. Games	72	28	62	38	.316
8. Role plays	44	56	63	37	.093
9. Songs	68	32	72	28	.645
10. Video sessions	68	32	64	36	.019

Table 60 (continued)

11. Tape sessions	52	48	69	31	.396
12. Homework/Assignments	88	12	60	40	.005
13. Projects	78	22	69	31	.640
14. Peer correction	68	32	53	47	.017
15. Self correction	76	24	53	47	.072
16. Teacher correction	64	36	49	51	.823
17. Silent reading	40	60	53	47	.683
18. Reading aloud (by students)	72	28	78	22	.920
19. Reading aloud (by the teacher)	60	40	87	13	.004
20. Peer evaluation / feedback	78	22	73	27	.370
21. Self evaluation	57	43	78	22	.006
22. Teacher evaluation	71	29	44	56	.000
23. Computer-aided activities	36	64	53	47	.157
24. Dictation	40	60	53	47	.683
25. Questioning (by the teacher)	78	22	53	47	.035
26. Translation	73	27	73	27	.455
27. Student presentations	73	27	64	36	.590

Note: *Used*=the activities and methods used in the classrooms, *desired*= the activities and methods students would like to be used, 1=A lot, 2=Moderately, 3= Little, 4=Not at all. *sig.*=significance (Wilcoxon test).

According to the results of a Wilcoxon text, students want the following activities more than they are used in classrooms; *video sessions, reading aloud by the teacher* and *self evaluation;* however, they want less *homework/assignments, peer correction, teacher evaluation,* and *questioning by the teacher* ($p < 0,05$).

The results of the part of the questionnaire which evaluates the teaching and learning processes in general show that 64% of the students express positive attitude. More specifically, 88% of the students report that the teacher gave equal attention to all students and 74% thought the instructions were clear. However, 38% of the students agree that the other students helped them to learn. Table 61 summarizes the results.

Table 61 12th grade students' opinions about the teaching and learning process

	S.A. (%)	A. (%)	N.S. (%)	D. (%)	S.D. (%)
1. The class time was used efficiently.	22	41	9	0	28
2. There was a good student-teacher interaction.	35	28	9	20	9
3. There was a good student-student interaction.	15	46	26	4	9
4. We used only English in class.	9	59	9	5	18
5. The teacher was motivating.	48	17	17	4	14
6. The teacher taught in an interesting way.	35	26	17	13	9
7. The instructions were clear.	20	54	17	4	4

Table 61 (continued)

8. The teacher used audio-visual aids (OHP, video, tape-recorder, etc.)	22	33	26	11	9
9. The teacher effectively used the board.	17	50	20	9	4
10. The teacher was giving equal attention to all students.	40	48	4	4	4
11. The teacher corrected our mistakes in an effective way.	31	44	21	4	0
12. I preferred to work individually in class.	12	42	13	12	21
13. I preferred to work with a partner in class.	21	42	8	25	4
14. The teacher helped me to learn.	54	12	17	13	4
15. Other students helped me to learn.	4	33	17	38	8

Note: S.A: Strongly Agree, A.: Agree, N.S: Not Sure, D.: Disagree, S.D.: Strongly Disagree

As for the open-ended question asking if there were *any other things they would have liked to do in the course*, the answers reveal that students want different types of activities. More specifically, 15 students explained that various activities should be used so that all students could participate and the lessons could be more interesting. 3 students also added there should be more listening and speaking activities.

4.4.4.2 Teachers' Opinions about Course Conduct

Teachers' responses reveal that 3 teachers think there was variety in tasks and activities they did in the classroom. On the other hand, 4 of them believe that the curriculum did not support the implementation of various teaching methods and techniques.

Overall, both teachers and students have relatively positive opinions about the teaching and learning processes. Similar to the other grades, students want the lessons to be more communicative through different types of activities.

4.4.5 Assessment and Attitude

In this section, answers to the questions related to assessment and attitude are analyzed in detail. The results of the effectiveness of the assessment tools are presented first and next the evaluation of assessment in general is analyzed. Finally, students' general attitude towards the course is presented.

4.4.5.1 Assessment Tools

The results of the questionnaire show that 60% of the students show overall agreement for the effectiveness of the assessment tools. The exams, assignments, and participation are seen as the most effective tools for assessment. Table 62 illustrates the results in detail.

Table 62 12th grade students' opinions about the effectiveness of the assessment tools

	1	2	3	4	5
1. Presentations	12	28	32	8	20
2. Assignments	40	32	16	4	8
3. Participation	8	60	16	8	8
4. Quizzes	12	28	36	16	8
5. Exams	40	40	8	10	2

Note: 1: A lot, 2: Moderately, 3: Little, 4: Not at all, 5: Not applicable

4.4.5.2 Assessment (Questions 1-14)

The overall agreement for this part is 55%. Most of the students agree that they were assessed on the things they practiced in the lessons (87%), the grading was fair (77%), and the instructions on the tests were clear (70%). On the other hands, they disagree that they received sufficient feedback about their performance, and their listening, speaking, reading and writing skills were correctly measured.

Table 63 12th grade students' opinions about assessment

		S.A. (%)	A. (%)	N.S. (%)	D. (%)	S.D. (%)
1.	We were assessed on the things we practiced in the lessons.	62	25	13	0	0
2.	The instructions on the tests were clear.	34	36	21	9	0
3.	The test materials were similar to the course materials in terms of difficulty level.	17	38	41	0	4
4.	We were informed about the assessment criteria.	17	30	45	4	4
5.	The assessment criteria were meaningful.	13	29	40	9	9
6.	The test questions were challenging.	26	45	17	8	4
7.	The test results demonstrated my actual proficiency.	18	51	22	9	0
8.	My listening skills have been correctly measured.	8	34	30	19	9
9.	My speaking skills have been correctly measured.	13	34	25	28	0

Table 63 (continued)

	S.A	A.	N.S	D.	S.D.
10. My reading skills have been correctly measured.	8	29	43	16	4
11. My writing skills have been correctly measured.	30	13	57	0	0
12. The grading was fair.	40	37	0	23	0
13. The assignments were relevant.	17	35	26	17	4
14. I received sufficient feedback about my performance.	9	22	52	13	4

Note: S.A: Strongly Agree, A.: Agree, N.S: Not Sure, D.: Disagree, S.D.: Strongly Disagree

On the other hand, the open-ended question was not answered by any of the students. The reason might be that they are content with the assessment procedures and tools or they do not have any suggestions.

4.4.5.3 Teachers' Opinions Related to the Assessment

The teachers' responses suggest that three of the teachers disagree that students' grades reflected their actual success and they used different tools for assessment. On the other hand, they agree that they assessed the students' grammar and vocabulary knowledge most.

Overall, both teachers and students look content with the assessment tools and procedures. They also agree that the four skills are not measured as much as the other language areas.

4.4.5.4 Students' Attitude (Questions 15-19)

The attitude of the students is neither positive nor negative as the overall agreement is 51%. The students agree that the course was enjoyable (65%), the things they have learned will be useful for them (59%), their proficiency in English has improved (55%), and they are motivated to improve their English (52%). However, only 26% of the students believe that the course helped them to feel more confident in English.

Table 64 12th grade students' attitude towards the English course

	S.A. (%)	A. (%)	N.S. (%)	D. (%)	S.D. (%)
15. My proficiency in English has improved after this course.	14	41	27	9	9
16. The things I have learned in this course will be very useful for me.	9	50	23	18	0
17. The course was enjoyable.	43	22	26	0	9
18. Thanks to this course, I'm motivated to improve my English.	17	35	22	13	13
19. The course helped me to feel more confident in English.	17	9	35	26	13

Note: S.A: Strongly Agree, A.: Agree, N.S: Not Sure, D.: Disagree, S.D.: Strongly Disagree

As for the open-ended questions, the results show that nearly half of the students (23) think that the time devoted to the course was enough; however, the rest of them think it was abundant because their real concern was the university exam. One of the students explains:

> *English is a burden for us; we need to focus on the university entrance exam. There should be a preparatory year. It is possible to learn English in private language schools in a very short time but we cannot learn it in four years. The whole system should change, the teaching should be based on communication, and materials should be more interesting and useful.*

Another student complains:

> *Our teacher was good and we loved English but it was as if the system did not let us learn English. We could not make video sessions because the room was always full, the CD players were always broken, and the other materials were really uninteresting. Role-plays were fun but we did not have much time for them because we had to finish the coursebook first and then we preferred to study for the university entrance exam.*

4.4.5.5 Teachers' Attitude towards the Course

Teachers' attitude towards the course is not very positive, either. Although all of them believe that the things students learned will be useful, only two of them agree that the course helped the students and it was motivating.

4.4.6 Overall

As the results show, 12th grade students have a slightly more positive attitude towards the course in general than 10 and 11th grades. More specifically, they evaluate the teaching and learning processes and assessment procedures more positively than the achievement of goals and objectives and materials. Teachers' opinions towards the course are similar to the students' opinions.

Although the students express having some difficulty in learning grammar and vocabulary, nearly half of the students believe their expectations in general were met. However, in their opinion, needs regarding the skills were not quite met. It can be inferred from the observations of the researcher and the open-ended questions that the needs of the students are basically related to the improvement of communicative skills; on the other hand, the students do not want to spend much time on learning English as their focus is on the other courses preparing them to the university entrance exam. Thus, although they want to learn the language, they do not want to make an effort. For that reason, their expectation from the teacher is to ease the process of language learning.

The results of the objectives part signify that more than half of the students agree the course objectives are not achieved. As for the content and materials part of the questionnaires, more than half of the students have a negative attitude towards content and many students think the materials were not helpful for improving their language skills. In addition, many students and teachers agree that there is need for supplementary materials for skills. The students also state that the parts of the coursebook related to the teaching of grammar and reading skills were helpful while listening materials were not useful. Thus, the materials are not sufficient, enjoyable, or attractive and need to be modified and supplemented. Besides, teachers' evaluation of materials designates that the transitions between units are not smooth and the materials are not skills-based. Therefore, the materials do not actually fit the approaches of the curriculum and are not helpful in achieving the goals and objectives which mainly focus on the development of four skills.

The evaluation of teaching and learning processes specifies that the attitude of the students and teachers is positive. It is agreed by almost all of the students that the mostly used methods and techniques in classrooms are preparing homework and assignments, and teacher lecture. As the curriculum encourages

fostering learner autonomy, giving assignments is appropriate but teacher lecture needs to be lessened. Besides, like 11th graders, students like teacher lecture and read aloud by the teacher, which show their unwillingness to participate in the lessons.

Overall, the attitude of the students and teachers is relatively positive towards the assessment procedures in the course. Students believe that the most effective tools were exams and assignments. However, grammar and vocabulary knowledge of students is assessed more than the four skills, which contradicts with the curriculum where the example tests basically measure listening, reading, and writing skills.

Contrary to the other grades, the overall attitude of students is more positive than the attitude of teachers who believe the course did not help students. The reason behind the difference might be that as students do not want to put a lot of effort on learning the language, the teachers do not force them, which satisfies the students but cause teachers to think the course is not much helpful. Thus, students are happy as they do not have to study English much and hence have more time to study for the university entrance exam but the teachers are unhappy as they actually can not promote language learning due to the unwillingness of the students and the pressure from the administrators and parents. In contrast, answers to the open-ended questions show that some students want English courses to be elective, which might be another consequence of the pressure of the university entrance exam or the fact that there are no English courses in the last year of education in regular state high schools. Another possible reason is that those students do not like English because they are not motivated to learn the language as the courses do not appeal to different learning styles or follow a student-centered approach.

In sum, the evaluation of the 12th grade English course show that the course content and materials, as well as the teaching and learning processes need to be improved. The assessment procedures, on the other hand, appear to be effective and parallel to the approaches of the curriculum. In addition, the motivation of the students should be increased so that they can be more willing to learn the language.

4.5 Comparison of Results between the Grades

On the basis of the results of course evaluation questionnaires, the opinions of students and teachers in all grades are more or less the same. However, there are some minor differences between the grades especially. For instance, students in all grades express having most difficulty in learning vocabulary while 11th graders affirm having difficulty in listening and speaking most. In addition, 12th grades have more difficulty in grammar than the others. However, there is not much difference between the results of 10, 11, and 12th grades which show the students have some difficulty in four skills. Thus, there needs to be more emphasize in teaching of the skills with materials appropriate to their levels. 9th grades, on the other hand, seem to be above the average in the sense that many students do not think they have difficulty in language areas, which is not surprising considering their weekly schedule (10 hours of English). Therefore, it might be concluded that the amount of instruction have positive affects on the development of students' language skills.

The expectation and language needs of students seem to have been met only in reading skills. In addition, only the majority of 9th grades agree this part while the other grades have much lower agreement. As for the achievement of objectives, the only grade whose evaluation is positive with more than 50% agreement is again 9th grades and all the others are below 50% on average. Even though the coursebook is considered to provide ample amount of reading materials, even the reading objectives are not met. Besides, writing objectives are the lowest achieved objectives in all grades except for the 9th grade where the achievement of listening objectives is at the bottom. In brief, the achievement of objectives do not differ significantly among the grades, except for the 9th grade.

In addition, the evaluation of course content indicate that many of the students, especially 10th grades, have a negative attitude. 9th graders are again slightly more positive with a 55% overall agreement but all the other grades are negative (10th grades, 28%, 11th grades 34%, 12th grades 39%). Furthermore, writing materials are regarded as being least helpful by 9th and 10th grades while listening materials are regarded as ineffective by all grades. Reading materials, on the other hand, are believed to be most helpful by all grades; nonetheless, they are evaluated as uninteresting and insufficient. All grades supplementary materials are needed for the development of skills, especially reading.

When the evaluation of teaching and learning processes is examined, teacher lecture is used most in all grades and students in 10, 11, and 12th grades like teacher lecture a lot; however, 9th grades prefer games most. On the other hand, students in all grades express need for various activities implemented in the lessons.

Finally, the assessment tools seem to be most effective in 9 and 12th grades. However, many 10 and 11th graders believe the tools were not effective. Although the most effective tools in 9, 10, and 11th grades are exams and participation, 12th grades think the most effective tools are exams and assignments. The least assessed language area in all grades is listening skills; nevertheless, the other skills are not assessed properly, neither. The overall attitude of students is highly positive in 9th grades (80% agreement), while it decreases in 10th (40%), 11th (55%) and 12th grades (51%). Thus, the most content group is 9th grade while the least content is 10th grades.

Teachers, on the other hand, express similar opinions and have a positive attitude towards the language courses. However, they agree that the materials need to be improved because they are not skills-based, communicative, or student-centered. In addition, teachers of the 12th grades agree that the course is not much helpful for the students. Finally, they believe the teachers' books should include more guidance and tests especially for the assessment of listening and reading skills; thus, they need revision.

4.6 Overall Opinions of Teachers and Students about the English Courses in All Grades

In general, students report that they have some difficulty in listening and speaking but little difficulty in reading and writing. Although the results are close to each other in all grades, the results of 9th grade are slightly different from the other grades as they report little difficulty in all areas. Therefore, there is need for some extra attention on the teaching of skills especially in 10, 11, and 12th grades.

The results also demonstrate that most of the 9th grade students think their expectations were met. However, the other grades do not seem to be satisfied as less than half of them agree their expectations were met. As for the language needs, students think their needs regarding reading and writing skills were met more than listening and speaking skills.

As mentioned earlier, the goals and objectives of the course are categorized under four headings; objectives concerning listening, speaking, reading and writing skills. The overall achievements of objectives in all grades are as follows:

Table 65 Overall achievements of objectives

	9	10	11	12	Overall
Listening	60	46	55	45	52
Speaking	66	51	53	42	53
Reading	69	49	47	40	51
Writing	66	43	42	38	47

Note: 9: 9th grade, 10:10th grade, 11:11th grade, 12:12th grade

According to the results, the overall achievements of the objectives are low as they nearly have 50% of agreement. 9th grades seem to have the biggest achievement while 12th grades have the smallest. Besides, the specific suggestions of the students show that most of the students want to be able to speak English fluently and to learn how to communicate in English. Students also report that objectives that are related to the teaching of grammar and vocabulary are essential. Similarly, teachers think that there is not enough emphasis on grammar and vocabulary teaching. Moreover, contrary to the students, most of the teachers think that the goals and objectives are achieved and the course met the needs and interests of the students.

As for the evaluation of the course content and materials, the results show that students have a negative attitude towards the content and materials in general. They tend to criticize the materials for not being interesting, motivating, or visually attractive. Although most of the students agree that the subjects were taught sequentially, they disagree that the materials met their needs. The most satisfied group is again 9th grades. 12th grades have a more negative attitude; they explain the materials are repetitive and have the same structure and similar topics every year. Besides, the opinions of teachers are parallel to the students' opinions; most of them think that the content is not interesting or enjoyable for the students and materials are inadequate. More specifically, listening and reading materials are not appropriate to the level of the students, and the activities and tasks in the materials

are not meaningful. Thus, teachers suggest that the materials need revision to better fit the needs and interests of the students.

