

EVALUATION OF THE TURKISH LANGUAGE TEACHING PROGRAM FOR
FOREIGNERS AT MINSK STATE LINGUISTIC UNIVERSITY
IN BELARUS: A CASE STUDY

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ABSTRACT

EVALUATION OF THE TURKISH LANGUAGE TEACHING PROGRAM FOR FOREIGNERS AT MINSK STATE LINGUISTIC UNIVERSITY IN BELARUS: A CASE STUDY

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The aim of this study is to evaluate the Turkish Language Teaching Program for Foreigners at Minsk State Linguistic University in Belarus. The study aims to answer the following two main questions: 1) what are the discrepancies between the current status and the desired outcomes of the Turkish program at MSLU? 2) What aspects of the Turkish program should be maintained, strengthened or added? In order to answer these questions, data were collected from students who were attending the program in the 2002-2003 academic year, instructors who were teaching in the program in the same academic year, the graduates of the program, former instructors of this program, the parents of the students who were currently attending the program, the authorities at the institution, the employers of the graduates of this program in Minsk.

Both qualitative and quantitative data were collected in the study. The quantitative data were collected through questionnaires. The qualitative data were collected through interviews and written document analysis.

The results of the data showed that the Turkish Language Program at Minsk State Linguistic University partially meets the needs and demands of all the involved parties. However, it was observed that enthusiasm and interest for the Turkish language among the current students, graduates and the University authorities were high. Some changes and additions could be made in the program to make it better suited to the needs and demands of its under goers and institution.

Keywords: Curriculum, Curriculum evaluation, Foreign language teaching

ÖZ

BEYAZ RUSYA MİNSK DEVLET DİLBİLİM ÜNİVERSİTESİ

YABANCILAR İÇİN

TÜRKÇE DİL EĞİTİMİ PROGRAMININ

DEĞERLENDİRİLMESİ ÜZERİNE

BİR ALAN ÇALIŞMASI

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Bu çalışmanın amacı, Beyaz Rusya Minsk Devlet Dilbilim Üniversitesi Yabancılar için Türkçe Dil Eğitimi Programının değerlendirilmesidir. Bu çalışma şu sorulara cevap vermeyi amaçlamaktadır: 1) Minsk Devlet Dilbilim Üniversitesi Yabancılar için Türkçe Eğitim Programının hedeflenen ve şu andaki durumu arasındaki farklılıklar nelerdir? 2) Programın hangi boyutları kuvvetlendirilmeli, eklenmeli veya aynı kalmalıdır?

Bu ana sorulara cevap verebilmek için 2002-2003 akademik yılında programa devam eden öğrencilerden, aynı akademik yılda bu programda çalışan öğretmenlerden, Programın mezunlarından, aynı programda daha önceki yıllarda Türkçe öğreten öğretmenlerden, programa devam eden öğrencilerin ebeveynlerinden,

çalıřmanın yapıldığı üniversitenin idarecilerinden ve Minsk'teki program mezunlarını çalıřtıran bazı isverenlerden veriler toplanmıřtır.

Bu çalıřmada nitel ve nicel veriler toplanmıřtır. Nitel veriler anketler yoluyla, nicel veriler ise doküman analizi ve mülakatlar yoluyla elde edilmiřtir.

Çalıřmanın sonuçları Minsk Devlet Dilbilim Üniversitesi'nde uygulanmakta olan Türkçe Eğitim Programının programla ilgililerin gereksinim ve beklentilerine kısmen cevap verdiđini göstermiřtir. Bununla birlikte, mezunlar, programa halen devam etmekte olan öğrenciler ve üniversite yöneticileri arasında Türkçe'ye karşı yüksek ve pozitif bir ilginin varlığı saptanmıřtır. Üniversitenin ve programla ilgililerin talep ve ihtiyaçlarına daha iyi cevap verebilmesi için program üzerinde bazı deđişiklik ve eklemeler yapılabilir.

Anahtar kelimeler: Program , Program Deđerlendirme, Yabancı Dil Eğitimi

To my Family and O. Kalashnikova, for many reasons.....

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

Date: 9 January 2004

Signature:

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CHAPTER I

INTRODUCTION

1.1 Background to the Study

Central Asian countries have continued nation building soon after the collapse of the Soviet Union in 1991. This involved the establishment of political, economical and social institutions, the development of national identities and self-acknowledgement and also elaboration of alternatives to communism in order to create an ideological base for their new societies and political rules. Turkey's strong historical, cultural, ethnic and linguistic links with the newly independent Central Asian countries make this country a valuable and important stabilizing factor in this new world order. Turkey's role was discussed both in Turkey and in the West. "A power vacuum" was created by the collapse of the USSR, and western countries were aware that Islam might fill up that temporarily empty space. Therefore they strongly encouraged these states to adapt a "Turkish Model" of secular democracy together with liberal economy (Aydın, 1996; Sander, 1993; in Demir et al., 2000).

Nearly all Central Asian leaders throughout 1991-1992 came to an agreement to take Turkey as a model. A mutual belief was that the relations with Turkey could make the entry to the western world easier.

These countries established an extensive network which provided a wide range of facilities for cultural, economic and to some extent, military cooperation with Turkey (TIKA, 1996).

According to a number of various reports, Turkey has taken a mission upon itself to train 10.000 students in the Post Soviet countries (Hunter, 1996; in Demir et al., 2000).

As Demir et al. (2000) note the educational process has always been perceived as a very influential factor of the process of socialization. Throughout history, it has had the power to build, shape, reconstruct and add fresh details to the atmosphere in psychological and social environments. During the transition period, the educational process has played a role of vital importance and has been perceived to function in a similar way in the social transformation of the Central Asian countries. The Turkish government started the Turkish language instruction in Central Asian and the Post Soviet countries. In this context, the quality of Turkish Instruction is open to exploration.

Turkish as a language is becoming more and more important in education as well as in daily life due to the important role it plays in forming communication chains throughout the world. Turkish is on its way to become a world language especially after the Soviet Union's break-up in 1991. As the importance of Turkish in the world is continually increasing, the importance of teaching Turkish is gaining more and more credibility. Having Turkish instruction in universities, especially in the Turkic Republics, is an encouragement for students to be proficient in this foreign language, to be able to complete their studies successfully, and to be better equipped to meet demands of a competitive business life later on.

Along with the rapidly growing importance of the Turkish language, teaching Turkish as a foreign language is growing as a profession and as a field of education, especially in the Turkish Republic and Post Soviet countries. New methods and techniques should be developed to meet the demands of the changing world and teach Turkish more effectively in the educational system. As Daloğlu (1996) notes one of the most important prerequisites of delivering effective and quality tuition in the classroom is having a clearly defined curriculum in terms of its teaching goals and specific objectives. Therefore, having a good curriculum is one of the vital steps towards achieving high quality language teaching.

Belarus is one of the Independent Post Soviet Republics where Turkish has become a popular foreign language in recent years. In Belarus, education in Turkish was instituted at Minsk State Linguistic University (MSLU) in 1994. The program started with ten students. Today at MSLU there are 70 students and 300 students at different universities and high schools all over the country who are studying Turkish as a first or second foreign language.

Minsk State Linguistic University (MSLU) was founded in Belarus in 1948. As the leading (and for many years the only) provider of higher education in training qualified specialists in foreign language teaching, translation and interpreting, MSLU has over the years trained more than 25.000 teachers and 2.500 interpreters.

MSLU was founded as a higher state educational establishment with a twofold mission of teaching and research service. During its history, the University has earned a reputation of being the major institution for studying foreign languages in the Republic of Belarus.

Minsk State Linguistic University enrolls more than 3,000 students in the bachelor's and master's degrees and related programs in 7 fields of specialization. The faculty is well qualified, with over seventy five percent having earned doctorates.

1.2 Purpose of the Study

During an informal survey that the researcher conducted among the instructors, students, Faculty Deans and the Vice Rector of Minsk State Linguistic University in Belarus, most of the instructors, students and the Vice Rector revealed their dissatisfaction regarding the effectiveness of the current Turkish language instruction. The researcher is an instructor at MSLU and has observed several occasions on dissatisfaction expressed both by the instructors and students regarding the effectiveness of the Turkish Language Program. Although the current program at the institution aims to bring students up to an intermediate or upper- intermediate level of Turkish proficiency, neither the students nor the instructors seem to be satisfied with the outcomes of the program. Despite allocation of considerable amount of resources and time, the goals and objectives of the program do not seem to reach the desired levels.

The Turkish Language Teaching Program was instituted at MSLU in 1994. The present situation shows that since it was instituted at MSLU, there has been no formal feedback collected from the teachers and students about the effectiveness of instruction at the institution. The researcher planned to highlight through a needs assessment the discrepancies between the current status and desired outcomes of the Turkish instruction and draw attention to the necessity of making some modifications and new and/or revised regulations at MSLU.

This particular study primarily aimed to provide the needed information regarding the current and desired Turkish instruction status at MSLU so that an authentic and practical program could be designed in the future. The specific aims of the study were to evaluate the effectiveness of the program as perceived by share holders, using context, input and product components of the CIPP evaluation model developed by Stufflebeam (1971) and to suggest any relevant changes and ways to achieve further improvement.

This particular study explores the Turkish Program, offered at MSLU, with the aim of answering the following two main questions:

- What are the discrepancies between the current status and the desired outcomes of the Turkish program at MSLU?

In answering this main question, the following sub-questions are answered:

1) Context

- a) What kind of environment does the Turkish Program take place in? (the research site, the goals and the objectives of the institution, the organizational structure of the institution, facilities, people etc.).

2) Input

- a) What are the students' needs, expectations, opportunities, current and desired competencies in terms of objectives, contents, methods, materials and evaluation dimensions of the program?
- b) What needs, expectations and desired competencies the instructors, University authorities, students' parents and employers have, and what kind of product they expect from the program?

- What aspects of the Turkish program should be maintained, strengthened or added, as perceived by share holders (students, instructors, university authorities, employers and parents)?

In answering this main question, the following sub-question is answered:

3) Output

- a) To what degree does the current program meet the needs and expectations of the share holders in terms of objectives, content, methods, materials and evaluation system of the program as perceived by students, instructors, employers and University authorities?

1.3 Significance of the Study

In a direct sense, this particular study will help the MSLU administration learn about how effective the current Turkish Instruction is. It is hoped that the study will also give some ideas about the instruction of other skills. The researcher hopes the results of the evaluation of the program will be used and/or considered as a guideline to improve the quality of the instruction not only at MSLU but also at other institutions in Belarus, where Turkish is taught as a foreign language. It is hoped that this study may lead both formative and summative evaluation of the curriculum studies at the institutions in the Republic of Belarus in the future in order to modify the Turkish Language Programs continuously. It is also hoped that the results of evaluation of the Turkish Language Program for Foreigners in Belarus may also be used and/or considered as a guideline to improve the quality of instruction and evaluate the Turkish language instruction in other countries such as Egypt, Moldavia,

Algeria, Pakistan, Israel, Ireland, Italy, Tunisia, Germany, Uzbekistan, Kyrgyzstan, Kazakhstan, Georgia, Ukraine, Romania, Lithuania, Latvia and Russia where Turkish is taught as a foreign language.

1.4 Definitions of Terms

The following terms are used in the study to refer to the concepts defined in the following way:

Students: The term “Students” refers to the Turkish language learners who were enrolled at Minsk State Linguistic University in the 2002-2003 academic year.

Graduates: This refers to the students who have completed the program during the years it has been offered since the 1994-1995 academic year at MSLU.

Current Instructors: This term refers to the teachers who teach Turkish as a foreign language at MSLU.

Former Instructors: This term refers to the teachers who taught Turkish as a foreign language at MSLU previously.

Parents of the Current Students: Parents are the fathers and/or the mothers of the students at MSLU who are currently studying Turkish.

Employers: Employers are the hotel and Turkish instruction company managers and Turkish Embassy in Minsk.

University Authorities: This term refers to the Vice-Rector and the Intercultural Relations and Communications, English, French and Interpreters’ faculty deans at MSLU.

Context Evaluation: Context defines the environment together with the desired and actual conditions pertaining to that environment. Stufflebeam notes that “context evaluation begins with a conceptual analysis to identify and define the limits of the domain to be served as well as its major sub-parts (Worthen and Sanders, 1973). Context evaluation provides information for decisions regarding the setting of the program, its general goals to be served and the specific objectives to be achieved.

Input Evaluation: It refers to the relevant capabilities already existing in the population, specifically Turkish learners. This evaluation is needed for decision making on matters of design.

Product Evaluation: Product evaluation refers to the measuring and interpreting of what has been attained as a result of successful completion of the Turkish Language Program at MSLU.

CHAPTER II

REVIEW OF LITERATURE

The aim of this literature review is to define the purpose of curriculum and syllabus, discuss what characteristics make them effective, and stress the importance of an adequate curriculum and syllabus in any language program. As curriculum evaluation is the main purpose of this study, various evaluation models are reviewed in this chapter. Different types of foreign language syllabi are considered and needs assessment field is reviewed.

2.1 Definitions of Curriculum and Syllabus

The extensive number of curriculum definitions in literature nowadays can be explained by the great number of researchers working in this field and presenting their various approaches. It is not easy to develop a teaching method which clearly sets objectives before students and teachers, providing effective learning and thereby improving the whole program. Consequently, curriculum remains an issue of great concern for those who are interested in the teaching process and whose aim is to improve it. There is a wide range of opinions, approaches and models of curriculum, explaining how it should be developed, implemented and evaluated. However, before providing a literature review on all these processes it is necessary to define what curriculum is, and see what different researchers say about it.

First of all, it is worth mentioning that there is a distinction between the terms curriculum and syllabus even though they are quite often used interchangeably in the literature.

Candlin (1984) states that curricula are of use in making general statements, while syllabi are more localized and based on the accounts and records of what happens at the classroom level.

Moreover, Rodgers (1989) acknowledges that curriculum and syllabus are terms that were used interchangeably for a long time, but now syllabus is used only to describe the content of a given course, a small part of an educational program. Rodgers (1989) states that in current syllabi linguistic content does not only include vocabulary and grammar, but also “notions that the learner needs to communicate about and functions that the learner needs to communicate within” (in Johnson, 1989, p.28).

The curriculum has a wide range of meanings which explain its variety. Allen (1984) acknowledges that curriculum is a broad concept which includes philosophical, social, administrative factors that will help the planning of an institutional program.

According to Walker (1999), curriculum includes specific instructional objectives that are expected to be achieved by the study of different subjects.

Nadler (1982) defines curriculum as a reflection of a theory of learning.

Rodgers (1989) notes that curriculum consists of activities which the institution desires its learners to be involved in. The activities not only determine what students learn, but how they learn, and how teachers help them in this process,

utilizing particular methods, materials, teaching techniques, and facilities (in Johnson, 1989, p.28).

The curriculum focuses on the essential core of knowledge, understanding and skills which learners must be taught and be able to use (Martin and Cloke, 2000).

In the broadest sense the term curriculum can be defined to include all the relevant decision-making processes of all the participants of a particular program. In the narrow sense it can be defined as a course of study developed to be sequentially presented to meet the specific educational goals of a particular institution (Johnson, 1989).

Surprising as it may seem, for a very long time curriculum was neglected. Scientists were interested in methodology of teaching a specific subject, or applying their knowledge in a specific field (e.g. sociology, history). They did not perceive a necessity to create curriculum focusing on learners' needs. Eggleston (1990) reflected a mindset that the curriculum was commonly seen as given, not developed; received rather than responded to.

However, in recent years the focus has shifted. The world has changed. The demands of society have increased. As a result of globalization, informational and technological revolution, school systems are redesigned on the basis of effectiveness and efficiency of education and its "contribution to economic well-being" (Norris, 1998, p.207). Thus, curriculum has gained its significant place in education.

2.2 Characteristics of a Good Curriculum/Syllabus Document

What a good curriculum/syllabus document should contain and how it should be constructed are the vital questions.

The importance of a good curriculum/syllabus document is obvious. In this respect, Stein and Carnine (1998) state that teaching practices will not be effective, unless they are linked to a well-designed curriculum. Moreover, they also underline the need for effective teaching practices to be tied to “generalizable instructional strategies” for higher academic proficiency level.

What curriculum should offer to students and what should be emphasized has been discussed by different authors. They express the same meaning in different ways. For instance, Toffler (1970) acknowledges that the “diversification of data” and learning of “behavioral skills” should be emphasized in an educational curriculum. These skills enable students to learn, relate and make choices (in Ben-Zur et al., 1999).

According to Doll (1993), a curriculum should offer a wide range of opportunities. Additionally, it should help students develop different abilities, motivate them to learn and use their knowledge in daily life situations.

Doll (1993) states that educational systems in the last three centuries were simpler, more predictable, and not as diverse as today. As noted by Ben-Zur et al. (1999), not enough attention was paid to curriculum during those years. Needs assessment, evaluation procedures, models and principles of curriculum building were unknown and not implemented. Our ever-changing world brought curriculum building to life. It was due to information revolution that educators became aware that our new society required a new curriculum, as the old curriculum was no longer relevant. By the end of the twentieth century, new ideas and approaches concerning curriculum, its essence and structure had developed. Ben-Zur et al. also point out that the revised curriculum standards meant a more complete and careful design of a teaching program; and here the developers faced a number of problems, namely: 1)

what a good curriculum document should consist of, 2) how to determine its content, 3) what principles should be paramount.

Regarding the curriculum design, Inlow (1973) states that curriculum should be developed purposefully, according to a carefully designed plan.

According to Ediger (2000), the planning of curriculum should start with a statement of carefully selected objectives. It determines what students are to learn as a result of a learning process. He also points out that there should be balance among knowledge and skills in the curriculum.

Within the framework of a learner-centered curriculum, Nunan (1985) emphasizes systematic and integrated procedures for designing curriculum in which key elements include needs assessment, goals and objectives setting, the selection of input, methodology, learning mode and environment evaluation (in Johnson, 1989).

Nadler (1982) states that some curriculum designers think that curriculum must reflect a “united theory”, while others give preference to more eclectic designs. He also argues that by the time an individual becomes a curriculum designer he/she has already been under the influence of some theory. Here again a curriculum developer faces a problem: according to what principles the curriculum should be developed. Some of them have already been mentioned above. However, it is interesting to note the five curriculum design principles offered by Stein and Carnine (1998):

1) *Identify “big ideas” to organize content.* Such concepts as students’ ability to use their background knowledge to solve different problems or build foundations for later learning are referred to as “big ideas”. This principle requires that text developers should identify the main ideas around which to organize the critical content. Organizing instruction using “big ideas” makes it possible for curriculum

designers to reduce the memory load for students and to promote more conceptual understanding. 2) *Teach explicit, generalizable strategies*. This principle holds that not all content can be introduced through the use of strategies. Strategies help students gain new knowledge. They can appear to be either too narrow or too wide. Narrow strategies help to solve only a limited set of problems, and wide ones cannot be reliable for all students. Thus, a strategy should be generalizable, and it is so if it can be applied to a reasonably broad range of problem types. 3) *Scaffold instruction*. This principle holds that both teachers and curriculum materials provide support for the students as they are learning new strategies. 4) *Integrate skills and concepts*. This principle is helpful for student learning, as most traditionally designed instructions lack a careful integration of important skills. Firstly, by the integration of knowledge students learn when to apply what they have learned. Secondly, the integration of skills and knowledge gives students a chance to examine the correlation between various concepts. 5) *Provide adequate review*. This principle holds that the value of the review depends on the quality of instruction. It is important that the review is sufficient, distributed, cumulative and varied.

Other important facts should also be taken into consideration by a curriculum designer. Kaplan (1964) points out that a learning sequence can be meaningful to a teacher, but it does not always mean that it is meaningful to the student for whom it is intended. Mager and McCann (1961, 1963) state that students often seek information in an order which differs from that of previously prepared material (in McKeen and Fortune, 1989).

Worthen and Sanders (1987) classified different approaches to evaluation into six categories:

1. *Objectives-oriented approaches*, where the focus is on specifying goals and objectives and determining the extent to which they have been attained.
2. *Management-oriented approaches*, where the central concern is on identifying and meeting the informational needs of managerial decision-makers.
3. *Consumer-oriented approaches*, where the central issues developing evaluative information on educational “products”, broadly defined, for use by educational consumers in choosing among competing curricula, instructional products, and the like.
4. *Expertise-oriented approaches*, which depend primarily on the direct application of professional expertise to judge the quality of educational endeavors.
5. *Adversary-oriented approaches*, where planned opposition in points of view of different evaluators (pro and con) is the central focus of the evaluation.
6. *Naturalistic and participant-oriented approaches*, where naturalistic inquiry and involvement of participants (stakeholders in that which is evaluated) are central in determining the values, criteria, needs, and data for the evaluation (p. 60).

2.3 Importance of Curriculum and Syllabus

Bowen et al. (1985) state that both curriculum and syllabus are very important for the development of a new program, since they provide continuous guidelines for teachers in planning classes and for students in setting their own personal goals.

Bahnsen (1995) acknowledges that the educational curriculum should prepare new for their professional careers and responsibilities.

Different types of curriculum can be offered. However, the choice of curriculum depends on the needs, interests and abilities of the students for whom the curriculum is designed (Walker, 1999).

As McKeen and Fortune (1989) state, the purpose of a curriculum is to provide the learner with necessary skills in the process of inquiry. Inquiry functions are to control, change and advance the purposes of society. The curriculum should

provide the learner with all that is required to learn. Moreover, these authors add that the purpose of any curriculum is to move learners in positive directions towards the attainment of objectives.

Ediger (2000) considers it is vital to carefully choose the objectives that the learners want to achieve. This will determine what learners should learn as a result of learning/teaching process. The objectives which are included in the curriculum should stress important facts, concepts and generalizations. It will help learners' acquisition. Moreover, he points out that the objectives should be clearly stated so that the teacher and the learners can understand what needs to be achieved. Teachers need a direction in teaching, and learners need to understand the significance of what they are being taught.

As noted by Wakeford and Roberts (1982), Hunskaar and Seim (1984), Ho Ping Kong et al. (1991), and Kowlowitz et al. (1990), the lack of uniform teaching and clear objectives may result in poor educational outcomes (in Ringsted et al., 2001).

The scan of literature reveals that having both curriculum and syllabus in an institution is very important. Having a curriculum is important as it includes such aspects as administrative decision-making, syllabus planning, classroom activities and evaluation procedures. Having a syllabus is also very important as it gives guidance for teachers to implement the activities which the teachers will use or learners will learn in class.

2.4 Curriculum Evaluation

Having considered the importance of a good curriculum for high quality of foreign language teaching, it would be worth focusing on the concept of curriculum

and curriculum evaluation. Norris (1998) explains the starting point for curriculum evaluation: “curriculum evaluation emerged as an organized and developing body of experience in the context of educational innovation. It was investment in planned change that prompted a concern for curriculum evaluation” (p.208).

The range of curriculum and curriculum evaluation definitions is wide. It can be explained by a great number of researchers working in this particular field. Since their approaches to defining problems differ, it gives an opportunity to look at the problem from different angles and to choose which evaluation model to support and follow.

Regarding curriculum evaluation, it is important to understand its nature; recognize its definitions; get acquainted with its history, major works, models and approaches.

In order to familiarize the readers with the field, examples of different approaches to the definition of curriculum evaluation and its importance are given below. At different periods of time various definitions to curriculum evaluation were given:

1970s

“Educational evaluation is the process of delineating, obtaining, and providing useful information for judging decision alternatives” (Stufflebeam, 1971, p.43).

“The purpose of evaluation research is to measure the effects of a program against the goals it set out to accomplish as a means of contributing to subsequent decision-making about the program and improving future programming” (Weiss, 1972, in Rekkedal, 1998).

“Evaluation is the process of conceiving, obtaining and communicating information for the guidance of educational decision-making, with regard to a specific program” (MacDonald and Parlett, 1973, in Rekkedal, 1998).

“Evaluation is the determination of the worth of a thing. It includes information for use in judging the worth of a program, product, procedure or objective or the potential utility of alternative approaches designed to attain specified objectives” (Worthen and Sanders, 1973, in Johnson, 1989, p. 19).

1980s

“Evaluation is the process of marshalling information and arguments which enable interested individuals and groups to participate in the critical debate about a specific program” (Kemmis, 1986, p.34).

“Educational evaluation is a systematic description of educational objectives and/or an assessment of their merit or worth” (Hopkins, 1989, p.14).

Evaluation is a systematic process of gathering and analyzing the needed information in order to improve the curriculum and make judgments on its effectiveness. (Brown, 1989, in Johnson, 1989).

Evaluation is carried out by institutions so that they can make decisions about their resources, programs, faculties and students. (Davis, 1989).

1990s and the recent years

Evaluation provides an institution with different ways of improving and achieving academic success. (Thomas, 1991).

“Evaluation is the principled and systematic collection of information for the purposes of decision-making” (Rea-Dickens and Germaine, 1992, p.36).

Evaluation is a technique by which institutions keep records of the academic achievements of their students. (The NCA (North Central Association), 1994).

Curriculum evaluation is a description of the meaning, values and impact to inform curriculum designers. (Norris, 1998).

Evaluation includes both the improvement and the change of curriculum. (Wilkes, 1999).

Evaluation can show whether the selected elements of the program were actually focused on. (Helitzer, Yoon, Wallerstein, 2000).

As it can be seen, the earlier definitions are more judgmental. Nevertheless, they all emphasize the importance of evaluation in terms of designing the future curricula.

A conclusion can be drawn from the definitions given above that many authors emphasize the importance of curriculum and curriculum evaluation. As Martin and Cloke (2000) say, the influence of evaluation on learning should not be underestimated.

2.5 Curriculum Evaluation Models and Approaches

Having considered some definitions that relate to the aims of educational evaluation, it is also worth focusing on some curriculum evaluation models that have emerged due to different answers to the questions below:

1. Who carries out the evaluation study?
2. What audiences benefit from the results?
3. What hypothesis is stated?
4. What methods and approaches are used?
5. What kind of information is used?
6. What are the expected outcomes?

There are numerous conceptual models that address the meanings of evaluation from different viewpoint such as accountability (summative), improvement (formative), goal-based, goal-free or value-added (Ewell and Boyer, 1988; Hanson, 1988; Davis, 1989; Thomas, 1991), quantitative (Campbell and

Stanley, 1963; Taba, 1966), qualitative (Willis, 1978; Patton, 1980, 1987), process and product (Tyler, 1949; Taba, 1966; Eisner, 1977).

Every evaluator chooses one evaluation model among the great number of those existing, which fits his/her evaluation of particular curriculum. However, sometimes one model is not enough for conducting an evaluation. In this connection, Shapiro (1990) notes, that a single model of curriculum based assessment can be employed when trying to address very specific referral questions, a number of the models appear to be very complementary.

In curriculum evaluation literature, one can come across such terms as models, approaches, instruments and dimensions of evaluation. They are necessary for any evaluation and should always be taken into consideration. Different models and approaches used in the process of evaluation are described below.

During the 1940s and 1950s Tyler's influence in the field of curriculum and curriculum evaluation was very significant. Tyler defined educational objectives as changes in behavior, and evaluation as the degree to which these changes in behavior had taken place. He established the behavioral objectives model, in which evaluation was mainly summative. Tyler's model (1949) includes four stages:

1. Setting the objectives to be attained
2. Determining the types of learning experiences to be provided
3. Deciding how these should be organized
4. Thinking ahead to ways in which the achievement of objectives would be measured (Bellon and Handler, 1982, p. 3).

Tyler's model became the basis of curriculum development, and later on was strengthened by many curriculum designers (e.g. Taba).

In the 1960s due to Taba's works, the analysis of needs and addition of evaluation activities became significant and common. Taba's model (1962) is considered an expansion of Tyler's:

1. Diagnosis of needs
2. Formulation of objectives
3. Selection of content
4. Organization of content
5. Selection of learning experiences
6. Organization of learning experiences
7. Determination of what to evaluate and of the ways and means of doing it (Saylor, Alexander and Lewis, 1981, p.83).

The late 1960s and 1970s brought various models which kept Tyler's principle of using objectives as "organizers" but which expanded, improved, and recognized newly identified needs. The discrepancy evaluation model, suggested by Provus (1971), focused on identification of discrepancies between the actual performance and previously set objectives, before making decisions for further steps in evaluation process.

Another widely distinguished approach in the sphere of curriculum evaluation belongs to Stufflebeam (1971), who developed the decision-making model of curriculum evaluation, mostly recognized as the CIPP model, in which he defined educational evaluation as a process of "obtaining and providing useful information for judging decision alternatives". In Stufflebeam's CIIP model (context, input, process and product) data is collected on the following four stages of the program to be evaluated:

- 1) *Context* evaluation serves as a contribution to the definition of objectives.
- 2) *Input* evaluation serves decision-making on the matters of design.
- 3) *Process*

evaluation serves to guide implementations. 4) *Product* evaluation serves to provide necessary information for decision-making on the future program.

An important issue in the curriculum evaluation was highlighted by Scriven. He insisted that comparison is an essential component of evaluation, and emphasized that a study cannot be called evaluation unless some judgments are made (Worthen and Sanders, 1973). Scriven, the developer of the goal-free evaluation model, notes that an evaluator should not be influenced or biased by the program developer's goal statements and should remain as objective as possible. According to this model, the evaluator is an unbiased observer who gathers important data and evaluates these data against the demonstrated needs.

Owens (1973) developed the "adversary" approach to evaluation which is based on advocacy: groups of evaluators debate their opposing points of view, and try to prove their assumptions by presenting stronger cases.

Stake (1976) laid emphasis on the educational background of learners, educational processes and output. He developed the responsive evaluation model in which the information about the background conditions, ongoing events and outcomes is examined. According to this model, the evaluator arranges different people to observe the program and provides the audience with the results in order to give judgments about the value.

Eisner (1977) proposes an "educational connoisseurship" concept, also known as "art criticism" model, in which no quantitative data are collected. Here, the evaluator observes the on-going program and writes a detailed report, using metaphorical language.

In the 1980s the shaky economical and political situation and developments in the world negatively affected the field of curriculum and curriculum evaluation. The

developments were lessened but the educational evaluation still continued (Worthen and Sanders, 1987).

Rodgers (1983) points out three major models that dominate the field of curriculum evaluation:

1. *Achievement of Desired Outcomes model* is used primarily to evaluate the achievement level of individual students and/or group of students. The curriculum evaluator employing this model is interested in the extent to which students are performing in accord with expected behaviors.
2. *Assessment of Merit model* of curriculum evaluation is primarily concerned with the examination of the merit given entity. The evaluator employing this model is interested in determining the worth of given entity according to a standard.
3. *The Decision-Making model* of curriculum evaluation is primarily concerned with future actions based in the evaluation results. This model seeks to sort out alternatives to assist in decision-making (p.146).

By the middle of the 1980s a number of evaluation researchers had begun to advocate an all together new form of process: formative, naturalistic (Lincoln and Guba, 1985), ethnographic (Fetterman and Pitman, 1986) or qualitative (LeCompte and Goetz, 1982) evaluation.

The 1990s showed the growth of the field of curriculum evaluation. Numerous models of evaluation have been proposed over the years.

Hager and Butler (1996) present two models of evaluation:

1) *Scientific model*, in which the evaluation is theory focused. 2) *Judgmental model*, in which evaluation focuses on the integration of theory and practice. The scientific model (a traditional model) has played the most important role in educational evaluation, while the judgmental is new, has more advantages, is better elaborated and provides more qualitative evaluation.

Patton (1997) stressed the importance of “utilization-focused evaluation” that stresses the intended use of evaluation for the intended users.

Wilkes (1999) states that it is necessary to use a range of evaluation methods in order to obtain the best information from various sources. Such formative evaluation is different from the summative evaluation that takes place, often formally, once a new course is implemented. Wilkes developed four general approaches to educational evaluation:

1) *Student-oriented approach* focuses on measurements of student performance. 2) *Program-oriented approach* compares the course as a whole in terms of its overall objectives. It also involves descriptions of curriculum or teaching activities. This approach brings together reasoned accounts of how a particular course dimension has contributed to the whole. 3) *Institution-oriented approach* aims at grading the quality of teaching for comparative reasons. As a rule, it is carried out by external organization and involves a wide range of information and evaluation models. 4) *Stakeholder-oriented approach* takes into account the concerns and claims of those involved and effected by the educational program (e.g. students).

There are certain patterns and dimensions which can help understand both similarities and differences between different approaches (Brown, in Johnson, 1989). These dimensions are:

1) *Formative vs. summative*: formative evaluation is being done during the development of curriculum in order to improve the existing one while summative evaluation is carried out after the completion of the program in order to determine to what extent was the program successful. 2) *Productive vs. process*: product evaluation focuses on whether the goals of the particular program were achieved. Process evaluation focuses on what is going on during the program that helps achieve

these goals. 3) *Quantitative vs. qualitative*: quantitative data are gathered using measures which will be turned into numbers and statistics (e.g. test scores, the number of participants in a program). Qualitative data are gathered using observations which cannot be turned into numbers and statistics.

A scan of current literature and information on evaluation reveals that since the 1970s this field has expanded dramatically, and consequently there is now “a proliferation of evaluation models and approaches available” (Chelimsky and Shadish, 1997).

Priest (2001) described the following five models of program evaluation and provided them with primary questions:

1) *Needs assessments* measure the gap between “what is” (the present state of affairs) and “what should be” (the target state that is aimed at). 2) *Feasibility studies* measure if the program is likely to succeed or not, by searching for alternative approaches that might help the program delivery. 3) *Process evaluations* measure the gap between the aims of the program and its actual implementation. The program is examined in order to determine if the existing program delivery matches its design. This information is used to make the required adjustments to the program during its delivery. 4) *Outcome evaluations* measure if the learning objectives were achieved and if the stakeholders are satisfied with the products. 5) *Cost analysis* measures the worth of a program in comparison with other approaches. The decisions are being made whether this program should continue or not.

For many years there have been various approaches to conducting evaluation, and it should be noted that it is difficult to categorize them discretely, as there are similarities between them. However, the following four groups are the most

predominant approaches available to contemporary evaluators (Brown, in Johnson, 1989):

1) *Product-oriented approaches* focus on the goals and instructional objectives of a program. The purpose is to determine to what extent they have been attained. The most famous supporters of this approach are Tyler, Hammond, Metfessel and Michael. 2) *Static characteristic approaches* mean that evaluation is conducted by external experts with the purpose of determining the effectiveness of the program. 3) *Process-oriented approaches* focus on evaluation procedures which, along with goals and objectives, can change curriculum and provide its improvement. The main supporters of these approaches are Scriven and Stake. 2) *Decision facilitation approaches* mean that “curriculum evaluation should serve the purposes of decision-makers who are usually administrators” (p.227). Examples of this approach are Stufflebeam’s CIPP model (1971), the CSE (the Center for the Study of Evaluation at the University of California Los Angeles) model and Provus’s Discrepancy model (1971).

Instead of making their own judgments evaluators in these approaches prefer to gather information for the benefit of those in a program who must ultimately make the judgments and decisions.

In summary, it can be seen that at different times evaluation was based on different concepts. Therefore, a variety of models emerged. Worthen and Sanders (1987) acknowledge that all these various models are built on different and even conflicting conceptions and definitions of evaluation. Directions are determined by the model under consideration. As Wilkes (1999) states, today the appearance of so many different models of curriculum-based evaluation seems to cause confusion in the field. Since each evaluator uses different components of these models, it has led

to various approaches specializing in particular area. Using just one approach to evaluate a program has difficulties and drawbacks. Moreover, as noted by Stecher and Davis (1987) and Payne (1994), while advantages and disadvantages of various approaches to evaluation remain debatable issues, there is a consensus that the use of one approach may not be effective. The preference is given to eclectic models (combinations of different components of various approaches).

As a conclusion, it can be said that nowadays evaluation of curricula and syllabi plays a more important and valuable role. Due to experience and the results of research over the past four decades, the influence and efficiency of evaluation have become unavoidable in the field of curriculum evaluation.

2.6 Foreign Language Curriculum and Syllabus

The demands of our ever-changing society changed the traditional idea that foreign languages should be taught so that well-educated people could read classical literature in the original. Nowadays it is not enough. That is why society has shifted the focus in foreign language education. Today students are eager to learn foreign languages not only because they want to read literature, but also because they feel the need for communication. It can be due to their desire to travel, get acquainted with other cultures, and by their awareness that the knowledge of a foreign language will make them more “attractive job candidates” (McDonough, 2001). Guntermann (1987) states that “students want and need to learn to communicate in other languages” (p.280).

It will prove valuable to give general definitions of what a foreign language curriculum is, and then draw attention to a more detailed observation of curriculum

elements: what should be included in it, and the limitations which influence foreign language curriculum.

Brown (1994) notes that in the foreign language area the terms curriculum and syllabus may be used interchangeably. Curriculum/syllabus designs a particular language program by specifying linguistic and subject-matter objectives, by choosing and sequencing appropriate materials to meet the needs of particular learners.

Aydelott (1995) agrees with Brown (1994) on the features of a foreign language curriculum, but especially stresses the importance of the factors that relate to the structure and process of implementing the curriculum.

Richards (1986) pointed out in his survey on curriculum development that more attention has traditionally been given to language syllabi than curricula. However, syllabi do not include important points of curricula like needs analysis, methodology, and evaluation (in Nunan, 1988).

Nunan (1988) notes that a language curriculum can be looked at from two perspectives: 1) a statement of intent: “what should be part” of the language program; 2) the “reality”: what goes on in the language classroom. Nunan also underlines that language curricula can range on a continuum with completely “centralized” curricula (decided by a central unit or committee) on the one hand, and “decentralized” (school or institution based) on the other.

Referring to syllabi, Richards and Rodgers (1986) state that the language teaching syllabi can range from more or less linguistic, where the stress is on the grammatical forms of the language, to the purely semantic, where the stress is on some skill or information, and less focus on the structure of the language.

Schulz (1999) acknowledges that in the past two decades foreign language curriculum has changed. The focus has moved from such language components as

grammar, vocabulary and pronunciation to communication skills in real life situations. The theory behind the communicative language teaching is that language is acquired not only through phonological and grammatical practice, but also through socio-linguistic practice.

Grammar was no longer taught for its own sake. The goal for students was to be able to apply their knowledge in the daily contexts. As a result of it, grammar appeared to be one of the effective “tools” to enhance proficiency (McDonough 2001).

According to Guntermann (1987), a foreign language curriculum developer should be aware of the limitations affecting the process of learning. As he notes, one of the limiting variables is time. Carroll (1967) found that time has played the most important role in determining how well the learners mastered a language. That is why a foreign language curriculum developer is “under great pressure to determine what elements are essential and find efficient ways to organize them” (in Guntermann, 1987, p.279). Another limiting variable is human resources, as it is difficult for teachers to know all the information and trends. Thus, a curriculum designer should determine what is to be learned at the earlier stages of the content, placing the linguistic and socio- linguistic elements in progressive steps.

According to Schulz (1999), high level of proficiency requires a long-lasting and well expressed “instructional sequence”. He notes that the lack of common goals may lead to a waste of educational resources.

2.7 Types of Foreign Language Syllabi

According to Guntermann (1987), communication has long been considered a major goal of foreign language study. However, in practice it was ignored. It was

only in the 1970s that attention was paid to “communicative competence”. This term was suggested by the socio linguist Hymes (1972). It is used to determine an ability not only to process the theoretical knowledge of a language, but to be able to use it in communicative situations. Besides, he added that grammar should receive much less attention, as first languages are learned not through linguistic analysis but through language use.

2.7.1 Linguistic Syllabus

In linguistic type of syllabus grammatical structures and forms of the language being taught are focused and sequenced along with a list of vocabulary (Frisby, 1957).

A similar idea was acknowledged by Schulz (1999) who notes that a few decades ago foreign language instruction focused on such components of language as grammar, vocabulary and pronunciation. Nowadays attention to grammatical patterns continues to play an important role especially for adult learners who are often confused by structural differences between their language and the target one.

2.7.2 Functional-Notional Syllabus

Wilkins (1976) states that in functional-notional type of syllabus the content of language teaching is concentrated on the functions that are performed when language is used (in Guntermann, 1987). He categorizes language functions into six groups:

“1) judgments and evaluation (e.g. approving, disapproving, blaming), 2) suasion (e.g. suggesting, advising), 3) argument (e.g. agreeing, disagreeing, debating), 3) rational inquiry and exposition (e.g. explaining, defining), 4) personal emotions (e.g. loving, hurting), 5) emotional relations (e.g. flattering,

complimenting). Notions are meanings expressed through lexical and grammatical features, and include: time, quantity, space, and relational meanings, certainty or uncertainty, and commitment” (p.280).

Guntermann (1987) notes that a language program designed on functional-notional principles would usually consist of oral and written functions starting with the most needed for successful communication. However, it is not necessary to speak the language like a native speaker, unless the participants of conversation understand each other, and when the technical use of the language is not required. As noted by Van Ek and Alexandr (1977), in Europe this language level is called the “threshold level”.

2.7.3 Situational Syllabus

According to Krashen and Terrell (1983), the content of language teaching is a collection of artificial or real situations in which the language is spoken.

As Guntermann (1987) states, situation-oriented programs present dialogues and useful phrases for travelers and workers who need to be able to use the language in specific settings (e.g. in post office, restaurant, bank, etc.).

Situational language practice encourages learners to communicate in the target language by expressing and discussing the meaning (Schulz 1999).

2.7.4 Task-Based Syllabus

Prabhu (1987) states that task-based teaching differs from situation-based teaching. The former aims to teach how to draw on resources to complete some piece of work, when the latter aims to teach the specific language content that may occur in a situation.

2.7.5 Competency-Based Syllabus

The aim of the development of competency-based syllabus is, as explained by Crandall (1992), to teach “survival skills” to newly arrived immigrants to the United States (e.g. students should be able to identify and buy particular food items and read food labels).

2.7.6 Content-Based Syllabus

As Mohan (1986) notes, the aim of a content-based language teaching is to concentrate on “information”. The first aim of the instruction is to give the learners some information or content using the Target Language (TL) that the learners are supposed to learn. The process of language learning, in the content-based syllabi, is linked with the learning of other subject matter.

Another author, Schulz (1999), adds that a content-based foreign language curriculum puts together themes and objectives from the regular academic curriculum, and uses them in foreign language teaching. Including subject content into a foreign language curriculum provides learners with more meaningful contexts and circumstances that require real language use.

2.7.7 Skills-Based Syllabus

The primary aim of the skills-based instruction is to teach the specific language skills (listening, speaking, reading and writing). The ability of using these skills effectively is considered very important in using a language.

Schulz (1999) notes that foreign language learning is improved by a large amount of meaningful input that can be better acquired in real life situations through

direct communication with native speakers. Communicative language teaching suggests using culturally authentic texts and materials prepared by native speakers.

2.7.8 Purpose-Based Syllabus

As Fryer and Day (1993) state, language for specific purposes (LSP) has been ignored by some foreign language departments. While in practice, such courses can help acquire knowledge in particular fields. These authors note that the variety of unknown fields confirm the need for diversity and flexibility in everyday language, business, terminology and culture. A challenge to curriculum designers is to achieve a proper mix of the general and the specific, of “standard” language and local idiom, of cultural awareness and cultural knowledge.

2.7.9 Learner-Centered Syllabus

Nunan (1988) states that one of the major assumptions of the learner-centered curriculum (LCC) method is that it is impossible to teach the learner everything because of the limited time and other constraints. He names the aims of the LCC as follows: 1) to provide learners with efficient learning strategies, 2) to assist learners identify their own preferable ways of learning, 3) to develop skills needed to negotiate the curriculum, 4) to encourage learners to set their own objectives, 5) to encourage learners to adopt realistic goals and time frames, 6) to develop learners’ skills in self education. Nunan also adds that the implementation of LCC implies different types of curriculum for different learners, since learners with little knowledge of the language will not generally participate in curriculum planning.

As it can be seen from the above discussion, in the foreign language literature different types of syllabi exist. Often all language teaching syllabi are used in the

form of combination of two or more in the teaching process, since different syllabi types may not be effective independently of one another.

2.8 Needs Assessment

It would be of use to highlight the fact that today's educational trends highly encourage any kind of language program to be structured through needs assessment. Having considered the necessary characteristics for a good curriculum for a foreign language, it is evident that needs assessment should not be avoided in the curriculum design procedure.

In most areas of education for many years there have been intense debates about the definition, purpose, validity and methods of learning needs assessment. According to Grant (2002), needs assessment can help curriculum planning and improving.

According to Rossett (1987), needs assessment is the methodical study of a problem based on recommendations about what should happen next.

Needs assessment measures the discrepancy between "what is" and "what should be". The former refers to the present state of affairs, and the latter refers to the state which consumers would like to reach. (Lewis and Bjorquist, 1992; Priest, 2001).

Very frequently an institution may perceive that the existing curricula, events and processes are unsatisfactory. An institution knows the best possible level of effective functioning; however, the reasons for inefficiency are not always obvious.

Needs assessment is a process that can help identify these reasons (Schnackenberg et al., 2001).

The scan of the literature shows that the history of the use of needs assessment procedures in curriculum studies is not very long and counts only a few decades. There were several fields that advanced the development of the needs assessment process which are worth mentioning. The mid 1960s was the identification of needs was required to be able to get financial support in the United States. Thus, needs assessment expanded rapidly. (Warheit et al., 1978; Stufflebeam et al., 1985).

Richterich and Chancerel (1978) mentions that during the 1970s the needs assessment was adopted by the Council of Europe's modern language teaching, and was used in the language teaching field. At this time the advocates of the use of needs assessment were Richterich and Chancerel.

In the 1990s the field of Human Performance Technology, as Ford (1999) states, played an important role in the needs assessment process. The Human Performance Technology model focused on describing areas of human performance and alternative opportunities and ways to improve it.

Grant (2002) lists different types of needs that one can come across in needs assessment literature: 1) felt needs (what people say they need), 2) expressed needs (expressed in action), 3) normative needs (defined by experts) and 4) comparative needs (group comparison).

Objective and subjective needs influence enhancing of needs assessment (Richterich, 1972; Brindley, 1984; in Johnson, 1989). Brindley (in Johnson, 1989) believes that the factual information related to learners (e.g. use of a language in real-life situations, current proficiency and difficulties in the language) forms the

“objective needs”. Effective and cognitive factors (e.g. personality, confidence, attitudes and expectations) are believed to form “subjective needs”.

In needs assessment literature needs are defined and classified in different ways as described above. However, this list will not be complete without another division of needs: “societal and educational” (Kharma, 1998). As noted by Van Ek (1975), “societal needs” are: knowledge of a foreign language for communication, business and international affairs. The learner’s choice of whether to study a particular foreign language is influenced by the cultural and intellectual growth, to which “educational needs” are related (Van Els et al. 1984; Wilkins, 1986). “Educational needs” also consist of linguistic needs in order to improve curriculum so that the participants of the program could attain their desired level of knowledge (Kharma, 1998).

Grant (2002) identifies both formal and informal methods of needs assessment, stressing the fact that although the literature generally reports on more formal methods of needs assessment, a range of informal ways is used. He believes that it is efficient to use these formal and informal methods together:

1) *The formal needs assessment methods are usually quantitative in nature and involve different types: Critical incident techniques, Gap analysis, Practice review, Observation, Self-assessment, Video assessment, Peer review.* 2) *The informal needs assessment methods, though very common, are also used for evaluation, assessment and education: Questionnaires and Structured interviews.*

Recently, the “*client-central approach*” in needs assessment is paid much attention to. It can be said that previously the clients were expected to adjust to the existing program or curriculum, when the latest tendency is to value the clients in terms of their needs and expectations. In this connection LCC (learner-centred

curriculum) can be mentioned, as it also stands for a learner, not only a teacher, involvement in the process of designing a curriculum (Nunan, 1988). Brindley (in Johnson, 1989) highlights the importance of an effective cooperation among students and teachers, so that they can express their expectations and needs from the curriculum.

Carter and Crosby (1995) state that a client-centred approach needs assessment is based on the client. Very often the challenges facing needs assessment are viewed from differing perspectives. Different authors note that the drawback may be that “people with different values will recognise different needs”.

