

EVALUATION OF ENGLISH PREPARATORY SCHOOL CURRICULUM AT
BAŞKENT UNIVERSITY USING ALKIN'S UCLA EVALUATION MODEL

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MODEL**

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ABSTRACT

EVALUATION OF ENGLISH PREPARATORY SCHOOL CURRICULUM AT BAŞKENT UNIVERSITY USING ALKIN'S UCLA EVALUATION MODEL

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This research study aims to evaluate English Preparatory School curriculum at Başkent University from the perspectives of students and English language instructors. The appropriateness of the Preparatory School curriculum regarding objectives, content, teaching methods, materials and assessment procedures were examined based on the perceptions of students and English language instructors. In addition, challenges and language needs of students in English medium instruction were investigated based on the perceptions of faculty members working at various departments of Başkent University. The evaluation study was conducted using Alkin's UCLA evaluation model.

In the study, both quantitative and qualitative data were gathered. The quantitative data were collected through the questionnaire which was administered to all ($n=170$) Program 2 (pre-intermediate+ intermediate) level Preparatory School students. The qualitative data were gathered through individual interviews conducted with ten English instructors working at Başkent University English Preparatory School and ten faculty members teaching in English medium instruction at Başkent University. While

descriptive statistical analysis was used to analyze the quantitative data obtained from student questionnaire, the qualitative data were gathered through individual interviews were analyzed via descriptive content analysis.

The results of the study showed that Başkent University English Preparatory School was planned to improve the students' General English but it did not ease to follow departmental courses in English Medium Instruction. While it was discovered that the instructors and materials were the main strengths of the curriculum, the findings showed the necessity of making improvements in the content, the skillsbook and assessment procedures.

Keywords: Preparatory School Curriculum, Curriculum Evaluation, English Language Teaching, English Medium Instruction, UCLA

ÖZ

BAŞKENT ÜNİVERSİTESİ İNGİLİZCE HAZIRLIK PROGRAMININ ALKIN'IN UCLA DEĞERLENDİRME MODELİ İLE DEĞERLENDİRİLMESİ

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Bu çalışma, Başkent Üniversitesi'nde uygulanmakta olan İngilizce Hazırlık Programını öğrenciler ve öğretim görevlilerinin bakış açısıyla değerlendirmeyi amaçlamaktadır. Hazırlık programı öğrencilerinin ve öğretim görevlilerinin; programın hedefleri, içeriği, öğretim yöntemleri, kullanılan gereçler ve ölçme yöntemlerinin uygunluğuna dair algıları araştırılmıştır. Ayrıca, öğrencilerin eğitim dili İngilizce olan bölümlerde yaşadığı problemler ve dil ihtiyaçları Başkent Üniversitesi'nde görevli öğretim üyelerinin bakış açısıyla incelenmiştir. Çalışma, Alkin'in UCLA değerlendirme modeli kullanılarak yürütülmüştür.

Çalışmada, hem nicel hem nitel veriler kullanılmıştır. Nicel veriler tüm Program 2 (orta seviye öncesi ve orta seviye) öğrencilerine, 170 katılımcıya uygulanan anketler ile toplanmıştır. Nitel veriler ise, Başkent Üniversitesi Yabancı Diller Okulunda görev yapan on öğretim görevlisi ve farklı bölümlerde görev yapan on öğretim üyesi ile birebir yapılan görüşmeler yolu ile elde edilmiştir. Nicel veriler için betimsel istatistik yöntemleri kullanılırken, nitel veriler için betimsel içerik çözümlemesi kullanılmıştır.

Sonular, Bařkent niversitesi İngilizce Hazırlık Okulu programının ğrencilerin Genel İngilizcesini geliřtirmek iin planlandıđını ancak İngilizce blm derslerini takip etmeyi kolaylařtırmadıđını gstermiřtir. alıřmada, programın gl ynlerinin ğretim grevlileri ve materyaller olduđu bulunmuřtur. Ayrıca, alıřmada elde edilen sonular ierik, beceri kitabı ve deđerlendirme prosedrlerinde iyileřtirmeler yapılması gerektiđini ortaya koymuřtur.

Anahtar Kelimeler: Hazırlık Programı, Program Deđerlendirme, İngilizce Dili ğretimi, Eđitim Dili Olarak İngilizce, UCLA

To my beloved family

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LIST OF ABBREVIATIONS

UCLA: The University of California, Los Angeles

GSE: Global Scale of English

CEFR: Common European Framework of Reference

EMI: English Medium Instruction

TMI: Turkish Medium Instruction

EPE: English Proficiency Exam

SPSS: Statistical Package for Social Sciences

CHAPTER 1

INTRODUCTION

1.1. Background of the Study

Being the lingua franca of the world at 21th century, English serves as a common language spoken by millions of people in business, commerce, science, technology, international relations and diplomacy (Freeman and Long, 2014). It is also used as the medium language to access to knowledge in various disciplines, latest thinking and research (Crystal, 2003). Therefore, individuals need to become competent in English language in order to catch the economic, social, and intellectual developments in the world.

Correspondingly, teaching and learning English are highly valued in educational contexts. The strong position of the English language as the lingua franca has created a “worldwide trend toward its adoption in education” (Selvi,2014, p.134). Non-English-speaking countries generate language policies for effective teaching and learning of English (Kırkgöz, 2009a). As Flowerdew and Peacock (2001) suggest, English is asserted as a world language in research and publication and used by various universities as the medium of instruction. Therefore, educational institutions around the world, especially in tertiary level, adopt English as medium of instruction in order to gain international visibility via production of academic content in English (Taquini et. al, 2017).

In Turkey, teaching and learning English has been valued for a long while, as well. The English language holds a key place in each strata of Turkish education system and it is used as medium of instruction at Basic education, Secondary education partially or fully and several higher educational institutions. In fact, the number of universities

offering English medium instruction (EMI), teaching academic subjects through English, has raised rapidly since 1995 (Kırkgöz, 2009a).

Reaching and publishing academic content in English is considered to enhance the country's scientific and technological competitiveness (Özdoruk, 2016). Therefore, students are required to be proficient in English in order to reach knowledge in English and compete in the international market. However, they may not have the required language proficiency level to follow departmental courses in EMI. For this reason, universities have been providing one-year preparatory course for their incoming students who are unsuccessful in a preliminary English proficiency examination since the establishment of English medium universities in the country (Selvi, 2014). On analyzing the importance of teaching and learning English, it is indisputable that English preparatory school curricula play a crucial role in students' academic success.

Teaching English effectively, for academic purposes in particular, depends on the presence of a curriculum of which teaching goals and objectives are clearly defined (Daloğlu, 1996). In order to develop a successful language curriculum, there are some crucial components that need to be considered. In this respect, evaluation of preparatory school curriculum holds a key role in curriculum development since it investigates data to improve the curriculum by making modifications, additions or eliminations on it (Ornstein and Hunkins, 2018). Consequently, a systematic curriculum evaluation is seen essential in order to enhance quality in language education by providing stakeholders information on the curriculum for further decision making process.

A new curriculum started to be implemented at Başkent University English Preparatory School in 2018-2019 academic year. The main reasons that led to a curriculum change were negative feedback collected from preparatory school students and language instructors on the curriculum's effectiveness in terms of meeting students' language needs as well as negative feedback gathered from faculty members working at various EMI departments of Başkent University on language proficiency levels of their department students. In the light of these feedback, a new curriculum that value developing language skills and aiming to meet the students' language needs in EMI was developed. However, there has been no study yet that evaluated the

effectiveness of the practices of newly implemented curriculum. Therefore, it is necessary to conduct an evaluation study on the curriculum of Başkent University English Preparatory School. Based on the findings of an evaluation study, it can be found out what components of curriculum need to be maintained, modified or eliminated. Thus, this research study aims to gather data in order to reveal whether the preparatory school curriculum is achieving the expected outcomes and identify the strengths and weaknesses of the curriculum.

What is more, taking quality English language teaching into account, it can be said that a comprehensive evaluation study should be carried out in order to reveal the perceptions of all the participants in English language teaching at a preparatory school. When the written theses, dissertations and articles are reviewed, it is seen that there is no study which investigates the perspectives of students and instructors about preparatory school curriculum at Başkent University. Likewise, the perspectives of faculty members from various departments regarding their students' language needs and challenges they experience in EMI are unknown. Consequently, there is an urgent need to carry out a curriculum evaluation study for Başkent University Preparatory School Curriculum which includes the perspectives of instructors, the students and the faculty members.

Present study is carried out based on UCLA evaluation model since it is believed to form a rational basis for decision making on the curriculum by providing suggestions to improve the curriculum at Başkent University English Preparatory School with its five stages, which are namely systems assessment, program planning, program implementation, program improvement and program certification. Besides, when the related literature is reviewed, it can be clearly seen that there is a lack of curriculum evaluation studies in Turkey using Alkin's UCLA evaluation model. Therefore, the study can provide a good insight on how the model functions and can be a guide on further evaluation studies using UCLA evaluation model.

1.2. Context of the Study

Başkent University is a private university founded in Ankara in 1994 with 12 faculties, 1 state conservatory, 7 institutes, 7 vocational schools and 1 academy. The aim of the university is to raise individuals who are productive, conscientious, and innovative, to

promote science, education, research and development so as to develop the society socioeconomically, technologically and culturally (School of Foreign Languages Quality Manual, 2020). Being aware of the value of English language education, most of the departments at Baškent University offer complete (100%) or partial (30%) English medium instruction.

The mission of School of Foreign Languages at Baškent University is to provide the students high quality language education with international quality standards, to help them monitor their own language learning process and to encourage them to become responsible and conscientious learners (School of Foreign Languages Quality Manual, 2020). The Preparatory School curriculum has been developed in line with the mission of School of Foreign Languages. English Preparatory school curriculum plays a crucial role since in developing students' English language skills that are necessary to follow EMI courses and cope with the challenges they face in EMI during their undergraduate studies. It also aims to help the students gain learner autonomy to be more successful and productive in academic life and professional career.

The students entering the university take English Proficiency Exam (EPE) prepared by Testing Development Unit of Baškent University Preparatory School in September. EPE aims not only to reveal whether students have sufficient knowledge of English required in EMI courses but also to place those who will study at English Preparatory School in appropriate levels. The students who get the minimum required score out of 100 (59,5 for 30% English medium instruction departments and 69,5 for 100% English medium instruction departments) have right to start their departments. The students who get between 39,5 and 59 out of 100 enroll the preparatory school and are placed in Program 2. At the end of the fall term, they take EPE and if they pass the exam, they are matriculated to their departments. If not, they are required to repeat Program 2. On the other hand, the students who get below 39,5 in EPE in September are placed in Program 1. If they get 70 points, which is the achievement based score for Program 1 regardless of 30% or 100% EMI, they enroll in Program 2 in the spring term. The preparatory school students are responsible for completing English preparatory program within four academic terms.

The preparatory school curriculum is based on the level specifications of the Global Scale of English (GSE), which extends the Common European Framework of Reference (CEFR) by clarifying of what needs to be mastered in speaking, listening, reading and writing skills within CEFR level (What is the Global Scale of English?, n.d). Two modules- Program 1 and Program 2- exist in the curriculum. While Program 1 includes beginner and elementary levels, Program 2 consists of pre-intermediate and intermediate levels. Accordingly, the modules have different learning objectives. While The curriculum has been designed by Curriculum Development Unit in cooperation with Testing Development Unit, administrators, and experienced English language instructors and started to be implemented in the fall term of 2018-2019 academic year. It is based on integrated language skills- Reading, Writing, Listening and Speaking. Therefore, the curriculum highly values teaching productive skills as well as receptive skills. The curriculum has 18 hours of main course instruction per week. Besides, additional six hours of skills based instruction are allocated for integrated reading and writing lessons. In total, the students both in Program 1 and Program 2 modules have 24 hours of instruction per week. The students have classes between four and six hours each day. The instructors are responsible for implementing the content which is decided in the weekly program prepared by Curriculum Development Unit both for main course and skills lessons. Each class is taught by two instructors and the classrooms generally consist of 20 students in each. In addition to coursebook and skillsbook, the students are provided with supplementary materials prepared by Curriculum Development Unit including all the language skills as well as grammar and vocabulary knowledge. The students are assessed at the beginning, during and at the end of the academic term by several assessment tools. Progress tests, quizzes, portfolio tasks, homeworks in the online learning platform, MyEnglishLab, are benefitted to assess students' learning.

1.3. Purpose of the Study

English Preparatory School at Başkent University is responsible for teaching English to the students who will study in EMI departments. Due to the fact that the students' competence on following courses in EMI depends on the level of their English language skills and knowledge, the Preparatory School seeks to develop an effective language curriculum improving the students' English language skills and knowledge.

In this regard, evaluation of the preparatory school curriculum helps School of Foreign Languages administrators, instructors and curriculum developers in their decision making process in order to make modifications, additions or deletions on the curriculum and therefore to improve the students' language learning process and consequently students' language skills.

English Preparatory School curriculum at Başkent University aims to provide students a communicative, skills-based curriculum at different levels integrated with four skills- listening, speaking, reading and writing- to help them use English in oral and written communication in academic and social context and to expand students' vocabulary knowledge. In order to realize these purposes, current preparatory school curriculum started to be implemented in the fall term of 2018-2019 academic year. Since the curriculum has been newly implemented, it is necessary to obtain feedback for its improvement. Evaluation of the curriculum aims to provide decision makers with data on the problems of the preparatory school curriculum and therefore enhance teaching and learning process. To improve the quality of English language teaching at preparatory school, it is also crucial to reveal to what extent students have reached the learning outcomes specified in the curriculum. For these reasons, the main components of curriculum; objectives, content, materials, teaching methods and assessment procedure, as a whole, need to be evaluated.

Evaluation of the curriculum aims to disclose whether the curriculum is actually functioning as it was formulated and whether it realizes its goals and objectives. Hence, the future use of the curriculum depends on the data obtained from the evaluation study. Curriculum evaluation gives decision makers insight on the aspects of curriculum to be modified, added or eliminated and it gives recommendations on curricular changes to improve the curriculum.

This study aims to evaluate Başkent University English Preparatory School curriculum based on the instructors' and students' perspectives regarding objectives, content, materials, teaching methods and assessment procedures by using UCLA evaluation model developed by Alkin (1969); and find out the perspectives of faculty members working at Başkent University about language needs of their students and challenges they experience in EMI.

1.4. Research Questions

Based on the purpose of the study, the following research questions have been developed;

1. What are Program 2 level students' and instructors' perspectives about the newly implemented curriculum at Başkent University English Preparatory School regarding the five components of curriculum; content, objectives, materials, teaching methods and assessment procedures?
 - a. Are Program 2 level students' and instructors' perspectives about the newly implemented curriculum at Başkent University Preparatory School congruent regarding the content, objectives, materials, teaching methods and assessment procedures?
2. What are the perspectives of faculty members working at Başkent University about English language needs of their students and challenges they experience in English medium instruction?
3. What are the strength and weaknesses of the newly implemented curriculum at Başkent University Preparatory School according to instructors and the Program 2 level students?

1.5. Significance of the Study

Being aware of the importance of English as a global language, most of the higher education institutions tend to adopt EMI. Therefore, English Preparatory Schools of universities are highly valued since their purpose is to offer students effective English language teaching programs based on their needs before they start their majors.

Başkent University English Preparatory School curriculum started to be implemented in 2018-2019 academic year with the aim of providing the students effective language education that is necessary in their future academic life. Hence, the newly implemented curriculum is open to changes for its improvement. On overviewing the related literature, UCLA model is chosen to evaluate the preparatory school curriculum in order to form a rational basis for decision making on the curriculum. The research study is believed to give suggestions to improve the curriculum implemented at Başkent University English Preparatory School by evaluating several aspects of it.

UCLA evaluation model is believed to be the most convenient model for the study because the systematic evaluation includes five stages of evaluation, which are namely systems assessment, program planning, program implementation, program improvement and program certification. It focuses on providing data for decision makers. Therefore, the results of the study lead to improvement of the implemented curriculum. Being a five-stage model, UCLA evaluation model is thought to provide a thorough understanding on the aspects of the curriculum to be improved. In addition, when the literature is reviewed, it is clearly seen that there is lack of evaluation studies using UCLA evaluation model in Turkey and abroad. Therefore, this study is hoped to provide a good insight on how the model functions and to be a guide on further evaluation studies using UCLA evaluation model.

This evaluation study is also believed to guide decision makers in curriculum development process at preparatory schools of universities offering EMI. For this context, based on data obtained from the students and the English language instructors, the study is expected to provide a holistic view. Besides, taking EMI into consideration, it is crucial to comprehend how to increase the effectiveness of EMI in higher education level. Therefore, it is necessary to examine learners' language needs and the problems they encounter related to EMI in order to make provision in the preparatory school curricula and cope with language based problems. By revealing the faculty members' perspectives, the study aims to inform the administrators and curriculum developers on effective practices for quality language teaching and making adaptations and additions, or eliminate the undesired aspects of the preparatory school curriculum.

Besides, the study is hoped to be a sample for preparatory schools of universities in order to comprehend deficiencies and weaknesses that need to be improved by providing information regarding objectives, content, materials, teaching methods, and assessment procedures.

1.6. Definitions of the Terms

Instructors: refers to English language lecturers working at Başkent University English Preparatory School. They are responsible for the implementation of English Preparatory School curriculum designed by Başkent University School of Foreign

Languages. They teach both modules in the curriculum, which are namely Program 1 and Program 2.

Preparatory School Students: refers to learners who are studying at Başkent University English Preparatory School during 2019-2020 academic year. They are studying English in order to attain required level of English for the academic programs they enrolled at Başkent university. When they start their departments, they are expected to follow courses in complete (100%) or partial (30%) English medium instruction.

Preparatory School Curriculum: refers to the curriculum that started to be implemented at Başkent University English Preparatory School in 2018-2019 academic year. Curriculum is defined as the planned and guided learning experiences which construct knowledge and lead to acquisition of intended learning outcomes (Ornstein and Hunkins, 2018).

CHAPTER 2

REVIEW OF THE LITERATURE

This chapter firstly presents an overview about English preparatory schools in Turkey and their common practices. Since preparatory schools aim to help students acquire required English language skills in English medium instruction (EMI), EMI in Turkish higher education system and challenges and needs of students in EMI are introduced. Afterwards, curriculum evaluation, different curriculum evaluation approaches and models are presented. Because the study aims to evaluate an English language preparatory school curriculum by using UCLA evaluation model, the model with its basic principles and components are overviewed. Finally, previous research studies on curriculum evaluation of preparatory schools in Turkey and curriculum evaluation studies abroad are included. The chapter is closed with a summary of the literature review.

2.1. English Preparatory Schools

Spreading all around the world as a language of international communication, the English language has become more dominant in scientific and technical fields (Tunç, 2010). Likewise, the need for technological development in the Western world and international communication has resulted in spread of English in Turkey (Doğançay-Aktuna, 1998). Sariçoban and Sariçoban (2012) highlight that learning English is important for Turkey to develop international communication, and to follow the developments all around the world where English is mainly used. Furthermore, it is a fact that individuals with English proficiency are more advantageous in terms of better job opportunities (Erden et al., 2017).

Knowing the importance of teaching and learning English, higher education institutions including the most prestigious and high ranking universities in Turkey

offer English medium instruction to their students. English medium instruction is thought to provide students with knowledge of their subject and English language skills and therefore make them more attractive in global job market (Galloway, 2017). However, students generally do not have required English proficiency level in order to follow departmental courses in English medium instruction. For this reason, one year long intensive English preparatory programs are provided by School of Foreign Languages or English Preparatory Departments affiliated to Rector's Office mostly. The Council of Higher Education (2016) enacts that for the programs providing education partial or complete foreign language medium instruction, preparatory class is mandatory. The regulation of Higher Education Council (2016) also clarifies that the students who cannot successfully complete the preparatory class within two years are dismissed from the program. The purpose of the preparatory year for English language teaching is basically to aid for a smooth transition from Turkish medium secondary education to English medium higher education (Dearden et al., 2016). Preparatory school curricula aim to fulfill the mission of teaching English to students with little English in order to make them ready for academic studies in their departments (Aktaş and Gündoğdu, 2020). During English preparatory program, students do not have other lessons but only English for one year. Therefore, they have unique opportunity to develop language skills and become proficient in English based on standards and requirements that universities define (Armağan et al., 2016).

The preparatory school curricula offer intensive instruction to the learners of English language. Some characteristics of intensive instruction listed by Toker (1999) are that the intensive instruction provides daily exposure to the target language; it is taught by more than one teacher; it emphasizes communication in the target language; the language is the medium of instruction during the lessons, it encourages extra-curricular activities for the usage of the target language outside the classroom.

The curricula implemented in English preparatory schools are generally designed based on the Common European Framework of Reference for Languages (CEFR). CEFR, launched in 2001, aims to promote transparency of courses, syllabuses and qualifications by constructing a common basis for the explicit description of objectives, content and methods (Council of Europe, 2001). The CEFR criteria to describe language proficiency are not context specific but mutual in different learning

contexts. Therefore, practitioners are provided with common reference points that help them while thinking about their practices in their local context (Cephe and Toprak, 2014). CEFR offers a common base for the educational institutions to describe their program objectives based on the proficiency level of their learners. From a broader perspective, some major objectives of the preparatory schools are teaching the students how to read, listen and speak in English so that they could follow their courses easily; to teach necessary writing skills in order for them to be able to take notes during the lessons (Tunç, 2010).

2.2. English Medium Instruction in Turkish Higher Education

Teaching English language has been the path to attain universal common knowledge and to increase global communication around the world (Alagözlü, 2012). The fact that English is the language of science has led higher education institutions to teach their students English in order to prepare them for an international career in a globalizing world (Kruseman, 2003, as cited in Coleman, 2006). Teaching English has also come into prominence in higher education institutions since policy makers desire to internationalize higher education and increase their national competitiveness by preparing generations in terms of the demands of the global economy (Arik and Arik, 2014).

Turkey has also been affected by the crucial role of English and teaching English language has become highly important in the last decades. With the spread of English over the years, the number of native and non-native speakers of English around the world has changed dramatically. As shown in figure 2.1, Kachru's model of World Englishes classifies countries into three circles; inner, outer and expanding.



Figure 2.1 Kachru's three concentric circles of English. Reprinted from *The Practice of English Language Teaching* (p.17) by J. Harmer, 2007, Pearson Education Limited. Copyright 2007 by Pearson Education Limited.

Unlike inner circle countries such as Britain and the USA, where English is the primary language, and outer circle countries like Nigeria and Singapore, where people use English as a second or official language, Turkey is a part of the expanding circle, where English is learnt as a foreign language in school curricula. Bamgbose (2003) explains that;

In Expanding Circle Countries, English lacks any strong population base, it is not likely to have any official status, nor is the push for any nationalistic considerations. Yet, it has enormous prestige mainly on account of its instrumental value. Although the role of English varies from use in certain domains in institutionalized entrenchment in the educational system, what all these countries have in common is the learning and using of English as a foreign language. (p. 421)

It is thought that the university students who desire to compete in the international market must hold a high English proficiency level. In that sense, EMI is crucial in terms of both developing English language skills and content knowledge (Ekoç, 2020). EMI can be defined as teaching academic subjects in English in countries where English is not the first language of the majority of the population (Macaro et al., 2018). In parallel to global spread of English language, the number of institutions offering EMI has dramatically increased in tertiary education since English medium instruction is believed to have cognitive, social, and academic advantages to learners (Selvi, 2014). Researching the effects of EMI on students' linguistic abilities in higher education, Coşgun and Hasırcı (2017) report that meaningful exposure to language and task engagement in EMI courses are believed to create a positive impact on receptive language skills development. EMI is beneficial in term of enhancing English language skills, accessing to primary sources in English, better employment opportunities and keeping up to date with global developments (Sert, 2008; Kırkgöz, 2014; Civan and Coşkun, 2016). Similarly, investigating the attitudes towards EMI in Taiwanese tertiary education, Yeh (2014) reveals that English as medium of instruction courses are thought to increase opportunities for students to develop their English language skills and therefore to help them comprehend reference materials in English easily. Congruently, examining the perceptions about EMI at secondary education, Tarhan (2003) reports that students, teachers and parents favor EMI because of linguistic benefits. They consider EMI as a way of increasing English proficiency level and facilitating a real context for using and practicing the language. Also she shows that

they are in favor of EMI because they have the perception that English is a language of science and considerable amount of English sources.

Besides, EMI is thought to be an instrument for universities to get recognition and higher rankings, to host more foreign students, researchers and faculty members (Gökmenoğlu and Gelmez-Burakgazi, 2013). Turhan and Kırkgöz (2018) state that;

When the instruction is in English, the academic prestige, the chances for having international research funds and the number of international alumni tend to increase. This situation even leads to local students to be attracted by the universities offering English-medium courses. (p.262)

Increasing influence of English led also Turkey into adopting English as medium of instruction at tertiary education. The establishment of the English medium universities such as Middle East Technical University (METU) in 1956, and Boğaziçi University in 1971 increased the popularity of EMI and became a “blueprint for higher education for private foundation-funded universities, the first of which was Bilkent University, founded in Ankara in 1984” (Selvi, 2014 p.138).

Universities in Turkey that provide EMI can be classified under two categories;

-Universities offering EMI programs: Those universities offer EMI in some departments while they provide Turkish medium instruction in other departments. Besides, these departments with EMI might offer complete (100%) or partial (30%) EMI. Partial English medium instruction is defined as giving at least 30% of the total credits of the courses in a program in English (Higher Education Council, 2016).

-Universities with English language medium instruction: Medium of instruction at those universities are completely English in all programs.

According to University Monitoring and Assessment General Report of 2019 (Council of Higher Education, 2020), there were 201 universities in Turkey in 2019, 129 of which were state and 72 of which were foundation universities. The precise number of universities offering EMI is not accessible since languages of instruction might be mixed in several ways; universities continuously change the medium of instruction of their programs; and they might not make their position clear in their publicity materials (British Council and TEPAV, 2015; Karakaş,2019). However, it is obvious that the universities are aware of the importance of learning and teaching English. Therefore,

the number of Turkish universities offering complete or partial EMI is increasing each year (Eröz-Tuğa and Ölçü,2013).

Regulation of Council of Higher Education (2016) regarding teaching in foreign language medium instruction enacts that the purpose of teaching in a foreign language in Turkey is to enable graduates of associate, undergraduate and graduate diploma programs to acquire foreign language proficiency in their field. The regulation (Higher Education Council, 2016) specifies that in the programs where the courses are given only in a certain foreign language it is obligatory to take the exams and write the homework and thesis in that foreign language. It is also stated that the courses in foreign language medium instruction in higher education institutions are given by the faculty members who are fluent in that foreign language.

2.3. Needs and Challenges in English Medium Instruction

Though English has the dominance as the language of science and technology, education through English in Turkish higher education system has been continuously discussed and its ideal role is still vague (Üzüm, 2007). EMI is a controversial issue in society as well as in academia since its implications are social (Luk, 2006). One of the major arguments against EMI is the deterioration of mother tongue due to excessive use of English. Doğançay-Aktuna and Kızıltepe (2005) report that growing demand for English in Turkish academia is perceived as an impeding factor for the internal development of Turkish by preventing using it for creative and technological communication. The spread of education through English is seen as a dangerous development for Turkish language and culture and national development (Doğançay-Aktuna, 2004).

Gaining the academic competences in a foreign language is seen highly challenging. Some scholars (Arslantunalı, 1998; Köksal,2002, as cited in Kılıçkaya, 2006) perceive EMI as an obstacle for understanding concepts and increasing knowledge on the subject studied; to cause alienation and separation; and to prevent class participation because of students' low English proficiency level. The challenges that are experienced in EMI are also examined by several research studies; however, it should be noted that the data obtained from those studies are limited to the perceptions of students and lecturers.

The study conducted by Kılıçkaya (2006) to investigate the attitudes of instructors towards the use of EMI in Turkish universities shows that the instructors tend to adopt Turkish medium instruction (TMI) instead of English since they think TMI enhances student learning and materials of the course can be covered faster and in greater depth. The study by Kırkgöz (2014) aiming to find out the perceptions of students towards EMI also reveals that students encounter problems such as the difficulty in understanding disciplinary knowledge and specific details in English medium instruction. Another research study about the problems in a Classroom Management course with EMI by Gökmenoğlu and Gelmez-Burakgazi (2013) shows that the main reported problems are students' lack of confidence and motivation due to EMI. Smith (2004, as cited in Coleman, 2006) also lists some problems regarding EMI such as inadequate language skills and the need for training of both staff and students, students' lack of interest and their lack of confidence and failure to adapt. Başibek et al. (2014) argue that the lecturers feel less flexible in conveying the content of the materials, which consequently leads to long monologues, lack of rapport with students, humor and interaction. Correspondingly, Ölçü and Eröz-Tuğa (2013) report that faculty members find EMI problematic since it disrupts student motivation, creativity and active participation.

As for the needs of students in English medium instruction, investigating students' academic needs in EMI, Kırkgöz (2009b) points out the most frequently required academic tasks. Based on the students' reporting, she reveals that following lecturer's instructions, note-taking, and writing summary notes in the academic courses are regular requirements. In terms of speaking, students need to join in class discussions by asking and answering questions and expressing opinions. As for reading, they are required to read numerous publications such as textbooks, articles and lecture notes, in order to express their opinion in an effective way and to infer meaning of unknown words from the context. As far as writing is concerned, students are expected to answer exam questions, summarize information, combine and integrate information by reading various sources and prepare a project writing. To be able to perform those academic tasks with ease, students must attain the required level of English proficiency. Correspondingly, preparatory schools should provide students with curricula that make them practice and acquire these skills.

On searching the effectiveness of English medium instruction from the perspective of students and instructors, Collins (2010) highlights that students' low level of English proficiency should not impede their content proficiency. Therefore, she suggests that preparatory school curricula be strengthened and conversational skills, as well as grammar, be focused on. Students' unwillingness for speaking in English can be resolved by encouraging them to speak English as much as possible. Investigating the challenges that students experience and their needs in EMI based on the students' perspectives, Yıldız et al. (2017) report the need to revise preparatory school curricula for a more production based curriculum in English preparatory schools promoting speaking and writing about academic subjects, introducing learning strategies and teaching technical vocabulary since teaching technical vocabulary is one of the challenges students experience most. Based on the findings of her study searching the attitudes of engineering and architecture faculty members in Anadolu University towards EMI, Somer (2001) suggests designing a skilled based English preparatory curricula that mainly focus on receptive and productive skills. Also, she expresses the necessity of a valid and reliable testing at the end of a preparation class so as to ensure that the students have reached the required English proficiency level. Additionally, collaboration between subject teachers and English instructors before and after lectures is seen necessary in order to design courses that meet the needs of students. As Dearden et al. (2016) state, subject teachers should be more capable of identifying and addressing language problems of their students instead of "expecting them to be ready for EMI when they arrive; preparatory year program teachers need to become more familiar and attuned with subject disciplines in order to be able to fully support students embarking on EMI courses" (p.70).

All in all, it is obvious that English plays a crucial role in Turkish higher education system. However, adopting EMI has been a hot debate for a long time in the country's agenda. Considering that English medium instruction is a reality in Turkey as well as in the world, it is necessary to find out how to increase the effectiveness of EMI in higher education level. In that sense, there is an urgent need for critical and comprehensive examination of students' language needs regarding EMI. Examining students' English language needs and problems they encounter in their departments related to EMI is crucial to make provision in the preparatory school curricula and overcome the language based problems.

For effective preparatory school curricula that provide students with English language skills and knowledge required in EMI, curriculum evaluation studies need to be carried out. The data obtained from evaluation can be used to reveal whether the curriculum meets the students' needs in EMI and therefore to make necessary adjustments to improve it.

2.4. Curriculum Evaluation

Curriculum evaluation is a crucial component of curriculum development process since it provides a basis for making decisions regarding a curriculum. Evaluation is “a systematic inquiry designed to provide information to decision makers and/or groups interested in a particular program” (Gredler, 1996, p.15). It is also defined as “identification, clarification, and application of defensible criteria to determine worth and merit in relation to those criteria” (Fitzpatrick et al., 2004, p.5). Cronbach (2000) broadly defines evaluation as the process of collecting and using the information to make decisions on an educational program. Evaluation process includes negotiating an evaluation plan, implementing the plan, produce findings, and disseminate them to audience so as to understand evaluand, or to make judgements or decisions related to that evaluand (Owen, 2006). Curriculum evaluation helps stakeholders make judgements about a curriculum by determining standards for judging quality, collecting relevant information and applying the standards to decide on the effectiveness and significance of a curriculum.

Curriculum evaluation is pivotal since findings of an evaluation study is used to decide whether to accept, modify or eliminate aspects of a curriculum (Ornstein and Hunkins, 2018). Therefore, the curriculum should be evaluated in order to ascertain what aspects of the curriculum needs to be modified. Evaluation plays a key role in determining what needs improvement and provides a basis for leading to that improvement (Oliva, 2009). Policy makers and managers who are informed about outcomes of a curriculum want to learn the reasons of those outcomes and the ways to improve the performance. Such an interest stimulates evaluation studies in order to answer why and how questions (Wholey, 2003, as cited in Alkin, 2013).

Another purpose of curriculum evaluation is to reveal whether an implemented curriculum is producing the intended outcomes or not. Demirel (2009) suggests that

the success of a curriculum depends on all students' achieving the objectives of that curriculum, which is not always possible. Thus, curriculum evaluation reveals to what extent the curriculum has achieved its predefined objectives. A curriculum evaluation study gathers information about the curriculum in order to determine whether the curriculum works successfully and satisfies the needs of implementers and learners (Özdoruk, 2016).

