

AN EVALUATION OF THE ENGLISH LANGUAGE TEACHING PROGRAM AT  
ATILIM UNIVERSITY BASED ON STAKEHOLDERS' PERCEPTIONS: A CASE  
STUDY

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Approval of the Graduate School of Sciences

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**ABSTRACT**

AN EVALUATION OF THE ENGLISH LANGUAGE TEACHING PROGRAM AT  
ATILIM UNIVERSITY BASED ON STAKEHOLDERS' PERCEPTIONS: A CASE  
STUDY

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This study aimed to conduct an evaluation based on stakeholders' perceptions of the effectiveness of the English Language Teaching Program at Atılım University, Preparatory School. Moreover, the study wanted to find out to what extent the program meets students' expectations and whether there are any differences in stakeholders' perceptions with regard to their ideal language teaching-learning environment and their real (classroom) practices. The sample included 62 instructors, including three administrators, and a teacher trainer and 216 students attending Prep. School in the academic term of 2008-2009.

The data were collected through two questionnaires, developed by the researcher: one was designed for instructors and administrators; the other was designed for students.

To support the close-ended items in the questionnaires, each questionnaire included some open-ended items.

Data based on the questionnaires were analyzed through descriptive statistics. While, the qualitative data were analyzed through content analysis. Lastly, to validate the data and increase the credibility of the data, triangulation procedure was carried out.

The findings of the study showed that the program at Atılım University Prep. School needs some improvements in the following areas: (1) the goals and objectives need to be clearly identified; (2) the content of the instruction needs to include all language skills; (3) the resources and materials need to be revised in terms of their content and compatibility with the goals of the school, and the proficiency exam; (4) the goals and the content of the testing means, especially proficiency exam, need to be redefined and made compatible with the content of the books and instruction.

**Key words:** Evaluation, Program, Preparatory School, Foreign Language Education.

**ÖZ**

PAYDAŞLARIN BAKIŞ AÇISIYLA ATILIM ÜNİVERSİTESİ, HAZIRLIK OKULU  
İNGİLİZ DİLİ EĞİTİMİ PROGRAMININ DEĞERLENDİRİLMESİ: ALAN  
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Bu çalışmada paydaşların (öğrenci, yönetici, öğretmen eğitimcileri ve Hazırlık okulundan okutmanlar) bakış açısıyla Atılım Üniversitesi, Hazırlık okulu İngiliz Dili eğitimi programının verimliliğinin değerlendirilmesi amaçlanmıştır. Ayrıca, programın öğrencilerin beklentilerine cevap verip vermediği ve paydaşların idealleriyle Hazırlık Okulunun gerçekleri arasında herhangi bir tutarsızlık olup olmadığı da bu çalışmayla cevaplanmaya çalışılmıştır. Veriler 62 okutman ve 2008 2009 yılında Hazırlık Okuluna devam eden 216 öğrenciden toplanmıştır. Veriler, biri öğrenciler diğeri okutmanlar için olmak üzere araştırmacı tarafından hazırlanmış iki anket aracılığıyla toplanmıştır. Anketlerdeki kapalı uçlu soruların desteklenmesi için açık uçlu sorular eklenmiştir.

Anketlerin sonuçlarını analiz etmek için çikarsamalı istatistik kullanılmıştır. Ayrıca, nitel veriler içerik çözümlemesi tekniğiyle incelenmiştir. Son olarak, verilerin güvenilirliğini artırmak için çeşitleme yöntemi kullanılmıştır.

Verilerden şu sonuçlar elde edilmiştir: (1) okulun hedeflerinin yeniden gözden geçirilip tanımlanmaya ihtiyacı vardır; (2) eğitimin dilin bütün becerilerini kapsayacak kadar genişletilmesine ihtiyaç vardır; (3) okulda kullanılan kaynakların, okulun genel hedeflerine ve sınama yöntemlerine uyup uymadığı yeniden gözden geçirilmelidir; (4) sınama yöntemlerinin, özellikle prof. sınavının, içeriğinin yeniden belirlenip, kullanılan kaynaklara ve eğitimin içeriğine uyumlu hale getirilmesi gerekir.

**Anahtar kelimeler:** Değerlendirme, Program, Hazırlık Okulu , Yabancı Dil eğitimi.

*To my beloved family*



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## CHAPTER I

### INTRODUCTION

#### 1.1 Background to the study

Learning a foreign language has been one of the main elements of the formal curriculum for a long time in history. Like mathematics, literature or history, it has been regarded as fundamental part of human development. Especially, with the advent of industrialization, with the growing of capitalist economies, and in modern times with the expansion of globalization, foreign language teaching and learning (English language in this case) has been an inevitable part of curricular activities all around the world. Therefore, in order to catch up with the expanding scientific and political developments, almost every country has developed (English) language teaching and learning policies and curricula. English, as Flowerdew and Peacock (2001) claim “is the major language of higher education [...] it serves as the major world language for the dissemination of research in science, industry and technology.” (p.xiii). It is the most successfully globalized language in history, with having the official status in 25 countries and co-official status in 27 countries (Wardhaugh, 1987, cited in Dogancay-Aktuna, 1998). It has established itself as the world language of research and publication and it is being used by a multitude of universities and institutes of learning all around the world as the language of instruction (Flowerdew & Peacock, 2001). It is increasingly becoming the preferred foreign language and language of communication all around the world, with its speakers exceeding one billion (Crystal, 1987) even about one decade ago. Grabe (1988,

as cited in Kirkgoz, 2008), in providing a rationale as to the spread of English as an international language claims that “the spread of English over the last 20 years is, in large part, the result of the need or desire for information access, technology transfer, and economic development” (p. 63).

As in the rest of the world, in Turkey too, the spread of English has been remarkable compared to other languages. English is one of the main parts of the curriculum at all levels of education, from primary to higher education. At present, English, as a foreign language, is the only compulsory language taught at all levels of education, and German and French being elective languages in some schools (Kirkgoz, 2007).

#### *1.1.1 Spread of English in Turkey as a medium of instruction*

Although the use of English as a medium of instruction in Turkey goes as far back as the foundation of missionary schools, Robert College and American Girl’s College to be the most important ones founded in 1863 and 1871 respectively (Luk, 2006), the actual spread of English as a medium of instruction and as a foreign language started in the second half of the 20<sup>th</sup> century , namely in the 1950s, particularly with the increasing American economic and military power in both the world and in Turkey (Dogancay-Aktuna, 1998). It was in these years that first Anatolian high schools were founded, later on, Science high schools were established , where students could achieve a higher mastery of English Language than those in the other (regular) high schools, which was partly because of the longer period of instruction in the former schools high schools (Kirkgoz, 2007). Moreover, the success of these schools in providing a better

mastery of English might be attributed to their selection of the textbooks, the contemporary ELT methods they apply, and also the student profile in these schools, because the students were selected with competitive examinations (Luk, 2006). These schools gained popularity in Turkey nationwide, since people believed, still believe, that “they provided the ‘golden key’ to good jobs and a prosperous future” (Luke, 2006, p. 99). This pragmatic point of view actually had a profound effect on foreign language teaching policies in Turkey. English was seen both by the government and by people in Turkey as a “sine quo non for a successful career in virtually any field and parents struggled to have their children acquire a working knowledge of the language” (Ahmad, 1993, p.210). As English continued to get important in almost every area, the number of schools, with English-medium instruction, has boosted in the last three decades (Kirkgoz, 2007).

In higher education, the first English-medium university, Middle East Technical University, was established in 1956. The education that was provided by METU, has, in many ways, affected the educational policy, particularly foreign language education policy, in the country (Luk, 2006). One of the most important steps in history of ELT in Turkey was the establishment of the first preparatory school in METU in 1963. The school offered an intensive English Language program for the students who did not have necessary proficiency in it (Luk, 2006). In later decades, with an increase in demand for receiving an English-medium education, many private (25, YOK catalogue, 2006) and state universities were founded, offering English Medium instruction with a preparatory school of intensive language teaching.

### *1.1.2 Preparatory school and Atılım University Prep. School*

Analyzing the history of ELT, we can conclude that the preparatory school reality is a big deal in Turkey, because it makes up of at least one year of the university attendants; it has such a big cost for the attendants, for the university and for the national budget. With its personnel, academic staff, administration, and students, preparatory school is a huge sector. As such is the case, it is important that the preparatory school curriculum be evaluated in terms of its efficiency and strengths. However, as far as the researcher is concerned there is a lack of studies focusing on the efficiency of the preparatory schools' language programs.

Being one of these programs, Atılım University preparatory school has been running for more than a decade. As Atılım University is an English-medium university, it has been a compulsory program that has aimed to provide basic English Language skills to the students who want to attend the university. The main goal of the preparatory school is to provide the students with proficient knowledge of academic English in order to follow their lessons in their departments without any difficulty.

However, although it has been more than a decade that the program has been established, no scientific work has been undertaken to see how effective the program is, how much satisfied the instructors are with the program, whether the materials are useful in achieving the aims, and whether the testing items are parallel to the instruction.

Moreover, although the instructional materials (books) are chosen considering the latest developments in ELT literature, students' needs are not considered to be an important criterion in the selection. This is an important issue because the student profile

at Atılım university is really unique in itself. It is a private university, with learners of different background, interests, and tendencies and generally with the learners lacking the motivation and stimuli to learn a language. As this is the case, the selection of any element of the curriculum requires the involvement of the learners into the program. Therefore, it is important that the needs of the learners be analyzed attentively and included in the curricular activities. Moreover, although the program aims to provide basics of academic English, the goals and objectives are not explicitly defined.

Considering all these points in mind, with this study, the researcher aims to make a thorough study on the evaluation of the English Language Program at the Preparatory School in Atılım University in Turkey through stakeholders' perception of the program. The aim is to find out how effective the program is in terms of the students' expectations and the perception of the other stakeholders (administrators, instructors at preparatory school), as all the programs need to be evaluated to find out whether the developed and organized experiences are producing the intended outcomes or results and to diagnose the strengths and weaknesses of the plans and organizations (Tyler, 1949).

## **1.2 Problem statement**

Through the study, the researcher aims to find answers to the following questions:

1. To what extent are the stakeholders at Atılım University Preparatory School satisfied with the program?
2. What are stakeholders' (managers, instructors, students) perceptions about the effectiveness of the Atılım University Preparatory School English language teaching program?

- a) What are their perceptions of the goals and objectives of the program?
  - b) What are their perceptions of the content and delivery of instructional process?
  - c) What are their perceptions of the materials and resources of the program?
  - d) What are their perceptions of the assessment and evaluation process of the program?
3. Are there any differences in Stakeholders' perceptions with regard to their ideal language teaching-learning environment and their real (classroom) practices at Atılım University Prep. School?
  4. Does the preparatory school's program at Atılım University meet students' needs and expectations?

### **1.3 Significance of the study**

Atılım University was established in 1997 and it has been twelve years that the university has a preparatory school. Although it has been a long time since it was established, the preparatory school program has not been exposed to any scientific evaluation all through this time. Thus, in a direct sense, this particular study will help the Preparatory School administration to figure out how effective the current English Teaching Program is. It is hoped that the study will provide valuable insights into the effectiveness of the program. The results of the evaluation of the program are hoped to be used and considered as a guideline and a framework to improve the quality of the instruction not only at Atılım University but also at other institutions that have an intensive language-teaching



program. The study is expected to have some insights on the language needs assessment of the learners at Atilim University.

The study will help the Preparatory School administrators and personnel and academic staff get a thorough picture of the program and make changes, additions and deletions (if necessary) to the program.

All in all, the study will help to diagnose the ill parts (if any); of the English Teaching program at Atilim University it will help to find out the strengths and weaknesses (if any) and make suggestions on the results of the study.

#### **1.4 Definition of the terms**

The following terms and their adopted definitions will be used all throughout the study.

**Curriculum:** The term ‘curriculum’ has been defined in many ways in literature. Tanner and Tanner (1980, p.36, cited in Sowell, 2005, p.4) have brought the following definitions: curriculum is

1) the cumulative tradition of organized knowledge; 2) modes of thought; 3) race experience; 4) guided experience; 5) a planned learning environment; 6) cognitive/affective content and process; 7) an instructional plan; 8) instructional ends or outcomes and 9) a technological system of production.

As the curriculum reflects social activity and changing social policies, it is quite normal that there are so many different definitions of curriculum (Ornstein & Hunkins, 1998; Sowell, 2005). The modern society is very dynamic and uncertain, so the curriculum has to reflect this social dynamism and having so many definitions of curriculum is not necessarily a bad thing (Ornstein & Hunkins, 1998). The variety of definitions “demonstrates dynamism of varied voices in the field (Ornstein & Hunkins,

1998, p.11). All these definitions reflect a different and colorful experience, thought, and interpretation of curriculum. According to Sowell (2005) although the definitions seem to be different from each other; they share the idea that is voiced in the definition of the curriculum by Webster's New World Dictionary, which is "all of the courses, collectively, offered in a school, college, etc., or in a particular subject" (p.4). The researcher will take the definition popularized by Ralph Tyler and Hilda Taba in order to be explicit, systematic, coherent and consistent, and in order not to cause confusion about the term all through the study. The curriculum that proposed by Tyler and Taba is the one that is "a plan for action or a written document that includes strategies for achieving desired goals and needs." (Ornstein & Hunkins, 1998, p.10). The plan sounds to be systematic and linear with its beginning and end. Moreover, it seems to be covering many of the definitions mentioned in literature. Curriculum will be used interchangeably with program in this context.

**Evaluation:** The term evaluation has been defined in many different ways, sometimes resulting in ambiguity in the use of the term. The term will be defined here "as the systematic attempt to gather information in order to make judgments and decisions" about the program at issue (Lynch, 1996).

**Curriculum Evaluation:** is a process that helps to find out whether the developed and organized experiences are producing the intended outcomes or results; it is a process that helps to diagnose the strengths and weaknesses of the plans and organizations (Tyler, 1949). Curriculum evaluation will be used interchangeably with program evaluation.

**Needs:** A gap between “what is” and “what should be.” (Witkin & Altschuld, 1995) “A gap between real and ideal that is both acknowledged by community values and potentially amenable to change.” (Reviere, 1996, p. 5)

**Needs assessment:** is defined here as a systematic process to acquire a thorough picture of the strengths and weaknesses of a school system, program in this case, that can be used in response to the academic needs of all students for improving student achievement and meeting challenging academic standards.

## **CHAPTER II**

### **REVIEW OF LITERATURE**

The aim of this literature review is to discuss the importance of foreign language education, particularly in the 21<sup>st</sup> century, along with globalization, and opening of the borders around the world. The characteristics of a good language curriculum will be presented subsequently. As curriculum evaluation is the main purpose of this study, the reasons for carrying out a curriculum evaluation and the models of curriculum evaluation will be discussed further in this review. Lastly, curriculum evaluation studies done abroad and in Turkey, will be reviewed.

#### **2.1 Foreign language teaching and learning: Significance and purpose**

Recently, with rapid developments in technology and science, with spread of mass communication media, with developments in international relations and diplomacy, with improvements in commercial activities, exporting and importing transactions, and travelling and transportation, with emerging of unions (EU, African Union etc.), with an emerging desire to learn other cultures and nations, and lastly with spread of globalization, foreign languages (especially English) are regarded as an indispensable part of curricula all around the world. Foreign language learning has gained a new role and significance, and as far as Byram (2008) is concerned, it is the “social changes of the late 20<sup>th</sup> and early 21<sup>st</sup> centuries which are encapsulated in the

words ‘globalization’ and ‘internationalization’ that have given new meaning and significance to foreign language learning” (p.5). Foreign language is not just seen as a selective course but a must course in many of the nations around the world.

The justification for the role of foreign languages in the school curriculum has at different times reflected different purposes and aims, and the historical accounts of the development of foreign language curriculum have varied accordingly (Lawes, 2000). But, as for the purposes of teaching a modern languages, national (British) curriculum has identified the following purpose: “to develop the ability to use the language effectively for purposes of practical communication and to form a sound base of the skills, language and attitudes required for further study, work and leisure” (MFL Working Group, as cited in Lawes, 2000, p. 41). When we look at the identified purpose closely, it is obvious that there is much focus of practical use of the language rather than the academic use. Thus, in modern foreign language learning, the aim is mostly to gain a communicative ability instead of gaining an academic mastery in the language. As for the functions of the foreign language, Halliday (1975, as cited in Pachler 2000) has identified seven basic functions:

- 1 the instrumental function: using language to get things;
  - 2 the regulatory function: using language to control the behavior of others;
  - 3 the interactional function: using language to create interaction with others;
  - 4 the personal function: using language to express personal feelings and meanings;
  - 5 the heuristic function: using language to learn and to discover;
  - 6 the imaginative function: using language to create a world of the imagination;
  - 7 the representational function: using language to communicate information.
- (p.23)

This being the definition and view of language and language use, according to Pachler (2000) in Foreign Language teaching, the emphasis is more on meaning instead of the

form, and the ability to use a language is much more preferred to knowledge about the language. The word “communication” is the mostly repeated word in the definition of modern foreign language learning.

### *A good Language Curriculum*

After getting an insight into the importance and purpose of modern foreign language learning, we inevitably need to define a good foreign language curriculum that encompasses most of the characteristics of modern foreign language learning and teaching. It should reflect the aims and purposes defined, and should cover the most recent needs and expectations of the learners. The methodology to be used should endeavor to provide the learners with necessary language skills so that they can use the language effectively (Thompson, 1996), and so that they can perform the functions mentioned above. The characteristics of an ideal communicative language program has been defined by Rosamond Mitchell (1994, p.38) as follows:

- 1 Classroom activities should maximize opportunities for learners to use the target language for meaningful purposes, with their attention on the messages they are creating and the tasks they are completing, rather than on correctness of language and language structure.
- 2 Learners trying their best to use the target language creatively and unpredictably are bound to make errors; this is a normal part of language learning, and constant correction is unnecessary, and even counterproductive.
- 3 Language analysis and grammar explanation may help some learners, but extensive experience of target language use helps everyone.
- 4 Effective language teaching is responsive to the needs and interests of the individual learner.
- 5 Effective language learning is an active process, in which the learner takes increasing responsibility for his or her progress.
- 6 The effective teacher aims to facilitate, not control, the language learning process.

It is obvious that the above criteria reflect a constructivist approach in language, whose purpose is primarily acquisition of communicative skills. The focus is more on meaningful messages than the form itself. The role of the teacher is that of a facilitator; the role of grammar teaching is to be kept to a minimum level. The needs and interests of the learners are to be considered as the fundamental criteria for an effective language teaching environment.

In modern foreign language curriculum, the methodology, as Richard Johnson (1988) describes, should possess the following features: the amount of foreign language used in the classroom –whether it be for personal purposes or for classroom use- should be increased; besides grammar and vocabulary teaching, functional language (offering, suggestions, advise, requests...) should be taught; authentic texts and personalized inputs selected by teachers and students should be given priority over course books; group, paired and individual work should be used to complement whole-class work; a focus on information exchange based activities such as role plays; assessment in terms of diagnosis and formative evaluation. All these characteristics show that the ability to communicate is predominant in modern foreign language program. Thus, foreign language curricula should be designed in such a way that it should reflect the communicative property of language teaching.

## **2.2 Why to evaluate a (language) curriculum**

Every system on earth requires systematic evaluation to see if it is doing well and to find out the ill parts and eliminate them, and make systematic improvements in the system. This is very true for educational systems, as well. In recent years, there have

been many efforts of improvement activities in curriculum both in developed and in developing countries (Doll, 1996). Evaluation is one of the most vital and inevitable components of this curriculum improvement process. It is a process by which we can see how far the developed and organized learning experiences are producing the desired results, and it is a process through which we can find out the strengths and weaknesses of the plans (Tyler, 1949). Evaluation helps us to find out whether the goals/objectives of teaching are achieved at a satisfactory level. It helps us to “make judgments about the progress and performance of individual students exposed to the curriculum in question” (Stern, 1983, p. 439). It is a process by which to determine to what extent a program is realizing its objectives (Tyler, 1949). It is a process that we carry out to obtain data to determine whether to make changes, to make modifications, eliminations and/or accept something in the curriculum (Ornstein & Hunkins, 1998). According to Ornstein and Hunkins (1998), “The purpose of gathering such data about strengths and weaknesses is to allow curricularists to either revise, compare, maintain, or discontinue their actions and programs” (p.320). Therefore, evaluation process helps the educationalists be able to make decisions about the curriculum at hand. Lynch (2003) defines evaluation as the “systematic inquiry into instructional sequences for the purpose of making decisions or providing opportunity for reflection and action” (p.1). Here too, the aim is to help the decision makers make up their minds about the instructional process.

As far as Cohen (1994) is concerned, the evaluation process has two main purposes: administrative and instructional. The administrative purposes are generally about organization and development of the programs; on the other hand, the instructional purpose of evaluation seeks to find out what the individuals have achieved, and what



they need to learn; also, it tries to find out whether all the components of program are working well or not.

When it comes to the evaluation of language programs, like any other program, as far as Lynch (1996) is concerned, there is a constant need for the language programs to undergo some evaluation processes. It could be an internally motivated endeavor to make improvements in the program or it could be an external effort made in order to justify program funding (Lynch, 1996). He (1996) further defines the term evaluation and language program in his own terms and develops a model (Context-adaptive Model, CAM) for language program evaluation. He defines the term evaluation as a “systematic attempt to gather information in order to make judgments or decisions” (p. 2). His definition of the term has pretty much the same idea as the other scholars: to gather data so as to be able to make judgments and decisions. The term language program is defined in Lynch (1996) as “a series of courses linked with some common goal or end product...a language program generally consists of a slate of courses designed to prepare students for some language-related endeavor” (p. 2).

To sum up, evaluation of a program (any program including language programs) is made to determine the merit of the program; to find out the strengths and weaknesses of the program; to make improvements in the program; to give advice on revision, modification, or a total change of the program; to make elimination from and/or additions to the program at issue. Therefore, evaluation is a crucial process in curriculum improvement process.

### **2.3 How to evaluate a language curriculum: Curriculum evaluation models**

Once we have mentioned the definition, and the purpose of evaluation, it is time to decide how to make an evaluation of a program. As to be expected, there is not just one way of approaching evaluation. There are many approaches and models put forth in literature, which provide guidelines on how to make an effective evaluation, each with its own theoretical and methodological background. Then, the question that needs to be answered here is: which model/approach is the best and the most effective in order to carry out your own evaluation program? The answer to this question varies as well. According to Ornstein and Hunkins (1998), it is the evaluator's philosophical and psychological attitude and orientation that determines his/her approach. Also, it depends on the agreement between the evaluator and the clients or stakeholders. Moreover, the nature of the questions that are intended to be answered by the program evaluation, too, play a role determining the evaluation model. Some of the questions that are provided by Talmage (1985, p. 332-333) are as follows:

1. Intrinsic Value - Is the planned curriculum "good" and "appropriate"?
2. Instrumental Value - Will what is planned to address the stated goals and objectives, and who is the intended audience (target population)?
3. Comparative Value - Is the new program better than the old one?
4. Idealization Value - How can the new program be improved?
5. Decision Value - Will the evaluation process provide the evidence needed to determine whether it should be kept, changed, or eliminated?

So, the evaluator needs to specify his/her philosophical tendency, his/her evaluation questions, and orientation before starting an evaluation.

### *2.3.1 Summative and formative evaluation*

The evaluator, after identifying his/her purpose, has to shape his/her evaluation design by analyzing the different processes of evaluation. The most important of these

processes is summative and formative evaluation. In summative evaluation, the evaluator is responsible for eliciting statements about the overall effectiveness of a program (Fitz-Gibbon & Morris, 1987). Here, the evaluator may be asked to report the program's constituency to all the stakeholders. The evaluator tries to get the total picture and quality of the program, which is already being implemented; he/she attempts to get an insight into the overall effectiveness of a total course or program (Ornstein & Hunkins, 1998). The main goal of the evaluator here is to draw conclusions and statements about the merit of the program.

At the other end of the scale, there is formative evaluation, in which an evaluator is asked to play the role of an advisor, or helper to the program designers and planners. The evaluator is responsible for identifying potential problems, determining areas where there is a need for improvements, identifying, describing, and monitoring program activities in the process of program implementation, and finally testing the achievement of the program periodically (Fitz-Gibbon & Morris, 1987). In formative evaluation, the evaluator does not have to provide final reports, instead, he/she looks for evidence to make revisions and improvements of the program that is being developed; moreover, he collects data during the implementation process to be able to reach decisions so as to modify, accept, or reject the project while it is being developed (Ornstein & Hunkins, 1998).