Summarising the opinions on the importance of needs assessment procedure, it can be underlined, that the importance of needs assessment studies is evident; it should be paid more attention to during the design of any language curriculum; it should not be neglected and should be considered as equal as all the other dimensions in curriculum preparation. Briefly, needs assessment definitions and models have been discussed above, and, the researcher’s choice on what kind of needs assessment model to choose for the particular study, will depend on the peculiarities of the environment of the ongoing study and the subjects whose needs are to be identified.

CHAPTER III

METHOD

In this chapter, the curriculum model and data collection procedures, employed in this study, to evaluate the curriculum of the Turkish program, offered at MSLU, are presented.

3.1 Overall Research Design

This descriptive case study aimed to answer the research questions outlined in chapter 1 in three stages. The context, input and output evaluation components of Stufflebeam's (1971) CIPP model were used in the study (please see Figure 1.).

There are many varied definitions and models available for curriculum development and curriculum evaluation. The detailed information about these models is presented in Chapter 2. While there exist many models of curriculum evaluation, the CIPP (context, input, process, product) model is one of the most widely used. The Phi Kappa Delta National Study Committee on Evaluation, chaired by Daniel L. Stufflebeam, developed the CIPP model of curriculum evaluation.

The context component of the CIPP model aims at defining the environment relevant to the curriculum, describing the actual and intended conditions of the program, identifying unmet needs, and diagnosing barriers that may prevent needs from being met. The input component of this model determines to what extent available resources are used to achieve the curriculum objectives.

The process component of the model identifies deficiencies in the procedural design or in the implementation of the curriculum, i.e., what actually took place during instruction. The process evaluation dimension of the model was not included in the design of the study, since direct observation of the instructional process was not actualized. However, data were gathered, analyzed and presented regarding this dimension in terms of the current content and on-going instructional methods. The output component of Stufflebeam's model compares actual outcomes against a standard of what is acceptable to make judgments on continuation, termination and/or modification of a program.

It is widely known that the reason behind the use of a well designed curriculum evaluation model is an excellent development of the program in question. The CIPP model is useful for making important decisions concerning the value and worth of the curriculum; the components (context, input, product) of this model help to identify the environment of the program, the current and desired needs of its under goers and to make necessary modifications in the program.

There are a variety of models that can be used to evaluate the effectiveness of programs; however, as Daloğlu (1996) also notes the key issue is to decide which one is the most suitable for the program in question. Considering the specific characteristics and nature of the program being evaluated, the CIPP model was used as a very feasible approach for this study.

1) Context Evaluation

In this stage the written documents related to the environment that the program takes places in (the research site, the goals and the objectives of the institution, the organizational structure of the institution, facilities, people etc.) were reviewed.

2) Input Evaluation

In this stage, five sources of data were used:

- 1) current students in the program
- 2) current instructors
- 3) employers
- 4) current students' parents
- 5) University authorities.

Both qualitative and quantitative data were collected from the current students through questionnaires and interviews. The aim of the questionnaire and the interview was to identify the entry characteristics of the population. As the second source of data, the current instructors were given a questionnaire and interviewed to identify their expectations from the program. The third, fourth and fifth components of the input evaluation were the interviews with the University authorities, employers and parents of the current students in order to identify their expectations from the program.

3) Output Evaluation

Data were collected from graduates, former instructors, University authorities, parents of the current students and employers. Graduates and former instructors were given questionnaires in order to identify their perceptions of the current program's appropriateness to their needs in terms of contents and materials. Conducting the interviews with the employers, current students' parents, University authorities and graduates was another source of data. The aim of adding this dimension to the study was to get more in- depth information about the perception of these groups about the current program.

A Descriptive Case Study

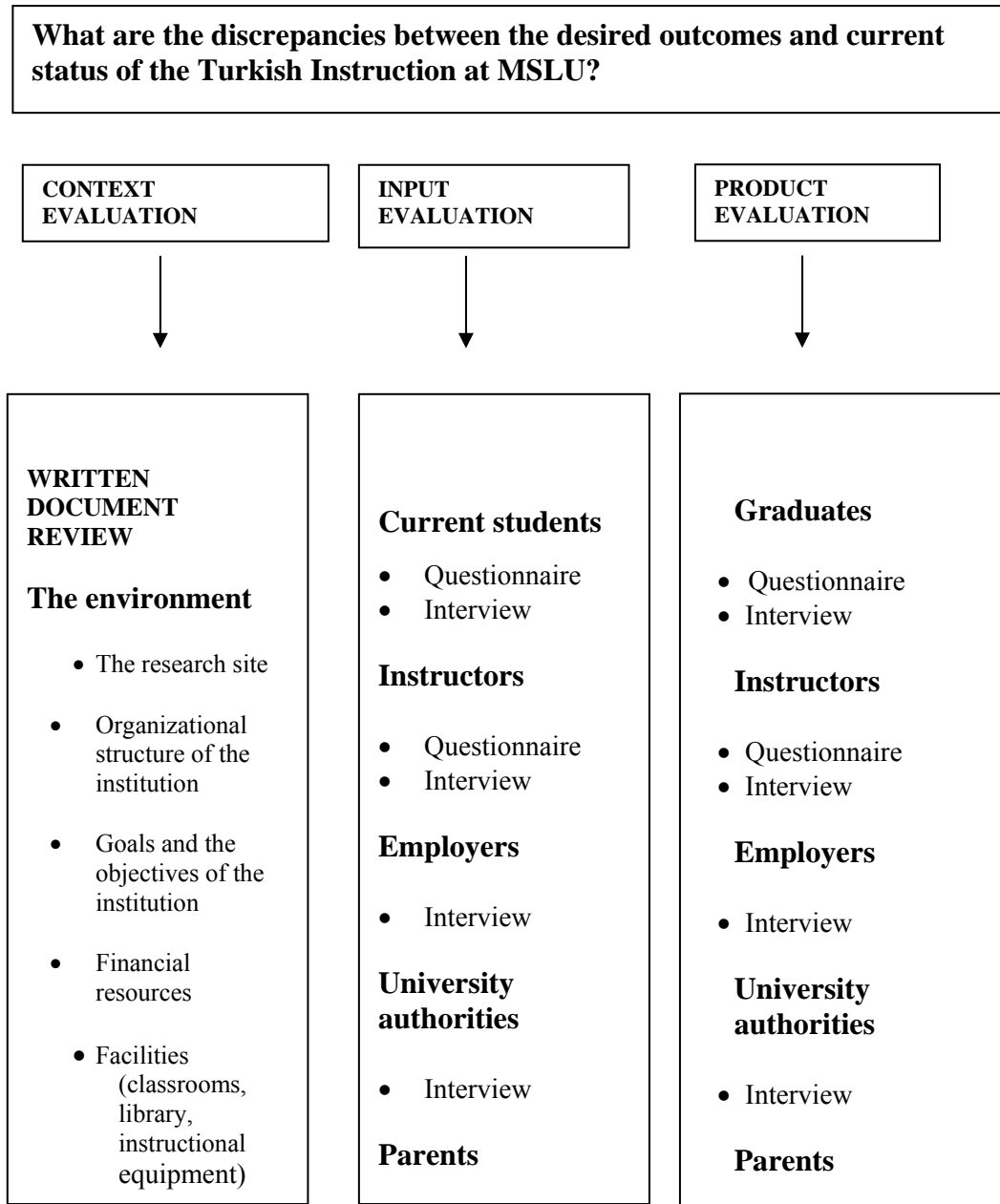


Figure 1. Design of the Study

3.2 Data Sources

In the following section, sampling strategies and information about the sources were presented.

1) Subjects

All the students (N: 70) currently attending the program, all of the instructors (N: 7) who are teaching in the Turkish language program at 2002-2003 academic year and all of the former instructors (N: 7) who thought in the program since it was instituted in 1994 at MSLU were directly selected. Similarly, University authorities such as the Interpreters', English, French and Intercultural Relations and Communications faculty deans were also directly selected for the study in order to provide their perception on the Turkish language program as they are the deans of the faculties where Turkish is being taught as a foreign language. For the selection of parents, employers and graduates the researcher used purposeful sampling strategies. In this respect, maximum variation sampling technique was used in selection of parents and employers in order to identify and seek out "those who represent the widest possible range of characteristics of interest for the study." (Merriam 1998, p.63).

The 2000-2001 and 2001-2002 academic year graduates were selected as they were the latest graduates of the program in order to provide the best information about the Turkish language program under investigation in 2002-2003 academic year. The researcher, at first, aimed to include all 35 graduates of these academic years. A list of graduates' addresses and telephone numbers was taken from the Dean's Office of the English faculty as other faculties don't have graduates of this program yet. Thirty five graduates were telephoned and asked to attend a meeting. Only 20 graduates turned up. The other 15 graduates who live out of Minsk were

called by the researcher for appointments. However, most of them stated that they were not able to attend the meeting for different reasons.

A list of graduates' addresses and telephone numbers was taken from the Dean's Office of the English faculty as other faculties don't have graduates of this program yet. Thirty five graduates were telephoned in November 2002 and asked whether they are using Turkish in their current work environment as a requirement of their profession. Thirteen graduates stated that they were using their Turkish as a part of their profession in 5 different hotels, four instruction companies and the Turkish Embassy in Minsk. Telephone numbers were taken from the graduates and the employers of the graduates were telephoned in order to have an appointment and permission for the interview. In the fall semester of 2002-2003 academic year ten directors of these companies were interviewed.

Table 3.1 Subjects of the Study

SUBJECTS OF THE STUDY	QUANTITY OF SUBJECTS
Current Students	70
Graduates	20
Current Instructors	7
Former Instructors	7
Faculty deans	4
Employers	10
Parents	20
TOTAL	138

2) Written Documents

Written documents were reviewed to provide information about the environment, the research site, organizational structure, goals and the objectives of the institution where the study was carried out. An informal interview with the Vice-Rector was conducted. Written documents, obtained from the administrators of the institution, were used as data sources. The following documents were reviewed: 1) University Booklet (Appendix V), 2) University advertisement handouts and brochures, 3) the University's official web site, 4) the University's organizational structure scheme (Appendix O), 5) outlines of foreign language programs, e.g. English language (Appendix V), 6) student class lists and journals, and 6) foreign language center booklets, e.g. Turkish Language and Culture Center (Appendix W).

3.3 Data Collection Instruments

Data collection was done through a set of instruments. Type, purpose, number and source of the instruments are shown in the following table.

Table 3.2 Data Collection Instruments

TYPE OF INSTRUMENT	AIM OF INSTRUMENT	DATA SOURCE
Questionnaire Interview	To identify the needs and expectations of the students from the program and the courses.	Current Students
Questionnaire Interview	To identify the perceptions of graduates on the program.	Graduates
Questionnaire Interview	To identify the perceptions of current instructors on the current program and the courses, and on the needs of their students from the program.	Current Instructors
Questionnaire	To identify the perceptions of former instructors on the current program and the courses, and on the needs of their students from the program.	Former Instructors
Interview	To identify the perceptions of University authorities on the program, and on the needs of their students from the program.	University authorities
Interview	To identify the perceptions of employers on the program, and expectation from the graduates.	Employers

3.3.1 Questionnaires

Both qualitative and quantitative data were used in the study. The qualitative data were collected through interviews and the quantitative data were collected through questionnaires.

The aim of the questionnaire (see Appendices A,B,C,D) was to get the respondents' expectations and perceptions on the current Turkish language instruction at Minsk State Linguistic University. How competent the subjects felt in the Turkish language learning related aspects during the program and how competent they wanted to be. The need areas in certain language learning related issues, in which the participants wanted to improve their knowledge, were shown in the differences between how competent they currently felt and how competent they desired to be.

The questionnaire consisted of six sections from A to F. The subjects who were given the questionnaires were asked to rate most of the statements in different parts on the scale from one to four, where four could stand for "very competent", "strongly agree", "very important/needed", "always existent", "very difficult", "very necessary", "very satisfactory"; three stood for "competent", "agree", "important/needed", "usually existent", "difficult", "necessary", "satisfactory"; two indicated "partially competent", "disagree", "partially important/needed", "sometimes existent", "partially difficult", "partially necessary", "partially satisfactory"; and one stood for "not competent", "strongly disagree", "not important/needed", "never existent", "not difficult", "not necessary", "not satisfactory". The participants indicated their choice by circling the number that corresponded with their perception.

The scale used for ratings was specifically chosen to consist of four, an even number other than an odd number, as respondents usually prefer to take a rather neutral stand by choosing the middle number, i.e. circling three on a one to five scale (Rea-Dickins and Germaine, 1992). In the study employing a one to four scale encouraged responders to express a certain view and to avoid taking neutral stands.

Some other scales were also used in the questionnaire. For example, a one to six rank scale was used in Part D of the questionnaire in order to receive information on how important/needed the subjects found different language aspects for the development of their Turkish proficiency. The participants were asked to rank certain language aspects from one to six, where one indicated “the most important/needed” aspect and six stood for “the least important/needed” aspect.

The language aspect areas covered in the questionnaire can be summarized under the following main head lines:

1. Participants’ personal information
2. Interest in studying Turkish
3. Expected level of Turkish after completing the program
4. Reasons for studying Turkish
5. Current and desired competency level in certain language aspects
6. Level of importance and existence of certain language teaching and learning techniques
7. Order of the most/least important language aspects
8. Difficulty level of certain language aspects
9. Level of necessity and existence of certain issues related to the Turkish language courses

10. Questions about the course and the work books
11. Questions about the academic staff
12. Questions about the course materials and equipment
13. Level of satisfaction and importance of certain evaluation types for the Turkish language development
14. Participants' ideas about the improvements in the program.

English versions of questionnaires were given to current students (Appendix A), graduates (Appendix B), current instructors (Appendix C) and former instructors (Appendix D). These questionnaires contained parallel questions. Most of the items and the format used in each questionnaire for Parts B, C, D, E and F were identical except Part A of the questionnaire. Some items had to be worded to reflect the respondents' perspective. For example, the item in current students' questionnaire was worded as "I am interested in learning Turkish"/ "Course contents are relevant to my level of knowledge"; "I was interested in learning Turkish"/ "Course contents were relevant to my level of knowledge" in the graduates' version of the questionnaire; "My students are interested in learning Turkish"/ "Course contents are relevant to students' level of knowledge" in the current instructors' questionnaire and "My students were interested in learning Turkish"/ "Course contents were relevant to students' level of knowledge" in the former instructors' questionnaire.

Also it is of importance to mention that almost all parts of the questionnaires contained questions which referred directly to students and questions which asked for instructors' opinion on certain aspects related to students.

The questionnaires contained optional open ended parts. These open ended parts aimed to gather the respondents' additional ideas.

Four different questionnaires were developed for four groups of the respondents and were piloted on these groups at Minsk State Linguistics University in the fall semester of the 2002-2003 academic year. To refine the instrument, twenty voluntary students, 6 graduates and 4 instructors have been determined to take the pilot test questionnaire. The draft versions of the questionnaires were piloted on the students who were attending the program at different faculties of MSLU: 7 from English faculty, 7 from French faculty, 3 from interpreters' faculty and 3 from Intercultural Relations and Communications faculty. In the light of the piloting study, the items which were not clear were either deleted or reworded. Internal consistency of the questionnaires was measured with Cronbach-Alpha test by the SPSS program, and found as Alpha=0.96 for current students' and Alpha=0.97 for graduates' questionnaires. Additionally, the draft was validated by obtaining three experts' views and judgments. Before administering the questionnaires, drafts of the proposed instrument's format, length and language were reviewed and revised.

1) Part A of the Current Students' and Graduates' Questionnaires

Most of the items in Part A of the current students' questionnaire (Appendix A) were identical with those of the graduates' questionnaire (Appendix B) and the same format was used. In the A part of the questionnaires there were items related to the demographic characteristics of respondents such as gender, years of teaching Turkish, years of learning Turkish.

It is necessary to mention that questions designed for the current students aimed to receive information on their expectations from the current program: what the current program is like now and what results they expect in the future; and the graduates, in general, were asked about their perceptions on the same program they attended: their

ideas about what it was like and what they expected it to be, and what level of knowledge they had achieved. This resulted in the time sequence differences of the questions.

Part A of the current students' and graduates' questionnaire consisted of questions about personal information of the respondents such as gender, faculty attending and graduated, year of graduation and age. Part A consisted of twelve questions about the Turkish Program at MSLU: students'/graduates' interest in it, time of learning, expected and achieved level of knowledge and proficiency; where some of these questions were either open-ended or contained open-ended parts.

2) Part A of the Current Instructors' and Former Instructors' Questionnaires

Most of the items in the current instructors' questionnaire (Appendix C) and the former instructors' questionnaire (Appendix D) were identical. Part A of the current instructors' questionnaire and the former instructors' questionnaire contained personal information of the respondents such as gender and academic background. The questions, in general, aimed to gather data about the current instructors' expectations from the Turkish language program: what the program is like now, how effective it is for students to reach the desired proficiency level, to what extent the program is interesting to learn, what results they expect from students in the future; and the former instructors' perceptions on the same program: what kind of a program it was, how beneficial and needful it was and what level of knowledge students had achieved. This resulted in the time sequence differences of the questions.

3) Part B of the Questionnaires

Part B of all the questionnaires was designed to receive the respondents' perception on what they/their students expect to be able to do after completion of the Turkish Program at MSLU, in addition it searched for reasons to study Turkish. It consisted of six questions. The questions were related to the objectives of the students' learning Turkish and the instructors' opinion on them. Two four-point Likert scales were designed for questions from one to five. In the first scale the respondents were asked to indicate their agreement/disagreement on the statements, and the second scale aimed to find out the respondents' ideas on the competency level they wanted for themselves or their students. The respondents were asked to rate each statement on the four-point scale ranging from one to four, where in the first scale four stood for "strongly agree", three stood for "agree", two stood for "disagree" and one stood for "strongly disagree". In the second scale four stood for "very competent", three stood for "competent", two stood for "partially competent" and one stood for "not competent".

4) Part C of the Questionnaires

Part C of all the questionnaires was designed to receive the respondents' perception on the current and desired competency levels for themselves/their students in certain aspects related to the Turkish language. Part C consisted of 15 questions. Two four-point Likert scales were designed for questions from one to 14. As they both sought for competency levels (current and desired) in the two scales, the rankings from one to four were identical: four stood for "very competent", three stood for "competent", two stood for "partially competent" and one stood for "not competent".

The last question was made open-ended as it searched for any alternatives which the respondents could mention about certain language areas and skills.

5) Part D of the Questionnaires

Part D of all the questionnaires was designed to receive the respondents' perception on the statements related to the Turkish Courses at MSLU. Two four-point Likert scales were designed for a number of questions from one to twenty nine. In the first scale the respondents were asked to indicate the importance and need level of particular aspects related to the Turkish language learning courses, and the second scale aimed to find out the respondents' perceptions on existence and actualization of these aspects in the Turkish courses at MSLU.

In question 30 of Part D the respondents were asked to rank several language skills from the most important/needed to the least important/needed for the development of the Turkish proficiency.

The last question consisted of seven parts which aimed to assess to what extent students experience difficulties in language learning skill areas.

6) Part E of the Questionnaires

Part E of all the questionnaires was designed to investigate the respondents' perception on the effectiveness of the course and work books used in the program for learning Turkish at MSLU, on the Turkish Courses, on the class activities, materials and instruction at MSLU. Part E consisted of 28 questions. Two four-point Likert scales were designed for all the questions of Part E. In the first scale the respondents were asked to agree or disagree with some aspects related to the Turkish language learning courses, course books, materials, instruction and equipment, and the second

scale referred to the respondents' views on the level of necessity of the same statements.

7) Part F of the Questionnaires

Part F of all the questionnaires was designed to investigate the respondents' perception on the evaluation system of the Program. Part F consisted of 11 questions. Two four-point Likert scales were designed for nine questions of Part F.

Question 10 was open-ended and asked the respondents to comment on the evaluation types listed above or name other evaluation types they would like to see in the Program.

The eleventh and the final question of Part F in all the questionnaires asked if there were any changes in the Turkish Program at MSLU the respondents would like to see to make the Program better.

3.3.2 Interviews

The interviews were conducted with the students of MSLU who are currently attending the Turkish program (Appendix E), graduates (Appendix F), employers (Appendix G), students' parents (Appendix H), University authorities (Appendix I) and current instructors (Appendix J) in order to get more in-depth data about their perception on the current Turkish language instruction at MSLU.

The interviews contained open-ended questions, as they are valuable in gathering more detailed data in the sense that they give the respondents an opportunity to freely express their points of view.

In the development of questions for different group of subjects, 3 experts were consulted. Prior to the administration of the interviews, the questions for

current students were tested on 5 voluntary students from English, French, Interpreters' and Intercultural Relations and Communications faculties.

In addition, questions for the other interview schedules were tested on 4 voluntary graduates, 2 current instructors, 2 employers, 4 parents and the English faculty dean at MSLU. All the interviews were conducted on a prearranged date and time that suited the interviewees the most.

Additionally, 3 experts examined the final versions of the interview schedules before administering them.

In the light of piloting study, before conducting the interviews with the subjects, wording of the questions was changed in order to make it more clear.

Interviews on current students', graduates', current instructors', University authorities' expectations and perceptions on the Turkish language program, included parallel questions in order to analyze similarities and differences in their expectations and perceptions on the program. The interviews with parents and employers involved similar questions; however, they were set in different order. All the interviews were prepared in English, except the current students' parents' version, as some of them either did not know English or their level of English was poor. Therefore, Parents were interviewed in Russian. Note-taking technique was used in the interviews.

1) Interviews with Current Students, Graduates, Current Instructors and University Authorities

The open-ended interview schedules consisted of 10 parallel questions.

The first question concerned the respondents' awareness of the general and specific objectives of the program.

The second question asked expectations and perceptions on the program.

In the third question respondents' expected competency level from the program was asked.

Questions four and five of the interview aimed to find out three most and least useful aspects of the program.

The goal of the sixth question of the interview was to assess the opportunities that the program provides for the development of the language skills such as speaking, listening, reading and writing.

The seventh question of the interview was designed to receive information on the course book that is used in the program.

The eighth question aimed to gather information related to the respondents' ideas about the evaluation system of the Program.

Question nine asked for the respondents' suggestions and ideas on any kind of changes in the program to make it better adapted to the needs of its participants.

The last question of the interview asked if the respondents had anything else to add.

2) Interview with Current Students' Parents

The interview conducted with the current students' parents consisted of five questions.

The first question of the interview was designed to receive information whether parents influenced their sons'/daughters' decisions to enter this program.

The second question focused on parents' expectations from this particular program in comparison with an ideal language program from their point of view.

In the third question parents were asked how competent they expected their sons/daughters to be in the program.

Question four implied to find out the level of parents' satisfaction with their sons'/daughters' education in Turkish.

The fifth and the final question of the interview asked if there was anything else the respondents wanted to add.

3) Interview with Employers

The interview conducted with employers was designed in order to obtain employers' expectations from the graduates of the Turkish Language Program and their perceptions on the program and the graduates.

A seven-item four-point Likert scale evaluation form was prepared to receive employers' opinion about the professional readiness of the graduates of this program who are/were employed in their working sphere. It aimed to gather information on graduates' current and desired competency level in the fields of Turkish grammar and vocabulary; listening, speaking, reading, writing and translation skills.

3.4 Data Collection Procedure

The data were collected in the fall semester of the 2002-2003 academic year at MSLU. Questionnaires were developed in for four groups. English versions of four instruments were administered to students who are currently attending the program, to graduates of the program, to instructors presently teaching this program and to former instructors of this program.

The current students' questionnaire was administered to 70 students at four different faculties at MSLU: Interpreters' and Translators', English, French and Intercultural Relations and Communications Faculties.

The graduates' questionnaire was given to 20 graduates of the program.

The current instructors' questionnaire was administered to seven instructors presently teaching the program at MSLU.

The former instructors' questionnaire was given to seven instructors who taught Turkish as a foreign language at MSLU previously.

English versions of all the questionnaires were administered during two weeks of the fall semester of the 2002-2003 academic year.

Each group of students at each faculty was asked to fill in the questionnaires. The Turkish instructors administered the questionnaires to 70 current students at different faculties of MSLU.

A list of graduates' addresses and telephone numbers was taken from the Dean's Office of the English faculty as other faculties don't have graduates of this program yet. Thirty five graduates were telephoned in November 2002 and asked to attend a meeting to receive the questionnaires. Only 20 graduates turned up at the meeting and were given the questionnaires. The other 15 graduates who live out of Minsk were called by the researcher for appointments. However, most of them stated that they were not able to attend the meeting for different reasons. Thus, the questionnaire forms were mailed to them. Unfortunately, these forms were not received before the deadline. In the end, out of the 35 questionnaires administered, 20 were successfully filled.

The seven current instructors were asked to complete the questionnaires in their free time. All of them gave the completed questionnaires back before the deadline.

The addresses of the seven former instructors were taken from the Turkish Embassy in Minsk and the form of the perception questionnaire was faxed to them. All seven of the instructors faxed the filled in forms back.

During November and December 2002, 20 current students, 20 graduates, 20 parents, 10 employers, 4 faculty deans at MSLU and 7 instructors who were teaching in the fall semester of the 2002-2003 academic year at MSLU were interviewed in English. Note-taking technique was used in the interviews. Because of the time limitation and the experience the researcher had during the questionnaire delivery process, graduates who live out of Minsk were not chosen for the interview. Employers and the graduates were telephoned and asked for permission to be interviewed. The interview date and time was arranged and interviews were conducted with the current students, current instructors and faculty deans at the university. All the groups were interviewed in English except current students' parents. They were interviewed in Russian as some of them either did not know English or their level of English was poor.

3.5 Data Analysis Procedure

In this study various techniques were used in analyzing the data collected from various sources. Both qualitative and quantitative data were collected in the study. The qualitative data were collected through interviews and written documents, quantitative data were collected through questionnaires.

Data analysis procedures were presented as follows:

Review of written documents was related to the context stage of the study. The questions in the questionnaires and interviews were related to the input and output stages of the study. The data obtained from the questionnaires and interviews were presented in the sequence according to the components of the curriculum: objectives, content, methods, materials and evaluation.

3.5.1 Qualitative Data Analysis

1) Interviews

The analysis of the interviews involved descriptive data. Note-taking technique was used. All the statements of the interviewees have been analyzed by coding and categorizing the points emerged from the statements for each question.

Moreover, the strategy employed for the analysis of interviews involved the thematic analysis and grouping of the answers from different interviewees to the same or similar questions. The content analysis was carried out. Answers from different interviewees to common questions or perspectives on central issues are grouped under 4 sub-headings: all of the data from each interview were categorized and grouped relating to objectives, content, methods and materials, and evaluation dimensions of the program under evaluation. First, the statements to the interview have been grouped under each related sub-heading. The statements which presented a different point have been listed one by one. The similar statements have been listed below the related sub-heading and also the frequencies for the repeating ideas were obtained.

2) Written documents

Written document analysis was done in terms of reviewing the documents. Existence and content of documents related to the context stage of the study was checked, and the documents obtained from the Vice-Rector and faculty deans were analyzed.

Written documents were reviewed to provide information about the environment, the research site, organizational structure, goals and the objectives of the institution where the study was carried out. An informal interview with the Vice-Rector was conducted. Written documents, obtained from the administrators of the institution, were used as data sources. The following were reviewed: 1) University Booklet 2) University advertisement handouts and brochures, 3) the University's official web site, 4) the University's organizational structure scheme , 5) outlines of foreign language programs, e.g. English language, 6) student class lists and journals, and 6) foreign language center booklets, e.g. Turkish Language and Culture Center. However, in using these resources the researcher also had an informal interview with the Vice-Rector in order to rely on her description and interpretation of data rather than use of the raw data as a basis for analysis.

In the light of the interview with the Vice-Rector, all the available documents related to, the research site, organizational structure, goals and the objectives of the institution where the study was carried out were gathered from the Interpreters', English, French and Intercultural Relations and Communications faculties and their departments, the German and Turkish language and culture centers, teacher training unit and registrar's office. In line with the research question written documents were reviewed to provide information about the environment to provide information about the research site. All the available documents were copied from the originals. Next

step was categorizing them keeping in the mind the sub-research question. As the aim of the investigation was to seek for the information about the research site, organizational structure, goals and the objectives of the institution where the study was carried out the researcher established sub-categories under these main categories. Establishment of categories at this stage was to have easy access to targeted information in the analysis and interpretation process. The documents were coded according to their types such as charts, schemas, figures, program outlines, or texts, brochures and handouts. A form of content analysis was used to analyze documents. It was a systematic procedure for describing the content of communications. As the documents were not produced for the research purpose of this particular study the information they offered sometimes did not fit to the purpose of this study or was not directly related to the research question. The researcher purposefully examined the content of the documents in terms of words, sentences, themes and meanings in order to identify which fit the previously established categories. Then the documents which did not include any information related to the aim of the investigation were coded and excluded. In this way the quantity of the documents was decreased inductively. Content of the documents was examined qualitatively for themes and recurring patterns of meaning.

3.5.2 Quantitative Data Analysis

1) Questionnaires

The collected data through questionnaires of current students, graduates, current instructors and former instructors were analyzed in terms of means, frequencies and standard deviations.

For the analysis of the data, the SPSS (Statistical Packages for Social Sciences, Version 10) program was used.

3.6 Limitations of the Study

The study is limited to subjects at Minsk State Linguistic University in Belarus. Results of this study may not be generalized to other contexts.

The study was planned, implemented and concluded by an internal evaluator. The evaluator is the member of the teaching staff at MSLU. Thus, it might have caused bias and subjectivity in the implementation procedure and interpretation of results. The evaluator tried his best to free the evaluation findings from his personal feelings and biases.

Questionnaires and interviews included open-ended questions. These questions were structured to gather respondents' personal perceptions. So, as another limitation, this study is limited with the subjective responses because of the open-ended questions of questionnaires and interviews. The evaluator asked the respondents to be as objective and frank as possible at the beginning of the questionnaires and interviews.

Furthermore, even though the level of the English language of the respondents was advanced, it was not their native language, likewise the researcher. Thus, to some extent, there might be some misconceptions of thoughts because of the language limitations.

Finally, because of the small sample size the findings of this study may not be generalizable to all areas of Turkish language education.

CHAPTER IV

RESULTS

The results of the study have been presented according to the research questions. The discussions have been done parallel to the sub-questions. The results were displayed under three parts: context, input and output that were the three components of Stufflebeam's CIPP evaluation model used in the study.

The questions in the questionnaires and interviews were related to the input and output stages of the study. The data obtained from the questionnaires and interviews were presented in the sequence according to the four components of the curriculum: 1) objectives, 2) content, 3) methods and materials, and 4) evaluation.

The questionnaire results in the tables (see Appendices A, B, C, D) were presented in terms of means, standard deviations, percentages and frequencies. Depending on the type and content of the data gathered, either mean scores and standard deviations or percentages and frequencies were presented in the tables.

1) Context

- Written document review

2) Input

- *Questionnaires*
- Current students
- Graduates
- Current instructors
- Former instructors

Interviews

- Current students
- Current instructors
- Graduates
- Employers
- Current students' parents
- University authorities

3) Output

- Questionnaires*
- Graduates
- Former instructors

Interviews

- Graduates
- Employers
- University authorities

4.1 Context

The sub-question related to the context stage was:

- a) What kind of environment does the Turkish Program take place in? (the research site, the goals and the objectives of the institution, the organizational structure of the institution, facilities, people etc.)

In this section, written documents were reviewed in order to gather data about the environment, the research site, organizational structure and goals and the objectives of the institution where the study was also carried out. In the data collection procedure an interview was conducted with the Vice Rector. As a result the following data were gathered.

4.1.1 The Research Site

The Minsk State Linguistic University (MSLU) in Belarus was identified as the particular site for investigation in this study.

The Minsk State Linguistic University (MSLU) was founded in Belarus in 1948. As the leading (and for many years the only) provider of higher education in training qualified specialists in foreign language teaching and translation and interpreting, MSLU has over the years trained more than 25.000 teachers and 2.500 interpreters. Its organizational structure can be seen in Appendix O.

The University as a global educational and scientific body is the major center in the Republic of Belarus for foreign language teaching expertise.

This study was designed to evaluate the Turkish Language Learning Program offered at MSLU. The program which has been offered since 1994 at MSLU was the specific focus of this study.

The Foreign Language Learning Program is based on the curriculum designed by MSLU for students whose native language is Russian. The program consists of 142 hours speech practice, 80 hours of phonetics and 142 hours of grammar provided over one semester by the instructors at MSLU. These courses as has been stated above cover three major areas:

- 1) speech practice which includes speaking, listening comprehension, reading and writing
- 2) phonetics
- 3) grammar.

In order to be successful during the semesters and at the examination sessions students according to the University's policy cannot miss more than 60% of the total classes each semester. University policy requires minimum of 40 % total class attendance for successful completion.

The Turkish Foreign Language Program offered at MSLU consists of 5 semesters which last two and a half academic years.

To graduate from the Language Program at MSLU, students need to achieve the overall objectives outlined below:

- 1) use certain linguistic structures, notions in their specific areas (Grammar)
- 2) read efficiently, especially technical discourse in their specific areas (Reading)
- 3) write coherent and cohesive essays varying in styles (Writing)

- 4) comprehend in different modes, particularly during listening (Listening)
- 5) participate in meetings and discussions (Speaking)
- 6) gain a good ear for sounds and intonation (Phonetics).

Speech practice focuses on four aspects: speaking, listening, reading and writing. These aspects are designed to encourage students to develop their communication skills on the basis of the interpersonal communicative approach that enables students to learn from each other as well as from the instructors and textbooks. Students are expected to participate in meetings and discussions during the classes. Students learn to comprehend in different modes, particularly during listening and it helps to develop the semantic perception of authentic speech. Students are required to read efficiently, especially technical discourse in their specific areas and write coherent and cohesive essays varying in style.

Phonetics course focuses on proper pronunciation. Students are trained to imitate native speakers. They learn and reproduce pieces from texts. The main idea of the course is to provide students with a good ear for sounds and intonation.

Grammar courses are based on the practice of the use of various grammar patterns. Students are expected to use certain linguistic structures, notions in their specific areas. Students learn to do commenting and linguistic analysis. A great number of exercises, passages for translation and grammar tests are provided.

Assessment of these areas is done through oral and written pre-examination tests and exams. In total, there are five exams in oral practice (after each semester), two in grammar (after second and third semesters) and one in phonetics (after second semester). Written tests are given during the semesters at different times covering all the aspects. The dates and topics of the tests are set in the Program. These tests are

done after covering some sets of topics and units. Students undergo pre-examination tests at the end of each semester in different courses. The grading system of pre-examination tests is of two varieties: 1) passed/not passed 2) graded from 1 to 5. Those who have successfully passed all the pre-examination tests turn their record-books (Appendix T) in to the dean's office where they get official admission to the exams. In order to be admitted to the exams, students are to pass all the pre-examination tests. If a student doesn't pass at least one pre-examination test or doesn't receive a satisfactory grade for it, it is required that he/she should arrange the time with the teacher (of the particular subject) when this test can be redone. This procedure must be completed before the examination session begins, otherwise the student won't be able to take exams. Students who haven't passed all the pre-examination tests and are not admitted to the exams have an opportunity to pass these tests later (the time is set by the teachers), and go through the examination session two months after the regular session. The opportunity to retake the exams is given twice: the first time with the examiner and in case the student fails again – with the examiner and a committee of other examiners. Failing to complete exams successfully results in the student's being expelled from the University.

In the grading system of tests, pre-examination tests and exams, 1 and 2 are not passing grades, 3 is satisfactory, 4 is good and 5 is excellent. It should be noted that grade 1 is never given even though it is part of the grading system. The reason for this is that 2 is already a non-passing grade and there is no need to give a lower unsatisfactory grade.

A detailed guideline about grading is given in the curriculum of the University as following:

Grade	for students who (are)
5 excellent	Attentive, highly motivated; careful listeners, respectful, participant, kind, give correct answers; attend classes on regular basis, turn in their homework always on time.
4 good	Good listeners, give correct answers in general, kind; attend classes, do their homework.
3 poor	Not good listeners cannot answer the questions in general; don't devote enough time to studying and homework, may miss classes.
2 very poor (not passing grade)	Not attentive and not good listeners, give wrong answers continuously, not regularly attend classes; don't devote enough time to studying, often don't do homework or turn it in late.
1 extremely poor (not passing grade)	Not participant at all, never speak, do not attend the classes.

Assignments, students' class performance and participation, students' attendance are assessed by the instructors. For each student, teachers either keep a portfolio or a note-book and they either give grades between 1-5 or make up their own grading system; for example, giving students pluses for good work or minuses for failure. This system gives instructors a chance to follow each student's work during the term. The instructors give this information, based on the students' work during the semester, to examiners and this gives an examiner a chance to make a student's examination grade either higher or lower. Teachers are supposed to give students homework on daily basis. It is compulsory for students to do either written and/or oral homework for the next class, and instructors are to check it and give written and/or oral feedback.

Five instructors are native speakers of Turkish and two are Belorussian. None of these teachers have prior experience in teaching Turkish as a foreign language. Four of those native speaker instructors are appointed by the Turkish Ministry of Education, one was appointed by TİKA and two were the graduates of this particular Turkish Program, whose first major is teaching English. Four of these instructors hold a Bachelors' degree; two of the Turkish instructors hold Masters Degree, one instructor holds a Ph.D. degree.

It is necessary that some details about the higher education system in Belarus should be explained. The researcher conducted an interview with the Vice Rector, who is in charge of education, in order to provide in-depth information about the university education and the evaluation system in Belarus (Appendix U).

1) Financial Resources

As stated in the university regulations and mentioned by the Vice Rector, use and control of financial resources was largely bound to the top management policies.

One of the university's financial resources, other than the Ministry of Education, is the students who pay for their education.

Besides, the University administration rents some of the canteens and the Assembly Hall. Assembly Hall is sometimes rented to private companies on an hourly or daily basis and it is a major source of income for balancing the university's budget.

2) Facilities

It is necessary to single out that the environment and working conditions greatly influence students' achievements. For this purpose all the available written documents were reviewed and the results of the interview which was conducted with the Vice Rector were used.

The University provides facilities for students' studies. The University's conditions with their positive and negative aspects are described below.

a) Buildings and Classrooms

MSLU consists of five buildings: A, B, C, D, E. Four buildings are five-storied high and they are connected together, and one is four-storied high and is separate and students' classes are often scheduled in different buildings, this causes many inconveniences in winter time, when students have to move from one building to another. There are no lifts.

The hallways branch in different directions, but nevertheless they are all connected to the main entrance hall, where wardrobes and security are located. Wardrobes are provided for students and teachers. Information boards are placed in the hallways of each building; thus, students can be updated on the current and upcoming events.

Deans' Offices of different faculties are located in different buildings. Timetables of students' classes and stands with current information for students and teachers of each faculty are placed by Deans' Offices of each department.

Between buildings B and E there is an Assembly Hall which holds more than a thousand seats. The stage is rather big and well lit. Various meetings, conferences, concerts and presentations are held there. The Assembly Hall is also used for the purposes of plays and shows that are prepared by the students, opening and closing of the academic year and meetings of the students and academic staff.

There are approximately 20 study classrooms on each floor in each building. They are divided into seminar and lecture classrooms and vary in size. Some of them may hold in about 150 students while others hold no more than 15. Most of the classes are equipped and divided according to the purpose of the study. Phonetic labs are

equipped with TV sets, video and tape recorders and two pairs of headphones on each study table. There are also computer classes and labs with access to internet but it is restricted (internet may only be used by teachers, fourth and fifth year students).

b) Library and Study Halls

The main library where students borrow books is on the first floor of Building A. The library supplies students with major books for the entire academic year without fines. Any extra books students are welcome to order and borrow from this library. The largest study hall is located on the second floor of building A. Here students can borrow study books, dictionaries, newspapers and magazines. The limitation on borrowing is taking books out isn't allowed. There are various study rooms holding rich library for different fields of study: Russian and Belarusian languages, Linguistics, Economics, Political Science, Cultural Studies, History, Logics, Philosophy, Ethics, etc.

c) Foreign Language and Culture Centers

There is a number of foreign Language and Culture Centers which specialize in supplying students with literature and other facilities for study purposes. For example, there are Turkish, Chinese, English and American, Swedish, Spanish and Italian, Austrian, German and Arabic Centers. They are all equipped with TV sets which have special antennas and that gives an opportunity to broadcast channels of one or another country; they also have a collection of literature and foreign language dictionaries of this or other language. Some of the Centers have computers. The establishment of these Centers and the provision of materials for them are sponsored by foreign embassies on Belarusian territory or by organizations of various kinds from abroad. The list and some photographs of Foreign Language and Culture Centers can be reviewed in the official web site of the university (Appendix N).

d) Canteens

Three canteens operate in the University: in A, B and D buildings. The ones in A and B buildings are provided by city's government and D building's canteen is run by a private owner. The service varies in each canteen. The canteen in D building is of a café type, consisting of a room where one can get a full meal and another "cake and tea" room. Music is played there.

e) Military Service Unit

For male students the University provides four year Military Service classes. A two year army service is required for men in Belarus. Those who pass some requirement exams are admitted to the service classes in the University and in this way they may be exempted from service in the army after graduation.

f) Medical Service

Medical service is provided for students. It is located in D building. There is a nurse who does check ups and if necessary writes out certificate for doctor's appointment in the students' clinic.

g) Accommodation for Students and Instructors

Student accommodation is available at relatively cheap for the students. The students' dormitories are a thirteen-floor building. There are two different dormitories for different faculties. The dormitories have a block system. There are two rooms in each block. In each room two or three students live depending on their year of study at the university. On each floor there is a large kitchen for the use of students. There is a cafeteria on the first floor where students can have lunch and dinner. On each floor there are study rooms and tennis rooms.

4.2 Input

The sub-questions related to the input stage were:

- a) What are the students' needs, expectations, opportunities, current and desired competencies in terms of objectives, contents, methods, materials and evaluation dimensions of the program?

- b) What needs, expectations and desired competencies the instructors, University authorities, students' parents and employers have, and what kind of product they expect from the program?

Data were gathered through current students', graduates', current and former instructors' questionnaires. Also, interviews with the current students, graduates, current instructors, employers, current students' parents and University authorities were conducted in order to obtain more detailed data for the input stage of the study. Each group of the respondents had questions related to the input stage of the study, both in questionnaires and interviews.

Results of both input and output stages of the study have been presented according to the sub-questions related to these stages. Results of the questions for each program dimension (objectives, contents, methods, materials and evaluation) were presented in terms of subject groups and the instruments used for the aforementioned group of subjects. Each subject group's results of the question in the questionnaire were presented (in terms of the highest and lowest mean scores). If there is a related question in the interview, the results of the questionnaire were

followed by presentation of the interview results, in order to show any correlation between the results of related questions from the questionnaires and interviews.

4.2.1 Respondents' Perceptions on the Objectives Dimension of the Program

a) Reasons for choosing Turkish as a foreign language

In the questionnaires the respondents were asked about the reasons for choosing Turkish as a foreign language. The results are presented in the Table 4.1.

Table 4.1 Respondents' Perceptions on the Reasons for Choosing Turkish

	CURRENT STUDENTS N=70		GRADUATES N=20	
	YES %	NO %	YES %	NO %
a) I am/was interested in learning Turkish	95.7	4.3	100	0
b) I learn/learnt learnt it because I have/had to	12.9	87.1	5	95
c) I really need/needed it	67.1	32.9	55	45
d) I am not/was not sure whether I really need/needed it or not but because of my field of study and my future career I feel/felt I have to take it	61.4	38.6	40	60
	CURRENT INSTRUCTORS N=7		FORMER INSTRUCTORS N=7	
	YES %	NO %	YES %	NO %
a) Students are/were interested in learning Turkish	100	0	100	0
b) Students learn/learnt it because they have to/had to	28.6	71.4	14.3	85.7
c) Students really need/needed it	42.9	57.1	28.6	71.4
d) Students are/were not sure whether they really need/needed it or not but because of their field of study and their future career they feel/felt they have/had to take it	57.1	42.9	57.1	42.9

➤ Current Students

As the findings of the Table 4.1 portray, 95.7% of the current students stated their interest in studying Turkish as a foreign language. The current students (87.1%) didn't have to study Turkish as a foreign language, however gave preference to it. This shows their interest and involvement in choosing to study Turkish. As it is seen in the Table 4.1, a lot of the current students (67.1%) thought they really needed the Turkish language. 61.4% of the current students said that they were not sure whether they really needed Turkish or not, but because of their field of study and future career felt they should take Turkish as a foreign language.

➤ Current Students' Parents

The interviewed current students' parents also gave answers to the question about their children's reasons for choosing Turkish as a foreign language. Most of the current students' parents (f=16, 80%) stated that it was not their initiative for their son/daughter to take Turkish. One of the reasons for not encouraging their child to take up Turkish was the difficulty (especially for women) to find a job with the knowledge of Turkish. European languages were perceived to be more suitable for Belarus due to more expanded contacts with the Western countries. However, some parents (f=4, 20%) stated that they happened to partially influence their child's decision. They could foresee future career prospects as Turkish is not a commonly used and learnt foreign language in Belarus. Most of the interviewed current students' parents (f=16, 80%) said they would encourage their child to learn Turkish today. They explained it by their observation of their child's enthusiasm to study Turkish and interest in this language. However, some parents (f=5, 25 %) indicated their dissatisfaction with the child's knowledge of the language.

➤ Current Instructors

As it can be seen in the Table 4.1, the current instructors (100%) stated that all their students were interested in studying Turkish. The current instructors (71.4%) indicated that their students' studying Turkish was not compulsory. Unlike the current students and the graduates, the current instructors (57.1%) thought that their students did not really need to learn Turkish. Most of the current instructors (57.1%) thought that students were not sure whether they really needed Turkish, but chose to study it because of their field of study and future career prospects.

➤ Graduates

The findings of the Table 4.1 show that all of the graduates (100%) stated their interest in studying Turkish as a foreign language. The graduates (95%), like the current students, didn't have to learn Turkish. A lot of the graduates (55%) thought they needed Turkish. Only 40% of the graduates were not sure whether they needed Turkish as a foreign language, but because of their future career felt they should take it.

➤ Former Instructors

As the findings of the Table 4.1 portray, the former instructors (100%) stated that all their students were interested in studying Turkish. The former instructors (85.7%) thought that their students didn't have to choose Turkish as a foreign language. They (71.4%) were in agreement with the current instructors and thought that their students did not really need to study Turkish as a foreign language. Mostly the former instructors (57.1%) felt that students were not sure whether they really needed Turkish, but chose to study it for different reasons.

b) Reasons for studying Turkish

Another question in the questionnaires asked the respondents to agree/disagree on the reasons for studying Turkish. The statements were asked to be rated on a 4-point scale from 1 (strongly disagree) to 4 (strongly agree). The results are given in the Table 4.2.

Table 4.2 Respondents' Perceptions on the Reasons for Studying Turkish

CURRENT STUDENTS N=70		GRADUATES N=20			CURRENT INSTRUCTORS N=7		FORMER INSTRUCTORS N=7	
I study/studied Turkish because I would like to/wanted to:					Students study/studied Turkish because they would like to/wanted to:			
X	SD	X	SD		X	SD	X	SD
3.56	.61	3.25	.79	a) be competent in Turkish as there is a lack of specialists in this language here in Belarus	3.43	.53	3.57	.53
3.67	.56	3.60	.60	b) find a prestigious and well-paid job	3.45	.53	3.43	.79
3.30	.62	3.35	.49	c) be familiar with different cultures	3.30	.00	3.29	.49
2.81	.67	2.50	.61	d) correspond with pen friends in Turkish	2.86	.69	2.57	.79
2.81	.77	2.25	.97	e) pass the language proficiency exams in Turkish	2.43	.79	2.43	.98
3.49	.63	3.30	.66	f) work in international organizations	3.29	.76	3.14	.90

➤ Current Students

The findings of the Table 4.2 reveal that the current students' main reasons for studying Turkish were to "find a prestigious and well-paid job" (x=3.67) and to "be competent in Turkish as there is a lack of specialists in this language in Belarus" (x=3.56). The mean scores ranged from 2.81 to 3.67. The lowest mean score 2.81 was observed for "correspond with pen friends in Turkish" and "pass the language

proficiency exams in Turkish”. The open-ended part of this question verified the same opinion.