The role of evaluation also includes benefitting teachers in devising effective strategies to improve the curriculum as it is implemented and shape the teaching practice. Therefore, evaluation forms a framework for both action research and pedagogic development. Rea-Dickins (1994, as cited in Kiely and Rea-Dickins, 2005) states;

If evaluation in English Language Teaching is to be effective, we will see a stronger integration of evaluation within practice, as part of an individual's professionalism and an increase in collaborative activity where teachers are actively engaged in the monitoring process. (p.35)

In an evaluation process, Uşun (2008) describes six progressive steps, which are “defining the purpose and scope of the evaluation, specifying the evaluation questions, developing the evaluation design and data collection plan, collecting data, analyzing the data and preparing a report, and using the evaluation report for program improvement” (p.200). While designing an evaluation study, it is also crucial to specify the factors to be included such as purpose of the study and time allocated for evaluation (Coşaner,2013). Furthermore, in order to evaluate a curriculum, researchers may follow several evaluation models developed based on different curriculum evaluation approaches. Choosing the evaluation model depends on the purpose of the evaluation.

All in all, evaluation is an essential part of educational process. A systematic and continuous curriculum evaluation leads to its improvement since it indicates the parts of a curriculum to keep, modify or eliminate. Conducting an evaluation study is shaped by the nature of the curriculum, the purpose of evaluation, stakeholders who are involved in the curriculum, time and resources.

2.5. Curriculum Evaluation Approaches

Curriculum evaluation in the turn of third decade of 21st century is being considered as a field of study though it is still taken as an inevitable element of curriculum development. It leads to improvement of the curriculum by showing the aspects to be added, adjusted and eliminated. It shows strengths and weaknesses of a curriculum. To evaluate a curriculum, researchers may choose a variety of models. These evaluation models are based on different curriculum evaluation approaches. The reason behind the variety of evaluation approaches originates from evaluators' philosophical ideologies, cognitive styles, methodologies they prefer, values and practical perspectives (Tunç, 2010).

In the field of evaluation, different classifications of evaluation approaches are present. In their evaluation theory tree, Alkin and Christie (2004) classify program evaluation approaches under three branches; use, methods, and valuing. Use branch is referred as decision oriented theories aiming to assist stakeholders in decision making. Methods branch deals with the methodological concerns of evaluation studies while the focus in value branch is making judgements on the value of a program. They argue that the evaluation theorists differ in emphasis they put on these branches. Therefore, Alkin and Christie (2004) place the theorists on the branches that reflect their emphasis best on program evaluation. Stufflebeam's CIPP model and Patton's Utilization focused evaluation model can be regarded as use approaches while Rossi and Chen's theory driven approach is classified as methods approach. Besides, Scriven's goal-free evaluation and Stake's responsive evaluation models can be placed under the valuing branch.

Cronbach (1982) categorizes evaluation approaches under two headings; scientific versus humanistic approaches and identifies them as the "opposite ends of evaluation continuum" (Ornstein and Hunkins, 2018, p.298). Scientific approach deals with predetermined objectives and whether the students have reached the intended learning outcomes. Therefore, it favors experimental evidences mainly based on quantitative data to reveal whether the objectives have been achieved or not. Stake's Countenance model and Stufflebeam's CIPP evaluation model can be shown as models adopting scientific approach. In contrast, humanistic approach has a more qualitative nature and

takes into account the social and cultural environment where a program is implemented (Özüdoğru and Adıgüzel, 2016). Eisner's Educational Connoisseurship model and Parlet and Hamilton's Illuminative evaluation model can be categorized under humanistic approach.

Gredler (1996) also distinguishes the evaluation approaches as utilitarian perspectives, which focus on providing decision makers with information via broadened databases and the effectiveness of the programs on large groups such as the whole population in a school rather than individuals, and intuitionist approach focusing on information needs of all groups involved in the program instead of key decision makers and based on multiple value of the program according to diverse opinions of different groups. While Provus' Discrepancy and Stake's Countenance models are the examples of utilitarian approaches, Judicial and Adversary models and Stake's Responsive Evaluation model can be classified as intuitionist perspectives.

According to Scriven, evaluation approaches can be categorized as intrinsic versus payoff. Intrinsic approach deals with the questions how good a curriculum is and studies specific content; its sequence and accuracy, suggested experiences and materials, while payoff evaluators study the implemented curriculum's effect on students, teachers, parents and administrators based on judgements regarding the differences between pre and post tests or experimental and control groups (Ornstein and Hunkins, 2018). Educational Connoisseurship and Illuminative models can be listed as intrinsic models whereas Provus' Discrepancy and Tyler's evaluation models can be categorized under payoff approach.

Oliva (2009) classifies the approaches as limited models versus comprehensive models. Limited models involve in accomplishment of the objectives of a curriculum. In case the objectives have been reached, curriculum developers need to specify new curriculum objectives. When they have not been achieved, they must determine if the objectives are still worth to pursue and if yes, the measures to reach them. Also, evaluators must reveal the presence or absence of selected guiding factors in organizing a curriculum. In contrast, comprehensive models such as CIPP model and The Saylor, Alexander, and Lewis model evaluate the whole curriculum development process including goals, objectives, and specific parts of an educational program.

According to Fitzpatrick et al. (2004), evaluation approaches are classified under five categories, which are objectives-oriented evaluation approach, management-oriented evaluation approach, consumer-oriented evaluation approach, expertise-oriented evaluation approach, and participant-oriented evaluation approach.

In an evaluation study based on objectives-oriented evaluation approach, the purposes of the activity are clearly defined and afterwards evaluation is carried out in order to find out to what extent those purposes are achieved. That activity might be one-day classroom lesson or whole schooling enterprise. The information obtained from the evaluation can be benefitted to reformulate the purposes of the activity, activity itself, or assessment procedures and tools preferred to decide on the achievement of purposes. (Fitzpatrick et al., 2004). While the strength of the approach is simplicity of its implementation, it is criticized due to lack of standards to judge the discrepancies between the objectives and actual performance (Mathison, 2004). Some models listed under objective-oriented evaluation approach are Tyler's behavioral objectives model, Metfessel and Michael's evaluation model, and Provus's discrepancy evaluation model.

The rationale behind management-oriented evaluation approach is that evaluation is crucial in a good decision making process (Fitzpatrick et al., 2004). The purpose of evaluation is to provide data for decision makers such as administrators, managers, policy makers and boards. Evaluation study is guided by decision makers' concerns, informational needs, and criteria for effectiveness. The approach focuses on different levels of decisions and decision makers and it is clearly defined who will use the evaluation results, how they will use them, and what aspects of the system they are making decisions about. One of the most influential examples of this approach is Stufflebeam's CIPP evaluation model, which aims to help managers and administrators make good decisions by delineating, obtaining and providing useful information to judge alternatives. The model consists of four types of evaluation; Context, Input, Process and Product. Evaluators do not have to formally conduct content, input, process and product studies in a linear and sequential order. In addition, clients might request only one, two or three of the study types. Alkin's UCLA evaluation model, which is closely paralleled with CIPP model except for consisting

of five evaluation stages, is another example of management-oriented evaluation approach.

The consumer-oriented evaluation approach is promoted by independent agencies or individuals who are responsible to gather information on educational or other human services products including curriculum packages, workshops, instructional media, in-service training opportunities, staff evaluation forms or procedures, new technology, software and equipment, educational materials and supplies and services to agencies (Fitzpatrick et al.,2004), or help others doing so. Four aspects of a product; processes, content, transportability, and effectiveness, are addressed. The prominent contributor to the approach is Michael Scriven.

The expertise-oriented approach, probably the oldest and mostly widely used, is based on professional expertise to judge a program, institution, product or activity (Fitzpatrick et al., 2004). Subjective professional judgements are included as evaluation strategy. Expertise oriented evaluations might be in the form of formal professional review systems such as accreditation with published standards and a specific schedule or informal review systems where standards are rarely published and there is not always a specific schedule. Eisner's Connoisseurhip and criticism perspective is a recognized example of Expertise-Oriented Evaluation Approach.

The purpose of evaluation in participant oriented approach is to judge the value and worth of the program being evaluated by portraying program stakeholders' needs, values and perspectives. Evaluation study usually depends on inductive reasoning. A standard plan is not followed and multiple realities are represented rather than single realities (Fitzpatrick, et al.,2004). Robert Stake's Countenance Framework and Responsive Evaluation model are the most famous examples of this approach.

2.6. UCLA Evaluation Model

Being the director of the Center for the Study of Evaluation at UCLA aiming to develop an evaluation theory, Alkin (1969) developed a conceptual evaluation framework. He argues major failing of evaluation originates from lack of an adequate definition of evaluation. Past definitions, which are measurement and testing, congruence between objectives and performance, or professional judgements, are

inadequate to include variety of activities regarded as evaluation. He indicates a more comprehensive definition taking into account that evaluators' judgements are used by decision makers in selecting among various courses of action. Therefore, four basic assumptions are listed for an evaluation:

1. Evaluation is a process of gathering information. Earlier definitions of evaluation do not include all range of activities which require information.
2. The information collected in an evaluation will be used mainly to make decisions about alternative courses of action. The needs of decision makers shape the manner in which information is collected and analysis procedures.
3. Evaluation information should be presented to the decision maker in a form that s/he can use effectively and which is designed to help rather than confuse or mislead him.
4. Different kinds of decisions may require different kinds of evaluation procedures. (Alkin and Woolley, 1969, pp.1-2)

Based on these four assumptions, Alkin (1969) defines evaluation as; "the process of ascertaining the decision areas of concern, selecting appropriate information, and collecting and analyzing information in order to report summary data useful to decision makers in selecting among alternatives" (p.10). While the nature of the domain to be evaluated is selected by decision maker, the evaluator points out potential difficulties, inconsistencies or additional data that may change decision maker's concerns. Evaluator also needs to specify information requirements by evaluation design of the project, to select and to develop instruments to collect information. The major concern of the evaluator is collecting and analyzing the information. S/he might encounter several problems due to a variety of considerations such as the nature of decision maker. Another important part of evaluation process is reporting summary data to decision maker. The evaluator should be explicit in specifying value system which based on she judges the value of a program. Also reporting should be appropriate to the audience.

Alkin's UCLA evaluation model consists of five types of evaluation; Systems Assessment, Program Planning, Program Implementation, Program Improvement, and Program Certification. The first two and the last two types of evaluation are highly

similar to evaluation types in Stufflebeam's CIPP evaluation model. Also, Alkin (1969) suggests Stufflebeam's work contributed to his thinking. The difference between the two evaluation models is that the Process evaluation in CIPP is classified into two separate stages as Program Implementation and Program Improvement in UCLA evaluation model. Also, the five stages in Discrepancy Evaluation Model by Provus (1969), which are definition, installation, process, product, and cost benefit analysis, are very similar to stages two through five in UCLA evaluation model. Alkin (1969) also suggests that the evaluation types defined by Skager (1969) are very similar to his framework.

When the evaluation studies using Alkin's UCLA evaluation model, it is clearly seen that there is a limited number of research studies utilizing the model. The only evaluation study using the UCLA model was carried out by Çavuşoğlu (2014) as a master's thesis. In her study named "The Evaluation of the Undergraduate Program of Teaching Mathematics", Çavuşoğlu (2014) aimed to discover the adjustment between the skills related to constructivism raised by the undergraduate Program of Teaching Mathematics and expected competencies of mathematic teachers by the Ministry of National Education using UCLA evaluation model. In the qualitative study, semi-structured interview, intrinsic case study and document analysis were used. The subjects of the study included four instructors from the Mathematics Program, 11 senior students and four Mathematics teachers working for the Ministry of National Education. The results showed that the undergraduate program had some deficiencies regarding improving constructivist teaching skill. The participants stated that practicum courses should be emphasized more and internship courses should be more intense; some courses such as Measurement and Assessment, Material Design and Scientific Research Techniques should be revised; and the universities should be equipped with necessary technology that could be useful in the education field.

UCLA evaluation model developed by Alkin (1969) composes of five subcategories of evaluation; which are namely Systems Assessment, Program Planning, Program Implementation, Program Improvement and Program Certification.

2.6.1. Systems Assessment

The first evaluation stage of UCLA model, system assessment, focuses on gathering information on the state of a system (Fitzpatrick et al., 2004). Data collected in systems assessment stage describe the status of the system (Uşun, 2012). Evaluation in this stage aims to reveal whether the range and specificity of educational objectives are appropriate for a particular situation. It deals with assessing the needs of students, community and society. The need can be represented as a gap between the objectives and present situation. Hence, the information obtained in system assessment is used to compare the existing system and desired outcomes or stated needs of the system (Alkin, 1969). Evaluation is concerned with the main questions on whether the objectives of the curriculum are suitable for the society where it is located and whether the objectives meet the students' needs (Çavuşoğlu, 2014). Systems assessment is highly similar to context evaluation in CIPP, which aims to “define the relevant environment, portray the desired and actual conditions pertaining to what environment, focus on unmet needs and missed opportunities, and diagnose the reason for unmet needs” (Ornstein and Hunkins, 2018, p.308). Similar to context evaluation focusing on missed opportunities and unmet needs and their reasons (Demirel, 2009), system assessment includes needs assessment where evaluators diagnose problems by analyzing the differences between the actual and expected conditions (Aliyyah, 2020). The process of determining the decision area, specifying and collecting information and reporting summary data in systems assessment needs different techniques than an experimental design. Data summarized at the end of this evaluation type might include comparative, historical, or other descriptive information. To collect data, system analysis, survey, document reviews, interviews and diagnostic test could be used.

2.6.2. Program Planning

Fitzpatrick et al., (2004) state that the purpose of program planning is to help selection of particular programs to be likely effective in responding specific educational needs. According to Alkin and Wooley (1969), evaluation of program planning deals with providing information that will help the decision makers make planning decisions, and select among alternatives so as to satisfy the critical needs previously determined. It aims to help selecting appropriate programs to meet program needs (Naibaho, 2021).

Similarly, Uşun (2012) describes program planning as assisting the selection of specific programs that might be effective in meeting identified needs. The evaluator uses the data obtained from program planning stage to help decision makers in the planning phase of the program to determine the most effective applications among alternatives; therefore, the responsibility of the evaluator is to inform the decision makers on the consequences of alternative practices (Çavuşoğlu, 2014). In an evaluation study where several need areas are assessed in a sequential fashion, after decision makers are informed with the findings of systems assessment evaluation, they might make decisions in order to find appropriate means to respond the needs. Or, they may specify several possibilities and asks the evaluator to present the possible impact of each possibility. Hence, the evaluator is responsible for providing data for a program evaluation before the program is initiated. Evaluator is expected to “anticipate the attainment of goals and to assess the potential relative effectiveness of different courses of action” (Alkin, 1969, p.13).

2.6.3. Program Implementation

Demirel (2004) sees foreign language learning as a cumulative process that is a combination of cognitive behaviors and psychomotor skills. Acquisition of a foreign language depends on developing those cognitive behaviors and motor skills in a well-developed language curriculum. However, there might be mismatch between what the curriculum offers and what actually happens in the language classroom (Nunan, 1988). In evaluation of program implementation, after the program is selected by decision maker, evaluator collects data in order to determine to what extent the implemented program meets the description formulated in program planning decision.

Alkin (1969) states in educational literature there are countless examples of conflicting results related to impact of a specific instructional treatment and suggests that this conflict originates from lack of specificity of the nature of instructional treatment giving the example that team teaching might be different in Santa Rosa from team teaching in Palo Alto, California. Therefore, a clear definition is necessary in order to ensure an understanding of program evaluated and the whether the program evaluated is the program which investigator thought. Therefore, Alkin (2011) points out the necessity of questioning whether the particular processes envisaged have been

implemented as planned. Evaluation of program implementation aims to provide data whether the program has been applied to the appropriate group as planned (Uşun, 2012). When an existing program with no changes implemented is evaluated, the evaluator is expected to determine the extent planning descriptions of the program is congruent with the implemented program and the extent “assumed descriptions of inputs (e.g. students)” (Alkin and Woolley, 1969, p.5) are the same with observed inputs. Fitzpatrick et al. (2004) defines program implementation as gathering information whether a program was introduced to the appropriate group as it was intended. It provides data for decision on the appropriateness of program implementation to predefined intentions and audience of the program (Brown, 1995). Divayana et al., (2017) define evaluation of program implementation as searching for information on whether the program is implemented according to the pre-determined planning.

2.6.4. Program Improvement

The purpose of program improvement evaluation is to provide information about the way a program is functioning, whether the objectives are being achieved and whether unanticipated problems are encountered (Fitzpatrick et al., 2004). The role of the evaluator in program improvement is to gather data about the relative success of the parts of the program. Alkin (1969) defines the role of evaluator as interventionist who attempts to provide data for immediate modification and improvement in the program. The evaluator diagnoses the problems in the functioning system and points out the necessary changes to improve the program (Çavuşoğlu, 2014). When the evaluator recognizes the problems, gathers and analyzes the related information, s/he presents the data to decision maker immediately so as to improve the operation of the program by doing necessary changes. Program improvement stage is highly similar to process evaluation stage in Stufflebeam’s CIPP model (Fitzpatrick et al., 2004) where the evaluator monitors a program’s procedural barriers and unanticipated problems, identifies necessary in process project adjustments, gathers information for corrective changes on the program, and interacts with and observes the activities of the participants in the program (Stufflebeam and Shinkfield, 2007). Zhang et al (2011) specify that the evaluation techniques used in process evaluation are on-site observation, participant reviews, rating scales, questionnaires, records analysis,

photographic records, case studies of participants, focus groups, self-reflection sessions with staff, and tracking of expenditures. Therefore, it can be said that these techniques are applicable for evaluation in program improvement stage as well.

2.6.5. Program Certification

Evaluation of program certification deals with the value of the program and its potential use in other situations are evaluated (Fitzpatrick et al., 2004). It is meant to provide information on the value of the program and its potential use elsewhere (Uşun, 2012). Program certification stage shows similarity with product evaluation component of CIPP model, which identifies and assess project outcomes (Özdoruk, 2016) and judges program attainments by seeking the answers for the questions “What results were obtained?, How well were needs reduced?, What should be done with the program after it has run its course?, Should it be revised, expanded or discontinued?” (Fitzpatrick et al., 2004, p. 174). The data obtained from the evaluation of program certification are used in order to reveal whether the program met the needs of the participants and whether it realized its goals and objectives. The role of evaluator is to inform decision makers so that they could make decisions about the future of the program; whether to eliminate or maintain it (Çavuşoğlu, 2014). The evaluator deals with examining to what extent the objectives have been achieved. S/he needs to provide information that will help decision maker to decide whether the program should be retained, changed, eliminated or extended to other settings. Program certification aims to evaluate the quality of the program. Therefore, it deals with the end product of a curriculum. To evaluate the program certification area, valid and reliable data are essential. To collect data, pre-test and post-test models can be used in the evaluation.

2.7. Evaluation Studies Conducted Abroad and Turkey

The literature on curriculum evaluation studies conducted in Turkey and abroad are analyzed in terms of their methodologies and results in order to obtain a background framework for the research study. The section starts with the curriculum evaluation studies carried out in Turkey and continues with the studies conducted abroad.

To begin with, Gerede (2005) conducted a study in order to evaluate the effects of Intensive English curriculum at Anadolu university. The study aimed to compare the old and the new English preparatory curriculum based on students' perceptions. The criterion for evaluating the two curricula was perceived language needs of students in order to follow courses with English medium instruction. The data for the study were collected through a student questionnaire. The results showed that there were significant differences between two curricula related to students' language needs. In the light of the findings, suggestions were made for the renewal process of English Preparatory School curriculum.

Erozan (2005), evaluated the language improvement courses of undergraduate curriculum at Eastern Mediterranean University Department of English Language Teaching by using the adapted version of Bellon and Handler's curriculum evaluation model. Both quantitative and qualitative data were collected for the study via student questionnaires, interviews with students and teachers, classroom observations, examination of documents including materials and assessment tools. The results showed that the language improvement courses were generally effective. Some of the suggestions of the students and the instructors were enhancing practice component of the courses, using variety of authentic materials, different methods and activities and strengthening the intra-subject and inter-subject relationships among the courses.

Karataş (2007) aimed to evaluate English II instruction program implemented at Yıldız Teknik University School of Foreign Languages Modern Languages Department based on teachers and students' opinions by CIPP evaluation model. The data were obtained through questionnaires administered to the teachers and the students. The findings showed that there were significant differences between the teachers and the students' opinions regarding content, input, process and product elements of the curriculum. The differences included suitability of curriculum objectives for the students' improvement, of the course book for the students' language level, and comprehensibility of the content of the book. The results also revealed that according to the teachers the curriculum did not have any positive effect on improving students' listening and speaking skills and grammar knowledge. Besides, they stated the syllabus was not successful providing students with necessary English knowledge for their various job areas.

Tunç (2010) evaluated the effectiveness of Preparatory School curriculum at Ankara University using Stufflebeam's CIPP model. While the quantitative data were collected through self-reported student questionnaire, the qualitative data were gathered via instructor interview schedule. Also, written documents were analyzed to collect more data on the preparatory school. The quantitative data were analyzed via descriptive and inferential statistics. The qualitative data were analyzed via content analysis. The findings of the study indicated that preparatory school curriculum at Ankara University partially achieved its purpose. Besides, some improvements were needed in physical conditions of the school, content, materials used in the class and assessment procedure for a more effective language curriculum.

Özkanal and Hakan (2010) investigated the effectiveness of the English preparatory school curriculum at Eskişehir Osmangazi University Foreign Languages Department based on 129 students who finished the preparatory school curriculum successfully in 2006-2007 academic year. In the study, quantitative and qualitative data were collected through a student questionnaire including open ended questions. While the quantitative data were analyzed through frequency, percentage and arithmetic mean via SPSS, the qualitative data were analyzed through descriptive content analysis. The results of the study showed that the students were pleased with the preparatory school curriculum and thought the curriculum was successful in terms of teaching English. However, they pointed out the drawbacks of the curriculum such as inadequate physical conditions of the preparatory. Besides, they expressed their discontent with lack of teaching Technical English in preparatory school.

Coşaner (2013) conducted a study to evaluate the effectiveness of the curriculum conducted at Gazi University Preparatory School by using a need-based evaluation method. The study aimed to determine the students' needs and the extent the curriculum met these needs and students' reflections on the preparatory school curriculum. The sample of the study was 256 freshman students who graduated from the Preparatory School in 2012 and two academicians. Both quantitative and qualitative methods were used in the study. For data collection, student questionnaire, a semi-structured student interview form and semi-structured academician interview form were utilized. The findings of the research study revealed that the students needed listening and speaking skills and vocabulary rather than reading and writing skills and

grammar in English medium instruction. The results also showed mismatched between the students' language needs and perceived competences. In the light of these findings, some improvements were suggested in the content, materials and assessment aspects for curriculum enhancement.

In his research, Tekin (2015) aimed to evaluate the curriculum of English Language Teaching and English Language and Literature preparatory classes at Çanakkale Onsekiz Mart University through CIPP evaluation model. The research was conducted to 106 preparatory class students and 2 lecturers. Both quantitative and qualitative data were collected for the research study. Quantitative data were gathered through student questionnaire while qualitative data were collected via instructor interviews. The results showed that the majority of the participants were content with the curriculum excluding physical conditions. Lecturers stated the need for designing a new curriculum which would develop students' communicative skills.

In her research study, Özdoruk (2016) evaluated English Preparatory Curriculum of Yıldırım Beyazıt University School of Foreign Languages in terms of its objectives, content, teaching methods, materials and assessment procedures. CIPP evaluation model was used to conduct the study. The subject of the study was English language instructors, students and program and testing office members. The quantitative data were collected through student questionnaire and analyzed via descriptive content analysis. The qualitative data were gathered through individual interviews which were conducted to instructors and Program and Testing Office members; and analyzed via descriptive content analysis. The results of the study revealed that the preparatory program needed improvement so as to develop students' language skills to follow departmental courses. Also, it was indicated that Independent Learning Center, materials, language instructors, portfolio tasks and the physical conditions of the school affected the learning process of students positively. Besides, the problems regarding developing students' listening and speaking skills were revealed.

Akpur, Alcı and Karataş (2016) evaluated the instruction program of preparatory classes at Yıldız Technical University by using CIPP model in 2014-2015 academic year. 54 teachers and 753 university students participated in the study. The study was based on quantitative method. A questionnaire was applied both to teachers and

students. In addition, differences between the teachers' and the students' responses were analyzed by conducting independent samples t-test technique. The findings showed that the students had positive ideas towards the curriculum although they had apprehensions regarding balancing of language skills, lack of audio-visual materials and lack of habit of studying in groups. Besides, except for context factor, there were no significant differences between the teachers' and the students' opinions on other factors of the program.

Özüdoğru (2017) aimed to evaluate the effectiveness of voluntary English Preparatory School curriculum at Uşak University using CIPP evaluation model. The data were collected through student questionnaire and semi-structured interviews with instructors. According to the results of the study, the students and instructors were not content with the physical conditions of School of Foreign Languages. Also, writing and speaking skills in the curriculum were not emphasized enough. It was shown that instructors used lecturing the most in their lessons. In addition, students felt less competent in terms of speaking and writing skills and vocabulary knowledge. As a result, it was suggested that the language skills are equally balanced.

Bayram and Canaran (2019) conducted a mixed method study to evaluate English Preparatory School curriculum at the Department of Foreign Languages at an English-medium foundation university in 2017-2018 academic year. They aimed to find out strengths and weaknesses of the curriculum. The sample of the study was 241 students and 26 teachers. The data were collected via Program Evaluation Survey which was designed by the researchers and focus group meetings held with students and teachers. The results showed that homework assignments and exams were the strengths while extracurricular activities and online programs were perceived as main weaknesses of the curriculum. Besides, significant difference was found between the students' and the teachers' perceptions regarding the curriculum. The students and the teachers suggested improvements regarding the pacing, course books, supplementary materials, number of the portfolio assignments and the picture description part in speaking exams.

Aktaş and Gündoğdu (2020) conducted a case study to evaluate English preparatory school curriculum at Aydın Adnan Menderes University School of Foreign Languages

using Bellon and Handler evaluation model. In the study, both quantitative and qualitative methods were used. The quantitative data were collected through a questionnaire while qualitative data were collected via interviews, class observations and document analysis. The findings of the study showed that English preparatory curriculum was lack of philosophy and goals. Also it was emphasized that skills courses were inefficient, which was thought due to lack of practice. Also it was suggested that physical facilities of the preparatory school be improved.

Nam (2005) evaluated the new communication-based English curriculum and instruction in a university level English program in South Korea based on the perceptions of college students and English teachers. The aim of the study was to investigate the development of communication-based English language instruction at Pusan National University and to identify the strengths and weaknesses of the curriculum. Designed as a mixed method, the study used both quantitative and qualitative data. The quantitative data were collected through survey while qualitative data were collected via interviews. The results showed that teachers had positive opinions regarding the effectiveness of the new curriculum while the students had negative opinions regarding improving speaking skills and vocabulary knowledge. It was revealed that the communication-based EFL curriculum did not meet the needs of students because of weakness of materials and instructional activities.

In her study, Alwan (2006) investigated English language female secondary school teachers' perceptions of curriculum change in the United Arab Emirates. The subjects of the study included 16 female English language teachers implementing the former and the newly implemented curricula. The data were collected through semi-structured face-to-face interview, group interviews and document analysis. The results of the study showed that according to the participants, the curriculum was limited to the materials and curriculum change meant changing only the materials used in the curriculum. Besides, the teachers showed contradictory emotional reactions regarding the curriculum change. While they approved some aspects of change, they were uncomfortable with some other aspects. The results also indicated their feelings turned into more positive thanks to familiarity with the newly implemented curriculum over time. In addition, results obtained from the teacher participants discovered that they

were not included in curriculum development process; therefore, the teachers' voice was missing because of lack of job security and hierarchy and control.

Chen (2009) conducted a case study to evaluate 20 English training courses offered in the Applied English Department of an institute in Southern Taiwan using CIPP evaluation model. The four key components of the courses- course aims and objectives, content and materials, teaching-learning process, and assessment were evaluated. The data were collected through questionnaires, interviews, and the review of existing documents. The results showed that the student needs and the courses offered were not congruent. It was revealed that Applied English Department needed to refocus on student needs, course content, teaching methodology and assessment.

Mohamadi (2013) evaluated the general English curriculum at Tabriz University in Iran in order to reveal whether the curriculum met the students' needs, and whether the materials used and techniques implemented by the teachers were suitable for the students' needs. The quantitative and qualitative data were gathered via three questionnaires, which was conducted to 536 students studying in various departments. The results of the study showed that the students' needs were mainly on verbal communication and speaking; however, the curriculum was not successful to meet them. The findings revealed that while the curriculum focused on the development of reading and writing skills, it could not improve speaking and listening skills sufficiently. Besides, the materials did not meet the students' language needs and the activities and exercises in the books were not favored by the students. In terms of teaching methods and techniques, it was shown that cooperative learning practice were not used by the teachers adequately.

Chang, Kim and Lee (2017) evaluated an English medium instruction language support program of a Korean university which aimed to help Korean students adapt to English medium instruction courses by developing their writing, communication and presentation skills. In the study, both quantitative and qualitative data were collected through surveys and questionnaires. The results showed that there was no significant improvement in target language skills of students. Based on the findings, suggestions were made regarding timing of the program, number of tutoring sessions and the program environment.

Ahmed and Ashrafuzzaman (2018) conducted a qualitative study to evaluate the compulsory Fundamental English course at Mawlana Bhashani Science and Technology University in Bangladesh. To collect data, the syllabus of Fundamental English course was analyzed, and semi-structured interviews were conducted with five teachers and ten students. The major findings of the study showed that the aims, methods and assessment procedures were not included in the syllabus. Besides, it was discovered that reading and writing skills were given importance whereas listening and speaking skills were not included in the syllabus sufficiently; that the teachers could not apply group discussions due to lack of time; that technological facilities such as computer with internet connection, smartboard and projector should be provided; that summative and formative assessment techniques such as assignments, quizzes, and presentation in addition to progress tests should be included in the syllabus.

2.8. Summary of the Literature Review

Based on the literature review, it can be concluded that English is crucial since it is the lingua franca of the world which holds the dominance over science, technology and commerce. Therefore, individuals are expected to be competent in the English language to meet the needs of highly demanding international market.

Being aware of the key role of English, Turkey develops education policies regarding teaching English and EMI in all education levels, and higher education is no exception. Numerous higher education institutions offer EMI in order to develop their students' competency in the English language while attaining subject knowledge in departments. However, it is highly challenging to teach and learn content knowledge in a foreign language. Therefore, it is a requirement that the challenges and student needs in EMI are investigated. That investigation is believed to show a path for decision makers to accomplish necessary changes in preparatory schools in order to improve the quality of their curriculum.

English preparatory schools play a crucial role in providing a unique opportunity for students to attain language proficiency that is necessary for their academic studies. An effective language program depends on the presence of a curriculum of which goals and objectives are clearly defined (Daloğlu, 1996). In that respect, curriculum evaluation is indispensable part of developing an effective curriculum since it defines

to what extent the objectives have been achieved. It shows strengths and weaknesses of a curriculum and determines whether the curriculum produces desired results or not. Worthen and Sanders (1998) define evaluation as determination of the quality, effectiveness or value of a program. Curriculum evaluation can be defined as the process of measuring the value and effectiveness of any educational activity (Kelly, 1999). Evaluation of curriculum is crucial to enhance student learning since the results of an evaluation study leads to curriculum improvement by providing content relevant to student needs.

There are several evaluation models to use in an evaluation study. For this research study, Alkin's UCLA evaluation model (1969) was preferred. UCLA evaluation model belonging to management oriented evaluation approaches (Fitzpatrick et al., 2004) provides decision makers with data to help them decide on the future use of the program with its five evaluation stages, which are systems assessment, program planning, program implementation, program improvement, and program certification. Based on the problem statement and research questions, UCLA evaluation model is thought as the most suitable model for this research study since its five stages provide decision makers with information on different aspects of the curriculum; the goals, objectives, implementation of the curriculum, problems experienced during implementation, and assessment procedures. In addition, lack of evaluation studies using UCLA evaluation model is a motivation for the researcher to investigate how the model is functioning.

When the literature is reviewed, it can be seen that some curriculum evaluation studies did not utilize any evaluation models as a framework. On the other hand, among the studies using an evaluation model, Stufflebeam's CIPP model, which aims to provide decision makers with suggestions regarding curriculum improvement by evaluating a curriculum in a systematic way, is the most commonly used model. The analysis of literature shows that both in Turkey and abroad, there is a lack of evaluation studies using Alkin's UCLA evaluation model in evaluating language teaching curricula. In the light of these findings, it is suggested for the future studies to use an evaluation model since with their underlying philosophies, the models form a logical base for decisions regarding the evaluation process such as determining the ways data are

collected. It is also suggested to be considered in the future studies utilizing the UCLA evaluation model in order to provide evidences on how the model works.