In addition, students and teachers are mostly dissatisfied with the materials in terms of listening and speaking skills. They do not think the materials are sufficient enough to improve speaking skills. Besides, they think the listening materials are not helpful because the listening texts are read by the same speakers whose pronunciation is not fluent or natural. The students also find the reading materials boring and extremely complex while they believe the writing materials are not sufficient.

Furthermore, 58% of the 9th grades, 62% of the 10th grades, 68% of the 11th grades, and 59% of 12th grades think there is need for supplementary materials for teaching of all skills. Most of the students also explain they need a supplementary grammar and vocabulary book since the coursebook is not sufficient for them.

Although students have a negative attitude towards the materials in general, they tend to admit that reading materials were useful for them. Most of the students think the most useful parts of the book were reading texts and dialogues. On the other hand, many students report that the topics of the reading texts were not interesting for them. Besides, the grammar reference part of the book is considered to be useful by many students.

On the other hand, according to the students, the methods and activities used in the classrooms seem to lack variety but half of the teachers believe that they use a variety of activities. Most of the students explain that they want activities which allow them to practice the language. However, most of the teachers agree that the curriculum does not allow the implementation of various activities. In addition, 9th and 12th grade students have more positive attitudes towards the teaching and learning processes than the other grades.

Besides, the assessment tools seem to be more effective for the 9th grade students than the others. Similarly, 9th grades have the most positive attitude towards the assessment procedures. However, most of the teachers and students agree that the language skills are not measured properly; especially listening skills.

Finally, the overall attitude towards the language courses is not very positive; only the 9th grades seem to be content. The other grades, on the other hand, seem to be dissatisfied with the courses in general.

CHAPTER 5

CONCLUSIONS

5.0 Presentation

This chapter consists of discussion of the results and implications of the study. In the first section, the summary and discussion of the results of the study is presented, and in the second section, the implications of the study for future language courses and research are discussed. Finally, the limitations of the study are stated.

5.1 Discussion of Results

The results of the study are discussed in accordance with the research questions. The results obtained from the course evaluation questionnaires are compared and contrasted.

5.1.1 To what extent are the goals and objectives of the course achieved?

Because English is a global language and learning English as a foreign language is very important for a successful career in Turkey, Ministry of National Education puts great emphasis on teaching the language in schools. Therefore, in order to teach the language more effectively, the language teaching programs change to better reflect the new approaches to language teaching. Accordingly, the language teaching program of Anatolian high schools presently adopts a student-centered, communicative, and skills-based approach, and the goals and objectives of the English courses in Anatolian high schools are designed according to the levels described in CEFR. Thus, the goals and objectives mainly consist of listening, speaking, reading and writing objectives as the courses are designed to be skills-based. However, there are no explicit objectives for the teaching of grammar and vocabulary.

When the goals and objectives of the English courses were evaluated by the students, the results indicated that the achievement of goals and objectives was not very satisfying. Although the results of the 9th grade students seemed to be relatively positive, the other grades showed little achievement. The main reasons might be that 9th grades have more English lessons (10 hours per week) than the other grades, and the subjects that are dealt with in the 9th grades are easier and mainly a revision of what they have already learnt during primary school education. On the other hand, subjects get more and more difficult in the other grades, not only in English courses but also in other courses. In addition, the focus of the students shifts from English to other courses as they choose their concentration areas. Besides, the only concern of the 12th grade students is the university entrance exam; thus, they do not pay much attention to the English course.

On the other hand, the opinions of the teachers contradict with the opinions of the students because most of the teachers think the goals and objectives are achieved and the course met the needs and interests of the students. Yet, they claim that they are not informed about the goals and objectives of the course. Thus, it seems that the contradiction is caused by the lack of information; since the teachers do not know the exact goals and objectives, they either derive them from the materials or form their own goals and objectives according to their philosophy of teaching. Therefore, although they think their perceived goals and objectives are achieved, the actual goals and objectives of the courses are not fulfilled.

Moreover, most of the students report that they want to be able to speak English fluently. Although the course objectives seem to be parallel to the expectations of the students, they are not satisfied with what they have learnt. The possible reasons for their dissatisfaction might be that what teachers do in the classrooms does not match the goals and objectives of the course either because teachers are unaware of the objectives as the program has not been explained to them properly or because the materials they have to use are not helpful in the achievement of the objectives. As a result, the course fails to give students what they need although it intends to.

In addition, most of the students agree that there should be objectives that are related to the teaching of grammar and vocabulary, and most of the teachers think there is not enough emphasis on grammar and vocabulary teaching. The

possible reason is again the unawareness of the teachers of the goals and objectives of the course.

Although students' and teachers' opinions contradict in the achievement of the objectives, their suggestions for the improvement match. Both parties think there should be more emphasis on grammar and vocabulary teaching. Students also favor the development of four skills.

Achieving all the objectives may be possible by making sure that the teachers are informed about the goals and objectives of the English courses in each grade. As Graves (1996) suggests, "clear goals and objectives give the teacher a basis for determining which content and activities are appropriate for her course" (p.17). Thus, goals and objectives are very important and when the teachers are informed about and convinced on the goals and objectives of their courses, they might prepare their lesson plans to achieve them. As a result, the program might be more satisfying for the students and meet their needs.

5.1.2 To what extent do the content and materials meet the needs and interests of the students?

Students' evaluations of the content and materials show that they have a negative attitude; they believe that the content is not interesting, and the materials are not motivating or visually attractive. Many of the students also think the materials did not meet their needs. The most satisfied group is 9th grades possibly because the materials are new to them. However, as the senior students also explain, the materials have the same structure and similar topics every year which might be one of the reasons of their dissatisfaction.

Similarly, teachers think that the content of the course is not interesting or enjoyable for the students and materials are inadequate. More specifically, they believe that the listening and reading materials are not appropriate to the level of the students. Moreover, the activities and tasks in the materials are not meaningful. Thus, teachers suggest that the materials need revision to better fit the needs and interests of the students. In addition, teachers believe that the teachers' books are also insufficient; therefore, they suggest that they should have enough guidance about the use of the coursebook and include sample tests for assessment.

Teachers and students agree that the materials are not sufficient and there is need for supplementary materials in all language areas. Reading materials are

considered to be relatively useful but the students' agreement on the achievement of reading objectives is only 51%, which means although the reading texts seem to be helpful to the students, they do not adequately serve to achieve the reading objectives. Moreover, many students report that the topics of the reading texts are not interesting for them and they need supplementary materials for reading as well.

Besides, the grammar reference part of the book is also considered to be useful for the students. The reason might be that students need to learn grammar because teachers tend to emphasize the teaching of grammar in the classrooms. However, since the materials are designed to be skills-based, they are inadequate for grammar teaching. As the teachers lead students to learn grammar, students' discontent with the materials increases because the materials are not consistent with the instruction of the teachers and the achievement tests.

Although the curriculum clearly states that the language should be taught by using audio-visual aids, the materials do not include any of them. The only listening materials are CDs which are provided to the teachers and criticized for being inadequate because of the lack of authenticity. Therefore, listening materials do not meet the needs of the students, either.

In general, students' and teachers' opinions show that the content of the course is not interesting and the materials are not helpful in meeting the needs and interests of the students. As Tomlinson (1998) points out, in order to have an effect on language learners, materials should raise curiosity, interest and attention of the learners. However, since the materials in Anatolian High School language courses are not attractive for the students, they have little effect on the achievement of the objectives. Therefore, they should be either revised or supported with supplementary materials to better fit the needs and interests of the students.

When the findings related to the evaluation of materials are compared with the other material evaluation studies in Anatolian high schools, it can be seen that there are some similarities and differences. For instance, Kefeli's (2008) study corrects that the coursebooks are not considered to be communicative due to the intense reading texts. In addition, Aytuğ (2007) also finds out that teacher do not consider the coursebooks to be successful in allowing or starting communication since the reading and listening exercises are more intensive than speaking and writing exercises. However, Aytuğ's (2007) study also suggests that listening

exercises were effective and efficient in improving listening skills which is contrary to the findings of both this research and Kefeli's study (2008).

5.1.3 How effective are the methods and activities in reaching the goals and objectives?

The results indicate that 9th and 12th grade students have more positive attitudes towards the teaching and learning processes than the other grades. The reasons might be that 9th grade teachers have more classroom time to implement different activities or use supplementary materials, and 12th grade teachers are usually more flexible and considerate towards the students in order to reduce the stress they have due to the university entrance exam.

Generally, students explain that they want activities which allow them to practice the language. Although the curriculum clearly requires the use of communicative activities, the materials seem to prevent the implementation of these activities. As most of the teachers agree, curriculum does not allow the implementation of various activities which make the teachers as well as the students feel dissatisfied. Most of the students complain that there is no variety in the activities while half of the teachers believe that they use a variety of activities in the classroom. The reason of the contradiction may be that the expectations of the students are very high; therefore, the variety in the activities is not enough for their satisfaction. Another possible reason is that since the materials are too much loaded and teachers focus on covering all the topics in the coursebook, there may not be enough time for extra activities other than in the materials. As the materials do not provide different kind of activities, the teachers have little time for extra activities. Therefore, they think they do their best for using a variety of activities.

Moreover, students as well as teachers mostly prefer teacher lecture; however, the curriculum suggests the use of more student-centered activities. In the light of this information, it can be inferred that although students want to learn how to communicate in the target language, they do not want to be active participants in the lessons and they prefer teacher-centered activities. The possible reason is, as O'Neill and McMahon (2005) suggest, students who have experienced more teacher-centered approach may reject student-centered approach because they think the student-centered approach is frightening. Thus, the students may need

student-centered activities but they may not be aware of their needs or they may consider it as a burden.

To sum, as the materials do not include communicative or student-centered activities although the curriculum adopts a communicative approach, the activities in the materials are not helpful for achieving the goals and objectives. As a consequence, as the materials are seen as the core of the teaching, the teaching and learning processes do not include communicative or student-centered activities. Thus, the methods and activities used in the courses are not effective enough in reaching the goals and objectives of the courses.

5.1.4 To what extent do the assessment procedures and tools measure the skills and knowledge targeted in the objectives of the course?

The results clearly show that the language skills are not properly measured. Teachers generally test the grammar and vocabulary knowledge of the students but they tend to neglect the skills except for the reading skills. However, since the objectives of the course are based on the four skills, the tests should be designed to assess the students' competence in listening, speaking, reading, and writing. The cause of the problem might be that since the materials are not actually helpful in teaching the listening, speaking, and writing skills, testing these skills would be unfair for the students. As it is clear that the skills except for the reading are neglected, it can be inferred that the main focuses of the assessment were grammar, vocabulary, and reading. In addition, since most of the students agree that they were assessed on the things they practiced in the lessons, it is highly probable that the lessons were based on improving the reading skills, and grammar and vocabulary knowledge. In addition, project works seem to be neglected but they are specified in the curriculum as well as by the Council of Europe (2001) as being useful for giving students the responsibility of their learning. Thus, although the students and teachers express positive attitudes, assessment procedures and tools are not parallel with the objectives of the course.

5.2 Implications of the Study

The implications for future English language courses and for further evaluation research are as follows.

5.2.1 Implications for Future English Language Courses

Based on the results of this research study, the following recommendations can be made for the improvement of English courses in Anatolian high schools.

1. Although the present study is an evaluation of English language courses, it is a needs analysis as well and shows that the needs of the participants are not fully met. As the results related to the suggestions of students and teachers can be considered as their needs, they can be used for the revision of the courses to better fit the needs of the students.

2. The results indicate that teachers are not informed about the goals and objectives and the approaches of English language teaching program although they are specified in the curriculum. Therefore, the activities and methods teachers use in the classrooms are not helpful in achieving the goals and objectives. Thus, it is suggested that the teachers should be informed about the curriculum every semester before the classes begin.

3. Course content and materials as well as teaching and learning processes should be parallel to the goals and approaches of the curriculum in order for the courses to be more successful in reaching the goals.

4. The course content and materials need to be revised and improved since they do neither assist to reach the goals and objectives nor appeal to the interests of the students. Teachers and students should be provided with listening materials of good quality and the reading materials should be more authentic and appealing. The materials should also be designed to support the implementation of communicative as well as student-centered activities and adopt a skills-based approach.

5. There should be more variety in the materials and audio-visual aids such as video and audio cassettes should be used more often.

6. Students should be provided with more opportunities to speak in the target language in the classrooms through different communicative tasks and activities.

7. Supplementary materials should be used to support the teaching of four skills, grammar, and vocabulary.

8. The activities designed by the teachers should be more student-centered and have more variety. In addition, the teaching and learning processes should be more enjoyable and motivating for the students.

9. The assessment procedures should be parallel with the objectives of the course and measure the four skills properly.

5.2.2 Implications for Further Research

In general, there were not any major problems experienced throughout the study. The major strength of the study was that it compared and contrasted the results of all four grades and came to conclusions evaluating the four components of the courses; goals and objectives, course content and materials, course conduct, and assessment.

Another strength of the study was the use of the eclectic model an adapted version of which could be implemented in different contexts. In addition, parts of the model could be employed to evaluate specific components of a course (i.e. course materials).

In addition, the eclectic model of the study was very helpful in putting light on different components of the courses (goals and objectives, course content and materials, course conduct, and assessment), gathering valuable data both from students and teachers, and evaluating the courses from different aspects (efficiency, effectiveness, and attitude).

On the other hand, the evaluation study was restricted to the instructional phase; thus, it did reflect the perceptions of the administrators, parents or the graduates. Thus, it can be recommended that further research could include these groups as well since their ideas could be very helpful for the improvement of the courses. Furthermore, the present study did not include the test scores and pass rates of the students or different data collection instruments (i.e. classroom observations, interviews); thus, it could be a matter of further research. In addition, the study could be carried out in more Anatolian high schools with more participants

to discover any differences between the schools. Finally, the opinions of participants from different concentration areas could be compared and contrasted.

5.3 Limitations of the Study

The study was conducted only in Sivas Anatolian high schools and the participants were only teachers and students. Implementing the study in the other Anatolian high schools in Turkey and including the opinions of administrators and parents could have added dimensions to the study. In addition, since the questionnaires were too long, the students might have felt discouraged to answer the questions by paying ample amount of attention. Another limitation of the study was that there were a lot of participants who did not answer the open-ended questions in the questionnaires which might have had an effect on the results.

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APPENDICES

APPENDIX A: COURSE EVALUATION QUESTIONNAIRES FOR STUDENTS

COURSE EVALUATION QUESTIONNAIRE FOR 9TH GRADES

Part A: Background Information

1. Gender: ☐ Male   ☐ Female

2. How much difficulty do you have in the following areas?

1. A lot   2. Some   3. Little   4. Not at all

	1	2	3	4
1. Listening				
2. Speaking				
3. Reading				
4. Writing				
5. Vocabulary				
6. Grammar				

Part B: Goals and Objectives

3. The course met my expectations.
   1. ☐ Strongly agree   2. ☐ Agree   3. ☐ Not sure
   4. ☐ Disagree   5. ☐ Strongly disagree

4. The course met my needs regarding *listening skills.*
   1. ☐ Strongly agree   2. ☐ Agree   3. ☐ Not sure
   4. ☐ Disagree   5. ☐ Strongly disagree

5. The course met my needs regarding *speaking skills.*
   1. ☐ Strongly agree   2. ☐ Agree   3. ☐ Not sure
   4. ☐ Disagree   5. ☐ Strongly disagree

6. The course met my needs regarding *reading skills.*
   1. ☐ Strongly agree   2. ☐ Agree   3. ☐ Not sure
   4. ☐ Disagree   5. ☐ Strongly disagree

7. The course met my needs regarding *writing skills*
   1. ☐ Strongly agree   2. ☐ Agree   3. ☐ Not sure
   4. ☐ Disagree   5. ☐ Strongly disagree

8. The course helped me to:

1. Strongly agree   2. Agree   3. Not sure   4. Disagree   5. Strongly disagree

	1	2	3	4	5
1. understand the information about a person's name, nationality, country and language in the listening texts					
2. respond to oral instructions					
3. differentiate between the sounds I hear					
4. listen and find out the main idea					
5. listen and find out the cause-effect relationships					
6. differentiate between the words I hear					
7. understand the rules in different places i.e. banks, airports when they are said aloud					
8. listen and do the exercises related to it					
9. listen and describe the theme of a song or a poem					
10. enjoy listening to the spoken language appropriate to my level					
11. use English to communicate in the classroom					
12. ask and answer questions					
13. explain my ideas and feelings					
14. talk about daily life					
15. use pictures to create and tell stories					
16. make guesses using context clues or key words					
17. use contextual clues to guess what is being talked about					
18. talk about places					
19. tell my future plans					
20. compare people according to their appearance and personality					
21. talk about past events					
22. willingly communicate with people from different cultures					
23. find out the relationship between pictures and sentences					
24. identify the main idea of a reading text					
25. read a text to get the details					
26. comprehend the texts about the lives of other people					
27. understand the rules in different places i.e. banks, airports when I read them.					
28. answer the questions about a reading text					
29. guess the meaning of an unknown word in a reading text					
30. make guesses about the events in a reading text					
31. order the pictures or events according to a reading text					
32. comprehend the titles and events in the magazines and brochures					
33. gather information about the texts I have read					
34. enjoy reading the books appropriate to my level					

	1	2	3	4	5
35. write about the subjects I am interested in					
36. make sentences using the information I have gathered					
37. prepare speeches in written form					
38. communicate in written form using the basic sentence structures					
39. write about past events					
40. write about future plans					
41. write a paragraph using key words					
42. use my own words to answer the questions about a reading text					
43. write a letter, story, poem etc.					
44. take notes or fill in the charts using the given information					
45. be determined to communicate in written form					

9. Please use the space below to put your further comments and suggestions about the goals and objectives of the course.

Part C: Course Content and Materials

10. Please express your opinion about the following issues:

1. Strongly agree   2. Agree   3. Not sure   4. Disagree   5. Strongly disagree

	1	2	3	4	5
1. The topics in the course book were interesting.					
2. The exercises in the workbook were helpful.					
3. There was a variety in course materials.					
4. The course materials met my needs.					
5. The subjects were taught sequentially.					
6. The course materials were easy to use.					
7. The course materials were easy to follow.					
8. The course materials were visually attractive.					
9. The tasks in the course materials were motivating.					
10. The materials were appropriate to my proficiency level in English.					
11. The course materials fit my long term goals in terms of listening skills.					
12. Course materials were sufficient to improve my listening skills.					
13. Course materials were helpful to improve my listening skills.					
14. The course materials fit my long term goals in terms of speaking skills.					
15. Course materials were sufficient to improve my speaking skills.					