➤ Current Instructors

As it is seen in the Table 4.2, the current instructors thought that students study Turkish because they would like to “find a prestigious and well-paid job” ($x=3.45$). The lowest mean score 2.43 was related to the item “pass the language proficiency exams in Turkish”.

➤ Graduates

Analysis of the graduates’ perceptions showed that the main reason for studying Turkish was to “find a prestigious and well-paid job”, as this item had the highest mean score ($x=3.60$). The lowest mean score 2.25 was observed for the item “pass the language proficiency exams in Turkish”.

➤ Former Instructors

When the mean scores of the former instructors were analyzed, Table 4.2 showed that the item “be competent in Turkish as there is a lack of specialists in this language in Belarus” had the highest mean ($x=3.57$); item “pass the language proficiency exams in Turkish” ($x=2.43$) had the lowest mean score.

c) Expected proficiency level in Turkish

In the questionnaires the respondents were asked to state the expected proficiency level in Turkish. The results are presented in the Table 4.3.

Table 4.3 Respondents' Perceptions on the Expected Proficiency Level in Turkish

	CURRENT STUDENTS N=70		GRADUATES N=20	
What proficiency level do/did you expect to reach after having completed the program:	%	F	%	F
a) Pre-intermediate	1.4	1	5	1
b) Intermediate	4.3	3	5	1
c) Upper-intermediate	27.1	19	50	10
d) Advanced	67.2	47	40	8
	CURRENT INSTRUCTORS N=7		FORMER INSTRUCTORS N=7	
What proficiency level do/did you expect your students reach after having completed the program:	%	F	%	F
a) Pre-intermediate	14.3	1	0	0
b) Intermediate	14.3	1	28.6	2
c) Upper-intermediate	42.9	3	71.4	5
d) Advanced	28.6	2	0	0

➤ Current Students

The results of the Table 4.3 show that most of the current students (67.2%) expected to achieve an advanced level of the language. 27.1% wanted to reach an upper-intermediate level. Due to such results there can be observed motivation to work hard in the future, as the goals of the current students were set high. Very little percentage of the current students (1.4%) expected to reach a pre-intermediate level

The current students' interview results also supported this perception. The highest possible competency level was expected to be achieved by a greater number of the current students (f=14, 70%). The desire was expressed by these students to be professionals in the language and master it to perfection.

➤ Current Students' Parents

The interview results, in terms of the expected proficiency level in Turkish, showed that most of the current students' parents (f=14, 70%) expect this program to give their child a relevant knowledge of the language. Predominantly, the parents (f=13, 65%) seemed not to be sure what a quality and successful language program should be like. However, some parents (f=7, 35%) expressed their views on the ideal language program. They were concerned that a successful program should accomplish students' expectations in terms of reaching a good level of the language, acquiring necessary language skills, finding an interest in the program, acquainted with Turkey and Turkish culture. The parents felt that their child should be very competent in all aspects of the language, especially in fluent speaking and interpreting.

➤ Current Instructors

As the findings of the Table 4.3 portray, the current instructors for the most part did not expect their students to reach an advanced level. 42.9% stated that an upper-intermediate level would be satisfactory after the completion of the Turkish Language Program. Still some of the current instructors (14.3%) did not expect their students to be competent in the language and perceived that an intermediate level would be good enough for their students. Another 14.3% expected their students to achieve a pre-intermediate level.

The interviewed current instructors (f=5, 71%) for the most part did not expect their students to master the language to perfection. They reported that only few of them (the very best students) would be able to gain an advanced proficiency level.

➤ Graduates

As it can be discovered from the results of the Table 4.3, graduates' perceptions differed from the current students'. In general, the graduates did not have a primary aim to reach an advanced level; however, 40% of the graduates wanted to achieve an advanced level and be very competent in Turkish. Their goal was predominantly to attain an upper-intermediate level (50%). 5% of the graduates stated that a pre-intermediate level would be enough, and another 5% aimed at reaching an intermediate level of Turkish.

The interviews with the graduates showed that mostly (f=17, 85%) their goals were to attain a high level of Turkish, gain competence, and be able to translate, interpret, or teach the language.

➤ Former Instructors

The former instructors agreed on the upper-intermediate level as the highest criteria for their students (71.4%), and none of them expected their students neither to reach an advanced level (0%) nor to stay at the pre-intermediate (0%).

d) Effectiveness of the Turkish Language Program

In the questionnaires the respondents were asked if the current Turkish Language Program is effective enough to achieve the desired proficiency level. The results are presented in the Table 4.4. The results of graduates' and former instructors' perceptions on the effectiveness of the Turkish Language Program are presented in the output stage of the study in the Table 4.19.

Table 4.4 Respondents' Perceptions on the Program in Terms of Achieving the Desired Proficiency Level

Do you think you/your students will be able to reach the desired proficiency level?							
CURRENT STUDENTS N=70				CURRENT INSTRUCTORS N=7			
YES		NO		YES		NO	
%	F	%	F	%	F	%	F
50	35	50	35	42.9	3	57.1	4

➤ Current Students

From the results of the Table 4.4 it is seen that half of the current students (50%) stated that they were determined to reach the expected proficiency level. Additionally, according to the findings of the open-ended part of this question, a great number of the current students stated that with the help of an experienced and professional teacher it is possible to achieve the desired proficiency level. They said that a qualified, enthusiastic, encouraging and talented teacher was teaching them currently. Many students think it is necessary to visit Turkey as many times as possible and bring their knowledge of Turkish to perfection; their motivation to learn Turkish is great and they believe that reaching a high proficiency level depends on one's own involvement. Some students said that their teacher provided them with good extra-curricular materials, explained the material clearly and designed the program for studying Turkish according to their needs and wishes. In addition, some other students had an opportunity to attend summer courses at TÖMER in Turkey, and thus received a better knowledge of Turkish. In the interviews the current students were also asked if the current Turkish Language Program is effective enough to achieve the desired proficiency level. Half of the interviewed current

students (f=10, 50%) stated that they would be able to reach the expected competency level.

As the Table 4.4 shows, the other half (50%) of the current students said that they would not be able to reach the level of Turkish they expected. From the findings of the open-ended part of this question it can be seen that this lack of expectation to reach the desired proficiency level was expressed by most of the students, because they did not think there was a proper teaching and learning program. Dissatisfaction with the current course and work books was expressed; the books were said to be out of date and improperly arranged. Students complained of the lack of teaching and learning materials available: grammar and exercise books, listening and reading materials. A desire to speak more Turkish during classes, to listen to various texts on tapes and to discuss these texts was expressed. The necessity of going to Turkey to practise the language was also perceived. Students explained that a frequent change of teachers affected the process of learning in a negative way. In the interviews half of the current students (f=10, 50%), for various reasons (either because of the lack of motivation to study or dissatisfaction with the absence of a well-designed program), said they did not expect to reach the desired level of competency.

Thus, the current students' perceptions on whether they will succeed or not in reaching the desired proficiency level with the current program varied.

➤ Current Students' Parents

According to the interviewed current students' parents, a small percentage of them (f=4, 20%) indicated that their son/daughter would be able to reach a satisfactory level of Turkish and would be persistent enough to study hard. Some parents (f=3, 15%) stated that they were not aware of their child's competency level in Turkish.

➤ Current Instructors

The current instructors, as it is seen in the Table 4.4, mostly (57.1%) did not think students would reach the level they expected from them. Such pessimistic outlook can also be observed in the results of the open-ended part of the question: most of the current instructors agreed that there was a lack of good teaching and learning materials, nonexistence of curriculum, no access to internet and no chance for students to practise Turkish outside the class. Such opinion was also maintained by most (f=4, 57%) of the interviewed current instructors.

However, the Table 4.4 shows that among the current instructors a percentage of a more optimistic (42.9%) outlook was still rather high. Additionally, the results of the open-ended part of this question showed that a portion of the current instructors believes that their students will succeed in reaching the desired level in the language mostly due to their motivation and interest to learn Turkish. The interviewed current instructors (f=3, 43%) pointed out that there were some very bright students.

e) Statements related to objectives of learning Turkish

In the questionnaires the respondents were asked to agree/disagree on the statements related to objectives of learning Turkish on a 4-point scale from 1 (strongly disagree) to 4 (strongly agree), and state the desired competency level for these statements on a 4-point scale from 1 (not competent) to 4 (very competent). The findings are presented in the Table 4.5.

Table 4.5 Respondents' Agreement/Disagreement on the Objectives of them/their Students' Learning Turkish and Desired Competency Level

	CURRENT STUDENTS N=70		GRADUATES N=20		CURRENT INSTRUCTORS N=7		FORMER INSTRUCTORS N=7	
	X	SD	X	SD	X	SD	X	SD
1. Communicate with people whose native language is Turkish	3.76 (3.71)	.43 (.51)	3.40 (3.45)	.50 (.69)	3.29 (3.14)	.49 (.38)	3.14 (2.86)	.38 (1.07)
2. Understand films, songs, TV and radio programs in Turkish	3.53 (3.29)	.50 (.73)	3.15 (2.90)	.49 (.85)	3.14 (3.20)	.38 (.38)	3.14 (3.00)	.38 (.82)
3. Write reports, assignments, business letters, etc. in Turkish	3.53 (3.43)	.50 (.71)	3.10 (3.05)	.72 (.83)	3.29 (3.43)	.49 (.53)	3.45 (3.14)	.53 (.90)
4. Read literary works related to my/students' field of study in Turkish	3.44 (3.31)	.61 (.83)	3.10 (2.95)	.72 (.94)	3.45 (3.40)	.53 (.53)	3.45 (3.29)	.53 (.95)
5. Read books, newspapers, magazines, etc. in Turkish	3.67 (3.46)	.47 (.67)	3.30 (3.15)	.66 (.93)	3.45 (3.42)	.42 (.53)	3.29 (3.14)	.49 (.90)

The data related to the Agreement/Disagreement are presented without parenthesis
The data related to the Desired Competency Level are presented in parenthesis

➤ Current Students and Graduates

• Desired Competency Level

The findings of the Table 4.5 demonstrate that both the current students (x=3.71) and the graduates (x=3.45) desired to be competent in the first place in the area of communicating with the native speakers. The lowest mean scores both by the current students (x=3.29) and the graduates (x=2.90) were dedicated to “understand films, songs, TV and radio programs in Turkish”, revealing that least competency was expected for these statements.

- Agreement/Disagreement Level

As it is observed in the Table 4.5 in relation to the current students' indication of their agreement/disagreement on the objectives of learning Turkish, the mean scores ranged from 3.76 to 3.44. Graduates' mean scores varied from 3.40 to 3.10. Both within the current students ($x=3.76$) and the graduates ($x=3.40$), the highest mean scores were related to "communicate with people whose native language is Turkish", which surveyed their agreement on this statement. The lowest means among the current students ($x=3.44$) and the graduates ($x=3.10$) were observed for "read literary works related to my field of study in Turkish", thus revealing less agreement on this statement.

- Current Instructors

- Desired Competency Level

The analysis of the Table 4.5 showed that the current instructors desired students to be most competent in such aspect as "write reports, assignments, business letters, etc. in Turkish" with the highest mean score ($x=3.43$). Least competency was expected for "communicate with people whose native language is Turkish" with the lowest mean score ($x=3.14$).

- Agreement/Disagreement Level

Among the current instructors agreement was observed for "read literary works related to students' field of study in Turkish" and "read books, newspapers, magazines, etc. in Turkish" with the highest mean score ($x=3.45$). Less agreement was observed for "understand films, songs, TV and radio programs in Turkish" ($x=3.14$), as this statement received the lowest mean.

➤ Former Instructors

- Desired Competency Level

It could be observed that the former instructors expected students to be more competent in the area “read literary works related to their field of study in Turkish” as this aspect received the highest mean ($x=3.29$), and less competent in the area “communicate with people whose native language is Turkish” ($x=2.86$) with the lowest mean score.

- Agreement/Disagreement Level

The former instructors stated agreement for “write reports, assignments, business letters, etc. in Turkish” and “read literary works related to students’ field of study in Turkish” with the highest mean score ($x=3.45$). The lowest mean score ($x=3.14$) was related to “communicate with people whose native language is Turkish” and “understand films, songs, TV and radio programs in Turkish”, thus portraying less agreement on the statements.

f) Certain aspects related to the Turkish language

In the questionnaires the respondents were asked to state the desired and current competency levels in certain aspects related to Turkish on a 4-point scale from 1 (not competent) to 4 (very competent). The results are presented in the Table 4.6. The results of graduates’ and former instructors’ current competency level are presented in the output stage of the study in the Table 4.20.

Table 4.6 Respondents' Perceptions on the Current and Desired Competency Levels for them/their Students in Certain Aspects Related to the Turkish Language

	CURRENT STUDENTS N=70		GRADUATES N=20		CURRENT INSTRUCTORS N=7		FORMER INSTRUCTORS N=7	
	X	SD	X	SD	X	SD	X	SD
1. Knowledge of Turkish grammar	1.89 (3.76)	.60 (.46)	(3.85)	(.37)	2.00 (3.43)	1.00 (.53)	(3.57)	(.53)
2. Knowledge and usage of vocabulary in Turkish	1.93 (3.87)	.60 (.34)	(3.80)	(.52)	2.29 (3.57)	.76 (.53)	(3.57)	(.53)
3. Listening skill	1.69 (3.81)	.69 (.43)	(3.70)	(.73)	2.00 (3.71)	.82 (.49)	(3.43)	(.53)
4. Speaking skill	1.79 (3.86)	.70 (.35)	(3.90)	(.31)	1.71 (3.71)	.95 (.49)	(3.57)	(.53)
5. Reading skill	2.27 (3.73)	.66 (.45)	(3.55)	(.69)	2.29 (3.57)	.76 (.53)	(3.57)	(.53)
6. Writing skill	2.23 (3.67)	.66 (.47)	(3.60)	(.60)	2.29 (3.43)	.76 (.53)	(3.57)	(.45)
7. Translation skill (translating written documents such as texts, letters, documents from Russian into Turkish, from Turkish into Russian)	1.60 (3.69)	.65 (.55)	(3.65)	(.49)	2.43 (3.71)	.98 (.49)	(3.29)	(.49)
8. Interpretation skill (competency in translating and interpreting speech of other people)	1.54 (3.74)	.65 (.53)	(3.70)	(.47)	2.29 (3.14)	1.11 (.53)	(3.29)	(.48)
9. Communication skills	1.91 (3.71)	.65 (.46)	(3.70)	(.47)	2.29 (3.57)	.76 (.53)	(3.14)	(.38)
10. Transfer of knowledge into practice	1.84 (3.69)	.61 (.50)	(3.75)	(.44)	2.43 (3.43)	.98 (.53)	(3.57)	(.53)
11. Team working skills	2.01 (3.44)	.71 (.63)	(3.60)	(.50)	2.00 (3.43)	.82 (.79)	(3.14)	(.69)
12. Taking responsibility	2.29 (3.43)	.87 (.63)	(3.55)	(.51)	2.57 (3.43)	.98 (.53)	(3.14)	(.38)
13. General knowledge of Turkey and Turkish culture	2.03 (3.53)	.66 (.63)	(3.95)	(.22)	2.29 (3.29)	1.11 (.49)	(3.00)	(.00)
14. Teaching Turkish to others	1.41 (3.27)	.63 (.85)	(3.45)	(.83)	2.29 (2.86)	1.11 (1.07)	(3.29)	(.76)

The data related to the Current Competency Level are presented without parenthesis
The data related to the Desired Competency Level are presented in parenthesis

➤ Current Students

- Desired Competency Level

As it is observed in the Table 4.6, the current students' desired competency level for certain aspects related to Turkish was above "competent". The most emphasized aspects here were "knowledge and usage of vocabulary in Turkish" with the mean score of 3.87 and "speaking skill" ($x=3.86$). Less emphasis was given to the aspect "teaching Turkish to others" ($x=3.27$). The results of the open-ended part of this question show the current students' additional ideas on the desired competency level in the language aspects. They desired to be competent in every aspect of the language, especially listening and speaking.

- Current Competency Level

The Table 4.6 portrays the results of the current students' current competency level in the language aspects related to Turkish. The mean scores ranged from 1.41 to 2.29. The observation of such low mean scores can be interpreted as students' dissatisfaction with their current level of the language. The highest mean scores were observed for "taking responsibility" ($x=2.29$) and "reading skill" ($x=2.27$), whereas the lowest mean score was for the item "teaching Turkish to others" ($x=1.41$).

➤ Current Instructors

- Desired Competency Level

In relation to the desired competency level for students in different language aspects, the findings of the Table 4.6 show that the current instructors' mean scores ranged from 2.86 to 3.71. The highest mean score 3.71 was related to "listening skill", "speaking skill" and "translation skill", while the lowest score of 2.86 concerned "teaching Turkish to others".

- Current Competency Level

The current instructors stated that students were most competent in “taking responsibility” ($x=2.57$), “transfer of knowledge into practice” and “translation skill” with the mean of 2.43, as these aspects received the highest means. While least competent students were in speaking, listening, grammar and team working skills, as these aspects received the lowest mean scores ranging from 1.71 to 2.00.

- Graduates

- Desired Competency Level

As for the graduates, the results of the Table 4.6 reveal that they desired to be very competent in such areas as “general knowledge of Turkey and Turkish culture” ($x=3.95$) and “speaking skill” ($x=3.90$), as these areas received the highest means. And less competency was stated for “teaching Turkish to others” ($x=3.45$).

- Former Instructors

- Desired Competency Level

When the findings about the desired level of the former instructors for their students were concerned, it could be observed that those aspects of the language as knowledge of grammar and vocabulary in Turkish; speaking, reading and writing skills and transfer of knowledge into practice had the highest mean score of 3.57. Such aspects as “teaching Turkish to others” ($x=3.29$) and “general knowledge of Turkey and Turkish culture” ($x=3.00$) received the lowest means.

- Employers

In the interviews the employers were asked to state graduates’ desired competency level in certain aspects related to Turkish on a 4-point scale from 1 (not competent) to 4 (very competent). The results are presented in the Table 4.7.

Table 4.7 Employers' Perceptions on the Graduates' Desired Competency Level

	X
a) Knowledge of Turkish grammar	3.90
b) Knowledge and usage of vocabulary in Turkish	4.00
c) Listening skill	3.72
d) Speaking skill	4.00
e) Reading skill	3.80
f) Writing skill	3.80
g) Translation skill (translating written documents such as texts, letters, documents from Russian into Turkish, from Turkish into Russian)	4.00
h) Interpretation skill (competency in translating and interpreting speech of other people)	4.00
i) Communication skills	4.00
j) Transfer of knowledge into practice	3.40
k) Team working skills	3.90
l) Taking responsibility	4.00
m) General knowledge of Turkey and Turkish culture	4.00
n) Working in international organizations	3.70
o) Teaching Turkish to others	3.80

The results of the Table 4.7 show that the interviewed employers stated the highest mean score 4.00 for such aspects as “knowledge and usage of vocabulary in Turkish”, “speaking skill”, “translation skill”, “interpretation skill”, “communication skills”, “taking responsibility” and “general knowledge of Turkey and Turkish culture”. The employers desired graduates to be more competent in the stated above aspects. The lowest mean was observed for “transfer of knowledge into practice” ($\bar{x}=3.40$).

The interviews included some additional questions related to the objectives dimension of the Turkish Language Program that were not asked in the questionnaires. The following results can be observed.

g) The general and specific objectives of the Turkish Language Program

➤ Current Students

When asked about the general and specific objectives of the Turkish program at MSLU, most of the interviewed current students (f=17, 85%) indicated that they were not aware of any kind of general and specific objectives of the program. These general and specific objectives were not very clear and understandable as the course syllabus was not given to them. Thus, it was mostly maintained that their expectations and needs were not met with the current general and specific objectives of the program.

➤ Current Instructors

Some of the interviewed current instructors (f=2, 29%) complained of nonexistence of curriculum and syllabus for the Turkish language. These instructors stated that even though they were not given or explained a specific teaching syllabus, they themselves prepared an outline of the topics that should be covered during the classes. However, most of the current instructors (f=5, 71%) thought that there was no need for a specially designed program and did not find the preparation of syllabus necessary. These current instructors said that in general all the necessary topics were included in the course book. Their expectations and needs were generally met in such language areas as reading, writing, translation and vocabulary.

➤ University Authorities

All the University authorities interviewed (f=4, 100%) reported that there weren't a designed curriculum and syllabus for the Turkish Language Program, though there were (at the Deans' offices) designed curricula, syllabi, teaching orders, lists of materials and topics to be covered for other foreign languages taught at MSLU. They stated their wish for the Turkish instructors to design a curriculum and syllabus for the Turkish language based on the general characteristics of the curricula of other foreign languages.

h) Importance of the general and specific objectives

When asked about the importance of the general and specific objectives of the program, most of the respondents agreed that it is rather important that these objectives should be indicated more explicitly. Thus, students would know the material that should be covered and set expectations accordingly; instructors would know what assignments and extra materials should be prepared; and the University authorities would be able to control the instructors' teaching quality and the students' performance during each semester.

i) Satisfaction with the Turkish Language Program

➤ Current Students

When asked if the expectations from the Turkish program were met, some interviewed current students (f=6, 30%) stated that they were quite satisfied with the current program and that it answered their needs. On contrary, most of them (f=14, 70%) perceived that the program was not well-designed, had faults and needed to be improved.

➤ Current Students' Parents

Almost all of the interviewed current students' parents (f=17, 85%) reported that their expectations from the Turkish program have been partially met. The parents reported their satisfaction with their child's enthusiasm to learn Turkish. Some of them expressed their satisfaction with their son's/daughter's ability to speak and understand Turkish to some extent.

➤ Current Instructors

The instructors (f=4, 57%) who observed students' unwillingness to study perceived a need for the program to be designed better.

➤ University Authorities

The interviewed University authorities (f=4, 100%) agreed on the fact that not all the students can be successful in learning the language. Nevertheless, they maintained that as far as there were a number of successful students it partially met their expectations from the program. They indicated a desire for more students with a better knowledge of the language.

➤ Employers

The employers (f=10, 100%) brought to light the value of cultural and cross cultural courses for the Turkish Language Program and development of communication skills. Their employees very often had to deal with foreign visitors and delegations, and it required not only knowledge of the language, but also ability to interpret, awareness of general characteristics of Turkish culture, ability to communicate and take responsibility.

4.2.2 A Brief Summary on the Objectives Dimension of the Program

The following Table reveals a brief summary of the four main groups of respondents' perceptions on the objectives dimension of the program in the input stage of the study.

Table 4.8 Objectives Dimension of the Program in the Input stage of the Study

A Summary of the Current Students' Perceptions	
Positive perceptions	Less positive perceptions
Desire to: <ul style="list-style-type: none"> ➤ communicate with native Turkish speakers ➤ be competent in knowledge and usage of Turkish vocabulary ➤ be competent in speaking skill Communication with native Turkish speakers Current competency in: <ul style="list-style-type: none"> ➤ taking responsibility ➤ reading 	Desire to: <ul style="list-style-type: none"> ➤ understand films, songs, TV and radio programs in Turkish ➤ be competent in teaching Turkish to others Reading literary works related to specialization in Turkish Current competency in teaching Turkish to others
A Summary of the Graduates' Perceptions	
Positive perceptions	Less positive perceptions
Desire to: <ul style="list-style-type: none"> ➤ communicate with native Turkish speakers ➤ be competent in knowledge of Turkey and Turkish culture ➤ be competent in speaking skill Communication with native Turkish speakers	Desire to: <ul style="list-style-type: none"> ➤ understand films, songs, TV and radio programs in Turkish ➤ be competent in teaching Turkish to others Reading literary works related to specialization in Turkish Writing reports, assignments, business letters, etc. in Turkish
A Summary of the Current Instructors' Perceptions	
Positive perceptions	Less positive perceptions
Desire for students to: <ul style="list-style-type: none"> ➤ write reports, assignments, business letters, etc. in Turkish ➤ be competent in listening skill ➤ to be competent in speaking skill ➤ be competent in translation skill Students': <ul style="list-style-type: none"> ➤ reading literary works related to their field of study in Turkish ➤ reading books, newspapers, magazines, etc. in Turkish 	Desire for students to: <ul style="list-style-type: none"> ➤ communicate with native Turkish speakers ➤ be competent in teaching Turkish to others Students': <ul style="list-style-type: none"> ➤ understanding films, songs, TV and radio programs in Turkish ➤ current competency in speaking ➤ current competency in the knowledge of Turkish grammar ➤ current competency in listening ➤ current competency in team working

A Summary of the Former Instructors' Perceptions	
Positive perceptions	Less positive perceptions
Desire for students to: <ul style="list-style-type: none"> ➤ to read literary works related to specialization in Turkish ➤ be competent in the knowledge of Turkish grammar ➤ be competent in the knowledge and usage of vocabulary in Turkish ➤ be competent in speaking skill ➤ be competent in reading skill ➤ be competent in writing skill ➤ be competent in transfer of knowledge into practice Students': <ul style="list-style-type: none"> ➤ writing reports, assignments, business letters, etc. in Turkish ➤ reading literary works related to their field of study in Turkish 	Desire for students to: <ul style="list-style-type: none"> ➤ communicate with native Turkish speakers ➤ be competent in teaching Turkish to others ➤ be competent in general knowledge of Turkey and Turkish culture Students': <ul style="list-style-type: none"> ➤ communicating with people whose native language is Turkish ➤ understanding films, songs, TV and radio programs in Turkish

4.2.3 Respondents' Perceptions on the Content Dimension of the Program

a) Certain aspects related to the Turkish courses

In the questionnaires the respondents were asked to indicate importance/need level of particular aspects related to the Turkish courses on a 4-point scale from 1 (not important/needed) to 4 (very important/needed), and state how existent/actualized these aspects are in the courses at MSLU on a 4-point scale from 1 (never existent/actualized) to 4 (always existent/actualized). The results are presented in the Table 4.9. The graduates' and former instructors' ideas on how existent/actualized these aspects are in the Turkish courses at MSLU are presented in the output stage of the study in the Table 4.23.

Table 4.9 Respondents' Perceptions on the Statements Related to the Turkish Courses at MSLU

	CURRENT STUDENTS N=70		GRADUATES N=20		CURRENT INSTRUCTORS N=7		FORMER INSTRUCTORS N=7	
	X	SD	X	SD	X	SD	X	SD
1. Speaking activities in class	3.68 (2.60)	.49 (.81)	3.90	.31	3.14 (2.71)	.69 (.76)	3.29	.76
2. Listening to tape scripts	3.36 (1.66)	.64 (.63)	3.35	.60	3.14 (2.14)	.90 (.38)	3.00	1.00
3. Listening to radio, TV stations, movies, songs, etc.	3.17 (1.61)	.68 (.67)	3.40	.60	2.86 (2.00)	.69 (.00)	3.14	1.07
4. Grammar exercises in class	3.60 (3.16)	.55 (.77)	3.85	.37	3.43 3.14	.53 .69	3.86	.38
5. Inviting native Turkish speakers to class	3.26 (1.77)	.74 (.82)	3.65	.59	2.86 (1.86)	1.46 (.69)	2.29	1.38
6. Pair work activities in class	2.94 (2.30)	.72 (1.07)	3.15	.75	3.00 (2.14)	1.15 (.90)	2.71	1.11
7. Group work activities in class	2.97 (2.13)	.76 (.82)	3.00	.86	2.86 (2.43)	1.07 (.98)	2.71	1.11
8. Debates	3.24 (1.44)	.79 (.60)	3.20	.77	2.86 (2.29)	1.07 (.76)	2.29	1.25
9. Writing activities (formal and informal letters, essays, formal reports, etc.)	3.14 (1.94)	.77 (.78)	3.20	.62	3.14 (2.86)	.69 (.69)	3.00	.58
10. Writing to foreign pen friends	2.27 (1.04)	.92 (.20)	2.15	.75	2.57 (1.86)	.98 (.69)	1.86	.90
11. Journal writing (diary keeping)	1.89 (1.01)	.88 (.12)	1.85	.88	2.57 (1.71)	.98 (.76)	2.00	.82
12. Vocabulary study in class	3.24 (2.71)	.76 (.84)	3.35	.59	3.43 (2.43)	.53 (1.13)	3.43	.53
13. Individual vocabulary study as home tasks	3.36 (2.84)	.66 (.97)	3.50	.61	2.86 (2.43)	.38 (.98)	3.00	.58
14. Drama type activities (role playing, miming, etc.)	2.30 (1.37)	.84 (.66)	2.50	.69	2.86 (1.57)	.90 (.53)	2.29	1.11
15. Use of computers (CD-ROMS, internet, e-mail, Turkish language teaching Software programs)	3.37 (1.19)	.71 (.52)	3.35	.93	3.00 (1.14)	1.15 (.38)	2.57	1.40
16. Language laboratory	3.17 (1.21)	.76 (.54)	3.10	.97	2.57 (1.29)	.98 (.76)	2.14	1.46
17. Watching video tapes in class	3.21 (1.57)	.63 (.65)	3.10	.72	3.00 (2.14)	.82 (.69)	2.57	.79
18. Doing presentations, projects and written assignments individually	2.83 (1.44)	.87 (.69)	3.20	.77	3.00 (2.14)	.82 (.69)	2.71	.95

Table 4.9 Respondents' Perceptions on the Statements Related to the Turkish Courses at MSLU (Continued)

	CURRENT STUDENTS N=70		GRADUATES N=20		CURRENT INSTRUCTORS N=7		FORMER INSTRUCTORS N=7	
	X	SD	X	SD	X	SD	X	SD
19. Doing presentations, projects and written assignments in groups	2.83 (1.39)	.72 (.67)	3.30	.80	3.00 (2.14)	.58 (.69)	2.86	.90
20. Learning Turkish songs in class	2.41 (1.44)	.86 (.56)	2.40	.68	2.86 (2.00)	.90 (.82)	1.86	.69
21. Playing language games in class	2.63 (1.27)	.78 (.51)	2.70	.86	2.71 (1.86)	.76 (.69)	2.00	.82
22. Translation of texts and passages	3.49 (2.53)	.58 (.94)	3.45	.51	3.29 (2.57)	.49 (.98)	3.14	.69
23. Use of visual materials (pictures, posters, charts, maps, OHP, etc.)	2.90 (1.83)	.76 (2.52)	3.00	.79	3.14 (2.57)	.90 (1.13)	2.00	.82
24. Use of real objects in class	2.54 (1.32)	.85 (.58)	2.30	.80	2.86 (2.43)	.69 (.98)	1.86	.69
25. Supplementary materials (additional texts, worksheets, tests, etc.)	3.27 1.83	.76 (.74)	3.25	.79	3.14 (3.00)	1.07 (1.00)	2.86	.69
26. Use of music in class (for relaxation, warm-up, etc.)	2.56 (1.31)	.90 (.50)	2.35	.81	2.71 (2.43)	.76 (.79)	2.14	.69
27. Receiving correction and feedback of assignments from the teacher	3.61 (2.73)	.60 (.92)	3.79	.44	3.29 (2.86)	.49 (1.07)	3.43	.53
28. Correction of my/students' oral mistakes by the teacher in class	3.74 (2.94)	.44 (.85)	3.60	.50	3.14 (3.00)	.69 (.82)	3.57	.53
29. Receiving individual help from the teacher outside the class	3.17 (1.74)	.90 (.86)	2.25	.85	3.29 (3.00)	.49 (.82)	3.14	.90

The data related to the Level of Importance/Need are presented without parenthesis
The data related to the Level of Existence/Actualization are presented in parenthesis

➤ Current Students

- Importance/Need Level

According to the findings represented in the Table 4.9, the current students found “correction of my oral mistakes by the teacher in class” (x=3.74) and

“speaking activities in class” ($x=3.68$) as the most important and needed aspects in the Turkish language learning courses. Some of the other statements such as “grammar exercises in class” ($x=3.60$), “listening to tape scripts” ($x=3.36$), “use of computers” ($x=3.37$) were also positively perceived. “Journal writing/diary keeping” ($x=1.89$) and “writing to foreign pen friends” ($x=2.27$) the current students viewed as the least important aspects in relation to the Turkish language courses.

- Existence/Actualization Level

From the results of the Table 4.9 it is seen that the current students viewed “grammar exercises in class” as the “usually existent/actualized” activity related to the language courses with the highest mean score 3.16. They perceived “correction of my oral mistakes by the teacher in class” ($x=2.94$), “individual vocabulary study as home tasks” ($x=2.84$) and “receiving correction and feedback of assignments from the teacher” ($x=2.73$) quite positively. Such aspect as “journal writing/diary keeping” ($x=1.01$) was never existent. It is worth concluding that many items presented in the Table 4.9, which were perceived by the current students as important or partially important, were hardly ever actualized as they had rather low mean scores.

- Current Instructors

- Importance/Need Level

As it can be seen from the Table 4.9, the current instructors’ views on the importance level of certain aspects were as follows: the highest mean 3.43 was observed for “grammar exercises in class” and “vocabulary study in class”, and the lowest mean score 2.57 was related to “journal writing/diary keeping”, “writing to foreign pen friends” and “language laboratory”. The aspects related to the Turkish language courses as speaking and listening activities, translation exercises, receiving

correction and feedback of assignments from the teacher, and receiving individual help from the teacher were considered important by the current instructors.

- Existence/Actualization Level

According to the current instructors, the most actualized activities in class were grammar exercises with a mean score of 3.14, correction of students' oral mistakes in class, helping students individually outside the class, and using supplementary materials with a mean score of 3.00. The lowest mean scores can be observed for "use of computers" ($x=1.14$) and "language laboratory" ($x=1.29$); it can be explained that such activities were never existent in class. The general tendency, as the Table 4.9 displayed, was that not many activities were actualized during the courses. Low mean scores showed that most of the items perceived by the current instructors as "important/needed" were rarely or never actualized during the classes.

- Graduates

- Importance/Need Level

As it can be seen in the Table 4.9, the graduates' opinion on the needed and important aspects concerning the courses was similar to the current students'. They found "speaking activities in class" ($x=3.90$), "grammar exercises in class" ($x=3.85$) and "receiving correction and feedback of assignments from the teacher" ($x=3.79$) to be the items of vital importance. Their ideas on "not important/needed" aspects related to the courses were parallel to the ideas of the current students.

- Former Instructors

- Importance/Need Level

The former instructors indicated "grammar exercises in class" ($x=3.86$), "correction of students' oral mistakes by the teacher in class" ($x=3.57$) and "vocabulary study in class" ($x=3.43$) as the most important and needed aspects. This

showed that their ideas were similar to the ones of the current instructors and to some extent to graduates'. The former instructors indicated that "writing to foreign pen friends" ($x=1.86$) was of least importance in the Turkish language courses.

b) Importance level of certain language skills

Another question in the questionnaires asked the respondents to rank several language skills from 1 (the most important/needed) to 6 (the least important/needed), according to how important they find them for the development of Turkish proficiency. The results are given in the Table 4.10.

Table 4.10 Respondents' Priorities Regarding the Skills Areas

	CURRENT STUDENTS N=70		GRADUATES N=20		CURRENT INSTRUCTORS N=7		FORMER INSTRUCTORS N=7	
	X	SD	X	SD	X	SD	X	SD
a) Grammar	2.54	1.14	2.50	1.32	2.43	1.99	1.43	.79
b) Vocabulary	2.70	1.12	2.95	1.89	2.84	1.35	3.00	.82
c) Listening	3.83	1.33	3.35	.99	4.00	1.91	4.00	1.46
d) Speaking	1.86	1.43	1.45	1.00	2.86	1.57	3.14	1.57
e) Reading	4.70	1.29	4.90	1.12	4.14	1.90	4.14	1.86
f) Writing	5.70	5.10	5.25	1.25	4.71	1.70	5.14	1.21

➤ Current Students and Graduates

The results in the Table 4.10 show the respondents' ideas on the importance level of certain language skills. Comparison of the respondents' perceptions showed similar results for the current students and the graduates, and similar results for the current and the former instructors. The most to the least ranking of ratings was in the following order for the current students and the graduates respectively: "speaking"

($x=1.86$) and ($x=1.45$), “grammar” ($x=2.54$) and ($x=2.50$), “vocabulary” ($x=2.70$) and ($x=2.95$), “listening” ($x=3.83$) and ($x=3.35$), “reading” ($x=4.70$) and ($x=4.90$), “writing” ($x=5.70$) and ($x=5.25$).

➤ Current and Former Instructors

The ranking of ratings for the current and the former instructors was in the following order respectively: “grammar” ($x=2.43$) and ($x=1.43$), “vocabulary” ($x=2.84$) and ($x=3.00$), “speaking” ($x=2.86$) and ($x=3.14$), “listening” for both groups of the respondents ($x=4.00$), “reading” for both groups ($x=4.14$), “writing” ($x=4.71$) and ($x=5.14$). As it can be concluded, the current students and the graduates viewed speaking as the most important language skill, when the current and the former instructors perceived it was grammar.

c) Difficulty level of certain language skills

In the questionnaires the respondents were asked to indicate the difficulty level of certain language areas on a 4-point scale from 1 (not difficult at all) to 4 (very difficult). The results are presented in the Table 4.11. The results of the graduates’ and former instructors’ perceptions are given in the Table 4.24.

Table 4.11 Respondents’ Perceptions on the Difficulty Level of Certain Language Skills

	CURRENT STUDENTS N=70		CURRENT INSTRUCTORS N=7	
	X	SD	X	SD
Please indicate to what extent you/your students have difficulties in the following areas				
a) Grammar	2.20	.67	1.76	.49
b) Vocabulary	1.97	.72	1.86	.69
c) Listening	3.07	.82	2.43	1.13
d) Speaking	3.01	.86	3.00	.82
e) Reading	1.91	.83	1.86	.38
f) Writing	1.96	.71	2.14	.69

➤ Current Students

The observation of the results in the Table 4.11 synopsized that for the current students the most difficult aspects of the language were “listening” ($x=3.07$) and “speaking” ($x=3.01$). The lowest mean of 1.91 was for “reading”, which showed that the current students had less difficulty in this language aspect. Notably, as it can be concluded from the results of the open-ended part of this question, a number one reason for the difficulties in certain language aspects among students was not enough concentration on such communication skill as speaking. A lot of students expressed their regret for teachers’ concentrating only on grammar and translation; others wished they could attend courses at TÖMER. Not devoting enough time to the listening skill resulted in the difficulty in this area. Moreover, a complaint of the lack of a proper program was stated.

➤ Current Instructors

According to the current instructors’ perceptions, presented in the Table 4.11, students faced difficulty in “speaking” ($x=3.00$) and “listening” ($x=2.43$). “Writing” ($x=2.14$), “reading” and “vocabulary” with a mean of 1.86 were the areas which caused partial difficulty for students. The results of the open-ended part of this question showed that according to the current instructors, the reason for students’ difficulties in speaking was their unwillingness to speak during the class. There was also mentioned a lack of listening and speaking activities for the development of listening and speaking skills.

The interviews included additional questions related to the content dimension of the Turkish Language Program that were not asked in the questionnaires. The following results can be observed.

d) The most and the least useful aspects in the Turkish Language Program

➤ Current Students

Regarding the most useful aspects in the Turkish Language Program, a great number of the current students (f=15, 75%) reported that program's providing native speaker instructors and the opportunity for successful students to attend summer courses at TÖMER in Turkey were the most useful aspects. Some of the current students (f=6, 30%) stated their appreciation to some of the instructors who made an effort to prepare interesting and useful extra-curricular materials. The current students (f=6, 30%) found the use of the Turkish Language and Culture Center for educational purposes rather effective in terms of encouragement and motivation to learn Turkish. However, they stated that the center still needs further improvement and development concerning its content and use.

Concerning the least useful aspects in the Turkish Language Program, the interviewed current students (f=16, 80%) reported that the absence of a well-designed program and study materials, poor quality of the course and work books were the weakest points in the program. In addition, the current students (f=10, 50%) mentioned their dissatisfaction with the lack of speaking and listening activities during the classes.

➤ Current Instructors

Referring to the most useful aspects in the Turkish Language Program, almost all of the interviewed current instructors (f=5, 71%) stated that the quality of the teaching staff was one of the biggest advantages of the program. They also stated that they had observed the evident improvement in the knowledge of Turkish of the students who attended courses in Turkey. The current instructors (f=5, 71%) indicated their wish for all the students to attend summer courses in Turkey. Most of

the current instructors (f=4, 57%) perceived satisfaction with the teaching materials and the course book.

When stating the least useful aspects in the Turkish Language Program, some of the current instructors (f=3, 43%) stated that better teaching and learning equipment needed to be provided for the courses.

4.2.4 A Brief Summary on the Content Dimension of the Program

The following Table reveals a brief summary of the main groups of respondents' perceptions on the content dimension of the program in the input stage of the study.

Table 4.12 Content Dimension of the Program in the Input stage of the Study

A Summary of the Current Students' Perceptions	
Positive perceptions	Less positive perceptions
Importance of: <ul style="list-style-type: none"> ➤ speaking skill ➤ grammar skill ➤ vocabulary skill ➤ listening skill 	Importance of: <ul style="list-style-type: none"> ➤ reading skill ➤ writing skill
A Summary of the Graduates' Perceptions	
Positive perceptions	Less positive perceptions
Importance of: <ul style="list-style-type: none"> ➤ speaking skill ➤ grammar skill ➤ vocabulary skill ➤ listening skill 	Importance of: <ul style="list-style-type: none"> ➤ reading skill ➤ writing skill

A Summary of the Current Instructors' Perceptions	
Positive perceptions	Less positive perceptions
Importance of: <ul style="list-style-type: none"> ➤ grammar skill ➤ vocabulary skill ➤ speaking skill 	Importance of: <ul style="list-style-type: none"> ➤ listening skill ➤ reading skill ➤ writing skill
A Summary of the Former Instructors' Perceptions	
Positive perceptions	Less positive perceptions
Importance of: <ul style="list-style-type: none"> ➤ grammar skill ➤ vocabulary skill 	Importance of: <ul style="list-style-type: none"> ➤ listening skill ➤ reading skill ➤ writing skill

4.2.5 Respondents' Perceptions on the Methods and Materials Dimension of the Program

a) Turkish Language Program

In the questionnaires the respondents were asked to agree/disagree on particular aspects related to the Turkish Language Program on a 4-point scale from 1 (strongly disagree) to 4 (strongly agree), and state the level of necessity of these aspects in the program on a 4-point scale from 1 (not necessary at all) to 4 (very necessary). The results are presented in the Table 4.13. The results of the graduates' and former instructors' indication of agreement/disagreement and the level of necessity of particular aspects related to the Turkish Language Program are presented in the output stage of the study in the Table 4.26.

Table 4.13 Respondents' Perceptions on the Turkish Language Program

	CURRENT STUDENTS N=70		CURRENT INSTRUCTORS N=7	
	X	SD	X	SD
1. I/Students receive knowledge and skills appropriate to my future jobs	2.74 (3.57)	.85 (.63)	2.86 (3.43)	.38 (.53)
2. Course contents are relevant to my/students' level of knowledge	2.86 (3.44)	.71 (.69)	3.00 (3.43)	.58 (.53)
3. The courses provide the environment where I/students can practise the knowledge and the skills	2.40 (3.51)	.75 (.68)	2.71 (3.71)	.49 (.49)
4. Courses are adequately distributed (enough time is devoted to each course)	2.36 (3.54)	.85 (.65)	3.14 (3.57)	.69 (.53)
5. The way the courses are presented is interesting	2.51 (3.47)	.86 (.63)	3.00 (3.57)	.58 (.53)
6. The assignments support the knowledge and the skills taught in the courses	2.66 (3.46)	.70 (.58)	3.14 (3.43)	.69 (.53)
7. Course materials are timely and sequentially distributed	2.61 (3.36)	.75 (.64)	2.86 (3.57)	.90 (.53)
8. The level of skills activities is too high for my level of Turkish	2.23 (2.56)	.71 (1.06)	2.29 (3.43)	.76 (.79)
9. I/Students participate in class activities	2.89 (3.31)	.71 (.77)	3.29 (3.57)	.49 (.53)
10. Pair and group work activities are done in class	2.70 (3.06)	.75 (.80)	3.43 (3.57)	.53 (.53)
11. Enough time is spent on the language skills (listening, speaking, reading, writing) in class in order to improve my/students' Turkish	2.23 (3.73)	.95 (.56)	3.14 (3.57)	1.07 (.53)
12. Extra supplementary skills activities (listening, speaking, reading, writing) are used in class beyond the ones in the course and the work book	2.10 (3.36)	.78 (.72)	3.00 (3.43)	.58 (.53)
13. All the activities, materials, instructional methods, techniques and approaches used in class contribute to the development of my/students' Turkish proficiency in the following areas:				
a) Listening	2.40 (3.80)	.98 (.40)	2.86 (3.57)	.90 (.53)
a) Speaking	2.44 (3.96)	.94 (.20)	2.86 (3.57)	.90 (.53)
b) Reading	2.90 (3.53)	.68 (.56)	3.00 (3.57)	.00 (.53)
d) Writing	2.80 (3.54)	.67 (.67)	3.14 (3.57)	.38 (.53)
e) Grammar and vocabulary	3.00 (3.81)	.83 (.39)	3.29 (3.57)	.49 (.53)

The data related to the Level of Agreement/Disagreement are presented without parenthesis

The data related to the Level of Necessity are presented in parenthesis

➤ Current Students

- Necessity Level

According to the findings of the Table 4.13, related to the Turkish Language Program, the current students stated that almost all the aspects related to the program were necessary. A high mean score of 3.73 was related to item 11; as it can be concluded, it was of great necessity that enough time should be spent on the language skills in class in order to improve the knowledge of Turkish. The current students stated least necessity for “the level of skills activities is too high for my level of Turkish” ($x=2.56$). The current students emphasized great necessity for the materials used in class to cover all the language areas. The preference with the highest mean of 3.96 was for “speaking”; the lowest mean of 3.53 was for “reading”.

- Agreement/Disagreement Level

It can be seen from the Table 4.13 that the current students agreed on the items “I participate in class activities” ($x=2.89$) and “course contents are relevant to my level of knowledge” ($x=2.86$). The lowest mean scores were given to “extra supplementary skills activities are used in class beyond the ones in the course and the work book” ($x=2.10$) and “the level of skills activities is too high for my level of Turkish” ($x=2.23$). As the results portray, the current students disagreed on the above items. Considering the results, the current students agreed that activities, materials and instructional methods used in class contributed to the development of “grammar and vocabulary” ($x=3.00$) in Turkish. Disagreement was stated for “listening” ($x=2.40$) and “speaking” ($x=2.44$). Thus, not enough was done in class to develop Turkish proficiency in the above areas which were considered very necessary.

With reference to the question about the Turkish Language Program in the interviews, the current students (n=17, 85%) agreed that the program should provide opportunities for the development of all the language skills. More emphasis was maintained for speaking, listening, translation and interpretation skills. This, as they suggested, can be provided either through course books, different oral and written assignments in class or listening comprehensions. It was reported (f=5, 25%) that more technology (CDs, DVDs and other audio-visual materials) needs to be included in the program to develop the language skills.

➤ Current Instructors

- Necessity Level

Having investigated perceptions of the current instructors in the Table 4.13, it can be seen that they perceived all the items related to the Turkish language courses as “necessary” or “very necessary”. More necessity was perceived for “the courses provide the environment where students can practise the knowledge and the skills” (x=3.71), less necessity for the items 1, 2, 6, 8, and 12 with a mean of 3.43. The current instructors thought it was quite necessary that everything done in class should contribute to the development of the language areas. There was not observed any variety in their perceptions, and a mean of 3.57 was maintained for all the language areas.

- Agreement/Disagreement Level

The current instructors stated agreement for “pair and group work activities are done in class” (x=3.43), “students participate in class activities” (x=3.29), “enough time is spent on the language skills in class in order to improve students’ Turkish” and “the assignments support the knowledge and the skills taught in the courses” with a mean 3.14. It needs to be noticed that the current instructors agreed

on all the items concerning the Turkish courses but one – “the level of skills activities is too high for students’ level of Turkish” ($x=2.29$). Unlike the current students, the current instructors thought that all the activities and methods used in class contributed to the development of Turkish proficiency in the language areas. They positively maintained all the areas with means ranging from 2.86 for “listening” and “speaking” to 3.29 for “grammar and vocabulary”.