The literature review also shows that the evaluation studies are generally about the perspectives of students to whom the curriculum is implemented and teachers who implement the curriculum. The subjects of the studies are preparatory school students and lecturers who are responsible for teaching English in preparatory schools. The most frequently used data collection tools are interviews and questionnaires conducted to students and teachers. Also, written documents are used as data sources. In terms of research methodology, mix method combining quantitative and qualitative research methodologies is used. The quantitative data collected through questionnaires are transferred into a software program, SPSS, and descriptive statistics are used to calculate means, frequencies and standard deviations. The qualitative data collected through interviews are analyzed via content analysis.

CHAPTER 3

METHOD

This chapter includes information on the design of the study. It covers the overall design, research questions, information on subjects of the study, instrumentation, reliability and validity, data collection procedures and data analysis. Finally, the chapter includes the researcher's role and limitations of the study.

3.1. Overall Design of the Study

This research study aimed to evaluate Preparatory School curriculum implemented at Başkent University School of Foreign Languages based on the perspectives of students, English language instructors and faculty members working at Başkent University departments using UCLA evaluation model developed by Alkin (1969). The data were obtained from 10 instructors, 10 faculty members and all students of Program 2 level.

Mixed method was selected as the design of the study in order to provide a better understanding of the research issue by merging both qualitative and quantitative data in a single study. Mixed method research design combines quantitative method favoring numerical data and statistical analysis and qualitative methods favoring in-depth information in narrative form (Fraenkel et al., 2011). Creswell (1999) explains the importance of mixed method design as follows:

The exploratory nature of research, the complexities of the phenomena studied in social science, and the limitations within methods means that there are occasions when a phenomenon cannot be described as in its entirety using a single method. Sometimes, to comprehensively address the research question, a project using both qualitative and quantitative methods must be proposed (p.15).

More specifically, the study was carried out using convergent parallel mix method design. Proposed by Creswell (2012), convergent parallel design is defined as

collecting qualitative and quantitative data concurrently, analyzing these two groups of data separately and interpreting the results together to comprehend the research problem thoroughly. The role of the researcher in convergent parallel design is to compare the results of quantitative and qualitative data sets in order to find out whether the results are congruent or they contradict (Şahin and Öztürk, 2019). It is also important that neither of the data types is superior to the other, but they are given equal priority by the researcher.

Firstly, the perspectives of the Program 2 students were surveyed. Then, the instructors' and faculty members' perceptions were examined. The data obtained from the participants were analyzed separately and they were mixed during interpretation. Quantitative data were collected through a 46- item-questionnaire administered to all Program 2 students and were analyzed via descriptive statistics. Qualitative data were gathered through semi-structured individual interviews with English language instructors and faculty members from various departments at Başkent University and descriptive content analysis was used in order to analyze the qualitative data.

The questionnaire was administered to the students in each class by its instructor. The quantitative data obtained from the questionnaire were analyzed through means, standard deviations and percentages via a statistical program, SPSS for Windows-Version 25 software. The interviews with English language instructors and faculty members were processed by the researcher via descriptive content analysis. After content analysis were carried out for each interview question, obtained data were grouped under related stages of UCLA evaluation model.

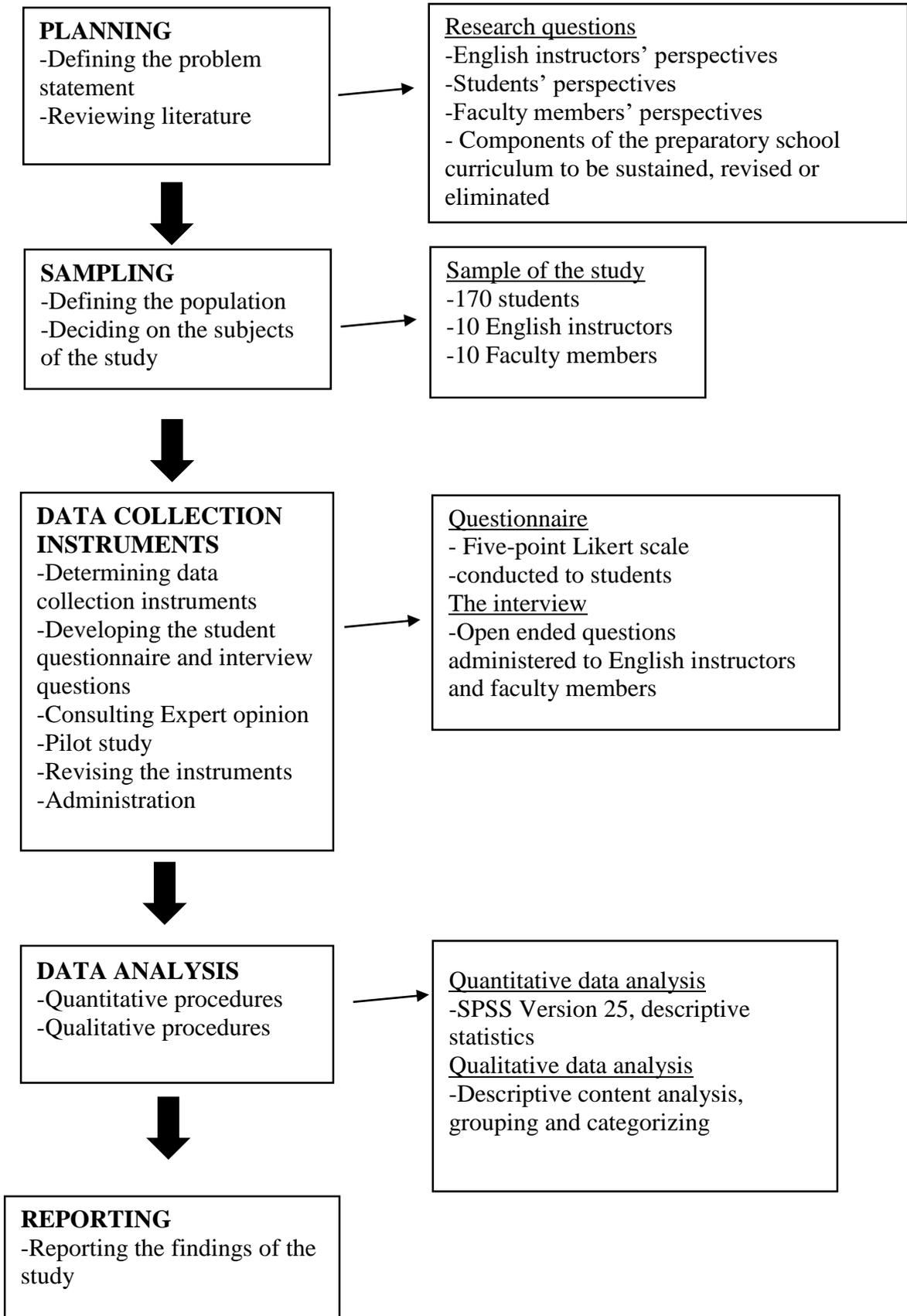


Figure 3.1 Flow of the Study

3.2. Research Questions

The purpose of this study is to evaluate Başkent University English preparatory School curriculum in terms of objectives, content, materials, teaching methods and assessment procedures based on the perspectives of the instructors and students. Also, it aims to investigate the perspectives of faculty members at Başkent University about English language needs of their students and challenges they face in EMI. Therefore, the research questions of the study are formulated as following:

1. What are Program 2 level students' and instructors' perspectives about the newly implemented curriculum at Başkent University English Preparatory School regarding the five components of curriculum; content, objectives, materials, teaching methods and assessment procedures?

a. Are Program 2 level students' and instructors' perspectives about the newly implemented curriculum at Başkent University Preparatory School congruent regarding program's content, objectives, materials, teaching methods and assessment procedures?

2. What are the perspectives of faculty members working at Başkent University about English language needs of their students and challenges they experience in English medium instruction?

3. What are the strength and weaknesses of the newly implemented curriculum at Başkent University Preparatory School according to instructors and the Program 2 level students?

3.3. Subjects of the Study

The student participants of the study were all the Program 2 students studying at Başkent University School of Foreign Languages English Preparatory School at 2019-2020 spring semester. The institution offers two modules, which are named as Program 1 and Program 2. While Program 1 includes beginner and elementary proficiency levels, Program 2 comprises pre-intermediate and intermediate levels. The students who will study in a department with English medium instruction take English Proficiency Exam (EPE) in September prepared by Testing Development Unit of Başkent University Preparatory School. The students who get the required score out of 100 (59,5 for partial EMI departments and 69,5 for complete EMI departments)

have right to start their departments. On the other hand, those who get between 39,5 and 59 out of 100 in Proficiency Exam enroll the preparatory school and are placed in Program 2 while the ones who get below 39,5 are placed in Program 1.

Program 2 students in spring term were selected as the subject of the study since they had been at English Preparatory School for two academic terms. It was assumed that they knew a great deal about Preparatory School curriculum. They were thought to hold a clear view about the curriculum and its practices. As it can be seen in Table 3.1 showing the distributions of demographics of student participants, 65.3% ($n=111$) of the participants were female while 34.7% ($n=59$) were male. Their age range was between 18 and 25 ($n=149$). 16.8% ($n=25$) of participants were 18 years old, 42.3% ($n=63$) were 19 years old, 31.5% ($n=47$) were 20 years old, 4.7% ($n=7$) were 21 years old, and 4.8% ($n=7$) were 22 and above.

The number of participants based on their departments is also shown in Table 3.1. The majority of the participants (30%) were from Faculty of Engineering ($n=51$). 17.1% of the participants were from Faculty of Economics and Administrative Sciences ($n=29$), 16.5% were from Faculty of Law ($n=28$), 13.5% were from Faculty of Science and Letters ($n=23$), 11.2% of participants were from Faculty of Health Sciences ($n=19$), 3.5% were from Faculty of Communication ($n=6$), 4.7% of the students were from Faculty of Dentistry ($n=8$), 1.8% were from Faculty of Fine Arts, Design and Architecture ($n=3$), 1.2% of them were from Faculty of Medicine ($n=2$) and 0.6% was from Faculty of Education ($n=1$).

At Başkent University, departments might show variety in terms of language of instruction. To clarify, while the Faculties of Dentistry and Medicine offer both complete EMI and complete TMI as two separate programs, the Faculty of Education offers EMI only in the department of English Language Teaching. Besides, the faculties of Law, Communication and Health Sciences offer partial English instruction and the faculties including Science and Letters; Fine Arts, Design and Architecture; Economics and Administrative Sciences; and Engineering offer both complete and partial English instruction. According to Table 3.1, 28.2% of the participants were in departments that offer complete EMI ($n=48$) and 71.8% were in departments offering partial EMI ($n=122$)

Table 3.1

Distributions of Some Demographics of Student Participants

		<i>f</i>	%	
Gender	Female	111	65.3	
	Male	59	34.7	
	Total	170	100	
Age	18	25	16.8	
	19	63	42.3	
	20	47	31.5	
	21	7	4.7	
	22	5	3.4	
	24	1	0.7	
	25	1	0.7	
	Total	149	100	
Faculty	Dentistry	8	4.7	
	Education	1	0.6	
	Science and Letters	23	13.5	
	Fine Arts, Design and Architecture	3	1.8	
	Law	28	16.5	
	Economics and Administrative Sciences	29	17.1	
	Communication	6	3.5	
	Engineering	51	30	
	Health Sciences	19	11.2	
	Medicine	2	1.2	
	Total	170	100	
	Medium of Instruction	100% English	48	28.2
		30% English	122	71.8
	TOTAL		170	100

The instructor participants were invited to the study based on purposive sampling method, which involves choosing the participants of a study based on the purpose of research and participants' previous knowledge (Fraenkel et al., 2011) as handpicked participants are believed to meet the specific information needs satisfactorily (Cohen

et al., 2005). More specifically, criterion sampling based on Patton’s (1990) classification of purposive sampling, which involves studying the “cases that meet some predetermined criterion of importance” (Patton, 1990, p.176) was applied. Therefore, the instructors who had at least three years of teaching experience at Başkent University English Preparatory School were invited to the study as they were believed to be information rich about the preparatory school curriculum and its practices by experiencing both the previous and the newly implemented curricula. Ten instructors participated in the study. While seven instructors taught Program 1 (Beginner+ Elementary level) students, three of them taught Program 2 (Pre-intermediate +Intermediate level) in spring term of 2019-2020 academic year. In each academic term, the levels in which instructors teach change; therefore, all the instructors are familiar with both levels; Program 1 and Program 2. Among the participants, three of them were members of Curriculum Development Office and two of them were members of Testing Development Office. Collecting information from the office members is valuable since they are not only in implementation stage of the program but also in developing and coordinating the preparatory school curriculum, which is believed to create a higher level consciousness about the curriculum.

Table 3.2

Distributions of Instructors by Teaching Experience

		<i>f</i>	%
Teaching Experience as an Instructor	3-4 years	2	20
	5-6 years	3	30
	7-8 years	3	30
	9-10 years	1	10
	13 years and above	1	10
	Total	10	100
Teaching Experience at Başkent University Preparatory School	3-4 years	3	30
	5-6 years	4	40
	7-8 years	2	20
	9-10 years	0	0
	13 years and above	1	10
TOTAL		10	100

Eight of the instructors were female and only two of them were male. Besides, the instructors were asked their teaching experience at Başkent University English Preparatory School as well as teaching experience as an instructor in total. Table 3.2 shows interviewees' teaching experience.

Moreover, the interviewees were asked their university and departments they graduated from. Of ten instructors, two of them were graduates of Middle East Technical University Department of English Language Teaching; one was a graduate of Boğaziçi University English Language Teaching; one was graduate of Anadolu University English Language Teaching, one was graduate of İnönü University English Language Teaching, one was a graduate of Yeditepe University English Language Teaching, one was a graduate of Hacettepe University English Language Teaching and one was a graduate of Hacettepe University Linguistics. Finally, two of the interviewees were graduates of English Language and Literature departments of Ankara University and Çankaya University. The instructors' graduate studies were also asked in the interview. Of ten instructors, three of them hold a master's degree in English Language Teaching and one holds a master's degree in Curriculum and Instruction.

In addition to 170 students and ten instructors, ten faculty members were interviewed for the study. Snowball sampling strategy was carried out which involves some informants' guide to help researcher reach other potential information rich cases (Patton, 1990). A faculty member whom the researcher conducted the interview suggested another faculty member who might be interested in the research problem and this chain of suggested faculty members constituted the participants of the study. Of all the interviewees, six of them were female and four were male. Also, the faculty members were asked their departments and teaching experience at Başkent University. Distribution of faculty members in terms of the departments they worked in is shown in Table 3.3.

Table 3.3

Distributions of Faculty Members by Departments and Teaching Experience at Başkent University

		<i>f</i>	%
Department	Political Science and International Relations	2	20
	English Language Teaching	1	10
	Psychology	1	10
	Translation and Interpretation	2	20
	Electrical and Electronics Engineering	1	10
	Industrial Engineering	1	10
	American Culture and Literature	2	20
	Teaching Experience at Başkent University		
3-5 years	5	50	
6-8 years	3	30	
9-11 years	1	10	
12 years and above	1	10	
TOTAL		10	100

Furthermore, the faculty members were asked the level of the classes they taught. It can be said that they generally teach almost all the levels in undergraduate programs. Six of the faculty members also teach Master's level courses. One of them teaches PhD level courses as well.

In terms of English language proficiency, eight faculty members expressed that they were in advanced level while two faculty members held upper-intermediate level proficiency.

3.4. Data Collection Instruments

In the study, both quantitative and qualitative data were collected. The quantitative data were collected through the questionnaire administered to all Program 2 students. The qualitative data, on the other hand, were collected through semi structured interviews with English language instructors and faculty members. The student questionnaire consisted of two parts; demographics and 44 items about the preparatory school curriculum and two were open ended questions. The instructor interview also included two parts; demographics and 12 open-ended questions about the preparatory school curriculum. Lastly, the faculty member interview composed of two parts;

demographic and five open-ended questions. Details related to each data collection instrument is given in the following sections.

3.4.1. Student Questionnaire

So as to collect data on students' perspectives about English preparatory school curriculum, which started to be implemented in 2018-2019 fall term, a questionnaire (Appendix A) consisting of statements investigating students' perceptions about the preparatory curriculum was developed by the researchers.

The questionnaire was a five-point likert scale which ranged as 1= "Strongly disagree", 2= "Disagree", 3= "Neutral", 4= "Agree", and 5= "Strongly Agree". It composed of 44 statements about English preparatory school curriculum. Additionally, two open-ended questions were included asking strengths and weaknesses of the preparatory school curriculum.

On analyzing the related literature including thesis and dissertations (e.g. Karataş (2007); Virlan (2014); Orhan, (2016); Özdoruk, 2016), journal articles, and books, a pool composing of 53 items was prepared. Afterwards, the items were grouped into four sub headings which are systems assessment, program planning, program improvement and program certification. Student questionnaire was not designed to provide information about program implementation stage of UCLA evaluation model since student participants were assumed not to know whether the curriculum was implemented according to the planning descriptions. Therefore, they might not provide meaningful data to analyze.

Under the guidance of the supervisor and by reviewing the existing literature, the questionnaire was prepared. Based on the feedback of the supervisor, some items were removed, some of them were adjusted and some items were added to the questionnaire. The number of the items in the questionnaire was diminished from 53 to 47. To give an example, an item questioning whether the time allocated for Reading and Writing lessons per week was removed. Another item related to the adequacy of the number of Portfolio tasks was added to Program Improvement section of the questionnaire since portfolio tasks started to be newly used as an assessment tool in the newly implemented curriculum and therefore there was a need to obtain data from the

students regarding their perspectives on the adequacy of portfolio tasks. As a next step, to obtain feedback and check for content and face validity, the questionnaire composed of 47 questions was sent to two instructors working at Başkent University English Preparatory School and two experts, one of whom was from Curriculum and Instruction and the other was from Educational Administration and Planning area. After they were sent the questionnaire and a summary of the study including the purpose and method, they were asked to give feedback on grammar, spelling, punctuation, and whether the content and the purpose of the study were congruent or not. After obtaining the feedback from the experts and the instructors, and with revision of the supervisor necessary changes were made. For instance, the number of items was reduced to 44 items and two open ended questions. One open ended question asking about additions to English Preparatory School curriculum and its practices was removed.

3.4.1.1. Piloting of the Questionnaire

A piloting of the student questionnaire was carried out in the spring term of 2019-2020 academic year. The questionnaire was administered to 130 Program 2 students studying at Başkent University English Preparatory School. The answers of the students were not included in the actual study; they were only used for piloting purpose. Data obtained from 130 students were analyzed in SPSS for Windows-Version 25 software in order to analyze the internal reliability of the student questionnaire. The piloting data revealed that the reliability coefficients for the student questionnaire was acceptable ($\alpha = .97$), which is in a desired and adequate level (Schmitt, 1996). In addition, four Program 2 students were interviewed to assess the statements in the questionnaire in terms of their clarity, readability and understandability.

Based on the pilot study, the statements in the questionnaire were revised and necessary adaptations were made. To begin with, additional explanations were made in parentheses in some items to assure clarity since the students were not familiar with some Turkish expressions in the questionnaire but they used their English versions at preparatory school. For example, “Portfolio Tasks” were added in parentheses for collection of student works and “MyEnglishLab” for the online learning program.

Also, to ensure their comprehension, some expressions were clarified at the beginning of the questionnaire. For example, a definition of “program” was provided at the beginning of the questionnaire in order to prevent a confusion between English Preparatory Program and Program as a name of a module (Program 1 or Program 2) at preparatory school. Another explanation was for language skills. It was noted that language skills referred to Reading, Writing, Listening and Speaking. So as to avoid language barrier, the questionnaire was conducted in the students’ mother tongue; Turkish.

In its final form, the questionnaire consisted of two parts. The first part included demographic information asking students’ sex, age, faculty, department, medium of instruction in the department (100% English or 30% English), whether they repeated any module at Preparatory school, and whether they studied at another university’s English Preparatory school. In order to preserve the confidentiality of the students, there were no questions revealing students’ identity. The second part of the questionnaire composed of 44 statements in a five point likert scale ranging from “Strongly Disagree” to “Strongly Agree”. This section also included two additional open ended questions asking about the strengths and weaknesses of English Preparatory School curriculum at Başkent University.

3.4.1.2. Validity and Reliability

In addition to develop a valid and a reliable questionnaire, it is also essential to control and minimize internal validity threats so as to reach correct inferences from the study. Therefore, to overcome these threats and improve the efficiency of the questionnaire, the length of the questionnaire was kept short so that student participants could complete the questionnaire and response rates could be increased. Instead of an online questionnaire tool, Moodle2 platform of Başkent University was preferred in order to prevent loss of subjects threat. Via Moodle2 platform; which is a course management system providing communication among the participants of a course, posting content, collecting student works, managing student groups, surveys, blogs and forums, the students could easily reach to the questionnaire in their virtual classrooms. 13 Program 2 classrooms consisting of approximately 20 students each were invited to the study and 170 students completed the questionnaire.

Besides, the sample selected was desired to be the best representative of the population. Hence, all the participants were selected from the students who were studying in Program 2 module since they attended the English Preparatory school for two terms. They were expected to know much about the preparatory school curriculum and its practices, the school's physical environment and facilities. Also, the students who repeated any module at Baškent University English Preparatory School or English preparatory school of any other university were not included in data analysis in order to control subject characteristics threat because repeat students are likely to change the results due to their prejudice and negative feelings about the preparatory school curriculum.

3.4.2. Instructor Interview Schedule

In order to reveal the perspectives of instructors about the curriculum implemented at Baškent University Preparatory School, a semi-structured interview was conducted to the instructors. In the light of the books, articles, and existing studies, and under the guidance of supervisor a question item pool was built. Due to lack of evaluation studies using UCLA evaluation model, mainly studies using CIPP model, which is also a Management-oriented model and highly similar to UCLA evaluation model, guided during the development of the interview schedule. After the development of 15 questions, they were sent to the two experts and the two instructors to be assessed for content validity and clarity of the questions.

Based on the feedback obtained from the experts and the instructors, some questions were removed and the number of questions reduced to 12 in total. For instance, a question asking the frequency of instructors' using classroom activities such as group works and individual studies was removed from the interview. Also, some questions were reformed based on the feedback. To give an example, a question about portfolio tasks was incorporated into the question about the assessment tools including midterms and quizzes since portfolio tasks were used as an assessment tool.

The interview schedule consisted of two sections. The first section included demographic information such as instructors' sex, age, education level, teaching experience at Baškent University and teaching experience in total. The second section consisted of 12 questions asking about the preparatory school curriculum's goals,

objectives, content, teaching methods and assessment procedures. Since the instructors had the opportunity to express their ideas freely with open-ended questions, they provided in-depth data about the preparatory school curriculum at Başkent University School of Foreign Languages.

3.4.3. Faculty Member Interview Schedule

One of the main purposes of this study was to investigate the perspectives of faculty members working at Başkent University about English language needs of their students. Therefore, a semi-structured interview was conducted to faculty members. Based on the existing studies, books, articles, and under the guidance of the supervisor, a question item pool was built. Afterwards, the questions were sent to the two experts and two faculty members working at Başkent University. They were asked to assess the questions in terms of content validity and clarity. In the light of the feedback, necessary changes were made. Some questions were removed and some new questions were added. For instance, a question comparing the language levels of the students who the new curriculum was implemented to and the students studying at the previous preparatory school curriculum was removed. Besides, a question about problems faculty members experienced because of EMI and the strategies they adopted to overcome these problems was added to the interview schedule.

The interview schedule was composed of two parts. The first part consisted of questions about faculty members' sex, age, department, teaching experience, courses they give, levels they teach, and their language proficiency levels. The second part included five questions regarding the activities through which the faculty members observe the different language skills of their students, language proficiency level of the students, problems they experience related to EMI and suggestions for English Preparatory School curriculum.

3.5. Data Collection Procedure

After the student questionnaire and interview questions were finalized, they were submitted to Human Subject Ethics Committee at METU in order to be examined for ethical concerns and the instruments were approved (Appendix H). Afterwards, permission was taken from the directors of Başkent University School of Foreign

Languages to conduct the study by sending the data collection tools and giving the necessary details about the research study. The permission was taken in May 2020. Since face-to-face education was suspended due to Covid-19 pandemic in March 2020, the questionnaire was administered to the preparatory students via Moodle2 learning platform, the official platform of Başkent University. The questionnaire was conducted in each class by its instructor. For this reason, before conducting the questionnaire, an individual meeting was held with each instructor by the researcher to describe the study and prevent possible misunderstandings during the application. Therefore, further explanations were made to the students by the instructors during data collection when necessary.

The students were asked to upload their responses to Moodle2 platform. Also, a due date was given to complete responding to the questionnaire, which was two days later after the questionnaire was uploaded to Moodle2 platform. Afterwards, the questionnaires with students' answers were sent to the researcher by the class instructors.

After the questionnaire was administered to the students, 10 English language instructors working at Başkent University English Preparatory School, three of whom were Curriculum Development Office members and two of whom were Testing Development Office members, and 10 faculty members from other departments were invited to interview. Interviews were conducted according to the schedules decided by the interviewees and the researcher together. The interviewees were provided necessary information about the research study and their confidentiality was assured. Since qualitative part of the research required a greater level of participation from the site (Creswell, 2012) and it was necessary to ensure that participants of the study knew exactly what would be involved in the research before giving consent (Bell, 2010), the interview questions were shared with the interviewees in advance. Therefore, it was assured that anxious respondents felt at ease to show consent to participate in the study. The interviews were conducted at instructors' and faculty members' offices and each interview lasted for 20-35 minutes. With the permission of interviewees, the interview was recorded via a voice recorder to prevent any data loss. At the end of the interview, the researcher thanked to the instructors for their contribution.

3.6. The Researcher's Role

The researcher was currently working as English language instructor at Başkent University School of Foreign Languages. She was teaching Program 2 level class. Since a power relationship between teacher and students may manipulate the research study due to students' fear of getting bad grades or inducement (Canadian Institutes of Health Research et.al., 2019) the researcher's class was not included in the sample of the study.

As the researcher works as a language instructor and curriculum developer at the institution, her role is crucial in order to comprehend the needs of the preparatory school students and provide suggestions for curriculum improvement for an effective language education at Başkent University Preparatory School.

Besides, thanks to her graduate study in Curriculum and Instruction program, she has become more knowledgeable about curriculum development and evaluation. During the program, she took courses related to curriculum development, curriculum evaluation, research methods and did several researches and presentation in the field of curriculum.

3.7. Data Analysis Procedure

In the research study, both quantitative and qualitative data were collected. Quantitative data collected from student participants were carried to SPSS data file and analyzed by using descriptive statistics. Means and standard deviations were calculated to describe the data. The statistical analysis was carried out by SPSS for Windows- Version 25. The qualitative data collected from students' open ended questions were analyzed using descriptive content analysis. The students' responses were listed under four sub headings named with evaluation stages in UCLA evaluation model; systems assessment, program planning, program improvement and program certification. Afterwards, thoughts were transformed into frequencies. For analysis of instructors' and faculty members' responses, descriptive content analysis was used. The analysis of qualitative data requires generating a set of themes by making connections between ideas presented in transcribed data (Roulston, 2014). So, the researcher firstly prepared a five-column table and five dimensions of UCLA

evaluation model were written. Next, the phrases from the interview notes were written under the related dimensions. Then, the data were reconfigured for data reduction, the process of simplifying, transforming, and bringing the collected data into manageable chunks (Marshall and Rossman, 2016) in order to create core themes. After the core themes were obtained, the connections among the responses were built and the repetitive answers were reported. In order to save the confidentiality of the participants, data were labeled using abbreviations such as Inst1 and FM1 instead of using participants' names. Also, to ensure accuracy and credibility of findings drawn from qualitative data, member checking was carried out which is a process of participant(s)' checking the accuracy of the researcher's inferences (Creswell,2012). Before analyzing the qualitative data, a follow up interview was arranged with one of the participants in the study and it was asked to evaluate the accuracy of the themes and whether the researcher's interpretations are reasonable.

3.8. Limitations of the Study

One of the main limitations of the study is that the results of this research study obtained from students' questionnaire, English language instructors' and faculty members' interview schedules are limited to the answers of 170 Program 2 students, 10 instructors of Başkent University School of Foreign Languages and 10 faculty members working at Başkent University. Therefore, it is not possible to generalize the results of this research study to all English preparatory schools of universities in Ankara or Turkey.

Besides, administration of the student questionnaire in an online platform is another limitation of the study. Since the students were taught in online classes, the researcher could not control location threat. The place where the questionnaire was answered such as quiet and lighted rooms or noisy and poorly lighted places might have affected the students' responses either positive or negative way and led to alternative interpretations.

Another limitation of the study is that Program 2 students had less time than it was planned in face-to-face education since education was suspended due to the Covid-19 pandemic which broke out in March 2020 in the country. For the evaluation study, Program 2 students in spring term were preferred as participants since they were

expected to form a consciousness about the preparatory school curriculum and its practices. However, English preparatory school curriculum became subjected to major changes in implementation in online teaching process. Therefore, the students may not have been familiarized with the preparatory school curriculum enough to gain accurate and deep insight about it. Therefore, their responses might have been influenced in a negative way.

CHAPTER 4

FINDINGS

This chapter presents the results of the study. The main focus of the study is students' and instructors' perspectives on Başkent University English Preparatory School curriculum. In addition, the study aims to reveal faculty members' perceptions regarding needs and challenges in English medium instruction (EMI). Starting with demographic information of participants, the chapter presents the results in relation to research questions under the five components of UCLA evaluation model developed by Alkin (1969). Then, the perspectives of the faculty members are presented.

4.1. Students' Perspectives on Preparatory School Curriculum

Based on the first research question seeking to explore students' perspectives about the newly implemented curriculum at Başkent University English Preparatory School regarding its five components; objectives, content, materials, teaching methods and assessment procedures, the findings related to each component were presented under the sub headings of System Assessment, Program Planning, Program Improvement, and Program Certification. System assessment identifies the needs of target population and whether the program objectives meet these needs. While program planning focuses on the means in order to realize program objectives, program improvement points out the functioning of the program and modifications for program improvement. Lastly, program certification deals with the end product of the program and comparison between the expected and actual results.

4.1.1. Students' Perspectives on System Assessment

There were 10 items in the data collection instrument regarding the students' perspectives on system assessment. According to the data analysis of these items (Table 4.1), 44.1% of the students ($n=75$) agreed and 15.3% of them ($n=26$) strongly agreed that *the program intended to enable students to gain necessary language skills*

in order to follow their departmental courses easily. 30.6% of the student participants ($n=52$) were neutral while 5.9% disagreed ($n=10$) and 4.1% strongly disagreed ($n=7$) about the curriculum's aim to develop students' language skills to follow departmental courses (*Item 1*).

As shown in Table 4.1, 57.6% of the students ($n=98$) agreed and 20.6% of them ($n=35$) strongly agreed that *the program was planned to develop their basic English skills.* While 14.7% were neutral ($n=25$), 2.9% disagreed ($n=5$) and 4.1% strongly disagreed ($n=7$) about development of their basic English skills (*item 4*).

Regarding the content of the program, 54.7% of the students ($n=93$) agreed and 24.1% of them ($n=41$) strongly agreed that *the content of the program was up-to-date.* While 15.3% were neutral ($n=26$), only 5.9% of the students ($n=10$) disagreed ($n=4$, 2.4% disagree; $n=6$, 3.5% strongly disagree) about the up-to-datedness of the program (*Item 5*).

As seen in Table 4.1, 41.8% of the participants ($n=71$) agreed and 12.9% strongly agreed ($n=22$) that *the program aims were compatible with their expectations of learning English.* However, 32.4% of the students ($n=55$) were neutral about the compatibility of the program aims. While 8.2% disagreed ($n=14$), 4.7% strongly disagreed ($n=8$) that the aims of the program and students' expectations of learning English were congruent (*Item 6*).

When balance of the language skills in the curriculum is concerned, the results showed that 65.9% of the students ($n=112$) agreed ($n=85$, 50% agree; $n=27$, 15.9% strongly agree) that *the basic language skills were balanced in the program.* While 26.5% were neutral ($n=45$), only 7.7% of them ($n=13$) disagreed ($n=9$, 5.3% disagree; $n=4$, 2.4% strongly disagree) about the balance of English language skills in the program (*Item 7*).

Table 4.1
Students' Perspectives on System Assessment

Items	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
	1. The program enables students to gain necessary language skills to follow their departmental courses easily.	7	4.1	10	5.9	52	30.6	75	44.1	26
4. The program is planned to develop students' basic English skills.	7	4.1	5	2.9	25	14.7	98	57.6	35	20.6
5. The content of the program is up-to-date.	6	3.5	4	2.4	26	15.3	93	54.7	41	24.1
6. The aims of the program are compatible with the students' expectations of learning English.	8	4.7	14	8.2	55	32.4	71	41.8	22	12.9
7. Basic language skills are balanced in the program.	4	2.4	9	5.3	45	26.5	85	50	27	15.9
9. The objectives of the program are clear and understandable.	4	2.4	11	6.5	34	20	80	47.1	41	24.1
10. The duration of the program is sufficient to learn English.	10	5.9	18	10.6	51	30	54	31.8	37	21.8
22. The content of the program is designed to achieve the program goals.	6	3.5	11	6.5	45	26.5	78	45.9	30	17.6
28. The content of the program is developed to meet English language needs of the students.	4	2.4	16	9.4	48	28.2	72	42.4	30	17.6
43. The objectives of the program are suitable for students' level.	4	2.4	10	5.9	37	21.8	81	47.6	38	22.4
TOTAL	170	100	170	100	170	100	170	100	170	100

The item examining whether *the objectives of the program were clear and understandable* showed that 71.2% of the student participants ($n=121$) agreed ($n=80$, 47.1% agree; $n=41$, 24.1% strongly agree) about the clarity understandability of the objectives. On the other hand, 20% of the students ($n=34$) were neutral and 8.9% of them disagreed ($n=11$, 6.5% disagree; $n=4$, 2.4% strongly disagree) on the clarity and understandability of the program objectives (*Item 9*).