16. Course materials were helpful to improve my speaking skills.					
17. The course materials fit my long term goals in terms of reading skills.					
18. Course materials were sufficient to improve my reading skills.					
19. Course materials were helpful to improve my reading skills.					
20. The course materials fit my long term goals in terms of writing skills.					
21. Course materials were sufficient to improve my writing skills.					
22. Course materials were helpful to improve my writing skills.					
23. There was a need for supplementary materials to improve my listening skills.					
24. There was a need for supplementary materials to improve my speaking skills.					
25. There was a need for supplementary materials to improve my reading skills.					
26. There was a need for supplementary materials to improve my writing skills.					

11. The following activities and parts of the course book and the workbook were **useful** to me:

1. A lot   2. Moderately   3. Little   4. Not at all

	1	2	3	4
1. Reading texts				
2. Exercises related to the reading texts				
3. Dialogues (reading)				
4. Pronunciation (listening)				
5. Vocabulary exercises				
6. Grammar exercises				
7. Listening materials				
8. Writing projects				
9. Grammar reference				

12. Are there any other materials you would like to be used in this course?

13. Are there any materials that you think were not necessary to use?

14. Please use the space provided to write your further comments and suggestions about the content and materials.

Part D: Course Conduct

15. Which activities and methods **were used** in the course?

1. A lot   2. Moderately   3. Little   4. Not at all

	1	2	3	4
1. Teacher lecture				
2. Individual work				
3. Teacher presentations				
4. Pair work				
5. Group work				
6. Discussions				
7. Games				
8. Role plays				
9. Songs				
10. Video sessions				
11. Tape sessions				
12. Homework/Assignments				
13. Projects				
14. Peer correction				
15. Self correction				
16. Teacher correction				
17. Silent reading				
18. Reading aloud (by students)				
19. Reading aloud (by the teacher)				
20. Peer evaluation / feedback				
21. Self evaluation				
22. Teacher evaluation				
23. Computer-aided activities				
24. Dictation				
25. Questioning (by the teacher)				
26. Translation				
27. Student presentations				

16. Which activities and methods **you would like to be used** in the course?

1. A lot   2. Moderately   3. Little   4. Not at all

	1	2	3	4
1. Teacher lecture				
2. Individual work				
3. Teacher presentations				
4. Pair work				
5. Group work				
6. Discussions				
7. Games				
8. Role plays				
9. Songs				
10. Video sessions				
11. Tape sessions				
12. Homework/Assignments				

13. Projects				
14. Peer correction				
15. Self correction				
16. Teacher correction				
17. Silent reading				
18. Reading aloud (by students)				
19. Reading aloud (by the teacher)				
20. Peer evaluation / feedback				
21. Self evaluation				
22. Teacher evaluation				
23. Computer-aided activities				
24. Dictation				
25. Questioning (by the teacher)				
26. Translation				
27. Student presentations				

17. Please express your opinion about the following issues.

1. Strongly agree   2. Agree   3. Not sure   4. Disagree   5. Strongly disagree

	1	2	3	4	5
1. The class time was used efficiently.					
2. There was a good student-teacher interaction.					
3. There was a good student-student interaction.					
4. We used only English in class.					
5. The teacher was motivating.					
6. The teacher taught in an interesting way.					
7. The instructions were clear.					
8. The teacher used audio-visual aids (OHP, video, tape-recorder, etc.)					
9. The teacher effectively used the board.					
10. The teacher was giving equal attention to all students.					
11. The teacher corrected our mistakes in an effective way.					
12. I preferred to work individually in class.					
13. I preferred to work with a partner in class.					
14. The teacher helped me to learn.					
15. Other students helped me to learn.					

18. Are there any other things you would have liked to do in this course?

Part E: Assessment and Attitude

19. The following assessment tools were effective in measuring my performance:

1. A lot   2. Moderately   3. Little   4. Not at all   5. Not applicable

	1	2	3	4
1. Presentations				

2. Assignments				
3. Participation				
4. Quizzes				
5. Exams				

20. Please express your opinion about the following issues.

1. Strongly agree   2. Agree   3. Not sure   4. Disagree   5. Strongly disagree

	1	2	3	4	5
1. We were assessed on the things we practiced in the lessons.					
2. The instructions on the tests were clear.					
3. The test materials were similar to the course materials in terms of difficulty level.					
4. We were informed about the assessment criteria.					
5. The assessment criteria were meaningful.					
6. The test questions were challenging.					
7. The test results demonstrated my actual proficiency.					
8. My listening skills have been correctly measured.					
9. My speaking skills have been correctly measured.					
10. My reading skills have been correctly measured.					
11. My writing skills have been correctly measured.					
12. The grading was fair.					
13. The assignments were relevant.					
14. I received sufficient feedback about my performance.					
15. My proficiency in English has improved after this course.					
16. The things I have learned in this course will be very useful for me.					
17. The course was enjoyable.					
18. Thanks to this course, I'm motivated to improve my English.					
19. The course helped me to feel more confident in English.					

21. Please write you suggestions for the assessment procedures in space below.

22. Do you believe time devoted to this course is sufficient? Should it be longer or shorter?

23. If you have any suggestions to improve the course, please use the space below to specify.

9. SINIF İNGİLİZCE DERSİ İÇİN DERS DEĞERLENDİRME ANKETİ

Lütfen soruları uygun şekilde cevaplayınız.

A: Genel Bilgiler

1. Cinsiyetiniz: ☐ Erkek   ☐ Kız

2. Aşağıdaki alanlarda ne kadar zorlanıyorsunuz?

1. Çok   2. Orta   3. Biraz   4. Hiç

	1	2	3	4
Dinleme				
Konuşma				
Okuma				
Yazma				
Kelime Bilgisi				
Dilbilgisi (Gramer)				

B: Dersin Hedefleri

3. İngilizce dersi benim beklentilerimi karşıladı.
  1. ☐ Kesinlikle katılıyorum   2. ☐ Katılıyorum   3. ☐ Kararsızım
  4. ☐ Katılmıyorum   5. ☐ Kesinlikle katılmıyorum

4. İngilizce dersi benim **dinleme** becerileriyle ilgili ihtiyaçlarımı karşıladı.
  1. ☐ Kesinlikle katılıyorum   2. ☐ Katılıyorum   3. ☐ Kararsızım
  4. ☐ Katılmıyorum   5. ☐ Kesinlikle katılmıyorum

5. İngilizce dersi benim **konuşma** becerileriyle ilgili ihtiyaçlarımı karşıladı.
  1. ☐ Kesinlikle katılıyorum   2. ☐ Katılıyorum   3. ☐ Kararsızım
  4. ☐ Katılmıyorum   5. ☐ Kesinlikle katılmıyorum

6. İngilizce dersi benim **okuma** becerileriyle ilgili ihtiyaçlarımı karşıladı.
  1. ☐ Kesinlikle katılıyorum   2. ☐ Katılıyorum   3. ☐ Kararsızım
  4. ☐ Katılmıyorum   5. ☐ Kesinlikle katılmıyorum

7. İngilizce dersi benim **yazma** becerileriyle ilgili ihtiyaçlarımı karşıladı.
  1. ☐ Kesinlikle katılıyorum   2. ☐ Katılıyorum   3. ☐ Kararsızım
  4. ☐ Katılmıyorum   5. ☐ Kesinlikle katılmıyorum

8. İngilizce dersi bana aşağıdaki konularda yardımcı oldu:

1. Kesinlikle katılıyorum   2. Katılıyorum   3. Kararsızım
4. Katılmıyorum   5. Kesinlikle katılmıyorum

	1	2	3	4	5
1. Dinlediğim metinde geçen kişilerin ad, soyad, milliyet, ülke, dil ile ilgili bilgilerini anlayabilme					
2. Dinlediğim sözle yapılması istenen eylemleri yerine getirebilme					
3. Dinlediğim sesleri ayırt edebilme					
4. Dinlediğim metnin ana temasını bulabilme					
5. Dinlediğim metnin neden ve sonuçlarını bulabilme					
6. Benzer ve farklı ses ile sözcükleri ayırt edebilme					
7. Okulda, trafikte, hava alanında, bankada vb. farklı ortamlarda uyulması gereken kuralları dinlediğimde anlayabilme					
8. Dinlediğim metne yönelik alıştırmaları yapabilme					
9. Dinlediğim şarkı, şiir vb. metin türlerinde anlatılanı betimleyebilme					
10. Düzeyime uygun eserleri dinlemekten zevk alabilme					
11. Dili sınıf içinde beklenen düzeyde uygun biçimde kullanabilme					
12. Temel tümce yapılarını kullanarak soru sorup yanıt verebilme					
13. Duygu-düşüncelerimi temel tümce yapılarını kullanarak anlatabilme					
14. Kendimin ve bir başkasının güncel yaşamına ilişkin bilgi alışverişinde bulunabilme					
15. Resimleri kullanarak sözlü öykü oluşturabilme					
16. İpuçları ya da anahtar sözcükleri kullanarak tahminde bulunabilme					
17. Jest ve mimiklerle anlatılanları tahmin edebilme					
18. Bir yere ilişkin bilgi alışverişinde bulunabilme					
19. Geleceğe yönelik işlere ilişkin bilgi alışverişinde bulunabilme					
20. Kişileri özelliklerine göre karşılaştırabilme					
21. Geçmiş olaylara ilişkin bilgi alışverişinde bulunabilme					
22. Farklı kültürlerden insanlarla iletişim kurmaya istekli olabilme					
23. Okuduğum metinde geçen tümcelerle resimler arasında ilişki kurabilme					
24. Okuduğum metni genel anlamda anlayabilme					
25. Okuduğum metni ayrıntılı olarak anlayabilme					
26. Başkalarının yaşamı ile ilgili metinleri anlayabilme					
27. Okulda, trafikte, hava alanında ve banka gibi farklı ortamlarda uyulması gereken kuralları okuduğumda anlayabilme					
28. Okuduğum metne yönelik alıştırmaları yapabilme					
29. Okuduğum metinde geçen bilinmeyen sözcüklerin anlamını tahmin edebilme					
30. Okuduğum metinde anlatılanlarla ilgili tahminde bulunabilme					
31. Okuduğum metindeki resim ve olayları sıraya koyup eşleştirebilme					

	1	2	3	4	5
32. Dergi ve broşürlerde yer alan güncel başlık ve olayları okuduğumda anlayabilme					
33. Düzeyime uygun okuduğum metinlerle ilgili tartışma yapabilmek için bilgi toplayabilme					
34. Düzeyime uygun kitapları okumaktan zevk alabilme					
35. Düzeyime uygun konularda ilgi alanlarıma yönelik yazılar yazabilme					
36. Edindiğim bilgiyi anlamlı bir bütün halinde yazılı olarak aktarabilme					
37. Düzeyime uygun kısa konuşma metinleri hazırlayabilme					
38. Temel tümce yapılarını kullanarak yazılı iletişim kurabilme					
39. Geçmişteki olaylar hakkında düşüncelerimi yazabilme					
40. Geleceğe ait planlar hakkında düşüncelerimi yazabilme					
41. İpuçları ya da anahtar sözcükleri kullanarak paragraf yazabilme					
42. Metinle ilgili istenen bilgileri kendi sözcüklerimle anlatabilme					
43. Mektup, öykü, şiir vb. metin türlerini dil yapısı ve sözcükleri kullanarak yazı ile anlatabilme					
44. Bilgileri ya da verileri not alma, boşluk tamamlama ve çizelge doldurma gibi farklı formlara dönüştürebilme					
45. Düzeyime uygun yazılı iletişim kurmaya kararlı olabilme					

9. İngilizce dersinin sizce başka ne hedefleri olmalıydı? Lütfen görüş ve önerilerinizi belirtiniz.

C: Dersin İçeriği Ve Materyaller

10. Lütfen aşağıdaki konular hakkında fikrinizi belirtiniz.

1. Kesinlikle katılıyorum   2. Katılıyorum   3. Kararsızım
4. Katılmıyorum   5. Kesinlikle katılmıyorum

	1	2	3	4	5
1. Ders kitabındaki konular ilgi çekiciydi.					
2. Çalışma kitabındaki alıştırmalar faydalıydı.					
3. Ders materyallerinde çeşitlilik vardı.					
4. Ders materyalleri ihtiyaçlarımı karşıladı.					
5. Konular sırasıyla öğretildi.					
6. Ders materyallerinin kullanımı kolaydı.					
7. Ders materyallerini takip etmek kolaydı.					
8. Ders materyalleri görsel açıdan çekiciydi.					
9. Ders materyallerindeki aktiviteler motive ediciydi.					
10. Ders materyalleri İngilizce seviyeme uygundu.					
11. Ders materyalleri dinleme becerileriyle ilgili hedeflerime uygundu.					
12. Ders materyalleri dinleme becerilerimi geliştirmek için yeterliydi.					

	1	2	3	4	5
13. Ders materyalleri dinleme becerilerimi geliştirmem için yararlıydı.					
14. Ders materyalleri konuşma becerileriyle ilgili hedeflerime uygundu.					
15. Ders materyalleri konuşma becerilerimi geliştirmek için yeterliydi.					
16. Ders materyalleri konuşma becerilerimi geliştirmem için yararlıydı.					
17. Ders materyalleri okuma becerileriyle ilgili hedeflerime uygundu.					
18. Ders materyalleri okuma becerilerimi geliştirmek için yeterliydi.					
19. Ders materyalleri okuma becerilerimi geliştirmem için yararlıydı.					
20. Ders materyalleri yazma becerileriyle ilgili hedeflerime uygundu.					
21. Ders materyalleri yazma becerilerimi geliştirmek için yeterliydi.					
22. Ders materyalleri yazma becerilerimi geliştirmem için yararlıydı.					
23. Dinleme becerilerimi geliştirmek için ek materyallere ihtiyaç vardı.					
24. Konuşma becerilerimi geliştirmek için ek materyallere ihtiyaç vardı.					
25. Okuma becerilerimi geliştirmek için ek materyallere ihtiyaç vardı.					
26. Yazma becerilerimi geliştirmek için ek materyallere ihtiyaç vardı.					