### 2.3.2 *Scientific-Positivistic evaluation approaches*

In McNail (1985) and Ornstein and Hunkins, (1998), there are two main approaches to evaluation: scientific-positivistic evaluation and humanistic and

naturalistic evaluation approaches. Scientific-positivistic approaches to evaluation are behaviorally oriented aiming to look at evaluation as a connection between what is and what all agree ought to be (McNail, 1985). In these approaches, ideal evaluation tools are pretest-posttests, experimental-control group designs. The focus is generally on learner outcomes as reflected in quantitative forms such as test scores that are amenable to statistical analysis. The leading models that tend to have a scientific-positivistic approach are Provus discrepancy model, Congruence-contingency model, CIPP model, and Judicial models. The methodology that these models heavily depend on is the quantitative and technical feature of evaluation.

### *2.3.3 Humanistic and naturalistic evaluation models*

Scientific-positivistic models are criticized to have a mechanistic view of evaluation and they are claimed to be too much “concerned with observing and measuring specific behavioral objectives and generating elaborate evaluative schemes” (Ornstein & Hunkins, 1998, p. 332), in order to assess the success of a program. This being the case, some other scholars and evaluation theorists have developed humanistic approaches to evaluation. Humanistic scholars tend to look at evaluation in terms of the different values of all program participants and in terms of the perceived value of the processes and activities of the program. The data they gather are more qualitative than quantitative. The tendency in humanistic approaches is to make a description of events rather than make judgments of them. The evaluators see themselves as a part of evaluation process and the system; they work in collaboration with other colleagues; they visit sites and make observation, which is one of the most preferred techniques in

humanistic naturalistic paradigm (Ornstein & Hunkins, 1998). There are different models possessing a humanistic naturalistic approach; however, they all share some basic characteristics. In all the models, what is obvious is that there are many realities of each system, and while carrying out an evaluation the evaluator is affected by his own realities and values. Some evaluation models in this paradigm are: Elliot Eisner's Connoisseurship Evaluation Model, Robert Stake's Responsive Evaluation Model, Illuminative Evaluation Model, and Portraiture Model.

## **2.4 Curriculum evaluation research**

In today's world, evaluation is a vital part of teaching and learning process. The educators in each and every institution all around the world are looking for ways to further develop their systems; to make it more effective; to provide a quality education to their customers. In collaboration with these educators, curriculum theorists have developed ideas, methodologies, and models to create an organized system. Since the developments in curriculum studies both theoretically and practically, there have been many studies, both abroad and in Turkey, aiming to evaluate particular programs for improvement purposes. Each of the studies has applied different methodology, because of having different purposes and emphasis.

### *2.4.1 Evaluation studies done abroad and in Turkey*

There are many studies cited in literature regarding to curriculum improvements. Some of these studies make a thorough evaluation of curriculum at hand; some others evaluate only one course or just a part of the curriculum; some of them are need analysis

based, while some others mostly focus on the evaluative process itself, and some being formative based while others being summative oriented.

One of these studies was done by Yildiz (2004), who evaluated the Turkish Language Program for foreigners at Minsk State Linguistic University in Belarus. In order to carry out the evaluation, he made use of Daniel Stufflebeam's Context, Input, Process, Product (CIPP) Model. The aim of the evaluation was to determine the discrepancies between the current status and the desired outcomes of the Turkish program at MSLU; and to find out the aspects of the Turkish program that should be maintained, strengthened or added. To carry out the evaluation, he collected data from students who were attending the program in the 2002-2003 academic year, from instructors who were teaching in the program in the same academic year, from the graduates of the program, from former instructors of this program, from the parents of the students who were currently attending the program, and finally from the authorities at the institution, the employers of the graduates of this program in Minsk. He benefited from both qualitative and quantitative data, such as questionnaires, interviews, and an analysis of written documents. The results of his study showed that the language program at MSLU partially meets the needs and the demands of the learners. Also, it was observed that the motivation of both the current learners and the graduates of the program was quite high. Nevertheless, he made some suggestions for some changes in the program so that it better suits the needs of the learners.

A study was carried out by Pittman (1985), in which he evaluated a social science curriculum in a local school district by using Robert Stake's Responsive Evaluation Model. The purpose of the evaluation was to develop, implement, and evaluate a curriculum evaluation process so as to determine the areas of strength and

concerns so that revisions could be made and to find out if the revisions have an obvious effect on students' skills with regard to social studies. He made use of various data collection techniques such as questionnaires, open-ended response surveys, classroom observations, and interviews. His finding suggested that the social studies curriculum was in a sound condition, yet a few improvements were needed to make it more effective. One of the suggestion was that the goals of the program be revised by the teachers and supervisors; another one was that the materials be clearly defined in terms of their the prior or supplementary.

Another study was conducted by Gerede (2005) to evaluate the perceptions of intensive English Program at Anadolu University, through needs analysis. Her aim was to evaluate the curriculum renewal project, by comparing the old curriculum and the new curriculum through perceptions of the graduates. The results of her study revealed that there were a few significant differences between the two curricula in terms of meeting the students' language needs.

One more study was carried out by Al-Darwish (2006) to examine the perceptions of Kuwaiti elementary school English language teachers, and their supervisors regarding the teachers' effectiveness in teaching English to first and second graders. The study also investigated the teachers' and supervisors' opinions of the textbook and curriculum supplied by Kuwaiti Ministry of Education, and the teachers' opinions of the training they received in the new Kuwait College of Basic Education. The chief findings of the study were that the Kuwaiti English language teachers strongly approved of communicative language teaching, but their actual classroom teaching was not student but highly teacher-centered. Second, the teachers, and the supervisors, would

have liked to expand the official curriculum, which focused on speaking and listening, to include more translation into Arabic, and earlier introduction of reading, writing, and simple grammar. Third, the teachers and the researcher satisfaction level with the teachers' current level of proficiency in English language was quite low. The teachers mostly criticized their college education, of being theoretical and not being put into effect.

Besides, a study with a broad perspective was carried out by Erdem (1999), which included all aspects of a curriculum. The aim of the study was to explore effectiveness of the English language curriculum at METU Foundation High School. There were four aspects of the program that were the focus of the evaluation: goals, organizations, operations and outcomes. The data sources were teachers, students and school principals. Data were collected through questionnaires, interviews, observations and written curriculum documents.

The findings of the collected data showed that there is a need for the current teacher-centered curriculum to be replaced with a student-centered one; also, in-service training need to be improved and an ongoing curriculum evaluation system needs to be set up.

Nam (2005) carried out a study in South Korea, which focused on the perceptions of college students and their English teachers regarding the new communication-based English curriculum and instruction in a specific university-level English program. The study also explored the needs for future college EFL curriculum design and instructional development in the general South Korean context. The findings of the study demonstrated that while students generally seemed to have somewhat



negative opinions, teachers seemed to have somewhat positive opinions about the effectiveness of the new curriculum. Moreover, the findings showed that it was likely that the current communication-based EFL curriculum may not comply with the students' desires, owing to several weaknesses of the curriculum itself and some barriers already existing in the institutional system behind the curriculum.

In addition, Erdogan carried out a study to evaluate the English curriculum implemented at the 4<sup>th</sup> and 5<sup>th</sup> grade primary state schools through the views of the teachers and the students. Her findings conclude that even though the teachers at primary school regard the objectives and the content consistent, they do not see it effective; moreover, unless some revisions are made, such a curriculum is not applicable in their opinion. As for the children, they seem to be happy learning English at 4<sup>th</sup> and 5<sup>th</sup> grade.

Some of the studies were not done to evaluate all the program but just a course, an example of which was carried out by Czarniecki (1998), the purpose of whose study was to determine if a writing skills curriculum designated for an accelerated eighth-grade pullout *program* met standards recommended for gifted students. The study was made of four parts (1) the curriculum's compliance with current theory and practices, (2) students' attitudes toward the curriculum, (3) student skills outcomes, and (4) the curriculum's appropriateness as a model for future classes. The findings of the study shows that, the curriculum, with minor modifications, is appropriate for the target student population.

Another example could be the one that was carried out by Pekiner (2006), whose purpose was (1) to investigate the effects of new science and technology curriculum on

4th and 5th grade students' achievement in terms of knowledge and understanding levels outcomes and higher order thinking skills, (2) to investigate effects of new science curriculum on the students' attitudes towards science, and (3) to examine teachers' classroom activities in lessons. Her findings showed that the new curriculum does not make any change for fourth grade students; however, it does make change for the fifth grade. She also found significant difference between the activities of the pilot and control group.

Some of the evaluation studies focused on one aspect of the curriculum. For example, Al-Yousef (2007) conducted an evaluation to find out the effectiveness of a third grade intermediate English course book in Saudi Arabia. His aim was to find out the strengths and the weaknesses of the course book, and also to determine if it is viable or needs modifications and/or supplementations. The findings of the study showed that the course book was perceived moderately positive by both the students, and teachers and supervisors. The content of the book and the visual characteristics of the book were regarded as positive, while gradation, recycling and supplementary material were mostly poorly rated.

An interesting evaluation study was carried out by Kiely and Rea-Dickens (2005), who evaluated the contribution of the native speaker teachers in a secondary school English language curriculum in Hong Kong, where a new program (Expatriate English Language Teaching Scheme-EELTS) was being implemented. The evaluation aimed to examine an aspect of teaching, through the measurement of learning outcomes rather than the actual classroom processes. Innovative mixed methods were used in the study, such as experimental designs and ethnographic case studies, involving a range of

stakeholders. The main conclusion of the evaluation was that EELTS improved proficiency level of the students in the experimental classes, with a change in their attitude toward English.

One more study was carried out by Akar (2009), whose aim was to determine how effective the foreign language teacher training colleges (FLTTC) in Poland were, and to figure out the challenges they faced. She made use of a two-way mixed method, a case study and survey, to understand in-depth the purpose, and process of this program. The findings of her study show that FLTTCs were mainly used to learn a foreign language and as springboards to get a better job. Also, it is revealed that in general, the participants had positive perceptions of their teaching in the classroom.

## **2.5 Summary of the literature review**

In the light of this literature, (foreign) language teaching has been one the major issues of the twenty-first century. There are a lot of reasons for this, among which globalization and internationalization could be just too. With rapid emphasis on foreign language teaching, a good and effective language course/program inevitably is brought about. A good language curriculum is the one that involves all the skills and focus on functional level of the language rather than the syntactical aspect of it; it is more communicative.

Furthermore, in order to understand if a program is good and has a merit or not, there is a need for curriculum evaluation. Every system needs an evaluation to see how it is doing, if there are ill parts to be eliminated, or parts that need revision or not. That is

exactly the reason why this study is conducted; it helps to see if the Prep School program is doing well, and if there are parts that need special attention

## **CHAPTER III**

### **METHODOLOGY**

In this chapter, the curriculum evaluation model, the context of the evaluation, data sources, data collection instruments, data collection procedures, data analysis procedures employed in this study, to evaluate the Intensive English Language Teaching Curriculum of the Atılım University Preparatory School are presented along with the limitations of the study.

#### **3.1 Evaluation research design**

This study is a descriptive case study that aimed to make a thorough evaluation of Atılım University Preparatory School language curriculum, in terms of stakeholders' perceptions on the four dimensions of the program: goals and objectives, content and delivery of instruction, materials and resources, and assessment and evaluation procedure, as well as their satisfaction level and the extent to which the program can meet the expectations of the students. The study tried to find out the strengths and weaknesses of the Preparatory School program via questioning stakeholders' perceptions of the program effectiveness. The main questions that were attempted to be answered with this study were: (1) to what extent are the stakeholders satisfied with the program? (2) What are stakeholders' (managers, instructors, students) perceptions about the effectiveness of the program in terms of the four dimensions? (3) Are there any differences in Stakeholders' perceptions with regard to their ideal language teaching-

learning environment and their real (classroom) practices at Atılım University Prep.

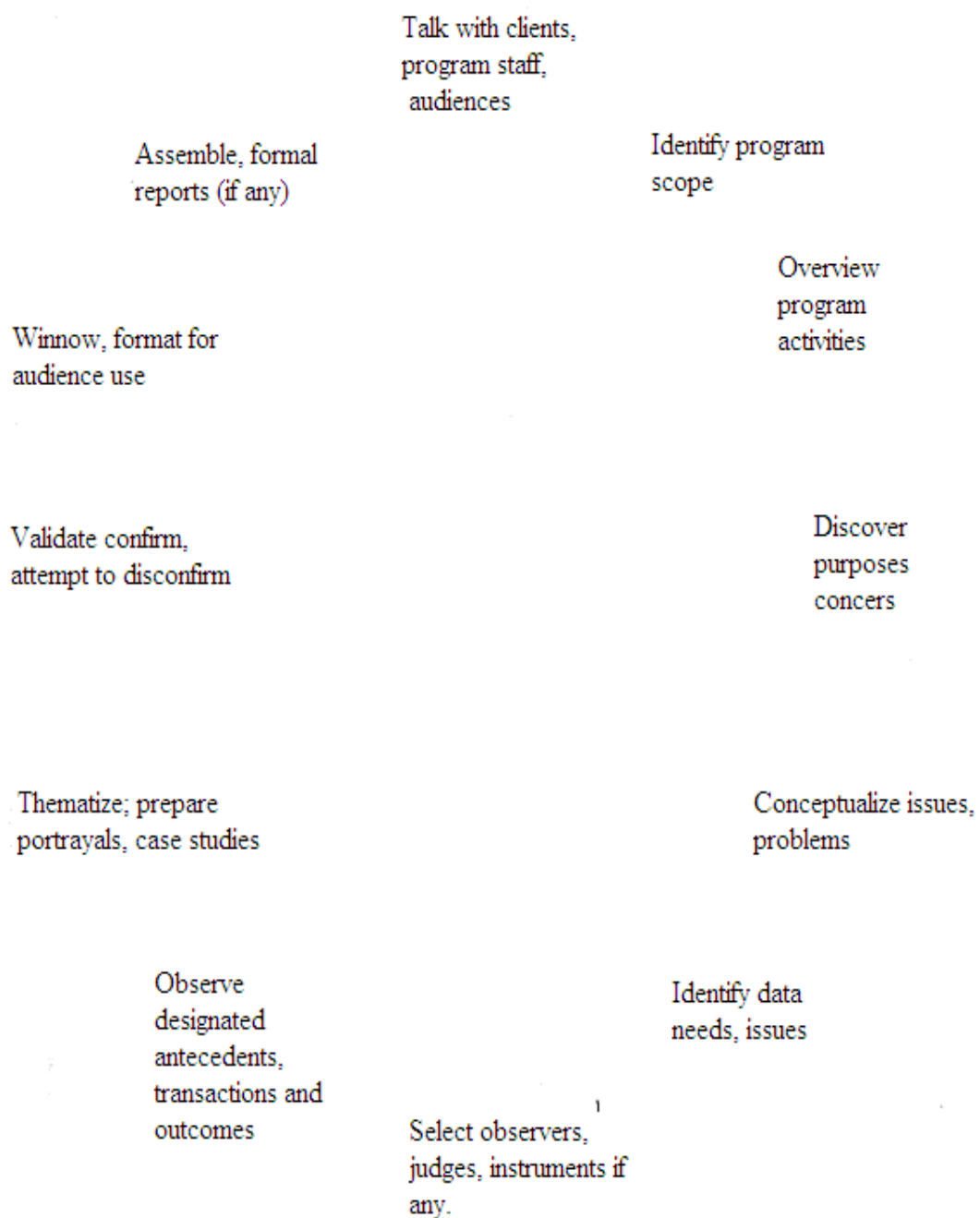
School? (4) Does the preparatory school's program at Atılım University meet students' needs and expectations?

Although there are some evaluations done using an eclectic evaluation model, most of the evaluations need a model and an approach whether it is a scientific and humanistic approach, or a scientific-positivistic approach, or a humanistic-naturalistic approach. The model that the researcher wants to pick up and employ depends on his or her philosophical and psychological point of view (Ornstein & Hunkins, 1998). A behaviorist would have a more prescriptive orientation, looking for clearly determined objectives, and trying to see if the stated objectives have been achieved to meet the intended outcomes of the program; on the other hand, a humanist would not be much interested in the specific achievements or outcomes, but would focus more on human interactions and the quality of the program rather than the quantity of the program (Ornstein & Hunkins, 1998). According to Cronbach (1963, cited in Ornstein & Hunkins, 1998, p. 323), the decisions of evaluations derive from three areas in general: “(1) decisions about course improvement; (2) decisions about individuals, teachers, and students; and (3) and decisions about administrative regulation –actually judging how good the school system is and how good individual staff members are”.

The researcher in this study is more interested in using a humanistic-naturalistic model- Robert Stake's responsive evaluation model, which, instead of focusing on predetermined outcomes of a process, concentrates on the educational process itself (Curran, et al. 2003). Responsive model is concerned with the concerns and issues of the stakeholders; it focuses on the activities of a program rather than the intents; it tries

to find out the merit and the shortcoming of the program to be evaluated (Curran, Christopher, Lemire, Collins & Barret, 2003; Demirel, 2006; 1987; Hurteau 1985; Ornstein & Hunkins, 1998; Stake, 1976).

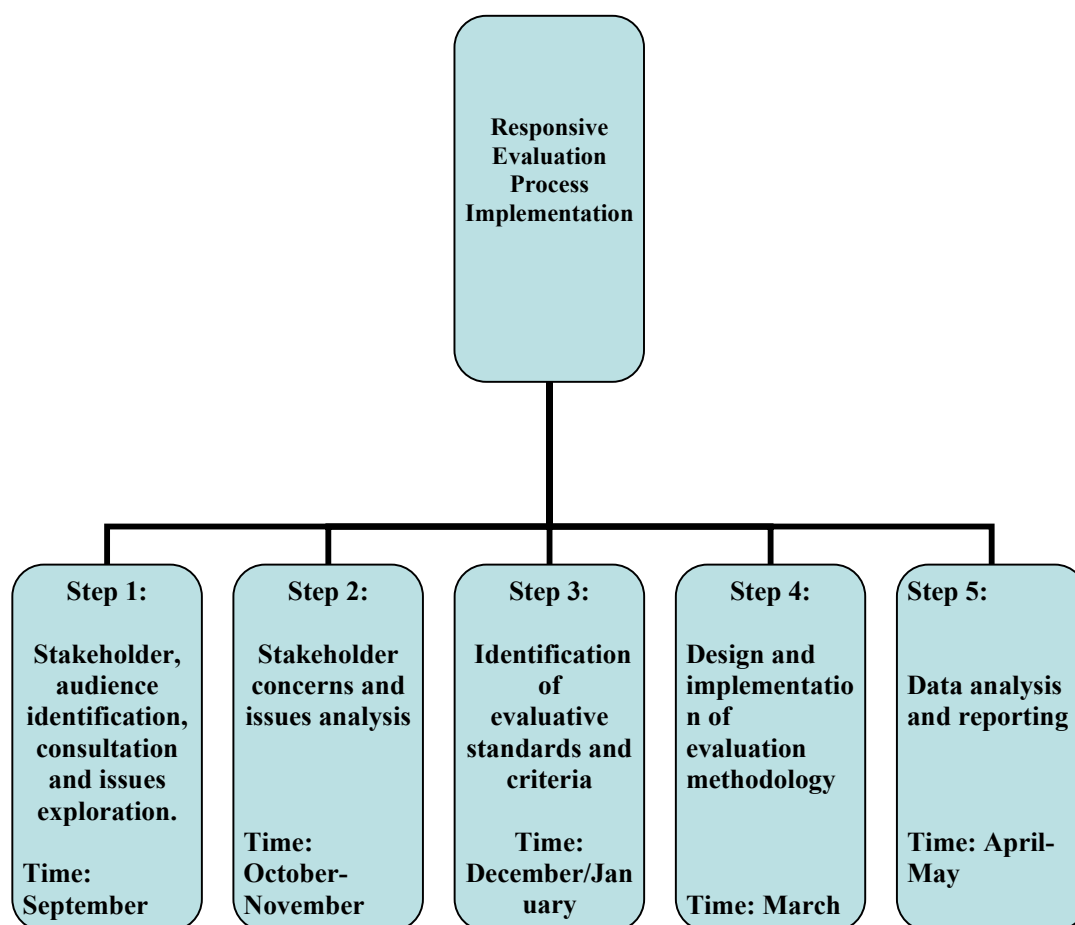
The evaluation in this case study was carried out based on the guidelines that are provided in Robert Stake's original 12-step responsive evaluation model (see figure 1), which is modified and reduced to five steps to make it feasible and applicable to this specific case (see figure 3.2). These steps are: (1) stakeholder audience identification, consultation and issues exploration; (2) stakeholder concerns and issues analysis; (3) identification of evaluative standards and criteria; (4) design and implementation of evaluation methodology; and (5) data analysis and reporting.



*Figure 3.1* Robert Stake's twelve-step responsive evaluation

Source: Stake, 1976

Robert Stake's twelve-step responsive evaluation model was reduced to five steps (see Figure below) and used for the evaluation research. The next paragraph explains the process followed.



*Figure 3.2* Overall design of the study. Source: Curran, et al., 2003.

**Step 1:** Step one starts with informal talk with students (Freshmen students who spent one year at preparatory school) and instructors about the possible issues that might need



evaluation. The researcher organizes three informal focus groups with instructors and four with students. The aim here is to find out the problems they face(d) at preparatory school. The issues were determined and categorized according to (1) goals and objectives, (2) content and delivery, (3) resources and materials, (4) assessment and evaluation.

**Step 2:** In order to specify the issues of concerns, a diagnostic test, based on the elicited issues from the students and instructors, was prepared for both the instructors and administrators. The elicited data from informal focus groups were categorized under five themes: goals and objectives, content and delivery, resources and materials, assessment and evaluation and finally training needs of the instructors. The diagnostic test is described in details in data collection instruments part 3.4. Moreover, curricular components of the study were identified (by doing a written document review).

**Step 3:** Categorized themes were reviewed and the results of the questionnaire were formulated and analyzed. Based on the results of the diagnostic questionnaire, evaluation standards and criteria were determined. The results of the diagnostic test were analyzed and the key issues were determined. Two questionnaires were prepared based on the results of the diagnostic test, which also provided the standards for the evaluation.

**Step 4:** This is the step where the researcher select and match appropriate qualitative or quantitative evaluation methods. In this step, evaluation instruments were designed: two questionnaires with open-ended items, one for instructors and for students currently attending Prep. School.

**Step 5:** This is the step where all the data collected were analyzed and organized into themes and reported. This is the last part of the evaluation.

All in all, the data were collected through informal focus groups, diagnostic test, and finally all these data were analyzed and formulated into two questionnaires, which were main data gathering instruments will be elaborated further in part 3.4. The curricular components were also analyzed through document review.

### **3.2 Context of the evaluation**

The evaluation was carried out at Atılım University, Intensive English Language Teaching Preparatory School. Atılım University was founded by Atılım Foundation at 15 July 1997 to serve as a Foundation University in the capacity of a legal entity pursuant to provisions of Law no. 2547 concerning Foundation of Higher Education Organizations (Atılım University, Student Catalogue, 2002). It has five faculties (Faculty of Engineering, Faculty of Management, Faculty of Arts and Sciences, Faculty of Law, Faculty of Art, Design and Architecture), Graduate School of Natural & Applied Sciences Graduate School of Social Sciences, three service course units, English Preparatory School, and Research and Application Centers.

The medium of instruction is English for all faculties except for Faculty of Law (Partially English-Medium), Faculty of Management in Turkish Medium, and Faculty of Art, Design and Architecture. Therefore, it is very important for prospective students to have a good mastery of English to be able to follow their classes at their departments.

### *3.2.1 Preparatory School*

Preparatory school is made up of The Head, two academic coordinators, one administrative coordinator, two teacher trainers, and 95 instructors, of whom three are assigned to be advisors for each Course (A, B, C). The process at Prep. School is as following (see, Atılım University Website): At the beginning of each academic year, students who have gained entrance to Atılım University take two English language examinations : the Proficiency Examination and the Placement Examination. students who prove successful on the Proficiency Examination (a minimum grade of 60 for all departments except English Language and Literature and Translation and Interpretation Departments which require a minimum grade of 70) present the evidence of successful on internationally accepted Exams (TOEFL 173, IELTS 6.0, FCE C for undergraduate programs and TOEFL 213, IELTS 6.5, FCE B for students of English Language and Literature and Translation and Interpretation Departments) begin their faculty studies.

Those who do not demonstrate the aforementioned language proficiency enter the Placement Examination, the results of which determine whether they will begin studies at the Beginning (C Course), Intermediate (B Course), or Upper Intermediate Level (A Course). A one-week grace period is maintained for students to change levels at instructor and administration discretion. This insures that all students study at the level most appropriate for them thus allowing progress to occur more readily.