Referring to the question about the Turkish Language Program in the interviews, the current instructors’ perceptions contradicted the perceptions of the current students. The current instructors ($f=5$, 71%) reported that the program should cover in the first place such language areas as grammar, reading and translation, and not speaking and listening. They ($f=5$, 71%) were generally satisfied with the opportunities the program provided for the development of the language areas. Nevertheless, some of the current instructors ($f=2$, 29%) perceived a need for more skill-based materials for listening and speaking.

➤ University Authorities

The interviewed University authorities ($f=4$, 100%) perceived a need for more speaking and listening materials. They thought that all the language areas in the Turkish Language Program should be covered equally.

b) Turkish course and work books

In the questionnaires the respondents were asked to agree/disagree on particular aspects related to the Turkish course and work books on a 4-point scale from 1 (strongly disagree) to 4 (strongly agree), and state the level of necessity of these aspects in the program on a 4-point scale from 1 (not necessary at all) to 4 (very necessary). The results are presented in the Table 4.14. The results of the graduates’ and former instructors’ indication of agreement/disagreement and the

level of necessity of particular aspects related to the Turkish course and work books are presented in the output stage of the study in the Table 4.27.

Table 4.14 Respondents' Perceptions on the Turkish Course and Work Books

	CURRENT STUDENTS N=70		CURRENT INSTRUCTORS N=7	
	X	SD	X	SD
1. The course book (Turkce Ogreniyoruz) is generally satisfactory to meet my/ students'needs in studying Turkish	2.06 (3.49)	.85 (.72)	2.43 (3.14)	.48 (1.21)
2. The course book provides sufficient and relevant activities	2.11 (3.37)	.71 (.66)	2.43 (3.43)	.98 (.79)
3. The course book provides samples of activities taken from authentic daily life situations	2.36 (3.33)	.75 (.72)	2.57 (3.43)	.79 (1.13)
4. The work book provides sufficient practice of activities covered in the course book	2.26 (3.30)	.53 (.71)	2.57 (3.29)	.79 (1.11)
5. The activities and topics in the course book are interesting and motivating	2.10 (3.50)	.75 (.68)	2.57 (3.14)	.79 (1.07)
6. The overall design of activities (pictures, charts, tables, lay-out, exercises) in the course book is satisfactory	2.39 (3.16)	.64 (.71)	2.57 (3.57)	.79 (.53)
7. The course book provides sufficient and relevant content to improve my/ students' following language skills in Turkish:				
a) Listening Skill	1.91 (3.64)	.90 (.68)	2.57 (3.57)	.79 (.53)
b) Speaking Skill	2.13 (3.77)	.88 (.57)	2.43 (3.57)	.98 (.53)
a) Reading Skill	2.87 (3.40)	.59 (.71)	3.00 (3.57)	.82 (.53)
c) Writing Skill	2.64 (3.44)	.70 (.83)	2.86 (3.57)	.90 (.53)
e) Grammar and vocabulary	2.93 (3.77)	.77 (.49)	3.00 (3.57)	.82 (.53)

The data related to the Level of Agreement/Disagreement are presented without parenthesis

The data related to the Level of Necessity are presented in parenthesis

➤ Current Students

- Necessity Level

The results of the Table 4.14 show that the current students stated “necessary” all the items in respect to the course and work books. Mean scores ranged from the

lowest 3.16 for “the overall design of activities in the course book is satisfactory” to the highest 3.50 related to item 18; as it can be concluded, that it is of great necessity that the activities and topics in the course book be motivating. The current students stated that it is “very necessary” that the course book provides sufficient and relevant content to improve all the language skills. The preference with the highest mean of 3.77 was for “speaking skill” and “grammar and vocabulary”, the lowest mean of 3.40 was for “reading skill”.

- Agreement/Disagreement Level

As the results of the Table 4.14 reveal, the current students surveyed disagreement on the items relevant to the course and work books and dissatisfaction with these items. More dissatisfaction was observed for the item “the course book (Türkçe Öğreniyoruz) is generally satisfactory to meet my needs in studying Turkish” ($x=2.06$). Less dissatisfaction was observed for “the overall design of activities in the course book is satisfactory” ($x=2.39$). The results show that the current students didn’t think the course book provided sufficient content for “listening skill” ($x=1.91$) improvement. However, they agreed that the course book provided relevant content to improve such language skills as “grammar and vocabulary” ($x=2.93$) and “reading skill” ($x=2.87$).

When asked about the Turkish course and work books in the interviews, the current students ($f=15$, 75%) supported the opinion that the content of the Turkish course book was not satisfactory. However, some of the students ($f=7$, 35%) perceived satisfaction for grammar, reading and writing aspects of the course book and the courses. The current students ($f=8$, 40%) expressed a need for interesting topics taken from the daily life situations. They suggested that the course books and materials should cover the topics for amusement (funny stories, jokes and anecdotes).

Some of the interviewed current students ($f=7$, 35%) mentioned a need for the topics to be related to Turkish daily life routine, traditions, customs and culture.

➤ Current Instructors

- Necessity Level

The results of the Table 4.14 reveal that the current instructors perceived all the items related to the Turkish course and work books as very necessary. The highest mean 3.57 was for “the overall design of activities in the course book is satisfactory”. The items 1 and 5 were perceived as less necessary. It can be concluded from the findings of the Table 4.14 that the current instructors thought it was quite necessary that everything what is done in class should contribute to the development of the language areas. They maintained a mean of 3.57 for all the items.

- Agreement/Disagreement Level

It is worth noting, that the current instructors, unlike the current students, evidenced partial agreement on most of the statements related to the course and work books. A mean score of 2.57 was observed for the items 3, 4, 5, and 6. Disagreement was surveyed for the items “the course book (Türkçe Öğreniyoruz) is generally satisfactory to meet students’ needs in studying Turkish” and “the course book provides sufficient and relevant activities” with a mean score of 2.43. The current instructors agreed that the course book provides relevant content to improve “reading skill” and “grammar and vocabulary” with a mean of 3.00. Partial agreement was observed for “listening skill” ($x=2.57$). This perception contradicted the current students’. Disagreement was observed for “speaking skill” ($x=2.43$).

When asked about the Turkish course and work books in the interviews, the current instructors ($f=5$, 71%), unlike the current students, stated their satisfaction

with the content of the courses and the course book. However, some of the current instructors (f=3, 43%) reported that more materials should be provided for speaking and listening areas.

➤ University Authorities

Regarding the Turkish course and work books in the interviews, the University authorities (f=4, 100%) reported that they were not really aware of the details of the Turkish courses and the content of the course book. However, they perceived more communicative approach in teaching. It was pointed out that MSLU was one of the main institutions specializing in international relations and communications; thus, a need for more topics related to this field was stated.

c) Turkish course materials and equipment

In the questionnaires the respondents were asked to agree/disagree on particular aspects related to Turkish course materials and equipment on a 4-point scale from 1 (strongly disagree) to 4 (strongly agree), and state the level of necessity of these aspects in the program on a 4-point scale from 1 (not necessary at all) to 4 (very necessary). The results are presented in the Table 4.15. The results of the graduates' and former instructors' indication of agreement/disagreement and the level of necessity of particular aspects related to Turkish course materials and equipment are presented in the output stage of the study in the Table 4.28.

Table 4.15 Respondents' Perceptions on Turkish Course Materials and Equipment

	CURRENT STUDENTS N=70		CURRENT INSTRUCTORS N=7	
	X	SD	X	SD
1. Audio-Visual aids are used in the courses (e.g. OHT, pictures, posters, tape-recorders, video players, etc.)	2.40 (3.56)	.73 (.56)	2.86 (3.71)	.69 (.49)
2. The quality of equipment (sound quality of tapes and tape recorders, video tapes) used in the courses is satisfactory	2.86 (3.57)	.67 (.55)	3.00 (3.57)	.82 (.53)
3. The equipment is modern looking and up-to-date	3.23 (3.54)	.76 (.63)	3.00 (3.57)	.82 (.53)

The data related to the Level of Agreement/Disagreement are presented without parenthesis
 The data related to the Level of Necessity are presented in parenthesis

➤ Current Students

- Necessity Level

From the findings of the Table 4.15 it can be seen that the current students emphasized strong necessity for all the items concerning the course materials and equipment. Most necessity with the highest mean of 3.57 was related to the quality of the equipment being satisfactory, and least necessity with the lowest mean of 3.54 was given to the equipment being modern.

- Agreement/Disagreement Level

The findings demonstrate that the current students agreed that “equipment was modern looking and up-to-date” (X=3.23) and that “the quality of equipment used in the courses is satisfactory” (X=2.86), and disagreed (with a mean of 2.40) that audio-visual aids were used in the courses.

- Current Instructors
 - Necessity Level

The current instructors maintained the course equipment and materials to be “necessary” and “very necessary”. The highest mean of 3.71 was observed for “audio-visual aids are used in the courses”; the items 2 and 3 received lower means of 3.57.

- Agreement/Disagreement Level

The current instructors stated agreement with all the items concerning the course materials and equipment. The highest mean of 3.00 was stated for the items 2 and 3.

4.2.6 A Brief Summary on the Methods and Materials Dimension of the Program

The following Table reveals a brief summary of the main groups of respondents’ perceptions on the methods and materials dimension of the program in the input stage of the study.

Table 4.16 Methods and Materials Dimension of the Program in the Input stage of the Study

A Summary of the Current Students’ Perceptions	
Positive perceptions	Less positive perceptions
<p><i>Perceptions on the Turkish courses:</i> Necessity to spend enough time on the language skills in class in order to improve Turkish Necessity for all the activities, materials, etc. used in class to contribute to the development of speaking skill Participation in class activities Course contents are relevant to the level of knowledge All the activities, materials, etc. used in class contribute to the development of grammar and vocabulary</p> <p><i>Perceptions on the Course and Work Books:</i> Necessity for: ➤ all the activities and topics in the course book to be interesting and motivating</p>	<p><i>Perceptions on the Turkish courses:</i> Necessity for: ➤ the level of skills activities to be higher than the level of Turkish ➤ all the activities, materials, etc. used in class to contribute to the development of reading skill Extra supplementary skills activities are used in class The level of skills activities is too high for the level of Turkish All the activities, materials, etc. used in class contribute to the development of speaking and listening skills</p> <p><i>Perceptions on the Course and Work Books:</i> Necessity for: ➤ the overall design of activities in the course book to be satisfactory ➤ the course book to provide sufficient</p>

<ul style="list-style-type: none"> ➤ the course book to provide sufficient and relevant content to improve speaking skill, grammar and vocabulary <p>The course book provides sufficient and relevant content to improve grammar, vocabulary and reading skill</p> <p><i>Perceptions on the Course Materials and Equipment:</i> Necessity for the quality of equipment used in the courses to be satisfactory The equipment is modern looking and up-to-date The quality of equipment used in the courses is satisfactory</p>	<p>and relevant content to improve reading skill</p> <p>The course book is generally satisfactory to meet needs in studying Turkish</p> <p>The course book provides sufficient and relevant content to improve listening skill</p> <p><i>Perceptions on the Course Materials and Equipment:</i> Necessity for the equipment to be modern looking and up-to-date Audio-visual aids are used in the courses</p>
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A Summary of the Current Instructors' Perceptions

Positive perceptions	Less positive perceptions
<p><i>Perceptions on the Turkish courses:</i> Necessity for:</p> <ul style="list-style-type: none"> ➤ the courses to provide the environment where students can practise the knowledge and the skills ➤ all the activities, materials, etc. used in class to contribute to the development of all the language skills <p>Pair and group work activities are done in class Students participate in class activities All the activities, materials, etc. used in class contribute to the development of all the language areas</p> <p><i>Perceptions on the Course and Work Books:</i> Necessity for:</p> <ul style="list-style-type: none"> ➤ the overall design of activities in the course book to be satisfactory ➤ the course book to provide sufficient and relevant content to improve all the language skills <p>The activities and topics in the course book are interesting and motivating The overall design of activities in the course book is satisfactory The course book provides sufficient and relevant content to improve grammar, vocabulary, reading and listening skills</p> <p><i>Perceptions on the Course Materials and Equipment:</i> Necessity for audio-visual aids to be used in the courses</p>	<p><i>Perceptions on the Turkish courses:</i> Necessity for:</p> <ul style="list-style-type: none"> ➤ students to receive knowledge and skills appropriate to their future jobs ➤ the assignments to support the knowledge and the skills taught in the courses ➤ the level of skills activities to be higher than students' level of Turkish ➤ extra supplementary skills activities to be used in class <p>The level of skills activities is too high for students' level of Turkish</p> <p><i>Perceptions on the Course and Work Books:</i> Necessity for:</p> <ul style="list-style-type: none"> ➤ the course book to be generally satisfactory to meet students' needs in studying Turkish ➤ the activities and topics in the course book to be interesting and motivating <p>The course book is generally satisfactory to meet students' needs in studying Turkish The course book provides sufficient and relevant activities The course book provides sufficient and relevant content to improve speaking skill</p> <p><i>Perceptions on the Course Materials and Equipment:</i> Audio-visual aids are used in the courses</p>

4.2.7 Respondents' Perceptions on the Evaluation Dimension of the Program

a) Certain language evaluation types

In the questionnaires the respondents were asked to indicate the level of importance/need of certain language evaluation types on a 4-point scale from 1 (not important/needed) to 4 (very important/needed), and the level of satisfaction with these types in the program on a 4-point scale from 1 (not satisfactory) to 4 (very satisfactory). The results are presented in the Table 4.17. The results of the graduates' and former instructors' indication of importance/need of certain language evaluation types and the level of satisfaction with these types are presented in the output stage of the study in the Table 4.30.

Table 4.17 Respondents' Perceptions on Certain Language Evaluation Types

	CURRENT STUDENTS N=70		CURRENT INSTRUCTORS N=7	
	X	SD	X	SD
1. Grammar and vocabulary parts of the exams	3.61 (2.83)	.55 (.66)	3.71 (3.43)	.49 (.79)
2. Writing exams	3.09 (2.49)	.86 (.74)	3.71 (3.14)	.49 (1.07)
3. Reading exams	3.17 (2.63)	.76 (.66)	3.71 (3.29)	.49 (.76)
4. Listening exams	3.39 (2.07)	.67 (.95)	3.29 (3.00)	.95 (1.00)
5. Oral exams	3.71 (2.14)	.46 (1.00)	3.29 (3.14)	.95 (.69)
6. Quizzes	2.67 (2.00)	.99 (.81)	3.14 (3.00)	1.21 (1.00)
7. Portfolio (a collection of learners' works and assignments) assessment	2.21 (1.66)	.87 (.85)	2.86 (3.14)	1.46 (1.07)
8. Assessment of students' assignments	2.59 (2.23)	.77 (.78)	3.14 (3.00)	1.21 (1.00)
9. Assessment of students' performance in class	2.74 (2.30)	.79 (.69)	3.29 (3.43)	1.11 (.53)

The data related to the Level of Importance/Need are presented without parenthesis
The data related to the Level of Satisfaction are presented in parenthesis

➤ Current Students

- Importance/Need Level

As it can be seen from the results of the Table 4.17, the current students identified the evaluation types for the development of their Turkish mainly as “important/needed”. They maintained the highest mean of 3.71 for “oral exams”. “Grammar and vocabulary parts of the exams” received a high mean of 3.61. The rest of the items were viewed as partially important. The lowest mean score was observed for “portfolio assessment” ($x=2.21$).

When asked about the language evaluation types in the interviews, the current students pointed out that the evaluation system in Belarus had specific characteristics which the Turkish instructors were not familiar with. Most of the current students ($f=17$, 85%) maintained the importance of oral exams which check students’ speaking skills, applying grammar rules and vocabulary at once. Written examination tests on grammar and vocabulary were also considered important

- Satisfaction Level

The current students expressed most satisfaction for “grammar and vocabulary parts of the exams” ($x=2.83$), “reading exams” ($x=2.63$) and “writing exams” ($x=2.49$). The rest of the items were perceived as “partially satisfactory” with means equal or above 2.00. Least satisfaction was stated for “portfolio assessment” ($x=1.66$). Such opinion was also maintained in the interviews. In addition, the current students ($f=14$, 70%) mentioned that oral parts of the exams were rarely applied by the instructors.

➤ Current Instructors

- Importance/Need Level

The current instructors regarded as needed and very important “grammar and vocabulary parts of the exams”, “writing exams” and “reading exams” with a mean of 3.71. The rest of the items in relation to the evaluation types were also positively perceived. “Portfolio assessment” ($x=2.86$) was perceived as less needed type of evaluation. In the interviews with the current instructors there were observed the same ideas were observed.

- Satisfaction Level

As it is seen from the results of the Table 4.17, the current instructors perceived all types of evaluation as satisfactory with means ranging from 3.00 to 3.43. The current instructors indicated more satisfaction with “grammar and vocabulary parts of the exams” and “assessment of students’ performance in class”, and less satisfaction with “listening exams”, “quizzes” and “assessment of students’ assignments”.

When asked about the satisfaction with certain language evaluation types in the interviews, most of the current instructors ($f=5$, 71%) perceived all types of evaluation as satisfactory. Only two current instructors ($f=2$, 29%) indicated that they felt a need for more emphasis and attention to oral examination of students due to the University examination traditions.

4.2.8 A Brief Summary on the Evaluation Dimension of the Program

The following Table reveals a brief summary of the main groups of respondents' perceptions on the evaluation dimension of the program in the input stage of the study.

Table 4.18 Evaluation Dimension of the Program in the Input stage of the Study

A Summary of the Current Students' Perceptions	
Positive perceptions	Less positive perceptions
Importance of oral exams Satisfaction with: <ul style="list-style-type: none"> ➤ grammar and vocabulary parts of the exams ➤ reading exams ➤ writing exams 	Importance of portfolio assessment Satisfaction with portfolio assessment
A Summary of the Current Instructors' Perceptions	
Positive perceptions	Less positive perceptions
Importance of: <ul style="list-style-type: none"> ➤ grammar and vocabulary parts of the exams ➤ reading exams ➤ writing exams Satisfaction with: <ul style="list-style-type: none"> ➤ grammar and vocabulary parts of the exams ➤ assessment of students' performance in class 	Importance of portfolio assessment Satisfaction with: <ul style="list-style-type: none"> ➤ listening exams ➤ quizzes ➤ assessment of students' assignments

4.3 Output

The sub-question related to the output stage was:

- a) To what degree does the current program meet the needs and expectations of the share holders in terms of objectives, content, methods, materials and evaluation dimensions of the program as perceived by students, instructors, employers and University authorities?

Data were gathered through graduates' and former instructors' questionnaires. Also, interviews with graduates, employers and University authorities contained data for the output stage of the study.

4.3.1 Respondents' Perceptions on the Objectives Dimension of the Program

- a) Effectiveness of the Turkish Language Program

In the questionnaires the respondents were asked if the current Turkish Language Program was effective enough to achieve the desired proficiency level.

The results are presented in the Table 4.19.

Table 4.19 Respondents' Perceptions on the Program in Terms of Achieving the Desired Proficiency Level

Do you think you/your students were able to reach the desired proficiency level?							
GRADUATES N=20				FORMER INSTRUCTORS N=7			
YES		NO		YES		NO	
%	F	%	F	%	F	%	F
40	8	60	12	42.9	3	57.1	4

➤ Graduates

As the findings of the Table 4.19 show, the graduates (60%) after having completed the program, couldn't manage to reach the desired proficiency level of the language. The findings of the open-ended part of this question show similar perceptions: most of the graduates emphasized that they couldn't reach the desired level as there was no stable program for studying Turkish, no focus on speaking skill during the classes, and no teaching and learning materials. In the interviews the graduates were also asked if the current Turkish Language Program was effective enough to achieve the desired proficiency level. All of the interviewed graduates (f=20, 100%) reported that their instructors never followed a set-up curriculum or syllabus. Besides, the instructors could not decide what topics should be covered each semester and couldn't come to consensus on many issues. This caused chaos during the classes and resulted in relatively poor education in Turkish.

Nevertheless, in the Table 4.19 it can be seen that 40% of the graduates stated that they were competent enough to achieve their goals, reach the level of Turkish they wanted and as a result be successful in the language. Similar perceptions were observed from the findings of the open-ended part of this question.

➤ Former Instructors

The Table 4.19 reveals that most of the former instructors (57.1%) didn't think students were able to achieve the level set for them. From the findings of the open-ended part of this question it can be seen that a similar perception was maintained by most of the former instructors. It was mentioned that teachers have been changed constantly by the authorities; thus, it was difficult both for students and teachers to concentrate on Turkish.

However, as it can be observed from the results of the Table 4.19, 42.9% of the former instructors said that their students were successful and were able to reach the expected level of the language. Moreover, the results of the open-ended part of this question show that some of the former instructors state that their students achieved the desired level due to good course books and a good program.

b) Certain aspects related to the Turkish language

In the questionnaires the respondents were asked to state the current competency level in certain aspects related to Turkish on a 4 point scale from 1 (not competent) to 4 (very competent). The results are presented in the Table 4.20.

Table 4.20 Respondents' Perceptions on the Current Competency Level for them/their Students in Certain Aspects Related to the Turkish Language

	GRADUATES N=20		FORMER INSTRUCTORS N=7	
	X	SD	X	SD
1. Knowledge of Turkish grammar	2.65	.93	2.29	.76
2. Knowledge and usage of vocabulary in Turkish	2.35	.75	2.29	.76
3. Listening skill	2.30	.80	2.14	1.07
4. Speaking skill	2.35	.88	2.00	1.00
5. Reading skill	2.75	.85	2.57	.79
6. Writing skill	2.70	.66	2.57	.79
7. Translation skill (translating written documents such as texts, letters, documents from Russian into Turkish, from Turkish into Russian)	2.20	1.01	2.00	.58
8. Interpretation skill (competency in translating and interpreting speech of other people)	2.25	1.02	1.71	.76
9. Communication skills	2.55	.76	2.29	.49
10. Transfer of knowledge into practice	2.40	.99	2.14	.38

Table 4.20 Respondents' Perceptions on the Current Competency Level for them/their Students in Certain Aspects Related to the Turkish Language (continued)	GRADUATES N=20		FORMER INSTRUCTORS N=7	
	X	SD	X	SD
11. Team working skills	2.40	.88	2.43	.98
12. Taking responsibility	2.65	1.01	2.43	.79
13. General knowledge of Turkey and Turkish culture	2.55	.69	2.43	.53
14. Teaching Turkish to others	2.05	.94	1.43	.53

➤ Graduates

• Current Competency Level

As it is seen in the Table 4.20, the graduates' mean scores in terms of the current competency level related to Turkish ranged from 2.20 to 2.75. The graduates were most competent in "reading skill" (x=2.75) and "writing skill" (x=2.70), as these aspects were the most positively perceived. "Translation skill" was viewed quite low with the mean score of (x=2.20). It can be said that the graduates were not competent enough in translating. Least competency was observed for the aspect "teaching Turkish to others" (x=2.05).

➤ Former Instructors

• Current Competency Level

According to the Table 4.20, the former instructors thought that students' current competency was high in reading and writing, as these skills had the highest mean score (x=2.57). Such aspects as "teaching Turkish to others" (x=1.43), "interpretation skill" (x=1.71) and "speaking skill" (x=2.00) had the lowest mean

scores; thus, it can be concluded that students were not very competent in these areas.

➤ Employers

In the interviews the employers were asked to state graduates' current competency level in certain aspects related to Turkish on a 4 point scale from 1 (not competent) to 4 (very competent). The results are presented in the Table 4.21.

Table 4.21_Employers' Perceptions on the Graduates' Current Competency Level

	X
a) Knowledge of Turkish grammar	3.60
b) Knowledge and usage of vocabulary in Turkish	2.80
c) Listening skill	2.25
d) Speaking skill	3.00
e) Reading skill	3.28
f) Writing skill	3.53
g) Translation skill (translating written documents such as texts, letters, documents from Russian into Turkish, from Turkish into Russian)	3.05
Table 4.21_Employers' Perceptions on the Graduates' Current Competency Level (continued)	X
h) Interpretation skill (competency in translating and interpreting speech of other people)	2.60
i) Communication skills	2.30
j) Transfer of knowledge into practice	2.82
k) Team working skills	2.31
l) Taking responsibility	2.51
m) General knowledge of Turkey and Turkish culture	1.83
n) Working in international organizations	2.00
o) Teaching Turkish to others	2.10

The results of the Table 4.21 show that the interviewed employers were generally satisfied with the graduates' knowledge of Turkish grammar ($x=3.60$), writing ($x=3.53$), reading ($x=3.28$), and translation ($x=3.05$) skills. The employers stated that such aspects as knowledge of Turkey and Turkish culture ($x=1.83$), working in international organizations skills ($x=2.00$), listening ($x=2.25$), communication ($x=2.30$) and team working ($x=2.31$) skills were the areas for improvement.

The interviews included some additional questions related to the objectives dimension of the Turkish Language Program that were not asked in the questionnaires. The following results can be observed.

c) The general and specific objectives of the Turkish Language Program

➤ Graduates

When asked about the general and specific objectives of the Turkish program at MSLU, the graduates ($f=19$, 95%) agreed that the general and specific objectives of the program were not stated. In order to make these general and specific objectives clear, the graduates suggested explanations for all the material planned for each semester and presentation of lists of topics for speech practice and grammar.

d) Satisfaction with the Turkish Language Program

➤ Graduates

When asked if the expectations from the Turkish program were met, the graduates' perceptions were different. Most of the interviewed graduates ($f=14$, 70%) stated that the program in general did not meet their high expectations. They compared the Turkish Language Program with the programs for other foreign languages and found many faults within the current Turkish program. This led to dissatisfaction with the program and teaching methods. Still some positive

perceptions were maintained. A number of graduates (f=6, 30%) expressed satisfaction with the outcomes of the program. They found good jobs with the help of Turkish after graduation. However, it was reported that their success generally depended on individual studies in their own time.

➤ Employers

It was pointed out in the interviews with the employers (f=7, 70%) that the graduates acquired a relatively good knowledge of the language but lacked effective assets such as knowledge of Turkey and Turkish culture, ability to work in teams, communication skills and knowledge of Turkish etiquette.

4.3.2 A Brief Summary on the Objectives Dimension of the Program

The following Table reveals a brief summary of the main groups of respondents' perceptions on the objectives dimension of the program in the output stage of the study.

Table 4.22 Objectives Dimension of the Program in the Output stage of the Study

A Summary of the Graduates' Perceptions	
Positive perceptions	Less positive perceptions
Current competency in: ➤ reading ➤ writing	Current competency in translating
A Summary of the Former Instructors' Perceptions	
Positive perceptions	Less positive perceptions
Students' current competency in: ➤ reading ➤ writing	Students' current competency in: ➤ interpreting ➤ speaking

4.3.3 Respondents' Perceptions on the Content Dimension of the Program

a) Certain aspects related to the Turkish courses

In the questionnaires the respondents were asked to indicate to what extent particular aspects related to the Turkish courses were existent/actualized in the courses at MSLU on a 4 point scale from 1 (never existent/actualized) to 4 (always existent/actualized). The results are presented in the Table 4.23.

Table 4.23 Respondents' Perceptions on the Statements Related to the Turkish Courses at MSLU

	GRADUATES N=20		FORMER INSTRUCTORS N=7	
	X	SD	X	SD
1. Speaking activities in class	(2.25)	(.72)	(2.43)	(.79)
2. Listening to tape scripts	(1.80)	(.52)	(1.86)	(.38)
3. Listening to radio, TV stations, movies, songs, etc.	(1.70)	(.73)	(2.00)	(.82)
4. Grammar exercises in class	(3.05)	(.60)	(3.29)	(.76)
5. Inviting native Turkish speakers to class	(1.65)	(.88)	(1.29)	(.49)
6. Pair work activities in class	(1.95)	(.69)	(1.86)	(.69)
7. Group work activities in class	(1.75)	(.79)	(1.71)	(.49)
8. Debates	(1.30)	(.57)	(1.00)	(.00)
9. Writing activities (formal and informal letters, essays, formal reports, etc.)	(1.50)	(.76)	(2.29)	(.76)
10. Writing to foreign pen friends	(1.05)	(.22)	(1.14)	(.38)
11. Journal writing (diary keeping)	(1.00)	(.00)	(1.29)	(.49)
12. Vocabulary study in class	(2.45)	(.69)	(3.00)	(.82)
13. Individual vocabulary study as home tasks	(2.55)	(1.05)	(2.43)	(.79)

Table 4.23 Respondents' Perceptions on the Statements Related to the Turkish Courses at MSLU (continued)	GRADUATES N=20		FORMER INSTRUCTORS N=7	
	X	SD	X	SD
14. Drama type activities (role playing, miming, etc.)	(1.15)	(.37)	(1.43)	(.53)
15. Use of computers (CD-ROMS, internet, e-mail, Turkish language teaching Software programs)	(1.20)	(.70)	(1.29)	(.49)
16. Language laboratory	(1.15)	(.67)	(1.00)	(.00)
17. Watching video tapes in class	(1.95)	(.51)	(1.86)	(.38)
18. Doing presentations, projects and written assignments individually	(1.20)	(.52)	(1.71)	(.49)
19. Doing presentations, projects and written assignments in groups	(1.15)	(.37)	(1.71)	(.49)
20. Learning Turkish songs in class	(1.95)	(.51)	(1.86)	(.38)
21. Playing language games in class	(1.35)	(.49)	(1.57)	(.53)
22. Translation of texts and passages	(2.50)	(1.00)	(2.86)	(.90)
23. Use of visual materials (pictures, posters, charts, maps, OHP, etc.)	(1.50)	(.69)	(1.86)	(.69)
24. Use of real objects in class	(1.30)	(.57)	(1.43)	(.53)
25. Supplementary materials (additional texts, worksheets, tests, etc.)	(1.80)	(.70)	(2.29)	(.95)
26. Use of music in class (for relaxation, warm-up, etc.)	(1.75)	(.79)	(1.86)	(.69)
27. Receiving correction and feedback of assignments from the teacher	(2.50)	(.83)	(3.43)	(.79)
28. Correction of my/students' oral mistakes by the teacher in class	(2.45)	(.94)	(3.29)	(.76)
29. Receiving individual help from the teacher outside the class	(1.70)	(.86)	(3.14)	(.90)

➤ Graduates

- Existence/Actualization Level

The results of the Table 4.23 show that according to the graduates, most actualized aspects in the Turkish courses at MSLU were “grammar exercises in class” (x=3.05) and partially “individual vocabulary study as home tasks” (x=2.55). “Translation of texts and passages” (x=2.50), “receiving correction and feedback of

assignments from the teacher” (x=2.50) and “vocabulary study in class” (x=2.45) were stated by the graduates as more or less usually actualized. The following examination of the graduates’ perceptions showed that not enough attention was paid to such very important aspects as inviting native Turkish speakers to class (x=1.65), working in groups (x=1.75) and pairs (x=1.95), and listening (x=1.80) activities in class. Comparatively low mean score of 1.20 was given to individual presentations and use of computers. These were the activities either rarely or never performed. The lowest mean was observed for “journal writing” (x=1.00).

➤ Former Instructors

• Existence/Actualization Level

According to the former instructors, the most actualized activities in class were feedback of students’ assignments with a mean of 3.43, grammar exercises and correction of students’ oral mistakes in class with a mean of 3.29. “Vocabulary study in class” (x=3.00) and “translation of texts and passages” (x=2.86) were also viewed by the former instructors as the aspects existent in the class. The results indicated that the former instructors agreed on such aspects as “debates” and “language laboratory” (x=1.00) to have never been performed.

b) Difficulty level of certain language skills

In the questionnaires the respondents were asked to indicate the difficulty level of certain language areas on a 4-point scale from 1 (not difficult at all) to 4 (very difficult). The results are presented in the Table 4.24.

Table 4.24 Respondents' Perceptions on the Difficulty Level of Certain Language Skills

	GRADUATES N=20		FORMER INSTRUCTORS N=7	
	X	SD	X	SD
Please indicate to what extent you/ your students had difficulties in the following areas				
a) Grammar	1.60	.60	1.57	.53
b) Vocabulary	1.80	.52	1.86	.69
c) Listening	2.70	.80	2.86	.69
d) Speaking	2.65	1.09	3.29	.95
e) Reading	1.95	.89	1.57	.53
f) Writing	2.15	1.09	2.14	1.07

➤ Graduates

The findings of the Table 4.24 show graduates' perceptions on the most and the least difficult aspects of the language. It is seen that graduates experienced more difficulties in "listening" (x=2.70) and "speaking" (x=2.65); "writing" (x=2.15) was an area of partial difficulty. Then "reading" and "vocabulary" aspects followed with means of 1.95 and 1.80 respectively. "Grammar" (x=1.60) had the lowest mean score, and caused the graduates very little difficulty. The results of the open-ended part of this question showed that the graduates had a number of reasons for the difficulties they faced in different language areas. Most of the graduates maintained a lack of teaching and learning materials, no proper program and no concentration on the speaking skill. Such reasons for difficulties as no vocabulary lists to study and no adequate course book were mentioned. Not devoting enough time to the listening area, not using audio and video technologies, and not communicating with native speakers were the reasons for the difficulties.

➤ Former Instructors

As the results of the Table 4.24 show, the former instructors thought that students faced more difficulty in “speaking” ($x=3.29$) and “listening” ($x=2.86$). “Writing” ($x=2.14$) and “vocabulary” ($x=1.86$) were the areas of partial difficulty. The lowest mean score 1.57 occurred for “grammar” and “reading”.

The interviews included additional questions related to the content dimension of the Turkish Language Program that were not asked in the questionnaires. The following results can be observed.

c) The most and the least useful aspects in the Turkish Language Program

➤ Graduates

Regarding the most useful aspects in the Turkish Language Program, the interview results showed that some of graduates ($f=13$, 65%) emphasized the importance and benefits of the summer courses at TÖMER in Turkey. Half of the interviewed graduates ($f=10$, 50%) realized the importance of translation skills in their current job environments and stated the usefulness of translation courses.

Concerning the least useful aspects in the Turkish Language Program, most of the interviewed graduates ($f=15$, 75%) emphasized the lack of a set-up program and learning materials. The course book was considered ($f=14$, 70%) inadequate as it did not cover all the language aspects equally. Some of the graduates ($f=11$, 55%) stated that the program did not really help to improve their knowledge in such language skills as speaking and listening.

➤ University Authorities

Referring to the most useful aspects in the Turkish Language Program, all of the interviewed University authorities (f=4, 100%) considered the summer courses in Turkey effective for mastering the language. It was stated (f=3, 75%) that the program's provision of native speaker instructors was one of its strong aspects.

Regarding the least useful aspects in the Turkish Language Program, the University authorities (f=3, 75%) stated that when the Turkish instructors are chosen to teach at MSLU, their professionalism should be evaluated more carefully. The Turkish instructors were also expected to use more communicative teaching techniques, as it was the principle approach to the teaching of other foreign languages. The University authorities (f=4, 100%) considered the lack of a designed curriculum and syllabus for the Turkish Language Program as its weakest point.

➤ Employers

When stating the most useful aspects in the Turkish Language Program, the employers (f=8, 80%) positively perceived graduates' knowledge of the language (grammar in particular), pronunciation, reading and writing skills.

Concerning the least useful aspects in the Turkish Language Program, the employers (f=7, 70%) were less positive about the graduates' knowledge of interpretation and simultaneous translation skills. They mentioned that their employees were generally good in translating the written documents but less effective in interpreting.

4.3.4 A Brief Summary on the Content Dimension of the Program

The following Table reveals a brief summary of the main groups of respondents' perceptions on the content dimension of the program in the output stage of the study.

Table 4.25 Content Dimension of the Program in the Output stage of the Study

A Summary of the Graduates' Perceptions	
Positive perceptions	Less positive perceptions
Grammar exercises in class Individual vocabulary study as home tasks	Use of computers Individual presentations, projects and written assignments
A Summary of the Former Instructors' Perceptions	
Positive perceptions	Less positive perceptions
Correction and feedback of students' assignments Grammar exercises in class Correction of students' oral mistakes in class	Debates Language laboratory

4.3.5 Respondents' Perceptions on the Methods and Materials Dimension of the Program

a) Turkish Language Program

In the questionnaires the respondents were asked to agree/disagree on particular aspects related to the Turkish Language Program on a 4-point scale from 1 (strongly disagree) to 4 (strongly agree), and state the level of necessity of these aspects in the program on a 4-point scale from 1 (not necessary at all) to 4 (very necessary). The results are presented in the Table 4.26.

Table 4.26_Respondents' Perceptions on the Turkish Language Program

	GRADUATES N=20		FORMER INSTRUCTORS N=7	
	X	SD	X	SD
1. I/Students received knowledge and skills appropriate to my future jobs	2.55 (3.75)	.51 (.44)	2.86 (3.29)	.38 (.49)
2. Course contents were relevant to my/students' level of knowledge	2.15 (3.55)	.49 (.69)	2.86 (3.43)	.38 (.53)
3. The courses provided the environment where I/students could practise the knowledge and the skills	2.25 (3.65)	.72 (.49)	2.86 (3.71)	.38 (.49)
4. Courses were adequately distributed (enough time was devoted to each course)	2.15 (3.50)	.75 (.61)	2.86 (3.57)	.38 (.53)
5. The way the courses were presented was interesting	2.25 (3.53)	.91 (.51)	2.86 (3.57)	.38 (.53)
6. The assignments supported the knowledge and the skills taught in the courses	2.25 (3.35)	.64 (.67)	2.86 (3.14)	.37 (.38)
7. Course materials were timely and sequentially distributed	2.15 (3.40)	.59 (.60)	2.85 (3.57)	.38 (.53)
8. The level of skills activities was too high for my/students' level of Turkish	1.85 (2.80)	.75 (.95)	2.14 (3.43)	.35 (.79)
9. I participated in class activities	3.00 (3.55)	.46 (.60)	3.00 (3.71)	.00 (.49)
10. Pair and group work activities were done in class	2.50 (3.25)	.69 (.85)	3.00 (3.71)	.00 (.49)
11. Enough time was spent on the language skills (listening, speaking, reading, writing) in class in order to improve my Turkish	1.90 (3.95)	.85 (.22)	2.86 (3.57)	.38 (.53)
12. Extra supplementary skills activities (listening, speaking, reading, writing) were used in class beyond the ones in the course and the work book	1.95 (3.20)	.51 (.77)	2.86 (3.57)	.90 (.53)
13. All the activities, materials, instructional methods, techniques and approaches used in class contributed to the development of my/students' Turkish proficiency in the following areas:				
a) Listening	2.25 (3.85)	.79 (.37)	2.86 (3.71)	.38 (.39)
b) Speaking	2.30 (4.00)	.86 (.00)	2.80 (3.41)	.38 (.49)
b) Reading	2.80 (3.50)	.41 (.61)	3.00 (3.90)	.58 (.38)
d) Writing	2.80 (3.50)	.41 (.61)	3.14 (3.86)	.69 (.38)
e) Grammar and vocabulary	2.95 (3.90)	.60 (.31)	3.29 (3.50)	.76 (.38)

The data related to the Level of Agreement/Disagreement are presented without parenthesis
The data related to the Level of Necessity are presented in parenthesis

➤ Graduates

- Necessity Level

The data in the Table 4.26 shows that the graduates perceived necessity for many aspects concerning the Turkish Language Program. A high mean score of 3.95 was related to item 11; as it can be concluded, it was most important that enough time should be spent on the language skills in class. The graduates stated least necessity for “the level of skills activities was too high for my level of Turkish” ($x=2.80$). The graduates thought it was of vital importance that all the course materials contributed to the development of “speaking” ($x=4.00$). The lowest but still a rather high mean of 3.50 was observed for “reading” and “writing”.

- Agreement/Disagreement Level

From the findings of the Table 4.26 it is seen that the graduates agreed on “I participated in class activities” ($x=3.00$). Some other items such as “I received knowledge and skills appropriate to my future jobs” ($x=2.55$) and “pair and group work activities were done in class” ($x=2.50$) maintained rather low means; thus, most of the graduates had rather contradictory points of view on these items. Low means, which showed the graduates’ disagreement, were observed for the rest of the items concerning the Turkish Language Program. The lowest mean was for “the level of skills activities was too high for my level of Turkish” ($x=1.85$), indicating graduates’ agreement that the level of skills activities was appropriate for the level of their knowledge of the language. Another low mean of 1.90 was observed for “enough time was spent on the language skills in class in order to improve my Turkish”, stating the fact that more time should have been devoted to various language skills. It can be seen from the Table 4.26, the graduates agreed that the activities, materials, instructional methods, techniques and approaches used in class contributed to the

development of Turkish proficiency in the areas of “grammar and vocabulary” (x=2.95), “reading” and “writing” (x=2.80). Disagreement was observed for such important language areas as “listening” (x=2.25) and “speaking” (x=2.30).

Referring to the question about the Turkish Language Program in the interviews, most of the graduates (f=14, 70%) stated that the program didn't provide many opportunities for the development of all the language skills equally. They stated that such language areas as grammar, vocabulary and reading were more focused on during the classes, and there was an evident lack of speaking and listening activities. In addition, the graduates expressed an idea that the classes should have been more student-centered, the content of the Turkish courses should have been more authentic and taken from daily life situations. They also stated a preference to more communicative approach in the language teaching.

➤ Former Instructors

- Necessity Level

As for the former instructors, they stated all the items concerning the Turkish Language Program either “necessary” or “very necessary”. The most necessary items with the highest mean score of 3.71 were “the courses provided the environment where students could practice the knowledge and the skills”, “students participated in class activities” and “pair and group work activities were done in class”. Less necessity was stated for “the assignments supported the knowledge and the skills taught in the courses” (x=3.14). The former instructors perceived the strongest necessity for all the course methods and materials to cover such language areas as “reading” (x=3.90) and “writing” (x=3.86); less necessity was observed for “speaking” (x=3.41). It should be noted that this perception contradicted the

graduates' ideas, who thought that the course methods and materials should have covered speaking activities in the first place.

- Agreement/Disagreement Level

As it is seen in the Table 4.26, the former instructors expressed neither contradiction nor variety in their opinion on the Turkish Language Program. The highest mean 3.00 was observed for “students participated in class activities” and “pair and group work activities were done in class”. The lowest mean 2.14 was observed for item 8, indicating the former instructors' agreement that the level of skills activities was appropriate for the level of students' knowledge. The former instructors thought that all the activities and methods used in class contributed to the development of Turkish proficiency in certain language areas. The highest mean occurred for “grammar and vocabulary” ($x=3.29$), the lowest for “speaking” ($x=2.80$).

b) Turkish course and work books

In the questionnaires the respondents were asked to agree/disagree on particular aspects related to the Turkish course and work books on a 4-point scale from 1 (strongly disagree) to 4 (strongly agree), and state the level of necessity of these aspects in the program on a 4-point scale from 1 (not necessary at all) to 4 (very necessary). The results are presented in the Table 4.27.

Table 4.27 Respondents' Perceptions on the Turkish Course and Work Books

	GRADUATES N=20		FORMER INSTRUCTORS N=7	
	X	SD	X	SD
1. The course book (Turkce Ogreniyoruz) was generally satisfactory to meet my/ students' needs in studying Turkish	1.90 (3.65)	.79 (.59)	2.50 (3.00)	.79 (.58)
2. The course book provided sufficient and relevant activities	2.15 (3.55)	.49 (.60)	2.50 (2.80)	.79 (.67)
3. The course book provided samples of activities taken from authentic daily life situations	2.25 (3.55)	.83 (.51)	2.14 (3.00)	.70 (.82)
4. The work book provided sufficient practice of activities covered in the course book	2.10 (3.50)	.45 (.69)	2.43 (3.57)	.78 (.53)
5. The activities and topics in the course book were interesting and motivating	2.20 (3.50)	.83 (.69)	2.57 (3.43)	.79 (.70)
6. The overall design of activities (pictures, charts, tables, lay-out, exercises) in the course book was satisfactory	2.25 (3.05)	.55 (.83)	2.86 (3.41)	.38 (.79)
7. The course book provided sufficient and relevant content to improve my/ students' following language skills in Turkish:				
a) Listening	1.80 (3.75)	.83 (.44)	2.50 (3.86)	.79 (.38)
b)Speaking	1.85 (3.80)	.88 (.52)	2.56 (3.86)	.78 (.36)
c)Reading	2.85 (3.40)	.49 (.50)	3.43 (3.85)	.53 (.36)
d) Writing	2.80 (3.25)	.52 (.55)	3.14 (3.86)	1.25 (.38)
e) Grammar and vocabulary	2.95 (3.70)	.51 (.47)	3.43 (3.85)	.78 (.37)

The data related to the Level of Agreement/Disagreement are presented without parenthesis
The data related to the Level of Necessity are presented in parenthesis

➤ Graduates

- Necessity Level

As it is seen in the Table 4.27, the graduates were positive about the level of necessity of the aspects in respect to the course and work books. The results of their answers reflected their opinion on the aspects mostly as “necessary” or “very necessary”. The highest mean score of 3.65 was observed for “the course book

(Türkçe Öğreniyoruz) was generally satisfactory to meet my needs in studying Turkish”. “The overall design of activities in the course book was satisfactory” with the lowest but very positive score of 3.05 was marked as “necessary”. The graduates thought it was necessary that the course book provided relevant content to improve their “speaking skill” ($x=3.80$) and “listening skill” ($x=3.75$). The lowest mean of 3.25 was observed for “writing skill”.

- Agreement/Disagreement Level

As the results of the Table 4.27 portray, the graduates stated their disagreement on most of the aspects related to the course and work books. The graduates showed partial disagreement with items 3 and 6 with a mean of 2.25. The lowest mean was assigned to “the course book (Türkçe Öğreniyoruz) was generally satisfactory to meet my needs in studying Turkish” ($x=1.90$). It can be deduced that the graduates exhibited main discontent with the course and work books. The graduates agreed that the course book provided relevant content to improve “grammar and vocabulary” ($x=2.95$), “reading” ($x=2.85$) and “writing” ($x=2.80$) skills. However, they disagreed that the course book provided sufficient content to improve such necessary language skills as “listening” ($x=1.80$) and “speaking” ($x=1.85$).

When asked about the Turkish course and work books in the interviews, the graduates ($f=11$, 55%) stated that the courses and the course book should cover more speaking, translation and interpretation activities. They suggested that the course book should cover some topics in relation to business Turkish. The graduates ($f=7$, 35%) perceived that attention should be paid to such serious and necessary topics as career, medicine, economics and politics. All of the interviewed graduates ($f=20$,

100%) perceived a desire for more updated course books, teaching and learning materials.

➤ Former Instructors

- Necessity Level

The findings of the Table 4.27 show that for the former instructors the most necessary aspect concerning the course and work books was “the work book provided sufficient practice of activities covered in the course book” ($x=3.57$). Less necessity was observed for “the course book provided sufficient and relevant activities” ($x=2.80$). The former instructors perceived the strongest necessity for the course book to provide content for all the language skills, as they maintained high mean scores ranging from 3.85 to 3.86.

- Agreement/Disagreement Level

The former instructors agreed that “the overall design of activities in the course book was satisfactory” ($x=2.86$). As it can be seen from the results of the Table 4.27, this perception differed from the graduates’ perception. Disagreement was observed for “the course book provided samples of activities taken from authentic daily life situations” ($x=2.14$). The former instructors, contradicting the graduates, agreed that the course book provided relevant content to improve all the language skills. The highest mean of 3.43 occurred for “reading” and “grammar and vocabulary”, the lowest of 2.50 for “listening”.

c) Turkish course materials and equipment

In the questionnaires the respondents were asked to agree/disagree on particular aspects related to Turkish course materials and equipment on a 4-point scale from 1 (strongly disagree) to 4 (strongly agree), and state the level of necessity

of these aspects in the program on a 4-point scale from 1 (not necessary at all) to 4 (very necessary). The results are presented in the Table 4.28.