The item on the duration of the program showed that 31.8% of the students ($n=54$) agreed and 21.8% of them ($n=37$) strongly agreed that *the duration of the program was sufficiency to learn English*. While 30% of the students ($n=51$) were neutral, 10.6% of them ($n=18$) disagreed and 5.9% of them ($n=10$) strongly disagreed on the duration of the program. (Item 10).

As seen in Table 4.1, 63.5% of the students ($n=108$) agreed ($n=78$, 45.9% agree; $n=30$, 17.6% strongly agree) that *the content of the program was designed to achieve the program goals*. While 26.5% of the students ($n=45$) were neutral, 6.5% of them ($n=11$) disagreed and 3.5% strongly disagreed ($n=6$) on the compatibility of the content with the program goals (Item 22).

As for the students' English language needs, 42.4% agreed ($n=72$) and 17.6% strongly agreed ($n=30$) that *the content of the program was developed to meet English language needs of the students*. 28.2% of them ($n=48$) were neutral and 11.8% of the students ($n=20$) disagreed ($n=16$, 9.4% disagree; $n=4$, 2.4% strongly disagree) on the development of the content meeting students' language needs (Item 28).

About the suitability of the objectives for the students' level, 47.6% of the students ($n=81$) agreed and 22.4% strongly agreed ($n=38$) that *the objectives of the program were suitable for students' level*. While 21.8% of the students ($n=37$) were neutral, 5.9% of them ($n=10$) disagreed and 2.4% of them ($n=4$) strongly disagreed on the suitability of the objectives for students' level (Item 43).

Descriptive analysis of qualitative data obtained from two open ended questions in the questionnaire supported the quantitative results. A number of students stated that the preparatory school program developed basic English skills and made easier to learn English; increased motivation for learning English; the content was up to date and compatible with their level. However, some students stated although it developed general English, the program was not sufficient enough for providing them language skills that were necessary to follow EMI courses. One student expressed "*I do not think that the program will help me when I start my department*". They also said that they expected to learn some academic and subject specific terminology related to their department in preparatory class. One student stated "*We do not learn words that will be useful in our departments.*" Another student added "*We need to learn terms related*

to our departments.” One student also said “*It should guide us in terms of professional English.*” When they were asked for their suggestions on the curriculum, they explained that there was a need for higher modules because they wanted to be more proficient in English. Besides, some students suggested each module include one proficiency level as they thought having pre-intermediate and intermediate level students in the same classroom was inefficient and higher level students lost time with the topics that they already knew. In addition, a student added it was necessary to offer a different content for 30% and 100% EMI students. One student indicated “*It would be nice to separate the classes of the students in 100% and 30% EMI departments and give education accordingly.*”

All in all, most of the students agreed that the content was up-to-date and it was compatible with the program goals as well as language needs and expectations of the students. They also agreed that duration of the program was suitable; program objectives were clear, understandable and compatible with students’ level. As for the basic English skills, they agreed that basic English skills were planned to develop and there was a balance among the four skills. On the other hand, there was some disagreement among the students on that the program enabled them obtain necessary language skills to follow departmental courses in EMI.

4.1.2. Students’ Perspectives on Program Planning

There were 11 items in the data collection instrument related to the students’ perspectives on program planning. Data analysis of these items (Table 4.2) revealed that 39.4% of the students ($n=67$) agreed and 20.6% of them ($n=35$) strongly agreed that *there were sufficient activities in the program aiming to improve language skills*. 26.5% of the students ($n=45$) were neutral and 13.5% of them ($n=23$) disagreed ($n=17$, 10% disagree; $n=6$, 3.5% strongly disagree) on sufficiency of activities aiming to develop language skills (*Item 11*).

About the content of the skills book, 26.5% of the students ($n=45$) disagreed and 20% of them ($n=34$) strongly disagreed that *the content of the skills book (Northstar series) was interesting*. While 22.4% of the students ($n=38$) were neutral, 17.6% of them ($n=30$) agreed and 13.5% of them ($n=23$) strongly agreed on the content of the skills book (*Item 13*).

Considering the preparatory school classrooms, 46.4% of the students ($n=79$) agreed ($n=48$, 28.2% agree; $n=31$, 18.2% strongly agree) that *the classrooms have sufficient technological equipment for English lessons*. On the other hand, 30.6% of the students ($n=52$) were neutral whereas 13.5% of them ($n=23$) strongly disagreed and 9.4% of them ($n=16$) disagreed on the preparatory school classrooms (*Item 14*).

Regarding the coursebook, 55.3% of the students ($n=94$) agreed ($n=69$, 40.6% agree; $n=25$, 14.7% strongly agree) that *the content of the course book (Speakout series) was interesting*. 28.8% of the students ($n=49$) were neutral while 8.8% of them ($n=15$) strongly disagreed and 7.1% of them ($n=12$) disagreed on the content of the course book (*Item 15*).

As for the skills book, 39.4% of the students ($n=67$) agreed ($n=39$, 22.9% agree; $n=28$, 16.5% strongly agree) that *the skills book (Northstar series) contains activities to improve different language skills*. Controversially, 31.2% of the students ($n=53$) were neutral on the adequacy of the activities in the skills book. While 18.2% of the students ($n=31$) disagreed, 11.2% of them ($n=19$) strongly disagreed on the sufficiency of the activities in the skills book (*Item 18*).

As it can be seen in Table 4.2, 37.6% of the students ($n=64$) agreed and 24.1% of them ($n=41$) strongly agreed that *the supplementary materials in the program (such as revision materials, PowerPoint presentations) were interesting*. 25.3% of the students ($n=43$) were neutral whereas 8.2% of them ($n=14$) disagreed and 4.7% of them ($n=8$) strongly disagreed on the supplementary materials (*Item 19*).

When the online learning platform is concerned, 33.5% of the students ($n=57$) agreed and 18.2% of them ($n=31$) strongly agreed that *the online learning platform (MyEnglishLab) was suitable for the students' level*. On the other hand, 30% of them ($n=51$) were neutral on the suitability of the platform while 10% of them ($n=17$) disagreed and 8.2% of them ($n=14$) strongly disagreed on the platform (*Item 20*).

Table 4.2
Students' Perspectives on Program Planning

Items	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
	11. There are sufficient activities in the program aiming to improve language skills.	6	3.5	17	10	45	26.5	67	39.4	35
13. The content of the skills book (Northstar series) is interesting.	34	20	45	26.5	38	22.4	30	17.6	23	13.5
14. Classrooms have sufficient technological equipment for English lessons.	23	13.5	16	9.4	52	30.6	48	28.2	31	18.2
15. The content of the coursebook (Speakout series) is interesting.	15	8.8	12	7.1	49	28.8	69	40.6	25	14.7
18. The skills book (Northstar series) contains activities to improve different language skills.	19	11.2	31	18.2	53	31.2	39	22.9	28	16.5
19. The supplementary materials in the program (such as revision materials, PowerPoint presentations) are interesting.	8	4.7	14	8.2	43	25.3	64	37.6	41	24.1
20. The online learning platform (MyEnglishLab) is suitable for the students' level.	14	8.2	17	10	51	30	57	33.5	31	18.2
21. The supplementary materials in the program have content that will improve English skills.	6	3.5	9	5.3	49	28.8	76	44.7	30	17.6
23. The coursebook (Speakout series) contains activities to improve different language skills.	7	4.1	14	8.2	44	25.9	63	37.1	42	24.7
25. There are sufficient activities in the program aiming to improve vocabulary knowledge.	9	5.3	17	10	40	23.5	69	40.6	35	20.6
39. There are sufficient activities in the program aiming to improve grammar knowledge.	4	2.4	12	7.1	41	24.1	72	42.4	41	24.1
TOTAL	170	100	170	100	170	100	170	100	170	100

Regarding the supplementary materials, 44.7% of the students ($n=76$) agreed and 17.6% of them ($n=30$) strongly agreed that *the supplementary materials in the program had the content that would improve English skills*. While 28.8% of the students ($n=49$) were neutral, 5.3% of them ($n=9$) disagreed and 3.5% of them ($n=6$) strongly disagreed on the content of the supplementary materials. (*Item 21*).

About the course book used in the program, 37.1% of the students ($n=63$) agreed and 24.7% of them ($n=42$) strongly agreed that *the course book (Speakout series) contained activities to improve different language skills*. While 25.9% of the students ($n=44$) were neutral, 8.2% of them ($n=14$) disagreed and 4.1% of them ($n=7$) strongly disagreed on the adequacy of the activities in the course book (*Item 23*).

Regarding the vocabulary activities in the program, 61.2% of the students ($n=104$) agreed ($n=69$, 40.6% agree; $n=35$, 20.6% strongly agree) that *there were sufficient activities in the program aiming to improve vocabulary knowledge*. 23.5% of the students ($n=40$) were neutral whereas 10% of them ($n=17$) disagreed and 5.3% of them ($n=9$) strongly disagreed on the adequacy of the activities improving vocabulary knowledge (*Item 25*).

As for the grammar activities, 42.4% of the students ($n=72$) agreed and 24.1% of them ($n=41$) strongly agreed that *there were sufficient activities in the program aiming to improve grammar knowledge*. While 24.1% of the students ($n=41$) were neutral, 9.5% of them ($n=16$) disagreed ($n=12$, 7.1% disagree; $n=4$, 2.4% strongly disagree) on the adequacy of grammar activities (*Item 39*).

In the open-ended questions, the students stated that they were content with the coursebook since its content was up-to-date and there were sufficient activities in the book. One student stated that “*Grammar, vocabulary, listening and writing exercises in Speakout helped me a lot.*” They also explained that the supplementary materials in the program were very beneficial. One student expressed “*I think extra materials are beneficial, especially handouts given before the exams.*” One of the most problematic issues that the students reported was skills book. They stated the book was boring and some activities in it were monotonous and unnecessary. As for suggestions, the students recommended to change the skillsbook with a more content rich and interesting skillsbook. One student stated “*A more interesting book could be used*

instead of Northstar. The exercises in the book are meaningless.” In addition, a great majority of students stated that they suffered from lack of speaking and listening activities and suggested to include more activities to develop these two skills. One student said “*There should be more speaking activities for everyday English.*” Another student said “*More exercises can be done on listening and speaking skills.*” Also, many students suggested technological equipment in the classrooms be improved in order to increase effectiveness of lessons. One student clarified “*I think technological equipments can be developed for the lessons to be efficient.*”

To sum up, the students agreed on that there were sufficient activities aiming to improve language skills in the program except for listening and speaking activities; the program had sufficient activities to develop grammar and vocabulary knowledge; the coursebook was interesting and contained sufficient activities for different language skills; the supplementary materials were interesting and improved language skills; online learning platform was suitable for students’ level; and classrooms had sufficient technological equipment for English lessons. On the other hand, majority of the students disagreed on that the skills book was interesting. The students were mainly neutral on that the skills book contained sufficient activities for different language skills.

4.1.3. Students’ Perspectives on Program Improvement

There were 16 items related to the students’ perspectives on program improvement. Descriptive analysis of these items (Table 4.3) revealed that 58.2% of the students ($n=99$) agreed ($n=65$, 38.2% agree; $n=34$, 20% strongly agree) that *enough time was allocated in the lessons to develop different language skills*. While 30% of the students ($n=51$) were neutral, 11.7% of them ($n=20$) disagreed ($n=15$, 8.8% disagree; $n=5$, 2.9% strongly disagree) on time allocated for language skills during the lessons (*Item 3*).

Regarding the number of exams, 84.1% of the students ($n=143$) agreed ($n=76$, 44.7% strongly agree; $n=67$, 39.4% agree) that *the number of the exams given in the program was sufficient*. While 8.2% of the students ($n=14$) were neutral, only 7.6% of them ($n=13$) disagreed ($n=7$, 4.1% disagree; $n=6$, 3.5% strongly disagree) on the number of the exams (*Item 8*).

As for the examples and exercises in the lessons, 41.8% of the students ($n=71$) agreed and 37.1% of them ($n=63$) strongly agreed that *the examples and exercises given by the instructors during the lessons helped them learn English*. 15.9% of the students ($n=27$) were neutral whereas 5.3% of them ($n=9$) disagreed ($n=7$, 4.1% strongly disagree; $n=2$, 1.2% disagree) on the instructors' examples and given exercises (*Item 16*).

Regarding the role play activities, 32.4% of the students ($n=55$) agreed and 20.6% of them ($n=35$) strongly agreed that *role play activities done during the lessons contribute to learning English*. While 30.6% of the students ($n=52$) were neutral, 16.4% of them ($n=28$) disagreed ($n=14$, 8.2% disagree; $n=14$, 8.2% strongly disagree) on the contribution of role play activities. (*Item 17*).

Table 4.3
Students' Perspectives on Program Improvement

Items	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
	3. Enough time is allocated in the lessons to develop different language skills.	5	2.9	15	8.8	51	30	65	38.2	34
8. The number of the exams given in the program is sufficient.	6	3.5	7	4.1	14	8.2	67	39.4	76	44.7
16. The examples and exercises given by the instructors during the lessons help me learn English.	7	4.1	2	1.2	27	15.9	71	41.8	63	37.1
17. Role play activities done during the lessons contribute to learning English.	14	8.2	14	8.2	52	30.6	55	32.4	35	20.6
24. Group work activities done during the lessons contribute to learning English.	7	4.1	13	7.6	40	23.5	67	39.4	43	25.3
26. Individual activities done during the lessons contribute to learning English.	4	2.4	3	1.8	26	15.3	87	51.2	50	29.4
27. The exams given in the program are compatible with the content.	4	2.4	3	1.8	27	15.9	80	47.1	56	32.9

Table 4.3 (Continued)

Items	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
	29. Difficulty level of exams given in the program is appropriate.	9	5.3	9	5.3	37	21.8	66	38.8	49
30. Portfolio assignments given in the program are compatible with the content.	5	2.9	8	4.7	28	16.5	88	51.8	41	24.1
32. The online learning platform (MyEnglishLab) makes easier to learn English.	20	11.8	27	15.9	48	28.2	59	34.7	16	9.4
33. Students are given feedback about their works (such as homework and portfolio tasks).	4	2.4	2	1.2	21	12.4	61	35.9	82	48.2
35. The activities done during the lessons (individual, pair, and group work activities) are balanced.	5	2.9	16	9.4	36	21.2	80	47.1	33	19.4
36. Activities are done during the lessons to develop different language skills.	6	3.5	11	6.5	43	25.3	75	44.1	35	20.6
37. Sufficient practice is done for all the topics covered in the program.	5	2.9	11	6.5	42	24.7	69	40.6	43	25.3
42. The number of portfolio tasks is adequate.	5	2.9	9	5.3	35	20.6	74	43.5	47	27.6
44. During the lessons, students have the opportunity to express themselves in English.	6	3.5	3	1.8	20	11.8	76	44.7	65	38.2
TOTAL	170	100	170	100	170	100	170	100	170	100

When group work activities are concerned, 39.4% of the students ($n=67$) agreed and 25.3% of them ($n=43$) strongly agreed that *group work activities done during the lessons contribute to learning English*. 23.5% of the students ($n=40$) were neutral while 11.7% of them ($n=20$) disagreed ($n=13$, 7.6% disagree; $n=7$, 4.1% strongly disagree) on the group work activities (*Item 24*).

About the individual activities done in the lessons, 80.6% of the students ($n=137$) agreed ($n=87$, 51.2% agree; $n=50$, 29.4% strongly agree) that *individual activities done during the lessons contribute to learning English*. 15.3% of the students ($n=26$) were neutral and only 4.2% of them ($n=7$) disagreed ($n=4$, 2.4% strongly disagree; $n=3$, 1.8% disagree) on the contribution of individual activities to learning *English (Item 26)*.

Regarding congruence between content and the exams, 47.1% of the students ($n=80$) agreed and 32.9% of them ($n=56$) strongly agreed that *the exams given in the program were compatible with the content*. 15.9% of the students ($n=27$) were neutral and 4.2% of them ($n=7$) disagreed ($n=4$, 2.4% strongly disagree; $n=3$, 1.8% disagree) on the compatibility of exams with the content (*Item 27*).

About the difficulty level of the exams, 67.6% of the students ($n=115$) agreed ($n=66$, 38.8% agree; $n=49$, 28.8% strongly agree) that *difficulty level of exams given in the program was appropriate*. However, 21.8% of the students ($n=37$) were neutral on the difficulty level of the exams. The percentage of the students who disagreed ($n=9$, 5.3%) was equal to the percentage of the students who strongly disagreed ($n=9$, 5.3%) on the exams (*Item 29*).

Regarding congruence between portfolio assignments and content, 51.8% of the students ($n=88$) agreed and 24.1% of them ($n=41$) strongly agreed that *portfolio assignments given in the program were compatible with the content*. 16.5% of the students ($n=28$) were neutral whereas 4.7% disagreed ($n=8$) and 2.9% of them ($n=5$) strongly disagreed on the congruence between the portfolio assignments and content (*Item 30*).

Regarding the online learning platform, 34.7% of the students ($n=59$) agreed and 9.4% of them ($n=16$) strongly agreed that *the online learning platform (MyEnglishLab) made easier to learn English*. Controversially, 28.2% of the students ($n=48$) were neutral and 27.7% of them ($n=47$) disagreed ($n=27$, 15.9% disagree; $n=20$, 11.8% strongly disagree) on the contribution of the online learning platform (*Item 32*).

Regarding the feedback given about student works, 84.1% of the students ($n=143$) agreed ($n=82$, 48.2% strongly agree; $n=61$, 35.9% agree) that *students were given*

feedback about their works (such as homework and portfolio tasks). 12.4% of the students ($n=21$) were neutral while only 3.6% of them ($n=6$) disagreed ($n=4$, 2.4% strongly disagree; $n=2$, 1.2% disagree) on the feedback given by the instructors (*Item 33*).

The item questioning the balance among activity types showed that 47.1% of the students ($n=80$) agreed and 19.4% of them ($n=33$) strongly agreed that *the activities done during the lessons (individual, pair and group work activities) were balanced*. While 21.2% of the students ($n=36$) were neutral, 12.3% of them ($n=21$) disagreed ($n=16$, 9.4% disagree; $n=5$, 2.9% strongly disagree) on balance among activity types (*Item 35*).

Regarding the activities developing language skills, 64.7% of the students ($n=110$) agreed ($n=75$, 44.1% agree; $n=35$, 20.6% strongly agree) that *activities were done during the lessons to develop different language skills*. 25.3% of the students ($n=43$) were neutral on the activities developing different language skills while 6.5% disagreed ($n=11$) and 3.5% of them ($n=6$) strongly disagreed (*Item 36*).

About the adequacy of practice for the covered topics, 40.6% of the students ($n=69$) agreed and 25.3% strongly agreed ($n=43$) that *sufficient practice was done for all the topics covered in the program*. 24.7% of the students ($n=42$) were neutral while 9.4% of them ($n=16$) disagreed ($n=11$, 6.5% disagree; $n=5$, 2.9% strongly disagree) on sufficiency of activities (*Item 37*).

As for the number of the portfolios, 43.5% of the students ($n=74$) agreed and 27.6% of them ($n=47$) strongly agreed that *the number of portfolio tasks was adequate*. 20.6% of the students ($n=35$) were neutral whereas 5.3% disagreed ($n=9$) and 2.9% strongly disagreed ($n=5$) on the quantity of portfolio tasks (*Item 42*).

The item questioning the students' opportunity to express themselves in English revealed that 44.7% of the students ($n=76$) agreed and 38.2% of them ($n=65$) strongly agreed that *during the lessons students had the opportunity to express themselves in English*. While 11.8% of the students ($n=20$) were neutral on the speaking opportunities of the students during the lessons, 5.3% of them ($n=9$) disagreed ($n=6$, 3.5% strongly disagree; $n=3$, 1.8% disagree) on the speaking opportunities (*Item 44*).

Analysis of qualitative data obtained from open-ended questions in the questionnaire showed that a great majority of the students were content that the instructors at preparatory school were experienced, well-equipped and patient; and they supported students' learning process by motivating them. One student stated "*Our teachers consider our needs and wishes.*" Another student added "*The interest and care of teachers increased my participation in the lesson.*"

On the other hand, the biggest problematic issue raised by the students was that activities done during the lessons aiming to improve listening and speaking skills were inadequate. Also, assessment was found problematic by some students. They stated that they needed more speaking exams to feel motivated to practice speaking instead of having only one speaking exam in a term. One student stated "*The program should be more speaking based and there should be more speaking exams.* Therefore, the student can practice speaking as a habit." In addition, some students agreed that passing grade of proficiency exam for 100% EMI program students was too high and they suggested it to be lowered. One student expressed that "*We have problems getting enough points. The passing grade for 100% EMI departments can be lower than 70.*" Besides, many students pointed out that they needed more homework and study with instructors one to one outside the classroom. One student expressed "*Students are not given enough homework.*" Another student added "*The number of assignments should be increased.*"

In summary, most of the students agreed on that activities were done to develop different language skills and enough time was allocated for them except for listening and speaking skills. Likewise, they agreed on that sufficient practice was done for all the topics covered; individual, group work and role play activities contributed to learning English and the activities (individual, pair, group work) were balanced in the program. Also the students agreed on that examples and exercises given by teachers helped learning English; they were given feedback about their works; and they could express themselves in English during the lessons. Regarding assessment, they agreed on that the number of the exams was sufficient, they were compatible with the content and their difficulty level was appropriate; the number of portfolio tasks was adequate and they were compatible with the content. The students generally agreed on the effectiveness of the online learning platform on language learning. However, they

stated that listening and speaking activities were inadequate and they needed studying with their instructors outside the class hours.

4.1.4. Students' Perspectives on Program Certification

There were seven items in the data collection instrument related to the students' perspectives on program certification. According to descriptive data analysis of these items (Table 4.4), 67.6% of the students ($n=115$) agreed ($n=75$, 44.1% agree; $n=40$, 23.5% strongly agree) that *thanks to the program they could express themselves in English about everyday topics*. While 24.1% of the students ($n=41$) were neutral, 5.3% of the students ($n=9$) disagreed and 2.9% of them ($n=5$) strongly disagreed on expressing themselves in English about every day topics (*Item 2*).

Table 4.4
Students' Perspectives on Program Certification

Items	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
	2. Thanks to the program, I can express myself in English about every day topics.	5	2.9	9	5.3	41	24.1	75	44.1	40
12. Thanks to the program, I developed my vocabulary knowledge.	6	3.5	5	2.9	25	14.7	69	40.6	65	38.2
31. Thanks to the program, I can understand films using daily and standard speech.	9	5.3	9	5.3	41	24.1	75	44.1	36	21.2
34. The program provided me with the English knowledge that I needed for my department.	11	6.5	19	11.2	55	32.4	58	34.1	27	15.9
38. Thanks to the program, I can write an essay expressing my opinion.	5	2.9	4	2.4	38	22.4	76	44.7	47	27.6
40. Thanks to the program, I have a better command of English grammar.	3	1.8	5	2.9	31	18.2	81	47.6	50	29.4
41. Thanks to the program, I can do independent reading by using reference sources (such as dictionaries).	6	3.5	11	6.5	37	21.8	78	45.9	38	22.4
TOTAL	170	100	170	100	170	100	170	100	170	100

As seen in Table 4.4, 78.8% of the students ($n=134$) agreed ($n=69$, 40.6% agree; $n=65$, 38.2% strongly agree) that *they developed their vocabulary knowledge*. 14.7% of the students ($n=25$) were neutral while 6.4% of them ($n=11$) disagreed ($n=6$, 3.5% strongly disagree; $n=5$, 2.9% disagree) on the development of vocabulary knowledge (*Item 12*).

The item questioning the students' understanding daily and standard speech showed that 65.3% of the students ($n=111$) agreed ($n=75$, 44.1% agree; $n=36$, 21.2% strongly agree) that *they could understand films using daily and standard speech*. On the other hand, 24.1% of the students ($n=41$) were neutral whereas 10.6% of them ($n=18$) disagreed ($n=9$, 5.3% disagree; $n=9$, 5.3% strongly disagree) on understanding films with daily and standard speech (*Item 31*).

Regarding gaining English knowledge necessary for English medium instruction, 34.1% of the students ($n=58$) agreed and 15.9% of them ($n=27$) strongly agreed that *the program provided them with the English knowledge that they needed for their departments*. While 32.4% of the students ($n=55$) were neutral, 17.7% of them ($n=30$) disagreed ($n=19$, 11.2 disagree; $n=11$, 6.5% strongly disagree) on gaining necessary English for their departmental courses (*Item 34*).

As for writing essays, 44.7% of the students ($n=76$) agreed and 27.6% of them ($n=47$) strongly agreed that *they could write an essay expressing their opinion*. However, 22.4% of the students ($n=38$) were neutral and 5.3% of them ($n=9$) disagreed ($n=5$, 2.9% strongly disagree; $n=4$, 2.4% disagree) on writing essays expressing their opinion (*Item 38*).

The item questioning grammar knowledge showed that 47.6% of the students ($n=81$) agreed and 29.4% of them ($n=50$) strongly agreed that *thanks to the program they had a better command of English grammar*. While 18.2% of the students ($n=31$) were neutral, 4.7% of them ($n=8$) disagreed ($n=5$, 2.9% disagree; $n=3$, 1.8% strongly disagree) on the development of English grammar (*Item 40*).

Lastly, the item questioning doing independent reading revealed that 68.3% of the students ($n=116$) agreed ($n=78$, 45.9% agree; $n=38$, 22.4% strongly agree) that *they could do independent reading by using reference sources (such as dictionaries)*. On the other hand, 21.8% of the students ($n=37$) were neutral and 10% of them ($n=17$)

disagreed ($n=11$, 6.5% disagree; $n=6$, 3.5% strongly disagree) on doing independent reading (*Item 41*).

Concisely, data analysis of the questionnaire showed that most of the students agreed that they could express themselves in English about everyday topics; understand films with daily and standard speech; write an essay expressing their opinion; and do independent reading by using reference sources. Besides, they agreed that thanks to the program they developed their vocabulary and grammar knowledge. They also generally agreed that the program provided them with the English knowledge that they needed for their departments.

4.2. Instructors' Perspectives on Preparatory School Curriculum

A semi structured interview was conducted to the instructors in order to find out their perspectives about the curriculum implemented at Başkent University English Preparatory School in terms of its objectives, content, materials, teaching methods, and assessment procedures. Including the members of Curriculum Development and Testing Development units, 10 instructors in total implementing the curriculum during the Spring semester of 2019-2020 academic year were invited to participate the study. The interview schedule consisted of 12 questions (Appendix C). The data gathered from the instructor interview were analyzed under the sub headings of the evaluation model, which are namely System Assessment, Program Planning, Program Implementation, Program Improvement and Program Certification.

4.2.1. Instructors' Perspectives on Systems Assessment

Data analysis of interviews conducted to English instructors at Başkent University Preparatory School showed that all the interviewees stated the aims of the preparatory school were to teach students general English and develop their language skills that were necessary to follow EMI courses easily. All the instructors agreed that these aims were fulfilled to some extent. Inst3 clarified that;

The program includes four basic skills but doesn't really prepare the students for academic life because in preparatory school, our students are not taught English for Specific Purposes (ESP) based on their departments. I find it wrong to leave this to Academic English courses in coming years.

All the instructors agreed that the program met these aims to some extent because it included four basic skills; reading, listening, writing and speaking; however, it was inadequate in providing students necessary skills to follow departmental courses in EMI easily.

The analysis of data regarding the objectives revealed that all the instructors agreed on that the objectives were mainly about developing four language skills; and they were clear and understandable. Eight of the instructors also indicated that the objectives were suitable for the students' level because they were written level by level in accordance with Global Scale of English (GSE). On the other hand, two instructors disagreed on the compatibility of the objectives with students' level. Inst7 shared that;

In our program, pre-intermediate and intermediate level students are in the same class. They study in the same module although they are not in the same proficiency level. Therefore, the objectives of a module cannot be suitable for all the students' level.

Among the 10 instructors, three of them agreed on that the content was compatible with goals and objectives in the curriculum. They stated that the subjects to be included in the curriculum were chosen based on the predetermined objectives. On the other hand, seven instructors disagreed on the compatibility of the content with the goals and objectives. Inst1 stated "For example, program objectives related to listening skills include practicing listening for note-taking; however, we do not have any note taking activities.". Also Inst6 said "There are objectives related to learning English intonation, but generally intonation exercises are not done in the lesson or they are already omitted in the weekly program.". Inst4 added "I think our objectives are higher than what the content offers. The content is generally too simple to achieve the objectives." The instructors expressed that the content and the goals and objectives of the curriculum were not fully congruent since the content did not include the activities to achieve all the goals and objectives and it was too simple to realize the program objectives.

4.2.2. Instructors' Perspectives on Program Planning

According to the descriptive content analysis of 10 instructors' interview data on program planning, the preparatory school curriculum eased students to follow their departmental courses in English instruction to a certain extent because it aimed to

develop basic English skills. However, all the instructors agreed that the curriculum did not include skills and knowledge necessary to survive in departmental courses in EMI. Ins1 said that;

In the departments, the students listen, take notes, and discuss what they listen to. They read an article about their own department, summarize it, interpret it, and make a presentation on it. We do not have such activities in preparatory school.

The instructors indicated that preparatory school curriculum did not include activities such as summarizing a text, giving presentations, or writing a report; which were basic activities an undergraduate student did in academic life.

Six instructors also added that the curriculum was not helpful enough for students' academic studies due to lack of terminology teaching. Inst9 explained "The words taught under General English and the words the students will encounter when they start their departments are very different. Therefore, the vocabulary taught in preparatory school is sufficient to a certain extent." The instructors pointed out that the curriculum did not help the students' academic studies since they did not teach terminology related to their departments but they only focused on basic vocabulary items classified based on their language proficiency level.

Regarding the content of the preparatory school curriculum, the instructors had diverse opinions. Three of them agreed that the content was attention grabbing since it contained a variety of topics while four instructors expressed that it depended on the student profile. Two instructors agreed that the content was limited to the content of the course book; therefore, the topics covered in the course book was decisive for an attention grabbing content. On the other hand, Inst3 stated that;

The content does not catch students' attention at all. It may be more attention grabbing if the students realize it is useful in their educational journey. We need to nurture them about their fields of study by integrating ESP into content.

About the materials used in preparatory school curriculum, the instructors agreed that the materials were rich in terms of quality and quantity, and helped students to develop reading and writing skills, grammar and vocabulary knowledge. Inst8 said "The materials are compatible with the students' level. They are also helpful to develop language skills." Inst7 also stated "Course books and supplementary materials support

each other.” However, six instructors expressed that more supplementary listening materials should be provided to the students. Inst1 stated “The listening materials are not adequate. The students need more listening activities during the lessons.” Also, four instructors stated that the skills book was not suitable for the students’ level especially in the second module, and activities in the book were monotonous; hence the students got bored doing continually the same type of exercises. Inst6 indicated “The skills book is not appealing to the students. The exercises in the book repeat themselves.” One of them also added that the activities in the skills book on vocabulary were lack of context, which impeded the nature of language learning process.

4.2.3. Instructors’ Perspectives on Program Implementation

Descriptive analysis of data gathered from the instructors currently implementing the curriculum revealed all the instructors agreed that there were differences between the planned curriculum and the curriculum implemented in reality. The most common response was that these differences originated from the gap between the curriculum’s values and the instructors’ mindset. Inst3 clarified that “The instructors implement the curriculum differently without taking the curriculum goals into account. Each curriculum has its own values. Each teacher has (and should have) his or her teaching philosophy as well. However, these two should be congruent.” The instructors stated there was lack of supervision on the instructors’ implementation of the curriculum.

In addition, five instructors elaborated their responses saying that teachers’ habits and experiences created a difference between plan and implementation. Inst1 clarified “The term starts with communicative approach, but as the time passes, the teachers start to focus on only the grammar activities as an old habit.” They stated that compared to the previous curriculum, current curriculum was more communicative based; however, the instructors might insist on doing too much grammar activities during lessons as they were used to do.

Among 10 instructors, five of them also agreed that they sometimes needed to make changes in weekly schedule in the syllabus planned at the beginning of the term. Inst10 stated “I try to follow schedule week by week, but unexpected problems might retard the pace of the program. Therefore, we can skip some topics that should normally be

covered.” The instructors said that the curriculum was overloaded and they could not cover some topics and activities in the book in the allocated time.

Moreover, two instructors expressed the difference was the result of incongruence between the level of the module that the students studied and their actual proficiency level. Inst8 stated;

If a real pre-intermediate level student is in pre-intermediate module, there is no problem. However, The student’s actual proficiency level might be lower although s/he successfully finishes the previous module. So, we have to simplify the content and materials in implementation according to the level of the students.

The instructors said the difference between planned curriculum and the curriculum actually implemented originated from the fact that the students’ proficiency level was not parallel with their actual competence in English.