Weekly class load consists of 27 hours, 23 hours of which involves main course and 4 hours of which involves writing classes, for regular students who are placed in

Atilim University. However, late registering students have 30 hours per week. In this manner students who start their studies later are integrated into the system in a short time.

In order to provide more success and control of student progress and consequently higher success, in the 1999-2000 academic year, the Preparatory School converted to a course system (made up of three courses C, B, A). A student who does not show sufficient success at any particular level instead of continuing on, is required to repeat the same level. Upon appropriate success at that level, the student progresses to the following one. This system ensures that each student is given the chance to develop strong skills and to progressively build on a sound foundation.

The academic year consists of three terms continuing for 10-12 weeks. Evaluation of achievement tests (Midterms which makes up of 65 percent of the passing grade), project work (which makes up 10 percent of the passing grade), quizzes (which makes up 10 percent of the passing grade), writing (which makes up 15 percent of the passing grade) determine the level success grade for each student. In turn, a minimum score of 60/100 is required to pass the Level.

There are more than twenty-five classes each year, depending on the number of the incoming students, who are assisted in learning by at least two, and sometimes three instructors, in this way, monotony that often accompanies language programs is broken and replaced with variety. Students are encouraged to participate and to be active through the use of texts, extensions of unit topics, and extra material such as exercises, activities, and visual aids, which are specially prepared according to each groups level and interests.

The importance given to the writing skill is evidenced by the fact that writing classes are conducted for four hours per week by writing instructors. Every week parallel with classroom topics, students are required to write compositions, articles, letters, etc. with all submitted work evaluated according to pre-determined criteria, and then remitted to students with extensive explanation. The writing section on all examinations is given high point value to emphasize the importance of the skill. Additionally groups of three or four students prepare projects on assorted topics, which are later presented-an aide in the development of their presentation skills.

To develop students' reading skills in addition to class texts, reading passages that have been chosen and prepared by experienced instructors are assigned for class work or homework. To the same purpose in addition to classroom work, students are required to complete one level appropriate book-an evaluation of which is done in quiz form.

#### *The Books Used at Preparatory Schools*

Preparatory School, starting from 2007-2008 fall term, decided to use four serials (Elementary, Pre-intermediate, Intermediate, and Upper-intermediate) of Face2face (Cambridge University Press). In addition to these main course books, two serials of Reading for the Real World (Compass Publishing) are used for Pre-intermediate, Intermediate students. Moreover, to help Intermediate and Upper-intermediate students get familiar with the proficiency exam, Path to Proficiency (Atılım University Press) is used. There are also extra worksheets provided to students of all Courses to help them practise and provide them with extra teaching points.

### 3.3 Data sources

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

#### a) Instructors

The entire teaching population was included in the study. All the instructors ( $N = 97$ ) were aimed to participate in the study. However, testing unit instructors, instructors at material office and some of the writing unit instructors were not included in the study, because they were not teaching main course. Consequently, a number of sixty-two instructors participated in the study (of whom three were administrators and one was a teacher trainer). The demographic (background) information about the instructors is provided in Tables 3.1, 3.2, 3.3 and the following paragraphs.

As seen in the Table 3.1, the number of the female instructors ( $N = 51$ ) is quite higher than that of the male instructors ( $N = 11$ ).

Table 3.1 *Descriptive statistics for gender of the instructors*

Gender	<i>N</i>	<i>Percent</i>
Male	11	18
Female	51	8
Total	62	100

Table 3.2 shows that many of the instructors ( $N= 38$ ) have 1-5 years of experience, which indicates that the instructors are quite young and novice that might have an effect on their opinion about the program.

Table 3.2 Descriptive *statistics for the experience of the instructors*

Experience	<i>N</i>	%
1-5 years	38	61
6-10 years	15	24
11-15 years	1	2
16-20 years	1	2
21 and more years	7	11
Total	62	100

In table 3.3, we can see that the instructors teaching at C level ( $N= 7$ ) are about one-tenth among the whole respondents. Almost half of the instructors taking place in the questionnaire (45%) are from B level. And the remaining, thirty-seven percent ( $N=23$ ) are from A groups. The number of C level was low; that's because when the data were collected many of the C level students had already passed their exams and many of them had qualified for B level.

Table 3.3 *Descriptive statistics for the teaching level (A, B, C) of the instructors*

Teaching Level	<i>N</i>	%
A	23	37
B	28	45
C	7	11
Missing	4	6
Total	62	100

The remaining C groups were some late registered classes and repeat classes.

The missing part involves the administrators and teacher trainer.

In addition to these, most of the instructors ( $N = 51$ ) were main course teachers and a few of them ( $N = 5$ ) were writing unit teachers. Moreover, more than half of the instructors ( $N = 37$ ), graduated from Department of Foreign Language Education, and about one-third of them ( $N = 16$ ) graduated from Department of English Language and Literature. Also, more than half of them ( $N = 57$ ) either have their master degrees in progress ( $N = 19$ ) or have already completed their master degrees in relevant areas ( $N = 16$ ).

b) Students:

The students who were attending at Atılım University, Preparatory school in 2008-2009 were the subjects of this study. The total numbers of the students who participated in the study was 216, of whom more than half were male ( $N = 128$ , 59 %) and 41 percent were female ( $N = 88$ ) (see table 3.4)



Table 3.4 *Descriptive statistics for gender of the students*

Gender	<i>N</i>	%
Male	128	59
Female	88	41
Total	216	100

The whole population of C group students was the aimed to take part in the study, because their number was already low. However, for the B Groups and A groups clustered random selection method was used. The researcher randomly selected some classes so as to represent the true population of the students.

The majority of the students were at B level ( $N = 143$ , 66 %), most of whom were actually C levels students who passed their exams and qualified for B level. Thus, the number of left C level students ( $N = 15$ ) was quite lower compared to the entire student population. Another reason for the low number of C level students is that their attendance rate was quite low.

Table 3.5 *Sample size for each course level*

Course	<i>N</i>	%	Total number of the Ss.
A	58	27	219
B	143	66	528
C	15	7	97
Total	216	100	844

When it comes to the type of the high schools that the students graduated from, it is clear from Table 3.6 that the majority of the students ( $N= 100$ , 46 %) graduated from General Lycees; 20 percent of them ( $n= 44$ ) graduated from Super High Schools; and around one-fifth of them ( $n= 41$ , 19,5) graduated from Anatolian High Schools. Moreover, 11 percent ( $n= 24$ ) graduated from other high school types, including private colleges.

Table 3.6 *The type of the schools students graduated from*

	<i>N</i>	Valid Percent
Valid General Lycees	100	46,5
Anatolian High Schools	41	19,1
Vocational High Schools	1	,5
Science High Schools	4	1,9
Anatolian Teacher Training High schools	1	,5
Super High Schools	44	20,5
Others	24	11,2
Total	215	100,0

The question asking what other languages they speak, reveals that most of the respondents could speak German ( $N= 24$ ), French ( $N=$ ), Kurdish ( $N=3$ ), and Arabic ( $N=2$ ).

c) Written Documents

Written documents about the context of the evaluation, about the environment, the research site, organizational structure, goals and the objectives of the institution where the study was carried out were analyzed. The University Website was used as a source (with permission from the Head of the Preparatory school). The following documents were reviewed: 1) University Booklet, 2) University advertisement handouts and brochures, 3) the University's official web site, 4) University Student Catalogue, and 5) student class lists.

### **3.4 Data collection instruments**

The main data for the study were collected through open-ended and close ended items. In addition to these, a qualitative interview schedule was used for focus groups. Table 3.7 gives a summary of the instruments, their use, data source and their relation to the Responsive Model.

Table 3.7 *Data Collection Instruments*

<b>TYPE OF INSTRUMENT</b>	<b>AIM OF INSTRUMENT</b>	<b>DATA SOURCE</b>	<b>Steps of Responsive Model</b>
Informal Focus Groups	To identify the problems and concerns of the stakeholders. To determine parts to be evaluated.	Students Instructors	Stakeholders, audience identification, consultation and issues exploration
Diagnostic Questionnaire	To identify the needs and problems related to the preparatory school.	Instructors Administrators	Stakeholder concerns and issues analysis and Identification of evaluative standards and criteria
Questionnaire	To identify the perceptions and attitudes of current students on the intensive language program at Atılım University.	Current students	Design and implementation of evaluation methodology
Questionnaire	To identify the perceptions and attitudes of current instructors, administrators, and teacher trainers on the current program and the courses, and on the needs of their students from the program.	Current Instructors Administrators Teacher Trainers	Design and implementation of evaluation methodology

#### 3.4.1 *Informal focus group*

In Robert Stake's Responsive Model, the first step is the identification of the stakeholders, who according to Guba and Lincoln (1989, cited in Curran et al., 2003) have a common purpose and characteristics and who share a stake in the program being

evaluated. In our case, the most important stakeholders are students, taking part in the program, instructors teaching the program and administrators leading the program. According to Stake (1976), Responsive evaluation is “based on what people do naturally to evaluate things: they observe and react” (p.11). Therefore, as the first step of the evaluation the researcher planned a three informal conversational interviews with some students –those who passed their proficiency exam and started their freshman years- and some instructors at the preparatory school. The reason for choosing informal conversational interviews was that the interviews took place in a natural flow of interaction in such a way that the person being interviewed might not even know he or she was being interviewed, which might have increased the correctness and reliability of his or her responses (Patton, 1987). Moreover, such interview allowed the interviewer “to be highly responsive to individual differences and situational changes” (Patton, 1987, p. 110). In addition, such interviews enabled in-depth communication with the people being interviewed. As a result of the interviews, the researcher compiled the issues and problems most frequently mentioned under the following categories:

A) For goals and objectives:

- There are no specific goals and objectives described for the instructors’ use.
- General goals and testing means are not coherent: goals say that the program aims to be communicative but the testing is more didactic and grammar based.
- There is no specific curriculum guide to turn to when needed.
- The scientific ground for the goals is ambiguous.

B) Resources/Materials:

- Instructors are not involved in the selection of the means.

- There is a lack of authentic materials (especially reading texts).
- The materials and text books used for the repeat classes are all the same, which decreases the motivation of the learners.
- Technology is not used as a means of instruction at all.
- There is not enough technology for the use of the students outside the classroom.

C) Content/delivery:

- Although the textbooks focus on four language skills (reading, grammar, listening and speaking), speaking and listening are not tested, and therefore mostly ignored in the classroom.
- Listening and speaking objectives are not clear.
- Reading texts in the textbooks are not enough and there is a need for extra reading texts/materials.
- There is not much focus on critical thinking abilities of the learners.
- Instructor's initiatives are limited in the classroom.
- Course system is efficient
- Weekly quizzes are appropriate.
- Group head system (each group being separated) is appropriate.

D) Assessment:

- The proficiency exam does not seem to be testing what it is supposed to test.
- Speaking and listening skills should be included in the exam in accordance with the textbooks.
- The questioned asked in the exams are sometimes not consistent with the materials and teaching point.
- Testing, material, writing, and main course units are separate, which is an efficient system. However, the coordination among them should be strengthened.

E) Teaching training program:

- There is a general discontentment among the instructors at Atılım University about the effectiveness of the TTPs.
- Training is more didactic than communicative.
- Teaching ideals shown in the training sessions do not match the realities of Atılım University Preparatory School.

F) Summer School:

- Summer school seems not to be as effective as it is supposed to be.
- The duration is too long; it could be shorter but more effective and to the point.
- The course system is not appropriate for the summer school.

In order to keep the scope of the evaluation limited to the academic term, the summer school was not included in the evaluation, but it was evidence of a need to conduct another evaluation research as well. Most of the other issues and problems were included in the evaluation to be followed.

### 3.4.2 *Diagnostic questionnaire*

After the informal conversation interviews with the students and instructors, the researcher turned the main concerns and issues into a diagnostic questionnaire (See Appendix D). The purpose of the questionnaire was to identify, in a more quantitative format, what issues to focus for the preparatory school program, before determining the criteria and the dimensions to be covered for the evaluation. The instrument consisted of six sections, the first section being the background information. The other sections of the questionnaire were categorized under five themes, which were elicited from the conversations with the students and instructors. There were fifty-one items in the questionnaire, fourteen of the items were related to goals and objectives, making up the

second part of the questionnaire; thirteen of the items were related to the content and delivery of the instruction, making up the third part of the questionnaire; ten items were related to the resources and materials, making up the fourth part of the questionnaire; eight items were related to the assessment and evaluation, making up the fifth part of the questionnaire, six items were related to the training needs of the instructors, pre-service and in-service training processes at Atılım University Preparatory School, which made up the last (sixth) part of the questionnaire. After each part of the questionnaire, there was also the 'other' part, in which the participants were asked to write down extra issues that they would like to be included in the evaluation.

The diagnostic test was applied to 61 instructors: about one-fourth were male ( $N=14$ ) and the rest female ( $N=47$ ). The participants were asked to rank each item in terms of priority for the item to be included in the evaluation. The participants were required to indicate a number/degree (6 for highest priority to 1 the lowest priority) for each item that they thought should be included as an important criterion in the evaluation.

The results of their priority were provided in Appendix D. As could be seen from Appendix D, all of the items were regarded to be important, all having a *Mean* of over 3.80. Keeping these in mind, the researcher kept the themes but reduced the number of the items to make the study more feasible. The results of the items were reanalyzed and turned into surveys that were used as the main data gathering tools.

#### *3.4.2.1 Reliability and validity of the diagnostic instrument*

The term validity tries to answer the question: "Is the instrument appropriate for what needs to be measured?" (Morris & Fitz-Gibbon, 1978, p. 130). Validity of an



instrument tries to tell you the real story of the situation at issue. A valid instrument should have the ability to reflect the real dimensions of a program that is aimed to be evaluated.

Keeping the definition of validity in mind, the diagnostic questionnaire was developed with the help of experts in the field, and was continually revised until it got its last form. Both administrators and instructors (at Prep. School) were consulted during the preparation of the questionnaire so that it could reflect the real issues and concerns of the program. The content of the evaluation was such developed that it could reflect the problems and issues already elicited from the conversations.

The reliability of a test, on the other hand, tries to answer the question: “Does the instrument yield consistent results?” (Morris & Fitz-Gibbon, 1978, p. 130). A reliable instrument should give the same results when administered in the same setting (Morris & Fitz-Gibbon, 1978). That being the case, an internal consistency estimate of reliability was computed both for the all the items in the questionnaire and for the items in each group. The value for the coefficient alpha for the total items was  $\text{Alpha} = .90$ , which is sufficiently enough as far as Morris and Fitz-Gibbon (1978) and Frankel and Wallen (2003) are concerned, because, as they claimed, a reliability score of .70 and above makes the instrument sufficiently reliable. Moreover, the items in each theme were exposed to reliability test as well. The value for the coefficient alpha for the items in Goals and objectives was estimated as  $\text{Alpha} = .90$ ; the value for the coefficient alpha for the items in content and delivery of the instructional message was estimated as  $\text{Alpha} = .896$ ; the value for the coefficient alpha for the items in resources and material was estimated as  $\text{Alpha} = .87$ ; the value for the coefficient alpha for the items in assessment

and evaluation was estimated as  $\text{Alpha} = .81$ ; the value for the coefficient alpha for the items in training needs, in-service and pre-service training was estimated as  $\text{Alpha} = .89$ . All the scores indicate that the items were reliable enough both as a whole and internally.

### 3.4.3 *Teacher and administrator questionnaire*

After the administration of the diagnostic questionnaire, the issues and concerns elicited were converted into two questionnaires. The first one was developed for teachers and administrators at Prep. School. It was developed by the researcher himself with the help of the experts in the field. Some of the questions were adapted –with some changes- from Pittman (1985). A questionnaire, as Patton (1987) claimed, is preferred because it is “systematic, standardized, and easily presented in a short space (p.11). It can also be administered to a large number of people, which makes it more feasible. These are some reasons why the researcher chose the questionnaire as the major data collection instrument of the study. On the other hand, Patton (1987) claims that the quantitative measurement instruments –questionnaires in our case- “are succinct, parsimonious and easily aggregated for analysis” (p.11). As far as Patton (1987) is concerned, in order to get more into the details, to get more accurate feelings, reflections, and opinions of the participants, to get various perspectives of the participants, open-ended responses should be included in the evaluation. Therefore, the researcher added some open-ended response parts at the end of the questionnaire, aiming to get more detailed information about various aspects of the program that was to be evaluated.

The questionnaire consisted of five parts. The first part of the questionnaire was about background information of the participants. The part included information about the gender, experience, the position (at Prep. School), level (Course) of teaching of the participants; moreover, there were parts about the classes they taught, the program they graduated from, and the degrees (if any, MA, MS, PhD or EdD) they completed or they were doing at the time of the data collection.

The second part of the questionnaire is composed of 9 items, and aimed to get the general attitudes of the participants towards preparatory school, and to find out to what extent they can accomplish their ideals, and to what extent the Prep. School meets their expectations. The items in this part were prepared in a four-point Likert Scale style (ranging from *'excellent'* (4), *'very good'* (3), *'good'* (2), to *'needs improvement'* (1).

The last two items were prepared in the following format: *'to a great extent'* (4), *'somewhat'* (3), *'little'* (2), and *'not at all'* (1)

The third part of the questionnaire was composed of 29 items, making up the largest part of the questionnaire. The aim of this part was to assess the perceptions of the participants about the parts of the program, including the goals and objectives, the content and delivery of the instructional process, the resources available, and assessment and evaluation. The participants were asked to value each item by using the format that ranges from *'strongly agree'* (5), *'agree'* (4), *'neutral'* (3), *'disagree'* (2), and *'strongly disagree'* (1).

The fourth part consisted of three statements. Here, the aim was to make a comparison of the ideals of the participants with the realities at Prep. School. With such a comparison, the discrepancy (if any) between the two situations was to be revealed.

The first statement asked the participants to rank all aspects of the target language (grammar, reading, listening, writing, and speaking) in an ideal language teaching environment in terms of their priority (*1 being the most important, and 5 being the least important*). The aim was to find out what aspect of the target language they would most like to teach if they were given the chance. The second item, on the other hand, asked the participants to rank the aspects of language they focused most in their real classes at Prep. School. In the third item, the participants were required to decide which of the language skills (grammar, reading, listening, writing, speaking, and vocabulary) they thought should be included in the proficiency exam and to what proportion (as percentage).

Finally, the fifth part of the questionnaire included some open-ended responses on some aspects of the program at Prep. School. The participants were asked to indicate the strengths (if any) and weaknesses (if any) about the topics/themes given.

#### *3.4.3.1 Reliability and validity of the teacher and administrator questionnaire*

The questionnaire was developed by the researcher with the help of the experts in the field. In order to ensure face and content validity of the items in the questionnaire, experts from the Dept. of Educational Sciences (METU) , Dept. of Foreign Language Education (METU), Dept, of Linguistics (of Hacettepe University), instructors and administrators at Prep. School were consulted. There were some changes and modifications made according to the suggestions of the experts. For example, in the first draft of the questionnaire there were some items aiming to assess the instructors in terms

of their teaching quality. These items were regarded as sensitive by some experts and were deleted accordingly.

When the final draft was ready, it was piloted on 11 instructors and 1 Administrator. As the number of the participants was low, the reliability coefficient was not computed. However, there were a few changes made according to the results of the pilot study. In the background information part, there were two values for the degree of the participants (Yes, or No); however, there were some participants whose degree was in progress. Therefore, this part was corrected by adding (Yes, in progress). Moreover, in the second part, for items 8 and 9, there were only three values ('to a great extent', 'somewhat', 'not at all'), and these three values were regarded to be very strict and having no moderate negative degree. The researcher added another value (Little, before Not at all) to include a moderate negative value.

#### *3.4.4 Student questionnaire*

The second questionnaire was prepared for the students attending at Atılım University Prep. School. This questionnaire aimed to determine the attitudes of the students towards the Prep. School Intensive English Program. There were items similar to the ones in the teacher and administrator questionnaire, and more detailed items asking students' perceptions about the instruction in the classroom. The questionnaire was prepared in Turkish and administered in Turkish, as some of the C level students could have had some difficulty in understanding the items in English, otherwise.

Just like the previous questionnaire, this questionnaire also consisted of five parts. The first part included items on the gender and the course (A, B, C) of the

students, the type of the school they graduated from, the languages they know (besides Turkish and English), their purpose(s) in learning English, their grade of the last midterm, how often they read books, magazines etc. in English, and lastly how often they listen to music and watch films.

The second part of the questionnaire consisted of four items, which aimed to find out general attitudes of the students towards the Prep. School. The students were asked to value the first two items in this part by using the following criteria: '*beyond my expectations*' (3), '*good and meet my expectations*' (2), '*does not meet my expectations and needs improvement*' (1).

The third and the fourth items in this part were to be valued by using the following format: '*definitely efficacious*' (3), '*efficacious but still could be improved*' (2), '*not efficacious and definitely needs improvement*'.

The third part of the questionnaire consisted of 43 items. This part made up the largest part of the student questionnaire. The items in this part were related to various aspects of the program such as the goals and objectives, the resources and materials, the instructional process, and assessment and evaluation. The students were required to value each item by applying the following criteria: '*strongly agree*' (5), '*agree*' (4), '*neutral*' (3), '*disagree*' (2) '*Strongly disagree*' (1).

The fourth part, just like the part in teacher and administrator questionnaire, consisted of three statements. Here again the aim was to make a comparison of the ideals of the students with the realities at Prep. School. With such a comparison, the differences in Stakeholders' perceptions with regard to their ideal language teaching-learning environment and their real (classroom) practices at Atılım University Prep.

School were to be unearthed. In the first item (which is the 44<sup>th</sup> item in the questionnaire), the students were asked to prioritize the areas (skills) -grammar, speaking, listening, reading, and writing- they most wanted to be taught in the classroom. And in the second question, they were asked to prioritize the skills that are mostly focused in their real classroom. The third item in this part, asked the students to determine which parts of the language to be covered in the proficiency exam and to what proportion (percentage).

Lastly, the fifth part of this questionnaire included two-open ended responses, one asking the participants to write down the strengths (if any) of the program (Prep. School) and the other asking them to write down the weaknesses (if any) of the program.

#### *3.4.4.1 Reliability and validity of the student questionnaire*

This questionnaire was prepared in parallel to the teacher-administrator questionnaire. The same process was followed as above. In addition to the expert opinion a pilot study was carried out and an internal consistency estimate of reliability was computed both for the all the items in the questionnaire and the items in the third part which were prepared in five points Likert Scale style. The reliability coefficient for the total items was  $\text{Alpha} = .84$ , which is regarded as satisfactorily reliable. And also the coefficient for the items in the third part of the questionnaire was  $\text{Alpha} = .85$ .

Moreover, after the pilot study was carried out, there were some changes made in the questionnaire. The changes were mostly computational errors, which were corrected according to the suggestions put forth by the students participating in the pilot study.

### **3.5 Data collection procedures**

The data collection process was initiated with the researcher's getting permission from the administration of the Prep. School. After getting permission, the researcher applied to the Board of Ethics at Middle East Technical University, to get a permission for a study that included human subjects. When the Board of Ethics approved the study and gave permission, the data collection process was officially launched.

The data were collected in the fall and spring semester of the 2008-2009 academic year at Atılım University, Preparatory School. One diagnostic questionnaire and two other questionnaires were developed. The diagnostic questionnaire was developed in English, and administered to instructors and administrators and teacher trainers at Prep. School in the fall semester (in December). As for the other two questionnaires, the first one was developed in English and administered to fifty-eight instructors, three administrators, and one Teacher trainer in the Spring Semester (in March), and the second questionnaire was developed in Turkish and administered to the students attending Prep. School at the same year (in March).

The researcher asked each instructor in person to fill in the questionnaire (generally in their free time). And for the student questionnaire, the researcher requested each main class instructors of the chosen classes to deliver the items and collect them back, by providing necessary instructions.

### **3.6 Data analysis**

To analyze the data, both qualitative and quantitative processes were run. In evaluating quantitative data, numeric data obtained from questionnaires was recorded on the SPSS for Windows-Version 15.0 software. Quantitative procedures involved



statistical analyses through descriptive statistics including means, standard deviations, frequencies, and percentages. 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 or in charts.

The qualitative data obtained through open-ended responses in the questionnaires was analyzed through content analysis. Moreover, the thematic analysis and grouping of the answers from different respondents to the same or similar questions was used as a strategy employed for the analysis of open-ended responses in the questionnaires.

As for the written documents, reviewing strategy was employed. These documents were reviewed to provide information about the context, the research site, organizational structure, goals and the objectives of the institution where the study was carried out.

Finally, the comparison of the data (both qualitative and quantitative) was carried out through triangulation procedure (Denzin, 1970, cited in Long, 2005). The method is used by the researchers to validate their data and increase the credibility of the data. It involves collecting different sources and sets of data and comparing one with another (Long, 2005).