11. Ders kitabı ve çalışma kitabının aşağıda belirtilen bölümleri benim için yararlı oldu:

1. Çok   2. Orta 3. Az   4. Hiç

	1	2	3	4
1. Okuma parçaları				
2. Okuma parçalarıyla ilgili alıştırmalar				
3. Diyaloglar (okuma metni)				
4. Telaffuz çalışmaları (dinleme)				
5. Kelime çalışmaları				
6. Dilbilgisi çalışmaları				
7. Dinleme materyalleri				
8. Yazma projeleri				
9. "Grammar reference" bölümü				

12. Bu derste kullanılmasını istediğiniz başka materyaller var mıydı?

13. Derste gerekli olmadığını düşündüğünüz materyaller var mıydı?

14. Ders materyalleriyle ilgili diğer görüşlerinizi belirtiniz.

D: Dersin İşlenişi

15. Derste hangi aktivite ve yöntemler kullanılmıştır?

1. Çok   2. Orta   3. Az   4. Hiç

	1	2	3	4
1. Öğretmenin ders anlatması				
2. Bireysel çalışma				
3. Öğretmen sunumları				
4. İkili çalışma				
5. Grup çalışması				
6. Tartışmalar				
7. Oyunlar				
8. Rol yapma (canlandırma)				
9. Şarkılar				
10. Video gösterimi				
11. Kaset dinleme				
12. Ödevler				
13. Projeler				
14. Öğrencilerin birbirlerinin hatalarını düzeltmesi				
15. Öğrencilerin kendi hatalarını düzeltmesi				
16. Öğretmenin öğrenci hatalarını düzeltmesi				
17. Sessiz okuma				
18. Öğrencilerin parçayı yüksek sesle okuması				
19. Öğretmenin parçayı yüksek sesle okuması				
20. Öğrencilerin birbirlerini değerlendirmesi				
21. Öğrencilerin kendilerini değerlendirmesi				
22. Öğretmenin öğrencileri değerlendirmesi				
23. Bilgisayar destekli aktiviteler				
24. Yazdırma (dikte)				
25. Öğretmenin soru sorması				
26. Çeviri				
27. Öğrenci sunumları				

16. Derste hangi aktivite ve yöntemlerin kullanılmasını isterdiniz?

1. Çok   2. Orta   3. Az   4. Hiç

	1	2	3	4
1. Öğretmenin ders anlatması				
2. Bireysel çalışma				
3. Öğretmen sunumları				
4. İkili çalışma				
5. Grup çalışması				
6. Tartışmalar				
7. Oyunlar				
8. Rol yapma (canlandırma)				
9. Şarkılar				
10. Video gösterimi				
11. Kaset dinleme				
12. Ödevler				
13. Projeler				
14. Öğrencilerin birbirlerinin hatalarını düzeltmesi				
15. Öğrencilerin kendi hatalarını düzeltmesi				
16. Öğretmenin öğrenci hatalarını düzeltmesi				
17. Sessiz okuma				
18. Öğrencilerin parçayı yüksek sesle okuması				
19. Öğretmenin parçayı yüksek sesle okuması				
20. Öğrencilerin birbirlerini değerlendirmesi				
21. Öğrencilerin kendilerini değerlendirmesi				
22. Öğretmenin öğrencileri değerlendirmesi				
23. Bilgisayar destekli aktiviteler				
24. Yazdırma (dikte)				
25. Öğretmenin soru sorması				
26. Çeviri				
27. Öğrenci sunumları				

17. Lütfen dersin işlenişi ile ilgili görüşlerinizi belirtiniz.

1. Kesinlikle katılıyorum   2. Katılıyorum   3. Kararsızım
4. Katılmıyorum   5. Kesinlikle katılmıyorum

	1	2	3	4	5
1. Ders zamanı verimli bir şekilde kullanıldı.					
2. Öğrencilerle öğretmenin iletişimi iyiydi.					
3. Öğrencilerin diğer öğrencilerle iletişimi iyiydi.					
4. Derste sadece İngilizce kullandık.					
5. Öğretmen motive ediciydi.					
6. Öğretmen ilgi çekici bir şekilde dersi işledi.					
7. Açıklamalar net ve anlaşılırdı.					
8. Öğretmen işitsel ve görsel araçları kullandı (Tepegöz, video, kaset-çalar vb.)					
9. Öğretmen tahtayı etkili bir şekilde kullandı.					

	1	2	3	4	5
10.Öğretmen bütün öğrencilerle eşit miktarda ilgilendi.					
11.Öğretmen hatalarımızı etkili bir şekilde düzeltti.					
12.Sınıfta tek başıma çalışmayı tercih ettim.					
13.Sınıfta bir partnerle çalışmayı tercih ettim.					
14.Öğretmen öğrenmeme yardımcı oldu.					
15.Diğer öğrenciler öğrenmeme yardımcı oldu.					

18. Bu derste yapmış olmayı istediğiniz başka çalışmalar var mıydı?

E: Değerlendirme ve Yaklaşım

19. Aşağıdaki değerlendirme araçları başarımı ölçmede etkiliydi:

1. Çok   2. Orta   3. Az   4. Hiç   5. Bilinmiyor (Uygulanmadı)

	1	2	3	4	5
1. Sunumlar					
2. Ödevler					
3. Derse katılım (sözlü)					
4. Quizler					
5. Sınavlar					

20. Lütfen aşağıdaki konularla ilgili düşüncelerinizi belirtiniz.

1. Kesinlikle katılıyorum   2. Katılıyorum   3. Kararsızım
4. Katılmıyorum   5. Kesinlikle katılmıyorum

	1	2	3	4	5
1. Değerlendirme (sınav, vb) derste işlediğimiz konulardan yapıldı.					
2. Sınavlardaki açıklamalar anlaşılırdı.					
3. Ders materyalleri ve sınav materyalleri zorluk açısından benzerdi.					
4. Değerlendirme kriterleri hakkında bilgilendirilmiştik.					
5. Değerlendirme kriterleri anlamlı ve mantıklıydı.					
6. Sınav soruları cevaplayabileceğimiz zorluktaydı.					
7. Sınav sonuçları benim gerçek bilgimi ve başarımı yansıttı.					
8. Dinleme becerilerim doğru bir şekilde değerlendirildi.					
9. Konuşma becerilerim doğru bir şekilde değerlendirildi.					
10. Okuma becerilerim doğru bir şekilde değerlendirildi.					
11. Yazma becerilerim doğru bir şekilde değerlendirildi.					
12. Verilen notlar adildi.					
13. Ödevler işlediklerimizle alakalıydı.					
14. Performansımla ilgili yeterince bilgilendirildim.					

15. İngilizce bilgim bu dersle birlikte gelişme gösterdi.				
16. Bu derste öğrendiklerim benim için faydalı olacak.				
17. Ders genel olarak eğlenceliydi.				
18. Bu ders sayesinde İngilizcemi geliştirmeye istekli oldum.				
19. Bu ders benim İngilizce konusunda kendime güvenmeme yardımcı oldu.				

21. Sizce İngilizce dersindeki başarınız daha farklı nasıl değerlendirilebilirdi?

22. Sizce bu ders için ayrılan zaman yeterli miydi? Daha az ya da çok olmalı mı? Sebeplerini belirtiniz.

23. Dersin daha faydalı olabilmesi için neler yapılabilirdi? Lütfen önerilerinizi belirtiniz.

COURSE EVALUATION QUESTIONNAIRE FOR 10TH GRADES

Part A: Background Information

1. Gender:
☐ Male   ☐ Female

Concentration area:
☐ Science   ☐ T-M ☐ Social Sciences   ☐ Foreign Language

2. How much difficulty do you have in the following areas?

1. A lot   2. Some   3. Little   4. Not at all

	1	2	3	4
1. Listening				
2. Speaking				
3. Reading				
4. Writing				
5. Vocabulary				
6. Grammar				

Part B: Goals and Objectives

3. The course met my expectations.
    1. ☐ Strongly agree   2. ☐ Agree   3. ☐ Not sure
    4. ☐ Disagree   5. ☐ Strongly disagree

4. The course met my needs regarding *listening skills.*
    1. ☐ Strongly agree   2. ☐ Agree   3. ☐ Not sure
    4. ☐ Disagree   5. ☐ Strongly disagree

5. The course met my needs regarding *speaking skills.*
    1. ☐ Strongly agree   2. ☐ Agree   3. ☐ Not sure
    4. ☐ Disagree   5. ☐ Strongly disagree

6. The course met my needs regarding *reading skills*.
    1. ☐ Strongly agree   2. ☐ Agree   3. ☐ Not sure
    4. ☐ Disagree   5. ☐ Strongly disagree

7. The course met my needs regarding *writing skills*
    1. ☐ Strongly agree   2. ☐ Agree   3. ☐ Not sure
    4. ☐ Disagree   5. ☐ Strongly disagree

8. The course helped me to:

1. Strongly agree   2. Agree   3. Not sure 4. Disagree 5. Strongly disagree

	1	2	3	4	5
1. listen and understand the texts about other people's lives					
2. make guesses about the listening texts					
3. listen and find out the main idea					
4. listen and find out the cause-effect relationships					
5. understand the events in a listening text					
6. listen and do the exercises related to it					
7. listen and describe the theme of a song or a poem					
8. enjoy listening to the things appropriate to my level					
9. use English to communicate in the classroom					
10. ask and answer questions					
11. explain my ideas and feelings					
12. talk about daily life					
13. make dialogues					
14. use pictures to create and tell stories					
15. make guesses using context clues or key words					
16. use contextual clues to guess what is being talked about					
17. talk about places					
18. tell my future plans					
19. compare people according to their features					
20. talk about past events					
21. willingly communicate with people from different cultures					

	1	2	3	4	5
22. find out the relationship between pictures and sentences					
23. identify the main idea of a reading text					
24. read a text to get the details					
25. comprehend the texts about the lives of other people					
26. answer the questions about a reading text					
27. guess the meaning of an unknown word in a reading text					
28. make guesses about the events in a reading text					
29. order the pictures or events according to a reading text					
30. comprehend the titles and events in the magazines and brochures					
31. gather information about the texts I have read					
32. enjoy reading the books appropriate to my level					
33. write about the subjects I am interested in					
34. make sentences using the information I have gathered					
35. prepare speeches in written form					
36. communicate in written form using the basic sentence structures					
37. write about past events					
38. write about future plans					
39. write a paragraph using key words					
40. use my own words to answer the questions about a reading text					
41. write a letter, story, poem etc.					
42. take notes or fill in the charts using the given information					
43. be determined to communicate in written form					

9. Please use the space below to put your further comments and suggestions about the goals and objectives of the course.

Part C: Course Content and Materials

10. Please express your opinion about the following issues:

1. Strongly agree   2. Agree   3. Not sure   4. Disagree   5. Strongly disagree

	1	2	3	4	5
1. The topics in the course book were interesting.					
2. The exercises in the workbook were helpful.					
3. There was a variety in course materials.					
4. The course materials met my needs.					
5. The subjects were taught sequentially.					
6. The course materials were easy to use.					
7. The course materials were easy to follow.					
8. The course materials were visually attractive.					

	1	2	3	4	5
9. The tasks in the course materials were motivating.					
10. The materials were appropriate to my proficiency level in English.					
11. The course materials fit my long term goals in terms of listening skills.					
12. Course materials were sufficient to improve my listening skills.					
13. Course materials were helpful to improve my listening skills.					
14. The course materials fit my long term goals in terms of speaking skills.					
15. Course materials were sufficient to improve my speaking skills.					
16. Course materials were helpful to improve my speaking skills.					
17. The course materials fit my long term goals in terms of reading skills.					
18. Course materials were sufficient to improve my reading skills.					
19. Course materials were helpful to improve my reading skills.					
20. The course materials fit my long term goals in terms of writing skills.					
21. Course materials were sufficient to improve my writing skills.					
22. Course materials were helpful to improve my writing skills.					
23. There was a need for supplementary materials to improve my listening skills.					
24. There was a need for supplementary materials to improve my speaking skills.					
25. There was a need for supplementary materials to improve my reading skills.					
26. There was a need for supplementary materials to improve my writing skills.					

11. The following activities and parts of the course book and the workbook were **useful** to me:

1. A lot   2. Moderately   3. Little   4. Not at all

	1	2	3	4
1. Reading texts				
2. Exercises related to the reading texts				
3. Dialogues (reading)				
4. Pronunciation (listening)				
5. Vocabulary exercises				
6. Grammar exercises				
7. Listening materials				

8. Writing projects				
9. Grammar reference				

12. Are there any other materials you would like to be used in this course?

13. Are there any materials that you think were not necessary to use?

14. Please use the space provided to write your further comments and suggestions about the content and materials.

Part D: Course Conduct

15. Which activities and methods **were used** in the course?

1. A lot 2. Moderately   3. Little   4. Not at all

	1	2	3	4
1. Teacher lecture				
2. Individual work				
3. Teacher presentations				
4. Pair work				
5. Group work				
6. Discussions				
7. Games				
8. Role plays				
9. Songs				
10. Video sessions				
11. Tape sessions				
12. Homework/Assignments				
13. Projects				
14. Peer correction				
15. Self correction				
16. Teacher correction				
17. Silent reading				
18. Reading aloud (by students)				
19. Reading aloud (by the teacher)				
20. Peer evaluation / feedback				
21. Self evaluation				
22. Teacher evaluation				
23. Computer-aided activities				
24. Dictation				
25. Questioning (by the teacher)				
26. Translation				
27. Student presentations				

16. Which activities and methods **you would like to be used** in the course?

1. A lot   2. Moderately   3. Little   4. Not at all

	1	2	3	4
1. Teacher lecture				
2. Individual work				
3. Teacher presentations				
4. Pair work				
5. Group work				
6. Discussions				
7. Games				
8. Role plays				
9. Songs				
10. Video sessions				
11. Tape sessions				
12. Homework/Assignments				
13. Projects				
14. Peer correction				
15. Self correction				
16. Teacher correction				
17. Silent reading				
18. Reading aloud (by students)				
19. Reading aloud (by the teacher)				
20. Peer evaluation / feedback				
21. Self evaluation				
22. Teacher evaluation				
23. Computer-aided activities				
24. Dictation				
25. Questioning (by the teacher)				
26. Translation				
27. Student presentations				

17. Please express your opinion about the following issues.

1. Strongly agree   2. Agree   3. Not sure   4. Disagree   5. Strongly disagree

	1	2	3	4	5
1. The class time was used efficiently.					
2. There was a good student-teacher interaction.					
3. There was a good student-student interaction.					
4. We used only English in class.					
5. The teacher was motivating.					
6. The teacher taught in an interesting way.					
7. The instructions were clear.					
8. The teacher used audio-visual aids (OHP, video, tape-recorder, etc.)					
9. The teacher effectively used the board.					
10.The teacher was giving equal attention to all students.					
11.The teacher corrected our mistakes in an effective way.					
12. I preferred to work individually in class.					
13. I preferred to work with a partner in class.					

14. The teacher helped me to learn.					
15. Other students helped me to learn.					

18. Are there any other things you would have liked to do in this course?

Part E: Assessment and Attitude

19. The following assessment tools were effective in measuring my performance:

1. A lot   2. Moderately   3. Little   4. Not at all   5. Not applicable

	1	2	3	4
1. Presentations				
2. Assignments				
3. Participation				
4. Quizzes				
5. Exams				

20. Please express your opinion about the following issues.

1. Strongly agree   2. Agree   3. Not sure   4. Disagree   5. Strongly disagree

	1	2	3	4	5
1. We were assessed on the things we practiced in the lessons.					
2. The instructions on the tests were clear.					
3. The test materials were similar to the course materials in terms of difficulty level.					
4. We were informed about the assessment criteria.					
5. The assessment criteria were meaningful.					
6. The test questions were challenging.					
7. The test results demonstrated my actual proficiency.					
8. My listening skills have been correctly measured.					
9. My speaking skills have been correctly measured.					
10. My reading skills have been correctly measured.					
11. My writing skills have been correctly measured.					
12. The grading was fair.					
13. The assignments were relevant.					
14. I received sufficient feedback about my performance.					
15. My proficiency in English has improved after this course.					
16. The things I have learned in this course will be very useful for me.					
17. The course was enjoyable.					
18. Thanks to this course, I'm motivated to improve my English.					
19. The course helped me to feel more confident in English.					

21. Please write you suggestions for the assessment procedures in space below.

22. Do you believe time devoted to this course is sufficient? Should it be longer or shorter?

23. If you have any suggestions to improve the course, please use the space below to specify.

10. SINIF İNGİLİZCE DERSİ İÇİN DERS DEĞERLENDİRME ANKETİ

Lütfen soruları uygun şekilde cevaplayınız.

A: Genel Bilgiler

1. Cinsiyetiniz:
   ☐ Erkek   ☐ Kız

   Alanınız:
   ☐ Fen B.   ☐ T-M   ☐ Sosyal B.   ☐ Yabancı Dil

2. Aşağıdaki alanlarda ne kadar zorlanıyorsunuz?

1. Çok   2. Orta   3. Biraz   4. Hiç

	1	2	3	4
Dinleme				
Konuşma				
Okuma				
Yazma				
Kelime Bilgisi				
Dilbilgisi (Gramer)				

B: Dersin Hedefleri

3. İngilizce dersi benim beklentilerimi karşıladı.