Table 4.28 Respondents' Perceptions on Turkish Course Materials and Equipment

	GRADUATES N=20		FORMER INSTRUCTORS N=7	
	X	SD	X	SD
1. Audio-Visual aids were used in the courses (e.g. OHT, pictures, posters, tape-recorders, video players, etc.)	2.60 (3.45)	.60 (.60)	3.00 (3.57)	.58 (.79)
2. The quality of equipment (sound quality of tapes and tape recorders, video tapes) used in the courses was satisfactory	2.50 (3.40)	.89 (.60)	3.00 (3.57)	.58 (.79)
3. The equipment was modern looking and up-to-date	2.60 (3.35)	.99 (.59)	3.14 (3.57)	.38 (.79)

The data related to the Level of Agreement/Disagreement are presented without parenthesis
The data related to the Level of Necessity are presented in parenthesis

➤ Graduates

- Necessity Level

When commenting on the level of necessity concerning the materials and equipment, the findings of the Table 4.28 show that the graduates thought that all the items were of vital necessity. They assigned the highest mean of 3.45 to the item which concerned audio-visual aids being used in the courses, and the lowest of 3.35 to the equipment being up-to-date.

- Agreement/Disagreement Level

The results of the Table 4.28 portray that the graduates' perceptions on the materials and equipment were rather positive. They predominantly came to an agreement on all the items concerning the materials and equipment. Nevertheless, the means for the items relevant to the materials and equipment were not high, which indicates that the graduates were not sure about them. Partial agreement was observed for item 2.

➤ Former Instructors

- Necessity Level

The former instructors maintained the course equipment and materials to be “necessary” and “very necessary”. There is not observed diversity in their answers. All of the items received a mean of 3.57.

- Agreement/Disagreement Level

The former instructors, as it can be observed from the results of the Table 4.28, agreed on all the items concerning the materials and equipment. The mean scores ranged from 3.00 to 3.14. The highest mean score 3.14 occurred for item 3.

4.3.6 A Brief Summary on the Methods and Materials Dimension of the Program

The following table reveals a brief summary of the main groups of respondents’ perceptions on the methods and materials dimension of the program in the output stage of the study.

Table 4.29 Methods and Materials Dimension of the Program in the Output stage of the Study

A Summary of the Graduates’ Perceptions	
Positive perceptions	Less positive perceptions
<p><i>Perceptions on the Turkish courses:</i> Necessity to:</p> <ul style="list-style-type: none"> ➤ receive knowledge and skills appropriate to future jobs ➤ spend enough time on the language skills in class in order to improve Turkish <p>Necessity for all the activities, materials, etc. used in class to contribute to the development of speaking skill</p> <p>Participation in class activities</p> <p>All the activities, materials, etc. used in class contributed to the development of grammar, vocabulary and reading skill</p>	<p><i>Perceptions on the Turkish courses:</i> Necessity for:</p> <ul style="list-style-type: none"> ➤ the level of skills activities to be higher than the level of Turkish ➤ all the activities, materials, etc. used in class to contribute to the development of reading and writing skills <p>The level of skills activities was too high for the level of Turkish</p> <p>All the activities, materials, etc. used in class contributed to the development of speaking and listening skills</p> <p><i>Perceptions on the Course and Work Books:</i> Necessity for:</p>

<p><i>Perceptions on the Course and Work Books:</i> Necessity for:</p> <ul style="list-style-type: none"> ➤ the course book to be satisfactory to meet needs in studying Turkish ➤ the course book to provide sufficient and relevant content to improve speaking skill <p>The course book provided sufficient and relevant content to improve grammar, vocabulary and reading skill</p> <p><i>Perceptions on the Course Materials and Equipment:</i> Necessity for the audio-visual aids to be used in the courses Audio-visual aids were used in the courses The equipment's was modern looking and up-to-date</p>	<ul style="list-style-type: none"> ➤ the overall design of activities in the course book to be satisfactory ➤ the course book to provide sufficient and relevant content to improve writing skill <p>The course book was generally satisfactory to meet needs in studying Turkish The course book provided sufficient and relevant content to improve listening and speaking skills</p> <p><i>Perceptions on the Course Materials and Equipment:</i> Necessity for the equipment to be modern looking and up-to-date Audio-visual aids were used in the courses The quality of equipment used in the courses was satisfactory</p>
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A Summary of the Former Instructors' Perceptions

Positive perceptions	Less positive perceptions
<p><i>Perceptions on the Turkish courses:</i> Necessity for:</p> <ul style="list-style-type: none"> ➤ the courses to provide the environment where students can practise the knowledge and the skills ➤ students to participate in class activities ➤ pair and group work activities to be done in class ➤ all the activities, materials, etc. used in class to contribute to the development of reading and writing skills <p>Pair and group work activities were done in class All the activities, materials, etc. used in class contributed to the development of grammar, vocabulary, writing and reading skills</p> <p><i>Perceptions on the Course and Work Books:</i> Necessity for:</p> <ul style="list-style-type: none"> ➤ the work book to provide sufficient practice of activities covered in the course book ➤ the course book to provide sufficient and relevant content to improve all the language skills <p>The overall design of activities in the course book was satisfactory The course book provided sufficient and</p>	<p><i>Perceptions on the Turkish courses:</i> Necessity for:</p> <ul style="list-style-type: none"> ➤ the assignments to support the knowledge and the skills taught in the courses ➤ all the activities, materials, etc. used in class to contribute to the development of speaking skill <p>The level of skills activities was too high for students' level of Turkish All the activities, materials, etc. used in class contributed to the development of speaking skill</p> <p><i>Perceptions on the Course and Work Books:</i> Necessity for the course book to provide sufficient and relevant activities The course book provided samples of activities taken from authentic daily life situations The course book provided sufficient and relevant content to improve listening skill</p> <p><i>Perceptions on the Course Materials and Equipment:</i> The equipment's was modern looking and up-to-date</p>

relevant content to improve reading skill, grammar and vocabulary <i>Perceptions on the Course Materials and Equipment:</i> Necessity for: <ul style="list-style-type: none"> ➤ the audio-visual aids to be used in the courses ➤ the quality of equipment used in the courses to be satisfactory ➤ the equipment to be modern looking and up-to-date 	
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4.3.7 Respondents' Perceptions on the Evaluation Dimension of the Program

a) Certain language evaluation types

In the questionnaires the respondents were asked to indicate the level of importance/need of certain language evaluation types on a 4-point scale from 1 (not important/needed) to 4 (very important/needed), and the level of satisfaction with these types in the program on a 4-point scale from 1 (not satisfactory) to 4 (very satisfactory). The results are presented in the Table 4.30.

Table 4.30 Respondents' Perceptions on Certain Language Evaluation Types

	GRADUATES N=20		FORMER INSTRUCTORS N=7	
	X	SD	X	SD
1. Grammar and vocabulary parts of the exams	3.60 (2.80)	.60 (.70)	3.71 (3.29)	.49 (.49)
2. Writing exams	3.15 (2.70)	.59 (.80)	3.71 (2.86)	.49 (.69)
3. Reading exams	2.90 (2.55)	.64 (.89)	3.71 (3.14)	.49 (.38)
4. Listening exams	3.55 (1.95)	.60 (1.05)	3.29 (2.71)	1.25 (.49)
5. Oral exams	3.75 (1.55)	.44 (.89)	3.71 (2.86)	.49 (.69)
6. Quizzes	2.20 (1.30)	.77 (.80)	2.43 (2.57)	1.13 (.53)
7. Portfolio (a collection of learners' works and assignments) assessment	2.50 (1.35)	.83 (.75)	2.29 (2.29)	1.11 (.76)

Table 4.30 Continued Respondents perceptions on certain evaluation types (continued)	GRADUATES N=20		FORMER INSTRUCTORS N=7	
	X	SD	X	SD
8. Assessment of students' assignments	3.00 (1.60)	.73 (.82)	3.14 (3.14)	.69 (.38)
9. Assessment of students' performance in class	2.95 (1.85)	.83 (.81)	3.29 (3.28)	.76 (.49)

The data related to the Level of Importance/Need are presented without parenthesis

The data related to the Level of Satisfaction are presented in parenthesis

➤ Graduates

- Importance/Need Level

According to the findings of the Table 4.30, the graduates thought that the most important language evaluation types were “oral exams” (x=3.75), “grammar and vocabulary parts of the exams” (x=3.60), “listening exams” (x=3.55), “assessment of students’ assignments” (x=3.55) and “assessment of students’ performance in class” (x=3.55). “Quizzes” (x=2.20) were marked by the graduates as the least important evaluation type.

When asked about the language evaluation types in the interviews, the graduates (f=13, 65%) perceived oral exams, listening-comprehension exams, grammar and vocabulary parts of the exams as the most important evaluation types. The graduates (f=16, 80%) thought that assessment of students’ performance in class was one of the leading evaluation types, as it was necessary to see the performance of each student during the semester in order to give him/her a higher or lower mark at the exams.

- Satisfaction Level

According to the results of the Table 4.30, the graduates stated “grammar and vocabulary parts of the exams” ($x=2.80$) as the most satisfactory evaluation type. As more or less satisfactory the graduates perceived “writing exams” ($x=2.70$) and “reading exams” ($x=2.55$). The rest of the aspects received low means, and, as a deduction, were not satisfactory as evaluation types for the development of the graduates’ Turkish. The lowest mean was observed for “quizzes” ($x=1.30$).

When asked about the satisfaction with certain language evaluation types in the interviews, the graduates found satisfactory such language evaluation types as grammar and vocabulary parts of the exams, reading and writing exams. The graduates ($f=17$, 85%) mentioned that oral parts of the exams were either never applied by the instructors, or were not performed according to the MSLU’s evaluation system for foreign languages.

- Former Instructors

- Importance/Need Level

“Grammar and vocabulary parts of the exams”, “oral exams”, “writing exams” and “reading exams” with a mean of 3.71 were regarded by the former instructors as needed and very important evaluation types. The rest of the aspects in relation to the evaluation types were positively perceived and viewed as “important” or “partially important”. “Portfolio assessment” ($x=2.29$) was perceived as the least important evaluation type.

- Satisfaction Level

The findings of the Table 4.30 show that the former instructors perceived “grammar and vocabulary parts of the exams” and “assessment of students’ performance in class” with the highest mean of 3.29 as the most satisfactory

evaluation types. The least satisfaction was maintained for “portfolio assessment” (x=2.29).

4.3.8 A Brief Summary on the Evaluation Dimension of the Program

The following table reveals a brief summary of the main groups of respondents’ perceptions on the evaluation dimension of the program in the output stage of the study.

Table 4.31 Evaluation Dimension of the Program in the Output stage of the Study

A Summary of the Graduates’ Perceptions	
Positive perceptions	Less positive perceptions
Importance of oral exams Satisfaction with: <ul style="list-style-type: none"> ➤ grammar and vocabulary parts of the exams ➤ writing exams 	Importance of quizzes Satisfaction with: <ul style="list-style-type: none"> ➤ quizzes ➤ portfolio assessment ➤ oral exams
A Summary of the Former Instructors’ Perceptions	
Positive perceptions	Less positive perceptions
Importance of: <ul style="list-style-type: none"> ➤ grammar and vocabulary parts of the exams ➤ reading exams ➤ writing exams Satisfaction with: <ul style="list-style-type: none"> ➤ grammar and vocabulary parts of the exams ➤ assessment of students’ performance in class 	Importance of portfolio assessment Satisfaction with portfolio assessment

4.4 Summary of Results: A Brief Comparison of the Main Groups' Perceptions

The following table reveals a summary of the main groups of respondents' perceptions on the objectives dimension of the program.

Table 4.32 A Brief Comparison on the Objectives Dimension of the Program

Objectives dimension of the Program	CURRENT STUDENTS N=70	GRADUATES N=20	CURRENT INSTRUCTORS N=7	FORMER INSTRUCTORS N=7
Desire to communicate with native Turkish speakers	P	N	N	N
Desire to write reports, assignments, business letters, etc. in Turkish	N	N	N	N
Desire to be competent in:	P	P	P	P
➤ speaking skill				
➤ listening skill	P	P	P	N
➤ reading skill	P	P	P	P
➤ translation skill	P	P	P	N
➤ knowledge and usage of Turkish vocabulary	P	P	P	P
➤ teaching Turkish to others	N	N	N	N
➤ knowledge of Turkey and Turkish culture	P	P	N	N
Communication with native Turkish speakers	P	N	N	N
Reading literary works related to specialization in Turkish	N	N	N	N
Current competency in:	LP	N	N	LP
➤ taking responsibility				
➤ speaking	LP	LP	LP	LP
➤ reading	LP	N	LP	N
➤ writing	LP	N	LP	N
➤ translating	LP	LP	LP	LP

P = positive perception (X = 3.50 and more)

N = neutral perception (X = between 2.50 and 3.50)

LP = less positive perception (X = 2.50 and less)

1) Similarities and Differences

When the perceptions of four main groups (current students, graduates, current and former instructors) are compared, similarities and differences are observed. As it is seen in the Table 4.32 the desire to be competent in speaking, reading and knowledge of Turkish vocabulary were perceived positively by the four groups. The four groups were neutral about the desire to write reports, assignments, etc.; teach Turkish to others and read literary works related to specialization in Turkish. This can be interpreted that the four groups can easily be both positive and critical about the aspects. All the main groups perceived less current competency in speaking and translating. The current students and the graduates similarly desired to be competent in the knowledge of Turkey and Turkish culture, when the current and the former instructors were in general uncertain about this aspect and perceived it neutral. It is seen from the Table 4.32 that the current students, the graduates and the current instructors desired to be competent in listening and translation, when the former instructors were neutral.

Regarding the current competency in different aspects, the groups were less positive or neutral. For example, the current students and the former instructors were less positive about taking responsibility, the graduates' and the current instructors' perceptions on this aspect were neutral. The four groups similarly perceived current competency in speaking and translating less positive. Thus, such low perceptions can demonstrate not very high competency in many aspects.

The following table reveals a summary of the main groups of respondents' perceptions on the content dimension of the program.

Table 4.33 A Brief Comparison on the Content Dimension of the Program

Content dimension of the Program	CURRENT STUDENTS N=70	GRADUATES N=20	CURRENT INSTRUCTORS N=7	FORMER INSTRUCTORS N=7
Importance of:	P	P	N	N
➤ speaking activities in class	P	P	N	P
➤ grammar exercises in class	LP	LP	N	LP
➤ journal writing (diary keeping)	P	P	N	P
➤ correction of oral mistakes by the teacher in class	P	P	N	N
➤ speaking skill	N	N	N	P
➤ grammar skill	N	N	N	N
➤ vocabulary skill	N	N	LP	LP
➤ listening skill	LP	LP	LP	LP
➤ reading skill	LP	LP	LP	LP
➤ writing skill	N	N	N	N
Grammar exercises in class	N	LP	N	N
Correction of oral mistakes by the teacher in class	N	N	N	N
Use of supplementary materials	N	N	N	N
Use of computers	N	N	N	LP
Language laboratory	N	P	N	N
Individual vocabulary study as home tasks	P	P	N	N
Feedback and correction of assignments by the teacher				

P = positive perception (X = 3.50 and more)
 N = neutral perception (X = between 2.50 and 3.50)
 LP = less positive perception (X = 2.50 and less).

For the items “importance of speaking, grammar, vocabulary, listening, reading and writing skills”:
 P = positive perception (X = between 0 and 2)
 N = neutral perception (X = between 2 and 4)
 LP = less positive perception (X = 4 and 6)

2) Similarities and Differences

When the perceptions of four main groups (current students, graduates, current and former instructors) were compared, there was observed a tendency for neutral or less positive perceptions on many aspects. As seen in Table 4.33, all the main groups perceived the use of supplementary materials and computers neutral.

It can be interpreted that the groups were uncertain within themselves whether these aspects were actualized. Similarly, the main groups perceived grammar exercises in class as neutral. Less positive perceptions are observed for the importance of reading and writing skills. However, concerning the importance of speaking and listening skills the current students and the graduates were similarly more positive than the current and former instructors, who were either uncertain or less positive about these aspects. Correction of oral mistakes by the teacher in class is perceived as neutral by the current students and by the current and the former instructors, and less positive by the graduates. Thus, it can be said that such activity, in general, was not actualized. Notably, the perceptions within the groups on the content dimension of the program vary as many items are perceived neutral. This can demonstrate significant differences in the perceptions of the respondents; the groups within themselves can be both positive and less positive about the issues.

The following table reveals a summary of the main groups of respondents' perceptions on the methods and materials dimension of the program.

Table 4.34 A Brief Comparison on the Methods and Materials Dimension of the Program

Methods and Materials dimension of the Program	CURRENT STUDENTS N=70	GRADUATES N=20	CURRENT INSTRUCTORS N=7	FORMER INSTRUCTORS N=7
Necessity to: ➤ spend enough time on the language skills in class in order to improve Turkish	P	P	P	P
➤ receive knowledge and skills appropriate to future jobs	P	P	N	N
➤ participate in class activities	N	P	P	P

Methods and Materials dimension of the Program	CURRENT STUDENTS N=70	GRADUATES N=20	CURRENT INSTRUCTORS N=7	FORMER INSTRUCTORS N=7
Necessity for:	N	N	N	N
➤ the level of skills activities to be higher than the level of Turkish				
➤ assignments to support the knowledge and the skills taught in the courses	N	N	N	N
➤ all the activities, materials, etc. used in class to contribute to the development of:	P	P	P	N
speaking skill				
➤ listening skill	P	P	P	P
➤ grammar and vocabulary	P	P	P	P
➤ reading skill	P	P	P	P
➤ writing skill	P	P	P	P
➤ all the activities and topics in the course book to be interesting and motivating	P	P	N	N
➤ the overall design of activities in the course book to be satisfactory	N	N	P	N
➤ the course book to provide sufficient and relevant content to improve:	P	P	P	P
➤ speaking skill				
➤ listening skill	P	P	P	P
➤ grammar and vocabulary	P	P	P	P
➤ reading skill	N	N	P	P
➤ writing skill	N	N	P	P
➤ audio-visual aids to be used in the courses	P	N	P	P
➤ the equipment to be modern looking and up-to-date	P	N	P	P
Participation in class activities	N	N	N	N
Course contents are relevant to the level of knowledge	N	LP	N	N
Extra supplementary skills activities are used in class	LP	LP	N	N
The level of skills activities is too high for the level of Turkish	LP	LP	LP	LP
All the activities, materials, etc. used in class contribute to the development of:	LP	LP	N	N
➤ speaking skill				
➤ listening skill	LP	LP	N	N
➤ grammar and vocabulary	N	N	N	N
➤ reading skill	N	N	N	N
➤ writing skill	N	N	N	N

Methods and Materials dimension of the Program	CURRENT STUDENTS N=70	GRADUATES N=20	CURRENT INSTRUCTORS N=7	FORMER INSTRUCTORS N=7
The course book is generally satisfactory to meet needs in studying Turkish	LP	LP	LP	N
The activities and topics in the course book are interesting and motivating	LP	LP	N	N
The overall design of activities in the course book is satisfactory	LP	LP	N	N
The course book provides sufficient and relevant content to improve:	LP	LP	LP	N
➤ speaking skill				
➤ listening skill	LP	LP	N	N
➤ grammar and vocabulary	N	N	N	N
➤ reading skill	N	N	N	N
➤ writing skill	N	N	N	N
Audio-visual aids are used in the courses	N	N	N	N
The equipment is modern looking and up-to-date	N	N	N	N

P = positive perception (X = 3.50 and more) N = neutral perception (X = between 2.50 and 3.50)
LP = less positive perception (X = 2.50 and less)

3) Similarities and Differences

When the perceptions of four main groups (current students, graduates, current and former instructors) are compared, many similarities are observed regarding the necessity of many items. Necessity of many items is stated positively by the four groups. For example, necessity to spend enough time on the language skills, necessity for all the activities to contribute to the development of all the language skills (speaking, listening, etc.) and in particular for the course book to provide relevant content to improve speaking and listening skills. Differences can be observed in the groups' assessment of the necessity of receiving knowledge appropriate to future jobs, and of the interest level of activities in the course book. The current students and the graduates perceived these aspects positively when the current and the former instructors were neutral. This can be interpreted that the

current students and the graduates seem to be more positive about the issues directly related to themselves when, on the other hand, the instructors are neutral about these issues. The current and the former instructors' perceptions related to the necessity of the course book to cover reading and writing skills are positive when the current students and the graduates tend to be neutral. Significantly, according to the main groups' perceptions, many activities which were perceived necessary were either not always or hardly ever actualized. Such conclusion can be made due to respondents' mainly neutral or less positive perceptions on many items. For example, the current students' and the graduates' less positive perceptions show that the activities in class don't develop speaking skill; the course book and its design are not satisfactory, and its activities are not interesting. Moreover, the course book does not provide relevant content for the improvement of speaking and listening skills. The current and the former instructors perceived the above aspects neutral. It can be interpreted that, in general, they were uncertain about these aspects: part of the instructors was critical (as the current students and the graduates), when on the other hand the other part of the instructors was more positive and showed their satisfaction regarding the items. Similarly, the four main groups were neutral about the activities' and course book's developing such skills as speaking, reading, writing and listening.

The following table reveals a summary of the main groups of respondents' perceptions on the evaluation dimension of the program.

Table 4.35 A Brief Comparison on the Evaluation Dimension of the Program

Evaluation dimension of the Program	CURRENT STUDENTS N=70	GRADUATES N=20	CURRENT INSTRUCTORS N=7	FORMER INSTRUCTORS N=7
Importance of:				
➤ oral exams	P	P	N	P
➤ grammar and vocabulary parts of the exams	P	P	P	P
➤ reading exams	N	N	P	P
➤ writing exams	LP	N	N	N
➤ portfolio assessment	LP	N	N	LP
Satisfaction with:				
➤ oral exams	LP	LP	N	N
➤ grammar and vocabulary parts of the exams	P	P	P	P
➤ reading exams	N	N	P	P
➤ writing exams	N	N	P	P
➤ portfolio assessment	LP	LP	N	LP
Assessment of:				
➤ students' assignments	LP	LP	N	N
➤ students' performance in class	LP	LP	N	N

P = positive perception (X = 3.50 and more) N = neutral perception (X = between 2.50 and 3.50)
 LP = less positive perception (X = 2.50 and less)

4) Similarities and Differences

When the perceptions of four main groups (current students, graduates, current and former instructors) on importance of various evaluation types are compared, the current students, graduates and the former instructors perceive oral exams positively. As it is seen in the Table 4.35, such evaluation type as grammar and vocabulary parts of the exams is perceived positively by all the main groups of respondents. Reading exams are perceived more positive by the current and the

former instructors, when the current students and the graduates were neutral about this evaluation type.

Dissatisfaction with the oral exams was observed among the current students and the graduates. This can be interpreted as both groups' perceiving the oral exams as an important evaluation type. Also, dissatisfaction with the assessment of assignments and assessment of performance in class was observed among the current students and the graduates. On contrary, the current and the former instructors are neutral about the above evaluation types. This can be interpreted that, for example, some of the instructors were satisfied with the way they assessed students' involvement and participation in class activities, when the students themselves showed dissatisfaction with the assessment. Naturally, the instructors were more positive about the items related directly to them.

CHAPTER V

CONCLUSIONS AND IMPLICATIONS

This chapter presents the discussion of the results that were reported in the previous chapter, recommendations for the future Turkish Courses and implications.

5.1 Conclusions

Discussion of the results was presented under three subheadings: discussion of the results of context analysis, discussion of the results of input analysis and discussion of the results of output analysis.

5.1.1 Results of the Context Analysis

The aim of gathering data in the context stage was to answer the sub-question related to this stage, “What kind of environment does the Turkish Program take place in (the research site, the goals and the objectives of the institution, the organizational structure of the institution, facilities, people etc.)?” In this concern, Brown (2001) notes that the institutional context within which the language is learnt plays an important role in effective teaching.

He states that the teaching and the context are inseparable. As acknowledged by Hymes (1972), “the key to understanding language in context is to start not with language, but with context” (in Kramersch, 1993, p. 34). Similarly, the following researchers also describe the contexts within which their program evaluation studies took place. They suggest that program evaluation studies should also examine and reflect social, political and institutional environment (Cabatoff, 1996; Dulay et al., 1982; Caraballo, 1982; Oliver and Shaver, 1963). Moreover, Kramersch (1993) underlines the importance of taking into consideration the context in language teaching. He argues that the success of language teaching is heavily influenced by the context within which it takes place.

Data were collected through revision of a set of written documents and an interview with the Vice Rector at MSLU in order to describe the environment in which this evaluation study took place. According to the review of the University booklet, University advertisement handouts and brochures, it can be concluded that the teaching and learning facilities and resources at MSLU meet world standards. The University organizes many international conferences where methods of teaching techniques are exchanged, and students from more than 32 countries come to study at MSLU. Thus, as it is also stated in its brochure, MSLU is recognized as an authority institution on language teaching not only in Belarus but also in Europe, Asia and the United States. The University currently has 53 contracts for cooperation with foreign universities and is an active participant in 12 different international programs including the Council of Europe.

The analysis of the University’s organizational structure scheme (Appendix O) showed that MSLU has quite a detailed division of faculties according to the language and specialization, and departments in relation to the subjects that are

taught. The goals and objectives of the University were listed according to all the main language aspects namely speaking, reading, writing and listening. Analysis of foreign language programs and schedules at the Deans' offices of different faculties showed that more in-depth data were provided for the general and specific objectives of the language courses related to other languages (English, German, etc.) that were taught at MSLU.

The programs for most of the languages taught at MSLU were structurally described in terms of general goals and specific objectives on a semester and yearly basis and were kept in the Deans' offices. They are frequently updated and different changes are inserted. However, the descriptions of the goals and objectives weren't observed for the Turkish Language Program. Additionally, as declared by the Vice Rector and some other University authorities, a need for preparation of such goals and objectives was presumed. The Turkish instructors were expected to contribute to describing goals, objectives and content topics of the program.

As regards the University's building structure, the student class lists for lectures and seminars that can be found at the Deans' offices reveal that beyond lecture classrooms there are small classes equipped and divided according to the purpose of the study and the language taught. For example, lecture classrooms hold approximately 100 students; seminar classrooms are purposefully designed to cater for not more than 10 students. Small class size can be interpreted as the University's professional approach to foreign language teaching. As surveyed by the US Washington Research Center (1987), class size affects student achievements and classroom climate.

It was found that smaller classes have a positive effect on student achievements, and give an opportunity for all students to reach their potential.

MSLU provides rich libraries for different foreign languages and fields of study. However, the researcher found out that the libraries held a very limited number of books on the Turkish language.

Each foreign Language and Culture Center offers a booklet describing its purpose. These Centers specialize in supplying students with literature and other study aids. They also help to promote closer ties with individual countries by increasing knowledge of their culture and language. In terms of technical equipment the Turkish Language and Culture Center was modern, however, the amount and the variety of books was insufficient. There were merely a few dictionaries, study books and magazines.

Three canteens that function in the University are presumed to be of good quality; the food is said to be of a little better quality in the building D canteen, as it is run by a private owner; the service, the quality and the menu there are better.

The military service unit existing at MSLU is presumed by the Vice Rector as a positive aspect of the University, as it provides an opportunity for male students not to serve in the Army after graduation, and gives them a rank of lieutenant.

The existence of medical service at MSLU was also considered to be an advantage, as students get a chance to undergo check-ups and be informed about their health problems within the institution.

Accommodation for instructors and students is provided. Monthly payments for accommodation are separate from educational and are rather low.

The University's main sources of revenue are the Ministry of Education of Belarus, and Belarusian and foreign students' payments for education and

accommodation. Reviewed various business agreements with service companies and institutions show that they provide a secondary source of income. These include rental of the Assembly Hall for various purposes; rental of the building D canteen to a private owner; and rental of the gyms to different sport clubs for games and performances.

In summary, it can be said that MSLU is a leading academic and research institution in the Republic of Belarus in the sphere of foreign language education. The University is not only sufficient in terms of physical environment (classrooms, canteens, libraries, etc.) but also provides adequate environment (organizational structure, language centers, language teaching policies, etc.) for foreign language learning/teaching. However, very limited information was available in relation to the Turkish Language Program and its courses.

It is observed that the University is open to further innovations and developments. It provides adequate atmosphere for research, scientific studies, teaching and learning. However, the present situation shows that since the institution of the Turkish Language Teaching Program at MSLU in 1994, there has been no formal feedback collected from teachers and students about the effectiveness of the instruction, and the general characteristics of the program and its goals and objectives.

The Turkish Language Program at MSLU seems to be practically existent; however, it does not have an officially written program with its goals and objectives.

5.1.2 Results of the Input Analysis

The aim of the data gathering in the input stage was to answer the sub-questions related to this stage, a) “What are the students’ needs, expectations,

opportunities, current and desired competencies in terms of objectives, contents, methods, materials and evaluation dimensions of the program?"; b) "What needs, expectations and desired competencies the instructors, University authorities, students' parents and employers have, and what kind of product they expect from the program?"

Data were collected through questionnaires and interviews from the current students who are enrolled in the course in the 2002-2003 academic year, and the current instructors who are teaching throughout the same academic year at MSLU. Also data were collected through questionnaire and interview results from the graduates of the program, and through questionnaire results from the former instructors. Parents of the current students, University authorities and employers were also interviewed.

5.1.2 a) Discussions of Respondents' Perceptions on the Objectives Dimension of the Program

In discussing the reasons for choosing to study a particular foreign language, Van Els et al. (1984) and Wilkins (1986) can be referred to. They agree that educational needs are related to cultural and intellectual growth of a learner, which influences the learner's choice of whether to study a particular foreign language or not. According to the findings of this study, respondents held parallel perceptions concerning the interest to study Turkish. It is possible to say that the current students (87.1%) and the graduates (95%) chose Turkish as a foreign language voluntarily. The same opinion was maintained by the current (71.4%) and the former (85.7%) instructors. As for the results of the interviewed parents' perceptions (80%), they said that they didn't persuade their son/daughter to take Turkish. In this respect, the respondents' perceptions showed consistency with one another. As it was perceived

by the main groups of respondents namely current students, graduates, current and former instructors, it can be said that the main reasons to study Turkish were for the purposes of either being competent in the language or finding a prestigious and well-paid job with its help. It can be interpreted that a lot of students set high expectations that proficiency in the Turkish language might provide them with financial stability in the future. It is possible to conclude that parents' perceptions increased confidence among students to study Turkish, as they perceived that Turkish was not a commonly used and learned language, and could forecast future career prospects and opportunities. Such perception is supported by McDonough (2001), who stated that one of the reasons to study a foreign language is the awareness that the knowledge of a foreign language can make a person a more "attractive job candidate". As for the results of respondents' perceptions on the desired proficiency level in Turkish, the findings of the study verified that the current students (67.2%) expected to achieve an advanced proficiency level. The graduates (50%), the current (42.9%) and the former (71.4%) instructors, unlike the current students, declared that an upper-intermediate level of the language would be satisfactory after the completion of the Turkish Language Program. It may be said that such perceptions meant less motivation from the graduates, or not enough belief in the prospects of Turkish from both groups of the instructors. A conclusion in this respect can be drawn for another reason: due to establishment of good relations between Belarus and Turkey, the interest for Turkish grew; and as a deduction, it is normal to expect that the current students will desire to be more professional in the language. Concerning the respondents' perceptions on the program in terms of achieving the desired proficiency level, the results showed inconsistency within each group's perceptions. Notably, half of the current students both in questionnaires (50%) and

interviews (50%) stated that they were determined to reach the desired proficiency level. The current instructors' questionnaire (42.9%) and interview (43%) results showed that such optimistic outlook was also maintained. When, on the other hand, as it can be seen from both current students' questionnaires (50%) and interviews (50%), a disbelief to achieve the desired level was expressed mostly for the reason of not having a proper program. In this respect, evaluation of the current instructors' perceptions in the questionnaires showed that they mostly (57.1%) stated disbelief in terms of their students reaching the level they expect from them due to the lack of a well-designed curriculum. The interview results (57%) also verified this outlook. It can be interpreted that such perceptions underline importance of a proper program with clear goals. For the importance of a good curriculum Stein and Carnine (1998) state that teaching practices will not be effective, unless they are linked to a well-designed curriculum. Moreover, they also underline the need for effective teaching practices to be tied to "generalizable instructional strategies" for higher academic proficiency level.

As for the current level of the language, the results of the current students' perceptions showed consistency in their dissatisfaction with many aspects related to Turkish. Notably, low means occurred for teaching Turkish ($x=1.41$), interpretation skills ($x=1.54$), translation ($x=1.60$) and speaking ($x=1.79$). Attention needs to be drawn to the fact that MSLU's faculties specialize in translating and interpreting, teaching, cultural relations and communications. Thus, the results showed that the main fields related to Turkish were not developed. It can be suggested that this issue needs to be taken into consideration both by the University authorities and instructors. As students' needs at different faculties differ, there should be different versions of the Turkish Language Program for different faculties. A study realized by

Dlaska (1999) proposed similar ideas. According to him, teaching languages for specific purposes should consider the subject-specific needs of learners in their field.

Another issue that emerged from the results of the respondents' perceptions concerned the general and specific objectives of the program. The interviewed University authorities indicated the importance of these objectives. As mentioned in the Review of Literature (Chapter 2), the importance of general and specific objectives was discussed by Wakeford and Roberts (1982), Hunskaar and Seim (1984), Ho Ping Kong et al. (1991), and Kowlowitz et al. (1990). They emphasized that the lack of uniform teaching and clear objectives may result in poor educational outcomes (in Ringsted et al., 2001). Ediger (2000) acknowledges that it is vital to state each objective carefully, so that teachers and learners can understand what is to be achieved. The interview results with the current students (85%) revealed their expectations with the objectives of the program were not met, as both the current students and the instructors were not informed about any kind of general and specific objectives of the program. It can be deduced that in order to meet students' expectations and needs with the Turkish Language Program, the general and specific objectives need to be stated.

Moreover, it needs to be pointed out that a course syllabus was not given to the current students and the instructors. The interviewed University authorities (100%) reported that there wasn't a designed curriculum and syllabus for the Turkish language, even though at Deans' offices there were prepared curricula for other foreign languages taught at MSLU. It is important to note that not all the instructors realized the importance of a course syllabus. Some of them (29%) prepared their own syllabus, but mostly (71%) they didn't follow any course syllabus. It can be interpreted that such an approach was not reflected in the program as a satisfactory

teaching method. It can be concluded that in order to meet students' expectations and needs with the current program, the course curriculum and syllabus need to be designed. As it was discussed in Chapter 2, both curriculum and syllabus are very important. As Johnson (1989) states, curriculum includes broader aspects (e.g. decision-making process), and syllabus is the sequentially presented course of study which is offered by an institution for its students.

5.1.2 b) Discussions of Respondents' Perceptions on the Content Dimension of the Program

The results of the study revealed that the respondents' perceptions on the importance of class activities differed. The current students and the graduates emphasized speaking, listening activities and correction of mistakes by the teacher as the most important class activities. On contrary, the current and the former instructors viewed grammar exercises and vocabulary study as the most important activities during the class. The most frequently performed activity in the language courses was grammar exercises. Evidently, many activities perceived by the current students as needed and important were hardly ever or never actualized in class. According to the current instructors, speaking activity was usually existent during the classes. However, their perceptions differed from the current students', who perceived that speaking was seldom actualized. A conclusion can be made that instructors didn't fully understand students' academic needs. Therefore, a gap existed between the expectations and needs of the current students, and the teaching techniques and presentation of courses of the current instructors. The results can also be interpreted that the students felt they needed a more communicative teaching approach, while the instructors preferred focusing on grammar. In this respect, Schulz (1999) acknowledges that in the past two decades foreign language

curriculum has moved from focus on grammar and vocabulary to the focus on communicative proficiency in real life context. Johnson (1989) also supported the idea that language use shouldn't be governed only by grammatical but also by socio-linguistic rules. McDonough (2001) similarly believes that grammar should no longer be taught for its own sake but should be considered a "tool" to enhance proficiency.

As for the difficulties in various language areas, consistency was observed in the opinions of current students and current instructors. Listening ($x=3.07$) and speaking ($x=3.01$) were the areas in which the current students faced more difficulty. Brown (2001) underlines the importance of teaching listening and speaking components of a foreign language. Moreover, he acknowledges that these components have not always drawn enough attention of educators to the extent that they now have. Different authors and researchers in the literature have a consensus on the idea that these two skills are more difficult to attain and have special characteristics that need to be taken into consideration by language learners and educators, as they strongly influence the process of learning and teaching. Dunkel (1991), Richards (1983) and Ur (1984) give eight characteristics of these skills that make them more difficult to attain: 1) clustering, 2) redundancy, 3) reduced forms, 4) performance variables, 5) colloquial language, 6) rate of delivery, 7) stress, rhythm and intonation and 8) interaction (in Brown, 2001). As it can be seen from the current instructors' perceptions, even though students faced more difficulty in speaking ($x=3.00$) and listening ($x=2.43$), these areas were not maintained as the most important and, in addition, were not always performed during the classes. Since focusing on speaking and listening skills depends on the teaching methods of the instructors, it can be interpreted that there was a lack of commitment to the students'

needs by the instructors. In this respect, this finding of the study showed consistency with related literature. According to Kaplan (1964), a learning sequence can be meaningful to the teacher, but it doesn't mean it is always meaningful to the student for whom it is intended (in McKeen and Fortune, 1989).

Concerning the most and the least useful aspects of the Turkish Language Program, the interview results seem to agree in this respect. The current students (75%) and the current instructors (71%) thought that the program's provision of an opportunity for successful students to attend summer courses at TÖMER in Turkey was one of its most useful aspects. The use of the Turkish Language and Culture Center for educational purposes was said to be effective in terms of encouraging and motivating students to learn Turkish. However, it was maintained that the center still needed improvement concerning its content and use. The current students (80%) perceived the lack of a well-designed curriculum as the weakest point in the program. It is recommended that this issue should be taken into consideration on the institutional level.

5.1.2 c) Discussions of Respondents' Perceptions on the Methods and Materials Dimension of the Program

The findings of the study revealed that according to the current students ($x=3.73$) it was necessary to spend enough time on all the language skills in class in order to improve Turkish. The current instructors ($x=3.71$) thought that it was necessary that the courses should provide the environment where students can practice their knowledge and skills. It was stated by the respondents that everything done in class should contribute to the development of the language areas. The current instructors thought that all the activities and methods used in class contributed to the development of Turkish proficiency in certain areas. It vividly contradicted the

current students' views, who thought that not enough was done to develop all the language skills.

In respect to the course book, Brown (2001) acknowledges that “the most obvious and most common form of material support for language instruction comes through textbooks” (p.136). The results of the study showed inconsistency among the current students' and the current instructors' perceptions on the course book used in the Turkish Language Program. The current students perceived the course book as not motivating and satisfactory to meet their needs and interests in studying Turkish. They also perceived the way the courses are presented is not interesting. It can be interpreted that not only the course book was not satisfactory but the instructors couldn't make the very best use of the textbook given. The current students maintained a wish for the course book to help them gain communicative competency and develop all the necessary language skills through its activities. On the contrary to the current students' perception, the current instructors mostly expressed satisfaction with the course and work books. Such difference in the perceptions can be due to the fact that the Turkish instructors were not familiar with the course books for other foreign languages taught at MSLU. Students could have been comparing the Turkish course book with the course books for other foreign languages, thus observing faults with the current Turkish course book. It is suggested that this issue should be taken into consideration by the instructors and the University authorities.

It should be noted that one of the requirements for teaching techniques was the use of more communicative teaching approach by the Turkish instructors in class, as it is an up-to-date foreign languages teaching system. The interviews with the University authorities portrayed an opinion (existing also among mainly all other interviewed subjects) that all the language areas should be covered equally in the

program. The fact that MSLU was one of the main institutions specializing in the international relations and communications field was brought to light; thus, a need for more topics related to these areas was maintained.

5.1.2 d) Discussions of Respondents' Perceptions on the Evaluation Dimension of the Program

It is important to notice that concerning evaluation of knowledge, almost all of the current students agreed that the evaluation system in Belarus had specific distinctiveness which the Turkish instructors were not aware of, and as a conclusion could not apply their knowledge of evaluation types within the existing evaluation regulations at MSLU. It can be said that this issue brings to light a need for an in-service teacher training program for the Turkish instructors. Such a program can provide guidance to the evaluation system in Belarus and in particular at MSLU. Importance of in-service teacher training programs is discussed by many authors. Goncharova, Poniaeva, and Antoshchuk (1997) believe that teachers should be trained in order to successfully educate students. Bliss (1990) proposes "alternative models of professional knowledge" (in-service teacher training programs) which could change and improve teaching.

5.1.2 e) Conclusions of Respondents' Perceptions on the Program Dimensions

Feedback gathered from the current students brought to light a need for a well-designed and stable program for the Turkish language, which would include the use of communicative teaching techniques, adequate course books, more teaching and learning materials, and an opportunity to study Turkish in Turkey.

The current instructors' feedback revealed mostly satisfaction with the program for Turkish. Nevertheless, a number of drawbacks were mentioned

concerning their needs and the needs of the students. For example, a lack of an in-service teacher training program for new-coming Turkish instructors.

The University authorities acknowledged their wish for Turkish instructors to design a curriculum and syllabus (including general and specific objectives for each level, semester and year) for the Turkish language, based on the broad-spectrum characteristics of the curricula for other foreign languages. They also reported that they were not informed about the details of the Turkish courses and course books used. However, from students' perceptions they observed discontent with speaking and listening activities, course books and approach in teaching.

The employers perceived a wish for more work discipline, as this was a rather important justification concerning characteristics of ideal employees for the working conditions. There appeared a general tendency among the employers to underline the importance of the knowledge of Turkish culture and etiquette. In the same concern, Toffler (1970) acknowledges that the learning of behavioral skills should be emphasized in an educational curriculum. Moreover, Doll (1993) states that a curriculum should offer a wide range of opportunities. Additionally, it should help students develop different abilities, motivate them to learn and use their knowledge in daily life situations.

5.1.3 Results of the Output Analysis

The aim of the data gathering in the output stage was to answer the sub-question related to this stage, "To what degree does the current program meet the needs and expectations of the share holders in terms of objectives, content, methods,

materials and evaluation dimensions of the program as perceived by students, instructors, employers and University authorities?”

Data were collected through questionnaires and interviews from the graduates who completed the program between 1994-2001 academic years, and the former instructors who taught at this program from 1994-2001. Data were collected also through interviews with the University authorities and the employers.

5.1.3 a) Discussions of Respondents' Perceptions on the Objectives Dimension of the Program

The results of the study showed consistency among the graduates and the former instructors concerning the dissatisfaction with the quality of the Turkish Language Program. After completing the program, the graduates maintained in questionnaires (60%) that they couldn't succeed in reaching the desired proficiency level in Turkish. From the results of questionnaires and interviews, it can be concluded that such inability was not only due to the absence of a well-designed program and communicatively written course books, but also due to the constant change of teachers and lack of concentration on all the language areas. Underlying this perception, there was a need for a better designed program, good materials and course books. However, the questionnaires showed that in this respect there occurred positive perceptions among the graduates (40%) and the former instructors (42.9%). It is interesting that some former instructors believed that students' success in reaching the desired proficiency level was due to a good program and course books. It can be concluded that the former instructors were both positive and critical about the issue, as their perceptions varied.

In regard to the current level of the language, the questionnaire results of the graduates and the former instructors showed parallel perceptions. It can be said that

the graduates were most competent in reading and writing, and least in teaching Turkish and interpreting. The employers, whose main workers were the graduates of the Turkish program at MSLU, in the interviews reported about their contentment with the graduates' general knowledge of the language; nevertheless, chose most qualified graduates for their working atmosphere requirements. Satisfaction with the graduates' performance in grammar use ($x=3.60$), writing ($x=3.53$) and speaking ($x=3.00$) was noted. Additionally, graduates' competence in translation ($x=3.05$) was mentioned by the employers. It can be said that in order to receive professional interpretation and translation skills these fields need to be practiced more in different vocabulary and style, as it is highly demanded by the employers who employ the graduates.

5.1.3 b) Discussions of Respondents' Perceptions on the Content Dimension of the Program

The findings of the study showed that perceptions of the graduates and the former instructors on the most often actualized activity in class were parallel. It was perceived by the graduates that the grammar ($x=3.05$) aspect was mainly practiced in class. The former instructors stated that the most actualized activities were feedback of assignments ($x=3.43$), practicing grammar ($x=3.29$), correcting students' oral mistakes ($x=3.29$) and vocabulary ($x=3.00$) exercises in class. As reflected by the graduates, many important activities were not actualized in class; for example, debates ($x=1.30$), "inviting native Turkish speakers to class" ($x=1.65$), "listening to tape scripts" ($x=1.80$), working in groups ($x=1.75$) and pairs ($x=1.95$), and "speaking activities" ($x=2.25$). Thus, these aspects needed more attention. As a result it can be deduced that in order for students to master the language, speech practice should be

actualized on daily basis. This was an important issue that emerged from the results of the study, and it was discussed in the results of the input analysis.

Regarding the difficulties in various language areas, the results showed consistency among the graduates and the former instructors. The graduates didn't face much difficulty in grammar and vocabulary, as these areas were practiced more in class. They experienced more difficulties in listening and speaking. Analyzing general statements in questionnaires and interviews, these areas were least focused on. Thus, it can be interpreted that the instructors couldn't understand, or ignored students' needs.

Concerning the most and the least useful aspects of the Turkish Language Program, the interview results showed parallel perceptions. The graduates (65%) and the University authorities (100%) stated the usefulness of practical courses at TÖMER in Turkey. The University authorities (75%) stated the effectiveness of program's providing native speaker instructors. Nevertheless, it needs to be highlighted that the professional skills of the instructors should be observed carefully. Such perception can be interpreted that the teachers who were chosen by Turkish administration to teach at MSLU did not always answer the needs and requirements of MSLU, and could not always adopt a different teaching system. As perceived by the graduates (75%) and the University authorities (100%) the weakest point of the program was the lack of a designed curriculum and syllabus. It can be interpreted that there was essential need for a well-designed curriculum and syllabus.

5.1.3 c) Discussions of Respondents' Perceptions on the Methods and Materials Dimension of the Program

The data related to the Turkish Language Program indicated that the graduates' opinion on the most necessary aspect of the program was parallel to the

current students'. They stated the highest mean for "enough time should be spent on the language skills in order to improve my Turkish" ($x=3.95$). From the findings of the questionnaires it can be seen that all the language aspects were not covered equally by the class activities. In relation to the program, there was observed inconsistency among the graduates and the former instructors. The graduates thought that the course methods and materials should have covered speaking ($x=4.00$) in the first place, while the former instructors stated the strongest necessity for reading ($x=3.90$) and writing ($x=3.86$). It can be concluded that such difference in the opinions reflected various approaches to foreign language teaching and learning methods. It can be said that the graduates preferred a communicative approach, when the former instructors gave preference to the grammar based teaching system. Thus, it can be suggested that a more student-oriented approach should be used to provide an opportunity for students to acquire speaking skills.

Other program dimensions that needed to be improved were course and work books. The graduates perceived that the Turkish course book was not satisfactory in meeting their needs in Turkish ($x=1.90$). It can be deduced that there was main discontent with the course and work books.

5.1.3 d) Discussions of Respondents' Perceptions on the Evaluation Dimension of the Program

Concerning the language evaluation, there was observed inconsistency among the graduates and the former instructors. The graduates both in questionnaires ($x=3.75$) and interviews (65%) perceived necessity for "oral exams", "listening exams", "grammar and vocabulary parts of the exams". Assessment of students' performance (80%) was stated as one of the leading evaluation types. However, satisfaction was stated mainly for "grammar and vocabulary parts of the exams"

($\bar{x}=2.80$). Dissatisfaction was observed with many other evaluation types, “oral exams” ($\bar{x}=1.55$) in particular. As discussed by Dressel (1991), oral exams reflect students' understanding of the content discussed in the course, and unlike other exams, allow students to participate in the critical thinking process. It is interesting that the former instructors stated the highest mean of 3.71 for necessity of grammar and vocabulary parts of the exams, oral exams, reading and writing exams. They perceived these evaluation types as the most satisfactory. It can be interpreted that the former instructors were satisfied with the way they applied certain evaluation types, when the graduates weren't. It can be said that according to the MSLU's foreign language evaluation system, the former instructors didn't evaluate students' language knowledge in a sufficient way. This caused dissatisfaction among students. In this respect, a need for an in-service teacher training program emerged. Moreover, the former instructors perceived a wish for such a program that would help them acquire necessary skills in teaching Turkish to foreigners. Thus, it is recommended that this issue should be considered, and materials should be provided on this concept. In this respect, Horgan and Porretta (1979) state that an in-service teacher training program should be designed to answer the needs of the students.