### **3.7 Limitations of the study**

First of all, this was a case study, being employed at Atılım University Preparatory School. As each and single school has its own policies and characteristics, a

study carried out in a single school might not be generalized for the other schools nationwide, but might provide valuable implications for similar institutions.

Also, the researcher himself was an internal evaluator as he was one of the staff of the Prep. School where the study was carried out, therefore, an external evaluator in this study might have come up with a different or additional perspectives than the ones that the internal evaluator raised.

Finally, most of the data were collected through quantitative instruments, questionnaires, which might have had an effect on in-depth analyses of the program, although there were some open-ended responses in the questionnaires, also informal conversation interviews were carried out.

## CHAPTER IV

### RESULTS

In this chapter, analysis of the data gathered through teacher-administrator and student questionnaires are presented. The qualitative data were analyzed using SPSS for Windows 15.0 and the qualitative data were analyzed through content analysis.

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 two general headings: the results of teacher-administrator questionnaire and the results of student questionnaire. The data obtained from the teacher questionnaire were presented in the sequence according to the six sub-heading: 1) stakeholders' general satisfaction level of the program; 2) their perceptions of the goals and objectives of the program; 3) their perceptions of content and delivery of instructional process; 4) their perceptions of the materials and resources of the program; 5) their perceptions of the assessment and evaluation process of the program; and 6) a comparison of their ideal teaching learning environment to the one provided by Atılım University.

In Student Questionnaire, two other parts were added from part A of the questionnaire, asking for students' purpose in learning English and the frequency of their using English in their daily lives. Moreover, students were not asked to express their perceptions on the goals and objectives of the program; instead, they were asked to what extent their needs and expectations are achieved through the program.

#### 4.1 Results of the teacher-administrator questionnaire

The teacher-administrator questionnaire was carried out to find out about the perceptions of the instructors and the administrators at Atilim University Preparatory School. The questionnaire was made up of five parts: A) asking about background information of the participants; B) asking about participants' general satisfaction level of the program; C) asking about participants' perceptions about the basic components of the Prep. School Curriculum: goals and objectives, the content and delivery of the instructional process, the resources available, and assessment and evaluation; D) making a comparison of the ideals of the participants with the realities at Prep. School, with such a comparison, the differences in Stakeholders' perceptions with regard to their ideal language teaching-learning environment and their real (classroom) practices at Atilim University Prep. School were to be revealed; E) asking some open-ended responses on some aspects of the program at Prep. School. The participants were asked to indicate the strengths (if any) and weaknesses (if any) about the topics/themes given.

##### 4.1.1 Respondents' general satisfaction level of the program

The question that is aimed to be answered by this section is: *“To what extent are the stakeholders satisfied with the program?”*

This is the B part of the questionnaire; there are nine items in this part, each asking about one aspect of the program to find out to what extent the instructors and administrators are satisfied with the program.

Table 4.1 gives a summary of the Mean and the *SD* of the items in this part. Then the each item is analyzed separately with a table.

Table 4.1 *Summary results for the items related to general satisfaction level of the participants.*

Items	4	3	2	1	N	M	SD
	f %	f %	f %	f %			
1. How would you rate the overall quality of the English Language teaching program at Atılım University Preparatory School?		13 21	19 31	30 48	62	<b>1.73</b>	<b>.79</b>
2. How would you rate the overall achievement of the students attending Prep. School?			22 35	40 65	62	<b>1.35</b>	<b>.48</b>
3. How would you rate this program in terms of the course system (A/B/C)?	1 1.6	12 20	28 46	20 33	61	<b>1.90</b>	<b>.77</b>
4. How would you rate this program in terms of provided resources and materials?		7 11	27 44.3	27 44.3	61	<b>1.67</b>	<b>.68</b>
5. How would you rate this program in terms of pre-service training?		10 16	16 26	35 27	61	<b>1.59</b>	<b>.76</b>
6. How would you rate this program in terms of in-service training?		4 7	17 27	40 66	61	<b>1.41</b>	<b>.62</b>
7. How would you rate this program in terms of teacher training provision?		6 10	18 29	37 61	61	<b>1.49</b>	<b>.67</b>
8. To what extent does the teaching environment at Prep. School meet your expectations?	13 19	33 53	14 23	3 5	62	<b>2.87</b>	<b>.78</b>
9. To what extent are you able to realize your ideals of English Language Teaching at Prep. School?	5 8	38 61	18 29	1 1.6	62	<b>2.76</b>	<b>.62</b>

**Note:** Column Values For questions **One** to **Seven**: 1= Needs improvement; 2= Good; 3= Very Good, 4= Excellent. And for questions of **Eight** and **Nine**: 1= Not at all; 2= Little; 3= Somewhat; 4= To a great extent. N= Population; M= Mean; SD= Standard Deviation

*Results for question number one*

*“How would you rate the overall quality of the English Language teaching program at Atılım University Preparatory School?”*

It is obvious from Table 4.1 that about half of the participants ( $n= 30, 48 \%$ ) think that the overall quality of the program needs improvement; their satisfaction level for the overall all quality of the program is low ( $M= 1.73, SD= .79$ ). Nevertheless, about one-third of the participants ( $n= 19, 31 \%$ ) reckon that the overall quality of the program is good.

*Results for question number two*

*“How would you rate the overall achievement of the students attending Prep. School?”*

Another question that is partly related to the overall quality of the school aims to find out the participants’ perceptions of the overall achievement level of the students. It is clear from Table 4.1 that more than half of the participants ( $n= 40, 65 \%$ ) consider the overall success of their students as low ( $M= 1.35, SD= .48$ ), which in this context means that they are looking for improvement. Their responds to this question is in parallel with those in the first item. On the other hand, the number of the ones who consider their students’ success as good is not that much fewer ( $n= 22, 35 \%$ ).

*Results for question number three*

*“How would you rate this program in terms of the course system (A/B/C)?”*

When it comes to the rating of the program in terms of course system, Table 4.1 makes it obvious enough for one to see that more than half of the participants think that the course system is either good ( $n= 28, 46 \%$ ) or very good ( $n= 12, 20 \%$ ). Thus, the

rating for course system seems to be positive ( $M= 1.90$ ,  $SD= .77$ ), when compared to the first two questions.

*Results for question number four*

*“How would you rate this program in terms of provided resources and materials?”*

As for the provided resources and materials, it is possible to see from Table 4.1 that the number of those of the participants who think that the program needs improvement in terms of provided resources and materials is equal ( $n=27$ , 44 %) to those who believe that the program is good enough in terms of resources and materials ( $n=27$ , 44 %). And, when we add the ones who think that the program is very good ( $n= 7$ , 11.5 %), then the positive side will outnumber the ones who are asking for improvement ( $M=1.67$ ,  $SD=.68$ ).

*Results for question number five, six, and seven*

*“How would you rate this program in terms of pre-service training?”*

*“How would you rate this program in terms of in-service training?”*

*“How would you rate this program in terms of teacher training provision?”*

All these three questions aimed to find out the participants' perceptions with regard to the teacher training aspect of the program as a part of their general satisfaction level. Looking at the statistics of these three questions, it is possible to see a parallelism among them. For question related to pre-service training (see Table 4.1), more than half of the participants ( $n= 35$ , 57 %) have the opinion that the program needs improvement in regard to pre-service training, which shows that their satisfaction level of pre-service training at Prep School is low ( $M= 1.59$ ,  $SD=.76$ ).

The same seems to be true for the question regarding to in-service training. Again, by having a look at Table Number 4.1, it is not difficult to see the same inclination as the one in question number five. Quite a few of the participants ( $n= 40, 66\%$ ) believe that there is a need for improvement in terms of in-service program at Prep. School. The number of the participants who think that the program is good in terms of both pre- and in-service training is quite similar in question number five ( $n=16, 26\%$ ) and number six ( $n=17, 27\%$ )

As to the teacher training provision at Prep. School, it is clear that there as tendency quite similar to the one in question five and six. Here, too, quite many of the participants ( $n= 37, 61\%$ ) are of the opinion that there is a need for improvement in teacher training provision at Atılım University Prep. School. On the other hand, the number of those who believe that the program is enough in term of teacher training provision is about one-third of the participants ( $n= 18, 29\%$ ).

As a result, the opinions of the participants about training process in these three questions reveal many similarities.

The open-ended responses with regard to the strengths and weaknesses of pre-service and in-service training were analyzed through content analysis and the findings are presented in Table 4.2, 4.3, 4.4, and 4.5.

As can be seen from Table 4.2, about half of the instructors ( $n = 28$ ) commented on the strengths of the pre-service training. The majority of them ( $n= 12$ ) claimed that pre-service training is useful in that it helps the novice teachers get to know the system at Atılım University Prep school. Some of them ( $n= 7$ ) pointed out that the sessions during pre-service provided useful feedback; while some others ( $n= 5$ ) had the opinion



that the attendants in the pre-service were able to share their experiences and ideas. Moreover, a few of them ( $n= 4$ ) believe that the workshops done in the training were beneficial.

Table 4.2 *Responses from the questionnaire for the strengths of pre-service training*

Theme	<i>F</i>
The Strengths of pre-service training are:	
<ul style="list-style-type: none"> <li>• Helping novice teachers get familiar with the system at Prep school</li> </ul>	12
<ul style="list-style-type: none"> <li>• Providing useful feedback</li> </ul>	7
<ul style="list-style-type: none"> <li>• Sharing new ideas and experiences</li> </ul>	5
<ul style="list-style-type: none"> <li>• Some of the workshops were beneficial</li> </ul>	4
Total	28

At the other end of the scale, there are those who believe that there are many weaknesses of the pre-service training (see table 4.3). The number of the respondents ( $n= 34$ ) is slightly higher here. Most of the respondents ( $n= 17$ ) emphasized that the content of the pre-service training was too much theoretical rather than practical; in the mean time, around one-fourth of the respondents ( $n= 9$ ) pointed out that practical workshops and activities were quite inadequate. Some others ( $n= 4$ ) believed that time given for pre-service training was insufficient, whereas there were those ( $n= 4$ ) complained about lack of novelty and too much repetition of the already available literature.

Table 4.3 *Responses from the questionnaire for the weaknesses of pre-service training*

Theme	<i>F</i>
The weaknesses of pre-service training are:	
• The content of the of the training is too much theoretical	17
• Lack of practical workshops and activities	9
• Time is not adequate	4
• Too much repetition; lack of novelty	4
:	
Total	34

When it comes to the strengths of the in-service training (see table 4.4), not many of the instructors commented on this issue. Those who commented ( $n= 3$ ) claimed that in-service training was useful for them to catch up with the developments taking place in ELT field. Moreover, two of the respondents had the idea that through in-service training they could get some useful feedback about their teaching during the semester.

Table 4.4 *Responses from the questionnaire for the strengths of the in-service training*

Theme	<i>f</i>
The strengths of in-service training are:	
• Helpful to keep up with the developments in ELT	3
• Sometimes provide useful feedback about the process of teaching	2
Total	5

On the other hand, the number of the respondents on the weaknesses of in-service training is higher ( $n= 15$ ). Surprisingly, most of the respondents ( $n= 7$ ) claimed

there was no in-service training at all. A few of the respondents ( $n= 3$ ) complained about lack of seminars and conferences for teacher development, and a few of them ( $n= 3$ ) complaining about lack of qualified staff to provide in-service training. Lastly, two of the respondents claimed that there were only observations done during in-service training, and feedback of these observation to the instructors were provided.

Table 4.5 *Responses from the questionnaire for the weaknesses of the in-service training*

Theme	<i>f</i>
The weaknesses of in-service training are:	
• There is no in-service training	7
• Lack of seminars and conferences	3
• Lack of qualified staff	3
• It is made up of only observations and feedback	2
Total	15

*Results for question number eight*

*“To what extent does the teaching environment at Prep. School meet your expectations?”*

It can be observed from Table 4.1 that the number of the participants who think that the program somewhat meet their expectations is quite high ( $n= 33, 53 \%$ ). The perceptions of the instructors of the general environment at Prep School and its potential

to meet their expectations is more positively directed than the other questions ( $M= 2.87$ ,  $SD= .78$ ), of course when the term “somewhat” is not used in a negative context.

#### *Results for question number nine*

*To what extent are you able to realize your ideals of English Language Teaching at Prep. School?*

The last question in this part aimed to find out the extent to which the instructors are able to realize their ideals at Prep School. From Table 4.1 it is possible to infer that majority of the participants ( $n= 38$ , 61 %) maintain that they are ‘somewhat’ able to realize their ideals at Prep. School. On the other hand, around one-third of the applicants ( $n= 18$ , 29 %) think that they can only accomplish little of their ideals.

#### *4.1.2 Respondents’ perceptions of the goals and objectives of the program*

The question that is aimed to be answered by this factor is: “*What are instructors’ and administrators’ perceptions of the goals and objectives of the program?*”

It is the C part of the evaluation, which is made of four factors: goals and objectives, content and delivery of instructional process, materials and resources of the program, and lastly assessment and evaluation process of the program.

The items that are related to the goals and objectives of the program are from one to eleven and the results of the respondents perceptions related to this factor are provided in Table 4.6 below.

Table 4.6 *Results for the items related to respondents' perceptions on goals and objectives of the program*

Items	5	4	3	2	1	N	M	SD
	<i>f</i> %	<i>f</i> %	<i>f</i> %	<i>f</i> %	<i>f</i> %			
1. The goals of this language program are clearly and explicitly stated.	2 3.3	23 37	19 31	17 27	1 1.6	62	<b>3.13</b>	<b>.91</b>
2. The goals of this language program are readily accessible to those who need to refer to them.	2 3.2	16 26	20 32	18 29	5 8.1	61	<b>2.87</b>	<b>1.0</b>
3. The goals are compatible with the general goals of the university.	2 3.2	13 21	37 60	10 16		62	<b>3.11</b>	<b>.70</b>
4. The goals are understood and supported by the school administrators.	5 8	18 29	27 44	11 18	1 1.6	62	<b>3.24</b>	<b>.90</b>
5. The goals are understood and supported by the instructors.	5 8	24 39	20 32	10 16	3 4.8	62	<b>3.29</b>	<b>1.0</b>
6. The goals have been analyzed into a set of level (C/B/A) objectives that identify the important skills, teaching points and attitudes.	3 5	21 34	22 36	12 19	4 6.5	62	<b>3.11</b>	<b>1.0</b>

(Table 4.6 continued)

7. The objectives seem attainable, given the level of the learners for whom they are intended.	4 6.5	20 32	22 35.5	14 23	2 3.2	62	<b>3.16</b>	<b>.97</b>
8. The objectives are clearly displayed in some form that makes them readily understood and easily used by administrators and instructors	5 8	13 21	24 39	17 27	3 4.8	62	<b>3.0</b>	<b>1.0</b>
9. The goals are compatible with the teaching means (Textbooks, extra materials etc.).	1 1.6	18 29	20 32	19 31	4 6.5	62	<b>2.89</b>	<b>.96</b>
10. The goals are compatible with the testing means.	2 3	13 21	22 35.5	19 31	6 10	62	<b>2.78</b>	<b>1.0</b>
11. The goals and the objectives are achieved to a satisfactory extent.	1 1.6	8 13	29 47	18 29	6 10	62	<b>2.68</b>	<b>.88</b>

Note: Column Values: 1= Strongly disagree; 2= Disagree; 3= Neutral, 4= Agree, 5= Strongly agree

When Table 4.6 is analyzed closely, it is obvious that most of the respondents seem to have a neutral attitude towards goals and objectives of the program. The items that need attention here in terms of negative perceptions of the instructors are: statement number 11, which tries to find out respondents perceptions about to what extent the goals and objectives of the program are achieved; statement number 10, 9, which test the compatibility of the goals and objectives to the testing means and teaching means, and lastly statement number 2, which aims to find out to what extent the goals are available to the instructors.

Table 4.6 makes it clear that the goals and objectives of the program are not achieved to a satisfactory level, as far as the respondents are concerned ( $M= 2.68, .88$ ).

About half of the respondents (47 %) have a neutral perception, while quite many of them (29 %) disagree with this statement.

Another statement that the respondents regard as negative ( $M= 2.78$ ,  $SD= 1.0$ ) is statement number 10, of which most of the respondents (36 %) seem to have a neutral perception, while another large proportion of the respondents (31 %) disagree that the goals are compatible with the testing means such as midterm, quizzes and proficiency exams.

Moreover, another statement, quite parallel to the previous one, is number 9, which seeks to find out the compatibility between the goals and objectives and teaching means. The respondents mostly do not think that the goals and objectives comply with the teaching means ( $M= 2.89$ ,  $SD= .96$ ). Besides, the majority of the participants believe that goals and objectives are not readily accessible to those who need to refer to them ( $M= 2.87$ ,  $SD= 1.0$ )

In this part, there are also some statements that have a positive tendency, though close to neutrality, among which the most positively rated ones are statements 5, 4, and 7. In statement 5, it is clear that instructors are not very much sure to in terms of perceiving the goals and objectives clearly ( $M= 3.29$ ,  $SD= 1.0$ ); similarly, in number 4, administrator are said to have perceived and supported the goals and objectives ( $M= 3.24$ ,  $SD= .90$ ). As for statement number 7, respondents believe that the level of the learners is suitable to attain the objectives ( $M= 3.16$ ,  $SD=.97$ )

As a result, it is clear that most of the instructors, while expressing their opinions related to the goals and objectives, seem to have a neutral perception (see statements 1, 3, 6, 8 from the table 4.6).

#### 4.1.3 Respondents' perceptions of the content and delivery of instructional process

With this factor the aim is to answer to the following sub-question:

“What are the administrators' and instructors' perceptions of the content and delivery of instructional process?” There are five statements in this factor that help to answer the above question: 12, 14, 19, 20, and 21, whose results are presented in Table 4.7.

Table 4.7 Results for the items related to respondents' perceptions on content and delivery of instructional process.

Items	5	4	3	2	1	N	M	SD
	<i>f</i> %	<i>f</i> %	<i>f</i> %	<i>f</i> %	<i>f</i> %			
12. All the language skills (reading/writing/speaking/listening) are focused on at a satisfactory level in the program.	2 3	5 8	20 32	24 39	11 18	62	<b>2.40</b>	<b>.98</b>
14. The content of the program provides opportunities for a communicative learning environment.		10 16	14 23	26 42	12 19	61	<b>2.35</b>	<b>.98</b>
19. I think the project work –making up 10 % of the passing grade- is effective for the learners.	6 10	22 35.5	19 31	10 16	5 8	62	<b>3.22</b>	<b>1.09</b>
20. I think the project work is successfully carried out all through the term.	3 5	9 15	21 34	21 34	7 11	61	<b>2.67</b>	<b>1.03</b>
21. I think the weekly quizzes are important for the learners.	29 47	29 47	3 5	1 1.6		62	<b>4.39</b>	<b>.66</b>

Note: Column Values: 1= Strongly disagree; 2= Disagree; 3= Neutral, 4= Agree, 5= Strongly agree



Table 4.7 reveals that instructors' perception of the program in terms of covering all four skills of language is quite negative ( $M= 2.40$ ,  $SD= .98$ ). It is very much apparent that most of the respondents either disagree ( $n=24$ , 39 %) or strongly disagree ( $n= 11$ , 18 %) that the program covers all the language skills.

In parallel to statement 12, we can observe the same negative perceptions ( $M= 2.35$ ,  $SD= .98$ ) of the participants of the statement 14, in which it is said that the content of the program provides opportunities for communicative language environment. The majority of the participants believe that the program do not provide enough opportunities for communicative language environment, which also supports statement number 12.

One of the most important components of the curriculum is the project work, which makes up ten percent of the total passing grade. When it comes to the perceptions of the respondents on the significance and effectiveness of the project work (Statement 19), they mostly have a positive tendency ( $M= 3.22$ ,  $SD= 1.09$ ), which means they do believe that project work, if performed effectively, can contribute to the success of the students. However, when it comes to the performing of the project work in a successful way, they do not demonstrate the same positive perception ( $M= 2.67$ ,  $SD= 1.03$ ).

The open-ended questions related to the strengths and weaknesses of the project work, whose results are presented in Table 4.8 and 4.9, support the above tendency. Most of the respondents ( $n= 15$ ) believe that project work help to increase research skills of the students; meanwhile, another group of the respondents ( $n= 15$ ) hold the belief that it enhances students' presentation and speaking skills, even some of them included writing skills. A small proportion of the respondents ( $n= 8$ ) regard project work

beneficial because it helps students acquire group work/team work skills. There were some others ( $n=5$ ) who believed that project work helps learners obtain a sense of responsibility, while a few others ( $n=5$ ) claimed that project work, when successfully carried out, motivate and encourage students.

Table 4.8 *Responses from the open-ended part of the questionnaire for the strengths of project work*

Theme	<i>f</i>
The strengths of project work:	
• Improves research skills	15
• Improves presentation skills	15
	8
• Help students get team/group work skills	5
	5
• Help students take responsibility	
• Motivate and encourage students	48
Total	

As for the negative sides of the project work (Table 4.9), the majority of the respondents ( $n= 11$ ) complained that students doing project work made too much copy-paste from internet sites and other resources, which could be because of the lack of paraphrasing skills which was another issue of concern cited by a few respondents ( $n= 7$ ). Also, the time provided for the project work was regarded to be a problem by some, who were also complaining about a lack of organization, which might have been due to

the fact that there were no written goals and objectives to refer to as mentioned by two of the respondents.

Table 4.9 *Responses from the open-ended part of the questionnaire for the weaknesses of project work*

Theme	<i>f</i>
The weaknesses of project work:	
• Too much copy-paste from student side	11
• Students cannot make use of paraphrasing skills	7
• Time problem	4
• No written goals and objectives to refer to	2
Total	24

Another statement in this part was number 21, aiming to assess the value of weekly quizzes for the respondents. As can be seen from Table 4.7, a large number of the instructors believe that quizzes are important for the learners ( $M= 4.39$ ,  $SD= .66$ ). As to why the quizzes are important, there were two open-ended items, asking respondents to comment about the strengths and weaknesses of quizzes and midterms. Table 4.10 gives a summary of the respondents' mostly focused points on the strengths of the quizzes. The mostly focused benefit of the weekly quizzes ( $n= 17$ ) was that they help students study regularly. The other benefits were cited as to be helping students keep alert and make revision of their weekly work ( $n= 6$ ); checking their progress to see their strengths and weaknesses ( $n= 6$ ); and helping for the preparation of the other exams such as midterms ( $n= 4$ ).

Table 4.10 *Responses from the open-ended part of the questionnaire for the strengths of weekly quizzes*

Theme	<i>f</i>
The strengths of weekly quizzes:	
• Help (trigger) students study regularly	16
• Help for revision	6
• Help students check their progress regularly	6
• Help in preparing for the midterms	4
Total	32

When it comes to the weaknesses of the quizzes, the mostly named weakness was that they were too much grammar based ( $n= 5$ ); the other skills were ignored ( $n=3$ ); and there was sometimes too much focus on detailed questions ( $n= 3$ ).

Table 4.11 *Responses from the open-ended part of the questionnaire for the weaknesses of weekly quizzes*

Theme	<i>f</i>
The weaknesses of weekly quizzes:	
• Too much grammar based	5
• Lack of other skills	3
• Focusing too much on details	11
Total	

#### 4.1.4 Respondents' perceptions of the materials and resources of the program

With this factor the aim is to answer to the following sub-question: “*What are their perceptions of the materials and resources of the program?*” To answer this question five statements (13, 15, 16, 17, and 18) were given to the respondents. The summary results of respondents' perceptions are provided in Table 4.12.

Table 4.12 Results for the items related to respondents' perceptions on materials and resources of the program

Items	5	4	3	2	1	N	M	SD
	f %	f %	f %	f %	f %			
13. The instructors are involved in the selection of the means of instruction.		13 21	12 20	14 23	21 35	60	<b>2.28</b>	<b>1.17</b>
15. The teaching means (books and other materials) involve Reading Skills activities at a satisfactory level.	3 5	28 46	12 20	13 21	5 8	61	<b>3.18</b>	<b>1.08</b>
16. The teaching means (books, and other materials) involve Writing Skills activities at a satisfactory level.		30 49	23 38	6 10	3 3	61	<b>3.33</b>	<b>.79</b>
17. The teaching means (books, and other materials) involve Listening Skills activities at a satisfactory level.	4 7	30 49	18 29.5	7 11.5	2 3	61	<b>3.44</b>	<b>.90</b>
18. The teaching means (books, and other materials) involve Speaking Skills activities at a satisfactory level.		12 20	19 31	18 29.5	12 20	61	<b>2.51</b>	<b>1.03</b>

Note: Column Values: 1= Strongly disagree; 2= Disagree; 3= Neutral, 4= Agree, 5= Strongly agree

From the statement number 13, we can see that the instructors mostly hold the idea that they are not involved in the selection of the means ( $M= 2.28$ ,  $SD= 1.17$ ).