4.2.4. Instructors’ Perspectives on Program Improvement

Descriptive content analysis of instructor interviewees’ data on teaching methods and techniques that they applied during lessons showed that three instructors preferred learner centered, production based and communicative methods. They stated that they could promote learning autonomy and ease learning English by making students practice the language with meaningful classroom activities. Inst7 said “Our job is to teach language and learning a language is not an individual action. Therefore, I prepare meaningful activities in which students can use language functions and situations in accordance with the nature of language.”. They also said their maximum usage of target language during the lessons provided the students with comprehensible input. Ins3 stated “I try to use English as the language of instruction as much as possible. I try to get the students used to it.”

Seven instructors stated that they applied eclectic method depending on the students’ profile, needs, interests, language level and allocated time. Inst1 stated “I benefit from all the methods. I can use grammar translation, audio lingual and communicative methods in beginner level. As the students’ proficiency level increases, I prefer communicative teaching more.” They said using eclectic method depending on the students’ profile increased the effectiveness of the lessons.

Regarding the teaching and learning techniques, all the instructors indicated that they tried to add a variety to their lessons through adaptation of activities in the books, songs, visuals, discussions, role plays, pair and group work activities. Inst6 stated that;

I prefer jigsaw activities for reading, role plays for speaking and games for vocabulary teaching, I think these are all effective in development of language skills. Although they are adult learners, their attention span is quite short. I need variety to keep their attention on the lesson.

Two instructors also added that they integrated technology as much as possible in order to catch the students' attention. Inst5 said "The students can be more interested in the lesson when they see activities using technology rather than traditional activities." They expressed that technology integration was attention grabbing for the students.

About the problems and challenges encountered during the lessons, among 10 instructors, seven of them stated that the most serious problem was lack of student motivation. They expressed that they handled the motivation problem by applying different teaching methods, and adapting the activities and materials based on students' interest. Inst2 stated "I have difficulty when the students show resistance to participate. If you ask how I overcome the resistance, I try to catch their attention with fun activities such as playing some educational games."

Besides, two of the instructors added that some students were too shy to speak in English and that created a serious obstacle for creating an interactive classroom environment. Inst4 said that;

Not all the students speak in English in the lessons. I do speaking activities with some students; but I do not want other students to fall behind. Therefore, I create additional time when they can study one-to-one with me outside the classroom.

Three instructors indicated that the overloaded curriculum was one of the biggest challenges they experienced. Inst1 stated "There are lot of topics to be covered in limited time. I want to do extra activities different from the ones in the books but generally I do not have enough time left.". The instructors said the overloaded curriculum severely affected the flexibility of the teacher during the implementation of the curriculum.

Among 10 instructors, two of them also stated that some listening activities in the books were monotonous and meaningless. Consequently, they expressed they needed to adapt the listening activities by preparing new tasks for them. They also said that they were challenged by the students' resistance to study the skills book. They elaborated their responses by saying that because there were lack of activity variety in the skills book and the students found the content boring they miss the lessons where the skills book was studied. Inst4 explained "I encourage the students to use mobile phones in warm up activities in the skills lessons to search on a topic that interests them."

Moreover, two instructor added that technological problems in the classrooms such as internet connection problems and not working equipment negatively affected the lessons. Inst6 stated "To add variety to my lessons, I need internet connection. However, in most classrooms, the connection is really bad. Therefore, I'm having great difficulties." Hence, the instructors stated a contingency plan was always needed such as downloading the materials before the lesson or continuing with another subject.

The instructors' answers regarding assessment at Başkent University preparatory school curriculum revealed that eight instructors agreed that the number of exams was adequate. Inst10 said "The exams are quite adequate in terms of quantity." However, one instructor said that more speaking exams should be given to encourage students to practice speaking more. Inst2 also stated that "The students are given only three portfolio tasks in a term, but there can be more." In addition, three instructors expressed that the content of portfolio tasks should include other skills rather than focusing on only writing. Regarding the content of the other assessment tools including progress tests and quizzes, among 10 instructors, seven of them indicated the variety on questions types was limited. Inst9 said "I wish the questions were not limited to multiple choice. Including listening a lecture and note taking in listening exams would be more meaningful for the students."

One instructor also added that the exams given in the preparatory school were not valid. Inst3 clarified "If the students can fill the gaps in a multiple choice exam but

cannot produce these grammar rules while writing or speaking, it means that the exam does not measure what it should measure.” The instructor stated it was not likely to measure accurately if the students learnt a topic or not by asking multiple choice questions.

Two instructors also expressed that assessing skills one by one in different progress tests was not realistic because language was learned as a whole with all skills. Inst7 also said “We disrupt language learning process by dividing exams on the basis of skills. When the speaking exam approaches, the students only want to practice speaking, but nothing else.” The instructors stated that listening and speaking or reading and writing skills were inseparable.

On the compatibility of the exams with the curriculum objectives, four instructors agreed that the exams were compatible with the curriculum objectives because they mainly focused on different language skills and the weight of structure was limited. Inst7 stated “The objectives and the exams are mainly compatible. To give an example, writing an essay is one of our objectives and we test it in the progress tests.” On the other hand, six instructors disagreed on the congruence between the exams and the objectives of the curriculum. Inst1 said “In the written curriculum, we have objectives related to skimming and scanning skills. However, in the exam there is no question measuring these subskills.” The instructors expressed that the exams and objectives of the curriculum were not compatible.

Finally, among 10 instructors who were teaching in different levels, four instructors mentioned that the exams given in English preparatory school should be project based rather than paper and pencil assessment. Inst3 said “I think project-based learning should be integrated into the assessment system.” The instructors stated that engaging students in challenging tasks over a period of time collaboratively were more effective in learning the language.

4.2.5. Instructors’ Perspectives on Program Certification

Descriptive content analysis of data gathered from the instructors teaching in different modules on program certification showed that there was a variety of responses on the

extent the curriculum developed students' different language skills. Four instructors expressed that although the curriculum improved the students' language skills, it was not sufficient enough to raise their language skills to the desired level to follow courses in EMI easily as the highest level offered in preparatory school was intermediate level. Inst8 clarified;

The language used in the EMI departments is very heavy. Therefore, even the highest level offered in preparatory school is insufficient for the students to survive in English instruction. We need higher modules to fix this problem.

They stated the need for offering new modules with higher proficiency levels.

In terms of receptive language skills, while all the instructors expressed that the curriculum was effective to improve reading skills. Inst4 elaborated "Compared to the previous curriculum, the new one can improve reading skills more because we focus on reading skills more with skills hours. On the other hand, six instructors stated that the curriculum did not fully meet the listening needs of the students. Inst8 indicated "The listening activities done during the lessons are not adequate; motivated students try to develop their listening skills outside the classroom." The instructors mainly agreed on inadequacy of the listening activities.

Regarding the productive skills, nine of the instructors agreed on the development of students' writing skills. They expressed that particularly thanks to the supplementary writing activities provided by Curriculum Development Unit and the activities in the skills book, the students were able to improve their writing. Inst7 stated "I think we have great contributions in the students' writing skills. They learn how to write paragraphs and essays." However, one instructor disagreed on the curriculum's contribution to writing skills. Inst3 stated that;

In prep school, we teach our students how to write an opinion essay, but they do not know to write an argumentative essay or a scientific report. I do not think the program meets the writing needs of the students.

In terms of speaking skills, the most common response among the instructors was that improvement of speaking skills depended on students' motivation. Inst8 clarified "The program definitely improves the speaking skills of the students who are willing to

speak and express themselves.” The instructors mainly stated that the motivated students could improve their speaking skills thanks to the curriculum.

When the instructors were asked the strengths of the preparatory school curriculum, four of them responded that qualified and experienced teachers working in the preparatory school was a strength. Inst4 said “The instructors go beyond the written curriculum to meet the students’ needs. They try to do their best to support their learning process.” The instructors expressed that the curriculum was implemented by the qualified and experienced teachers.

Besides, half of the instructors agreed that the materials including the books and supplementary materials used was a strength. Inst6 stated “The program is really powerful in terms of materials. Especially supplementary materials prepared by Curriculum Development Unit were beneficial and they supplemented the course book.” The instructors expressed that they saw the materials as one of the strengths of the curriculum.

Regarding the weaknesses of the curriculum, four instructors indicated that the lack of supervision on implementation was a weakness. Inst9 said “We need to make sure that all the instructors internalize the values of the preparatory school curriculum. With supervision, we can control whether the curriculum is being implemented according to its values in all the classes.” They expressed that the lack of supervision caused the instructors to implement the curriculum differently.

Moreover, more than half of the instructors said that it was a weakness of the curriculum that the content was not compatible with the goals and objectives. Inst3 elaborated the response by saying that;

Although we aim to reach the cognitive objectives of the program, we totally ignore the affective ones. Our goal is to raise students who respect nature, people and diversity. However, to achieve this we did not do any class discussions, organize panels or design extra-curricular activities.

Another weakness stated by three instructors was overloaded curriculum, which limited their autonomy and the quality of activities done during the lessons. Inst8 said “Weekly schedule is really overloaded. It creates problems both for us and the students. They get bored when we follow the course book monotonously in order not

to fall behind the schedule.” They expressed that they could not include variety to the classroom activities in order to cover the assigned parts in the course book.

As a weakness, two instructors also stated that the curriculum created a negative washback effect Inst7 indicated “The program was exposed to negative washback effect. We sometimes teach only the points to be tested, which is also the expectations of the students. Therefore, we narrow the curriculum.” They indicated that the students felt exam oriented and wanted to prepare for the exams rather than acquiring the language.

Lastly, two instructors indicated that encountering technology related problems was a weakness of the curriculum. Inst9 said “In most classrooms, there is no internet connection. The sound system affects the listening activities badly and projector screen is broken in some classrooms.” The instructors expressed the technological breakdowns as a weakness of the curriculum.

To sum up, the instructors stated the curriculum was effective in terms of developing the students’ reading, writing, and speaking skills. However, they stated that it did not have sufficient listening activities. They also said the program should include modules offering higher proficiency levels. Regarding the strengths and weaknesses of the curriculum, the instructors said the materials and experienced teachers were strengths while lack of supervision in the implementation of the curriculum, discrepancy between the content and the goals and objectives, overloaded curriculum, negative washback effect, and technological breakdowns were the weaknesses.

4.3. Faculty Members’ Perspectives on Preparatory School Curriculum

A semi structured interview was conducted to the faculty members working at different departments of Başkent University in order to reveal their perspectives about their students’ English language skills and challenges in implementing English Medium Instruction (EMI). 10 faculty members from seven departments teaching in EMI during the spring semester of 2019-2020 academic year were invited to participate in the study. The interview schedule consisted of five questions (Appendix E). The data gathered from the faculty member interview were analyzed under the

headings of department students' English skills, challenges of EMI, and suggestions for preparatory school curriculum.

4.3.1. Faculty Members' Perspectives on Department Students' English Skills

Data analysis of the faculty members' responses on activities thanks to which they could observe the language skills of the department students showed that all the faculty members observed the students' listening skills as they listened to lecture and took notes. Four faculty members also added that the students watched videos during the lessons and did comprehension activities related to topic they listened to in the videos. FM4 from Translation and Interpretation Department added "They generally listen to the conferences and translate them. Sometimes I make them write transcripts of what they listen to in order to check their understanding."

In terms of reading skills, eight of the faculty members agreed that they were able to frequently observe the students' reading skills as they read the class materials. However, two faculty members working at Engineering departments expressed that they could not observe the reading skills adequately. FM7 said that;

I do not have enough opportunity to observe the students' reading skills as they solve a problem and arrive at a mathematical conclusion. I also cannot check whether they read the English or Turkish versions of the books since both languages are available.

Unlike the faculty members in other departments, the members working at Engineering department expressed that because of the mathematical content of the lessons and availability of class materials they could not observe the students' reading skills sufficiently.

Similarly, while eight faculty members stated that they were able to observe the students' writing skills in the assessment part of the lessons via written exams, homework, reflection papers, portfolios and term projects; two faculty members from Engineering departments expressed that they barely saw students' writing skills. FM1 said "We sometimes give exams which require almost no verbal explanation". They indicated because of the dominance of mathematical content, they could not observe the writing skills of their students.

When it comes to speaking skills, among 10 faculty members, eight of them explained that they expected from the students to participate in class discussions in English expressing their point of view. Three faculty members also added that the students were expected to give oral presentations during the term while two faculty members said they could generally observe the students' speaking skills while asking questions and eliciting answers to check comprehension. FM10 expressed "We give our students several presentation assignments including micro teaching practices throughout the term." FM10 indicated practicing teaching skills naturally required the students to speak in English during the presentations.

Interview data regarding the English proficiency of the department students showed that five faculty members indicated that the students improved their language skills gradually throughout university education. FM5 stated "When the students complete the first years, they reach a level that they can follow the courses in English more easily." The faculty members said that compared to the first and second year students, the students in third and fourth year are more proficient in English.

Two faculty members indicated that the language skills of the students showed variety based on the language of instruction. FM2 elaborated that;

I teach in both 100% and 30% English instruction. Students in the complete EMI program are more proficient in a way that they can follow the lectures, take notes while listening and express themselves better than the students studying partial EMI.

They said that the students who studied 100% English instruction were better than the students studying in 30% EMI in terms of following lectures by listening and taking notes as well as speaking in English.

Besides, one faculty member from Translation and Interpretation Department stated that most of the students had the necessary language skills. FM9 said "I teach the students who had a high level of language score in University Entrance Exam. They do not generally have much trouble with English. I see that most of them have mastered all four skills." FM9 indicated that the department students were satisfactory in terms of English language skills.

The most frequent responses on the weaknesses of the students in terms of language skills were about reading, listening and speaking skills. They stated that the students were weak in a way that they could not follow lectures, express their opinions, or understand the texts they read. FM6 said “They do not understand what they listen to correctly. They try to understand the subjects, but it is very obvious that they are lost.” The faculty members generally agreed on that the students were not proficient enough to follow lectures, to speak in English and to comprehend what they read the class materials.

Their lack of subject related vocabulary and basic grammar knowledge were also seen as weaknesses of the students by the faculty members. FM5 expressed “Sometimes I encounter such grammar mistakes that I cannot understand the sentences. It seems to me that the students know the grammar rules but they are not able to apply them in writing and speaking adequately.” The faculty members stated lack of terminology and basic grammar knowledge created a challenge for them in English medium instruction.

4.3.2. Faculty Members’ Perspectives on Challenges of English Medium Instruction

Descriptive analysis of faculty member interviews on English related problems during EMI lessons revealed that six faculty members stated that their department students experienced problems following the lectures since they could not understand the theoretical concepts in English; and they came up with different solutions to overcome the problem. FM6 stated that;

When the students do not understand a point, I ask other students’ opinions before I start to explain. In this way, they can understand the point more easily because the students use a simpler language with the basic words they generally prefer.

They expressed that they tried to deal with the comprehension problem by making further explanations, paraphrasing the arguments, benefitting from visuals, and using Turkish when necessary.

Besides, two faculty members indicated that the students were not able to take notes effectively while listening to the lectures, and consequently they asked them for overloaded PowerPoint presentations. FM8 said “While I speak, they want to record

my voice because they cannot take notes effectively. I think I can develop their note taking skills only by not allowing audio recording and pushing them to take notes.” The faculty members agreed on that encouraging the students to take notes during the lectures could improve their note taking skills.

Among 10 faculty members working at Başkent University, half of them revealed that the students experienced difficulties with understanding the class materials because of the heavy language structures and subject related terminology. FM3 mentioned that;

When the students do not understand what is written in the books, they escape from reading them. To prevent this avoidance behavior, I ask questions in the quizzes from the parts of the assigned books which I do not mention during the lectures. Also, I organize seminars where I teach them how to read book effectively such as finding the main ideas and connection sentences and how to make short summaries instead of underlining each sentence in the book.

The faculty members also expressed that they coped with the problem related to comprehension of class materials by simplifying the language used in the textbooks during the lessons and encouraging them to read more books and journal articles to increase their familiarity with the structures and terminology.

Lastly, most of the faculty members expressed that the students were not willing to speak in English during the lessons and consequently they did monologues throughout the lessons. They indicated that the students were too shy to speak possibly because of lack of speaking skills. To deal with the lack of student motivation to speak in English, FM2 said “I add 10% class participation grade to the course syllabus. Therefore, they need to speak and participate in class discussions to get points.” Also, FM8 stated that “If English becomes a barrier for a student to express herself, I let her continue with Turkish; but then I encourage her to repeat it in English.” The faculty members generally indicated that they tried to encourage their students to speak in English during the lessons.

4.3.3. Faculty Members’ Suggestions for Preparatory School Curriculum

Qualitative data analysis of faculty member responses on the suggestions for English preparatory school curriculum showed that all the faculty members mentioned that the preparatory school practices were similar. Therefore, they pointed out that the fundamental need was to motivate students to learn English. FM3 stated that;

In many preparatory schools, the principles such as deductive teaching and exposing students to language are the same; teacher profiles are the same; and duration of the programs is the same. The critical point is the perception of students on language learning.

Among 10 faculty members, four of them expressed that the preparatory school curriculum was very intensive and long, therefore there should be activities to prevent it from being monotonous and demotivating. FM5 said “Conversation club can be useful in terms of the students’ socialization and self-confidence.” In order to increase student motivation, they suggested assigning the students to give presentations in the class, opening a conversation club, organizing student conferences and involving in social projects.

Three faculty members stated that the preparatory school students suffered from the disconnection between the departments and the preparatory school, which demotivated them to study in the preparatory school. One of the faculty members mentioned that their department assigned a preparatory program coordinator to hold orientation meetings twice a month throughout the year with preparatory school students to introduce them the department. The faculty member suggested it to be applied in other departments as well. The other faculty members suggested teaching in preparatory school once a month. FM8 indicated that;

In the previous institution I worked for, we used to teach in preparatory class once a month analyzing a short poem or discussing a novel. Therefore, the students could understand what they would do in the department and felt motivated to learn English.

They stated that teaching in preparatory school a couple of times during the term could motivate the students as they would be familiar with what they would encounter when they start their departments.

Similarly, four instructors suggested the faculty members and the preparatory school administrators hold meetings to be familiar with each other’s practices. FM6 stated “We can share the syllabi and create a dialogue by looking at each other’s materials.” They also stated that the preparatory school curriculum might include some reading texts such as journal articles related to the students’ departments to increase student motivation as well as to make them familiar the subject related terminology. However, FM3 stated that;

I do not think the students should be provided with materials specific to their departments. I want my students to read and learn words from all the fields. However, it would motivate the students to divide them into social and natural sciences and providing them with certain amount of reading activities.

FM3 pointed out dividing the departments into two main categories as social and natural sciences instead of separating each department and provide materials accordingly would be more convenient.

On the other hand, three faculty members stated that the departments related to language such as American Culture and Literature, English Language Teaching and Translation and Interpretation should have a different preparatory school curriculum since the students in these departments needed a higher level of language skills with good command of English grammar and vocabulary. They also added that passing grade for the proficiency exam should be 80 instead of 70 for these departments. The faculty members also expressed that they suggested to be invited as assessors to speaking component of the proficiency exam given in September. FM10 stated that;

Till a couple of years ago, we were invited to the speaking exams and comment on our department students' speaking skills. I wish we were invited again. We can comment on which student can survive in the department and which ones cannot to make your job easier.

Lastly, two faculty members said there should be more grammar activities for Translation and Interpretation department. FM9 clarified "I do not think the same thing will be needed for other departments; but our department students need to do a number of grammar exercises because the sentences they will translate should have minimal grammatical errors." They expressed the importance of grammar teaching for the students who would study in the department of Translation and Interpretation.

Regarding extra practice, one faculty member suggested the preparatory school curriculum to include a self-access center where the preparatory school students can study English outside the class hours. FM5 said "There used to be a self-access center. It is disappointing that it was closed." FM3 also suggested to benefit from peer learning stating that;

The students studying the departments holding a high level of English proficiency might be volunteer to help the preparatory school students make

extra practice and at the end of the term they can be given a certificate. This can also add some excitement to the preparatory program.

They suggested that the preparatory school offer more facilities for the students to study English outside the classroom such as self-access centers and peer learning.

4.4. Summary of the Findings

The results of the study obtained from the analyses of quantitative and qualitative data on the preparatory school curriculum at Başkent University are summarized below.

To begin with the results regarding the assessment of the system, the data obtained from the students revealed that the students stated the content was up-to-date and it was compatible with the curriculum goals and language needs and expectations of the students. The students agreed on the suitability of duration of the program; clarity and understandability of the objectives; and compatibility of the objectives with students' level. They also agreed that the curriculum was planned to develop basic English skills and four skills were balanced. In terms of meeting their language needs in EMI, there was a disagreement among the students. While they mainly agreed that the curriculum enabled them develop language skills to follow departmental courses in EMI easily, some students stated the preparatory school curriculum was not helpful for them to follow courses in English instruction because they were taught neither academic language skills nor subject specific terminology. Some students also stated that preparatory school curriculum should offer higher modules to obtain higher proficiency levels in English. Besides some students indicated that each module should include only one proficiency level and that it was necessary to design different contents for partial and complete EMI students. Descriptive content analysis of instructor interviews on system assessment uncovered that all the interviewees stated that teaching General English and developing language skills necessary to follow EMI courses easily were the aims of the preparatory school. All of the instructors also agreed that the curriculum met these aims partially since it included four skills but it was inadequate in developing students' language skills that were necessary to follow EMI courses easily because it did not teach academic language skills such as summarizing and taking notes and terminology. They agreed on that the objectives of the curriculum, which were mainly about developing four language skills, were clear

and understandable. Most of the instructors agreed on the suitability of the objectives for the students' levels as they were determined based on the Global Scale of English. On the other hand, most of them disagreed on the compatibility of the content with the goals and objectives of the curriculum.

Regarding program planning component, the students agreed on that the curriculum contained adequate activities which aimed to develop language skills, except for listening and speaking, and grammar and vocabulary knowledge. As for the course materials, the students agreed on that the course book was interesting and included adequate activities aiming different language skills; supplementary materials were beneficial and attention grabbing; and online learning platform was compatible with the students' level. However, most of the students disagreed that the skills book was interesting. They were neutral both on that the skills book included sufficient activities developing different language skills and preparatory classrooms were adequate in terms of technological equipment. Descriptive content analysis of instructors' interviews showed that the instructors stated the preparatory school curriculum eased following courses in EMI to some extent because it included activities developing basic language skills; but not the activities developing necessary skills for English instruction. In terms of content, the instructors had diverse responses. While some instructors stated it was attention grabbing thanks to variety of topics, some instructors indicated the content was limited to the course book. Also it was indicated by one instructor that the content was not attention grabbing since it did not support the learners in their academic studies in English. In terms of materials, all the instructors agreed on the effectiveness of the materials except for the skills book due to its monotonous activities and inappropriateness for the students' level.

The evaluation of the curriculum regarding program implementation revealed that all the instructors agreed that there were differences between planned curriculum and implemented curriculum. The main responses regarding the gap between the planned and implemented curricula were incongruence between the curriculum's values and the instructors' mindset, lack of uniformity in instructors' implementation of the curriculum, the instructors' experience and habits, following an overloaded curriculum, and the difference between students' proficiency levels and their actual competence.

According to the findings on program improvement, the students agreed on that during the lessons enough time was allocated for the activities aiming to develop language skills except for listening and speaking. They also agreed that adequate practice was done for the topics covered in the program; individual, group and role play activities helped learning English; individual, pair and group work activities were balanced; they were provided feedback on their works; and they were able to express themselves in English in the lessons. As for the assessment, the students agreed that the number of the exams was adequate; the exams and content were congruent and the difficulty level of them was appropriate; and the portfolio tasks were compatible with the content and the number of them was adequate. On the other hand, some students found assessment problematic. They indicated that the number of speaking exams should be increased to encourage them to practise speaking more. Also, they stated that passing grade of proficiency exam for complete EMI departments should be lowered. Lastly, the students generally agreed on the effectiveness of the online learning platform. Descriptive content analysis of instructors' interviews showed that the responses on the teaching methods used during the lessons varied among the instructors. While some of them preferred learner centered and communicative methods, some instructors preferred eclectic methods based on the needs and interest of their students to add variety to classroom activities. When they were asked about the exams, the instructors agreed on the quantity of them but they stated that there was lack of variety in question types. More than half of the instructors disagreed on the congruence between the exams and curriculum objectives. Regarding the problems and challenges the instructors experienced during the lessons, the instructors reported lack of student motivation, overloaded curriculum, some monotonous listening activities in the course book, lack of variety of activities in the skills book, and technological problems.

Regarding program certification, most of the students agreed that thanks to the program, they were able to express themselves in English about everyday topics; understand films with daily and standard speech; write an essay expressing their opinion; and do independent reading with the help of reference sources. They also agreed that thanks to the program they improved their vocabulary and grammar knowledge. The students generally agreed that the program provided them with the English knowledge needed for EMI departments. Descriptive content analysis of instructors' interviews showed that answers corresponding to program certification

showed that the program developed the students' reading, writing, and speaking skills whereas it did not meet the listening needs of the students. Besides, some instructors added that although the program was successful in terms of developing basic language skills, it was insufficient to raise the students' language skills to the desired level to follow EMI courses easily since the highest level offered in the program was intermediate.

Regarding the strengths and weaknesses of the curriculum, the analysis of data obtained from the students' questionnaire revealed that the majority of the students were thankful for the instructors working at the preparatory school since they were experienced, well-equipped, patient and supportive. They were also thankful for the materials including coursebook and supplementary materials; and activities done during the lessons. However, as weaknesses, the students commonly mentioned that the skills book was boring and activities in the book was monotonous and unnecessary. They also stated that the curriculum could not provide sufficient listening and speaking activities. Besides, examination was one of the most problematic issues according to the students. They agreed that they needed more speaking exams to feel motivated. Some of the students agreed that the passing grade in proficiency exam for complete EMI programs should be lower. Many students expressed the need for more homework and studying with the instructors one to one outside the classroom. Lastly, the students stated that the program should offer higher modules; each module should include one proficiency level; and there should be different content for partial and complete EMI department students. The instructors pointed out that experienced teachers and materials were the strength of the curriculum while they mentioned lack of supervision in implementing the curriculum, incongruence between goals and content, overloaded curriculum, negative washback effect and technological problems as the weaknesses of the preparatory school curriculum.

Lastly, descriptive content analysis of faculty member interviews revealed that the faculty members could observe the language skills of the department students while the students listened to the lectures and taking notes, read class materials, had written exams, prepared portfolios and term projects, participated in class discussions, and gave presentations. When they were asked about the language proficiency level of their students, one faculty member stated the students were proficient enough regarding four

skills while some other faculty members mentioned the students' lack of reading, listening and speaking skills. Lack of terminology and grammar knowledge were stated as a weakness by some faculty members. Two faculty members also indicated that the language skills of the students showed variance between the students in complete and partial EMI programs. Regarding the language related challenges and problems during the lessons, the most frequent responses were not being able to follow lectures, taking notes while listening, understanding the class materials due to complex structures and terminologies, and not being willing to speak in English during the lessons. They expressed that they dealt with these challenges by making further explanations, paraphrasing, using visuals, using Turkish, encouraging them to take notes, simplifying the textbook language during the lessons, encouraging them to read more subject related materials, and evaluating class participation. Related to the suggestions on the preparatory school curriculum, they mentioned the preparatory school curriculum should include activities to motivate the students and avoid monotonous intensive education such as expecting from the students to give presentations, opening a conversation club, organizing student conferences and facilitating the students join in social projects. They also stated that there should be connection between the departments and the preparatory school in order to prevent any disconnection. Therefore, they suggested to hold meetings with preparatory school administration and suggesting some reading materials to include in the preparatory school curriculum; and to teach some lessons in preparatory school once a month to introduce the students their departments. In addition, some faculty members indicated that the students from language related departments should be provided a different curriculum since they need higher proficiency levels and good knowledge of grammar and vocabulary and passing grade in proficiency exam should be higher.

CHAPTER 5

DISCUSSIONS AND IMPLICATIONS

This chapter presents and discusses the results obtain in relation to the literature finding and also put forth the reasons behind these results in the study, further more implications for practice and further research studies are given.

5.1. Discussions

This study aimed to evaluate English Preparatory School curriculum at Başkent University School of Foreign Languages based on the perceptions of instructors, students, and faculty members by applying system assessment, program planning, program implementation, program improvement and program certification components of Alkin's UCLA evaluation model. Under the model's component, agreed and disagreed aspects regarding the preparatory school curriculum from the students' and instructors' perspectives were discussed. Besides, faculty members' perspectives regarding the curriculum was discussed under the program certification component.

5.1.1. Systems Assessment

The aims of gathering data in system assessment stage were to assess the learner needs and answer the questions related to the aims and objectives of the curriculum. The data obtained regarding system assessment are used to describe the state of a system (Fitzpatrick, et al., 2004; Uşun, 2012). The stage aims to reveal appropriateness of educational objectives for a particular situation. Alkin (1969) notes that comparison could be made between the existing system and desired needs of the system. The main questions an evaluation study is concerned with are whether the objectives of a curriculum are suitable for the society and whether the objectives meet the needs of the learners (Çavuşoğlu, 2014). Results regarding the program's system assessment dimension show that English Preparatory School curriculum at Başkent University

School of Foreign Languages had necessary practices; however, some weaknesses were discovered.

In relation to aims of the curriculum, while students generally agree on that the preparatory school curriculum aims to enable students gain necessary language skills to follow departmental courses in English easily, some students disagree on this aim of the curriculum. The students' responses to open ended questions in the questionnaire reveal that that the curriculum does not aim to assist them for their future academic studies in English instruction as it lacks teaching terminology and it only teaches General English. In addition, the instructors state the curriculum does not directly aim to develop students' language skills to follow their departmental courses easily because it does not include activities such as giving presentations, making summary and writing reports which are the most common practices they will be involved when they start their academic studies. Therefore, they have a concern that students are likely to have language related problems when they start their departments since the preparatory school curriculum does not contribute to EMI courses. This finding is parallel with the results obtained in Aktaş and Gündoğdu's (2020) study evaluating the English preparatory school curriculum at Aydın Adnan Menderes University School of Foreign Languages. Their study revealed that the goals and objectives of the English preparatory school curriculum were not congruent with the needs of the students and departments. Similarly, the instructors and some students of preparatory school curriculum at Başkent University point out the need for teaching necessary skills to help students follow departmental courses in English. Also, instructors and some students agree that due to lack of subject specific terminology in the preparatory school curriculum, students might experience problems in English instruction. At this point, the findings obtained in Özkanal and Hakan's (2016) study investigating the effectiveness of English preparatory school curriculum at Eskişehir Osmangazi University Foreign Languages Department showed similarity. The study revealed that the preparatory school curriculum was inadequate in teaching technical English and suggested to implement English for Specific Purposes (ESP) course to the preparatory school curriculum to eliminate this deficiency. Similarly, this study points out lack of technical English in preparatory school curriculum at Başkent University. The possible reason behind could be that the curriculum of English Preparatory School does not involve in practices related to learners' fields of studies but it includes

activities aiming to improve basic language skills. The preparatory school programs in Turkey generally offer English for General Purposes rather than English for Specific Purposes and English for Academic Purposes (Coşkun, 2013). To overcome this problem, Erarslan (2019) mentions adding an academic module to the preparatory programs in upper intermediate level aiming to expose students with intensive reading and terminology related to their departments.

With regard to the objectives of the curriculum, the findings of the study show that both the students and language instructors agree on the clarity and understandability of the curriculum objectives and suitability of the objectives for the level of the students. As Brown (1995) supports, objectives help teachers clarify and organize teaching as well as guide them in developing tests and evaluation measurements. However, the students and instructors disagree regarding the compatibility of the goals and objectives with the content. Unlike the students, the instructors mainly agree that the content does not include activities to realize all the goals and objectives in the curriculum. In that sense, the findings of Özdoruk's (2016) study evaluating English Preparatory School Curriculum of Yıldırım Beyazıt University showed parallelism with the findings of the present study in terms of clarity of the aims whereas no parallelism was found between the studies regarding the congruence between the content and the aims. Özdoruk (2016) found out that the instructors and the students agreed on the clarity of the aims in preparatory school curriculum as well as the compatibility of the goals and objectives with the content.

Besides, the study reveals that the students agree that the duration of the program is adequate to learn English. The findings of Nam's (2005) study investigating the perceptions of college students and teachers about the new communication based English curriculum and instruction at a university in South Korea had no parallelism with the results of the present study. Nam (2005) revealed that limited class time per week was perceived to prevent the implementation of a genuine communicative curriculum. On the contrary, the present study shows that the student participants agree that the allocated time per week for the curriculum is sufficient to learn English.