5.1.3 e) Conclusions of Respondents' Perceptions on the Program Dimensions

The graduates' suggestions were similar to current students'. They perceived a well-designed curriculum, communication skill based course books, more focus on translation, interpretation, speaking and listening activities.

Among the former instructors general satisfaction with the program was observed. However, there were instructors who noted a lack of materials, and

realized that the communicative approach in teaching, commonly practiced at the University for other foreign languages, was missing in the Turkish program.

The employers held a need for more skills in translation and interpretation, as they were specializing in different fields and needed adequate knowledge from their employees. That meant suggestions for a variety of topics to be covered by the program, extra vocabulary in different areas, specializations and life situations (for example, business Turkish). Employers recommended more activities in various language aspects, especially in listening, speaking and interpreting. As a conclusion, all these factors need to be summarized and practised by the employees in order to fit in the working conditions.

The interviewed University authorities underlined the vital importance of a design of a stable curriculum for the Turkish Language Program.

5.2 Summary of Results: Discussion of General Issues that Emerged from the Results

The results that emerged from the study fall into the program dimensions.

In relation to objectives dimension of the program, the first of the results of the study is a need for thoroughly thought out, well-designed and communicative skill based curriculum and syllabus for learning and teaching Turkish. This concern was expressed by many groups of the respondents. This would stabilize the teaching and learning process and increase the knowledge level of the students.

Concerning the content program dimension, more focus on such language skills as speaking and listening were perceived by the current students and the graduates, as it would give them an opportunity for speech practice. Comparison of the respondents' perceptions for the most and the least important language skills for

the development of Turkish proficiency, showed similar results for the current students and the graduates, and similar results for the current and the former instructors. Pertaining to the methods and materials program dimension, a need for communicative teaching and learning approach was perceived by the current students, the graduates and the University authorities. Furthermore, an up-to-date course book which focuses on all the language skills equally and includes daily life situations would meet the needs of the students, motivate them to study Turkish and provide an environment for studying. Therefore, the issue of course books needs to be dealt with on the institutional level. Importance of extra curricular materials was also surveyed. Other concerns were the use of computers during the classes and language courses at TÖMER in Turkey. It was reported by many groups of respondents that Turkish courses for specific purposes need to be introduced (business Turkish, translation, interpreting, teaching Turkish, cultural studies, etc.). Such courses would provide profound knowledge of various fields that are major specializations at different faculties (for example, Interpreters' faculty, English teachers faculty, etc.). It needs to be pointed out, that the current students and especially graduates expressed dissatisfaction with most of the items related to the courses, when, on the other hand, the current and the former instructors maintained a positive opinion on these items. For example, a concern the students expressed was that the courses did not provide an environment for studying languages, but the current instructors did not think so. This shows that the views on the environment for learning were different.

Regarding the evaluation dimension of the program, a need for an in-service teacher training program was perceived by the groups of the instructors. Such a program would provide information about the educational and evaluation systems at

MSLU and help them to acquire necessary skills in teaching Turkish to foreigners. The current students and the graduates expressed concern for oral parts of the exam, as it is the best way to check students' speaking skills, applying grammar and vocabulary at once. In the light of the results of the study it can be said that the program partially meets the needs of the respondents. The results of all the respondents' perceptions portray their consensus on the changes that need to be made in the program. Moreover, when the results of the current and desired competencies are observed, they demonstrate a perception for improvement in certain areas concerning the language. More positive perceptions are observed among the current and the former instructors. It is worth noticing, that the respondents' perceptions on the need and importance of some aspects related to the language courses are either similar or significantly different. Apparently, the respondents held various views on the need and importance of certain language aspects. For example, vividly, the current students and the graduates think that it is important to communicate with native speakers during the classes, as it gives an opportunity to practise the language in the natural atmosphere, when the current and former instructors didn't maintain this aspect to be very important for language learning. The findings of the study show that there can be noted more respondents' similar and diverse opinions on the need and importance of different aspects in relation to the Turkish language courses, which need to be considered in the future Turkish Language Program.

5.3 Implications for Practice

Based on the results of the study and subsequent discussions, the following recommendations can be taken into account when making revisions of the objectives, content, methods, materials and evaluation dimensions in the curriculum of the Turkish courses:

1) Recommendations for the Objectives Dimension

a) With the help of the curriculum experts, University authorities and the current Turkish instructors at MSLU:

- a detailed Turkish curriculum, syllabus and teaching order can be designed, piloted and revised;
- this curriculum can be based on the communicative teaching methods and contain parallel characteristics of the general aims and specific objectives of the institution's current instructional policies;
- the curriculum can be prepared for each level, year, semester, month and week; moreover, general aims and specific objectives of each unit can be clearly defined.

b) In order to provide guidance to the instructors who come to Belarus for the first time to teach Turkish, an in-service teacher training program or tutorial can be introduced. This might help the new Turkish instructors to adapt to educational and evaluation systems, educational goals, foreign language teaching techniques, and regulations of MSLU and Belarus.

c) A Turkish language department can be established by the University administration, considering the fact that there are departments for other foreign languages. This might help to make the teaching of Turkish more organized and the Turkish Language Program more effective.

2) Recommendations for the Content dimension

a) Translation and interpretation components of the Turkish courses can be developed by adding topics (related to different fields) in order to provide practical ideas and further improvement.

- b) The speaking component of the Turkish language courses can be strengthened in order to emphasize both linguistic and communicative competency in students.
 - c) The grammar component of the Turkish courses can be decreased in terms of hours per week in the second year at the Interpreters' faculty. Instead, translation and interpretation courses (from Turkish to Russian and from Russian to Turkish) can be added to the program. This would mean designing different versions of the Turkish Language Program for different faculties based on the educational backgrounds and aims of the students, as their needs differ. As suggested by Walker (1999), different types of curriculum should be offered, depending on the needs of different groups of students for whom the curriculum is designed.
 - d) A number of new components intended to improve students' knowledge of the language and language skills (for example: Turkish business courses) can be added to the Turkish language curriculum.
 - e) Courses that focus on the use of language laboratory, computers and other facilities in the Turkish Language and Culture Center and the institution can be added to the curriculum.
 - f) Courses on Turkish culture can be introduced in order to highlight important cross-cultural aspects.
 - g) The CALL dimension can be added to the Turkish curriculum in order to strengthen the effectiveness of the Turkish Language Program.
- 3) Recommendations for the Methods and Materials dimension
- a) The components of the Turkish courses as speaking and listening can receive more focus.
 - b) Communicative language teaching approach should be practiced by the instructors. As it is pointed out by Schulz (1999), communicative language

teaching often uses language functions or speech acts (e.g. asking questions, reporting, making requests), rather than pure teaching of grammatical structures.

- c) Students can be given more chance to practise their speaking skills during the classes. A “student-speaking” approach can be introduced. In this sense, the “teacher-talking” time during the classes can be minimized while the “student-talking” time maximized.
- d) Students can be provided with more extra-curricular materials in all the language areas, especially, listening and speaking.
- e) The writing component of the Turkish language courses can be strengthened by setting up writing tasks, monitoring and giving written and oral feedback.
- f) It would be beneficial to employ and monitor more pair and group work activities.
- g) Practical summer courses at TÖMER Turkish can be offered to as many students as possible.
- h) Presentation and organization of courses can be done in a more motivating and encouraging way.
- i) Communication with native speakers during the classes can provide good language practice. As noted by Schulz (1999), foreign language learning is enhanced by large amount of meaningful input that can also be obtained through direct interaction with native speakers.
- j) The following recommendations can be addressed on an institutional level rather than in the scope of the Turkish courses:
 - a course book and extra-curricular activities books for all the levels should be selected, or written. These should meet the needs and expectations of the MSLU students and the instructors.

- CDs, VCDs, DVDs, and activity books can be purchased to provide richer selection of materials for students and instructors.
- k) The Turkish Language and Culture Center can be provided with a richer selection of teaching/learning aids, activity books, extra-curricular teaching materials, audio and video tapes, language CDs, VCDs, DVDs and CALL (Computer Assisted Language Learning) materials and books.
- l) A more effective use of the Turkish Language and Culture Center can be put into practice (during and out of classes) for educational purposes.
- 4) Recommendations for the Evaluation dimension
- a) The peculiar characteristics of the foreign language evaluation system at MSLU can be clearly defined in the goals and objectives dimension of the future Turkish Language Program in order to introduce it to the Turkish instructors.
- b) The future Turkish courses can include pre-examination tests: written and oral exams which check students' speaking skills, applying grammar rules and vocabulary at once. Such approach is effectively used in the MSLU's foreign language evaluation system.
- c) The grading system can also include students' performance and participation in class activities, homework and attendance.

5.4 Implications for Research

A range of issues in relation to the design of the study emerged when the research was completed. On the basis the findings the following implications can be developed for the future studies on the Turkish language teaching program evaluation.

1. In this study, triangulation was used by means of data collection methods and instruments. Interviews, questionnaires, written documents were used to explore the Turkish language program at MSLU. The data sources employed in the research varied and that resulted in the model's advantage. For example, addition of current students' parents, employers and University authorities' feedback helped to gain more specific data on the Turkish Language Program, from the sources indirectly related to the research. Besides, general and in-depth data were provided by gathering both qualitative and quantitative data in the context, input and output evaluation stages of the study.
2. Even though the process evaluation dimension of the model was not included in the design of the study, data were gathered, analyzed and presented regarding this dimension. In this research qualitative data were not collected from the former instructors. Further studies on the evaluation of the Turkish language teaching programs could be done including the process evaluation stage and collecting data from the former instructors. In this respect, how former instructors' perceptions, views and recommendations may improve the quality of Turkish instruction should be investigated.
3. Further evaluation studies could be carried out at different universities in which Turkish is being taught as a foreign language in order to compare the findings of this study and if the results differ, potential reasons could be explored.
4. Subjects of this study were small. A similar study with a larger sample would enable the researchers obtain more information about the effectiveness of such programs.
5. This study showed, the lack of a well-designed curriculum for the Turkish language program affects the achievement of higher language level. So, it is

important to conduct similar studies about the evaluation of such programs in order to design an effective Turkish language program curriculum.

6. Follow up studies can be extremely useful in order to explore to what extent which the findings of this study can be generalized.
7. Taking into consideration that this study can be regarded as one of the unique studies on the curriculum of teaching Turkish as a foreign language.
8. The administration of the evaluation model employed in the study did not face any significant drawbacks. So using this model, further studies could be done in the countries where Turkish is being taught as a foreign language.
9. Referring to the feedback of the respondents, the researcher was able to provide suggestions and recommendations for future design, development and improvement of the Turkish Language Program.
10. This study may lead to a variety of further approaches to the curriculum evaluation not only in Turkish language teaching but also in the entire field of foreign language teaching.
11. This study may contribute to further studies that might be carried out in this field to underline the importance of a designed curriculum and learner-centred approach in foreign language teaching.

As a concluding remark, Bellon and Handler's (1982) ideas can be mentioned here. They point out that when programs are evaluated and improved, the educational expectations of institutions are more likely to be achieved. Therefore, as it is said, "today's solutions shape tomorrow's problems", it can be deduced that evaluation, improvement and implementation of curricula cannot be considered as a 'one-shot' thing. Designing a curriculum today will lead to its

improvement in the future as needs and demands of learners and societies change. That means, curriculum evaluation cannot be a stable process. As noted by Bellon and Handler (1982), “curriculum improvement must be approached as an on-going systematic process” and “a systematic on-going process helps ensure that programs remain responsive as the needs of students and communities change” (p.10).

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APPENDIX A

STUDENTS' NEEDS ASSESSMENT QUESTIONNAIRE

Dear Student,

This questionnaire has been prepared to gather data about the current Turkish language instruction at Minsk State Linguistic University in Belarus and it is a component of the data collection procedures for the evaluation of the program. It has been designed to collect data on your perceptions about the program. In order to get **accurate** and **reliable** data from this study; please answer the questions **sincerely**. Results will be used in a dissertation only for academic purposes and your responses will be kept strictly confidential. In addition, the results of this study will contribute to the efforts in improving the program.

Thank you for your contribution.

Ümit Yıldız

Middle East Technical University

Department of Educational Sciences

Minsk 2002

PART A

Please answer the questions below by either checking the appropriate response for you or writing in the space provided.

PERSONAL INFORMATION

Gender : Male () Female ()

Faculty: ----- Age:-----

1. Total time of Learning Turkish :
at Minsk State Linguistic University

1-2 semesters () 3-4 semesters () 5 semesters ()

2. Total months or years of Learning Turkish
before Minsk State Linguistic
University (Please specify)

:-----

3. Did you choose Turkish as an elective course
or was it compulsory as a foreign language. :
I chose it () It was compulsory ()

4. If you had a chance today would you still like to take
Turkish either as a compulsory or elective course? : Yes () No ()
Why or why not? Please explain-----

5. About the Turkish I can honestly say that...

	YES	NO
a) I am interested in learning Turkish		
b) I learn it because I have to		
c) I really need it		
d) I am not sure whether I really need it or not but because of my field of study and my future career I feel I have to take it		

6. What proficiency level do you expect to reach after having completed the Turkish program at MSLU?

- a) Pre-Intermediate ()
- b) Intermediate ()
- c) Upper-intermediate ()
- d) Advanced ()

7. Do you think you will be able to reach this level with the current program?

- a) Yes ()
- b) No ()

8. Why do you think so? Please list maximum three reasons.

- -----
- -----
- -----

PART B

What do you expect **to be able to do** having completed the Turkish Program at Minsk State Linguistic University?

On the left, you are asked to indicate your **agreement/disagreement** with the statements related to the Turkish program.

On the right, you are asked to indicate how **competent** you would like to be in these areas listed below. Please put a cross (x) into the box representing your idea. For each part use the criteria below.

<p><u>Agreement /Disagreement</u></p> <p>1 Strongly disagree 2 Disagree 3 Agree 4 Strongly agree</p>	<p><u>Level of Desired Competency</u></p> <p>1 Not competent 2 Partially competent 3 Competent 4 Very competent</p>
---	--

Level of Agreement/Disagreement				Level of Desired Competence				
1 Strongly disagree	2 Disagree	3 Agree	4 Strongly agree		1 Not competent	2 Partially competent	3 Competent	4 Very competent
				1. Communicate with people whose native language is Turkish				
				2. Understand films, songs, TV and radio programs in Turkish				
				3. Write reports, assignments, bussiness letters, etc. in Turkish				
				4. Read literary works related to my field of study in Turkish				
				5. Read books, newspapers, magazines, etc. in Turkish				

6. Below, you are asked to indicate your **agreement/disagreement** with the statements related to the Turkish program.

I study Turkish because I would like to...

	1 Strongly disagree	2 Disagree	3 Agree	4 Strongly agree
a) Be competent in Turkish as there is a lack of specialists in this language here in Belarus				
b) Find a prestigious and well-paid job				
c) Be familiar with different cultures				
d) Correspond with pen friends in Turkish				
e) Pass the language profeciency exams in Turkish				
f) Work in international organizations				

g) Other.....
.....
.....

PART C

On the left, you are asked to indicate to what extent you think you are **competent** in the following areas.

On the right, you are asked to indicate the **desired competency level** .

Please put a cross (x) into the box representing your idea. Please use the criteria below.

<u>Current Competency Level</u>	<u>Desired Competency Level</u>
1 Not competent	1 Not competent
2 Partially competent	2 Partially competent
3 Competent	3 Competent
4 Very competent	4 Very competent

Current Competency Level					Desired Competency Level			
1 Not competent	2 Partially competent	3 Competent	4 Very competent		1 Not competent	2 Partially competent	3 Competent	4 Very competent
				1. Knowledge of Turkish grammar				
				2. Knowledge and usage of vocabulary in Turkish				
				3. Listening skill				
				4. Speaking skill				
				5. Reading skill				
				6. Writing skill				
				7. Translation skill (translating written documents such as texts, letters, documents from Russian into Turkish, from Turkish into Russian)				
				8. Interpretation skill (competency in translating and interpreting speech of other people)				
				9. Communication skills				
				10. Transfer of knowledge into practice				
				11. Team working skills				
				12. Taking responsibility				
				13. General knowledge of Turkey and Turkish culture				
				14. Teaching Turkish to others				

15. Other.....

				written assignments in groups				
				20. Learning Turkish songs in class				
				21. Playing language games in class				
				22. Translation of texts and passages				
				23. Use of visual materials (pictures, posters, charts, maps, OHP, etc.)				
				24. Use of real objects in class				
				25. Supplementary materials (additional texts, worksheets, tests, etc.)				
				26. Use of music in class (for relaxation, warm-up, etc.)				
				27. Receiving correction and feedback of assignments from the teacher				
				28. Correction of my oral mistakes by the teacher in class				
				29. Receiving individual help from the teacher outside the class				

30. Please rank –order the following skills from **1 (the most important/needed)** to **6 (the least important/needed)** according to how important/needed you think they are for the development of your Turkish proficiency.

a) Grammar b) Vocabulary c) Listening d) Speaking

e) Reading f) Writing

31. Please indicate to what extent you have difficulties in the following areas. Please use the criteria below.

<p><u>Difficulty level</u></p> <p>1 Not difficult at all 2 Partially difficult 3 Difficult 4 Very difficult</p>

Difficulty Level

	1 Not difficult at all	2 Partially difficult	3 Difficult	4 Very difficult
a) Grammar				
b) Vocabulary				
c) Listening				
d) Speaking				
e) Reading				
f) Writing				

g) What in your opinion are the reasons for the difficulties you are facing in these areas? Please explain briefly.-----

PART E

On the left, you are asked to answer to what extent you **agree or disagree** on the statements listed below.

On the right, you are asked how **necessary** you find the same statements about the Turkish Courses, Course Materials, Activities and Instruction. Please put a cross (x) into the box representing your idea. For each part use the criteria below.

<u>Agreement /Disagreement</u>	<u>Level of Necessity</u>
1 Strongly disagree	1 Not necessary at all
2 Disagree	2 Partially necessary
3 Agree	3 Necessary
4 Strongly agree	4 Very necessary

Level of Agreement/Disagreement

Level of Necessity

1 Strongly Disagree	2 Disagree	3 Agree	4 Strongly Agree		1 Not Necessary at all	2 Partially Necessary	3 Necessary	4 Very Necessary
Perceptions on the Program								
				1. I receive knowledge and skills in the courses appropriate to my future job				
				2. Course contents are relevant to my level of knowledge				
				3. The courses provide the environment where I can practise the knowledge and the skills				
				4. Courses are adequately distributed (enough time is devoted to each course)				
				5. The way the courses are presented is interesting				
				6. The assignments support the knowledge and the skills taught in the courses				
				7. Course materials are timely and sequentially distributed				
				8. The level of skills activities is too high for my level of Turkish				
				9. I participate in class activities				

1 Strongly disagree	2 Disagree	3 Agree	4 Strongly agree		1 Not necessary at all	2 Partially necessary	3 Necessary	4 Very necessary
				10. Pair and group work activities are done in class				
				11. Enough time is spent on the language skills (listening, speaking, reading, writing) in class in order to improve my Turkish				
				12. Extra supplementary skills activities (listening, speaking, reading, writing) are used in the class beyond the ones in the course and the work book				
				13. All the activities, materials, instructional methods, techniques and approaches used in class contribute to the develop of my Turkish proficiency in the following areas:				
				a) Listening				
				b) Speaking				
				c) Reading				
				d) Writing				
				e) Grammar and vocabulary				
Questions About the Course and the Work Books								
				14. The course book (Turkce Ogreniyoruz) is generally satisfactory to meet my needs in studying Turkish				
				15. The course book provides sufficient and relevant activities				
				16. The course book provides samples of activities taken from authentic daily life situations				
				17. The work book provides sufficient practice of activities covered in the course book				
				18. The activities and topics in the course book are interesting and motivating				
				19. The overall design of activities (pictures, charts, tables, lay-out, exercises) in the course book is satisfactory				

1 Strongly disagree	2 Disagree	3 Agree	4 Strongly agree		1 Not necessary at all	2 Partially necessary	3 Necessary	4 Very necessary
				20. The course book provides sufficient and relevant content to improve my following language skills in Turkish:				
				a) Listening Skill				
				b) Speaking Skill				
				c) Reading Skill				
				d) Writing Skill				
				e) Grammar and vocabulary				
Questions About Academic Staff								
				21. The number of Turkish instructors is sufficient				
				22. Theoretical knowledge of Turkish instructors is sufficient				
				23. Turkish instructors are experts in teaching				
				24. The instructors understand my academic needs				
				25. When needed the instructors are available for guidance and advice				
Questions about Course Materials and Equipment								
				26. Audio-Visual aids are used in the courses (e.g. OHT, pictures, posters, tape-recorders, video players, etc.)				
				27. The quality of equipment (sound quality of tapes and tape recorders, video tapes) used in the courses is satisfactory				
				28. The equipment is modern looking and up-to-date				

PART F

On the left, you are asked to answer how **important/needed** you find the following evaluation types for your development of Turkish.

On the right, you are asked to indicate how **satisfactory** you find the same evaluation types. Please put a cross (x) into the box representing your idea.

For each part use the criteria below.

<u>Importance/Need</u>	<u>Level of Satisfaction</u>
1 Not important/needed	1 Not satisfactory
2 Partially important/needed	2 Partially satisfactory
3 Important/Needed	3 Satisfactory
4 Very important/needed	4 Very satisfactory

1 Not important/ needed	2 Partially important/needed	3 Important/needed	4 Very important/needed		1 Not satisfactory	2 Partially satisfactory	3 Satisfactory	4 Very satisfactory
				1. Grammar and vocabulary parts of the exams				
				2. Writing exams				
				3. Reading exams				
				4. Listening exams				
				5. Oral exams				
				6. Quizzes				
				7. Portfolio (a collection of learners' works and assignments) assessment				
				8. Assessment of students' assignments				
				9. Assessment of students' performance in class				

10. Other.....

11. What changes (course books, classes, physical environment, instructors, exams, etc.), if any, do you think need to be made in the Turkish Program at MSLU to make it better adjusted to your needs? Please name three:

-
-
-

THANK YOU!!!

APPENDIX B
GRADUATES' NEEDS ASSESSMENT QUESTIONNAIRE

Dear Graduate,

This questionnaire has been prepared to gather data about the current Turkish language instruction at Minsk State Linguistic University in Belarus and it is a component of the data collection procedures for the evaluation of the program. It has been designed to collect data on your perceptions about the program. In order to get **accurate** and **reliable** data from this study; please answer the questions **sincerely**. Results will be used in a dissertation only for academic purposes and your responses will be kept strictly confidential. In addition, the results of this study will contribute to the efforts in improving the program

Thank you for your contribution.

Ümit Yıldız

Middle East Technical University

Department of Educational Sciences

Minsk 2002

PART A

Please answer the questions below by either checking the appropriate response for you or writing in the space provided.

PERSONAL INFORMATION

Gender : Male () Female ()

Faculty graduated: ----- Year of graduation: -----

Age:-----

1. Total time of Learning Turkish at Minsk State Linguistic University (Please put a tick)

1-2 semesters () 3-4 semesters () 5 semesters ()

2. Total months or years of Learning Turkish Before and/or after Minsk State Linguistic University (Please specify)

:-----

3. Did you choose Turkish or was it compulsory as a foreign language?

:

I chose it () It was compulsory ()

4. If you had a chance today would you still like to take Turkish either as a compulsory or elective course? : Yes () NO ()

Why or why not? Please explain-----

5. When you started learning Turkish at MSLU, what proficiency level did you expect to reach after having completed the program?

a) Pre-Intermediate ()

b) Intermediate ()

c) Upper-intermediate ()

d) Advanced ()

6. Do you think you have reached this level?

a) Yes ()

b) No ()

7. Why do you think so? Please list maximum three reasons.

• -----

• -----

• -----

8. About Turkish I can honestly say that...

	YES	NO
a) I was interested in learning Turkish		
b) I learnt it because I had to		
c) I really needed it		
d) I was not sure whether I really needed it or not but because of my field of study and my future career I felt I had to		

PART B

When you started the program what did you think you should **be able to do** after having completed the Turkish Program at Minsk State Linguistic University and what competency level did you expect?

On the left, you are asked to indicate your **agreement/disagreement** with the statements related to the Turkish program.

On the right, you are asked to indicate how **competent** you wanted to be in these areas listed below. Please put a cross (x) into the box representing your idea. For each part use the criteria below.

<u>Agreement /Disagreement</u>	<u>Level of Desired Competency</u>
1 Strongly disagree 2 Disagree 3 Agree 4 Strongly agree	1 Not competent 2 Partially competent 3 Competent 4 Very competent

Level of Agreement/Disagreement				Level of Desired Competency				
1 Strongly disagree	2 Disagree	3 Agree	4 Strongly agree		1 Not competent	2 Partially competent	3 Competent	4 Very competent
				1. Communicate with people whose native language is Turkish				
				2. Understand films, songs, TV and radio programs in Turkish				
				3. Write reports, assignments, bussiness letters, etc. in Turkish				
				4. Read literary works related to my field of study in Turkish				
				5. Read books, newspapers, magazines, etc. in Turkish				

6. Below, you are asked to indicate your **agreement/disagreement** with the statements related to the Turkish program.

I studied Turkish because I wanted to...

	1 Strongly disagree	2 Disagree	3 Agree	4 Strongly agree
a) Be competent in Turkish as there is a lack of specialists in this language here in Belarus				
b) Find a prestigious and well-paid job				
c) Be familiar with different cultures				
d) Correspond with pen friends in Turkish				
e) Pass the language profeciency exams in Turkish				
f) Work in international organizations				

g) Other.....
.....
.....

PART C

On the left, you are asked to indicate to what extent you think you are **competent** in the following areas.

On the right, you are asked to indicate the **desired competency level** .

Please put a cross (x) into the box representing your idea. Please use the criteria below.

<u>Current Competency Level</u>	<u>Desired Competency Level</u>
1 Not competent	1 Not competent
2 Partially competent	2 Partially competent
3 Competent	3 Competent
4 Very competent	4 Very competent

<u>Current Competency Level</u>					<u>Desired Competency Level</u>			
1 Not competent	2 Partially competent	3 Competent	4 Very competent		1 Not competent	2 Partially competent	3 Competent	4 Very competent
				1. Knowledge of Turkish grammar				
				2. Knowledge and usage of vocabulary in Turkish				
				3. Listening skill				
				4. Speaking skill				
				5. Reading skill				
				6. Writing skill				
				7. Translation skill (translating written documents such as texts, letters, documents from Russian into Turkish, from Turkish into Russian)				
				8. Interpretation skill (competency in translating and interpreting speech of other people)				
				9. Communication skills				
				10. Transfer of knowledge into practice				
				11. Team working skills				
				12. Taking responsibility				
				13. General knowledge of Turkey and Turkish culture				
				14. Teaching Turkish to others				

15. Other.....

PART D

Below are the statements related to the Turkish Language Courses at Minsk State Linguistic University.

On the left, you are asked to indicate how important/needed you found the contents listed below and

On the right, you are asked to indicate to what extent these contents were existent/actualized in the Turkish courses. Please put a cross (x) into the box representing your idea. For each part use the criteria below.

<u>Importance/Need</u>	<u>Existence/Actualization</u>
1 Not important/needed	1 Never existent/actualized
2 Partially important/needed	2 Sometimes existent/actualized
3 Important/needed	3 Usually existent/actualized
4 Very important/needed	4 Always existent/actualized

<u>Level of Importance/Need</u>				<u>Level of Existence/Actualization</u>				
1 Not important/needed	2 Partially important/needed	3 Important/needed	4 Very important/needed		1 Never existent/actualized	2 Sometimes existent/actualized	3 Usually existent/actualized	4 Always existent/actualized
				1. Speaking activities in class				4
				2. Listening to tape scripts				
				3. Listening to radio, TV stations, movies, songs, etc.				
				4. Grammar exercises in class				
				5. Inviting native Turkish speakers to class				
				6. Pair work activities in class				
				7. Group work activities in class				
				8. Debates				
				9. Writing activities (formal and informal letters, essays, formal reports, etc.)				
				10. Writing to foreign pen friends				
				11. Journal writing (diary keeping)				
				12. Vocabulary study in class				
				13. Individual vocabulary study as home tasks				
				14. Drama type activities (role playing, miming, etc.)				
				15. Use of computers (CD-ROMS, internet, e-mail, Turkish language teaching Software programs)				
				16. Language laboratory				
				17. Watching video tapes in class				
				18. Doing presentations, projects and written assignments individually				
				19. Doing presentations, projects and written assignments in groups				

				20. Learning Turkish songs in class				
				21. Playing language games in class				
				22. Translation of texts and passages				
				23. Use of visual materials (pictures, posters, charts, maps, OHP, etc.)				
				24. Use of real objects in class				
				25. Supplementary materials (additional texts, worksheets, tests, etc.)				
				26. Use of music in class (for relaxation, warm-up, etc.)				
				27. Receiving correction and feedback of assignments from the teacher				
				28. Correction of my oral mistakes by the teacher in class				
				29. Receiving individual help from the teacher outside the class				

30. Please rank –order the following skills from **1 (the most important/needed)** to **6 (the least important/needed)** according to how important/needed you think they were for the development of your Turkish proficiency.

- a) Grammar b) Vocabulary c) Listening d) Speaking e) Reading
- f) Writing

31. Please indicate to what extent you had difficulties in the following areas. Please put a cross (x) into the box representing your idea. Please use the criteria below.

<u>Difficulty level</u>
1 Not difficult at all
2 Partially difficult
3 Difficult
4 Very difficult

Difficulty Level

	1 Not difficult at all	2 Partially difficult	3 Difficult	4 Very difficult
a) Grammar				
b) Vocabulary				
c) Listening				
d) Speaking				
e) Reading				
f) Writing				

g) What in your opinion were the reasons for the difficulties you faced in these areas? Please explain briefly.-----

PART E

On the left, you are asked to answer to what extent you **agree or disagree** on the statements listed below.

On the right, you are asked how **necessary** you found the same statements about the Turkish Courses, Course Materials, Activities and Instruction. Please put a cross (x) into the box representing your idea. For each part use the criteria below.

<u>Agreement /Disagreement</u>	<u>Level of Necessity</u>
1 Strongly disagree	1 Not necessary at all
2 Disagree	2 Partially necessary
3 Agree	3 Necessary
4 Strongly agree	4 Very necessary

Level of Agreement/Disagreement

Level of Necessity

1 Strongly Disagree	2 Disagree	3 Agree	4 Strongly Agree		1 Not Necessary at all	2 Partially Necessary	3 Necessary	4 Very Necessary
Perceptions on the Program								
				1. I received knowledge and skills in the courses appropriate to my future job				
				2. Course contents were relevant to my level of knowledge				
				3. The courses provided the environment where I could practise the knowledge and the skills				
				4. Courses were adequately distributed (enough time was devoted to each course)				
				5. The way the courses were presented was interesting				
				6. The assignments supported the knowledge and the skills taught in the courses				
				7. Course materials were timely and sequentially distributed				
				8. The level of skills activities was too high for my level of Turkish				
				9. I participated in class activities				

1 Strongly disagree	2 Disagree	3 Agree	4 Strongly agree		1 Not necessary at all	2 Partially necessary	3 Necessary	4 Very necessary
				10. Pair and group work activities were done in class				
				11. Enough time was spent on the language skills (listening, speaking, reading, writing) in class in order to improve my Turkish				
				12. Extra supplementary skills activities (listening, speaking, reading, writing) were used in the class beyond the ones in the course and the work book				
				13. All the activities, materials, instructional methods, techniques and approaches used in class contributed to the develop of my Turkish proficiency in the following areas:				
				a) Listening				
				b) Speaking				
				c) Reading				
				d) Writing				
				e) Grammar and vocabulary				
Questions About the Course and the Work Books								
				14. The course book (Turkce Ogreniyoruz) was generally satisfactory to meet my needs in studying Turkish				
				15. The course book provided sufficient and relevant activities				
				16. The course book provided samples of activities taken from authentic daily life situations				
				17. The work book provided sufficient practice of activities covered in the course book				
				18. The activities and topics in the course book were interesting and motivating				
				19. The overall design of activities (pictures, charts, tables, lay-out, exercises) in the course book was satisfactory				

1 Strongly Disagree	2 Disagree	3 Agree	4 Strongly Agree		1 Not Necessary at all	2 Partially Necessary	3 Necessary	4 Very Necessary
				20. The course book provided sufficient and relevant content to improve my following language skills in Turkish:				
				a) Listening Skill				
				b) Speaking Skill				
				c) Reading Skill				
				d) Writing Skill				
				e) Grammar and vocabulary				
Questions About Academic Staff								
				21. The number of Turkish instructors was sufficient				
				22. Theoretical knowledge of Turkish instructors was sufficient				
				23. The instructors were experts in teaching				
				24. The instructors understood my academic needs				
				25. When needed the instructors were available for guidance and advice				
Questions about Course Materials and Equipment								
				26. Audio-Visual aids were used in the courses (e.g. OHT, pictures, posters, tape-recorders, video players, etc.)				
				27. The quality of equipment (sound quality of tapes and tape recorders, video tapes) used in the courses was satisfactory				
				28. The equipment was modern looking and up-to-date				

PART F

On the left, you are asked to answer how **important/needed** you found the following evaluation types for your development of Turkish.

On the right, you are asked to indicate how **satisfactory** you found the same evaluation types. Please put a cross (x) into the box representing your idea.

For each part use the criteria below.

<p><u>Importance/Need</u></p> <p>1 Not important/needed 2 Partially important/needed 3 Important/Needed 4 Very important/needed</p>	<p><u>Level of Satisfaction</u></p> <p>1 Not satisfactory 2 Partially satisfactory 3 Satisfactory 4 Very satisfactory</p>
---	---

1 Not important/needed	2 Partially important/needed	3 Important/Needed	4 Very important/needed		1 Not satisfactory	2 Partially satisfactory	3 Satisfactory	4 Very satisfactory
				1. Grammar and vocabulary parts of the exams				
				2. Writing exams				
				3. Reading exams				
				4. Listening exams				
				5. Oral exams				
				6. Quizzes				
				7. Portfolio (a collection of learners' works and assignments) assessment				
				8. Assessment of students' assignments				
				9. Assessment of students' performance in class				

10. What changes (course books, classes, physical environment, instructors, exams, etc.), if any, do you think need to be made in the Turkish Program at MSLU to make it better adjusted to your needs? Please name three:

- -----
- -----
- -----

THANK YOU!!!

APPENDIX C

INSTRUCTORS' NEEDS ASSESSMENT QUESTIONNAIRE

(Instructors' expectation Version)

Dear Colleague,

This questionnaire has been prepared to gather data about the current Turkish language instruction at Minsk State Linguistic University in Belarus and it is a component of the data collection procedures for the evaluation of the program. It has been designed to collect data on your perceptions about the program. In order to get **accurate** and **reliable** data from this study; please answer the questions **sincerely**. Results will be used in a dissertation only for academic purposes and your responses will be kept strictly confidential. In addition, the results of this study will help improve the program.

Thank you for your contribution.

Ümit Yıldız

Middle East Technical University

Department of Educational Sciences

Minsk 2002

PART A

Please answer the questions below by either checking the appropriate response for you or writing in the space provided.

PERSONAL INFORMATION

1. GENDER: Male () Female ()
2. What degree do you hold?
 - a) BA (BS) ()
 - b) MA (MS) ()
 - c) Ph.D. (EdD) ()
 - d) Other -----

TEACHING EXPERIENCE AND QUALIFICATIONS (Please put a tick)

3. Teaching Turkish is your : Major () Second Major ()
4. Total years of teaching Turkish : 1-5 () 6-10 () 11-15 () 16 or more ()
5. Total years of teaching Turkish before Minsk State Linguistic University : None () 1-5 () 6-10 () 11-15 () 16 or more ()
6. Have you ever attended an in-service teacher training program on teaching Turkish as a foreign language? : Yes () No ()
7. If your answer to question 6 is **Yes**, please indicate where:
8. If your answer to question 6 is **NO**, would you like to attend such a program? : Yes () No ()

Why or why not? Please explain:

.....

9. What proficiency level your students are expected to reach after having completed the Turkish program at MSLU?
 - a) Pre-Intermediate ()
 - b) Intermediate ()
 - c) Upper-intermediate ()
 - d) Advanced ()

10. Do you think your students will be able to reach this level with the current program?

- a) Yes ()
- b) No ()

11. Why do you think so? Please list maximum three reasons.

- -----
- -----
- -----

12. About Turkish I can honestly say that...

	YES	NO
a) Students are interested in learning Turkish		
b) Students learn it because they have to		

c) Students really need it		
d) Students are not sure whether they really need it or not but because of their field of study and their future career they feel they have to take it		

PART B

What should your students **be able to do** having completed the Turkish Program at Minsk State Linguistic University?

On the left, you are asked to indicate your **agreement/disagreement** with the statements related to the Turkish program.

On the right, you are asked to indicate how **competent** you would like your students to be in these areas listed below. Please put a cross (x) into the box representing your idea. For each part use the criteria below.

<u>Agreement /Disagreement</u>	<u>Level of Desired Competency</u>
1 Strongly disagree 2 Disagree 3 Agree 4 Strongly agree	1 Not competent 2 Partially competent 3 Competent 4 Very competent

Level of Agreement/Disagreement				Level of Desired Competency				
1 Strongly disagree	2 Disagree	3 Agree	4 Strongly agree		1 Not competent	2 Partially competent	3 Competent	4 Very competent
				1. Communicate with people whose native language is Turkish				
				2. Understand films, songs, TV and radio programs in Turkish				
				3. Write reports, assignments, bussiness letters, etc. in Turkish				
				4. Read literary works related to their field of study in Turkish				
				5. Read books, newspapers, magazines, etc. in Turkish				

6. Below, you are asked to indicate your **agreement/disagreement** with the statements related to the Turkish program.

My students study Turkish because they would like to...

	1 Strongly disagree	2 Disagree	3 Agree	4 Strongly agree
a) Be competent in Turkish as there is a lack of				

specialists in this language here in Belarus				
b) Find a prestigious and well-paid job				
c) Be familiar with different cultures				
d) Correspond with pen friends in Turkish				
e) Pass the language proficiency exams in Turkish				
f) Work in international organizations				

g) Other.....

PART C

On the left, you are asked to indicate to what extent you think your students are **competent** in the following areas.

On the right, you are asked to indicate the **desired competency level**.

Please put a cross (x) into the box representing your idea. Please use the criteria below.

<u>Current Competency Level</u>	<u>Desired Competency Level</u>
1 Not competent	1 Not competent
2 Partially competent	2 Partially competent
3 Competent	3 Competent
4 Very competent	4 Very competent

Current Competency Level				Desired Competency Level				
1 Not competent	2 Partially competent	3 Competent	4 Very competent		1 Not competent	2 Partially competent	3 Competent	4 Very competent
				1. Knowledge of Turkish grammar				
				2. Knowledge and usage of vocabulary in Turkish				
				3. Listening skill				
				4. Speaking skill				
				5. Reading skill				
				6. Writing skill				
				7. Translation skill (translating written documents such as texts, letters, documents from Russian into Turkish, from Turkish into Russian)				
				8. Interpretation skill (competency in translating and interpreting speech of other people)				
				9. Communication skills				
				10. Transfer of knowledge into practice				
				11. Team working skills				
				12. Taking responsibility				
				13. General knowledge of Turkey				

				and Turkish culture				
				14. Teaching Turkish to others				

15. Other.....

PART D

Below are the statements related to the Turkish Language Courses at MSLU (Minsk State Linguistic University).

On the left, you are asked to indicate how **important/needed** you find the contents listed below and

On the right, you are asked to indicate to what extent these contents are **existent/actualized** in the Turkish courses. Please put a cross (x) into the box representing your idea. For each part use the criteria below.

<u>Importance/Need</u>	<u>Existence/Actualization</u>
1 Not important/needed 2 Partially important/needed 3 Important/Needed 4 Very important/needed	1 Never existent/actualized 2 Sometimes existent/actualized 3 Usually existent/actualized 4 Always existent/actualized

1 Not important/needed	2 Partially important/needed	3 Important/needed	4 Very important/needed		1 Never existent/actualized	2 Sometimes existent/actualized	3 Usually existent/actualized	4 Always existent/actualized
				1. Speaking activities in class				4
				2. Listening to tape scripts				
				3. Listening to radio, TV stations, movies, songs, etc.				
				4. Grammar exercises in class				
				5. Inviting native Turkish speakers to class				
				6. Pair work activities in class				
				7. Group work activities in class				
				8. Debates				
				9. Writing activities (formal and informal letters, essays, formal reports, etc.)				
				10. Writing to foreign pen friends				
				11. Journal writing (diary keeping)				
				12. Vocabulary study in class				
				13. Individual vocabulary study as home tasks				
				14. Drama type activities (role				

				playing, miming, etc.)				
				15. Use of computers (CD-ROMS, internet, e-mail, Turkish language teaching Software programs)				
				16. Language laboratory				
				17. Watching video tapes in class				
				18. Doing presentations, projects and written assignments individually				
				19. Doing presentations, projects and written assignments in groups				
				20. Learning Turkish songs in class				
				21. Playing language games in class				
				22. Translation of texts and passages				
				23. Use of visual materials (pictures, posters, charts, maps, OHP, etc.)				
				24. Use of real objects in class				
				25. Supplementary materials (additional texts, worksheets, tests, etc.)				
				26. Use of music in class (for relaxation, warm-up, etc.)				
				27. Receiving correction and feedback of assignments from the teacher				
				28. Correction of my oral mistakes by the teacher in class				
				29. Receiving individual help from the teacher outside the class				

30. Please rank –order the following skills from **1 (the most important/needed)** to **6 (the least important/needed)** according to how important/needed you think they are for the development of your students' Turkish proficiency.

- a) Grammar b) Vocabulary c) Listening d) Speaking e) Reading
- f) Writing

31. Please indicate to what extent your students have difficulties in the following areas. Please put a cross (x) into the box representing your idea. Please use the criteria below.

<u>Difficulty Level</u>
1 Not difficult at all
2 Partially difficult
3 Difficult
4 Very difficult

	Difficulty Level			
	1 Not difficult at all	2 Partially difficult	3 Difficult	4 Very difficult
c) Listening				
d) Speaking				
e) Reading				
f) Writing				
a) Grammar				
b) Vocabulary				

g) What in your opinion are the reasons for the difficulties your students are facing in these areas? Please explain briefly.

.....

.....

.....

PART E

On the left, you are asked to answer to what extent you **agree or disagree** on the statements listed below.

On the right, you are asked how **necessary** you find the same statements about the Turkish Courses, Course Materials, Activities and Instruction. Please put a cross (x) into the box representing your idea.

For each part use the criteria below.

<u>Agreement /Disagreement</u>	<u>Necessity</u>
1 Strongly disagree	1 Not necessary at all
2 Disagree	2 Partially necessary
3 Agree	3 Necessary
4 Strongly agree	4 Very necessary

Level of Agreement/Disagreement

Level of Necessity

1 Strongly disagree	2 Disagree	3 Agree	4 Strongly agree		1 Not necessary at all	2 Partially necessary	3 necessary	4 Very necessary
Instructors' Perceptions on the Program								
				1. Students receive knowledge and skills appropriate to their future jobs				
				2. Course contents are relevant to students' level of knowledge				
				3. The courses provide the environment where students can practise the knowledge and the skills				
				4. Courses are adequately distributed (enough time is devoted to each course)				
				5. The way the courses are presented is interesting				

				6.The assignments support the knowledge and the skills taught in the courses				
				7.Course materials are timely and sequentially distributed				
				8. The level of skills activities is too high for students' level of Turkish				
1 Strongly disagree	2 Disagree	3 Agree	4 Strongly agree		1 Not necessary at all	2 Partially necessary	3 Necessary	4 Very necessary
				9. Students participate in class activities				
				10. Pair and group work activities are done in class				
				11. Enough time is spent on the language skills (listening, speaking, reading, writing) in class in order to improve students' Turkish				
				12. Extra supplementary skills activities (listening, speaking, reading, writing) are used in class beyond the ones in the course and the work book				
				13. All the activities, materials, instructional methods, techniques and approaches used in class contribute to develop students' Turkish proficiency in the following areas:				
				a) Listening				
				b) Speaking				
				c) Reading				
				d) Writing				
				e) Grammar and vocabulary				
Questions About The Course Book And The Work Book								
				14.The course book (Turkce Ogreniyoruz) is generally satisfactory to meet students' needs in studying Turkish				
				15.The course book provides sufficient and relevant activities				
				16.The course book provides samples of activities taken from authentic daily life situations				
				17.The work book provides				

				sufficient practice of activities covered in the course book				
				18.The activities and topics in the course book are interesting and motivating				
1 Strongly disagree	2 Disagree	3 Agree	4 Strongly agree		1 Not necessary at all	2 Partially necessary	3 Necessary	4 Very necessary
				19.The overall design of activities (pictures, charts, tables, lay-out, exercises) in the course book is satisfactory				
				20.The course book provides sufficient and relevant content to improve students' following language skills in Turkish:				
				a) Listening Skill				
				b) Speaking Skill				
				c) Reading Skill				
				d) Writing Skill				
				e) Grammar and vocabulary				
Questions About Academic Staff								
				21. The number of Turkish instructors is sufficient				
				22.Theoretical knowledge of Turkish instructors is sufficient				
				23. Turkish instructors are experts in teaching				
				24. The instructors understand students' academic needs				
				25. When needed the instructors are available for guidance and advice				
Questions about Course Materials and Equipment								
				26. Audio-Visual aids are used in the courses (e.g. OHT, pictures, posters, tape-recorders, video players, etc.)				
				27. The quality of equipment (sound quality of tapes and tape recorders, video tapes) used in the courses is satisfactory				
				28.The equipment is modern looking and up-to-date				

PART F

On the left, you are asked to answer how **important/needed** you find the following evaluation types for your students' development of Turkish.

On the right, you are asked to indicate how **satisfactory** you find the same evaluation types.

Please put a cross (x) into the box representing your idea. For each part use the criteria below.

<u>Importance/Need</u>	<u>Level of Satisfaction</u>
1 Not important/needed	1 Not satisfactory
2 Partially important/needed	2 Partially satisfactory
3 Important/Needed	3 Satisfactory
4 Very important/needed	4 Very satisfactory

1 Not important/needed	2 Partially important/needed	3 Important/Needed	4 Very important/needed		1 Not satisfactory	2 Partially satisfactory	3 Satisfactory	4 Very satisfactory
				1. Grammar and vocabulary parts of the exams				
				2. Writing exams				
				3. Reading exams				
				4. Listening exams				
				5. Oral exams				
				6. Quizzes				
				7. Portfolio (a collection of learners' works and assignments) assessment				
				8. Assessment of students' assignments				
				9. Assessment of students' performance in class				

10. Other.....

11. What changes (course books, classes, physical environment, instructors, exams, etc.), if any, do you think need to be made in the Turkish Program at MSLU to make it better adjusted to your students' needs? Please name three:

- -----
- -----
- -----

THANK YOU!!!

APPENDIX D

INSTRUCTORS' NEEDS ASSESSMENT QUESTIONNAIRE

(Instructors' Perceptions Version)

Dear Colleague,

This questionnaire has been prepared to gather data about the current Turkish language instruction at Minsk State Linguistic University in Belarus and it is a component of the data collection procedures for the evaluation of the program. It has been designed to collect data on your perceptions about the program. In order to get **accurate** and **reliable** data from this study; please answer the questions **sincerely**. Results will be used in a dissertation only for academic purposes and your responses will be kept strictly confidential. In addition, the results of this study will help improve the program.

Thank you for your contribution.