About fifty-eight percent of the respondents either strongly disagree or disagree with this statement.

On the other hand, when it comes to the content of the teaching means, most of the participants agree that the means involve enough listening skills ( $M= 3.44, SD= .90$ ). A similar tendency can be observed in the statement 16, which says that the means include enough writing activities and focus on writing skills to a satisfactory level ( $M= 3.33, SD= .79$ ). When it comes to their belief on the reading skills property of the books, their agreement level gets closer to neutrality ( $M= 3.18, SD= 1.08$ ). The respondents show the most negative attitude towards statement 18 ( $M= 2.51, SD= 1.03$ ), which says that the means involve enough speaking skills.

The open-ended responses on textbooks and other materials reveal similar results (see table 4.13). Most of the respondents claimed that the books are communicative in nature ( $n=18$ ) and include all language skills ( $n= 15$ ), mostly focusing on listening and speaking ( $n= 8$ ). There seems to be a discrepancy here between statement number 18, and the written responses, which might be because of the fact that in the statement the subject includes the books and other materials; however, while writing, the respondents have specified their comments on either books or materials

Table 4.13 *Responses from the open-ended part of the questionnaire for the strengths of the textbooks*

Theme	<i>f</i>
The strengths of textbooks:	
• Being communicative	18
• Including all language skills	15
• Focus on listening and speaking	8
• Providing opportunity for practice	7
Total	48

There are not many comments on the strengths of the materials; just a few comments on the fact that extra materials are good reinforces for the textbooks. However, below (Table 4.14) are some weaknesses cited by the respondents regarding the materials and textbooks. Most of the responses regarding to the books focus on the fact that the content of the books and the goals and objectives of Prep. School are not compatible ( $n= 11$ ); neither does the content of the books comply with the content of the proficiency exam. It is clear from the comments of the respondents that the extra materials are too much grammar based ( $n= 16$ ), and mechanical ( $n= 14$ )

Table 4.14 Responses from the open-ended part of the questionnaire for the weaknesses of the textbooks and materials

Theme	<i>f</i>
The weaknesses of textbooks and materials:	
• Books: not compatible with Prep. School goals	11
• Books: not compatible with the content of proficiency exam	9
• Material: too much grammar based	16
• Materials: too mechanical	14
Total	50

#### 4.1.5 Respondents' perceptions of the assessment and evaluation process of the program

This factor aims to seek an answer to the following sub question: “*What are administrators' and instructors' perceptions of the assessment and evaluation process of the program?*” There are eight statements in this factor. Statement 22 is related to the effectiveness of the weekly quizzes; in statement, 23 the aim is to determine to what extent the proficiency exam measures the goals and objectives of the program; statements 24, 25, 26 focus on the content of the proficiency exam; statement 27 seeks compatibility between the exam and the instructional means; statement 28 focuses on the relationship between the exam results and students performance; and finally the last statement in part C is related to the effectiveness of the placement test done at the beginning of the semester. The results of the statements are provided in Table 4.24.



Table 4.15 *Results for the items related to respondents' perceptions on assessment and evaluation process of the program*

Items	5	4	3	2	1	N	M	SD
	<i>f</i> %	<i>f</i> %	<i>f</i> %	<i>f</i> %	<i>f</i> %			
22. I think the weekly quizzes are a good indicator of a student's performance in the midterms and proficiency exam.	11 18	36 58	10 16	3 5	2 3.2	62	<b>3.82</b>	<b>.90</b>
23. The proficiency exam measures the goals and/or objectives stated in the preparatory school curriculum.	4 7	16 26	23 38	17 28	1 1.6	61	<b>3.08</b>	<b>.94</b>
24. The proficiency exam measures Reading Skills at a satisfactory level.	5 8	35 57	17 28	4 7		61	<b>3.67</b>	<b>.72</b>
25. The proficiency exam measures Writing Skills at a satisfactory level.	4 7	33 54	18 29.5	6 10		61	<b>3.57</b>	<b>.76</b>
26. The proficiency exam measures grammar knowledge at a satisfactory level.	8 13	40 67	12 20			60	<b>3.93</b>	<b>.58</b>
27. The content of the examination is consistent with the content of the textbooks and materials used in the program.	3 5	25 42	12 20	13 22	7 12	60	<b>3.06</b>	<b>1.15</b>
28. The test results of the proficiency exam reflect Preparatory School students' actual performance.		17 28	28 46	14 23	2 3	61	<b>2.98</b>	<b>.80</b>
29. The placement examination done at the beginning of the year is a good indicator of the students' levels.	5 10	24 40	18 30	10 17	2 3	60	<b>3.37</b>	<b>.99</b>

Note: Column Values: 1= Strongly disagree; 2= Disagree; 3= Neutral, 4= Agree, 5= Strongly agree

The respondents had already revealed their perceptions related to the weekly quizzes in statement number 21 in the content factor. However, in the previous section

the instructional value of the project work and quizzes were questioned. This time the effectiveness of the weekly quizzes is questioned in terms of their testing value. When the table is analyzed, it is pretty much clear that the majority of the respondents hold the opinion that there is a parallelism between students' quiz results and their performance in the other exams. The respondents agree that the weekly quizzes are a good indicator of their performance in the following process ( $M= 3.82, SD= .90$ ). The statement 23, the respondents seem to have a neutral point of view ( $M= 3.08, SD= .94$ ) on whether the proficiency exam is testing what it is supposed to test. As to the content of the proficiency exam, it is obvious that most of the respondents have a positive perception that the exam measures enough reading skills ( $M= 3.67, SD= .72$ ), writing skills ( $M= 3.57, SD= .76$ ), grammar ( $M=3.93, SD= .58$ ). Especially, their opinions about the measurement of grammar in the exam are quite positive.

Statement number 27 seeks to find out whether the content of the examination is consistent with the content of the instructional means. The respondents have a neutral approach here ( $M= 3.06, SD= 1.15$ ). They do not agree that the exam complies with the textbooks and materials fully. Also, they maintain that neutral perception for the statement 28, as well, which means they cannot decide if the results of the exam reflect the real performance of the students ( $M= 2.98, SD= .80$ ). However, their perceptions on the placement test are more positive ( $M= 3.37, SD= .99$ ).

When the open-ended responses regarding the strengths and weaknesses of the proficiency exam are analyzed (see table 4.16), it is possible to see that the comments are generally on the weaknesses of it. Although the exam does test reading, writing and grammar knowledge, it lacks speaking and listening skills, which was mostly touched

issue in open-ended responses ( $n= 18$ ). Moreover, the number of the participants who claimed that the exam is very much grammar based was not low ( $n= 15$ ). There were also some who hold the idea that exam is not compatible with the teaching means, namely text books ( $n= 6$ ).

Table 4.16 *Responses from the open-ended part of the questionnaire for the weaknesses of the proficiency exam*

Theme	<i>f</i>
The weaknesses of the proficiency exam:	
<ul style="list-style-type: none"> <li>• Speaking and listening skills are not measured</li> <li>• Too much grammar based</li> <li>• Not compatible with the teaching means (text books)</li> </ul>	<p>18</p> <p>15</p> <p>6</p>
Total	39

#### 4.1.6 *A comparison of respondents' ideal teaching learning environment to the one provided by Atılım University*

The question that needs to be answered here is: “*Are there any differences in Stakeholders' perceptions with regard to their ideal language teaching-learning environment and their real (classroom) practices at Atılım University Prep. School*” in terms of teaching all language components/skills.

This is part D of the questionnaire, which is made up of three sections: in the **first** section the respondents are asked to rank the following areas that they consider as important *in an ideal language teaching environment* according to their priority? (**1** for

the **top** priority and **5** for the **least** priority) : *grammar, reading, listening, writing and speaking*. In the second section, they were asked to prioritize the following areas in their actual classes at Atılım University Preparatory school? What was their top focus during classes? (1 for the top focus and 5 for the least focus): *grammar, reading, listening, writing and speaking*.

Below are the comparison results of the ideals and realities (Table 4. 17):

Table 4.17 *A comparison of the respondent's perceptions on an ideal language environment and the real environment at Atılım University*

Language Components	1 <sup>st</sup> Choice		2 <sup>nd</sup> choice		3 <sup>rd</sup> choice		4 <sup>th</sup> choice		5 <sup>th</sup> choice		Total <i>N</i>
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	
<b>Grammar</b>											
Ideal	11	17.7	10	16.1	7	11.3	5	8.1	<b>28</b>	<b>45.2</b>	61
Reality	<b>47</b>	<b>75.8</b>	8	13	1	1.6	1	1.6	3	4.8	60
<b>Reading</b>											
Ideal	<b>25</b>	<b>41</b>	13	21	15	24.2	7	11.3	1	1.6	61
Reality	3	4.8	<b>39</b>	<b>62.9</b>	16	25.8	2	3.2	_____		60
<b>Listening</b>											
Ideal	7	11.5	14	22.6	13	21	<b>20</b>	<b>32</b>	7	11.5	61
Reality	2	3.2	2	3.2	18	29	<b>31</b>	<b>50</b>	7	11.3	60
<b>Writing</b>											
Ideal	2	3.2	<b>19</b>	<b>30.6</b>	11	17.7	18	29	11	17.7	61
Reality	4	6.5	7	11.3	20	32.3	8	12.9	<b>21</b>	<b>33.9</b>	60
<b>Speaking</b>											
Ideal	<b>16</b>	<b>25.8</b>	5	8.1	15	24.2	11	17.7	14	22.6	61
Reality	4	6.5	4	6.5	5	8.1	18	29	<b>29</b>	<b>47</b>	60

First, when grammar is taken into account, it is obvious that if most of the respondents ( $n= 28, 45\%$ ) were in an ideal condition, grammar would be their last choice of teaching, while at Prep School it seems to be the first choice of a majority of the respondents ( $n= 47, 76\%$ ). As for reading skills, the difference is not that much

sharp, whereas in an ideal teaching environment one-fourth of the respondents ( $n= 25$ , 41 %) would take reading as their first choice, at Prep School, the majority ( $n= 39$ , 62.9) take it as the second choice, which comes after grammar. In their priority of teaching listening, although both in imaginary ( $n= 20$ , 32 %) and in real conditions ( $n= 31$ , 50 %) majority seem to have preferred as their fourth choice, the number of those who choose to teach listening primarily is higher in an ideal condition ( $n= 7$ , 11.5) than the one at prep. school ( $n= 2$ , 3.2 %). As the majority of the instructors taking part in this study were not writing instructors, their real conditions do not reflect a preference; that is why, a comparison would not be reliable. Another, most striking difference takes place in the choice of teaching speaking. Unlike the real conditions at prep. school, where the majority of the instructors ( $n= 29$ , 47 %) teach speaking as the least important skill, in an ideal condition the majority of the instructors ( $n= 16$ , 25.8 %) regard speaking skills as the most important component to be taught.

In the *third* section of this part, the respondents were asked which of the following areas they think should be included in the proficiency exam and to what proportion: *grammar, reading, listening, writing and speaking, and vocabulary*. For grammar (See table 4.18), the majority ( $n= 27$ , 43.5 %) claimed that they would include 11 through 20 percent grammar in the exam. For reading, the majority either want to have 11 through 20 percent ( $n= 24$ , 38.7 %) or 21 through 30 percent of reading in the exam. For both listening ( $n= 33$ , 53.2 %) and speaking ( $n= 33$ , 53.2 %) the majority would like to get 0.1 through 10 percent in the exam. Lastly, for vocabulary ( $n= 28$ , 45.2) and writing ( $n=41$ , 66 %) majority would like to have 11 through 20 percent of each in the exam.

Table 4.18 *A comparison of the respondents' perceptions with regard to their preference of language skills that they would like to be included in the proficiency exam.*

Language Components	0 (no preference)		01. to 10		11 to 20		21 to 30		31 and above		Total	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
<b>Grammar</b>	2	3.2	8	12.9	<b>27</b>	<b>43.5</b>	11	17.7	5	8.1	53	85
<b>Reading</b>	-----		1	1.6	24	38.7	<b>25</b>	<b>40.3</b>	4	6.5	54	87
<b>Listening</b>	-----		<b>33</b>	<b>53.2</b>	21	33.9	1	1.6	-----		55	89
<b>Writing</b>	-----		9	14.5	<b>41</b>	<b>66.1</b>	4	6.5	-----		54	87
<b>Speaking</b>	5	8.1	<b>33</b>	<b>53.2</b>	20	32.3	-----		-----		58	94
<b>Vocabulary</b>	3	4.8	21	33.9	<b>28</b>	<b>45.2</b>	1	1.6	-----		53	85

#### 4.1.7 A brief summary of the teacher-administrator questionnaire

The following Table 4.19 reveals a brief summary of the respondents' perceptions on the six parts of the teacher-administrator questionnaire:

Table 4.19 A summary of teacher-administrator questionnaire

General Satisfaction Level of the Program	
Positive perceptions	Less positive perceptions
<ul style="list-style-type: none"> <li>➤ Course system</li> <li>➤ Realizing the ideals (somewhat)</li> <li>➤ Meeting the expectations</li> </ul>	<ul style="list-style-type: none"> <li>➤ The overall quality of the program</li> <li>➤ Overall success of the students</li> <li>➤ Pre-service training</li> <li>➤ In-service training</li> <li>➤ Training provision</li> </ul>
Goals and Objectives of the Program	
Positive perceptions	Less positive perceptions
<ul style="list-style-type: none"> <li>➤ Goals are understood and supported by the instructors</li> <li>➤ Goals are understood and supported by the administrator</li> <li>➤ The objectives seem attainable</li> </ul>	<ul style="list-style-type: none"> <li>➤ The goals are accessible to those who need to refer to them and clearly defined</li> <li>➤ The goals are compatible with teaching means</li> <li>➤ The goals are compatible with testing means</li> <li>➤ The goals and objectives are achieved to a satisfactory extent</li> </ul>
Perception on the content and delivery of instructional process.	
Positive perceptions	Less positive perceptions



Table 4.19 continued

<ul style="list-style-type: none"> <li>➤ Project work is effective</li> <li>➤ Weekly quizzes are important</li> </ul>	<ul style="list-style-type: none"> <li>➤ All the language skills are focused on satisfactorily</li> <li>➤ The content of the program is communicative</li> <li>➤ Project work is successfully carried out</li> </ul>
Materials and resources of the program	
Positive perceptions	Less positive perceptions
<ul style="list-style-type: none"> <li>➤ Teaching means include enough listening skills</li> <li>➤ Teaching means include enough writing skills</li> <li>➤ Teaching means include enough reading skills</li> </ul>	<ul style="list-style-type: none"> <li>➤ Instructors are involved in the selection of teaching means</li> <li>➤ Teaching means involve speaking activities to a satisfactory extent</li> </ul>
Assessment and evaluation process of the program	
Positive perceptions	Less positive perceptions
<ul style="list-style-type: none"> <li>➤ Weekly quizzes are good indicator of students' performance</li> <li>➤ The exam measures enough reading, writing skills and grammar knowledge</li> <li>➤ The placement examination is effective</li> </ul>	<ul style="list-style-type: none"> <li>➤ The proficiency exam measures goals and objectives</li> <li>➤ The content of the exam is consistent with the textbooks and materials</li> <li>➤ The results of the exam reflect actual performance of the students</li> </ul>
Comparison between respondents' ideals and realities at Prep School	
Ideals	Realities
<ul style="list-style-type: none"> <li>➤ Least amount of grammar</li> <li>➤ Ample amount of reading</li> <li>➤ Ample amount of speaking</li> <li>➤ Moderate amount of listening</li> </ul>	<ul style="list-style-type: none"> <li>➤ Most grammar</li> <li>➤ Ample amount of reading</li> <li>➤ Least amount of speaking in the classroom and no speaking in the exam</li> <li>➤ Moderate amount of listening in the classroom but no listening in the final exam</li> </ul>

## 4.2 Results of the student questionnaire

The student questionnaire was carried out to find out about the perceptions of the students currently attending at Atılım University Preparatory School. The questionnaire was made up of five parts: A) asking about background information of the participants; B) asking about participants' general satisfaction level of the program; C) asking about participants' perceptions about the basic components of the Prep. School Curriculum: the content and delivery of the instructional process, the resources available, and assessment and evaluation; D) making a comparison of the ideals of the participants with the realities at Prep. School, with such a comparison, the differences in students' perceptions with regard to their ideal language learning environment and their real (classroom) practices at Atılım University Prep. School; E) asking for some open-ended responses on the strengths (if any) and weaknesses (if any) about the language program.

### 4.2.1 *The results of the students' purpose in learning English*

In the first part of the questionnaire, different from the teacher-administrator questionnaire, there is a part asking students' purpose in learning English. Analyzing the table 4.29, we can see that the majority of the students wants to learn English in order to be able to follow their classes in their department ( $n= 153$ , 71 %), and to be able to pass the proficiency exam ( $n= 150$ , 69 %). Moreover, being able to communicate with foreigners ( $n= 116$ , 54 %) and going abroad ( $n= 101$ , 47 %) are the other two important reasons why the students want to learn English. About one-third of the students ( $n= 70$ , 32 %) claimed to be learning English to be able to read magazines and books in English.

In the ‘other’ purposes, the most commonly cited purpose was to have a good job ( $n=45$ , 21 %).

Table 4.20 *Results showing students’ purpose in learning English*

	<i>f</i>	%
1. To pass the proficiency	150	69
2 To be able to follow the classes in the departments with no difficulty.	153	71
3 To go abroad	101	47
4 To be able to communicate with foreigners	116	54
5 To be able to read books and magazines in English	70	32
6 Others	29	13

#### 4.2.2 *Results of the frequency the students use English in their daily lives*

In the last two statements of the questionnaire’s A part, the students were asked to write down how often they read magazines, books, listen to music, and watch films in English. The results are given in Table 4.30. The most noticeable facts related to the students’ using English in their daily lives is that around twenty-seven percent of them ( $n=59$ ) read at least one book in English a month and around nine percent of them ( $n=18$ ) read at least two books a month. Furthermore, around nine percent of them ( $n=20$ ) read at least one magazine a month. And as for the music, around fourteen percent

( $n=29$ ) spend at least one hour a day listening to music in English. Besides, around five percent of them ( $n= 10$ ) spend at least two hours a day watching films in English.

Table 4.21 *Results of the frequency the students use English in their daily lives*

Activity	Day		Week		Month		Year		Total
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	
<b>Reading books</b>									
One	-----		3	1.4	59	71	7	3.2	216
Two					19	23	10	4.6	
Three					2	.9	9	4,2	
More than three			2	.9	3	1.2	22	11	
<b>Magazines</b>									
One	-----		11	5	20	9.3	12	6	216
Two			3	1.4	9	4.2	4	2	
Three			-----		-----		2	1	
More than three			-----		-----		8	4	
<b>Listening to music</b>									
One hour	29	14	6	2.8	2	1	-----		216
Two hours	20	9.3	6	2.8	2	1			
Three hours	10	4.6	6	2.8					
More than three hours	23	10.6	21	9.7	12	5.5			
<b>Watching films</b>									
One hour	9	4	12	5.5	14	6.4	-----		216
Two hours	10	4.6	23	10.6	5	1.3			
Three hours	-----		18	8.3	-----				
More than three hours	-----		23	10.6	-----				

#### 4.2.3 *Results of the students' general satisfaction level of the program*

There are two questions that are aimed to be answered through this factor; one is: *"To what extent are the stakeholders satisfied with the program?"* and the other is: *"Does the preparatory school's program at Atılım University meet students' needs and expectations?"* There are eleven statements that help to answer these questions: four questions from Part B, and seven statements from part C of the questionnaire.

The results of the four questions in the part B are given below in Table 4.22.

The first question wanted to find out the students' perceptions on the general rating of Prep. School. It is obvious from the table that the majority of the students ( $n=105$ , 50 %) rate the language program as good, and they think that it meets their expectations ( $M=2.26$ ,  $SD=.65$ ). The second question was asked to determine how much the students value the course system at Prep. School. Like the previous one, majority of the respondents ( $n=144$ , 67 %) believe that the course system is good and meet their expectations ( $M=2.17$ ,  $.55$ ). As for the third question, which wanted to find out whether the students think that the program is efficacious enough to realize their aims regarding language learning, quite many of the respondents declared that the program was efficacious but still some improvements could be made ( $M=2.20$ ,  $SD=.59$ ). The last question in this part was asked to see if the program is efficacious enough for the students to follow their classes at your departments. The results show that most of the respondents were quite confident about the efficiency of the program at this point ( $M=2.26$ ,  $SD=.65$ ). The majority ( $n=107$ , 49.5 %) believe that the program is efficacious but still some improvements could be made; and many others ( $n=76$ , 35 %) regarded the program to be definitely efficacious.

Table 4.22 Results for the items related to students general opinions on the program

Items	3	2	1	N	M	SD
	f	f	f			
	%	%	%			
1. How would you rate English Language Program at preparatory school in general?	79 37	108 51	25 12	212	<b>2.26</b>	<b>.65</b>
2. How would you rate the course system used at prep. School?	54 25	144 67	17 8	215	<b>2.17</b>	<b>.55</b>
3. Do you think that English Language Program in use at Prep. School is efficacious enough to realize your aims regarding language learning?	63 29	132 61	20 9	215	<b>2.20</b>	<b>.59</b>
4. Do you think that English Language Program in use at Prep. School is efficacious enough for you to follow your classes at your departments?	76 37	107 52	23 11	216	<b>2.26</b>	<b>.65</b>

Note: Column Values: For questions **One** and **Two** 1= Does not meet my expectations and needs improvement; 2= Good and meet my expectations; 3= beyond my expectation;  
For questions **three** and **four**: 1= Not efficacious and definitely needs improvement; 2= efficacious but still could be improved; 3= Definitely efficacious

Besides these four questions, there were some other items to find out to what extent the students are satisfied with the program. Seven statements, 1,2, 28, 29, 30, 31, 32, were supplied to the students to determine to that extent the program could meet their needs and expectations. Below are the results of their perceptions (Table 4.23):

Table 4.23 Results showing students' perceptions of the program in terms of their expectations.

Items	5	4	3	2	1	N	M	SD
	<i>f</i> %	<i>f</i> %	<i>f</i> %	<i>F</i> %	<i>f</i> %			
1. The goals of the Language program at Prep. School mostly comply with my aims/goals.	12 6	58 27	83 38	48 22	15 6.9	216	<b>3.01</b>	<b>1.0</b>
2. Language program at Prep. School meet my expectations to a great extent.	15 7	69 32	67 31	52 24	14 6.5	216	<b>3.09</b>	<b>1.04</b>
28. Thanks to the Program, my grammar has improved at a satisfactory level.	31 14	83 39	79 37	10 5	12 6	215	<b>3.52</b>	<b>.99</b>
29. Thanks to the Program, my writing skills have improved at a satisfactory level.	16 7.4	69 32	75 35	42 19.5	13 6	215	<b>3.15</b>	<b>1.01</b>
30. Thanks to the Program, my speaking skills have improved at a satisfactory level.	8 4	36 17	56 26	67 31	48 22	215	<b>2.48</b>	<b>1.12</b>
31. Thanks to the Program, my listening skills have improved at a satisfactory level.	12 6	68 32	71 33	31 14	33 15	215	<b>2.97</b>	<b>1.14</b>
32. Thanks to the Program, my reading skills have improved at a satisfactory level.	26 12	100 46.5	55 26	18 8	16 7	215	<b>3.47</b>	<b>1.05</b>

Note: Column Values: 1= Strongly disagree; 2= Disagree; 3= Neutral, 4= Agree, 5= Strongly agree

It is clear from the table that for the first statement, the respondents seem to possess neutral perceptions ( $M= 3.1$ ,  $SD= 1.0$ ). They are not sure whether the goals of the program comply with theirs. The same neutral attitude can be observed in the second statement ( $M= 3.09$ ,  $SD= 1.04$ ), in which they seem not to be sure whether the program

mostly meet their expectations or not. The other five statements focused on the issue in terms of language skills and components. In these statements, on the one hand the students mostly hold the belief that thanks to the program their grammar knowledge has increased ( $M= 3.52$ ,  $SD= .99$ ); their reading skills have improved to a certain extent ( $M= 3.47$ ,  $SD= 1.05$ ); and they seem to be a little positive about the improvement in their writings skills ( $M= 3.15$ ,  $SD= 1.01$ ); on the other hand, they do not agree that their speaking skills have improved as well as the others ( $M= 2.48$ ,  $SD= 1.12$ ), nor are they sure about any improvement in their listening skills ( $M= 2.97$ ,  $SD= 1.14$ ). The above statements make it clear that the program seems to satisfy the students in terms of teaching grammar, reading, and writing, yet the same cannot be observed for the speaking and listening skills.