   1. ☐ Kesinlikle katılıyorum   2. ☐ Katılıyorum   3. ☐ Kararsızım
   4. ☐ Katılmıyorum   5. ☐ Kesinlikle katılmıyorum

4. İngilizce dersi benim **dinleme** becerileriyle ilgili ihtiyaçlarımı karşıladı.
    1. ☐ Kesinlikle katılıyorum   2. ☐ Katılıyorum   3. ☐ Kararsızım
    4. ☐ Katılmıyorum   5. ☐ Kesinlikle katılmıyorum

5. İngilizce dersi benim **konuşma** becerileriyle ilgili ihtiyaçlarımı karşıladı.
    1. ☐ Kesinlikle katılıyorum   2. ☐ Katılıyorum   3. ☐ Kararsızım
    4. ☐ Katılmıyorum   5. ☐ Kesinlikle katılmıyorum

6. İngilizce dersi benim **okuma** becerileriyle ilgili ihtiyaçlarımı karşıladı.
    1. ☐ Kesinlikle katılıyorum   2. ☐ Katılıyorum   3. ☐ Kararsızım
    4. ☐ Katılmıyorum   5. ☐ Kesinlikle katılmıyorum

7. İngilizce dersi benim **yazma** becerileriyle ilgili ihtiyaçlarımı karşıladı.
    1. ☐ Kesinlikle katılıyorum   2. ☐ Katılıyorum   3. ☐ Kararsızım
    4. ☐ Katılmıyorum   5. ☐ Kesinlikle katılmıyorum

8. İngilizce dersi bana aşağıdaki konularda yardımcı oldu:

1. Kesinlikle katılıyorum   2. Katılıyorum   3. Kararsızım
4. Katılmıyorum   5. Kesinlikle katılmıyorum

	1	2	3	4	5
1. Başkalarının yaşamı ile ilgili metinleri dinlediğimde anlayabilme					
2. Dinlediğim metinde anlatılanlarla ilgili tahminde bulunabilme					
3. Dinlediğim metnin ana temasını bulabilme					
4. Dinlediğim metnin neden ve sonuçlarını bulabilme					
5. Dinlediğim yaşanan olayları anlayabilme					
6. Dinlediğim metne yönelik alıştırmalar yapabilme					
7. Dinlediğim şarkı ve şiir gibi metin türlerinde anlatılanı betimleyebilme					
8. Düzeyime uygun eserleri dinlemekten zevk alabilme					
9. Dili sınıf içinde beklenen düzeyde uygun biçimde kullanabilme					
10. Temel tümce yapılarını kullanarak soru sorup yanıt verebilme					
11. Duygu ve düşüncelerimi temel tümce yapılarını kullanarak anlatabilme					
12. Kendimin ve bir başkasının güncel yaşamına ilişkin bilgi alışverişinde bulunabilme					
13. Kısa konuşma metinlerini diyalog şeklinde sözle aktarabilme					
14. Resimleri kullanarak sözlü öykü oluşturabilme					
15. İpuçları ya da anahtar sözcükleri kullanarak tahminde bulunabilme					
16. Jest ve mimiklerle anlatılanları tahmin edebilme					
17. Bir yere ilişkin bilgi alışverişinde bulunabilme					
18. Geleceğe yönelik işlere ilişkin bilgi alışverişinde bulunabilme					
19. Kişileri özelliklerine göre karşılaştırabilme					

20. Geçmiş olaylara ilişkin bilgi alışverişinde bulunabilme					
21. Farklı kültürlerden insanlarla iletişim kurmaya istekli olabilme					
22. Okuduğum metinde geçen tümcelerle resimler arasında ilişki kurabilme					
23. Okuduğum metni genel anlamda anlayabilme					
24. Okuduğum metni ayrıntılı olarak anlayabilme					
25. Başkalarının yaşamı ile ilgili metinleri anlayabilme					
26. Okuduğum metne yönelik alıştırmaları yapabilme					
27. Okuduğum metinde geçen bilinmeyen sözcüklerin anlamını tahmin edebilme					
28. Okuduğum metinde anlatılanlarla ilgili tahminde bulunabilme					
29. Okuduğum metindeki resim ve olayları sıraya koyup eşleştirebilme					
30. Dergi ve broşürlerde yer alan güncel başlık ve olayları okuduğumda anlayabilme					
31. Düzeyime uygun okuduğum metinlerle ilgili tartışma yapabilmek için bilgi toplayabilme					
32. Düzeyime uygun kitapları okumaktan zevk alabilme					
33. Düzeyime uygun konularda ilgi alanlarıma yönelik yazılar yazabilme					
34. Edindiğim bilgiyi anlamlı bir bütün halinde yazılı olarak aktarabilme					
35. Düzeyime uygun kısa konuşma metinleri hazırlayabilme					
36. Temel tümce yapılarını kullanarak yazılı iletişim kurabilme					
37. Geçmişteki olaylar hakkında düşüncelerimi yazabilme					
38. Geleceğe ait planlar hakkında düşüncelerimi yazabilme					
39. İpuçları ya da anahtar sözcükleri kullanarak paragraf yazabilme					
40. Metinle ilgili istenen bilgileri kendi sözcüklerimle anlatabilme					
41. Mektup, öykü, şiir vb. metin türlerini dil yapısı ve sözcükleri kullanarak yazı ile anlatabilme					
42. Bilgileri not alma, çizelge doldurma vb. forma dönüştürebilme					
43. Düzeyime uygun yazılı iletişim kurmaya kararlı olabilme					

9. İngilizce dersinin sizce başka ne hedefleri olmalıydı? Lütfen görüş ve önerilerinizi belirtiniz.

C: Dersin İçeriği Ve Materyaller

10. Lütfen aşağıdaki konular hakkında fikrinizi belirtiniz.

1. Kesinlikle katılıyorum   2. Katılıyorum   3. Kararsızım
4. Katılmıyorum   5. Kesinlikle katılmıyorum

	1	2	3	4	5
1. Ders kitabındaki konular ilgi çekiciydi.					
2. Çalışma kitabındaki alıştırmalar faydalıydı.					
3. Ders materyallerinde çeşitlilik vardı.					
4. Ders materyalleri ihtiyaçlarımı karşıladı.					
5. Konular sırasıyla öğretildi.					
6. Ders materyallerinin kullanımı kolaydı.					
7. Ders materyallerini takip etmek kolaydı.					
8. Ders materyalleri görsel açıdan çekiciydi.					
9. Ders materyallerindeki aktiviteler motive ediciydi.					
10. Ders materyalleri İngilizce seviyeme uygundu.					
11. Ders materyalleri dinleme becerileriyle ilgili hedeflerime uygundu.					
12. Ders materyalleri dinleme becerilerimi geliştirmek için yeterliydi.					
13. Ders materyalleri dinleme becerilerimi geliştirmem için yararlıydı.					
14. Ders materyalleri konuşma becerileriyle ilgili hedeflerime uygundu.					
15. Ders materyalleri konuşma becerilerimi geliştirmek için yeterliydi.					
16. Ders materyalleri konuşma becerilerimi geliştirmem için yararlıydı.					
17. Ders materyalleri okuma becerileriyle ilgili hedeflerime uygundu.					
18. Ders materyalleri okuma becerilerimi geliştirmek için yeterliydi.					
19. Ders materyalleri okuma becerilerimi geliştirmem için yararlıydı.					
20. Ders materyalleri yazma becerileriyle ilgili hedeflerime uygundu.					
21. Ders materyalleri yazma becerilerimi geliştirmek için yeterliydi.					
22. Ders materyalleri yazma becerilerimi geliştirmem için yararlıydı.					
23. Dinleme becerilerimi geliştirmek için ek materyallere ihtiyaç vardı.					
24. Konuşma becerilerimi geliştirmek için ek materyallere ihtiyaç vardı.					
25. Okuma becerilerimi geliştirmek için ek materyallere ihtiyaç vardı.					
26. Yazma becerilerimi geliştirmek için ek materyallere ihtiyaç vardı.					

11. Ders kitabı ve çalışma kitabının aşağıda belirtilen bölümleri benim için yararlı oldu:

1. Çok　　　　2. Orta　　　　3. Az　　　　4. Hiç

	1	2	3	4
1. Okuma parçaları				
2. Okuma parçalarıyla ilgili alıştırmalar				
3. Diyaloglar (okuma metni)				
4. Telaffuz çalışmaları (dinleme)				
5. Kelime çalışmaları				
6. Dilbilgisi çalışmaları				
7. Dinleme materyalleri				
8. Yazma projeleri				
9. "Grammar reference" bölümü				

12. Bu derste kullanılmasını istediğiniz başka materyaller var mıydı?

13. Derste gerekli olmadığını düşündüğünüz materyaller var mıydı?

14. Ders materyalleriyle ilgili diğer görüşlerinizi belirtiniz.

D: Dersin İşlenişi

15. Derste hangi aktivite ve yöntemler kullanılmıştır?

1. Çok　　　　2. Orta　　　　3. Az　　　　4. Hiç

	1	2	3	4
1. Öğretmenin ders anlatması				
2. Bireysel çalışma				
3. Öğretmen sunumları				
4. İkili çalışma				
5. Grup çalışması				
6. Tartışmalar				
7. Oyunlar				
8. Rol yapma (canlandırma)				
9. Şarkılar				
10. Video gösterimi				
11. Kaset dinleme				
12. Ödevler				
13. Projeler				

14. Öğrencilerin birbirlerinin hatalarını düzeltmesi				
15. Öğrencilerin kendi hatalarını düzeltmesi				
16. Öğretmenin öğrenci hatalarını düzeltmesi				
17. Sessiz okuma				
18. Öğrencilerin parçayı yüksek sesle okuması				
19. Öğretmenin parçayı yüksek sesle okuması				
20. Öğrencilerin birbirlerini değerlendirmesi				
21. Öğrencilerin kendilerini değerlendirmesi				
22. Öğretmenin öğrencileri değerlendirmesi				
23. Bilgisayar destekli aktiviteler				
24. Yazdırma (dikte)				
25. Öğretmenin soru sorması				
26. Çeviri				
27. Öğrenci sunumları				

16. Derste hangi aktivite ve yöntemlerin kullanılmasını isterdiniz?

1. Çok   2. Orta   3. Az   4. Hiç

	1	2	3	4
1. Öğretmenin ders anlatması				
2. Bireysel çalışma				
3. Öğretmen sunumları				
4. İkili çalışma				
5. Grup çalışması				
6. Tartışmalar				
7. Oyunlar				
8. Rol yapma (canlandırma)				
9. Şarkılar				
10. Video gösterimi				
11. Kaset dinleme				
12. Ödevler				
13. Projeler				
14. Öğrencilerin birbirlerinin hatalarını düzeltmesi				
15. Öğrencilerin kendi hatalarını düzeltmesi				
16. Öğretmenin öğrenci hatalarını düzeltmesi				
17. Sessiz okuma				
18. Öğrencilerin parçayı yüksek sesle okuması				
19. Öğretmenin parçayı yüksek sesle okuması				
20. Öğrencilerin birbirlerini değerlendirmesi				
21. Öğrencilerin kendilerini değerlendirmesi				
22. Öğretmenin öğrencileri değerlendirmesi				
23. Bilgisayar destekli aktiviteler				
24. Yazdırma (dikte)				
25. Öğretmenin soru sorması				
26. Çeviri				
27. Öğrenci sunumları				

17. Lütfen dersin işlenişi ile ilgili görüşlerinizi belirtiniz.

1. Kesinlikle katılıyorum   2. Katılıyorum   3. Kararsızım
4. Katılmıyorum   5. Kesinlikle katılmıyorum

	1	2	3	4	5
1. Ders zamanı verimli bir şekilde kullanıldı.					
2. Öğrencilerle öğretmenin iletişimi iyiydi.					
3. Öğrencilerin diğer öğrencilerle iletişimi iyiydi.					
4. Derste sadece İngilizce kullandık.					
5. Öğretmen motive ediciydi.					
6. Öğretmen ilgi çekici bir şekilde dersi işledi.					
7. Açıklamalar net ve anlaşılırdı.					
8. Öğretmen işitsel ve görsel araçları kullandı (Tepegöz, video, kaset-çalar vb.)					
9. Öğretmen tahtayı etkili bir şekilde kullandı.					
10.Öğretmen bütün öğrencilerle eşit miktarda ilgilendi.					
11.Öğretmen hatalarımızı etkili bir şekilde düzeltti.					
12.Sınıfta tek başıma çalışmayı tercih ettim.					
13.Sınıfta bir partnerle çalışmayı tercih ettim.					
14.Öğretmen öğrenmeme yardımcı oldu.					
15.Diğer öğrenciler öğrenmeme yardımcı oldu.					

18. Bu derste yapmış olmayı istediğiniz başka çalışmalar var mıydı?

E: Değerlendirme ve Yaklaşım

19. Aşağıdaki değerlendirme araçları başarımı ölçmede etkiliydi:

1. Çok   2. Orta   3. Az   4. Hiç   5. Bilinmiyor (Uygulanmadı)

	1	2	3	4	5
1. Sunumlar					
2. Ödevler					
3. Derse katılım (sözlü)					
4. Quizler					
5. Sınavlar					

20. Lütfen aşağıdaki konularla ilgili düşüncelerinizi belirtiniz.

1. Kesinlikle katılıyorum   2. Katılıyorum   3. Kararsızım
4. Katılmıyorum   5. Kesinlikle katılmıyorum

	1	2	3	4	5
1. Değerlendirme (sınav, vb) derste işlediğimiz konulardan yapıldı.					
2. Sınavlardaki açıklamalar anlaşılırdı.					
3. Ders materyalleri ve sınav materyalleri zorluk					

açısından benzerdi.					
4. Değerlendirme kriterleri hakkında bilgilendirilmiştik.					
5. Değerlendirme kriterleri anlamlı ve mantıklıydı.					
6. Sınav soruları cevaplayabileceğimiz zorluktaydı.					
7. Sınav sonuçları benim gerçek bilgimi ve başarımı yansıttı.					
8. Dinleme becerilerim doğru bir şekilde değerlendirildi.					
9. Konuşma becerilerim doğru bir şekilde değerlendirildi.					
10. Okuma becerilerim doğru bir şekilde değerlendirildi.					
11. Yazma becerilerim doğru bir şekilde değerlendirildi.					
12. Verilen notlar adildi.					
13. Ödevler işlediklerimizle alakalıydı.					
14. Performansımla ilgili yeterince bilgilendirildim.					
15. İngilizce bilgim bu dersle birlikte gelişme gösterdi.					
16. Bu derste öğrendiklerim benim için faydalı olacak.					
17. Ders genel olarak eğlenceliydi.					
18. Bu ders sayesinde İngilizcemi geliştirmeye istekli oldum.					
19. Bu ders benim İngilizce konusunda kendime güvenmeme yardımcı oldu.					

21. Sizce İngilizce dersindeki başarınız daha farklı nasıl değerlendirilebilirdi?

22. Sizce bu ders için ayrılan zaman yeterli miydi? Daha az ya da çok olmalı mı? Sebeplerini belirtiniz.

23. Dersin daha faydalı olabilmesi için neler yapılabilirdi? Lütfen önerilerinizi belirtiniz.

COURSE EVALUATION QUESTIONNAIRE FOR 11TH GRADES

Part A: Background Information

1. Gender:
☐ Male   ☐ Female

Concentration area:
☐ Science   ☐ T-M   ☐ Social Sciences   ☐ Foreign Language

2. How much difficulty do you have in the following areas?

1. A lot   2. Some   3. Little   4. Not at all

	1	2	3	4
1. Listening				
2. Speaking				
3. Reading				
4. Writing				
5. Vocabulary				
6. Grammar				

Part B: Goals and Objectives

3. The course met my expectations.
1. ☐ Strongly agree   2. ☐ Agree   3. ☐ Not sure
4. ☐ Disagree   5. ☐ Strongly disagree

4. The course met my needs regarding *listening skills.*
1. ☐ Strongly agree   2. ☐ Agree   3. ☐ Not sure
4. ☐ Disagree   5. ☐ Strongly disagree

5. The course met my needs regarding *speaking skills.*
1. ☐ Strongly agree   2. ☐ Agree   3. ☐ Not sure
4. ☐ Disagree   5. ☐ Strongly disagree

6. The course met my needs regarding *reading skills*.
1. ☐ Strongly agree   2. ☐ Agree   3. ☐ Not sure
4. ☐ Disagree   5. ☐ Strongly disagree

7. The course met my needs regarding *writing skills*
1. ☐ Strongly agree   2. ☐ Agree   3. ☐ Not sure
4. ☐ Disagree   5. ☐ Strongly disagree

8. The course helped me to:

1. Strongly agree   2. Agree   3. Not sure   4. Disagree   5. Strongly disagree

	1	2	3	4	5
1. understand the details of an event by listening to it					
2. find out the message in the short listening texts					
3. listen and find out the main idea					
4. listen and understand the specific information					
5. listen and do the activities related to it					
6. understand the physical features and characteristics of the people who are talking (in the listening text)					
7. listen and order the pictures and events					
8. have a general understanding of the subject of broadcasts					
9. give importance to listening and watching the programs appropriate to my level					

10. exchange information about myself and other people					
11. exchange information about daily life					
12. make comparisons					
13. talk about future plans					
14. talk about past events					
15. talk about a place					
16. make guesses using the contextual clues					
17. make discussions on different cases					
18. comment on the statistical information					
19. develop appropriate communication strategies					
20. ask and answer questions orally					
21. take pleasure from talking in the foreign language					
22. read a text to get the details of an event					
23. read a text quickly to find specific information					
24. guess the meanings of new words in a reading text					
25. find out the main idea of a reading text					
26. identify the different structures in a reading text					
27. have a general understanding of the texts in newspapers, magazines, etc.					
28. use clues from the text to guess the content					
29. read a text and do the exercises related to it					
30. comment on the information I learn from a reading text					
31. attach importance to reading materials (e.g. books, magazines) in English					
32. use different structures correctly					
33. write and exchange information about my interests					
34. write about what I read, listen or watch					
35. properly have written communication with others					
36. write about past events					
37. write about future plans					
38. write about a person or a place					
39. write the summary or the main idea of a text					
40. analyze different genres (e.g stories, poems.)					
41. take notes or fill in the charts using the given information					
42. prepare questionnaires and comment on the results of them					
43. prepare reports on the surveys I have made					
44. write dialogues					
45. take pleasure from written communication with people from different countries					

9. Please use the space below to put your further comments and suggestions about the goals and objectives of the course.

Part C: Course Content and Materials

10. Please express your opinion about the following issues:

1. Strongly agree   2. Agree   3. Not sure   4. Disagree   5. Strongly disagree

	1	2	3	4	5
1. The topics in the course book were interesting.					
2. The exercises in the workbook were helpful.					
3. There was a variety in course materials.					
4. The course materials met my needs.					
5. The subjects were taught sequentially.					
6. The course materials were easy to use.					
7. The course materials were easy to follow.					
8. The course materials were visually attractive.					
9. The tasks in the course materials were motivating.					
10. The materials were appropriate to my proficiency level in English.					
11. The course materials fit my long term goals in terms of listening skills.					
12. Course materials were sufficient to improve my listening skills.					
13. Course materials were helpful to improve my listening skills.					
14. The course materials fit my long term goals in terms of speaking skills.					
15. Course materials were sufficient to improve my speaking skills.					
16. Course materials were helpful to improve my speaking skills.					
17. The course materials fit my long term goals in terms of reading skills.					
18. Course materials were sufficient to improve my reading skills.					
19. Course materials were helpful to improve my reading skills.					
20. The course materials fit my long term goals in terms of writing skills.					
21. Course materials were sufficient to improve my writing skills.					
22. Course materials were helpful to improve my writing skills.					
23. There was a need for supplementary materials to improve my listening skills.					
24. There was a need for supplementary materials to improve my speaking skills.					
25. There was a need for supplementary materials to improve my reading skills.					
26. There was a need for supplementary materials to improve my writing skills.					