Ümit Yıldız

Middle East Technical University

Department of Educational Sciences

Minsk 2002

PART A

Please answer the questions below by either checking the appropriate response for you or writing in the space provided.

PERSONAL INFORMATION

1. GENDER: Male () Female ()
 2. What degree do you hold?
 a) BA (BS) : () b) MA (MS) : () c) Ph.D. (EdD) : () d) Other -----

TEACHING EXPERIENCE AND QUALIFICATIONS (Please put a tick)

3. Teaching Turkish is your : Major () Second Major ()
 4. Total years of teaching Turkish : 1-5 () 6-10 () 11-15 () 16 or more ()
 5. Total years of teaching Turkish before Minsk State Linguistic University: None () 1-5 () 6-10 () 11-15 () 6 or more ()
 6. Have you ever attended an in-service teacher training program on teaching Turkish as a foreign language? : Yes () No ()
 7. If your answer to question 6 is **Yes**, please indicate where:

8. If your answer to question 6 is **NO**, would you like to attend such a program? : Yes () No ()
 Why or why not? Please explain.....

9. What proficiency level did you expect your students to reach after having completed the Turkish program at MSLU?

- a) Pre-Intermediate ()
 b) Intermediate ()
 c) Upper-intermediate ()
 d) Advanced ()

10. Do you think your students have reached this level with the current program?

- a) Yes () b) No ()

11. Why do you think so? Please list maximum three reasons.

- -----
- -----
- -----

12. About Turkish I can honestly say that...

	YES	NO
a) Students were interested in learning Turkish		
b) Students learnt it because they had to		
c) Students really needed it		
d) Students were not sure whether they really needed it or not but because of their field of study and their future career they felt they had to take it		

PART B

What should your students **be able to do** having completed the Turkish Program at Minsk State Linguistic University?

On the left, you are asked to indicate your **agreement/disagreement** with the statements related to the Turkish program.

On the right, you are asked to indicate how **competent** you would like your students to be in these areas listed below. Please put a cross (x) into the box representing your idea. For each part use the criteria below.

<u>Agreement /Disagreement</u>	<u>Level of Desired Competency</u>
1 Strongly disagree 2 Disagree 3 Agree 4 Strongly agree	1 Not competent 2 Partially competent 3 Competent 4 Very competent

Level of Agreement/Disagreement					Level of Desired Competency			
1 Strongly disagree	2 Disagree	3 Agree	4 Strongly agree		1 Not competent	2 Partially competent	3 Competent	4 Very competent
				1. Communicate with people whose native language is Turkish				
				2. Understand films, songs, TV and radio programs in Turkish				
				3. Write reports, assignments, business letters, etc. in Turkish				
				4. Read literary works related to their field of study in Turkish				
				5. Read books, newspapers, magazines, etc. in Turkish				

6. Below, you are asked to indicate your **agreement/disagreement** with the statements related to the Turkish program.

My students study Turkish because they would like to...

	1 Strongly disagree	2 Disagree	3 Agree	4 Strongly agree
a) Be competent in Turkish as there is a lack of specialists in this language here in Belarus				
b) Find a prestigious and well-paid job				
c) Be familiar with different cultures				
d) Correspond with pen friends in Turkish				
e) Pass the language proficiency exams in Turkish				
f) Work in international organizations				

g) Other.....
.....

PART C

On the left, you are asked to indicate to what extent you think your students are **competent** in the following areas.

On the right, you are asked to indicate the **desired competency level**.

Please put a cross (x) into the box representing your idea. Please use the criteria below.

<u>Current Competency Level</u>	<u>Desired Competency Level</u>
1 Not competent	1 Not competent
2 Partially competent	2 Partially competent
3 Competent	3 Competent
4 Very competent	4 Very competent

Current Competency Level					Desired Competency Level			
1 Not competent	2 Partially competent	3 Competent	4 Very competent		1 Not competent	2 Partially competent	3 Competent	4 Very competent
				1. Knowledge of Turkish grammar				
				2. Knowledge and usage of vocabulary in Turkish				
				3. Listening skill				
				4. Speaking skill				
				5. Reading skill				
				6. Writing skill				
				7. Translation skill (translating written documents such as texts, letters, documents from Russian into Turkish, from Turkish into Russian)				
				8. Interpretation skill (competency in translating and interpreting speech of other people)				
				9. Communication skills				
				10. Transfer of knowledge into practice				
				11. Team working skills				
				12. Taking responsibility				
				13. General knowledge of Turkey and Turkish culture				
				14. Teaching Turkish to others				

15. Other.....

PART D

Below are the statements related to the Turkish Language Courses at MSLU (Minsk State Linguistic University).

On the left, you are asked to indicate how **important/needed** you found the contents listed below and

On the right, you are asked to indicate to what extent these contents were **existent/actualized** in the Turkish courses. Please put a cross (x) into the box representing your idea. For each part use the criteria below.

<u>Importance/Need</u>	<u>Existence/Actualization</u>
1 Not important/needed	1 Never existent/actualized
2 Partially important/needed	2 Sometimes existent/actualized
3 Important/Needed	3 Usually existent/actualized
4 Very important/needed	4 Always existent/actualized

<u>Level of Importance/Need</u>				<u>Level of Existence/Actualization</u>				
1 Not important/ needed	2 Partially important/ needed	3 Important/ Needed	4 Very important/ needed		1 Never existent/actualized	2 Sometimes existent/ actualized	3 Usually existent/ actualized	4 Always existent/actualized
				1. Speaking activities in class				4
				2. Listening to tape scripts				
				3. Listening to radio, TV stations, movies, songs, etc.				
				4. Grammar exercises in class				
				5. Inviting native Turkish speakers to class				
				6. Pair work activities in class				
				7. Group work activities in class				
				8. Debates				
				9. Writing activities (formal and informal letters, essays, formal reports, etc.)				
				10. Writing to foreign pen friends				
				11. Journal writing (diary keeping)				
				12. Vocabulary study in class				
				13. Individual vocabulary study as home tasks				
				14. Drama type activities (role playing, miming, etc.)				
				15. Use of computers (CD-ROMS, internet, e-mail, Turkish language teaching Software programs)				
				16. Language laboratory				
				17. Watching video tapes in class				
				18. Doing presentations, projects and written assignments individually				
				19. Doing presentations, projects and written assignments in groups				

				20. Learning Turkish songs in class				
				21. Playing language games in class				
				22. Translation of texts and passages				
				23. Use of visual materials (pictures, posters, charts, maps, OHP, etc.)				
				24. Use of real objects in class				
				25. Supplementary materials (additional texts, worksheets, tests, etc.)				
				26. Use of music in class (for relaxation, warm-up, etc.)				
				27. Receiving correction and feedback of assignments from the teacher				
				28. Correction of my oral mistakes by the teacher in class				
				29. Receiving individual help from the teacher outside the class				

30. Please rank –order the following skills from **1 (the most important/needed)** to **6 (the least important/needed)** according to how important/needed you think they were for the development of your students’ Turkish proficiency.

31. Please rank –order the following skills from **1 (the most important/needed)** to **6 (the least important/needed)** according to how important/needed you think they are for the development of your students’ Turkish proficiency.

a) **Grammar** b) **Vocabulary** c) **Listening** d) **Speaking**

e) **Reading** f) **Writing**

31. Please indicate to what extent your students have difficulties in the following areas. Please put a cross (x) into the box representing your idea. Please use the criteria below.

<u>Difficulty Level</u>	
1	Not difficult at all
2	Partially difficult
3	Difficult
4	Very difficult

Difficulty Level

	1 Not difficult at all	2 Partially difficult	3 Difficult	4 Very difficult
a) Grammar				
b) Vocabulary				
c) Listening				
d) Speaking				
e) Reading				
f) Writing				

g) What in your opinion are the reasons for the difficulties your students faced in these areas? Please explain briefly.-----

PART E

On the left, you are asked to answer to what extent you **agree or disagree** on the statements listed below.

On the right, you are asked how **necessary** you found the same statements about the Turkish Courses, Course Materials, Activities and Instruction. Please put a cross (x) into the box representing your idea.

For each part use the criteria below.

<u>Agreement /Disagreement</u>	<u>Necessity</u>
1 Strongly disagree	1 Not necessary at all
2 Disagree	2 Partially necessary
3 Agree	3 Necessary
4 Strongly agree	4 Very necessary

Level of Agreement/Disagreement				Level of Necessity				
1 Strongly disagree	2 Disagree	3 Agree	4 Strongly agree		1 Not necessary at all	2 Partially necessary	3 necessary	4 Very necessary
Instructors' Perceptions on the Program								
				1. Students received knowledge and skills appropriate to their future jobs				
				2. Course contents were relevant to students' level of knowledge				
				3. The courses provided the environment where students could practise the knowledge and the skills				
				4. Courses were adequately distributed (enough time was devoted to each course)				
				5. The way the courses were presented was interesting				
				6. The assignments supported the knowledge and the skills taught in the courses				
				7. Course materials were timely and sequentially distributed				
				8. The level of skills activities was too high for students' level of Turkish				
				9. Students participated in class activities				

1 Strongly disagree	2 Disagree	3 Agree	4 Strongly agree		1 Not necessary at all	2 Partially necessary	3 Necessary	4 Very necessary
				10. Pair and group work activities were done in class				
				11. Enough time was spent on the language skills (listening, speaking, reading, writing) in class in order to improve students' Turkish				
				12. Extra supplementary skills activities (listening, speaking, reading, writing) were used in class beyond the ones in the course and the work book				
				13. All the activities, materials, instructional methods, techniques and approaches used in class contributed to develop students' Turkish proficiency in the following areas:				
				a) Listening				
				b) Speaking				
				c) Reading				
				d) Writing				
				e) Grammar and vocabulary				
Questions About The Course Book And The Work Book								
				14. The course book (Turkce Ogreniyoruz) was generally satisfactory to meet students' needs in studying Turkish				
				15. The course book provided sufficient and relevant activities				
				16. The course book provided samples of activities taken from authentic daily life situations				
				17. The work book provided sufficient practice of activities covered in the course book				
				18. The activities and topics in the course book were interesting and motivating				
				19. The overall design of activities (pictures, charts, tables, lay-out, exercises) in the course book was satisfactory				

1 Strongly disagree	2 Disagree	3 Agree	4 Strongly agree		1 Not necessary at all	2 Partially necessary	3 Necessary	4 Very necessary
				20. The course book provided sufficient and relevant content to improve students' following language skills in Turkish:				
				a) Listening Skill				
				b) Speaking Skill				
				c) Reading Skill				
				d) Writing Skill				
				e) Grammar and vocabulary				
Questions About Academic Staff								
				21. The number of Turkish instructors was sufficient				
				22. Theoretical knowledge of Turkish instructors was sufficient				
				23. Turkish instructors were experts in teaching				
				24. The instructors understood students' academic needs				
				25. When needed the instructors were available for guidance and advice				
Questions about Course Materials and Equipment								
				26. Audio-Visual aids were used in the courses (e.g. OHT, pictures, posters, tape-recorders, video players, etc.)				
				27. The quality of equipment (sound quality of tapes and tape recorders, video tapes) used in the courses was satisfactory				
				28. The equipment was modern looking and up-to-date				

PART F

On the left, you are asked to answer how **important/needed** you found the following evaluation types for your students' development of Turkish.

On the right, you are asked to indicate how **satisfactory** you found the same evaluation types.

Please put a cross (x) into the box representing your idea.

For each part use the criteria below.

<u>Importance/Need</u>	<u>Level of Satisfaction</u>
1 Not important/Needed	1 Not satisfactory
2 Partially important/Needed	2 Partially satisfactory
3 Important/Needed	3 Satisfactory
4 Very important/Needed	4 Very satisfactory

1 Not important/Needed	2 Partially important/Needed	3 Important/Needed	4 Very important/Needed		1 Not satisfactory	2 Partially satisfactory	3 Satisfactory	4 Very satisfactory
				1. Grammar and vocabulary parts of the exams				
				2. Writing exams				
				3. Reading exams				
				4. Listening exams				
				5. Oral exams				
				6. Quizes				
				7. Portfolio (a collection of learners' works and assignments) assessment				
				8. Assessment of students' assignments				
				9. Assessment of students' performance in class				

10. Other.....

11. What changes (course books, classes, physical environment, instructors, exams, etc.), if any, do you think need to be made in the Turkish Program at MSLU to make it better adjusted to your students' needs? Please name three:

-
-
-

THANK YOU!!!

APPENDIX E

INTERVIEW SCHEDULE

STUDENTS' EXPECTATIONS FROM THE TURKISH LANGUAGE PROGRAM AT MINSK STATE LINGUISTIC UNIVERSITY

This interview has been prepared to gather data about the current Turkish language instruction at Minsk State Linguistic University in Belarus and it is a component of the data collection procedures for the evaluation of the program. It has been prepared to collect data on your expectations from the program. In order to get **accurate** and **reliable** data from this study, please answer the questions **sincerely**. Results will be used in a dissertation only for academic purposes and your responses will be kept strictly confidential. In addition, the results of this study will help improve the program. Thank you for your contribution.

Ümit Yıldız

Middle East Technical University
Department of Educational Sciences
Minsk 2002

1. What are the general and specific objectives of the Turkish program at Minsk State Linguistic University?
 - To what extent do you think these general and specific objectives are clear and understandable? (In case they are not clear enough, what can be done to make them more understandable?)
 - How important is it for you and your instructors to be informed about these general and specific objectives more explicitly?
 - In what ways do they meet your expectations and needs?
2. What are your expectations from the Turkish program?
 - To what extent, so far, have your expectations of the Turkish Program been met?
3.
 - What level of competency do you expect from this program? Please explain.
 - To what extent, so far, have your expectations reached the level of competency you expected?
4.
 - Which three aspects of the program do you think are the most useful for you in terms of improving your Turkish? Why?
5.
 - Which three aspects of the program do you think are the least useful for you in terms of improving your Turkish? Why?
6.
 - To what extent should the program provide opportunities for the development of the language skills such as speaking, listening, reading and writing?
 - To what extent does the program actually provide these opportunities?
7.
 - What kind of activities and topics should the courses and the course book cover?
 - How appropriate and satisfactory do you find the content of the Turkish courses and the course book?
8.
 - How should your knowledge of the language be evaluated? Please explain.
 - How satisfactory do you find the current evaluation types? Please explain.
9.
 - What changes, if any, do you think need to be made in the program to make it better adapted to your needs?
10.
 - Is there anything else you would like to mention?

APPENDIX F

INTERVIEW SCHEDULE

GRADUATES' PERCEPTIONS ON THE TURKISH LANGUAGE PROGRAM AT MINSK STATE LINGUISTIC UNIVERSITY

This interview has been prepared to gather data about the Turkish language instruction at Minsk State Linguistic University in Belarus and it is a component of the data collection procedures for the evaluation of the program. It has been prepared to collect data on your perceptions about the program. In order to get **accurate** and **reliable** data from this study; please answer the questions **sincerely**. Results will be used in a dissertation only for academic purposes and your responses will be kept strictly confidential. In addition, the results of this study will help improve the program.

Thank you for your contribution.

Ümit Yıldız

Middle East Technical University

Department of Educational Sciences, Minsk 2002

1.

What were the general and specific objectives of the Turkish program at Minsk State Linguistic University?

- To what extent do you think these general and specific objectives were clear and understandable? (In case they were not clear enough, what can be done to make them more understandable?)
- How important was it for you and your instructors to be informed about these general and specific objectives more explicitly?
- In what ways did they meet your expectations and needs?

2.

- What were your expectations from the Turkish program?
- To what extent have your expectations of the Turkish Program been met?

3.

- What level of competency did you expect from this program? Please explain.
- To what extent have your expectations reached the level of competency you expected?

4.

- Which three aspects of the program do you think were the most useful for you in terms of improving your Turkish? Why?

5.

- Which three aspects of the program do you think were the least useful for you in terms of improving your Turkish? Why?

6.

- To what extent did the program provide opportunities for the development of your language skills such as speaking, listening, reading and writing?

7.

- What kind of activities and topics did the courses and the course book cover?
- How appropriate and satisfactory did you find the content of the Turkish courses and the course book?

8.

- How was your knowledge of the language evaluated? Please explain.
- How satisfactory did you find these evaluation types? Please explain.

9.

- What changes, if any, do you think need to be made in the program to make it better adapted to your needs?

10.

- Is there anything else you would like to mention?

APPENDIX G

INTERVIEW SCHEDULE

EMPLOYERS' EXPECTATIONS AND PERCEPTIONS

This interview has been prepared to gather data about the current Turkish language instruction at Minsk State Linguistic University in Belarus and it is a component of the data collection procedures for the evaluation of the program. It has been prepared to collect data on your expectations from the graduates of the Turkish Language Program and your perceptions on the program and the graduates. In order to get **accurate** and **reliable** data from this study, please answer the questions **sincerely**. Results will be used in a dissertation only for academic purposes and your responses will be kept strictly confidential. In addition, the results of this study will help improve the program.

Thank you for your contribution.

Ümit Yıldız

Middle East Technical University
Department of Educational Sciences
Minsk 2002

1. In terms of professional readiness, to what extent do you think the graduates of the Turkish language program at Minsk State Linguistic University should be /are **competent** in the following areas?

<u>Current Competency Level</u>	<u>Desired Competency Level</u>
1 Not competent 2 Partially competent 3 Competent 4 Very competent	1 Not competent 2 Partially competent 3 Competent 4 Very competent

Graduates' Current Competency Level					Graduates' Desired Competency Level			
1 Not competent	2 Partially competent	3 Competent	4 Very competent		1 Not competent	2 Partially competent	3 Competent	4 Very competent
				a) Knowledge of Turkish grammar				
				b) Knowledge and usage of vocabulary in Turkish				
				c) Listening skill				
				d) Speaking skill				
				e) Reading skill				
				f) Writing skill				

1 Not competent	2 Partially competent	3 Competent	4 Very competent		1 Not competent	2 Partially competent	3 Competent	4 Very competent
				g) Translation skill (translating written documents such as texts, letters, documents from Russian into Turkish, from Turkish into Russian)				
				h) Interpretation skill (competency in translating and interpreting speech of other people)				
				i) Communication skills				
				j) Transfer of knowledge into practice				
				k) Team working skills				
				l) Taking responsibility				
				m) General knowledge of Turkey and Turkish culture				
				n) Working in international organizations				
				o) Teaching Turkish to others				

2. Besides the characteristics we have talked above, what other characteristics do you expect from the graduates?

3. Considering the graduates, are you satisfied with the quality of the graduates' knowledge, the quality of the program and its outcomes? Please explain.

4. What positive and negative aspects can you mention about the quality of the graduates' knowledge and about the program?

5. Could you please describe the characteristics of the ideal graduate for your working conditions?

6. If you were asked to recommend courses for a Turkish language program at a University in Minsk, what courses and content topics would you offer?

7. What changes do you think need to be made in the program to make it better adjusted to your professional needs? Please name some.

8. Is there anything else you would like to mention?

APPENDIX H

INTERVIEW SCHEDULE PARENTS' EXPECTATIONS AND PERCEPTIONS

This interview has been prepared to gather data about the current Turkish language instruction at Minsk State Linguistic University in Belarus and it is a component of the data collection procedures for the evaluation of the program. It has been prepared to collect data on your expectations from the Turkish Language Program for your son/daughter and your perceptions on the program. In order to get accurate and reliable data from this study; please answer the questions sincerely. Results will be used in a dissertation only for academic purposes and your responses will be kept strictly confidential. In addition, the results of this study will help improve the program. Thank you for your contribution.

Ümit Yıldız

Middle East Technical University
Department of Educational Sciences
Minsk 2002

Please answer the questions about the Turkish Language Program at Minsk State Linguistic University.

1.
 - Have you encouraged your son/daughter to enter this program? Why?
 - If you had a chance today would you still encourage your son/daughter to enter this program? Please explain.
2.
 - What are your expectations from this particular program? Please describe the characteristics of a successful, quality and ideal language program.
 - To what extent have your expectations of the Turkish program been met and to what extent does the program meet aspects of a successful program you have described?
3.
 - What competency level do you expect for your son/daughter from this program? Please give your reasons.
 - To what extent has your son/daughter reached the level of competency you expected?
4.
 - In what ways are you satisfied with the education in Turkish your son/daughter has received so far? Please explain.
5.
 - Is there anything else you would like to mention?
 -

APPENDIX H (Continued)

INTERVIEW SCHEDULE PARENTS' EXPECTATIONS AND PERCEPTIONS (RUSSIAN VERSION)

ОЖИДАНИЯ РОДИТЕЛЕЙ И ИХ ОТНОШЕНИЕ К ПРОГРАММЕ

Это интервью было разработано с целью сбора данных о преподавании турецкого языка в Минском Государственном Лингвистическом Университете в Беларуси и является частью процесса сбора информации для оценки этой программы. Она направлена на то, чтобы получить как можно более полную информацию о Ваших ожиданиях и восприятии программы преподавания турецкого языка Вашему сыну/Вашей дочери. Пожалуйста, чтобы в результате исследования можно было получить **точные и надежные** данные, отвечая на вопросы, предоставляйте **достоверную** информацию. Полученные результаты будут использованы исключительно в диссертации с академической целью. Полная конфиденциальность гарантируется. Результаты исследования будут направлены на совершенствование программы.

Благодарю Вас за содействие.

Умит Йылдыз

Средневосточный технический университет

Кафедра педагогических наук

Минск 2002

Пожалуйста, ответьте на вопросы, касающиеся программы преподавания турецкого языка в Минском Государственном Лингвистическом Университете.

1

- поддерживали ли вы вашего сына/вашу дочь в намерении поступить на отделение турецкого языка? почему?
- если бы у вас была такая возможность, поддерживали ли бы вы вашего сына/вашу дочь в намерении поступить на это отделение? пожалуйста, объясните ваш ответ.
- каковы ваши ожидания от этой конкретной программы? пожалуйста, опишите признаки успешной, качественной и

идеальной на ваш взгляд программы преподавания иностранного языка.

- в какой степени были удовлетворены ваши ожидания от программы изучения турецкого языка и в какой степени эта программа соответствует критериям успешной программы, описанной вами выше?

2

- какого уровня владения языком вы ожидаете от вашего сына/вашей дочери после этой программы? пожалуйста, приведите ваши причины.
- в какой степени по сравнению с вашими ожиданиями ваш сын/ваша дочь овладели языком?

3

- каким образом вы удовлетворены преподаванием турецкого языка, которое получает ваш сын/ваша дочь? объясните, пожалуйста, ваш ответ.

4

- есть ли что-нибудь еще, чтобы вы хотели добавить?

APPENDIX I

INTERVIEW SCHEDULE UNIVERSITY AUTHORITIES' EXPECTATIONS AND PERCEPTIONS

This interview has been prepared to gather data about the current Turkish language instruction at Minsk State Linguistic University in Belarus and it is a component of the data collection procedures for the evaluation of the program. It has been prepared to collect data on your expectations from the Turkish Language Program and your perceptions on it. In order to get **accurate** and **reliable** data from this study, please answer the questions **sincerely**. Results will be used in a dissertation only for academic purposes and your responses will be kept strictly confidential. In addition, the results of this study will help improve the program.

Thank you for your contribution.

Ümit Yıldız

Middle East Technical University

Department of Educational Sciences, Minsk 2002

1.
 - What are the general and specific objectives of the Turkish program at Minsk State Linguistic University?
 - To what extent do you think these general and specific objectives are clear and understandable? (In case they are not clear enough, what can be done to make them more understandable?)
 - How important is it for your instructors and students to be informed about these general and specific objectives more explicitly?
 - In what ways do they meet your students' expectations and needs?
2.
 - What are your expectations from the Turkish program?
 - To what extent have your expectations of the Turkish Program been met?
3.
 - What level of competency for your students do you expect from this program? Please explain.
 - To what extent have your students reached the level of competency you expected?
4.
 - Which three aspects of the program do you think are the most useful for your students in terms of improving their Turkish? Why?
5.
 - Which three aspects of the program do you think are the least useful for your students in terms of improving their Turkish? Why?
6.
 - To what extent should the program provide opportunities for the development of the language skills such as speaking, listening, reading and writing?
 - To what extent does the program actually provide these opportunities?
7.
 - What kind of activities and topics should the courses and the course book cover?
 - How appropriate and satisfactory do you find the content of the Turkish courses and the course book?
8.
 - How should your students' knowledge of the language be evaluated? Please explain.
 - How satisfactory do you find the current evaluation types? Please explain.
9.
 - What changes, if any, do you think need to be made in the program to make it better adapted to your students' needs?
10.
 - Is there anything else you would like to mention?

APPENDIX J

INTERVIEW SCHEDULE INSTRUCTORS' EXPECTATIONS AND PERCEPTIONS

This interview has been prepared to gather data about the current Turkish language instruction at Minsk State Linguistic University in Belarus and it is a component of the data collection procedures for the evaluation of the program. It has been prepared to collect data on your expectations from the Turkish Language Program and your perceptions on it. In order to get **accurate** and **reliable** data from this study, please answer the questions **sincerely**. Results will be used in a dissertation only for academic purposes and your responses will be kept strictly confidential. In addition, the results of this study will help improve the program.

Thank you for your contribution.

Ümit Yıldız

Middle East Technical University

Department of Educational Sciences, Minsk 2002

1. What are the general and specific objectives of the Turkish program at Minsk State Linguistic University?
 - To what extent do you think these general and specific objectives are clear and understandable? (In case they are not clear enough, what can be done to make them more understandable?)
 - How important is it for you and students to be informed about these general and specific objectives more explicitly?
 - In what ways do they meet your students' expectations and needs?
2.
 - What are your expectations from the Turkish program?
 - To what extent have your expectations of the Turkish Program been met?
3.
 - What level of competency for your students do you expect from this program? Please explain.
 - To what extent have your students reached the level of competency you expected?
4.
 - Which three aspects of the program do you think are the most useful for your students in terms of improving their Turkish? Why?
5.
 - Which three aspects of the program do you think are the least useful for your students in terms of improving their Turkish? Why?
6.
 - To what extent should the program provide opportunities for the development of the language skills such as speaking, listening, reading and writing?
 - To what extent does the program actually provide these opportunities?
7.
 - What kind of activities and topics should the courses and the course book cover?
 - How appropriate and satisfactory do you find the content of the Turkish courses and the course book?
8.
 - How should students' knowledge of the language be evaluated? Please explain.
 - How satisfactory do you find the current evaluation types? Please explain.
9.
 - What changes, if any, do you think need to be made in the program to make it better adapted to your students' needs?
10.
 - Is there anything else you would like to mention?

APPENDIX K

COURSE AND COURSE BOOK EVALUATION FORM

Minsk State Linguistic University 2001

1. Estimate what necessary components should be included in the study for a particular foreign language (course book, teacher's book, note-book etc.)
2. Analyze in what way/how the modern teaching methods and techniques are actualized during the courses (communicative, situational, functional etc)
3. Analyze the lay-out of the each section, unit and lesson:
 - a) Does the course book contain a variety of topics?
 - b) Are the goals and objectives of each unit in the course book stated?
 - c) Does each section of the course book contain follow-up units or are the units designed separately?
 - d) Does the course book include an appendix part? If yes, what is its aim?
4. Analyze what materials does the course book cover all the language aspects and to what extent? How are the materials presented? In an integrated way or separate way?
5. Analyze the exercises offered in each unit:
 - a) Are there enough exercises for the development of skills in all types of oral speech (monologues, dialogues etc.)
 - b) What of the skills are more actualized in the class listening, speaking, reading or writing?
 - c) How are the exercises in different topics presented and the exercises of various types (speaking, imitations, differentiation, filling in blanks, transformation etc.) distributed? Equally in unit?
 - d) Language games, miming, role-playing and problem solving activities done in class?
6. How students' knowledge of the language skills should be assessed?
 - a) Does each unit in course book end with oral or written exercises to check the students' knowledge of the topic?
 - b) What other techniques to assess students' knowledge are used? What skills do they assess?
7. How do you find the course book? Do you find it interesting, what are the weak and strong points of the course book in general?

APPENDIX L

INSTRUCTOR INFO FILE KEPT AT THE FACULTIES

NAME	YEARS WITH MSLU	COURSES ABROAD	PREVIOUS EXPERIENCE	PERSONAL INFORMATION

APPENDIX M

GENERAL INFORMATION ON RESPONDENTS

	CURRENT STUDENTS				GRADUATES			
GENDER	MALE		FEMALE		MALE		FEMALE	
	%	F	%	F	%	F	%	F
	25.7	18	74.3	52	50	10	50	10
	CURRENT INSTRUCTORS				FORMER INSTRUCTORS			
GENDER	MALE		FEMALE		MALE		FEMALE	
	%	F	%	F	%	F	%	F
	85.7	6	14.3	1	71.4	5	28.6	2

	CURRENT STUDENTS						GRADUATES	
TOTAL YEARS OF LEARNING TURKISH	1-2 Semester(s)		3-4 Semesters		5 Semesters		5 Semesters	
	%	F	%	F	%	F	%	F
	50.0	35	24.3	25.7	18	18	100	20

APPENDIX N

FOREIGN LANGUAGE AND CULTURE CENTERS AT MINSK STATE LINGUISTIC UNIVERSITY

МИНСКИЙ ГОСУДАРСТВЕННЫЙ ЛИНГВИСТИЧЕСКИЙ УНИВЕРСИТЕТ

ИНФОРМАЦИОННЫЕ ЦЕНТРЫ



Центр испанского языка и культуры

В 1997 году на базе факультета испанского языка при поддержке Гранадского университета и Посольства Испании в Москве был открыт Центр испанского языка и культуры, основной задачей которого является пропаганда испанского языка в Республике Беларусь. Центр располагает уникальной литературой, которая закомит читателя с различными сторонами жизни и деятельности народов Испании и Латинской Америки. Особой популярностью среди преподавателей и студентов факультета пользуются выставки, конференции, "круглые столы", встречи с учителями испанского языка, ежегодные "Испанские кафе", позволяющие сохранять и развивать традиции факультета.

Центр китайского языка и культуры

15 февраля 2002 г. в Минском государственном лингвистическом университете состоялась торжественная церемония открытия Центра китайского языка и культуры. В церемонии открытия принимала участие Чрезвычайный и Полномочный Посол Китайской Народной Республики в Республике Беларусь госпожа У Сяоцю. Китайский язык изучается в Республике Беларусь более 10 лет.

Успешно развиваются школы китайского языка в Минском государственном лингвистическом университете и Белорусском Государственном Университете. За прошедшее время разработаны различные варианты учебных программ по китайскому языку, созданы учебно - методические комплекты, включающие учебно - методические пособия, информационно - справочную литературу.

Благодаря постоянной помощи посольства КНР в Республике Беларусь в обеспечении учебного процесса педагогическими кадрами и литературой МГЛУ и БГУ смогли сделать первые шаги в создании научно - лингвистической школы китаистики. Открытие современного научно - методического и информационно - аналитического Центра китайского языка и культуры будет способствовать дальнейшему становлению этой



школы. В Центре представлена уникальная коллекция литературы по языкознанию, литературоведению, истории, страноведению, искусству, ценнейшие справочные материалы (энциклопедии, словари), а также художественная литература на китайском языке. Имеются аудио и видеоматериалы языкового и страноведческого характера. Центр оборудован современной компьютерной техникой

для работы и иероглификой. Наличие спутниковой антенны и видеотехники позволяет осуществлять прямые трансляции телепередач из Китайской Народной Республики. На базе Центра будет осуществляться как учебная и научно - методическая деятельность, так

и организация встреч с представителями китайской культуры.



Центр турецкого языка и культуры

18 февраля 2002 г. в Минском государственном лингвистическом университете состоялась церемония открытия Центра турецкого языка и культуры. Это событие особенно знаменательно для отношений между Республикой Беларусь и Республикой Турция накануне десятой годовщины установления между ними дипломатических отношений.

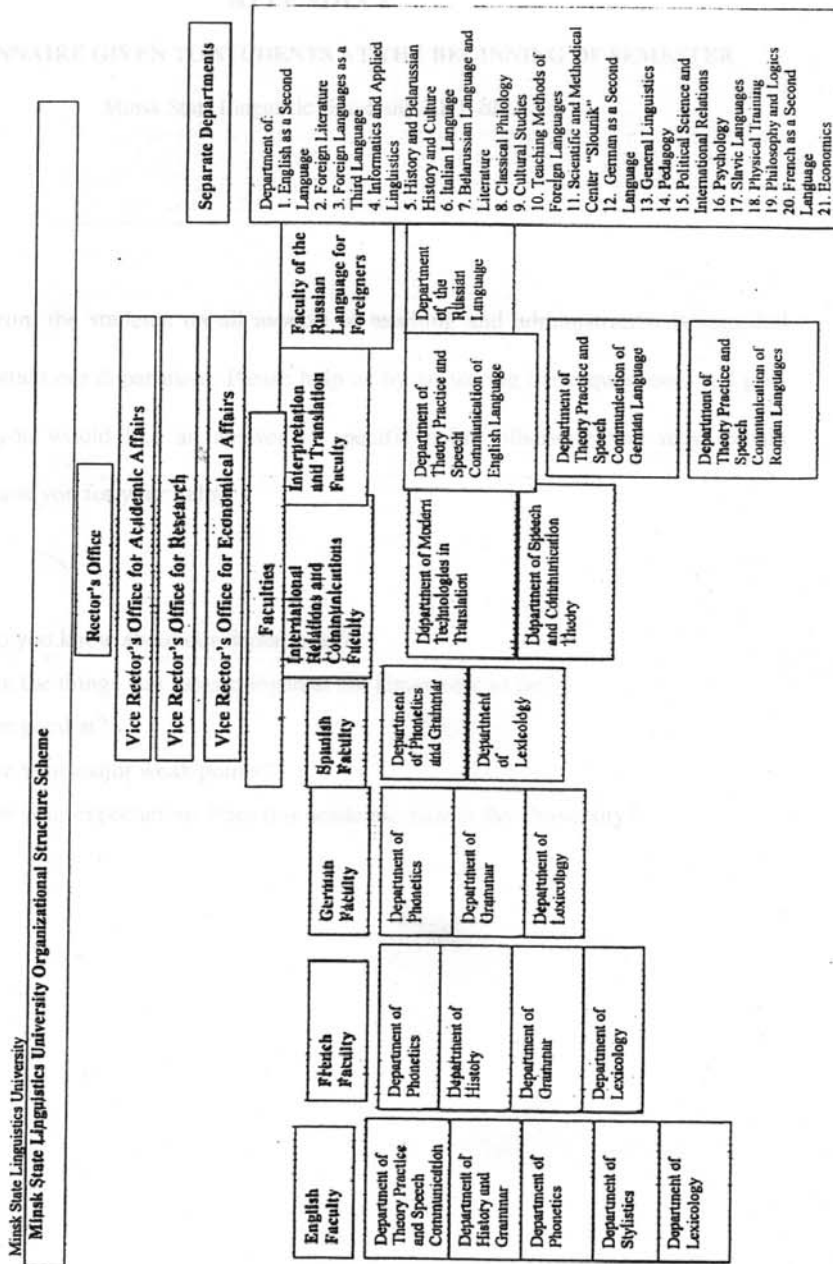
Первым учебным заведением, в котором начали изучать турецкий язык как специальность, стал в 1994 году Минский государственный лингвистический университет, где этот язык сначала изучался как третий иностранный, позже - как второй иностранный язык. С 2000 г. в МГЛУ введено преподавание турецкого языка как первого иностранного. За прошедшие годы подготовлено свыше 100 специалистов в области турецкого языка. Все они были востребованы в различных областях народного хозяйства. В настоящее время 85 студентов факультетов английского и французского языка, а также переводческого факультета изучают турецкий язык. Недавно преподавание турецкого языка началось в Академии Управления при Президенте Республики Беларусь (14 студентов) и в Белорусском Государственном Университете (13 студентов). Общее количество студентов, изучающих турецкий язык, в настоящее время составляет 112 человек.

Турецкий язык преподается также в 4 школах - гимназиях г. Минска. В условиях увеличения числа студентов, изучающих турецкий язык, Республика Беларусь нуждалась в Центре, где они имели бы возможность работать с оригинальной литературой, совершенствовать свои знания, знакомиться с богатейшим культурным наследием Турции. Сегодня такой Центр открыт. Его задачи состоят не только в предоставлении возможности работать с лингвистической и страноведческой литературой, но и в организации встреч с турецкой интеллигенцией, в проведении различного профиля семинаров, конференций, круглых столов. В Центре широко представлена литература по языкознанию, литературоведению, истории, искусству, страноведению, а также художественная литература. Имеются аудио и видеоматериалы языкового и страноведческого характера.

Центр оборудован современной компьютерной техникой, позволяющей работать во Всемирной информационной сети ИНТЕРНЕТ на турецком языке, оснащен спутниковым оборудованием.

APPENDIX O

Organizational Structure Scheme



APPENDIX P

QUESTIONNAIRE GIVEN TO STUDENTS AT THE BEGINNING OF SEMESTER

Minsk State Linguistic University 2001-2002

Feedback from the students on all aspects of teaching and administration is regarded extremely important our department. Please help us by answering these questions, and give your name if you would like an answer to specific point, otherwise you may remain anonymous. Thank you for your help.

1. What do you know about our department?
2. What are the things you have enjoyed at the University so far?
3. What are good at?
4. What are your major weak points?
5. What are your expectations from this academic year at the University?

APPENDIX Q
MID-SEMESTER QUESTIONNAIRE
Minsk State Linguistic University 2001-2002

I. Please answer the questions using the following signs in the spaces provided:

VV Strongly Agree

V Agree

? No Comment

X Disagree

Xx Strongly Disagree

1. Attending this course has improved my understanding of the subject area.
2. the information I received was:
 - of good quality
 - professionally useful
 - not sufficient
 - of little use
3. The classes stimulated my interest in the subject.
4. The course material was covered at a manageable speed.

II. Please comment on the following:

1. What do you like most about the course?
2. What do you like least about the course?
3. What do you suggest to improve grammar classes?

III. Please circle.

1. The topics discussed are
Acceptable/useful/boring
2. Their level of difficulty is
Too easy/acceptable/too high
3. The amount of homework is
Too heavy/about right/not heavy enough

4. The atmosphere in the classroom makes lessons
Pleasant/acceptable/tense
5. The emphasis on communication
Too high/OK/too low
6. Student participant is
High/OK/Low
7. Additional materials are used
Too often/adequately/not often enough

IV .General points

1. Does the course fulfil you expectations?
2. What do you like most about the course?
3. What do you like least?
4. What do you suggest to improve this course?
5. Other comments:

APPENDIX R

END OF ACADEMIC YEAR QUESTIONNAIRE

Minsk State Linguistic University 2001-2002

Feedback from the students on all aspects of teaching and administration is regarded extremely important our department. Please help us by answering these questions, and give your name if you would like an answer to specific point, otherwise you may remain anonymous. Thank you for your help.

1. Were the course objectives clearly stated and achieved?
2. Were the texts interesting and stimulating?
3. Was the tutor fully in command of the subject and dealt effectively with all class contribution?
4. Did the tutor make a genuine attempt to make the classes interesting?
5. Were the papers adequate and relevant to the course?
6. Has the course made a relevant contribution to your degree program?

APPENDIX S

STUDENT PORTFOLIO
KEPT AT THE DEANS' OFFICES

ФАКУЛЬТЕТ _____ МГЛУ
УЧЕБНАЯ КАРТОЧКА СТУДЕНТА

Специальность _____ Зачетная книжка № _____

1. Зачислен (на) в МГЛУ _____
Приказ № _____ от " _____ " _____ 20 ____ г.
а) по оплате конкурсу _____
б) в порядке перевода из другого ВУЗа _____
в) по целевому направлению _____
г) в порядке перевода на _____ курс _____

2. ФИО _____

3. Число, месяц и год рождения _____

4. Какое уч. заведение закончил(ла) _____
г. и м. окончания _____

5. Домашний адрес, телефон:
а) до поступления в ВУЗ _____
б) место проживания и настоящее время _____

6. Сведения о родителях (ФИО, место работы, телефон):
мать: _____
отец: _____

7. Награждения, выгоды _____

8. Отчисления, востановления: _____

9. Представлен академический отпуск _____

11. Педагогическая практика

Бурс	Название практики	Должность	Оценка

12. Курсовые проектирования

Бурс	Название	Оценка

13. Слано за весь период обучения в ВУЗе дисциплны

Всего _____
из них _____
отлично _____
хорошо _____
удовлетворительно _____

Ресторация № _____ от " _____ " _____ 20 ____ г.
допуска(ю) к защите дипломного проекта,
к сдаче Государственных экзаменов _____
Декан факультета _____

14. Государственные эк. - экзамены

№№	Название дисциплины	Дата и № протокола	Оценка
1.	Английский язык		
2.	Педагогика и методика		

15. Дипломная работа выполнена на тему: _____

Защита " _____ " _____ 20 ____ г. с оценкой _____

16. Решением Государственной экзаменационной комиссии
(Протокол № _____ от " _____ " _____ 20 ____ г.)
присвоена квалификация _____

Диплом № _____ выдан " _____ " _____ 20 ____ г.
Декан факультета _____

APPENDIX T

STUDENTS' PRE- EXAMINATION AND EXAM RECORD BOOK AND STUDENT ID CARD

СТУДЕНТИКА БИЛЕТ № 2007 39

Дисциплина: ОПА

Факультет: ОПА

Дата выдачи билета: 11.09.2007 г.

Имя: *Александр*

у 2007/08 учебного года

у 19... курса

у 2007/08 учебного года

у 19... курса

у 2007/08 учебного года

у 19... курса

у 2007/08 учебного года

у 19... курса

у 2007/08 учебного года

у 19... курса

А 38025

4 семестр 2002 - 2003

№ п/п	Имя фамилия	Т Е Л Р Э Т И Ч И Б И		К У Р С		Дата зачисления	Дата зачисления	Други
		Курс	Провинция	Курс	Провинция			
1	Иванов Иван	1	Иркутск	1	Иркутск	15.06.02	15.06.02	Иванов Иван
2	Петров Петр	1	Иркутск	1	Иркутск	15.06.02	15.06.02	Петров Петр
3	Сидоров Сидор	1	Иркутск	1	Иркутск	15.06.02	15.06.02	Сидоров Сидор
4	Сидоров Петр	1	Иркутск	1	Иркутск	15.06.02	15.06.02	Сидоров Петр
5	Сидоров Петр	1	Иркутск	1	Иркутск	15.06.02	15.06.02	Сидоров Петр
6	Сидоров Петр	1	Иркутск	1	Иркутск	15.06.02	15.06.02	Сидоров Петр
7	Сидоров Петр	1	Иркутск	1	Иркутск	15.06.02	15.06.02	Сидоров Петр
8	Сидоров Петр	1	Иркутск	1	Иркутск	15.06.02	15.06.02	Сидоров Петр
9	Сидоров Петр	1	Иркутск	1	Иркутск	15.06.02	15.06.02	Сидоров Петр
10	Сидоров Петр	1	Иркутск	1	Иркутск	15.06.02	15.06.02	Сидоров Петр
11	Сидоров Петр	1	Иркутск	1	Иркутск	15.06.02	15.06.02	Сидоров Петр
12	Сидоров Петр	1	Иркутск	1	Иркутск	15.06.02	15.06.02	Сидоров Петр

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Иркутск

№ п/п	Имя фамилия	Т Е Л Р Э Т И Ч И Б И		К У Р С		Дата зачисления	Дата зачисления	Други
		Курс	Провинция	Курс	Провинция			
1	Иванов Иван	1	Иркутск	1	Иркутск	15.06.02	15.06.02	Иванов Иван
2	Петров Петр	1	Иркутск	1	Иркутск	15.06.02	15.06.02	Петров Петр
3	Сидоров Сидор	1	Иркутск	1	Иркутск	15.06.02	15.06.02	Сидоров Сидор
4	Сидоров Петр	1	Иркутск	1	Иркутск	15.06.02	15.06.02	Сидоров Петр
5	Сидоров Петр	1	Иркутск	1	Иркутск	15.06.02	15.06.02	Сидоров Петр
6	Сидоров Петр	1	Иркутск	1	Иркутск	15.06.02	15.06.02	Сидоров Петр
7	Сидоров Петр	1	Иркутск	1	Иркутск	15.06.02	15.06.02	Сидоров Петр
8	Сидоров Петр	1	Иркутск	1	Иркутск	15.06.02	15.06.02	Сидоров Петр
9	Сидоров Петр	1	Иркутск	1	Иркутск	15.06.02	15.06.02	Сидоров Петр
10	Сидоров Петр	1	Иркутск	1	Иркутск	15.06.02	15.06.02	Сидоров Петр
11	Сидоров Петр	1	Иркутск	1	Иркутск	15.06.02	15.06.02	Сидоров Петр
12	Сидоров Петр	1	Иркутск	1	Иркутск	15.06.02	15.06.02	Сидоров Петр

Студентка: *Александрова С.С.*

Декан: *Александрова С.С.*

APPENDIX U

INFORMATION ABOUT THE UNIVERSITY EDUCATION SYSTEM IN BELARUS

It is necessary that some details about the Universities' education system in Belarus are explained. The researcher conducted an interview with Vice Rector, who is responsible for education, in order to provide in-depth information on the university education and evaluation system in Belarus. Besides, the researcher consulted some written documents on this matter so that it may help to understand the grading system and some other aspects better. The data gathered were as follows.

The academic year is divided into two semesters. The first semester starts in September and goes on until the end of December. After the first semester the winter's examination session starts which lasts approximately a month (January). In February students have three weeks off, and in the end of February the second semester begins. It lasts till June and is followed by a summer examination session, which continues until the end of June.

Due to insufficient number of classrooms to accommodate all the students at the same time, MSLU operates on a shift system where students of some faculties attend classes on the first shift, and students of other faculties are scheduled for the second shift.

All University students have a student identification card and a record-book, which is used for grades at zachods and exams. (Appendix U).

When graduating from a University, students receive so called "red" (highly recognized) or "blue" (ordinary) diplomas. In the last year at University students do their Project writing on various topics in the field of their education, and then they undergo defence of their thesis. It is important to defend the Project in order to graduate from University. Otherwise the education of a student who fails his/her defence is considered to be invalid, and he/she does not receive a diploma, only a certificate of unfinished Higher education. In order to get a "red" diploma students should receive high grades for the defence of their thesis and during their study should have mostly "5"s for their graded zachods and exams; "4"s are excepted but not more than seventeen in total, and no "3"s are allowed. The rest of the students receive a "blue" diploma.

There are various categories of students. For those who had received high grades at the entry exams or took first places in Republic's Foreign Language Olympiads (Appendix certificate) the education is free, it is paid by the University. They are scholarship students and get monthly grants from the University's budget. The grants depend on the students' grades received for previous semester's exams and graded zachods. The higher the grades are, the higher is the grant.

APPENDIX V

**THE UNIVERSITY BOOKLET
AND
SAMPLE FOREIGN
LANGUAE PROGRAM OUTLINES AT MSLU**



APPENDIX V (Continued)

Календарный план по практической грамматике
 для студентов II курса факультета англ. языка
 Syllabus in Practical Grammar for 1st Year Students

1st year
 1st Term
 1996/1997

Weeks	Date	Cor. Course	Grammar Structures	Reference Books	Practice	Work in the Labor.	Forms of Control
1	10.09-14.09	L. 1-3	<u>Phonetic Corrective Course</u> The Construction "It is". Count.-Uncount. nouns (see tea). The use of Ind. article (It's a text, it's text 5, it's cheese). Plural forms of nouns. Possessive Case... (spelling, pronunciation rules)	Kaush. "English Grammar". Arakin (p.1). Качалова. "Практ.грамм. англ.яз. Maltseva. "Nominal Patterns".	Introductory Grammar Arakin (p.1). Lab. Works (1st Year) by Muizzo, Ivanova, Fastovets	Computer programme. "Plural forms of nouns"	Intr. Test N 1. Dictation-Transl.
2	16.09-14.09	L. 4-5	Plural forms of Nouns (continued). Word Order. Types of Sentences (declarative, imperative, disjunctive). The modal verb - can, may, needn't. Possessive Case (continued)	Kaush. "English Grammar". Maltseva. "Nominal patterns". Matushkina-Cerke. Arakin (p. 1) tables p.79	Introductory Grammar Arakin. Lab. Works, p. 66-70. Hand-Outs "Step-by-step" Lab. Works p. 12-14	L.W. N 2	Dictation-transl.
3	23.09-28.09	L. 6-7	The use of the definite article (The text is easy"). Pr. Cont. (Spelling, Rules, Pronunc. rules).	Качалова. "Практ.грамм. англ.яз." Maltseva. Nominal patterns"	Introductory Grammar Arakin		Dictation-transl.