#### 4.2.4 *Results of the students' perceptions on the content and delivery of the instructional message*

This factor aims to answer the following question: *What are students' perceptions on the content and delivery of instructional process?* There are seventeen statements in this factor, trying to find out the perceptions of the respondents on various aspects of the issue. The statements are dealt with in four groups: the first group is made up of two statements (4,5), with the first one focusing on the timing, and the second one focusing on the appropriateness of each course to the level of the students; the second group is made up of seven statements (13, 14, 15, 16, 26, and 27), all focusing on the instructional process; the third group is made up of five statements, concentrating on other components of the program such as project work, weekly quizzes, and story



reports; the last group is made up of three statements, focusing particularly on the writing class.

In the first group, the fourth statement focuses on the timing of the course system. Table 4.24 shows that the majority of the students seem to have a positive perception on the time provided for the course period they are in ( $M= 3.37$ ,  $SD= 1.32$ ). However, not many of them believe that the course period they are currently in matches to the level of each student ( $M= 2.98$ ,  $SD= 1.19$ )

Table 4.24 Results for students' perceptions on timing and the appropriateness of the each course (A/B/D) to the level of each student

Items	5	4	3	2	1	N	M	SD
	<i>f</i>	<i>f</i>	<i>F</i>	<i>F</i>	<i>F</i>			
	%	%	%	%	%			
4. I think the time for the course I am currently in is adequate in the program.	48 22	71 33	37 17	32 15	28 13	216	<b>3.37</b>	<b>1.32</b>
5. The course I am currently in matches the level of each student.	15 7	74 34	54 25	39 18	34 16	216	<b>2.98</b>	<b>1.19</b>

Note: Column Values: 1= Strongly disagree; 2= Disagree; 3= Neutral, 4= Agree, 5= Strongly agree

The focus of the second group statements, 13, 14, 15, 16, 17, 26 and 27, is much more on the instructional process. The most positive perception (see Table 4.25) goes to statement number seventeen ( $M= 3.38$ ,  $SD= 1.04$ ), which makes it obvious that most of the students are almost agree that the instructors provide enough exercises in the classroom. Their perceptions over the other issues seem to get close to neutrality. For instance, a good many of them do not appear to be very much set on the idea that the classes are student-based. Nevertheless, the number of the ones who do believe that the

classes are student-based is not that much low. Quite parallel to this statement is statement number thirteen, through which we can see that there is not a strong agreement on instructors' being using various methods to make the class look more interesting and encouraging ( $M= 3.16, SD= 1.18$ ). Students' perceptions on the group work during lessons get even closer to full neutrality ( $M= 3.12, SD= 1.11$ ). When it comes to the use of technology, the perceptions get less positive. Most of the students are not sure whether enough technological means are used in the classroom or not.

Table 4.25 Results for the items related to respondents' perceptions on content and delivery of instructional process.

Items	5	4	3	2	1	N	M	SD
	F %	f %	f %	F %	f %			
13. The instructors teaching at Prep. School use various methods to make the lessons more interesting and motivating.	29 14	58 27	67 31	38 18	22 10	214	<b>3.16</b>	<b>1.18</b>
14. Technological means such as visuals and audios are used in the classroom for reinforcement.	40 19	50 23	33 15	39 18	53 25	215	<b>2.93</b>	<b>1.47</b>
15. There is enough focus on group work in the classroom.	17 8	75 35	59 27	44 20.5	20 9	215	<b>3.12</b>	<b>1.11</b>
16. The lessons are generally student-based.	16 7	71 33	79 37	37 17	12 6	215	<b>3.18</b>	<b>1.0</b>
17. I think that instructors provide me with enough practical examples for me to practise for the exams.	23 11	89 41	63 29	26 12	14 6.5	215	<b>3.38</b>	<b>1.04</b>

Note: Column Values: 1= Strongly disagree; 2= Disagree; 3= Neutral, 4= Agree, 5= Strongly agree.

The last two statements in this group focus on students' preference of technology in the classroom, which support their perceptions for the statement fourteen. Table 4.26 shows the results of students' preferences on this issue. The statement says "I support the idea of making use of more technology in the classroom." It is clear that a great majority of the respondents either strongly agree ( $n= 121, 56\%$ ) or agree ( $n= 62, 28.7\%$ ) on this issue.

Table 4.26 *Respondents' perceptions on use of technology and audio-visuals in the classroom*

Items	5	4	3	2	1	N	M	SD
	<i>f</i> %	<i>f</i> %	<i>f</i> %	<i>F</i> %	<i>f</i> %			
26. I support the idea of making use of more technology in the classroom.	121 56.5	62 29	14 6.5	10 5	7 3	214	<b>4.30</b>	<b>1.01</b>
27. I support use of audio-visuals in the classroom	102 47	82 38	20 9	7 3	4 2	215	<b>4.26</b>	<b>.89</b>

Note: Column Values: 1= Strongly disagree; 2= Disagree; 3= Neutral, 4= Agree, 5= Strongly agree

In statement twenty-seven (table 4.26), it is possible to see the same attitude. This one says, "I support use of audio-visuals in the classroom." It can be observed that around forty-seven percent of the respondents ( $n= 102$ ) strongly agree on this statement, while thirty-eight percent ( $n= 82$ ) agree on it, which shows that a great many of the students at Prep. School do support the use of technological means.

In the third group, the students expressed their ideas on the effectiveness of some components of the program such as project work, weekly quizzes, story reports and story quizzes (see Table 4.36). As for the project work, students are not very much sure if it is that much beneficial ( $M= 3.18, SD= 1.47$ ); meanwhile, when asked if they would like to have some more of these projects, they were not keen on the idea ( $M= 2.89, SD= 1.50$ ). The same neutrality is expressed towards story quizzes ( $M= 3.09, SD= 1.41$ ). On the other hand, when it comes to the weekly quizzes, the majority of them seem to agree on the idea that they are useful for them ( $M= 3.88, SD= 1.08$ ), and that they are efficient in preparation for the exams ( $M= 3.79, SD= 1.02$ ).

Table 4.27 Results for the items related to respondents' perceptions on some components of the program, such as project work and quizzes.

Items	5	4	3	2	1	N	M	SD
	<i>f</i> %	<i>f</i> %	<i>f</i> %	<i>f</i> %	<i>f</i> %			
18. I think the Project work, making up a part of the total grade, is beneficial.	47 22	61 29	34 16	23 11	47 22	212	<b>3.18</b>	<b>1.47</b>
19. I would like to see more of these projects	40 19	45 21	43 20	20 9	64 30	212	<b>2.89</b>	<b>1.50</b>
20. I think story quizzes, making up a part of the total grade, are beneficial.	37 17	67 31	38 18	26 12	47 22	215	<b>3.09</b>	<b>1.41</b>
21. I think weekly quizzes, making up a part of the total grade, are beneficial.	67 31	91 42	36 17	7 3	14 6.5	215	<b>3.88</b>	<b>1.08</b>
22. I think that weekly quizzes are effective in preparation for the other exams.	52 24	96 45	47 22	9 4	11 5	215	<b>3.79</b>	<b>1.02</b>

Note: Column Values: 1= Strongly disagree; 2= Disagree; 3= Neutral, 4= Agree, 5= Strongly agree

Finally, in the fourth group the respondents expressed their ideas on writing class. There are three statements in this group, 23, 24 and 25. As could be seen from Table 4.28, not many of the students regard writing classes as interesting ( $M= 2.97$ ,  $SD= 1.26$ ), though they seem to have a neutral position here. As a result, they have a less positive idea on the fact that the writing skills they obtained through writing classes actually helped them ( $M= 86$ ,  $SD= 1.18$ ). Nevertheless, they do not show the same negativity on the idea that the knowledge obtained from the writing classes is adequate.

Table 4.28 Respondents' perceptions of the writing class

Items	5	4	3	2	1	N	M	SD
	<i>f</i> %	<i>f</i> %	<i>f</i> %	<i>f</i> %	<i>f</i> %			
23. I think writing classes are interesting.	22 10	61 28	63 29	28 13	41 19	215	<b>2.98</b>	<b>1.26</b>
24. I think writing classes are efficacious in terms of content and resources.	15 7	77 36	70 33	37 17	16 7	215	<b>3.18</b>	<b>1.04</b>
25. I can a get a satisfactory grade from the writing section of the exams by the abilities I acquired through writing classes	17 8	51 24	66 31	47 22	34 16	215	<b>2.86</b>	<b>1.18</b>

Note: Column Values: 1= Strongly disagree; 2= Disagree; 3= Neutral, 4= Agree, 5= Strongly agree

#### 4.2.5 Results for the students' perceptions on the resources and materials of the program

The aim of this factor is to answer the following sub-question: “*What are students' perceptions of the materials and resources of the program?*” Eleven statements (3, 6, 7, 8, 9, 10, 11, 12, 36, 37, and 38) will help to answer this question. The results are provided in Table 4.29.

Table 2.29 Results for the items related to respondents' perceptions of the materials and resources of the program

Items	5	4	3	2	1	N	M	SD
	<i>f</i> %	<i>f</i> %	<i>f</i> %	<i>f</i> %	<i>f</i> %			
3. I think English Language Program is efficacious in term of resources and materials.	31 14	89 41	46 21	30 14	20 9.3	216	<b>3.37</b>	<b>1.16</b>
6. The textbooks used in the program match my level.	39 18	118 55	41 19	12 6	5 2	215	<b>3.80</b>	<b>.88</b>
7. The textbooks used in the program match my goals.	24 11	93 43	65 30	23 11	11 5	216	<b>3.44</b>	<b>.99</b>
8. The textbooks used in the program are interesting.	14 6.5	68 31.5	72 33	44 20	18 8	216	<b>3.07</b>	<b>1.05</b>
9. The textbooks used in the program are efficacious for me to get prepared for exams.	14 6.5	63 29	76 35	39 18	23 11	215	<b>3.02</b>	<b>1.08</b>
10. The exercises in the books are sufficient for me to get prepared for the exams.	13 6	45 21	73 34	57 26.5	27 13	215	<b>2.82</b>	<b>1.09</b>
11. I think that extra materials are beneficial.	56 26	112 52	31 14.5	10 5	5 2	214	<b>3.95</b>	<b>.90</b>
12. I think that the extra materials are more beneficial than textbooks in terms of getting prepared for the exam.	55 26	83 39	45 21	26 12	4 2	213	<b>3.75</b>	<b>1.03</b>

(Table 4.29 continued)

33. The reading passages in the textbooks are interesting.	13 6	71 33	59 27	41 19	31 14	215	<b>2.97</b>	<b>1.16</b>
34. The activities provided in the text books are similar to the ones in the exams,	11 5	58 27	70 33	47 22	29 13.5	215	<b>2.88</b>	<b>1.10</b>
35. Text books are suitable for the exams.	17 8	69 32	68 32	43 20	18 8	215	<b>3.11</b>	<b>1.07</b>

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Note: Column Values: 1= Strongly disagree; 2= Disagree; 3= Neutral, 4= Agree, 5= Strongly agree

When analyzed closely, Table 4.29 makes it obvious that respondents have the most positive view for the statement eleven, which shows that students are quite positive about extra materials provided to them besides their books ( $M= 3.95$ ,  $SD= .90$ ). One reason could be the fact that these materials are more helpful to them in preparation for the exams than their books ( $M= 3.75$ ,  $SD= 1.03$ ).

When it comes to the text books used in the program, most of the respondents hold a positive belief that textbooks match their levels ( $M= 3.80$ ,  $SD= .88$ ), and they comply with students' goals ( $M= 3.44$ ,  $SD= .99$ ). However, when asked if they regard program efficacious in terms of provided resources and materials, they seem to have a less positive idea than the previous statements ( $M= 3.37$ ,  $SD= 1.16$ ).



As for the content of the books, students seem to get more neutral than positive. Many are not sure if the books are interesting ( $M= 3.07$ ,  $SD= 1.05$ ), and if the text books are adequate for the learners to get prepared for the exams ( $M= 3.02$ ,  $SD= 1.08$ ); nor are they certain whether the textbooks comply with the exams ( $M= 3.11$ ,  $SD= 1.07$ ).

The reading texts and passages in the books are not considered to be interesting by many, having a more neutral approach ( $M= 2.97$ ,  $SD= 1.16$ ). Moreover, the students do not agree the exercises provided in the text books comply with the question types in the exam ( $M= 2.88$ ,  $SD= 1.10$ ). All things considered, they believe that the exercises in the books are not adequate for them to be able to get ready for the exams (midterms, final proficiency).

#### *4.2.6 The results for the students' perceptions on the assessment and evaluation process of the program*

The question that is aimed to be answered with this factor is: “*What are their perceptions of the assessment and evaluation process of the program?*” Eight statements (36, 37, 37, 39, 40, 41, 42, and 43) are supplied to the students to seek an answer to the above question. The results of these eight items are presented in Table 4.30.

Table 4.30 Results for the items related to respondents' perceptions on assessment and evaluation process of the program

Items	5	4	3	2	1	N	M	SD
	<i>f</i> %	<i>f</i> %	<i>f</i> %	<i>f</i> %	<i>f</i> %			
36. My grammar knowledge is tested at a satisfactory level in the examinations.	37 17	88 41	59 27	25 12	6 2.8	215	<b>3.58</b>	<b>.99</b>
37. My speaking skills are tested at a satisfactory level in the examinations.	8 4	23 11	46 21.5	45 21	92 43	214	<b>2.11</b>	<b>1.18</b>
38. My listening skills are tested at a satisfactory level in the examinations.	23 11	71 33	69 32	35 16	17 8	215	<b>3.22</b>	<b>1.09</b>
39. My writing skills are tested at a satisfactory level in the examinations.	34 16	93 43	56 26	22 10	10 5	215	<b>3.55</b>	<b>1.02</b>
40. My reading skills are tested at a satisfactory level in the examinations.	41 19	95 44	44 20.5	22 10	13 6	215	<b>3.60</b>	<b>1.02</b>
41. The writing questions in the exams are consistent with the writing exercises in the class.	33 15	89 41	64 30	18 8	11 5	215	<b>3.53</b>	<b>1.01</b>
42. The reading questions in the exams are consistent with the exercises in the class.	15 7	91 42.5	60 28	32 15	16 7.5	214	<b>3.26</b>	<b>1.02</b>
43. Listening comprehension questions are tested in parallel to the content of the lesson.	20 9.3	77 36	62 29	40 19	15 7	214	<b>3.22</b>	<b>1.07</b>

Note: Column Values: 1= Strongly disagree; 2= Disagree; 3= Neutral, 4= Agree, 5= Strongly agree

A close look at the table indicates that the grammar knowledge of the students ( $M= 3.58, SD= .99$ ), along with their reading skills ( $M= 3.60, SD= 1.02$ ), and writing skills ( $M= 3.55, SD= 1.02$ ) are considered to be tested at a satisfactory level in the examinations. However, when it comes to the testing of the listening skills students show a more neutral perception ( $M= 3.22, SD= 1.09$ ). As to the testing of speaking skills, respondents have a negative perception and do not believe that their speaking skills are tested at a satisfactory level ( $M= 2.11, SD= 1.18$ ).

As for the compatibility between the questions in the exam and the practices in the classroom, students agree that the writing questions in the exams reflect the practices in the classroom ( $M= 3.53, SD= 1.01$ ). On the other hand, they do not possess the same positive perceptions for the reading questions and reading practices ( $M= 3.26, SD= 1.02$ ), and listening questions (in the midterms) and listening exercises in the classroom ( $M= 3.22, SD= 1.07$ ). They are not very much sure of the classroom activities on reading and listening skills are compatible with the questions in the exams on these skills.

#### 4.2.7 *A comparison of respondents' ideal learning environment to the one provided by Atılım University*

The question that needs an answer with this part is: *“Are there any differences in Stakeholders' perceptions with regard to their ideal language teaching-learning environment and their real (classroom) practices at Atılım University Prep. School”* to find out if there are any discrepancies between the learners' desired language learning environment and the one at Prep. School, statements 43, 44, 45 were provided to the students, which make up part D of the student questionnaire.

In statement forty-three, the students were asked to prioritize the language components/skills that they wish to be focused in an ideal environment, while in statement forty-four they were told to prioritize the current practices in their classrooms regarding the extent to which the language components/skills are focused. Table 4.31 below shows the comparison of the ideals and realities.

An analysis of this table will make it clear that grammar has been both the first choice for most of the learners in an ideal language learning classroom ( $n= 91, 42 \%$ ) and their real environment at Prep. School ( $n= 160, 74 \%$ ), although those who think that grammar is mostly focused in the real classroom almost double those who would like to have grammar as their first choice in an ideal language classroom. Moreover, about twenty percent of the respondents ( $n= 43$ ) have preferred grammar as their last choice, which is contradictory.

In terms of reading skills, most of the learners would like to have reading skills to be focused either in the third place ( $n= 57, 26.4 \%$ ) or fourth place ( $n= 74, 34.3 \%$ ), but in the real classroom reading is secondly most focused skill according to the majority of the students ( $n= 73, 33.8$ ).

Table 4.31 *A comparison of the respondents' perceptions on an ideal language learning environment and the real environment at Atılım University*

Language Components	1 <sup>st</sup> Choice		2 <sup>nd</sup> choice		3 <sup>rd</sup> choice		4 <sup>th</sup> choice		5 <sup>th</sup> choice		Total
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	
<b>Grammar</b>											
Ideal	<b>91</b>	<b>42</b>	32	14.8	28	13	14	6.5	<b>43</b>	<b>20</b>	208
Reality	<b>160</b>	<b>74</b>	19	8.8	7	3.2	12	5.6	13	6	211
<b>Reading</b>											
Ideal	9	4.2	32	14.8	57	26.4	<b>74</b>	<b>34.3</b>	35	16.2	207
Reality	11	5.1	<b>73</b>	<b>33.8</b>	65	33.1	46	21.3	14	6.5	209
<b>Listening</b>											
Ideal	13	6	<b>56</b>	<b>25.9</b>	44	20.4	51	23.6	43	20	207
Reality	15	6.9	33	15.3	56	26	<b>84</b>	<b>39</b>	21	9.7	209
<b>Writing</b>											
Ideal	4	1.6	41	19	50	23.1	51	23.6	<b>61</b>	<b>28.2</b>	207
Reality	9	4.2	<b>72</b>	<b>33.3</b>	68	11.5	29	13.4	31	14.4	209
<b>Speaking</b>											
Ideal	<b>94</b>	<b>43.5</b>	46	21.3	28	13	17	7.9	25	11.6	210
Reality	15	6.9	14	6.5	14	6.5	37	17.1	<b>130</b>	<b>60.2</b>	210

Another discrepancy takes place on the perceptions pertaining to listening skills. Unlike the real classroom, where most of the students think that listening is one of the

least focused skills ( $n= 84, 39 \%$ ), in an ideal classroom listening skills are regarded to be the secondly most focused topic ( $n= 56, 25.9 \%$ ).

As far as writing skills are concerned, most of the students would like writing skills to be least focused in their ideal classroom ( $n= 61, 28.2$  and  $f= 51, 23.6 \%$ ). At the other end of the scale, in the real classroom about thirty-three percent of the respondents ( $n= 72$ ) believe that writing skills are secondly most focused topic.

The most striking discrepancy is the one about speaking skills in the real classroom and ideal classroom. About half of the respondents ( $n= 94, 43.5 \%$ ) believe that speaking should be the most focused skill, along with those who think that it should be the secondly most focused skill ( $n= 46, 21.3 \%$ ). On the other hand, more than half of the respondents ( $n= 130, 60.2 \%$ ) hold the belief that speaking is the least focused skill in the real classroom.

To support the above comparison of the ideals to the realities, there is another statement asking students to write down to what percent they would like each language components (grammar, reading, writing, listening and speaking) to be included in the proficiency exam. Table 4.40 presents the results of their preferences.

Taking a close look at the table, we can observe a striking feature in terms of respondents' preferences of the skills that they would like to be tested through. The most striking feature is the one related to grammar. About half of the respondents ( $n= 97, 44.9 \%$ ) would like grammar to be included in the proficiency exam with forty-one and above percentage. As a matter of fact, this is not surprising when we take their ideals into consideration in the previous statements.

For reading skills, a good many of the respondents ( $n= 75, 34.7$ ) would like to include reading in their exams with eleven to 20 percentage, and quite many of them ( $n= 71, 32.8 \%$ ) think that including reading with 0.1 to 10 percentage would be plausible. This too reflects their ideal preferences in the previous section.

For listening ( $n= 110, 50.9 \%$ ), writing ( $n= 99, 45.8 \%$ ) and speaking ( $n= 78, 36.1$ ), most of the respondents would like to include these skills with 0.1 to 10 percentage.

Table 4.32 *A comparison of the respondents' perceptions with regard to their preference of language skills that they would like to be included in the proficiency exam.*

Language Components	0 (none)		01.to10		11 to 20		21 to 30		31 to 40		Above 40		Total <i>f</i>
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	
<b>Grammar</b>	2	.9	12	5.6	17	7.9	35	16	38	18	97	44.9	201
<b>Reading</b>	1	.5	71	33	<b>75</b>	<b>34.7</b>	32	14.8	9	4.2	11	5.1	199
<b>Listening</b>	8	3.7	<b>110</b>	<b>50.9</b>	60	27.8	9	4.2	4	1.9	8	3.7	199
<b>Writing</b>	5	2.3	<b>99</b>	<b>45.8</b>	74	34.3	15	6.9	2	.9	4	1.9	199
<b>Speaking</b>	30	13.9	<b>78</b>	<b>36.1</b>	49	22.7	25	11.6	7	3.2	12	5.6	201

#### *4.2.8 The results of the open-ended statements of the student questionnaire*

The open-ended statements were provided to elicit respondents' perceptions on the strengths (if any) and weaknesses (if any) of Prep. School language program. The responses from the open-ended items were content analyzed, and were divided into several themes. Firstly, students were asked to write down the strengths (see Table 4.33) of the preparatory school language program. The most commonly repeated issue in the aspect of instruction was related to the instructors of Prep. School. Most of the students ( $n= 87, 40\%$ ) believed that the instructors were effective in their teachings. Similarly, many others ( $n= 41, 19\%$ ) were glad with the English instruction they were receiving from Prep. School. Some of the students ( $n= 37, 17\%$ ) believe that particularly grammar teaching at Prep. School is effective, while some others ( $n= 12, 5.5\%$ ) claim that the course system is quite beneficial. Moreover, respondents believe that text books are well-chosen ( $n= 48, 22\%$ ) and extra materials are beneficial ( $n= 29, 13.4\%$ ). As for assessment and evaluation, most of the comments were based on weekly quizzes, claiming them to be effective ( $n= 17, 7.8\%$ ).



Table 4.33 Responses from the open-ended part of the questionnaire for the strengths of the program

Theme	<i>f</i>	%
Instruction;		
• Instructors are efficacious in teaching	87	40
• Instruction is effective	41	19
• Grammar teaching is effective	37	17
• Course system is good	12	5.5
Textbook Materials;		
• Text books are adequate	48	22
• Extra materials are beneficial	29	13.4
Assessment and evaluation;		
• Weekly quizzes are beneficial	17	7.8
Total	216	100

On the other hand, in the last part of the questionnaire were asked to write down the weaknesses they could observe in the program. The weaknesses were presented in Table 4.34 as follows:

Table 4.34 Responses from the open-ended part of the questionnaire for the weaknesses of the program

Theme	<i>f</i>	%
Instruction;		
• Too much grammar focused	44	20
• Lack of focus in speaking skills	41	19
• Lack of focus in listening skill	31	13.3
• Lack of use of technology to reinforce the instruction	18	8.3
• The time for each class is too long	12	5.5
• Six hours of teaching is too much	5	2.3
• Instruction is exam oriented	19	8.8
Textbooks and materials;		
• Materials are too much exam-oriented	21	9.7
• Lack of audio-visuals in the classroom	9	4
Assessment and evaluation;		
• Proficiency exam lacks speaking skills	52	24
• Proficiency exam lacks listening skills	43	20
Physical conditions of preparatory school;		
• Transportation (the condition of roads and school busses)	56	26
• Canteens/restaurants	39	18
• Lack of social institutions	28	13
Total	216	100

It is obvious from the table that the majority of the complains are related to the instructions being grammar focused ( $n= 40, 22 \%$ ) and exam oriented ( $n= 19, 8.8 \%$ ), with lack of focus in speaking ( $n= 41, 19 \%$ ) and listening . Some complained about the timing, claiming that fifty minutes were too much for a lesson ( $n= 12, 5.5 \%$ ) while others believed that six hours of teaching a day is too much ( $n= 5, 2.3 \%$ ). As for the materials and textbooks, some of the respondents claimed that extra materials are too much grammar based ( $n= 21, 9.7 \%$ ), while a few believed that not much of technology is being used ( $n= 9, 4 \%$ ). As to the proficiency exam, those who commented on the topic complained about lack of speaking ( $n= 52, 24 \%$ ) and listening skills ( $n= 43, 20 \%$ ) in the exam. Surprisingly, most of the complaints that were received were about the physical conditions of Prep. School, such as the problem of transportation ( $n= 56, 26 \%$ ), canteens and restaurants ( $n= 39, 18 \%$ ) and lack of social institutions ( $n= 28, 13 \%$ ).