5.1.2. Program Planning

With regard to program planning component of the evaluation study, the data obtained from the students reveal that the students mainly express that the activities aiming to improve listening and speaking skills are insufficient. Based on the responses to the open-ended questions at the end of the questionnaire, it can be concluded that most of the students have negative views on the adequacy of listening and speaking activities although these skills are highly important in order to develop competency in English. The results of the study conducted by Tekin (2015) to evaluate the curriculum of English Language Teaching and English Language and Literature preparatory classes at Çanakkale Onsekiz Mart University were parallel with the findings of the present study. The study showed that the students at Çanakkale Onsekiz Mart University considered that the materials aiming to develop listening and speaking skills were inadequate because the program did not emphasize the listening and speaking skills. Another study conducted by Mohamadi (2013) evaluating the general English program at Tabriz University in Iran also proved similar results. The study showed that the students expressed that the English curriculum did not adequately focus on the listening and speaking activities and they assessed themselves in terms of listening and speaking skills. Similarly, the results obtained from the present study indicate that according to the students at Başkent University the English preparatory school curriculum is not sufficient in providing listening and speaking activities. The qualitative data of the present study obtained from the instructors' interviews, on the other hand, reveal that the English instructors expressed that the speaking activities were adequate although there were deficiencies in terms of listening activities. In this respect, the results of the study showed slight differences from the findings of the study conducted by Tunç (2010) evaluating the preparatory school curriculum at Ankara University. Tunç (2010) discovered that according to the English instructors the preparatory school curriculum was lack of speaking activities as well as the activities aiming to improve listening skills. Similar to Tunç's (2010) study, the study carried out by Özdoruk (2016) evaluating the English preparatory school curriculum at Yıldırım Beyazıt University revealed that the instructors expressed the activities targeting to develop listening and speaking skills were inadequate. Consequently, based on the results of the present study, it can be concluded that the students' perspectives and instructors' perspectives are slightly different in terms of speaking

activities. That difference might originate from the fact that the students expect to be involved in speaking activities which are highly similar to the speaking exam; therefore, they might not be aware of all the opportunities to practice speaking during the lessons through variety of classroom activities. In other words, they may expect to have separate speaking hours when they are able to practice for speaking exams in addition to the lessons for Reading & Writing skills and the main course. On the other hand, the reason behind both the students' and instructors' discontent in terms of the adequacy of listening activities may be the fact that the students were expected to read materials and write academic essays related to their majors when they started their undergraduate studies; hence the program focused more on reading and writing activities in comparison to listening activities.

Regarding the materials used, the results of the study show that the students and instructors have similar perceptions on the materials used in the preparatory program. They agree that the materials including course book and supplementary materials are attention grabbing, and beneficial; therefore, they ease learning English. On the contrary, the results of the study carried out by Coşaner (2013) which evaluated the English curriculum implemented at Gazi University Preparatory School showed no parallelism with the findings of this study. The study revealed that the students stated the course books and supplementary materials were not appealing for them. Coşaner (2013) also indicates that the course books should be evaluated from the perspectives of the students since they are seen as the main source of instruction. On the other hand, the findings of the study conducted by Bayram and Canaran (2019) evaluating the English Preparatory school curriculum implemented at the Department of Foreign Languages at an English medium foundation university in Turkey supported the findings of the present study. The results of their study showed that the students and instructors expressed course books were contemporary and motivating; and the supplementary booklets helped the students internalize the subjects better. Similarly, the present study reveals that the course book and supplementary materials prepared by the Curriculum Development Unit are considered effective in learning English. However, the results also show that neither the students nor the instructors are content with the skills book because they express that the activities are monotonous and repetitive throughout the units, which decrease the students' motivation. The reason behind this might be the fact that the instructors tightly followed the book instead of

adapting the activities in it according to the learners' needs and interests due to the limited time allocated for the skills book, which is 6 hours per week, and each hour is planned by not the instructors but the Curriculum Development Unit. As Charalambous (2011) states, book centered teaching leads learners to become unwilling and unmotivated as well as it creates repetitious classrooms.

5.1.3. Program Implementation

The results regarding of the program implementation component of the study show that according to the instructors, the planned curriculum and the curriculum actually implemented in the preparatory school show differences in terms of several aspects. As Wortham (1995) points out, the actual teaching process can differ substantially in various ways from the planned curriculum. In a written curriculum, the content and the intended learning outcomes are clearly expressed; however, the actual implementation of the content requires transforming the decontextualized ideas into interactional activities which are pedagogically productive (Wortham, 1995). In that stage, teachers' implementation of the curriculum should be aligned with the values and underlying philosophies of the curriculum. Lack of loyalty to the curriculum prevents alignment between the classes and leads to inconsistencies among teachers' instructions (Early et al., 2014). The results of the present study reveal that the instructors state that the differences originate from the lack of uniformity efforts to maintain a congruence between the values of the curriculum and the instructors' mindset. They agree that there is no supervision for the instructors on how they implement the curriculum or whether they implement it as it has been planned. As discussed by Wagner (1991), when the teachers' theories are not compatible with the philosophy of an educational innovation, the teachers are likely to interpret the innovations based on their own teaching styles, which leads incongruence between the classroom practice and the ideas intended by the curriculum planners.

In relation to the incongruence between the teachers' instructions, another reason behind the difference between the planned and implemented curriculum stated by the instructors is their old habits and experiences in teaching. The results of the study show that the instructors agree that the interference of the instructors' old habits to the newly implemented curriculum causes changes in the written curriculum. This result is

supported by the study of Çavuşoğlu (2014) aiming to discover the adjustment between the skills related to constructivism raised by the undergraduate Program of Teaching Mathematics and expected competencies of mathematic teachers by the Ministry of National Education. Çavuşoğlu (2014) revealed that according to the candidate teachers, graduates and faculty members, although the Mathematics curriculum was based on constructivism, the constructivist teaching was not applied in the desired level in the implementation of the curriculum. Similarly, the present study reveals that according to the instructors, although the current curriculum favors communicative language teaching and meaningful exposure of learners to the language, the instructors might continue using grammar based methods as they did in the implementation of the previous curriculum, which was highly grammar based. The results of the study carried out by Ahmed and Ashrafuzzaman (2018) evaluating the syllabus of Fundamental English course at Mawlana Bhashani Science and Technology University showed parallelism with the findings of the present study. The study revealed that there were differences between the syllabus content and the classroom practice as the teachers overemphasized the grammar practice and did not provide dialogue practice, controlled or semi-controlled speaking activities. The reason behind the interference of the instructors' old habits might originate from the fact that they did not have the chance to obtain professional training during the curriculum change; therefore, they were not able to fulfill the expectations of the newly designed curriculum. Kırkgöz (2008) states that teachers' professional development during a reform should be maintained; if they are not given opportunities to learn the new concepts and new ways of presenting content, the planned innovations cannot be realized. The instructors are in need of ongoing professional development opportunities in order to be knowledgeable about the effective use of the curriculum (Bennett, 2007).

The results of the qualitative data also show that the necessity of revising the weekly schedule due to overloaded curriculum creates differences between the written and implemented curricula. The instructors state that they need to make some changes in the weekly program since they do not have enough time to apply all the activities planned for a week. The results of the study conducted by Tunç (2010) evaluating the preparatory school curriculum at Ankara University showed parallelism with the findings of the present study. The study showed that the instructors stated they could

not allocate enough time for communicative activities; and pair work, group work and role play activities. Another study carried by Özdoruk (2016) aiming to evaluate the English preparatory school curriculum at Yıldırım Beyazıt University also showed that the instructors reported they could not conduct variety of activities as the weekly schedule was overloaded.

The findings of the study show that another source of the difference between the written curriculum and implemented curriculum is incongruence between the module where the students are studying, specifically Program 2, and the students' actual competence in English. The instructors indicate that they need to simplify the content according to the students' actual proficiency level. The reason behind this difference might originate from the fact that the exams given in Program 1 (beginner+elementary level) module are too easy so the students who actually have not obtained elementary level proficiency can successfully finish the module and continue with Program 2 module. Therefore, during teaching, the instructors might have challenges teaching the content, which leads them to make revisions and simplify the content and materials. The results of the study carried out by Aktaş and Gündoğdu (2020) evaluating the English preparatory school curriculum at Aydın Menderes University obtained similar results. The study revealed that the students studying in EMI departments stated the level of teaching in B1 level module of preparatory school was above their actual proficiency. One instructor also added that the instructors had to establish their goals according to the students' level but the aims might be below or above their levels.

5.1.4. Program Improvement

Results regarding program improvement component of the study demonstrate that the perceptions of the students and instructors about the classroom activities such as group works and role plays are similar. Similar to the instructors' responses, the students' responses show that they find pair and group work; and role play activities beneficial for learning English. Besides, the results of the qualitative data reveal that the instructors benefit from variety of instructional methods and techniques considering the needs and interests of their students in order to enrich the classroom activities and to increase students' motivation, which is also supported by the related literature (Larsen-Freeman, 2000; Nunan, 1991; Richards & Rodgers, 2001). The results of the

study carried out by Karataş (2007) evaluating English II instruction program implemented at Yıldız Teknik University School of Foreign Languages Modern Languages Department showed parallelism with the findings of the present research. In that research study, Karataş (2007) revealed that the students and instructors were satisfied with the classroom activities.

The responses of the students to open ended questions in the questionnaire show that the students are content with the instructors working at English Preparatory School at Başkent University. They express that the instructors are motivated, knowledgeable and experienced; therefore, they feel more motivated to learn English. Besides, the results show that they are content with the feedback given by the instructors on their works. Chen's (2009) study evaluating the 20 English training courses offered in the Applied English Department of an institute in Southern Taiwan showed similar perceptions with the present study. The study revealed that according to the students, the instructors are hardworking; they provide clear explanations and examples related to the context; and they are well prepared. Another study conducted by Bayram and Canaran (2019) evaluating English Preparatory school curriculum at the Department of Foreign Languages at an English-medium foundation university also had parallel results with the present study. It was shown in the study that most of the students appreciated the support and effort of their instructors. According to the students, the instructors were able to create a positive learning environment in which the students were valued and encouraged. As the literature supports, teachers hold a key role in increasing the motivation of learners and consequently supports their learning process (Brophy, 2004; Daniels, 2011). Motivation of the instructors at Başkent University might originate from the fact that their workload is not heavy as they have 16 hours of teaching per week; and they do not have the burden of non-teaching activities. Another reason might be that the positive working environment motivates the instructors and increases job satisfaction. On the other hand, the results of the present study reveal that the students desire to be given more homework and be able to study with the instructor outside the class hours. In that sense, the results of the study carried out by Tekin (2015) evaluating the curriculum of English Language Teaching and English Language and Literature preparatory classes at Çanakkale Onsekiz Mart University obtained similar results with the present study. The study showed that the students were not content with the unavailability of the instructors outside the lesson hours.

They expressed they could not reach to their teachers outside the classroom. Similarly, the students at Başkent University expressed that they cannot communicate with the instructors outside the lessons. The reason behind this situation might be that the instructors are not able to use their office hours effectively.

With regard to the exam practices at Başkent University Preparatory School, the quantitative data obtained from the students show similarity with the qualitative data collected from the instructors. The results of the study show that both the students and the instructors are content with the quantity and content of the exams and their difficulty levels. The findings of Özüdoğru's (2017) study evaluating the effectiveness of voluntary English Preparatory School curriculum at Uşak University shared similar results with the present study. The study revealed that the students were generally content with the exam practices and they believed that the midterm exams and quizzes helped them learn English better. Another study carried out by Karataş (2007) evaluating English II instruction program implemented at Yıldız Teknik University School of Foreign Languages Modern Languages Department obtained similar results. The study showed that both the students and instructors were content with the quantity of the exams. The study carried out by Coşaner (2013) evaluating the English curriculum implemented at Gazi University Preparatory School also revealed that according to the students, the frequent midterms and quizzes motivated them study regularly and created a chance for them to test themselves on the topics they learn newly. However, both the responses of the students at Başkent University to open ended questions in the questionnaire and the responses of the instructors to the interview questions reveal that the students and instructors desire some changes related to exam practices in the preparatory school. First of all, the students demand that the passing grade for the proficiency exam should be lowered for the students to study in complete (100%) English instruction as it is thought to be too high. Similarly, the results of the study conducted by Özdoruk (2016) evaluating the English preparatory school curriculum at Yıldırım Beyazıt University supported the results of the present study revealing that the students demanded the passing grade to be lowered since the they expressed the exams affected the learning process and created a stressful atmosphere. In addition, the students at Başkent University are in favor of more speaking exams as they express they need to feel more motivated to practice speaking throughout the term. On the other hand, the results of the study show that the

instructors are not content with the question types asked in the midterm exams and quizzes since, similar to the former curriculum, multiple choice questions dominate the exam practices, which also diminishes the validity of the exams since they express that they cannot measure what is meant to be measured. Therefore, they express that they need variety in terms of question types in the exams given in the preparatory school. The findings of the study carried out by Alwan (2016) investigating English language female secondary school teachers' perceptions of curriculum change in the United Arab Emirates showed parallelism with the results of the present study. The study showed that according to the teachers, the assessment procedures in the newly implemented curriculum did not change. Another issue pointed out by the instructors at Başkent University is the incongruence between the exams and curriculum objectives. They agree that the exams are not prepared based on the curriculum objectives. The findings of Özdoruk's (2016) study showed no parallelism with the findings of the present study. In her study, it was shown that both the instructors and testing office members expressed that the exams were prepared in accordance with the curriculum goals. The results of the present study also reveal that the instructors demand the content of the portfolio tasks to be enriched instead of focusing on only writing skills. Besides, they are in favor of integrating more alternative assessment tools such as group work, pair work, peer assessment and presentation to the curriculum in addition to portfolios. Similarly, the Coşaner's (2013) study showed that the students were content with the alternative assessment tools such as project works and presentations. Unlike the traditional methods assessing memorized information, the alternative tools are helpful in assessing the comprehension of learners by providing alternatives to evaluate the student learning (Llewellyn, 2002).

5.1.5. Program Certification

The program certification component aims to reveal the extend the curriculum objectives have been met and decide on the future use of the curriculum; whether to eliminate, adapt or continue it. The results of the study show that the quantitative data obtained from the students and the qualitative data gathered via instructors' interviews are similar. The findings prove that the students and the instructors are not totally content with the curriculum in terms of its effectiveness on developing the language skills that the students need in English instruction when they start their departments.

They state that the preparatory school curriculum does not offer modules with higher proficiency levels; therefore, the students are not likely to reach the adequate proficiency level to follow the courses in English easily.

In addition, the results show that according to the both students and instructors, the curriculum develops the students' reading and writing skills as well as grammar and vocabulary knowledge. On the other hand, they suggest to increase the number of listening activities since the listening activities are seen inadequate while the students also suggest an increase in speaking activities. The findings of Özüdoğru's (2017) study were not parallel with the findings of the present study. Her study showed that at the end of the preparatory year, the students perceived themselves more competent in reading and listening while they perceived themselves less competent in speaking and writing skills. On the other hand, the findings of Aktaş and Gündoğdu (2020) study evaluating the English preparatory school curriculum at Aydın Adnan Menderes University School of Foreign Languages showed parallelism with the findings of the present study. The study showed that the curriculum was not perceived to reach its objectives related to speaking skills although the speaking was regarded as the most important skill to learn. Similarly, the studies of Özdoruk (2016) and Mohamadi (2013) showed the need for emphasizing listening and speaking skills and including activities based on the learner needs. The results of the present study demonstrate that the listening and speaking skills are the two skills that the students need to develop most in preparatory school curriculum. As Tavi (2010) discusses, students should understand what they listen to and they should be able to give appropriate oral responses for an effective communication; therefore, making them practice listening and speaking skills in an integrated manner should be the main consideration in language teaching.

When the faculty members' perspectives are regarded, the results of the study show that according to the faculty members working at different departments of Başkent University the most common activities thanks to which they can observe their students' language skills are following lectures, taking notes, reading class materials, taking written exams, writing projects, participating in class discussions and giving presentations. The findings of Kırkgöz's (2009b) study investigating the perceptions of students and lectures on the effectiveness of the foreign language instruction in

relation to students' academic needs in an English medium university showed parallelism with the findings of the present study. In her study, Kırkgöz (2009b) showed that based on the students' answers, the expected academic task requirements include following instructions; note taking; summarizing information; asking and answering questions; reading textbooks, articles and notes; and combining and integrating information in project writing. Similarly, Gerede's (2005) study evaluating the effects of Intensive English Program at Anadolu university also proved that the students were involved in all those academic tasks in their English medium departments.

With regard to the language proficiency of the students in EMI, the results of the present study reveal that the faculty members are not content with the language levels of their students in terms of reading, listening and speaking skills. They express that the students are experiencing problems while following lectures, expressing themselves and comprehending the texts in English. However, they also agree that the students' proficiency levels increase throughout the years as they study in English instruction. As Breeze (2014) states, in English instruction, a naturalistic learning, through which the language abilities of students develop gradually, takes place. Besides, the students' lack of terminology and basic grammar mistakes that they make are perceived as weaknesses by the faculty members. Şahbaz's (2005) study exploring the academic reading requirements and text features of first-year, first-term subject area instructors in English medium instruction departments at Anadolu University obtained similar results with the present study. The study revealed that the instructors giving introductory courses stated the students were weak in terms of grammatical accuracy, vocabulary knowledge, reading and thinking abilities. The findings of another study carried out by Köse (2012) investigating whether the English preparatory school curriculum at Uludağ University meets the needs of faculties showed similarity with the results of the present study. The study showed that the faculty members stated their department students had problems regarding understanding what they read, writing reports and essays, and using the English sources effectively.

In addition, the results of the present study reveal that according to the faculty members, the students studying in complete (100%) English instruction hold better

language proficiency level compared to the students studying in partial (30%) English medium instruction. The difference between the proficiency level of the students might originate from the fact that the students in complete EMI programs are exposed to the language more, therefore they have the chance to develop their English skills better. Another reason might be that the students who are studying in complete EMI feel more motivated to learn English since they are expected to study all the courses in English throughout their university education.

The faculty members' responses to the interview questions show that the major challenges the students and the faculty members experience in English medium instruction are the fact that the students are not able to understand the theoretical concepts in English; take notes effectively; and understand the class materials as well as they are unmotivated to speak in English during the lessons. Similarly, the study of Gökmenoğlu and Gelmez-Burakgazi (2013) investigating the practices of the instructors teaching the classroom management course in an English medium university showed similar perceptions. The study found out that the instructors reported the major problems in EMI as the students' lack of confidence and motivation. Another study carried out by Ölçü and Eröz-Tuğa (2013) analyzing the attitudes of university faculty towards EMI in universities in Turkey showed that according to the faculty members, EMI created problems such as difficulty in understanding the course contents, distrusting student motivation and active participation. Also, in their study investigating the lecturers' perspectives regarding EMI at universities, Başıbek et.al., (2014) discovered that the lecturers felt less flexible in English while conveying the content and that situation led to lack of interaction in the lessons and lack rapport between the lecturers and the students. The findings of the present study also show that in order to overcome language related problems in English instruction, the faculty members use a variety of solutions such as making further explanations; paraphrasing; using visuals; language shift from English to Turkish; simplifying the language in the materials; assigning reading in English and encouraging the students speak and read more in English. It is clear that the faculty members come up with various solutions to the language related challenges they and their students are exposed to.

Regarding the preparatory school practices, the faculty members at Başkent University suggest that the students studying in the preparatory school should be motivated more to learn English since they argue that lack of student motivation is the primary problem they observe. As Dörnyei (2001) indicates teachers' turning the learning process into a more stimulating and enjoyable helps sustaining learner involvement. Therefore, they suggest the implementation of extra-curricular activities such as conversation clubs, student conferences, social projects, and peer learning as well as in class activities including class presentations and providing materials related to the students' departments in order to increase motivation and develop students' productive skills and subject related terminology. The results of the study carried out by Yıldız et.al, (2017) investigating the challenges students from all levels including freshman, sophomore, junior and senior experienced in EMI context and how they perceived their needs showed similar results with the present study. The study revealed that the students studying in English instruction favored a more production based curriculum focusing on speaking and writing skills and teaching technical vocabulary. Another study conducted by Somer (2001) investigating the attitudes of the faculty members working at Engineering and Architecture departments of Anadolu University towards EMI and the problems they experienced in English instruction showed that the faculty members stated English education should be started as early as possible and the students' receptive and productive language skills should be developed before the students start their academic studies in English medium instruction. In addition, the faculty members at Başkent University suggest to establish a stronger communication between the EMI departments and the preparatory school. The results show that they desire to be informed on the practices of preparatory school and to inform it on their practices in the departments. As Özer (2020) discusses, implementing EMI programs successfully depends on both the faculty members in the departments and the language instructors in the preparatory school curriculum; therefore, the collaboration between these two parties carries utmost importance. Besides, the results show that the opening a self-access center where the students could reach to library resources outside the class hours is suggested. As the related literature supports, self-access centers are benefitted in order to promote autonomous learning; facilitate students to learn learning; and to complement the in class instruction (Cotteral & Reinders, 2001 & McMurry, et.al, 2009). Lastly, the results of the study show that more grammar

activities are suggested to be included in the preparatory school curriculum for the Translation and Interpretation department students since language accuracy in their work is highly crucial. Therefore, it can be concluded that the students in different departments are likely to have different language needs.

5.2. Implications for Practice

In the light of the results of the study, it was discovered that some revisions are necessary in order to improve the preparatory school curriculum practices. The results of the study can provide insights for the administrators, researchers, curriculum developers, instructors and students. Therefore, suggestions regarding the objectives, content, materials, teaching methods, and assessment components were made.

To start with, the results indicated that some students and the instructors were not satisfied with the content. They stated that although the curriculum developed the basic language skills, it did not aim to develop the students' skills to follow departmental courses in English. Hence, the classroom practices can include not only activities improving basic language skills but also practices related to the departmental English such as giving presentations about a topic which is related to their majors, writing summaries and reports, organizing group debates, taking notes. In this way, the students can become familiar with the terminology related to their departments and feel more motivated to learn English in the preparatory school curriculum as they increase awareness regarding the purpose of learning English. Besides, the students and instructors showed discontentment with the highest proficiency level that the curriculum offered because they demanded that the students should be proficient in English and intermediate level could not meet this need. Therefore, offering more modules with higher proficiency levels such as upper-intermediate and advance levels might be a recommendation to increase the students' proficiency levels. In addition, of faculty members results showed that language related departments such as American Culture and Literature and English Language Teaching students needed a more intensive curriculum focusing more on grammar and vocabulary as well as basic language skills. Therefore, a different curriculum might be prepared for the students who will study in these departments in order to meet their needs in their departments.

The quantitative and qualitative data also showed that the curriculum was lack of activities aiming to improve listening skills. In addition, the students also complained about the lack of speaking activities. It can be claimed that the students considered listening and speaking skills the most important two skills for an effective communication in which they confidently understand and use the language. Therefore, the activities aiming to improve listening and speaking skills can be enriched. In class practices related to these language skills such as presentations, games, group and pair work activities can be benefitted more. Besides, opening a conversation club is one of the major recommendations made in the present study. Thanks to the activities in the conversation club, the students can be involved in practicing the communication skills more. Inviting faculty members from EMI departments to the conversation club can also be recommended. Also, they can be encouraged to have different clubs publishing their bi weekly newsletters related to their departments.

Based on the results of the study, it can be suggested to change the skills book used since both the students and instructors reported the skills book was monotonous due to lack of variety in terms of activities and exercises. Hence, different skills book can be implemented which is more attention grabbing and includes various activity types.

When the results related to the instructors' perceptions on the differences between the planned and implemented curricula are considered, it is clear that the instructors consider that the planned curriculum is different from the implemented curriculum because of discrepancy between the curriculum's values and goals and teachers' own values, overloaded curriculum, and gap between the students' actual proficiency level and the modules' levels. Therefore, it is recommended that the teachers' practices can be standardized via supervision based on classroom observations in order to ensure that both the curriculum is being implemented as it was planned and the learning outcomes are standardized for each classroom. Their professional development can also be supported in order to improve the effectiveness of curriculum implementation process. In addition, the difficulty level of the exams in Program 1 (beginner+ elementary) module should be revised so that the students who have actually reached the elementary level are able to be successful and continue with the next module.

With regard to the exams, the results showed that the students complained about the number of speaking exams held throughout the term since they reported that they demanded more speaking exams in order to feel motivated to practice speaking more. For this reason, two suggestions can be offered. The first one might be incorporating a speaking component to the midterm exams. The other one might be teachers' increasing the students' awareness regarding the importance of developing speaking skills for their further academic studies. It is crucial that the students feel motivated to practice speaking during the lessons even though they are not tested frequently. Another criticism about the exams made by the instructors was lack of variety in question types and lack of alternative assessment tools. Based on the qualitative results, it is obvious that the instructors are not totally content with the exam practices in the preparatory school curriculum. Hence, it can be suggested to use more alternative assessment tools in addition to portfolios such as project works, presentations, group and pair work activities and peer assessment since they include ongoing evaluation processes improving learners' logical thinking capabilities.

The results also showed instructors and faculty members showed that the students are not motivated enough to learn English. Therefore, it is strongly recommended that the practices be enriched in order to increase student motivation via different extracurricular activities such as preparing projects, organizing student conferences, and department students' helping preparatory school students in learning English. In addition, it recommended that a self-access center be opened for the students' use outside the lesson hours so that they are able to become autonomous learners who know how to learn, which eventually increases the student motivation.

The faculty members also revealed that there was a communication gap between the departments and the preparatory school, which impeded the language learning process of the students in the preparatory school. In order to overcome this problem, communication between the faculty members and the preparatory school administration can be strengthened via regular meetings and informing each other with their own practices. Besides, faculty members from the departments can be invited to teach in preparatory school once a month or a term. In this way, the preparatory school students might feel more motivated to study in the preparatory school curriculum. In addition, the faculty members from the departments of English Language Teaching,

American Culture and Literature, and Translation and Interpretation might be invited to the speaking component of the proficiency exam given in each academic year as the third assessors in order to see their prospective students' speaking skills and decide whether they are able to survive in English medium instruction, which also eases the instructors' decision making process.

5.3. Implications for Further Research

The aim of the present study was to evaluate English Preparatory School curriculum at Başkent University School of Foreign Languages based on students' and instructors' perspectives about various components of the curriculum and to identify needs and challenges in English medium instruction. As for the recommendation for further research studies, more variety of data collection approach could be benefitted such as classroom observations and document analyses.

The present study aimed to investigate the faculty members' perceptions regarding their students' language needs and challenges they experience in English medium instruction. A further study can be conducted in order to find out the perspectives of the students studying in the departments on their language related needs in English instruction for a better understanding of the preparatory school curriculum. Their perceptions might be used to judge the effectiveness of the preparatory school curriculum. In addition, developing a preparatory school curriculum based on the students' needs promotes more positive outcomes in English instruction.

The participants of the present study included the students from both complete and partial EMI departments. A further study can be carried out so as to find out whether the perspectives of students who will study in complete EMI departments are different from the perspectives of the students to study in partial EMI departments.

The study was based on only the perspectives for the curriculum implemented at Başkent University English Preparatory School. Therefore, a wider study including preparatory schools from different institutions where English is medium of instruction could be carried out in order to obtain more information on the perceptions of the students, instructors and faculty members.

Besides, the present study was conducted based on the UCLA evaluation model. As there is lack of evaluation studies adopting the model, it is suggested to use the model in evaluation studies more in order to comprehend how the model functions in practice.

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APPENDICES

A. STUDENT QUESTIONNAIRE (TURKISH)

BAŞKENT ÜNİVERSİTESİ YABANCI DİLLER YÜKSEKOKULU İNGİLİZCE HAZIRLIK PROGRAMI ÖĞRENCİ ANKETİ

Değerli öğrenciler,

Bu çalışma, Başkent Üniversitesi Yabancı Diller Yüksekokulu'nda 2018-2019 akademik yılı güz döneminde uygulanmaya başlanan İngilizce Hazırlık programını hedefler, içerik, öğretim yöntemleri, kullanılan araç gereçler ve ölçme araçlarının ve süreçlerinin uygunluğu açısından değerlendirmeyi amaçlamaktadır. Bu bağlamda, siz değerli öğrencilerin program ile ilgili görüşleri çalışmaya önemli katkı sağlayacaktır.

Anket, kişisel bilgiler ve program ile ilgili görüşler olmak üzere iki bölümden oluşmaktadır. Çalışmadan elde edilecek bulgular İngilizce hazırlık programının geliştirilmesi için kullanılacaktır. Bu nedenle sorulara vereceğiniz cevaplar çalışmaya büyük katkıda bulunacaktır. Ankete vereceğiniz cevaplar tamamen bilimsel araştırma amacıyla kullanılacak ve kişisel bilgileriniz kesinlikle gizli tutulacaktır. Ankete katılım sırasında herhangi bir nedenden dolayı anketi cevaplamayı bırakabilirsiniz. Böyle bir durumda anketi uygulayan kişiye, cevaplama işlemi bırakmak istediğinizi söylemek yeterli olacaktır.

Anketteki ifadeleri dikkatle okuyunuz ve size en uygun şekilde cevaplayınız. Lütfen hiçbir ifadeyi boş bırakmayınız. Değerli katkılarınız için teşekkür ederiz.

Esra CAN GÜLSAT
ODTÜ Eğitim Fakültesi Eğitim Programları ve
Öğretim Anabilim Dalı Yüksek Lisans
Öğrencisi
Başkent Üniversitesi Yabancı Diller
Yüksekokulu Öğretim Görevlisi

Prof. Dr. Ahmet OK
ODTÜ Eğitim Fakültesi Eğitim Programları ve
Öğretim Anabilim Dalı Öğretim Üyesi

BÖLÜM 1
Kişisel Bilgiler

1. Cinsiyetiniz

- Kadın
 Erkek

2. Yaşınız (Lütfen yazınız) : _ _

3. Fakülteniz

- Diş Hekimliği
 Eğitim
 Fen Edebiyat
 Güzel Sanatlar Tasarım ve Mimarlık
 Hukuk
 İktisadi ve İdari Bilimler
 İletişim
 Mühendislik
 Sağlık Bilimleri
 Ticari Bilimler
 Tıp

4. Bölümünüz (Lütfen yazınız):

5. Bölümünüzün eğitim dili nedir?

- %100 İngilizce
 %30 İngilizce

6. Daha önce kur tekrarı (Program 1 ve/veya Program 2 için) yaptınız mı?

- Evet
 Hayır

7. Daha önce başka bir üniversitede İngilizce Hazırlık eğitimi aldınız mı?

- Evet
 Hayır

- Cevabınız evet ise hangi üniversitede İngilizce Hazırlık eğitimi aldınız?

BÖLÜM 2

Başkent Üniversitesi Yabancı Diller Yüksekokulu'nda Uygulanan İngilizce Hazırlık Programına İlişkin Görüşleriniz

Aşağıda İngilizce Hazırlık programı ile ilgili görüşlerinizi almaya yönelik maddeler yer almaktadır. Programa ilişkin gözlem ve tecrübelerinize dayanarak, her bir madde için ‘Kesinlikle Katılmıyorum’ ve ‘Kesinlikle Katılıyorum’ arasında değişen seçeneklerden size en uygun olanı (X) ile işaretleyiniz. 45 ve 46. sorular açık uçlu sorulardır. Programa ilişkin gözlem ve tecrübelerinize dayanarak, soruları cevaplayınız. Lütfen, soruları boş bırakmayınız.

* Maddelerdeki “Program” kelimesi, İngilizce Hazırlık eğitimi ifade etmektedir.

** “Dil becerileri”; okuma, dinleme, yazma ve konuşmayı ifade etmektedir.

Madde No	İfade	Kesinlikle Katılmıyorum	Katılmıyorum	Kısmen Katılıyorum	Katılıyorum	Kesinlikle Katılıyorum
1	Program*, öğrencilerin bölüm derslerini kolayca takip edebilmesi için gerekli dil becerilerini** kazandıracak şekilde düzenlenmiştir.					
2	Program sayesinde günlük konular hakkında kendimi İngilizce ifade edebiliyorum.					
3	Derslerde farklı dil becerilerini geliştirmek için yeterli zaman ayrılıyor.					
4	Program, öğrencilerin temel İngilizce becerilerini geliştirecek şekilde hazırlanmıştır.					
5	Programın içeriği güncel konulardan oluşmaktadır.					
6	Programının hedefleri, öğrencilerin İngilizce öğrenme beklentileri ile uyumludur.					
7	Programda temel dil becerileri dengelenmiştir.					
8	Programda uygulanan sınavların sayısı yeterlidir.					
9	Programının hedefleri açık ve anlaşılırdır.					
10	Programın süresi İngilizce öğrenebilmek için yeterlidir.					

11	Programda, dil becerilerini (okuma, dinleme, yazma, konuşma) geliştirmeyi hedefleyen yeterli etkinlik bulunmaktadır.					
12	Program sayesinde İngilizce kelime bilgim arttı.					
13	Kullanılan beceri kitabı (NorthStar serisi) ilgi çekici içeriğe sahiptir.					
14	Derslikler, İngilizce dersleri için yeterli teknolojik donanıma sahiptir.					
15	Kullanılan ders kitabı (Speakout serisi) ilgi çekici içeriğe sahiptir.					
16	Derslerde öğretim görevlisinin verdiği örnekler ve alıştırmalar İngilizce öğrenmeye yardımcı oluyor.					
17	Derste yapılan rol yapma/drama etkinlikleri İngilizce öğrenmeye katkı sağlıyor.					
18	Kullanılan beceri kitabı (NorthStar serisi) farklı dil becerilerini geliştirmeye yönelik etkinlikler içermektedir.					
19	Programda yer alan destek materyalleri (sınavlar için tekrar materyalleri, powerpoint sunuları, vb) ilgi çekicidir.					
20	Çevrimiçi çalışma platformu (MyEnglishLab), öğrencilerin düzeyi ile uyumludur.					
21	Programda yer alan destek materyalleri İngilizce dil becerisini geliştirecek içeriğe sahiptir.					
22	Programın içeriği, program hedeflerini gerçekleştirecek şekilde tasarlanmıştır.					
23	Kullanılan ders kitabı (SpeakOut serisi) farklı dil becerilerini geliştirmeye yönelik etkinlikler içermektedir.					
24	Derste yapılan grup çalışmaları İngilizce öğrenmeye katkı sağlıyor.					
25	Programda İngilizce kelime bilgisini geliştirmeyi hedefleyen yeterli etkinlik bulunmaktadır.					