11. The following activities and parts of the course book and the workbook were **useful** to me:

1. A lot   2. Moderately   3. Little   4. Not at all

	1	2	3	4
1. Reading texts				
2. Exercises related to the reading texts				
3. Dialogues (reading)				
4. Pronunciation (listening)				
5. Vocabulary exercises				
6. Grammar exercises				
7. Listening materials				
8. Writing projects				
9. Grammar reference				

12. Are there any other materials you would like to be used in this course?

13. Are there any materials that you think were not necessary to use?

14. Please use the space provided to write your further comments and suggestions about the content and materials.

Part D: Course Conduct

15. Which activities and methods **were used** in the course?

1. A lot   2. Moderately   3. Little   4. Not at all

	1	2	3	4
1. Teacher lecture				
2. Individual work				
3. Teacher presentations				
4. Pair work				
5. Group work				
6. Discussions				
7. Games				
8. Role plays				
9. Songs				
10. Video sessions				
11. Tape sessions				
12. Homework/Assignments				
13. Projects				
14. Peer correction				

	1	2	3	4
15. Self correction				
16. Teacher correction				
17. Silent reading				
18. Reading aloud (by students)				
19. Reading aloud (by the teacher)				
20. Peer evaluation / feedback				
21. Self evaluation				
22. Teacher evaluation				
23. Computer-aided activities				
24. Dictation				
25. Questioning (by the teacher)				
26. Translation				
27. Student presentations				

16. Which activities and methods **you would like to be used** in the course?

1. A lot   2. Moderately   3. Little   4. Not at all

	1	2	3	4
1. Teacher lecture				
2. Individual work				
3. Teacher presentations				
4. Pair work				
5. Group work				
6. Discussions				
7. Games				
8. Role plays				
9. Songs				
10. Video sessions				
11. Tape sessions				
12. Homework/Assignments				
13. Projects				
14. Peer correction				
15. Self correction				
16. Teacher correction				
17. Silent reading				
18. Reading aloud (by students)				
19. Reading aloud (by the teacher)				
20. Peer evaluation / feedback				
21. Self evaluation				
22. Teacher evaluation				
23. Computer-aided activities				
24. Dictation				
25. Questioning (by the teacher)				
26. Translation				
27. Student presentations				

17. Please express your opinion about the following issues.

1. Strongly agree   2. Agree   3. Not sure   4. Disagree   5. Strongly disagree

	1	2	3	4	5
1. The class time was used efficiently.					
2. There was a good student-teacher interaction.					
3. There was a good student-student interaction.					
4. We used only English in class.					
5. The teacher was motivating.					
6. The teacher taught in an interesting way.					
7. The instructions were clear.					
8. The teacher used audio-visual aids (OHP, video, tape-recorder, etc.)					
9. The teacher effectively used the board.					
10.The teacher was giving equal attention to all students.					
11.The teacher corrected our mistakes in an effective way.					
12. I preferred to work individually in class.					
13. I preferred to work with a partner in class.					
14. The teacher helped me to learn.					
15. Other students helped me to learn.					

18. Are there any other things you would have liked to do in this course?

Part E: Assessment and Attitude

19. The following assessment tools were effective in measuring my performance:

1. A lot   2. Moderately   3. Little   4. Not at all   5. Not applicable

	1	2	3	4
1. Presentations				
2. Assignments				
3. Participation				
4. Quizzes				
5. Exams				

20. Please express your opinion about the following issues.

1. Strongly agree   2. Agree3. Not sure   4. Disagree   5. Strongly disagree

	1	2	3	4	5
1. We were assessed on the things we practiced in the lessons.					
2. The instructions on the tests were clear.					
3. The test materials were similar to the course materials in terms of difficulty level.					
4. We were informed about the assessment criteria.					
5. The assessment criteria were meaningful.					
6. The test questions were challenging.					

7. The test results demonstrated my actual proficiency.					
8. My listening skills have been correctly measured.					
9. My speaking skills have been correctly measured.					
10. My reading skills have been correctly measured.					
11. My writing skills have been correctly measured.					
12. The grading was fair.					
13. The assignments were relevant.					
14. I received sufficient feedback about my performance.					
15. My proficiency in English has improved after this course.					
16. The things I have learned in this course will be very useful for me.					
17. The course was enjoyable.					
18. Thanks to this course, I'm motivated to improve my English.					
19. The course helped me to feel more confident in English.					

21. Please write you suggestions for the assessment procedures in space below.

22. Do you believe time devoted to this course is sufficient? Should it be longer or shorter?

23. If you have any suggestions to improve the course, please use the space below to specify.

11. SINIF İNGİLİZCE DERSİ İÇİN DERS DEĞERLENDİRME ANKETİ

Lütfen soruları uygun şekilde cevaplayınız.

A: Genel Bilgiler

1. Cinsiyetiniz:
☐ Erkek   ☐ Kız

Alanınız:
☐ Fen B.   ☐ T-M   ☐ Sosyal B.   ☐ Yabancı Dil

2. Aşağıdaki alanlarda ne kadar zorlanıyorsunuz?

1. Çok   2. Orta   3. Biraz   4. Hiç

	1	2	3	4
Dinleme				
Konuşma				
Okuma				
Yazma				
Kelime Bilgisi				
Dilbilgisi (Gramer)				

B: Dersin Hedefleri

3. İngilizce dersi benim beklentilerimi karşıladı.
   1. ☐ Kesinlikle katılıyorum   2. ☐ Katılıyorum   3. ☐ Kararsızım
   4. ☐ Katılmıyorum   5. ☐ Kesinlikle katılmıyorum

4. İngilizce dersi benim **dinleme** becerileriyle ilgili ihtiyaçlarımı karşıladı.
   1. ☐ Kesinlikle katılıyorum   2. ☐ Katılıyorum   3. ☐ Kararsızım
   4. ☐ Katılmıyorum   5. ☐ Kesinlikle katılmıyorum

5. İngilizce dersi benim **konuşma** becerileriyle ilgili ihtiyaçlarımı karşıladı.
   1. ☐ Kesinlikle katılıyorum   2. ☐ Katılıyorum   3. ☐ Kararsızım
   4. ☐ Katılmıyorum   5. ☐ Kesinlikle katılmıyorum

6. İngilizce dersi benim **okuma** becerileriyle ilgili ihtiyaçlarımı karşıladı.
   1. ☐ Kesinlikle katılıyorum   2. ☐ Katılıyorum   3. ☐ Kararsızım
   4. ☐ Katılmıyorum   5. ☐ Kesinlikle katılmıyorum

7. İngilizce dersi benim **yazma** becerileriyle ilgili ihtiyaçlarımı karşıladı.
   1. ☐ Kesinlikle katılıyorum   2. ☐ Katılıyorum   3. ☐ Kararsızım
   4. ☐ Katılmıyorum   5. ☐ Kesinlikle katılmıyorum

8. İngilizce dersi bana aşağıdaki konularda yardımcı oldu:

1. Kesinlikle katılıyorum   2. Katılıyorum   3. Kararsızım
4. Katılmıyorum   5. Kesinlikle katılmıyorum

	1	2	3	4	5
1. Dinlediğim bir olayın ayrıntılarını anlayabilme					
2. Kısa metinlerin ilettiği mesajı bulabilme					
3. Dinlediğim metinlerin ana düşünce, tema vb bulabilme					
4. Dinlediğim konuşmadan gerekli bilgiyi alabilme					
5. Dinlediğim metinle ilgili alıştırmaları yapabilme					
6. Dinlediğim metinde geçen kişilerin fiziksel ve kişilik özelliklerini anlayabilme					
7. Dinlediğim metinle ilgili resim ve olayları sıraya koyabilme					
8. Görsel ve işitsel iletişim araçlarında yer alan yayınları dinlediğimde genel olarak anlayabilme					

9. Düzeyime uygun yayınları dinleyerek bunları izlemeye özen gösterebilme					
10. Kendim ve başkası hakkında bilgi alışverişinde bulunabilme					
11. Güncel yaşama ilişkin bilgi alışverişinde bulunabilme					
12. Kişileri ya da nesneleri özelliklerine göre karşılaştırabilme					
13. Geleceğe yönelik işlere ilişkin bilgi alışverişinde bulunabilme					
14. Geçmiş olaylara ilişkin bilgi alışverişinde bulunabilme					
15. Bir yer hakkında bilgi alışverişinde bulunabilme					
16. Görsel, sözel ve yazılı ipuçlarını kullanarak tahminde bulunabilme					
17. Farklı durumlarla ilgili tartışma yapabilme					
18. Farklı durumlarla ilgili verilen istatistikleri yorumlayabilme					
19. Bulunduğum duruma uygun, doğru iletişim kurma yöntemleri geliştirme					
20. Temel cümle yapılarını kullanarak soru sorup yanıt verebilme					
21. Yabancı dil konuşmaktan zevk alabilme					
22. Okuduğum bir olayın ayrıntılarını anlayabilme					
23. Belli bir bilgiyi bulmak için metni kısa sürede okuyabilme					
24. Okuduğum metinde geçen bilinmeyen sözcüklerin anlamını tahmin edebilme					
25. Okuduğum metnin ana düşüncesini bulabilme					
26. Okuduğum metinde istenen farklı dil yapılarını ayırt edebilme					
27. Yazılı basında yer alan yayınları okuduğumda genel olarak anlayabilme					
28. Metinle ilgili ipuçlarını kullanarak içeriğe ait tahminde bulunabilme					
29. Okudum metinle ilgili alıştırmaları yapabilme					
30. Okuduğum metinden edindiğim bilgileri yorumlayabilme					
31. Yabancı dildeki yayınları okumaya özen gösterebilme					
32. Farklı dil yapılarını doğru ve yerinde kullanabilme					
33. İlgi alanlarıma yönelik konularda yazılı iletişim kurabilme					
34. Okuduğumu, dinlediğimi ve izlediğimi yazılı olarak anlatabilme					
35. Doğru ve yerinde yazılı iletişim kurabilme					
36. Geçmişteki olaylar hakkındaki düşüncelerimi yazabilme					
37. Gelecek planlarım hakkındaki düşüncelerimi yazabilme					
38. Bir yer ya da kişiye ilişkin bilgi alışverişinde yazılı olarak bulunabilme					
39. Metinle ilgili özet, ana düşünce ve tema gibi istenen bilgileri yazılı olarak anlatabilme					
40. Mektup ve öykü gibi farklı metin türlerinin analizini yazılı olarak yapabilme					
41. Bilgileri not alma, çizelge doldurma vb. forma dönüştürebilme					
42. İstenilen konuda anket hazırlayıp bu anketin sonuçlarını yazılı olarak değerlendirebilme					

	1	2	3	4	5
43. Yaptığım araştırmalara dayalı olarak rapor yazabilme					
44. Diyalog yazabilme					
45. Farklı ülkelerden insanlarla yazılı iletişim kurmaktan zevk alabilme					

9. İngilizce dersinin sizce başka ne hedefleri olmalıydı? Lütfen görüş ve önerilerinizi belirtiniz.

C: Dersin İçeriği Ve Materyaller

10. Lütfen aşağıdaki konular hakkında fikrinizi belirtiniz.

1. Kesinlikle katılıyorum   2. Katılıyorum   3. Kararsızım
4. Katılmıyorum   5. Kesinlikle katılmıyorum

	1	2	3	4	5
1. Ders kitabındaki konular ilgi çekiciydi.					
2. Çalışma kitabındaki alıştırmalar faydalıydı.					
3. Ders materyallerinde çeşitlilik vardı.					
4. Ders materyalleri ihtiyaçlarımı karşıladı.					
5. Konular sırasıyla öğretildi.					
6. Ders materyallerinin kullanımı kolaydı.					
7. Ders materyallerini takip etmek kolaydı.					
8. Ders materyalleri görsel açıdan çekiciydi.					
9. Ders materyallerindeki aktiviteler motive ediciydi.					
10. Ders materyalleri İngilizce seviyeme uygundu.					
11. Ders materyalleri dinleme becerileriyle ilgili hedeflerime uygundu.					
12. Ders materyalleri dinleme becerilerimi geliştirmek için yeterliydi.					
13. Ders materyalleri dinleme becerilerimi geliştirmem için yararlıydı.					
14. Ders materyalleri konuşma becerileriyle ilgili hedeflerime uygundu.					
15. Ders materyalleri konuşma becerilerimi geliştirmek için yeterliydi.					
16. Ders materyalleri konuşma becerilerimi geliştirmem için yararlıydı.					
17. Ders materyalleri okuma becerileriyle ilgili hedeflerime uygundu.					
18. Ders materyalleri okuma becerilerimi geliştirmek için yeterliydi.					
19. Ders materyalleri okuma becerilerimi geliştirmem için yararlıydı.					
20. Ders materyalleri yazma becerileriyle ilgili hedeflerime uygundu.					
21. Ders materyalleri yazma becerilerimi geliştirmek için yeterliydi.					

	1	2	3	4
22. Ders materyalleri yazma becerilerimi geliştirmem için yararlıydı.				
23. Dinleme becerilerimi geliştirmek için ek materyallere ihtiyaç vardı.				
24. Konuşma becerilerimi geliştirmek için ek materyallere ihtiyaç vardı.				
25. Okuma becerilerimi geliştirmek için ek materyallere ihtiyaç vardı.				
26. Yazma becerilerimi geliştirmek için ek materyallere ihtiyaç vardı.				