Here is what one of the respondents said about the strengths and weaknesses of preparatory school:

The instructors teach their lessons effectively; the books and the recourses are adequate; examination system is supported by quizzes so that we can keep our knowledge fresh always. (respondent 14)

However, not much significance is put on speaking and listening. The topics in the classroom should be interesting and open to discussion. (R 14)

Another one finds “Teachers’ effort to involve students into the classroom activities” quite interesting and encouraging. However, s/he goes on to talk about the weaknesses:

The fact that there are six hours in a day makes the last our ineffective. Instead, I believe that decreasing the teaching hours would increase the motivation and interest of the students (R 18)

Another one mostly focusing on the physical conditions at school claims that:

There is too much disorganization at school; meals prices keep changing; canteens are expensive; there is only one gym and no other social institutions, no cultural cafes and etc...(R 24)

#### 4.2.9 A brief summary of the student questionnaire

The following Table 4.35 reveals a brief summary of the respondents' perceptions on the components of the student questionnaire.

Table 4.35 A summary of the students' perceptions

General Satisfaction Level of the Program	
Positive perceptions	Less positive perceptions
<ul style="list-style-type: none"> <li>➤ Overall quality/rating of the program</li> <li>➤ Course system</li> <li>➤ Program is efficacious enough to follow their classes at their departments</li> <li>➤ Grammar knowledge has enhanced</li> <li>➤ Reading skills have been improved</li> </ul>	<ul style="list-style-type: none"> <li>➤ Program is good in realizing students' goals but still might need some improvements.</li> <li>➤ Goals of the school match to the students'</li> <li>➤ Meet students' expectations</li> <li>➤ Speaking skills have been improved</li> <li>➤ Listening skills have been improved</li> </ul>
Content and delivery of the instructional message	
Positive perceptions	Less positive perceptions

(Table 4.43 continued)

<ul style="list-style-type: none"> <li>➤ Timing is all right for each course</li> <li>➤ Instructors provide adequate amount of exercises</li> <li>➤ Weekly quizzes good and effective</li> </ul>	<ul style="list-style-type: none"> <li>➤ Each course matches the level of each student</li> <li>➤ Classes are student centered</li> <li>➤ Teachers make use of various methods</li> <li>➤ The lessons are reinforced with audio visual means</li> <li>➤ Project work</li> <li>➤ Story reports</li> </ul>
Resources and materials	
Positive perceptions	Less positive perceptions
<ul style="list-style-type: none"> <li>➤ Textbooks match my level and goals</li> <li>➤ Extra materials are effective</li> </ul>	<ul style="list-style-type: none"> <li>➤ The reading texts in the books are interesting</li> <li>➤ The exercises in the books are similar to the ones in the exam</li> <li>➤ The textbooks are adequate for preparation of the exams</li> </ul>
Assessment and evaluation	
Positive perceptions on	Less positive perceptions on
<ul style="list-style-type: none"> <li>➤ Grammar, reading and writing are tested satisfactorily</li> <li>➤ Writing questions reflect the writing activities.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Speaking and listening skills are tested satisfactorily</li> <li>➤ The listening and reading activities are compatible with the questions in the exams.</li> </ul>
A comparison between Respondents' ideals and realities at Prep School	
Ideals	Realities
<ul style="list-style-type: none"> <li>➤ Much grammar</li> <li>➤ Less reading</li> <li>➤ Much listening</li> <li>➤ Less writing</li> <li>➤ Much speaking</li> </ul>	<ul style="list-style-type: none"> <li>➤ Much grammar</li> <li>➤ Much reading</li> <li>➤ Less listening</li> <li>➤ Much writing</li> <li>➤ Least speaking</li> </ul>

## CHAPTER V

### DISCUSSIONS, CONCLUSIONS AND IMPLICATIONS

This chapter presents the discussion of the results that were reported in the previous chapter, recommendations for the future language teaching practices and implications.

#### 5.1 Discussions and conclusions

Discussion of the results was presented under four sub-heading: stakeholders' (1) general perceptions on the program; (2) their perceptions on the efficiency of the language program, including four dimensions of the program: goals and objectives, content and delivery of the instructional message; materials and resources, and finally assessment and evaluation; (3) the differences in Stakeholders' perceptions with regard to their ideal language teaching-learning environment and their real (classroom) practices at Atılım University Prep. School; (4) and to what extent program meet the needs and expectations of the students.

##### 5.1.1 Stakeholders' general perceptions of the program

To find out the general perceptions of the stakeholders the following questions was asked: "*To what extent are the stakeholders satisfied with the program?*" The aim here is to determine their general satisfaction level of the overall merit of the program.

While discussing evaluation purposes, Lynch (1996, 2003) regards the purposes as the interaction between audiences and goals, by asking two key questions: who is

requesting the evaluation and who is likely to get affected by the evaluation. The subjects of these two questions are the audiences, who are regarded to be the stakeholders. Stakeholders are the most crucial part of the evaluation, because “they are the ones who are most centrally concerned with what the evaluation will be able to say about the programme” (Lynch, 2003). Therefore, stakeholders’ perceptions are vital in this program evaluation and they will shed light on the merit of the program.

Firstly, stakeholders’ general perceptions were analyzed. On the one hand, instructors and administrators perceptions were analyzed and on the other hand, students’ perceptions were analyzed. A close look at the results of the teacher-administrator questionnaire on their general rating of the program will indicate that about half of the respondents think ( $n= 48$ ) that the overall quality of the program needs improvement, which shows that they are not very much satisfied with the overall quality of the program. They believe that the program needs improvement in terms of pre-service ( $n= 35$ ), and in-service ( $n= 40$ ) training dimensions. Also, many of them ( $n= 37$ ) are not optimistic about the training provisions provided by Prep. School. A similar conclusion was drawn by Erdem (1999), who explored effectiveness of the English language curriculum at METU Foundation High School. In his study also there was a need for improvement in in-service training, for which an ongoing curriculum evaluation system needs to be set up.

When it comes to the reasons for their dissatisfaction, it is possible elicit from their responses to the open-ended statements. As far as they are concerned, the pre-service training sessions are too much theoretical and lack in practical workshops and activities and also time for pre-service is not adequate. Moreover, too much repetition of

the same literature might have caused the negative perceptions. As for the dissatisfaction with in-service training, it can be concluded that the respondents mostly complained about lack of qualified staff, lack of conferences and teacher training opportunities.

The respondents do not hold positive perceptions on the overall success of their students, either, which they think should be improved. Besides, about half of them ( $n=27$ ) think that the program needs improvement in terms of provided materials and recourses, which could be one of the reasons for their dissatisfaction with the overall success of their students. On the other hand, most of them ( $n= 40$ ) think that the course system is either good or very good, which shows that the course system is working well as far as they are concerned.

At the other end of the scale, compared to the respondents of the teacher-administrator questionnaire, students seem to have a more positive perception on the overall quality of Prep. School. Most of them ( $n= 105$ ) believe that the program is good and meet their expectations and that the course system is efficient ( $n= 144$ ). As for the quality of the program in meeting their goals in learning a language and following their lessons in their departments, they believe that the program is efficacious but still some improvements could be made.

The reasons why students are more positive in terms of the overall quality of the program might be associated to their responses in the open-ended part. Those who made comments mostly believe that the instructors are much qualified and the instruction is effective.

Overall, whereas the general perceptions of the instructors seem to be less positive, those of the students are more positive. However, in the study that was carried



by Nam (2005) there was a reverse attitude in that while the teachers seemed to have somewhat positive opinions, students did hold somewhat negative opinions. The reason for this negativity in students' perceptions might be associated with the weaknesses in the curriculum itself (Nam, 2005).

#### *5.1.2 Stakeholders' perceptions on the efficiency of the program*

Stakeholders' perceptions of the efficiency of the program were elicited by analyzing their rating of the four dimensions of the program: goals and objectives, content and delivery, materials and resources, and assessment and evaluation.

##### *5.1.2.1 Stakeholders' perceptions on the goals and objectives of the program*

An analysis of the responds from teacher-administrator questionnaire shows that the respondents are generally neutral about the clarity of the goals and objectives. Mostly they believe that there are not available goals that could be referred to if needed. It is also clear that the goals are not compatible with the teaching means and evaluation means, namely proficiency exam. The reason for incompatibility might be the fact that the textbooks are more communicative, which was also reflected in open-ended responses, but the instructional goals mostly focus on the mechanical part of the language. That is why, as far as the perceptions of the instructors and administrators are concerned, the goals and objectives are not achieved to a satisfactory level. Thus, it is clear that the goals and the objectives need to be revised by the teachers and the administrators, which was also a suggestion put forth by (Pittman, 1985) considering the finding of his study.

#### *5.1.2.2 Stakeholders' perceptions on the content and delivery of instruction*

Both the results of the teacher-administrator questionnaire and student questionnaire reveal a few problems with the content and delivery of the instructional message. One of these problems is that the content is not as communicative as it is thought, neglecting speaking and listening skills. Mostly, both sides claimed that the most focus is on reading and grammar, which creates problems as far as Morris (1956) is concerned, because too much focus on grammar will prevent listening and speaking skills from improving, although it increase one's knowledge of the target language. Also, Finocchiaro and Brumfit (1983, cited in Al-Darwish 2006), claim that focusing too much on grammar leads "to learning about the language rather than learning to use the language" (p21.).

The findings in this factor appear to be contradictory to the modern practices of foreign language curriculum, whose purpose is to foster practical communication (MFL working Group, as cited in Lawes, 2000, p.41), to provide learners with necessary language skills so that they can use the language efficiently (Thompson, 1996), to "maximize opportunities for learners to use the target language for meaningful purposes" (Mitchell, 1994, p.38), to involve functional language besides grammar and vocabulary teaching (Johnson, 1988).

What is more, according to the results of the student questionnaire, classes are not as much student centered as should be, and instructors do not make use of various methods and techniques, nor technological means such as audio-visual to make the lessons more appealing and productive. Erdem (1999) also comes up with a similar

finding with regard to the conclusions of his study, which showed the program that was evaluated needed a shift from teacher-centered instruction to a more-student centered instruction.

Both instructors and students hold the idea that project work is not carried out as efficiently as it is, although they do believe that it is an important part of the program. The same is true for story reports/quizzes, which are considered to be an important part of the program, but they are not carried out productively.

On the other hand, both sides seem to have a few positive perceptions on the use of weekly quizzes and project work. Especially, for the weekly quizzes, both the instructors and the students claim them to be useful for revision for the exams such as midterms, keeping learners alert, and providing weekly feedback. The project work, according to them, would prove to be very useful in terms of using the language in an academic context, and doing research, and useful for presentation skills if used more effectively.

#### *5.1.2.3 Stakeholders' perceptions on the instructional materials and resources*

The perceptions about the textbooks and the extra materials vary from instructors and administrators to students. However, both of the groups find the textbooks (main books) effective; especially, the respondents of teacher-administrator questionnaire find the books quite communicative, involving all four skills. They also claim that the books mostly focus on listening and speaking skills; however, when the results of their responses to the content of the testing means are analyzed it is obvious that the testing

means mostly focus on grammar and reading, which is contradictory to the content of the books.

As for the negative sides of the materials, instructors hold the opinion that the content of the textbooks is not compatible with the goals of Prep. School and the content of the proficiency exam. As to the extra materials, they believe that materials are too much grammar based and too mechanical. Also, they claim that they are not being involved in the selection of the means, which is another matter of concern.

The findings obtained in Al-Yousef's (2007) study bear some similarity in this context. In his study as well, the course books were positively rated because of their content. However, the supplementary materials were poorly rated.

The students responding the questionnaire mostly complained about the content of the books (exercises) not being compatible with the content of the proficiency exam, and not being adequate for preparation for the exam. Therefore, they find extra materials more useful than books, which is quite contradictory to what instructors believe.

#### *5.1.2.4 Stakeholders' perceptions on the assessment and evaluation aspect of the program*

Another component of the program is the evaluation and assessment policy of Prep. School. There were a few important issues drawn from the results of the responses. On the one hand, respondents of the teacher-administrator questionnaire claim that the proficiency exam does not achieve the goals and objectives of the program at a satisfactory level. The same result was obtained from the goals and objectives part of the questionnaire. Also, the content of the proficiency is not parallel with the content of the

text books. They believe that the results of the exam do not actually reflect the performance of the students. From the open-ended items, they shed light on a few other issues: such as the proficiency exam's not including listening and speaking skills, and being too much grammar based.

The respondents of the student questionnaire too mostly focused on the fact that the exam does not test speaking and listening skills at a satisfactory level.

As for the positive sides of this component, both sides reckon that the exam measures enough reading, writing and grammar skills. Besides, both of the group claimed that weekly quizzes are effective for learners' making revision, and keeping themselves alert all throughout the term.

### *5.1.3 The differences in stakeholders' perceptions with regard to their ideal language teaching-learning environment and their real (classroom) practices at Atılım University Prep. School*

Another purpose of the study was to find out the discrepancies that might exist between the ideal conditions in which the instructor want to teach English and real practices at Prep. School and between the ideals of the students and the practices at Prep School.

First, the instructors and administrators were asked to prioritize the language components that they would like to teach most. Quite a few of them regarded grammar as their last choice, while choosing reading being one of the skills they would like to teach most. The discrepancy takes place between their preference of teaching grammar and the real practices in the classroom. As far as the results are concerned, grammar is one the mostly focused language component in the classroom. Also, if they were

teaching in an ideal classroom, one of the skills that they would prefer to teach would be speaking. However, in their real practices, speaking is least focused skill. In the study, carried out by Al-Darwish (2006), it is possible to observe a similar approach by the instructors. Just like in this study, Kuwaiti English teachers, too, approved communicative language teaching, but in the real classrooms, their instruction was more traditional, namely teacher-centered and form based.

Moreover, they were asked to specify what skill they would like to be tested in the proficiency exam and to what percentage and their preferences show that they would like all language components to be included in the exam. However, in the real exam listening and speaking skills are not tested.

As for the students' responses, similar results could be observed in that about half of them would like to be taught speaking skills, putting it in the first place. However, in the real classroom speaking is the least focused skill, which shows that respondents of both questionnaires feel the deficiency of speaking skills in their real environment. They too would like all the skills be tested in the proficiency.

#### *5.1.4 Does the Preparatory School's Program at Atlum University meet students' needs and expectations?*

The results of the questionnaire show that students are generally either neutral or less positive at this point. They are not sure if the goals of the program reflect or comply with their own goals, nor are they sure whether the provided English Program meet their needs or not. They are less positive about the fact that they have enhanced their speaking and listening skills through this program. The reason for this disillusionment among the

student might have something to do with the fact that the language program is not regarded to be responsive to the needs and interests of individual learners (Mitchell, 1994).

Nevertheless, the program seems to have satisfied them in terms of teaching grammar and reading.

## **5.2 Implications for practice**

Based on the results of the study and discussions afterwards, the following recommendations and suggestions could do some favor on improvements and/revisions in the four dimensions of the program: goals and objectives, content and delivery, materials and resources, assessment and evaluation. Also they could be useful in increasing the satisfaction level of both the staff and the students.

Goals and objectives;

- First of all, a detailed curriculum could be designed with all the dimensions clearly defined;
- One of the crucial and inevitable part of the curriculum is the specified goals and objectives and it is important that they be defined, clarified and written in a comprehensible way so that they could be referred to any time;
- It is necessary that the goals and objectives be attainable considering the resources available;
- The goals and objectives are to be in consistency with the teaching means and testing means;

- The instructors and other academic personnel and even families could be informed of the goals and objectives of the program intermittently.

#### Content and delivery;

- To make the curriculum more communicative, the speaking and listening components could be strengthened so as to conform with modern foreign language practices;
- The grammar component of language could be decreased in order to avoid being too mechanical;
- Technology could be used more in the classroom so as to reinforce the effectiveness of the program;
- It is better the instruction is more student-centered than teacher-based;
- Group work could be emphasized more than it is now;
- Project work could be carried out in a more effective way;
- The content of the weekly quizzes could involve all skills so that students have a purpose of them all;
- The timing of the classes could be revised to make the instruction more efficient and time-saving

#### Materials and resources;

- All the stakeholders could be involved, or at least consulted in choosing teaching means;



- To avoid being too much exam oriented, speaking and listening materials could be developed; the amount of extra materials could be lessened;
- More audio-visual means could be made use of in the classroom so as to reach all students with different learning styles;
- The content of the books is to comply with the content of the exam; therefore, in the selection of the books, the goals could be revised and the selection could be performed accordingly;

Assessment and evaluation;

- The content of the proficiency exam could be revised and changed according to the needs and expectations of the stakeholders, who are students and instructors in this case;
- The proficiency exam could include speaking and listening skills as well;
- Speaking tasks or projects could be carried out more often and effectively;
- The content of the exam could be designed according to modern foreign language practices;

Other suggestions;

- The pre-service and in-service training programs could be revised and improved;
- The physical environment could be improved based on the needs of the student.

### **5.3 Implications for further research**

A range of issues developed out of the implementation and analysis of the study.

The purpose of this study was to make an evaluation of Atılım University Preparatory School's English Language Teaching Program based on stakeholders' perceptions. The stakeholders' were the administrators, and instructors currently working at the university, and students currently attending Prep. School. The study did not attempt to gather data from graduates of the program in order to make a comparison, so a study based on the perceptions of the graduates, and their comparison with the current ones could be carried out in future studies.

Another study might be carried out to find out the needs of the instructors and students, so it could be a need analysis because the needs and characteristics of students attending Prep School have not been analyzed so far.

The current study made use of questionnaires as the main data gathering tools; one more study could make use of observations, detailed interviews so as to make the evaluation more comprehensive.

During the implementations, such issues as the efficiency of summer school and pre-service and in-service training were raised. As this study was limited to regular terms, it could not touch these issues a lot. Thus, a study could be carried out to determine the efficiency of these programs.

Moreover, a model curriculum could be developed and implemented at Prep. School, which might have some important implications for the current one.

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## APPENDIX A

### TEACHER QUESTIONNAIRE FOR THE EVALUATION OF THE PREP SCHOOL CURRICULUM AT ATILIM UNIVERSITY

Dear Colleague,

This questionnaire has been prepared for the evaluation of the English Language Teaching Program at Atılım University Preparatory School. Your help as an instructor and administrator at Atılım University is highly valued and needed for continuous improvement of the program. Please answer all the items as they are considered to be essential for the reliability of this evaluation.

Please do NOT write down your names on the forms. Any personal identification will be kept confidential. This survey consists of 6 pages and takes approximately 25 minutes to answer.

I would like to thank you for your cooperation in advance.

Yasin TUNC  
MS. METU/Educational Sciences  
Instructor at Atılım University

#### A. PERSONAL INFORMATION

Gender :  Male       Female

Years of Experience:  1-5       6 – 10       11 – 15       16 – 20       21 and more

Your Position:  Instructor     Administrator     Teacher Trainer

Level you teach:  A     B     C

The classes you teach:  Main course       Writing       Other.....

Graduation:  Foreign Language Education (ELT)  
 Department of English Language & Literature  
 Department of Translation and Interpretation  
 Department of English Linguistics  
 Other (please specify).....

MA or MS:  No     Yes (in progress)     Yes (completed); area of study: \_\_\_\_\_

PhD or Ed.D:  No     Yes (in progress)     Yes (completed); area of study: \_\_\_\_\_

**B. Program Evaluation**

1. **How would you rate the overall quality of the English Language teaching program at Atılım University Preparatory School?**  
 Excellent  Very Good  Good  Needs Improvement
2. **How would you rate the overall achievement of the students attending Prep. School?**  
 Excellent  Very Good  Good  Needs Improvement
3. **How would you rate this program in terms of the course system (A/B/C)?**  
 Excellent  Very Good  Good  Needs Improvement
4. **How would you rate this program in terms of provided resources and materials?**  
 Excellent  Very Good  Good  Needs Improvement
5. **How would you rate this program in terms of pre-service training?**  
 Excellent  Very Good  Good  Needs Improvement
6. **How would you rate this program in terms of in-service training?**  
 Excellent  Very Good  Good  Needs Improvement
7. **How would you rate this program in terms of teacher training provision?**  
 Excellent  Very Good  Good  Needs Improvement
8. **To what extent does the teaching environment at Prep. School meet your expectations?**  
 To a great extent  Somewhat  Little  Not at all
9. **To what extent are you able to realize your ideals of English Language Teaching at Prep.School?**  
 To a great extent  Somewhat  Little  Not at all



1	The goals of this language program are clearly and explicitly stated.	
2	The goals of this language program are readily accessible to those who need to refer to them.	
3	The goals are compatible with the general goals of the university.	
4	The goals are understood and supported by the school administrators.	
5	The goals are understood and supported by the instructors.	
6	The goals have been analyzed into a set of level (C/B/A) objectives that identify the important skills, teaching points and attitudes.	
7	The objectives seem attainable, given the level of the learners for whom they are intended.	
8	The objectives are clearly displayed in some form that makes them readily understood and easily used by administrators and instructors.	
9	The goals are compatible with the teaching means (Textbooks, extra materials etc.).	
10	The goals are compatible with the testing means.	
11	The goals and the objectives are achieved to a satisfactory extent.	
12	All the language skills (reading/writing/speaking/listening) are focused on at a satisfactory level in the program.	
13	The instructors are involved in the selection of the means of instruction.	
14	The content of the program provides opportunities for a communicative learning environment.	
15	The teaching means (books, and other materials) involve Reading Skills activities at a satisfactory level.	
16	The teaching means (books, and other materials) involve Writing Skills activities at a satisfactory level.	
17	The teaching means (books, and other materials) involve Listening Skills activities at a satisfactory level.	
18	The teaching means (books, and other materials) involve Speaking Skills activities at a satisfactory level.	
19	I think the project work –making up 10 % of the passing grade- is effective for the learners.	
20	I think the project work is successfully carried out all through the term.	
21	I think the weekly quizzes are important for the learners.	

**C. Please indicate your opinion about the following items by using the following criteria:**

**5. Strongly Agree; 4. Agree; 3. Neutral; 2. Disagree; 1. Strongly Disagree**

**5. Strongly Agree; 4. Agree; 3. Neutral; 2. Disagree; 1. Strongly Disagree**

22	I think the weekly quizzes are a good indicator of a student's performance in the midterms and the proficiency exam.	
23	The proficiency exam measures the goals and/or objectives stated in the preparatory school curriculum.	
24	The proficiency exam measures Reading Skills at a satisfactory level.	
25	The proficiency exam measures Writing Skills at a satisfactory level.	
26	The proficiency exam measures grammar knowledge at a satisfactory level.	
27	The content of the examination is consistent with the content of the textbooks and materials used in the program.	
28	The test results of the proficiency exam reflect Preparatory School students' actual performance.	
29	The placement examination done at the beginning of the year is a good indicator of the students' levels.	

D.

**Please rank the following areas that you consider as important in an ideal language teaching environment according to their priority? (1 for the top priority and 5 for the least priority)**

- Grammar
- Reading
- Listening
- Writing
- Speaking

**How do you prioritize the following areas in your actual classes at Atılım University Preparatory school? What is your top focus during classes? (1 for the top focus and 5 for the least focus)**

- Grammar
- Reading
- Listening
- Writing
- Speaking

**Which of the following areas do you think should be included in the proficiency exam and to what proportion? Please check the items you think should be included and indicate what weight should be given to each item you choose.**

Grammar \_\_\_\_\_ %  
 Reading \_\_\_\_\_ %  
 Listening \_\_\_\_\_ %  
 Writing \_\_\_\_\_ %  
 Speaking \_\_\_\_\_ %  
 Vocabulary \_\_\_\_\_ %

**E. Please indicate the strengths (if any) of the following items/topics. Please feel free to respond either in Turkish or English.**

Textbooks and Materials.....  
 .....  
 .....

Weekly quizzes and midterms.....  
 .....  
 .....

Project Work.....  
 .....  
 .....