26	Derste yapılan bireysel çalışmalar İngilizce öğrenmeye katkı sağlıyor.					
27	Programda uygulanan sınavlar, programın içeriği ile uyumludur.					
28	Programın içeriği, öğrencilerin İngilizce ile ilgili ihtiyaçlarını karşılayacak şekilde düzenlenmiştir.					
29	Programda uygulanan sınavların zorluk derecesi uygundur.					
30	Ürün dosyasındaki çalışmalar (Portfolyo ödevleri), programın içeriği ile uyumludur.					
31	Program sayesinde günlük ve standart dilin kullanıldığı filmleri anlayabiliyorum.					
32	Programda yer alan çevrimiçi çalışma platformu (MyEnglishLab) İngilizce öğrenmeyi kolaylaştırıyor.					
33	Öğrencilere çalışmaları (ödev, portfolio vb) ile ilgili geri bildirim veriliyor.					
34	Program bölümüm için ihtiyaç duyduğum İngilizce bilgisini bana kazandırmıştır.					
35	Derslerde yapılan çalışmalar (bireysel çalışma, ikili çalışma, grup çalışması) dengelidir.					
36	Sınıf içinde farklı dil becerilerini geliştirmeye yönelik etkinlikler yapılıyor.					
37	Programda işlenen tüm konular için yeterli alıştırmalar yapılıyor.					
38	Program sayesinde düşüncemi ifade edebildiğim bir kompozisyon yazabiliyorum.					
39	Programda İngilizce dil bilgisini geliştirmeyi hedefleyen yeterli etkinlik bulunmaktadır.					
40	Program sayesinde İngilizce dilbilgisi kurallarına daha hakimim.					
41	Program sayesinde, referans kaynaklarını (sözlük vb.) kullanarak bağımsız okuma yapabiliyorum.					
42	Ürün dosyasındaki çalışmaların (portfolyo ödevlerinin) sayısı yeterlidir.					

43	Programının hedefleri öğrencilerin düzeyine uygundur.					
44	Derste öğrenciler düşüncelerini İngilizce ifade edebilme imkânı buluyor.					

45. İngilizce hazırlık programı ve uygulamalarının güçlü yanları nelerdir?

46. İngilizce hazırlık programı ve uygulamaları ile ilgili nelerin değiştirilmesini/ geliştirilmesini önerirsiniz?

Anket tamamlanmıştır. Katılımınız için teşekkür ederiz.

B. STUDENT QUESTIONNAIRE (ENGLISH)

BAŞKENT UNIVERSITY SCHOOL OF FOREIGN LANGUAGES ENGLISH PREPARATORY PROGRAM STUDENT QUESTIONNAIRE

Dear students,

This study aims to evaluate the English Preparatory program, which started to be implemented in the fall semester of the 2018-2019 academic year at Başkent University School of Foreign Languages, in terms of its objectives, content, teaching methods, materials and measurement tools and processes. Therefore, your opinions about the program will make a significant contribution to the study.

The questionnaire consists of two parts: personal information and opinions about the program. Findings of the study will be used for the development of the English preparatory program. Therefore, your answers to the questions will contribute greatly to the study. Your answers to the questionnaire will only be used for scientific research purposes and your personal information will be kept confidential. While participating in the study, you can stop answering the questionnaire for any reason. In such a case, it will be sufficient to tell the person applying the questionnaire that you want to stop answering.

Read the statements in the questionnaire carefully and answer in the most appropriate way for you. Please do not leave any statements blank. Thank you for your valuable contribution.

Esra CAN GÜLSAT
METU Department of Educational Sciences
Curriculum and Instruction Master's Student
Başkent University School of Foreign
Languages Instructor

Prof. Dr. Ahmet OK
METU Department of Educational Sciences
Curriculum and Instruction Faculty Member

PART 1
Demographic Information

1. Gender

- Female
 Male

2. Age (Please write) : _ _

3. Faculty

- Dentistry
 Education
 Science and Letters
 Fine Arts, Design and Architecture
 Law
 Economics and Administrative Sciences
 Communication
 Engineering
 Health Sciences
 Commercial Sciences
 Medicine

4. Department (Please write):

5. What is the medium of instruction in your department?

- 100% English
 30% English

6. Have you ever repeated any modules (Program 1 and/or Program 2)

- Yes
 No

7. Have you ever taken English preparatory education at any other universities?

- Yes
 No

- If yes, in which university did you take English preparatory education?

PART 2

Students' Perspectives about English Preparatory Program Implemented at Başkent University Foreign Languages School

The items below ask your opinion about the English Preparatory Program. Based on your observations and experiences regarding the program, please mark the most appropriate option with an (X) for each item ranging from “Strongly Disagree” to “Strongly Agree”. Questions 45 and 46 are open-ended questions. You can answer the questions based on your observations and experiences on the program. Please do not leave the questions blank.

*** The word “Program” in the items refers to English Preparatory Program.**

**** Language skills refer to reading, listening, writing and speaking.**

Item Number	Item	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	The program enables students to gain necessary language skills to follow their departmental courses easily.					
2	Thanks to the program, I can express myself in English about every day topics.					
3	Enough time is allocated in the lessons to develop different language skills.					
4	The program is planned to develop students' basic English skills.					
5	The content of the program is up-to-date.					
6	The aims of the program are compatible with the students' expectations of learning English.					
7	Basic language skills are balanced in the program.					
8	The number of the exams given in the program is sufficient.					
9	The objectives of the program are clear and understandable.					
10	The duration of the program is sufficient to learn English.					

11	There are sufficient activities in the program aiming to improve language skills.					
12	Thanks to the program, I developed my vocabulary knowledge.					
13	The content of the skills book (Northstar series) is interesting.					
14	Classrooms have sufficient technological equipment for English lessons.					
15	The content of the coursebook (Speakout series) is interesting.					
16	The examples and exercises given by the instructors during the lessons help me learn English.					
17	Role play activities done during the lessons contribute to learning English.					
18	The skills book (Northstar series) contains activities to improve different language skills.					
19	The supplementary materials in the program (such as revision materials, PowerPoint presentations) are interesting.					
20	The online learning platform (MyEnglishLab) is suitable for the students' level.					
21	The supplementary materials in the program have content that will improve English skills.					
22	The content of the program is designed to achieve the program goals.					
23	The coursebook (Speakout series) contains activities to improve different language skills.					
24	Group work activities done during the lessons contribute to learning English.					
25	There are sufficient activities in the program aiming to improve vocabulary knowledge.					
26	Individual activities done during the lessons contribute to learning English.					

27	The exams given in the program are compatible with the content.					
28	The content of the program is developed to meet English language needs of the students.					
29	Difficulty level of exams given the program is appropriate.					
30	Portfolio assignments given in the program are compatible with the content.					
31	Thanks to the program, I can understand films using daily and standard speech.					
32	The online learning platform (MyEnglishLab) makes easier to learn English.					
33	Students are given feedback about their works (such as homework and portfolio tasks).					
34	The program provided me with the English knowledge that I needed for my department.					
35	The activities done during the lessons (individual, pair and group work activities) are balanced.					
36	The activities are done during the lessons to develop different language skills.					
37	Sufficient practice is done for all the topics covered in the program.					
38	Thanks to the program, I can write an essay expressing my opinion.					
39	There are sufficient activities in the program aiming to improve grammar knowledge.					
40	Thanks to the program, I have a better command of English grammar.					
41	Thanks to the program, I can do independent reading by using reference sources (such as dictionaries).					
42	The number of portfolio tasks is adequate.					
43	The objectives of the program are suitable for the students' level.					
44	During the lessons, students have the opportunity to express themselves in English.					

45. What are the strengths of the English Preparatory program and its practices?

46. What would you suggest to change / improve the English Preparatory program and its practices?

The questionnaire has been completed. Thank you for your participation.

C. INSTRUCTOR INTERVIEW QUESTIONS (TURKISH)

BAŞKENT ÜNİVERSİTESİ YABANCI DİLLER YÜKSEKOKULU ÖĞRETİM GÖREVLİSİ GÖRÜŞME FORMU

Tarih:

Saat:

Yer:

Değerli öğretim görevlisi,

Bu çalışma, Başkent Üniversitesi Yabancı Diller Yüksekokulu'nda 2018-2019 akademik yılı güz döneminde uygulanmaya başlanan İngilizce Hazırlık programını hedefler, içerik, öğretim yöntemleri, kullanılan araç gereçler ve ölçme araçlarının ve süreçlerinin uygunluğu açısından değerlendirmeyi amaçlamaktadır. Bu bağlamda, programın uygulayıcıları olan öğretim görevlileri ile görüşmeler yapılmaktadır. Siz değerli öğretim görevlilerinin görüşleri çalışmaya önemli katkı sağlayacaktır.

Görüşme, kişisel bilgiler ve program ile ilgili görüşme soruları olmak üzere iki bölümden oluşmaktadır. Çalışmadan elde edilecek bulgular İngilizce hazırlık programının geliştirilmesi için kullanılacaktır. Bu nedenle sorulara vereceğiniz cevaplar çalışmaya büyük katkıda bulunacaktır. Vereceğiniz cevaplar tamamen bilimsel araştırma amacıyla kullanılacak ve kişisel bilgileriniz kesinlikle gizli tutulacaktır. Hem zamanı daha iyi kullanmak hem de cevaplarınızın kaydını daha ayrıntılı tutabilmek amacıyla, izin verirsiniz görüşme ses kayıt cihazı ile kayıt edilecektir. Görüşme sırasında herhangi bir nedenden dolayı görüşmeden çekilebilir ve ses kaydınızın silinmesini talep edebilirsiniz.

Değerli katkılarınız için teşekkür ederiz.

Esra CAN GÜLSAT

ODTÜ Eğitim Fakültesi Eğitim Programları ve
Öğretim Anabilim Dalı Yüksek Lisans

Öğrencisi

Başkent Üniversitesi Yabancı Diller
Yüksekokulu Öğretim Görevlisi

Prof. Dr. Ahmet OK

ODTÜ Eğitim Fakültesi Eğitim Programları ve
Öğretim Anabilim Dalı Öğretim Üyesi

BÖLÜM 1
KİŞİSEL BİLGİLER

1. Cinsiyetiniz:

Kadın ()

Erkek ()

2. Kaç yıldır öğretim görevlisi (ve okutman) olarak görev yapıyorsunuz?

**3. _____
Başkent Üniversitesi İngilizce Hazırlık Biriminde kaç yıldır görev yapıyorsunuz?**

4. Hangi üniversite ve bölümden mezun oldunuz?

Lisans: _____

Yüksek lisans (var ise): _____

Doktora (var ise): _____

BÖLÜM 2

ÖĞRETİM GÖREVLİSİ GÖRÜŞME SORULARI

1. Başkent Üniversitesi Yabancı Diller Yüksekokulunda 2018-2019 akademik yılı Güz döneminde uygulanmaya başlanan İngilizce Hazırlık programının genel amaçları sizce nelerdir? Uygulanmakta olan program bu amaçları karşılıyor mu? Nasıl? Neden?
2. Uygulanmakta olan programın hedefleri nelerdir? Bu hedefleri; açıklık, anlaşılabilirlik ve öğrencilerinizin düzeyine uygunluğu açısından nasıl değerlendiriyorsunuz?
3. Hazırlık programının içeriğinin/kapsamının öğrencilerin ilgisini ne derece çektiğini düşünüyorsunuz?
4. Sizce programın hedefleri ve içeriği ne derece uyumlu?
5. Sizce program öğrencilerin farklı dil becerilerini ne derece geliştirebiliyor?
6. Kullanılan materyalleri (Ders kitapları, beceri kitapları, destek materyalleri) içerik ve öğrencilerin seviyesine uygunluğu bakımından nasıl değerlendiriyorsunuz?
7. Derslerinizde hangi öğretim yöntem ve tekniklerini uyguluyorsunuz? Uyguladığınız bu yöntem ve tekniklerin dil becerilerinin gelişiminde ne derece etkili olduğunu düşünüyorsunuz?
8. Programı uygularken problem ve güçlüklerle karşılaşılıyor musunuz? Bunlardan bahsedebilir misiniz? Çözüm olarak başvurduğunuz yöntemler konusunda neler söyleyebilirsiniz?
9. İngilizce Hazırlık programındaki ara sınavları (Progress Tests), kısa sınavları (Quizzes), ve ürün dosyasını (portfolyo ödevleri) sayı ve içerik bakımından değerlendirir misiniz? Bu sınavların programın hedefleri ile uyumu hakkında ne düşünüyorsunuz?
10. Hazırlık programının, öğrencilerin bölüm derslerinde gereken dil becerilerini geliştirmeleri konusunda katkı sağladığını düşünüyor musunuz? Nasıl? Neden?
11. Sizce planlanan program ve uygulanan program arasında farklılıklar var mı? Var ise bu farklılıklar nelerdir ve kaynakları nelerdir?
12. Sizce yürütmekte olduğunuz İngilizce Hazırlık programının güçlü ve zayıf yönleri nelerdir?

Görüşme tamamlanmıştır. Katılımınız ve katkınız için teşekkür ederiz.

D. INSTRUCTOR INTERVIEW QUESTIONS (ENGLISH)

BAŞKENT UNIVERSITY SCHOOL OF FOREIGN LANGUAGES INSTRUCTORS' INTERVIEW QUESTIONS

Date:

Time:

Place:

Dear Instructor,

This study aims to evaluate the English Preparatory Program, which started to be implemented in the fall semester of 2018-2019 academic year at Başkent University School of Foreign Languages, in terms of its objectives, content, teaching methods, materials, and suitability of measurement tools and processes. In this context, interviews are conducted to the instructors implementing the preparatory program. Your opinions on the program will make a significant contribution to the study.

The interview consists of two parts; personal information and interview questions about the program. Findings of the study will be used for the development of the English Preparatory Program. For this reason, your responses to the questions will greatly contribute to the study. Your answers will only be used for scientific purposes and your personal information will be kept strictly confidential. If you allow, the interview will be recorded with a voice recorder in order to use the time better and keep a more detailed record of your answers. During the interview, you can withdraw for any reason and request that your voice recording be deleted. Thank you for your valuable contribution.

Esra CAN GÜLSAT
METU Department of Educational Sciences
Curriculum and Instruction Master's Student
Başkent University School of Foreign
Languages Instructor

Prof. Dr. Ahmet OK
METU Department of Educational Sciences
Curriculum and Instruction Faculty Member

PART 1
PERSONAL INFORMATION

1. Sex:

Female ()

Male ()

2. How many years have you been working as an instructor?

3. How many years have you been working at Başkent University English Preparatory School?

4. Which university and department did you graduate from?

Bachelor Degree: _____

Master's Degree (If any): _____

Doctoral Degree (If any): _____

PART 2

INTERVIEW QUESTIONS

1. In your opinion, what are the goals of the English Preparatory Program, which started to be implemented in the Fall semester of 2018-2019 Academic year at Başkent University School of Foreign Languages? Does the current program meet these goals? How? Why?
2. What are the objectives of the program? How do you evaluate the program objectives in terms of clarity, understandability and suitability for the students' level?
3. To what extent do you think the content of the program attracts the students' attention?
4. To what extent do you think the goals/objectives and content are congruent?
5. To what extent do you think the program can improve the students' different language skills?
6. How do you evaluate the materials used (course books, skills books, supplementary materials) in terms of content and suitability for the students' level?
7. Which teaching methods and techniques do you apply in your lessons? How effective do you think these methods and techniques are in the development of language skills?
8. Do you encounter problems and difficulties while implementing the program? Can you talk about them? What can you say about the methods you used as a solution?
9. Can you evaluate the midterms, quizzes, and the portfolio tasks in the English Preparatory Program in terms of number and content? What do you think about the compatibility of these exams with the objectives of the program?
10. Do you think that the preparatory program contributes to the development of the language skills that the students required in the department courses? How? Why?
11. Do you think there are differences between the planned program and the program implemented? If so, what are these differences and what are their sources?
12. What do you think are the strengths and weaknesses of the English Preparatory Program that you are implementing?

The interview has been completed. Thank you for your participation and contribution.

E. FACULTY MEMBER INTERVIEW QUESTIONS (TURKISH)

ÖĞRETİM ÜYESİ GÖRÜŞME FORMU

Tarih:

Saat:

Yer:

Değerli öğretim üyesi,

Bu çalışma, Başkent Üniversitesi Yabancı Diller Yüksekokulu'nda 2018-2019 akademik yılı güz döneminde uygulanmaya başlanan İngilizce Hazırlık programını hedefler, içerik, öğretim yöntemleri, kullanılan araç gereçler ve ölçme araçlarının ve süreçlerinin uygunluğu açısından değerlendirmeyi amaçlamaktadır. İngilizce hazırlık programının temel hedeflerinden biri, İngilizce bölüm derslerini kolayca takip edebilmeleri için öğrencilere gerekli dil becerilerini kazandırmaktır. Bu bağlamda, siz değerli öğretim üyelerinin bölüm öğrencilerinin İngilizce dil yeterlilikleri ve ihtiyaçları ile ilgili görüşleri çalışmaya önemli katkı sağlayacaktır.

Görüşme, kişisel bilgiler ve görüşme soruları olmak üzere iki bölümden oluşmaktadır. Çalışmadan elde edilecek bulgular İngilizce hazırlık programının geliştirilmesi için kullanılacaktır. Bu nedenle sorulara vereceğiniz cevaplar çalışmaya büyük katkıda bulunacaktır. Vereceğiniz cevaplar tamamen bilimsel araştırma amacıyla kullanılacak ve kişisel bilgileriniz kesinlikle gizli tutulacaktır. Hem zamanı daha iyi kullanmak hem de cevaplarınızın kaydını daha ayrıntılı tutabilmek amacıyla, izin verirseniz görüşme ses kayıt cihazı ile kayıt edilecektir. Görüşme sırasında herhangi bir nedenden dolayı görüşmeden çekilebilir ve ses kaydınızın silinmesini talep edebilirsiniz.

Değerli katkılarınız için teşekkür ederiz.

Esra CAN GÜLSAT

ODTÜ Eğitim Fakültesi Eğitim Programları ve
Öğretim Anabilim Dalı Yüksek Lisans Öğrencisi
Başkent Üniversitesi Yabancı Diller Yüksekokulu
Öğretim Görevlisi

Prof. Dr. Ahmet OK

ODTÜ Eğitim Fakültesi Eğitim Programları ve
Öğretim Anabilim Dalı Öğretim Üyesi

BÖLÜM 1
KİŞİSEL BİLGİLER

1. Cinsiyetiniz:

Kadın ()

Erkek ()

2. Görev yaptığınız fakülte ve bölüm:

3. Kaç yıldır bu bölümde görev yapıyorsunuz?

4. Bölümünüzde hangi dersleri veriyorsunuz?

5. Hangi seviyede ders veriyorsunuz? (Birden fazla seçenek işaretlenebilir.)

1. Sınıf ()

2. Sınıf ()

3. Sınıf ()

4. Sınıf ()

Yüksek lisans ()

Doktora ()

6. Dil düzeyinizi nasıl tanımlarsınız?

Başlangıç ()

Temel ()

Orta seviye öncesi ()

Orta seviye ()

Orta seviyenin üstü ()

İleri ()

BÖLÜM 2

ÖĞRETİM ÜYESİ GÖRÜŞME SORULARI

1. Derslerinizde hangi tür etkinliklerle öğrencilerinizin farklı dil becerilerini (okuma, dinleme, yazma, konuşma) gözlemleme fırsatı buluyorsunuz?
2. Bölüm öğrencilerinizin İngilizce dil becerilerini nasıl değerlendiriyorsunuz? Sizce öğrencilerinizin İngilizce dil becerileri açısından zayıf ve güçlü yönleri nelerdir?
3. Derslerinizde İngilizce kaynaklı problem ve güçlüklerle karşılaşılıyor musunuz? Bunlardan bahseder misiniz? Çözüm olarak başvurduğunuz yöntemler konusunda neler söyleyebilirsiniz?
4. Öğrencilerinizin bölüm derslerinde dil becerilerinden dolayı yaşadığı sıkıntılar var ise bu sıkıntıları aşabilmek için hazırlık programına neler eklenebilir, neler önermek istersiniz?
5. İngilizce Hazırlık programı ve uygulamaları ile ilgili başka neler eklemek istersiniz?

Görüşme tamamlanmıştır. Katılımınız ve katkınız için teşekkür ederiz.

F. FACULTY MEMBER INTERVIEW QUESTIONS (ENGLISH)

FACULTY MEMBER INTERVIEW QUESTIONS

Date:
Time:
Place:

Dear faculty member,

This study aims to evaluate the English Preparatory Program, which started to be implemented in the Fall semester of the 2018-2019 Academic year at Başkent University School of Foreign Languages, in terms of its objectives, content, teaching methods, materials used, and the suitability of measurement tools and processes. One of the main objectives of the English preparatory program is to provide students with the necessary language skills so that they can easily follow the English department courses. In this context, your views about the English language proficiency levels and needs of the department students will contribute significantly to the study.

The interview consists of two parts: personal information and interview questions. Findings from the study will be used for the development of the English preparatory program. For this reason, your answers to the questions will greatly contribute to the study. Your answers will be used purely for scientific research purposes and your personal information will be kept strictly confidential. If you allow, the interview will be recorded with a voice recorder in order to use the time better and to keep a more detailed record of your answers. During the interview, you can withdraw for any reason and request that your voice recording be deleted. Thank you for your valuable contribution.

Esra CAN GÜLSAT
METU Department of Educational Sciences
Curriculum and Instruction Master's Student
Başkent University School of Foreign
Languages Instructor

Prof. Dr. Ahmet OK
METU Department of Educational Sciences
Curriculum and Instruction Faculty Member

PART 1
PERSONAL INFORMATION

1. Sex:

Female ()

Male ()

2. Your faculty and department:

3. How many years have you been working in this department?

4. Which courses do you teach in your department?

5. In which level do you teach? (You can choose more than one option.)

1st year ()

2nd year ()

3rd year ()

4th year ()

Master's Degree ()

Doctorate degree ()

6. How you describe your English proficiency level?

Beginner ()

Elementary ()

Pre-intermediate ()

Intermediate ()

Upper-intermediate ()

Advanced ()

BÖLÜM 2

INTERVIEW QUESTIONS

1. With what kinds of activities do you have the opportunity to observe the different language skills of your students (reading, listening, writing, speaking) in your lessons?
2. How do you evaluate the English language skills of your department students? What do you think are your students' strengths and weaknesses in terms of English language skills?
3. Do you encounter English-related problems and difficulties in your lessons? Can you talk about these? What can you say about the methods you used as a solution?
4. If your students have difficulties in departmental courses due to their language skills, what can be added to the preparatory program to overcome these difficulties, what would you like to suggest?
5. What else would you like to add about the English Preparatory Program and its practices?

The interview has been completed. Thank you for your participation and contribution.

G. STATISTICAL TABLES

Table 1
Descriptive Statistics of Items on System Assessment

<i>Items</i>	<i>M</i>	<i>Median</i>	<i>SD</i>
1. The program enables students to gain necessary language skills to follow their departmental courses easily.	3.60	4.00	0.96
4. The program is planned to develop students' basic English skills.	3.90	4.00	0.91
5. The content of the program is up-to-date.	3.94	4.00	0.90
6. The aims of the program are compatible with the students' expectations of learning English.	3.50	4.00	0.98
7. Basic language skills are balanced in the program.	3.72	4.00	0.88
9. The objectives of the program are clear and understandable.	3.84	4.00	0.94
10. The duration of the program is sufficient to learn English.	3.53	4.00	1.12
22. The content of the program is designed to achieve the program goals.	3.68	4.00	0.96
28. The content of the program is developed to meet English language needs of the students.	3.64	4.00	0.96
43. The objectives of the program are suitable for students' level.	3.82	4.00	0.93

Table 2
Descriptive Statistics of Items on Program Planning

<i>Items</i>	<i>M</i>	<i>Median</i>	<i>SD</i>
11. There are sufficient activities in the program aiming to improve language skills.	3.64	4.00	1.03
13. The content of the skills book (Northstar series) is interesting.	2.78	3.00	1.32
14. Classrooms have sufficient technological equipment for English lessons.	3.28	3.00	1.26
15. The content of the coursebook (Speakout series) is interesting.	3.45	4.00	1.10
18. The skills book (Northstar series) contains activities to improve different language skills.	3.15	3.00	1.23
19. The supplementary materials in the program (such as revision materials, PowerPoint presentations) are interesting.	3.68	4.00	1.07
20. The online learning platform (MyEnglishLab) is suitable for the students' level.	3.44	4.00	1.15
21. The supplementary materials in the program have content that will improve English skills.	3.68	4.00	0.95
23. The coursebook (Speakout series) contains activities to improve different language skills.	3.70	4.00	1.06
25. There are sufficient activities in the program aiming to improve vocabulary knowledge.	3.61	4.00	1.08
39. There are sufficient activities in the program aiming to improve grammar knowledge.	3.79	4.00	0.97

Table 3
Descriptive Statistics of Items on Program Improvement

<i>Items</i>	<i>M</i>	<i>Median</i>	<i>SD</i>
3. Enough time is allocated in the lessons to develop different language skills.	3.64	4.00	1.00
8. The number of the exams given in the program is sufficient.	4.18	4.00	1.00
16. The examples and exercises given by the instructors during the lessons help me learn English.	4.06	4.00	0.97
17. Role play activities done during the lessons contribute to learning English.	3.49	4.00	1.15
24. Group work activities done during the lessons contribute to learning English.	3.74	4.00	1.05
26. Individual activities done during the lessons contribute to learning English.	4.04	4.00	0.86

Table 3 (Continued)

<i>Items</i>	<i>M</i>	<i>Median</i>	<i>SD</i>
27. The exams given in the program are compatible with the content.	4.06	4.00	0.88
29. Difficulty level of exams given in the program is appropriate.	3.08	4.00	1.08
30. Portfolio assignments given in the program are compatible with the content.	3.90	4.00	0.92
32. The online learning platform (MyEnglishLab) makes easier to learn English.	3.14	3.00	1.16
33. Students are given feedback about their works (such as homework and portfolio tasks).	4.26	4.00	0.89
35. The activities done during the lessons (individual, pair, and group work activities) are balanced.	3.71	4.00	0.98
36. Activities are done during the lessons to develop different language skills.	3.72	4.00	0.98
37. Sufficient practice is done for all the topics covered in the program.	3.79	4.00	0.99
42. The number of portfolio tasks is adequate.	3.88	4.00	0.97
44. During the lessons, students have the opportunity to express themselves in English.	4.12	4.00	0.94

Table 4

Descriptive Statistics of Items on Program Certification

<i>Items</i>	<i>M</i>	<i>Median</i>	<i>SD</i>
2. Thanks to the program, I can express myself in English about every day topics.	3.80	4.00	0.96
12. Thanks to the program, I developed my vocabulary knowledge.	4.07	4.00	0.98
31. Thanks to the program, I can understand films using daily and standard speech.	3.71	4.00	1.03
34. The program provided me with the English knowledge that I needed for my department.	3.42	3.50	1.09
38. Thanks to the program, I can write an essay expressing my opinion.	3.92	4.00	0.93

Table 4 (Continued)

<i>Items</i>	<i>M</i>	<i>Median</i>	<i>SD</i>
40. Thanks to the program, I have a better command of English grammar.	4.00	4.00	0.87
41. Thanks to the program, I can do independent reading by using reference sources (such as dictionaries).	3.77	4.00	0.99

H. APPROVAL OF THE METU HUMAN SUBJECTS ETHICS COMMITTEE

UYGULAMALI ETİK ARAŞTIRMA MERKEZİ
APPLIED ETHICS RESEARCH CENTER



ORTA DOĞU TEKNİK ÜNİVERSİTESİ
MIDDLE EAST TECHNICAL UNIVERSITY

DUMLUPINAK BULVARI 06800
ÇANKAYA ANKARA/TURKEY

Sayı: 28620816 / 208

16 HAZİRAN 2020

Konu: Değerlendirme Sonucu

Gönderen: ODTÜ İnsan Araştırmaları Etik Kurulu (IAEK)

İlgili: İnsan Araştırmaları Etik Kurulu Başvurusu

Sayın Ahmet OK

Danışmanlığımı yaptığınız Esra Can GÜLSAT'ın "Başkent Üniversitesi İngilizce Hazırlık Programının Alkân'ın UCLA Program Değerlendirme Modeli ile Değerlendirilmesi" başlıklı araştırması İnsan Araştırmaları Etik Kurulu tarafından uygun görülmüş ve 208 ODTU 2020 protokol numarası ile onaylanmıştır.

Saygılarımızla bilgilerinize sunarız.

Prof.Dr. Mine MISIRLISOY

Başkan

Prof. Dr. Tolga CAN

Üye

Doç. Dr. Pinar KAYGAN

Üye

Dr. Öğr. Üyesi Ali Emre TURGUT

Üye

Dr. Öğr. Üyesi Şehinşeh SEVİNÇ

Üye

Dr. Öğr. Üyesi Müge GÜNDÜZ

Üye

Dr. Öğr. Üyesi Sibel ÖZCAN KABASAKAL

Üye

I. TURKISH SUMMARY / TÜRKE ÖZET

1994 yılında bir vakıf üniversitesi olarak kurulan Başkent Üniversitesi, bünyesindeki 12 fakülte, 7 enstitü ve 7 yüksekokul ile toplumu sosyoekonomik, teknolojik ve kültürel olarak geliştirmeyi ve üretken ve yenilikçi bireyler yetiştirmeyi hedeflemektedir. İngilizce eğitiminin değerinin bilincinde olan Başkent Üniversitesi, çoğu bölümde tam (%100) veya kısmi (%30) İngilizce eğitim vermektedir. Başkent Üniversitesi Yabancı Diller Yüksek Okulu'nun misyonu, öğrencilerine uluslararası kalite standartlarında dil eğitimi sağlamak, kendi dil öğrenim süreçlerini takip etmelerine yardımcı olmak ve onları sorumlu ve bilinçli öğrenenler olmaya teşvik etmektir (Yabancı Diller Yüksekokulu Kalite El Kitabı, 2020).

Hazırlık programının değerlendirilmesi, programın planlandığı gibi işleyip işlemediğini ve hedeflerini gerçekleştirip gerçekleştirmediğini ortaya çıkarmayı amaçlamaktadır. Bu nedenle, programın gelecekteki kullanımı, değerlendirme çalışmasından elde edilen verilere bağlıdır. Programın değerlendirmesi, karar vericilere programın değiştirilecek, eklenecek veya çıkarılacak yönleri hakkında fikir verir ve programı iyileştirmek için önerilerde bulunur.

Bu çalışmanın amacı, Başkent Üniversitesi İngilizce Hazırlık programını, Alkin'in (1969) UCLA değerlendirme modelini kullanarak Hazırlık programı öğrencileri ve öğretim görevlilerinin bakış açısına göre değerlendirmek ve Başkent Üniversitesi'nde görev yapan öğretim üyelerinin bölüm öğrencilerinin dil gereksinimleri ve İngilizce eğitimde yaşadıkları zorluklar ile ilgili bakış açılarını öğrenmektir.

ARAŞTIRMA SORULARI

Araştırmanın amacına yönelik olarak, araştırmacı tarafından aşağıdaki sorular geliştirilmiştir:

1. Başkent Üniversitesi İngilizce Hazırlık Okulu Program 2 kurunda öğrenim gören hazırlık öğrencilerinin ve öğretim görevlilerinin, yeni uygulanmaya başlanan hazırlık

programının; içeriği, hedefleri, materyalleri, öğretim yöntemleri ve ölçme yöntemlerinin uygunluğu ile ilgili algıları nelerdir?

a. Program 2 kurunda öğrenim gören öğrencilerin ve öğretim elemanlarının Başkent Üniversitesi Hazırlık Okulu'nda yeni uygulanmaya başlanan programa ilişkin bakış açıları programın içeriği, hedefleri, materyalleri, öğretim yöntemleri ve ölçme yöntemleri açısından örtüşüyor mu?

2. Başkent Üniversitesi'nde görev yapan öğretim üyelerinin; öğrencilerinin İngilizce dil ihtiyaçlarına ve İngilizce eğitimde yaşadıkları zorluklara bakış açıları nelerdir?

3. Başkent Üniversitesi Hazırlık Okulu'nda yeni uygulanan programın öğretim görevlilerine ve Program 2 kurunda öğrenim gören öğrencilere göre güçlü ve zayıf yönleri nelerdir?

YÖNTEM

Başkent Üniversitesi Yabancı Diller Yüksekokulu İngilizce Hazırlık Eğitim programı değerlendirme çalışması Alkin (1969) tarafından geliştirilen UCLA değerlendirme modeli kullanılarak gerçekleştirilmiştir. UCLA değerlendirme modeli; sistem değerlendirmesi, program planlama, program uygulama, program geliştirme ve program onaylama olmak üzere beş aşamalı bir değerlendirme modelidir. Sistem değerlendirmesi boyutunda programın hedeflerinin uygunluğu, karşılanmamış ihtiyaçlar ve ihtiyaçların karşılanmama nedenleri incelenmektedir. Program planlama sürecinde, belirlenen ihtiyaçları karşılamada etkili olabilecek kaynakların nasıl kullanılacağına karar verilir. Program uygulamada, planlanan program ile gerçekte uygulanan program arasındaki farklılıklara bakılır. Program geliştirme boyutunda programın işleyiş şekline, hedeflere ulaşıp ulaşılmadığına ve beklenmeyen sorunlarla karşılaşıp karşılaşılmadığına bakılırken program onaylama boyutunda ise programın uygulanmasına devam edilip edilmeyeceğine karar verilir (Fitzpatrick et al., 2004).