11. Ders kitabı ve çalışma kitabının aşağıda belirtilen bölümleri benim için yararlı oldu:

1. Çok   2. Orta   3. Az   4. Hiç

	1	2	3	4
1. Okuma parçaları				
2. Okuma parçalarıyla ilgili alıştırmalar				
3. Diyaloglar (okuma metni)				
4. Telaffuz çalışmaları (dinleme)				
5. Kelime çalışmaları				
6. Dilbilgisi çalışmaları				
7. Dinleme materyalleri				
8. Yazma projeleri				
9. "Grammar reference" bölümü				

12. Bu derste kullanılmasını istediğiniz başka materyaller var mıydı?

13. Derste gerekli olmadığını düşündüğünüz materyaller var mıydı?

14. Ders materyalleriyle ilgili diğer görüşlerinizi belirtiniz.

D: Dersin İşlenişi

15. Derste hangi aktivite ve yöntemler kullanılmıştır?

1. Çok   2. Orta   3. Az   4. Hiç

	1	2	3	4
1. Öğretmenin ders anlatması				
2. Bireysel çalışma				

3. Öğretmen sunumları				
4. İkili çalışma				
5. Grup çalışması				
6. Tartışmalar				
7. Oyunlar				
8. Rol yapma (canlandırma)				
9. Şarkılar				
10. Video gösterimi				
11. Kaset dinleme				
12. Ödevler				
13. Projeler				
14. Öğrencilerin birbirlerinin hatalarını düzeltmesi				
15. Öğrencilerin kendi hatalarını düzeltmesi				
16. Öğretmenin öğrenci hatalarını düzeltmesi				
17. Sessiz okuma				
18. Öğrencilerin parçayı yüksek sesle okuması				
19. Öğretmenin parçayı yüksek sesle okuması				
20. Öğrencilerin birbirlerini değerlendirmesi				
21. Öğrencilerin kendilerini değerlendirmesi				
22. Öğretmenin öğrencileri değerlendirmesi				
23. Bilgisayar destekli aktiviteler				
24. Yazdırma (dikte)				
25. Öğretmenin soru sorması				
26. Çeviri				
27. Öğrenci sunumları				

16. Derste hangi aktivite ve yöntemlerin kullanılmasını isterdiniz?

1. Çok   2. Orta   3. Az   4. Hiç

	1	2	3	4
1. Öğretmenin ders anlatması				
2. Bireysel çalışma				
3. Öğretmen sunumları				
4. İkili çalışma				
5. Grup çalışması				
6. Tartışmalar				
7. Oyunlar				
8. Rol yapma (canlandırma)				
9. Şarkılar				
10. Video gösterimi				
11. Kaset dinleme				
12. Ödevler				
13. Projeler				
14. Öğrencilerin birbirlerinin hatalarını düzeltmesi				
15. Öğrencilerin kendi hatalarını düzeltmesi				
16. Öğretmenin öğrenci hatalarını düzeltmesi				
17. Sessiz okuma				

18. Öğrencilerin parçayı yüksek sesle okuması				
19. Öğretmenin parçayı yüksek sesle okuması				
20. Öğrencilerin birbirlerini değerlendirmesi				
21. Öğrencilerin kendilerini değerlendirmesi				
22. Öğretmenin öğrencileri değerlendirmesi				
23. Bilgisayar destekli aktiviteler				
24. Yazdırma (dikte)				
25. Öğretmenin soru sorması				
26. Çeviri				
27. Öğrenci sunumları				

17. Lütfen dersin işlenişi ile ilgili görüşlerinizi belirtiniz.

1. Kesinlikle katılıyorum   2. Katılıyorum   3. Kararsızım
4. Katılmıyorum   5. Kesinlikle katılmıyorum

	1	2	3	4	5
1. Ders zamanı verimli bir şekilde kullanıldı.					
2. Öğrencilerle öğretmenin iletişimi iyiydi.					
3. Öğrencilerin diğer öğrencilerle iletişimi iyiydi.					
4. Derste sadece İngilizce kullandık.					
5. Öğretmen motive ediciydi.					
6. Öğretmen ilgi çekici bir şekilde dersi işledi.					
7. Açıklamalar net ve anlaşılırdı.					
8. Öğretmen işitsel ve görsel araçları kullandı (Tepegöz, video, kaset-çalar vb.)					
9. Öğretmen tahtayı etkili bir şekilde kullandı.					
10.Öğretmen bütün öğrencilerle eşit miktarda ilgilendi.					
11.Öğretmen hatalarımızı etkili bir şekilde düzeltti.					
12.Sınıfta tek başıma çalışmayı tercih ettim.					
13.Sınıfta bir partnerle çalışmayı tercih ettim.					
14.Öğretmen öğrenmeme yardımcı oldu.					
15.Diğer öğrenciler öğrenmeme yardımcı oldu.					

18. Bu derste yapmış olmayı istediğiniz başka çalışmalar var mıydı?

E: Değerlendirme ve Yaklaşım

19. Aşağıdaki değerlendirme araçları başarımı ölçmede etkiliydi:

1. Çok 2. Orta 3. Az 4. Hiç 5. Bilinmiyor (Uygulanmadı)

	1	2	3	4	5
1. Sunumlar					
2. Ödevler					
3. Derse katılım (sözlü)					
4. Quizler					
5. Sınavlar					

20. Lütfen aşağıdaki konularla ilgili düşüncelerinizi belirtiniz.

1. Kesinlikle katılıyorum   2. Katılıyorum   3. Kararsızım
4. Katılmıyorum   5. Kesinlikle katılmıyorum

	1	2	3	4	5
1. Değerlendirme (sınav, vb) derste işlediğimiz konulardan yapıldı.					
2. Sınavlardaki açıklamalar anlaşılırdı.					
3. Ders materyalleri ve sınav materyaleri zorluk açısından benzerdi.					
4. Değerlendirme kriterleri hakkında bilgilendirilmiştik.					
5. Değerlendirme kriterleri anlamlı ve mantıklıydı.					
6. Sınav soruları cevaplayabileceğimiz zorluktaydı.					
7. Sınav sonuçları benim gerçek bilgimi ve başarımı yansıttı.					
8. Dinleme becerilerim doğru bir şekilde değerlendirildi.					
9. Konuşma becerilerim doğru bir şekilde değerlendirildi.					
10. Okuma becerilerim doğru bir şekilde değerlendirildi.					
11. Yazma becerilerim doğru bir şekilde değerlendirildi.					
12. Verilen notlar adildi.					
13. Ödevler işlediklerimizle alakalıydı.					
14. Performansımla ilgili yeterince bilgilendirildim.					
15. İngilizce bilgim bu dersle birlikte gelişme gösterdi.					
16. Bu derste öğrendiklerim benim için faydalı olacak.					
17. Ders genel olarak eğlenceliydi.					
18. Bu ders sayesinde İngilizcemi geliştirmeye istekli oldum.					
19. Bu ders benim İngilizce konusunda kendime güvenmeme yardımcı oldu.					

21. Sizce İngilizce dersindeki başarınız daha farklı nasıl değerlendirilebilirdi?

22. Sizce bu ders için ayrılan zaman yeterli miydi? Daha az ya da çok olmalı mı? Sebeplerini belirtiniz.

23. Dersin daha faydalı olabilmesi için neler yapılabilirdi? Lütfen önerilerinizi belirtiniz.

COURSE EVALUATION QUESTIONNAIRE FOR 12TH GRADES

Part A: Background Information

1. Gender:
☐ Male   ☐ Female

Concentration area:
☐ Science   ☐ T-M   ☐ Social Sciences   ☐ Foreign Language

2. How much difficulty do you have in the following areas?

1. A lot   2. Some   3. Little   4. Not at all

	1	2	3	4
1. Listening				
2. Speaking				
3. Reading				
4. Writing				
5. Vocabulary				
6. Grammar				

Part B: Goals and Objectives

3. The course met my expectations.
1. ☐ Strongly agree   2. ☐ Agree   3. ☐ Not sure
4. ☐ Disagree   5. ☐ Strongly disagree

4. The course met my needs regarding *listening skills.*
1. ☐ Strongly agree   2. ☐ Agree   3. ☐ Not sure
4. ☐ Disagree   5. ☐ Strongly disagree

5. The course met my needs regarding *speaking skills.*
1. ☐ Strongly agree   2. ☐ Agree   3. ☐ Not sure
4. ☐ Disagree   5. ☐ Strongly disagree

6. The course met my needs regarding *reading skills*.
1. ☐ Strongly agree   2. ☐ Agree   3. ☐ Not sure
4. ☐ Disagree   5. ☐ Strongly disagree

7. The course met my needs regarding *writing skills*
1. ☐ Strongly agree   2. ☐ Agree   3. ☐ Not sure
4. ☐ Disagree   5. ☐ Strongly disagree

8. The course helped me to:

1. Strongly agree   2. Agree   3. Not sure   4. Disagree   5. Strongly disagree

	1	2	3	4	5
1. understand the details of an event by listening to it					
2. find out the message in the short listening texts					

3. listen and find out the main idea					
4. listen and understand the specific information					
5. listen and do the activities related to it					
6. understand the physical features and characteristics of the people who are talking (in the listening text)					
7. listen and order the pictures and events					
8. have a general understanding of the subject of broadcasts					
9. give importance to listening and watching the programs appropriate to my level					
10. exchange information about health issues					
11. make comparisons					
12. talk about future plans					
13. talk about past events					
14. talk about environmental issues					
15. compare the lifestyles of people from different cultures					
16. talk about a place					
17. make guesses using the contextual clues					
18. make discussions on different cases					
19. comment on the statistical information					
20. improve appropriate communication strategies					
21. ask and answer questions orally					
22. take pleasure from talking in the foreign language					
23. read a text to get the details of an event					
24. read a text quickly to find specific information					
25. guess the meanings of new words in a reading text					
26. find out the main idea of a reading text					
27. identify the different structures in a reading text					
28. have a general understanding of the texts in newspapers, magazines, etc.					
29. use clues from the text to guess the content					
30. read a text and do the exercises related to it					
31. comment on the information I learn from a reading text					
32. give importance to reading materials (e.g. books, magazines) in English					
33. use different structures correctly					
34. write and exchange information about my interests					
35. write about what I read, listen or watch					
36. correctly have written communication with others					
37. write about past events					
38. write about future plans					
39. write about a person or a place					
40. write the summary or the main idea of a text					
41. analyze different genres (e.g. stories, poems.)					
42. take notes or fill in the charts using the given information					
43. prepare questionnaires and comment on the results of them					
44. prepare reports on the surveys I have made					
45. write dialogues					
46. take pleasure from communicating with people from different countries					

9. Please use the space below to put your further comments and suggestions about the goals and objectives of the course.

Part C: Course Content and Materials

10. Please express your opinion about the following issues:

1. Strongly agree   2. Agree   3. Not sure   4. Disagree   5. Strongly disagree

	1	2	3	4	5
1. The topics in the course book were interesting.					
2. The exercises in the workbook were helpful.					
3. There was a variety in course materials.					
4. The course materials met my needs.					
5. The subjects were taught sequentially.					
6. The course materials were easy to use.					
7. The course materials were easy to follow.					
8. The course materials were visually attractive.					
9. The tasks in the course materials were motivating.					
10. The materials were appropriate to my proficiency level in English.					
11. The course materials fit my long term goals in terms of listening skills.					
12. Course materials were sufficient to improve my listening skills.					
13. Course materials were helpful to improve my listening skills.					
14. The course materials fit my long term goals in terms of speaking skills.					
15. Course materials were sufficient to improve my speaking skills.					
16. Course materials were helpful to improve my speaking skills.					
17. The course materials fit my long term goals in terms of reading skills.					
18. Course materials were sufficient to improve my reading skills.					
19. Course materials were helpful to improve my reading skills.					
20. The course materials fit my long term goals in terms of writing skills.					
21. Course materials were sufficient to improve my writing skills.					
22. Course materials were helpful to improve my writing skills.					
23. There was a need for supplementary materials to improve my listening skills.					
24. There was a need for supplementary materials to					

	1	2	3	4
improve my speaking skills.				
25. There was a need for supplementary materials to improve my reading skills.				
26. There was a need for supplementary materials to improve my writing skills.				

11. The following activities and parts of the course book and the workbook were **useful** to me:

1. A lot   2. Moderately   3. Little   4. Not at all

	1	2	3	4
1. Reading texts				
2. Exercises related to the reading texts				
3. Dialogues (reading)				
4. Pronunciation (listening)				
5. Vocabulary exercises				
6. Grammar exercises				
7. Listening materials				
8. Writing projects				
9. Grammar reference				

12. Are there any other materials you would like to be used in this course?

13. Are there any materials that you think were not necessary to use?

14. Please use the space provided to write your further comments and suggestions about the content and materials.

Part D: Course Conduct

15. Which activities and methods **were used** in the course?

1. A lot   2. Moderately   3. Little   4. Not at all

	1	2	3	4
1. Teacher lecture				
2. Individual work				
3. Teacher presentations				
4. Pair work				
5. Group work				
6. Discussions				
7. Games				
8. Role plays				

	1	2	3	4
9. Songs				
10. Video sessions				
11. Tape sessions				
12. Homework/Assignments				
13. Projects				
14. Peer correction				
15. Self correction				
16. Teacher correction				
17. Silent reading				
18. Reading aloud (by students)				
19. Reading aloud (by the teacher)				
20. Peer evaluation / feedback				
21. Self evaluation				
22. Teacher evaluation				
23. Computer-aided activities				
24. Dictation				
25. Questioning (by the teacher)				
26. Translation				
27. Student presentations				

16. Which activities and methods **you would like to be used** in the course?

1. A lot   2. Moderately   3. Little   4. Not at all

	1	2	3	4
1. Teacher lecture				
2. Individual work				
3. Teacher presentations				
4. Pair work				
5. Group work				
6. Discussions				
7. Games				
8. Role plays				
9. Songs				
10. Video sessions				
11. Tape sessions				
12. Homework/Assignments				
13. Projects				
14. Peer correction				
15. Self correction				
16. Teacher correction				
17. Silent reading				
18. Reading aloud (by students)				
19. Reading aloud (by the teacher)				
20. Peer evaluation / feedback				
21. Self evaluation				
22. Teacher evaluation				
23. Computer-aided activities				
24. Dictation				
25. Questioning (by the teacher)				

26. Translation				
27. Student presentations				

17. Please express your opinion about the following issues.

1. Strongly agree   2. Agree   3. Not sure 4. Disagree   5. Strongly disagree

	1	2	3	4	5
1. The class time was used efficiently.					
2. There was a good student-teacher interaction.					
3. There was a good student-student interaction.					
4. We used only English in class.					
5. The teacher was motivating.					
6. The teacher taught in an interesting way.					
7. The instructions were clear.					
8. The teacher used audio-visual aids (OHP, video, tape-recorder, etc.)					
9. The teacher effectively used the board.					
10.The teacher was giving equal attention to all students.					
11.The teacher corrected our mistakes in an effective way.					
12. I preferred to work individually in class.					
13. I preferred to work with a partner in class.					
14. The teacher helped me to learn.					
15. Other students helped me to learn.					

18. Are there any other things you would have liked to do in this course?

Part E: Assessment and Attitude

19. The following assessment tools were effective in measuring my performance:

1. A lot 2. Moderately 3. Little   4. Not at all   5. Not applicable

	1	2	3	4
1. Presentations				
2. Assignments				
3. Participation				
4. Quizzes				
5. Exams				

20. Please express your opinion about the following issues.

1. Strongly agree   2. Agree   3. Not sure 4. Disagree   5. Strongly disagree

	1	2	3	4	5
1. We were assessed on the things we practiced in the lessons.					
2. The instructions on the tests were clear.					

3. The test materials were similar to the course materials in terms of difficulty level.					
4. We were informed about the assessment criteria.					
5. The assessment criteria were meaningful.					
6. The test questions were challenging.					
7. The test results demonstrated my actual proficiency.					
8. My listening skills have been correctly measured.					
9. My speaking skills have been correctly measured.					
10. My reading skills have been correctly measured.					
11. My writing skills have been correctly measured.					
12. The grading was fair.					
13. The assignments were relevant.					
14. I received sufficient feedback about my performance.					
15. My proficiency in English has improved after this course.					
16. The things I have learned in this course will be very useful for me.					
17. The course was enjoyable.					
18. Thanks to this course, I'm motivated to improve my English.					
19. The course helped me to feel more confident in English.					

21. Please write you suggestions for the assessment procedures in space below.

22. Do you believe time devoted to this course is sufficient? Should it be longer or shorter?

23. If you have any suggestions to improve the course, please use the space below to specify.

12. SINIF İNGİLİZCE DERSİ İÇİN DERS DEĞERLENDİRME ANKETİ

Lütfen soruları uygun şekilde cevaplayınız.