Story Quiz/reports.....  
 .....  
 .....

Proficiency exam.....  
 .....  
 .....

Pre-service and In-service training.....

.....  
.....  
.....

Writing classes.....

.....  
.....  
.....

**Please indicate the weaknesses (if any) of the following items/topics.**

Textbooks and Materials.....

.....  
.....  
.....

Weekly quizzes and midterms.....

.....  
.....  
.....

Project Work.....

.....  
.....  
.....

Story Quiz/reports.....

.....  
.....  
.....

Proficiency exam.....

.....  
.....  
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Pre-service and In-service training.....

.....  
.....  
.....

Writing classes.....

.....  
.....  
.....

## APPENDIX B

### STUDENT QUESTIONNAIRE (TURKISH VERSION)

Değerli Öğrencimiz,

Bu anket, sizlerin Atılım Üniversitesi Hazırlık Okulu İngilizce Programına dair düşüncelerinizi ölçmek amacıyla hazırlanmıştır. Sizlerin katkısıyla bu çalışma mümkün olacaktır. Verdiğiniz bilgiler ışığında hazırlık programının müfredatında geliştirme çalışmaları yapılacaktır. Bu ankettten elde edilen veriler sadece araştırma amacıyla kullanılacaktır. Bu nedenle adınızı ankete kesinlikle yazmayınız.

Lütfen anketteki her soruyu yanıtlayınız ve sorulara doğru ve her türlü endişeden uzak olarak yanıt veriniz. Lütfen her madde için sağlanan seçeneklerden en uygun olanını işaretleyiniz. Anketi cevaplamak yaklaşık 25 dakika sürmektedir

Katılımınız için şimdiden teşekkür ederim.

Yasin TUNÇ

Yüksek Lisans Öğrencisi, Orta Doğu Teknik Üniversitesi/Eğitim Bilimleri  
Okutman, Atılım Üniversitesi Hazırlık Okulu

#### A. KİŞİSEL BİLGİLER

1. Cinsiyet :  Erkek  Kadın

2. Bulunduğu kur :  A  B  C

3. Mezun olduğu okul (Lise) türü:

- |  |  |
|--|--|
| <input type="checkbox"/> Genel Lise                      | <input type="checkbox"/> Fen Lisesi              |
| <input type="checkbox"/> Anadolu Lisesi                  | <input type="checkbox"/> Anadolu Öğretmen Lisesi |
| <input type="checkbox"/> Endüstri Meslek L.              | <input type="checkbox"/> Süper lise              |
| <input type="checkbox"/> Diğer (Lütfen belirtiniz) ..... |  |

4. Türkçe ve İngilizce dışında bildiğiniz dil ya da diller (varsa lütfen yazınız).....

5. İngilizce'yi öğrenmedeki öncelikli amacınız ya da amaçlarınız nelerdir (birden fazla işaretleyebilirsiniz):

- |  |
|--|
| <input type="checkbox"/> Proficiency Sınavını geçmek                         |
| <input type="checkbox"/> Bölümdeki dersleri kolayca takip etmek              |
| <input type="checkbox"/> Yurt dışına gitmek                                  |
| <input type="checkbox"/> Yabancılarla iletişim kurmak                        |
| <input type="checkbox"/> Yabancı kitap, dergi vb. kaynakları okumak          |
| <input type="checkbox"/> Diğer (Lütfen belirtiniz ve derecelendiriniz) ..... |

6. Son midtermde (vize) aldığınız not: \_\_\_\_\_

7. Ne sıklıkta İngilizce kitap, dergi vb. kaynakları okursunuz (Lütfen rakamla belirtiniz).

	Haftada	Ayda	Yılda
Kitap			
Dergi			
Diğer (Lütfen türünü belirtiniz).....			

8. Ne sıklıkta (saat olarak) İngilizce müzik dinlersiniz ya da film izlersiniz (Lütfen belirtiniz).

	Gün	Hafta	Ay
Film			
Müzik			

## B. Program Değerlendirme

Lütfen aşağıdaki sorular için size uygun kutucuğu işaretleyiniz.

- Hazırlık Okulunda uygulanan İngilizce programını genel olarak nasıl değerlendiriyorsunuz?
  - Beklentimin üstünde
  - İyi ve beklentilerimi karşılıyor
  - Beklentilerimin altında ve geliştirilmeye ihtiyacı var
- Hazırlık Okulunda uygulanan İngilizce programının kur sistemine ayrılmasını nasıl değerlendiriyorsunuz?
  - Beklentimin üstünde
  - İyi ve beklentilerimi karşılıyor
  - Beklentilerimin altında ve geliştirilmeye ihtiyacı var
- Hazırlık Okulunda uygulanan İngilizce programını yabancı dil öğrenimine dair hedeflerinizi gerçekleştirmek için yeterli olduğunu düşünüyor musunuz?
  - Kesinlikle yeterli
  - Yeterli ama geliştirilebilir
  - Yetersiz ve kesinlikle geliştirilmeye ihtiyacı var
- Hazırlık Okulunda uygulanan İngilizce programının bölümdeki dersleri İngilizce takip etmek için yeterli olduğunu düşünüyor musunuz?
  - Kesinlikle yeterli
  - Yeterli ama geliştirilebilir
  - Yetersiz ve kesinlikle geliştirilmeye ihtiyacı var

**C. Lütfen aşağıdaki ifadelere dair görüşlerinizi her bir ifadenin sağında bulunan kutucuğa 5'ten 1'e kadar bir rakam yerleştirerek belirtiniz.**

**5) Kesinlikle Katılıyorum; 4) Katılıyorum; 3) Kararsızım; 2) Katılmıyorum; 1) Kesinlikle Katılmıyorum**

1	Hazırlık Okulunda sağlanan İngilizce programının hedefleri benim hedeflerimi büyük ölçüde yansıtıyor.	
2	Hazırlık okulunda sağlanan İngilizce programı beklentilerimi büyük ölçüde karşılıyor.	
3	Hazırlık okulunda sağlanan İngilizce programını sağlanan kaynak ve materyal (ders kitapları, kasetçalar, vb.) açısından yeterli buluyorum.	
4	Hazırlık okulunda sağlanan İngilizce programında bulunduğum kur için ayrılan zamanı yeterli buluyorum.	
5	Hazırlık okulunda sağlanan İngilizce programı bu kur için sınıftaki her öğrencinin seviyesine uygundur.	
6	Hazırlık programında kullanılan ders kitapları seviyeme uygundur.	
7	Hazırlık programında kullanılan ders kitapları amaçlarıma uygundur.	
8	Hazırlık programında kullanılan ders kitapları ilgimi çekmektedir.	
9	Hazırlık programında kullanılan ders kitapları sınavlara (quiz, midterm, proficiency) hazırlanmamda yeterli olmuştur.	
10	Kitaplardaki alıştırmalar sınavlara (quiz, midterm, proficiency) hazırlanmam için yeterlidir.	
11	Kitaplara ek olarak sağlanan materyalleri faydalı buluyorum.	
12	Kitaplara ek olarak sağlanan materyallerin sınavlara hazırlanmamda kitaplardan daha faydalı olduğunu düşünüyorum.	
13	Hazırlık Programında İngilizce eğitimi veren okutmanlar dersleri ilginç ve motive edici kılmak için farklı metotlar kullanmaktadır.	
14	Ders anlatımları görsel, işitsel, vb. teknolojik araçlarla desteklenmektedir.	
15	Derslerde grup çalışmalarına yeterli miktarda yer verilmektedir.	
16	Dersler genellikle öğrenci merkezli geçmektedir.	
17	Derslerde okutmanların sınavlara hazırlanmam için yeterli miktarda uygulamalı örnek sağladığını düşünüyorum.	
18	Kur geçme notunun bir parçası olan proje çalışmasını faydalı buluyorum.	
19	Benzer projelerin sayısının artırılmasını istiyorum.	
20	Kur geçme notunun bir parçası olan hikâye sınavlarının (story quiz) faydalı olduğuna inanıyorum.	
21	Kur geçme notunun bir parçası olan haftalık kısa sınavların (quiz) faydalı olduğuna inanıyorum.	

**5) Kesinlikle Katılıyorum; 4) Katılıyorum; 3) Kararsızım; 2) Katılmıyorum; 1) Kesinlikle Katılmıyorum**

22	Kısa sınavların (Quiz) diğer sınavlara (midterm ve proficiency) hazırlanmamda etkili olduğunu düşünüyorum.	
23	Yazma (writing) derslerini ilgi çekici buluyorum.	
24	Yazma derslerinde sağlanan bilgi ve materyalleri yeterli buluyorum.	
25	Yazma derslerinde edindiğim becerilerle sınavların yazma kısmından tatmin edici bir not alabiliyorum.	
26	Derslerde modern teknolojiden (bilgisayar, tepegöz vb.) daha fazla yararlanılmasını destekliyorum.	
27	Derslerde görsel-işitsel araçların (resim, kasetçalar vs.) kullanılmasını destekliyorum.	
28	Mevcut Program sayesinde İngilizce dilbilgisine (grammar) dair bilgim yeterince gelişti.	
29	Mevcut Program sayesinde İngilizce yazma (writing) becerilerim yeterince gelişti.	
30	Mevcut Program sayesinde İngilizce konuşma (speaking) becerilerim yeterince gelişti.	
31	Mevcut Program sayesinde İngilizce dinleme (listening) becerilerim yeterince gelişti.	
32	Mevcut Program sayesinde İngilizce okuma (reading) becerilerim yeterince gelişti.	
33	Ders kitaplarında sağlanan okuma parçaları ilgimi çekiyor.	
34	Ders kitaplarında sağlanan aktiviteler sınavlardaki soru türlerine benzerdir.	
35	Ders kitapları sınavlara (quiz, midterm ve Proficiency) uygundur.	
36	Sınavlarda İngilizce dilbilgisine (grammar) dair bilgim yeterli oranda sınıanmaktadır.	
37	Sınavlarda İngilizce konuşma becerilerim yeterli oranda sınıanmaktadır.	
38	Sınavlarda İngilizce dinleme becerilerim yeterli oranda sınıanmaktadır.	
39	Sınavlarda İngilizce yazma becerilerim yeterli oranda sınıanmaktadır.	
40	Sınavlarda İngilizce okuma becerilerim yeterli oranda sınıanmaktadır.	



41	Sınavlardaki yazma ile ilgili sorular yazma derslerindeki uygulamaları yansıtmaktadır.	
42	Sınavdaki okuma ile ilgili sorular dersteki uygulamalara benzerdir.	
43	Dinleme anlama soruları (midtermelerde) ders içeriğine uygun bir şekilde sorulmaktadır.	

44. Derslerde aşağıdaki becerilerden hangisine daha fazla vurgu yapılmasını arzu edersiniz. Lütfen en çok arzuladığınızı birinci sıraya koyarak 1'den 5'e kadar numaralandırınız.

- Dilbilgisi (grammar)
- Konuşma
- Dinleme
- Okuma
- Yazma

45. Derslerde aşağıdaki becerilerden hangisine daha fazla vurgu yapıldığını düşünüyorsunuz. En çok vurgulandığını düşündüğünüz alanı birinci sıraya koyarak 1'den 5'e kadar numaralandırınız.

- Dilbilgisi (grammar)
- Konuşma
- Dinleme
- Okuma
- Yazma

46. Proficiency Sınavında aşağıdaki becerilerden hangilerinin ne oranda test edilmesini arzu edersiniz. Lütfen test edilmesini istediğiniz alanı ya da alanları işaretleyiniz ve yanına da sınava yüzde (%) kaç oranda dahil edilmesi gerektiğini belirtiniz.

- Dilbilgisi (grammar) % \_\_\_\_\_
- Konuşma % \_\_\_\_\_
- Dinleme % \_\_\_\_\_
- Okuma % \_\_\_\_\_
- Yazma % \_\_\_\_\_

47. Lütfen Atılım Üniversitesi Hazırlık Okuluna dair *olumlu/güçlü* bulduğunuz yanları yazınız.

.....

.....

.....

.....

.....

.....

.....

48. Lütfen Atılım Üniversitesi Hazırlık Okuluna dair zayıf bulduğunuz ve geliştirilmeye ihtiyacı olan yanları yazınız.

.....  
.....  
.....

## APPENDIX C

### STUDENT QUESTIONNAIRE (UNPILOTED ENGLISH VERSION)

Dear Student

This questionnaire has been prepared to evaluate your perceptions on the English Language Program at Prep. School. This study will be done with your contributions. There shall be improvements in the program in the light of the information you provide. The data obtained through this questionnaire shall be used only for research purpose. Thus, you are kindly requested not to write your names on the questionnaire.

Please answer all the items correctly and feel free from outside distracters. Please choose the best answer for each statement. It will take about 25 minutes to fill in the questionnaire.

Thank you for your cooperation

Yasin TUNC

#### A. BACKGROUND INFORMATION

1. Gender :  Male  Female

2. The course :  A  B  C

3. High school

- |  |  |
|--|--|
| <input type="checkbox"/> General Lycees          | <input type="checkbox"/> Science High Schools                    |
| <input type="checkbox"/> Anatolian High Schools  | <input type="checkbox"/> Anatolian Teacher Training High Schools |
| <input type="checkbox"/> Vocational High Schools | <input type="checkbox"/> Super High Schools                      |
| <input type="checkbox"/> Others (Please specify) |  |

4. Any languages you speak besides Turkish and English

5. Your purposes in learning English

- Pass the proficiency exam
- Follow English instruction at my department
- Go abroad
- Communicate with foreigners
- Read books and magazines in English
- Others (Please specify)...

How often to read books, magazines in English (Please specify).

	week	month	year
Book			
Magazines			
Others (Please Specify).....			

How often do you listen to music or read magazines in English (hour)

	Day	Week	Month
Film			
Music			

## B. Program Evaluation

Please check one the boxes that fit you

- 1 How would you rate English Language Program at preparatory school in general?
  - Beyond my expectation
  - Good and meet my expectations
  - Does not meet my expectations and needs improvement
  
- 2 How would you rate the course system used at prep. School?
  - Beyond my expectation
  - Good and meet my expectations
  - Does not meet my expectations and needs improvement
  
- 3 Do you think that English Language Program in use at Prep. School is efficacious enough to realize your aims regarding language learning?
  - Definitely efficacious
  - Efficacious but still could be improved
  - Definitely efficacious
  
- 4 Do you think that English Language Program in use at Prep. School is efficacious enough for you to follow your classes at your departments?
  - Definitely efficacious
  - Efficacious but still could be improved
  - Definitely efficacious

**C. Please indicate your opinion about the following items by using the following criteria:  
5. Strongly Agree; 4. Agree; 3. Neutral; 2. Disagree; 1. Strongly Disagree**

1	The goals of the Language program at Prep. School mostly comply with my aims/goals.	
2	Language program at Prep. School meets my expectations to a great extent.	
3	I think English Language Program is efficacious in term of resources and materials.	
4	I think the time for the course I am currently in is adequate in the program.	
5	The course I am currently in matches the level of each student.	
6	The textbooks used in the program match my level.	
7	The textbooks used in the program match my goals.	
8	The textbooks used in the program are interesting.	
9	The textbooks used in the program are efficacious for me to get prepared for exams.	
10	The exercises in the books are sufficient for me to get prepared for the exams.	
11	I think that extra materials are beneficial.	
12	I think that the extra materials are more beneficial than textbooks in terms of getting prepared for the exam.	
13	The instructors teaching at Prep. School use various methods to make the lessons more interesting and motivating.	
14	Technological means such as audio-visual materials are used in the classroom for reinforcement.	
15	There is enough focus on group work in the classroom.	
16	The lessons are generally student-based.	
17	I think that instructors provide me with enough practical examples for me to practise for the exams.	
18	I think the Project work, making up a part of the total grade, is beneficial.	
19	I would like to see more of these projects	
20	I think story quizzes, making up a part of the total grade, are beneficial..	
21	I think weekly quizzes, making up a part of the total grade, are beneficial.	

continued

22	I think that weekly quizzes are effective in preparation for the other exams	
23	I think writing classes are interesting.	
24	I think writing classes are efficacious in terms of content and resources.	
25	I can get a satisfactory grade from the writing section of the exams by the abilities I acquired through writing classes	
26	I support the idea of making use of more technology in the classroom.	
27	I support use of audio-visuals in the classroom	
28	Thanks to the Program, my grammar has improved at a satisfactory level.	
29	Thanks to the Program, my writing skills have improved at a satisfactory level.	
30	Thanks to the Program, my speaking skills have improved at a satisfactory level	
31	Thanks to the Program, my listening skills have improved at a satisfactory level.	
32	Thanks to the Program, my reading skills have improved at a satisfactory level.	
33	The reading passages in the textbooks are interesting.	
34	The activities provided in the textbooks are similar to the ones in the exams.	
35	Textbooks are suitable for the exams.	
36	My grammar knowledge is tested at a satisfactory level in the examinations.	
37	My speaking skills are tested at a satisfactory level in the examinations.	
38	My listening skills are tested at a satisfactory level in the examinations.	
39	My writing skills are tested at a satisfactory level in the examinations.	
40	My reading skills are tested at a satisfactory level in the examinations.	
41	The writing questions in the exams are consistent with the writing exercises in the class.	
42	The reading questions in the exams are consistent with the exercises in the class	
43	Listening comprehension questions are tested in parallel to the content of the lesson.	

47. Please rank the following areas that you consider as important in an ideal language teaching environment according to their priority? (1 for the top priority and 5 for the least priority)

- Grammar
- Speaking
- Listening
- Reading
- Writing

48. How do you prioritize the following areas in your actual classes at Atlhm University Preparatory school? What is your top focus during classes? (1 for the top focus and 5 for the least focus)

- Grammar
- Speaking
- Listening
- Reading
- Writing

49. Which of the following areas do you think should be included in the proficiency exam and to what proportion? Please check the items you think should be included and indicate what weight should be given to each item you choose.

- Grammar                      % \_\_\_\_\_
- Speaking                      % \_\_\_\_\_
- Listening                      % \_\_\_\_\_
- Reading                      % \_\_\_\_\_
- Writing                      % \_\_\_\_\_

Please indicate the strengths (if any) of the Prep. School

Please indicate the weaknesses of the Program and the Points that need improvement

## APPENDIX D

## DIAGNOSTIC EVALUATION TEST: STATISTICAL RESULTS

Gender :

Male  Female 

Year of Experience:

1-5  6 – 10  more than 10 

Level you teach:

A  B  C 

Dear Colleague

I am going to carry out an evaluation of the English Language Teaching Program at Atılım University Preparatory School. Before determining the criteria and the dimensions to be covered, your help as an instructor and administrator at Atılım University is highly valued and needed to determine what issues to focus for the prep program. The instrument consists of five topics. Please, indicate the number/degree (6 for highest priority to 1 the lowest priority) for each item that you think should be included as an important criterion in the evaluation.

The highest priority \_6\_ \_5\_ \_4\_ \_3\_ \_2\_ \_1\_ The lowest priority

Please add any item that you think needs to be added in the blank spaces provided.

Thank you for your cooperation

Yasin TUNC

Instructor at Atılım University

**If you would like to be interviewed based on your responses, Please provide your details below. Please note that any personal information, and identity will be kept confidential.**

**Name:**

**Contact email:**

**Or Telephone**



### Part A. Goals and Objectives: Descriptive Statistics

Items	<i>N</i>	<i>M</i>	<i>SD</i>
1. Whether the goals of this language program are clearly and explicitly stated and readily accessible to those who need to refer to them?	61	5,41	,88
2. Whether those goals are compatible with the general goals of the university?	60	4,96	1,29
3. Whether the goals are in accord with the recommendations of experts in the field?	61	5,03	1,13
4. Whether the goals are understood and supported by school administrators?	61	5,16	1,36
5. Whether the goals are understood and supported by the instructors?	61	5,22	,96
6. Whether the goals have been analyzed into a set of level (C/B/A) objectives that identify the important skills, teaching points and attitudes?	61	5,58	,85
7. Whether the objectives are sufficiently comprehensive so that they adequately respond to the goals of the curriculum?	61	5,16	1,15
8. Whether the objectives seem attainable, given the level of the learners for whom they are intended?	61	5,12	1,02
9. Whether the objectives are clearly displayed in some form that makes them readily understood and easily used by administrators and instructors?	61	5,12	,99
10. Whether the objectives are in accord with the recommendations of experts in the field?	61	4,90	1,09
11. Whether the objectives are compatible with the goals?	59	5,55	,82
12. Whether the goals are compatible with the teaching means (Textbooks, materials and etc.)?	61	5,16	1,0
13. Whether the goals are compatible with the testing means?	61	5,19	1,01
14. Whether the goals and the objectives are achieved to a satisfactory extent?	61	4,74	1,48

**Part B. Content and Delivery: Descriptive Statistics**

Items	<i>N</i>	<i>M</i>	<i>SD</i>
1. Whether all the language skills (reading/writing/grammar/speaking/listening) are equally covered in the program?	61	4,48	1,31
2. Whether speaking skill is sufficiently covered in the program?	61	4,38	1,54
3. Whether listening skill is sufficiently covered in the program?	61	4,83	1,09
4. Whether there are any written course guides (teachers' books etc.) that are readily available to administrators and the instructors?	61	5,15	,91
5. Whether it seems likely that the teaching and the learning activities provided in the textbooks will lead to the achievement of the Preparatory School's goals?	60	5,06	,94
6. Whether the teaching and the learning activities provided in the textbooks prepare the students for the final examination?	61	5,09	1,044
7. Whether the time allocated for each level (C/B/A) is sufficient?	60	4,80	1,51
8. Whether the time allocated for A Levels is sufficient?	60	4,93	1,28
9. Whether the time allocated for B Levels is sufficient?	60	4,76	1,47
10. Whether the time allocated for C Levels is sufficient?	60	4,50	1,88
11. Whether the course system (C/B/A) used by the preparatory school is efficient?	61	5,45	,88
12. Whether the instructors are well-prepared and well-equipped to teach the target language at Atılım University?	61	5,2	,95
13. Whether there are enough focus on the critical thinking abilities of the learners in the provided textbooks and activities?	61	4,38	1,49
Valid N (listwise)	60		

**Part C. Resources and Materials : Descriptive Statistics**

Items	<i>N</i>	<i>M</i>	<i>SD</i>
1. Whether the teaching means are in accord with the goals and objectives of the program?	61	5,03	1,08
2. Whether the instructors are involved in the selection of the means?	61	4,6	,979
3. Whether the means are as communicative as they are supposed to be?	61	4,7	1,11
4. Whether the teaching means involve enough Reading skills?	61	4,8	1,02
5. Whether the teaching means involve enough Writing Skills?	60	5,03	1,06
6. Whether the teaching means involve enough Listening Skills?	61	5,16	1,03
7. Whether the teaching means involve enough Speaking Skills?	61	4,41	1,47
8. Whether technology is used as a supplementary means of instruction?	61	4,4	1,33
9. Whether there is a need for authentic materials besides those provided in the curriculum?	61	4,46	1,38
10 Whether there are any language facilities that learners can refer to outside the classroom?	61	4,9	,98
Valid N (listwise)	60		

**Part D. Assessment and evaluation: Descriptive Statistics**

Items	<i>N</i>	<i>M</i>	<i>SD</i>
1. Whether the proficiency exam measures the goals of the curriculum?	61	5,19	,94
2. Whether the proficiency exam measures enough of Reading Skills?	61	5,44	,99
3. Whether the proficiency exam measures enough of Writing Skills?	61	5,2	1,1
4. Whether the proficiency exam measures enough of Listening Skills?	61	4,4	1,78
5. Whether the proficiency exam measure enough of Speaking Skills?	61	3,8	2,14
6. Whether the content of the examination is consistent with the textbooks and materials used in the curriculum?	61	5,4	,95
7. Whether the test results of the proficiency exam reflect Preparatory School students` real performance?	61	5,29	1,03
8. Whether the placement examination done at the beginning of the year is a good indicator of the students` levels?	61	5,4	,88
Valid N (listwise)	61		

**Part E. Training Needs / In-Service Training / Pre-Service Training : Descriptive Statistics**

Items	<i>N</i>	<i>M</i>	<i>SD</i>
1. Whether the language program is equipped well enough to meet the necessary needs of the instructors?	60	4,80	1,18
2. Whether the pre-service sessions are effective in terms of grammar teaching?	61	5,09	1,13
3. Whether the pre-service sessions are effective in terms of teaching reading skills?	61	5,25	,99
4. Whether the pre-service sessions are effective in terms of teaching listening skills?	61	5,12	1,08
5. Whether the pre-service sessions are effective in terms of teaching writing skills?	61	5,12	1,08
6. Whether there is an effective in-service training program?	61	5,19	1,49
Valid N (listwise)	60		