Çalışmanın verilerini Başkent Üniversitesi'nde görevli öğretim görevlileri ve öğretim üyeleri ile Hazırlık Okulu Program 2 kurunda öğrenim gören öğrencilerin görüşleri oluşturmaktadır. Çalışmada hem nitel hem nicel veriler kullanılmıştır. Nicel veriler, Program 2 kurunda öğrenim gören öğrencilerin tamamına (170 katılımcı) uygulanan anketler aracılığı ile toplanmıştır. Nitel veriler ise İngilizce Hazırlık Okulu'nda görevli

10 öğretim görevlisi ve Başkent Üniversitesi'nin farklı bölümlerinde görev yapan 10 öğretim üyesi ile bire bir yapılan görüşmeler aracılığı ile toplanmıştır.

Çalışmanın nicel verileri, araştırmacı tarafından geliştirilen 46 soruluk anket aracılığıyla, nitel veriler ise yine araştırmacı tarafından hazırlanan yarı yapılandırılmış yüz yüze görüşmeler yoluyla toplanmıştır. Öğretim görevlilerinin yarı yapılandırılmış yüz yüze görüşmesi 12 sorudan oluşmakta iken, öğretim üyelerinin yarı yapılandırılmış yüz yüze görüşmesi beş sorudan oluşmaktadır. Toplanan nicel veriler betimsel istatistik yöntemleri kullanılarak analiz edilmiştir. Yüz yüze görüşmelerden elde edilen nitel veriler ise betimsel içerik çözümlemesi ile analiz edilmiştir. Analiz sonucunda ortaya çıkan temalar, çalışmanın araştırma sorularına cevap verecek şekilde tartışılmıştır. Bu bağlamda, programın geliştirilmesi veya değiştirilmesi gereken yönleri, öğrencilerin, öğretim görevlilerinin ve öğretim üyelerinin bakış açısıyla ortaya konulmuştur.

Araştırmacı tarafından geliştirilen öğrenci anketleri iki bölümden oluşmaktadır. Birinci bölüm öğrenciler ile ilgili bazı demografik bilgileri toplamak için oluşturulan sorulardan; ikinci bölüm ise 1'den 44'e kadar numaralandırılmış beşli likert tipinde; (1) Kesinlikle Katılmıyorum, (2) Katılmıyorum, (3) Kısmen Katılıyorum, (4) Katılıyorum, (5) Kesinlikle Katılıyorum şeklinde sorulardan oluşmaktadır. Anketin son kısmında iki açık uçlu soruya yer verilmiştir. Anket, araştırmada kullanılan ve araştırmanın alt problemlerini oluşturan UCLA değerlendirme modelinin sistem değerlendirmesi, program planlama, program geliştirme ve program onaylama olmak üzere dört boyutu kapsayacak şekilde hazırlanmıştır. Ankette, Başkent Üniversitesi Yabancı Diller Yüksek Okulu İngilizce Hazırlık programının değerlendirilmesine ilişkin toplam 46 soru bulunmaktadır. Anketler, her sınıfın sorumlu öğretim görevlisi tarafından çevrimiçi (Moodle2 platformu aracılığı ile) olarak uygulanmıştır. Öğrencilerin anketi iki gün içinde cevaplamaları ve çevrimiçi sisteme yüklemeleri istenmiştir. Cevaplanan anketler ise öğretim görevlileri tarafından araştırmacıya iletilmiştir. Anketlerin uygulamasını takiben, araştırmacı Başkent Üniversitesi Yabancı Diller Yüksek Okulu İngilizce Hazırlık Okulu'nda görevli öğretim görevlilerini ve farklı bölümlerde görev yapan öğretim üyelerini kendi ofislerinde ziyaret ederek yarı yapılandırılmış görüşmeleri yürütmüştür. Bu görüşmeler genel olarak 20-35 dakika aralığında sürmüştür. Elde edilen veriler, araştırmanın; sistem

değerlendirmesi, program planlama, program uygulaması, program geliştirme ve program onaylama boyutlarına göre sınıflandırılarak yorumlanmıştır.

BULGULAR

Başkent Üniversitesi Yabancı Diller Yüksek Okulu İngilizce Hazırlık programı Program 2 modülü öğrencilerinin ve Hazırlık okulunda görevli öğretim görevlilerinin, programın; amacı, içeriği, öğretim yöntemleri, materyalleri ve ölçme yöntemlerinin uygunluğu hakkındaki algılarına ait bulguları UCLA değerlendirme modelinin sistem değerlendirmesi, program planlama, program uygulaması, program geliştirme ve program onaylama boyutlarını kapsayacak şekilde özetlenmiştir.

Sistemin değerlendirmesine ilişkin sonuçlara bakıldığında, öğrenciler; programın içeriğinin güncel ve programın amaçlarının dil ihtiyaçları ve beklentileriyle uyumlu olduğunu belirtmiştir. Ayrıca, öğrenciler programın süresinin yeterli olduğunu, program hedeflerinin açık, anlaşılır ve düzeylerine uygun olduğunu belirtmiştir. Öğrenciler, programın temel İngilizce dil becerilerini geliştirmeye yönelik olduğunu ifade ederken, bazı öğrenciler programın bölüm derslerinin takibini kolaylaştıracak şekilde düzenlenmediğini belirtmiştir. Bazı öğrenciler ayrıca daha yüksek yeterlilik seviyeleri elde etmek için hazırlık programının daha yüksek seviyede kurlar sunması gerektiğini belirtmişlerdir. Ayrıca, öğrenciler her kurun sadece bir yeterlilik düzeyi içermesinin gerekliliğini belirtmişlerdir. Sistem değerlendirmesiyle ilgili olarak, bütün öğretim görevlileri; programın amacının öğrencilerin İngilizce dört temel dil becerisini geliştirmek ve öğrencilere İngilizce bölüm derslerini kolayca takip edebilmeleri için gerekli dil becerilerini kazandırmak olduğunu belirtmiştir. Öğretim görevlileri, programın; dört temel beceriyi içermesi nedeniyle bu amaçları kısmen karşıladığını, ancak öğrencilerin bölüm derslerini kolayca takip etmeleri için gerekli olan dil becerilerini geliştirmede yetersiz kaldığını ifade etmiştir. Öğretim görevlileri de öğrenciler gibi programın hedeflerinin açık ve anlaşılır olduğunu belirtmiştir. Diğer yandan ise çoğu öğretim görevlisi içeriğin programın hedefleriyle uyumlu olmadığını ifade etmiştir.

Başkent Üniversitesi İngilizce Hazırlık Okulu Program 2 öğrencilerinin program planlama boyutunda yer alan maddelerde belirttikleri görüşlerden elde edilen veriler incelendiğinde, öğrencilerin; programın dinleme ve konuşma becerileri hariç dil

becerileri ile dilbilgisi ve kelime bilgisini geliştirmeye yönelik yeterli etkinlik olduğuna katıldıkları görülmüştür. Öğrenciler ayrıca ders kitabının ilgi çekici olduğuna, destek materyallerinin faydalı ve ilgi çekici olduğuna ve çevrimiçi öğrenme platformunun seviyelerine uygun olduğuna katılmaktadırlar. Fakat, çoğu öğrenci programda kullanılan beceri kitabının ilgi çekici ve etkili olmadığını ifade etmiştir. Öğrenciler beceri kitabının farklı dil becerilerini geliştirici etkinlikler içermesi ve sınıfların teknolojik donanım açısından yeterli olması konusunda taraf belirtmemişlerdir. Diğer yandan, öğretim görevlileri, hazırlık programının temel dil becerilerini geliştirici etkinlikler içerdiğini fakat İngilizce bölüm derslerinin takibini kolaylaştıracak tarzda etkinlikler bulunmadığını belirtmiştir. Bazı öğretim görevlileri içeriği konu çeşitliliği olduğu için ilgi çekici bulurken, diğer öğretim görevlileri içeriğin ders kitabıyla sınırlı olduğunu belirtmiştir. Ayrıca, öğretim görevlileri beceri kitabı haricinde programda kullanılan materyallerin etkili olduğuna katıldıklarını ifade etmiştir.

Değerlendirme çalışmasının programın uygulaması boyutu ile ilgili sorulardan elde edilen veriler tüm öğretim görevlilerinin planlanan ve uygulanan program arasında farklılıklar olduğu konusunda hemfikir olduğunu ortaya koymuştur. Öğretim görevlileri, planlanan ve uygulanan program arasındaki farklılıkların; programın uygulanmasındaki birlik eksikliği, öğretim görevlilerinin eski alışkanlıkları, programın aşırı yüklü olması, ve öğrencilerin gerçek dil yeterliliklerinin öğrenim gördükleri modül için yeterli olmamasından kaynaklandığını belirtmiştir.

Başkent Üniversitesi Yabancı Diller Yüksek Okulu İngilizce Hazırlık programı değerlendirme çalışmasının program geliştirme boyutunu değerlendirmeyi amaçlayan maddeler, öğrencilerin derslerde dinleme ve konuşma dışında dil becerilerini geliştirmeye yönelik etkinliklere yeterli zaman ayrıldığına ve işlenen konular için yeterli etkinlik yapıldığına katılmakta olduğunu göstermiştir. Ayrıca, öğrenciler, bireysel ve grup etkinlikleri ile rol yapma etkinliklerinin İngilizce öğrenmeye yardımcı olduğunu; bireysel, ikili ve grup çalışmalarının dengeli olduğunu, çalışmalarını ile ilgili geri bildirim alabildiklerini ve derslerde kendilerini İngilizce olarak ifade edebilmek fırsatını bulduklarını belirtmiştir. Ölçme ve değerlendirme açısından ise, öğrenciler; sınavların sayısının ve zorluk derecesinin uygun olduğunu, sınavların ve içeriğin uygun olduğunu belirtmiştir. Diğer yandan, bazı öğrenciler konuşma sınavının

sayısının artırılması gerektiğini, ve %100 İngilizce bölüm öğrencilerinin yeterlilik sınavı geçme puanının düşürülmesi gerektiğini belirtmiştir. Değerlendirme çalışmasının program geliştirme boyutuna yönelik olarak bazı öğretim görevlileri, öğrenci merkezli ve iletişimsel öğretim yöntemlerini tercih ettiğini ifade ederken, bazı öğretim görevlileri ise öğrencilerin ihtiyaç ve ilgilerine göre eklektik yöntemi tercih ettiğini ifade etmiştir. Ayrıca, öğretim görevlileri programda uygulanan sınavların sayısının yeterli olduğunu, ancak soru tiplerinde çeşitlilik olmadığını ve programın hedefleri ile uygulanan sınavların uyumsuz olduğunu ifade etmiştir. Derste yaşadıkları zorluk ve problemler ile ilgili olarak, öğretim görevlileri öğrencilerin motivasyon eksikliğinden, programın aşırı yüklü olmasından, ders kitabında bazı tek düze dinleme etkinliklerinin olmasından, beceri kitabından etkinlik çeşitliliğinin az olmasından ve teknoloji ile ilgili problemlerden bahsetmiştir.

Değerlendirme çalışmasının program onaylama boyutunda yer alan maddelerden elde edilen veriler öğrencilerin çoğunluğunun program sayesinde günlük konularda kendilerini İngilizce olarak ifade edebildiklerini; günlük ve standart dil kullanılan filmleri anlayabildiklerini, düşüncelerini ifade edebildikleri bir kompozisyon yazabildiklerini ve referans kaynaklar kullanarak bağımsız okuma yapabildiklerini belirtmiştir. Ayrıca, öğrenciler program sayesinde kelime ve dil bilgilerinin geliştiğine ve bölümlerinde ihtiyaç duyacakları İngilizce bilgisini edindiklerine katılmaktadırlar. Diğer yandan öğretim görevlileri programın öğrencilerin okuma, yazma, ve konuşma becerilerini geliştirirken dinleme ihtiyaçlarını karşılamada eksik kaldığını belirtmiştir. Ayrıca bazı öğretim üyeleri programda sunulan en yüksek dil seviyesinin orta düzey olduğunu belirterek bu seviyenin öğrencilerin bölüm derslerini takip edebilmeleri için yeterli olmadığını ifade etmiştir.

Çalışmanın ikinci sorusu olan, Başkent Üniversitesi öğretim üyelerinin öğrencilerinin İngilizce dil ihtiyaçları ve İngilizce eğitimde yaşadıkları problem ve güçlükler hakkındaki algılarına bakıldığında, öğretim üyelerinin bölüm öğrencilerinin dil becerilerini farklı etkinliklerle gözlemleyebildikleri sonucuna ulaşılmıştır. Öğretim üyeleri tarafından belirtilen etkinler; ders dinlemek ve not almak, ders materyallerini okumak, yazılı sınavlara girmek, ürün dosyaları ve dönem projeleri hazırlamak, sınıf tartışmalarına katılmak ve sunum hazırlamak olarak sıralanabilir.

Öğrencilerinin dil yeterliliği sorulduğunda, öğretim üyeleri, öğrencilerin okuma, dinleme ve konuşma becerilerinin yetersiz olduğundan bahsetmiştir. Ayrıca, öğrencilerin terminoloji ve dil bilgisi eksikliği bazı öğretim üyeleri tarafından zayıflık olarak belirtilmiştir. İki öğretim üyesi ise %100 ve %30 İngilizce programlarda öğrenim gören öğrencilerin dil becerileri arasında farklılık olduğunu belirtmiştir. Ders sırasında dile ilişkin zorluklar ve sorunlarla ilgili olarak en sık verilen yanıtlar öğrencilerin dersi takip edememeleri, dinlerken not alamamaları, karmaşık yapı ve terminolojiler nedeniyle sınıf materyallerini anlayamamaları ve derslerde İngilizce konuşmaya istekli olmamalarıdır. Öğretim üyeleri, bu zorluklarla başa çıkmak için daha fazla açıklama ve yorum yaptıklarını, ders kitabının dilinde sadeleştirdiklerini, görsellerden faydalandıklarını, gerektiğinde Türkçe kullandıklarını, öğrencileri not almaya teşvik ettiklerini, alanları ile ilgili daha fazla materyal okumaya teşvik ettiklerini, ve öğrencilerin derse katılımını puanlayarak hedef dilde daha çok konuşmalarını sağladıklarını ifade etmiştir. İngilizce Hazırlık programına ilişkin önerilere ilişkin olarak, öğretim üyeleri, öğrenci motivasyonunun artırılması gerektiğini belirterek, sunum, konuşma kulübü, öğrenci konferansları, sosyal projeler gibi etkinlikler düzenlenmesini önermiştir. Ayrıca, İngilizce eğitim veren bölümler ile Hazırlık Okulu arasında daha güçlü bir iletişimin olması gerektiği ve düzenli toplantıların gerçekleştirilmesi gerektiği öğretim üyeleri tarafından ifade edilmiştir. Ek olarak, öğretim üyeleri, öğrencilerin bölümlerine yönelik okuma materyallerinin hazırlık programına dahil edilmesini ve öğrencilere bölümlerini tanıtmak için ayda bir kez Hazırlık Okulu'nda ders vermeyi önermiştir. Ayrıca, bazı öğretim üyeleri, dil ile ilgili bölümlerde öğrenim görecektik öğrencilerin daha yüksek düzeyde yeterlik ve dil bilgisi ve kelime bilgisine ihtiyaç duydukları için farklı bir programa alınması ve bu bölümler için yeterlik sınavında geçme notunun daha yüksek olması gerektiğini belirtmişlerdir.

Araştırmanın üçüncü sorusu olan İngilizce Hazırlık programının güçlü ve zayıf yönleri ile ilgili olarak, öğrencilerin hazırlık okulunda görev yapan öğretim görevlilerinin ve kullanılan materyallerin programın güçlü yönleri olduğunu ifade etmiştir. Kullanılan beceri kitabı, programın yeterli dinleme ve konuşma etkinliği sağlayamaması, konuşma sınavının sayısının yeterli olmayışı, ve %30 İngilizce programlar için geçme notunun yüksek olması öğrenciler tarafından programın zayıf yönleri olarak ifade edilmiştir. Ayrıca, öğrenciler, programda daha çok ödev verilmesi ve sınıf dışında da

öğretim görevlileri ile çalışabilmeleri gerektiğini belirtmiştir. Son olarak, öğrenciler programda dil seviyesi olarak daha yüksek kurların açılması gerektiğini, her kurun bir yeterlik seviyesi içermesi gerektiğini ve %100 ve %30 İngilizce bölüm öğrencileri için farklı içeriklerin olması gerektiğini belirtmiştir. Öğretim görevlileri ise öğrenciler gibi, deneyimli eğitim kadrosunun ve materyallerin programın güçlü yanı olduğunu ifade ederken, program uygulamasında denetim eksikliğini, amaç ve içerik uyumsuzluğunu, programın aşırı yüklü olmasını ve teknolojik problemleri programın zayıf yönleri olarak sıralamıştır.

TARTIŞMA

Programın amaçlarına ilişkin olarak öğrenciler genel olarak hazırlık programının öğrencilerin İngilizce bölüm derslerini kolayca takip edebilmeleri için gerekli dil becerilerini kazandırmayı amaçladığı konusunda hemfikir iken, bazı öğrenciler programın bu amacına katılmamaktadır. Öğrencilerin ankette yer alan açık uçlu sorulara verdikleri yanıtlar, programın bölümlere yönelik terminolojiyi öğretmediği ve yalnızca Genel İngilizce öğrettiği için gelecekteki akademik çalışmalarını için onlara yardımcı olmayı amaçlamadığını düşündüklerini ortaya koymaktadır. Diğer yandan, öğretim görevlileri, programın İngilizce eğitimde öğrencilerin dahil olacakları en yaygın uygulamalar olan sunum yapma, özet hazırlama ve rapor yazma gibi etkinlikleri içermemesi sebebiyle, öğrencilerin bölüm derslerini kolayca takip edebilmelerine yardımcı olmayı amaçlamadığını belirtmektedir. Aktai ve Gündoğdu (2020) Aydın Adnan Menderes Üniversitesi Yabancı Diller Yüksekokulu İngilizce hazırlık öğretim programını değerlendirdikleri çalışmalarında benzer sonuçlar elde etmiştir. Çalışmada, İngilizce hazırlık programının amaç ve hedeflerinin öğrencilerin ve bölümlerin ihtiyaçları ile uyumlu olmadığını ortaya koymuştur.

Öğrencilerden elde edilen veriler, öğrencilerin programda dinleme ve konuşma becerilerini geliştirmeye yönelik etkinliklerin yetersiz olduğunu ifade ettiklerini ortaya koymaktadır. Anket sonunda yer alan açık uçlu sorulara verilen yanıtlardan hareketle, öğrencilerin çoğunun dinleme ve konuşma etkinliklerinin yeterliliği konusunda olumsuz görüşlere sahip olduğu sonucuna varılabilir. Tekin'in (2015) Çanakkale Onsekiz Mart Üniversitesi İngiliz Dili Eğitimi programı ile İngiliz Dili ve Edebiyatı hazırlık sınıflarını değerlendirmek için yaptığı araştırmanın sonuçları bu araştırmanın

bulguları ile paralellik göstermektedir. Araştırma, Çanakkale Onsekiz Mart Üniversitesi öğrencilerinin programda dinleme ve konuşma becerilerine vurgu yapılmaması nedeniyle dinleme ve konuşma becerilerini geliştirmeye yönelik materyallerin yetersiz olduğunu düşündüklerini göstermiştir.

Araştırmanın program uygulama bileşenine ilişkin sonuçlar, öğretim görevlilerine göre planlanan program ile fiilen uygulanan programın çeşitli açılardan farklılıklar gösterdiğini göstermektedir. Çalışmanın sonuçları, öğretim görevlilerinin bu farklılıkların, programın değerleri ile öğretim görevlilerinin zihniyeti arasındaki uyumu sağlamaya yönelik çabaların eksikliğinden kaynaklandığını belirttiklerini ortaya koymaktadır. Programın nasıl uygulanacağı veya planlandığı gibi uygulanıp uygulanmayacağı konusunda öğretim görevlilerinin denetiminin olmadığı konusunda öğretim görevlileri hemfikirdirler. Planlanan ve uygulanan öğretim programı arasındaki farklılığın bir diğer nedeni de öğretim görevlilerinin eski alışkanlıkları ve deneyimleridir. Çalışma, mevcut programın iletişimsel dil öğretimini ve öğrencilerin dile anlamlı bir şekilde maruz kalmasını desteklese de, öğretim görevlilerinin önceki programın uygulanmasında olduğu gibi dilbilgisi temelli yöntemleri kullanmaya devam ettiklerini ortaya koymaktadır. Ahmed ve Ashrafuzzaman'ın (2018) Mevlana Bhashani Bilim ve Teknoloji Üniversitesi'nde Temel İngilizce dersi müfredatını değerlendirdikleri çalışmanın sonuçları bu çalışmanın bulguları ile paralellik göstermektedir. Çalışma, öğretmenlerin dil bilgisi pratiğini aşırı vurguladıkları ve diyalog pratiği, kontrollü veya yarı kontrollü konuşma etkinlikleri sağlamadıkları için ders programı içeriği ile sınıf uygulaması arasında farklılıklar olduğunu ortaya koymuştur.

Programda uygulanan sınavlara yönelik olarak ise, öğretim görevlileri görüşmelerinden elde edilen nitel bulgular, öğrencilerden elde edilen nicel verilerden farklılık göstermektedir. Çalışma, öğretim görevlilerin ara ve kısa sınavlarda sorulan soru tiplerinin yetersiz olduğunu, eski programda olduğu gibi çoktan seçmeli soruların sorulduğunu ve bu durumun sınavların geçerliliğini azalttığını düşündüğünü ortaya koymuştur. Alwan'ın (2016) Birleşik Arap Emirlikleri'nde ortaokul öğretmenlerinin program değişikliğine yönelik algılarını araştırdığı araştırmanın bulguları, bu araştırmanın sonuçlarıyla paralellik göstermektedir. Araştırma, öğretmenlere göre yeni uygulanan programdaki değerlendirme prosedürlerinin değişmediğini

göstermiştir. Öğretim görevlilerin dikkat çektiği bir diğer konu ise sınavlar ile program hedefleri arasındaki uyumsuzluktur. Özdoruk'un (2016) araştırmasının bulguları, bu çalışmanın bulguları ile benzerlik göstermemiştir. Özdoruk (2016) araştırmasında hem öğretim elemanlarının hem de sınav ofisi üyelerinin sınavların program amaçlarına uygun olarak hazırlandığını ifade ettiklerini göstermiştir. Ayrıca, çalışmanın sonuçları öğretim görevlilerinin alternatif değerlendirme araçlarının programa dahil edilmesi gerektiğini düşündüğünü ortaya çıkarmıştır. Benzer şekilde Coşaner'in (2013) araştırması da öğrencilerin proje çalışmaları ve sunumlar gibi alternatif değerlendirme araçlarından memnun olduklarını göstermiştir. Geleneksel yöntemlerden farklı olarak, alternatif araçlar, öğrencinin öğrenmesini değerlendirmek için alternatifler sunarak öğrencilerin hedef konuları ne kadar anladığını değerlendirmede yardımcı olur (Llewellyn, 2002)

Hazırlık okulu uygulamalarına ilişkin olarak, çalışmanın sonuçları Başkent Üniversitesi öğretim üyelerinin Hazırlık programında öğrenim gören öğrencilerin dil öğrenmek için gerekli motivasyona sahip olmadığını düşündüklerini göstermektedir. Bu bağlamda, öğretim üyeleri Hazırlık programında okuyan öğrencilerin İngilizce öğrenmeye daha fazla motive edilmesi gerektiğini ifade etmiştir. Dörnyei'nin (2001) belirttiği gibi, öğretmenlerin öğrenme sürecini daha teşvik edici ve eğlenceli hale getirmeleri, öğrenci katılımını sürdürmeye yardımcı olur. Bu nedenle öğretim üyeleri, konuşma kulüpleri, öğrenci konferansları, sosyal projeler ve akran öğrenmesi gibi ders dışı etkinliklerin yanı sıra, motivasyonu artırmak ve geliştirmek için sunum hazırlama gibi sınıf etkinliklerinin düzenlenmesini ve öğrencilere bölümleriyle ilgili okuma materyallerin sağlanmasını önermektedirler. Yıldız ve diğerleri, (2017) tarafından gerçekleştirilen birinci, ikinci, üçüncü ve son sınıf öğrencilerinin İngilizce eğitim bağlamında yaşadıkları zorlukları ve ihtiyaçlarını nasıl algıladıklarını araştıran çalışmanın sonuçları bu çalışma ile benzer sonuçlar göstermiştir. Çalışma, öğrencilerin konuşma ve yazma becerilerine ve teknik kelime öğretimine odaklanan üretime dayalı bir hazırlık programını tercih ettiklerini ortaya koymuştur. Ek olarak, Başkent Üniversitesi'ndeki öğretim üyeleri, eğitim dili İngilizce olan bölümler ile Hazırlık Okulu arasında daha güçlü bir iletişim kurulmasını önermektedir. Özer'in (2020) tartıştığı gibi, eğitim dili İngilizce olan programlarının başarılı bir şekilde uygulanabilmesi hem bölümlerdeki öğretim üyelerine hem de hazırlık programında görevli öğretim görevlilerine bağlıdır; bu nedenle, bu iki taraf arasındaki işbirliği son

derece önemlidir. Ayrıca, öğretim görevlileri, öğrencilerin ders saatleri dışında kaynaklara ulaşabilecekleri bir bağımsız öğrenme merkezinin açılmasının önermektedir. İlgili alanyazının da desteklediği gibi, özerk öğrenmeyi teşvik etmek, öğrencilerin öğrenmeyi öğrenmelerini kolaylaştırmak ve sınıf içi eğitimi tamamlamak için için kendi bağımsız öğrenme merkezlerinden yararlanılmaktadır (Cotteral & Reinders, 2001 & McMurry, et.al, 2009).

ÖNERİLER

Araştırmanın sonuçları ışığında uygulayıcılara, karar alıcılara ve diğer araştırmacılara aşağıda sıralanan öneriler getirilmiştir.

Çalışmanın sonuçları, bazı öğrencilerin ve öğretim görevlilerinin programın içeriğinden memnun olmadığını göstermiştir. Programın temel dil becerilerini geliştirmesine rağmen, öğrencilerin bölüm derslerini İngilizce olarak takip etme becerilerini geliştirmeyi amaçlamadığını belirtmişlerdir. Bu nedenle sınıf içi uygulamalar, sadece temel dil becerilerini geliştiren etkinlikleri değil, öğrencilerin bölümleri ilgili bir konuda sunum yapma, özet ve rapor yazma, grup tartışmaları düzenleme, not alma gibi bölüm İngilizcesi ile ilgili uygulamaları da içerebilir. Bu sayede öğrenciler bölümleriyle ilgili terminolojiye aşina olabilir ve İngilizce öğrenmenin amacına yönelik farkındalıklarını artırdığı için hazırlık programında İngilizce öğrenmeye daha fazla motive olabilirler.

Hem nicel hem de nitel veriler programın dinleme becerilerini geliştirmeye yönelik etkinlikler açısından yetersiz olduğunu göstermiştir. Ayrıca öğrencilerin programda konuşma etkinliklerinin olmamasından da memnun olmadıkları görülmüştür. Bu nedenle dinleme ve konuşma becerilerini geliştirmeye yönelik etkinlikler zenginleştirilebilir. Bu dil becerilerine ilişkin sınıf içi uygulamalarda sunum, oyun, grup ve ikili çalışma etkinliklerinden daha fazla yararlanılabilir. Ayrıca bir konuşma kulübünün açılması bu çalışmada yapılan önerilerden biridir. Konuşma kulübündeki etkinlikler sayesinde öğrenciler iletişim becerilerini daha fazla uygulamaya dahil edilebilirler. Ayrıca, öğrenciler farklı kulüplerde kendi bölümleriyle ilgili iki haftalık bültenlerini yayınlamaları için teşvik edilebilirler.

Planlanan ve uygulanan program arasındaki farklılıklara ilişkin algılara ilişkin sonuçlar dikkate alındığında, öğretim görevlilerinin, bu farklılığın programın değerleri ve hedefleri ile öğretmenlerin kendi değerleri arasındaki farktan, programın aşırı yüklü olmasından ve öğrencilerin gerçek yeterlilik seviyesi ile öğrenim gördükleri kurum seviyesi arasındaki boşluktan kaynaklandığını düşündükleri görülmektedir. Bu nedenle, hem programın planlandığı gibi uygulanması hem de öğrenme çıktılarının her sınıf için benzer hale getirilmesi için öğretmen uygulamalarının sınıf gözlemlerine dayalı denetim yoluyla benzer hale getirilmesi önerilmektedir. Program uygulama sürecinin etkinliğini artırmak için öğretim görevlilerinin mesleki gelişimleri de desteklenebilir.

Çalışmadan elde edilen sonuçlar öğrencilerin daha fazla konuşma pratiği yapmaya motive olmak için daha fazla konuşma sınavı talep ettiklerini göstermiştir. Bu bağlamda, iki öneri sunulabilir. İlk olarak, uygulanan ara sınavlara bir konuşma bileşeni eklemek önerilmektedir. Diğer öneri ise öğretim görevlilerinin öğrencilerin gelecekteki akademik çalışmaları için konuşma becerilerini geliştirmenin önemi konusunda farkındalıklarını artırmaları olabilir. Öğrencilerin sık sık test edilmeseler bile derslerde konuşma pratiği yapmak için motive olmaları oldukça önemlidir. Uygulanan sınavlarla ilgili öğretim görevlileri tarafından yapılan bir diğer eleştiri ise soru tiplerinde çeşitlilik olmaması ve alternatif ölçme araçlarının dâhil edilmemesidir. Diğer yandan, çalışmanın nitel sonuçları öğretim görevlilerinin hazırlık programındaki sınav uygulamalarından tam anlamıyla memnun olmadıklarını göstermektedir. Bu nedenle proje çalışmaları ve sunumlar gibi ürün dosyasına ek olarak daha fazla alternatif ölçme araçlarının kullanılması önerilebilir.

Çalışmanın sonuçları öğretim üyelerinin öğrencilerin İngilizce öğrenmek için yeterince motive olmadıkları görüşüne sahip olduğunu göstermektedir. Bu nedenle proje hazırlama, öğrenci konferansları düzenleme, bölüm öğrencilerinin hazırlık okulu öğrencilerine İngilizce öğrenmelerine yardımcı olma gibi farklı ders dışı etkinliklerle öğrenci motivasyonunu artıracak uygulamaların zenginleştirilmesi şiddetle önerilmektedir. Ayrıca öğrencilerin özerk öğrenen olabilmeleri için ders saatleri dışında erişebilecekleri bir bağımsız öğrenme merkezinin açılması önerilmektedir.

Bu çalışmanın amacı, Başkent Üniversitesi Yabancı Diller Yüksekokulu İngilizce Hazırlık programını, öğrenci ve öğretim görevlilerinin bakış açılarına dayalı olarak değerlendirmek ve İngilizce eğitimde öğrencilerin ihtiyaçlarını ve yaşanan zorlukları belirlemektir. Gelecek çalışmalar için bir öneri olarak sınıf gözlemleri ve doküman analizi gibi çeşitli veri toplama yaklaşımlarından yararlanılabilir.

Bu çalışma, öğretim üyelerinin öğrencilerinin dil gereksinimlerine ilişkin algılarını ve İngilizce eğitimde karşılaştıkları güçlükleri araştırmayı amaçlamıştır. Hazırlık programının daha iyi anlaşılması için İngilizce bölümlerde okuyan öğrencilerin İngilizce eğitimde dil ile ilgili ihtiyaçlarına bakış açılarını ortaya çıkarmak için bir araştırma yapılabilir. Bölüm öğrencilerinden elde edilen sonuçlar Hazırlık programın etkililiğini değerlendirmek için kullanılabilir. Ayrıca öğrencilerin ihtiyaçları temel alınarak geliştirilen bir hazırlık programı İngilizce eğitimde daha olumlu sonuçlar alınmasını sağlar.

Mevcut çalışmaya %100 ve %30 İngilizce bölümlerde okuyacak hazırlık sınıfı öğrencileri katılmıştır. Gelecek çalışmalar için bir öneri olarak %100 ve %30 İngilizce bölümlerde okuyacak öğrencilerin algılarında farklılık olup olmadığı incelenebilir.

Mevcut çalışma sadece Başkent Üniversitesi Yabancı Diller Yüksek Okulu'nda uygulanan hazırlık programı hakkındaki öğrenci ve öğretim görevlileri görüşlerini incelemiştir. Hazırlık programlarının geliştirilmesi için İngilizce'nin eğitim dili olduğu farklı kurumlardaki hazırlık okullarını içeren daha geniş bir araştırma yapılabilir.

Ayrıca, bu çalışma UCLA değerlendirme modeline dayalı olarak yapılmıştır. Bu modeli kullanan değerlendirme çalışmaları yetersiz olduğundan, modelin uygulamada nasıl işlediğini anlamak için gelecek değerlendirme çalışmalarında modelin daha yaygın olarak kullanılması önerilmektedir.

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