APPENDIX V (Continued)

Учебно-методическая карта по практической грамматике английского языка на 2000/2001 уч.год

III курса заочного отделения

Номер семестра	Номер темы	Название вопросов, которые изучаются на занятиях	Практ. занятия (№)	Используемые методические пособия и учебники	Самостоят. работа студентов		Форма контроля знаний
					6	7	
1	2	3	4	5	6	7	8
5	1	Имя существительное. Семантическая классификация. Категория числа.	1	Учебник: Клаушанская В.А. и др. Грамматика англ. языка. М., 1965, стр.16-22.	Учр-я для самост. работы из уч. пособия Дубовик	12	Конт-рольная работа № 1.
		Существительные с неизменяемой формой числа.	2	Учебное пособие Дубовик М.Е. и др. Упражнения по практ. грам-ке англ. языка для студ. 3 курса ф-та англ. языка. Мн., 1979.	См. метод. разработку к контр. работе №1.		
		Категория падежа.	3	К. стр.22-24.			
		Притяжательный падеж.	4	У.П. см. метод. разработку.			
	2	Артикль	5	К. стр.25-30.		24	
		Употребление артикля с исчисляемыми существительными.	6				
		Употребление артикля с неисчисляемыми абстрактными существительными.	7	К. стр. 31-32.			
		Употребление артикля с материальными существительными.	8	К. стр. 31.			
		Употребление артикля с именами собственными.	9	К. стр.32-35			
		Употребление артикля с существительными в функциях	10	38-40			
			11				

APPENDIX W

A SAMPLE BROCHURE OF FOREIGN LANGUAGE AND CULTURE CENTER AT MSLU

- Türk Dili ve Kültür Merkezi Türkiye ile ilgili bilgi edinme kaynaklarına erişimi sağlamakta;
 - Kitaplar, filoloji, tarih, kültür, pedagoji, sanat, edebiyat gibi çeşitli konuları kapsamakta;
 - Elektronik veri tabanı (elektronik katalog), merkezin bilgi kaynaklarının esaslı bir parçasıdır;
 - Audio-video malzemeleri, ülkenin toplumsal yaşamı ve hükümet faaliyetinde yer alan en mühim hadiselerle dair bilgi edinmek olanağını vermektedir;
 - Çok sayıda ders kitapları ve audio-video kursları Türkiyeyi daha etkin bir şekilde öğrenmeye yardımcı olabilecek;
 - Turistler rehberler ve özel haritalara bakarak Türkiye ile ilgili yararlı bilgi edinebilecektir.
- TEKNİK MALZEME**
- HORIZONT televizyonu
 - VESTEL video
 - Mini sistem (radyo, CD, kaset çalar)
 - SIEMENS
 - Teregoz IDEA
 - VCD'li televizyon PROFİLO, uzaktan kumanda
- Kulaklık HD-1010
 - Bilgisayar
 - Yazıcı HP LaserJet 1200 Series
 - Uydulu anten TELKOM ve alıcı (receiver)
 - Merkezdən bilgi alınması ilə ilgili tüm hizmetlər ücretsizdir.
 - Центр турецкого языка и культуры предоставляет посетителям доступ к источникам получения информации о Турции.
 - Книги охватывают широкий спектр таких тем, как филология, история, культура, педагогика, искусство, беллетристика.
 - Электронные базы данных (электронный каталог) составляют существенную часть информационных ресурсов центра.
 - Аудио-видео материалы позволяют получить информацию о важнейших событиях общественной жизни и правительственной деятельности страны.
 - Многочисленные учебники, аудио-видео курсы помогут эффективно изучать турецкий язык.
- Туристы найдут полезные сведения по Турции в справочниках и специализированных картах.
- TEKNİKESKİYE OSMATŞEME**
- Телевизор «Горизонт»
 - Видеоплеер VESTEL
 - Минисистема (радио, CD, касетта) SIEMENS
 - Проектор IDEA
 - Телевизор с VCD проигрывателем PROFİLO, пульта к нему.

APPENDIX X

RUSSIAN ABSTRACT

ОТРЫВОК

**ИССЛЕДОВАНИЕ ПО ОЦЕНКЕ ПРОГРАММЫ ПРЕПОДАВАНИЯ
ТУРЕЦКОГО ЯЗЫКА КАК ИНОСТРАННОГО В МИНСКОМ
ГОСУДАРСТВЕННОМ ЛИНГВИСТИЧЕСКОМ УНИВЕРСИТЕТЕ
(РЕСПУБЛИКА БЕЛАРУСЬ)**

Йылдыз, Умит

д-р наук, кафедра педагогических наук

Научный руководитель: проф., д-р Мерал Аксу

Февраль 2003, 284 страниц

Целью этого исследования является всесторонняя оценка программы преподавания турецкого языка как иностранного в Минском Государственном Лингвистическом университете (Республика Беларусь). В результате исследования планируется ответить на два вопроса: 1) различие между желаемыми результатами программы преподавания турецкого в МГЛУ и результатами, достигнутыми на сегодняшний день; 2) какие аспекты программы должны быть сохранены, усилены и какие дополнения необходимы? Чтобы

ответить на этот вопросы, были проанализированы данные опроса студентов, обучавшихся по программе в 2002-2003 учебном году, студентов, окончивших программу, преподавателей, работавших по этой программе в том же учебном году, родителей студентов, занимающихся по программе в данный момент, официальных представителей университета и работодателей студентов, уже окончивших обучение по программе.

В процессе исследования были собраны как качественные, так и количественные данные. Качественные данные были получены в результате анкетирования. Количественные – в результате проведенных опросов и анализа письменных работ.

Результат исследования показал, что программа преподавания турецкого языка как иностранного в Минском Государственном Лингвистическом университете частично соответствует требованиям всех заинтересованных сторон. Однако была отмечена высокая заинтересованность, проявляемая к турецкому языку студентами, выпускниками и представителями университета. Чтобы больше соответствовать требованиям, предъявляемым к ней обучающимися и учебным заведением, в программу могут быть внесены изменения и дополнения,

Ключевые слова: Программа, Оценка программы, Преподавание иностранных языков

APPENDIX Y

ÖZET

**BEYAZ RUSYA MİNSK DEVLET DİLBİLİM ÜNİVERSİTESİ
YABANCILAR İÇİN
TÜRKÇE DİL EĞİTİMİ PROGRAMININ
DEĞERLENDİRİLMESİ ÜZERİNE
BİR ALAN ÇALIŞMASI**

GİRİŞ

Bu çalışmanın amacı, Beyaz Rusya Minsk Devlet Dilbilim Üniversitesi Yabancılar için Türkçe Dil Eğitimi Programının değerlendirilmesidir.

Araştırma Soruları

Bu çalışma şu sorulara cevap vermeyi amaçlamaktadır: 1) Minsk Devlet Yabancı Diller Üniversitesi Yabancılar için Türkçe Eğitim Programının hedeflenen ve şu andaki durumu arasındaki farklılıklar nelerdir? 2) Programın hangi boyutları kuvvetlendirilmeli, eklenmeli veya aynı kalmalıdır? Bu ana sorulara cevap vermek amacı ile programın içinde yer aldığı ortam hakkında veri elde etmek amacı ile “Türkçe Programı nasıl bir ortamda devam etmektedir?” alt-sorusuna cevap aranmıştır. Programın girdi sürecinde ise iki alt-soruya cevap aranmıştır a) “Programın amaçlar, içerik, Yöntem, materyal ve değerlendirme boyutları açısından öğrencilerin programdan beklentileri, ihtiyaçları nelerdir ve şu andaki ve amaçladıkları dil seviyesi nedir?” b) “Öğretmenler, üniversite idarecileri, ebeveynler ve işverenlerin programdan beklentileri nedir?” Programın çıktı sürecinin değerlendirilmesinde ise “program çıktıları pay sahiplerinin programdan beklentilerine ne kadar cevap vermiştir?” alt-sorusuna cevap aranmıştır.

Bu sorulara cevap verebilmek için 2002-2003 akademik yılında programa devam eden öğrencilerden, aynı akademik yılda bu programda çalışan öğretmenlerden, programın mezunlarından, aynı programda daha önceki yıllarda Türkçe öğreten öğretmenlerden, programa devam eden öğrencilerin ebeveynlerinden, çalışmanın yapıldığı üniversitenin idarecilerinden ve Minsk'teki program mezunlarını çalıştıran bazı işverenlerden veriler toplanmıştır.

Çalışmada Stufflebeam'in CIPP program değerlendirme modelinin programın içinde yer aldığı ortamı, programın girdileri ve çıktılarını değerlendirmek amacı ile üç boyutu kullanılmıştır.

VERİ TOPLAMA ARAÇLARI VE SÜRECİ

Değerlendirme çalışması üç aşamada gerçekleştirilmiştir. Birinci aşamada programının devam ettiği ortamı tanıtmak amacı ile yazılı belgelerin incelenmesi yoluyla nicel veriler toplanmıştır. Belgeler üniversite düzeyi, fakülte ve bölümler düzeyinde olmak üzere değişik gruplarda incelenmiştir. Yazılı belgelere ulaşabilmek amacı ile rektör yardımcısı ile bir sözlü görüşme gerçekleştirilmiş ve değerlendirmeye konu olan bazı belgeler analiz edilmiştir. Bunlar üniversite kitapçığı ve broşürü, üniversitenin idari yapısı ve organizasyonunu gösteren şema, üniversitenin genel amaç ve hedeflerinin açıklandığı yazılı belgeler, resmi web sitesi, yabancı dil program taslakları, öğrenci listeleri ve sınıf defterleri, yabancı dil ve kültür merkezleri kitapçıkları, Türk Dili ve Kültürü Merkezi tanıtım kitapçığıdır. Gözden geçirilen diğer dokümanlar ise fakülte dekanlıklarında bulunan öğrenci performans izleme kartları, ders ve öğretim elamanı değerlendirmeye yönelik yazılı anket formlarıdır.

İkinci aşamada, programın girdilerini analiz etmek için nitel ve nicel veriler toplanmıştır. Bu aşamada veriler şu gruplardan toplanmıştır: 1) programa devam

eden öğrenciler, 2) öğretmenler, 3) üniversite idarecileri, bir başka deyişle fakülte dekanları, 4) ebeveynler ve 5) program mezunlarına iş olanağı sağlayan işverenler.

Çalışmada nitel veriler anketler yoluyla, nicel veriler ise sözlü görüşmeler yoluyla elde edilmiştir.

Değerlendirmenin bu aşamasında öğrencilere yazılı anketler verilmiş ve sözlü görüşmeler yapılmıştır. Yazılı anketlerin ve sözlü görüşmelerin amacı pay sahiplerinin programdan beklentilerini ve ihtiyaçlarını açığa çıkarmak ve aynı zamanda devam eden programın durumu hakkında bilgi edinmek sureti ile gelecekte programın çıktıları açısından söz konusu grupların beklentilerini belirlemektir.

Üçüncü ve son aşamada ise programın çıktıları a) mezunlara b) geçmişteki öğretmenlere c) üniversite idarecilerine ve d) işverenlere yazılı anketler vererek ve sözlü görüşmeler yaparak değerlendirilmiştir. Yazılı anketler dışında gerçekleştirilen sözlü görüşmelerin amacı ise anketlerde sorulan sorulara açık uçlu sorular vasıtasıyla daha detaylı cevaplar alarak toplanan verileri zenginleştirmektir.

Söz konusu veri toplama araçlarından yazılı anketler öğrencilere, çalışmakta olan öğretmenlere, geçmişte aynı programda Türkçe öğretmiş öğretmenlere ve mezunlara verilmiştir. Anketler A, B, C, D ve F bölümleri olmak üzere altı bölüm olarak hazırlanmıştır. A bölümünde anketteki soruları cevaplayanlar hakkında demografik bilgiler toplamaya yönelik sorular yer almıştır. B bölümü anketi cevaplayan gruplardan öğrenci ve mezunlar için kendilerinin ve öğretmenler için öğrencilerinin Türkçe öğrenme nedenlerini ortaya çıkarma amacını taşıyan soruları içermektedir. C bölümü anket verilen grupların şu andaki ve arzu ettikleri dil seviyelerinin belirlenmesine yönelik sorulardan oluşmuştur. D bölümü ise söz konusu grupların Türkçe programının çeşitli boyutları ile ilgili görüşlerini ortaya

çıkarmak amacı ile düzenlenmiştir. Programın değerlendirme sistemi hakkında grupların görüşlerini belirlemeyi amaçlayan sorular ise anketlerin E bölümünde yer almıştır.

Sözlü görüşmeler öğrenciler, mezunlar, işverenler, ebeveynler, üniversite idarecileri ve öğretmenlerle gerçekleştirilmiştir.

Sözlü görüşme formlarının ve anketlerin hazırlanması aşamasında üç uzmanın görüşlerine başvurulmuş ve ayrıca değişik fakültelerden öğrenciler üzerinde bir pilot çalışma yapılarak cevaplayan gruplar açısından yeterince anlaşılır olmayan kısımlar yeniden düzenlenmiş veya değiştirilmiştir. Sözlü görüşmelerin yapılması ve anketlerin verilmesi işlemleri cevaplayan gruplar için en uygun tarih ve saatte önceden planlanarak gerçekleştirilmiştir. Anketlerde ve sözlü görüşme formlarında yer alan sorular paralellik taşımaktadır. Bu yolla grupların aynı konular hakkındaki görüşleri arasındaki benzerlik ve farklılıkların ortaya çıkarılması amaçlanmıştır.

Söz konusu gruplardan 70 öğrenciye, 20 mezuna, programda 2002-2003 akademik yılında Türkçe öğretmekte olan 7 öğretmene ve geçmişte aynı programda Türkçe öğretmiş 7 öğretmene yazılı anketler verilmiştir. Benzer şekilde 2002-2003 akademik yılı güz döneminde 20 mezun, 20 ebeveyn, 10 işveren, 4 üniversite idarecisi ve 4 öğretmenle sözlü görüşmeler yapılmıştır.

VERİLERİN ANALİZİ

Verilerin analizi programın devam ettiği ortam sürecinde yazılı belgelerin incelenmesi yoluyla yapılmıştır. Programın girdi ve çıktı süreçlerinin değerlendirilmesi aşamasında anket ve sözlü görüşmeler yoluyla veriler toplanmıştır. Anketlerden elde edilen veriler, SPSS programı kullanılarak frekans dağılımı ve standart sapma hesabı ile analiz edilmiştir. Ölçeklerin güvenilirliği Cronbach-Alpha testi ile sağlanmıştır. Bütün ölçeklerin ön-testleri yapılmıştır. Sözlü görüşmeler

yoluyla elde edilen veriler ise içerik açısından incelenerek programın amaçlar, içerik, Yöntem, materyal ve değerlendirme boyutlarına cevap oluşturacak şekilde kategorilere ayrılarak incelenmiştir.

DEĞERLENDİRME SÜREÇLERİ VE VERİLERİN SUNUMU

1) Ortam Süreci ile ilgili Bulguların Sunumu

Elde edilen veriler bir programın amaçlar, içerik, Yöntem ve materyaller ve değerlendirme boyutları göz önüne alınarak sunulmuştur. Her bir boyutla ilgili veri toplamayı amaçlayan anket ve sözlü görüşmelerden elde edilen veriler programın devam ettiği ortam, girdi ve çıktı süreçlerinde ilgili boyut altında sunulmuştur.

Programın içinde yer aldığı ve devam ettiği ortam ile ilgili yazılı dokümanların incelenmesi ve rektör yardımcısı ile yapılan sözlü görüşme yoluyla şu bilgiler elde edilmiştir. Minsk Devlet yabancı diller üniversitesi (MSLU) Beyaz Rusya'nın başkenti Minsk'te 1948 yılında kurulmuştur. MSLU Sovyetler Birliğinin ve Beyaz Rusya'nın yıllarca en önde gelen yabancı dil öğretim kurumlarından birisi olmuştur. Söz konusu kurum halen dil öğretiminde bu öncülüğünü devam ettirmektedir. Bu güne kadar 25 binin üzerinde öğretmen, 2500 ün üzerinde mütercim-tercüman yetiştirmiştir. MSLU'da devam etmekte olan Türkçe programı aynı üniversitede öğretilen diğer ön dört yabancı dil programlarına paralel olarak 142 saat pratik, 80 saat fonetik ve 142 saat gramer derslerinden oluşmaktadır. Program 5 sönestr sürmektedir. Programın pratik dersleri okuma, yazma, dinleme ve konuşma becerilerinin geliştirilmesine yöneliktir ve öğrencilerin iletişim becerilerinin geliştirilmesini amaçlamaktadır. Fonetik dersleri ise öğrencilerin dili kullanırken kelimeleri doğru ve hatasız telaffuz etmelerini sağlamak amacını taşımaktadır. Gramer dersleri gramer yapılarının öğretilmesine yönelik gramer alıştırmalarını içermektedir. Bu derslerin değerlendirilmesi yazılı ve sözlü ölçme değerlendirme

yöntemleri ile yapılmaktadır. Ölçme değerlendirme sistemi beşlik not sistemi üzerine kuruludur: 1 ve 2 başarısız, 3 geçer, 4 iyi ve 5 pekiyi şeklindedir.

Yazılı dokümanların incelenmesi sonucunda üniversitenin mali kaynaklarının başlıcalarını eğitim bakanlığından sağlanan bütçe, burssuz eğitim-öğretim gören öğrenciler ve Konferans salonunun kiralanması suretiyle elde edilen gelirlerin oluşturduğu belirlenmiştir. Eğitim-öğretim ve öğrenci başarısı üzerinde önemli bir etkisi olduğu bilinen üniversitenin fiziksel şartları ile ilgili bilgi içeren dokümanlar da incelenmiştir. MSLU'daki yabancı dil öğretimi sınıfları on kişilik dersliklerden oluşmaktadır. Yabancı dil öğretiminde başarıyı artıran en önemli faktörlerden birisi bir sınıfta az öğrenci bulunmasıdır. Bu açıdan MSLU'nun küçük sınıf politikası oldukça önemlidir. Üniversitede bulunan kütüphanelerle ilgili dokümanlar incelendiğinde üniversitenin Rusça başta olmak üzere öğretilen bir çok yabancı dilde çok sayıda ve çeşitlilikte kitapları içeren büyük bir kütüphaneye sahip olduğu gözlenmiştir. Ancak, bu zenginlik ve çeşitlilik Türkçe kitaplar için geçerli değildir. Yabancı dil ve kültür merkezleri tanıtım broşürlerinin incelenmesi sonucunda Çin, İsveç, İspanyol, Alman dil ve kültür merkezleri başta olmak üzere bir çok dil ve kültür merkezinin gerek teknik ekipman gerekse kitap açısından oldukça iyi donanımlı olduğu sonucuna varılmıştır. Türk dili ve kültürü merkezi teknik malzeme açısından iyi durumda olmakla beraber Türkçe kitapların sayısı ve çeşitliliği açısından yeterli olmadığı ortaya çıkmıştır. Üniversitede bulunan sağlık merkezinin ve kantinlerin oldukça iyi donanımlı ve iyi hizmet veren birimler olduğu rektör yardımcısı ile yapılan sözlü görüşme sonucunda elde edilen bilgiler arasındadır.

Programın girdi ve çıktı süreçlerinde anket ve sözlü görüşme yoluyla elde edilen veriler gruplar ve kullanılan veri toplama araçları temel alınarak sunulmuştur. Anketlerde verilen cevaplar en yüksek ve en düşük değerler temel alınarak tablolarda

gösterilmiştir. Ankette sorulan soruya paralel sözlü görüşmelerde yer alan sorunun cevabı anketteki cevabı takip edecek şekilde sunularak, anket ve sözlü görüşmelerde grupların aynı konulardaki sorulara verdikleri cevapların benzerlik ve farklılıklarının ortaya çıkarılması amaçlanmıştır. Anket ve sözlü görüşmelerden elde edilen bilgiler programın amaç, içerik, Yöntem ve materyaller ve değerlendirme sistemi boyutları altında sunulmuş, en düşük ve yüksek değerler tablolarda koyu renkte gösterilmiş ve her bir boyutun sonunda ayrıca o boyutla ilgili tüm verilerin kısa bir özetinin sunulduğu tablolar konulmak suretiyle sonuçların daha anlaşılır, takibi kolay olması ve önemli bulguların belirginleştirilmesi amaçlanmıştır. Ayrıca bölüm sonunda tüm pay sahiplerinin tüm boyutlarla ilgili görüşlerinin karşılaştırılmalı olarak sunulduğu tablolar yer almaktadır.

2) Girdi Süreci ile ilgili Bulguların Sunumu

Programın girdi süreci pay sahiplerinin görüşleri açısından incelenmiştir. Pay sahiplerinin görüşleri programın amaçlar, içerik, Yöntem, materyal ve değerlendirme boyutlarıyla ilgili olarak söz konusu bölümlerin altında sunulmuştur.

a) Amaçlar Boyutu

Programın amaçları boyutu ile ilgili tüm pay sahipleri Türkçe'ye yoğun bir ilgi olduğu yönünde görüş bildirmişlerdir. Ebeveynler genel olarak Türkçe'yi yabancı dil olarak seçmeleri konusunda çocuklarına her hangi bir telkinde bulunmamakla beraber bu dilin Beyaz Rusya'da giderek önem kazanan bir dil olmasından dolayı gelecekte bu dili bilmenin önemli bir avantaj sağlayacağını belirtmişlerdir. Öğrenciler Türkçe öğrenme sebeplerinin başlıcaları arasında "iyi ve saygın bir iş bulmak" ve "Beyaz Rusya'da bu dili konuşan uzman sayısının oldukça sınırlı olması"ni belirtmişlerdir. Öğrenci ve mezunların "konuşma" ve "dinleme" becerileri başta olmak üzere Türkçe'nin her boyutunda yeterli dil seviyesine ulaşmak

arzusunda oldukları gözlemlenmiş ve aynı gruplar şu andaki dil seviyelerini yeterli bulmadıklarını belirtmişlerdir. Toplanan verilerden gözlemlendiği üzere programın genel amaçları ve hedefleri pay sahipleri açısından net değildir. Benzer şekilde sözlü görüşmelerde üniversite idarecileri de program amaç ve hedeflerinin belirsizliğini dile getirmiş ve Türkçe için ayrı bir program hazırlanmasının gerekliliğini dile getirmişlerdir. Benzer programların dekanlıklarda MSLU’da öğretilmekte olan başka yabancı diller için var olduğu ve Türkçe içinde böyle bir programın gerekliliğini ve önemini vurgulamışlardır.

b) İçerik Boyutu

Programın içerik boyutu ile ilgili sorulardan elde edilen verilere göre 2002-2003 eğitim-öğretim akademik yılında programa devam eden öğrenciler ve mezunlar “öğretmenin konuşma sırasında yaptıkları yanlışları düzeltmesi” ve “konuşma alıştırmaları”nın Türkçe derslerindeki en önemli noktalar olduğunu vurgulamışlardır. Diğer taraftan şu andaki öğretmenler ve geçmişte MSLU’da Türkçe öğretmiş öğretmenler “gramer” ve “kelime çalışması” ile ilgili konuları en önemli ve gerekli maddeler olarak belirtmişlerdir. Bu anlamda öğrenci, mezun ve öğretmen grupları arasında programda yer alan konuların önemi ve gerekliliği açısından bir görüş birliği yoktur. Dil becerilerinin önem sıralamasına konulması istendiğinde öğrenciler ve mezunların görüş birliği içinde oldukları gözlemlenmiştir. Her iki grup ta “konuşma”, “gramer”, “kelime bilgisi”, “dinleme”, “yazma” ve “okuma” becerilerini önem sırasına koymuşlardır. Diğer taraftan şu anki ve geçmişteki öğretmenlerin de kendi aralarında bir konsensüse vardıkları görülmüştür. Ancak bu iki grup için “gramer” birinci önem sırasını almıştır. Öğrenci ve mezunların “konuşma” becerisini her iki öğretmen grubunun ise “gramer”i en önemli ve gerekli gördükleri anlaşılmıştır.

c) Yöntem ve Materyaller Boyutu

Programın girdi sürecinde Yöntem ve materyal boyutu ile ilgili öğrenci ve mezunlar başta olmak üzere pay sahipleri dil becerileri üzerinde yeteri kadar yoğunlaşmadığını belirtmişlerdir. Başta “konuşma” ve “dinleme” becerileri olmak üzere eğitim-öğretim materyallerinin içerik açısından tüm dil becerilerini kapsamaması gerekliliği vurgulanmıştır. Diğer taraftan öğretmenler aynı konuda özellikle “gramer” ve “okuma” konularının daha öncelikli ve yoğun bir şekilde işlenmesi yönünde görüş bildirmişlerdir. Sözlü görüşmelerden elde edilen veriler incelendiğinde ise öğrenci ve mezunların görüşlerine paralel şekilde üniversite idarecileri de “konuşma” ve “dinleme” içerikli eğitim-öğretim materyallerinin önemini ve gerekliliğinin altını çizmişlerdir. Öğretmenler öğrencilerin görüşlerine kısmen katılmış ve ders ve çalışma kitabı konusunda öğrencilere göre daha olumlu görüşler bildirmişlerdir. Öğrencilerin görüşlerinin tersine öğretmenler genel olarak ders ve çalışma kitabında yer alan konuların öğrencilerin dil gelişimine katkıda bulunduğunu vurgulamışlardır. Ders ve çalışma kitabı üzerine görüşleri sorulan gruplardan özellikle öğretmen grupları daha olumlu görüşler bildirirken öğrenci ve mezun gruplarının daha eleştirel bir yaklaşım içinde oldukları ortaya çıkmış ve mevcut kitapların değiştirilmesinin önemini ve gerekliliğini ön plana çıkaracak görüşler bildirmişlerdir.

d) Ölçme-Değerlendirme Boyutu

Programın girdi sürecinin değerlendirilmesi sırasında programın ölçme-değerlendirme boyutuyla ilgili veriler yine yukarıdaki gruplardan benzer şekilde yazılı anket ve sözlü görüşmeler yoluyla elde edilmiştir. Bu boyutta yer alan

soruların cevapları öğrencilerden toplanan veriler ışığında sunulmuş ve Beyaz Rusya eğitim sisteminde sözlü ölçme-değerlendirme sınavlarının öncelikli ve önemli bir yeri olduğu yazılı sınavların ise sözlü sınavlara girebilmenin bir ön şartı olduğu ortaya çıkmıştır. Diğer taraftan geçmişte çalışmış ve çalışmakta olan öğretmen gruplarının görüşlerinin öğrenci ve mezun gruplarıyla paralel olmadığı gözlemlenmiş ve öğretmen grupları tüm dil becerilerinin eşit şekilde sözlü sınavlarla ölçülmesinin önemini ve gerekliliğini savunan öğrenci ve mezun grupların tersine gramer ve kelime bilgisi düzeyinin ölçülmesine yönelik yazılı sınavların önemli olduğunu ve gerekliliğini savunmuşlardır. “Gramer”, “kelime bilgisi”, “okuma” ve “yazma” becerilerini ölçen yazılı sınavların yeterliliği konusunda tüm gruplar olumlu yönde görüş bildirirken öğrenci ve mezun grupları arasında “konuşma” ve “dinleme” becerilerinin ölçülmesi yöntemi konusunda bir memnuniyetsizlik olduğu saptanmıştır.

3) Çıktı Süreci ile ilgili Bulguların Sunumu

Programın çıktı sürecinin değerlendirilmesi geçmişte programda çalışmış öğretmenler, mezunlar, üniversite idarecileri ve işverenlerin görüşlerine yazılı anketler ve sözlü görüşmeler yoluyla başvurulmak suretiyle yapılmıştır. Verilerin sunulmasında yukarıda açıklanan programın girdi sürecinin değerlendirilmesi boyutunda izlenen yöntem takip edilmiştir. Öncelikle söz konusu program boyutu ile ilgili anket sonuçları ve takiben sözlü görüşmelerde yine bu boyutla ilgili sonuçlar sunularak aynı boyutla ilgili değişik gruplardan iki ayrı veri toplama aracı yoluyla elde edilen verilerin benzerlik ve farklılıklarının karşılaştırılması amaçlanmıştır.

a) Amaçlar Boyutu

Çıktı sürecinin değerlendirilmesinde programın amaçlar boyutuyla ilgili sorulardan elde edilen verilere göre program mezunlarının genel olarak programdan

mezun olduktan sonra ulaştıkları dil seviyesinden memnun olmadıkları anlaşılmaktadır. Mezunlar bu durumun en önemli sebeplerinden birisinin genel ve özel amaçları belirli çizgilerle saptanmış bir Türkçe programının yokluğundan kaynaklandığı şeklinde açıklamışlardır. Ayrıca program sırasında özellikle “konuşma” derslerinin yeterince önemsenmemesi ve gerektiği şekilde yürütülmemesi, ders kitabı dışında eğitim-öğretim materyallerinin yokluğu ve öğretmenler tarafından hazırlanmaması, öğretmenlerin Türkçe öğretimi sırasında belirli bir programı takip etmemesi ve öğretmenlerin kendileri arasındaki iletişim ve organizasyon eksikliği gibi faktörlerin de istenilen dil becerisi seviyesine ulaşamaması ve Türkçe eğitiminin aynı üniversitede öğretilen diğer yabancı dil programlarına kıyasla daha yetersiz kalmasında önemli bir rol oynadığı belirtilmiştir. Geçmişte programda Türkçe öğretmiş öğretmenlerin de mezunlarla istenilen dil seviyesine ulaşamamış olması konusunda fikir birliği içerisinde olduğu gözlemlenmiştir.

Benzer şekilde hem öğretmenler hem de mezunlar programı bitirenlerin genel olarak en çok “okuma” ve “yazma” becerilerinin geliştiği yönünde görüş bildirmişlerdir. İşverenler de benzer şekilde mezunların “okuma”, “yazma” ve “yazılı çeviri” konularında oldukça yeterli ve başarılı olduklarını belirtmişler, ancak “iletişim becerileri”, “takım çalışması”, “Türkiye, Türk kültürü ve gelenekleri hakkında bilgi” konularında istenilen düzeyde olmadıklarını vurgulamışlardır.

b) İçerik Boyutu

Programın içerik boyutunun değerlendirilmesi sonucunda, mezunların MSLU’da mezun oldukları Türkçe programında en çok işlenen konunun “gramer” olduğu fikrinde birleştikleri gözlemlenmiştir. Bu konuda öğretmen grubunun görüşleri de mezunlarınkine benzerlik taşımaktadır. Her iki grup ta “konuşma” ve

“dinleme” becerilerinin öğrenilmesi en zor iki beceri olduğu konusunda bir konsensüse varmışlardır.

c) Yöntem ve Materyaller Boyutu

Programın Yöntem ve materyaller boyutunda özellikle mezunlar konuşma, dinleme, okuma ve yazma gibi dört dil becerisini içeren materyallerle bu becerilerin geliştirilmesine yönelik eğitim-öğretim tekniklerinin kullanımına ağırlık verilmesinin önemi ve gerekliliği yönünde görüş bildirerek bu alandaki eksikliği vurgulamışlardır. Öğretmen ve mezun grupları arasında en önemli görüş ayrılıklarından birisi de eğitim-öğretim teknikleri ve kullanılan materyallerin içeriği konusundadır. Mezunlar “konuşma” becerisini geliştirecek teknik ve materyallerin önemi ve gerekliliği üzerinde dururken, öğretmenler “okuma” ve “ yazma” becerilerini geliştirecek Yöntem ve materyallerin kullanımının önemi ve gerekliliğini vurgulamışlardır. Ders ve çalışma kitabı konusunda fikirleri sorulan gruplar mevcut ders kitabının MSLU’da Türkçe öğretimi gören öğrencilerin dil gelişimine yeterince katkıda bulunmadığı ve öğrencilerin dil ihtiyaçlarını karşılamadığını vurgulamışlardır. Ders kitabının gramerin yanında dilin dört becerisini de eşit şekilde kapsamaması gerektiğini vurgulamışlar ve bunlar dışında dilin öğretildiği fakülte ve bölüme göre “İş dünyası için Türkçe”, “Turizm alanı için Türkçe”, “Mütercim- Tercümanlık alanı için Türkçe” ve “Uluslararası ilişkiler için Türkçe” gibi uzmanlık alanlarının ihtiyaçlarına yönelik yeni kaynak kitapların edinilmesi ve bu konuların programa entegrasyonunun önemini altını çizdikleri gözlemlenmiştir.

d) Ölçme-Değerlendirme Boyutu

Hem anketlerden hem de sözlü görüşmelerden elde edilen bilgiler ışığında, programın ölçme-değerlendirme boyutu ile ilgili mezunlar “konuşma” becerisinin

ölçüldüğü sözlü sınavların, öğretmenler ise daha çok “gramer ve kelime bilgisi”nin ölçüldüğü yazılı sınavların gerekliliğini ve yeterliliğini savunmuşlardır.

Çalışmanın son bölümünde yukarıda elde edilen veriler ışığında programın dört boyutuyla ilgili bulgular değerlendirilmiş ve çıkarımlarda bulunularak gelecekte MSLU’da hazırlanması muhtemel bir Türkçe programının amaçlar, içerik, Yöntem, materyal ve değerlendirme boyutlarının geliştirilmesine yönelik önerilerde bulunulmuştur.

SONUÇLAR

1) Ortam Süreci ile ilgili Sonuçların Tartışılması

Programın ortam sürecinin değerlendirilmesi sonucunda, MSLU’nun eğitim-öğretim alanında dünya standartlarını taşıdığı ve Beyaz Rusya’nın yabancı dil eğitim-öğretim alanında yılların bilgi ve tecrübe birikimine sahip en kaliteli ve aynı zamanda alanında öncü bir kurum olduğu sonucuna varılmıştır. Ayrıca yazılı dokümanların incelenmesi ile söz konusu üniversitenin sadece fiziki şartlar ve olanaklar açısından değil öğrencilerine sağladığı eğitim-öğretim imkanları, teknikleri ve anlayışıyla da önemli bir kurum olduğu saptanmıştır. Ancak, söz konusu üniversitede Türkçe programı ile ilgili yazılı belgelerin azlığı dikkat çekicidir. Sonuç olarak, MSLU’da Türkçe programı pratikte var olmakla beraber genel ve özel amaçları saptanmış, içerik, Yöntem, kullanılacak materyaller ve ölçme-değerlendirme sistemi belirlenmiş resmi yazılı bir programın olmadığı saptanmıştır.

2) Girdi Süreci ile ilgili Sonuçların Tartışılması

a) Amaçlar Boyutu

Programın girdi sürecinin değerlendirilmesi sonucunda, öğrencilerin ve mezunların Türkçe’yi herhangi bir yönlendirmeye maruz kalmaksızın kendi istekleri ile bir yabancı dil olarak seçtikleri saptanmıştır. Bu Beyaz Rusya ve söz konusu

üniversitede Türkçe'ye karşı bir ilginin varlığını göstermesi açısından önemlidir. Türkçe öğrencilerinin ve mezunlarının bu dili “daha iyi ve prestijli bir iş bulma”, “bu alandaki yetişmiş uzman eksikliğinden bir avantaj olarak yararlanma” ve “aranan bir eleman” olma gibi sebeplerden dolayı tercih etmeleri son yıllarda, özellikle 1999 yılından itibaren, iki ülke arasında bir ivme kazanan iyi ekonomik, kültürel ve eğitim ilişkilerinin bir sonucu olarak Türkçe bilen elemanlara daha fazla ihtiyaç duyulmaya başlanması ile açıklanabilir.

Öğrenci ve mezunların ihtiyaç ve isteklerinin Türkçe'nin öğretildiği her fakülte için farklılık gösterdiği anlaşılmıştır. Bu nedenle ileride hazırlanacak bir Türkçe programında aynı programın her bir fakülte için ihtiyaca cevap verecek şekilde değişik versiyonlarının hazırlanması faydalı olacaktır. Türkçe programının genel ve özel çerçevesinin çizilmesi ve amaç ve hedeflerinin belirlenmesinin önemi bir çok pay sahibi tarafından en önemli ve gerekli öncelikler arasında yer almıştır.

b) İçerik Boyutu

Programın içerik boyutu ile ilgili verilerin ışığında, öğrenci ve öğretmenlerin özellikle “konuşma” ve “dinleme” becerilerini geliştirecek eğitim-öğretim teknik ve materyallerinin daha fazla ve etkin şekilde kullanımına ihtiyaç duydukları anlaşılmıştır. Öğretmen grupları ise aynı konuda “gramer” ve “kelime bilgisi” içerikli materyalleri ve bu alanları geliştirecek öğretim tekniklerinin kullanımını önemli ve gerekli bulmuşlardır. Gruplar arası bu farklılık öğrencilerin daha iletişimsel, öğretmenlerin ise gramer ağırlıklı bir öğretim yöntemi ve materyal içeriğini tercih ettikleri şeklinde açıklanabilir. Tüm gruplar “konuşma” ve “dinleme” içerikli materyallerin öğrenilmesinde ve çalışılmasında gerek mezunlar gerekse öğrenciler açısından zorluklar yaşandığı konusunda hemfikirdirler. Bu durum diğerlerinin

yanında özellikle bu iki becerinin gelişmesine yönelik içerikte materyal kullanımına önem verilmesi gerekliliğini ortaya koymaktadır.

c) Yöntem ve Materyaller Boyutu

Programın kullanılan Yöntem ve materyaller boyutuyla ilgili toplanan veriler ışığında kullanılan ders kitabının öğrenciler ve mezunlar arasında yeteri kadar beğenilmediği görülmüştür. Aynı konuda her iki öğretmen grubu da daha olumlu görüş bildirmişlerdir. Öğrenci ve mezunların görüşlerindeki olumsuzluk bu grupların aynı üniversitede kullanılan yeni ve son eğitim-öğretim Yöntemlerini temel alarak hazırlanmış diğer yabancı dil kitapları ile Türkçe için kullanılan ders kitabını karşılaştırmalarından kaynaklandığı şeklinde açıklanabilir. Kullanılmakta olan ders ve çalışma kitabının MSLU'daki eğitim-öğretim yöntemlerini ve öğrencilerin ihtiyaçlarını temel alarak daha iletişimsel ve gramer yanında dört dil becerisinin de eşit şekilde işlendiği bir ders kitabı ile değiştirilmesi gerekliliği saptanmıştır. Ders kitabına paralel olarak konuşma, dinleme, okuma ve yazma gibi dil becerilerinin de gramerin yanında öğretilmesini temel alan bir öğretim yönteminin de uygulanması gerekliliği ortaya çıkmıştır.

d) Ölçme-Değerlendirme Boyutu

Programın ölçme-değerlendirme yöntemleri konusunda öğretmen gruplarının Beyaz Rusya'ya özgü yöntemlere yabancı oldukları bir çok pay sahibi tarafından vurgulanmıştır. Dolayısıyla, MSLU'da göreve başlayan öğretmenleri bu konuda aydınlatmayı amaçlayan kısa bir hizmet içi-eğitim programı uygulanması veya brifing verilmesi gerekliliği ortaya çıkmıştır.

2) Çıktı Süreci ile ilgili Sonuçların Tartışılması

a) Amaçlar Boyutu

Programın çıktı sürecinin değerlendirilmesi sonucunda, program amaçları boyutunda mezunlar ve öğretmenler program çıktılarında kısmen memnun olmakla beraber genel olarak istenilen seviyeye ulaşamadığı konusunda fikir birliği içindedir. Bir çok pay sahibi genel ve özel amaçları belirlenmiş bir Türkçe programının yokluğunun bunda önemli bir rol oynadığını vurgulamışlardır.

b) İçerik Boyutu

Programın içerik boyutu ile ilgili mezunların kendilerini en çok “gramer” ve “kelime bilgisi” düzeyinde yeterli hissettikleri ancak “konuşma” ve “dinleme” becerilerinin istenilen düzeyde olmadığı anlaşılmıştır. Programın içerik seçiminin gramer konularını destekleyici diğer dört dil becerisini de kapsayacak şekilde yapılması ve ders kitabı seçiminde de bu noktaların dikkate alınması gerekliliği belirlenmiştir.

c) Yöntem ve Materyaller Boyutu

Programın kullanılan Yöntem ve materyaller boyutu ile ilgili öğrenci ve mezunların daha iletişimsel bir Yöntemtan yana görüş bildirdikleri, öğretmen gruplarının ise daha çok gramer ağırlıklı bir öğretim yöntemini savundukları ortaya çıkmıştır.

d) Ölçme-Değerlendirme Boyutu

Programın ölçme-değerlendirme yöntemleri boyutunda ise MSLU’da göreve başlayan öğretmenlerin Beyaz Rusya eğitim sistemine özgü yönleri hakkında bilgilendirilmesi gerekliliği saptanmıştır. Ayrıca öğretmenlerin sözlü sınavlara daha fazla ağırlık vermesi gerekliliği de MSLU ve ülke eğitim sistemi açısından önemlidir.

ÖNERİLER

Bu çalışmada programın ortam, girdi ve çıktı süreçlerinin değerlendirilmesi ile toplanan veriler ışığında gelecekte hazırlanması muhtemel bir Türkçe programı için amaçlar, içerik, Yöntem, materyaller ve değerlendirme boyutları ile ilgili aşağıdaki önerilerin faydalı olabileceği varsayılmaktadır.

a) Amaçlar Boyutu için Öneriler

Programın genel ve özel amaçları boyutu için a) program geliştirme uzmanlarının da görüşü alınarak üniversite idarecileri, öğretmenlerin yardımı ile amaçlar, içerik, Yöntem, materyaller ve değerlendirme boyutları açısından çerçevesi net bir şekilde çizilmiş öğrenci ihtiyaçlarını temel alan bir Türkçe programının hazırlanmasının faydalı olacağı düşünülmektedir. b) Hazırlanan programın gramer ve kelime bilgisi yanında konuşma, dinleme, okuma ve yazma gibi diğer dil boyutlarının da eşit şekilde öğretimini destekleyen iletişimsel dil öğretimi yöntemini temel alması Türk dili öğretimini daha etkin kılacaktır. c) MSLU’da öğretilen diğer yabancı diller için olduğu gibi Türk dili öğretimi bölümünün kurulması bu dilin öğretiminin daha planlı ve organize şekilde yapılmasını sağlayacağı düşünülmektedir.

b) İçerik Boyutu için Öneriler

Programın içerik boyutu için aşağıdaki hususlar dikkate alınabilir.

a) Türk dilinin öğretildiği fakülte ve bölüme göre “İş dünyası için Türkçe”, “Turizm alanı için Türkçe”, “Mütercim- Tercümanlık alanı için Türkçe” ve “Uluslararası ilişkiler için Türkçe” gibi uzmanlık alanlarının ihtiyaçlarına yönelik yeni kaynak kitaplar edinilmeli ve bu konuların programa entegrasyonu sağlanmalı ve aynı programın değişik fakültelerdeki öğrencilerin farklı ihtiyaçları temel alınarak farklı versiyonlarının hazırlanması gerekliliği dikkate alınmalıdır. b) Devam etmekte olan

Türkçe programının “konuşma” boyutu geliştirilerek hem dil bilgisi hem de dil becerilerinin entegrasyonu sonucu öğrenci başarısının artırılması öngörülmektedir.

c) Bilgisayar destekli eğitim hazırlanması muhtemel programın bir parçası olarak programa entegre edilmeli ve Türk dili ve kültürü merkezine dil öğretim sürecinde daha etkin bir konum kazandırılmalıdır. d) Türk kültürü, genel Türkiye bilgisi, Türkiye coğrafyası, Türk gelenek ve görenekleri içerikli derslerin programda yer alması sağlanmak suretiyle öğrencilerin öğrendikleri dil dışında genel ülke bilgisine de sahip olması sağlanabilir.

c) Yöntem ve Materyaller Boyutu için Öneriler

Programın kullanılan Yöntem ve materyaller boyutu için: a) “Konuşma” ve “dinleme” boyutları içerik olarak zenginleştirilmeli ve başta bu iki dil becerisi olmak üzere diğer becerilerin de öğretimine ağırlık verilmelidir.

b) Öğretmenler daha öğrenci-merkezli bir iletişimsel öğretim yöntemi kullanmalıdırlar. c) Öğrenci-merkezli öğretim sisteminin başlıca gerekliliklerinden biri olan sınıf içi öğrenci konuşma süresi arttırılmalı ve öğrenciler derslere daha çok katılımcı olmaya teşvik edilmelidir. d) Öğretmenler ders kitabı dışında öğrenci ihtiyaçlarını temel alan materyaller hazırlamalıdır. e) Sınıf içi çalışmalarda ikili ve çoklu grup çalışmalarına daha fazla yer verilmelidir. f) TÖMER yaz kurslarının öğrencilerin dil gelişiminde direkt olumlu etkileri gözlemlendiğinden ve tüm pay sahipleri tarafından vurgulandığından söz konusu kursların daha fazla öğrenciye verilebilmesi durumunda Türkçe eğitim-öğretim sürecine olumlu katkılar sağlayacağı düşünülmektedir. Dolayısıyla bu kursların sayısının arttırılmasının maddi ve eğitimsel yolları aranmalı ve planlaması yapılmalıdır.

g) Öğrencilerin ana dili Türkçe olan kişilerle daha fazla pratik yapma olanağı sağlanmalıdır.h) Bütün dil becerileri ve dil bilgisini eşit şekilde temel olacak şekilde

MSLU ve Beyaz Rus öğrencilerin ihtiyaçlarını temel alan bir Türkçe ders kitabının yazılması faydalı olacaktır. 1) Türk dili ve merkezinde Türkçe öğretim amaçlı bilgisayar destekli dil öğretiminde kullanılmak üzere Türkçe öğretim CD, DVD, video kasetleri alınmasında fayda vardır.

d) Ölçme-Değerlendirme Boyutu için Öneriler

Programın ölçme-değerlendirme boyutu için MSLU'da göreve yeni başlayan öğretmenler Beyaz Rusya eğitim-öğretim sistemine özgü özellikleri konusunda bilgilendirilmeli ve sözlü sınavların sistemde başlıca ölçme değerlendirme yöntemlerinden olduğu dolayısıyla özellikle uygulanması gerekliliği vurgulanmalıdır.

SONUÇ

Çalışmanın sonuçları Minsk Devlet Yabancı Diller Üniversitesinde uygulanmakta olan Türkçe Eğitim Programının programla ilgililerin gereksinim ve beklentilerine kısmen cevap verdiğini göstermiştir. Bununla birlikte, mezunlar, programa halen devam etmekte olan öğrenciler ve üniversite yöneticileri arasında Türkçe'ye karşı yüksek ve pozitif bir ilginin varlığı saptanmıştır. Üniversitenin ve programla ilgililerin talep ve ihtiyaçlarına daha iyi cevap verebilmesi için program üzerinde bazı değişiklik ve eklemeler yapılabilir. Program değerlendirme ve geliştirme bir defaya mahsus bir işlem olmadığından, dolayısıyla öğrenci ihtiyaçları temel alınarak hazırlanacak yeni programın da sürekli bir değerlendirme ve yeniden düzenleme sürecine açık tutulması gerekliliği göz ardı edilmemelidir. Bellon ve Handler'in (1982) de belirttiği gibi "program değerlendirme ve geliştirme süreklilik gösteren ve devam eden sistematik bir süreçtir. Bu süreç programın devamlı değişim

içinde olan öğrenci ve toplum ihtiyaçlarına cevap verecek bir yapıda olmasını sağlamalıdır.” (s.10).

Anahtar kelimeler: Program , Program Değerlendirme, Yabancı Dil Eğitimi

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His national and international Conference and Journal Publications include the following:

1. How to Become Successful Managers? Minsk, Belarus, 2000.
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