A: Genel Bilgiler

1. Cinsiyetiniz:
☐ Erkek ☐ Kız

Alanınız:
☐ Fen B. ☐ T-M ☐ Sosyal B. ☐ Yabancı Dil

2. Aşağıdaki alanlarda ne kadar zorlanıyorsunuz?

1. Çok   2. Orta   3. Biraz   4. Hiç

	1	**2**	**3**	**4**
Dinleme				
Konuşma				
Okuma				
Yazma				
Kelime Bilgisi				
Dilbilgisi (Gramer)				

B: Dersin Hedefleri

3. İngilizce dersi benim beklentilerimi karşıladı.
   1. ☐ Kesinlikle katılıyorum   2. ☐ Katılıyorum   3. ☐ Kararsızım
   4. ☐ Katılmıyorum   5. ☐ Kesinlikle katılmıyorum

4. İngilizce dersi benim **dinleme** becerileriyle ilgili ihtiyaçlarımı karşıladı.
   1. ☐ Kesinlikle katılıyorum   2. ☐ Katılıyorum   3. ☐ Kararsızım
   4. ☐ Katılmıyorum   5. ☐ Kesinlikle katılmıyorum

5. İngilizce dersi benim **konuşma** becerileriyle ilgili ihtiyaçlarımı karşıladı.
   1. ☐ Kesinlikle katılıyorum   2. ☐ Katılıyorum   3. ☐ Kararsızım
   4. ☐ Katılmıyorum   5. ☐ Kesinlikle katılmıyorum

6. İngilizce dersi benim **okuma** becerileriyle ilgili ihtiyaçlarımı karşıladı.
   1. ☐ Kesinlikle katılıyorum   2. ☐ Katılıyorum   3. ☐ Kararsızım
   4. ☐ Katılmıyorum   5. ☐ Kesinlikle katılmıyorum

7. İngilizce dersi benim **yazma** becerileriyle ilgili ihtiyaçlarımı karşıladı.
   1. ☐ Kesinlikle katılıyorum   2. ☐ Katılıyorum   3. ☐ Kararsızım
   4. ☐ Katılmıyorum   5. ☐ Kesinlikle katılmıyorum

8. İngilizce dersi bana aşağıdaki konularda yardımcı oldu:

1. Kesinlikle katılıyorum   2. Katılıyorum   3. Kararsızım
4. Katılmıyorum   5. Kesinlikle katılmıyorum

	1	**2**	**3**	**4**	**5**
1. Dinlediğim bir olayın ayrıntılarını anlayabilme					
2. Kısa metinlerin ilettiği mesajı bulabilme					
3. Dinlediğim metinlerin ana düşünce, tema vb bulabilme					
4. Dinlediği konuşmadan gerekli bilgiyi alabilme					
5. Dinlediğim metinle ilgili alıştırmaları yapabilme					
6. Dinlediğim metinde geçen kişilerin fiziksel ve kişilik özelliklerini anlayabilme					
7. Dinlediğim metinle ilgili resim ve olayları sıraya koyabilme					
8. Görsel ve işitsel iletişim araçlarında yer alan yayınları dinlediğimde genel olarak anlayabilme					

9. Düzeyime uygun yayınları dinleyerek bunları izlemeye özen gösterebilme					
10. Kendim ve bir başkasının sağlık durumuyla ilgili bilgi alışverişinde bulunabilme					
11. Kişileri ya da nesneleri özelliklerine göre karşılaştırabilme					
12. Geleceğe yönelik işlere ilişkin bilgi alışverişinde bulunabilme					
13. Geçmiş olaylara ilişkin bilgi alışverişinde bulunabilme					
14. Çevre bilincinin geliştirilmesine ilişkin bilgi alışverişinde bulunabilme					
15. Farklı kültürlerin yaşam biçimlerine ilişkin karşılaştırma yapabilme					
16. Bir yer hakkında bilgi alışverişinde bulunabilme					
17. Görsel, sözel ve yazılı ipuçlarını kullanarak tahminde bulunabilme					
18. Farklı durumlarla ilgili tartışma yapabilme					
19. Farklı durumlarla ilgili verilen istatistikleri yorumlayabilme					
20. Bulunduğum duruma uygun, doğru iletişim kurma yöntemleri geliştirme					
21. Temel cümle yapılarını kullanarak soru sorup yanıt verebilme					
22. Yabancı dil konuşmaktan zevk alabilme					
23. Okuduğum bir olayın ayrıntılarını anlayabilme					
24. Belli bir bilgiyi bulmak için metni kısa sürede okuyabilme					
25. Okuduğum metinde geçen bilinmeyen sözcüklerin anlamını tahmin edebilme					
26. Okuduğum metnin ana düşüncesini bulabilme					
27. Okuduğum metinde istenen farklı dil yapılarını ayırt edebilme					
28. Yazılı basında yer alan yayınları okuduğumda genel olarak anlayabilme					
29. Metinle ilgili ipuçlarını kullanarak içeriğe ait tahminde bulunabilme					
30. Okudum metinle ilgili alıştırmaları yapabilme					
31. Okuduğum metinden edindiğim bilgileri yorumlayabilme					
32. Yabancı dildeki yayınları okumaya özen gösterebilme					
33. Farklı dil yapılarını doğru ve yerinde kullanabilme					
34. İlgi alanlarıma yönelik konularda yazılı iletişim kurabilme					
35. Okuduğumu, dinlediğimi ve izlediğimi yazılı olarak anlatabilme					
36. Doğru ve yerinde yazılı iletişim kurabilme					
37. Geçmişteki olaylar hakkındaki düşüncelerimi yazabilme					
38. Gelecek planlarım hakkındaki düşüncelerimi yazabilme					
39. Bir yer ya da kişiye ilişkin bilgi alışverişinde yazılı olarak bulunabilme					
40. Metinle ilgili özet, ana düşünce ve tema gibi istenen bilgileri yazılı olarak anlatabilme					
41. Mektup ve öykü gibi farklı metin türlerinin analizini yazılı olarak yapabilme					
42. Bilgileri not alma, çizelge doldurma vb. forma					

dönüştürebilme					
43. İstenilen konuda anket hazırlayıp bu anketin sonuçlarını yazılı olarak değerlendirebilme					
44. Yaptığım araştırmalara dayalı olarak rapor yazabilme					
45. Diyalog yazabilme					
46. Farklı ülkelerden insanlarla yazılı iletişim kurmaktan zevk alabilme					

9. İngilizce dersinin sizce başka ne hedefleri olmalıydı? Lütfen görüş ve önerilerinizi belirtiniz.

C: Dersin İçeriği Ve Materyaller

10. Lütfen aşağıdaki konular hakkında fikrinizi belirtiniz.

1. Kesinlikle katılıyorum   2. Katılıyorum   3. Kararsızım
4. Katılmıyorum   5. Kesinlikle katılmıyorum

	1	2	3	4	5
1. Ders kitabındaki konular ilgi çekiciydi.					
2. Çalışma kitabındaki alıştırmalar faydalıydı.					
3. Ders materyallerinde çeşitlilik vardı.					
4. Ders materyalleri ihtiyaçlarımı karşıladı.					
5. Konular sırasıyla öğretildi.					
6. Ders materyallerinin kullanımı kolaydı.					
7. Ders materyallerini takip etmek kolaydı.					
8. Ders materyalleri görsel açıdan çekiciydi.					
9. Ders materyallerindeki aktiviteler motive ediciydi.					
10. Ders materyalleri İngilizce seviyeme uygundu.					
11. Ders materyalleri dinleme becerileriyle ilgili hedeflerime uygundu.					
12. Ders materyalleri dinleme becerilerimi geliştirmek için yeterliydi.					
13. Ders materyalleri dinleme becerilerimi geliştirmem için yararlıydı.					
14. Ders materyalleri konuşma becerileriyle ilgili hedeflerime uygundu.					
15. Ders materyalleri konuşma becerilerimi geliştirmek için yeterliydi.					
16. Ders materyalleri konuşma becerilerimi geliştirmem için yararlıydı.					
17. Ders materyalleri okuma becerileriyle ilgili hedeflerime uygundu.					
18. Ders materyalleri okuma becerilerimi geliştirmek için yeterliydi.					
19. Ders materyalleri okuma becerilerimi geliştirmem için yararlıydı.					

	1	2	3	4	5
20. Ders materyalleri yazma becerileriyle ilgili hedeflerime uygundu.					
21. Ders materyalleri yazma becerilerimi geliştirmek için yeterliydi.					
22. Ders materyalleri yazma becerilerimi geliştirmem için yararlıydı.					
23. Dinleme becerilerimi geliştirmek için ek materyallere ihtiyaç vardı.					
24. Konuşma becerilerimi geliştirmek için ek materyallere ihtiyaç vardı.					
25. Okuma becerilerimi geliştirmek için ek materyallere ihtiyaç vardı.					
26. Yazma becerilerimi geliştirmek için ek materyallere ihtiyaç vardı.					

11. Ders kitabı ve çalışma kitabının aşağıda belirtilen bölümleri benim için yararlı oldu:

1. Çok   2. Orta   3. Az   4. Hiç

	1	2	3	4
1. Okuma parçaları				
2. Okuma parçalarıyla ilgili alıştırmalar				
3. Diyaloglar (okuma metni)				
4. Telaffuz çalışmaları (dinleme)				
5. Kelime çalışmaları				
6. Dilbilgisi çalışmaları				
7. Dinleme materyalleri				
8. Yazma projeleri				
9. "Grammar reference" bölümü				

12. Bu derste kullanılmasını istediğiniz başka materyaller var mıydı?

13. Derste gerekli olmadığını düşündüğünüz materyaller var mıydı?

14. Ders materyalleriyle ilgili diğer görüşlerinizi belirtiniz.

D: Dersin İşlenişi

15. Derste hangi aktivite ve yöntemler kullanılmıştır?

1. Çok   2. Orta   3. Az   4. Hiç

	1	2	3	4
1. Öğretmenin ders anlatması				
2. Bireysel çalışma				
3. Öğretmen sunumları				
4. İkili çalışma				
5. Grup çalışması				
6. Tartışmalar				
7. Oyunlar				
8. Rol yapma (canlandırma)				
9. Şarkılar				
10. Video gösterimi				
11. Kaset dinleme				
12. Ödevler				
13. Projeler				
14. Öğrencilerin birbirlerinin hatalarını düzeltmesi				
15. Öğrencilerin kendi hatalarını düzeltmesi				
16. Öğretmenin öğrenci hatalarını düzeltmesi				
17. Sessiz okuma				
18. Öğrencilerin parçayı yüksek sesle okuması				
19. Öğretmenin parçayı yüksek sesle okuması				
20. Öğrencilerin birbirlerini değerlendirmesi				
21. Öğrencilerin kendilerini değerlendirmesi				
22. Öğretmenin öğrencileri değerlendirmesi				
23. Bilgisayar destekli aktiviteler				
24. Yazdırma (dikte)				
25. Öğretmenin soru sorması				
26. Çeviri				
27. Öğrenci sunumları				

16. Derste hangi aktivite ve yöntemlerin kullanılmasını isterdiniz?

1. Çok   2. Orta   3. Az   4. Hiç

	1	2	3	4
1. Öğretmenin ders anlatması				
2. Bireysel çalışma				
3. Öğretmen sunumları				
4. İkili çalışma				
5. Grup çalışması				
6. Tartışmalar				
7. Oyunlar				
8. Rol yapma (canlandırma)				
9. Şarkılar				
10. Video gösterimi				
11. Kaset dinleme				
12. Ödevler				
13. Projeler				

	1	2	3	4
14. Öğrencilerin birbirlerinin hatalarını düzeltmesi				
15. Öğrencilerin kendi hatalarını düzeltmesi				
16. Öğretmenin öğrenci hatalarını düzeltmesi				
17. Sessiz okuma				
18. Öğrencilerin parçayı yüksek sesle okuması				
19. Öğretmenin parçayı yüksek sesle okuması				
20. Öğrencilerin birbirlerini değerlendirmesi				
21. Öğrencilerin kendilerini değerlendirmesi				
22. Öğretmenin öğrencileri değerlendirmesi				
23. Bilgisayar destekli aktiviteler				
24. Yazdırma (dikte)				
25. Öğretmenin soru sorması				
26. Çeviri				
27. Öğrenci sunumları				

17. Lütfen dersin işlenişi ile ilgili görüşlerinizi belirtiniz.

1. Kesinlikle katılıyorum   2. Katılıyorum   3. Kararsızım
4. Katılmıyorum   5. Kesinlikle katılmıyorum

	1	2	3	4	5
1. Ders zamanı verimli bir şekilde kullanıldı.					
2. Öğrencilerle öğretmenin iletişimi iyiydi.					
3. Öğrencilerin diğer öğrencilerle iletişimi iyiydi.					
4. Derste sadece İngilizce kullandık.					
5. Öğretmen motive ediciydi.					
6. Öğretmen ilgi çekici bir şekilde dersi işledi.					
7. Açıklamalar net ve anlaşılırdı.					
8. Öğretmen işitsel ve görsel araçları kullandı (Tepegöz, video, kaset-çalar vb.)					
9. Öğretmen tahtayı etkili bir şekilde kullandı.					
10. Öğretmen bütün öğrencilerle eşit miktarda ilgilendi.					
11. Öğretmen hatalarımızı etkili bir şekilde düzeltti.					
12. Sınıfta tek başıma çalışmayı tercih ettim.					
13. Sınıfta bir partnerle çalışmayı tercih ettim.					
14. Öğretmen öğrenmeme yardımcı oldu.					
15. Diğer öğrenciler öğrenmeme yardımcı oldu.					

18. Bu derste yapmış olmayı istediğiniz başka çalışmalar var mıydı?

E: Değerlendirme ve Yaklaşım

19. Aşağıdaki değerlendirme araçları başarımı ölçmede etkiliydi:

1. Çok 2. Orta 3. Az   4. Hiç 5. Bilinmiyor (Uygulanmadı)

	1	2	3	4	5
1. Sunumlar					
2. Ödevler					
3. Derse katılım (sözlü)					
4. Quizler					
5. Sınavlar					

20. Lütfen aşağıdaki konularla ilgili düşüncelerinizi belirtiniz.

1. Kesinlikle katılıyorum   2. Katılıyorum   3. Kararsızım
4. Katılmıyorum   5. Kesinlikle katılmıyorum

	1	2	3	4	5
1. Değerlendirme (sınav, vb) derste işlediğimiz konulardan yapıldı.					
2. Sınavlardaki açıklamalar anlaşılırdı.					
3. Ders materyalleri ve sınav materyalleri zorluk açısından benzerdi.					
4. Değerlendirme kriterleri hakkında bilgilendirilmiştik.					
5. Değerlendirme kriterleri anlamlı ve mantıklıydı.					
6. Sınav soruları cevaplayabileceğimiz zorluktaydı.					
7. Sınav sonuçları benim gerçek bilgimi ve başarımı yansıttı.					
8. Dinleme becerilerim doğru bir şekilde değerlendirildi.					
9. Konuşma becerilerim doğru bir şekilde değerlendirildi.					
10. Okuma becerilerim doğru bir şekilde değerlendirildi.					
11. Yazma becerilerim doğru bir şekilde değerlendirildi.					
12. Verilen notlar adildi.					
13. Ödevler işlediklerimizle alakalıydı.					
14. Performansımla ilgili yeterince bilgilendirildim.					
15. İngilizce bilgim bu dersle birlikte gelişme gösterdi.					
16. Bu derste öğrendiklerim benim için faydalı olacak.					
17. Ders genel olarak eğlenceliydi.					
18. Bu ders sayesinde İngilizcemi geliştirmeye istekli oldum.					
19. Bu ders benim İngilizce konusunda kendime güvenmeme yardımcı oldu.					

21. Sizce İngilizce dersindeki başarınız daha farklı nasıl değerlendirilebilirdi?

22. Sizce bu ders için ayrılan zaman yeterli miydi? Daha az ya da çok olmalı mı? Sebeplerini belirtiniz.

23. Dersin daha faydalı olabilmesi için neler yapılabilirdi? Lütfen önerilerinizi belirtiniz.

APPENDIX B: COURSE EVALUATION QUESTIONNAIRE FOR TEACHERS

1. What is your opinion about the following issues?

1. Strongly agree   2. Agree 3. Not sure   4. Disagree   5. Strongly disagree

	1	2	3	4	5
1. The objectives of the course have been achieved.					
2. I was informed about the goals and objectives of the course.					
3. The course met the needs and interests of the students.					
4. Course materials were relevant to the needs of the students.					
5. There was variety in course materials.					
6. The materials were interesting and motivating.					
7. The materials were appropriate to the goals and objectives of the course.					
8. The materials reflected a skills-based approach.					
9. The materials were easy to follow.					
10. The materials were appealing and enjoyable.					
11. The tasks and activities in the course book were meaningful					
12. The tasks in the course book were challenging.					
13. The transition between the units in the course book was smooth.					
14. The transition between the tasks and activities in the course book was smooth.					
15. The course book encouraged student involvement.					
16. The course book addressed different learning styles.					
17. The course book encouraged learner autonomy.					
18. There was enough emphasis on grammar teaching in the course book.					
19. There was a need for supplementary materials to teach grammar.					
20. There was enough emphasis on vocabulary teaching in the course book.					
21. There was a need for supplementary materials to teach vocabulary.					
22. There was enough emphasis on teaching listening skills in the book.					
23. Listening tasks and activities were appropriate to the level of the students.					
24. There was a need for supplementary materials to improve listening skills.					
25. There was enough emphasis on teaching speaking skills in the course book.					
26. Speaking tasks and activities were appropriate to the					

level of the students.					
27. There was a need for supplementary materials to improve speaking skills.					
28. There was enough emphasis on teaching reading skills in the course book.					
29. Reading texts were appropriate to the level of the students.					
30. There was a need for supplementary materials to improve reading skills.					
31. There was enough emphasis on teaching writing skills in the course book.					
32. Writing projects were appropriate to the level of the students.					
33. There was a need for supplementary materials to improve writing skills.					
34. Teacher's book was clear and easy to follow					
35. Teacher's book suggested appropriate teaching methods and techniques for different units.					
36. Teacher's book provided me with enough guidance.					
37. I was provided with course materials before the classes began.					
38. I was provided with the necessary equipment to do the listening tasks.					
39. There was variety in tasks and activities I did in the classroom.					
40. The curriculum supported the implementation of various teaching methods and techniques.					
41. Students' grades reflected their actual success.					
42. I used different tools (i.e. exams, quizzes) for assessment.					
43. I assessed students' listening skills.					
44. I assessed students' speaking skills.					
45. I assessed students' reading skills.					
46. I assessed students' writing skills.					
47. I assessed students' grammar knowledge.					
48. I assessed students' vocabulary knowledge.					
49. The things students learned in this course will be useful for them.					
50. The course helped students.					
51. The course was motivating.					

2. Were you informed about the objectives of the course before you started teaching? If yes, where did you get the information from?

3. What are your suggestions for improving the course and making it more effective?